



2025 ANNUAL REPORT

Context

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.

The College is founded on Christian faith and biblical principles that esteem partnering with parents, academic rigour, cultural relevance, and the inherent value of every student as pillars for educational success. Graduate success is defined by a student's ability to overcome and maximise their giftings as they strive to contribute positively to their world.

Our key objective is to provide our students with opportunities that are flexible and responsive to their needs and instil an enduring sense of identity, purpose and hope foundational to their future. A safe, nurturing environment where their physical, emotional and spiritual wellbeing is prioritised fosters a learning culture that encourages children to be courageous, achieve their goals, think responsibly, value others and understand their intrinsic value. Our student-centred, flexible and responsive approach to education equips students with solid foundations of truth and wisdom born by experience and rigorous investigation to positively impact their local, national and global world.

Richmond Christian College has offered quality, Christian education to families since 1993. It understands that the physical, social and emotional experience of students is equally as important as their academic experience. From Kindergarten through Year 12, the desire is to see each student receive an education that will provide them with foundations of identity, purpose and hope that cannot be eroded by the tides and trends of their world.

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.

Principal's Perspective

Growing Well

At RCC, it's no secret: we hope our student's journey through school doesn't just *teach* them something, we pray it *makes* them something. It is our hope that their experiences, challenges, and learning at RCC form in them a character that empowers them to persevere and endure so they can bring hope to their community through faithful, joyful and positive contributions.

The reality of any good learning situation is found in this profound truth:

"Not only that, but we rejoice in our sufferings, knowing that suffering produces endurance, and endurance produces character, and character produces hope, and hope does not put us to shame, because God's love has been poured into our hearts through the Holy Spirit who has been given to us."

– The Apostle Paul (Romans 5:3-5)

As I reflect on a massive year of formational firsts and significant achievements of the RCC 2025 student cohort across academia, creative arts and sports, I am proud of the 2025 students who have found a way through the complex challenges they have faced; who have found joy in overcoming and who have not shied away from doing hard things.



This year we celebrate the first time having HSC student excellence recognised by 4 students being nominated for the HSC elite student celebrations: two students nominated for HSC Music's Showcase and two for HSC Multimedia's Shape. We also celebrate the RCC staff, students and volunteer community who produced a stunning musical celebrated by many in our community and beyond, "A person's a person no matter how small!" We also celebrate the many students and RCC teams who have excelled in the sporting arena representing at NSW and national levels for a variety of

individual and team sports.

There have been countless opportunities this year to persevere, to endure, to refine character, and to develop an enduring hope. The empowering presence of the RCC staff have encouraged and stood ready to lift students up with professional wisdom and Christ-like grace. Our parents have gracefully endured, showing sacrificial love that enables our student community to succeed. We are also thankful



for the unwavering support, vision, wisdom and dedication of our Board, who faithfully endure in their vital role so that our College remains a place of Christian education distinction.

We congratulate our community on a fantastic year full of significant achievement that has stretched and tested them. Congratulations on enduring, on persevering, on dusting yourself off and getting back up again. I am filled with a hope that endures and a faith that believes that with God we will not be let down!

In looking forward, our strategic direction for the coming year incorporates the following pillars:

- **Teaching and Learning: From Programming to Practice:** Embedding High Impact Teaching Strategies (HITS) grounded in formational learning, providing time, training and resources so the RCC teaching and learning staff can confidently shift from programming to practice. T&L staff will be able to discern and implement formational learning, realised in head, heart and hand pedagogy, so that students can engage in a variety of formational and enduring learning experiences.
- **Upgrading College Facilities:** Investment in improving the College's facilities, with the aim that the RCC community can connect and play and the students can engage and learn.
- **Enhancing Community Connection:** Investment in improving relational connections with the RCC parent community, providing time and resources to enable RCC stakeholders to connect well so that the students can persevere and learn.

It is with a heart full of gratitude and deep hope that I look forward to the growth that 2026 will bring.

*Jonathon Simmons
Principal*



Junior School Report

"But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint."
Isaiah 40:31

Character Development in the Junior School: We have placed an intentional focus on teaching the RCC Attributes to our K-4 students. Each term has focussed on a particular attribute to build a strong foundation and understanding for who we are at RCC.

PK–Year 2: Foundations of Faith and Discovery

2025 was marked by boundless wonder and the joyful discovery of God's world. Our youngest learners embraced every challenge with curiosity, building foundational skills while learning what it means to live in grace.

- Pre-Kindy & Kindergarten students discovered God's intricate design by exploring creation through play, developing their literacy and numeracy basics, and practicing kindness as they learned to share and cooperate in their classroom communities.
- Kindergarten has navigated their first year of InitialLit - which was implemented this year and has seen wonderful growth and progress in their learning.
- Year 1 & Year 2: Students moved from simple decoding to reading for meaning. They embraced the virtue of persistence in Mathematics and English. Students focused on becoming helpful servants by learning stories of Jesus and applying those lessons daily through friendship and loving one another through all their interactions. We saw remarkable growth in creative expression as students used art, dance, music and drama to communicate thoughts, feelings and stories.



Years 3–4: Growing in Wisdom and Resilience

Our Stage 2 students focused on applying knowledge and skills with responsibility and resilience, understanding that their gifts are meant to be used for God's glory and the good of others.

- Skill Application: Students engaged in research projects, showcasing their ability to think critically about the world and their place in it. They have worked hard to master complex problem-solving in Mathematics and demonstrated deep engagement with literature, delving into books of increasing thematic complexities.
- Character Development: Students have been encouraged to view mistakes as opportunities to practice patience and perseverance, knowing that God is at work in their struggle.
- Service & Leadership: Year 4 students have been developing a deeper understanding of what it means to be 'leaders', modelling integrity and compassion for their younger peers. They



learned that relishing play and hard work are both forms of worship when done with a joyful and devoted heart (Colossians 3:23).

