

2024 ANNUAL REPORT



Green Point
Christian College

Equipped for Life

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FROM THE BOARD CHAIRMAN

The Board of Directors feel so privileged to serve the community of Green Point Christian College, seeking to pursue the vision of the College:

Equipped for Life

The Board of the College company govern the College through strategic leadership and management oversight, establishing and maintaining healthy governance and operational policies and practices. We appreciate the support and prayers of the College community. The Board consists of:

David Bartlett, Lyndall Jones, Erin Kluge, Ian Davie, Mark Elkington, Phil Blair, and Steve Walton.

The Board would like to thank all the staff under the leadership our Principal, Joel van Bentum, for their ongoing commitment to their calling and service at the College, as well as our Executive Principal and Executive Business Manager and the team at Melos that support the school.

Our Christian distinctive is central to our existence and directs our Mission. The Board has been busy working collaboratively with management on many projects this last year, whilst all the while seeking to ensure that the College flourishes in its missional impact and organisational strength, also operating with financial security.

The College is part of the Melos group of Christian Schools, and so also enjoys the opportunity to connect and collaborate with other schools within the group. At the end of 2024 the Melos group of schools has grown to six – Green Point Christian College, Yattalunga Valley Christian School, Greenacre Christian College, Moree Christian School, Brewarrina Christian School and Yanginanook Christian School. Plans for Riverina Christian College are on track for commencement in January 2026.

Thank you again for the opportunity to serve the College community.

DAVID BARTLETT

CHAIRMAN

On behalf of the Board



FROM THE PRINCIPAL

2024 has been another strong year for Green Point Christian College. The year can be described as a year of transition for the College as we have processed several significant changes with grace and confidence.

The initial transition was a new Principal as I stepped into the great work that Phillip Nash had begun. I received a great welcome from the College, and it is exciting to be in the position to lead this community into its next season.

We welcomed a new Business Manager, Mr Brendan Wood, who stepped up from the within the College. We also welcomed a new Head of Primary, Mrs Amanda Rutledge. Amanda began the year in an interim capacity and after a rigorous recruitment process was appointed to the role ongoing.

The College was also transitioning buildings in 2024 with the year marked by the construction of a new administration building. This created challenges as our Business Services and Administration teams worked in tight spaces and demonstrated a flexible approach to problem solving.

Academically, the College continues to grow and develop. Across the College in 2024 we have been preparing for the implementation of a new Learning Management System, Schoolbox. This will streamline student engagement across Kindergarten to Year 12 and will also continue to improve the ways parents can engage in their child's learning. Secondary had a focus on data informed practice with feedback to students and this has begun to have a positive impact on student learning.

We also completed work on our Learning and Teaching Framework. This document will be launched in 2025 and will shape how teachers will do their work in the classroom in a way that will allow the College to continue to fulfill its purpose. This is an exciting and promising area of work, and we are excited to share it in 2025.

All our teaching staff were introduced to coaching as a process for professional growth and development. This will continue to shape how staff develop their own learning goals and grow in their professional practice.

Our newly formed Principal Advisory Group (PAG) continued to meet and discuss matters that impact our parent community and the College. We covered a wide range of topics from approaches to conflict and bullying, Secondary uniform changes, and the College master plan. It has been great to see this group find their feet and they provide an important voice to the Principal.



Fundamentally, Green Point Christian College exists to educate and form students that are equipped for a life grounded in a biblical perspective and prepared for lives of redemptive action. In this vein 2024 was also a wonderful year for our students. We had teams of students again travel to Ngemba Station in Brewarrina shire for a cultural exchange, where they grew in their understanding of Aboriginal issues from the local Aboriginal people. We also had our first post COVID international trip. A group of Year 11 students travelled to Bali and worked alongside the Bali Life Foundation. This group runs an orphanage, a school, and supports the local community through a range of other endeavours. It was an impactful experience for those students as they witnessed poverty and wealth side by side in such a stark way.

At the close of 2024 we farewelled some long-term staff members to retirement. Virginia Lumby was a Secondary Food Technology and Hospitality teacher for 33 years at Green Point and was beloved by students. We also farewelled Justine Collins who had worked in numerous roles across the College for 22½ years, Caroline Freeman who was a HSIE teacher for 11½ years (previously serving as a Teachers' Aide for 13½ years) and finally Steve Suranyi who was a Science and Technology teacher at the College for 24½ years.

Overall, 2024 was a great year of both transition and growth. There remains a strong desire from many in our community for a distinctively Christian education. An education that seeks to form and educate the whole of a person in a way that is grounded in a Gospel centred Biblical perspective and that prepares students for lives that contribute to the healing of this world. We thank God for the opportunity we have as a College to do this and we pray for ongoing wisdom and blessing as we continue to learn, mature and grow.

JOEL VAN BENTUM
PRINCIPAL

SCHOOL OVERVIEW



CONTEXTUAL INFORMATION

Green Point Christian College (GPCC) was established in 1982 by Green Point Baptist Church with a vision to offer Christ centred education to the children of Christian families across the lower part of the Central Coast. These parents desired to have the teaching of the home reflected in, and encouraged through, the teaching at school. As a Christian school, our values and beliefs are founded in a belief in the person of Jesus Christ and we aim to be obedient to His revealed Word, the Bible. GPCC now opens its doors to families from any or no religious background, who desire a Christian education for their child.

The College is focused on a positive future as we move forward with an emphasis on our core purpose statement, motto and graduate/learner profile. In partnership with parents, we are determined to equip our students for a flourishing life of service as a fulfilment of the call to all humankind to be the stewards of the earth, to build society and to worship God. As we act as one of the agencies of Christian nurture for our students and their families, it is a place where we seek to reflect the love of God in all we do and say.

The Christian Scriptures remain the benchmark against which we critique our lives and our work as we seek to turn students' attention towards the person of Jesus Christ, the one who remains the same, yesterday and today and forever. The College encourages the fullest possible development of the spiritual, social, intellectual and physical potential of each student. Our newly published philosophy position paper - Education for Wisdom, captures the spirit of the College and focuses on helping students be equipped to live wisely in a fast-changing world.

Purpose of the College:

Green Point Christian College has built a strong tradition of providing quality education in a Christian learning environment, aiming to see our young men and women challenged to strive for excellence and Godliness in every sphere of life.

Our Purpose Statement: To equip students for a life of redemptive action through a holistic education grounded in a Biblical perspective.

