



ACT
Government
Education

ACT Non Government School *Certificate of Registration*

Brindabella Christian College

Registration period: 1 January 2019 – 31 December 2023

Proprietor: Brindabella Christian Education Limited

School address: Main campus: 136 Brigalow Street, Lyneham ACT
Additional campus: 46 Lhotsky Street, Charnwood ACT

Educational levels: Main campus: Kindergarten – year 12
Additional campus: Kindergarten – year 6

There are no contingencies attached to this registration.



Danielle Krajina

Registrar of ACT Non-government schools

 December 2018

Notice of Registration Decision

School: Brindabella Christian College

Proprietor: Brindabella Christian Education Limited

Current registration: Main Campus
 Campus designation: Lyneham
 Registered year levels: Kindergarten – year 12
 Registration period: 1 January 2014 – 31 December 2018

Additional Campus
 Campus designation: Charnwood
 Registered year levels: Kindergarten – year 12
 Registration period: 24 January 2014 – 31 December 2018

To the Registrar of Non-Government Schools¹

Registration renewal – *Education Act 2004*, section (sn) 97

As I am satisfied that Brindabella Christian College meets all the criteria of registration renewal under the *Education Act 2004*, I direct you to register Brindabella Christian College:

- for kindergarten to year 12 at 136 Brigalow Street Lyneham;
- for kindergarten to year 4 at 46 Lhotsky Street, Charnwood;
- for the maximum period of five years – that is until 31 December 2023

contingent on the Directorate receiving evidence of full compliance with the BSSS' mandatory subject hour requirements before the commencement of classes in 2019.

Yvette Berry MLA

Minister for Education and Early Childhood Development

19/11/18

Registration at additional educational levels – *Education Act 2004*, sn 89

As I am satisfied that Brindabella Christian College meets all the criteria of registration at additional educational levels under the *Education Act 2004* as it pertains to years 5 and 6 at the additional campus, I direct you to register Brindabella Christian College for years 5 and 6 at the school's additional campus (46 Lhotsky Street, Charnwood) for the school's next registration period.

Yvette Berry MLA

Minister for Education and Early Childhood Development

19/11/18

¹ **Option 1:** This Notice of Registration Decision option is to be used when the Minister is satisfied that the school's registration should be renewed for the maximum period of registration, that is five years; and when the Minister is satisfied that the school should be registered for additional educational levels.

Notice of Registration Decision

School: Brindabella Christian College

Proprietor: Brindabella Christian Education Limited

Current registration: Main Campus
 Campus designation: Lyneham
 Registered year levels: Kindergarten – year 12
 Registration period: 1 January 2014 – 31 December 2018

Additional Campus
 Campus designation: Charnwood
 Registered year levels: Kindergarten – year 12
 Registration period: 24 January 2014 – 31 December 2018

To the Registrar of Non-Government Schools²

Registration renewal – *Education Act 2004, section (sn) 97*

I direct you to renew the registration of Brindabella Christian College:

- for kindergarten to year 12 at 136 Brigalow Street, Lyneham
- for kindergarten to year 4 at 46 Lhotsky Street, Charnwood
- for the period 1 January 2019 – 31 December 20____

contingent on the Directorate receiving evidence of full compliance with the BSSS' mandatory subject hour requirements before the commencement of classes in 2019 for the following reason/s:

Yvette Berry MLA / /
Minister for Education and Early Childhood Development

Registration at additional educational levels – *Education Act 2004, sn 89*

I direct you to register Brindabella Christian College for years 5 and 6 at the school's additional campus (46 Lhotsky Street, Charnwood) for the school's next registration period.

Yvette Berry MLA / /
Minister for Education and Early Childhood Development

² **Option 2:** This Notice of Registration Decision option is to be used when the Minister is not satisfied that the school's registration should be renewed for the maximum period of registration, that is five years; but is satisfied that the school should be registered for a shorter period of time. Reasons for a shorter period of registration should be noted in the decision.



MINISTERIAL BRIEF

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| | | |
|-------------------------|--|--------------------|
| To: | Minister for Education and Early Childhood Development | TRIM No: Min18/996 |
| From: | Executive Director, Business Services Division | |
| Date: | 5 November 2018 | |
| Subject: | Regulation of non-government schools 2018 - registration renewal and registration of additional educational levels - Brindabella Christian College | |
| Critical Date: | 26 October 2018 | |
| Critical Reason: | The proprietor of the school has requested that the outcome of the registration process be advised at the earliest opportunity to allow the school to manage its year 5 and 6 enrolments for 2019. | |

Purpose

To provide you with the report from the registration panel on Brindabella Christian College's (BCC) (Attachment A) application for registration renewal and registration at additional educational levels (Attachment B) and seek your agreement on the registration decision (Attachment C).

Recommendations

That you:

1. Note the information in this brief and at Attachments A & B.

Noted / Please Discuss

2. Direct the Registrar of non-government schools (the Registrar) to renew Brindabella Christian College's registration for the maximum period of five years contingent on the Directorate receiving evidence of the school's full compliance with the BSSS' mandatory subject hour requirements before the commencement of classes in 2019; and register the school's additional campus for additional educational levels, by signing the attached Notice of Registration Decision (Attachment C – Notice of Decision Option 1).

Agreed / Not Agreed / Please Discuss

Yvette Berry MIA

19/11/18

Minister's Office Feedback

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Background – Registration processes

1. As Minister, you are responsible under the *Education Act 2004* (the Act) for determining applications for registration renewal and registration at additional educational levels of ACT non-government schools.
2. When determining an application for registration renewal and/or registration at additional education levels the Act requires you to:
 - a. appoint a panel to report to you on the application; and
 - b. consider the panel's report on whether the school meets the criteria for registration renewal and/or registration at additional education levels.
3. Attachment D states the criteria for registration as it applies to applications for registration renewal and registration at additional educational levels.
4. The Director responsible for the registration of non-government schools is delegated to appoint the panels that report to you on applications for registration. This Director is also the Registrar.
5. Registration panels are chaired by a principal of an ACT public school and include:
 - an officer from the Directorate's Strategic Finance Branch who facilitates an assessment of the school's financial viability; and
 - experienced staff from the Directorate, the Office of the Board of Senior Secondary Studies (where the school is registered for years 11 and 12), and ACT public and non-government schools who provide an assessment of the school's compliance with the other criteria of registration.
6. If after considering a panel's report you are satisfied that a school meets the relevant criteria for registration the Act requires you to direct the Registrar to renew the school's registration for a stated period of no longer than five years.

Background – Brindabella Christian College

7. BCC is currently registered for kindergarten – year 12 at its main campus in Lyneham, and for kindergarten – year 4 at its additional campus in Charnwood until 31 December 2018.
8. On 26 August 2016 the then Minister for Education gave in-principle approval (IPA) for BCC to apply to register its Charnwood campus at years 5 and 6 as additional educational levels.

