MidCoast Christian College

Annual Report 2025

The heart of the discerning acquires knowledge, for the ears of the wise seek it out.
Proverbs 18:15

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2025 Our year in numbers

STUDENT ATTENDANCE 90%

LONGEST STUDENT COMMUTE 1 HR 45 MIN (BUS)

TOTAL ENROLMENTS 819

MULTILINGUAL STUDENTS 7%

YEAR 12 GRADUATES 41 STUDENTS

PARTICIPATION IN TAFE/VET COURSES 43 STUDENTS

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.

Statement of Faith

1 We believe in the divine inspiration, the infallibility and supreme authority of the Old and New Testaments in their entirety and that the Holy Spirit so moved the writers that what they wrote are authoritative statements of truth for all matters of faith and conduct.

2 We believe there is one God in whom there are three equal Divine persons, revealed as the Father, the Son and the Holy Spirit, and who of His own sovereign will created the heavens, the earth and all that is contained within the Universe.

3 We believe the Lord Jesus Christ is the eternally existing, only begotten Son of the Father, conceived by the Holy Spirit and born of the virgin Mary. As God, He became flesh and dwelt among us. As man He was God.

4 We believe all men are in a fallen, sinful and lost condition through the rebellion of Adam and Eve, who were created without sin, and in this state of depravity are helpless to save themselves and are under the condemnation of God to eternal punishment in Hell.

5 We believe that salvation from the penalty and consequences of sin is found only through the substitutionary, atoning death and resurrection of the Lord Jesus Christ.

6 We believe it is the Holy Spirit alone who convicts men of sin; leads them to repentance; creates faith within them and regenerates and fills those who believe in the Lord Jesus Christ as Lord. It is the indwelling Spirit who bestows the Gifts of the Spirit and manifests the Fruit of the Spirit in the believer.We believe Christ died for our sins, was buried and the third day rose from the dead; that He appeared to men who touched Him and knew his bodily presence and that He ascended to His Father.

7 We believe the Lord Jesus Christ will return in person with His saints and that the full consummation of the Kingdom of God awaits His return.

8 We believe those who have been regenerated by the Holy Spirit will receive a resurrection body at the return of Jesus Christ and be forever with the Lord, while those who have not believed will be resurrected to stand at the Judgment Seat of God to receive His judgment and eternal condemnation to Hell.

9 We believe in the actual existence of Satan who is the father of all evil and opposed to God although ultimately subject to the purposes of God and destined to be confined forever to Hell.

10 We believe the Church is the Body of Christ composed of all believers in the Lord Jesus Christ, which finds its visible manifestation in the local community of believers and ministers through the co-operative exercise of God-given gifts by the entire membership. Each local community of believers is competent under Christ as Head of the Church to order its life without interference from any authority whether civil or ecclesiastical. *

11 We believe there are two ordinances instituted by the Lord Jesus Christ: Baptism by immersion of all believers as a prerequisite for church membership* and The Lord's Supper which is a memorial and proclamation of the Lord's death until He returns.

* Variations to these clauses will be accepted to allow for different convictions about these two beliefs.

COLLEGE VALUES

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*

COLLEGE MINDSETS

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 effciency.

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.

A Message from the Principal

Happy Birthday MCCC! was our theme for 2025.

Commencing with a vision for a Christian school to serve the local community, Dave Richards generously donated a parcel of land to establish what was then known initially as Taree Christian Community School, one of several Christian schools birthed in Australia in the 1980s. With volunteer labour and a steadfast commitment, the school started to take shape and in 1985, two teachers and 29 students commenced.

Forty years later, MidCoast Christian College has approximately 800 students enrolled, a great testimony to the original vision and of course, to God's provision. To mark this special year, we initiated a commemorative calendar, lapel pin and our significant Celebration Dinner saw some of the original founders travel great distances for a time of fondly reminiscing about the four decades of the College's existence. The year culminated in a combined Carols/40th Anniversary evening with a tremendous fireworks display.

We are grateful to God for all He has done for the College and rely on Him to take us forward.

Despite the celebrations, we were sad to farewell some long-serving and faithful staff members. Mr Michael Saunders, our much-loved Aboriginal Resource Teacher, completed a remarkable period of effective service to our Aboriginal students but also for teaching all of us about Aboriginal traditions and culture. Mrs Saunders, from the Wellbeing Team, also completed a long period of service in many areas – counselling, admin and also in supporting our Aboriginal students and families. James Dawson (a former student who later came back to teach in PDHPE) and Lisa Donnelly (Primary Teacher and Performing Arts specialist) also sadly moved on. We do miss these colleagues and we are grateful for their many contributions to the College.

Taree experienced another significant flood, causing the College to close for several days. Once the waters receded, several students and staff were out in the community, raising money and helping clean up. We gratefully appreciated the support from the community to our families. Other Christian schools also sent practical support.

We had some of our best ever HSC results and we were very pleased that many students obtained entry to their desired tertiary courses which included engineering, teaching, business, sports science, pharmacy, development studies, psychology, physiotherapy, law and paramedicine.

