



MidCoast
Christian
College



Annual Report 2024



**STUDENT
ATTENDANCE**
88%

**LONGEST
STUDENT
COMMUTE**
1hr, 15mins

2024

OUR YEAR IN NUMBERS

**TOTAL
ENROLMENTS**
750

**PARTICIPATION
IN TAFE/VET
COURSES**
55 Students

**YEAR 12
GRADUATES**
27 Students

**MULTILINGUAL
STUDENTS**
9%

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About MidCoast Christian College



MidCoast Christian College is committed to providing students with a Christ-centered education; that is teaching the NSW curriculum through a Christian perspective with a focus on excellence in teaching and learning, a comprehensive pastoral care program and fostering a sense of community between the school and home.

College Mission Statement

MidCoast Christian College has been called into existence by God "To educate excellently from a Christian perspective, developing and nurturing students' character, faith, knowledge, skill and values in the context of a dynamic caring and creative Christ-centered community."

College Values & Mindsets

The College is committed to instilling in students Biblical values for life. We believe that these values, which are derived from the teaching of Jesus Christ, will help students to navigate life successfully and contribute to the betterment of society.

In addition, we seek to foster in students the qualities needed to be successful students. These mindsets are reinforced throughout their enrolment.

Compassion

To have compassion means to empathise with someone who is suffering and to feel compelled to help reduce their suffering. *Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. Ephesians 4:32*

Humility

Humility means that you do not consider yourself better than others. Humility is the opposite of pride and boasting. *Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Philippians 2:3*

Respect

If you respect your teachers, you appreciate them and treat them well. At MCCC we are to respect God, families, leaders, staff, visitors, peers, property and our College. *Show proper respect to everyone; Love the brotherhood of believers, fear God, honour the King. 1 Peter 2:17*

Integrity

Integrity is the quality of being honest and having strong moral principles to do what is right, even when no one is watching. *The man of integrity walks securely, but he who takes the crooked paths will be found out. Proverbs 10:9*

Self-control

Self-control is the ability to control oneself, in particular one's emotions and desires, especially in difficult situations. *The grace of God....teaches us to say 'No' to ungodliness and worldly passions, and to live self-controlled, upright and godly lives in this present age. Titus 2:12*

Trustworthiness

A trustworthy person is reliable, honest and dependable. *Well done, my good servant!' his master replied. 'Because you have been trustworthy, in a very small matter, take charge of ten cities. Luke 19:17*

Grit

Grit is passion and perseverance for long-term and meaningful goals. It is having a growth mindset and seeing failure as an opportunity to learn and grow. It's having the courage to have a go and to keep going despite facing challenges and obstacles.

Responsibility

Responsibility is demonstrating academic integrity and honesty; positively engaging in all classes; being prepared and on time; completing the assigned work in a timely manner with attention to quality of work, and avoiding making excuses for your behaviour.

Organisation

Being organised helps you learn how to prioritise activities; set and achieve goals, and reduce stress. Having good organisational skills also makes it easier to collaborate with others and helps increase productivity and efficiency.

Wisdom

Walking in wisdom helps us to make the right choices for our lives and protects us. It equips us to handle difficult situations and relationships. Wisdom helps you work smarter, not harder. Those who have God's wisdom will show it in the way that they live.

Teamwork

Having strong teamwork skills is essential for success in all aspects of life. Two are better than one, because they have a good return for their labour: If either of them falls down, one can help the other up. Ecclesiastes 4:9-10

