Parent and Student Handbook

Senior School

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DISCLAIMER

Parents/guardians and students agree to be bound by the policies contained in this handbook.

From time to time Northside Christian College may alter policies contained in this handbook or adopt new policies. The College will ordinarily notify parents/guardians and students of any relevant changes to polices in the College's monthly newsletters. V 22/01/26

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1 Section One

Welcome from the Principal

Welcome to our Parent and Student Handbook. In 1985, a small group of parents entrusted their children to the educational care of Mrs Shirley Mead, our first teacher. She was described as, 'dedicated to God and children'. I believe this is still a hallmark of our staff. I firmly agree with the words of Dr Michael Carr-Gregg (Australian Psychologist) who recently commented that one telling factor for a positive school environment is "the quality of staff and their relationship with their students". I invite you to keep the staff in your prayers this year as they teach and come alongside your children.

Northside is a truly extraordinary school. We have witnessed consistently high academic results, proven pathways to employment through the Vocational Education program and a breadth of co-curricular offerings. However, it has not only been teachers and students who have helped form our College culture. Past and present parents have had the wonderful attitudes of being contributors to a community rather than consumers of a product and this has blessed the College greatly.

Whether you are already a good friend or in fact a brand new family to Northside, I commend the College Handbooks to you. We trust that the protocols outlined here, which have been revised and improved over the years, will offer you and your family helpful guidelines to ensuring a smooth-running and enjoyable year.

Character through Christ

Mr Leighton Kuss

COLLEGE PRINCIPAL

Philosophy and Aims Statement

1.1.1 Philosophy and Aims Statement – Based on the Melbourne Declaration on Educational Goals for Young Australians December 2008 - Mission and Values

Northside Christian College is dedicated to the pursuit of excellence, to the development of the individual as a whole and to the service of God and others. Our aim is to develop "Character through Christ" (the College motto), in a caring environment through the cooperation and involvement of staff, students and their families.

The educational philosophy of the College is based on the recognition that the skills and attitudes of the students are to be developed and used to honour God, and to serve Him purposefully and creatively. This involves the development of a Christian worldview that equips students to live authentic Christian lives in the context of Australian society.

This purposeful service of the Creator should ultimately be expressed in the students' lives through life-long participation in, and contribution towards, the use of their personal giftings for collective, social benefit. Northside Christian College acknowledges that our students can only learn to serve God and others in a true spirit of excellence, by experiencing an education set within a school which has a strong learning community as its foundation. In this type of environment, we strive to develop partnerships that extend beyond the scope of immediate family-student-teacher relations into broader partnerships with business, community agencies and the wider community.

The College seeks to provide a holistic education, integrating the spiritual, academic, social and physical aspects of training from a Biblical perspective, which empowers students to reach their potential.

The College works in partnership with parents to assist them in bringing up their children in the Christian faith. Whilst a Board of Directors associated with Northside Christian Church governs Northside Christian College, a member of the Australian Christian Churches, it does not seek to promote any one denominational doctrine other than that outlined in the College's Statement of Faith. The College staff and students come from a wide variety of churches. The College seeks to work in conjunction with them for the benefit of the students.

Further, our College has developed a strong organisational culture based on shared, Godly values. These have the potential to give our students a greater sense of meaning and purpose, a greater sense of belonging and safety, and higher levels of motivation and achievement.

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1.1.2 Foundational Values include:

- A living, personal relationship with God through faith in Jesus Christ;
- The Scriptures as God's wisdom and revelation for life;
- Love of one's neighbour as oneself as evidenced in a servant heart;
- A commitment to excellence, doing all to the glory of God;
- Self-discipline and the ability to delay gratification;
- Worship as a way of life through adoration and giving of ourselves;
- Attainment of core academic, vocational and general knowledge;
- Developing, as a Christian, self-confidence, a sense of optimism, strong self-esteem and resilience;
- A capacity to exercise godly judgments, enact responsible behaviours and to support social justice framed within Christian understandings;
- Be active and informed citizens, with sound understandings of civic and prayerful respect for our leaders, legal and government systems and processes;
- Grasp the importance of a healthy and balanced lifestyle, which honours all scriptural imperatives.

1.1.3 Learning to learn

- Critical thinking and problem-solving skills;
- Good communication and interpersonal skills in working in collaboration with others;
- Wise stewardship of our environment, time, finances and all personal and shared, global resources;
- Develop basic skills of numeracy and English literacy, enabling students to function within society at an appropriate level;
- Foster skills of enterprise, giving students an ability to be flexible and adaptable in their future career pathways;
- Cultivate strategies and a passion for life-long learning for all students, but especially our students with special needs. These may be either students with impairments or learning disabilities or students demonstrating outstanding giftedness in one or more academic, sporting or leadership areas;
- Enable students to obtain high standards of knowledge, skills and a positive effective link to all disciplines covered in the eight National Key Learning Areas.

We believe that it is imperative that we proactively teach values to our students in the light of God's command to do so:

"Fix these words of mine in your hearts and minds; tie them as symbols on your hands and bind them on your foreheads. Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up."

Deuteronomy 11:18-19

Philosophy – Teaching from a Christian Worldview

The term 'worldview' is the sum total of our beliefs about the world, the "big picture" that directs our daily actions and decisions. We believe that our major task in life is to discover what is true and to live in step with that truth. The basis for the Christian worldview is God's revelation in Scripture and stands on the words of Jesus "I am the Way, the Truth and the Life".

Each worldview is characterised by the way it answers three questions:

1. Where do we come from and who are we?
2. What has gone wrong with the world?
3. What can we do to fix it?

The Bible gives three answers to these:

1. Creation
2. Fall
3. Redemption

Within the framework of Christian Education, it is intended that students will develop a strong Christian worldview. This worldview, based on the truths of scripture, is considered to provide students with an understanding of their role, value and meaning in the physical universe. It is intended that students will become equipped to recognize the worldviews and the philosophical underpinnings of the knowledge and understandings of their various disciplines of study. Students will be taught to understand the origin of these other philosophies and worldviews, appreciate the impact of social and cultural values on their development and then to juxtapose these disciplinary worldviews against their own Christian worldview. In this way, they may seek to make sense of ideas and disciplinary knowledge from within a scriptural framework. The authority of the Christian worldview is deemed absolute and not relative.

God's answers to these fundamental life questions frame a biblical worldview on any subject from family life to education, from politics to science, from art to popular culture. Thus genuine Christianity is not only a relationship with the Lord Jesus Christ; it is a way of seeing and comprehending all reality. It is a worldview, at the centre of which is Jesus the Christ, the Logos, the rational pattern of the universe. He is "the Way, the Truth and the Life", the origin and end of all things, the Alpha and Omega. Nothing has meaning apart from Him. He is the agent of all creation and the Lord over all creation, from the human

soul to the vastness of the cosmos. (John 14:6; Psalms 2,6,110; Phil. 2:5-11). He is the Arbiter and Repository of absolute truth. Truth is found only in relationship to God and His revelation.

We hold these understandings as paramount and foundational. They underpin our entire curriculum and the way in which we teach it. They enable us to make sense of the world we live in as well as to order our lives more rationally. Further, they enable us to understand forces, which are hostile to our faith, thereby equipping us to evangelise and to defend Christian truth as God's instruments for transforming culture.

