

2021 ANNUAL REPORT



BelgraveHeights
CHRISTIAN SCHOOL

Our Vision

‘Excellent Education in a Christ-centred Environment’.

Our vision is to see excellent education in a Christ-centred environment where the lives of our students are transformed. We aim to see every student thriving and doing their own personal best: intellectually (head), spiritually (heart), and morally (hands).

Our Mission

‘To encourage the development of Christian faith in students’.

Our mission is to encourage the development of Christian faith in students where every student is given the opportunity to explore the Christian story, experience Christian community, and embody Christian character. We want students to discover their own unique calling and to learn the knowledge and skills they need to make their own contribution to our 21st Century world.

Our Philosophy

“Act Justly, Love Mercy, Walk Humbly” - Micah 6:8.

Our ethos is built around acting justly, loving mercy, and walking humbly (Micah 6:8). These Christian virtues are best cultivated in partnership between the student, the family, and the school. We see our role in Christian education as working with families to provide the best possible environment for students to learn, grow, and develop.



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Principal's Report

A New Season Dawns

I think all schools grappled with significant challenges in 2021. This was meant to be the year that things settled down, but instead it brought with it further challenges and continued lockdowns. Belgrave Heights Christian School and its community were faced not just with these challenges, but also the prospect of the transition of a new Principal for the 2022 school year to build on the wonderful legacy established by our former Principal, Andy Callow, who retired at the end of 2021 after 16 years of faithful service.

The building of the Junior School Building Project was significantly impacted due to the supply issues and other challenges created by COVID-19, but it is exciting to see the building take shape. It is just as exciting to know that these new facilities will soon become available to staff and students in the not too distant future.

Despite the challenges faced by BHCS, there were highlights for the school with the Year 12s producing exceptional results and 88% receiving their first or second preference for tertiary studies.

The School Dux also received an ATAR of 98.3. The highest score in the School's history.

It does appear that the community that is BHCS has a remarkable ability to adapt and rise to the challenges that are presented. Having just stepped into this role, I have discovered an amazing community with incredible resilience. The efforts of those who banded together to ensure the education for students would continue has not gone unnoticed. My conversations with staff have shown that staff have a great dedication and commitment to both their faith and the BHCS community and its students. Staff genuinely care about those around them and live out the school's motto to act justly, love mercy and walk humbly.

I look forward to serving this community and know all too well that the ability to weather a storm is based on the strength of its culture. For us at BHCS this goes hand in hand with the strength of our faith and our dependence on Christ, the author and perfecter of our faith.

Mr Peter Cliffe, Principal

Financial Overview

Income and Expenditure

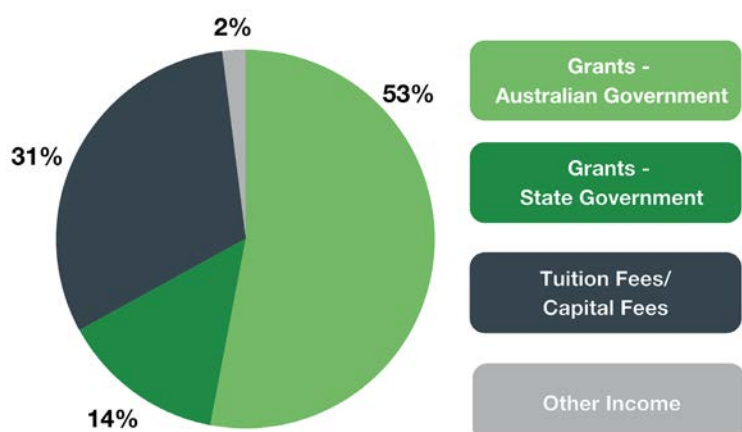
INCOME

	2021	2020
Grants - Australian Government	\$ 7,946,492	\$ 9,686,472
Grants - State Government	\$ 2,053,980	\$ 1,800,190
Tuition Fees/Capital Fees	\$ 4,768,892	\$ 4,401,042
Other Income	\$ 342,847	\$ 313,965
Total	\$ 15,112,212	\$ 16,201,668