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9. On 26 February 2018 the proprietor of the school, Brindabella Christian Education Limited, applied ([Attachment B](#)) for both the registration renewal of the school and the registration of the Charnwood campus at additional levels under the IPA given in 2016.
10. Because the school's registration and IPA were current at the time of the application both applications were eligible for consideration later in 2018.

Issues

11. Whilst the registration panel appointed to report to you on the BCC's application found the school to be compliant with all criteria of registration at additional education levels and registration renewal, and as required under sections 90 and 97 of the Act; the panel report noted (section B7.b of the panel's report) that the College's documentation did not demonstrate compliance with the Board of Senior Secondary Studies (BSSS) mandatory subject hour requirements.
12. The Directorate recommends registration for 1 January 2019 – 31 December 2023 which is the maximum registration period under the Act for:
 - a) Lyneham campus: kindergarten – year 12; and
 - b) Charnwood campus: kindergarten – year 6;

contingent on the Directorate receiving evidence of full compliance with the BSSS' mandatory subject hour requirements before the commencement of classes in 2019.

Financial Implications

13. Nil.

ConsultationInternal

14. The Directorates Strategic Finance Branch were required to review and provide advice in relation to financial viability through [REDACTED]
15. Wendy Cave, principal of Ainslie School was engaged as the panel chair.

Cross Directorate

16. Board of Senior Secondary Studies (BSSS) was satisfied that BCC met its requirements relating to years 11 and 12 with the exception of mandatory hours of study (as referenced in the Registration panel's report Section B7.b at [Attachment A](#)).
17. The Directorate has gained from the BCC principal an undertaking ([Attachment E](#)) to rectify the study hour non-compliance prior to the commencement of classes in 2019, and provide evidence to the Directorate in January 2019.

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External

18. Brindabella a Christian College provided comprehensive documentation to the registration panel to demonstrate compliance with the conditions of registration across both campuses, and for the proposed additional educational levels at the Charnwood campus.
19. [REDACTED] an accredited and independent financial viability assessor, was engaged by the Directorate to assess the financial viability of all independent schools seeking registration renewal in 2018. [REDACTED] advanced financial assessment found BCC to be financially viable.
20. As per the requirements of Section 88A of the Act¹, the public was advised of the application for registration at additional educational levels² and invited to make written comments on it. No public comments were received on the application.
21. The following stakeholders were also advised of the additional education level application and invited to make written comments on it:
 - a) Association of Independent Schools
 - b) Catholic Education Office
 - c) Australian Education Union
 - d) Independent Education Union
 - e) ACT Council of Parents and Citizens Associations
 - f) Association of Parents and Friends of ACT Schools Inc.
22. One stakeholder provided written support for the application. As the Act neither requires nor precludes you from considering any comments made on applications for registration at additional educational levels, this comment is provided for your information at Attachment F.

Benefits/Sensitivities

23. The recommended registration renewal of BCC will permit the school to operate from 2019 to 2023.
24. Making the registration renewal contingent on the provision of evidence of full compliance with the BSSS mandatory study hours is consistent with the approach taken by the Directorate (in 2017) when [REDACTED] schools were found to be non-compliant with BSSS mandatory hours of study.

¹ The Act requires that a public notice must be made of all applications for registration at additional educational levels and that written comments must be invited. The public was invited to comment on this application during the comment period 14 May – 13 July 2018.

² The Act does not require public notice to be made for applications for registration renewal.

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25. The registration of the BCC Charnwood campus for years 5 and 6 will allow Charnwood campus students to continue their primary schooling in a familiar environment.

Media Implications

26. The Directorate does not expect this matter to generate media interest.

David Matthews
 Executive Director, Business Services Division
 8/11/2018

| | | |
|--|--------|-----------|
| Executive Director, Business Services Division : | Phone: | 6207 0384 |
| Action Officer: Lynda Tooth | Phone: | 6205 8321 |

Attachments:

| Attachments | Title |
|-------------|--|
| A | Registration process and panel report |
| B | Application for registration |
| C | Registration decision |
| D | Criteria for registration renewal and registration at additional educational levels for non-government schools |
| E | Undertaking by the BCC principal to rectify BSSS non-compliance |
| F | Comment received on application |

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Request from Minister's Staff

Title: REGULATION OF NON-GOVERNMENT SCHOOLS 2018 – BRINDABELLA CHRISTIAN COLLEGE

TRIM number: MIN18/996

Request: Provide further detail on financial viability of Brindabella Christian College

Request date: 23 October 2018

Response due to Minister's staff:

Response format: dot points

Cleared by: David Matthews - Executive Director, Business Services

Directorate's Response

Background

- The Minister's office is seeking further detail on the financial viability assessment conducted by [REDACTED] (previously known as [REDACTED]) as part of the school's re-registration application.
- Further information has been sought around the school's financial positions in light of expansion activities and significant capital works that Brindabella Christian College (the school) has been, and will be conducting over the period of registration sought (5 years)

Issues

- The overall finding of the report conducted by [REDACTED] is that the school is likely to remain financial viable for the short to medium term (1 to 5 years). This is dependent on the continued receipt of government grants, which is a significant source of income for any non-government school in the ACT.
- As part of the registration process, the school must submit a business plan for the period of registration sought, that indicates its anticipated financial position for each of the forward years in line with the registration request.
- The financial plan should include assumptions on its revenues (factoring in fee increases, indexation on government grants etc.) and expenditures (wage increases, borrowing costs, increase in other operating and general costs), its anticipated operating result in each year, and how it will finance any planned large capital acquisitions or constructions/expansions.
- The school's business plan was also submitted to [REDACTED] for its review, and it conducted high level analysis and adverse sensitivity testing of financial projections provided for the next five years.

- The opinion provided by [REDACTED] based on this analysis indicated that, based on assumptions in the business plan including higher than projected salary inflation and no change to the low student to teacher ratio (11.2 at Dec 2017), the School maintained adequate financial capacity to withstand these cost impacts and continue operations. This includes the cost impact of its capital works program and the related expenditure
- The report also pointed out that notes that any capital expenditure is relatively discretionary (i.e. works can be deferred if the school encounters financial pressures that may jeopardise its financial viability).
- While the credit score for the school has gone down slightly based on 2016 and 2017 financial results, the school's credit rating improved from [REDACTED] to [REDACTED], and the short-term probability of default of [REDACTED] i.e. very low probability default.
- Expansion works undertaken to date allow for increase in student numbers, which in term will generate greater revenues (and expenditure) for the school, and further works will also improve the amenity of the school.
- The school is a well-established school in the ACT, with significant student population, and has been able to manage the cost impact of past capital works without impacting the schools financial viability.

BRINDABELLA CHRISTIAN COLLEGE – APPLICATIONS FOR:

- REGISTRATION RENEWAL** - Lyneham campus: kindergarten to year 12
- Charnwood campus: kindergarten to year 4
- REGISTRATION AT ADDITIONAL EDUCATIONAL LEVELS** - Charnwood campus: years 5 and 6

BRINDABELLA CHRISTIAN COLLEGE - APPLICATION FOR REGISTRATION RENEWAL AND REGISTRATION AT ADDITIONAL EDUCATIONAL LEVELS.

