



ANNUAL REPORT 2019

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, is in the lower space, which served as a rec room. Brightwaters also enjoys a large space, which provides a multipurpose classroom as well as the library. Our library is fully functioning and a great asset in our school. . The COLA allows us to have all-weather, under-cover eating and playing area.

Parents who wish their children to continue in Christian schooling beyond Year 6 have the option of sending them on to either Belmont Christian College, Wyong Christian Community School or Charlton Christian College. All 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 2, 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 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. One of our parents also conducts First Aid training and utilises our site for her training sessions.

OUR STAFF

Mrs Tania Anway teaches English, Maths, HSIE- History and Geography 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 – History and Geography and Science and Technology.

Mrs Janet Green teaches in a part time capacity and is responsible for Early Stage 1 – Stage 3 for English, Maths, PDHPE as well as facilitating our Inter School STEM day with Berowra Christian School.

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 whole staff attended the mid-year NSW/ACT CSA State conference hosted by Penrith Christian College. It was a terrific time meeting with staff from other schools.

The keynote speakers were Dr Daniel Pampuch who gave the address "Focus on Community and Biblical Literacy", Dr Robert Loe who spoke on "Relational Schools Foundation and Relational Thinking" and Dr Graham Stanton who delivered "Biblical Literacy for Young People".

There was much food for thought delivered in a short space of time and gave the team much to ponder and consider how to implement within our context of Brightwaters Christian College.

Mrs Katie Smith spent time with Maitland Christian College and brought back a wealth of knowledge and interest in Explicit Direct Instruction. As part of her professional learning, Mrs Smith will be building her classroom structure around this learning.

Mrs Budden, one of our experienced casual teachers, has also been building on our knowledge and delivery of LEM phonics which is used across the entire school, in reading and spelling.

As an ongoing result of prior research and this training, the teaching staff focussed their professional development and learning around the understanding, developing and implementation of Explicit Direct Instruction, facilitating Visible Learning through the research of Lynn Sharratt, using Google Classroom within the Primary setting and integrating learning within the Multi Stage classroom.

The attendance rate for all staff was 98.77%.

A MESSAGE FROM OUR PRINCIPAL

WILL TELL

To communicate, to be articulate, to demonstrate. Verbs which underpin a year where words and action met.

As we began 2019, we were purposeful in our intent. This was the year where our school community, as part of their learning journey, found ways to put into action the myriad of learning opportunities given.

We continued to work out of our Vision Statement which has as its key verse *"We will tell the next generation of the Lord, His power and the wonders He has done."* Psalm 78:4.

At the end of 2018 I had spoken into the desire to have 2019 as the year of growing a school community which were known for their actions which communicated with others, a place where each child/family could be part of a community which hears God's Word and puts it into real life action

We sought to build on the partnerships, established throughout 2018 and continue to educate our children, in those things which matter most, so they will be thoughtful, confident and articulate, able to listen and respond with clarity and compassion. They will be willing to take risks and show discernment as they learn from others.

WILL TELL: There were opportunities provided within our life on site. Playtime was established on site by Morisset Baptist Church, and each week, several students would work beside the team in supporting the children with their activities. These students developed leadership and relational skills as they read stories, played games, and interacted with the youngest children. Visitors were welcomed by trained students who knew the required processes for meeting and greeting newcomers. Weekly library lessons were supplemented by our volunteer parents who spoke with our students using Auslan and teaching them this unique way of communicating without speech.

WILL TELL: There were opportunities given for going off site and into the wider community. We continued to engage with one of the local nursing homes monthly. Mrs Green developed a unit of work around sharing God's Story and the whole school shared this with the residents at the end of term. The 2019 Student Leadership team continued growing their skills of leading those younger than themselves by setting an example of confidence and courage in such a task.

The Grand-friends and Grandparents day was hosted again. The Student team took over the catering and once again had success in TELLING of their love for the older generation through their care and manner in which they served. The theme for the day was Sharing your Story, and each visitor were given the opportunity to share their stories with our students.

WILL TELL: Berowra Christian School came for our Inter School STEM Day and the relationships of each small group were established throughout the day. We allowed time in the day for students to simply be together and get to know each other. Our students were commended on their attitude of welcome and care. They showed love in action, not just in word.

