



2022 ANNUAL REPORT

2022 Annual Report Principal's Report

General Introduction

Richmond Christian College is a K-12, independent school. It is a member of Christian Education National, and is operated by the Ballina Christian Education Association Ltd.

It exists primarily to provide Christ-centered education to families from around the Ballina region who are associated with local Churches. In doing so it assists parents in the upbringing of their children in a way that is both honoring to God, and effective in witness and ministry.

Mission Statement

To assist parents in the nurture of their children, by providing a Christ-centred, biblically grounded, academically rigorous and culturally relevant education that instils a sense of identity, purpose and hope in students that equips them to live for God's glory.

1. Principal's Perspective

In this world you will have trouble. But take heart! I have overcome the world."

*Jesus, circa 33AD
Recorded in John 16:33*

To completely understand 2022, you must understand its context.

In Mark Sayer's new book, *A Non-Anxious Presence*, he argues that the world is living in an uncertain grey space, one of confusion and uncertainty. Sayers explains that it is a war term typically associated with the transition period after a significant period of war, where the in-between of the old ways tumultuously collides with the expected ways of the new world. Consequently, people are left unsure which way/s they should follow.

The term fits perfectly with our emergence from the COVID-19 pandemic. What work rules, communication rule, touch rules, health rules, friendship rules am I responsible to follow? The old? The new? A merger?

And, this contention would have been enough for us, let-alone our children, if not for what then transpired in the Northern Rivers in 2022.

What perhaps the older generation knows better than any, though, is that this is life. Difficulty and ease, trouble and order, trial and peace, hardship and joy, the list could go on, is all part of life.

In fact, Jesus guarantees his followers (John 16) that this is life. However, he provides an antidote to this overwhelming sense of defeat, with a promise that He has overcome, and by following him, we can overcome too.

It is in this context that we must view 2022 and beyond. It is in this context that we sought to teach in 2022 and will continue to teach.

It is critical that RCC education instils its students with an enduring sense of identity, purpose and hope. Not something built on feeling, emotion or misguided searching, nor one easily affected by the incoming and outgoing of cultural tides. Rather, one that is founded on an absolute, unalterable Truth that has stood the test of time for so many and will continue to. One where the Creator's faithfulness and faithfulness to the Creator in times of adversity, change and peace enables growth in identity, purpose and hope for the whole community.

2022 served to reinforce this truth for the RCC community. After months of COVID-19 isolation and cancelled excursions we were excited to launch our new logo and master plan for future development. Unfortunately, our enthusiasm was quickly washed away as our region was inundated with not one but two record shattering floods. What was to be a year of recovery and moving on quickly became one of continued adversity.

What an opportunity.

It was an honour to watch our community band together and respond to those in need. It became apparent that where COVID-19 had forced us into isolation, the adversity of the floods and the need of our community was bringing us back together. It was humbling to see our school community give hundreds of hours and thousands of dollars to those families who had lost everything. Adversity and overcoming leading to growth. Thank you.

As a school we were blessed by the students and staff of Ranges TEC school in Victoria who heard about the need in this area and travelled to RCC and spent a week with us. They built a room for our impending kiln, playground equipment in PreKindy and some exercise equipment for our secondary students. Our students were blessed by Ranges TEC's desire to just help out. What a wonderful lesson.



Thankfully the floods subsided, and restrictions eased. Our students were able to use what they had learned from these horrible adversities and contribute to school life once again. It was a blessing to see our students re-engage in sporting gala days, athletic and swimming carnivals, choirs, performances and house challenges. Congratulations to our teams and individuals who did not give up and saw wonderful success in 2022. It was wonderful also to see senior and junior chapel bands lead our Chapel services again and our student leadership restore our community connection programs. Well done, team! A special mention also to the Graduating Class of 2022. Liam, your perseverance is to be celebrated, a once in a lifetime moment for us all!



What a blessing it was to also welcome our parents and broader community back onto the school grounds. It was so exciting to see families attend our inaugural Easter Alive celebration week and return to celebrate our fortnightly assemblies with us. To be able to present once again the Family Cinema Under the Stars for our whole community and restore the Relate afternoons that allow our parents to connect over coffee provides the foundations for us to dream big again for our community connections for 2023.

Thank you to our dedicated staff and Board members who give tirelessly to the growth of our students and the RCC community. It is not possible without the extra mile that you so willingly walk. We are excited to welcome Dr Vanessa Miller (Head of Junior School) and Mr Chris Drew (Middle school teacher), and welcome back Ms Nicki Steevens (Learning Support Teacher), to the team for 2023. I am excited about the expertise and experience our staff members provide for our students continued growth and maturity.

As RCC enters its 30th year of service to the community we are more passionate than ever to continue to provide a truly Christian education for our community that seeks to grow and mature our students, just as Jesus did (Luke 2). It is our passion to proclaim God's goodness in all that we do as we seek to teach everyone with all wisdom, so that we may present everyone fully mature in Christ (Colossians 1).

To accomplish this in 2023 and beyond we are eager to capitalise on the growth and character that has come from these years of challenge. We look excitedly towards our transition to a three-tier model of schooling that enables us to continue to know and provide for every student. Our next phase of building will hopefully begin with the construction of an all-weather sporting facility, a modern library/e-learning facility and more classrooms for our students to learn and grow in. The continued development of our Creative and Performing Arts and Industrial Technology programs will also continue to be a focus.

One thing we can be sure of is that adversity will never leave us. It is therefore our privilege and responsibility to ensure we continue to work together as a RCC community who ensures that our students know that Jesus has overcome all adversity and it can therefore remain a blessing for our students that leads to growth. A growth that fosters their sense of identity and purpose leading to an enduring hope that empowers them to positively impact their world.

Jonathon Simmons
Principal

2. Heads of School Report

"The joy of the Lord is my strength". Nehemiah 8:10

2022 was an exciting year with camps, extracurricular activities and excursions returning to the calendar after two years of restrictions were lifted. We enjoyed welcoming family and community members back to school events again this year.