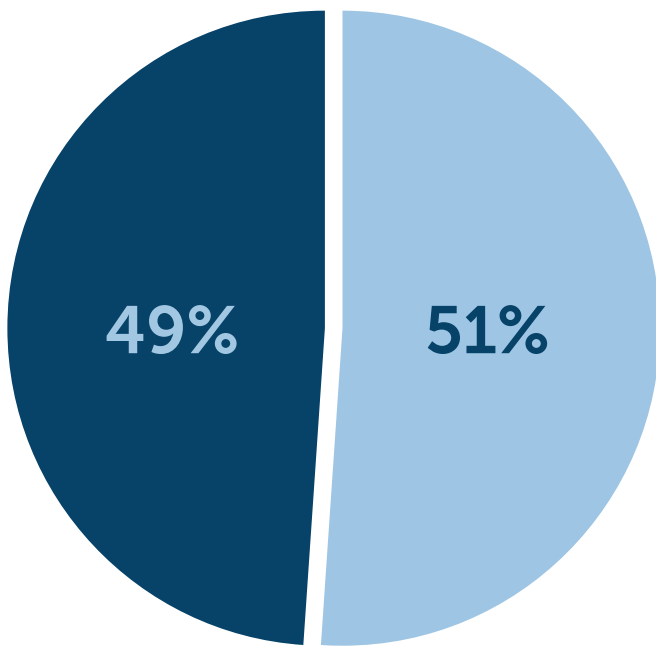
High Standards

Setting high standards for yourself will help you reach your full potential. Set standards that are high but realistic and achievable for you. High standards means trying your best and producing your best work every time.

Student Composition

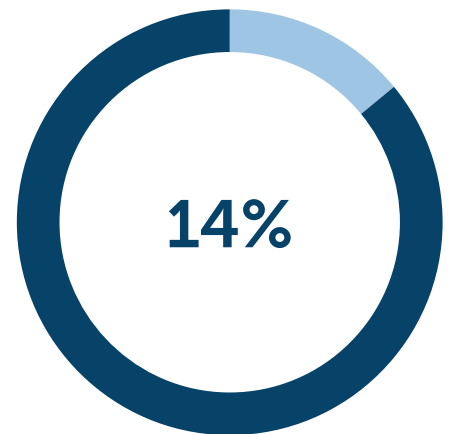
MCCC draws students from a wide area with varying socio-economic, religious and cultural backgrounds.

In 2024, there were 750 students enrolled at the College of whom 14% were Indigenous and 9% were from families with a language background other than English.

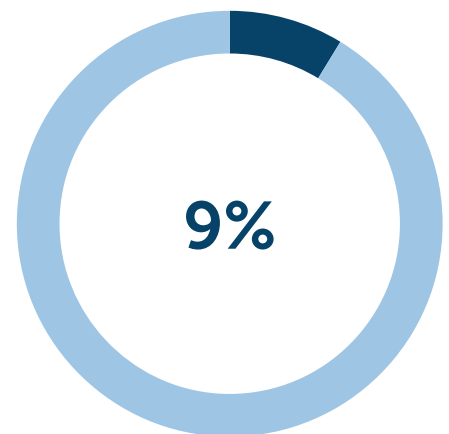


Total Enrolments: 750
Full Time Equivalent Enrolments: 750

- Boys: 370
- Girls: 380



Indigenous Students



Language Background Other Than English

- Yes (9%)
- No (91%)
- Not Stated (0%)



“We move into our 40th anniversary year believing that it was always God’s plan to have a Christian school in Taree, that He sustains and provides for us and that He will continue to grow and nurture His school for His good purposes.”

A Message from the Principal

In 2024, our 39th year, the student population grew to 750 students. Most of the growth was in Secondary and Year 11 had its largest enrolment with 49 students.

Interestingly, the percentage of students who speak English as an additional language has quadrupled in five years to 9%. Regarding facilities, with the expansion of the Secondary School and its need to occupy other existing rooms, we commenced construction of a new Infants Building, the College’s first two-storey structure and first-ever elevator! The building is working well for students and staff; the classrooms are quite spacious and teachers have been able to implement some new activities thanks to the additional space. The two Science Laboratories in Secondary were refurbished and a classroom was converted to a lab to make a total of three. The Science Prep Room was also relocated and greatly expanded. Additionally, the College Board is now considering other construction/ refurbishment projects. The development application for our proposed Forster Campus was declined, however, we believe that particular site was ultimately not God’s plan. Despite this setback, the Board is now exploring other options.

