

Bellfield College
2022 Annual Report



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Message from The Board Chair

In the name of Allah, the Beneficent, the Merciful

As-Salaamu Alaykum, Peace be upon you all

On behalf of my fellow Board Directors, I extend our continued gratitude for the ongoing dedication and service of our staff, students, and families, that weave together as the fabric of Bellfield College.

This year marks yet another milestone in Bellfield's growth with the introduction of a new executive leadership model. Our Executive Leadership Team now comprising of the Head of Senior School, Head of Junior School, Head of IHSAN, and Head of Business Operations. The College board has spent over 12 months planning and developing the new structure and we are confident that the collaboration and combined skills and experience of the leadership team will be able to support our current and future growth.

The College Board, in conjunction with the Executive Leadership team, has worked tirelessly over the last five years to strengthen our organisational framework, with a specific focus on middle leaders. We will continue to invest in the professional development, and capability of our staff in the interest of nurturing the intellectual, spiritual, and emotional needs of our students Bellfield, as a community, has been through significant trials which has prepared us for resilience, persistence, and informed growth.

I have full confidence that we will continue to thrive and navigate through any challenges as seamlessly as possible.

It would be remiss of me not to extend my deepest gratitude and appreciation to the teachers that are on the frontline. The teachers that continue to prioritise their students' education and wellbeing, that work hand in hand with families, and that have persevered through it all. Your resilience, patience, and unwavering dedication has not gone unnoticed. We are proud to bear witness to this, to be of service to each of you, and be a part of your team.

We are blessed to have so many talented and passionate people, teachers, volunteers, students, and parents alike, that have given years of dedicated service to Bellfield College and its community and I recognise their contribution to the College's growth. May you all create meaningful and long-lasting legacies during your time at Bellfield.

On behalf of the Board of Directors and Executive Leadership Team, I pray for a fruitful year ahead for all, in constant pursuit of our vision and mission.

With my deepest gratitude and respect,
Hawraa

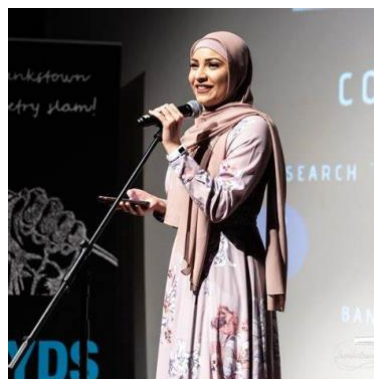


Figure 1 Sister Hawraa Kash (Board Chair)

Message from our Junior School

Asalamu Alaykum

After a challenging start to the 2022 school year due to COVID-19 a sense of normalcy and reassurance returned when parents were physically able to be present for various celebrations, milestones, and performances. These moments were extra special for our 2021 Kindergarten cohort as parents were finally able to share these special moments with their child and to connect with the wider College community.

After two long years of COVID restrictions and lockdown, the College enjoyed welcoming families and extended community members back into our gates. Our parent morning teas hosted in the homes of some very generous families were a great success and provided parents with a personalised opportunity to meet with the school executives and strengthen the home school partnership.

Our haj camp BBQ was also blessed with the attendance of many parents and guests, which was a testament to the high community spirit that we all nurture and share. In addition to our exceptional Illuminations and faith based educational programs and initiatives led by our IHSAN department, Junior School hosted a multitude of events throughout the school year to maximise and energise student engagement.

Our Junior School team are to be commended on their enthusiasm and dedication to their profession. They continually strive to support and promote student development with carefully planned relevant and challenging learning experiences.



Figure 2 Bellfield College Annual Iftar Dinner

Message from the Head of Senior School

Assalamu Alaykum

Bellfield College aims to provide quality education enriched with Islamic principles for students from Kindergarten to Year 12 in providing for the overall development of every student through our commitment toward supporting every family in their endeavours to strive in the way of Allah.

Our parent/home school partnership is an integral part of the school ethos. Our practice has been to ensure the participation of parents through several forums and programs which include, community events, parent volunteers, and regular Parent /Teacher Meetings. We have developed strong community links by always maintaining open lines of communication with all members of our diverse community.

A comprehensive curriculum is offered to students in all Key Learning Areas with an emphasis on Literacy and Numeracy. We believe that all children can succeed, and it is our responsibility to direct resources in a manner which enables all children to experience success. We have committed and experienced teachers and support staff who value our students as they work hard to develop positive relationships with all students at Bellfield College.

Our College provides additional support to cater for diverse needs including, social and emotional learning programs, enrichment programs, camping and outdoor education and excursions programs. Some of the learning intentions include preparing students to be aware and sensitive to the diverse world around them; develop in each child a sense of security, confidence and self-esteem to reach their fullest potential; promote friendships encouraging the sharing of equipment and resources so that children learn to respect the rights of others.

We are very proud of our college, and we believe that from the moment you enter college grounds you will be impressed by the culture and ethos of the school. It is a place in which all people are respected and where we work as a team to ensure that our children get the very best education that we can provide.