WILL TELL: Again, as in previous years, our school ethos was evidenced when on the sporting fields and the State Cross Country was one of these. While those who were runners ran as quickly as they could, we again sent a "Support crew" who aided the accompanying staff and runners. We participated in the Swimming and Athletics Carnival with Belmont Christian College, and while smaller in number, our voices were heard cheering more loudly than the larger number. The Athletics Carnival had a perfect attendance which was a terrific way of showing each family's commitment to our school.

WILL TELL: The teaching team continued to demonstrate their commitment to growing on their personal learning journey ensuring rigorous educational research was being actioned. From readings, visits to other schools, discussions with colleagues, focussed PD training, each teacher were determined in their efforts to give each student the best learning outcome possible.

WILL TELL: How did we go at the end of 2019? What did we achieve after all this effort? What have we yet to accomplish?

The community of Brightwaters Christian College remained strong and grew in unity. Every facet of learning found a purpose beyond a simple gaining of knowledge and grew into a purpose filled "WHY". What was thought to be obvious, became more visible. From goal setting in the classroom through the final Celebration Service of the year, every member of our school community was impacted by the focussed attention to educating with purpose. We had our NESA inspection for accreditation and registration early in Term 2. The inspectors commented on our authentic approach to education which was evidence in each piece of material they viewed, and within our initial and final meetings. This was high praise indeed as we seek to, not simply mentally assent to having Biblical foundations, but to have it evidenced in all aspects of school life. We live God's Truth out!

As 2019 came to an end, I reflected on the great privilege I had been given in leading a school for which there was much to be grateful each day. WE, our school community, was stronger because of the many who were part of it. Each person contributed to the wellbeing and educational needs of each student within. WE WILL TELL linked the learning community to the purpose of their learning. The intent met with results. There is still more to do, and as each member of our school community knows, from the staff/team, our student body, our families through to our Company members, that learning is a journey which each person takes. WILL TELL gives purpose to all that is being learned and allows our students to seek their best in all they do.

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 as part of the WE, the school community, while partnering in the learning journey of each child allowing them to grow in confidence, and ability.

As 2020 draws near, we can look back at what we have accomplished, the learning that has occurred, and even the areas where we wanted more. It is in these areas where 2020 is full of hope and promise of the "not yet".

While we may be only small in number, the Wyong Christian Community School's School Captain captured the essence of Brightwaters in her speech at our Celebration Service, "You may come from a small school, but it does not, and will not limit you in what you can achieve." How would she know this to be true? She was our first student to graduate from Year 6 after starting in Kindergarten.

2020 is an unknown. We can make plans, look at areas within our school which data informs us need improvement, listen to the voices of our community members, and remember that God wants the best for this next generation. 2020 will be a year where WE equip and continue to build into the NEXT GENERATION the skills, knowledge, and heart for wanting to never settle for less than their best.

Mrs Tania Anway (Principal)

CHAIRMAN'S REPORT ON 2019

Proverbs 16:9 says 'The heart of man plans his way, but the Lord establishes his steps.'

The School

Our Principal, Mrs. Tania Anway, has had another excellent year doing an outstanding job in managing the day to day operations at the school as well as carrying out her other responsibilities. Mrs. Katie Smith has also enjoyed an inspirational year with her students as well as assisting Mrs. Anway with curriculum and governance matters. Mrs. Janet Green has again proved her worth during the year taking classes when required and filling in for Mrs. Anway during her long service leave. Sadly, she got a full time position at a school further north. So, we had to bid her farewell. She will be missed. We are very blessed to have these people and our brilliant volunteers instil a culture of love and kindness in our students.

Our volunteers are an important part of our day to day activities in the school. They work alongside the staff finding many ways to bless the school. The Staff and Board thank them for everything they do from bus driving, to gardening, assisted reading and many other chores. Their contributions are priceless.

Mention should also be made of the contributions provided by Mrs. Lynette Elston, Mrs. Michelle Webb, Mrs. Sarah Chapman, Mr. Michael Anway, Mr. Brandon Anway and Mr. Gareth Elston. Their Administrative, Technological and Maintenance skills ensure the continued smooth operation of the school.

Physical changes include the continued setting up of the office in the undercroft area, the completion of the library area and the renewal of the retaining walls around the garden beds. These changes have opened more usable space around the classrooms and made the terrace gardens safer and a lot neater. All staff are to be thanked for the work put into these areas.

Mrs. Katrina Mason has continued to dedicate time and effort into the playgroup which has continued to flourish under her leadership. Our school students have developed leadership skills and servant hearts interacting with the playgroup children.

The Board

Our Board members have continued to serve faithfully throughout the year and are grateful for God's blessings upon us during that time.