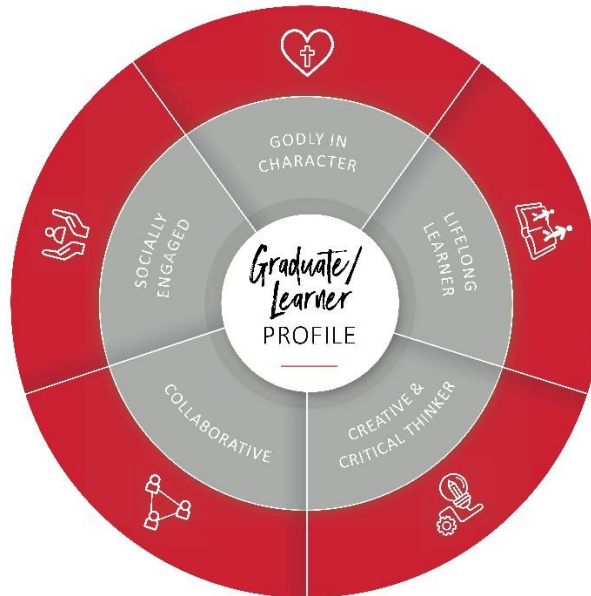
Our Mission Goals:

Students – the formation of students who display the attributes of the Graduate/Learner Profile.

Staff – the development of quality staff who serve our students well.

Parents – the support of families as the cornerstone of a flourishing society.

Our Motto: Equipped for Life

Graduate/Learner Profile:

Green Point Christian College is committed to providing quality Christian education at an affordable price. The College Board has developed infrastructure to enable the teaching programs of the College to keep pace with rapid educational change. In 2022 we opened a Special School for children on the autism spectrum (Yattalunga Valley Christian School) as we had identified a need for additional places for such children on the Central Coast.

Characteristics of the Student Body

Green Point Christian College is predominantly an Anglo-Saxon demographic mix made up of females and male, meaning a whole school enrolment of 1167 for 2024.

We serve students from families mainly from the lower portion of the Central Coast, seeking to keep our fees affordable for middle-income earners. We operate a strong learning support program with over 300 students receiving educational support of some kind and we employ two full time and one part-time counsellors, in addition to running a strong pastoral care program. Just over 30 students identify as Aboriginal or Torres Strait Islander and we have a strong connection with the Aboriginal community of Brewarrina in northern NSW and participate in the local AECG.

The Primary School comprised 482 students and the Secondary School comprised 685 students in 2024.

NOTE: Figures taken from Census dated 2 August 2024.

In 2024 the student attendance rate for the school was 89%. As noted on the ACARA My Schools website.

REPORT ON PARENT, TEACHER AND STUDENT SATISFACTION

Principal Advisory Group

In 2024 as part of membership of the Melos Group (www.melos.education) Green Point Christian College established a Principal Advisory Group (PAG). The terms of reference for this activity begin with the following statement:

The PAG exists to partner with the school by working with the Principal, providing advice and support to them in their leadership of the school.

The establishment of this Advisory Group is seen as a strong way of engaging with a representative group who will provide feedback to the Principal on parent experiences and perceptions of the school and allow for parent input into the school's Annual Improvement Plan. The terms of reference specifically release the Group from being engaged in fundraising or other activities normally associated with a Parents and Friends Association. Those activities may still happen but will be conducted through a separate mechanism.

The Principal Advisory Group operates an email that College parents can use to ask questions and provide feedback. The PAG then tables these at meetings.

The Group provided feedback on proposals and initiatives across four meetings in 2024. There was a real sense of positivity around the direction of the College and the feedback from parents was good. Some areas the Advisory group spoke into were: College Master Plan, Annual Action Plan, Secondary uniform changes, Music education across the College, and the student behaviour policies.

Registrar Feedback

The College Registrar deals with parents from initial enquiries up until the child commences their first days at the College. She receives a lot of feedback related to impressions about the College and also family experiences once a child has started attending. These were some of the comments she received in 2024:

"We as a family align with the morals and values of Green Point Christian College. "Equipped for life" is everything as parents we are trying our best to instil into our children at home. If they are able to attend a school that echoes our teaching at home, then our children are more likely to flourish in society as children and future young adults."

“It is important to us for our child to attend a Secondary College with strong Christian values with a focus on creative and critical thinking and social engagement skills. We want her education to be aligned with the values we hold at home and we know through the long association of our family, that GPCC promotes and upholds these values.”

“We value our children having a faith based Christian education to ensure their values and knowledge being taught at home is replicated in the school environment. It’s extremely important for us to have our children immersed in the teachings of Christ. Green Point Christian College is the leader in our opinion of a faith based education on the Central Coast.”

“We have sought an educational environment that aligns with our family values, where our child can receive a strong moral foundation alongside academic excellence. We believe Green Point Christian College offers a nurturing atmosphere that emphasises respect, integrity, and compassion, which are important qualities we wish to instil in our child. We are confident that this setting will not only prepare our children academically but also spiritually, guiding them to become thoughtful, responsible, and caring individuals in society.”

Research Projects

During 2024 and moving into 2025, Green Point Christian College (GPCC) participated in several comprehensive surveys to better understand student engagement, wellbeing, and relationships within the school community. One study, carried out in collaboration with Macquarie University, focused on Teacher-Student Relationships across the core subjects of Mathematics, English, and Science. The results demonstrated that students consistently valued their relationships with teachers in these key learning areas. On average, students either “agreed” or “strongly agreed” that they felt close to their teachers, exhibited a growth mindset in their academic work, and experienced relatively low levels of anxiety related to their schooling. These findings underscore the importance of positive teacher-student connections in fostering both emotional security and academic resilience among students.

The College also participated in the Flourishing Schools research project, co-ordinated by Christian Schools Australia, which investigates students’ overall attitudes toward their schooling experience. While the final data from this project is still forthcoming, initial results indicate that students across participating schools, including GPCC, appreciate the Christian ethos embedded in their education and value the holistic approach it provides. GPCC also continued its collaboration with Edith Cowan University in a Wellbeing Survey targeting students in Years 7 to 9. The survey revealed strong levels of student engagement and wellbeing despite the typical challenges of early adolescence. Insights from this wellbeing study have already informed initiatives by the Whole-School Wellbeing Team aimed at further supporting student needs.

Taken together, these surveys highlight that GPCC students are both relationally connected and academically engaged in their studies, with ongoing research projects positioned to deepen our understanding of student growth, wellbeing, and engagement in the years ahead.

In 2024, the Principal surveyed teaching staff about their working experience at GPCC. Staff typically reported that the school met their basic needs, valued their individual contribution, encouraged teamwork, and fostered their professional growth. Some opportunities for improvement were noted, but overall staff satisfaction as assessed by the survey was high, indicating a motivated and engaged staff team.