I hope to see you at our college and wish you all the best for the 2023 academic year.

Sincere Regards,
Mouina Ramadan
Head of Senior School



Figure 3 Mouina Ramadan, Head of Senior School addresses an Senior School Assembly

Contextual information about the school and characteristics of the student body

School Context and Values

Bellfield College is a co-educational independent school, in Southwestern Sydney, educating young Australian Muslim students (K-12) in a nurturing and affirming community. The College promotes the pursuit of academic excellence and social responsibility and aspires to develop people of faith with high moral standards and integrity.

The College endeavours to foster the intellectual, spiritual and emotional needs of each student and has adopted a family centered approach toward education and a commitment toward supporting each student and every family in their endeavours to practise their Islamic values in an Australian local and global context.

Physical facilities are of a professional standard with air-conditioned classrooms, all equipped with smart technology and cater for student learning devices. There are large, covered areas for recreation and a recently built modern library. Science laboratories, food technology kitchens, visual arts area and a computer lab are all features of the College campus. Our dynamic teaching staff are NESA qualified, and the strong sense of community is well supported by an active parent tri-partnership program. The College has adopted a family centred approach towards education with the educational rights of the family being paramount in all key supports provided to students. The College aims to play a vital role in providing for the overall development of every student through its commitment toward supporting every family.

Bellfield College staff, students and families take pride in the thriving community spirit that is evident in all aspects of College life and welcomes all visitors to see and share in this spirit.

Characteristics of the student body

In 2022, we had 774 students from kindergarten to year 12. Many of our students are from culturally and linguistically diverse backgrounds and have English as a second language. The College offers a coeducational setting with 376 boys and 398 girls. The College does not currently have students who are Aboriginal or Torres Strait Islander and a small number of students have special learning needs.

Information taken from, <https://www.myschool.edu.au/school/43726>



Figure 4 Senior School students participating in a calligraphy workshop

Student outcomes in standardised national literacy and numeracy testing

NAPLAN testing was undertaken by students in Years 3, 5 7 and 9 with 98% participation and effort from all students (these results are available on the My School website) compared to 95% across the state.

It is pleasing to note that Bellfield students are performing above the national average when compared to students of a similar background, demonstrated in Table A, in both Writing and Spelling across Years 3, 5 and 7. Table A also suggests that Bellfield student results are consistent with students from similar backgrounds in Year 9.

The College uses NAPLAN and other diagnostic data, to support the development of action strategies in literacy and numeracy to improve student learning and academic performance. The positive outcomes are evident in our writing, spelling and grammar results which use direct instruction principles to boost student skills in these areas. Data from areas that are identified as below average in Table B, will be used to develop intensive improvement plans for individual students as well as a collective cohort across the year groups.

Table A

	2017	2018	2019	2020	2021	2022
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	418	435	430	432	379	
Year 5	476	486	506	481	455	
Year 7	517	536	554	523	522	
Year 9	548	548	560	552	558	

NAPLAN participation for this school is 98%
 NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Table B

	2017	2018	2019	2020	2021	2022
Compare to	<input type="radio"/> Students with similar background		<input checked="" type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	418	435	430	432	379	
Year 5	476	486	506	481	455	
Year 7	517	536	554	523	522	
Year 9	548	548	560	552	558	

NAPLAN participation for this school is 98%
 NAPLAN participation for all Australian students is 95%

Interpreting the table














Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Senior Secondary Outcomes (Student achievement)

Student Achievement – Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a cumulative credential. It is for Year 10, 11 and 12 students leaving school prior to the Higher School Certificate. Bellfield College had two students in 2021 who required the award of a RoSA.

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
 English 200 hours (300)	43	91663	13.95	18.60	44.19	23.26			12.28	28.81	36.16	15.86	5.87	1.02
 Mathematics 200 hours (323)	43	92011	6.98		39.53	53.49			14.54	21.99	32.20	23.62	6.77	.88
 Science 200 hours (350)	43	91753	4.65	18.60	16.28	41.86	18.60		12.60	23.92	36.73	19.39	6.42	.94
 Commerce 100 hours (431)	25	6212	4.00	16.00	32.00	48.00			20.17	32.68	31.58	10.95	4.25	.37
 Commerce 200 hours (430)	11	22179		45.45	18.18	36.36			24.53	34.91	29.52	8.49	2.27	.28
 Geography 100 hours (4015)	43	91636	6.98	34.88	30.23	27.91			15.03	27.91	34.74	15.58	5.93	.81
 History Elective 100 hours (451)	18	3442	5.56	27.78	55.56	11.11			22.52	31.17	31.81	9.38	4.82	.29
 History 100 hours (4007)	43	91654	9.30	34.88	20.93	34.88			14.75	27.70	34.46	15.91	6.31	.86
 Food Technology 100 hours (1626)	22	6594		22.73	68.18	9.09			17.02	27.63	32.23	14.91	7.81	.41
 Information and Software Technology 100 hours (1831)	18	2314	11.11	27.78	50.00		11.11		23.81	27.96	30.03	11.62	6.22	.35
 Drama 100 hours (2011)	13	1825	15.38	23.08	46.15	15.38			22.74	33.32	30.14	9.59	3.62	.60
 Visual Arts 100 hours (2061)	6	4222	16.67	16.67	50.00	16.67			19.37	31.53	30.36	12.65	5.26	.83
 Personal Development, Health and P.E. 200 hours (2420)	43	71151		32.56	37.21	27.91	2.33		12.49	33.16	37.20	12.16	4.13	.86

Student Achievement – Higher School Certificate

The table above lists all the HSC subjects offered and studied in 2022.