Mr Boaz Flower was appointed as the College's Sports Coordinator, allowing a staff member to solely focus on Sport K-12. Already this is proving to be successful. Mr Adam Parsons commenced teaching Secondary and introduced HSC Economics as a new course.

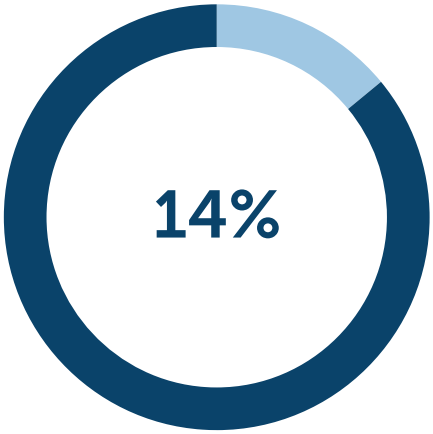
These are just a snapshot of some of the wonderful happenings throughout the College in 2025. Ultimately, we give thanks and praise to our mighty God who continues to bless the College in so many ways and for whose glory the College exists.

Looking forward to another forty years!

Mr Coleman
Principal

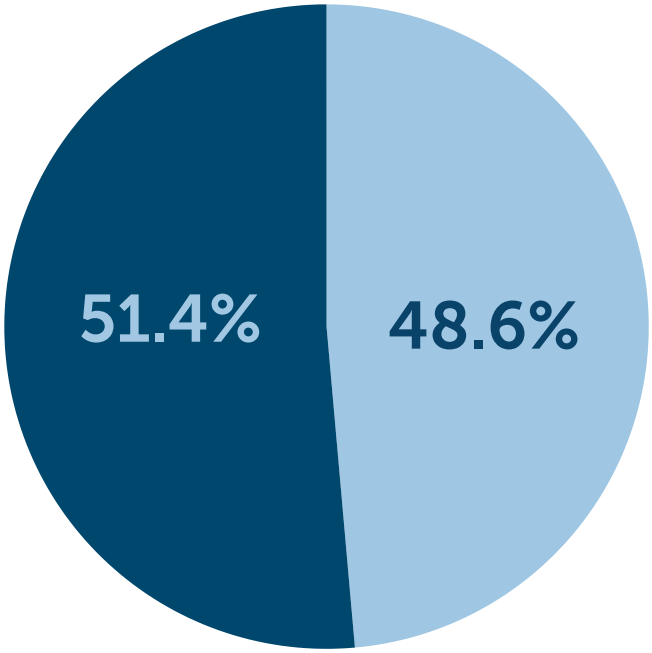
Student Composition

MCCC draws students from a wide area with varying socio-economic, religious and cultural backgrounds. In 2025, there were 819 students enrolled at the College of whom 14% were Indigenous and 7% were from families with a language background other than English.



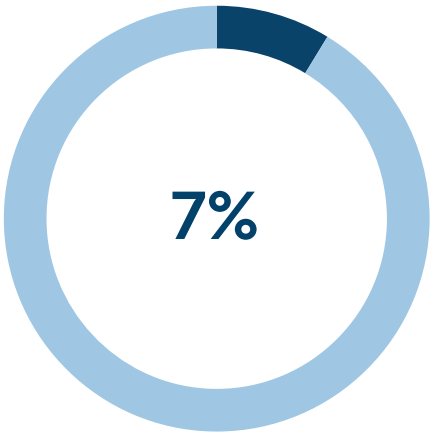
Indigenous Students

Total Enroments: 819



Boys: 398

Girls: 421



Language Background Other Than English

Yes (7%)

No (93%)

Leadership Team and SRC Report

Across a tumultuous 2025, the SRC and Leadership team showed their ability to adapt to changing circumstances, pivot when needed, and shine the light of the gospel in this community.

Term 1 saw the election of the Student Representative Council, and an introduction to these students for what representation looks like. Four students were elected to represent each year group, with a total of 16 SRC representatives chosen. Our senior leadership team, comprising of eight Year 11, and eight prefects in Year 12, started mentoring and casting vision for this group, and worked to develop a cohesive purpose and mission for 2025.

If Term 1 gave them an opportunity to plan well, Term 2 showed them, and all of us, that even the best laid plans can go astray.

Faced with a 1 in 500 year flood, a week of being unable to attend school, and devastation across the Manning Valley, the leadership team came back to school energised and ready to change their plans to serve their community. A week of fundraising activities, coordinated by the Senior Leaders and ably supported by the SRC saw us raising over $10,000 to support flood-affected families within our community. Inspired by the diligence of our students in wanting to help those affected, schools including Wyong Christian College and Belmont Christian College also raised money to donate to this cause.

The most inspiring moment, though, came two weeks later, when our student leaders were first among the student body to put up their hands to set aside their uniform, don bright orange shirts and partner with Samaritan's Purse to help muck out, clean up and rehabilitate flood affected houses in our area.