Semester 1 commenced with our new student leadership team actively seeking to support those in our school community who were impacted by the floods. It was a blessing to see our students embracing the role of servant leaders as they sought to help others. Our leaders also implemented a number of great initiatives in 2022, such as the House Cup Skipping Challenges in Primary and the Amazing Race in Secondary, where students completed challenges such as the Hakka, Dry Weetbix and the Marshmallow Tower to win the prize!



Our students enjoyed a variety of different sports this year. Primary students participated in gymnastics, soccer, hockey, AFL, touch football and swimming. Secondary students enjoyed surfing, tenpin bowling, netball, basketball, cross fit, tennis, beach sports, field sports and volleyball. There were some outstanding individual sporting achievements this year as students represented the College at zone, state and national levels. Secondary students relished the opportunity to challenge the staff to a game of netball, basketball and dodgeball this year. We are pleased to say that dodgeball found the staff victorious after defeats in previous games.





Camps, community events and excursions have also been a highlight. Excursions to Byron Bay, Dreamworld and Seaworld were among the favourites this year. Years 5 and 6 enjoyed an Adventure and Team Building camp at PGL Kindilan at Redlands Bay in Term 4. Years 10 & 11 embraced the physical challenge of the Adventure Leadership Camp where they embarked on an overnight expedition. It was great to see our students step outside of their comfort zone and take responsible risks. Partnering with parents is such an important part of our approach at RCC so it was wonderful to see such great family participation at many of our school events this year, such as Easter Alive, Cinema Under the Stars, Pancake Breakfast, Jump Rope for Heart, NAIDOC, Book Week, Assemblies and Chapels.

Finally, we'd like to acknowledge Stage 6 who worked hard this year (even participating in holiday study sessions) to prepare for their HSC and we pray that they will continue to grow in their understanding of who they are in Christ and embrace opportunities to develop in all aspects of life.

Thank you to the staff and parents who have partnered with us this year in the education of our students. It has been a joy!

Lisa Weingarth
Head of Senior School

Rebecca Campbell
Head of Middle School

Vanessa Miller
Head of Junior School

3. Board Chair Report

2022 was a year of reconnecting. After two years of the COVID-19 pandemic, it was with open hearts and God's faithfulness that we were able to bring our beautiful school community back together and also reach out to the community in which we live. It was wonderful for families to be welcomed back for sporting events, Book Week and "Relate" on Thursday afternoons. Being able to see the students be involved in Assembly and Chapel programs was also such a highlight. The Board greatly enjoyed the Family Cinema under the Stars night that helped new families to meet, existing families to reconnect and the wider community to see the community spirit that Richmond Christian College is known for.



Unfortunately, the joy of reconnecting again was somewhat dampened by the grief caused by the major floods that hit our community early in 2022. This devastating event was the catalyst for the outpouring of love and community spirit to those affected. The staff, students and families of the school were involved in helping with household donations, mud army volunteers and cooked meals for those affected. It was wonderful to be a part of it and to see our faith lived out and in action.

During 2022 the College started planning to implement Junior, Middle and Senior school and we are so thankful to the amazing Heads of School, Lisa Weingarth, Rebecca Campbell and Vanessa Miller. Their dedication to the school, love for the students and genuine passion for Christian Education is such a blessing and the board are so grateful for all they do.

We welcomed many new staff in 2022 who have all blessed our school in their own unique ways. Lisa Donahoe and Ash van Rensburg have supported the students educationally, emotionally and spiritually. Kimberley Schouten, Emma Noakes, Cal & Joe McDonald joined our teaching staff and the students have thrived under their love, guidance and teaching. Martyn Parr, our new groundsman, has kept our school looking its best.

The board are so thankful for the wonderful staff at RCC; they really are the heart of the school and we pray for each one as they serve our community. The school has continued to be blessed by the leadership of Jonathon Simmons as Principal. Richmond Christian College has thrived under Jonno's strong emphasis on purpose and mission and his infectious passion for Christian Education. We pray for God's wisdom, strength and discernment for Jonno as he leads.



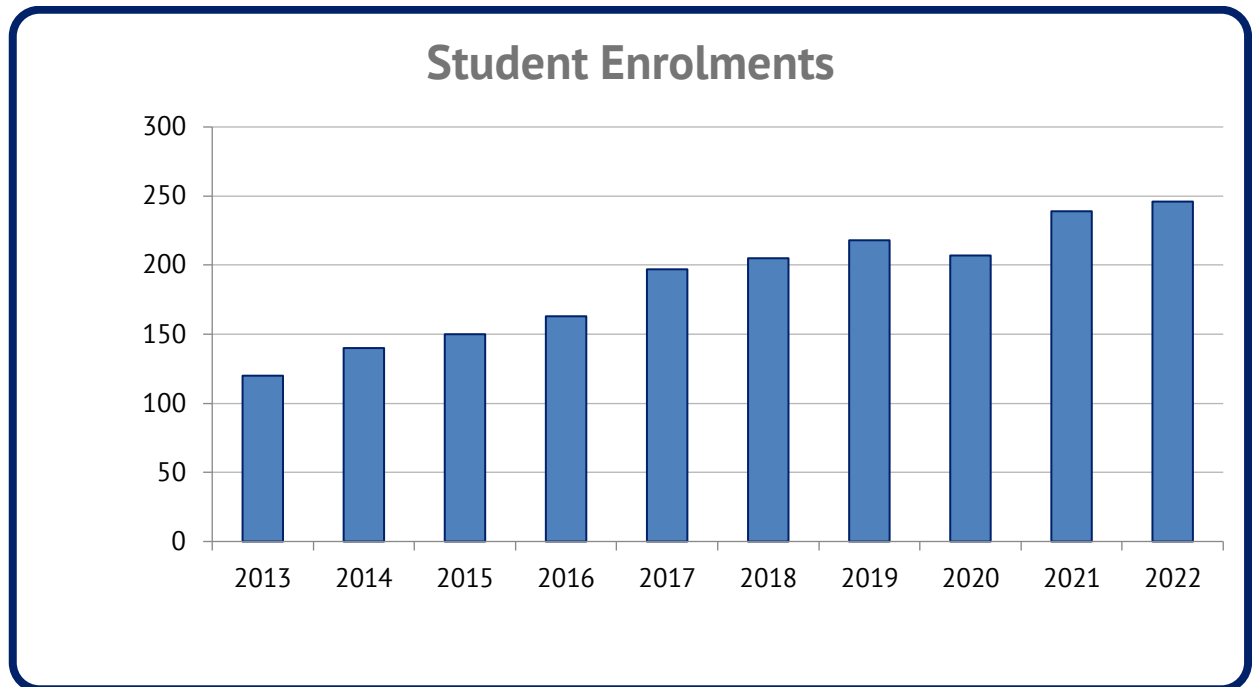
The school's new branding was rolled out in 2022 and the school signage, stationery and website have all been upgraded. "Identity. Purpose. Hope.", our new motto, reminds us of our identity in Christ, and the purpose and hope we find in Him.

