



## ANNUAL REPORT 2017

# BRIGHTWATERS

*Christian College*

### INTRODUCTION

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

### OUR SCHOOL

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

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

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

### OUR COMMUNITY

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

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

The children enter our school community in Kindergarten and depart in Year 6. We have a fairly equal number of boys and girls, grouped into infants and primary children. The children are representative of twenty four families who travel from as far as Toronto, 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, Morisset Baptist Playtime and the Seniors Group from the Morisset Baptist Church. The children are wonderful ambassadors when different groups come on site during the year. They are articulate and considerate in providing direction and assistance. This has been commented on by many of the visitors who look forward to visiting each year.

## OUR STAFF

Mrs Tania Anway teaches English, Maths, HSIE and Science and Technology for Early Stage 1 and Stage 1; the whole school is joined together under her teaching for PDHPE and Creative Arts.

Mrs Catherine Smith teaches in a part time capacity and is responsible for Stages 2 and 3 for English, Maths, HSIE and Science and Technology.

Mrs Beverly McMurray continued on staff until the end of Term 1. Mrs McMurray took on the role of Goal Setting Ambassador, with the focus being on writing and feedback to improve writing skills in particular. Mrs Mc Murray was then accepted into a fulltime position at Gunnedah.

All teaching staff are registered with NESAs.

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

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

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

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

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

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

## OUR PROFESSIONAL DEVELOPMENT and LEARNING

The teaching staff attended the mid-year CSA State Conference which had fabulous key note speakers, Karl Faase, Claire Madden and Dr Bill Rogers. The conference's theme was "Game Changer".

Karl Faase spoke on the theme of **Game Changing, from Jerusalem to Babylon**. He highlighted how times are continually changing yet our God is forever the same. Karl spoke on the growing divide between those who knew God, those who knew of God, those who don't want others to know God and then those who don't see the need to know God – the irrelevancy of knowing God. The challenge for us as Christian educators is to speak and teach in an environment which may/is becoming more hostile towards the message of hope.

Claire Madden spoke on **Changing the Game for Emerging Generations**. Each time we hear Claire speak she brings to life the generational differences and allows us an insight into where they are at. Her research is on point and one of the quotes which resonated deeply was "we are more connected yet more alone." Students have a wealth of possibilities for connecting with others via social media yet give voice to the growing disconnect between real time relationships with others and their increasing loneliness. As educators, we reflected on the need to provide opportunities for connections which are enhanced by social media and not solely reliant on social media to keep it alive. Instagram demands each person to "advertise" themselves and promote a "perfect" image. Snapchat demands that no one misses a day lest they ruin a streak. Our students are under a self-imposed microscope daily which does not end when the school bell rings. They are on demand and needing to prove themselves worthy 24 hours a day with the relentless call of social media.

Our families need us to be their child's voice, which allows them to more deeply understand how they may be thinking and feeling and they can be empowered to hear what their child really needs – connection, acceptance, love and a place where they do not have to be more than they are. As a school, we can offer our students a restful place where all these things are part of our norm. We can educate and allow them to see social media as a tool which is powerful but needs to be used with great wisdom and insight into how each student uses it to their advantage and not being used by the tool itself.

Dr Bill Rogers keynote address was titled "**Changing the Game for Learners.**" Dr Rogers address connected with the teaching staff in a vibrant and dynamic manner. He shared great insights into the demands of the classroom and how our students need us as teachers to be their model of self-awareness especially in the area of self-discipline and control. He challenged the staff to be reflective of their own practice and be willing to open their classroom doors to the input and vision of others in highlighting practice which can be exemplary or in need of adjustment. Dr Rogers modelled his own manner of managing behavioural issues and gave an incredible amount of practical advice.

The staff were also given opportunity to be part of Network session for Primary teachers.