Registration process and panel report

Brindabella Christian College (BCC or the school) is registered as an ACT non-government school for the period 1 January 2014 to 31 December 2018 at its Lyneham campus for Kindergarten to year 12 and Kindergarten to year 4 at its Charnwood campus.

In February 2018, under sections 89 and 96 of the *Education Act 2004* (the Act) the proprietor of BCC applied for:

- registration at additional educational levels - Charnwood campus: years 5 and 6
- registration renewal
 - Lyneham campus: kindergarten to year 12
 - Charnwood campus: kindergarten to year 4

The school provided documents and information in support of its claim that it is compliant with the relevant criteria.

Under section 88 of the Act a panel was appointed to report to the Minister on the applications. Panel members are listed on the last page of this report. The panel has considered the documents and information supplied by the school and visited the school.

A comprehensive report that covers *all* year levels at *both* campuses seeking registration renewal *and* including registration at additional educational levels for years 5 and 6 at the Charnwood campus follows.

The following table summarises the panel's findings against the registration criteria.

Table - Summary of the panel's findings – Brindabella Christian College 2018

| Criteria - section 90 and 97 Education Act 2004 | Finding |
|---|----------------|
| (a) The proprietor of the school is a corporation. | Compliant |
| (b) (i) The school has appropriate policies, facilities and equipment for the curriculum offered by the school. | Compliant |
| (b) (ii) The school has appropriate policies, facilities and equipment for the safety and the welfare of its students. | Compliant |
| (c) The curriculum (including the framework of the curriculum and the principles on which the curriculum is based) meets the curriculum requirements for students attending government schools. | Compliant |
| (d) The nature and content of the education offered at the school are appropriate for the educational levels for which the school is provisionally registered. | Compliant |
| (e) The teaching staff are qualified to teach at the educational levels at which they are employed to teach. | Compliant |
| (f) The school has satisfactory processes to monitor quality educational outcomes. | Compliant |
| (g) The school is financially viable. | Compliant |

PANEL FINDINGS.

Criterion A – Proprietor**Requirement**

The proprietor of the school is and remains a corporation.

- A** A recent certified extract e.g. from the Australian Securities and Investment Corporation Register or Australian Charities and Not-for-profits Commission (ACNC) Register demonstrating that the school's proprietor is and remains a corporation.

BCC has supplied a certified extract dated 3 December 2012 from the Australian Charities and Not-for-profits Commission Register demonstrating that the school's proprietor is and remains a corporation. BCC's registration on the ACNC website was sighted on 21 September 2018 and a PDF of the entry downloaded.

Registration panel comment

The panel considered the information/documentation provided by the school. The panel is of the view that the school meets the requirement.

Criterion B – Policies, facilities and equipment**Requirement**

The school must have appropriate policies, facilities and equipment for the curriculum offered by the school and the safety and the welfare of its students.

B1 A copy of the school's current curriculum policy (or policies) as evidence that the school is aware of, and implements, registration requirements and curriculum expectations.

The BCC Curriculum Compliance Policy is the document used to guide the Curriculum Policy. The Curriculum Policy directs policy on the curriculum framework and plan, core learnings, pedagogy, assessment, reporting, and roles and responsibilities.

B2 A statement explaining how the school has met the ACT Australian Curriculum Implementation Plan.
In accordance with the ACT Australian Curriculum Implementation Plan, all Phase 1, 2, and 3 subjects, K-10, have been implemented with the Australian curriculum content taught, assessed and reported, as was scheduled for 2018. Curriculum in years 11 and 12 is directed by the requirements of the BSSS.**B3 A statement explaining how the school provides regular moderate to vigorous physical education.**
Regular moderate to vigorous physical education is provided to all students in years K-10. In years 7-10 students participate in 150 minutes of activity per week through organised physical education classes, sport events and fitness activities. In years K-6 students participate in either organised physical education lessons (of 40 – 50 minute duration) and/or fitness activities (approx. 20 - 25 min duration) each day. Students also participate in additional sports based programs as either timetabled activities or additional activities e.g. Active Afters program for Junior School students that operates after school, and various representational sporting teams that compete on weekends and after hours.**B4 A statement explaining how the school's facilities support the delivery of the curriculum at the school; and cater for regular moderate to vigorous physical activity.**

BCC has comprehensive facilities purposely designed to cater for the educational needs of the students and to support the delivery of the curriculum from years K-12. General learning spaces, social spaces and specialist facilities provide for the delivery of the Australian Curriculum and these continue to be upgraded and constructed. All facilities are appropriately maintained by a designated maintenance team and safety risks mitigated. The curriculum is also delivered through a wide variety of programs provided by external providers and experienced as both incursions and excursions.

B5 A statement explaining how the school's equipment and resources supports the delivery of the curriculum at the school.

All specialist learning spaces have been fully equipped according to their purpose and to support the delivery of the curriculum. Teachers have access to an extensive range of material and non-material teaching and learning resources and can request further resources to maximize learning opportunities and in consideration of further curriculum negotiated with the students. These resources include educational programs and teacher guides, digital interactives and subscriptions; specialist equipment e.g. 3-D printer; specialist personnel; library and resource centre. BCC provides ICT infrastructure and management to support teaching and learning across all areas. BCC supports a one-to-one connectable device program and school-wide wifi coverage. Staff and students have easy access to ICT support personnel. Teaching spaces have further devices such as interactive screens and whiteboards.

B6 A statement explaining how language tuition is organised at the school.

At BCC students in years K-8 study Mandarin. In years 7 and 8 students participate in five periods of 50 minutes per fortnight. Years 5 and 6 students participate in three periods of 50 minutes per fortnight. In Year 4 students participate in one period of 50-60 minutes per week. In years K-3 students participate in one period of 40-50 minutes per week. Slight differences in lesson length are caused by the placement of the lesson according to teaching blocks, which are determined by lunch breaks. The allocation to Mandarin is also limited in the lower year levels in order to focus on literacy and numeracy. Mandarin is offered as an elective subject beyond Year 8.

B7 A statement explaining how the school achieves compliance with BSSS requirements.

Evidence was sighted that BCC is fully compliant with all BSSS requirements:

- a) based on the school's declaration and information available to the BSSS the school:
- adopts and makes provision for BSSS registered and accredited courses for year 11 and 12 students in accordance with BSSS guidelines;
 - is compliant with the BSSS storage and release of assessment data requirements;
 - is compliant with BSSS assessment, moderation, and appeals processes;
 - is compliant with BSSS requirements for the preparation of students for the ACT Scaling test;
 - supports and participates in the ACT Scaling test process;
 - is aware of and responsive to changes or updates to BSSS policies and procedures.
- b) the school timetable and calendar do not currently reflect the mandatory hours of study for all units and courses. However, the school has proposed the following changes which, if implemented, will meet the required hours:
- return to classes after AST;
 - additional tutorial time implemented;
 - lunch time lessons; and
 - reorganising timetable for 2019 onwards.

