



## ANNUAL REPORT 2016

# BRIGHTWATERS

*Christian College*

### INTRODUCTION

Brightwaters Christian College was established by Belmont Christian College for the commencement of the 2004 school year. The College was set up as a legally independent entity and became independent from Belmont Christian College in 2010. The College exists to provide a Christian education option for families from the southern end of Lake Macquarie. It has a dual focus - to support Christian parents in the education of their children and to outreach to non-Christian families with the message of Jesus Christ.

### OUR SCHOOL

The school occupies the site of the former Brightwaters Christian Camp, a ministry of the Hunter District Baptist Association. Situated on about 3 acres of picturesque waterfront land, several substantial buildings and a playing field already exist on the site. Brightwaters has two substantial classrooms, each of which overlook the lake. The large Primary classroom is in the refurbished dormitory while the Infants classroom, housing the K-2 class, also has a research area and computer lab. Brightwaters also enjoys a hall/recreation room, which provides a multipurpose classroom and hall space. The COLA allows us to have all-weather, under-cover eating and playing area. Our library is fully functioning and a great asset in our school. .

Parents who wish their children to continue in Christian schooling beyond Grade 6 have the option of sending them on to the Middle Schools of either Belmont Christian College, Wyong Christian Community School (church attending families only) or Charlton Christian College. Both colleges have an interview and conditions which are part of the enrolment process.

In mid 2006, the process of passing the governance and spiritual oversight of the school from Belmont Baptist to Morisset Baptist church was completed. The Board now comprises church members from Morisset and several seconded members from Belmont who provide continuity and experience.

### OUR COMMUNITY

From mid-2006, the parent body also commenced a School Support Group. The group, while small, is an enthusiastic and hard-working body of parents who have done some excellent fund-raising for the school.

We gradually introduce children to “big” school in our School Readiness Program during terms 3 and 4 of the year prior to starting school. This gives families time to interact with current families; allows the child time to adapt to the idea of entering and departing from the school with great memories; and time to gain confidence that “big” school is an exciting place to be where learning happens in a dynamic and fun way. This program has shown ongoing benefits which were again evidenced this year in confident and well prepared children who waved farewell to their families and entered class with no tears!

The children enter our school community in Kindergarten and depart in Year 6. We have a fairly equal number of boys and girls, grouped into infants and primary children. The children are representative of twenty four families who travel from as far as Cooranbong, Dora Creek, Blue Haven and Mannering Park to be part of our school. The school has a wonderful caring ethos where the younger children have attention paid to them by the older children, while the older children, in return receive acceptance and admiration for their kind and gentle ways.

Children who begin school in years 1-6 are paired with "buddies" who take time to introduce them to life at Brightwaters Christian College. This position of "buddy" is keenly sought after by the current students who are keen to make their new friends feel at ease and very welcome.

The school premises have been available to be used by community groups such as Morisset Girls' Brigade and the Seniors Group from the Morisset Baptist Church. The children are wonderful ambassadors when different groups come on site during the year. They are articulate and considerate in providing direction and assistance. This has been commented on by many of the visitors who look forward to visiting each year.

## OUR STAFF

Mrs Tania Anway teaches English, Maths, HSIE and Science and Technology for Early Stage 1 and Stage 1; the whole school is joined together under her teaching for PDHPE and Creative Arts. Mrs Anway began the year by teaching the Stage 2 and Stage 3 classroom while Mrs Smith was away on Maternity Leave.

Mrs Catherine Smith returned to teaching in a part time capacity following her Maternity Leave of Absence in Term 1 and is responsible for Stages 2 and 3 for English, Maths, HSIE and Science and Technology. She also teaches Creative Arts (music) to the whole school.

2016 saw the addition of several part-time teachers to our regular teaching staff.

Miss Hayley Phillips joined the staff as a Maternity Leave replacement. Miss Phillips taught the K-2 class for English, Maths, Science and History. Miss Phillips taught the K-6 school for music in Term 1.

Mr Chris Reynolds joined the staff each Thursday in Term 2. Mr Reynolds took the Stage 2 and Stage 3 class during this time. He also co-taught Geography with Mrs Anway.

Mrs Beverly McMurray also joined the staff in Term 2. Mrs McMurray replaced Mrs Anway each Friday, allowing her to fulfil the role of Principal. Mrs McMurray also taught PDHPE/Sport on a Friday for the K-6 whole school.

All staff are registered with BOSTES.

We have the following numbers of teachers in the following categories who are responsible for delivering the curriculum

- (i) Five have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- (ii) None have qualifications as a graduate from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher qualifications,

Such teachers must have been employed to “teach” in NSW before 1 October, 2004 (either on a permanent, casual or temporary basis), and as a “teacher” during the last five years in a permanent, casual or temporary capacity.

We employ an Executive Assistant, Mrs Michelle Webb. Mrs Lynette Elston is our Business Manager. Both these ladies work part time and are dedicated to helping families feel part of the school, solve day to day issues that arise and manage all that is behind the scenes to help run our school successfully.

Mr Michael Anway is employed in two roles. His first role is as School Chaplain, funded through the National School Chaplaincy and Student Welfare Program. He is also our school cleaner and maintenance man.

All staff at Brightwaters Christian College are committed Christians of evangelical Protestant persuasion who subscribe to the College's Statement of Faith. They are committed to teaching and serving from a Christian worldview perspective.

## **OUR PROFESSIONAL DEVELOPMENT and LEARNING**

The staff attended the mid-year THACCCSA Conference where the guest speaker was Michelle Mulvihill. She led two sessions. The first focussed on “Courageous Conversations” and the second was “Dignity and its Essential Role in Preventing Conflict.”

These both spoke of the role each person has to play in speaking up and managing conversations which may be put off as they seem too difficult and how each person has dignity and needs that to be respected as you engage in conversations.