It was a wonderful year, and we are so thankful to God for all the exciting learning opportunities, activities, events, excursions, sports, games and excitement that has happened. It is such a privilege to look around and not only see how the students engage in all aspects of life at RCC, but the incredible love and acceptance they show for one another. RCC is a place where everyone belongs; where they increasingly see, know and understand their identity, purpose and hope.

We are so proud of the spiritual, academic, and personal growth achieved this year. Thank you for partnering with us in your child's Christ-centred education.

*Mrs Pippa Huxley
Head of Junior School*



Middle School Report

“Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.”
Joshua 1:9

2025 has been another year of growth and new opportunities for our Middle School students.

We were especially inspired by our Year 8s, who spent Term 3 exploring what it means to be positive contributors in a world often focused on consuming. Together, they are creating a place where students feel empowered to participate in something bigger than themselves, challenging us all to consider how our daily choices can make a real difference.

“I shall pass this way but once; any good that I can do or any kindness I can show to any human being; let me do it now. Let me not defer nor neglect it, for I shall not pass this way again.”
Etienne de Grellet

The Year 7 cohort successfully navigated the intimidating transition from Year 6, embracing new friendships, teachers, and responsibilities. Our Peer Support program, which connected them with Year 10 mentors, helped the cohort settle in smoothly. A major highlight was their camp with Year 8 to the Coffs Harbour Adventure Centre.



Similarly, Stage 3 enjoyed learning from their dedicated specialist teachers for core subjects like Mathematics and English. This focused approach saw them develop their skills well and provided excellent preparation for the changes that come in Year 7. A very notable highlight of their year was the memorable trip to Canberra.

As the year closes, I am encouraged reflecting on how our Middle School students are navigating this significant time of change in their lives. They are not only personally experiencing growth and change but are also engaging with a changing world around them. It is our prayer that through the highs and lows, each student will continue to be strong and courageous, knowing they are intimately known by the Creator of the universe, who has good plans for their lives.

Adam Schouten
Head of Middle School

Senior School Report

“There are different kinds of gifts. But they are all given to believers by the same Spirit. There are different ways to serve. But they all come from the same Lord.”
1 Corinthians 12: 4-5

The Senior School for 2025 has had an excellent year, both on and off campus. I give thanks for these students, their efforts and achievements, and the staff who work tirelessly to facilitate excellent education at our school.



Excursions took classes to many subject-specific locations, including university campuses, legal courts, biological and geographical field study sites, and city centres for the creative arts. Students also engaged in future-career planning at regional expos and industry induction days. Our challenging camps at Cricklewood and Stradbroke Island provided students with opportunities to grow mentally and physically, building everlasting bonds and fostering new friendships.

On campus, students showed leadership and initiative. Students tirelessly ran the canteen as part of the SRC, while others established a new Bible study group for their peers. We saw students lead creative arts workshops and share their extensive knowledge of sound desk and stage lighting management for school events. One Pastoral Care class introduced a new bin system to promote recycling and responsible waste management. The Food Technology crew cooked up a storm for school events, team sports such as basketball and soccer ruled at lunchtime and our students' academic growth was outstanding.



In Stage 6, our students' HSC major works were recognised at the highest level. Two students' Music 1 performances earned them nominations for possible inclusion in ENCORE, and two other students' major works were nominated for potential inclusion in the Multimedia Showcase. Having a student nominated for an HSC Showcase is an incredible achievement, and this cohort achieved not just one but four nominations.

Our Senior School students also achieved outstanding results off-campus. One team won the regional Tournament of the Minds and came second at the state level, while our talented musicians shone in local and state competitions. This success extended to the sporting arena, with numerous individual and team achievements.



Every one of the Year 9 to 12 students has contributed commendably, and I could not be prouder of this exceptional group of young people. It has been wonderful to see our students utilise their God-given talents and strive for excellence. Yes, 2025 was a blessed year in Senior School.

*Leonie Bulmer
Head of Senior School*



Board Chair Report

Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths.
Proverbs 3:5-6

Looking back on 2025, it has been wonderful to see the staff, students and community of Richmond Christian College grow in number and connection. As a Board, we have continued to strive to provide a Christian education that instils identity, purpose and hope in our students and we pray that we have achieved this.

This year we have had our largest cohort of Stage 6 students doing HSC subjects. Our academic results continue to grow with many students receiving early entry into their career of choice. HSC students performed extremely well and the school received multiple showcase nominations - two in music and two in multimedia. Well done to these students!

A special mention to the Stage 5 Excellence Program which excelled as part of the NSW Tournament of the Minds competition. After winning the regional event, they travelled to Sydney and came second in the state. What a fabulous achievement! The Stage 4 Excellence Program involved planning and executing a service learning project which students greatly enjoyed and engaged in positively.



The College has continued to develop its creative and performing arts program with many students performing extremely well in musical, dance and choir at the Lismore Eisteddfod and other competitions.



RCC performed its first stage production, *Seussical Junior*, in May this year. It was an outstanding success and demonstrated the voice, dance and drama talents of so many students at RCC. The Board sincerely thanks the tireless efforts of the staff and volunteers who spent many hours practising and planning for this production.

Our Middle School classes keep growing with dual stream Year 7 this year and another dual stream Year 7 starting in 2026. We aim to maintain our culture, our community and our commitment to God's truth in this chapter of growth of RCC.