Mrs Smith, Mrs McMurray and Mrs Anway completed the project on *Developing Whole School Practices in Inclusive Schooling*, with the AIS. This concluded with the project being refined into Goal Setting and had a one day focus on writing, which was an area where many students continued to have needed extra support in making progress. Each student was given weekly access and time with Mrs McMurray and we could see the benefits of goals being clearly articulated and progress being accounted for by the students.

The CLEAR coaching method was utilised by each of the teachers and progress assessed against gathered data. While there was much to be gained on a positive note, there remained further areas for development and refinement. The coaching allowed for questions to be posed but also the learning to be viewed as part of cycle of learning which always leads to further learning. A great end in itself. The teaching staff expressed their thanks to the AIS for providing

wonderful support throughout the duration of the project and looked forward to utilising the skills learnt over the three years.

As a school, we also participated in the Practicums from Avondale College.

The attendance rate for all staff was 99%.

## **A MESSAGE FROM OUR PRINCIPAL**

I consider it great joy.....

At the beginning of 2017, our staff considered how a key theme or concept would serve to guide our school. This year we chose to focus on the acronym of JOY. Throughout our teaching, interactions and discussions, how would JOY find its place and resonance?

Beginning with **J**, the perspective of Jesus and God's Word. When we teach, interact, think, speak as a community: What does God's Word teach? What would Jesus do?

Then we would consider the perspective of **O**: others. What does our texts reveal in our learning? What might a friend have to say during peer feedback? How might our words or actions affect another member of our school community?

And finally, **Y**. what are YOU going to do or say or think in light of your understanding of God's Word and Jesus example alongside the care and respect you have for others in our school community?

Our students were asked to continually consider their actions, words and thoughts in light of **JOY**. Throughout the year there was a growing sense of community. Students would reflect on their choices and became more adept and aware of others and the impact they had. By the end of the year I was often heard to say that this was a place of joy, and I am certain that this came about due to the students and families' acceptance of each other and commitment to the culture of unity and purpose within our school.

There are many members of our school community who show commitment to the learning journey of our students in practical pastoral ways. Volunteers listen to our students read, run our library lessons and help students access books for borrowing, cheer and participate at Athletics Carnivals, wash school buses, weed and plant. The list is extensive. But each of these who volunteer step into a space which allows our students the best place to live and learn in.

We are surrounded by our community of families: supporters from Morisset Baptist Church, the local community, as well as the community of THACCCSA schools.

We remain committed and focussed on engaging each student in a personalised and authentically individual, goal achieving, learning space. Students are guided into becoming independent and collaborative learners, interacting, engaging, cooperating, communicating, being guided, prompted, and encouraged by others and with others. They have been asked to become discerning and critical thinkers who see beyond themselves, to the needs and views of others and be able to think for themselves and give an answer for decisions and choices made.

As 2017 came to an end, I reflected on the great privilege I had been given in heading up a school for which there was much to be grateful each day. It is a privilege to be invited to be part of a child's learning and development. I attended Wyong CCS Presentation Service with my teenage children where three past students were presented with awards: The Encouragement Award, The Christian Character and Dux of Middle School. Students come to Brightwaters ready to have fun with their friends, but it is this JOY which permeates their learning. They demonstrate a willingness to take risks knowing that they are surrounded by others who are willing to speak words of encouragement or take actions which are kind and helpful. Watching these past students receive their awards showed me that the lessons students learn and the experiences they have while in Primary school, hold them in good stead for the years to come. These previous

students continue to take risks with their learning and relationships but remain confident in the skills established in the formative learning years.

We started the year with a purpose in mind and have been blessed to end the year giving thanks for all that eventuated over the course of year spent with friends, learning together and supporting each other in community.

As 2018 draws near, we are full of anticipation of what is to come. We have wonderful families who want only the best for each of their children. We have a school team who work tirelessly on the student's behalf to give them all they require. We have a community who provide words of encouragement and deeds which say, "You matter!" God is mindful of each one within our school community and calls them each by name.

We will tell the next generation of the Lord, His power and the wonders He has done. Psalm 78:4. 2018 will be the year of growing an even stronger and more cohesive community, focussed on training up our children to know their pathway.