Planning started for our 40th anniversary

year in 2025 with a committee formed to consider activities and events.

In four decades, student numbers have grown from an initial cohort of 29 students to approaching 800 – a testimony to God’s faithfulness to His plan for Christian schooling in the area. Coinciding with the 40th anniversary, the College Board commenced work on developing a new Strategic Plan with three themes: Quality, Formation of Character and Sustainability.

Regarding curriculum, course offerings expanded with some new subjects implemented. New Stage 5 electives were First Nations Studies, Textiles Technology, Work Studies and the entrepreneurial IGNITE program whilst Engineering Studies was a new Year 11 courses. Additional courses are being considered for future offering. Alongside new courses, our Careers program has also expanded. In recognising the importance of supporting students to achieve their post-school plans, we significantly increased our Careers Advisor time and Mrs Fletcher has already implemented some new Careers initiatives including the Deadly Pathways program at Charles Sturt University, TAFE TESTERS (one day at TAFE a week for six weeks) and connections with the ADF.

In terms of classroom practice, the College commenced its staged roll-out of the University of Newcastle’s Quality Teaching Model, a well-established and recognised teaching framework used by many schools. It provides teachers

with an evidence-based framework that supports them in understanding high quality teaching practice that makes a positive difference to student learning.

A major event in 2024 was our Primary Musical, Seussical. It was a resounding success and our participating students and hard-working and capable staff are to be congratulated on a stellar performance. It received rave reviews.

We move into our 40th anniversary year believing that it was always God’s plan to have a Christian school in Taree, that He sustains and provides for us and that He will continue to grow and nurture His school for His good purposes.

Leadership Team and SRC Report

The year 2024 was another productive year for the MCCC Student Leaders and the Year 7-10 Student Representative Council (SRC). Together, these students led a wide range of events and initiatives that contributed meaningfully to college life. Among the many highlights was the coordination of important fundraising events such as Jeans for Genes Day and the World's Greatest Shave, the latter being led by our Year 11 leaders. Their enthusiasm and organisational skills ensured the event was memorable and successful.

A highlight of 2023 was the Nature photography competition, organised by our Environmental leaders, Georgina (Yr 12) and Casey (yr 11). With hundreds of entries submitted, the competition was a demonstration of students' appreciation of the natural world. Winning photographs are now proudly displayed throughout the College, serving as a lasting celebration of creativity and environmental stewardship.

A particular strength of the 2024 team was their commitment to building connections with younger students. Harry Green (College Captain) could often be found on the basketball court, mentoring younger peers. Leighton Hopper (Vice-Captain) established a lunchtime IT helpdesk, supporting students with access to platforms such as Schoolbox and Student Café. Chelsea (Year 11) continued to lead a flourishing girls' Bible study group, providing spiritual support and fellowship. Henry (Year 11) played a pivotal role in managing Audio-

Visual (AV) support for school events and generously trained fellow students in AV operations. Several Year 11 and 12 leaders also launched a chess club, which quickly became a popular lunchtime activity.

The Years 7–10 SRC contributed actively to College life through their involvement in fundraisers and awareness campaigns. They played a vital role in gathering student feedback via surveys, checking in during year group meetings, and advocating for student wellbeing, inclusion, and engagement.

These initiatives reflect our commitment to the NSW Child Safe Standard 2: "Children participate in decisions affecting them and are taken seriously."

We are continually thankful for the servant-hearted, community-minded students who step into leadership roles.

They not only model Christian values but ensure that student voices across all year levels are genuinely heard and considered in shaping the life and culture of our College.