Across three days of hard work and flood muck, our students showed incredible resilience and a real desire to help not just with donations, but with their time and energy.

Across the second half of the year, our leaders continued to run lunch-time Bible study groups, to help with Chapel and outreach, and to encourage our student body with notes, letters and reminders that they are seen, heard and loved. This was done on *Do It For Dolly* day, and *RUOK* day. They also coordinated a big day of fundraising for childrens' genetic disease testing on *Jeans for Genes* day, and helping ensure that *Hoodies and Oodies* day kept student morale high, and enabled us to continue to support our school sponsor children, through Compassion.

These activities also built into ideas about respect and care for self and community, as students were challenged to think about how their actions impact others.

As a school, we are commitmed to enacting the NSW Child Safe Standard 2: "Children participate in decisions affecting them and are taken seriously', and to providing an environment where students have the capacity to affect change. 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 2025, 41 Year 12 students commenced studies of HSC courses across 28 subjects. Four of these students studied courses offered through external providers (Distance education schools).

- Thirty seven students commenced courses of study making them eligible for a Higher School Certificate.
- one student commenced courses of study making them eligible for a Life Skills Higher School Certificate.
- three students commenced courses of study making them eligible for a Record of School Achievement (RoSA).

Each cohort of students is unique and can express different strengths. As such, HSC results vary accordingly from year to year. The table on the following page 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 or quality of the College's teaching. Courses with two or less students have not been reported on to protect the privacy of these students.

Higher School Certificate

	Percentage of Students achieved in top 3 bands					
Course	2025 MCCC	State	2024 MCCC	State	2023 MCCC	State
Biology	80	65	86	70	38	64
Business Studies	63	67	43	64	50	64
CAFS	64	71	33	72	83	72
Chemistry	67	71	33	67	20	66
Engineering Studies	100	65				
English Advanced	83	97	91	97	100	95
English Standard	63	68	30	67	40	60
English Studies	0	11				
Geography	57	73	75	73		
Hospitality	77	80	64	75	100	78
Industrial Technology	100	54	33	55	50	55
Japanese Continuers	67	79				
Legal Studies	50	68				
Mathematics Advanced	38	80	25	77	33	75
Mathematics Standard 1	25	58				
Mathematics Standard 2	11	60	18	59	20	58
Modern History	63	70				
Music 1	100	87	100	90	100	90
PDHPE	43	68	64	67	50	64
Physics	25	63	38	65		
Visual Arts	100	92			100	91

Extension Courses

In 2025 the College offered Extension 1 English and Extension 1 & 2 Mathematics. Prior to 2024, college class sizes for extension courses were too small to report on. However, MCCC is pleased to report that Stage 6 Extension English & Mathematics classes continue to grow.

The 2025 HSC cohort received 11 out of 14 possible results in the top 3 bands for Extension Courses. The distributions are as follows:

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

VET Qualifications

In 2025 we offered two HSC VET Qualifications at the college (Cert II Cookery & Cert III Sports Coaching).

- 100% of Sports Coaching students earned their First Aid certification.
- 80% of Sports Coaching students earned a Certificate III in Sports Coaching.
- 100% of Hospitality students earned a Certificate II in Cookery.

90% of Year 12 students graduated with an HSC and 95% of students graduated with either an HSC or a VET qualification.

Record of School Achievemet (RoSA)

In 2025, the College requested a total of 16 RoSAs to be issued to students leaving the College.

- 11 in Year 10
- 4 in Year 11
- 1 in Year 12

Most of these students transitioned directly to the workforce or further studies at TAFE or private training organisations.

NAPLAN

Student achievement in NAPLAN is reported using proficiency standards for each assessment area at each year level. The standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing. There are 4 proficiency levels:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The below box-and-whisker plots show the spread of NAPLAN results for each year group and assessment area, where n represents the number of students in the cohort who completed the tests.

The results show that the median result across all domains and year groups (except Year 3 Numeracy, Grammar & Punctuation) is strong. This indicates that the cohort's results meet challenging but reasonable expectations at the time of testing.

