

Belmont Christian College

ANNUAL REPORT 2023

Providing a dynamic, transforming,
Christ-centred education



Board Chair Report | Ian Livingstone



I would like to acknowledge our saviour Jesus Christ. He is the creator and sustainer of the whole universe and has provided this vast land called Australia for us to live, work and play. He has also made provision for so many of our children to have a Christ-centred education. Psalm 115 vs 1 says, "Not to us, O Lord, not to us but to your name goes all the glory for your unfailing love and faithfulness".

2023 has been a great year in the life of our College. We are now the "school of choice" in our area with growth in numbers by 9.5% from 778 in 2022 to 852 in 2023. We have seen great progress on the new strategic plan, adopted by the Board and staff based on three pillars (Quality Christian Education). The latest HSC results have highlighted this with our College now rated sixth out of one hundred and fifty schools in our area. Congratulations to our students for their superb effort and to our staff who have worked tirelessly to achieve this result.

Our staff take seriously their responsibility to help our children "grow up into Christ" with many young lives responding to the gospel.

Financially the College has done well generating a \$5 million surplus for the year and with the cash reserves of over \$14 million. The Board would like to commend to the company members the effort of all the staff in these results and single out our Business Manager Bill Truscott who sadly after six years at the College has resigned and moved to another school in Queensland. He will be sorely missed.

With the first stage of our capital works programmed, the new road around the College exiting into Master Street starting shortly and the DA presently in Lake Macquarie council for the multi-purpose hall, we will see a massive improvement to the teaching and learning facilities for students in the coming years.

We were successful in gaining another grant from the BGA for the new multi-purpose hall which now brings the total funding by that body to \$2 million dollars, a great boost for that project.

The latest survey of students done earlier this year has highlighted a surge in children not going to any church up 4% to 41% from the 2022 survey. This puts a lot of pressure on Sharon and her staff to ensure teaching from a Christian perspective is maintained. They have a lot of programmes that not only look after the welfare of the students but challenge them with the "good news of Christ" and they have done an exemplary job in doing that over the years with several children committing their lives to Him. This is not only a challenge for the staff but a wonderful opportunity for the church to minister to these children and their parents.



Currently Christian Schools in Australia are under attack politically. The current Government has authorised a review to be carried out by the Australian Law Reform Commission on "maximising the realisation of human rights; Religious educational institutions and anti-discrimination laws", and on Thursday, 22 March the Attorney-General, Mark Dreyfus, tabled in Parliament the report.

The report does NOT maximise the realisation of human rights – its recommendations would gut religious freedom in Australia. The ALRC itself notes that the recommendations 'substantially narrow the circumstances in which discrimination by religious educational institutions of their students and staff is permissible at law'.

Christian Schools Australia, along with other Christian school organisations, has categorically denounced the ALRC's recommendations in a joint Media Release labelling it "a direct attack on faith and freedom of belief in Australia" and said if adopted by the Government, "Christian education as we know it will cease to exist". The National Catholic Education Commission has expressed similar concerns.

We have a window of opportunity before the Government commits to a more substantive response to these recommendations, but we must act quickly and we must act loudly!

Would you write to your local member to express your concerns and join "MyChristianSchool" which is a website operated by Christian Schools Australia which registers your name, gives updates and with enough names they will have quite significant political clout in negotiating with the Government, they are well on the way to achieving 70,000 members. Most importantly, please pray that the resulting legislation will enable us to continue to teach with our Christian distinctive.

Psalm 112 vs 1, "Praise the Lord! How joyful are those who fear the Lord and delight in obeying his commands". Vs 10 "The wicked will see this and be infuriated. They will grind their teeth in anger; they will slink away, their hopes thwarted".

I would most warmly commend to the members of the company, parents and all interested parties our Principal Sharon Sopher, now in her ninth year, for the marvellous job she has done in managing this ministry and to her staff who have shared the vision and worked for the glory of God in our school community.

Praise the Lord

Ian Livingstone

Board Chairman





Belmont Christian College, located in the picturesque region of Lake Macquarie, serves students from Pre-Kindergarten through Year 12. Established in 1982, the College is a ministry of Belmont Baptist Church and an integral part of the local community.

At Belmont Christian College, we believe that parents are the primary carers and educators of their children. Our role as a College is to partner with parents in this important mission. Together with the home and church, we strive to support children in their journey to "...grow up into Christ" and reach their God-given potential across all areas of their educational, physical, emotional, and spiritual development.

We are committed to providing a holistic, caring, and nurturing environment that meets the diverse needs of the children entrusted to us. Our extensive extra-curricular program offers a wide range of opportunities, including sports, music, dance, drama, design, STEM, marine studies, construction, and ICT, ensuring that every child can explore and develop their unique talents and interests.

Quality Christian Education

In 2023, the Board and College Executive developed WHY statements (purpose statements) that underpin the main strategic goal of Quality Christian Education.

Quality - WHY

Our commitment to quality teaching is evident throughout the College. Continuous professional learning equips BCC teachers to excel, fostering a culture of continuous improvement in teaching, academics, student wellbeing, and behaviour. Emphasising lifelong learning for both teachers and students, we cultivate a community committed to growth and improvement.

Christian - WHY

Our Christ-centric education centres on a personal relationship with Jesus, focusing on evangelism and discipleship. We aim to be the school of choice for Christians, supporting families and developing students holistically. By nurturing Christian values and fostering personal growth, we prepare students to be compassionate global citizens and active participants in their communities, both now and into the future.

Education - WHY

We pursue educational excellence through a personalised approach, recognising each learner's unique strengths and potential. By supporting personal journeys of excellence, we elevate academic standards as we learn and grow as a community. This includes non-academic pathways for those who excel in areas outside the traditional academic realm. We create a supportive environment of 'academic care' where wellbeing is integral to educational success, achieved through the experience of belonging within our community.