In an age of moral relativism and postmodernism, we seek to teach students what our Christian worldview is, why we believe it and how we should defend it. It is our business and privilege to develop each student's unique creative potential in response to the gifts God has placed in them, based on the understanding that His truth is not relative, but is absolute and must be appropriated and applied in our particular historical and socio-cultural context. Since there are absolutes, scientific and religious truth can be integrated into a unified belief system. Our commission is to live out God's truth in the unique historical and cultural conditions of our age.

History of the College

Northside Christian College is an independent (self-governed), co-educational Christian school. The school, which commenced in 1985, was begun to provide a Christ-centred education for Christian families. It was founded on the notion that parents (c.f. the state or the school) are given the responsibility by God of 'training a child' and that the school should be an extension of the home in order to fulfil that responsibility. It was also founded on the belief that the Christian family should be in fellowship with other believers (church) and that the home, the church and the school should work in partnership and in harmony of values to educate the child.

Key ingredients in the make-up of the College are:

- Local church oversight;
- Christian staff who view teaching as an opportunity for ministry unto the Lord;
- Shared Christian values and shared task between the school and home;
- God-honouring curriculum;
- The discipleship of children ("growing up into Jesus Christ" Eph 4:15);
- Training children for their futures and callings;
- Service to the wider body of Christ and to the wider community; and
- A commitment to excellence.

Associations & Affiliations

Northside Christian College is a member of the Association of Independent Schools in Queensland (ISQ) and Associated Christian Schools (ACS).

The College has inter-school sporting contacts through the North District Primary Sport Association, the North-west District Sports Association and both the Primary and Secondary Christian Schools Sports Associations (CSSA).

College/Church Relationship

Nexus Church is a significant congregation with a full program of meetings, missions and outreaches into the community. Northside Christian College is part of its ministry to the wider body of Christ.

A harmonious and supportive relationship between the College and Church is imperative. Effective communication, care and consideration, as well as teacher vigilance, are the keys to maintaining this relationship.

Statement of Faith

The College is founded upon, and continues in reliance upon, the following statements:

We believe that the Bible is God's Word. It is accurate, authoritative and applicable to our everyday lives.

We believe in one eternal God who is the Creator of all things. He exists in three Persons: God the Father, God the Son and God the Holy Spirit. He is totally loving and completely holy.

We believe that sin has separated each of us from God and His purpose for our lives.

We believe that the Lord Jesus Christ as both God and man is the only One who can reconcile us to God. He lived a sinless and exemplary life, died on the cross in our place, and rose again to prove His victory and empower us for life.

We believe that in order to receive forgiveness and the 'new birth' we must repent of our sins, believe in the Lord Jesus Christ, and submit to His will for our lives.

We believe that in order to live the holy and fruitful lives that God intends for us, we need to be baptised with water and empowered by the Holy Spirit.

We believe that God has individually equipped us so that we can successfully achieve His purpose for our lives which is to worship God, fulfil our role in the Church and serve the community in which we live.

We believe that God wants to heal and transform us so that we can live healthy and prosperous lives in order to help others more effectively. We believe that our eternal destination of either Heaven or hell is determined by our response to the Lord Jesus Christ.

We believe that the Lord Jesus Christ is coming back again as He promised.

Governance

Northside Christian College is governed by the Directors of Northside Christian College, who are appointed by the leadership of Nexus Church.

The College Board is not involved in the day-to-day management of the College. This is delegated to the Principal who is required to manage the College within guidelines set by the Board.

The College Board of Directors appoints an Audit and Risk Sub-Committee that monitors the financial performance and financial position of the College, and makes recommendations to the Board on matters such as the Annual Budget and fee levels.

2 Section Two – Student Matters

A Welcome from the Head of Senior School

Northside Christian College has been established to provide a quality education for the children of Christian families. As a College we firmly believe in making a strong commitment to academic excellence in education in the context of an environment which accommodates growth in faith and all aspects of Christian discipleship.

The Senior School years are a time when students have identified areas of interest and passion. In the academic sense this means that these years will be spent on refining those passions and strengths through skill development. It is also a time where they will be challenged to use those strengths not just for their own benefit but to enable them to contribute to society in a positive way.

Through discussion and reflection we hope to develop students who are not inward focused but are looking at what they can do to help others. This is a philosophy shared by our staff who as Christian mentors look to provide opportunities where all students can flourish.

The College has structured a Senior School program which caters for a range of student aptitudes, interests and futures. All students are expected to take full advantage of the educational, vocational and co-curricular opportunities on offer. Students in Senior School are expected to maintain the highest standards of personal and scholastic conduct,
continually pursuing personal and spiritual growth.

Yours in Christ

Mr Stewart Smith

HEAD OF SENIOR SCHOOL

Pastoral Care

2.1.1 Student Welfare

Each of the three year levels have Year Level Coordinators, who are responsible for the oversight of the students in that year.

These staff members also take an active role in the discipline chain of the school.

2.1.2 Year Level Coordinators

The Year Level Coordinators' role is both administrative and pastoral and includes discipline. Their job is to oversee the smooth running of the particular Year group, (Year group camps, socials etc) but also to track students and groups of students within a particular Year group who misbehave and to follow them up. As such, they deal with discipline matters whose gravity or repetition goes beyond the role of the classroom teacher.

Year 10 – Mrs Elschen Coetzee and Mr Anthony McLaren

Year 11 – Mrs Angela Smith and Mr Clinton Muller

Year 12 – Mrs Thea Eisenmenger and Mr Maitlohn Drew

In the Secondary School, each Form class has a Form Teacher who is responsible for the direct pastoral oversight of students in that Form. All staff take an active role in caring for students, no matter what their needs are: social, spiritual, family etc.

2.1.3 Form Teachers

Form Teachers take on a pastoral role with the student; they are there to assist the student, encouraging them to push on in their studies, Christian walk etc. In situations where a student is misbehaving, the Form Teacher is there to help the student see where they are going wrong and help them to implement strategies to modify their behaviour.

The role of the Form Teacher is not to be punitive but pastoral and administrative and to take concerns to the Year Level Coordinator.

Leadership

Since Years 10-12 students are the oldest students in the school, it is right and fitting that student leadership be chosen from among their ranks. This leadership includes the formal positions of College Captains and Vice Captains (Culture, Communications, Community, Sport, Missions, Chapel) and Prefects, but also involves all students who wish to be involved in any leadership capacity in the school. Students in Year 12 are actively encouraged to seek out areas where they can provide leadership across the College.

Student Discipline and Conduct

Rationale - Our College mission statement is to "make disciples of Jesus Christ, educating and equipping them for any future".

Northside Christian College aims to provide staff and students with a secure, safe and nurturing environment for the growth of Christian character and academic excellence. The 'The Art and Science of Teaching' is an important focus in the Secondary School, guiding the teaching and learning process. Dimension 1: Developing Positive Attitudes and Perceptions is an essential element in this process allowing students to become involved in productive thinking as they feel safe and supported within the school environment.

Our aim is to build "Character through Christ", allowing for, and actively seeking, change in students through knowing God's plan for Christian living.

Underlying the Student Discipline Policy are the beliefs that:

- Discipline aims to keep/restore students in right relationship with God and others;
- Effective discipline recognises each student as a unique individual
- Discipline involves learning. It is more than control and correction. Children do not learn good behaviour by being punished for misdeeds. They learn by example, instruction, practice and correction
- Discipline involves growth toward self-discipline, submission to authorities and develops a sense of responsibility. Students learn best when acting out of relationship and acting out of trust and respect;
- Our College must have a culture that demonstrates order, care and direction;
- Standards and boundaries need to be established to guide students in their decision making;
- Students are ready for different types of learning at various ages and stages of development. Not all children require the same discipline procedures. They differ in their needs and responses;
- The teacher is in the position of pastoral carer and takes prime responsibility for consistent discipline;
- Teaching staff aim to be great encouragers, praising what is good and developing potential.

