



ANNUAL REPORT 2015

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 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

Reverend Anway, Mrs Elston, Mrs Webb, Mrs Anway and Mrs Smith attended the midyear State Conference held in the Newcastle Civic Theatre. This was attended by delegates from NSW/ACT CSA schools.

“This year our focus is on ‘Leading the Way for our Students’. I know you are all passionate about leading our students to know and love Jesus. However, we are also passionate about teaching them well and providing learning opportunities in our schools for all students to develop their ‘giftings’ and find God’s purpose for their lives. Ian O’Harae from Morling College will be rejoining us for the first day and sharing his thoughts on ‘Leading The Way’ for this generation of students. Claire Madden will follow on Tuesday with an in-depth look at the generation now coming through our schools and how we need to adapt our teaching to suit their needs and expectations.” Cassandra Pendlebury CSA NSW/ACT SEO

Ian O’Harae was a thought provoking speaker who gave us much to think over and consider.

Clare Madden was extremely insightful around the topic of generations. Many of us went away from her key note address with greater understanding of what an age gap really looks like, how it is formed and what implications are there for educators in the 21 Century.

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 Anway attended the Leadership Seminar with Dr Ian O’Harae and then returned to hear more from Claire Madden in the Emerging Generations seminar. Much of this knowledge has been shared with the College Board and the students within the classrooms.

Mr Anway attended the Leadership Seminar with Dr Ian O’Harae and then the Emerging Generations Seminar with Claire Madden.

Mrs Smith heard The Gospel of Matthew - A Study in Constructivism presented by Fraser Hannam and then the Emerging Generations Seminar with Claire Madden.

Mrs Webb attended the Ministering to Girls and Resources to Equip and Empower Girls with Ruth Jones. This has been wonderful with building her connections with our senior girls as they grow and mature.

Mrs Elston attended the Building Trust in Schools with Vanessa Hall.

Mrs Smith and Mrs Anway spent many hours in 2015 examining and considering how to best implement the new History and Geography syllabi. This was part of their teacher identified hours towards accreditation. Both teachers also took part in Developing Whole School Practices in Inclusive Schooling, with the AIS, focussed 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 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.

The most prominent area of learning and review focussed on whole school policies, scope and sequences, programming and then, assessing as preparations were made for the registration process. This allowed the staff to be refreshed in what was the most up to date practices and examine how programs matched the expectations of BOSTES. At the conclusion of the process, each staff member was well equipped and confident of what they teach, how they teach but most importantly, that the needs of who they teach were being met. While compliance was essential, the staff considered how excellence could be promoted and set as a bench mark. Learning for a purpose was the key element in finding this process most fulfilling.

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 99.91%.

A MESSAGE FROM OUR PRINCIPAL

2015 was a year that saw the community of Brightwaters Christian College achieve great things together. We have a school community where families, students, staff, our church family and the wider community built upon their connectedness and grew together.

The saying "it takes a village to raise a child" resonates deeply within the culture of Brightwaters Christian College. While the primary focus of Brightwaters Christian College is to provide an academic education for each child, there are far more components than simply KLAs, in educating our students well.

We begin each day focused on the Word of God as foundational to all that will eventuate throughout the day. Students have the opportunity to grow in their knowledge of God but to also deepen their relationship with Him, as Creator and friend.

As you enter each learning space, students are engaged in their learning. There is a buzz, a hum, a sound of learning. It may appear chaotic at first, but when you stay for a while, you see students independently learning, collaboratively learning; interacting, engaging, cooperating, communicating, being guided, prompted, encouraged, asked to set goals that have greater value for them than simply a mark on a piece of paper. Students learn with others and from others. We have a label that is highly desired in the younger years: being the "go to guy/girl". This signifies that in certain topics, or around a particular skill, that student has permission, and has been given the platform, as being a valuable resource.

Community takes centre stage when family members ask how they can assist around the school. Can they read with students? Be a math tutor? Work in the library? Assist in the office? Paint a wall? Make a cup of tea for another parent/family member? Church folk arrive to weed the gardens, to share in the unit on making new from old clothing, to encourage us as we support those who serve in overseas locations, to be part of the school Board in making decisions which under gird the daily heartbeat of our school. Students come from Avondale College to learn from the teaching staff, the skills and knowledge of teaching well in a multi age/stage classroom (a skill which most reflect upon, has set them up for later practicums, to manage single stream

classes with greater confidence in differentiation); while others come from our sister THACCCSA schools to demonstrate their heart for service.