Masterplan and Development

The Development Application for the new road project has been approved, which will significantly alleviate traffic congestion around the campus. Additionally, we have secured two substantial grants for the proposed new Multi-Purpose Centre, which will support our future growth and development. We are grateful to God for His continual provision as we look forward to the bright future of Belmont Christian College.

School Sectors and Christian Support

In 2023, the independent sector grew by 3.2%, with Christian Schools growing by 4.6% since 2013. Parents choose Independent Schools because of educational excellence, good facilities, good teachers and the caring and supportive environment. Shadow Education Minister says, "religious

schools are not a threat to our children, but a gift to their future. They are not a threat to diversity, but proof of its success." Praise God for our Shadow Minister's reflections.

School Musical

One of our significant community events for 2023 was the Secondary musical. "Charlie and the Chocolate Factory" concluded with a joyful applause from a packed house. Throughout the whole production, Secondary students 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.

Kindness Council

The Kindness Council includes representatives from each year group in Primary, meeting weekly to promote kindness in the College and the local community. This initiative offers small leadership opportunities and promotes a culture of kindness.

Fundraising Achievements

- Coins for Compassion: Raised \$11,100 for the Shalom Child Development Centre in the Philippines.
- Ronald McDonald House Charity Dinner: Primary students raised over \$11,000.

Staff and Student Achievements

- Conda Awards: Recognised Drama Teacher Naomi Stewart and Music Teacher Emily Shield for excellence.
- HSC Results: Ranked 6th in the Newcastle and Lake Macquarie region, with a student achieving first in the State for Music.
- NAPLAN: Continued upward trend in Literacy and Numeracy.

Stakeholder Satisfaction

Enrolment interviews and College Tours continue to reflect high levels of parent satisfaction. The primary reasons parents seek admission to Belmont Christian College are our strong reputation, core values, academic excellence, and community focus. Feedback from parents after Parent Connect evenings strongly indicates that our students are happy and feel connected. Many parents have expressed their satisfaction, with comments such as, "If only we had enrolled our children earlier."

In 2023, we welcomed 20 new staff members, significantly enriching the team with their professionalism and dedication. All new staff have begun the 2-year onboarding program focused on Christian education. By the end of the year, our student population reached 852, with 420 in Secondary, marking an increase of 74 students from the previous year. The gender distribution remains balanced throughout the College.

Our aspiration is to see young people thriving in all aspects of their lives, fostering a deep relationship with Jesus, meaningful connections with peers, and engaging in stimulating learning that ignites their imagination. Our experienced Christian staff are committed to delivering a rich educational experience while deeply caring for students through a comprehensive wellbeing framework.

Our community continues to thrive with dedicated Christian staff, strong financial health, and ongoing development projects. I am grateful for the unwavering support of the Board of Directors and for God's abundant provision, love, and grace.



Head of Secondary | Alex Cameron



As Head of Secondary, 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 Agile Strategic Plan, to ensure 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.

In 2023, students engaged in a wide range of 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 Stage Leaders oversee Connect which comprises the wellbeing, pastoral care programs and the distinctively Christian studies programs. Stage Leaders, with support from Curriculum 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, Stage Leaders and Curriculum 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 Curriculum Leaders, 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 to a minimal level of intervention with few detentions and suspensions throughout 2023. 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 Administration 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 Acceptable use Policy.
 - Our adjustment of the Digital Devices Acceptable use Policy to include a 'gate to gate - mobile phone free zone' has been successful. This was in anticipation of the statewide ban of mobile devices in schools and instead of deploying lockable pouches. Students have responded positively to a change in culture, stowing phones away during school hours, respectfully checking in with staff when they need to access phones. Anecdotally, students are more engaged socially in the playground. Enforcement of the 'three strike' confiscation/escalation component of the policy has seen few students requiring more than a single confiscation, as compared to previous years.
 - Our creation of a Wellbeing Strategic Plan has reinforced our focus on staff and student wellbeing. This was in consultation with the Association of Independent Schools. We developed a definition of wellbeing: that wellbeing is 'Feeling well, Functioning well and Connecting well', which is reinforced wherever possible. Wellbeing staff received significant professional development, deploying their training in upskilling staff, engaging in various conferences and select front line staff receiving training in Mental Health First Aid.



own, they 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, with a sense of connection that fosters strong relational classroom contexts and engagement in, and ownership of their learning.

- Induction processes are 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 include:

- An 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
- Reconfiguring 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

- o Formal and informal occasions where student wellbeing is actively promoted in:
- o Chapel, Year Meetings, assemblies, cohort camps including our developing camp program from and our inaugural year of interest based camps in 2023, as well as continuing cohort camps for years 10 and 11 in term 4. Student leadership programs and camps eg. Prefects also in term 4 as well as a new level of student leaders as appointed by staff as well as the existing Prefects.

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

- Student Leaders and Prefect mentoring by staff and by peers to enhance community life
- Participation in an in-school, class-focused ANZAC Day commemoration
- Incorporating 'Acknowledgement of Country' introductions at functions, including our College thanksgiving services and information evenings
- Supporting Compassion Australia and sponsoring Compassion children
- Fundraising calendar targeting a range of College, local, national and international programs
- Guest speakers from different organisations, including Susan McClean's Cyber Safety awareness for students, staff and parents/carers, College Chaplain and Counsellors supporting focus programs and meeting 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 through an explicit teaching model. This focus has continued to be fostered and monitored for ongoing improvement through:

- A whole school Learning Improvement Process focusing 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 (Year 8 for Year 9-10, and Year 10 for Years 11-12). The Director of Teaching & Learning and the Head of Secondary Studies facilitate this as well as relevant career and student/subject suitability information, helping to support subject selection and career options. This information precedes and follows subject selection information evenings.



- Staff from four KLAs participated in HSC marking operations 2023
- Curriculum Leaders met with Head of Secondary, Head of Primary and the Director of Teaching & Learning for improvement planning and facilitation of professional learning
- Other online formats complemented teaching and learning for Year 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 home in on 21st century skills (creativity, collaboration, critical thinking, communication and citizenship)

Secondary School continues to provide a range of new opportunities.