The committee charged with finding a new site for the school was unable to find a site that was suitably priced, and a new plan is being developed which can take Brightwaters into the future.

The Board invited Mrs. Penny Thompson to take up the vacant seat on the board which was accepted, and Mrs. Lynette Elston agreed to be Company Secretary until another permanent person can be found. The Board was sad to receive the resignation of Mr. Tony Nott. Tony was a board member for approximately 10 years and was Board chair for 4 years. His knowledge and expertise was greatly appreciated by Board members and he will be missed.

My second year as Board chair has been interesting to say the least. During this year I have learnt a lot about how other organizations and boards operate. I am grateful for the support given to me by the other Board members.

The Company.

At our 2020 Annual General Meeting Company members will be asked to endorse Mrs. Kerrie Farleigh for two more years as a Director.

We value our Company Members' (Champions) ongoing prayers, support, and practical help. If company members would like to discuss board proceedings, then they are always welcome to talk to a Board member.

The Future

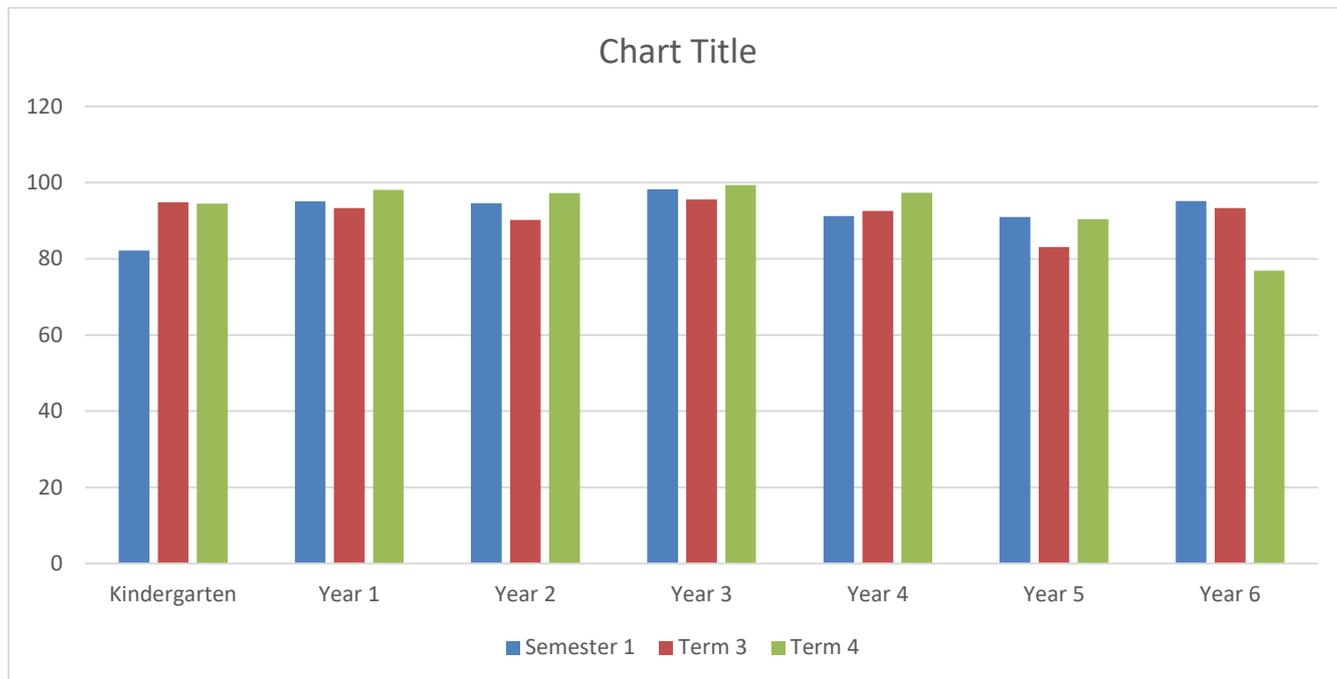
The Board would appreciate your continued prayer for the future. Our goal is to find out the best direction we need to take in the future, so the school continues to flourish and God continues to bless us with our future works.

God has always been extremely good to BCC. We continue to seek His continued blessings for staff, children, and parents and that He may open the door to our future in His timing.

Yours in his service,
David Schilder
Board Chair 2019

STUDENT ATTENDANCE

In 2019 we had a year of a few changes and some student movement. Attendance was relatively stable. The school year began with 30 students, had a number of enrolments and departures before finally ending the year with 26 students. The number shown below indicates the overall student attendance of ALL children who were part of our school during 2019. The average student attendance for the 2019 school year was 92.58%.