B8 A statement explaining how the school achieves compliance with vocational education requirements.

BCC does not run vocational education courses.

B9 A copy of the school's current safety and welfare policy (or policies) as evidence that the school is aware of, and implements, registration and safety and welfare requirements.

BCC's *Student Welfare Policy* was sighted.

B10 A statement of the number of students currently attending the school by age, gender and year group; and projected to be attending the school in the following year by age and year group.

BCC provided relevant data according to end of year census data for years 2016 and 2017, beginning of year census data for 2018 and projected figures for 2019.

B11 A statement explaining how the school's facilities support the safety and welfare of students including, but not limited to:

- the provision of educational assessments and counselling;
- student safety and welfare during timetabled periods, recess and lunch times, before and after school care, and on excursions and camps.

Every student has a consistent pastoral care teacher who knows and cares for each student as an individual and is the first point-of-call for communication with parents. Educational assessments and counselling are provided to students upon referral or request. These are conducted by senior members of the management and learning support and enrichment teams, the school psychologist, or through external personnel or bodies. The pastoral care program deals with health and wellbeing issues as they arise but also through activities targeted at students of all ages. External programs are also accessed.

Students are supported in making educational choices that maximize their engagement in the educational program. Senior students are supported in making decisions regarding opportunities that extend beyond their time at BCC.

Due care is taken of students during timetabled lessons. Student attendance is recorded and monitored and pastoral care staff follow-up on any issues of concern. Class activities are carefully planned and differentiated according to need. Risk-assessments of planned activities are prepared and submitted with term/semester unit and work programs. Within classrooms teachers are actively engaged in the activity of learning and monitor the culture of the classroom to ensure that all students feel psychologically secure and physically safe. Clear behavioural expectations are communicated and reinforced.

First aid facilities are provided and specific staff are designated to be First Aid Officers and are situated within student reception and sick bay. These staff have full access to student records and medical plans. The sick bays are fully equipped and well-stocked. Student health information is kept up-to-date and procedures are in place to deal with students who are unwell.

During scheduled breaks in instruction teachers are provided with clear directions and procedures to follow in line with their expected duty of care. These directions and procedures include such things as clear and updated duty rosters and designated supervision areas and responsibilities. Teachers are also provided with equipment to assist them in their responsibilities. This equipment includes, but is not limited to, communication tools, high-visibility vests, and mobile student data for students identified as "at risk" (safety and health concerns). BCC also provides supervised facilities e.g. fixed and un-fixed play equipment, and activities, e.g. Defence Kids Club and Fun Club, during scheduled breaks. Some activities extend to before and after timetabled lessons times, these activities include co-curricular and extra-curricular activities and are undertaken on and off-site. Where external providers are part of this arrangement their staff are compliant with requirements relating to qualifications and safety checks. For excursions and camps the venues and providers are carefully vetted and provide full risk-assessments, descriptions and/or schedules of events. Procedures are in place to provide for the safety and welfare of students during these events.

There are a number of measures in place to secure the physical safety of the students. These range from sign-in and sign-out procedures, secure buildings/classrooms and play areas, clear signage, maintained environments, and procedures that are clear and understood by all members of the community e.g. emergency evacuation. Facilities also cater for students and members of the public with physical disabilities. Other facilities related to the safety and welfare of students include the tuckshop and café, private interview rooms, quiet spaces, financial planning for families and the retail centre for school uniforms etc., which also supplies secondhand uniforms to assist families.

B12 A statement from a qualified architect, builder or certifier providing confirmation that the school has sufficient toilet facilities (including accessible toilet facilities) for:

- the number of students at the school (current and future);
- the age, gender and ability of the students attending (current and future) the school.

BCC has provided a letter from [REDACTED] dated 6 April 2018 entitled *Brindabella Christian College - Charnwood Campus Toilet Provision Audit* which states:

Our assessment has found that there are adequate toilets provided on the Campus for Staff and students presently to comply to BCA 2016. We also found that with the proposed growth to full class occupancy of 175 students, there will still be sufficient provision of toilet numbers over the next 6 years for Staff and Students in compliance with BCA 2016.

BCC has provided a letter from [REDACTED] dated 5 March 2018 entitled *Brindabella Christian College - Lyneham Campus Toilet Provision Audit* which states:

Our assessment has found that there are adequate toilets provided on the Campus for Staff and students presently to comply to BCA 2016. We also found that with the proposed staging of new building works, there will always be sufficient provision of toilet numbers over the next 6 years for Staff and Students in compliance with BCA 2016.

B13 A statement explaining how the school's equipment supports the safety and welfare of students, with reference, as a minimum, to the following:

- fire, evacuations, lockdowns and other emergencies;
- student hygiene, access to drinking water and playground shade;
- heating and cooling;
- safeguards regarding the use, storage and maintenance of:
 - chemicals and science equipment (including personal protection equipment);
 - design and technology equipment;

- food preparation equipment and supplies; and
- sporting equipment.

BCC is equipped with:

- communication systems, e.g. bells, emergency sirens and PA systems, school app and text alerts;
- fire hazards, e.g. extinguishers, fire blankets;
- hazard reduction, e.g. exhaust fans and leaf-blowers;
- general maintenance;
- protection, e.g. Personal Protection Equipment (PPE), safety guards for specialist equipment;
- health, e.g. heating, cooling, clean water, and shade;
- waste removal, e.g. rubbish bins, skips, recycled waste containers, human waste containers;
- cleaning, e.g. including non-toxic, low-allergenic and biodegradable materials;
- traffic flow, e.g. bollards, safety fencing, lockable gates, pick-up and set-down area (Lyneham), speed limits, crossing attendant (Lyneham);
- general safety, e.g. trolleys, ladders, high visibility vests.

All specialist spaces, such as science labs and arts and technology spaces are fully equipped with relevant, maintained and updated equipment, which is appropriately labelled and stored. Relevant staff are equipped as follows:

- caretakers and cleaners: "wet floor" and hazard signs
- science teachers: chemical stores, Material Safety Data Sheets (MSDS), fume cupboard
- technology teachers: machines and tools, PPE, dust extraction, adequate lighting, first aid equipment
- art teachers: lockable storage, PPE, machines and tools, adequate access to water
- food technology teachers: first aid equipment, wash basin, machines and tools, including stoves and refrigerators, tools, cleaning equipment
- PE teachers: storage, developmentally appropriate equipment.

BCC engages a number of external services including:

- fire and security;
- maintenance of heating, cooling and venting systems;
- tree and flora lopping and maintenance;
- asbestos advice.

Registration panel comment

The panel considered the information/documentation provided by the school and spoke with school staff and toured the school when the panel visited the school. The panel is of the view that the school meets the requirement.