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. Some of these times are outside the classroom walls and occur in the music space, on the playground, in a space where technology is being used, in the kitchen, as they participate in excursions to new places. We have students who love sport and set goals for running in State Cross Country, students who saw the challenge of design and then set about transforming part of their wardrobe at home into their own fashion label, students who took it upon themselves to share their love of Brightwaters Christian College with neighbour's, students who have learnt skills of caring for younger students and became school leaders, students who learn skills of social interactions where they become mediators for their peers. These are students who are living their lives according to how God made them and given freedom and encouragement to do more than they thought possible.

As each student has grown in their education, they have also developed their character. They act with compassion when they see another student struggling to learn a particularly difficult concept, they display resilience when tough times come and they can persist and endure, they speak words of encouragement to each other, they laugh together, they celebrate successes, no matter the size, they look forward to being together and know how to ask for help when things become overwhelming. Character is growing daily and our students leave well equipped for the future.

I am blessed to be able to teach, as well as fulfilling the role of Principal. Each day there is a reason to have joy when being in our school. There are times when students have difficulties, but you watch as those times reveal how together, as a connected community, a student's character is revealed, extended, built upon and then this growth is celebrated. The staff at Brightwaters Christian College work as a team. They pray together daily for their students, the families of each student and for all that they done in preparation for the upcoming day, for the learning that will take place. Working together in community has a profound effect on the students as we demonstrate how a healthy community wants only the best for each other. This, then models for students how it can be as they do likewise.

While the number of students at Brightwaters Christian College are not big, the heart of those who make up our school community is large indeed. The staff seek to daily give more than 100% in all they do. The families look for ways to encourage each other in practical ways. The wider community know that they are welcome in our school. Being part of a smaller school means that each child is well known, noticed and their needs can be addressed in a personal way. Those who come often comment that this care is obvious and we are blessed to have a community who strives to make this possible.

We have a vision to reach into the next generation and make a difference. Brightwaters Christian College has big dreams which have small beginnings. Just as our students start with small goals in mind, they begin to realise that as each staff member keeps striving to learn and grow, so too,

can they keep learning, growing and always keeping in mind their uniqueness according to God's great plan.

This coming year there are great things ahead for Brightwaters Christian College. I am excited about the year to come, just as I am thankful for the year past.

Mrs Tania Anway (Principal)

CHAIRMAN'S REPORT ON 2015

Introduction. I start by thanking you for your loving support of BCC over the past year. Whether you have been physically involved at the school or simply been a praying partner, your support is a vital element and we are grateful. Our successes over the past year have been encouraged because you see Brightwaters Christian College as an active outreach activity of Morisset Baptist Church. It's good to reflect on the fact that Brightwaters Christian College reaches more children and families from the outside community than any of our other Morisset Baptist Church ministries. What a privilege that is! Thank you for being part of that outreach.

Membership. During the year past we lost Company members through them leaving the area or for other reasons. We did welcome three new members: Margaret, Sue and David. The more people we have involved in this ministry the greater the potential for effective outreach to our wider community, so please spread the word.

Communication. I have attempted to keep you abreast of activities of the Board through Board Bulletins over the year. I trust you have found those helpful for information and prayer targets. However, if you have any questions please do not hesitate to ask one of the Directors.

Board Members [Company Directors]. There have been significant changes in the past year. In November 2015, Mike Budden, a long-standing member, resigned. In December, as you will recall, our hard-working Company Secretary David Niven, died suddenly. In September, we welcomed Bronwyn Rappeneker, from Belmont Christian College, as a nominated director to replace Mike. All of these have been wonderful, committed contributors to the Board and you can be assured that those who now form the Board are representing you well.

Other Board members [directors] are David Schilder, Pastor Tim, Kerrie Farleigh, Tania Anway, Katrina Mason, Greg Gilkison [invited member from Belmont] and Tony Nott. Our Business Manager is Lynette Elston [she does a wonderful job!].

