



ANNUAL REPORT 2014

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 (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 an equal number of boys and girls, grouped into infants and primary children. The children are representative of twenty 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 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 has a Diploma of Teaching and a Graduate Diploma of Christian Studies and a Graduate Diploma of Educational Studies. She had previously taught in the parent school, Belmont Christian College for ten years before taking time off from teaching to begin and raise her own family.

Mrs Catherine Smith teaches in a part time capacity 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. Mrs Smith completed her Bachelor of Art /Bachelor of Teaching Degree at University of Newcastle. Mrs Smith was a student at Belmont Christian College from 1989 till she finished Year 12 in 2001. She has previously worked in several casual positions in range of Public, Private and Independent schools.

Both Mrs Smith and Mrs Anway are registered with BOSTES and are now working through the Maintenance phase of Professional Competence.

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

- (i) Two 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 Administrator, Mrs Michelle Webb. Mrs Lynette Elston is our Business Manager. Both these ladies are 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

Reverend Anway, Mrs Anway and Mrs Smith attended the midyear THACCCSA conference which was held at Wyong Christian Community School. Dr Mark Stephens, the lecturer in Integrative Studies at the Wesley Institute was the key note speaker. He spoke on the Joy the Four Gospels and how to Share Stories with Intent. He challenged us to read the Gospels as whole books rather than as separate pieces of literature. Dr Stephens then shared with us how parables aim at transformation rather than information. Taking this back to our classrooms allowed us to share the Bible as a living and speaking text that students need to engage with rather than simply read. Our students embraced the idea that even we, as teachers, can still be challenged to be learners and bring new ideas back for them!

The staff were the given the opportunity to attend a breakout session which covered a range of topics. Mrs Smith and Mrs Anway chose to attend the BOSTES accredited session on Programming with Power. It addressed the Professional Engagement Standards 6.2.2 through engaging participants in learning to update their knowledge and practice, targeted to the professional needs of a Christian School. The course also addressed 6.3.2 by providing a forum in which collegial discussions and constructive feedback from colleagues could be used improve professional knowledge and practice.

Mr Anway took part in a forum of Chaplains from the various CSA schools which attended the conference.

Mrs Smith and Mrs Anway spent many hours in 2014 examining and considering how to best implement the new Science syllabus. This was part of their teacher identified hours towards accreditation. Both teachers also completed the AITSL course – Mentoring Pre-Service Teachers. This course was done in an on-line learning environment. Both teachers have taken on the role of mentoring pre-service teachers and felt that this course addressed their needs extremely well. Mrs Anway also completed a TTA course “Teaching in the Cloud with Google Apps for Education.” This has had a great impact on her classroom teaching using android tablets and in the wider educational sector with teenagers.

Mrs Anway and Mrs Elston spent a day training for the Nationally Consistent Collection of Data for SWD that was implemented during 2014.

Mrs Anway also completed the necessary documentation for finalising her accreditation cycle ready for the next five year cycle to begin in 2015.

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 98%.

A MESSAGE FROM OUR PRINCIPAL

As a teaching Principal, it has been a privilege to be part of a College that values Bible centred learning, learning that challenges the mind, body and heart and values the importance of community. Overall Brightwaters Christian College had a year where children were known, noticed and each shown that their value and worth is in God's eyes alone and we value them as such. They are precious!

This year we started with a few less students than in the previous year. But as the year progressed our numbers rose. We had a few students who came with some learning needs but found that they were supported and encouraged in the same manner as every other child.

We started the year with 29 children, and we finished the year with a group of 30. We had new children join us from Preschool while others were transfers from other schools. Many of these new families have joined our school based on positive feedback from other families. This is always very encouraging for the staff as they realise that they are making a difference for each child, whether it be academically, physically, emotionally or spiritually. It was exciting to hear that our families value the care and effort that is made by all the staff on their children's behalf.