Criterion C – Curriculum framework

Requirement

The school's curriculum (including the framework of the curriculum and the principles on which the curriculum is based) must meet the curriculum requirements for students attending government schools.

The curriculum requirements for students attending government schools are:

- implementation of the Australian curriculum according to the ACT's Implementation plan;
- compliance, where relevant, with BSSS requirements for year 11 and 12 courses;
- Kindergarten to Year 10 students to engage in regular moderate to vigorous physical activity; and
- Year 3-8 students to study of one of the ACT's eight priority languages (French, German, Italian, Spanish, Indonesian, Japanese, Chinese/Mandarin and Korean) or other language approved by the Registrar of Non-government schools.

C1 A statement explaining how the curriculum operates at the school

In accordance with the ACT Australian Curriculum Implementation Plan, all Phase 1, 2, and 3 subjects, for years K-10, have been implemented with the Australian Curriculum content taught, assessed and reported. Curriculum in years 11 and 12 is directed by the requirements of the BSSS. In all relevant areas the delivery of the curriculum is in compliance with *Australian Education Regulation 2013* (Cwth) and *Education Act 2004* (ACT).

The curriculum is expressed through three dimensions:

1. *Ethos Organisers: Values and Purposes* -R.O.C.K (Respect, Obedience, Compassion and Kindness) and W.I.S.E (Wisdom, Integrity, Service, Excellence); and a Biblical Framework.
2. *Key Learning Areas: Christian/Biblical Living, English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages (Chinese)* - as per the Australian curriculum, some of the learning areas include multiple subjects, reflecting custom and practice in the discipline.
3. *Essential Understandings and Capabilities: Biblical Worldview, Thinking, Communication, Personal Futures, World Futures, and Social Responsibility* -- these include the Australian Curriculum General Capabilities and Cross-Curricular Priorities.

The pedagogical framework is based on the following principles: taking an encompassing view of curriculum; an explicit knowledge of core values; a focus on the purposes of learning; inclusivity; flexibility; integration, breadth and balance; and, developmental appropriateness. Teaching strategies are flexible to respond to pedagogical context but promote the following: intellectual quality; connectedness; supportive social environments; and, recognition of difference. Provision is made for interdisciplinary approaches, semester-based programs, two-year rotations for subjects operating over a developmental band, and multi-age grouping according to need or design.

Curriculum in years K-6 is overseen by a Director of Curriculum and teachers work in year level teams to plan and co-ordinate curriculum and learning experiences. Where composite classes operate alternate units of work are designed that comply with the curriculum expectations of BCC. Curriculum in years 7 -12 is overseen by Heads of Department or Faculty.

In years 7 – 12 the curriculum is delivered by subject teachers. In years 5 and 6 students have a class core teacher who teaches most subjects but also have subject teachers for Arts, Technologies, HPE, Library, and Chinese. In years K-4 students have their class teachers as well as subject teachers for PE, Performing Arts/Music, Mandarin and Library.

The curriculum is expressed in the following documents:

- Curriculum Framework;
- Curriculum Policy Document;
- Curriculum Values and Purposes Statement;

- Essential Understandings and Capabilities;
- Learning, Teaching and Assessment Principles;
- Curriculum Plan Overview;
- Curriculum Plan;
- Syllabus: Scope and Sequence, Annotated Scope and Sequence, Course Outlines/Subject Overviews; and
- Teacher Educational Programs, including term-based or semester-based units of work

C-2 Copy of all timetables for 2018.

BCC supplied all relevant documents.

C-3 Copy of school calendar showing when holidays, camps, whole day events (e.g. sporting carnivals) and pupil-free days scheduled for 2018.

BCC supplied all relevant documents

C-4 An explanation of the school's day and week structure, including length of periods.

Lyneham Campus: First bell is at 8.50am and last bell is at 3.15pm.

Junior School (K-4): Weekly timetable

First teaching block: 8.55am – 11.15am

Break 1: 11.15am- 11.25am - supervised eating time

11.25am – 11.55am - play

Second teaching block: 11.55am – 1.35pm

Break 2: 1.35pm – 1.55pm

Third teaching block: 1.55pm – 3.15pm

At first bell all students assemble in common area in class groups and rostered teacher and student leaders greet them and share announcements. All classes then generally participate in daily fitness activities (this may be later in the day at times) unless they have a scheduled PE lesson that day. Specialist subject lessons are timetabled throughout the week and range in length from 40 minutes to 50 minutes according to which teaching block in which they are placed. Teaching blocks are of uneven length as they are offset against the years 5 - 12 timetable in order to allow for separate break times. Classes are free to structure their timetable according to their own design, including integration of subjects, using the information in the following table as a guide:

| Learning Area | Percentage of time allocation per week |
|-----------------|--|
| English/Library | 28 (approx. 420 minutes) |
| Maths | 24 (approx. 360 minutes) |
| Science | 8 (approx. 120 minutes) |
| HASS | 8 |
| Arts | 8 |
| Chinese | Up to 6 |
| Technologies | 6 |
| HPE | 8 |
| School-based | 8 |

Middle and Senior Schools: Week A/B cyclical timetable, all periods 50 minutes duration, 6 periods per day

First teaching block: 8.55am – 10.55am (includes 20 minute pastoral care session)

Break 1: 10.55am- 11.25am

Second teaching block: 11.25am – 1.05pm

Break 2: 1.05pm – 1.35pm

Third teaching block: 1.35pm – 3.15pm

Time allocations for years 5-10 are displayed in the following table. Compulsory subjects are shaded. Non-shaded subjects are offered on two subject lines only.

| Learning Area | Periods per cycle | | |
|-----------------|-------------------|-------------|--------------|
| | Yrs 5 and 6 | Yrs 7 and 8 | Yrs 9 and 10 |
| English/Library | 12 | 9 | 9 |
| Maths | 12 | 9 | 9 |
| Science | 5 | 6 | 9 |
| HASS | 6 | 8 | 7 |
| Arts | 3 (+3 for Music) | 5 | 6 |
| Chinese | 3 | 5 | 6 |
| Technologies | 5 | 5 | 6 |
| HPE | 5 | 8 | 8 |
| School-based | 3 | 5 | 5 |

Time allocation for years 11 and 12 courses are set by BSSS at 55 hours per semester.

Charnwood Campus

First teaching block: 8.40am – 10.40am

Break 1: 10.40am- 11.10am

Second teaching block: 11.10am – 12.50pm

Break 2: 12.50pm – 1.30pm

Third teaching block: 1.30pm – 3.00pm (2.30pm Friday – this is being phased out).

At first bell all students assemble in common area in class groups and rostered teacher and student leaders greet them and share announcements. All classes then generally participate in daily fitness activities (this may be later in the day at times) unless they have a scheduled PE lesson that day. Specialist subject lessons are timetabled throughout the week. Classroom timetables are the responsibility of the class teacher and follow the same time allocation guidelines as the Lyneham campus. A weekly assembly is held on Friday afternoon where each class leads the assembly and highlights learning areas and activities that have been achieved.