The electricity upgrade has been necessary for the longevity of the school whilst it grows. The expansion of our facilities is still a focus, despite its many challenges. We are faithfully anticipating the start of building works in 2026 on our long prayed for covered basketball court, classrooms and a new library. God has continued to remind us to have faith in him and trust in his timeline.



As we come to the end of 2025, I reflect on my years as Board Chair. I have learnt so much from the amazing team at RCC but also am humbled by the privilege. To journey beside our long-standing board members Nellie McCarthy and Jonathan Marquet has been a blessing. We welcomed Richard Walker to the Board this year. Richard is an active member of Alstonville Baptist Church and has 3 grandchildren attending RCC. He is a talented musician and has experience in education, business and church leadership. We are blessed to have his wisdom and experience as part of the board.

We have sadly said goodbye to two incredible board members. Pastor Pablo Nunez and Mr Stuart Edwards. We will miss them greatly and we thank them both for their commitment.

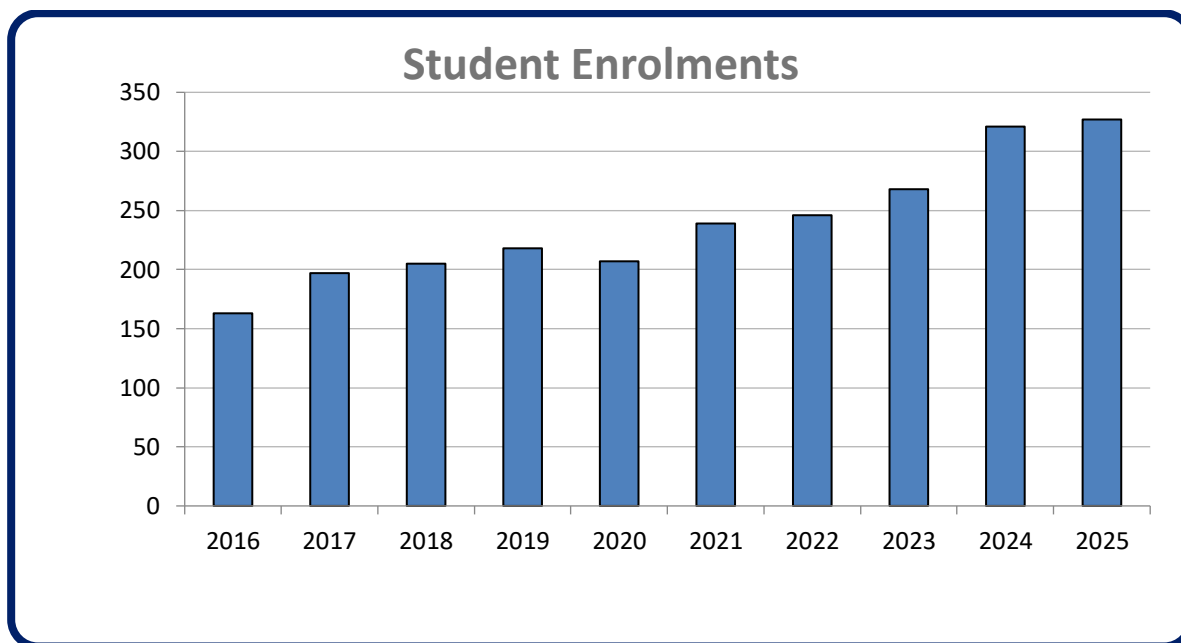
RCC continues to thrive under the leadership of our Principal Jonathon Simmons. Jonno lives and breathes servant leadership and he continues to ignite a passion for Christian Education in all of our Board members, staff and students. Jonno is supported by a wonderful executive team and staff. The strong faith-based commitment of new and continuing staff at RCC is to be acknowledged and their continued hard work and service is evident throughout the school.

Looking ahead, I am excited about 2026 and what God has in store for RCC. As we continue to trust in God's faithfulness, we pray that RCC valiantly strives for success in providing Christ-centred, biblically based, academically rigorous and culturally relevant education to community of Ballina and its surrounds.

*Anika Strahan
Board Chair*

Student Enrolments

Through enrolment, Richmond Christian College partners with Christian families who genuinely love God and seek to love and serve others via active involvement in the diverse network of churches within the Ballina community. RCC also partners with non-Christian families who value and support the role Christianity and Christian Education plays in the local community. Within these partnerships, RCC learning affords all students the opportunity to form an enduring sense of identity, purpose and hope that will be foundational to their future and equip them with solid foundations of truth and wisdom born out of relationship, experience and rigorous investigation that they can rely upon to confidently and positively contribute to their world. Consequently, enrolments have grown steadily, more than doubling over the past 10 years.



Student Population

Families involved in the College come from a wide variety of cultural and socio-economic backgrounds. Five percent of our student population identify as Indigenous and 24% with a language background other than English. Amongst the student population are families from: Brazil, India, Ireland, Kenya, Mauritius, Nepal, New Zealand, Romania, South Africa, Nigeria, United Kingdom, Canada, Sweden, Taiwan and Zimbabwe.

The College operates an open enrolment with many 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 South Golden Beach in the North to Evans Head in the South, and as far West as Old Bonalbo. A significant portion of students are from within the immediate Ballina environ.