Our families continued to be supportive in a wide range of areas. We have new and old families who have taken up the offer of being part of classroom activities in reading, sport, and library while others help out with general assistance around the school in tasks such as painting and working bees when there is a need. There are many families who are represented on a weekly basis in one capacity or another. There have been many instances where families have seen needs that other families have, and in practical ways, step in and offer assistance and support. This community provides a dynamic role model for the children to emulate. By being involved with others, at school, in social gatherings, of different generations, provides a strong foundation of genuine concern for others that bullying is practically non-existent. The rare instance when it appears is often a case of not understanding the needs of another child and is addressed promptly through our Peacemaker process. Some children who come to Brightwaters, in the later years of schooling, have needed help in overcoming the trauma of bullying and families have remarked on the change in their child when they feel safe. Other children come needing support in their learning or around their disability. What a joy it is to provide a place for these children.

Our families, children and staff are supported by a team of volunteers from the Morisset Baptist Church. Some are available weekly while others join us for working bees, and one off events. They assist with behind the scenes tasks, such as updating our website and keeping our local church community involved and aware of all that we do. There is a small but committed group of volunteers who drive our school bus and our children love every chance they have to have a turn riding in her. As part of our service to others, we take part in our annual May Mission Month fundraiser that is driven and promoted by a fantastic team of dedicated advocates for those who need help in countries such as Malawi and Mozambique.

This year the teachers began implementing the new Maths and English syllabi that are being rolled out. They also began the next process of considering how to implement the new science syllabus due out to classrooms in 2015. As the children saw the teachers as learners, they too, could see that effort is rewarded.

Our school Board has again been a cohesive and supportive group of dedicated volunteers who seek to build the College into a place where plans are considered and God's direction and leading are paramount in every decision. It has been a blessing to be part of a group of men and women who spend time going back to the foundation of why we exist and what our core purpose is, so that we strive forward with determination and direction. This year we continued to build upon what was established in 2013 and invited a consultant, Mr David Bartlett, from Resolve Consultancy, to assess our strengths and areas which could be improved or built upon further. Having an external perspective allowed the Board a vision of what is and what might be. Each meeting begins and ends in prayer, always acknowledging that without God's leading we would be less than He wants for us.

It has been a year where each of our children have been able to consider how to relate to others, how to accept others differences, how to encourage each other to be the best they can be. Children of all abilities aimed for the stars and were excited when they saw the progress they made on the journey. Learning became exciting and, as teachers, we were encouraged with the joyful excitement of children recounting events that had happened time after time to all who cared to listen. Learning in community allows all those who are part of the community to contribute and each learns from others.

Being part of a school where God's Word is taken seriously and every effort is made to give Him glory in all that is done has resulted in a school where ordinary people work together to do extraordinary things for our most valued children. We look forward to 2015 with great expectation. As we continue seeking ways to improve, to grow in knowledge and our care of each other, we will be continue to be a school that is an exciting place and where children know they are valued and loved.

Mrs Tania Anway (Principal)

CHAIRMAN'S REPORT ON 2014

Following are some of the highlights of our past year. Celebrate with us the goodness and faithfulness of God!

Small Ticket Items {relatively}

- After several months of working through documents we now have renewed the lease on the school property from Hunter District Baptist Association [for five years].
- Belmont Christian College, which loaned Brightwaters money to get established, has forgiven us that debt for which we are immensely grateful.
- Pastor Tim took up the Senior Pastor's position on the Board in September and has already made a substantial contribution. Max Bywater stepped down as Pastor's representative after serving for some six years.
- Through much of 2014, David Niven led us through planning for disabled access facilities at the school. We were blessed to receive a Federal grant (BGA) for that work. The work has commenced with new parking and entrance facilities and we expect construction of new access ramps to be underway before the end of May 2015.
- The primary classroom has been painted with some refurbishments; some potentially dangerous trees have been lopped and/or removed.

- The Board is responsible for the regular assessment of its own members and of the school Principal. These duties are currently being carried out.
- While the Board members have a wealth of valuable experience, as a Board we have been encouraged to look for some younger members to join the Board.

Bigger Ticket Items.