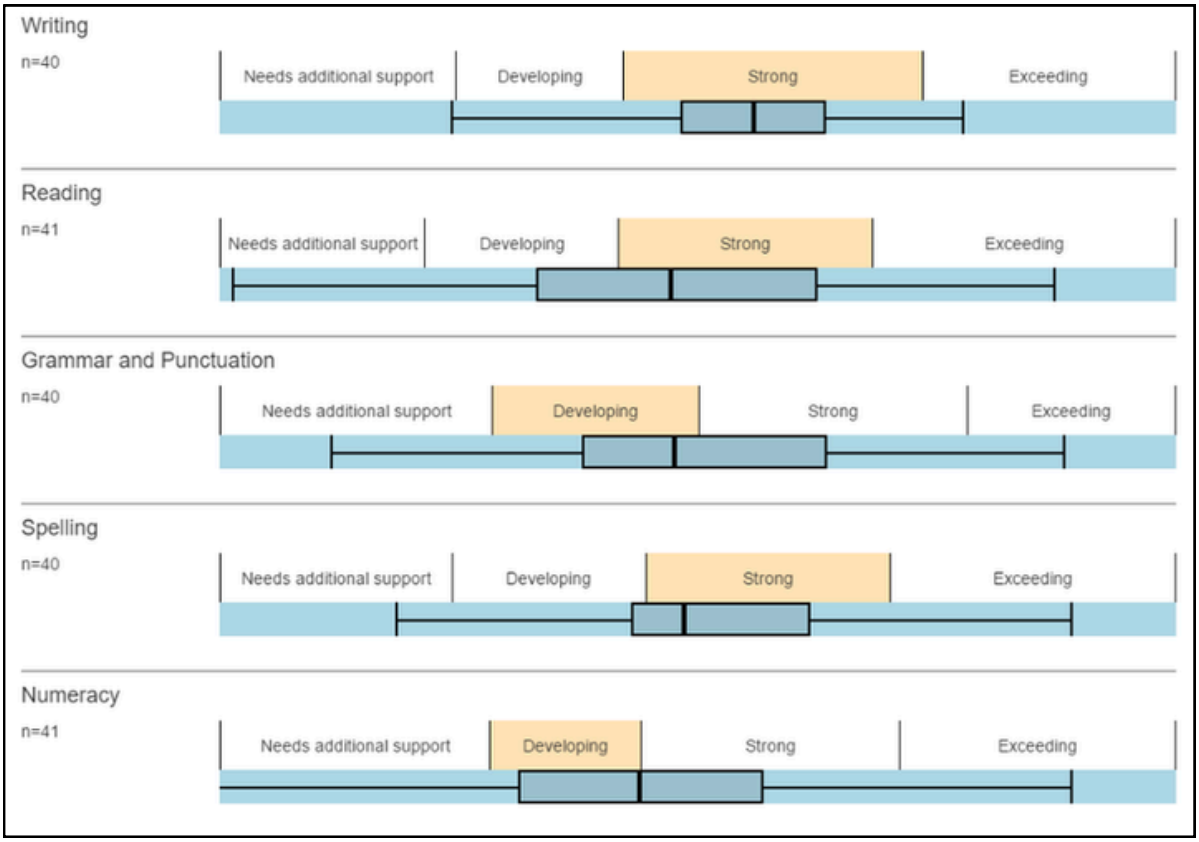


Figure 1 - Year 3 NAPLAN 2025

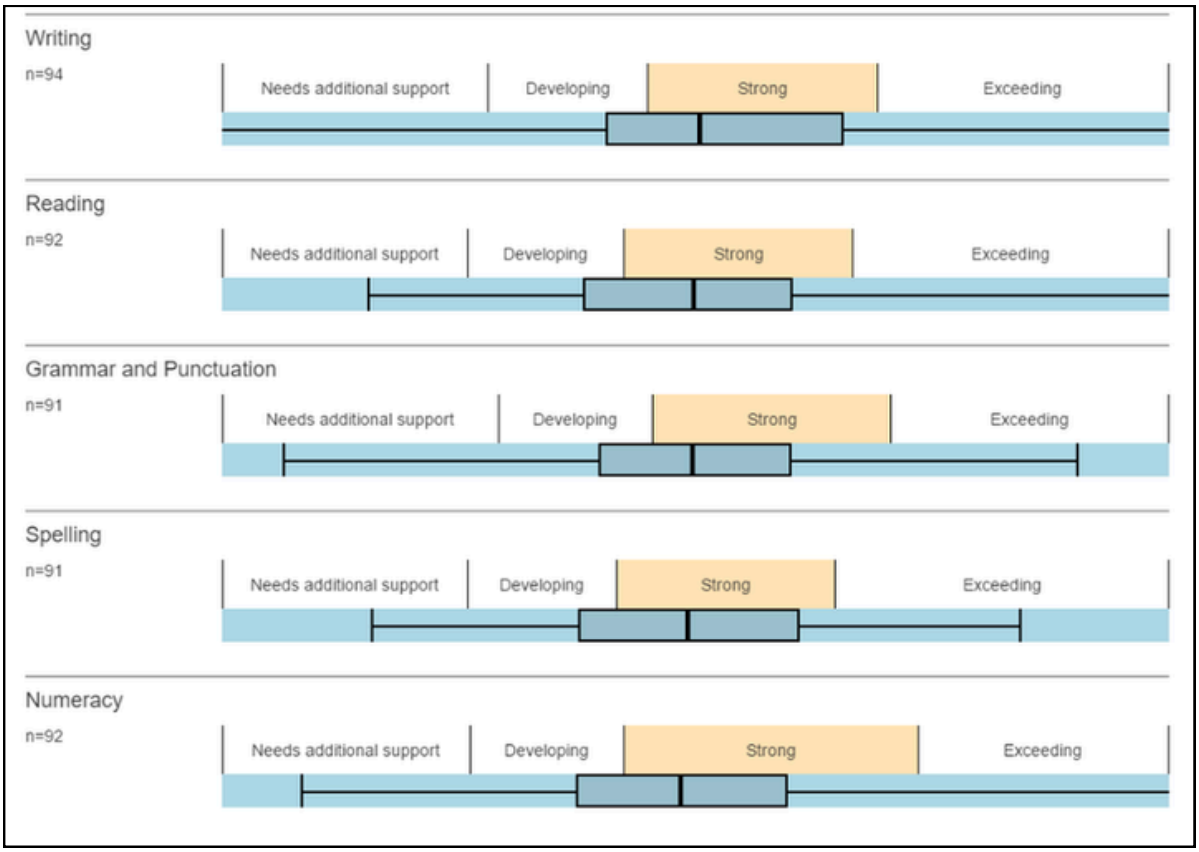


Figure 2 - Year 5 NAPLAN 2025

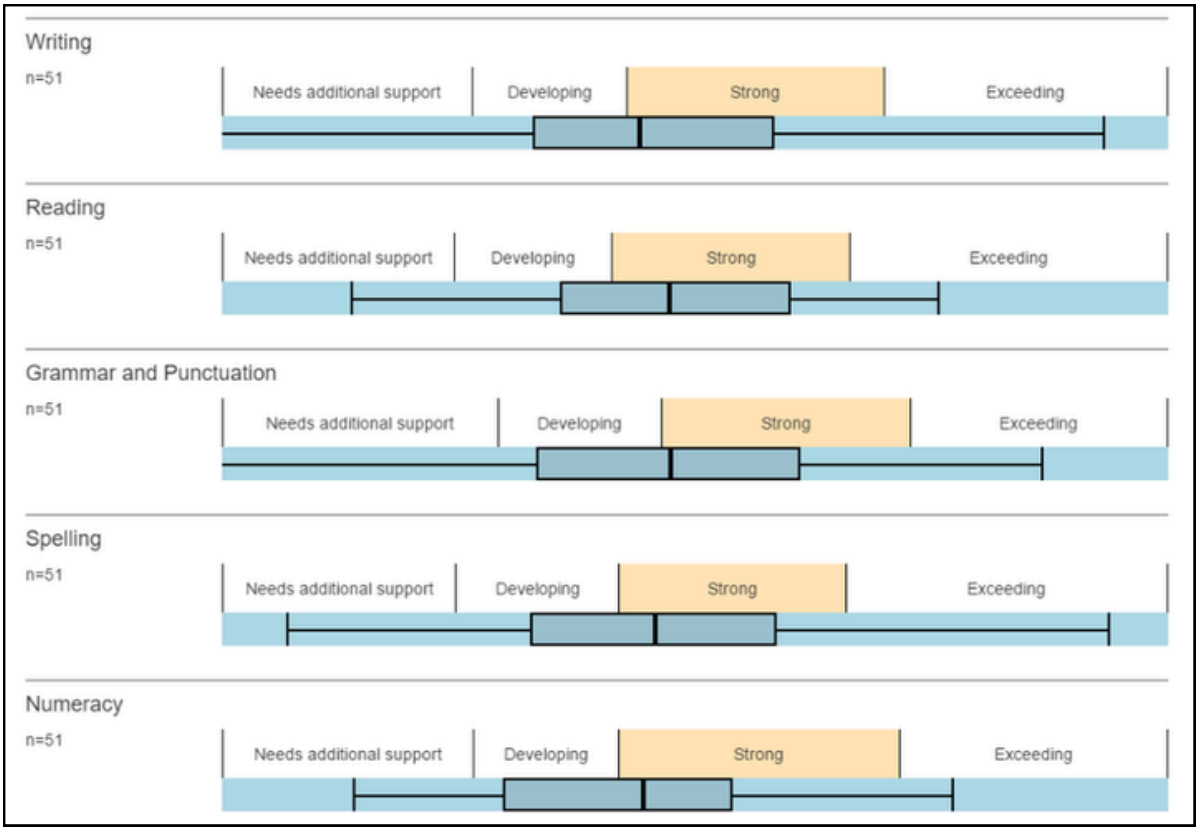


Figure 3- Year 7 NAPLAN 2025

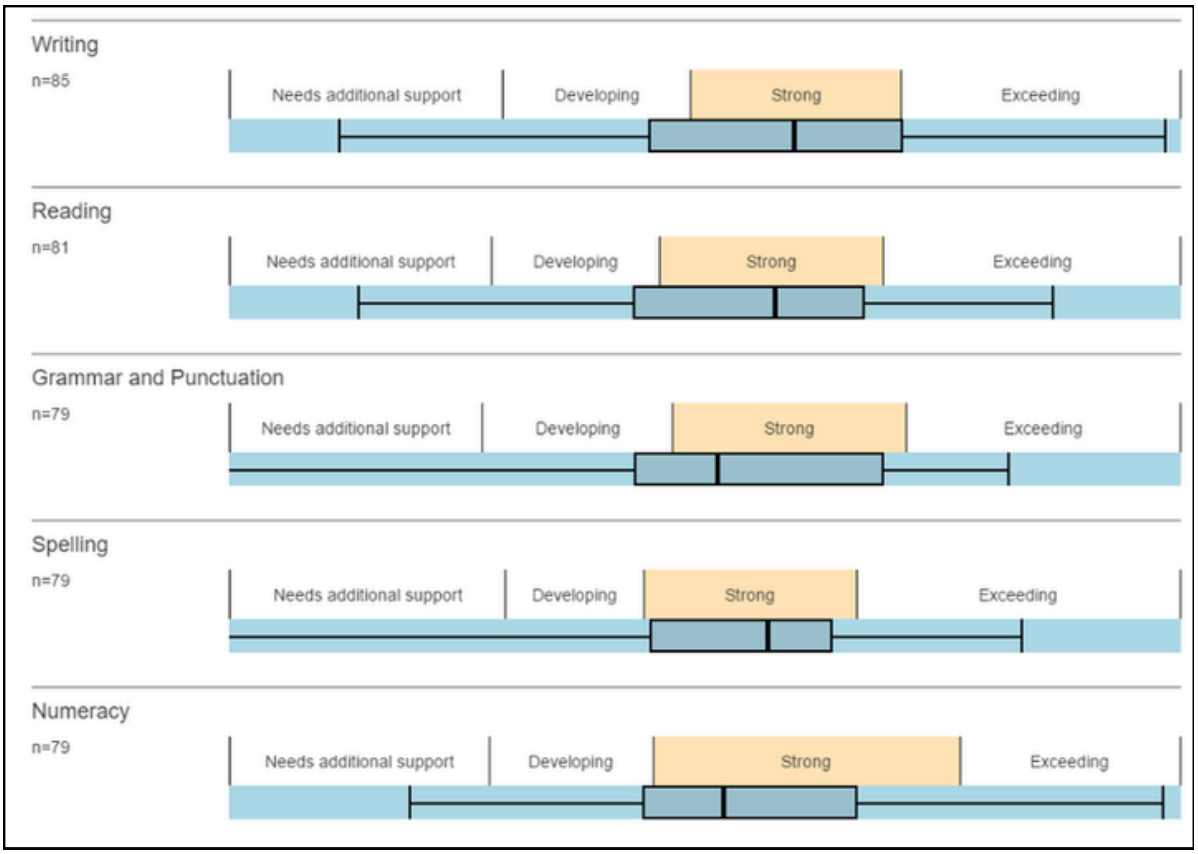


Figure 4 - Year 9 NAPLAN 2025

Retention of Year 10 to Year 12

In 2025, 40 students completed Year 12, accounting for 51% of the original 2023 Year 10 group.

Post-school destinations

Many of our Year 12 students obtained early entry tertiary offers, with popular university choices being the University of Newcastle and Charles Sturt University, Port Macquarie Campus.

Year 12 Leavers Destinations

- University to study health sciences, pharmacy, law, teaching and engineering
- Apprenticeships/Traineeships, including early childhood and horticulture
- Joined Military
- Work/Gap year

Year 10 & 11 Leavers Destinations

- TAFE to study agriculture, automotive, beauty therapy, childcare and learning support