**RICHMOND
CHRISTIAN
COLLEGE**

Junior School



Middle School



Senior School





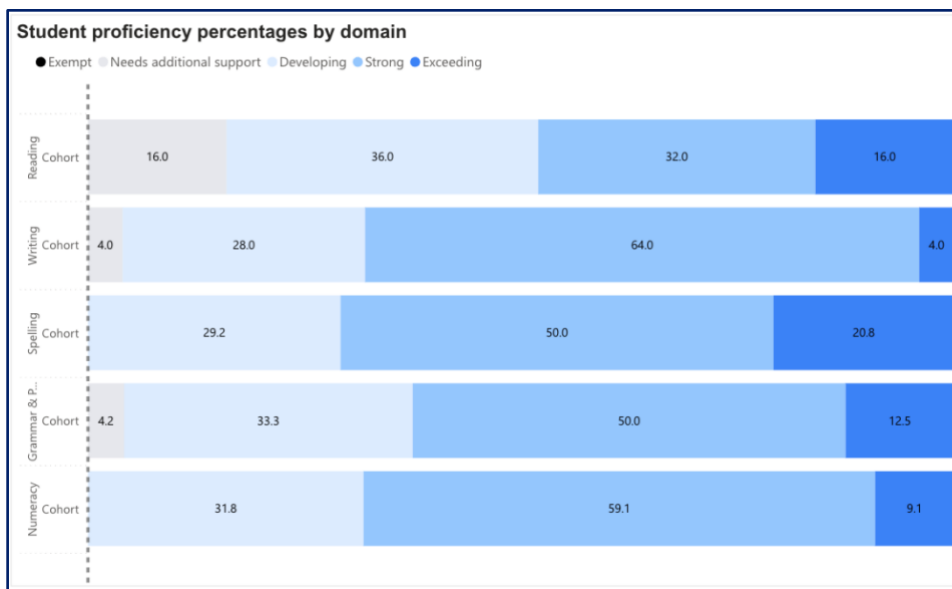
Outcomes and Results

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

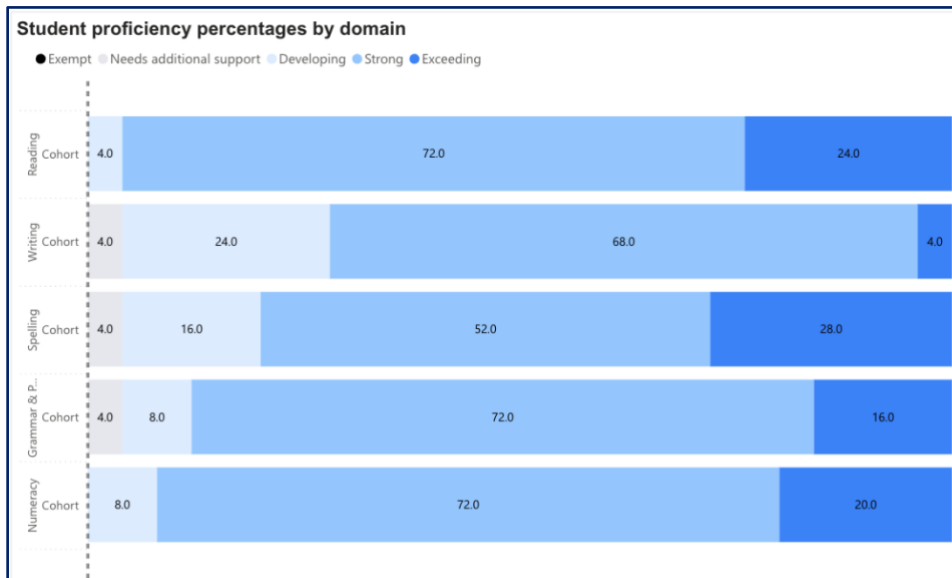
The National Assessment Program - Literacy and Numeracy (NAPLAN) captures a student's literacy and numeracy progress in their academic journey. The diagnostic information received from NAPLAN is used in conjunction with various school based assessments to highlight areas of strength as well as identify 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 with a 98% participation rate.