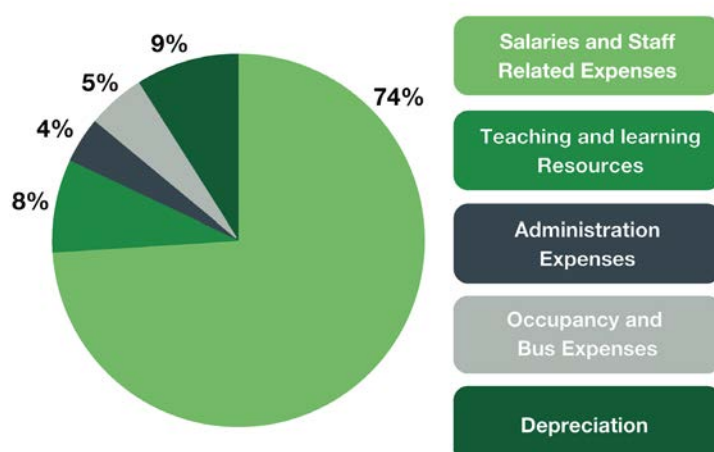
EXPENDITURE

Salaries and Staff Related Expenses	\$ 9,783,169	\$ 9,533,331
Teaching and Learning Resources	\$ 1,022,911	\$ 781,950
Administration Expenses	\$ 497,076	\$ 512,307
Occupancy and Bus Expenses	\$ 670,856	\$ 528,457
Depreciation	\$ 1,184,908	\$ 828,376
Total	\$ 13,158,919	\$ 12,184,421
Operating Surplus	\$ 1,953,293	\$ 4,017,247
Capital Program		
Capital Grants	\$ 1,642	\$ 31,201
Capital Works	\$ 3,758,500	\$ 2,696,850

2021 INCOME



2021 EXPENSES





Student Results and Attendance

NAPLAN Results

Details of the school's NAPLAN testing for 2021 and the previous few years are available on the My School website: www.myschool.edu.au. These statistics show that the average scores of students at BHCS in Reading, Writing, Spelling, Grammar, and Numeracy are at or above the average of all Australian schools in Years 3 to 9.

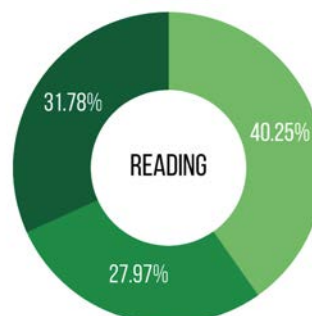
The pie charts display the overall achievement of students in NAPLAN tests for Years 3, 5, 7 and 9 at Belgrave Heights Christian School in 2021.

The trends in our 2021 results indicate that, despite some anomalies caused by Covid disruptions, our students are generally growing above the state average in the area of Reading. We are working towards achieving state average growth in the areas of Writing, Spelling, Grammar, and Numeracy.

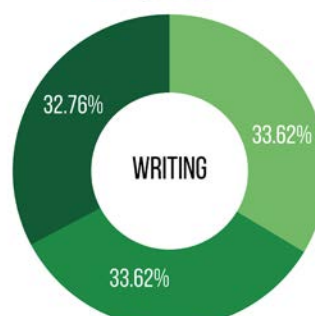
In light of this data, our strategic plan has identified and targeted a range of school improvement areas focused on literacy and numeracy at various year levels. This includes focus on staff professional development in writing instruction through 'The Writing Revolution' program, an enhanced use of diagnostic testing and personalised digital platforms, along with a new Accelerated Reader program and a Maths Pathway initiative.



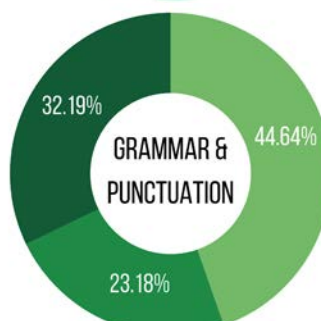
In the Spelling tests, 35% of students achieved a result one or more years above the expected level, 32% of students achieved at the expected level, and 33% of students were one year or more below the expected level.