Mrs Tania Anway (Principal)

### **CHAIRMAN'S REPORT ON 2017**

In the book of Haggai two short phrases from the Lord to His people stood out to me. Firstly, "Consider your ways" [Ch. 1:7] and then "...all you people of the land, take courage and work, for I am with you, says the Lord." [2: 4b]. Haggai noted that the people, returned from exile, had not focussed on rebuilding the temple. I thought that there are elements of parallel here for us at Brightwaters.

Certainly our school is not in ruins [quite the contrary] but we are faced with looking where we are at and considering that we may need to build a new 'temple' ie a school where God will continue to be praised, honoured and served [see below].

#### **The School.**

Our Principal and full-time teacher, Tania, has continued to do an outstanding job in managing the day-to-day affairs of the school and juggling her other responsibilities. Katie, too, has continued to inspire her students and prepare them well, especially older ones, for life after Brightwaters. Children, parents and we all owe them a great debt for the amazing culture developed among the children. God has been so good in maintaining the health and safety of our teachers, children and parents.

Volunteers continue to provide valuable assistance to our students. Katie's parents and Michelle's mum are such wonderful support people as are many others including Kerrie Farleigh and Betty Robinson. Mention, too, must be made of Michelle Webb and Michael Anway whose contributions are beyond price.

Tania and Michael Anway have each served for 10 years at Brightwaters, so at the start of Term 3, 2018 each will be taking some Long Service Leave.

Brightwaters continues to draw people to it. Trainee-teachers, especially from Avondale, continue to request time at BCC where they know they will be well-trained not just as teachers but as Christians in the classroom. In addition, the Federal Government has provided unexpected extra financial resources for which we praise God.

In terms of physical changes, the school is brighter with more new paintwork but also with plans to relocate the infants' classroom in the undercroft of the main building. Wow, what a change that will make!

## **The Board.**

Our Board members have continued to serve faithfully throughout the year. We are so grateful for the good health and safety afforded members over the year and we are grateful for God's special blessings being with Lynette Elston and Bronwyn Rappenecker both of whom have been supporting family members with serious ailments.

In 2018, much energy will be expended in producing a Principal's Agreement which more seeks to clearly set out the conditions and expectations of both Tania and the Board. It will be a significant step forward.

Board members completed a self-assessment project. This has been most revealing and has resulted in two important insights. Firstly, we now know clearly the expertise missing on the Board and can focus on gaining new members [directors] to fill the gaps. Secondly, current members see clearly their strengths and all are committed to diligently employing them in the coming year. Yes, we have paused to 'Consider our ways'.

At our meetings we have been looking at ways we can have greater flexibility in choosing potential Company and Board members.

## **The Company.**

At our AGM Company members will be asked to endorse for two more years Kerrie Farleigh and Tony Nott as directors. Other elected directors will continue their terms as will nominated [invited] directors. For two years now we have had a vacancy for a director which has yet to be filled. For nearly 2 1/2 years our Financial Manager, Lynette, has also served as Company Secretary. She had done an amazing job and we are so blessed by her willing service. We do pray for God's people to fill these positions. The vacant director position is for a nominated person who can be outside MBC. The Company Secretary does not have to be a member of MBC but should have skills in managing our affairs and dealing with government instrumentalities.

We have signed a new 5 Year Lease Agreement which allows us to use the current site until the end of 2022. This is a most wonderful provision for us and we are thankful.

We treasure the ongoing support of the Company Members (Champions) whether that be simply prayer or in any practical ways. We encourage our Company members to attend part of a Board meeting to observe as we deliberate on the school affairs and are always pleased to have Company members talk to the Directors and find out more about relevant Board proceedings.