- Mathematics classes in Years 7-10 are graded according to ability and need
- English, HSIE, TAS, CAPA 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 Years 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 Year 7 and 8 classes where groups of students from different classes worked together on similar programs and tasks with multiple teachers as presenters and facilitators
- The Student Leadership and 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
- '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, 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 | Chris Stewart



Belmont Christian College focuses on building educational, social, and spiritual foundations from Pre-Kindergarten to Primary School. We provide a safe, inclusive learning environment for students to develop skills, explore interests, and shape Christ-like characteristics based on faith and biblical principles. Our College values respect, responsibility, kindness, honesty, integrity, and forgiveness while encouraging students to act responsibly. Positive reinforcement strategies are used to recognise students' efforts and achievements.

In 2023, our Primary Curriculum Leader reviewed teaching programs and agreed to implement new English delivery programs, including Initialit (in Year 1/2), Spellex and Spelling Mastery. Teachers will no longer use PM readers as a benchmarking tool and will move to Dibels. Mathematics will now be taught through Origo Stepping Stones. The Primary team has prepared for the mandatory implementation of a new syllabus and curriculum in both English and Mathematics, maintaining the commitment to providing a quality learning environment that focuses on ongoing excellence in all aspects of College life.

We offer our students a range of extracurricular activities, including sports carnivals, excursions, camps and special events. Our chapel service, Rise Up, is at the heart of our Christian school community, providing worship and bible teaching. Students also participate in creative arts activities like Boys Hip Hop, Worship Dance Ensemble, Primary Choir, and Primary Concert Band. We recently had our first primary school disco organised by dedicated parents, which showcased our students' talent and enthusiasm for the performing arts. The Social Obligations initiative included a student-facilitated formal dinner to raise funds for the Ronald McDonald House Charity Foundation. We also offered various interest groups like Lego, chess, gardening, and robotics. Mrs Debbie Horton established a primary 'Kindness Council' with representatives from each class, promoting kindness in our College and the local community.



Primary Sport had an exceptional year. We won multiple swimming, athletics, netball, cricket, oztag, soccer, and AFL championships. The Senior Girls Athletics relay team set multiple records on their way to winning a Silver medal at the NSW PSSA All Schools carnival. They had previously won Gold at Zone and CSSA, and Silver at CIS. Our teams also achieved success at the zone and CSSA levels. Additionally, all our aerobics teams qualified for Nationals, and three teams competed on the Gold Coast.

We connected with parents and carers through events such as Mother's Day breakfast, Father's Day Coffee Cart, Book Week parade, and grandparent/special friend inclusion.



We were proud to see our new nature playground, 'Poppet Park', come to life. The project began with the vision and resourcefulness of parents in our community, taking into account students' feedback on desired features.

In Term 3, we bid farewell to Mrs Leoni McNeill, who served as the Head of Primary for 11 years. Her departure from Belmont Christian College was marked by fond memories of her significant role. Mrs McNeill was celebrated with songs, dances, speeches, and photos as students and staff appreciated her leadership.

Primary participated in the BCC Annual Festival, a highly successful event. Students showcased their talents and received Academic, Effort, Sports, Creative Arts, and Christian Values awards.

Primary school continues to experience a rise in student enrolments. This can be attributed to the improvements in student and parent satisfaction with the College's curriculum and activities. New families at the College have spoken highly of the care and concern provided by our community. This positive trend is expected to continue, ensuring that students receive an excellent educational experience.

The second year of transitioning to grade-based classes in the Primary School structure has had a positive impact on students' social and emotional wellbeing. It has also allowed teachers to build upon their hard work from the previous year in delivering the curriculum and fine-tuning their practice for specific grades.



Director of Mission & Community | David Gray



Throughout 2023, the Director of Mission and Community, supported closely by the College Registrar and Marketing Manager, focused on 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

External Marketing and Communication continued to evolve and grow throughout 2023, retaining its long-term focus on our key entry pathways of Beginners, Kindergarten and Year 5. A combination of online marketing efforts oriented around our forward-facing College website and social media platform was complemented by traditional marketing approaches, including but not limited to signage, radio and local charity sponsorships. Within each of these initiatives, as with every year, the central thread of the external communications narrative is to always align with the vision and mission of the College and unashamedly promote Christ as the heartbeat of the message. 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. An area for improvement in external marketing and communications is to clarify and then publish both a detailed brand guideline along with a donations and sponsorships offer to the wider community.

Biblical perspectives within the classroom, as per the stated College Vision and Mission, is crucial to College life. In response, the 2-year induction program for all new teachers which focuses on Biblical perspectives in the classroom continued throughout 2023. This program is managed and run by the Director of Mission and Community, supported by the Head of Secondary. Staff are provided time to consider what it means to teach in line with the College Mission and Vision, and through the program are regularly exposed to readings, scholarly articles, postgraduate papers and in-school examples. An area for improvement in the biblical perspectives area is working through creative ways to scale the new teacher program to more teachers across the College. Work has commenced in this space.



Strategic Planning support of middle leaders continues to be an area of focus. Working across a range of different areas of the College, supported by the training of external providers such as the AIS and CSA, the goal is to further grow and develop new and emerging leaders with their strategic capacities. An area for improvement in the strategic planning support is identifying the correct channels to grow this support, along with the necessary time and resources to see through the various benefits on offer.

As evidenced in other sections of the Annual Report, student enrolment numbers continued to trend upwards year-on-year, supporting the marketing and communication strategic direction that has been applied throughout 2023. New enrolments continued to grow YOY at a rate of +10%.