Dignity is a birthright. We are created in God’s image and as such are precious. Respect is what is earned. Dignity is what we have. Dignity needs to be respected. This speaks to their humanity. Allowing people to feel as though they belong, whatever the relationship. Allow people to express themselves without fear of judgement. Allow people to feel free to speak without fear of retribution. Allow people the time to be heard, slow down and truly listen. Allow people to be recognised for their efforts, talents, hard work, thoughtfulness and help given.

Reflecting on this, we believe that we offer this to our students, our families, each other as staff, our community. Allowing each person to have dignity – what an opportunity to grow people who can be full of hope and peace in a world where much can seem hopeless and chaotic.

The staff were also part of a collegial group of other Smaller Schools. This gave them time to reflect on their practice as educators and staff who need to fulfil many and varied roles.

Each staff member then went on to other breakout sessions which they felt best suited their professional development needs.

Mrs Smith and Mrs Anway took the lead role in equipping the additional staff during in continuing their work on *Developing Whole School Practices in Inclusive Schooling*, with the AIS. This continued to focus on three main areas: Goal Setting, Positive Behavioural Support, focussing on the area of Resilience and School/Community Communication, improving the metalanguage for the staff as educators. As the project continued, the Goal Setting became more refined and focussed on writing, which was an area where many students have needed extra support in making progress.

As a school, we also participated in the Practicums from Avondale College. There were first year students as well as a final year student who were eager to learn, and share, in the teaching of multi age/stage classrooms.

Mrs Anway undertook additional training with Communicating with Parents

Reverend Anway has again been given time away from his chaplaincy role to attend his annual Pastoral Renewal Retreat which allows him a chance to reflect and consider how he fulfils his role as Chaplain for the College. This also acts as part of his ongoing accreditation for ministry within the Baptist denomination.

The attendance rate for all staff was 99%.

## **A MESSAGE FROM OUR PRINCIPAL**

What a journey we had throughout 2016.

Our students returned to find a new structure in place in regards to staffing. Mrs Smith was on maternity leave, so Mrs Anway became the class teacher for Stages 2 and 3. Miss Phillips replaced Mrs Anway on the Early Stage 1 and Stage 1 class. Both classes learned to adapt with a different dynamic and showed their growing sense of resilience when things were not as they had been previously.

We had new staff become part of the team as the year progressed. Mrs Anway was relieved for one day each week to undertake her role as Principal. Mrs McMurray stepped in as class teacher on this day. Mrs Smith returned to work on a reduced load and Mr Reynolds (Mr Red, as he was named by the students), took the extra day for Mrs Smith.

The journey within Brightwaters, for some of students, came to an end before the year finished. Family issues and change were the main reasons behind these transfers from our school. The students who left, did so with our heartfelt sadness but more importantly, our prayers that God was leading them to a new path for each of them.

We continued on our journey within the community of families, supporters from Morisset Baptist Church, the local community, as well as the community of THACCCSA schools. Our chef de partie day was another successful day where we opened the doors to our school for our local community to see firsthand what goes on within our school setting. Parents and helpers worked alongside our students in our Science Fair then followed this with preparing and cooking their own lunches.

Later in the year, we invited two sister THACCCSA schools, Muswellbrook and Berowra to our inaugural STEM day. We had Belmont Christian College also come along and their students acted as STEM group leaders. What a great day this was! From a smaller school of 28, we expanded to a gathering of 100 students.

Our excursion program continued to be a highlight of the year, with one of the great moments being a "Car Rally" around the Central Coast and gaining valuable geographical experience as we travelled along.

We remain committed and focussed on engaging each student in a personalised and authentically individual, goal achieving, learning space. Students are guided into becoming independent and collaborative learners, interacting, engaging, cooperating, communicating, being guided, prompted, and encouraged by others and with others. They are asked to set goals which have greater lifelong value for them than simply a score on a test paper.

Each child is seen as a gift from God to their family and we are blessed and privileged to be part of their life's journey. Children come from a wide variety of family backgrounds and social structures. But one thing families have in common is the desire to do the best they can for their child/ren. Each family asks Brightwaters Christian College to teach their child with the future in mind, so that when their child finishes their time at Brightwaters Christian College, they will be well-equipped for life. Each child, as they grow, have many gifts, talents, interests, hopes and dreams. As we teach, we watch how each child engages with their learning and look for those times to extend a beginning interest into a possible life-long passion. Students are living their lives according to how God made them. Each student is given the freedom and encouragement to do more than they thought possible.

Character development is one those measures which is as, if not more, highly valued amongst employers and our society. Brightwaters students strive to grow as people who understand they have the capacity to develop, and embrace the possibilities that come with change. They are encouraged on by others who have been successful in these areas. The care and commitment to acting for the best for others is deeply embedded in our teaching, attitudes and responsiveness to moments of teach-ability. Compassion, resilience, persistence, encouragement, kindness, joyfulness, acceptance of others are among those character which we explicitly teach about then watch as the practice unfolds within the classroom, the playground and having reports from home confirms the success of attitudes grown and changed.

The journey within a school year faces its mountains and valleys. Yet throughout this journey we belong to a connected community who look for moments when they celebrate success, face obstacles and difficulties, and emerge at the end of the year able to join together and acknowledge God's grace and provision through the journey. The Brightwaters team are committed to academically excellent, social and emotionally whole students who live out their lives full of purpose and confidence that their future is bright and full of possibility. The impact our students will have as they engage with the broader community will be significant and this is a key goal to remain mindful of as we continue to journey with our students and their families. They are the next generation who are being equipped daily for making a difference in our world.

As 2017 draws near, we are full of hope for our students. They have wonderful families who want only the best for each of their children. They have a school team who work tirelessly on their behalf to give them all they require. They have a community who provide words of encouragement and deeds which say, "You matter!" God is mindful of them and calls them by name. The journey continues again, with renewed focus, hope and confidence that our students will again find a way to shine and know that they have done their very best.