2.1.4 Student Code of Conduct Policy

Northside Christian College is a community of learners who honour the name of Christ, value their educational opportunities, respect and care for each other and themselves and for the College environment

The Code of Conduct aims to encourage students to:

- Work and play in a safe, productive learning environment
- Show respect for others and property
- Take responsibility for their own actions and choices
- Behave in a manner that displays Christian love and character.

At Northside Christian College, we use the Bible to inspire us to strive towards loving relationships, to teach us right and just ways to act, and to show us wrongful actions that need changing.

2.1.5 Expectations

In order that the College be characterised by respect for God, others and self, students are expected to:

- Seek to honour the name of Christ – which we bear – in their speech and behaviour both inside and outside of the College
- Participate appropriately in the spiritual/devotional activities of the College
- Show friendship and courtesy to all, to greet adults daily (by name if known) and to welcome visitors
- Speak the truth with kindness
- Behave in a way that is respectful, non-disruptive and safe
- Be fully informed of school rules and consequences of behaviour.

In order to support effective teaching and learning, students are expected to:

- Participate fully in the academic and co-curricular programs of the College, seeking to do their best and to maximise their learning
- Respect the right of fellow students to learn. Students should seek to encourage others to achieve their best.
- Attend school each school day, except in the case of illness or where special permission has been granted in advance
- Behave in a way which is respectful towards the teacher and fellow students and which is orderly and appropriate for the learning task at hand
- Be punctual to school, classes and other activities
- Attend College special events as required.

2.1.6 Outline of the Student Awards System

		Blue	Bronze	Silver	Gold	Special Awards
Academic Award	**Achievement**	• One per overall A on an assessment. • Credit for an academic competition • Two Blue awards for representing the school in a curriculum-related competition (art, debating)	• Three blue awards • Distinction on an academic competition.	• Two bronze awards • High distinction in an academic competition.	• Two silver awards.	*Year 12:-* • Dux/Dux Proximate • Academic Excellence 75% "A" over a year. • Vocational Education Student of the Year • Apprentice of the Year • Academic Excellence Award (Excelsior) 90 or above ATAR.
	Commitment	• One per assessment where the mark is less than an A. • Consistent and High Standard of Homework/Classwork over a term.	• Four blue awards.	• Two bronze awards.	• Two silver awards. • State Rep.	• Spirit of Excellence Award (Yr12)
Sporting Award	**Achievement**	• One blue award per school representation in Athletics, Cross-country, swimming, and team sports (other than 7,8 & 9 interschool sports).	• One bronze for District representation. • Five Blue Awards. • Christian Schools State representation.	• Three bronze awards. • One Silver for Regional representation.	• Three silver awards. • School Sport State representation.	• Sportsman and Sportswoman of the Year • Olympic Change-Maker Award (Yr12)
	Commitment	• Two blue awards per 80% attendance to trainings and games with a good team attitude. • Two blue awards per school representation at both District and ICS carnivals for Swimming, Cross Country & Track and Field.	• Five blue awards.	• Three bronze awards.	• Three silver awards.	
Community	**Commitment**	• Two blue awards per term commitment. (80% attendance) e.g. Performing Arts Groups, Leadership Groups. • One blue per day help at a College event. • One blue for helping at a leadership event. • Three blue awards for leading a student leadership event.	• Five blue awards • No TASS points for a Semester	• Three bronze awards.	• Two silver awards.	• Principal's Award (SS) • ADFA Award (Yr10/11) • Community Awards • Art Acquisition Award (Yr12) • ADF Future Innovators Award (Yr12)
	Awarded by	By teacher	YLA	YLA/Sporting Awards	WSA/Sporting Awards	Graduation/Sports Awards Evening

2.1.7 Detentions

We believe that the most effective correction occurs when it is immediate, easy to understand and in the context of relationship with teachers. To this end, effective teachers tend to deal with minor issues appropriately and instantly, referring more serious issues to the Year Level Coordinators.

Detentions sanctioned by the Secondary School will be called "Formal Detentions" and will be held during lunchtime each week with a member of staff on duty.

Detentions will be usually twenty to thirty minutes during lunchtime and students will complete an activity designed to reinforce the expected behaviour and allow the students to reflect upon their actions. Detentions have a "cumulative effect" and may result in After-School Detentions (in the afternoons or on a Saturday) or even in suspension. All detentions are recorded and may remain on the student record whilst they are at Northside Christian College.

Students who arrive at school out of uniform (e.g. without hat, incorrect socks etc) will be required to see their Year Level Coordinator before Period 1. The Year Level Coordinator will decide if it is appropriate to issue a pink slip (warning slip given to students out of uniform). Students who are repeatedly out of uniform will be issued a formal detention and if this continues, an after school detention. Please refer to the Table in this section.

2.1.8 Outline of Student Discipline System

LEVEL	STUDENT BEHAVIOUR Examples:	TYPICAL CONSEQUENCES Examples:
1	- Lateness to class/school x 3 - Failure to complete set tasks - Wearing uniform in an incorrect manner x 3 - Mobile phone not in locker (confiscated) - Disobedience towards staff/adults - Disruption to class - Chewing gum - Out of bounds - Failure to complete homework x 3 - Inappropriate social behaviour - Property misuse - Disobedience - Inappropriate language - Horseplay - Inappropriate hair cut or colour (failure to correct) - Lack of materials/Laptop uncharged x 3 - Unsafe behaviour	Discussion after class - Retained by teacher at break - Parental contact by teacher - Formal lunch detention
2	Repeated Level 1 misdemeanours OR - Any single misdemeanour warranting this level of response: e.g. - Defiance of Teacher request - Lying to a staff member - Bullying - Second mobile phone misuse - Rude and/or sexual language content shared - Sharing of photos without permission	- Withdrawal of privilege - Afterschool Detention - Internal Suspension (less than ½ day) - Parent picks up phone - Interview with Year Level Coordinator - Parents notified

3	Repeated Level 2 misdemeanours - Any single misdemeanour warranting this level of response: e.g. theft, truancy, smoking or vandalism. Use of technology to threaten, intimidate or slander other members of Northside Community	- Interview with School Coordinator; - Parent pick up phone - Internal Suspension (at least ½ day) - External Suspension - Withdrawal of privileges such as excursions, camps and sporting representation - Parents notified - Parents interviewed by Senior Staff Member or Principal
4	Repeated Level 3 misdemeanours - Any single misdemeanour warranting this level of response: e.g. use or possession of drugs/alcohol, abuse of staff member, physical, verbal or sexual assault, dangerous behaviour, racial or sexual harassment	External Suspension leading to exclusion - Parents notified and interviewed by the Principal - Withdrawal of privileges including excursions, camps and sport representation

Northside Christian College Reputation Policy

2.1.9 Rationale

Functions and celebratory events/parties, when practised well, provide great enjoyment and also bring credit to the College. However, the reverse is also true and therefore Northside Christian College has a policy on what are essentially any private, out-of-College activities, which may reflect negatively on the College's reputation. This policy has been established for the following reasons:

1. The College has a vested interest in maintaining the reputation of the College for the benefit of its past, present and future enrolments, and
2. while there is no legal obligation on a school to ensure that parents and students are warned about the possibility of harm that may occur from a wide range of possible activities that young people may engage in, e.g. private parties, drug/illegal activities, internet activity to name some but by no means all, the College has a strong pastoral concern for the best interests of its students, and
3. activities of school students at parties, on the internet and the like, are often widely-reported and may reflect on the good name of the school, and
4. such activities may become a topic of discussion and possible emulation amongst other students at the school.