The College will continue to unashamedly promote itself to prospective families based around its Christian Vision and Mission, focused on being the school of choice for Christian families in the lower Hunter Valley region. Working closely with the College Registrar, the successful outworking of a reworked College Tour approach was a positive outcome for 2023. 2023 continued to focus on extracting the operational benefits of the College customer relations management (CRM) tool, known



as Digistorm-Funnel. An area for improvement in this space is the twofold. The first is drawing down more granular data from Digistorm-Funnel to support improved decision making. A second area of focus is articulating more clearly to new parents the ways in which the College is unique and aligned to its vision and mission.

The BCC Partnerships Strategic Plan officially commenced throughout 2023. It focuses on an ecosystem of partnerships with parents, local businesses, churches and staff. The online College Business Directory grew exponentially throughout 2023. A survey feedback

loop strategy was proposed throughout 2023, new relationships were formed with a local charity, Belmont Community Care, and current relationships were solidified e.g. Compassion Australia.

Results from the 2023 Christian Schools Australia Community Profile Survey indicated that parent/family satisfaction was tracking higher compared to all schools participating in the survey in co-curricular activities, the quality of the sporting program, finding a sense of meaning, purpose and direction in life and communication between teachers, leaders and parents. Major areas for improvement, based on the parent satisfaction survey results, includes but is not limited to, accessibility to campus, wellbeing programs, leadership acumen and fee affordability perceptions.



Director of Teaching & Learning | Andrew Kable



In 2023, we embarked on an ambitious project to enhance our K-12 curriculum, particularly focusing on primary education. With guidance from our dedicated Primary Instructional and Curriculum leader, we initiated significant improvements that are already showing promise. Our efforts included resourcing primary mathematics comprehensively with new teaching aids and supplies, introducing a unified mathematics textbook starting Term 1, 2024, and updating our phonics readers to better support literacy. We continued the successful rollout of InitialLit in K-2, introduced Spell-Ex in Years 3-4 and Spelling Mastery in Years 5-6, building on the success of InitialLit.

The secondary curriculum also saw significant enhancements under the leadership of our Curriculum Leaders. We implemented new English and Maths curricula focused on an improved mathematics structure and a more literacy-based English curriculum, and introduced the Spell-It program, which showed promising initial results.

Our evidence-informed instructional approach continues to be refined and enhanced. Staff members are now confidently leading training sessions in our instructional methods, and our approach has garnered positive attention from visiting school leaders. We also successfully trialled a new coaching management tool, with plans for more extensive use in 2024.

Areas of focus include continuing to streamline and enhance curriculum and align it cohesively with our teaching practice. Further, NAPLAN and PAT data continue to inform our approaches, with a continued focus on developing spelling and grammar.

Our efforts are reflected in promising student outcomes. PAT testing data shows an upward trend across the school, and the 2023 HSC results indicate the effectiveness of our curriculum and instructional strategies, with our school ranking 6th in the region. We have also enhanced alternative pathways for our senior students, with a significant percentage of Year 12 students engaged in vocational or trade training. There are high attainment rates of Year 12 certificates or equivalent VET qualifications.

Parents have highlighted their appreciation for our curriculum improvements and teaching methods, and teachers feel more and more confident in our instructional approach. Students are also making progress as evidenced in our positive result trends.

2023 was a year of substantial progress and promising results, driven by our commitment to excellence and continuous improvement. We look forward to building on these successes in 2024 and beyond.





Wellbeing (7-12)

Guided by a Biblical understanding of 'living life to the full' in harmony with our environment, community and God, our College has placed a high importance on seeing our students flourish. We firmly believe that when students feel connected to their community, feel well, and are functioning at their fullest potential, they thrive academically, spiritually and socially.

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 College's social and cultural context on the learning process and the crucial role it plays in safeguarding the wellbeing 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 2023, we have implemented a range of activities aimed at fostering a culture of respect and responsibility within our student cohort.

- Aligning our discipline and wellbeing procedures and policies to better address prosocial behaviours
- Increasing the allocation of Stage Leaders and the Head of Wellbeing to ensure additional time is given to support students and run programs
- Increasing the wellbeing responsibilities and expectations of Curriculum Leaders to further support students' prosocial behaviour
- Employing an additional Stage Leader to support the socio-emotional teaching of our students
- Creating the role of Biblical Studies Coordinator to relieve pressure on Stage Leaders so that they can focus on Wellbeing programs
- Creating the role of a Student Leadership Mentor to support leadership across Years 7-10
- Redesigning our Prefect Leadership criteria to include more students participating in leadership opportunities
- Recognising and participating in Harmony Week, including fundraising for our Hardship Fund
- Recognising and participating in Reconciliation Week
- Promoting 'peer check-ins' and teaching conversation starters about mental health during R U OK Day
- Teaching respectful relationships across Year 7-12 Connect, including participating in the National Day of Action against Bullying and Violence
- 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 led groups which focus on inclusion and belonging

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

The following priorities have been achieved for 2023:

- Reinforcing existing whole-school practices and processes to effectively monitor and develop student mental health and wellbeing that are tailored to our community. This focused on the aligning of our discipline and wellbeing policies and procedures, ensuring that they are supporting each other.
- Prioritising professional learning opportunities for our Stage Leaders which focus on equipping with the necessary knowledge and understanding to support the socioemotional learning. This included coaching and mental health first aid, suicide prevention courses and leadership training.
- 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. This focused on developing networks with other Christian schools within the Central Coast and Hunter area and the Head of Wellbeing's participation in the CSA Middle Leaders program

The following four areas have been identified for improvement for 2024 and are linked to our Wellbeing Strategic Plan

- Employing additional wellbeing staff to support our growing College community
- Implementing a periodic wellbeing survey for our students to provide more data in wellbeing areas. Possibilities include Tell Them From Me and Pulse which provide feedback from students, teachers and parents
- Strengthening our Student Leadership program across Secondary School. Through Peer Support training, we will use our leaders to promote prosocial behaviours and socio-emotional learning while supporting Stage 4 transition to high school
- Improving our communication with parents regarding wellbeing matters. With our Head of Secondary, we will review our current policies and procedures regarding communication with parents to ensure more timely feedback and support



Head of Learning Enrichment | Nicole Walters



In Learning Enrichment, we continue to hand our department over to God. As a result, our Lord has provided us with a team of experts. We have a Doctor of Science, a commercial editor, a technical director and production manager, behavioural support experts, tertiary education staff, trained teachers working as Aides, disability support workers, business experts including business managers, trained nurses, literacy experts, and much more. He continues to provide us with the diversity that matches exactly what we need at the time. Praise God! His hand is felt over all processes, and we are very grateful for the prayers of facilitation around this.