Year 3

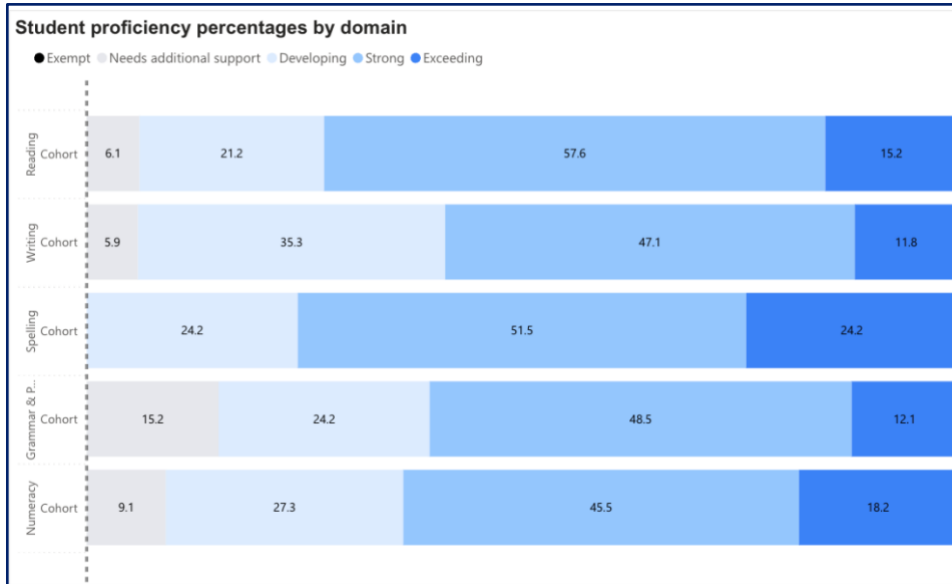


Year 5

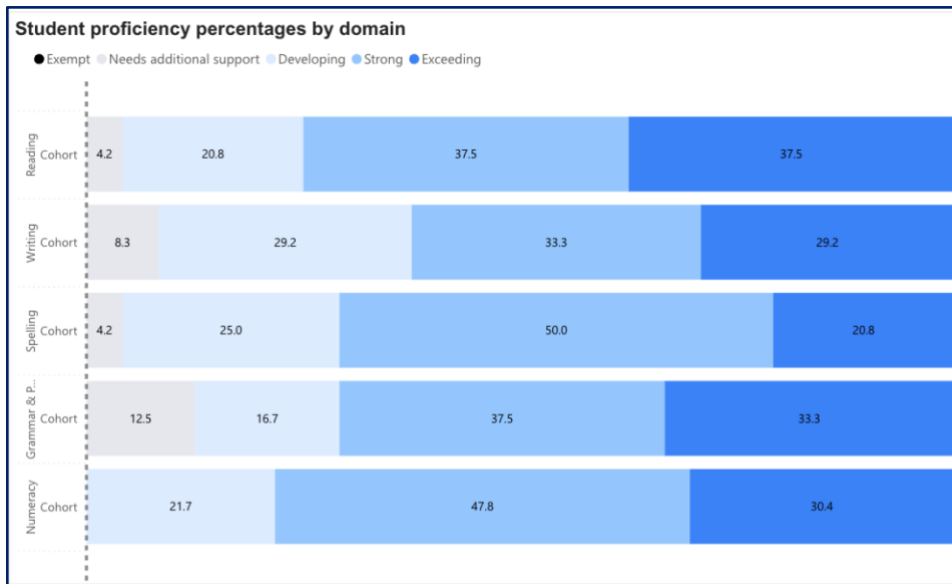




Year 7



Year 9

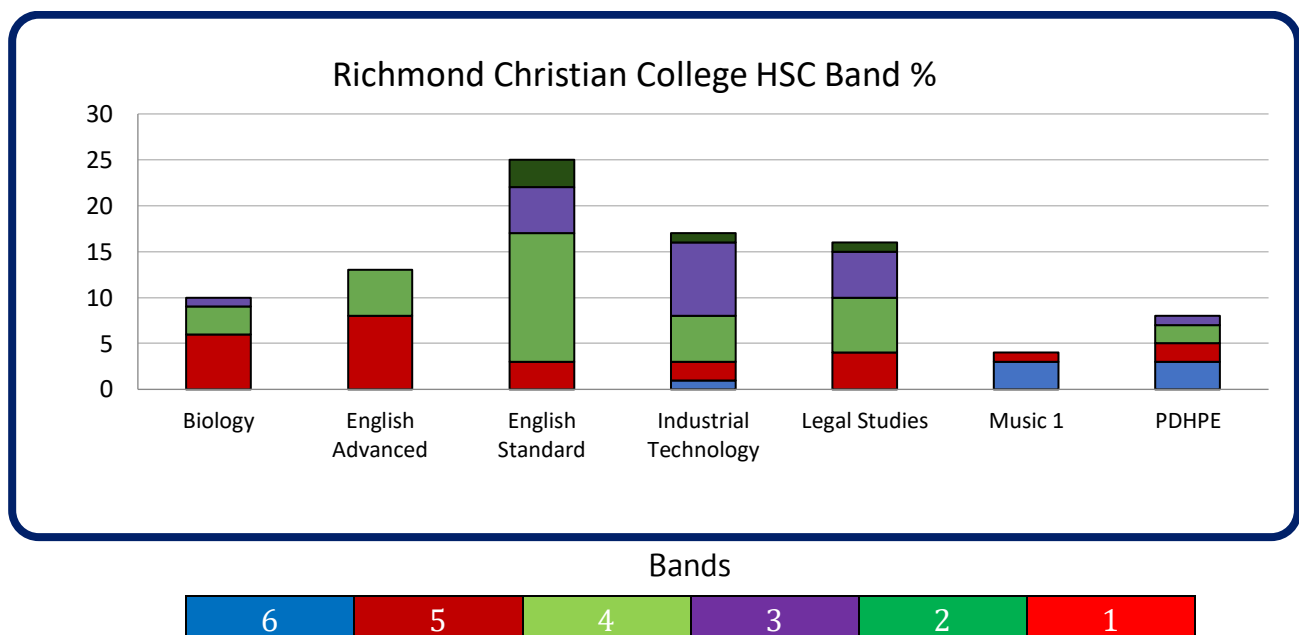


Higher School Certificate Results

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
English Advanced	13		62	38				13	52	32	3		
English Standard	25		12	56	20	12		1	12	55	26	5	1
Biology	10		60	30	10			7	28	30	21	10	4
Legal Studies	16		25	38	31	6		15	29	24	19	10	3
Ind Tech – Multimedia	17	6	12	29	47	6		8	15	31	31	13	2
Music 1	4	75	25					22	45	20	8	4	1
PDHPE	8	38	25	25	12			9	27	33	22	8	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

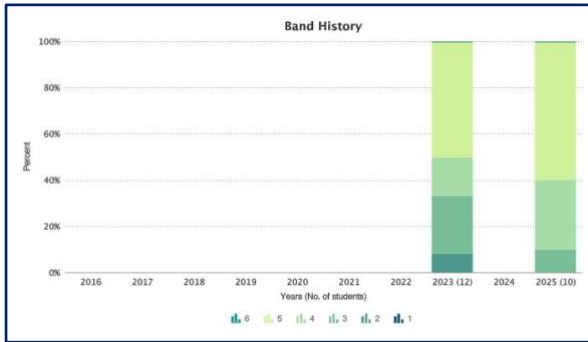


100% of our HSC students who were eligible for the HSC Award were granted one in 2025.