- Last August, Resolve Consulting conducted an audit of the school. The Audit Report will be presented to the Board at our upcoming January meeting. It contained an analysis of the Parent Survey conducted for the audit. There were many pleasing and encouraging feed-back comments from that report along with helpful suggestions and challenges.
- The Resolve Report was really complimentary and encouraging. It does contain some 30 recommendations, which the Board has begun to work through. These recommendations included the appearance of the school; promoting / marketing the excellent teaching and the learning environment of the classrooms; supporting the Principal in her professional development through a mentor.
While many of the matters were to do with the school and its environment, it is the Board's responsibility to facilitate the implementation of the Report proposals.
- Part of the Registration process has been to ensure that the Board and its operation are compliant with government regulations. As a Board we spend many hours working with Tania and Lynette [for financials] to formulate and finalise the many compliance documents associated with the Board's operation. They will be submitted with other Registration documents in the Registration visit due next year (2015).

The Future.

- One of the challenges presented to the Board from the Resolve Report was to consider extending the school beyond Year 6. We will be forming a Committee to investigate that proposition. The committee, to be chaired by Pastor Tim, will have five members and is to present a final report to the Board by October 2015.

After looking back at what 2014 held for us as a Board, and as a School, we can see that God has His hand upon all the decisions that we made. We look to Him for guiding in every instance. He has blessed us with clarity, an ability to work as team, sharing ideas, agreeing, debating but always acting out each step in unity and in one accord. I am grateful that God has allowed us to serve Him in this wonderful school, caring for the families and children that He brings to us.

Mr Tony Nott (Board Chair 2014)

STUDENT ATTENDANCE

In 2014 we had some movement of families coming to join the school and others who left and we finished the year with 30. The number shown below indicates the overall student attendance of ALL children who were part of our school sometime during 2014. The average student attendance for the 2014 school year was 95%.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Number of children	5	6	3	5	8	3	2	31
% of days attended	96	93	96	94	93	96	98	95

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 usually ring/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 2013, showing comparison with 2013, are shown below. (Note that numbers relate to actual students, as percentages would be a meaningless statistic in this context.) Year 5 results (for 2013) will not be shown as the student results could identify the individual student.

Reading																
2013									2014							
	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	2	1							1	3		
Grade 5												1	1	1		
Totals			2	1	2	1						1	2	4		

Writing																
2013									2014							
	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			4	1	1						2	2				
Grade 5											1	2				
Totals			4	1	1	1					3	4				

Spelling																
2013									2014							
	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	3	1	1					1	2		1		
Grade 5												2	1			
Totals			1	3	1	1					1	4	1	1		

Grammar and Punctuation																
2013									2014							
	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	2						1	1	2		
Grade 5											1		1	1		
Totals			2	1	1	2					1	1	2	3		

Numeracy																
2013									2014							
	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					2			2		
Grade 5													2	1		
Totals		1		2	1	1					2		2	3		

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

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 three scrapbooking events, 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 development of our library, 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

We had a very eventful year in 2014.

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 demanding 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. We also joined in different fundraisers, such as May Mission Month for Global Interaction.

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, we started the year with the theme of Machines. Simply looking at cams, gears, levers would have been good but, as a whole school, we designed, built and raced our very own billy carts. Children worked in groups to consider the components of billy carts, the safety features required and before taking part in the derby day, had to receive a driver's licence. We had our annual "welcome new families" BBQ as well as a social event at Mingara Putt Putt. We continued implementing our Live Life Well @ School project. Altogether Term 1 was a great start to a busy year.

Term 2 was focussed on units of work titled "Making Cents" and "Where do we get things from?" in K-2 while Stage 2/3 focussed on Machines/ Video Games; Are you being served? /Clothing Stories; House of needs and wants/Are you being served? At the conclusion of this term, we took the students for an outing to Tuggerah Shopping Centre and Business Park where we looked around at what we saw as needs and wants and the design of commercial areas. As part of this excursion we were blessed to be part of the matinee performance of "Peter Pan" performed by the Primary children at Wyong Christian Community School. One of the highlights was to have a photo taken with Captain Hook himself. Returning to school saw the emergence of "lost boys" and "Tinks" in the school playground. Mrs Anway also was asked to be a guest lecturer at Avondale College for their Second Year students on the topic of Multi-age/stage classrooms. We were very proud of her being asked to share how we work and learn within our school. We also had a visit from Camp Quality Puppets who shared with us the experiences of a child with leukaemia. This was very relevant from the perspective that we can care for all children, whether they have an illness, or are just different in some way. We also had our annual family games night with a great turn out of families attending. Term 2 saw Ms Megan Fairhall returning to complete another practicum in the infants' classroom and we finished the term with a crazy hair day.