Bellfield total of 33 enrolled in courses who the HSC compressed. There were that VET courses undertaking trade training.

Course offered in 2022	
English Standard	
Biology	
Ancient History	
Legal Studies	
Personal development, Health and Physical Activity	
Studies of Religion II	
Community and Family Studies	
Modern History	
Mathematics Advanced	
Mathematics Standard I and 2	
Mathematics Extension	
Business Studies	
Visual Arts	

College had a students stage 6 completed model HSC model. no students completed or vocational or

Bellfield offered Higher School (HSC) for the

College students the Certificate eighth year

and it is with great pleasure that we share a summary of our HSC student achievements for 2022. We had a total of 33 students complete their Higher School Certificate exams in 2022. Our high achievers were awarded the top two bands, (a band 5 or band 6) in two or more subjects studied.

Results

The College has developed strategies to support student growth exemplified in the achievements below. Over the last 3 years, students at the College were named in the *Distinguished Achievers List*. These students achieved a result in the highest band (Band 6 or Band E4) in one or more of their courses.

2022	Legal Studies
2021	Community and Family Studies
2020	Legal Studies

The tables below indicate the % of students and their achievements in HSC subjects over the course of last 3 years.

English Standard	2022		2021		2020	
	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>
	100%	13%	97%	6%	100%	12%

Legal Studies	2022		2021		2020	
	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>
	82%	14%	77%	8%	83%	8%

Biology	2022		2021		2020	
	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>
	81%	-	100%	30%	67%	-

Studies of Religion II	2022		2021		2020	
	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>
	100%	9%	95%	17%	93%	2%

Mathematics	2021 (Compression)		2020	
	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>
	100%	27%	69%	4%

Business Studies	2021 (Compression)		2020	
	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>	<i>Students who have achieved 50% or more (Bands 2 and above)</i>	<i>Students who have achieved 80% or more (Bands 5 and 6)</i>
	79%	12%	100%	12%

Evaluation of the data and results have indicated:

- On average our students have performed better over time with steady increases in HSC and ATAR scores indicating improvement in achieving outcomes and demonstrating growth in student learning.
- A steady increase in students achieving over 50% in the majority of HSC courses – in particular students have made steady progress in achieving over 50% in the majority of their courses.
- Consistent increase of students scoring over 50% with all students scoring above Band 2 in English, Mathematics and Studies of Religion II.
- Increased student engagement in the variation of courses offered with improved student outcomes and variation of strategies implemented to support literacy and numeracy.
- Steady growth and consistency in student achievement in Bands 5 & 6 in English, Studies of Religion II and Legal Studies.
- The focus on differentiated learning has supported student growth across the HSC subjects.
- The professional development of staff has supported implementation of strategies to support student growth.

Variables that have had an impact on student growth:

- An increase in student numbers in courses have expanded the data field.
- An increase in courses offered in Stage 5 Electives has led to an increase in conceptual knowledge that has provided foundational support for Stage 6

- Online learning has impacted student engagement and motivation with ongoing support provided as part of the strategic plan due to school closures.
- A national shortage of teachers with an increase of expert teachers leaving the profession entirely.

School Initiatives to further support Learning

Senior School focused on embedding whole-school improvement to ensure consistency across the teaching and learning framework through peer coaching and student support programs including HSC Club, HSC Tutor and Stage 6 Mathematics workshops. These programs were supported by an examination of various diagnostic and data tools that identified students' learning needs, supported developing learning targets and monitored academic progress. To further strengthen and develop student performance, staff focused differentiated teaching, direct instruction and targeted interventions.

The summary below includes some strategies implemented with continued focus on developing deeper learning strategies:

- Provided teachers with a variety of professional development opportunities and guidance about subject and content development. Access to the SMART data package so teachers can access diagnostic information about students' NAPLAN results and integrate teaching resources specifically linked to the curriculum.
- Ensuring greater consistency with software system to collect, store and evaluate data and record student achievement.
- Implemented a range of Higher School Certificate (HSC) reforms, including the minimum standard for literacy and numeracy for the award of the HSC. There are multiple opportunities for students to demonstrate the standard, commencing with Year 9 NAPLAN results, and including online literacy and numeracy tests in Years 10 to 12. This will ensure that all students awarded the HSC have met basic benchmarks necessary.
- Maintained specialist and Covid catch up support to strengthen content knowledge and pedagogy in English and Mathematics, thus supporting literacy and numeracy growth.
- Improved teacher professional experience through school and university partnership agreements, underpinned by a quality teaching framework with explicit criteria and goal setting.
- Teaching experts continue to work with the teacher in the classroom supporting performance of students.
- Identification of students at risk who may not meet literacy and numeracy standards in Year 7 to Year 10 and provide additional support through the increased school-based strategies.
- Increased Parental involvement in learning through early intervention, parent conversations and community events.
- Provided access to quality diagnostic, online and on-demand literacy and numeracy assessments, linked to the learning progressions, to help teachers identify and target the support student's need.
- Working and guiding parents to develop resources that will support literacy and numeracy development at home.
- Maintained support with teacher induction processes to incorporate a range of options for the recognition of evidence and practice dedicated to literacy and numeracy teaching used to contribute to teacher accreditation processes.
- Across the state the number of students taking extension courses in English and Mathematics has fallen over the past 10 years. Yet the pathways introduced at the College across Mathematics acceleration, additional elective options and opportunity classes have enabled students to develop their skills and content knowledge leading to an increase in the expressions of interest for the HSC Extension courses.

Teacher Professional Learning, Accreditation & Qualifications

Teachers professional learning opportunities included elective professional development and NESA accredited courses or workshops. Courses and workshops were delivered by key educational bodies and providers such as (but not limited to) the Association of Independent Schools NSW (AISNSW), NSW Education Standards Authority (NESA), Mathematics Teachers Association, and the English Teachers Association.

The Professional learning framework identifies principles and processes which support, develop and sustain quality teaching and aims to provide ongoing professional learning for our staff. These opportunities have been identified through consultation with department heads in senior school and stage learning leaders in junior school and is led by dedicated instructional leaders.

The College also provides professional learning to support teachers during the accreditation process which comprises: induction for teachers new to the school, use of multiple sources of feedback on teacher effectiveness for individual teachers and teams of teachers, customised individual teacher development plans based on individual development needs, quality professional development to meet individual development needs. The workplace remains collaborative, combined with the enriching, supportive and motivating environment that a performance and development culture generate.

Professional learning programs led to strengthened competency of all teaching staff in understanding and utilising a range of literacies across all Key Learning Areas building capacity of students to access and engage future learning in academic, social, cultural and economic pursuits. We continued the Professional learning focused on the following priority areas;

Whole School – Teaching and Support and Operational Staff	Number
Identifying and Responding to Children and Young People At Risk	108
CPR Training	54
First Aid Training including CPR	26

K-6 teachers	Number of Teachers
AIS Introducing the DRAFT 3-6 English and Maths Syllabuses	4
AIS Tea and Talk- Classroom management	21
Essential Assessment	21
AIS Tea and Talk- New English and Mathematics Syllabus	21
Planning and programming using the new K-2 Mathematics Syllabus	21
Essential Assessments getting the most from the platform	21
Teaching the new K-2 syllabus with Inquisitive	1

7-10 teachers	Priority Areas
Principles of Quality Assessment Effective Assessment Practices & Learning	Assessment for learning is integral to programs; Review how assessment engages students in productive learning;

Adjustments for Students RAP and Understanding Standards to Improve HSC Results	Make judgements about student work that meets appropriate standards; Provide feedback to students - timely feedback that is clear and helpful to actively improve student learning. Promote self-reflection in teaching and learning practices.
Stage 6 Teachers	Priority Areas
Developing Quality Stage 6 Assessment Effective Practices for Stage 6 Assessment Making Adjustments for Students in Stage 6 Awarding Year 11 RoSA Grades Using RAP, Exploring Moderation, Understanding Standard Setting to Enhance Teaching and Learning.	Best practice when developing Stage 6 Assessment, and to unpack assessment tasks to determine what is required to design a quality task; Understanding of effective assessment practices for Stage 6 within a standards-referenced framework; Reflect on their current assessment practices and procedures and to participate in collegial assessment activities to enhance understanding of Stage 6 assessment requirements; To review the principles of a Standards Referenced Framework to assess and report student achievement in Year 11. To foster a consistent approach in awarding Year 11 grades within and across schools. To undertake activities to enhance understanding of standards Promote self-reflection in teaching and learning practices.

Level of Accreditation	Number of Teachers
Conditional Accreditation	30
Provisional Accreditation	7
Proficient Teacher (full accreditation)	34
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Teacher Qualifications	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	71
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

Workforce Composition

Bellfield College workforce composition is comprised of teaching and non-teaching staff. In 2022, Bellfield had 62 teaching staff with 54.8 staff full time equivalent¹. There are no indigenous staff at present.

School staff

Teaching staff	62
Full-time equivalent teaching staff	54.8
Non-teaching staff	21
Full-time equivalent non-teaching staff	15.2



Figure 6 Junior School Staff wellbeing evening

Student Attendance, and Retention Rates and Post-school Destinations in Secondary Schools

¹ <https://www.myschool.edu.au/school/43726>

Student Attendance Rates for the 2022 school year²

Extracted from Bellfield College Student Administration System – *Sentral*>*Attendance*>*Reporting*> *Return of Absences Report*>*Show only percentage attendance*.