Mrs Tania Anway (Principal)

### **CHAIRMAN'S REPORT ON 2016**

Many of us love the old hymn 'Great is your faithfulness' based on Lamentations 3: 23. In verse 22, Jeremiah says: 'Because of the Lord's great love, we are not consumed, for His compassions never fail. They are new every morning; great is Your faithfulness.'

As I reflect on the year past I cannot help but wonder and give thanks to our great God for His faithfulness and the faithfulness of His people. Let me share some aspects with you.

**The Principal, Tania and staff including Katie, Michael, Michelle, and the many volunteers.** These folk have been models of faithfulness, each morning going to classes and other work well prepared and with love in their hearts for the children and a willingness to serve. The Lord's compassion has kept these ones in good health and we praise Him for that. Without the support of these folk who contribute so many hours at work, often unpaid, our school would be all the poorer. Thank you for your faithfulness.

**The Parents.** So many of these good folk have been faithful in their support of the school. Thank you parents for your loyalty in supporting our school. We have seen loyalty over many years and through varying circumstances.

Do pray for the parents, that they will continue to care for the education of their children and will faithfully nurture them to consolidate the values and teaching children receive at Brightwaters.

**The Board.** Our Board of Directors have been incredibly faithful in their attendance, their diligence in attending to their responsibilities, and in their prayer life and support of BWCC throughout this past year. All have indicated they are happy to continue to serve another term as directors.

In June 2016 we held a Board Retreat led by a past principal, Liz Hutton. That was a most challenging time for us collectively and individually. Out of that time came a re-organisation of our Board operation, resulting in a streamlining of our governance responsibilities through the setting up and reporting from a number of Committees. We have established a new vision, goals and strategic plans against which all plans and expenditures need to be measured before implementation.

**The Vision & Strategy Committee**, in confidence in our future, released plans November, 2016 to the Morisset Baptist Church congregation for growth of the school over the next 10 years with the view to having sufficient numbers to progress to junior secondary schooling.

**Our Marketing Committee** has been really active in promoting BWCC through pre-schools, on buses and Facebook to mention a few. Other committees are focussing on pastoral care of Tania, of finances, of Board development, of maintenance of property and, importantly, of links with MBC to foster Brightwaters as a vibrant ministry of the church.

**Lynette Elston** has persevered as Business Manager and ably ensured that we continue to be financially viable. In addition she has faithfully discharged duties as Company Secretary doggedly, and pursued our disability access project with a view to having that completed in the near future. What faithfulness!!

**Company Members** Let me remind you that our school is registered and operates through its Company structure so our Company members, are those whom keep Brightwaters in existence. Without you, there would be no Board and no school, so thank you for your faithfulness in maintaining your membership of the Company.

Pastor Tim issued a challenge to become Company Champions and we are encouraged to see new members step up into that role.

Our heartfelt thanks to those who, in the midst of other responsibilities, have come faithfully to Brightwaters to spend time in the library, the office, uniform shop, classrooms, the playground or driving buses because of your 'great love'. You are a blessing to the students, parents and the staff! Thank you!

We know that many of you feel that, for various reasons, you cannot be active members, BUT your faithfulness in praying, reading Board materials, talking to Board members etc as an indication of your support, is invaluable to us. You are much appreciated! Pray on and please feel free to talk to Board members for updates on prayer targets.

**The Year Ahead.** Looking to our theme verse above, we are moving forward assured of, and in dependence on, God's faithfulness to His people. We expect challenges, because we, as your Board, know that Satan will want to thwart the Kingdom work happening at Brightwaters. But, because of God's great love and faithfulness, we will not be overcome [consumed]!

There is the challenge of making BWCC comfortably sustainable for the future – please pray wisdom and courage for us in meeting that challenge. There will be great joys and celebrations during the coming year and we look forward to those. Remember the great end-of-year celebration in 2016? It promises to be bigger and brighter than ever this year!

Yours in His service,

Tony Nott  
Board Chairman 2016

## STUDENT ATTENDANCE

In 2016 we had a year of change and student movement. Attendance was impacted by family and health issues. The school year began with 35 students. Following the departures of some of families, the year ended with 26. The number shown below indicates the overall student attendance of ALL children who were part of our school sometime during 2016. The average student attendance for the 2016 school year was 90.02%

Number of children	Kinder		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
	1	3	1	3	1	4	1	3	1	3	4	3	1	5	35
% of days attended	96.79	95.9	91.92	92.74	95.75	94.13	90.43	87.56	88.89	95.39	91.59	91.65	86.7	93.48	90.02

Non-attendance by children is monitored by the staff with notes asking for absence notes sent home after a non-explanation period of time. As we are still quite small, parents will often ring after a day's absence to inform us of any possible delay in returning to school e.g. ongoing sickness. (We text our families each day checking that all is well and the whereabouts of the child. This practice has reassured our families that their child is important to us.) We have open lines of communication with our parents and they are always willing to supply the required documents for absence.

If, for any reason, we have not heard from a family after a week, Mrs Anway will ring the family and enquire as to the reason for the absence.



## OUR COLLEGE PERFORMANCE

### NAPLAN TEST SCORES YEARS 3, 5

Brightwaters Christian College uses the NAPLAN testing in years 3 & 5 to assess students learning and to be able to compare performance against national benchmarks. Results for 2016, showing comparison with 2015, are shown below. (Note that numbers relate to actual students, as percentages would be a meaningless statistic in this context.) Year 3 results (for 2016) will not be shown as the student results could identify the individual student.