- C-5 Annotated scope and sequencing documentation for English for one year group.
BCC supplied all relevant documents.
- C-6 Annotated scope and sequencing documentation for Mathematics for one year group.
BCC supplied all relevant documents.
- C-7 Annotated scope and sequencing documentation for the Arts for one year group.
BCC supplied all relevant documents.
- C-8 Annotated scope and sequencing documentation for Health and Physical Education for one year group.
BCC supplied all relevant documents.
- C-9 Annotated scope and sequencing documentation for Languages for one year group.
BCC supplied all relevant documents.
- C-10 If relevant: A copy of any approved alternative curriculums frameworks AND implementation documents e.g. International Baccalaureate, NSW Higher School Certificate, Australian Curriculum, Assessment and Reporting Authority (ACARA) approved Montessori or Steiner Curriculum.
Not relevant.

Registration panel comment

The panel considered the information/documentation provided by the school and spoke with school staff and toured the school when the panel visited the school. The panel is of the view that the school meets the requirement.

Criterion D – Nature and content of the education**Requirement**

The nature and content of the education offered at the school is to be appropriate for the educational levels for which the school is registered.

D An explanation of why the nature and content of the education offered at the school is appropriate for the educational levels for which the school is registered.

BCC uses ACARA advice around the needs of children and young people according to developmental bands. This advice can be summarized as the following:

First Year of School

- Learning experiences that allow students to learn through interactions with others.
- Opportunities for experimentation, practice and play.
- Priority given to literacy and numeracy.
- Develop understanding and behaviours of learning within a classroom environment.
- Building identity as a member of the school community.

Years 1 and 2

- Priority given to literacy and numeracy development through focused instruction in all areas of learning as well as in English and Mathematics.
- Opportunities to develop understanding of themselves as individuals and learners and to make connections with the wider community.

Years 3 and 4

- Opportunities to develop and demonstrate independence.
- Opportunities to work co-operatively and build on communication skills.
- Priority given to English and Mathematics with a further focus on literacy and numeracy across all learning areas.
- Consolidation of skills specific to reading and writing.

Years 5 and 6

- Opportunities for students to take positive actions in relation to their wellbeing.
- Opportunities for students to work independently and in cooperation with others.
- Learning experiences that encourage inquiry and build research skills.
- Opportunities to take responsibility and input into decisions regarding self, class and community.
- Continued emphasis on literacy and numeracy.
- Greater focus on development of skills in ICT across learning areas.

Years 7 and 8

- Focus on developing personal organizational skills and learning behaviours.
- Focus on developing personal health and wellbeing.
- Focus on managing personal relationships.
- Opportunities to experience areas of learning as distinct subjects and to broaden understanding of different disciplines.
- Opportunities to develop specific skills particular to different areas of inquiry.
- Opportunities to reason and consider understandings.

Years 9 and 10

- Opportunities to pursue areas of interest.
- Opportunities for ownership of learning pathways, learning behaviours, and learning progress.
- Focus on developing life-long learning dispositions.
- Focus on emotional resilience.
- Opportunities to prepare for civic, social and economic participation outside of school

Years 11 and 12

- Focus on academic rigor, inquiry and value of learning.
- Continued focus on emotional resilience and wellbeing of self and others.
- Opportunities to prepare for tertiary, vocational or personal pathways.
- Opportunities for independent and collaborative learning and participation.

Criterion E – Teaching staff qualifications**Requirement**

Teaching staff are to be qualified to teach at the educational levels at which they are employed to teach.

- E1** A list of all non-relief teaching staff employed at the school as at date the application for registration renewal is lodged together with type of each teacher's Teacher Quality Institute (TQI) registration and the date when each teacher's TQI registration expires.

The panel confirmed that BCC staff are qualified to teach at the educational levels at which they are employed to teach.

- E2** An explanation of how the school manages its teacher recruitment (including relief staff) and on-going employment to ensure initial and continuing currency of TQI registration.

Vacant positions are advertised with a position description and selection criteria. Applicants are shortlisted and interviewed. References and referees are checked. A contract is signed by both parties. All appointments are conditional on the presentation of:

- satisfactory Police Check;
- Teacher Quality Institute registration; and
- relevant professional teaching qualifications.

BCC has a list of suitably qualified and appropriately registered teachers for casual employment. As with permanent/part time teachers BCC requires all casual teachers to maintain their TQI registration and have this information on file.

Registration panel comment

The panel considered the information/documentation provided by the school and spoke with school staff and toured the school when the panel visited the school. The panel is of the view that the school meets the requirement.

Criterion F – Monitoring educational outcomes

Requirement

The school must have satisfactory processes to monitor quality educational outcomes.

F1 A statement describing what processes and data the school uses to monitor educational outcomes.

BCC collects data in the areas of achievement, demographic, process and perception, which is used to monitor the educational outcomes of the students.

Achievement data is collected from mandated system assessments, such as NAPLAN, standardized, norm-referenced, criterion referenced tests, school-based assessments, classroom-based assessments, teacher observations and student work. These help form a comprehensive assessment plan, direct program provision, and identify student learning needs. National standards and tools such as My School data charts are also used to monitor the education outcomes of students in relation to students from like schools and all Australian schools.

Demographic data is collected from the school community and student population to identify trends in the student population and gain an understanding of who they are, their needs, interests, and aspirations. This includes data such as mobility patterns, rate of enrolments in special programs, and behavioural and social problems of students.

Process data relates to school programs, practices, pedagogy and policies and directs attention to how successful the processes are in bringing about the academic excellence articulated in school standards and expectations. Process data is collected on programs and processes from academic curricular programs, extracurricular and co-curricular programs and any funded programs. When combined with Year 12 exit data, program data informs discussions about the academic rigor and quality of the programs and courses delivered by BCC.

Perception data is collected from a number of sources including, students, parents, teachers and staff, BCC board, community members and other educational institutions, to gain an understanding of their attitudes, experiences and beliefs about the teaching and learning environment. It is also used to find out such things as how satisfied the school community is with educational programs, what the community thinks about the skills of graduates and what is perceived to be the strengths and needs of the school. Perception data is collected through a number of instruments, including surveys, focus groups, and records of parent concerns.

BCC analyses the details of the data patterns to uncover the relationship among the data, and based on data interpretation develops improvement plans and strategies with the primary emphasis on improving student learning and educational outcomes. From this point processes are initiated to respond to the data through the generation of hypotheses, development of goals for improvement, identification of actions and specific strategies required to achieve goals, evaluation criteria to be used, documentation of processes and outcomes, and accountabilities – in a cycle of continuous improvement.

F2 A statement describing how the school supports teachers to understand and utilise data to track and review individual student progress e.g. from year 3 to year 5.

BCC supports teachers to use data in the following five ways: to track student performance; to make judgements about and moderate student achievement; to adjust the curriculum, pedagogy and learning opportunities according to student need, interest and ability; to set goals for student groups and individuals; to communicate student achievements through mechanisms such as learning progress reports, and parent/teacher interviews.