We have yet to replace our Company Secretary and one nominated [invited] Board member and are praying through this. We are mindful that we are your servants and our brief is to support the school staff of Tania, Katie, Michelle and Michael plus volunteers. Please keep us all in your prayers.

Activities. The Board is an amazingly coherent, harmonious group of people and we have achieved some important things during the year. Our Disability Access project lost some momentum on David Niven's death but we are still moving on and are hopeful of soon installing a lift as part of the plan.

As part of our desire to be professional and developmental in our Board 'life', we have revised our Board Governance Handbook [basically a book of policies], completed four hours of professional training each and undertaken self-assessment surveys. In September, as part of our responsibility, we conducted an appraisal of the Principal, Tania Anway [she is doing a great job, by the way!]. We have

made good progress on our 5-10 year Strategic Plan which we hope to complete in the next two months.

We are planning a Board Retreat for a week-end in June this year, with an external educator/pastor as facilitator. We have a commitment to look to the future so we will review our purpose, our policies etc to do things well, as good stewards of God's provisions and call on our lives. A BIG prayer point!

One ministry activity has been to support a lady through her renting the school house since mid-2014. As the lease has expired, we are planning to use the house for other purposes.

The Future. As a Board we have been concerned, with the staff, about the lack of numerical growth of Brightwaters Christian College over the years and we have been meditating and praying a lot about that. It is easy to think in financial terms when thinking student numbers, but we need to remember we are in a Kingdom-building ministry, and every student who comes presents an opportunity to share Gospel truths with the student and his/her parents/carers. Conversely every child who leaves is an opportunity lost for ongoing influence for the Gospel. Do be in prayer about this basic aspect of our ministry.

Mr Tony Nott (Board Chair 2015)

STUDENT ATTENDANCE

In 2015 we had a fairly stable year with attendance and finished the year with 35 students. The number shown below indicates the overall student attendance of ALL children who were part of our school sometime during 2015. The average student attendance for the 2014 school year was 93.8%.

Number of children	Kinder		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total
	Boys	Girls													
	0	3	1	4	1	4	1	3	3	4	2	5	2	2	35
% of days attended	.	96.8	93.3	95.8	92.2	94.2	85	94.1	94.5	93.2	89.5	94	90.8	95.8	93.8

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 2014, 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 2015) will not be shown as the student results could identify the individual student.

Reading																
2014									2015							
	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		
Grade 5				1	1	1						2	1		1	2
Totals				1	2	4				1		3	1	1	1	2

Writing																
2014									2015							
	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	2						1		2				
Grade 5			1	2									3	3		
Totals			3	4						1		2	3	3		

Spelling																
2014									2015							
	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				2		1				
Grade 5				2	1							1		3	2	
Totals			1	4	1	1				2		2		3	2	

Grammar and Punctuation																
2014									2015							
	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	2				1	1		1			
Grade 5			1		1	1					1	2			1	2
Totals			1	1	2	3				1	2	2	1		1	2

Numeracy																
2014									2015							
	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			2					1	1	1			
Grade 5					2	1						1	2	2	1	
Totals			2		2	3					1	2	3	2	1	

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 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. 2015 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. 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, 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. Crunch and Sip became a part of the class routines, and has been effective in providing additional energy for the learning in the morning session. We had a team entered into the Morisset Baptist Church Trivia night (and we came in 3rd place!). Students eagerly practiced for Pi Day and many could go beyond the number of digits from 2014, to their delight. Crazy Hair day acted as a catalyst for our Nitbuster program, which was run by the SSG. The students' hair certainly looked crazy with colour and styles aplenty. Mrs Anway was again asked to guest lecture at Avondale College. The staff worked diligently to fulfil the requirements for our pre-registration visit by BOSTES. Altogether Term 1 was a great start to a busy year.

Term 2 began with the staff having the BOSTES visit scheduled for week 3. However, before the visit took place, we experienced our first ever occasion of needing to have the school closed due to the cyclone which struck as we began week 1. While we managed to avoid extreme damage, there was enough damage that needed to be repaired over the oncoming weeks. It was interesting to note how much losing power and communication affects so much that we take for granted. But, as the staff worked to repair the small damage in each learning space before the students returned, we were blessed to have a number of community members come in and offer to help, enquire as to how we had gotten on and simply offer support. This was wonderful to experience.