Planning for implementation of our master plan has continued over the last twelve months. We have carried out a renovation in the administration building to provide additional office space and a new Pre Kindy room with its own amenities. We are continuing to prayerfully plan for four new classrooms and a new library in the not-so distant-future. God has blessed this school and continues to do so in so many ways. RCC is growing and we are moving forward in faith so that we can provide quality Christian education to our community without compromising on mission.

As Board Chair, I continue to be blessed by my involvement in the board at RCC. Our Board of Directors, John Hannaford, Stuart Edwards, Pablo Nunez, Nellie McCarthy and myself have sought to prayerfully and faithfully lead in 2022. When Jesus was asked, "Teacher, which is the greatest commandment?", Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: "Love your neighbour as yourself" (Matthew 22:36-37). As a board we seek to be guided in all our decisions by these commandments as we serve God and our school community.

*Anika Strahan
Board Chair*

4. Student Enrolments



Whilst Richmond Christian College's principal ministry is providing Christian based education to families typically associated with mainstream protestant churches, a number of families continue to take the opportunity to enrol their children in the school in response to the general ethos and school culture which focuses on a Bible centred curriculum. Enrolments have grown steadily, more than doubling from 2013 until 2022.

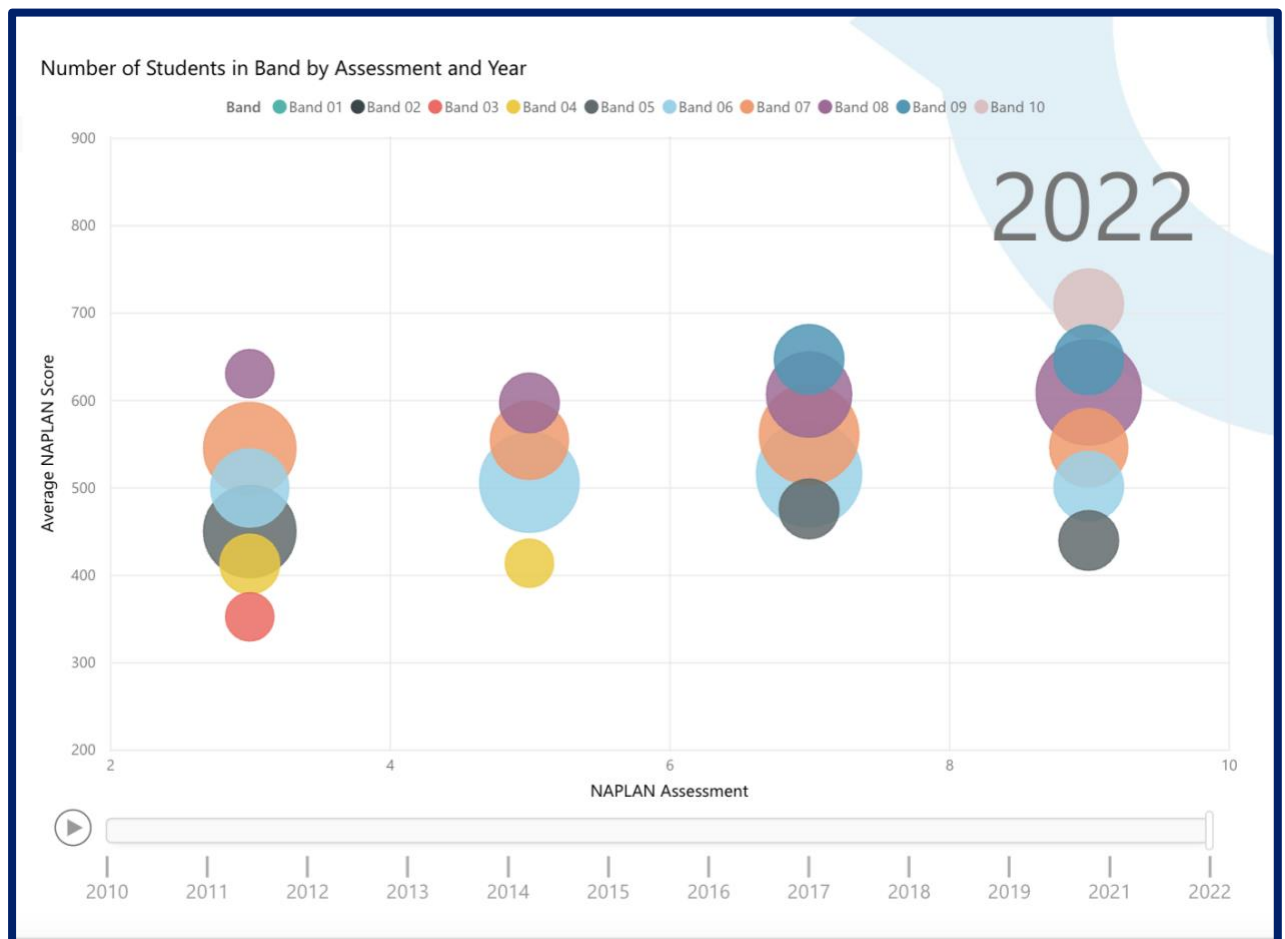


5. Achievements and National Benchmarks

Year 3, 5, 7 and 9 National Assessment Programme for Literacy and Numeracy (NAPLAN)

The National Assessment Program - Literacy and Numeracy (NAPLAN) captures a student's literacy and numeracy progress in their academic journey. The diagnostic information received from NAPLAN is used in conjunction with various school based assessments to highlight areas of strength as well as identify areas for improvement for our students.