The reputation of an independent College takes a long time and much effort to achieve and to sustain, and it has a commercial value. Parents, in contracting to send their students to the College are made fully aware of the Christian ethos and focus of the school. Any private activity of our students that detracts or calls into question the values we seek to impart to them while they are with us, and which form the foundation of the College, will attract a response from the College. This response may include warnings, and/or disciplinary penalties including the possibility of suspension and termination of continuing enrolment contract/s, if the parents' actions are not fully supportive of the College's stance.

The basis of the Contract of enrolment with parents for their children's education is a relationship of mutual support and commitment to College values which are, themselves, non-negotiable.

Students (and possibly by direct involvement, their parents) who participate in or promote activities for College students which do not reflect these foundational College values will be in breach of this policy, at the point where such actions or behaviours become publicly known amongst numbers of the College community or beyond.

2.1.10 Scope

This policy applies to any activity that is arranged or conducted predominantly by and/or for, or which includes, students of Northside Christian College, and which is not specifically authorised by the College Principal. This includes any kinds of party or celebratory activity. It includes any web-based or online activity. It may be read to include other activities or behaviours not specifically mentioned in this policy, but which could reasonably fall within its scope. It could, for example, include student claims or declarations on campus or online about their sexual orientation or activity, their participation in drug use, political or ideological views around topics such as racism, religion or similar, especially if these were made publicly or in such a way as to have a recognisable impact on the life of the school. The policy applies even if the activity is out of College hours, off College premises, on weekends or in holidays.

The relevance to the College consists in the persons involved being predominantly or notably comprised of Northside Christian College students, and the probability of any negative consequences of that activity reflecting back on the public image of the College, or being public knowledge amongst the student or parent community of the College.

2.1.11 Policy

The foundation of this policy lies in the Mission Statement and Christian ethos of this College. This ethos is clearly inferred from, and implied by the College's core documents, including the College Constitution, Statement of Faith, Prospectus and its published standards. As a school, we are committed to practising, teaching and reflecting these standards in activities involving students of Northside Christian College.

It is our expectation that during and beyond the College day, students will keep themselves safe and reflect upon their behaviour choices such that they keep to behaviours which:

a. are wholesome and moral, consistent with traditional Christian practice
b. respect the law in regard to consumption or use of substances which are illegal, or illegal for certain ages
c. promote the health and safety and wellbeing of all people in our community.

However, beyond this expressed hope and expectation that students (as assisted by their parents) keep themselves safe, the responsibility for the wellbeing and behaviour of students when they are not at the College or attending approved College-related functions, is a matter for their parents, who are parties to our enrolment Contract.

Nevertheless, the College seeks to inform parents and students that should the reputation of Northside Christian College be brought into disrepute by private activities not organised by the school, but organised and attended or conducted by identified Northside Christian College students, disciplinary procedures may be enforced.

In particular, parents and students should note the following statements carefully. These statements form part of this policy and should be understood as containing warnings and reflecting standards which the College regards as indicative of College ethos.

1. Promotion of activities or statements which reflect negatively on the College or any of its students or staff via media such as YouTube, Facebook, Twitter, MySpace or other public interactive sites that will be seen as being in conflict with this policy.
2. The misuse of telecommunications devices, including internet, mobile phones and other similar devices or services may be a breach of the Telecommunications Act. The College will not hesitate to contact police in regards to any such misuse, especially if it involves slanderous or harassing activity of either staff or students or their families.
3. Making alcohol available to underage children in a party setting, even in a private context, may be a breach of the Liquor Act, and is certainly contrary to College values.

2.1.12 Consequences

Students who breach any aspect of this policy such that the reputation of the College and what it stands for are brought into disrepute, may have their enrolment suspended, and/or may be asked to show cause why their enrolment should not be discontinued, and/or may be required to leave the College in consequence of their behaviour being in strong conflict with the College ethos.

Where several students are involved, the College reserves the right to apply differential consequences according to how it perceives, or is able to judge, the differing levels of involvement or awareness of the various parties.

Parents whose actions condone or support behaviours in conflict with this policy may be asked to remove their children from the school, as such behaviour may indicate a breach of the Enrolment contract.

2.1.13 Relevant Documents

- Enrolment Terms and Conditions
- Digital Policy (Student)
- Code of Conduct

2.1.14 Daily Routine

Daily Routine – Monday to Friday

MON / TUE / FRI			
Period	Start	Finish	Minutes
Roll marking	08:30	08:45	15
5 min to move from Form to P1			
P1	08:50	09:55	65
10 min Snack on the Go			
P2	10:05	11:10	65
MT	11:10	11:35	25
P3	11:35	12:40	65
5 min to move from P3 to PM			
PM	12:45	01:25	40
Lunch	01:25	02:10	45
P4	02:10	03:15	65

WED / THU			
Period	Start	Finish	Minutes
Roll marking	08:30	08:40	10
5 min to move from Form to P1			
P1	08:45	09:50	65
5 min to move from P1 to P2			
P2	09:55	11:00	65
MT	11:00	11:25	25
P3	11:25	12:30	65
Lunch	12:30	01:20	50
PM	01:20	02:05	45
5 min to move from PM to P4			
P4	02:10	03:15	65

Senior School PM Program

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>Year 7</td><td rowspan="6">Assembly/YLAs
MS / SS
Assembly</td><td rowspan="3">CF</td><td rowspan="2">Sport</td><td>Lifeskills</td><td rowspan="3">Chapel</td></tr>
<tr><td>Year 8</td><td>Life skills</td></tr>
<tr><td>Year 9</td><td>Life skills</td><td>Sport</td></tr>
<tr><td>Year 10</td><td>Lifeskills</td><td>CF</td><td>Sport</td><td rowspan="3">Chapel</td></tr>
<tr><td>Year 11</td><td>CF</td><td>Extension</td><td>Leadership</td></tr>
<tr><td>Year 12</td><td>Leadership</td><td>Extension</td><td>CF</td></tr>
</table>

2.1.15 Attendance at School/Absent Students

If students are absent, parents must phone the College Absentee Hotline (3353 7388) before 9:00 am to notify the College. Where possible, advance notice of absence via email or phone call (e.g. doctor's appointment) is greatly appreciated. This can be submitted to the student's Form Teacher.

Please refer to appendices for the amended Attendance Policy effective from 2025.

2.1.16 Lateness

Punctuality is an important life skill. As such, students are to be punctual to all classes and present for roll marking at 8.30am. Students arriving after this time will be recorded as late. Students arriving after 8.45am must report to the Senior School Office on arrival with a note explaining their lateness and fill out the Late Book. Students who are late miss important information/notices and directions for the day. This puts them at a disadvantage. Students who are repeatedly late to class may be given consequences, and communication will be sent home asking parents to explain.

2.1.17 Leaving the College Grounds and Truancy

Students must bring a note from a parent and obtain permission from the relevant Year Level Coordinator if leaving the school grounds during school hours.