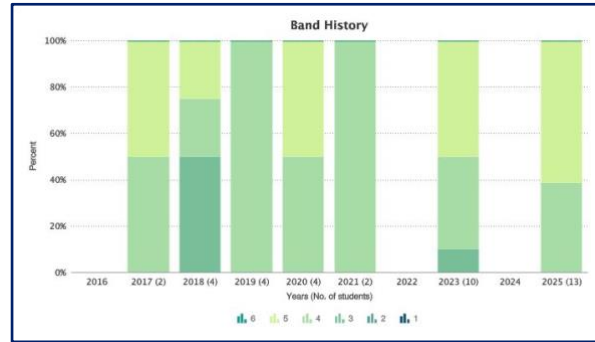


Higher School Certificate Performance Trends

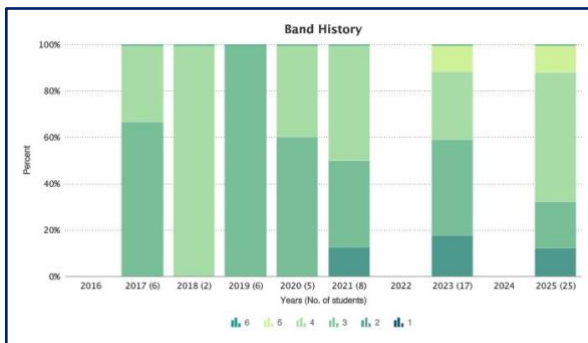
Biology



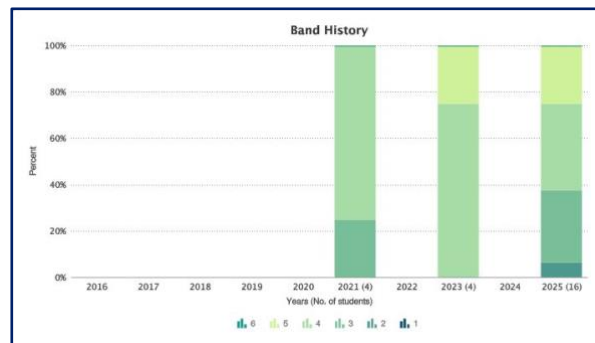
English Advanced



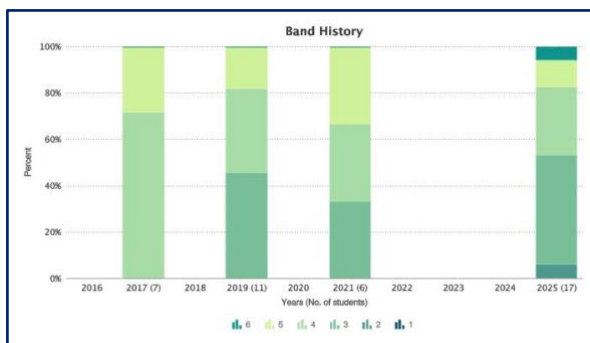
English Standard



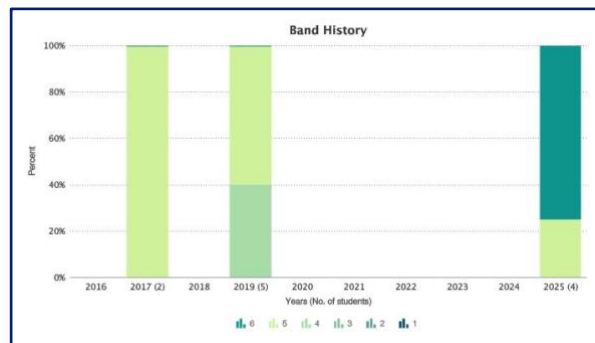
Legal Studies



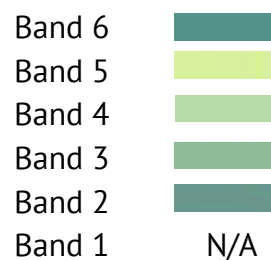
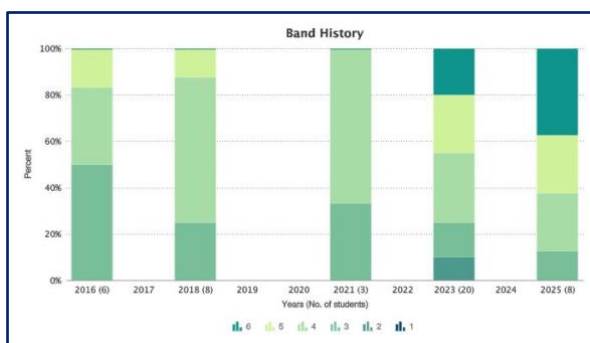
Industrial Technology – Multimedia



Music 1



PDHPE





Year 12 Post-Graduate Student Destinations

Of our graduating Year 12 students, six have commenced tertiary education, one has enrolled at TAFE, five have deferred studies to take a gap year, three have entered the workforce and six are unknown.



Staffing

General Statements

- All staff at Richmond Christian College are Christians who are members of local churches. 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.

Teacher Accreditation and Workforce Composition

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.

Level of Accreditation	Number of Teachers
Conditional	3
Provisional	2
Proficient Teacher	24
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	1

In 2025 the College employed one staff member identifying as Aboriginal.

Gender	Teaching	Non-Teaching	Totals
Male	6	7	13
Female	25	10	35
Totals	31	17	48

	Teaching Staff	Non-Teaching Staff	Totals
No of Staff	31	17	48
FTE Equivalent	25.20 FTE	15.30 FTE	40.50 FTE

Attendance

The average student attendance rate for the whole school in 2025 was 89%. The average student attendance rates for each Year level were as follows:

Year Level	Ave student attendance rate
Kindergarten	91.2%
1	87.4%
2	90.3%
3	93.7%
4	90.3%
5	91.8%
6	91.4%
7	89.5%
8	86.1%
9	83.0%
10	86.7%
11	86.6%
12	89.2%

Student Non-attendance

Student attendance is monitored via electronic class rolls marked by individual teachers throughout the day. A text message is sent after Period 1 to the parents/caregivers of the student whose absence is unexplained. Continued unexplained absences are followed up by a phone call, email 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.