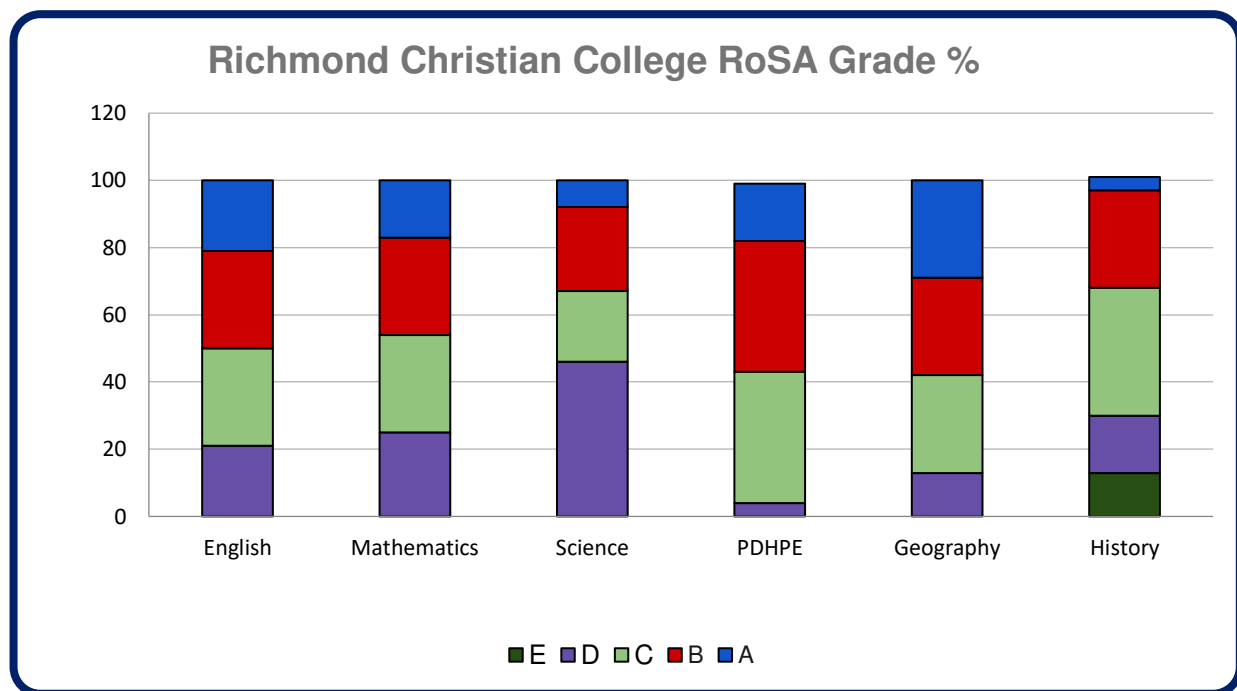
The College is committed to maximum participation in NAPLAN. Students in Years 3, 5, 7 and 9 participate in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy tests.



Granting of Records of School Achievement

Richmond students completed a variety of school-based assessments and were allocated grades by the College in line with NESA guidelines. The percentage of grades A to E allocated to the students is shown on the table below with a comparison to State results.

Year 10	Richmond Christian College Grade %					State Grade %				
	A	B	C	D	E	A	B	C	D	E
English	21	29	29	21	-	12	29	36	16	6
Mathematics	17	29	29	25	-	15	22	32	24	7
Science	8	25	21	46	-	13	24	37	19	6
PDHPE	17	39	39	4	-	12	33	37	12	4
Geography	29	29	29	13	-	15	28	35	16	6
History	4	29	38	17	13	15	28	34	16	6