Reading																
2015									2016							
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Grade 3		1		1		1						1		1		
Grade 5				2	1		1	2				1	1	1	1	
Totals		1		3	1	1	1	2				2	1	2	1	

Writing																
2015									2016							
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Grade 3		1		2							1		1			
Grade 5					3	3							4			
Totals		1		2	3	3					1		5			

Spelling																
2015									2016							
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Grade 3		2		1								1		1		
Grade 5				1		3	2					1	1	2		
Totals		2		2		3	2					2	1	3		

Grammar and Punctuation																
2015									2016							
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Grade 3		1	1		1							1		1		
Grade 5			1	2			1	2				1	1	1	1	
Totals		1	2	2	1		1	2				2	1	2	1	

Numeracy																
2015									2016							
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Grade 3			1	1	1						1			1		
Grade 5				1	2	2	1						3	1		
Totals			1	2	3	2	1				1		3	2		

For added information see our school's site at:

[http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=1300299\\_9760&DEEWRId=18090&CalendarYear=2010&RefId=uhvKqUainabenBojjMcQ4h06WHvRNYS3](http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=1300299_9760&DEEWRId=18090&CalendarYear=2010&RefId=uhvKqUainabenBojjMcQ4h06WHvRNYS3)

## OUR FAMILIES

A number of our school families belong to the School Support Group. This group aims to meet once a term to contribute to the overall needs of the school and explore ways they can financially and practically assist around the school. They held crazy hair days, hosted our pi day lunch and weekly hot lunch order days. This raised a substantial amount of money and was wonderful in raising our school profile in the local community.

## OUR VOLUNTEERS

Our school was overwhelmingly supported by a team of approximately 50 people from within our families and local church. They assisted with the continued maintenance and the painting of several of our external building walls (making them look vibrant), working bees around the school, within the classroom, in the office, driving our school bus and a variety of tasks that seem insignificant yet add to the wholeness of our school.

## OUR YEAR

Every year it is fascinating to take a retrospective look and see just how many opportunities have been provided for our students in developing their knowledge, understanding, experience and skill. 2016 was certainly no different than years before!

Our primary children participated in the Swimming Carnival together with the students from Belmont Christian College. We also take part in the Athletics Carnival with Belmont CC as well. We joined the CSSA and took part in the State Cross Country as well as Zone Athletics. Our children who are sporting relished the opportunity to join others who are equally talented and compete in a friendly yet challenging way.

We had a visit for the K-2 from the Responsible Pet Program which has had an obvious impact on children's awareness of handling unknown dogs. Lake Macquarie Council Lifeguards also gave a safety talk to the K-2 and 3-6 classes. The Hunter Water "Ship O' Fools" roadshow came to visit the K-6 school. We also joined in different fundraisers, such as May Mission Month for Global Interaction. Crunch and Sip remains a part of the class routines, and has been effective in providing additional energy for the learning in the morning session.

We pack a lot of activities and learning into each term. There are also excursions throughout the year which help with the learning that takes place in the classroom.

In term 1, with such wonderful weather, we took part in our weekly swimming activities at the Morisset Pool. Students from Avondale College began their Practicums in both learning spaces and were diligent in all their preparations and teaching. We also had our annual "welcome new families" BBQ. We participated in The World Day of Prayer and led the singing for the attendees. This year saw the launch of our Inaugural School "Camp-In". Families and their children camped overnight on the school oval and participated in activities focussing on Resilience. As a school, we went to the Easter Show as part of a unit on Celebrating Easter in Australia. Finally we went to visit Charlton Christian College to see their live performance of the Wizard of Oz. Altogether Term 1 was a great start to a busy year.

### Term 2

We welcomed the Morisset Baptist Church seniors for a visit and shared in a BBQ lunch with them early in Term 2. Questacon came for a visit and Mrs Smith and Mrs Anway also went and did some extra training with them. The K-2 class had an English unit looking at Colour in Text. We linked our Science Fair and Chef de Partie day to this theme. We held our Open Day for interested families. Those who came expressed wonder at all the activities the students were engaged in. We also had an Elmer day full of colour and life. And just as in Term 1, we ended the term with a musical, Joseph's Technicolour Dream Coat produced by Wyong Christian Community School.

Term 3 is the beginning of our School Readiness Program for our Pre-Kinder children. They come in once a fortnight in term 3 and then weekly during Term 4. This gives our students the opportunity to develop leadership skills as well as compassion for younger children. Selected Primary students took part in the Newcastle Permanent Maths Competition. Our school community enjoys the annual games night and this term's was no different. We participated in Jeans for Genes and raised a reasonable amount to help with research projects. We finished the term with our annual VP for a Day speech, elections and then the day where the VP was able to set their plans in action for

the school. This year it was one of our Year 6 girls who took out the honours with a very persuasive speech. The day was wrapped up in PJs, movie choices, a snack shop, and activities led by our VP. These are the moments which are not soon forgotten.

The teaching staff and Chaplain continued on with the Inclusive project which focussed on goal setting and building resilient students. This became a key focus of many activities, training and conversations throughout the year. We saw students striving to identify personal goals, consider how they could meet their target and then consider how they had gone in meeting their ambitions.

Term 4 was going to be one of more memorable terms to date. We made plans to invite other smaller schools to join us for our inaugural STEM Day. With over 100 students, staff and helpers on site, it was a highly successful day. While our Pre-Kinder children kept up with their regular visits, we kept on with our Celebration Service practises. The students had been so inspired by the Colour Themed Term 2, the performances of Wyong CCS students and our text studies, they designed and worked towards a colour performance to end the year.

We believe that children learn best by seeing and doing. These excursions and incursions are packed full of learning opportunities and times for making memories. Hands on and inquiry style learning allows the children to gain knowledge but to also see ways that the knowledge is employed by others and assess the use of this in many different ways. Each term the children wait in anticipation wondering where they will be off to or doing next! Rather than asking why? We ask, why not? Anything is possible and our students live out this reality every day. Big things happen when you start with a dream. These are those moments that become memories for a lifetime.