Multiple areas in strength-based change have been made, such as moving teachers into roles where they thrive rather than survive. The following are examples of these changes: We now have a dedicated 0.5 teaching role for Individual Plan delivery, including meetings and discussions with staff. A full-time teacher supporting in a wellbeing space where, previously, these students were needing to seek enrolment externally. Last report, we advised on the implementation of a targeted and individualised accountability focus on our support of students' literacy and numeracy. This delivery is now an established area of support and student tracking that has facilitated the identification of multiple disabilities and allowed establishment of adjustments to lower barriers to learning. This also aligned with the College Strategic Plan.

With God's provision, our Learning Enrichment team has grown to a large, hard-working team of 13.52 full time equivalent staff - 27 personnel. 10.42 aides (23 part time aides). The current support we deliver includes:

- One coordinator full time. Across Pre-K-12, including extension support
- 2.1 teachers - three actual teaching staff: one full-time (wellbeing space teaching), one 0.6 (Primary), one 0.5 (coordinating Secondary Individual Planning meetings)
- Wellbeing support through aides for students with behavioural need across the school
- Diabetes support on a full-time basis for three students
- A small team delivering daily targeted literacy intervention classes in Secondary for students who are well below stage level
- Primary targeted literacy programs from K-6: MiniLit, etc
- Primary Mathematics support
- Secondary Mathematics support groups in individual delivery three days per week targeting weak areas and focusing on basic skills and drills to increase understanding
- Mathematics support in Primary in small groups
- Writing support groups in Primary 2:1 support
- Individual drop-in support
- Teacher support regarding differentiation
- Professional development for teachers and aides
- Behavioural need identification and support for wellbeing staff in this area
- Meeting with parents and student teams (including OT's, psychologists) to discuss progress and need
- Academic testing
- Exam provisions
- HSC special provisions (which continues to provide high-level support across the college)
- Extension classes

- Classroom observations to ascertain need and support teachers
- Teacher compliance support
- High level of Individual Planning meetings for new students entering the College

The LE team follows the College and individual teacher delivery approach to Teaching and Learning. Within the LE team and from a leadership perspective, I follow a strengths-based approach to learning for staff within the team. This assists in effecting appropriate placements and redirections when staffing roles and 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.

Acceleration Provisions: All students requiring grade skips (accelerations) have occurred, with NAPLAN results showing most achieving at Exceeding level and the remaining areas at Strong. This result shows the accelerations have assisted their learning by delivering lessons at a level commensurate with their academic needs.

Sensory Deprivation Space: During breaks an area has been established that allows students who are overwhelmed in the playground an area to decompress and relax without the pressures of socialising.

Cross Department Compliance Support: We have assisted supporting staff in other areas in the delivery of support and delivery. These improvements are evidenced across multiple areas.

Wellbeing Support: This includes attending wellbeing meetings for class levels, observing each class for wellbeing need.

Staffing: An alignment of roles to skill levels and areas has been highly successful.

Enrolment Meetings: All incoming need and extension support has been identified through this new initiative of meeting with parents for Individual Planning Meetings, including benchmark testing.

Supporting students with convergence and visual tracking need: Every student across the College has undertaken an analysis of a writing sample to allow identification of behavioural optometry need.

Vestibular Support: Vestibular stools have been delivered to the classrooms in the support of students with ADHD. This increases focus and thus, productivity.



In addition to the ongoing extension groups of Comprehension, Spelling, Reading, Writing, Maths, Science and Social Responsibility, 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. Students are also participating in external Science competitions, Poetry competitions, Writing competitions, and are meeting externally for high-achieving problem-based learning days.

Last year, at the Social Responsibility Dinner, students raised over \$11 000.

This year's Social Responsibility Dinner is coming up on 16 August. During this evening, a group of 38 students will work together to cook, clean, serve and entertain their parents and friends.

Parent feedback continues to be 99.9% positive across both fields. Recent conversations include. *"I cannot believe this need has been picked up after all these years at another school. We cannot believe the difference this diagnosis has made"; "...it's been her main topic of conversation for months! You've created an event that is going to leave a lasting impression on her."*

Students are engaging eagerly with self-nomination for external competitions and extracurricular activities.





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 2023, there were 820 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 35 children attending across all days. For Beginners, children may enrol for one, two or three days per week.

In Primary School, (K-6), there were three classes in Kindergarten and Year 6, and two classes in Years 1 to 5. The average class size across Primary School was 25 students. In Secondary School, (Years 7-10), there were three classes in each year level. There was an average of 78 students per grade. In Senior Secondary (Years 11 & 12) there was an average of 56 students per grade.