ANNUAL ACTION PLAN 2025

FINAL PROGRESS REPORT

Key Elements of the Annual Action Plan for GPCC

Projects

- Learning & Teaching Framework
- Formation and Wellbeing Framework
- Schoolbox integration
- Professional learning framework revision
- Leadership development frame work staff
- K-12 Biblical studies scope and sequence
- Equip scope and sequence
- Inquiry scope and sequence
- 2025 – 2026 Heading to Deeper learning
- Mission and Service scope and sequence

Overarching Focus – moving toward a fully integrated K-12 Christian College

Formation and Wellbeing

Focus area	Measures of Progress (KPI's)	People Responsible	Targets and Progress
Key Focus - Finalising Wellbeing and formation Framework	Completed document Initiatives based on document	Principal Deputy Principal	June 2025 12/5 still aiming for end of term 2 completion.
Staff – Embed abound in a meaningful way	Staff engagement with platform EAP access	Deputy Principal Business Manager	Across 2025 12/5 Nicholas from Abound coming in Term 3 (good uptake from staff) 12/3 Deputy Principal to share some proactive articles (once a month) Draw attention to mental health check. Undertake training on psycho-social elements.
Students – develop Equip scope and sequence	Completed scope and sequence for K-12 Implementation of 7-12 scope and sequence begun Higher level of engagement from Equip staff	Deputy Principal Head of Secondary Year Advisors	Finalised by end 2025 12/5 divided into Stages. Providing work to Equip teachers. Currently providing everything. Getting feedback Secondary wellbeing check in during Term 2 Exploring the Resilience Project for 2026
Students – primary roll out of Peacewise	Implement Peacewise kids program across Primary	Head of Primary Primary Curriculum Co-ordinator	Across 2025 12/5 on hold to plan for 2026

Learning and Teaching

Focus Area	Measures of Progress (KPI's)	People Responsible	Targets and Progress
Key focus – Implement Learning and Teaching Framework	Language of Learning & Teaching Framework being used by staff within lessons Alignment of framework and Growing@GPCC	Principal Director of Learning & Teaching	Across 2025 12/5 – it is being rolled out, have extend effective teaching for all 2025 Planning community launch Teacher have magnets in classes Learning walks beginning
Staff – improve skills in curriculum writing through lens of learning and teaching framework and TbD	Staff use new program template Staff consider curriculum through learning and teaching and TbD lens NESA documents only engaged with at step 7	Head of Primary Head of Secondary Heads of Department Primary Curriculum Co-ordinator Teachers	Semester 1 2025 12/5
Staff – Develop skill in differentiated assessment	Staff develop their skill in differentiated practice, particularly in the area of creating differentiated assessment	Director of Enrichment Director of Learning & Teaching Primary Curriculum Co-ordinator Heads of Department	Semester 1 2025 12/5 we shifted to differentiated practice in December There is a growing understanding of need
Staff and Students – Schoolbox implementation	Schoolbox is accessed at least once a day by all staff and students All assessment is run through Schoolbox All reporting is run through Schoolbox Consider calendar implementation of Schoolbox	Whole of Executive	Ongoing 12/5 Secondary assessment in Schoolbox – more improvement needed 12/5 look at how to get Business Services into Schoolbox Primary – course pages working well, learning moments are growing, extra-curricular working well

			Secondary – IT migration challenges - all assessment and reporting is occurring. Need to develop minimum standards for unit pages
Develop understanding of Christian Deeper learning	Begin to build framework and Green Point approach K-12 Inquiry Scope and Sequence Possible plan for PL excursion	Principal Director of Research Academic Committee	A plan for 2026 by October 2025 Shaping up to be undertaken

Parents, Culture and Community

Focus Area	Measures of Progress (KPI's)	People Responsible	Targets and Progress
Key focus – develop an approach to regular parent education events	Cultivate 1 event per Term	Principal Registrar & Community Relations Manager	Have events occur 12/5 first has occurred, second planned Explore Mark Williams for Term 3
Further embed Principal Advisory Group	Group members are known to the community They have a role in Annual Action Plan and formal parent feedback	Principal	August 2025 Meetings occurring – need to work through how to include them in planning process
Develop Leadership Development and Coaching Framework	The framework is completed and disseminated	Principal	Draft by May 2025 Will be having first meeting during Term 2
Develop the use of the Relational Centre	Staff regularly use the centre There are regular events held There are reduced capacity in satellite staff spaces		As it opens

Business Operation and Resources

Focus Area	Measures of Progress (KPI's)	People Responsible	Targets and Progress
Key Focus – Review Sharepoint, Teams and document management principles across the College	We have a data storage policy and file architecture document Implementation of architecture is underway	Principal Business Manager IT Director EA to Principal	Structure by June 2025
Review calendar process and source of truth	Review 2025 calendar structures Explore how Schoolbox and support, and simplify calendar functions	Principal EA to the Principal	September 2025
Develop plans for Primary precinct	Undertake planning process with Architects Disseminate plans to community	Principal Business Manager Head of Primary	Across Semester 1 2025
Ongoing implementation of Melos way	Share Melos way with leadership team. Develop understanding of decision making implications	Principal Business Manager	Across 2025 Need to share documents with Executive Team

ACTIONS UNDERTAKEN TO PROMOTE RESPECT AND RESPONSIBILITY

Respect and responsibility are addressed in different ways throughout the College. Our Discipline Policy and Code of Conduct expect a standard of mutual respect for each other and assume all members of our community will take personal responsibility for their behaviour and their work.

Issues in relation to these two areas are addressed regularly through student assemblies and chapels, class home room time, staff devotions and meetings, newsletters and email communication to staff.

Our Maintenance team take care to keep the school environs clean and tidy to reinforce the importance of respect for the environment. Work is done regularly to ensure the school environment is clean, tidy and attractive.

Most of our students travel to and from school on buses and we respond very quickly to any reports of disrespect or poor behaviour from our students towards other passengers or the general public, as we seek to teach students respect and the responsibility of being family and school ambassadors.

The College Behaviour Management Policy is regularly reviewed and new initiatives introduced to encourage positive behaviour. For example, in Primary we have a points system that allows teachers to award students points for positive behaviour and respect. Accumulation of points leads to awards at weekly assemblies. In Secondary, our Student Management System allows teachers to record commendations for good behaviour in the system. Parents are able to see these when they are awarded. Using our graduate/learner profile elements, we look to commend students in line with the Profile categories to encourage growth towards the profile.