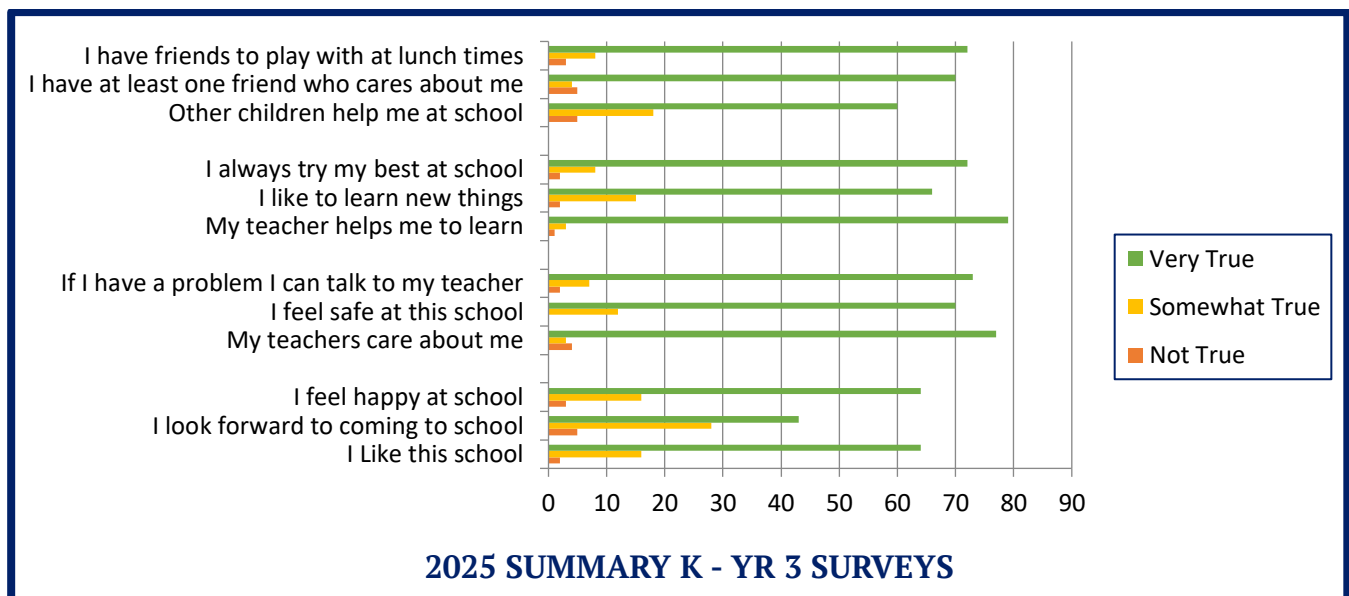


School Policies

Richmond Christian College publicly available policies are found on our [website](#). They include the following policies:

1. [Child Safe Framework](#)
2. [Anti-Bullying](#)
3. [Behaviour Management](#)
4. [Complaints Management](#)
5. [Enrolment](#)

Stakeholder Satisfaction



Year 4 – 12 Student Feedback Summary:

- 119 Student from Years 4 – 12 completed the survey.
- The student's feedback showed a slight decline in the overall average score of 0.28.
- All score averages were between 3.2 and 4.1.
- There were no areas of significant decline (greater than .4 difference)

Areas of Development (scores of 3.4 or less):

- I am confident that the College sets the best educational goals for me and that it knows how to help me achieve those goals.
- Teachers' feedback on my learning is timely (happens on time).
- The teaching and learning at the College provides for my needs.
- The program at the College meets interests.
- The program at the College prepares me for the future.



- I believe that the College helps me build a strong sense of who I am and helps me find my place in this world.
- People are positive when they find out that I go to Richmond Christian College.
- The extra-curricular offerings at the College give students opportunities to pursue their interests, develop talents and try out new things.
- I feel confident to ask questions and try new things in the classroom, even if it doesn't work out.

Areas of Strength (scores of 3.9 or more):

- I support other students so that they can perform at their best in all their areas of our learning.
- I have good relationships with other students.
- I am proud to be a part of Richmond Christian College.
- I feel hopeful about my parents'/carer's future.

Parent Feedback Summary:

- 62 Parents completed the survey.
- Score averages decreased by .25 overall compared to 2024.

Areas of Development (scores of less than 4.0):

- I am confident that the school sets the best educational goals for my child/children and that it knows how to help them achieve those goals.
- I am confident that the school provides for the unique or additional needs of my child/children.
- Teachers' feedback on students' classroom (formative) learning is in good detail, timely and helps them improve.
- Teachers' feedback on students' assessment is in good detail, timely and helps them improve.
- The program at the College meets my child's/children's needs and interests and prepares them for the future.
- The extra-curricular offerings at the school give opportunities for students to pursue their interests, develop their talents and try out new things.

Areas of Strength (scores of 4.3 or more):

- My child/children has/have good relationships with other students.
- As a parent, I have good relationships with teachers and staff.
- Teachers and staff at the school are approachable and helpful.
- I feel confident that the teachers, school and staff want the best for my child's/children's future and are trying to help them achieve their best.
- I know that my child/children is/are developing a strong sense of who they are.
- My child/children is/are learning about God and feels secure to ask questions about faith.
- I feel hopeful about my child's/children's future after the College.
- How likely would you be to recommend RCC to someone who is looking for a school for their child?