The College was able to maintain over 85% attendance for all grades.

Bellfield College Percentage Attendance Report 01/01/2022 to 31/12/2022 (194 School Days)

School Year	Boys	Girls	Overall
K	88%	90%	89%
1	87%	89%	88%
2	89%	88%	88%
3	90%	87%	89%
4	90%	91%	90%
5	89%	91%	90%
6	89%	88%	89%
7	89%	89%	89%
8	89%	87%	88%
9	89%	88%	88%
10	88%	88%	88%
11	88%	88%	88%
12	91%	91%	91%

Tallies are on whole day absences that were not recorded as: Exempt, Flexible, School Business, Shared Enrolment

Management of non-attendance

Bellfield College maintains a register in a form approved by the Minister, of the enrolments and daily attendances of all children at the school, which includes information for each student as required by Section 3.8 of the *NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-government Schools (NSW) Manual*.

Monitoring of daily attendance/absence of students at Bellfield College;

- Assigned class and/or roll call teachers will mark the daily attendance on *SENTRAL*³ each morning. The attendance is marked in accordance to the School Attendance Register
- The register of daily attendance is retained for a period of seven (7) years after the last entry was made. This register is stored on *SENTRAL* and a report can be generated at any time it's required.

In 2022 the College continued using the Extended Leave Policy that allows 10 school days of approved leave for families who wish to travel during term time. This policy has assisted in improving the overall attendance of our students during term time. This has allowed our families to understand that importance of regular and overall school attendance and the links to improved academic and social results of their child/ren.

Parents or primary carers are asked to notify the College of the student's first day of absence. If a child is absent from school, a text message advising parents of the student's absence is sent by 10.30am of the morning of each absence, by the administration staff via *SENTRAL*. Parents are instructed to return the message by contacting the school to explain the absence of their child. Alternatively, parents or primary carers are asked to provide explanations of their child's absence in writing addressed to their class teacher. In cases of extended illness, parents are to contact the CEO to discuss the matter or apply for leave.

Any unexplained absences are followed up fortnightly by the College Enrolment Officer through a percentage attendance report generated from *SENTRAL*. The students of concern with under 80% attendance have their

³ *Sentral* is our student management software

parents contacted through well developed procedures implemented by the Wellbeing and Pastoral Care teams in Junior and Senior School. All unknown absences are reported by the enrolment officer to the Department of Education through a Destination Unknown procedure.

Student attendance rates

The table below shows the student attendance rate and student attendance level for students from Year 1 to Year 10. Student attendance level information is available on *My school* website.

Reporting period: Semester 1 Term 3

Student attendance rate	Percent ¹
All students	87%
Indigenous students	-
Non-Indigenous students	-

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	44%
Indigenous students	-
Non-Indigenous students	-

Reporting period: Semester 1 Term 3

Student attendance rate	Percent ¹
All students	89%
Indigenous students	-
Non-Indigenous students	-

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	53%
Indigenous students	-
Non-Indigenous students	-

School attendance data in Semester 1 and Term 3 2022 declined due to the impacts of the COVID-19 Omicron variant and high influenza outbreaks, and floods experienced in certain regions across Australia at that time. Data presented above should be read in conjunction with the [school attendance caveats](#).

Post School destinations

We had 33 students complete the Compression HSC course studying subjects including Legal Studies, Studies of Religion, Ancient History, Standard English, Personal development Health and Physical Education, Biology and Physics.

The College does not receive information for post -school destinations and relies on former students to inform and update the College with this information. Below are some of the post-school destinations of students who graduated from The College in 2022.

Institution	Course
University of Technology Sydney	Bachelor of (Mechatronic) Engineering
Australian Catholic University	Bachelor of Commerce & Law (Double Degree) Diploma of Liberal Arts (Pathway to Teaching Secondary) Bachelor of (Fabrication) Engineering Bachelor of Medical and Health Science Bachelor of Biomedical Science
Western Sydney University	Bachelor of Arts Bachelor of Health Science Bachelor of Health Science (Sport and Exercise Science) Bachelor of International Studies & Law (Double Degree) Bachelor of Social Work
Macquarie University	Bachelor of Arts (Education)
University of Wollongong	Bachelor of Creative Arts Bachelor of Psychology
University of Technology Sydney	Bachelor of Midwifery Bachelor of Economics & IT (Double Degree) Bachelor of Construction Project Management



Figure 7 Senior students at the end of year graduation assembly.

Enrolment Policies

Aim

To provide a fair and efficient process of enrolment that satisfies the needs of both family/students and the College.

Rationale

All children enrolling at our College deserve a smooth transition that enables them to become part of our College with a minimum of disruption and maximum support.