Term 3 was again focussed around different units of work but the highlight was the biannual Science fair and Chef de Partie day. This was also our Open Day where our local community was welcome to meet us and see how learning meets fun! Both classes worked Units of work focussed on "Kitchen Science". We held "Jeans for Genes" day as well as a "Surprise Mrs Anway with yellow!" day raising funds for Daffodil day. Little A's came for a talk on athletics; selected Primary students took part in the Australian Math Comp and the Newcastle Permanent

Maths Competition; Infants grandparents and parents came to meet Pastor Tim and share a "family meal"; Mrs Narelle Christie came for several weeks to give the Primary children practical lessons on creating PowerPoints; and we had our term 3 family event – 10 pin Bowling. 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 graduating year 6 girls who was elected and she designed the day to wear mufti clothes, participate in a multitude of groups and order their lunch (Chinese or pizza) and snacks from the canteen all run by the students. They also watched a movie with popcorn. What a jam-packed and exciting term it was!

Term 4 seemed to be no different than that in term 3. We had our Pre-K children visit us weekly and become part of the school. It was wonderful to see how the older children took on the responsibility and care for these new "little" ones. The Primary students took part in the Milo cricket day with other THACCCSA schools; Responsible Pets gave a safety talk to the Infants class; we ran a "SAS" course run by Hunter Connect supporting our students with ASD; finally we went on our whole school excursion to Taronga Zoo. This tied together the Infants unit on Zoos and Caring for God's Creation while the Primary students were considering the designs involved in building a zoo. The end of the term was spent rehearsing for our Celebration Service which was a huge hit. During this service, we awarded the inaugural "Ephesians 4:15" prize to our first student who completed all 7 years with us at Brightwaters. This was a teary yet proud moment for her parents and supporting family and friends to be acknowledged in such a way.

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! Some of the activities have become part of our school calendar and are waited for with great expectation. 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 Head Teacher 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.
- SAS course for students with ASD or other social skill issues.
- Nominating and conducting our annual VP (Vice Principal) for a day elections and then having the elected student act as VP for a day.
- Continuing the "Young Peacemakers" conflict resolution application of understandings.
- A semi-regular program of community service, both school and community-based (Lake Macquarie Waterwatch program at our local SQID)
- Display of the poster 'Values for Australian Schools'
- Genuine integration of these 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.
- The PDHPE program has a unit of work entitled "Cybersmart – Renewing of Minds" which examined wisdom in regards to safety while using online technology.
- 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 Taronga Zoo, school musical at Wyong CCS, local shopping centres 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.
- Sending students in leadership positions to attend the Remembrance Day service at the local RSL.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

2014 - 2015 GOALS	CURRENT STATUS
Marketing committee continued exposure of school to wider community	Began use of Facebook. Consider use of Instagram. Signage installed at local council pool.
Develop strategic and comprehensive marketing plan for 2015	Discussions underway for what to include and how to find target audience.
Prospectus update and refocus wording used in advertising	Completed end of 2014. Review annually.
Upgrade administration space as a welcoming and inviting first point of contact for visitors.	Discussion and planning underway.
Consider how the school motto and vision statements can link to Morisset Baptist Church.	Pastor Tim and Principal to discuss further in 2015.
Involvement in Inclusive Schools funding	Funding grant awarded. Inclusive schools project to begin mid May 2015.
Upgrade/reinvigorate play area/buildings	Painting of external walls term 3 Create a picnic area early 2015
Signage around school	Completed end term 3 2014
Achievement of a higher profile in the local community through participation in a range of community events.	Ongoing. ANZAC day march; Remembrance Day service.
Have a larger community presence in Morisset and surrounding suburbs.	Continued participation in Morisset Festival. Board engaged Resolve Consultancy term 3 for audit. Complete audit report in 2015.
Board governance addressing greater communication between interested parties	Use of Church notices, website, newsletter Term report to company members by Board Chair.
Maintenance of School Policies to high standard and keeping staff aware of any relative changes.	Ongoing. Privacy policy updated and included on website Preparation underway for registration visit in May, 2015
Purchase and link school mobile to absences/notifications for families	Investigate carrier and plans. Purchase beginning 2015
Add Board Governance policies to list of school policies.	Undertake and update March 2015