Enrolments			
	2021 (Aug Census)	2022 (Aug Census)	2023 (Aug Census)
K-6	290	332	397
7-10	285	299	312
11-12	89	104	111
TOTAL	664	735	820

*EXCLUDING Beginners (Pre-Kinder) students

Student Attendance and Management of Non-Attendance

In 2023, an average of 92% of students attended school each school day. 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	93
Year 1	91
Year 2	93
Year 3	93
Year 4	91
Year 5	91
Year 6	94
Year 7	92
Year 8	90
Year 9	90
Year 10	90
Year 11	90
Year 12	92
Whole School for 2023	92

Retention of Year 10 to Year 12

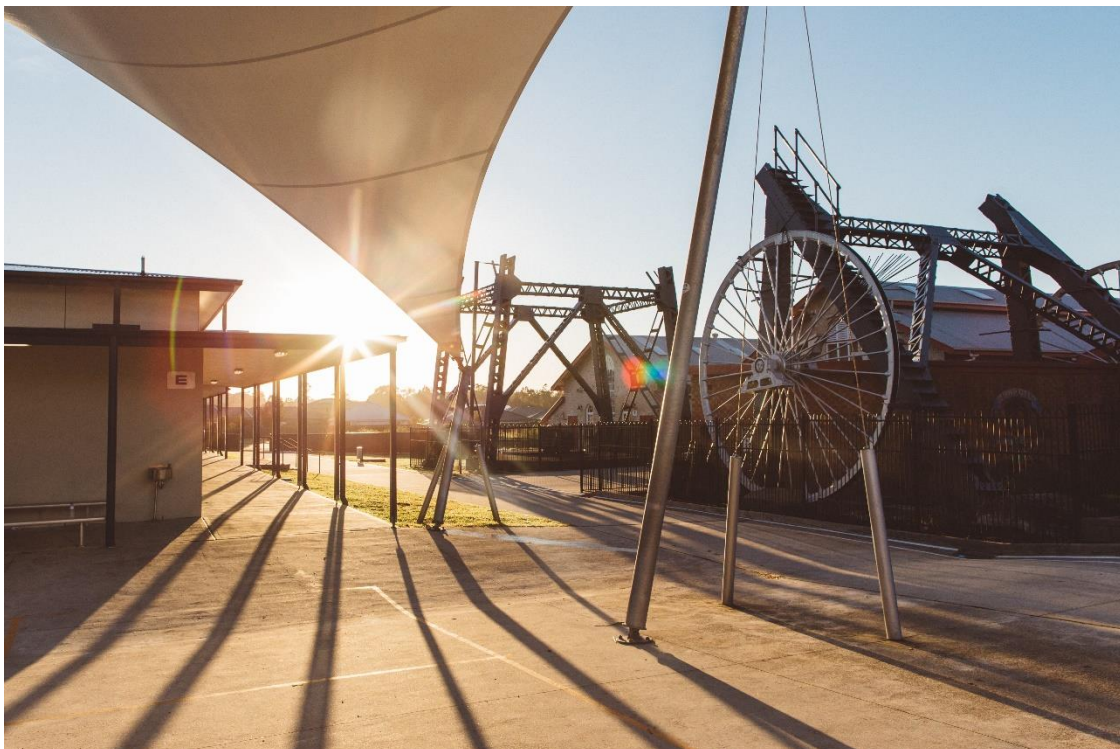
There was a 62% retention rate from the 2021 Year 10 cohort who continued through to Year 12 in 2023. Of the students who left the College from Year 10, during Year 11 and 12 in 2021 to 2023, 22 students left to attend TAFE and/or begin employment, six students left to attend another high school, and two students are unknown.



Links to Key Policies

The following College policies are publicly available on our website

- [Enrolment Policy](#)
- [Child Protection Policy](#)
- [Anti-bullying Policy](#)
- [Discipline Policy](#)
- [Complaints Policy](#)



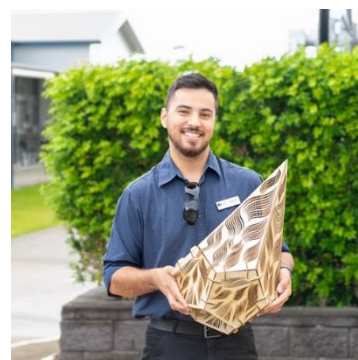
Staff

Workforce Composition

In 2023 there were 117 staff members, 2 of whom were on leave for the entire 12 months. There were 73 teaching staff and the remainder administrative or ancillary staff. There were 63 part-time and 54 full time teaching staff. There was 1 staff member who identifies as indigenous. The retention rate for staff was 88%.

The following staff joined the College in 2023:

Name	Position	Date Employed
Thomas Carlson	Teacher - Secondary	23/1/23
Stephen Laurie	Teacher - Secondary	23/1/23
Simon Brown	Marketing	23/1/23
Phillipa Richards	Teacher - Primary	23/1/23
Jordan Peters	Teacher - Secondary	23/1/23
Jonathan Morrison	Teacher - Primary	23/1/23
Gerdi de Jager	Teacher - Secondary	23/1/23
Gavin Carter	TAS Aide	23/1/23
Emily Cooper	Teacher - Secondary	23/1/23
Edward Helliwell	Learning Enrichment Aide	23/1/23
Ciara Atherton	Learning Enrichment Aide	23/1/23
Amy Crawford	Teacher - Primary	23/1/23
Alison West	Learning Enrichment Aide	23/1/23
Abby Baartz	Teacher - Primary	23/1/23
Craig Henningham	Learning Enrichment Aide	14/2/23
Susan McCloskey	Learning Enrichment Aide	20/2/23
Kim Dooley	Learning Enrichment Aide	16/5/23
Amy Du Toit	Learning Enrichment Aide	29/5/23
Natalie Fackler	Learning Enrichment Aide	6/6/23
Lachlan MacIntyre	Teacher - Secondary	6/11/23
Deborah Taylor	Learning Enrichment Aide	6/11/23



The following staff left the College in 2023:

Name	Position	Date of Termination
James Scheepers	Learning Enrichment Aide	17/5/23
Emmeline Crosher	Learning Enrichment Aide	19/5/23
Jessica Brown	Teacher – Secondary	21/6/23
Thomas Carlson	Teacher – Secondary	22/6/23
Susan McCloskey	Learning Enrichment Aide	22/9/23
Leoni McNeill	Head of Primary	22/9/23
Ciara Atherton	Learning Enrichment Aide	8/12/23
Gavin Carter	TAS Aide	8/12/23
Jonathan Morrison	Teacher – Primary	8/12/23
Julie Tibbs	Learning Enrichment Aide	8/12/23
Joel Procter	Teacher – Secondary	8/12/23
Bronwyn Moulds	School Counsellor	8/12/23
Mitchell Forbes	Chaplain	8/12/24
Paul Hendriks	Teacher – Secondary	8/12/23