Number of children	Kinder		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total
	Boys	Girls													
	4	3	4	2	4	1	0	2	4	1	2	3	1	0	31

Non-attendance by children is monitored by the staff with a text/note asking for absence notes sent home after a non-explanation period of time. Parents will often contact the school 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 2019, showing comparison with 2018, are shown below. (Note that numbers relate to actual students, as percentages would be a meaningless statistic in this context.) Year 3 results (for 2019) will not be shown as the student results would identify individual students.

Reading																
2018									2019							
	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	3										
Grade 5												2		2		
Totals		1			1	3						2		2		

Writing																
2018									2019							
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Grade 3	1	1	1		1	1										
Grade 5												1	3			
Totals	1	1	1		1	1						1	3			

Spelling																
2018									2019							
	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Grade 3	1		2		1	1										
Grade 5												1	2	1		
Totals	1		2		1	1						1	2	1		

Grammar and Punctuation																
2018									2019							
	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										
Grade 5												1	1	1	1	
Totals	1			1	2	1						1	1	1	1	

Numeracy																
2018									2019							
	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	2											
Grade 5												1	3			
Totals		1		2	2							1	3			

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 Mothers' Day and Fathers' Day stalls and supported the Year 6 farewell activity.

OUR SCHOOL SUPPORT GROUP

The School Support Group (SSG) meets together to discuss ideas we have regarding fundraising. We also discuss events we could participate within the community that would raise awareness of our school. An aim has always been for the SSG to build strong relationships between our own school and church community. This is achieved by having events such as Grandparents and Seniors visits and holding our annual school celebration service in the church where the SSG assists in organising the supper.

We pray for our school families, our church families, other schools in and out of our community and for each other and the staff at Brightwaters. We have held prayer meetings around the school grounds and invited parents, families, and church members to pray with us. Each member is a volunteer and has always been associated with our school. They give freely of their time and we are very thankful for their time and support.

The way in which we have raised money is by holding lunch days or special events. We continue to have volunteers who drive our school buses, work in the library, assisting in our school office, beautifying our school grounds, working in our uniform shop, assisting in our classroom spaces and helping at end of year and other events. The SSG volunteers helped in implementing new booster seats for our younger children when taking them in our small bus or via car travel.

The team of volunteers are an amazing support network who continue build in numbers each year and they are all such a blessing for our children and their families. We could not imagine, nor would we want to, a school life without all these amazing people. Their enthusiasm and commitment for serving our school is second to none and we thank God for them each day!

We have been involved in organising scheduled games nights and family BBQs during the year. This has helped to build our community within the school. The families were able to come together at the BBQs, cooking, eating and just hanging out and talking. In the game's night, families came together and played many kinds of board games and shared supper together. The laughter at times filled the room and the encouragement of each other was spectacular.

The willingness for people continually offering support and the way in which they build relationships is somewhat amazing. As having been a past family member for 7 years, we (4 years on) keep in touch with past Brightwaters families just to catch up or provide support for each other as we always did. We were, and always will be a community, a family, and a support network.

Mrs Michelle Webb

President 2019

School Support Group

OUR VOLUNTEERS

Our school was overwhelmingly supported by a team of approximately 30 people from within our families and local church. They assisted with the continued maintenance, library activities including borrowing, Auslan practice, within the classroom, in the office, driving our school buses 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. 2019 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. 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 over that same weekend. Families and their children camped for two nights on the school oval and participated in activities focussing on Resilience and community building. We visited Charlton Christian College to watch their performance of The Little Mermaid. The K-2 class also visited the Morisset library for several shared story time together. Playtime continued on site during this term. This gave each Primary student the opportunity to serve others in the community as they spend time with the younger children in craft, art and other activities. We continued to visit the residents at our local Nursing Home each month.

Term 2 We started the term off with NESA inspectors who come along to ensure our compliance in school matters. This was time where nerves were high, but the process was very valuable.

We welcomed the Morisset Baptist Church seniors for a visit. This year the Leadership team took over the preparation and catering for the Grandparents and Grand-Friends event. They prepared the shared meal. We visited Belmont CC for their musical, Seussical. We also sent a team to the CSSA State Cross Country. The K-2 class visited the local town library for National Simultaneous Storytime and the School Readiness Program also began in term 2 with an information session held towards the end of the term. They attended twice for short visits before participating each 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.