## **The Future.**

The lease we have signed with Hunter District Baptist Association is for five years i.e. until the end of 2022. They have indicated that the lease will not be renewed at that time so as 2018 progresses, we will begin to investigate what we can do to ensure the future residence of BCC. We will have a Committee which will lead the investigation into the purchase of land, whether that be the current site if HDBA would consider that, or a new site. We welcome Company Members as being our eyes and ears in this exciting [somewhat daunting] venture. It is daunting, as was the rebuilding of the temple but 'what did God say?' Yes, 'take courage and work, for I am with you'.

Since about 2004 Brightwaters has been the beneficiary of incredible support from Belmont Christian College. Indeed we still have two Directors who are associated with Belmont today and Brightwaters has vital links with that College. However, as part of the way forward, the Board in 2018 will be working through developing closer relations with Wyong Christian Community School, such that staff, students and directors might benefit from joint activities in the future.

You can see then why I saw our situation as a parallel to that of Israel in Haggai's day! We rejoice that we have the same God who gives us the same promise for He is our unchanging sovereign Lord. Let's work!

Yours in His service,

Tony Nott  
Board Chairman 2017

## STUDENT ATTENDANCE

In 2017 we had a year of limited change and student movement. Attendance was relatively stable. The school year began with 25 students and increased to 27 students by year's end with no departures. The number shown below indicates the overall student attendance of ALL children who were part of our school during 2017. The average student attendance for the 2017 school year was 93.5%

Number of children	Kinder		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total
	Boys	Girls													
	5	1	1	3	3	2	3	3	2	0	0	3	1	0	27
% of days attended	96.6	91.4	98.4	97.5	95.6	91.9	94.5	92.5	94.9			89.2	86		93.5

Non-attendance by children is monitored by the staff with notes asking for absence notes sent home after a non-explanation period of time. 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 2017, showing comparison with 2016, are shown below. (Note that numbers relate to actual students, as percentages would be a meaningless statistic in this context.) Year 5 results (for 2017) will not be shown as the student results could identify the individual student.

Reading																
2016									2017							
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Grade 3				1		1				1		2		2		
Grade 5				1	1	1	1									
Totals				2	1	2	1			1		2		2		

Writing																
2016									2017							
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Grade 3			1		1				1		2		2			
Grade 5					4											
Totals			1		5				1		2		2			

Spelling																
2016									2017							
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Grade 3				1		1				1	1	1		2		
Grade 5				1	1	2										
Totals				2	1	3				1	1	1		2		

Grammar and Punctuation																
2016									2017							
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Grade 3				1		1				1				4		
Grade 5				1	1	1	1									
Totals				2	1	2	1			1				4		

Numeracy																
2016									2017							
	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					3	1										
Totals			1		3	2				2		1	1	1		

For added information see our school's site at:

<http://www.myschool.edu.au/>

## OUR FAMILIES

A number of our school families belong to the School Support Group. This group aims to meet once a term to contribute to the overall needs of the school and explore ways they can financially and practically assist around the school. They held crazy hair day, jeans for genes day, hosted our weekly hot lunch order days and were a presence at each extra curricula event.

## OUR VOLUNTEERS

Our school was overwhelmingly supported by a team of approximately 40 people from within our families and local church. They assisted with the continued maintenance, 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. 2017 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. 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. Crunch and Sip remains a part of the class routines, and has been effective in providing additional energy for the learning in the morning session.

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

In **term 1**, with such wonderful weather, we took part in our weekly swimming activities at the Morisset Pool. We also had our annual "welcome new families" BBQ and held our Camp-In on the same evening. Families and their children camped overnight on the school oval and participated in activities focussing on Resilience. As a school, we went to Tocal as part of the unit focussed on History. The K-2 class also visited the Morisset library for a shared story time together. The singularly biggest focus in Term 1 were the weekly visits with Mrs McMurray as she developed the Goal Setting culture around Writing.

### **Term 2**

We welcomed the Morisset Baptist Church seniors for a visit and shared in a BBQ lunch with them early in Term 2. This was expanded to also include our student's Grandparents for the first time. As part of the PDHPE program, each student participated in the Jump Rope for Heart training and we held a "Jump Off" day to conclude. The K-2 class visited the local town library for National Simultaneous Storytime and the school readiness program also begin in term 2 with an information session held towards the end of the term.