- Apprenticeships/Traineeships in solar, plumbing, electrical, automotive and sports coaching
- University Preparation Courses
- Other schools

School Based Traineeships

In 2025 five students were undertaking School Based Traineeships in the areas of nursing, learning support, early childhood education and agriculture.

Student Attendance

The College maintains a compliant electronic register of the daily attendance of all students. Attendance registers fulfill all statutory requirements, utilising forms approved by the Minister for Education and adhering to 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.

Student Attendance

Year Group	Attendance Percentage
Kindergarten	94%
Year 1	92%
Year 2	93%
Year 3	91%
Year 4	94%
Year 5	90%
Year 6	91%
Year 7	88%
Year 8	88%
Year 9	83%
Year 10	84%
Year 11	91%
Year 12	79%

Whole school average attendance percentage: **90%**

Student Satisfaction

Beyond the brochures and policies, the true spirit of MidCoast Christian College is found in the everyday experiences of its students. Their positive feedback highlights a community where young people feel genuinely supported, both academically and personally. Whether they are praising a teacher's guidance or the inclusive nature of the playground, these student perspectives serve as a powerful testament to the vibrant, nurturing atmosphere we strive to cultivate daily.

"My teacher understands us and takes care of all of us."

"My teacher helps me to understand things that I'm stuck on."

"My teacher is a great teacher and I am very grateful that he is my teacher."

"My teacher is an amazing teacher and I love her classes."

"We love having our teacher, he is a great teacher who is always coming up with engaging interactive activities."

"My teacher is always making lessons engaging and entertaining, while still educational."

"I love that my teacher is excited about the subject she is teaching and giving us helpful tips for our learning!"