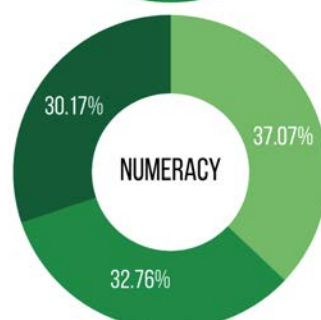
In the Reading tests, 40% of students achieved a result one or more years above the expected level, 28% of students achieved at the expected level, and 32% of students were one year or more below the expected level.



In the Writing tests, 34% of students achieved a result one or more years above the expected level, 34% of students achieved at the expected level, and 33% of students were one year or more below the expected level.



In the Grammar and Punctuation tests, 45% of students achieved a result one or more years above the expected level, 23% of students achieved at the expected level, and 32% of students were one year or more below the expected level.



In the Numeracy tests, 37% of students achieved a result one or more years above the expected level, 33% of students achieved at the expected level, and 30% of students were one year or more below the expected level.

Senior Secondary Outcomes

In 2021 there were 71 Year 12 students and 74 Year 11 students, 62 students successfully completed their VCE, 9 students successfully completed their VCAL Senior. On track data for our Year 12 graduates is available on the My School website.



of Students who achieved an ATAR of 90 or more



of Students who achieved an ATAR of 80 or more



of Students who achieved an ATAR of 70 or more



of Students who achieved an ATAR of 60 or more



of Students who applied for University received their first preference



of Year 12 Students applied to undertake further study



Our DUX Achieved an ATAR of 98.30

Proportion of Students pursuing further Education and Training:

University: 70%
TAFE/Vocational Study: 3%
Apprenticeships/Training: 6%

Proportion of Students not pursuing further Education and Training:

Employment: 21%
Other: 0%

Students Enrolments

Year Level	Male	Female	2021 Total	2020 Total
Prep	19	25	44	44
Year 1	29	16	45	54
Year 2	27	23	50	49
Year 3	22	22	44	35
Year 4	22	14	36	44
Year 5	21	21	42	42
Year 6	23	17	40	43
Year 7	33	45	78	83
Year 8	43	39	82	83
Year 9	38	44	82	85
Year 10	45	37	82	82
Year 11	39	38	77	81
Year 12	34	39	73	63
Total	395	380	775	788

Attendance

In 2021 the student attendance rate for all students was 94%. The attendance level, which indicates the proportion of students attending 90% or more of the time, averaged 83% for the year.



Student Attendance Rate for all students



Human Resources

Workforce Composition

Our teachers are passionate and love their students. They are learning designers, community facilitators, coaches and role-models who want the best for their learning communities. As a school, we aim to utilise the latest research to inform our teaching and learning strategies. We readily adopt innovative and exciting ways of teaching, embracing the effective use of technology while seeking to foster a love of learning right across the school.



Staffing (FTE) - August Census

Full Time Equivalent (FTE) Staffing	2021	2020
Teaching Staff	51.3 (62 Staff)	50.5 (62 Staff)
Support Staff/School Assistance	39.7 (73 Staff)	36.0 (64 Staff)
Total	91.0 (135 Staff)	86.5 (126 Staff)

Employee Category 2021

Teachers FTE	51.3	56%
Non-Teachers FTE	39.7	44%
Total	91.0	100%

Part Time vs. Full Time (All Staff) 2021

Full Time	43	32%
Part Time	92	68%
Total	135	100%

Staff Movements 2021

Service concluding during 2021	8	6%
Service concluding at end of 2021	21	15%
Parental Leave	1	0%
Continuing Staff	114	79%
Total	144	100%

Student to Teacher Ratios 2021

Primary Students per Teacher	21.5
Average per Victorian Government School	14.1
Secondary Students per Teacher	15.3
Average per Victorian Government School	12.2
Overall Students per Teacher	17.2