**Term 3** saw the official commencement of our 2017 School Readiness Program for our Pre-Kinder children. They come in once a fortnight in term 3 and then weekly during Term 4. This gives our students the opportunity to develop leadership skills as well as compassion for younger children. Selected Primary students took part in the Newcastle Permanent Maths Competition. We participated in Jeans for Genes and raised a reasonable amount to help with research projects.

We hosted the Morisset Baptist Church Playtime for three weeks of visits. This gave each student the opportunity to serve others in the community as they engaged the younger children in craft, art and other activities.

We participated in the inaugural Outdoor Learning day as well as hosted the THACCCSA Principals Day.

Gymnastics was a highlight for this term as we went for weekly sessions at our local gymnastic centre. 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 began with a pet parade, continued with crafts and a canteen fore recess as well as pizza for lunch. It finished with a movie and popcorn all organised by our VP.

Term 3 was incredibly busy yet full of moments which become part of the fabric of life.

**Term 4** began with an excursion to Maitland Christian School to see their performances of "Its Cool in the Furnace and Godspell. The term ended in a flurry of activities and excitement. The Primary class departed for a historical and geographical excursion to the Blue Mountains while the Infants class completed a marathon exploration of seven parks in a day, comparing the features of each. Then there was the end of year Celebration service rehearsals and performance. As a whole school Celebration of Learning Day (COLD), we went for a day out to view "The Star", had lunch in Speers Point Park, and visited a local beach before finishing with afternoon tea at SPOONS café, owned by our wonderful parents who sponsored our weekly lunches. Then we had our Year 6 farewell BBQ lunch and evening out.

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

## **ENROLMENT POLICY**

### Enrolment Criteria

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

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

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

### Priority of Enrolments

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

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

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

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

### Minimum Age Requirement

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

### Prerequisites for Continuing Enrolment

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

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

### **AIM OF THE POLICY**

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

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

Discipline is a delegated responsibility, from parent to school.

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

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

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

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

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

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

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

## **GRIEVANCE POLICY**

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

## **ANTI-BULLYING POLICY**

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

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

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

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

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

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

## **RESPECT & RESPONSIBILITY**

Brightwaters specifically addresses these issues through:-

- Our Christian Studies curriculum, highlighting key Biblical principles; our place and purpose in God's creation; individual differences and talents, stewardship, etc.
- Our Discipline & Welfare policy and procedures, which stress concepts such as 'choices ⇒ consequences'; taking responsibility for our own choices; independence; goal setting; looking after our own and others' belongings, etc.
- With the small numbers, taking opportunities for 'social coaching'; group reflection and discussion, peer support and leadership, etc.
- Highway Heroes, a social-emotional wellbeing unit. This has a key focus on resilience.
- Our "Camp -In", where students and families took part. The staff acted as facilitators for the learning about key concepts related to resilience.
- Nominating and conducting our annual VP (Vice Principal) for a day elections and then having the elected student act as VP for a day.
- Our VP day which encourages every Primary Student to participate and speak out their convictions of why they deserve the opportunity to lead the school.
- Genuine integration of Australian values throughout the class programs.
- The regular flying of The Australian flag.
- Weekly singing of the Australian National Anthem at assembly.
- 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.
- Our school chaplain liaises between staff, students, and parents allowing for efficient and effective communication.
- We welcomed in visitors from Morisset Baptist Church seniors as well as our students' Grandparents. This contributed to the children's exposure to a variety of people of different ages that require differing degrees of respect and responsibility.
- Serving others in respectful ways during the playtime visit from MBC.
- Participation in several excursions throughout the year 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.
- Participating in the ANZAC Day march as we acknowledge sacrifices made by those within our community and abroad to serve our nation.
- Sending students in leadership positions to attend the Remembrance Day service at the local RSL.