School Policies

Bullying Prevention and Intervention

Our Bullying Prevention and Intervention Policy establishes a zero-tolerance approach to all forms of bullying, including physical, psychological, and cyberbullying. It outlines a whole-school strategy that combines preventative education with clear procedures for reporting, investigating, and resolving incidents. The policy prioritizes student safety through restorative practices while maintaining firm disciplinary consequences for offenders.
Link: Anti-bullying Policy

Child Safe Policy

The Child Safe Policy outlines a comprehensive commitment to protecting students from harm by adhering to the NSW Child Safe Standards and National Principles for Child Safe Organisations. It establishes an uncompromising culture toward child abuse through mandatory staff training, rigorous recruitment screening, and clear procedures for reporting and responding to safety concerns.
Link: Child Safe Policy

Complaints Handling Policy

The Complaints Handling Policy outlines a structured framework for the school community to submit both informal and formal feedback or expressions of dissatisfaction without charge. Committed to privacy and procedural fairness, the policy details an internal investigation process that aims to resolve issues within 14 days, while also offering dedicated protocols for handling serious child safety incidents.
Link: Complaints Handling Policy

Enrolment Policy

The Enrolment Policy outlines the foundational criteria, legislative compliance, and structured procedures for admitting new students into the school community. Grounded in Biblical beliefs, the document details standard entry points, necessary application documentation, and the assessment processes required to facilitate holistic student development.
Link: Enrolment Policy

Student Discipline Policy and Procedures

The Student Discipline Policy and Procedures framework aims to foster a safe, positive, and supportive learning environment by clearly communicating behavioural expectations and utilising a range of consequences for non-compliance. Grounded in the principles of procedural fairness, the policy ensures that students are treated with dignity throughout any disciplinary process.
Link: Student Discipline Policy and Procedures

Further details regarding other policies, such as Fees policy and Privacy policy, can be found on the MidCoast Christian College's website via the following link: **Policies**.

Staff Information

During 2025 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

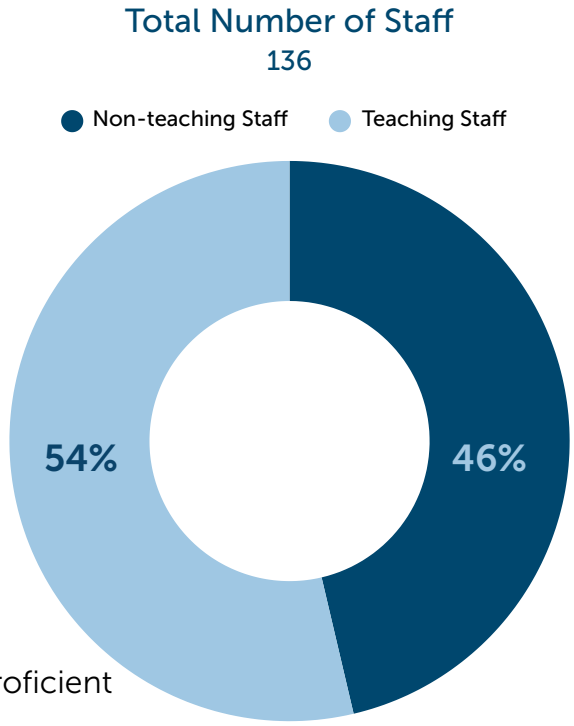
Head of Secondary
Assistant Head of Secondary
Director of Curriculum
Education Support Coordinator
Head of English
Head of HSIE
Head of Maths
Head of Science
Head of Music
Head of Visual Arts
Head of PDHPE
Head of TASS & VET
Year Advisors of Years 7, 8, 9, 10, 11 & 12

Staff Information

Workplace Composition Data

- Teaching staff - 73
- Full-time equivalent teaching staff - 60.82
- Non-teaching staff - 63
- Full-time equivalent non-teaching staff - 44.7

In 2025, the College had three Aboriginal or Torres Strait Islander people on staff.



Teacher Accreditation

In 2025 we had 73 accredited teachers.

- 64 Accredited at Proficient Teacher
- 2 Accredited at Provisional
- 7 Accredited at Conditional

During 2025 five teachers achieved accreditation at Proficient Teacher status.

All 73 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 2025, 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
- Strategies to support learning and enhance engagement for neurodivergent students
- Strengths Based Leadership
- Programming for implementation of new NESA syllabus documents across K – 12 in various subject areas
- Differentiation Strategies to support the learning of all students
- IS NSW Primary Reading Project in Stages 1 – 3
- The Quality Teaching Framework and Quality Teaching Rounds, in partnership with the University of Newcastle

Staff Satisfaction

Outside of metrics and administrative reports, the true excellence of MidCoast Christian College is reflected in the dedication and fulfillment of our educators. Their positive feedback highlights a professional community where staff feel genuinely supported, valued, and empowered to inspire the next generation. Whether they are praising the collaborative culture among their faculty or the deeply rewarding experience of guiding students in a nurturing environment, these teacher perspectives serve as a powerful testament to the vibrant, Christ-centered atmosphere we strive to cultivate daily.