Staff Professional Development Activities

All members of the teaching and administrative staff have participated in further professional development in 2021. This professional development included the following programs:

- Timetable Development
- VCE Subject Specific PD
- MiniLit and MacLit workshops
- VCAL Development
- VROA Readiness
- First Aid
- Year 7 - 10 Maths
- ELC Development
- Graduate Profile Workshops
- Special Needs PD
- CSA FLAME for Female Leaders
- First Aid Training
- Anaphylaxis Training
- Discovery Centre Acquisitions
- PE/Health Discovery Conference
- Performing Arts Back to School Day
- Data Management across the school
- Prep Screening and Intervention
- Curriculum Differentiation
- CrossFit Level 1
- Diverse Learners Symposium
- Social & Emotional Needs
- Mental Health First Aid
- Evidenced Interventions for School Refusal

Staff Qualifications

All teaching staff must have a current Victorian Institute of Teaching (VIT) registration. This requires them having obtained appropriate Tertiary level qualifications, having undergone relevant background and Nationally Coordinated Criminal History Checks and having satisfied their ongoing professional development responsibilities.

Agache, Elena
B.Teach

Allison, Cassie
BEd (Pri);
CertIV (Christian Ministry)

Armstrong, Georgia
BEd (Sec) (Hons)

Barker, Cathleen
BA (Edu); MA
(Educational Leadership)

Best, Francis
BA (Min); DipEd (Prim)

Bjelan, Mandy
BA; BEd

Black, Scott
BEd; CertIV TAA;
Cert IV ElecTech

Booth, Glenn
AdvDipHospMgt;
GDipTechEd; Cert IV TAA;
Cert III CommCook

Bouma, Michelle
BEd (Prim)

Callow, Allyssa
B.PhysEd

Callow, Andy
BA; GradDipTeach; MEd

Chukwuweonu, Tara
BSc; DipEd

Davidson, Lance
BAppSci; DipEd (Sec)

Dema, Daniel
MA (Languages)

Doherty, Shaun
BPhysEd; GDipHealthSc
(HumNutr)

Doidge, Zayda
BEd (Prim)

Eastwood, Jackie
BSc; DipEd (Sec)

Evans, Vanessa
BEd (ECh&Prim)

Farrand, Michelle
BSc; DipEd

Fatur, Aisha
BA; DipEd

Fraanje, Vicky
BA; DipEd (Sec)

Goldrick, Linda
BA (Ed)

Harberger, Danielle
BEd

Hargrave, Rosie
BA; BEd (Sec)

Hudson, Allison
BEd (Prim&Sec)(Hons)

Hughes, David
BA; DipEd; MDiv; MBA

Jeffery, Rowan
BSs (YW); DipEd

Jerram, Clare
BA; BTeach; Med
(SpecEdNeeds)

Joy, Karelyn
DipEd (Prim); DipEd

Kelly, Steve
BEd (PE)

Kohinga, Rowena
BAppSci; CertIV TAA;
DipEd; AssDipCounselling;
CertIII KitchOps

Lobbe, Caleb
BA; Health&PhysED

Lockrey, Andrew
B.PhysEd

Ludbrook, Scott
BEd (Prim)

Malane-Rule, Lauren
BHlthSc; DipTeach (Prim)

McDowell, Annie
BA; BEd

McDowell, Bryce
BA; BTh; DipEd (Sec)

Messenger, Adam
BA; BEd

Nicholas, Lucille
BTeach (Prim);
DipTeach (Prim)

Noy, Jo
BSc; BTeach (Prim & Sec)

Peele, Colleen
BSc; BTeach (Sec)

Read, Peter
BEd (Prim)

Ridder, Ann
BEd (Sec)

Roberts, Eleanor
BA (VA); MTeach
(Sec); CertIII Ed Support

Roberts, Emily
BSc (Hons); PhD; DipEd

Robertson, Eowyn
BA(Media Studies);
M.Teach (Prim)