Student Outcomes and Performance

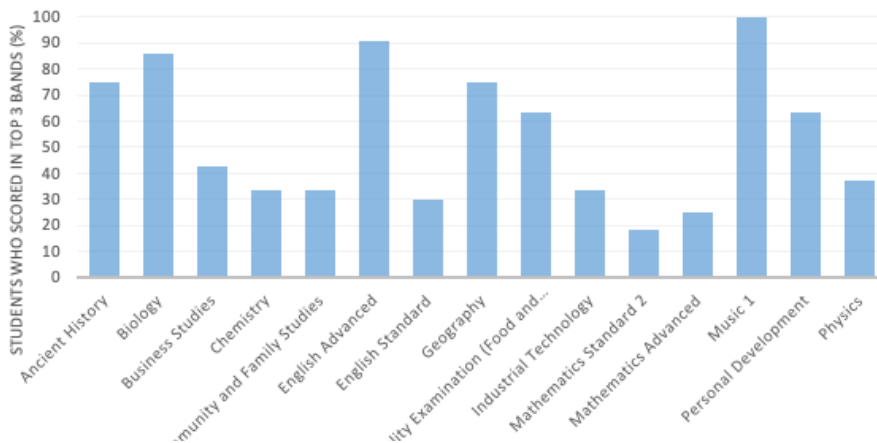
Higher School Certificate

In 2024, 28 Year 12 students commenced studies of the HSC across 36 subjects (including 5 Life Skills courses and 4 courses with optional HSC examinations or no HSC examinations. 5 of these students studied courses offered through external providers - Distance Education (4 students), and VET (2 students). 27 out of 28 students who commenced Year 12 were awarded the NSW Higher School Certificate (HSC).

Each cohort of students is unique and can express different strengths. As such, HSC results vary accordingly from year

to year. The table below represents the percentage of students who studied subjects provided by the College who achieved in the top three bands (4, 5 or 6). The variable nature of results from year to year is reflective of the strength of cohorts rather than any change in the nature of the College's teaching. Courses with 2 or less students have not been reported on in order to protect the privacy of these students.

Course	% of Students Achieved in Top 3 Bands					
	2024	State	2023 MCCC	State	2022 MCCC	State
Ancient History	75	65.42	-	-	11	64
Biology	85.7	70.1	37.5	63.91	36	53
Business Studies	42.85	64.43	50	64.14	50	65
CAFS	33.33	71.97	83.33	72.06	100	74
Chemistry	33.33	67.25	20	66.31	60	64
English Advanced	90.9	96.51	100	95.35	58	93
English Standard	30	67.28	40	59.69	40	56
Geography	75	73.48	-	-	50	73
Hospitality	63.63	74.59	100	77.75	78	79
Industrial Technology	33.33	54.94	50	54.51	40	51
Mathematics Advanced	25	77.33	33.33	75.4	18	76
Mathematics Standard	18.18	59.09	20	57.86	13	54
Music 1	100	89.6	100	89.81	100	89
PDHPE	63.63	67.26	50	63.5	40	50
Physics	37.5	65.11	-	-	-	-



Percentage of Students Who Scored in the Top 3 Bands by Course

Extension Courses

In 2024 the College offered Extension 1 & 2 English and Extension 1 & 2 Mathematics. In previous years our class sizes for extension courses were too small to report on. However, MCCC is pleased to report that our Stage 6 Extension English & Mathematics classes continue to grow in size.

The 2024 HSC Cohort received 10 out of 12 possible results in the top 3 bands for Extension Courses. The distributions are as follows:

- 2 x E4 (45-50 out of 50)
- 3 x E3 (35-44 out of 50)
- 5 x E2 (25 – 34 out of 50)

Highlights of the 2024 HSC

Cohort Highlights:

- 100% of English Extension 2 Students achieved in the top 2 bands.
- 100% of Music 1 students achieved in the top 2 bands.
- 96% of 2024 HSC students demonstrated improvement between their assessment marks and their HSC examination marks.
- 100% of Sports Coaching students earned their First Aid certification.
- 92% of Hospitality students earned their Responsible Service of Alcohol certification.
- 85% Hospitality students earned a Certificate II in Hospitality.