Policies relating to Anti-bullying and Behaviour Management are published on the school website www.gpcc.nsw.edu.au

STAFF



STAFF

SUMMARY OF THE WORKFORCE

Summary of the workforce composition for Green Point Christian College taken from the Census dated 2 August 2024 is:

College Staff 2024	
Teaching staff	103*
Full time equivalent teaching staff	86.9
Non-teaching staff	55
Full time equivalent non-teaching staff	40.6

* The Principal is included in the Teaching staff.

There was one member of staff that identified as Aboriginal or Torres Strait Islander.

TEACHER

ACCREDITATION

All teachers at Green Point Christian College who are responsible for delivering the curriculum have accreditation with the NEW Educational Standards Authority (NESA) as defined by the Teacher Accreditation Act 2004:

Level of accreditation	
Conditional	6
Provisional	4
Proficient Teacher	92
Highly Accomplished Teacher	1

TEACHER QUALIFICATIONS

Category	
i. 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, or	103
ii. 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

SUMMARY OF PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

In 2024, professional learning at the College was rebranded to Growing Professionally @ Green Point as we looked to embrace the beginning of a journey of change in the learning and teaching space.

Our January Professional Development week embraced the theme '*With purpose follows greatness*'. The week was designed to allow time for teachers and non-teaching staff to reflect on the practices within our College and ensure they were aligned with our Purpose Statement as we continue to strive to become a great school that offers an excellent education grounded in a biblical perspective.

The week included First Aid training, Child Protection training, Workplace Health and Safety training, the launch of the AIS partnered Wellbeing project, a session from McCrindle on Embracing Change, the second session of Education for Wisdom delivered by Dr Dowson and time in Faculties to plan for the year ahead. The conclusion of the week gave teachers time to set their individual professional learning goals for 2024.

In Term 1, teachers were introduced to Schoolbox, the new Learning Management System, and embarked on a 12 month roll-out of teacher training and populating of the platform, before the launch to Year 12 students in Term 4, and the remainder of the College community, students and parents, at the commencement of 2025.

A Wellbeing team was established and in Term 1, they embarked on a 12 month Wellbeing project led by the AIS. Each term this included a professional learning day at AIS with other schools participating in the project, a day onsite with AIS facilitators working on a GPCC Wellbeing Framework and a professional learning session for all staff updating them on the work of the Wellbeing team facilitated by AIS.

In Term 2, our middle leaders and Executive, began their Leadership Coaching journey with Growth Coaching International (GCI). This involved three sessions led by GCI in which our leaders learnt the basic principles of coaching and developed their instructional coaching skills to develop their skills in having coaching conversations with their teams.

PLCs commenced in Term 2 with teachers selecting a community aligned most with the individual professional development goal from the following groups: deep learning, equipped – classroom management strategies, HALT, mentoring framework committee, New Teacher Accreditation, research methodologies, Schoolbox champions, Transformation by Design (compulsory for new staff) and the Wellbeing project team. These PLCs operated in Terms 2-4. The New Teacher Accreditation PLC was highly effective with many of our early career teachers gaining proficiency by the conclusion of 2024.

In the July Professional Development week, our theme was '*Forming staff, forming students*'. Our teaching staff attending the CSA State Conference which focused on shaping identity and formation to transformation. Our teachers then began their own Coaching journey, participating in a Coaching

Fundamentals workshop with Growth Coaching International to develop the language of coaching across the College. The Primary staff participated in professional learning on teaching spelling through SPELD. There was also time spent on the roll-out of Schoolbox.

In Terms 3 and 4, staff began to become involved more in the Learning and Teaching Framework with the 2025 launch drawing closer. Teachers began by being introduced to the three pillars: Effective Teaching, Christian Community and Deep Learning. They spent time discussing what each pillar might look like at a College K-12 and engaged in Lego serious play to communicate their ideas. Teachers then began to consider what may be in the teacher toolkit for each of these pillars, by reflecting on their own classroom and their observations on learning walks on what is working well within the College already. Finally, teachers were introduced to the concept of learning dispositions, or learning muscles in Primary, and were asked for input on what a learner may look like, or need to be doing, to work towards developing the attributes of the GPCC graduate.

As in recent years, a significant proportion of the Professional Development budget was invested into Curriculum Reform.

Other professional learning in the College included Learning walks as part of a teacher's professional learning plan and the introduction of Celebrations of Learning at the conclusion of each term to recognise staff professional learning across the College and the positive impact it is having on student learning.

STUDENTS



STUDENT ATTENDANCE

In 2024 each student, on average, attended the College as follows (by percentage):

Kindergarten	92.00%
Year 1	91.75%
Year 2	91.46%
Year 3	90.80%
Year 4	91.16%
Year 5	89.53%
Year 6	90.57%
Year 7	87.77%
Year 8	86.14%
Year 9	84.78%
Year 10	84.24%
Year 11	87.95%
Year 12	90.35%

In 2024 the student attendance rate for the school as a whole was 89%.

School's response to student absence

- The roll will be marked on all days that the school is open for instruction, including sports carnivals and excursions.
- Students involved in an official school activity must not be recorded as absent.
- Students who arrive late or leave early must have the precise time of arrival or departure recorded at the student window of Administration.
- The correct codes (as specified in "Symbols for Electronic Attendance Registers") must be used by staff maintaining rolls.

If a child is absent, parents can notify the College via:

- An email to the College (office@gpcc.nsw.edu.au)
- Via Parent Lounge (Absentees) on TASSWeb (no printed version is required as log is kept on TASSWeb /Systems/Utilities/Change logs grid)

- iii. A telephone call to the Absentee line 4367 9950 (notes of the conversation need to be kept).
- iv. A letter sent to the College.

If a child is marked as absent and there is no known reason:

- The parents will be sent a SMS by 11.00am on the day of absence to alert them to the absence and to notify the school of the reason.
- If no response is received an email will be sent from the office, after the absence.
- For partial absences the parents need to notify the College of an early departure time and the student needs to sign out at the student window located at the Administration office.
- The Heads of School will check student attendance regularly (fortnightly reports are given to the Heads of School and Year Advisor [for Secondary]).
- If it is believed that a student is truanting school, whether it is partial truancy or full day truancy, the Head of School should be advised immediately.
- Staff are required to follow these procedures to ensure the College fulfils its duty of care and pastoral responsibilities.