## SCHOOL-DETERMINED IMPROVEMENT TARGETS

2017 – 2018 GOALS	CURRENT STATUS	Completed ↘	RESPONSIBILITY of WHOM?	Allocated/required BUDGET Or TIME
Marketing committee continued exposure of school to wider community	Continued use of Facebook, Instagram. Advertising to local churches, preschools Signage around Morisset peninsula Relaunch school website and link branding across all advertising platforms	✓ ✓	Marketing committee	Budget
Marketing committee continued exposure of school to wider community	Reach out into the southern end of Lake Macquarie and into Blue Haven/Doyalson areas		Marketing committee	Budget
Develop strategic and comprehensive marketing plan for 2016	Ongoing marketing plan: target audience preschools and local churches	✓	Marketing committee	Time
Develop strategic and comprehensive marketing plan for 2017	Ongoing marketing plan: target audience preschools and local churches		Marketing committee	Time
Prospectus update and refocus wording used in advertising	Reviewed annually.	✓	Principal Executive Assistant	Time
Updated website	Ready for launch end 2016/early 2017	✓	Marketing committee	Time
Consider how the school motto and vision statements can link to Morisset Baptist Church.	Pastor Tim and Principal to unveil early 2016	✓	Pastor Tim and Principal	Time
Involvement in Inclusive Schools funding	Inclusive schools project to begin mid May 2015. Ongoing expenditure on areas of resilience, goal setting and teaching practice metalanguage development in 2016	✓	Teaching staff	Budget

Involvement in Inclusive Schools funding	Conclude and assess resilience, goal setting and teaching practice metalanguage development in 2017 Term 1		Teaching staff	Budget
Upgrade/reinvigorate play area/buildings	Painting of external walls, eaves etc. early 2016 Repaint doors into learning spaces	End 2016 or early 2017	Building committee	Budget
New fencing to define office area/visitor car spaces	Plans are in place- designs and quotes yet to come.	✓	Building committee	Budget
Achievement of a higher profile in the local community through participation in a range of community events.	Ongoing. ANZAC day march; Remembrance Day service.	✓	Principal	Time
Have a larger community presence in Morisset and surrounding suburbs.	Continued participation in Morisset Festival.	Unable to in 2016 – not held	Principal	Budget/ Time
Board governance addressing greater communication between interested parties	Use of Church notices, website, newsletter Term report to company members by Board Chair.	✓	Board	Time
Maintenance of School Policies to high standard and keeping staff aware of any relative changes.	Ongoing. Privacy policy updated and included on website	✓	Board	Time
Add Board Governance policies to list of school policies.	Review throughout 2016-2017	✓	Board Compliance Officer	Time
Participate in annual NESAs accredited “responsible persons” training	12 hours every 3 years	✓	Board	Budget/ Time
Develop a 2-5 year plan for Brightwaters	Underway and in development. Continue in 2016.	✓	Board	Budget
Continued work by Vision and Strategy Committee	8 year plan developed by VSC and being adopted by Board. Ready for practical strategies in 2017		Board V&S Committee	Time Budget
Use of SeeSaw to articulate goals and link to outcomes (and with a strong focus on	Began set up and implementation in 2016. Assess and continue to		Board Staff	Time

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

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

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

## **PRIORITY AREAS (FOR IMPROVEMENT) FOR 2017/2018**

Teacher quality – implement the updated Australian Science and the PDHPE 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

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.

Principal to attend Principals Retreat and take role on committee

Relocate MBC playtime onsite and increase possibilities of service and responsible learning.

Relocate classroom and office into different location.

Update and upgrade cabling for computers

Develop staff to take on greater roles of responsibility in the absence of the Principal.

5 year strategic plan with mission at its heart.

Build relational links between sister THACCCSA schools and greater connections for future plans e.g. BY6 in 2023, new site for school etc.

## **CLIENT SATISFACTION**

### **PARENT BODY**

Parents are 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 community dynamics within the school. The survey gave data which showed even greater desire for community events.

