



**BRINDABELLA**  
CHRISTIAN COLLEGE

# PROSPECTUS



Wisdom

Integrity

Service

Excellence



## Welcome

Thank you for your enquiry regarding the possible enrolment of your child at our College. Educating our children is a lifetime investment and we know we can provide a quality, holistic education that will benefit your family. We trust that you will find answers to your questions as you look at various aspects of our prospectus.

Brindabella Christian College is proud of our diverse curriculum and structured use of technology, to enhance the learning program of our students.

Our Central Campus offers studies in the Early Learning Centre, Junior, Middle and Senior Schools. The innovative and supportive structure of the Middle School model provides an even greater level of care and focussed learning opportunities for the vital adolescent years. The Norwest Campus offers studies at our second Early Learning Centre and Primary School.

It would be a pleasure to show you all our College offers, and to walk you through our warm and caring learning environments.

If you would like more information please telephone the College on 02 6190 7300 to speak with our Enrolments Officers Cherie Hately or Sally-Anne Radcliffe.

Wisdom Integrity Service Excellence

# Our Cornerstone

The vision of Brindabella Christian College is to advance a community of wisdom in and through Christian education. This means that everything we do promotes the ability to develop and apply knowledge, insight, good judgement and experience, integrated with a deep and growing knowledge of the will of God - a community where individuals are supported to live full, productive and purposeful lives, to carry hope in their hearts, to develop an awareness of the social consequences of personal actions and where the wellbeing of all is pursued. It is our desire that each member of our community will engage fearlessly with the Truth, responsibly with Creation and compassionately with others.

The College achieves this vision through Aspirational education. This approach to education is future focused and grounded in justice. It promotes the quality of excellence and the development of an excellent spirit. Aspirational education is about intentionally and critically reflecting on Biblical precepts as well as ideals and possibilities and casting a personal vision. Our intention is to provide our students with the knowledge, skills and dispositions they need to increase their capacity to be successful in both learning and life: to increase their hope and expectation for a successful future.

Students are encouraged to appreciate that beliefs underlie values and worldview perspectives and that these are lived out in practice. The curriculum thus seeks to establish dignity and self-esteem in current and future students through the attitudes of:

**Wisdom** – to seek for the purposes and standards of God as the basis for all knowledge and activity.

**Integrity** – To live according to the moral and ethical criteria taught and exemplified by Jesus, contemplating and acting on issues of justice, reconciliation, forgiveness and peace.

**Service** – to use our gifts and talents in purposeful service to God and others in a spirit of love, openness, understanding and welcome, recognising that all people are image-bearers of God with inherent dignity and that the needs of others are to be considered, included and pursued.

**Excellence** – to appreciate the uniqueness of individuals in God's eyes, to develop abilities as well as possible and to recognise God's empowering for tasks and the life which he has called us to fulfil.

The College also supports the values of Respect, Obedience, Confidence, Kindness - and HOPE.



# Building a Sure Foundation

Brindabella Christian College has a strong emphasis on vision and identity, culture and context, faith and perspective, as well as practice and programs. We are intentionally shaping the direction and experience of education for our students and community to be future orientated and to prepare and position students to successfully engage in all aspects of life; to flourish and to contribute to the flourishing of society.

We are intentionally bringing clarity to our fundamental core beliefs and assumptions, values, expectations, practices and behaviours for our families, our students and our staff. We ensure that everything we do flows out of what we believe. We strive to establish a sense of meaning and belonging for each student, to care for and to empower them and to create an environment where students want to come to both learn and to belong to an authentic nurturing community.

At Brindabella, students and teachers share a common language and understanding about learning and learning success and about relationships and social connections. We encourage students to view the challenges of learning as something to embrace. We strive to foster in students a sense of purpose, connection, self-mastery, autonomy, contribution and hope.

Our staff come from a variety of Christian denominations within the broad Evangelical tradition. They each profess a genuine and active faith in God, the belief of the pre-eminence of the Bible and Biblical teachings in areas of doctrine, a focus of the atoning work of Christ through His death and resurrection and the belief that this is the only way to a restorative relationship with God, which needs to be accepted and experienced at a personal level.