Retention of Year 9 to Year 12

Year Level	At 5 August 2022	At 5 August 2023	At 2 August 2024
Year 9	120	118	137
Year 10	115	119	109
Year 11	84	92	100
Year 12	81	73	86

Male/Female numbers (as at Census 2 August 2024)

Male – 556

Female – 611

Whole School – 1167

Primary School – 482

Secondary School – 685

STUDENT REPRESENTATIVE COUNCIL

Chairperson: Liam O

Councillors: Lexi A, Elise C, Caitlyn H, Ashley J, Piper L, Ruben D

Staff: Jo Pearson and Melissa Peterson

Class	Rep	Rep
1C	Olivia G	Macie A
1G	Hugh H	Judy R
1PS	Maison D	Jack M
2J	Cleo M	Caden T
2G	Zahli F	Noah F
3M	James S	Amelia W
3D	Ruby P	Levi D
3B	Heidi L	Max T
4H	Annabella C	Josiah R
4M	Taya K	Flynn M
5L	Marco M	Elsie H
5P	Asher L	James T
5B	Sebastian J	Savannah H
6SH	Summer G	Owen B
6B	Archie W	Eve H
6S	Jasper B	Caleb M



At the beginning of each year the children and teachers vote for the class rep and elect the representatives who commit to serve their classmates and the College for the year.

During Term 1 the Councillors organised and facilitated the National Day Against Bullying (NDA) Chapel time. The Year 6 Councillors ran the 'Sorry Day' Chapel where we remember the past and look toward a positive future. Every student K-6 decorated a hand and Years 3-6 placed them on the stage during Chapel time as a mark of respect and remembrance.



The Year 6 Councillors assist by making announcements in morning assemblies and collecting class points and selecting issues to vote on for each SRC meeting.

The SRC meet each term to discuss points raised by each class. We then consider these points with the Councillors and then make a petition to the relevant people.

Points raised and actioned in 2024:

- Two Mufti days to raise money for sponsor child
- Voting on ideas for the new playground equipment
- Selecting end of break bell songs
- SRC reps collecting and presenting sponsor child money in Chapel
- Voting on ideas for the end of year activities



STUDENT OUTCOMES

IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING (NAPLAN)

Student Outcomes in Standardised National Literacy and Numeracy

In 2024, student achievement in Literacy (Reading, Writing, Grammar and Punctuation, and Spelling) and Numeracy was measured against four proficiency standards – *exceeding*, *strong*, *developing* and *needs additional support*. This scale means that individual student results from 2024 cannot be compared with results from previous years. However, individual student growth will be available for Years 5, 7 and 9 in 2025.

Across all assessment areas and all Year levels (Years 3, 5, 7 and 9), 80% of our students achieved results which either exceeded (18%) or strongly met (62%) national proficiency levels. This is an outstanding achievement by our students. Of the remaining 20% of students, nearly 16% were developing towards expectations. Averaging the results across all Literacy areas gives 79% of students either exceeding or strongly meeting literacy expectations – just slightly less than Numeracy at 84%.

Table A: NAPLAN Proficiency Levels 2024

PRIMARY

Year 3	Numeracy	Reading	Writing	G & P	Spelling
Students tested	83	84	84	84	84
Exceeding	19 (23%)	27 (32%)	10 (12%)	9 (11%)	11 (13%)
Strong	52 (63%)	38 (45%)	64 (76%)	55 (65%)	48 (57%)
Developing	9 (11%)	17 (20%)	10 (12%)	14 (17%)	23 (27%)
Needs Additional Support	3 (4%)	2 (2%)	0 (0%)	6 (7%)	2 (2%)

Year 5	Numeracy	Reading	Writing	G & P	Spelling
Students tested	85	85	81	84	84
Exceeding	10 (12%)	28 (33%)	9 (11%)	15 (18%)	16 (19%)
Strong	65 (76%)	48 (56%)	57 (70%)	48 (57%)	46 (55%)
Developing	9 (11%)	8 (9%)	11 (13%)	19 (23%)	8 (9.5%)
Needs Additional Support	1 (1%)	1 (1%)	4 (5%)	2(2%)	4 (5%)

SECONDARY

Year 7	Numeracy	Reading	Writing	G & P	Spelling
Students tested	116	118	114	118	118
Exceeding	26 (22%)	24 (20%)	15 (13%)	19 (16%)	30 (25%)
Strong	81 (68%)	74 (63%)	76 (67%)	74 (63%)	72 (61%)
Developing	6 (5%)	16 (13.5%)	22 (19%)	23 (19%)	14 (12%)
Needs Additional Support	3 (2.5%)	4 (3%)	1 (1%)	2 (2%)	2 (2%)

Year 9	Numeracy	Reading	Writing	G & P	Spelling
Students tested	136	136	129	136	136
Exceeding	11 (8%)	31 (23%)	27 (21%)	20 (15%)	22 (16%)
Strong	95 (70%)	81 (60%)	68 (53%)	63 (46%)	90 (66%)
Developing	28 (20.5%)	22 (16%)	29 (22%)	43 (32%)	23 (17%)
Needs Additional Support	2 (1.5%)	2 (1.5%)	5 (4%)	10 (7%)	1 (0.74%)

Results Across Year Groups

The College's average NAPLAN results across Year groups are relatively even, with Years 3, 5 and 7 being slightly stronger than Year 9.

Level	Year 3	Year 5	Year 7	Year 9
Exceeding/Strong	79.4%	81.4%	83.6%	75.6%
Developing/Needing Support	20.6%	18.6%	16.4%	24.4%

NAPLAN Results Across Areas of Assessment

The College's average NAPLAN results across Assessment Areas are also relatively even, with Reading, Spelling and Numeracy being slightly stronger than Writing and Grammar/Punctuation.

Level	Reading	Writing	Grammar	Spelling	Numeracy
Exceeding/Strong	83%	80.7%	72.7%	81.2%	84.2%
Developing/Needing Support	17%	19.3%	27.3%	18.8%	15.8%

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

Higher School Certificate and Year 10 Comparisons for 2024

Year 10

The submitted grade results for 2024 Year 10 are shown in the following table:

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)	109	93089	7.34	66.06	23.85	2.75			12.17	29.48	36.83	15.32	5.10	1.09
Mathematics 200 hours (323)	109	86943	17.43	34.86	27.52	19.27	.92		14.95	22.55	32.16	23.20	6.15	1.00
Science 200 hours (350)	109	93183	5.50	22.02	47.71	18.35	6.42		12.90	24.28	36.51	19.19	6.15	.96
Commerce 100 hours (431)	6	6746	33.33	50.00	16.67				19.18	33.58	32.37	10.45	4.25	.16
Commerce 200 hours (430)	29	23176	13.79	55.17	27.59	3.45			24.23	34.28	30.31	8.46	2.41	.31
Geography 100 hours (4015)	109	93128	17.43	40.37	27.52	8.26	6.42		14.82	29.28	35.09	14.55	5.51	.75
History 100 hours (4007)	109	93091	16.51	41.28	36.70	5.50			14.92	28.36	35.21	15.06	5.66	.81
Food Technology 100 hours (1626)	5	7112	20.00	40.00	40.00				17.25	31.16	32.11	13.34	5.71	.42
Food Technology 200 hours (1625)	20	17320	55.00	35.00	10.00				18.93	30.60	32.17	12.16	5.15	.99
Industrial Technology (Engineering) 200 hours (1808)	13	3154	15.38	30.77	46.15	7.69			27.30	33.35	27.33	8.37	3.30	.35
Industrial Technology (Timber) 100 hours (1821)	1	3718		100.00					9.58	28.27	39.62	15.47	6.72	.35
Industrial Technology (Timber) 200 hours (1820)	11	10418	36.36	27.27	36.36				11.65	29.01	37.90	15.21	5.66	.57
Information and Software Technology 100 hours (1831)	2	1607	50.00	50.00					25.95	34.35	28.62	8.15	2.80	.12
Information and Software Technology 200 hours (1830)	9	5007	55.56	22.22	22.22				29.54	31.96	25.88	8.85	3.42	.36
Textiles Technology 200 hours (1900)	8	2367	37.50	37.50	25.00				32.02	32.57	26.49	6.00	2.58	.34
Drama 100 hours (2011)	1	1782		100.00					21.77	36.25	27.95	9.88	3.59	.56
Drama 200 hours (2010)	10	4197	50.00	50.00					36.22	36.72	19.18	5.62	1.74	.52
Music 100 hours (2051)	3	2764	33.33	66.67					16.03	29.34	32.53	13.68	7.81	.62
Music 200 hours (2050)	14	8422	64.29	28.57	7.14				27.52	31.95	24.64	10.82	4.26	.81
Visual Arts 100 hours (2061)	7	4393	14.29	42.86	42.86				17.60	34.26	30.32	11.86	5.44	.52
Visual Arts 200 hours (2060)	17	12461	29.41	58.82	5.88	5.88			28.20	35.01	25.34	7.58	3.12	.76
Visual Design 100 hours (2071)	5	896		40.00	60.00				24.78	33.71	27.46	10.38	3.46	.22
Visual Design 200 hours (2070)	13	1390	7.69	61.54	15.38	15.38			32.16	38.06	19.64	6.12	2.95	1.08
Personal Development, Health and P.E. 200 hours (2420)	109	73077	.92	49.54	44.04	4.59	.92		12.43	34.99	37.35	10.76	3.57	.90

Compared to the State-wide pattern, in 2024 GPCC gained a higher percentage of cumulative Grade A and B results in 20 out of 24 (83%) Stage 5 courses, that is, in all but four courses. Notably, this high achievement occurred in large cohort courses such as English, Maths, Geography, History and PDHPE.

In terms of historical comparison, the percentage of courses in which GPCC gained higher cumulative Grade A and B results compared to overall State-wide results for Stage 5 courses is shown in the following table:

Year	Percentage of Subjects with Cumulative Grade A and B Results Higher than State-wide Results
2024	83%
2023	79%
2022	76%
2021	80%
2020	85%
2019	95%
2018	96%
2017	70%
2016	60%
2015	67%
2014	70%

Higher School Certificate

Ten students gained entry onto the NESA Distinguished Achievers List having achieved 13 occurrences of top band results (Band 6 in 2 unit courses or Band E4 in Extension courses) across a variety of subjects including English Extension 1 and Extension 2, Maths Standard, Visual Arts, Music and French. Two students gained top band results in more than one course.

Year	Number of Students on NESA's Distinguished Achievers List	Number of Results in Top Band
2024	10	13
2023	5	10
2022	19	37
2021	9	18
2020	11	15
2019	6	10
2018	12	20
2017	12	26
2016	19	26
2015	18	38
2014	15	19
2013	20	25
2012	18	25
2011	23	41

Strong results were achieved in Music 1, English Extension 1 and 2, History Extension, Science Extension and Japanese Extension where all students in the subject gained results in the top two bands.

Consistently high achievement has been gained in terms of the top ATAR results for each cohort over recent years. In 2024, the top ATAR results were 95.5 and 95.05 and then 90.35 followed by six results in the 80's. For 2023, the top ATAR results were 99.5 and 95.1 with two students on 88.85 and another six students in the 80's. For 2022, the top ATAR result was 99.05 with eight students gaining results in the 90's. In 2021, the top ATAR was 97.5 with four students gaining results in the 90's. In 2020, the top ATAR result was 97.1. The top ATAR in 2019 was 95.15. The top ATAR result in 2018 was 96.65 and in 2017 was 99.4. The top ATAR in 2016 was 96.8, and in 2015 was 99.90 and in 2014 was 92.25 and in 2013 was 96.8. In 2012 the top result was 98.6. The top three ATAR results for 2011 were 99.5, 98.8 and 98.6. The top 2010 ATAR was 98.00.

In terms of HSC exam results, in 2024, 16 out of 34 (47%) of courses had HSC school exam means above State exam means. In 2023, nine out of 30 (30%) of courses had HSC school exam means above State exam means. In 2022, 54% (15 courses out of 28) of HSC examinable courses had HSC school means above State means. In 2021, 39% (11 courses out of 28) of HSC examinable courses had HSC school means above State means. In 2020, 57% (17 courses out of 30) of HSC examinable courses had HSC school means above State means. In 2019, 17 out of 29 (59%) of HSC examinable courses had school means above the State means. In 2018, the amount was 16 out of 29 (55%). In 2017, the amount was 13 out of 30 (43%). In 2016, 2015, 2014, 2013, 2012, 2011 and 2010 over half of the HSC examinable courses delivered by the College had exam averages above that of the State average. For 2016, 2015, 2014 and 2013, these percentages were 55%, 73%, 55%, 57% respectively.

In the HSC, Band 5 and 6 results indicate a high level of achievement in a course. The following table indicates success in terms of Band 5 and 6 HSC results over recent years.