"I really feel the College cares for the staff and tries to help when needed."

"I love seeing my students develop confidence in areas they have struggled in and love how the College offers a holistic approach to education."

"The Executives are approachable and listen to my questions/ideas and feelings."

"All staff are supportive and helpful. I appreciate the Leadership team checking in on my wellbeing."

"MCCC is a great place to work!"

"I love working here and I'm always looking for ways to improve things."

"MCCC is such a great community and I love that Jesus is at the centre of all we do."

School Determined Improvement Targets

1. Finalising the 2025 to 2030 strategic plan
2. Conducting building inspections to implement a capital maintenance program
3. Developing a master plan of the site to plan for future growth

Parent Satisfaction

Positive word-of-mouth continues to be the primary reason families choose MidCoast Christian College. During the enrollment process, a vast majority of new parents cite recommendations from friends and acquaintances as their main influence. We are proud to share some of the feedback our community regularly provides:

"I love how MCCC provides such amazing opportunities for young students to expand their knowledge and world view."

"It's [the school] been a great blessing to many families over 40 years, including mine."

"The College has meant so much to me in my life and its ministry will go from generation to generation because of His Holy Spirit."

"Just love this school community so much for all they do for our children."

"Thank you so much for all your support, we are very appreciative."

"Congratulations on 40 years of your service to the community. Your school was a blessing to our family in so many ways, we will always be grateful for the dedication of teachers and the way they lived their faith in positive and encouraging ways."

"Wanted to drop a line and say thank you very much for yesterday. J is finding it a bit hard letting E fly and you made a world of difference. Thank you very much."

"A seems to be settling and learning a lot. He has made one friend he knew from basketball, and this has helped him a lot. He said on his first day this is the safest he has felt at school."

"J and C have truly enjoyed their first week. Both are excited about the changes, learning more in a positive and creative environment, making friends and are utterly exhausted!"

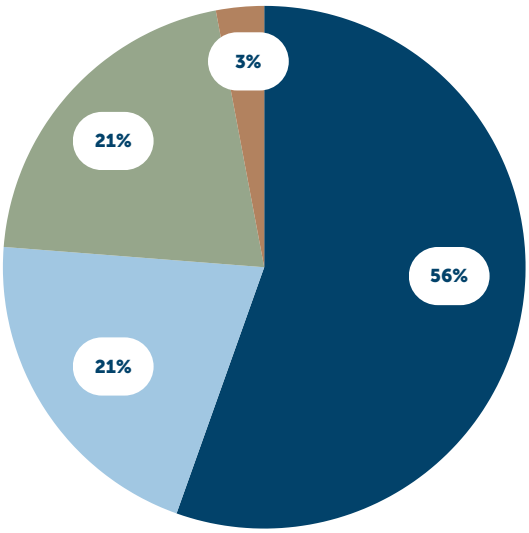
Financial Summary

Net Recurrent Income	Total
Aus Government recurrent	$10,564,713.00
NSW Government recurrent	$4,011,581.00
Fees and charges	$3,956,928.00
Other private sources	$560,766.00
Total Gross income	**$19,093,988.00**
Less deductions	$61,001.00
Total net recurrent income	**$19,032,987.00**

Total Gross Income

(excluding income from government capital grants)

- Australian Government Recurrent Funding
- State/Territory Government Recurring Funding
- Fees, Charges and Parent Contributions
- Other Private Sources

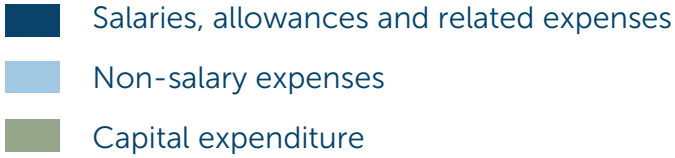


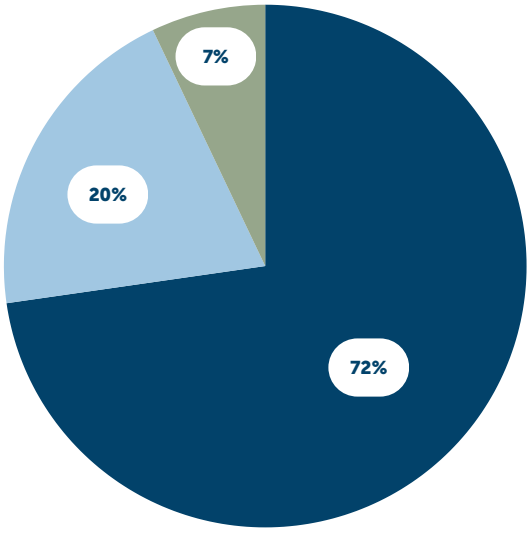
Financial Summary

Capital Expenditure	Total
Salaries, allowances and related expenses	$12,642,088.00
Non-salary expenses	$3,528,597.00
Capital expenditure	$1,287,669.00
Total Expenses	**$17,458,354.00**

Total Gross Income

(excluding income from government capital grants)





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