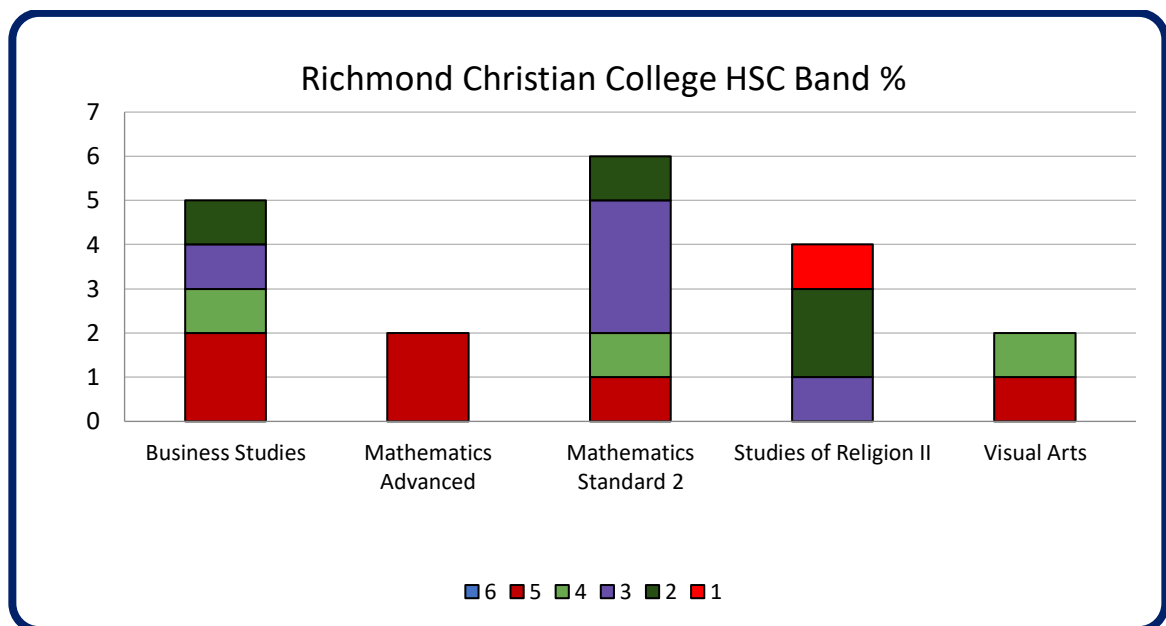


Higher School Certificate Results

Richmond Christian College students complete the HSC over two years, studying all subjects using the compressed model, completing the Preliminary and HSC components of the subject in one year. Band percentage results have been placed below in comparison with State band percentages.

	Students	Richmond Christian College Band %						State Band %					
		6	5	4	3	2	1	6	5	4	3	2	1
Business Studies	5		40	20	20	20		10	24	30	25	8	1
Mathematics Standard	6		17	17	50	17		7	22	25	28	15	3
Mathematics Advanced	2		100					23	27	29	15	4	2
Studies of Religion II	4				25	50	25	10	36	33	14	5	2
Visual Arts	2		50	50				16	49	26	7	1	1

Band 6 = 90-100, Band 5 = 80-89, Band 4 = 70-79 Band 3 = 60-69, Band 2 = 50-59, Band 1 = 0-49



100% of our HSC students who were eligible for the HSC Award were granted one in 2022.

6. Staff Details

General Statements

- All staff at Richmond are committed Christians and all teaching staff are equipped to design curricula, programs and lessons that substantially reflect the aims, philosophy and policies of the school.
- Staff church affiliation is multi-denominational.
- Staff members are employed in accord with applicable Agreements and Government requirements.
- All teachers are accredited with the NSW Education Standards Authority (NESA) and undertake professional development and appraisal in line with the Australian Professional Standards for Teachers. One teacher is accredited as Lead Teacher, two teachers were accredited as Provisional with all other teaching staff accredited as Proficient.

All teaching staff take part in professional learning programs during Pupil Free Days, and both January and July Professional Development Weeks as well as attending external Professional Learning courses.

Professional development courses completed by staff members included MacqLit, Focus on Mathematics Standard, Use of Pottery Kiln, Leading the implementation of the new English and Mathematics K-2 Syllabus, NCCD, Designing for Deep Learning, Adolescent Success, The Inclusive Classroom: Differentiation; Dyslexia & Hidden Disability Awareness & Support; Leaders Development; Planning & Programming for the new English K-2 Syllabus; Innovate Year 9 Food Technology; Autism; and Stage 6 Science. Staff training included First Aid; Child Protection; Work Health and Safety; Privacy; Formative Assessment & Effective Feedback; and Duty of Care issues.

In 2022 the College employed two staff members identifying as Aboriginal and Torres Strait Islander.

Teaching Staff	Non-Teaching Staff	Totals
4.0 FTE Executive/Teaching 20.0 FTE Teaching	7.3 FTE Admin inc Aides 0.8 FTE Maintenance	Teaching 24.0 FTE Non-Teaching Staff 8.1 FTE

Staff Gender Balance

Gender	Teaching	Non-Teaching	Totals
Male	4	3	7
Female	19	7	26
Totals	23	10	33

Staff Qualifications

Teaching Qualifications:

All teaching staff have teacher education qualifications from a higher education institution within Australia.

Four staff members have completed a Masters, Honours or other Post Graduate degree.

Staff Retention

Two teaching staff and a groundsman left the College during 2022. A teacher's aide resigned at the end of 2022 to take up full time duties in another profession.



7. Student Attendance

The average student attendance rate for the whole school in 2022 was 87.26% reflecting the effect of COVID infections and other illnesses through the year. The average student attendance rates for each Year level were as follows:

Year Level	Ave student attendance rate
K	86.3%
1	88.2%
2	90.4%
3	87.7%
4	90.7%
5	89.3%
6	87.2%
7	85.7%
8	82.9%
9	86.9%
10	84.8%
11	83.5%
12	90.7%

Student Non-attendance

Student attendance is monitored via class rolls marked by individual teachers with daily absences entered into a central electronic roll. A text message is then sent to the parents/caregivers of the student whose absence is unexplained. Continued unexplained absences are followed up by a phone call and/or by letter. In the event a student displays a pattern of non-attendance (usually defined as more than 10 days per term away from school, or a pattern of un-explained absences) then parents are contacted, and an Attendance Improvement Plan is put in place. This involves the identification of issues motivating non-attendance and putting strategies in place to restore the student's attendance to a satisfactory level. If strategies are not successful in restoring the attendance of the student, then advice and assistance will be obtained from the AIS Student Services team and further action may be pursued.

Year 10 to 12 Student Retention and Post-Graduate Student Destinations

At the conclusion of Year 10, all students continued their enrolment into Year 11 at Richmond Christian College with the exception of one student who commenced enrolment at a local public school.

The seven students who completed Year 11 in 2022 continued their enrolment into Year 12.

There was one graduating Year 12 student in 2022 who has entered the workforce.



8. Enrolment Policy

Richmond Christian College updated their Enrolment Policy in 2021 and a current copy is available on our website or by following this link: [Enrolment Policy](#).

Our College exists to partner with parents and guardians in the education of students from Pre Kindy to Year 12, following NESA curriculum requirements, in a Christian community where Jesus Christ and His teachings are allowed to shape our attitudes and actions.

The School's aims and objectives are found on the school website along with additional information about the School. Enrolment enquiries are invited from all families that support the aims of the School and who want an effective Christian education for their children.