HSC Results - Total of Bands 5 and 6 for 2008 – 2024

Year	Number of Students who sat HSC Exams	Band 6	Band 5	% Band 6 of sitting students	% Band 5 of sitting students
2008	100	15	131	15%	131%
2009	86	31	156	36%	181%
2010	81	22	171	27%	211%
2011	58	41	120	71%	207%
2012	79	25	150	32%	190%
2013	71	25	94	35%	132%
2014	90	19	153	21%	170%
2015	64	38	132	59%	206%
2016	70	26	147	37%	210%
2017	70	26	115	37%	164%
2018	76	15	107	20%	141%
2019	54	8	73	15%	135%
2020	72	10	103	14%	143%
2021	63	14	63	22%	100%

2022	81	33	96	41%	119%
2023	73	6	77	8%	105%
2024	90	10	126	11%	140%

In 2024, there were students who studied and completed the highest Extension courses in English, and Maths, and students who studied Extension courses in Science, History and Japanese. In 2023, there were students who studied and completed the highest Extension courses in English, Maths, Science and History. In 2022, there were students who studied and completed the highest Extension courses in English, Maths and History. In 2021, there were students who studied and completed the highest Extension courses in English, Maths, Science and History. In 2020, there were students who studied and completed the highest Extension courses in English, Maths and History. In 2019, students presented for the highest Extension courses in Mathematics and History. In 2018, 2017, 2016, 2015 and 2014, there were students who presented for the highest Extension courses in English, Mathematics and History.

Secondary School Outcomes

In 2024, the number of students undertaking and completing Year 12 vocational courses was 16 out of 86 (19%). Figures for previous years are in the table below. In terms of VET (Vocational Education and Training) courses, there were nine students who completed Hospitality as a school course. There were eight students studying an out-of-school course (TVET and/or Private Provider course). One student studied both Hospitality at school and an outside VET course.

Year	Percentage of students who completed Vocational Courses
2024	19%
2023	15%
2022	5%
2021	6%
2020	13%
2019	7%
2018	13%
2017	10%
2016	23%
2015	8%
2014	22%
2013	24%
2012	15%

Of the 86 students who studied in Year 12 through to the end of the year in 2024, the number of students obtaining an HSC was 85. One student obtained a Record of Achievement but not an HSC.

The number of GPCC students obtaining a Record of School Achievement (RoSA) for concluding their studies in 2024 was 18.

The percentage of students who studied in Year 12 who also attained a Year 12 Certificate (HSC) was 97%. This is because enrolment in Year 12 started at 88 but only 85 completed the requirements for an HSC. Two Year 12 students left during the year and one completed the year but only received a Record of Achievement.

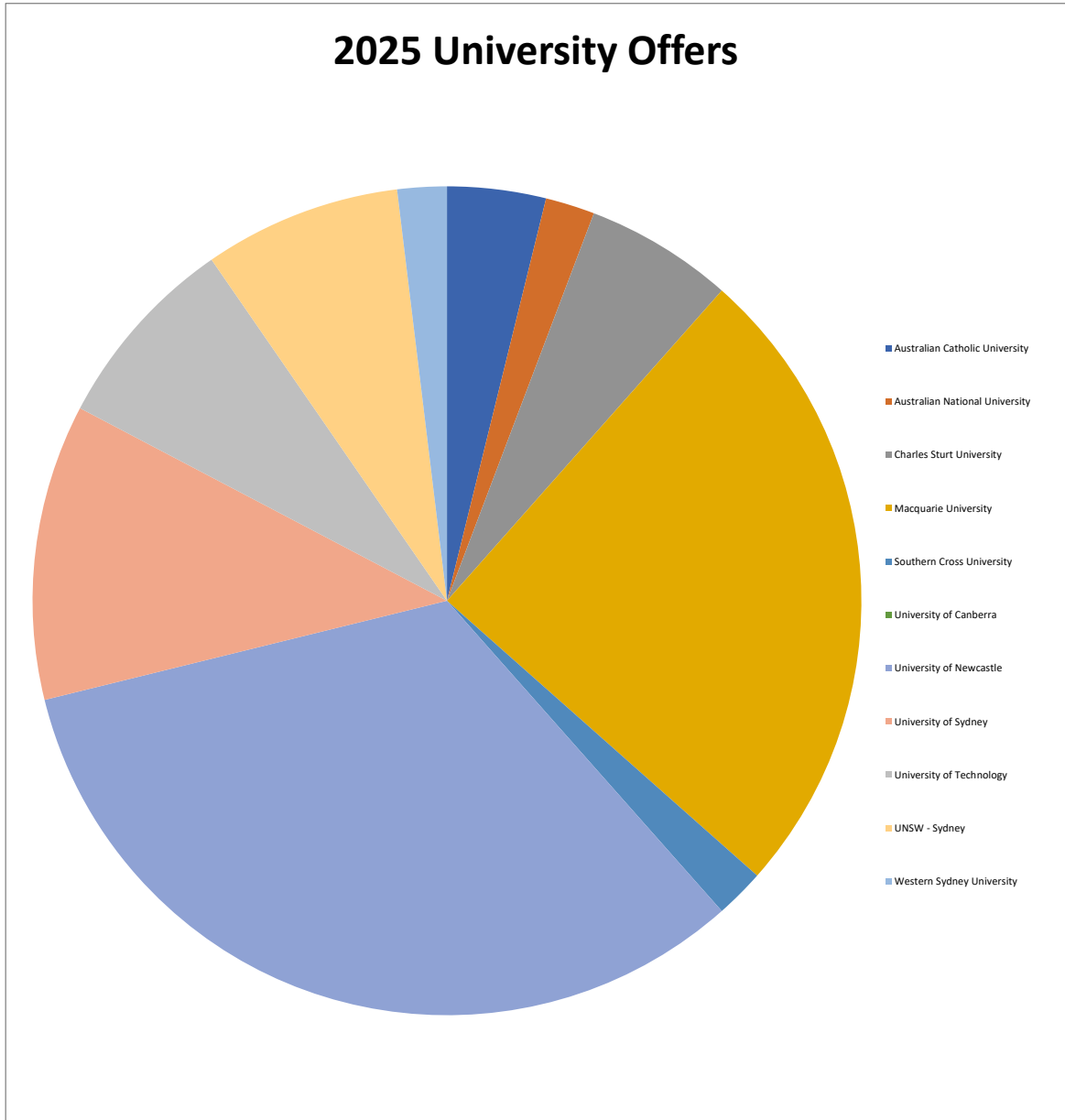
Post School Destinations

Based on offers for University study extended to our Year 12 students through UAC and on feedback from students, 52 out of 86 (60%) of the Year 12 candidature who completed the HSC had degree courses offered to them as a post-school destination. (Previous years were 48% in 2023, 64% in 2022, 66% in 2021, 83% in 2020, 74% in 2019, 62% in 2018, 58% in 2017, 76% in 2016 and 70% in 2015).