Develop a 2-5 year plan for Brightwaters	Underway and in development. Continue in 2015.
Increase profile of school within the context of Early Childhood centres and preschools.	School Readiness Program continued – return to Preschools in July 2014. Consider moving visits to earlier in 2015 (Beginning June)
School grounds- landscaping. Repair drainage around top classroom.	Ongoing maintenance and painting and clearing of residual camp equipment.
Increase access for wheelchairs and prams. Access/explore possibilities for funding for students with disabilities.	Access BGA grant for disability access. Completed grant application July 2014; grant approved mid-term 4.
School tree audit – round 2	Engage Bradley Magus as Arborist for audit and Farmer Ken for tree work. First part complete July/ lopping complete term 3. Further tree removal end of term 1 2015.
Implement new English and Maths syllabus.	First phase of implementation ready for evaluation end of 2014
Prepare new Science and Technology syllabus for 2015	Completed end term 3 2014
Prepare new History syllabus for 2016	Complete by end term 3 2015
Build and improve teacher quality in the classroom	Staff participate in Mentoring pre-Service Teacher program using AITSL site. Completed July 2014
Build and improve teacher quality in the classroom	Ongoing teaching staff maintenance of professional competence using BOSTES standards.
Build and improve Principal training and equipping	Principal attended NCCD training in term 1 2014 with business manager
Build and improve Principal training and equipping	Begin discussions with possible mentoring candidates. Nominate mentor by end 2015.
Update computers – install working windows operating system	12 new PC Dell laptop computers for school installed January 2014. 6 in each classroom.

PRIORITY AREAS (FOR IMPROVEMENT) FOR 2015/2016

Complete registration process for the next 5 year cycle.

Prepare School Improvement Plan for publication.

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

Prepare for History syllabus in 2016.

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

Teacher Quality - conduct interviews for maternity leave replacement for Mrs Smith.

Principal risk assessment – MOU with Belmont Christian College (in the event of Mrs Anway being absent for an extended period of time/leave)

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

Redesign website for more contemporary feel. Increase usage of social media.

Participate in Inclusive school project.

Principal to attend Principals Retreat 2015.

Send delegates to State Conference 2015.

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 voiced their desire for students to learn another language, additional technology, considering moving beyond year 6 and more school community events to highlight a few. There is an overwhelming support from the surveys for the standard of teaching and knowledge of each child. The encouragement, as always, was that those who are part of the school family, would love to see more families experience the wonderful learning and atmosphere that is part of our school culture. We continue to ask God for His provision in this area.

A MESSAGE FROM OUR SCHOOL SUPPORT GROUP

As a parent group, working to support our school, our goal remains that of building relationships within the school community. To this end we have partnered with the staff to run welcoming barbeques at the beginning of the year, family games nights and a farewell barbeque at the end of the year. Fundraising is also a key focus for the SSG and together we have run a number of family oriented activities to help raise money: Scrapbooking days, occasional canteen and winter hot lunches, as well as some “in school” gold coin activities.

Alternative meeting times were trialled through the year, as we sought to become more accessible for our parents, especially those working full time, or those with little children doing single parenting. Numbers have remained at a high percentage of our parent population. We are very grateful for those who volunteer to serve in the executive roles in the SSG.

Consolidation of funds was the order of the year, as we discussed with staff about any known help for classroom aids or materials they required. A couple of big ticket items were requested by the staff and research was conducted to enable future purchases. One such item was for a piano for the music students and assembly times.

New parents and old are welcome to start assisting or continue with the ongoing organisation and running of the School Support Group, as fresh faces help bring creative new ideas. As parents we are excited to be able to extend a helping hand in providing improved learning environments and better resources and materials to the staff. It is tremendous that we can work alongside the staff at our school to deepen learning and benefit our children.

(School Support Group President)

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 a number of families who chose our College as the best place for their child/ren with learning needs. 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.

Some of the children wrote their ideas on what they see, and identify as being great, about our school:

Infants

All the kids are very nice.

They do dancing for sport sometimes.

We do art and painting and maths and lots of fun things.

I like reading and learning with Mrs D.