## **ENROLMENT POLICY**

### Enrolment Criteria

Enrolment is open to all students who are willing, and whose parents are willing, to accept and be supportive of the Christian ethos and practices of the school.

Parents seeking to enrol a child in the school must satisfy the Board that:

- a) They will support the school in the ways outlined on the enrolment application form which both parents must sign.
- b) Non Christian parents are respectfully encouraged to consider participating in a Christianity Explained or Alpha course. Church attendance is also encouraged.

### Priority of Enrolments

Every effort will be made to place all children God sends to us.

If insufficient vacancies exist for the number of children for whom enrolment is sought, then the following should be the order in which enrolments are accepted:

- Siblings of existing students.
- Transfers from other Christian Schools.
- Other students to be accepted according to the chronological order of the completion of their enrolment applications.

*All eligible children within a family are to be enrolled.*

### Minimum Age Requirement

- a) New children in Kindergarten must have reached the age of at least 5 by July of the year in which they commence school.
- b) The Board reserves the right to refuse the enrolment of a child who may have reached the age of 4 years and 9 months, if it is felt that the child is not ready for school.
- c) There will normally only be one intake of new Kindergarten students in a given year, ie enrolments later than the commencement of the school year will consist of transfers from other schools rather than children who have not previously attended school.

### Prerequisites for Continuing Enrolment

- a) Fees must be paid in an ongoing and timely manner.
- b) Children and parents must be in cooperation with school policies and processes.

## **STUDENT WELFARE AND DISCIPLINE POLICY (Including PASTORAL CARE)**

### **AIM OF THE POLICY**

In practice, the process of discipline in a Christian College aims to train the whole person through instruction, example, correction and experience. This is carried out in the light of the teaching of God's Word and in the context of a loving community, toward perceptive understanding and judgment, spiritual maturity and effective membership of the body of Christ. This can simply be described as 'the getting of Godly wisdom'.

Discipline at Brightwaters Christian College is believed to be a God-given responsibility, which is an essential part of developing the whole child.

Discipline is a delegated responsibility, from parent to school.

Discipline, as practiced at Brightwaters Christian College, is based upon the two Biblical tenets of:

- a) Respect for Authority;
- b) Proper Use of Authority.

The basic code of conduct at Brightwaters Christian College is that each will respect the other; that each will act kindly and courteously towards others and that each has the privilege to ask questions of another, if done respectfully. This code can be summarised by the four key words of **Respect, Kindness, Obedience** and **Understanding**.

Proactively, Brightwaters seeks to develop positive relationships with students (and their parents) and to understand their needs. The school also provides numerous positive incentives for quality work and behaviour and ways of recognising outstanding achievement and effort. We believe that good discipline and welfare practice also includes establishing and communicating clear expectations and boundaries in terms of the ways in which children treat others, respond to authority and fulfil their academic responsibilities. When students willingly infringe those boundaries, best practice also mandates administering appropriate consequences. Such consequences will be administered with fairness and justice and any necessary disciplinary action will be linked as closely as possible to the act which has been committed.

Discipline procedures may include written or oral apologies, manual or written work, in-class 'suspension', lunchtime detention, etc. Parents will be notified of any significant discipline issues. They may, from time to time, be asked to assist with follow-up discipline at home.

**Due to the provisions of the Education Reform Amendment (School Discipline) Act 1995, corporal punishment is not to be used in this school as part of its Discipline and/or Pastoral Care Policy. This includes the explicit or implicit sanctioning of the administration of corporal punishment by non-school persons to enforce discipline at school.**

If school discipline is not sufficient for any student, the student will be suspended from school, pending a review of the situation. Expulsion is a discipline procedure which may be used at the discretion of the Principal.

## **GRIEVANCE POLICY**

Brightwaters Christian College has a Grievance & Communication policy and procedure based on the key 'conflict resolution' principles of Matthew 18 (The Holy Bible). Parents and students are encouraged, in the first instance, to address minor concerns with the person most directly involved. For more significant concerns, an approach to the Principal will be responded to within one working week. A final recourse is to take the matter, in writing, to the Grievance Committee of the Board, which will give a final determination as to the school's response.

## **ANTI-BULLYING POLICY**

Brightwaters Christian College has an anti-bullying policy that is based firmly on the belief that we are created by God in His image and we are to love one another. (Matthew 22:37-39). To be a bully is to want another person to be hurt in a variety of ways, including but not limited to: physical, verbal, psychological, and via technological means.

Parents, students and staff are keenly aware of the repercussions that can occur if bullying is not addressed or dealt with in a timely and appropriate fashion. Students are monitored during their playtimes and are given advice when asked how to handle a situation that may become a bullying incident if left unchecked.

As a small school we have had very few, if indeed, any real instances of bullying yet we remain vigilant and proactive in our teaching so that all students feel confident that when they need help, it is available. Our Grievance Policy has been key in assisting those students who feel vulnerable to others in expressing their needs to each other and to the teaching staff and supporting parents who are in the classrooms.

Each instance of bullying is responded to, with questions and interviews and discussions between the affected parties, facilitated by staff. By so doing, each student is given strategies and a forum in which to become practiced and resilient and supported.

There are many opportunities for explicit teaching addressing the issue of bullying which allows each student the time to consider their behaviour towards others and how they can be a support in other places where bullying may occur, outside the school fence. Our students are always reminded that how they behave towards others can bring glory to God and honour His name.