Teachers are currently supported to use, analyse and interpret both quantitative and qualitative data and interpret student assessment data to evaluate student learning and modify teaching practice. This is achieved by working on data with members of the management team and through professional

discussions and planning sessions. In 2019 BCC will begin a professional development course in data literacy and in using data to improve student outcomes. This will focus on creating a set of protocols for analysing and discussing data, different ways of displaying data, engaging students with data and on increasing the capacity of teacher teams to plan and work together to establish year level goals and targets through a collaborative inquiry approach.

F3 A statement describing how the school supports teachers to respond to individual student learning needs.

BCC applies a whole school approach to support student learning to ensure a cohesive response to diverse learning needs, comprehensive consideration of the different domains of human development, and consistent teaching practice. It also ensures congruence with beliefs that every student has the ability to learn and should be able to demonstrate progress in their learning and, that there is a reciprocal relationship between learning, achievement and behaviour. This approach takes into account student emotional and relational wellbeing as well as academic performance. Specific consideration is given to those in need of learning or behaviour support, those who need educational support due to a disability, those who are gifted and/or talented, and those for whom English is an additional language or dialect. Sensitivities are also displayed towards the cultural and linguistic backgrounds of students, and socio-economic situations.

BCC's approach is based on a tiered continuum of support to cater for the learning needs of all students that involves differentiation, focused teaching and intensive teaching as required. Each successive tier provides a continuum of support with increasingly focused and personalized teaching and intervention – including increasing levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff. The level of support provided for each student is based on an analysis of student data and ongoing monitoring of student progress.

Tier 1 provides differentiated and explicit teaching for all students. It consists of good first teaching and classroom practice involving specific, intentional assessment used to design instructional strategies. Learning activities are designed to engage students, assist them to achieve expected learning, and enable them to demonstrate their learning. Teachers reflect on the effectiveness of their differentiation strategies in regards to student progress. If there is a lack of student progress, the teacher identifies alternative approaches that are likely to result in the intended student learning. Enrichment or extension activities are provided for students exceeding year level expectations. Expected behaviours are explicitly taught, modelled, and reinforced. Support for this tier is provided to teachers through internal and external professional learning provision, mentoring, team-teaching provisions, and weekly timetabled sessions for team collaboration. Future support may also include professional coaching. Policies are also available to all staff and general procedures and programs supported by the Management Team have also been put in place.

Tier 2 provides focused teaching for students who continue to demonstrate that they are not meeting year-level achievement standards or behaviour expectations as well as other identified students, e.g. English as another language and Gifted and Talented. Support staff work collaboratively with class and subject teachers to provide focused teaching aligned to the class programmes. Focus at this tier is on case management and includes a forum to discuss internal intervention as well as internal support mechanisms for teachers focused on instruction. At the Lyneham campus support at this level is provided through team level meetings coordinated through team leaders who regularly meet with members of the Management team and through case management meetings with the Student Support Team led by the Heads of Pastoral Care and the Head of Learning Enrichment and Support. At the Charnwood campus case management is discussed in consultation with the Deputy Principal and the Learning Support teacher who oversee the Wellbeing, Relationship and Academic Progress (WRAP) programme. At both campuses the curriculum leaders and the school psychologist are involved at this level if required.

Tier 3 is focused on early intervention and represents an escalation for support of students with the use of intensive instruction that directly serves the students most in need. At this level specialist literacy,

numeracy or learning support teachers become involved in direct instruction for individuals or small groups, which includes in-class and out-of-class intensive tutorials. If necessary, teachers are provided with support to create specific individual programs for students. Teacher assistants provide further support within classrooms. BCC also has an educational psychologist who provides specialist testing, referral, support and guidance. For a small number of students who continue to display behaviours that are deemed complex and challenging, individualized, function-based behaviour assessment and support plans and multi-agency collaboration are utilised.

F4 A statement explaining how student results, work samples, assessment criteria and rubrics are developed and moderated.

Assessment in years K to 10 is considered in a number of ways, including formative and summative, at a whole school, year/band level and unit level. At the unit level teachers forefront summative assessment to ensure alignment of curriculum and assessment then backward-map their lesson sequence and intentional feedback sessions. Formative assessment is used to track student progress against the relevant achievement standards and to inform teaching and learning. It includes monitoring tasks and diagnostic tools. Summative assessment is used to gather evidence against the relevant achievement standards and for the purpose of reporting to parents. Summative assessment tasks have marking guides that use the relevant achievement standards and related assessable elements to judge the quality of the evidence of student achievement demonstrated in the assessment. Summative assessment task information is provided to students in age-appropriate ways. In the older year levels these tasks have task sheets, which specify the assessment conventions, and a marking guide. Summative tasks are used as the basis of each student's assessment folio. At the end of each semester teachers use student assessment folios to determine the overall level of achievement for each student in each subject. Student results are calibrated and moderated against the Australian Curriculum Achievement Standards through a 'Guide to Making Judgements' matrix developed by elaborating the Australian Curriculum through modifying statements into a five-point scale. The relevant achievement standard is treated as a fixed reference point for describing expectations about the quality of student work at the 'C' standard. Moderation is used at a number of junctures to align curriculum, pedagogy, assessment and reporting. It is also used to support consistency of teacher judgements and comparability of reported results against the relevant standards.

In years 11 and 12 the ACT BSSS procedures are followed.

F5 A statement explaining how the school uses the following to monitor educational outcomes:

- student assessment within the classroom;
- student assessment across cohorts where applicable;
- student assessment against other schools;
- NAPLAN summary data; and
- other observations and data gathered by the school.

Student assessment within classrooms takes a number of forms and is used to monitor student outcomes by providing real-time demonstrations of each individual student's level of understanding, knowledge, and skills related to planned learning experiences and expected progression points. This immediate feedback allows teachers to make on-the-spot professional judgements about how to adjust the teaching and learning experiences necessary for each student to progress. It also provides feedback on the effectiveness of their teaching and classroom management strategies and allows them to make informed professional decisions. Within classrooms on-going assessment of students by teachers allows for grouping of students into ability groups as well as flexible or needs-based groups as necessary to allow for targeted instruction.

Assessment of students across cohorts provides a further measure of assurance around the monitoring of student educational outcomes. Within the lower year levels (K-6) this is done, and will be done for years 5 and 6 at Charnwood, within year level teams that are campus and cross-campus-based. Teachers at each year level share the responsibility for the progression of all students within their particular year level and for the Lyneham-based teachers this is one focus of their planning discussions at their weekly team

meeting. Joint meetings are also held throughout the year. Students undergo standardised testing which further allows monitoring across cohorts, as does moderation and the end of semester student progress reports. For students in the upper year levels (7-12) cohorts are tracked, monitored and discussed by curriculum teams led by Heads of Faculty. BCC is developing its capacity in this area.