Students leaving the College grounds without permission will be regarded as truanting and will be disciplined accordingly. Students are to adhere to their daily timetable at all times unless they have permission from their Year Level Coordinator. Failure to do so will be regarded as truancy.

Uniform

The appearance of our students reflects on our College's reputation. The day uniform sets a tone in the College that is conducive to the attitudes and behaviours that encourage excellence. Students in the Secondary School are expected to always be in full and correct school uniform as set out in the school prospectus (refer to table). On excursion days, students not in full correct uniform will not be allowed to attend the excursion.

The uniform is to be worn neatly. Boys are to have shirts tucked in and socks up. Girls and boys shoes are expected to be clean and polished. Oversized (and undersized) clothing cannot be worn neatly and hence is not permitted. Students must wear uniform the correct size. Senior Boys must own a pair of formal uniform long pants as part of the formal day uniform and for use at formal events. When wearing uniform long pants boys are permitted to wear plain navy blue, grey or black business socks. Senior Girls Formal skirts are to sit below knee cap when standing.

All Senior School students are required to wear College blazers to Secondary School Assemblies during Term 2 and 3.

School sports uniform is to be worn all day only on the nominated sports day. At other times, such as for a PE class, teachers will nominate one lesson per week (which will be their practical lesson) that the students can wear their PE uniform all day. If the PE uniform is needed on other days, students are required to come to school in day uniform and change in the break time preceding the PE lesson and then change back into day uniform at the next break after the lesson, if applicable.

Sports shoes are considered to be part of the College Sports Uniform, and as such are required to be predominantly white in colour and have a protective and supportive sole and heel (e.g. running shoe or cross trainer), white laces, no boots, no high tops and no casual shoes. (See diagram on following pages)

If a T-shirt needs to be worn under the sports shirt it must be white and should not be visible below the sleeve or waistband. It should not have any logos or designs.

Northside Christian College believes very strongly in the importance of wearing hats at the College. The school hat is to be worn by the student throughout the day, when outside of a building. During lessons, the hat is to be placed under the student's chair. A student found not wearing a hat outside a classroom will be issued a warning. Repeated warnings will accumulate to formal detentions.

The formal hat is the ONLY acceptable hat to be worn with the Day Uniform in Senior School. The sports cap may be worn with the sports uniform. It may only be worn with the formal uniform during active sports at a break.

Year 12 students are permitted to purchase special "Year 12 Jerseys". However, they are not a part of the standard school uniform and are ONLY to be worn with sports uniform. Jerseys with inappropriate nicknames printed on them will not be allowed at school.

2.1.18 Free Dress Day - Guidelines

On occasion, the Secondary School organises free dress days. The proceeds are dedicated to a range of different needs and charities, in more recent times targeting our College overseas missions thrust.

The standard of clothing expectation is as follows:

- Students may wear clothing of a moderate style, including jeans;
- Students are not to wear too tight, too short or too revealing clothing. Backless tops and low necklines are not acceptable. For girls, midriffs should be covered;
- Singlets are not permitted;
- Hats will be required for EVERY outdoor activity;
- Make-up is not to be worn by students;
- Any equipment needed for the normal running of classes should be brought to school on these days;
- Closed in shoes must be worn for safety reasons on free dress days. Thongs are not acceptable.

If a student is inappropriately dressed on any such occasion they will be sent to the relevant Year Level Coordinator.

Uniform Requirements – Secondary School **YEARS 10 – 12**	
GIRLS Day Uniform White Poplin blouse NCC School Tie Tartan Skirt Formal Grey Trousers (Girls) Blazer NCC socks Traditional school shoe - Black leather lace-up, polishable with medium heel (no boots, ballet flats, joggers, buckles or casual shoes) (See photos next page) Formal hat Compulsory NCC School Bag Optional Hair Accessories: (College tartan, navy, white or green) and 7mm tortoise shell Alice band. Sports Polo Shirt Navy Microfibre Shorts NCC Sport Socks Predominately white sports shoe that has a protective and supportive sole and heel, (e.g. running or cross trainer), white laces, no boots, no high tops and no casual shoes. (See photos next page) NCC bucket hat Inter-house T-shirt or polo shirt NCC swimwear for interschool competition.	BOYS Day Uniform White Shirt Navy Belted Shorts Formal Grey Trousers (Boys) - compulsory formal occasions (required from Year 10 – permitted to wear plain navy blue, grey or black business socks with trousers) Blazer Black leather (not woven) Belt Navy Day Socks Traditional school shoe - Black leather lace-up, polishable with medium heel (no boots, ballet flats, joggers, buckles or casual shoes) (See photos next page) Formal Hat NCC School Tie (Terms 2/3) Compulsory NCC School Bag Sports Polo Shirt Navy Microfibre Shorts NCC Sport Socks Predominately white sports shoe that has a protective and supportive sole and heel, (e.g. running or cross trainer), white laces, no boots, no high tops and no casual shoes. (See photos next page) NCC bucket hat Inter-house T-shirt or polo shirt NCC swimwear for interschool competition
Cold weather additions/alternatives	
Day Uniform NCC Jumper and/or Blazer Navy tights or Stockings (optional – replaces socks) NCC Tracksuit top may be worn over (but not instead of) jumper NCC scarf Sports NCC Jumper or NCC Tracksuit can be worn over Sports Uniform NCC scarf	Day Uniform NCC Jumper and/or Blazer Grey Trousers – (can wear plain navy blue, grey or black business socks with trousers) NCC Tracksuit top may be worn over (but not instead of) jumper NCC scarf Sports NCC Jumper or NCC Tracksuit can be work over Sports Uniform NCC scarf
Please Note: All Uniform items must be purchased through the College Uniform shop, with the exception of footwear.	

Below are photos of acceptable and unacceptable footwear.

2.1.19 Day Uniform Shoes

Traditional school shoe - Black leather lace-up, polishable with medium heel

2.1.20 Sports Uniform Shoes

Predominately white sports shoe that has a protective and supportive sole and heel (e.g. running shoe or cross trainer), with white laces.

Hair & Jewellery Policy

Student haircuts and styles of wearing are to be in accordance with the school's haircut policy. If the Form Teacher, Year Level Coordinator or a member of Senior Staff considers that a student needs a haircut, they will be given a warning and will have appropriate time to comply. Students who persistently choose to wear their hair in an unacceptable manner can be asked not to come to school until the hairstyle meets the College policy.

2.1.21 Boys Hair

- Hair is to be well-groomed and cut in a moderate style.
- Hair should be no longer than the collar, should not cover the ears and should not extend below the top of the eyebrows.

- The head is not to be shaven or closely shaven in part or whole, no undercuts.
- Boy's hair is to be a natural colour.
- Boys' hair is not to be tied back, pushed back behind the ears and gel or any equivalent is not to be used to disguise a hairstyle which would otherwise be unacceptable.
- Male students are to be clean-shaven (no beards or moustaches).
- Sideburns are to be no lower than the bottom of the ear.
- Hair must be evenly blended between the back, sides and the top.
- No lines, tracks, patterns or shaved designs are permitted in the hair or eyebrows.

The College reserves the right to determine whether the haircut meets these expectations. Students may be asked to have their hair corrected if it doesn't meet the standard.

The following hairstyles are <u>not</u> permitted.

- Mullets or extended length at the back.
- Undercuts.
- Skin fades, zero fades, or taper fades, burst fades shorter than a three-blade.
- Extreme contrasts between length on top and sides.
- Buzz cuts under blade three.