Term 3 Selected Primary students took part in the Newcastle Permanent Maths Competition. We also took part in gymnastics lessons at Glendale throughout the term. For Fathers' Day, we baked cakes and their children invited them out for a game of 10 pin bowling rather than buying

them another tie. We also sent two teams to participate in the Woolworths Cricket day along with other local schools.

Berowra Christian College accepted our invitation to an Inter School STEM day. Between the two schools, we had 85 students on site and actively engaged for a day of learning together.

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 4 girls who took out the honours with a very persuasive speech. The day began with a dress up parade, continued with an escape room style activity (where the Principal was locked away with the morning tea and had to be released). The driving ambition of the VP was to be outside and as physically active as possible. The day 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 our whole school preparing for the end of year Celebration Service. As the term unfolded, the rehearsals showed the result of students who enjoy performing and showcasing their gifts.

As a whole school Celebration of Learning Day (COLD), we visited Taronga Zoo in Sydney as a wrap up for our Science unit- Living World.

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 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 2019 while the Anti-Bullying Policy was reviewed in 2019. There were some changes that were necessary to the documents. The full texts are available upon request from 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 and community building.
- 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 (Our Grand-friends) 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. This event allowed our students leaders experience in catering and serving others.
- Serving others in respectful ways as they visit the onsite playtime from MBC.
- Participation in the Nursing Home visits which allow the students to engage, understand and grow in respect for older generations.
- 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.

School Improvement Plan 2019

Name of School	Brightwaters Christian College					
Date of completion of School Improvement Plan	03 December 2019	Date of evaluation of SIP	Ongoing through 2019, but particularly as we wrote the 2020 SIP			
Why?	We WILL TELL the next generation of the Lord; His power and the wonders He has done. Psalm 78:4					
Whole School focus:	We will in (our) hearts revere Christ as Lord; being prepared to give an answer to everyone who asks (us) to give the reason for the hope that (we) have; (and) do this with gentleness and respect. (1 Peter 3:15 – parentheses are mine.)					
Who?	Our current generation of students, school families, staff, stakeholders including members of Morisset Baptist Church and Company members, the local and wider community					
What?	<p>God's message of hope to us.</p> <p>Brightwaters Christian College is a place where each child/family can be part of a community which hears God's Word and puts it into real life action In partnership, we will educate our children, in those things which matter most, so they will be thoughtful, confident and articulate, able to listen and respond with clarity and compassion. They will be willing to take risks and show discernment as they learn from others. (excerpt from Mission Statement 2016)</p> <p>Our school's unique position as a place for a child to undertake their educational journey, within a foundation built upon God's Word, the Bible, from K-6 in a multi age setting.</p>					
Reference	This School Improvement Plan (as well as the Strategic Plan) has at its core, Biblical underpinnings. The references used within come from The Bible (and various versions ranging from The NIV, The Message to The Easy Bible.					
Where?	Within our local and wider community					
How?	Links with CSA schools Links with MBC Links with local community Links with educational bodies and other collegial groups Links with learning groups					
Focus Area	Activities	Target area/group	Resources/Budget	Timeframe	Performance Indicators	Responsible Person
The prioritised area(s) for development from the Strategic Plan Process.	Actions/functions that the school will embark on to address the areas for development	These are the role-players who are involved to address the area for development as well as the beneficiaries of the action	The requirements (cost and other resources) to address the area for development	The length of time to achieve the outcomes as well as the target date	This is the evidence in practice that verifies that the objectives had been reached	Person responsible to coordinate the achievement of the objectives of this activity.
KEY in evaluating SIP	Met	Needs more time	Change of focus			
1. We will equip our current generation of community members to impact the next generation of those within our wider Morisset community (and beyond).						
We will in (our) hearts revere Christ as Lord; being prepared to give an answer to everyone who asks (us) to give the reason for the hope that (we) have; (and) do this with gentleness and respect. (1 Peter 3:15 – parentheses are mine.)						
Equipping students with skills to communicate with others	Musical items for performance Increasing technological skills to produce visual communication aids Speech of persuasive	K-6	Curriculum time allocation Updated/student to device resources	Monthly Throughout the year – linked to activities chosen within	Visits to local nursing home Positive feedback from residents and caretakers Age/Stage matched products	Teaching staff Mr Pastor Tim