Implementation

All applicants will be processed using the College's enrolment policy

- To be considered for enrolment, parents need to attend an interview with the enrolment officer⁴ or delegate and fill out an official enrolment form for each child wishing to enrol.
- Each applicant's supporting statement/interview responses regarding their ability and willingness to support the College's ethos will be considered
- Students enrolling at our College will be required to provide proof of age (For Kindergarten, indicating that they have turned 5 years of age by the 1st May of that year), an immunisation certificate, and proof / school reports from any previous schooling
- Upon considering a child's enrolment at the College, the College will consider how to best meet the needs of the child. To do this, the College will need to gather information and consult with the parents/family and other relevant people
- Inform the applicant of the outcome in writing
- Subject to availability, offers of a place will be made according to whether there are siblings of the student already at the College and the date order of the application
- When accepting a place at the College, families will need to pay a non-refundable enrolment fee
- Students enrolling at the College and their families will be expected to abide by all College rules, policies and procedures and will sign an agreement to do so.
- Information regarding newly enrolled students will be forwarded to their new teacher. This information will include
 - Name
 - Contact details for parents
 - Date of birth
 - Medical conditions and special needs.
 - Academic level
- Students will be allocated to classes according to a combination of class size and student need

Enrolment policies and application form can be found on our website <http://www.bellfield.nsw.edu.au/forms/>

- For continued enrolment at the College, all fees must be up to date.

⁴ Enrolment officer introduced 2016

Other School Policies

Copies of these policies can be obtained by contacting the College administration office or on our website www.bellfield.nsw.edu.au

Student Welfare: Pastoral, Academic Care and Welfare Policy

Bellfield College strives to achieve the highest quality education maintaining the community's heritage and culture. The College seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development

Bellfield College has an effective and appropriate Student Pastoral Care Policy and associated practices, so that all students and staff can work together in a safe, harmonious, and educationally productive environment.

Bellfield College is committed to striving for academic excellence, in a safe and mutually respectful atmosphere, where each individual is encouraged to reach his/her potential.

The use of corporal punishment, in any form, is prohibited and has no place in the welfare and disciplinary policy and practices at this College.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The College does not sanction the administering of corporal punishment by non-College persons, including parents, to enforce discipline at the College.

No changes were made to this policy in 2019.

Anti-bullying

The College will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their College environment.

- To reinforce within the College community what bullying is, and the fact that it is unacceptable.
- Everyone within the College community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer group support and cooperation at all times.

The College will adopt a four phase approach to bullying



The College Anti-Bullying Policy is published in the Student Diary

No changes were made to this policy in 2022.

Student Discipline:

All incidents that require disciplinary action at the College will involve the application of procedural fairness which is sometimes as described 'hearing rule' 'right to an unbiased' decision. This includes,

- Making available to students and parents/carers the policies and procedures under which disciplinary action is taken
- Details of the allegations relating to a specific matter or incident
- Provision of outline of allegations made in witness statements and consideration of witness protection
- Ensuring that where required parents/carers are provided with interpreter services

For all serious matters that require detailed investigation The Head of Senior/Junior (or delegate) are charged with the process of conducting the investigation in a reasonable and objective matter. To ensure the principals of procedural fairness the evidence is then presented to the CEO/Principal to determine whether a short or long suspension is appropriate or whether the matter could cause grounds for expulsion and there by require referral to the Chair of the Board.

Bellfield College expressly prohibits the use of corporal punishment and we do not explicitly sanction the administering of corporal punishment by non-school persons including parents, to enforce discipline at the school.

The use of corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

In 2021 Senior school introduced year advisors who supported positive behaviour frameworks and the consistent application of discipline procedures. Serious misbehaviour had a level system introduced with student contracts, which assists the student with reflection and responsibility for their own behaviour.

Reporting complaints and resolving grievances:

Complaints Handling Policy and Procedure

The Complaints Handling Policy and Procedure is published on the Bellfield College website, <http://www.bellfield.nsw.edu.au/resolution-of-complaints/>. The Complaints Handling Policy and Procedure was approved in July 2019 and is reviewed annually.

Handling complaints

The Principal/Delegate generally will assess the complaint and determine:

- whether the complaint is one to be addressed under this policy or is a staff grievance or reportable conduct matter which are dealt with by the relevant policies and
- the priority of the complaint in accordance with the urgency and/or seriousness of the matter raised; and
- whether the school may be required to report the matter to the Ombudsman, Police, Family and Community Services or other relevant authorities should the complaint relate to possible unlawful conduct or other reportable matters.

Managing a formal complaint

The Principal/Delegate generally will manage a formal complaint by:

- a) advising the complainant of the likely steps that will be undertaken by the School in relation to the complaint;
- b) if appropriate, advising the relevant parties of the complaint at the relevant time and providing them with an opportunity to respond.
- c) collecting any additional information the School considers necessary to assess the complaint;
- d) making a decision about how the complaint will be resolved (“resolution decision”); and
- e) advising the complainant in writing, and any other relevant parties as appropriate, of the resolution decision of the Principal/Delegate and if appropriate, any proposed action to be taken.

There may be circumstances where some of the steps outlined above are not appropriate and the school will determine, on a case by case basis the most appropriate method of handling the complaint.