Surname	Given Name	Accreditation Status	Qualification	From	Subjects Taught
Baartz	Abby	Provisional	B Ed (Prim) 2022	University of Newcastle	Primary Stage 3
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	Ian	Proficient Teacher	B Music 1995, A Mus. A, Dip Ed 1996	NSW Cons Music, University of Sydney	Maths Coordinator, Secondary Maths
Brown	Jessica		B Teach (Sci) (Hons) 2020	University of Newcastle	Secondary Sciences
Brown	Shelby	Proficient Teacher	B Teach (Prim)	University of Technology Sydney	Many years casual in all areas of Primary
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	Charles Sturt University, Avondale College	Secondary HSIE & English

			(Secondary - Visual Arts/History/English) 2015		
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
Carlson	Thomas				
Carter	Gavin				
Carter	Susan	Proficient Teacher	B Teach, B Health & PE 1999	University of Newcastle	Secondary PDHPE, CAFS, VET Co-ordinator
Cooper	Emily	Conditional	B Arts/B Teach (Sec)	Avondale College	Secondary English
Crawford	Amy	Proficient Teacher	B Teach (Prim) (Hon) 2020	University of Newcastle	Primary Stage 1
De Jager	Gerdi	Proficient Teacher	B Ed (Science & Maths w D) (Hon) 2015	University of Pretoria	Secondary Maths CL
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
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
Laurie	Stephen	Proficient Teacher	B Teach/B Maths, 2015	University of Newcastle	Secondary Maths
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
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	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
Morris	Sarah	Proficient Teacher	B Teach/B Arts, 2008	University of Newcastle	Many years of casual in all areas of Primary
Morrison	Jonathan	Conditional	B Teach (Prim) (Hons) 2019	University of Newcastle	Primary Stage
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	Secondary Sciences

				University, University of Newcastle	
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
Peters	Jordan	Provisional	B Ed (Secondary) w Dist, 2022	University of Newcastle	Secondary D & T
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
Prozinski	Benjamin	Proficient Teacher	B Arts/B Ed (Secondary) 2012	Southern Cross University	Secondary English
Prozinski	Danielle	Proficient Teacher	B Vis Arts 2016, B Art & Design 2018, Mst Teach 2019	Southern Cross University	Secondary Visual Art
Richards	Philippa	Proficient Teacher	B Ed (Prim) 2017	University of Technology Sydney	Primary Stage 1
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, Cert II Hospitality 2023	University of Newcastle, TAFE NSW, Aust Forensic Services, William Angliss Institute	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
Shield	Emily	Provisional Teacher	Bachelor of Arts (Music)/Teaching (Secondary) 2022	Avondale University	Primary & Secondary Music
Smith	Michelle	Provisional	Dip Teach (early Childhood) w Dist.	University of Newcastle	Beginners
Sopher	Sharon	Proficient Teacher	B Ed (Art Ed) 1990, A Mus. A 1989	University of Newcastle	Principal

Stafford	Tayler	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
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

Belmont Christian College had 54 Year 12 students sitting the HSC in 2023 with 270 entries. 54 attained an HSC certificate.

- There were 83 Band 5 and 24 Band 6 results (including notional Band 5/6)
- In approximately 39.6% of entries our students achieved marks of 80+ (ie Band 5 and 6 or equivalent)
- 38 of the 54 HSC eligible students received at least one Band 5 or 6 result
- Approximately 43% of the HSC subjects we offer at BCC (ie 14 of the 32) 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+
Ancient History	9	11.1	32.37
Biology	23	30.42	31.82
Business Studies	7	28.57	35.75
Chemistry	7	28.57	38.2
Community and Family Studies	3	33.33	35.31
Construction Examination	7	85.7	32.42
Design & Technology	9	66.66	47.21
Drama	9	77.77	60.29
English Studies	7 (0 sat exam)	N/A	N/A
English Standard	28	3.57	13.12
English Advanced	21	71.42	67.12
English Extension 1	3	100	94.23
English Extension 2	2	100	85.52
Food Technology	4	0	29.67
Hospitality Examination	4	75	21.11
Industrial technology	8	0	23.57
Information & Digital Technology	5	60	33.93
Investigating Science	2	100	33.75

Mathematics -Standard 2	25	44	31.42
Mathematics - Advanced	16	43.75	49.72
Mathematics - Ext 1	4	50	34.22
Mathematics - Ext 2	2	100	85.6
Modern History	9	33.33	34.86
History Ext	5	20	26.32
Music 1	7	100	68.7
PDHPE	16	25	30.7
Physics	5	60	38.8
Retail Services	1	0	12.74
Science Extension	1	0	7.17
Society and Culture	8	37.5	44.76
Software Design & Development	4	0	35.16
Visual Arts	11	63.63	65.44

Table 2: Year Comparisons

	2023	2022	2021	2020	2019	2018	2017	2016
High Scores:	25	10	13	8	16	27	14	20
Entries:	270	197	199	209	210	250	202	240
Students (HSC eligible):	54	44	40	40	40	49	40	43
Success Rate %	9.26	5.1	6.44	3.83	7.62	8.6	6.93	8.33
Rank	195	308	296	366	208	188	267	211

High Scores is the number of Band 6 scores.

Success Rate is High Scores expressed as a percentage of entries, rounded to two decimal places.