	nature – addressing what they believe and why; what they don't believe and why. Questionnaires for discussion in a variety of situations – ability to listen to others			Focus Areas	Age/Stage matched speeches to context Age/Stage matched product	
Equipping school community with opportunities to communicate with others the uniqueness of BWCC	Marketing around Morisset and local area Feedback from current and past families – use as marketing device Broader communication of school activities and events Additional activities which allow school community to invite others along e.g. camp in/ social occasions/Peacemakers Additional activities which allow our school community to be part of the wider community e.g. Nursing Home visits/MBC linked events e.g. Handball Hangout	Demographic (20 – 65) Families Current BWCC community including MBC Family/community connections Current BWCC community including MBC Community connections	Allocation of budget line (\$5000- 10000) Principal training in building team buy in Planned activity calendar Planned activity calendar	Throughout the year Within first 6 months of 2019 Dates set early term 1. Throughout the year Dates set early term 1. Throughout the year	Facebook feedback Increased visits and contact from community outside the school Comments from new families on value of first person testimony Larger % of buy in from connected families and community Feedback from participants and attendees	Marketing team Principal Board Executive team Principal Staff/team Principal Staff/team MBC leadership
Focus Area	Activities	Target area/group	Resources/Budget	Timeframe	Performance Indicators	Responsible Person
The prioritised area(s) for development from the Strategic Plan Process.	Actions/functions that the school will embark on to address the areas for development	These are the role-players who are involved to address the area for development as well as the beneficiaries of the action	The requirements (cost and other resources) to address the area for development	The length of time to achieve the outcomes as well as the target date	This is the evidence in practice that verifies that the objectives had been reached	Person responsible to coordinate the achievement of the objectives of this activity.
2. We will equip our staff and leadership in their capacity to serve and educate those who are taking part in their learning journey within our school community.						
<i>In everything set them an example by doing what is good. In your teaching show integrity, seriousness and soundness of speech that cannot be condemned, so that those who oppose you may be ashamed because they have nothing bad to say about us.... These, then, are the things you should teach. Encourage and rebuke with all authority. Do not let anyone despise you. (Titus 2:7-8; 15)</i>						
We will	Science and	Principal		Throughout	Reporting to	Principal

educate our children, in those things which matter most	technology curriculum – implement and evaluate new programs	Teaching staff Students		the year	parents Programs with updated outcomes and assessments which are linked.	
	Updated technology		\$5000		New devices which meet and surpass the present need	Business Manager IT consultant
	PDHPE curriculum – consider new syllabus				Preparedness for 2020 implement	Principal Teaching staff
	Gods Big Story 2.0 - investigate training and implement currency of knowledge	Board – staff-community – students		Staff meetings Board meetings Teaching moments Parent meetings	Evaluation of, and buy in from teaching staff	
	Discussion/open forum- buy in on: Concept of risks – what are they? How do we increase the possibility of calculated risk? Benefits for school of becoming greater risk takers?				Language around risk – more positive and less fearful	Board Principal
Bring further visibility to our practices, policies and procedures	School registration – update/review all current policies/procedures	Principal Teaching staff	\$2000 support staff for registration process	Submission due end March 2019 Visit by lead inspector May 10	Registration renewed. Voice given to being an exemplary multi age educational setting	Board Principal
Seek out opportunities to celebrate and showcase our unique emphasis on learning!	Build links with Tertiary providers of education students to promote Brightwaters as a destination in which to undertake practicums	University students of education	Teaching staff willing to act as mentors Principal time to dialog with Universities	End 2019	Placements being accepted from additional universities	Principal
Seeking out and discovering what God wants for our school – clear vision	Building on Biblical understandings of who God is and having opportunity to demonstrate and declare His place in our lives and in the World Discerning Biblical Truth from Worldviews which may be currently trending	Students/staff	nil	Ongoing	Ability to articulate what we believe and why, as well as what we don't believe and why.	Principal Teaching staff
Focus Area	Activities	Target area/group	Resources/Budget	Timeframe	Performance Indicators	Responsible Person
The	Actions/functions that	These are the	The	The length	This is the	Person