Once we finalised the BOSTES visit, and recovered from the cyclone's effect (we took time to allow the students to share the emotions they had experienced during this event), Term 2 really began to unfold. We welcomed the Morisset Baptist Church seniors for a visit and shared in a BBQ lunch with them. Our excursion this term saw us board the school bus and make our way to different locations to sing, reflect on the lyrics that were part of each song and consider how the composer used place to inspire the song. Mr Pastor Tim accompanied us and was our guest speaker. He linked in God's Word to each place and song. We finished at Charlton Christian College, where we heard Peter Combes perform.

One of our biggest highlights for us as a school community was the news that Mrs Smith, our Primary teacher, was expecting her first baby. Mr and Mrs Smith announced this to our school community and this began a time of great expectation, counting down to “D” date and many guessing competitions as to the baby’s name. (Rumpelstiltskin analogy was well used!)

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. We welcomed visitors who were part of the Nepali Performance Team, heard of their lives under difficult circumstances and shared hospitality with them through a BBQ lunch. 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. Our school community enjoys the annual games night and this term’s was no different. 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 5 girls who took out the honours with a very persuasive speech. The day was wrapped up in fun taking photos using photo booth style props, using BYOD, crafts, karaoke, foosball and finally sharing hand-made “Subway” style rolls and ice-cream sundaes. These are the moments which are not soon forgotten.

The teaching staff and chaplain were part of an Inclusive project which focussed on goal setting and building resilient students. This began to take shape in Term 3. Mrs Anway had a final year Practicum student who was engaged in this professional development and then used it as her Project Based Learning for her studies. This will be ongoing into 2016 but had a great start this term.

Term 4 was most highly anticipated as not only Mrs Smith’s baby due, but also one of our Kindergarten children also were waiting for their new arrival. 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. Responsible Pets gave a safety talk to the Infants class. We participated in regular visits for our gymnastics activities, which developed skills of cheerleading, aimed primarily at the Primary class, while still developing other gymnastic skills for all students. Ms Fairhall is an instructor at the studio and she then assisted us in creating an end of year piece for our Celebration service. Watching our students use their lunchtimes to practice the skills they had been taught as well as considering ways of modifying and adapting these skills for younger students was encouraging.

Mrs Smith concluded her term near the end of the term, with only 2 weeks before “D” day. Our school community came together to farewell her with a baby shower. Mr Smith came along, as well as both grandmothers. The generosity of our school community with thoughtful gifts and well wishes showcased the respect and love that is present for those who are part of our community.

Miss Liney took on the K-2 class while Mrs Anway stepped into the Primary class. They taught a Combined unit, using Blended Learning Groups (BLG) on Material World (a Science unit of work). Each student worked as part of a group to fulfil a variety of “contractual” requirements, before designing and then making new from old. We visited our local Salvos store, with a \$5 budget per child to purchase the necessary materials. On our return to school, each child then set about cutting, joining, making, modifying their “new” design. We had allowed three days/sessions for the making to take place (assisted by community members). Many students had to be reminded several times to take a break, have their lunch, go to play before they would leave their projects. Such was the excitement over this project. Mr Liney (the Principal from Wyong Christian

Community School) and his wife were our visitors for the fashion parade and heard from each student, the story of how their final products came to be. The pride in which each student presented their finished product/garment was delightful to experience. They were articulate and thoughtful with their responses and Mr and Mrs Liney were thrilled to be part of their presentations.

The end of the term was spent rehearsing for our Celebration Service which was a huge hit. Miss Liney was a huge hit with all our students, and her enthusiasm in preparing for this event was contagious. Mrs Smith certainly added to the excitement of the evening as she rang just as the families began to arrive, explaining that while she was ready to come, so too, was the baby. Our students, whose role it was to welcome the guests, greeted each one with, "Mrs Smith is in labour".

As a school (and the Board), we had the sad news that one of our Board members had passed away suddenly and we were able to remember David Niven, together as a mark of respect at the start of the Celebration Service before continuing on to celebrate all that had been achieved throughout 2015 as a school.

Mrs Smith rang the day after the Celebration Service to share the news that her son, Noah Bryan, had arrived safely at 4:45am on Thursday, 3rd December. We got to meet him just as school was finishing!