***(The Student Welfare and Discipline Policy, and the Complaints and Grievances Policy were reviewed during 2014 while the Anti-Bullying Policy was written and reviewed in 2013. There were no changes that were felt necessary to any of the documents. The full texts are available upon request from Mrs Anway, via the school office.)***

## **RESPECT & RESPONSIBILITY**

Brightwaters specifically addresses these issues through:-

- Our Christian Studies curriculum, highlighting key Biblical principles; our place and purpose in God's creation; individual differences and talents, stewardship, etc.
- Our Discipline & Welfare policy and procedures, which stress concepts such as 'choices ⇒ consequences'; taking responsibility for our own choices; independence; goal setting; looking after our own and others' belongings, etc.
- With the small numbers, taking opportunities for 'social coaching'; group reflection and discussion, peer support and leadership, etc.
- Our newest initiative, Highway Heroes, a social-emotional wellbeing unit. This has a key focus on resilience.
- Our inaugural "Camp -In", where students and families took part. The staff acted as facilitators for the learning about key concepts related to resilience.
- Nominating and conducting our annual VP (Vice Principal) for a day elections and then having the elected student act as VP for a day.
- Genuine integration of Australian values throughout the class programs.
- The Chaplain addresses values weekly during his class times and fosters them during his time out on the playground.
- Consideration by the Board as to how best integrate the values into the mission statements and supporting documents for the College.
- The regular flying of The Australian flag.
- Weekly singing of the Australian National Anthem at assembly.
- Our school chaplain liaises between staff, students, and parents allowing for efficient and effective communication.
- We welcomed in visitors from Morisset Baptist Church seniors. This contributed to the children's exposure to a variety of people of different ages that require differing degrees of respect and responsibility.
- Participation in several excursions throughout the year to locations such as the Royal Sydney Easter Show, school musicals at Charlton CC and Wyong CCS, our local library etc which allow the children time and place to practise respect and responsibility with guidance and encouragement from their teachers and family members who attend with us.
- Our VP day which encourages every Primary Student to participate and speak out their convictions of why they deserve the opportunity to lead the school.
- Sending students in leadership positions to attend the Remembrance Day service at the local RSL.



## SCHOOL-DETERMINED IMPROVEMENT TARGETS

2016 - 2017 GOALS	CURRENT STATUS	Completed ✓	RESPONSIBILITY of WHOM?	Allocated/ required BUDGET Or TIME
Marketing committee continued exposure of school to wider community	Continued use of Facebook, Instagram. Advertising to local churches, preschools Signage around Morisset peninsula	✓	Marketing committee	Budget
Marketing committee continued exposure of school to wider community	Reach out into the southern end of Lake Macquarie and into Blue Haven/Doyalson areas		Marketing committee	Budget
Develop strategic and comprehensive marketing plan for 2016	Ongoing marketing plan: target audience preschools and local churches	✓	Marketing committee	Time
Develop strategic and comprehensive marketing plan for 2017	Ongoing marketing plan: target audience preschools and local churches		Marketing committee	Time
Prospectus update and refocus wording used in advertising	Reviewed annually.		Principal Executive Assistant	Time
Updated website	Ready for launch end 2016/early 2017	✓	Marketing committee	Time
Consider how the school motto and vision statements can link to Morisset Baptist Church.	Pastor Tim and Principal to unveil early 2016	✓	Pastor Tim and Principal	Time
Involvement in Inclusive Schools funding	Inclusive schools project to begin mid May 2015. Ongoing expenditure on areas of resilience, goal setting and teaching practice metalanguage development in 2016	✓	Teaching staff	Budget
Involvement in Inclusive Schools funding	Conclude and assess resilience, goal setting and teaching practice metalanguage development in 2017 Term 1		Teaching staff	Budget

Upgrade/reinvigorate play area/buildings	Painting of external walls, eaves etc. early 2016 Repaint doors into learning spaces	End 2016 or early 2017	Building committee	Budget
New fencing to define office area/visitor car spaces	Plans are in place- designs and quotes yet to come.		Building committee	Budget
Achievement of a higher profile in the local community through participation in a range of community events.	Ongoing. ANZAC day march; Remembrance Day service.	✓	Principal	Time
Have a larger community presence in Morisset and surrounding suburbs.	Continued participation in Morisset Festival.	Unable to in 2016 – not held	Principal	Budget/ Time
Board governance addressing greater communication between interested parties	Use of Church notices, website, newsletter Term report to company members by Board Chair.	✓	Board	Time
Maintenance of School Policies to high standard and keeping staff aware of any relative changes.	Ongoing. Privacy policy updated and included on website	✓	Board	Time
Add Board Governance policies to list of school policies.	Review throughout 2016-2017	✓	Board Compliance Officer	Time
Participate in annual BOSTES accredited “responsible persons” training	12 hours every 3 years		Board	Budget/ Time
Develop a 2-5 year plan for Brightwaters	Underway and in development. Continue in 2016.	✓	Board	Budget
Continued work by Vision and Strategy Committee	8 year plan developed by VSC and being adopted by Board. Ready for practical strategies in 2017	✓	Board V&S Committee	Time Budget
Use of SeeSaw to articulate goals and link to outcomes (and with a strong focus on writing clusters in 2017)	Began set up and implementation in 2016. Assess and continue to increase parent “buy in” in 2017.	✓	Board Staff	Time

Offer training courses to parents in understanding outcomes and targets for improvement	Early 2017 and each term as required on set topics e.g. Goal Setting/Use of SeeSaw as interactive tool for communication		Principal Staff	Time
Increase profile of school within the context of Early Childhood centres and preschools.	School Readiness Program continued – return to Preschools yearly in May/June.  Preschools invited each term to visit Brightwaters and join in activities with whole school.  Graduation Scholarships offered to each preschool end of 2017.  Reoffer again in 2017 Term 2	✓  ✓	Principal	Time Budget
School grounds- landscaping.	Ongoing maintenance and painting	✓	Building committee	Budget
Increase access for wheelchairs and prams. Implement disability access project funding	Complete building of access ramps and lift early 2016.	Still ongoing in 2017	Building committee	Budget
School tree audit – round 3	Engage professionals for tree work. Final tree removal end of term 1 2015. Completed.	✓	Principal Board	Budget
School Tree Audit – Round 1	Engage professionals for initial tree audit for next three years.  Engage arborists for lopping - 2017		Principal Board	Budget
Prepare and implement new History syllabus for 2016	Beginning term 1 2016	✓	Teaching staff	Time
Prepare and implement new Geography syllabus for 2016	Beginning term 1 2016	✓	Teaching staff	Time
Assess and review History and Geography syllabus from	Year 1 of teaching new syllabus. Review curriculum in light of integration across		Teaching Staff	Time