Our selection criteria are established to reflect the ethos of the School. We seek to enrol those children we judge to most benefit from the academic programme we offer; who demonstrate a willingness to participate in the full range of activities on offer; and whose families understand and are supportive of the Christian aims and objectives of the School.

We will assess all applications to enrol against these criteria.

Requirements for Continuing Enrolment

Continued enrolment depends on the conditions of the enrolment agreement being met. In summary, these are:

- Student compliance with academic expectations, School Rules and Student Code of Conduct, or successful behaviour modification as set out in the Behaviour Management Policy.
- Timely payment of fees.
- Continuing agreement with school ethos and policies, and commitment to the aims of the school.

9. Student Population

Families involved in the College come from a wide variety of cultural and socio-economic backgrounds. Amongst the student population are families from: England, India, Austria, Thailand, New Zealand, Ireland, and Brazil. Many students are from families where there is a commitment to the Christian faith or where they have personally made a commitment to Christ.

The College operates an open enrolment with a large number of Christian students and students from families with regular church affiliation, but also families with no direct Christian commitment or church practice. In addition, students come from geographic locations spread from Myocum in the North to Broadwater in the South, and as far West as Lismore. A significant portion of students are from within the immediate Ballina environ.

10. Policy Development

The school Board has continued to review and adopt new policies under which the management of the school is conducted. These include specific policies in relation to Governance; Privacy, Child Protection, Work Health and Safety, Educational and Financial Reporting, Facilities; and areas of operation relating to the NESA Registration and Accreditation compliance requirements. These policies can be viewed at the school's office by arrangement with the Principal.

Student Welfare Policy

The Student Welfare Policy is currently under review.

The welfare of students at Richmond Christian College is a paramount responsibility and privilege of the school as it partners with parents in the education of their children.

Welfare encompasses the whole of a student's well-being and healthy development. It therefore includes nurturing, building and encouraging; protection from harm (Child Protection Policy); and also training, direction and correction. (Behaviour Management Policy)

Student welfare is built into everything that happens in the school to meet the physical, emotional, psychological, spiritual, social and learning needs of students. The school partners with parents, the school and wider community, in strategies which are preventive and proactive in caring for students; and responsive in identifying welfare needs and determining best actions.

The full policy is available on the school website <https://richmond.nsw.edu.au/about-us/#policies>.

Anti-Bullying Policy

The Anti-Bullying Policy is due for review in 2023 and is published on the school website <https://richmond.nsw.edu.au/about-us/#policies>.

Richmond Christian College is committed to providing an educational environment in which students are valued and feel secure. RCC rejects all forms of bullying.

- The school does not tolerate, condone or trivialise bullying.
- All students and staff have the right to feel and be safe in the school grounds, and when travelling to and from school.
- All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

- No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the school.
- All members of the school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.
- Each member of the school community has a responsibility to ensure the safety of each other member of the community.
- Victims of bullying, and witnesses to bullying, are encouraged to report the incident.
- All reports of bullying will be taken seriously and investigated according to principles of procedural fairness.
- Cyber bullying which is engaged in while not at school, which impacts upon the learning of any student, will be addressed by the School, in conjunction with parents. The appropriate response will depend on circumstances.
- The school will have a suitable program of education for the prevention of bullying.
- Serious incidents, or threats, of violence may be reported to the Commission for Children and Young People, as required by law; and to the Police, depending on circumstances.

This policy aims to facilitate processes that will deter and prevent bullying; support and strengthen the victim; and address the cause, and suitable restitution, with the offender. The careful resolution of each incident will be for the benefit of each person involved, as they grow in discipleship; and of the whole school, *so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.* (Ephesians 4:12b-13).

Behaviour Management Policy

A review of the Behaviour Management Policy was completed in early 2023.

The school's main task is the education and socialisation of children, so that each student can achieve his or her potential. An effective learning environment is crucial for this; and every member of the school community has the responsibility to respect the rights of others to learn and work to the best of their ability.

The welfare of children at the school is foundational to their training in Christian attitudes and behaviour. It therefore includes nurturing, building, encouraging and supporting; but also training, direction and correction.

The Richmond Christian College Behaviour Management Policy describes the philosophy and processes followed by the school in restoring a student to responsible behaviour, both personally and within the community; and to train and guide them in appropriate self-discipline.

In the pursuit of helping students to grow in godly character, maturity and self-discipline, RCC:

- Promotes a proactive and strategic stance on issues of student welfare and discipline.
- Seeks the building up and training of students through all aspects of school life.
- Maintains procedures of pastoral care, and behaviour modification, for students.
- Maintains centralised record keeping in SEQTA as an ongoing profile of a student's welfare, behaviour and any interventions exercised by the school.
- Regularly addresses the school's Behaviour Management Policy and procedures with staff to ensure comprehension and compliance.
- Expressly prohibits corporal punishment from the school's discipline procedures.
- Does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.
- Partners with parents, the school community and external specialists to support student development and address issues of concern.
- Promotes opportunities and learning experiences in school for students to develop self-awareness and to develop their skills and maturity.
- Fosters a relationship with the School Liaison Police Officer (SLP) to encourage students to build a positive relationship with the Police.

The full policy is available on the school website <https://richmond.nsw.edu.au/about-us/#policies>.

Resolution of Complaints and Grievances

Richmond Christian College seeks to encourage partnership in education with key stakeholders through open communication with opportunities to provide feedback and constructive suggestions to the school. It is committed to working together with members of the school community to facilitate the vision and mission of the school and provide a quality educational experience for all students.

The school endeavours to respond to complaints in a professional, timely and appropriate way, facilitating positive discussion and building stakeholder confidence in the school. Complaints will be addressed based on principles of the Australian Standard AS/NZ 10002-2014 Quality Management:

- professionally, competently and in a timely manner;

- with objectivity and fairness, so that conflict of interests do not interfere with, or are perceived to interfere with, the management and resolution of complaints;
- in an equitable manner and in accord with the school's complaint management policy.