A complainant and the relevant parties that the complaint is about may choose to have an appropriate support person present at any meeting with representatives of the School about the complaint. However, the School maintains the right to determine whether the person’s preferred support person is appropriate and may not approve the attendance of a support person where they are determined by the School to be inappropriate.



Figure 7 Kindergarten students performing at the end of year Junior School Presentation Day

School Determined Priority Areas for Improvement

Priority Area 1 – Wellbeing

Well being is a growing area of focus in all professional sectors. The College aims to provide a safe and supportive environment for all members of the College community and supporting well-being of staff and students is key in this initiative.

A comprehensive well-being framework will build and ensure performance and engagement of all members of the College learning community. The College has commenced research and engagement of experts in the field of well-being to assist with:

- Developing a comprehensive well-being framework that promotes positive interactions.
- Increasing staff access to EAP (employee assistance programs) and extending the support beyond the work place.
- Develop a role and engage a school counsellor.
- IHSAN department to provide well-being support to families through student mentoring and family engagement.

Priority Area 2 - The Learning Experience

Build the competency of all students in understanding and utilising a range of literacies and numeracy across all Key Learning Areas. This will build the capacity of students to access and engage future learning in academic, social, cultural, and economic pursuits.

Priority Area 3 - Community Engagement

Build positive relationships and active partnership between the College, parent body and the wider community to promote student learning, wellbeing, and high expectations for students. This will build the capacity of the College and families to support student learning, wellbeing, and developmental outcomes. This initiative will also extend the learning opportunities for students in the community.

- To enhance positive relationships and active partnership between the College, the parent body, and the wider community.
- Students to foster the virtue of kindness and generosity through active community service.
- Increase parent involvement in the life of the College.
- Build relationships with the wider community.

Priority Area 4 – Staff Leadership

To provide an age-appropriate, well resourced, flexible learning environment that maximises student engagement.

- Constantly review the College leadership structure to ensure it meets current needs.
- To attract and retain highly skilled professional staff who model Bellfield values and engage in regular review and development.
- Support the professional development of staff to provide them with the skills and capacity to develop into future middle and executive leaders.

Initiatives Promoting Respect & Responsibility

Respect and Responsibility initiatives including Peer Support, YOU CAN DO IT and Merit systems are focused on encouraging a positive school culture and improved student wellbeing. Staff support connectedness and students experience a reduction in bullying behaviours, improved resilience, and a greater sense of possibility. Students develop and sustain:

- positive relationships
- agency
- sense of self
- responsibility for self and others

Strengthening Our Connections:

- Anti-bullying – Promoting a strengths-based approach to reduce harmful behaviours and increase strategies to strengthen and repair relationships.
- Rethinking Challenges: Resilience – Focusing on the influence our thoughts have on the way we view certain experiences.
- Values – Encouraging students to identify their shared values, identifying qualities they admire in others to support how they engage with people throughout life.

Students are provided with ongoing opportunities to gain skills, strategies, and social supports to successfully navigate all that life presents them.

Students develop commonalities outside of their own social groups, sports teams, and peer networks, empowering them as they strengthen their social and emotional learning to be empathic, to see new perspectives.

College programs drive wellbeing and social emotional learning rather than relying on direct instruction from teachers. This provides students with the skills and confidence to address relational issues amongst themselves or access the emotional literacy to articulate their concerns when seeking the help of an adult. We have realised significant outcomes including better connectedness, reduction in bullying behaviours, a greater sense of possibility, and respect and responsibility amongst students.



Figure 5 The Senior School student at our Parent Information Evening

Parent, student, and teacher satisfaction

In 2022 surveys were conducted with staff, parents and students.

Parents were surveyed for their understanding of the College's ethos, pedagogy, student wellbeing, co-curricular activities provided, communication and religious education.

The data indicated that no matter where families are on their schooling journey with Bellfield College the link to faith is paramount and is a core reason for choosing Bellfield College to school their children.

The data also indicated that parents were seeking greater engagement , especially post Covid, which was the driving force of our priority area 3 – community engagement.

Q43 Please comment about what you like about the school

studies helped child Quran act learning illuminations kids environment children
Shia school teachers students Islamic feel school love
teaching Shia really education values needs

Students were surveyed to gain further insight into their knowledge of teaching and learning, wellbeing, co-curricular, religious education and details of what student's think 'work well' at Bellfield College.