2.1.22 Girls Hair

- Hair is to be well-groomed and cut in a moderate style;
- Shoulder-length or longer hair should be tied back using College tartan, navy blue, white or bottle green hair accessories. The Uniform Shop offers a selection of suitable hair accessories.
- Coloured clips are not permitted in the hair except for the Northside hair accessories available at the uniform shop. Navy headbands obtained from Uniform Shop are acceptable.
- Girls' hair should be groomed as not to fall across the eyes and face.
- The hairstyle should be such that it does not interfere with the wearing of the school hat.
- Girls' hair should be a natural colour.

2.1.23 Jewellery Standards are as follows:

- One ring (rub-over style).
- One watch (not to be a smartwatch)
- One pair of earrings (girls), plain thin silver or gold sleepers or ball studs (less than 5mm diameter) in the earlobe only (no hoops).

- Boys are not permitted to wear earrings.
- Necklaces, bracelets and other jewellery are not permitted

2.1.24 Makeup Policy

- Makeup is not permitted while wearing the College uniform or on student free-dress days, including cosmetic enhancements.
- Pigmented sunscreens are not to be used with the College uniform.
- Lip gloss is not permitted—only clear lip balm may be used.
- Students with diagnosed facial skin conditions are encouraged to speak with their Year Level Coordinator to discuss any necessary accommodations and share relevant medical treatment details if needed.
- Coloured/gel/acrylic nails are not be worn at school
- Teachers and staff have the authority to request students remove makeup if necessary.

First-Aid, Medication & Health Matters

2.1.25 Responsibility for Student Welfare

The primary responsibility for the wellness, welfare and medical treatment of students rests with the parent/guardian.

During such times as a student is in the care of the College, the College will act *in loco parentis* (literally, "in the place of the parent"). The College takes this responsibility seriously and considers the welfare of the student of paramount importance.

It is not a condition of employment of teaching and other staff at the College that they undertake specialised first-aid training (e.g. senior first-aid certificate); although, any member of the staff can (and a number do) volunteer to undertake such training and provide first-aid to students, staff and other people on the College grounds. Regardless, all teachers and other staff in charge of students are expected to use their best endeavours, particularly in emergencies, to secure the welfare of the students in the same way that parents might be expected to act towards their children.

The College relies on parents/guardians to provide accurate medical information for students at the time of enrolment and to immediately notify the College of any changes to a student's medical condition (e.g. short-term illnesses, epilepsy, diabetes).

The College also relies on parents/guardians to ensure their contact details and details for alternative emergency contacts are kept up to date.

2.1.26 Medical Permissions and Authorisations

Parents/guardians authorise the College to arrange for necessary urgent medical treatment for a student when required, at the parent/guardian's expense, including, as the case may be, on camps, excursions and overseas trips.

2.1.27 Student Welfare Office – Health and Action Plans

Junior and Secondary Welfare Officers - Health liaise with parents of students with serious medical conditions regarding the development of an Action Plan. An Action Plan is an individualised outline ordinarily prepared by the student's medical practitioner/s, which sets out the nature of the serious medical condition, matters for the College to consider to minimise risk of harm to the student, and appropriate steps for the College to follow in the event of emergency.

2.1.28 Health Room at College Administration

First-aid, medication and health matters are primarily handled by the Health Room located at College Administration in the Administration Building.

The separate Reception areas for the Junior, Middle and Senior Schools are not primarily responsible, adequately staffed or equipped for handling, first-aid, medication and health matters.

2.1.29 Medication

If a student is unwell enough to need antibiotics or other such medication, as a general rule, he/she should not be sent to school. This is to protect both the ill student and other persons at the College with whom contact may be made.

No medication (whether prescription or non-prescription) may be kept on the student or in his/her school bag except with consent of the College. In special circumstances, the College may consent to students carrying emergency medication.

2.1.30 Prescription Medication

The College follows the guidelines for administering medication (which are endorsed by Education Queensland):

- Should medication prescribed by the student's medical practitioner be required to be administered while the student is at school or involved in school-approved activities, a parent/guardian must, in the first instance, make a written request to the Principal, and complete the necessary *Administration of Medication* form.

- A teacher or other adult person on the school staff authorised by the Principal to give medication to a student (usually a First-Aid Officer at the Health Room), may accept responsibility to give medication to a student while at school or while involved in school-approved activities.

- Where a teacher or other adult person on the school staff authorised by the Principal to give medication to a student is to administer medication, the instruction provided should be written on the medication container by the pharmacist at the medical practitioner's direction. The instructions on the medication container need to indicate specific times at which medication is to be administered, as well as the quantity of medication to be administered.

- At no time should any medication provided for one student be administered to another student, unless the seriousness of the illness or condition justifies such an action (e.g. anaphylaxis and the use of another's epipen).

- At all times, medication must be kept in a secure place under staff supervision i.e. not in school bags. (In special circumstances, the College may consent to students carrying emergency medication, such as an inhaler or epipen.)

- All unused medication is to be returned to the parent/guardian of the student.

- It is the parents' responsibility to ensure that medication is not past its expiry date.

2.1.31 Non-Prescription Medication

The College will generally not administer any non-prescribed medications (such as analgesics and over-the-counter medications) to students.

The College may administer Paracetamol to those students where the parent/guardian has given approval on the completed *Student Medical Form*.

2.1.32 Emergency Medication

Emergency medication is kept at College Administration and is administered by designated First-Aid Officers.

Asthma 'puffers' may be kept by the class teacher for students in Prep to Year 2 or, with the consent of the designated Junior or Secondary Student Welfare Officer – Health, on the student's person from Years 3 to 12. Emergency puffers are also kept at Health Room at College Administration.

The College may also consent to a student with serious medical conditions carrying necessary medication, such as inhalers, epipens and glucose testers.

2.1.33 Contagious Conditions

A table showing the exclusion periods (hereafter referred to as Prescribed Periods) for contagious conditions appears in the Appendix. Parents/guardians and students must observe all of the prescribed periods for contagious conditions shown in the table.

The College will notify parents where it suspects the student has contracted a contagious condition. The College may exclude the student from College activities, pending determination of whether or not the child has a contagious condition.

2.1.34 First-Aid Kits and First-Aid Officers

Regularly maintained first-aid kits are located in the Health Room at College Administration, and are made available for off-site activities such as excursions and camps. First-aid kits are identified with a white cross on a green background.

The College does not employ any designated nurses or occupational first-aiders. From time to time, teachers and other staff members may volunteer to be appointed as the College's First-Aid Personnel. These First-Aid Personnel are referred to as First-Aid Officers.

All First-Aid Officers hold a current Senior First-Aid Certificate and only provide initial management of injuries and illness of students, staff members and visitors consistent with their level of training and competence. When the first-aid management required is beyond their level of training and competence, the First-Aid Officer refers the person to seek further medical assistance.

At least one First-Aid Officer is assigned to the Health Room at College Administration during ordinary school hours.

Staff members, students or visitors needing to contact a First-Aid Officer can do so by attending the College Administration or telephoning the College Administration and asking for a First-Aid Officer.

2.1.35 Care of Students who Sustain Minor Injuries or Become Ill at School

If a Middle or Senior School student feels unwell during class time or sustains a minor injury and believes he/she is unable to continue with normal school activities, he/she should notify the classroom teacher, who will then determine whether to issue a Permission Note to allow the student to attend the Health Room at College Administration.