2016	KLAs			
Teachers take part in QTC Registered professional development (addressing 5.3.2 and 6.3.2 from the Australian Professional Standards for Teachers) towards maintaining Proficient Teacher Accreditation in NSW	<p>Staff participate in BOSTES program using BOSTES site. 2016</p> <p>Staff undertook training in Parent Council course (25 hours)</p>	✓	Teaching staff	Budget
Teachers take part in QTC Registered professional development (addressing 5.3.2 and 6.3.2 from the Australian Professional Standards for Teachers) towards maintaining Proficient Teacher Accreditation in NSW	Undertake BOSTES online training in writing for NAPLAN		Teaching staff	Budget
Build and improve teacher quality in the classroom	Ongoing teaching staff maintenance of professional competence using BOSTES standards.	✓	Teaching staff	Time
Launch Smaller Schools Data Collaboration group	Combine with other small CSA schools and discuss data collected/means of data collection/availability of comparative data/effective implementation of data collection within small cohort.		Principal Staff	Time
Build and improve Principal training and equipping	<p>Principal attended Principal Retreat in 2016 and will attend in February 2017</p> <p>Principal on retreat committee - 2016/2017</p>	✓	Principal	Budget
Build and improve Principal training and equipping	Take part in mentoring with other Principals in THACCSA meetings and POSCS	✓	Principal	Budget
Access AIS consultants for training in writing IEP and NCCD	Take part in PD on writing IEPs and understanding NCCD in finer detail	✓	Teaching staff	Budget
Implement upgraded IEPs and assess efficacy of training	Throughout the year, implement, monitor and tailor IEPs in more detail	✓	Teaching Staff	Time
Upgrade IEPs and review process of programming with	Early 2017 – review		Teaching Staff	Time

students having IEPs in mind.	programming and collaboratively design structure to identify IEP needs			
Undertake Inclusive funding in the area of Goal setting.	Draft formats and trials occurred during 2015. Further implementation throughout 2016. Review end 2016.	✓	Teaching staff	Time
	Draft formats and trials occurred during 2015. Further implementation throughout 2016. Review end 2017		Teaching staff	Time
Monthly staff meetings to discuss effectiveness of teaching and evaluate strategies being used	Regular meetings, often weekly that evaluate daily/weekly occurrences.	✓	Teaching staff	Time
Twice yearly peer teaching reviews	Each teaching staff member will have a mentor staff member view a lesson and give feedback on lesson and delivery		Teaching Staff	Time
Design new weekly teaching format to include school-community partnerships in the areas of student driven learning	Engage with students and community to g=create links that allow the students external "knowledge and skills" to be part of their learning e.g. woodwork		Principal Teaching staff	Time
Invite other CSA small schools to join with BWCC.	Inaugural STEM day held end 2016	✓	Teaching Staff	Time Budget
	Build on links and relationships to address other areas of interest in 2017		Teaching Staff	Time Budget
Mentoring Pre service teachers	Partnership with Avondale College (and other local Universities) to accept and mentor preservice teachers. We had 2 throughout 2016.	✓	Teaching staff	Time
Build and improve teacher quality in the classroom	Ongoing teaching staff maintenance of professional competence using BOSTES standards.	✓	Teaching staff	Time

Build and improve Principal training and equipping	Principal attended Principal Retreat in 2015 and will attend in February 2016	✓	Principal	Budget
Build and improve Principal training and equipping	Take part in mentoring with other Principals in THACCSA meetings and POSCS	✓	Principal	Budget
Access AIS consultants for training in writing IEP and NCCD	Take part in PD on writing IEPs and understanding NCCD in finer detail	✓	Teaching staff	Budget
Implement upgraded IEPs and assess efficacy of training	Throughout the year, implement, monitor and tailor IEPs in more detail	✓	Teaching Staff	Time
Undertake Inclusive funding in the area of Goal setting.	Draft formats and trials occurred during 2015. Further implementation throughout 2016. Review end 2016.	✓	Teaching staff	Time
Monthly staff meetings to discuss effectiveness of teaching and evaluate strategies being used	Regular meetings, often weekly that evaluate daily/weekly occurrences.	✓	Teaching staff	Time
Principal offering to guest speak at Avondale College to education students	Offer to speak twice through 2016 on multi age/stage classes and quality differentiation in a smaller school		Principal	Budget
Mentoring Preservice teachers	Partnership with Avondale College (and other local Universities) to accept and mentor preservice teachers. We had 4 throughout 2016.	✓	Teaching staff	Time

## PRIORITY AREAS (FOR IMPROVEMENT) FOR 2016/2017

Further develop School Improvement Plan for publication.

Teacher quality – implement the Australian History and Geography syllabus. Prepare and purchase resources ready for implementation. Evaluate success of implementation.

Teacher quality – Mrs Katie Smith to complete her first round of accreditation at maintenance level.

Teacher Quality – conduct Professional Development reviews on all staff, including support staff

Develop and review Roles and Responsibilities for Principal

Continue working on Board Governance issues

Review and consider foundational mission statements as well as “heart” matters of the school.

Undertake teacher review and professional development processes that have a distinctly Christian perspective. Review findings from reviews.

Participate in Inclusive school project.

Principal to attend Principals Retreat 2016/2017.