We wear sunscreen and don't get burnt and also we wear a hat.

.... Because I like to do learning and I like to play and like to paint

Sometimes we have canteen and also Mr Pastor Tim visits us

Work is fun and sometimes you get to play.

You can play all sorts of games but not games that you could get hurt.

I like playing on the play equipment because it's fun.

I like being the star of the week because you get to sit on a chair hold the flag at assembly and lead up my friends to class.

I like eating jelly beans because they're delicious, yummy and because after 5 ticks you have one and that means I've been good.

Primary

I like that we can do mulching and things like that

I like the way the classrooms are set up for learning

If you are good at math you get to go to the next level of work even if it's above your year and it doesn't matter what age you are you get to play on the playground.

Everyone are friends and we have free time and jelly beans for doing good and hard work.

You pray every morning, sing songs and do everything while worshipping the Lord. And we make good friends.

It's a kind, encouraging and exciting school. There are friends that are loving and kind and share well.

We have lots of working bees and loads of fun days having water play.

We have lots of encouraging teachers always saying good work.

Fun people to play with because they are helpful and they are kind people.

We learn maths and times tables, it's a fun subject.

You get to look at the lake and when you go outside the air is fresh.

You get to play sports like soccer and play superheroes. When it's your birthday everyone sings to you and you get lolly and sticker and hugs.

Maths is really good we get to learn a lot of stuff and we do fun sport and there's fun stuff to do at lunch like mulching

The playground has monkey bars and its lots of fun. We get to play heroes at lunch and act and dress up and also dance.

Talking with friends and playing with friends is a lot of fun and they help you in class.

Making friends and they feel like family. The teachers and staff are like mums to us.

All the teachers are good and they are nice because they help when you have things you have trouble with.

We get to do so many things like excursions and barbecues. We have a great end of year farewell and that we have a great church that help looks after us.

I like doing the gardening and there is fruit in the trees. I like Mrs Smith because she is nice and beautiful.

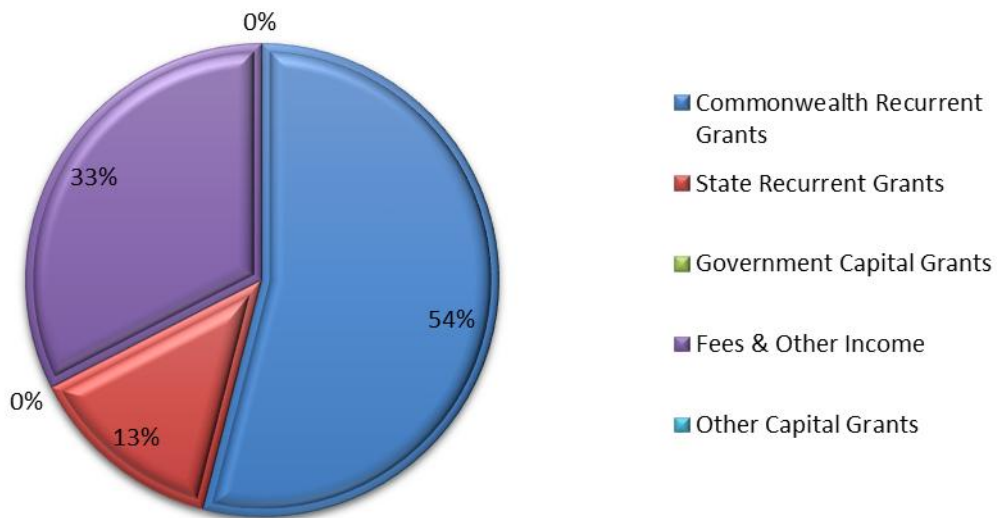
It's fun cause all the years are in your class and they are all your friends and we get to listen to songs.

And that the school has a new baby coming and it's like our own family and we'll get to play with it.

These comments were gained from asking the children about our school and were un-directed by teachers. Reading comments such as "even if it's above your year" and seeing what the children value, is an indication of what we are doing that is encouraging. How wonderful to read open and honest feedback from the students! (Mrs Anway)

Revised May 2015

Income Sources (2014) for Brightwaters Christian College Ltd



Expense Sources (2014) for Brightwaters Christian College Ltd