The Complaints Management Policy was reviewed in 2021 with reference to the Australian Government National Office for Child Safety 'Complaint Handling Guide: Upholding the rights of children and young people' 2019. The full policy is available on the school website along with complaint forms, information on how to make a complaint and how we handle complaints of staff misconduct (<https://richmond.nsw.edu.au/contact/#complaints>).

11. School Determined Improvement Targets

The priority areas to be targeted for improvement in 2021 focused on a transition to a new strategic and master plan that will build upon the previous strategic plans and five key pillars of RCC, whilst strengthening its philosophical foundations for education. These foundations were also reinforced through the development of pedagogical and welfare frameworks. 2022 focused on the developing the following philosophical foundations with an emphasis on growth despite obstacles.

Whilst progress was significantly impaired due to the impact of floods and continued legacy of COVID-19, 2022 saw Richmond Christian College achieve the following:

1. All Truth is God's Truth. When Truth is sought, it will be found. All students be given the opportunity to be taught, to seek, and to find Truth through intentional, biblically based, Christ centred educational practices.
 - a. The school ensured all curriculum and professional development was viewed through the lens of the biblical narrative. Additionally, in K-6 it a review was conducted on the Bible program and determined a new curriculum be sought and implemented. It was also decided a Chaplain be hired for 2023 to assist in these practical processes and out workings.
2. All students are valuable and deserve to be taught. Therefore, the priority area for improvement is to ensure that every student has access to differentiated, individualised learning in a classroom.
 - a. The school intentionally refined practices for equitable access to teaching and learning for all in enrolment, differentiation processes and NCCD data collection. Additionally, a focus on literacy PK-12 was implemented to enhance each child's ability to access language and curriculum.
3. All students are created in God's image and are capable of learning well. Therefore, the priority area for improvement is to ensure that every child receives the grace and opportunity to be taught to learn well, specifically through excellent differentiated assessment and the efficient use of data.
 - a. Assessment and Data continued to be a school professional learning goal for all staff. K-4 consolidated assessment requirements and provided PD opportunities on data use. Programming of assessment as, for and of is a requirement and all staff are held accountable to programming this.

4. All students possess unique experiences, abilities and motivations that influence how they learn well. Therefore, the priority area for improvement is to ensure that every student is understood, catered for and celebrated through responsive, student-centred pedagogy.
 - a. The school finalised a new behaviour management policy ready for implementation in 2023. The policy focuses on rewarding students for their achievements and providing opportunity for restoration where behaviour is inappropriate. The policy also seeks to communicate with and include parents more.
 - b. RCC Pedagogical and Welfare were refined ready for publication and use in 2023.

5. All students possess unique experiences, abilities and motivations that influence how they learn well. Therefore, the priority area for improvement is to ensure every student is understood, catered for and celebrated within the classroom and via extra curriculum opportunities.
 - a. The school implemented clear expectations for teachers to conduct extra-curricular activities. A K-12 Camp/Excursion policy was updated with a desire to create a fluent program of off-campus camps to enhance student resilience.

6. Excellent education is the innovative kindling of a flame, lighting of a fire and teaching of one how to fish so that all students are students for a lifetime. Therefore, the priority area for improvement is to ensure every student has the opportunity to contribute locally, nationally and globally.
 - a. Specific opportunities to assist the local and national community through competition and provision of aid were established. There is room to grow in global opportunities.

Priority Areas for Improvement

Due to the difficult interruptions to 2022 and the depth of the philosophical goals, the priority areas for improvement for 2023 remain the same as 2022. It is readily acknowledged that further depth and execution of the achievements in the priority areas in 2023 in teaching and learning is required. This will be a focus of a refined strategic plan based on the truth that; “Jesus grew in wisdom and stature, and in favour with God and man...He is the one we proclaim, admonishing and teaching everyone with all wisdom, so that we may present everyone fully mature in Christ.” (Luke 2:52 & Colossians 1:28).

Additionally, 2023 will include the first year of the school's transition to a three-tier schooling system: Junior, Middle and Senior. 2023 will also involve the building of a new library, outdoor undercover multi-purpose court and four new classrooms. Therefore, these philosophical foundations will inform the successful implementation of these initiatives and the enhancement of teaching and learning at RCC. It is purpose that this will occur whilst maintaining RCC's distinctive culture and not at the cost of it.

2023 will focus on the following philosophical foundations with an emphasis on growth despite obstacles:

1. All Truth is God's Truth. When Truth is sought, it will be found. Therefore, the priority area for improvement is to ensure that all students be given the opportunity to be taught, to seek, and to find Truth through intentional, biblically based, Christ centred educational practices that is foundational to all curriculum areas.
2. All students are valuable and deserve to be taught. Therefore, the priority area for improvement is to ensure that every student has access to differentiated, individualised learning in a classroom, including students of significant need.
3. All students are created in God's image and are capable of learning well. Therefore, the priority area for improvement is to ensure that every child receives the grace and opportunity to be taught to learn well, specifically through embedded literacy practices, differentiated assessment and the efficient use of data in all new curriculum.
4. All students possess unique experiences, abilities and motivations that influence how they learn well. Therefore, the priority area for improvement is to ensure that every student is understood, catered for and celebrated through responsive, student-centred pedagogy.
5. All students possess unique experiences, abilities and motivations that influence how they learn well. Therefore, the priority area for improvement is to ensure every student is understood, catered for and celebrated within the classroom and via extra curriculum opportunities.
6. Excellent education is the innovative kindling of a flame, lighting of a fire and teaching of one how to fish so that all students are students for a lifetime. Therefore, the priority area for improvement is to ensure every student has the opportunity to contribute locally, nationally and globally.



12. Promotion of Respect and Responsibility

The school sees the promotion of respect and responsibility as an integral component of its welfare and discipline programs, curriculum and relationships. Through staff role-models, leadership opportunity, subject matter and the consistent application of the behaviour management policy students learn the significance of positive role models, mentoring, healthy relationships and interactions.