Faith is intentional at Brindabella. It is a valuable, natural and everyday experience that permeates everything we do in our classrooms, offices, boardrooms and playgrounds. Students experience a rich spiritual program and are invited to actively engage in leading their peers in this area by leading and participating in Bible studies and worship sessions.



# Christian Education

Christian education does not separate faith from other forms of development. Focus is placed on academic, social, physical, moral, aesthetic, emotional and spiritual development with a holistic understanding. Yet spiritual formation and faith are treated as the prime focus, as these ground our identity and give meaning to everything that follows – our plans, our purposes, our responsibilities. Students are taught that they are created in the image of God and are encouraged to recognise that they are not only a part of, but also have a part to play in God’s unfolding story.

Christian education means educating students from a Biblical worldview. This means that central to everything we do is an understanding of the Biblical revelation of God, His character and precepts, God’s relationship with humanity and a vision of the world as it is intended to be. Students are encouraged to appreciate that beliefs underlie values and worldview perspectives and that these are lived out in practice. They are guided to critically reflect on the experiences and philosophies of life and to imagine and envision the future that God has for us all. This means that the Biblical story of creation, fall, redemption and restoration is translated through the consideration and treatment of topics and concepts under investigation as purpose, problem, solution and hope.

Christian education is modelled. It is our hope and intention that students will be empowered, motivated and inspired through the example of teachers who are passionate, knowledgeable and committed.



# Our Approach To Pedagogy

At Brindabella, our approach to education is to engender hope within our students. Hope is actualised within teaching and learning through a framework of social justice. This framework integrates Christian ethics and morals with personal, communal and professional responsibility and action. It takes into consideration the understandings, skills and dispositions necessary to action social justice within the classroom and beyond.

The model of engagement in social justice is comprised of five facets. The first facet relates to individual responsibility. It is concerned with the personal or subjective position of the teacher, their expectations, their mindsets; who they are and aspire to be as people and the relationship between their personal and their professional understandings and identities. This must align with the philosophy of the school; our purposes for learning, our teaching and learning principles, our expectations regarding student development and welfare and our codes of conduct.

The second facet deals with inclusion, equity and access to learning provision. It upholds a deep understanding and value of human dignity and social justice, which is demonstrated through each teacher's individual approach to teaching and their teaching practice. Each teacher is considered a role model who inspires the valuing and enacting of social justice in their students through inclusive and differentiated practice, mediation, mercy, grace and love.

The third facet is a focus on increasing student capacities and capabilities in social justice knowledge, understandings and skills. This involves a high degree of intrapersonal understanding but goes beyond a personal awareness and reflection of moral and ethical behaviour to an understanding of social awareness and social responsibility. Developmentally appropriate opportunities are created to enhance the development of specific strategies that support students to engage in social justice in their immediate experience or in opportunities as they arise. Teachers instil in students an appreciation of the value of Christian living and government, inform them of social and political issues, beliefs and systems, and equip them to enact social change.

The fourth facet is the purposeful inclusion of opportunities for students to build self-efficacy and agency and to engage in social action and social spaces. This allows students to understand who they are and who they want to be, to view social issues critically and morally and to enter into public spaces to promote Christian values and pro-social change. Teachers empower students to engage in issues that are important to them.

The fifth facet is concerned with collective responsibility, sustainability and wellbeing – not just of the individuals that make up a community, but also the systems of which they are a part. This includes examining practices, resources, opportunities, challenges and strategic intent - and promoting an attitude of enduring accountability and respect.



# Our Schools

Brindabella Christian College is divided into two separate campuses with one educational vision.

Nestled in the heart of Canberra, our Central Campus at Lyneham has an Early Learning Centre that provides for children from 3 years of age, a Junior School comprising of years Kindergarten to Year 4, a Middle School for Years 5 to 8, and a Senior School for Years 9 to 12, which incorporates our Year 11 and 12 Collegians.

Our Norwest Campus is located in Charnwood, Belconnen. It has an Early Learning Centre that provides for children from 4 months of age to Year 6.

The sub-schools on each campus are organised around the different developmental stages within childhood and adolescence and provide pastoral care, programs and age-specific opportunities for each student.