Scott, Paul
BEng (Elec); DipEd (Sec)

Seskis, Ivan
BEd (Sec)

Simmons, Jenny
BSc; DipEd

Smyth, John
BSc (Hons); DipEd;
MA (Theol)

Stewart, Aimee
BA; MTeach (Sec)

Sugumar, Tim
BEd (Prim)

Szalay, Rebecca
BSci; MTeach (Sec)

Thompson, Darryl
BA; DipEd (Sec)

Torcasio, Ugo
BEd (Sec); DipEd;
GCertEC; GCertTh

Valk, Penelope
BEd (Prim&Sec)

Wanders, Leo
BA (BibStud); DipEd

Ware, Andrew
BA; MTeach (Sec)

Wearing, Kim
BA; MTeach

White, Ben
BA; DipEd

Wong, Kenny
BA (IndDgn);
DipFurnDgn; DipEd (Prim)

Woods, Judy
BEd (VA); DipEd

Facility Developments



One of the most remarked upon characteristics of Belgrave Heights Christian School is its stunning natural setting. The campus sits nestled in between the forested slopes of the Dandenong Ranges and the banks of the meandering Monbulk Creek, both of which gives us a daily reminder of our Creator's awesome power and yet interest in the details.

The second most appreciated facet of our campus is our attractive, high-quality, bespoke teaching and learning spaces. Belgrave Heights Christian School has enjoyed more than a decade of growth and developing the facilities fast enough to accommodate an increasing number of students has always been a challenge. In the year 2021 we pressed on with two very significant projects in the life cycle of the school: the new Junior School and the new Senior School which incorporates purpose-built music and drama facilities.

Despite a myriad of pandemic disruptions caused to contractor staffing and access to building supplies, by the end of the year the new Junior School building towered up over the oval. Only then could we all get the wonderful sense of what teaching and learning 'in the tree canopy' was going to be like.

Planning also got well underway last year on our new Senior School project. The architects' drawings were finalised and costings were prepared in support of our application to the government for a capital grant to assist with construction costs. We are very pleased to advise that the Victorian Independent Schools Block Grant Authority has deemed our school worthy of \$1.5million from the Australian government.

Overall, we are very pleased with the progress that we have made this year in delivering the high quality facilities required to support the vision for Belgrave Heights Christian School in 2022 and beyond!

A photograph of three young children, two boys and one girl, walking outdoors. They are all wearing green and black school uniforms with 'Belgrave' logos and black bucket hats. They are smiling and looking towards the camera. The background is slightly blurred, showing some greenery and a fence.

Surveys

In the interest of providing for the changing needs of the BHCS community as well as quality control and client satisfaction, a number of surveys were undertaken involving parents, students and staff.

Upon Entry

All families are asked to complete family registration forms, enrolments forms and data collection surveys. Further interviews for particular needs are undertaken where necessary. This data helps the school determine the courses and services offered to students and parents.

During the School Year

A number of surveys are sent to staff, parents, students and the wider community on a regular basis. These surveys included staff and student wellbeing, bus use and staff review processes.

Exit Surveys

Exit surveys are provided to families for all students who end their enrolment as a result of graduation or any other circumstances.

Broad Based Surveys

The school has participated in a number of longitudinal studies in the period 2010 - 2021 including comprehensive LEAD Surveys facilitated by ISV. These surveys considered Financial benchmarking, School Performance, Teacher Quality, School Leadership, Governance, Morale, Parent and Community involvement. The School Council, Management and staff continue to reference the findings to shape the school's Strategic Management Plan.

Governance

Annually, the parent-based school association elect up to four parent representatives on the School Council. This meeting is also an opportunity for current parents to raise relevant questions on the philosophy and programs of the school.

A number of information nights are held regularly discussing parent engagement with their children and current educational developments and trends. These nights, in conjunction with other communications, keep parents informed regarding apparent year level and curriculum issues.



BelgraveHeights
CHRISTIAN SCHOOL

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