Record of School Achievement (RoSA)

In 2024, the College requested a total of sixteen RoSAs to be issued to students leaving the College.

11 in Year 10, 4 in Year 11 and 1 in Year 12. Most of these students transitioned directly to the workforce or further studies at TAFE or private training organisations.

Looking to the Future

As our senior cohorts continue to grow in size it has been interesting to see the variety of subjects and opportunities we have been able to provide, especially in the Vocational Education space.

Rebecca Duffy
Director of Curriculum



Student Attendance

Student Attendance Per Grade

Year Group	Attendance Percentage
Kindergarten	94%
Year 1	91%
Year 2	90%
Year 3	90%
Year 4	90%
Year 5	86%
Year 6	90%
Year 7	88%
Year 8	82%
Year 9	85%
Year 10	85%
Year 11	88%
Year 12	87%

Whole school average attendance percentage: 88%

The College keeps a register of the daily attendance of all Students at the College in electronic form. Attendance registers are in a form approved by the Minister for Education, and compliant with the Attendance Register Codes.

The register of daily attendance records the following information for each Student:

- Daily attendance or absence
- Reason for absences
- Evidence to support reason for absences.

Parents of absent students are notified by SMS text message each morning if the school has not received notification from parents of the reason for absence. If there is no response to the text message an automated email is sent to the Parent/Carer at the end of the third day an absence is left unexplained. Parents are contacted directly in cases of prolonged absence. The number of absences is recorded on individual student reports.

Retention of Year 10 to Year 12

There were twenty-eight students who completed Year 12 in 2024, meaning 59% of Year 10 students (2022) remained for the completion of the HSC.

Post-School Destinations

Many of our Year 12 students obtained early entrance tertiary offers.

Year 12 Leavers:

- University to study software and mechanical engineering, teaching, and cyber security
- Work/Gap year
- Joined Military

Year 10 & Year 11 Leavers:

- TAFE
- Apprenticeships/Traineeships in pharmacy, baking, retail management
- Other schools
- University Preparation Courses

Staff Information

During 2024 the staff was made up of the following leadership teams:

EXECUTIVE

Principal
Deputy Principal
Head of Primary
Head of Secondary
Business Manager
Director of Teacher Recruitment,
Accreditation & Professional Learning

PRIMARY LEADERSHIP TEAM

Head of Primary
Assistant Head of Primary
Stage 1 Coordinator
Stage 2 Coordinator
Stage 3 Coordinator
Education Support Coordinator

SECONDARY LEADERSHIP TEAM

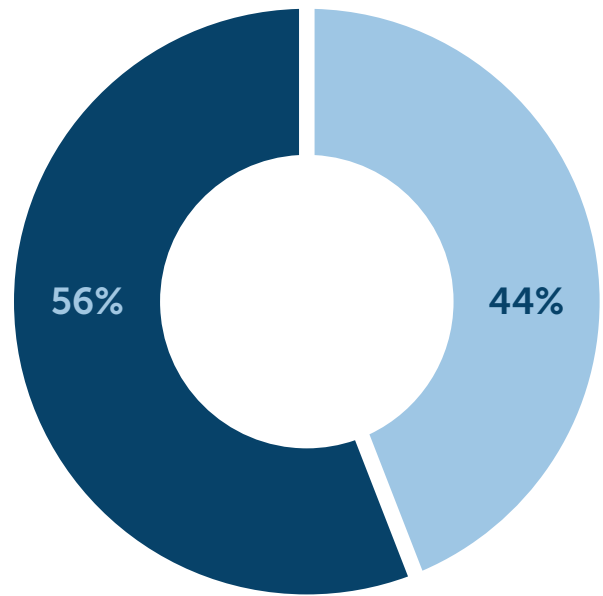
Head of Secondary
Assistant Head of Secondary
Director of Curriculum
Education Support Coordinator
Head of English
Head of HSIE
Head of Maths
Head of Science
Head of Music
Head of Visual Arts
Head of PDHPE
Head of TASS & VET
Year Advisors of Years 7, 8, 9, 10, 11 & 12

Staff Information

Workplace Composition Data

- Teaching staff – 70
- Full-time equivalent teaching staff - 60.4
- Non-teaching staff - 55
- Full-time equivalent non-teaching staff – 40

In 2024, the College had TWO Aboriginal or Torres Strait Islander people on staff.