# Junior School

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## Kindergarten To Year 4

Brindabella's Junior School is a wonderful place for young children to be introduced to creative and engaging learning and College life. Children are supported to grow in their understanding of themselves, to become more independent and to co-operatively connect and communicate with others and the community. Within the learning program, the children are challenged and supported to develop foundational and deep understandings and connections. Literacy and numeracy are a high priority, and are developed across all learning areas with additional, intensive support as required by our Enrichment and Learning Support team.

The purpose-built learning space is an exciting and enticing place to learn. It allows for flexible teaching, assemblies and gatherings, creative performance and specialist spaces.

The Junior School curriculum is based on the Australian Curriculum and Learning Standards and taught from a Biblical, Christian worldview. Units of work are based on inquiry and investigation, incorporate direct instruction and are designed around single or multiple learning areas. The Key Learning Areas covered in the curriculum are:

- Biblical Living
- English
- Mathematics
- Science
- Humanities and Social Sciences
- Arts
- Technologies
- Mandarin
- Health and Physical Education

Specialist subject teachers deliver the Performing Arts program, which incorporates Dance, Drama and Music and includes the Year 3 Strings program. Specialist teachers also deliver the Mandarin and Health and Physical Education programs, as well as Literature and Research lessons through the College Library.

Digital Technology is treated explicitly and is also incorporated into all areas of learning, with each child having access to an iPad as part of their everyday program.



# Middle School

## Year 5 To Year 8

Middle School is a dynamic experience that sees students move from middle childhood to early adolescence. It incorporates our Intermediate Program for Years 5 and 6, and our Upper-Middle Program for Years 7 and 8. Students are supported and guided to challenge themselves, identify their interests, and to develop a strong sense of self-worth, belonging and mutual respect.

The Intermediate Program is based on the understanding that students are able to take positive actions for their wellbeing and are able to relate well to others. They have a growing sense of justice and want to know the answers to challenging questions, make informed decisions and act responsibly.

The Upper-Middle program recognises the importance of supporting students to manage personal relationships and to develop their capacity to maintain personal health and wellbeing. Students are provided with strong mentors to guide them on their academic, social, physical and spiritual discovery as they continue in the development of their identity and as they learn about how their changing world operates as they face more and more complex life decisions.

Middle School curriculum is based on the Australian Curriculum and Learning Standards and taught from a biblical, Christian worldview. Units of work are based on inquiry and investigation and are designed around single or multiple learning areas. This allows core foundational understandings and skills to be consolidated and applied across contexts. The Key Learning Areas covered in the curriculum are:

- Christian Studies
- English
- Mathematics
- Science
- Humanities and Social Sciences
- Arts
- Technologies
- Mandarin
- Health and Physical Education

In Years 5 and 6, Core teachers teach the majority of subjects. Specialist teachers deliver the Mandarin and Health and Physical Education programs. The Arts and Technologies are delivered on a rotational basis. Students in Year 5 also participate in the Nova Band (Concert style band) Program for Music. Within the classroom, digital technology is incorporated in all areas of learning and made possible through individual student laptops.

In Year 7, students have a Core teacher for Biblical Living, English, and Humanities and Social Sciences. All other subjects are taught by specialist subject teachers. In Year 8, all subjects are taught by different subject specialist teachers. In both Years, Arts and Technologies are delivered through a rotational program.



# Senior School

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## Year 9 To Year 12

In Senior School at Brindabella Christian College, we pride ourselves on delivering an educational experience that fosters the academic, physical, emotional and spiritual growth of our students. We encourage our students to be responsible for their learning and to always aim to do their best. The College provides a supportive Christian community in which students feel a sense of belonging and identity. It is a place where students want to be, rather than have to be.

In Years 9-12 students experience a strong academic program, with high levels of expectation and accountability, balanced with challenging students' own expectations and encouraging them to be 'thinkers'.

Pastoral care and support is highly valued in Senior School in helping to maintain a healthy social balance. Pastoral Care teachers (known as Connect teachers in Years 9 – 12) have primary responsibility for the students in their care and are concerned about the personal well-being, as well as the academic progress of these young adults.