There is a growing desire to increase beyond year 6.

Overall, there is a spirit of unity and contentment 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**

As a group our aim is to continue building strong relationships within our school community. We appreciate each other and work together towards this common goal. Our families volunteer in many different aspects including raising money for both the school and non-profit organisations, attending excursions and sporting activities and reading and assisting our teachers within the classroom. This is such a blessing for our families and they appreciate the staff immensely for their willingness to model inclusivity.

The support group meet as required and have made funds available to assist the school for their marketing requirements. They ran activities such as Crazy Hair Day and Jeans for Genes day. Other areas they have supported are the end of year school activities; the end of year Celebration Service and the much anticipated Year 6 farewell fun night out. (One mum in particular designed and produced the Year 6 graduation cake to much acclamation.

Volunteering is not always easy for such busy family lives but by volunteering it demonstrates to 'the next generation' how serving others, is a benefit for all. Together we work for the benefit of our children; our school and most of all our God!

The goal for the next year will be to continue building these relationships and to bring our families together more often which in turn will assist us in fulfilling our goals and achievements.

(School Support President and Secretary)

## **STUDENT BODY**

We had a larger 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 diverse 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. John Hattie, in his research, has shown that a student's connection with a teacher is one of the most important things in achieving well.

We have quite a number of families who choose our College as the best place for their child/ren as they see the value of learning which is specifically targeted to the needs of those who are either gifted or may have disabilities. The newer arrivals have even been targeted for bullying and need a place which educates well, but protracts and equips them for the future. 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.

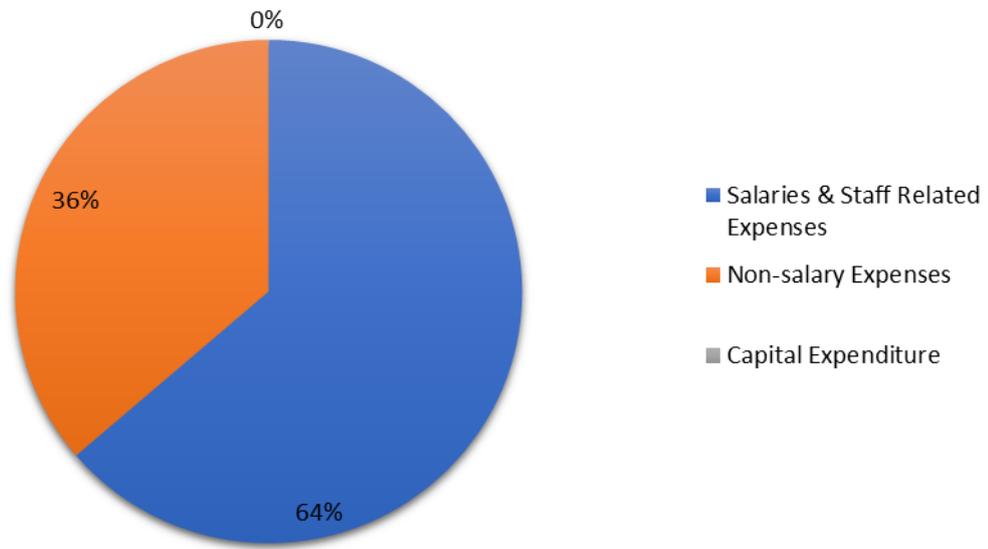
We hear stories of them achieving position on SRC and leadership teams, taking part in sports teams and musicals.

This year, three of our past students graduated from Middle School at Wyong Christian Community School. Out of a cohort of approximately 60 students, these students took out three top awards including Dux of Middle School!

Our students say they just give anything a go as they can only succeed and trying will show that they can!

While we might be classified as a small school, the impact we make, as a community, on the children's lives is significant and long lasting. It goes beyond our learning space and into their future. They are the Next Generation.

### Expense Sources (2017) for Brightwaters Christian College Ltd



### Income Sources (2017) for Brightwaters Christian College Ltd