Q42 What do you like about school?

muslim school really nice safe activities US soccer subjects maths education
lessons Islamic make fun hang nothing team learning
recess lunch school love friends give teachers nice
sport people good Prayer play things excursions library see friends
also teaching nice people students learning new things make friends opportunities

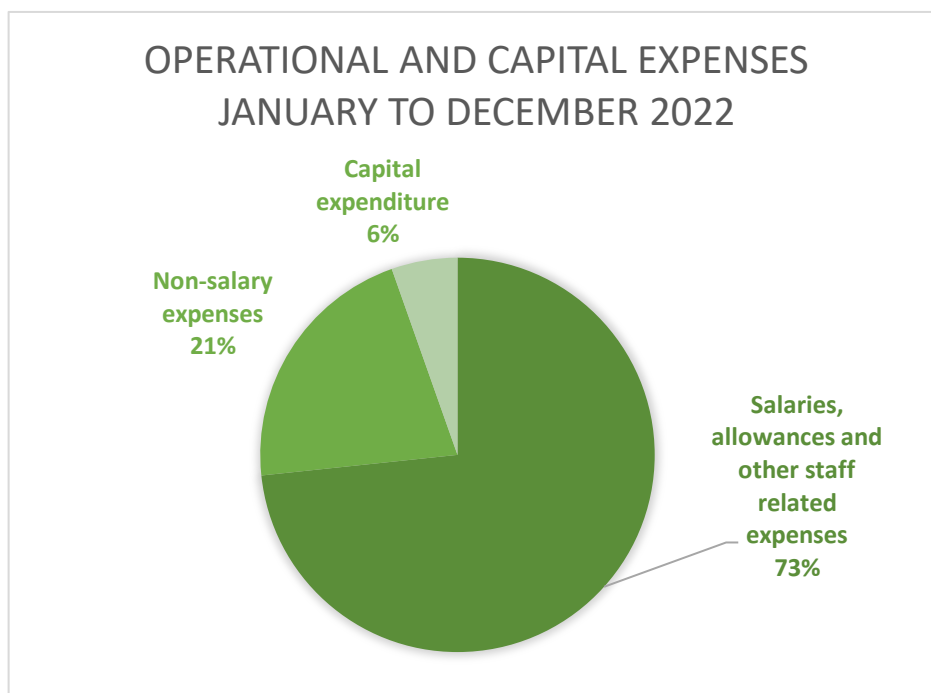
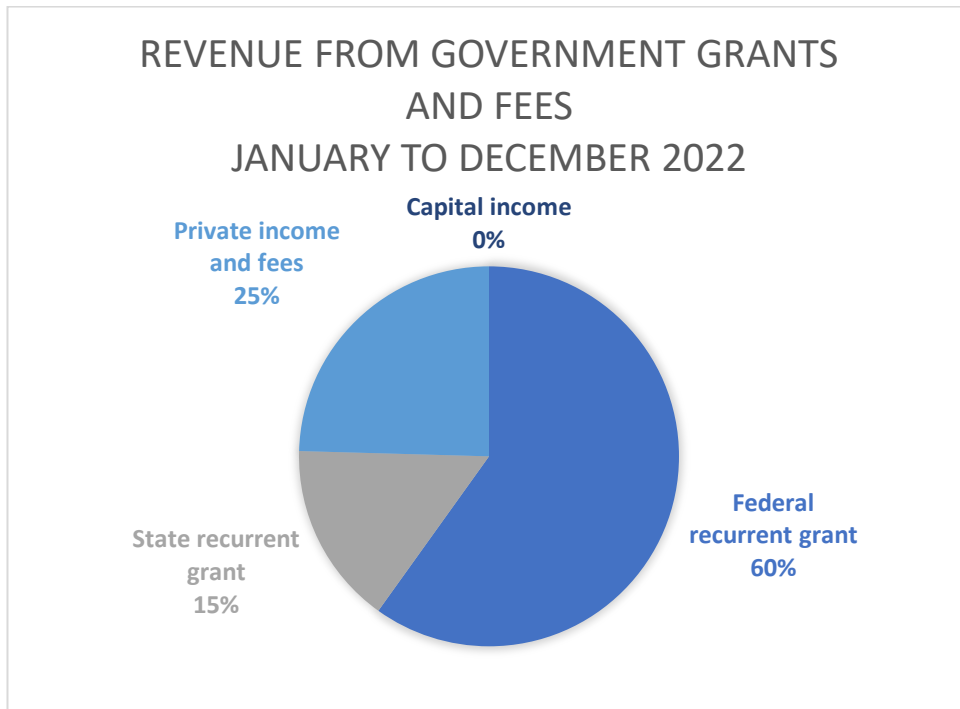


Figure 8 2022 Book Week Parade

Summary Financial Information

The Operational and Capital expenses of the College consists of the following:

- Salary, allowances, and related expenses includes salaries and wages, superannuation benefits, annual leaves and long service leaves and other staff related expenses.
- Non-salary expenses include educational and curriculum expenses, administration day to day operating expenses, operations for building and grounds, maintenance of building and equipment.
- Capital expenditures consist of building infrastructure and improvements, purchase of computer and equipment, library books and furniture, plant and equipment.



Publication requirements

The College's Educational and Financial Reporting Policy and Procedure ensures financial accountability and compliance. The policy also facilitates the College's participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the College.

The annual report for 2022 will be published on the College website, <http://www.bellfield.nsw.edu.au/educational-financial-reports/>.

The Annual Report will be provided to NESA via RANGS

The College will provide a hard copy of the 2022 annual report to anyone who does not have access to the online version.

End of Annual Report