Staff Feedback Summary:

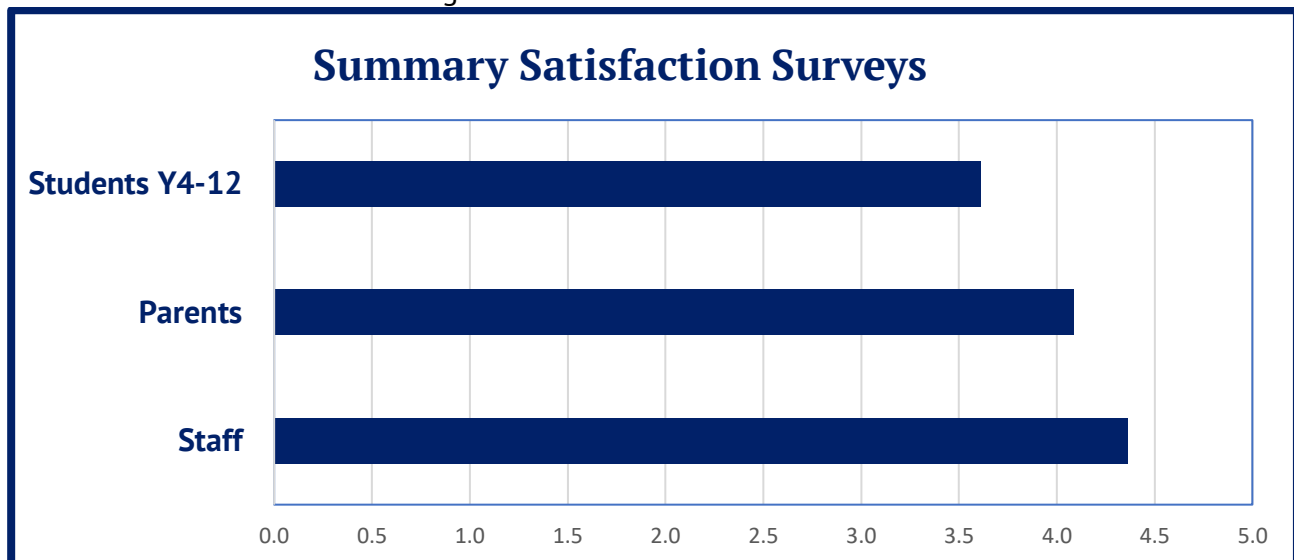
- 34 Staff completed the feedback.
- All score averages were between 3.85 -4.74. There was a decrease in the overall average scores of 0.12 from 2024.

Areas of Development (scores of 4.2 or less):

- I have good relationships with the parents in the College.
- I am confident that the College sets the best professional goals for me and that it knows how to help me achieve those goals.
- My team leader knows me well and knows how to best guide me so that I can be successful and grow.
- Feedback on my professional learning and development is timely and helps me improve.
- The College meets my professional needs and helps prepare me for the future.
- Leaders communicate well with staff about what is happening in the College.

Areas of Strength (scores of 4.5 or more):

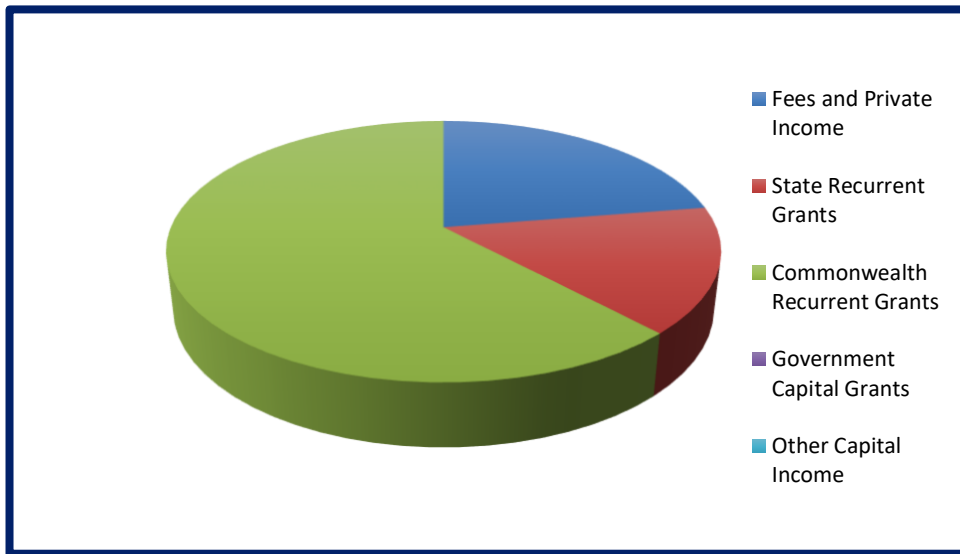
- I have good relationships with teachers and staff.
- Leaders, teachers and staff at the College are approachable and helpful if I need to find out about something.
- I am approachable and caring for all students at the College.
- I feel confident that my students can ask questions and try new things in the classroom, even if it doesn't work out.
- I would be proud to represent the College in the wider community.
- I know that I have value in the College and I am developing a strong sense of who I am.
- I feel that I am learning more about God and I feel secure to ask questions and have discussions about faith.
- I feel like students are learning that they are valued and made with a purpose.
- I feel hopeful about our students' future after the College.
- On a scale of 1-5, how likely would you be to recommend RCC to someone who is looking for a school for their daughter or son?





Summary of Financial Information

Recurrent/Capital Income



Recurrent/Capital Expenditure