Also, opportunities for respect and responsibility are established through specific opportunities for leadership development facilitated through Assembly and Chapel, Student Representative Council, sporting teams, mentoring opportunities, special projects and group activities in individual classes. In addition, the school seeks to recognise those students who have contributed to the positive culture of the school through award assemblies, newsletters, and public presentations.



13. Evaluation of Stakeholder Satisfaction

The results of the annual Stakeholder Satisfaction Surveys are provided below:

Student Feedback:

The areas students reported RCC is excelling in are:

- Relationships with and opportunities to support one another;
- Teachers: knowing, helpful, encouraging, challenging, approachable, helpful, want the best for the students;
- Communication with parents;
- Creating hope for the future;
- Student pride for attending and recommending RCC;
- Opportunities to safely learn about and question faith.

The areas students reported RCC needs improvement in are:

- Meeting the needs and interests of students;
- Preparing student for future interests;
- Creating space to find someone to talk to for personal issues;
- Community reputation;
- Extracurricular opportunities to pursue their interests, develop talents and try out new things.

Parent Feedback:

The areas parents reported RCC is excelling in are:

- The College challenges and supports my child/children to perform their best.
- Families are a valued part of the College community.
- Teachers have good relationships, know, challenge, and help students achieve,
- Creating space for students and families to learn about God and feel secure to ask questions about faith.
- Over 65% stated recorded a 5 for recommending the College.

The areas parents reported RCC needs improvement in are:

- Best and timely feedback;
- Meeting the needs of students by preparing for future;
- Providing extra-curricular opportunities.

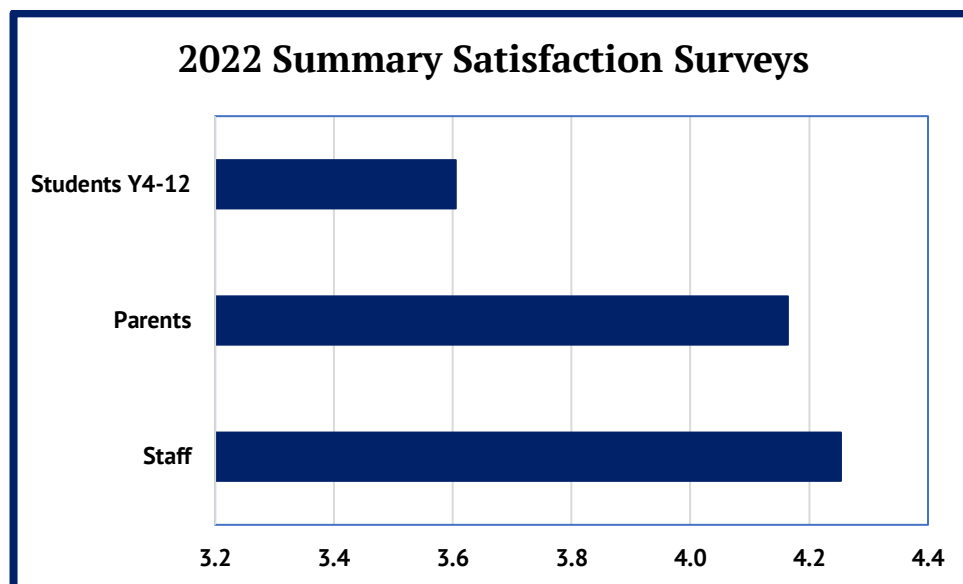
Staff Feedback:

The areas staff reported RCC is excelling in are:

- Providing structures for fostering professional learning, goal setting and achievement;
- Communication with staff.

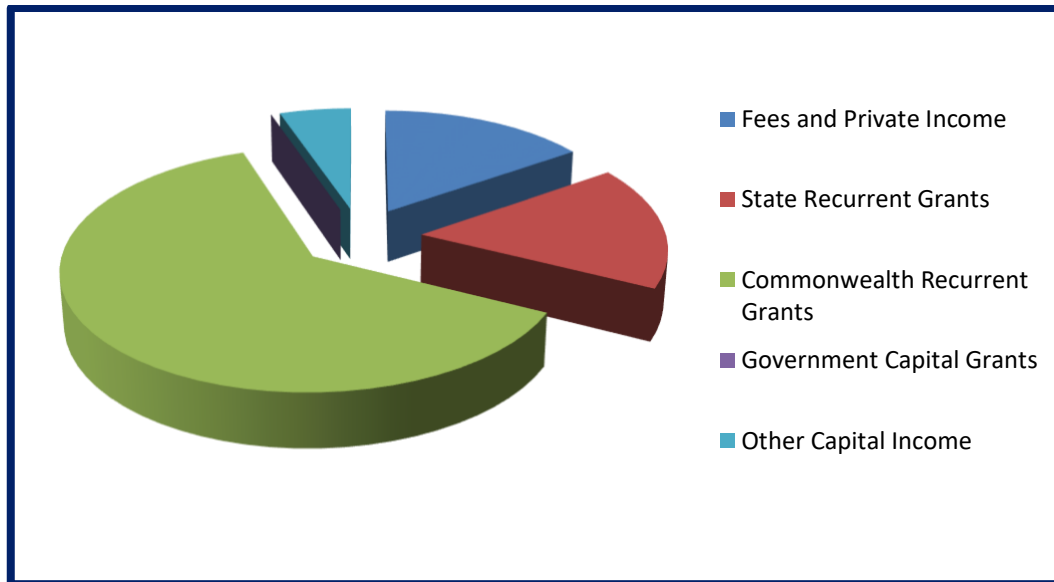
The areas staff reported RCC needs improvement in are:

- The extra-curricular offerings at the College giving opportunities for students to pursue their interests, develop their talents and try out new things.



14. Summary Financial Report

Recurrent/Capital Income



Recurrent/Capital Expenditure