Some University courses offered to students for 2025 study included Bachelor of Medical Science, Creative Arts, Commerce/Laws, Economics, Applied Finance, Exercise and Sport Science, Speech Pathology, Nursing, Criminology, Nutrition and Dietetics, Medical Radiation Science, Engineering, Architecture and Environment, Clinical Science, Business, Psychological Science, Occupational Therapy, Education, Arts, Social Work, Science, Paramedicine, Biodiversity and Conservation, Physiotherapy, Cyber Security and Equine Science.

One student has gone on to work as a Dental Assistant and is looking to do a Cert 3 in Dental Assisting, another is studying a Cert 4 in Dance Teaching and Management, another is studying an Advanced Diploma in Music Production.

2024 University Offers (for Degrees and Diploma courses) (as per UAC provided data)		
University	Number of students offered a place	Percentage of cohort offered this University
Australian Catholic University	2	2%
Australian National University	1	1%
Charles Sturt University	3	3%
Macquarie University	13	15%
Southern Cross University	1	1%
University of Newcastle	17	20%
University of Sydney	6	7%
University of Technology	4	5%
UNSW - Sydney	4	5%
Western Sydney University	1	1%
Total	52	60%



SCHOOL POLICIES



SCHOOL POLICIES

Policies listed were current up to December 2024. All policies and procedures are regularly reviewed and updated.

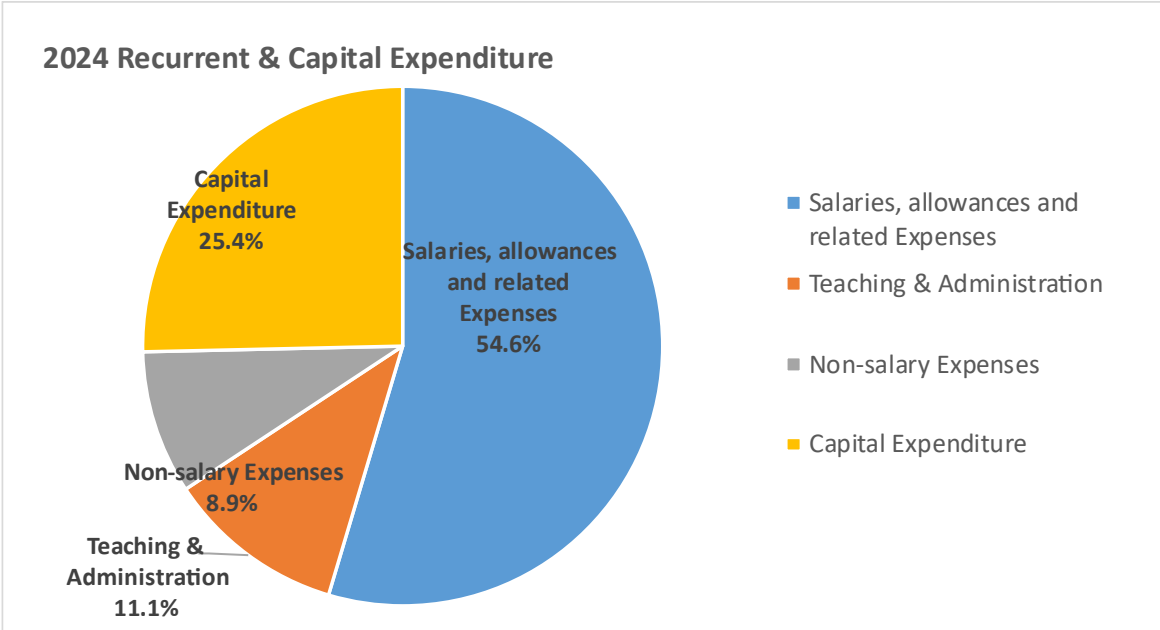
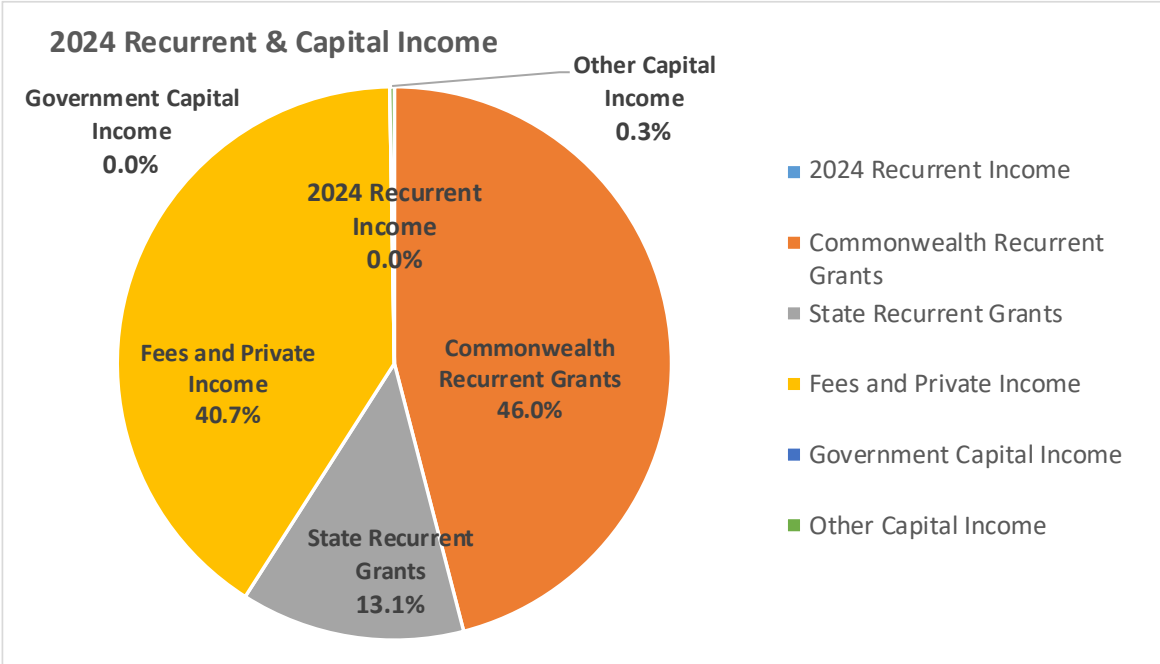
The following College policies are publicly available on the website view the following link: [College Policies | Green Point Christian College \(gpcc.nsw.edu.au\)](https://gpcc.nsw.edu.au/College-Policies)

- Enrolment Policy
- Child Protection and Wellbeing Policy
- Anti-bullying Policy and Guidelines
- Behaviour Management and Guidelines
- Grievance Policy and Guidelines

FINANCES



FINANCIAL INFORMATION SUMMARY





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