In Years 9 and 10 the College offers the core subjects of Biblical Living, English, Mathematics, Science, Humanities and Social Sciences and Personal Development, Health and Physical Education, as well as an extensive elective program, with elective choices in the arts and technology.

In Years 11 and 12 the subject choices available to our students will allow them the opportunity to progress to further studies in any post-secondary course they may desire. All students entering Year 11 and 12 at Brindabella Christian College meet with either the Senior Studies Coordinator and/or the Head of Careers for a 'package interview'. This allows us to assist in the design of a study package tailored to the individual student's needs. It is highly recommended that Year 11 and 12 students select a study load consisting of 6 subjects – allowing for flexibility in course design and changes to be made along the way if required. Students are expected to complete a major in English (T/A), a minor in Mathematics (T/A), and a minor in Religious Studies (T/A). A minimum of a minor in a Science course is highly recommended.

In addition to the academic and pastoral programs, Senior School students have the opportunity to participate in a wide range of co-curricular activities including Senior Worship Band, prayer groups, instrumental music ensembles, mountain biking, fencing, The Duke of Edinburgh Award Scheme, study skills and leadership camps and College musicals and dramatic performances.

Foundational to the academic and co-curricular endeavours in Senior School at Brindabella Christian College are the Christian values of Wisdom, Integrity, Service and Excellence.



# Senior

# Co-Curricular

A strong and varied co-curricular programme is an integral part of the experience at Brindabella Christian College. Co-curricular activities allow interested students to gain more practical skills in their area of interest than they receive in the standard program. As part of the educational program they offer a means to enhance social interaction, recreation, self-discipline, and self-confidence. They also offer opportunities for character development, leadership, problem solving, time management, negotiation, perseverance and commitment. They complement what students are learning as part of their standard program and support the growth of spiritual, intellectual, emotional, social, aesthetic, moral and physical development. Co-curricular activities provide students opportunities to be active in their communities and to take their learning beyond the classroom, allowing them to take responsibility for their learning and future.

Co-curricular programs are organised according to: academic, cultural, sporting, service, innovation/entrepreneurial, and vocational preparedness endeavours.



# Meeting our Team

Our Team would love you to join them on a College Tour.

Tours provide an excellent chance to view our campuses at Lyneham & Charnwood, to talk directly to students and meet face-to-face with our friendly staff.

To make a booking please go to our College Tour link on our website homepage at: [www.bcc.act.edu.au](http://www.bcc.act.edu.au)





## Travelling around

### Moving to Canberra with Children

If you are relocating to Canberra, the Canberra Connect website has a wealth of information: <https://www.accesscanberra.act.gov.au/#/>

### Moving to Canberra with Defence

If you are moving with the Australian Defence Force, we would like to take this opportunity to welcome you to Canberra.

To assist with your move please contact our Defence Transition Mentor (DTM). Our DTM would love to assist you to become familiar with our College, answer any academic questions and provide insight to Canberra life. If our DTM doesn't know the answer they will find it for you!

### School Buses

Students at Brindabella Christian College come from around Canberra and surrounding areas. The College is well serviced from Belconnen, Ginninderra, Woden, Murrumbateman and Sutton.

**ACTION Buses** provide most school buses from Belconnen, Ginninderra and Woden. ACTION School Bus routes and Myways Cards: [http://www.action.act.gov.au/school\\_services](http://www.action.act.gov.au/school_services)

**Qcity Transit** provides two bus services for students travelling to BCC from Murrumbateman, Sutton and Queanbeyan: **Qcity Transit** buses and **Transborder buses**. For information on these bus services go to: <http://www.qcitytransit.com.au/school-services-2/about-our-school-services>



# enrolments

If you would like to enrol your child at Brindabella Christian College please go online to:

[www.bcc.act.edu.au](http://www.bcc.act.edu.au)

Cherie Hatley or Sally-Anne Radcliffe:

02 6190 7300

Monday to Friday 8.30 am to 4.00 pm

Central Campus:

136 Brigalow Street

Lyneham ACT 2602

+61 (2) 6190 7300

Norwest Campus:

Situated inside the

Canberra Christian Life Centre

46 Lhotsky St

Charnwood ACT 2615

+61 (2) 6190 7400

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