If a Middle or Senior School student feels unwell or sustains a minor injury during break time and believes he/she is unable to continue with normal school activities, he/she should notify their Year Level Coordinator (where practical to do so), who will then determine whether to issue a Permission Note to allow them to attend the Health Room at College Administration.

Students must follow any direction of the teacher or other staff member to attend the Health Room at College Administration.

2.1.36 Health Room Procedures

On presentation of the student at College Administration, the First-Aid Officer (whether or not in consultation with other College staff members) will make an initial assessment as to whether:

- a medical emergency response is required;
- to contact the parent/guardian or other person/s nominated on the Emergency Contact Form and request that the student be collected; or
- to admit the student to the Health Room for a period of rest and recuperation.

If it is thought that the student may recuperate after a period of rest, the student will be admitted to the Health Room, where he or she will be checked regularly (approximately every 20 mins).

College Administration staff will notify the relevant school reception that the student has been admitted to the Health Room.

Within approximately one hour of the student having been admitted to the Health Room for rest and observation, the First-Aid Officer will make an assessment as to whether the student is well enough to return to school activities or should instead be placed into the care of the parent/guardian.

Parents/guardians, and in their absence, the emergency contact, will be contacted and asked to collect their child or to arrange for the collection of their child. The College will need to be given clear instructions regarding the identity of the person collecting the child (if it is not the parent or the nominated Emergency Contact person).

It is essential, therefore, that contact details of parents and Emergency Contact names and phone numbers are kept up-to-date.

Students awaiting collection by the parent/guardians or person nominated by the parent/guardians are required to wait at College Administration.

Parents/guardians collecting students must first attend College Administration to advise that they are on site to collect their student from the Health Room. Parent/guardians must then sign out the student at the appropriate School Reception in the Sign-Out Book before collecting the student.

It is a requirement that the College receives parent/guardian permission before releasing a student.

Please note: Students are not permitted to use their personal mobile phones or any telephones located at the Junior, Middle and Senior School Receptions at any time to contact parents and ask to be picked up from school because they feel unwell. Students who present at those Receptions will instead be treated as a medical emergency response (where necessary) or referred to their classroom teacher/teacher on duty (as the case may be) with a view to the student being admitted to the Health Room at College Administration.

2.1.37 Immunisations and Severe Reactions to Injections

From time to time, Queensland Health uses the College's facilities and communication channels to promote and administer vaccination of students. The College supports this practice, and therefore we would encourage parents to carefully consider having their children vaccinated. Northside asks all families to return vaccination forms, whether accepting or rejecting the vaccination offer. We do not, however, have an opinion on the effectiveness of any particular vaccination program, and therefore we do not put pressure on parents to agree to vaccinations or in any way make students who are not vaccinated feel uncomfortable.

Vaccination programs are organised and administered by Queensland Health and not by the College.

In the case where a student evidences a severe reaction to an injection administered by officers of Queensland Health, the student will remain under the care and guidance of the Queensland Health Officers until a determination about further medical care is made.

If the child evidences the severe reaction after he/she has already returned into the care of College staff (i.e. back in class), the child should be returned to the care of the Queensland Health Officers for the officers to follow their standard procedures.

If Queensland Health officers are no longer on campus, the child should be sent to a medical authority (e.g. the child's G.P.) as a matter of urgency with his/her parents/guardians, or an ambulance called if the parent/guardian is unavailable.

In the case where an ambulance is called in the above situation, the College will observe its Medical Emergency Care procedures.

2.1.38 Head Lice

The College undertakes the responsibility to minimise the risk of your child getting head lice through education of students, staff and parents. It is the responsibility of parents to inspect hair of household members and notify the College if your child is affected.

Parents are advised through an Alert Notice of any outbreak in classrooms and the College expects immediate follow-up action and treatment if necessary. Should your child be identified as having head lice at school, you will be notified.

The College requests that students do not return to school until suitable treatment has begun.

2.1.39 Common Questions

Q. What if I want to take my child to my family doctor or to the hospital myself?

We understand that the care and attention of a family GP is often highly valued, and that in some instances the required medical care may not be of an urgent nature. In these cases, the College is more than happy to offer parents/guardians the option of collecting the student so that you can attend to the situation personally. In situations requiring more serious or urgent medical attention, the College reserves the right to call for emergency medical care if deemed necessary.

Q. If an ambulance is called for my child, what will it cost?

The College pays annual membership fees to Queensland Ambulance, which means that all students receive automatic ambulance cover for any school-related activities.

Q. Where do I go to pick up my child if I have received a phone call informing that he/she is unwell, or if an ambulance has been called?

Please proceed directly to College Administration, unless advised otherwise.

2.1.40 Student Relationships

Group friendships amongst students are encouraged at school. Occasionally a situation arises where the friendship between two students begins to dominate all other relationships and this would not be encouraged by the College.

A student should not have any inappropriate physical contact with another student in the College Community. Students should be encouraged not to spend time exclusively with another student at the expense of other relationships. This we consider to be healthy and sensible biblical wisdom.

2.1.41 Student Names Policy

Northside Christian College reports to several bodies regarding student data, and is viewed as a trusted data source, and as such must ensure that student data, including names, is full and correct.

The College defines a full and correct name as being the name as it appears on a child's birth certificate, or, if relevant, a passport.

Whilst the College understands that family situations may change, and that this may bring some difficulties in terms of using a surname or given name, we are unable to use informal or preferred names for students on official or formal documents. This is especially important in relation to using correct surnames and/or hyphenated names.

If a student/parent/guardian has a particular request in relation to a preference for the use of a name other than their true name, this may be communicated to the relevant year level coordinator in writing, who will then bring it to the attention of the Head of School. If the name change request is deemed appropriate, the College is happy to refer to a student by the preferred name verbally, where possible. Written records however, are required to show full and correct names. This arrangement may be most practically applied by a notation in the class roll, whereby the student's full and correct name is listed, but a note is referenced with wording such as "known as…".

The use of full and correct names is especially significant when Secondary Students wish to use various school documents for a variety of purposes, which may include competitions, references, school-based apprenticeships and traineeships, scholarship applications, employment, senior certification documentation and tertiary entrance.

This situation is not unique to the Secondary School, as students in the Junior School may be required to show school records when transferring to another school, either within Australia or overseas. Overseas students must have their full and correct name on all official documentation. They may take on an unofficial English or preferred name if they so desire; however, this will not appear on any formal documentation. The arrangements for a verbal recognition of the preferred name would also be applied here.

The College understands that from time to time special circumstances may arise where the use of an alternate name is required, or where a formal change of name has occurred (i.e. with the registry of births, deaths and marriages).

Official Documentation – i.e. Name alterations not permitted in the following documents. We will only use formal/legal names i.e. no nicknames of English names:

- Enrolment Forms
- Report Cards
- Class /Form/Attendance Rolls
- Testing Instruments – internal/external
- QCAA documentation
- Work Experience documentation
- Family Administration Day documentation
- Health and all other permissions forms
- Graduation Certificates
- Student Data Capture Systems (electronic)
- Learning Accounts (electronic)

3 Section 3 – Curriculum

Moving through the Senior School

The Year 10 program at Northside allows students to spend more time studying their preferred subjects, in preparation for Years 11 and 12. Students take English, Mathematics (graded into three levels) and four other Subjects of their choice. In addition, Year 10 students also take Christian Foundations, Life skills and interschool sport. During Year 10 they are involved in Set Planning in preparation for new subject choices in Year 11. The set plan will also help students map their pathway to a Qld Certificate of Education (QCE).