prioritised area(s) for development from the Strategic Plan Process.	the school will embark on to address the areas for development	role-players who are involved to address the area for development as well as the beneficiaries of the action	requirements (cost and other resources) to address the area for development	of time to achieve the outcomes as well as the target date	evidence in practice that verifies that the objectives had been reached	responsible to coordinate the achievement of the objectives of this activity.
3. We will continue to work together as a “village” to foster, and continue building, a community which is recognised for its loving, engaged, serving and learning authenticity.						
<i>“Do you understand what I have done for you?” he asked them. “You call me ‘Teacher’ and ‘Lord,’ and rightly so, for that is what I am. Now that I, your Lord and Teacher, have washed your feet, you also should wash one another’s feet. I have set you an example that you should do as I have done for you. Very truly I tell you, no servant is greater than his master, nor is a messenger greater than the one who sent him. Now that you know these things, you will be blessed if you do them. John 13:12-17</i>						
Discover and explore new opportunities for partnership	Year 6 camp with Wyong CCS	Year 6 teachers from WCCS Principals from BCC/WCCS	Supply of Brightwaters Staff to accompany camping students	Term 2 – Term 3	Invitation to return in 2020	Principal Year 6 teacher
	Training days for staff with WCCS	Principals from BCC/WCCS	Staff to attend training days	As invited	Staff linking with WCCS staff as peer support	Principal
	Year 6 visit with Brightwaters	Year 6 teachers from WCCS Principals from BCC/WCCS	Supply of activities	Term 4	Student buy-in of new peer friends	Principal Year 6 teacher
	Principal meeting and sharing from other CSA schools	Principals from BCC/WCCS	Principal release from class	CSA State conference THACCCS A term visits	Open communication Support from peers	Principal
	Athletics Carnival with BCC or WCCS	Principals from BCC/WCCS/ BWCC	Availability of staff/facilities	Term 1 and term 2	Greater participation by school/students	Principal
Maintaining and celebrating the achievements and traditions we already share at Brightwaters.	Camp-In’	All current school families Previous students/families	Staff to organise Camp-In’ A weekend away from home Tents and camping gear to allow those without to access the camp	Term 1	Increased turnout from 2018	Principal
	Staff dedication	MBC community	Nil	Term 1	Increased membership of company Champions	Principal MBC Pastor Tim
	Family games night	Brightwaters school family community	nil	Term 2	Increased turnout from 2017	SSG Principal
Honour and treasure the history of our school.	Back to Brightwaters Day	All current school families Previous students/families	\$1000 catering and invitations	Term 3	Attendance of current and past	Principal
	Handball, hamburgers and Hangouts	Families Stage 3 students MBC Youth	Shared cost with	Term 2	Attendance of new	Principal MBC leadership

beyond our gates			MBC of facilitating		community members	
Focus Area	Activities	Target area/group	Resources/Budget	Timeframe	Performance Indicators	Responsible Person
The prioritised area(s) for development from the Strategic Plan Process.	Actions/functions that the school will embark on to address the areas for development	These are the role-players who are involved to address the area for development as well as the beneficiaries of the action	The requirements (cost and other resources) to address the area for development	The length of time to achieve the outcomes as well as the target date	This is the evidence in practice that verifies that the objectives had been reached	Person responsible to coordinate the achievement of the objectives of this activity.
<p>4. We will grow our school enrolment capacity and build our financial viability. We will explore new possibilities in our endeavour to expand opportunities for our school community and our educational influence and voice within our local community.</p> <p><i>Many are the plans in a person's heart, but it is the Lord's purpose that prevails. (Proverbs 19:22)</i></p>						
In partnership,	THACCCSA schools including Belmont, Charlton, Maitland, Wyong	K-6	As required for activities	Continual throughout 2019	Attendance at events	Principal
Grow our school enrolments	Develop a framework and forward plan for new site by 2022	MBC and BCC joint school site committee	\$30000(as required)	2019	Funding/ Ministry Centre development potential understood and clarified	Chair of Committee – Tim Collier
	Preschool engagement with School Readiness Principal visit to centres	Pre – K students	Release for Principal	Continual throughout 2019	Enrolments for 2020= 10+	Principal
	Engage an advertising specialist	K-6 students	\$10000	Within term 1-2	Greater scope of marketing reach	Principal/ Business Manager
	Linking school with Playtime – student engagement and participation Grow Playtime	K-6 students MBC playtime	Release for students Training of students for leadership and care of younger children Additional space for additional day	Continual throughout 2019	Three students each week assist in playtime room Growth of playtime to 2 days	Primary teacher MBC leadership

PRIORITY AREAS (FOR IMPROVEMENT) FOR 2020

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

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

Learning Walks

Google Classroom

Update technology

Open Book project

New teaching team member

EDI training and implementation

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

Develop school Improvement plan for 2021.