The median success rate for schools in NSW was 5.47%

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

Table 3: Subjects above State Mean 2023 HSC Exams:

Subject	School Mean	State Mean	Variation
Biology	75.79	73.30	2.49
Business Studies	76.69	73.77	2.92
Community and Family Studies	76.13	74.46	1.67

Design and Technology	81.60	77.16	4.44
Drama	82.04	81.12	0.92
English Extension 1	43.67	42.17	1.50
Food Technology	75.15	72.90	2.25
Investigating Science	87.70	74.30	13.40
Mathematics Standard	78.60	71.76	6.84
Mathematics Extension 1	86.05	77.78	8.27
Music 1	89.86	82.09	7.77
PDHPE	74.25	72.98	1.27
Physics	81.04	74.81	6.23
Construction Examination	83.77	76.91	6.86
Hospitality Examination	82.50	73.29	9.21
Information and Digital Technology Examination	79.20	76.22	2.98

University Applications and Early Offers

This is data as recorded through UAC. For students applying to specialist training organisations or directly to universities, no data is available.

University applications (recorded through UAC)	25 of 46 eligible students	54% of cohort
Recommendation Scheme Early Offers	17 of 25 students	68% of those who applied
1st preference offers	18	72% of UAC registered offers
2nd preference offers	3	12% of offers
3rd & 4th preference offers	1	4% of offers

School Leavers Destinations

Workforce	9
Further Study	24
Gap Year	9
Unknown	13

Financial Report | Rhys Tippett

The College has again performed positively during the 2023 financial year and is well placed with sufficient reserves to cover liabilities as they fall due.

Income and expenditure have been recorded showing 71% of income coming from government grants, and 24% from fee income. These funds have been invested in providing quality teaching with 71% utilised for salaries and related staff expenses.

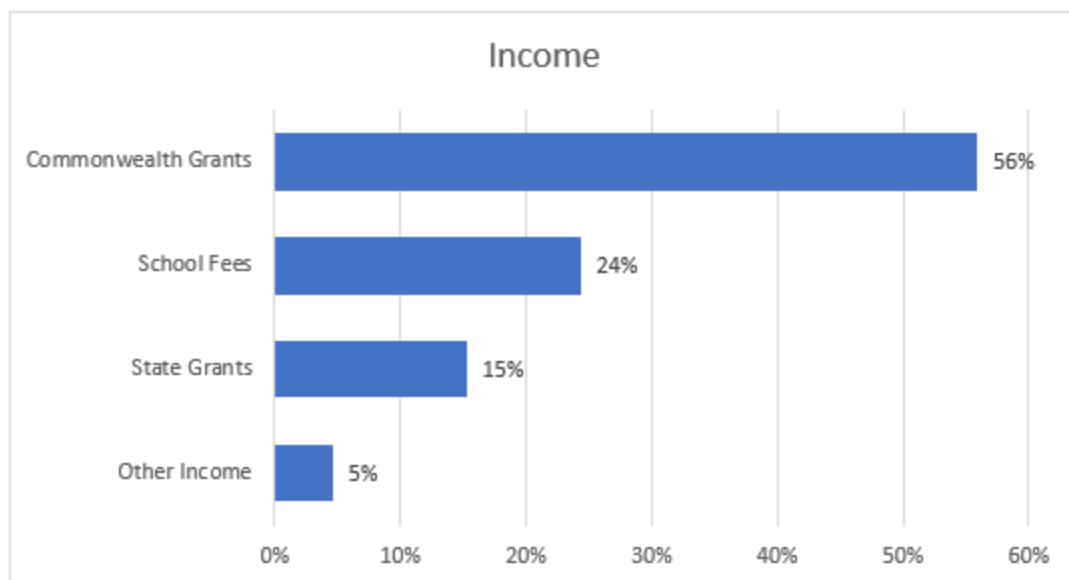
INCOME

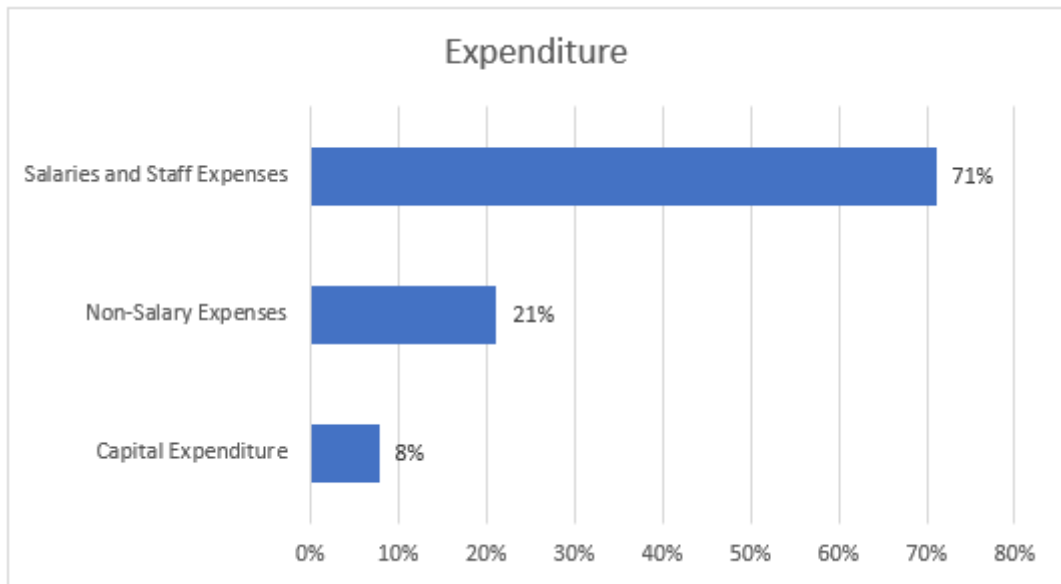
Commonwealth Grants	11,069,519	56%
State Grants	3,016,927	15%
School Fees	4,813,237	24%
Other Income	908,010	5%
Total Income	19,807,693	

EXPENDITURE

Salaries and Staff Expenses	10,960,347	71%
Non-Salary Expenses	3,269,628	21%
Capital Expenditure	1,201,514	8%
Total Expenditure	15,431,489	

Total Recurrent Expenditure (excludes capital expenditure) 14,229,975





Belmont
Christian
College

Grow up into Christ