Finally, the term ended with a Celebration of Learning day. We went to a local park, then to lunch together at a very popular buffet style restaurant, where we received many compliments on our students' manners and behaviour. Later we went on to our last gymnastics lesson before finishing at Toronto Baptist Church, ready to hear our students, who had been learning piano throughout the year with Mrs Williams.

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 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.
- 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

2015 - 2016 GOALS	CURRENT STATUS	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
Develop strategic and comprehensive marketing plan for 2016	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
Consider how the school motto and vision statements can link to Morisset Baptist Church.	Pastor Tim and Principal to unveil start of 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
Upgrade/reinvigorate play area/buildings	Created picnic area end of 2015 Painting of external walls, eaves etc. early 2016	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.	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 Preparation underway for registration visit in May, 2015	Board	Time
Add Board Governance policies to list of school policies.	Undertake and update March 2015. Review throughout 2015-2016	Board Compliance Officer	Time
Participate in annual BOSTES accredited "responsible persons" training	Yearly.	Board	Budget/ Time
Develop a 2-5 year plan for Brightwaters	Underway and in development. Continue in 2016.	Board	Budget
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.	Principal	Time
School grounds- landscaping. Repair drainage around top classroom.	Ongoing maintenance and painting Drainage issues attended to in mid 2015	Building committee	Budget
Increase access for wheelchairs and prams. Implement disability access project funding	Complete building of access ramps and lift early 2016.	Building committee	Budget
School tree audit – round 2	Engage Farmer Ken for tree work. Final tree removal end of term 1 2015. Completed.	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

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	Staff participate in BOSTES program using BOSTES site. 2016	Teaching staff	Budget
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

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 Peacemaker Program, which was offered to families as well as being taught to the students.

We spent time focussing on the possibility of going “beyond Year 6”, but after much deliberation, felt that the time was not right at the present.

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 android tablets, a classroom whiteboard/teaching centre, and have assisted with 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 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.

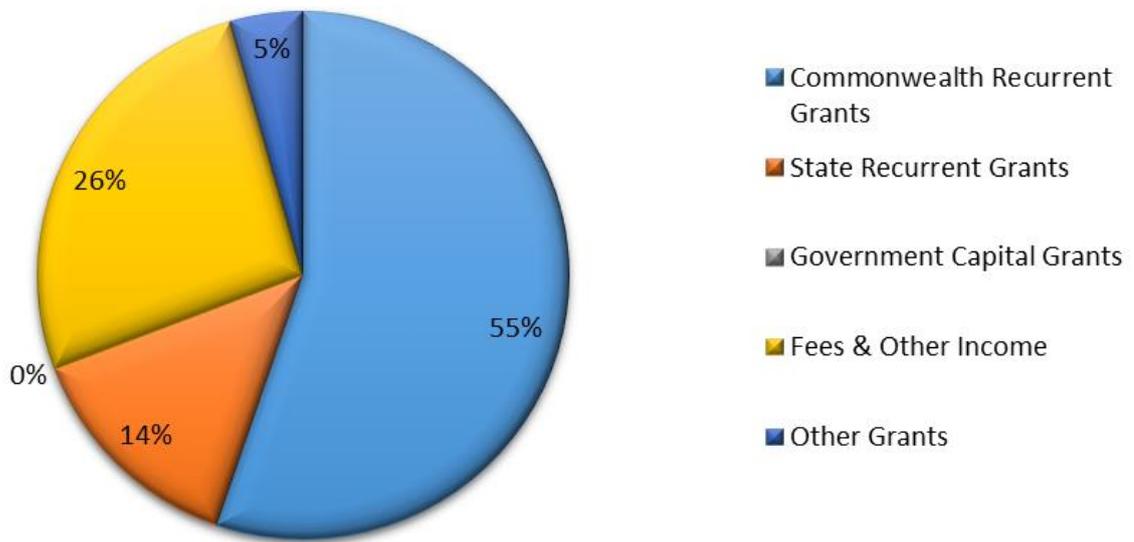
It's fun cause all the years are in your class and they are all your friends and we get to listen to songs.

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 (2015) for Brightwaters Christian College Ltd



Expense Sources (2015) for Brightwaters Christian College Ltd