## **CLIENT SATISFACTION**

### **PARENT BODY**

Parents were welcome to join our School Support Group which allowed parents to have an active role in supporting our school. Many expressed their desire for others to attend our school and have brought friends for a tour. The members of our parent body who have been with us for a longer time have expressed delight in the ongoing changes that they are seeing in evidence.

Each year we conduct a simple survey asking for feedback and evaluation on different programs within our school. Our parents considered how their children could build on their skills of resilience, as well as working together to further enhance our school site. There was a lot of positive feedback for the Highway Heroes, which was unveiled at our "Camp-In" for families as well as being taught to the students.

Overall, there is a spirit of unity within our parent body, as they spend time within the school, and then take time to build relationships outside the gates. This demonstrates to our students a real sense of community which is extremely important to all of us.

### **A MESSAGE FROM OUR SCHOOL SUPPORT GROUP**

Our goal is to strive for building relationships within our school community. We are not just families with children at a Christian school, we are Christian families who appreciate each other and who enjoy spending time together both inside and outside of school activities. Many of our families volunteer in various ways, including fundraising, helping out in the classroom or on excursions and really enjoy this level of interaction and activity with the School and its staff.

We meet each term and have been delighted to have the opportunity to help the school in various ways such as purchasing advertising materials, assisting with children whose families may need assistance, and have supported the end of year functions such as the end of year school presentation evening and the funding for the Year 6 farewell.

Together we work for the benefit of our children and have been excited that Brightwaters Christian College embraces the concept of parenting in partnership with each family.

(School Support President and Secretary)

## **STUDENT BODY**

We had a smaller group of Kinder – Year 2 children throughout the year and this allowed the older children many more opportunities to be peer tutors and “buddies”. Some of these children needed extra support and care. The older children would offer assistance, and were invaluable at times such as when our youngest had a “moment” and would offer encouragement.

Some of older students embraced the idea of leadership and were looked up to by their peers for maturity and responsible actions. Within any cohort in the Upper Primary, there always are some who struggle with skills such as appropriate behaviour and obedience to authority. We found that, with humour and clear expectations, our older students soon found ways to be themselves while maturing into well thought of young people.

The children love to learn and that learning takes place in a wide variety of ways, each addressing the diverse learning styles each child represents. From paper and pencil, hands-on, auditory, kinaesthetic, using technology... the list is as divergent as suits the needs of the lesson and child. The rapport each child has with staff is incredibly important and inspiring each child to embrace their own need to learn compels the staff to continually seek out best practice.

We have quite a number of families who choose our College as the best place for their child/ren as they see the value of learning which is specifically targeted to the needs of those who are either gifted or may have disabilities. It has been encouraging to watch the whole College embrace these children and identify them as friends. They are safe here and challenged to become part of the fabric of our College rather than singled out and targeted, as the parents believe, had happened in some of their previous schools. They are given the opportunity to shine, to find their gifting and to celebrate their achievements.

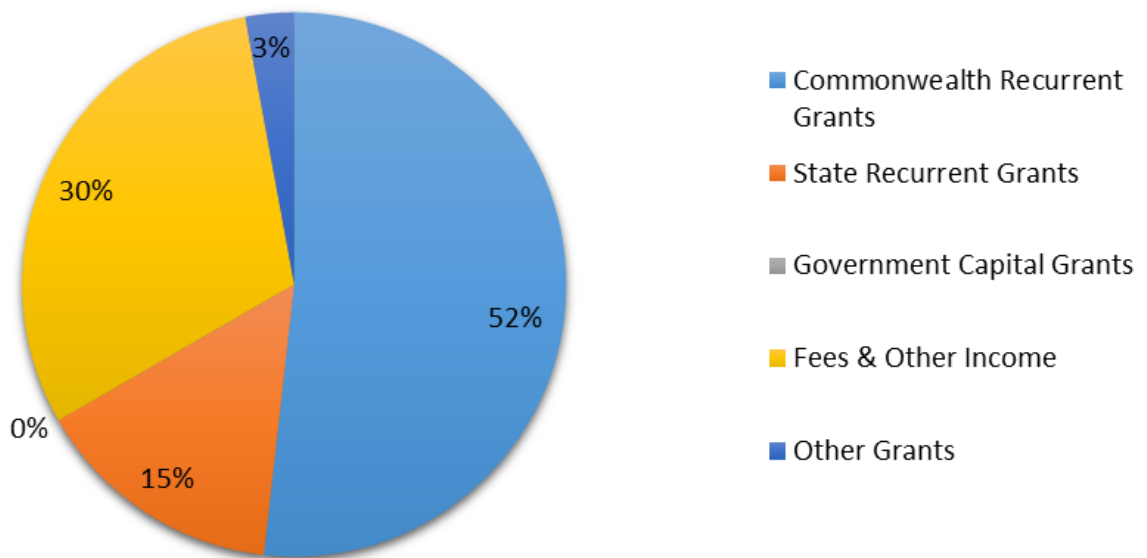
The children encourage each other to press forward even when the going is difficult and are encouraging when goals are achieved. Watching our children in context with other schools, they are strongly supportive of each other and take pride in each person's efforts and successes. They are each other's “cheer squad” and other schools have commented on how encouraging our children are.

Our students who have left us to graduate to High School will return and share with us their successes. They often comment on what they see as different and what they miss most. Often this is around the areas of being known, being held accountable and being challenged and acknowledged for what they have achieved. Hearing this spurs us on to keep making the difference for our students. We hear stories of the achieving position on SRC and leadership teams, taking part in sports teams and musicals. Our students say they just give anything a go as they can only succeed and trying will show that they can!

We might be a small school, which is steadily growing, but the impact we make, as a community, on the children's lives is significant and long lasting. It goes beyond our gates and into their future. They are the Next Generation.



## Income Sources (2016) for Brightwaters Christian College Ltd



## Expense Sources (2016) for Brightwaters Christian College Ltd