Educational outcomes are also monitored by comparing student assessment methods and results against other schools. This begins with professional collaboration through ventures such as professional learning, sectoral or multi-school joint planning, and professional networking. Student results are also compared to other schools using the data provided through the My School website where comparisons are made against all schools within Australia as well as like-schools. This data provides medium and long-term feedback and allows consideration on the degree of success of the effectiveness of its programs and strategies.

BCC also makes use of NAPLAN data which is interrogated in a variety of ways, e.g.:

- to identify what NAPLAN question items are most commonly answered correctly/incorrectly by year level (or class) compared to national results and/or index category over time;
- to compare the analysis of relevant teacher based assessment data to NAPLAN data analysis to highlight any issues or discrepancies found at the whole school, year or class level;
- to identify particular skills or aspects of the curriculum and possible teaching practices where the class/question level analysis indicates a need for focussed attention and
- to determine implications for improvement planning at the whole school, year or class level groupings

The use of NAPLAN data in is under continuous improvement.

Registration panel comment

The panel considered the information/documentation provided by the school and spoke with school staff and toured the school when the panel visited the school. The panel is of the view that the school meets the requirement.

Criterion G – Financial viability**Requirement**

The school must be financially viable.

- G-1 Copies of all Insurances
- G-2 Copies of current business plans including projected enrolments, staffing, income and expenditure over the maximum future registration period (5 years)
- G-3 Copies of audited financial statements for the last two financial years.
- G-4 A brief history of the entity including the year when operations commenced, and any major changes in corporate structure, acquisitions, disposals, etc.
- G-5 The corporate family tree, outlining the immediate and ultimate parent, subsidiaries, and other related entities.
- G-6 Projected sales revenue and pre-tax profit figures for the current financial year ending 30 June 2017.
- G-7 Details of business strategies relating to corporate activity, business restructuring, trading activity, new opportunities, and risk management.
- G-8 For each type of funding facility in place (eg overdraft, bank guarantees, loans and surety bonds) provide:
 - Name of provider
 - Type of facility (e.g. overdraft, bank guarantees, etc)
 - Limit of facility
 - Amount utilised
 - Maturity date
 - Covenants (financial, operating, reporting, etc)
 This should be provided in the form of a letter from entity's financier.
- G-9 A statement providing details of the entities compliance with its banking covenants in the past 3 years. For any breaches provide details including date, reason for the breach and remedial action taken.
- G-10 A statement providing details of any court proceedings, actual or threatened, involving the business or entities associated with it in the past 3 years.
- G-11 A statement providing details of any compensation claims, actual or threatened, involving the business or entities associated with it in the past 3 years.
- G-12 A statement outlining the business implications of the current economic climate, and what the entity is doing to leverage upside risk opportunities and mitigate downside risk.
- G-13 A statement outlining the number of students:
 - enrolled at the school during 2016, 2017 and 2018; and
 - who left the school during 2016, 2017 and 2018.

Registration panel comment:

The panel considered the information/documentation provided by the school. The panel is of the view that the school meets the requirement.

Signatures

I certify that this report is a true and accurate account of the findings of the registration panel convened under the *Education Act 2004* Sn 88 to report on applications from Brindabella Christian College for:

- registration at additional educational levels - Charnwood campus: years 5 and 6
- registration renewal
 - Lyneham campus: kindergarten to year 12
 - Charnwood campus: kindergarten to year 4

Wendy Cave
Chair

Date 28 September '18

I acknowledge receipt of the report on Brindabella Christian College's applications for, and the school's compliance with the criteria of, registration at additional educational levels and registration renewal.

Principal - Brindabella Christian College


Date 28/9/18

School registration details:

- Proprietor: Brindabella Christian Education Limited
- Locations: 136 Brigalow Street Lyneham 46 Lhotsky St Charnwood
- Educational levels: Kindergarten - year 12 Kindergarten - year 4
- Current registration: 1 January 2014 - 31 December 2018

Panel members:

| Name | Position |
|----------------|---|
| Wendy Cave | Principal, Ainslie School |
| Jacqui Chapman | Associate Principal, Gold Creek Primary School |
| Nicole Jagers | Deputy Principal, Miles Franklin Primary School |
| Tassany Price | Assistant Manager, Strategic Finance, ACT Education Directorate |

| | | | |
|--|--|---|------------|
|  ACT Government Education | | Application for registration renewal of a registered ACT independent school, and registration of an additional campus at additional educational levels- 2018 | |
| Name of the school | | | |
| What is the name of the school? | | Brindabella Christian College (BCC) | |
| Current registration | | | |
| What is the period of the school's current registration? | | 1 January 2014 – 31 December 2018 | |
| Location of the school | | | |
| What is the school's address? | | 136 Brigalow Street LYNEHAM ACT Additional campus: 46 Lhotsky St CHARWOOD ACT | |
| Educational (year) levels | | | |
| For what educational (year) level/s is the school currently registered? | | Lyneham campus: kindergarten – year 12 Charnwood additional campus: kindergarten – year 4 | |
| For what educational (year) level/s is the school seeking registration? | | Lyneham campus: kindergarten – year 12 – registration renewal Charnwood additional campus: <ul style="list-style-type: none"> • kindergarten – year 4 – registration renewal AND • years 5 and 6 – registration at additional educational levels | |
| If registration at additional educational levels is sought, when was in-principle approval for this granted, and when will this approval lapse? | | The Minister for Education gave in-principle approval on 26/8/2016 for BCC to apply to register its Charnwood additional campus at years 5 and 6 as additional educational levels. This in-principle approval lapses 25/8/2018 i.e. 2 years after it was given. Further information regarding this is at Attachment A | |
| Principal of the school | | | |
| Who is the school's principal? | | | |
| ☎ 02 61907311 | | ✉ [redacted]@bcc.act.edu.au | |
| I confirm that the required supporting documentation as outlined on pages 2 – 11 of this application will be submitted Day 1 Term 2 2018. I have also read the <i>Notification of collection of personal information</i> statement on page 12. | | | |
| Signature of the principal | | Date of signature | 26.02.2018 |
| Proprietor of the school | | | |
| Under sections 98 and 89 of the <i>Education Act 2004</i> the proprietor of a registered non-government school may apply for renewal of that registration and registration of additional educational level if IPA has not lapsed. | | | |
| Who is the school's proprietor? | | Brindabella Christian Education Limited | |
| Who is the proprietor's chairperson? | | | |
| ☎ [redacted] | | ✉ [redacted] | |
| I confirm that this application is made by the school's proprietor and that I have read the <i>Notification of collection of personal information</i> statement on page 12. | | | |
| Signature of the proprietor's chairperson | | Date of signature | 26.2.18 |

Please submit this application form to nongovschools@act.gov.au by 1 March 2018

For further information or to discuss alternative submission dates or alternative supporting documentation please contact the Manager, Liaison Unit Education Directorate ☎ (02) 6205 9301 or ✉ NonGovSchools@act.gov.au

Date application received by Manager, Liaison Unit Education Directorate: _____