Total Number of Staff: 750

■ Teaching Staff ■ Non-Teaching Staff

Teacher Accreditation

In 2024 we had 70 accredited teachers.

- 59 Accredited at Proficient Teacher
- 6 Accredited at Provisional
- 5 Accredited at Conditional

During 2024 1 teacher achieved accreditation at Proficient Teacher status. All 70 teachers have teaching qualifications from a higher education institution within Australia or as recognised within the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Teacher Professional Learning

In 2024, teachers undertook various professional development experiences to learn about:

- Christian Education
- Child Protection
- Indigenous Education
- First Aid
- Strategies for effective classroom management and supporting challenging behaviours
- Differentiation Strategies to support the learning of all students
- AIS Primary Reading Project in Stages 1 – 3
- The Quality Teaching Framework and Quality Teaching Rounds, in partnership with the University of Newcastle

School Determined Improvement Targets

- 1 Implement Primary Reading Project
- 2 Establish the University of Newcastle's Quality Teaching Model
- 3 2024 - 2029 Strategic Plan
- 4 Improve I.T Visibility and Accessibility
- 5 Improve Traffic areas between Classrooms



Initiatives Promoting Respect & Responsibility

The College's Welfare and Discipline policy and school rules are framed around **respect**:

- Respect self
- Respect others
- Respect property and the environment

Staff-members are expected to be mentors, demonstrating respectful attitudes and behaviour, and using consequences and rewards to encourage respectful behaviour in students.

Responsibility is a core value reflected in our discipline process as well as in leadership development of students. To encourage and develop responsibility, a large number of students are given the opportunity to carry out leadership roles within the College. In Infants and Primary, Class Captains are appointed each term so that many students have an opportunity to take on roles of responsibility. School and House Captains and Vice Captains are elected in both Primary and High School. An active Student Representative Council is made up of Senior Prefects as well as representatives elected from each year level.



Parent, Student & Teacher Satisfaction

The College continues to receive many positive comments from families. Prospective parents and carers overwhelmingly say at enrolment that MidCoast Christian College was recommended to them by friends or acquaintances.

Here are just a few of the many positive comments we regularly receive:

"X bounced happily through the front door yesterday, reporting she had a fabulous first day. She reported that she really likes all her teachers, she has made friends and was looking forward to returning today. She did however fall asleep at 6pm! Apparently the transition from homeschooling to school is taxing! The success of her first day is a direct result of the second to none enrolment process yourself and the MCCC team have provided, so thank you to you and the team, we are very grateful."






"It was a pleasure seeing you this morning. Your calm demeanour was very reassuring."

*"Just a quick message of thanks for a lovely Mother's Day breakfast!
If the home economics class bottles & sells their berry conserve, please let me know - it was delicious."*

"Thank you so much for checking in, it means a lot to all of us! Thank you for being so supportive and understanding with her, it has really helped."

"We thank you so much for being so generous with your time on Friday afternoon! The girls and I loved meeting with you and really felt the warmth of the school environment. It was beautiful!"

Net Recurrent Income

	Australian Government Capital Expenditure
	State/Territory Government Capital Expenditure
	New School Loans
	Income Allocated to Current Capital Projects
	Other

\$ Total






\$ Per Student

-	-
-	-
-	-
-	-
-	-

Total Gross Income

\$2,892,422 \$2,892,422

Total Capital Expenditure

	Australian Government Capital Expenditure
	State/Territory Government Capital Expenditure
	New School Loans
	Income Allocated to Current Capital Projects
	Other