Ministry Site Committee – looking to the future for BWCC

Developing School Readiness Program into a weekly program

Engaging a marketing team to build school enrolments

Develop great awareness within community of the academic scope of our individualised learning programs

Building spaces for students and community to utilise

Link with parapatics – professional suites on site

Build relational links between sister THACCSA 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.

We regularly 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 remains a growing desire to increase beyond year 6 as well as meeting the needs of those students in Pre-Kinder.

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 STUDENT BODY

There are friendships which are long lasting. Students normally go to Wyong Christian Community School, unless they go somewhere else, then our friendships continue beyond our own space.

Friendships are built at Brightwaters by working in groups which stay together for a whole day. If you share interests, then you can work together on a project, then you can share the skills you have with those who do not have them. You can learn new things off the people in your group.
(Leo)

One idea is when we go out to play, we can play a variety of games. Undercover-handball/basketball. Fine days - mulch area with a swing, soccer, platform etc . It's awesome. The staff/team are great. They are exquisite, creative and I like how our art works are used around our school and people can see what we do well. (Ryan)

What I like about Brightwaters.... The teachers teach so well. You get an opportunity to learn so much. There are kids who are kinder here. They do not leave others out of the games and activities. You always find a way to play with someone else if they are alone. I have always wanted to be a teacher, and the teachers have been encouraging of my dream, and now I am looking to being a Preschool teacher as I am really good with kids. Being with all the little children here at Brightwaters I have been able to practice caring for the younger ones. (Mikayla)

You get to learn about life- here at Brightwaters you get to learn about what you want to be. When I was younger, I wanted to be a Doctor, but at my past schools, I gave up my dream. When I came to Brightwaters I learned more in my studies and now feel that I am capable of learning more and studying difficult things. (Even though it will be hard work.) (Liela)

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.

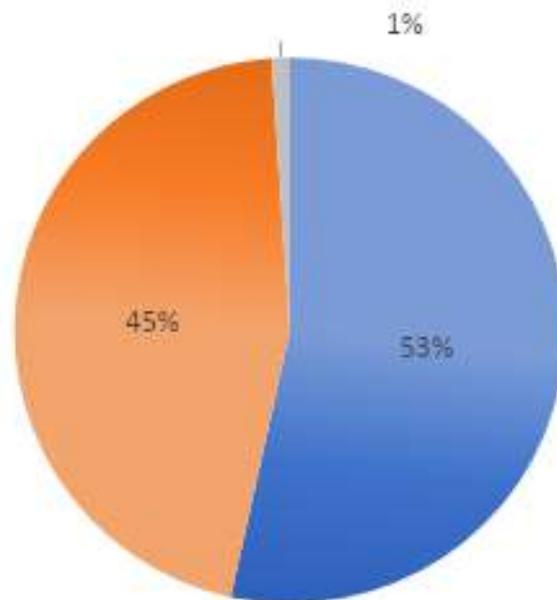
Our students who have left us to graduate to High School will return and share with us their successes. They often comment on what they see as different and what they miss most. Often this is around the areas of being known, being held accountable and being challenged and acknowledged for what they have 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. 2019 was no different in one sense, yet one of our graduates, achieved her dream of becoming School Captain. She has been an exemplary role model for our students who she visits through the year when she can.

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

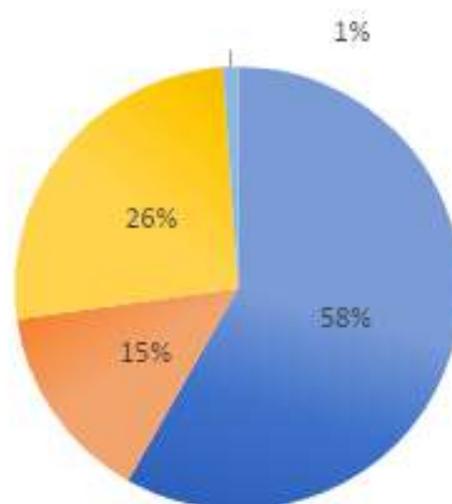
While we might be classified as a small school, the impact we make, as a community, on the children’s lives is significant and long lasting. It goes beyond our learning space and into their future. They are the Next Generation.

Expense Sources (2019) for Brightwaters Christian College Ltd



■ Salaries & Staff Related Expenses ■ Non-salary Expenses ■ Capital Expenditure

Income Sources (2019) for Brightwaters Christian College Ltd



■ Commonwealth Recurrent Grants
■ State Recurrent Grants
■ Government Capital Grants
■ Fees & Other Income
■ Other Grants