Students completing Year 12 in 2019 take English and Mathematics. They then choose four subjects or work/study equivalents. Students can choose from a range of authority, authority registered and certificate subjects. Students may choose to pursue an OP pathway, a Vocational Pathway or a combination. The school also offers students options including TAFE and one day a week work placement.

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Year 12 students. The ATAR is comprised of results achieved at Unit 3 and 4 level in:

- Five general subjects, or
- Four general subjects and one applied subject or completed VET qualification at Australian Qualifications Framework (AQF) Certificate III level or above.

Subject Offerings – Senior School

YEAR 9	YEAR 10
Core: Christian Foundations (1 lesson) English Mathematics Social Science Science Sport (non-graded) Electives: *Choose 6 from*: Business & Economics Challenged Based Learning Dance Design Design Technologies- Engineering and Materials Design Technologies-Food and Fibre Digital Technologies Drama French Japanese Music Physical Education (6 mths & 12 mths) Science Extension Visual Art	Core: Christian Foundations (1 lesson) English Mathematics Sport (non-graded) Electives: *Choose 4 from*: Business & Economics Manufacturing Certificate I in Visual Art CVA10315 Design Food and Fibre Design Technologies-Engineering and Materials Drama French Hospitality Japanese Music Physical Education Science Social Science Visual Art
YEAR 11	
Core Subjects Christian Foundations (1 lesson) English Literature Essential English *and* Essential Mathematics General Mathematics Mathematical Methods *and* *Choose 4 from:* Biology Business Chemistry Certificate III in Early Childhood Education & Care CHC30113 Certificate II in Engineering Pathways Design Digital Solutions Drama	Food and Nutrition Japanese Legal Studies Literature Modern History Music Psychology Physical Education Physics Specialist Mathematics Sport and Recreation Visual Art Certificate III in Visual Art CVA31115

YEAR 12	
Core Subjects	Food and Nutrition
Christian Foundations (1 lesson)	Japanese
English	Legal Studies
Literature	Literature
Essential English	Modern History
and	Music
Essential Mathematics	Psychology
General Mathematics	Physical Education
Mathematical Methods	Physics
and	Specialist Mathematics
Choose 4 from:	Sport and Recreation
Biology	Visual Art
Business	Certificate III in Visual Art CVA31115
Chemistry	
Certificate III in Early Childhood Education & Care CHC30113	
Certificate II in Engineering Pathways	
Design	
Digital Solutions	
Drama	

3.1.1 Subject Changes

Students may wish to change Subjects after having studied one for a period of time. It is important for students to realise that any change must be thought through carefully, since changes can affect performance and, therefore, results in that subject. Parents are expected to be involved in this process. To this end, the College runs Subject Information Evenings for students and parents, to try and maximise the chances of a student choosing subjects to which they are best suited, and are in line with their career/educational plans.

In Year 11 students may only change subjects at the end of each semester. Students must arrange changes via Student Services by the end of Terms 2 and 4 and no later than the first week of Terms 1 and 3. Year 10 students may be able to make changes between terms.

Student Services' information sheet on Subject Changes Link: **Subject Changes**

Please Note: Fees apply. Please see Student Services for details.

These fees apply to all subject changes except in cases where AARA as per QCCA Guidelines can be applied.

In order to make a subject change, students must complete a Subject Change Request Form available from Senior School Reception.

Please note: Any text books from the previous subject/s must also be returned prior to the commencement of the new subject/s. Students will be unable to commence the new subject/s until all required textbooks/resources have been returned.

Formal notification will be provided before the student is allowed to attend the new subject.

Secondary Assessment Policy

3.1.2 The purpose of assessment:

- Students demonstrate development of knowledge and skills in response to learning
- Students develop higher-order thinking skills
- Students develop time, self-management and organisational skills
- Students receive feedback to inform learning and growth
- Teachers gather information to inform future instruction

It is appropriate to assist students in developing the necessary skills for future success in relation to assessment processes. In the middle years, the focus is on supporting student skill development. Year 10 transitions students towards the more formal requirements of senior schooling. In Years 11 and 12, assessment policy complies with QCAA requirements, as the government body that awards students' qualifications at the completion of Year 12.

This policy outlines the progression of responsibilities and expectations through students' secondary schooling journey. Equity and fairness are core foundational principles.

3.1.3 Communications about assessment

- Assessment Calendars detailing all assessment due dates are published for each year level by no later than the end of Week 1 of each school term. These are published in Parent Orbit app, Student Café and publication advised to students via email/notices/year level Google classroom.
- Task Sheets for assignments are provided by the classroom teacher with oversight from the Curriculum Leader with appropriate notice. Task sheets include information about task requirements, due dates, conditions and marking criteria. In Years 7-10, they will often include scaffolding.
- In Years 7-10, teachers will contact parents/caregivers via email if they are concerned about a student's assessment progress.
- Teachers will contact the relevant parent/carer giver as soon as practical regarding instances of academic misconduct.

3.1.4 Academic Integrity – student responsibilities for assessment completion:

- Produce work that is their own (unless indicated by using in-text referencing, bibliography or other acceptable forms of acknowledgement as indicated on the task sheet).
- Use class time provided in the relevant subject for assessment preparation.
- Meet checkpoints and due dates on time, which could include plans, drafts, progress checks, rehearsals and final copies.
- Complete draft work in the required format as directed by their teacher, e.g. Google document provided via the relevant Google Classroom.
- Attend exams and deliver spoken presentations or performances on the scheduled due date.
- Use task sheets and scaffolds provided in class to guide them in producing work that meets task requirements.
- Ensure their conduct in assessment preparation lessons, presentations, and exams allows other students and the teacher to meet their responsibilities.
- Students are not to use class time to complete assessment work for other subjects.
- Avoid academic misconduct. A full list is available on the QCAA website via this link: 8.1 Understanding academic integrity | Queensland Curriculum and Assessment Authority

3.1.5 Drafting

Students: Hand in a draft response that is nearly good enough to submit for assessment.

Teachers:

- Provide adequate class time for drafting to allow students to complete the task to a satisfactory standard. Teachers will advise students in advance of drafting lessons to support their planning via the task sheet conditions or class planning resources. In Years 11 and 12, teachers provide the number of weeks or hours for drafting/assessment preparation as specified in the relevant QCAA syllabus.
- Provide feedback on one draft (conditional on the draft being submitted by the due date).
- Provide feedback that draws student attention to the aspects of the response that most need to be improved or developed in order to meet the criteria more effectively.
- Provide equitable feedback for students within the same class/year level subject.

While teachers are expected to provide feedback on student drafts, methods of feedback vary and may include one or more of the following:

- Summary feedback and advice to the whole class (eg via a slides presentation)
- Task-specific draft feedback sheet for individual responses
- Typed, handwritten or audio feedback on individual responses in note form

3.1.6 Submission requirements

All Students

- Meet submission requirements by submitting the required documents in the format specified (ie electronic, hard copy or both, as indicated on the task sheet).
- Apply for an extension using the relevant form in advance of the due date, or as soon as practical, when there are extenuating circumstances preventing a student from submitting on time.

Years 7-10

- Submit assignments during class time in their specific subject class on the due date as directed by their teacher.
- If the relevant subject is not scheduled on the due date, students will submit an electronic copy by no later than 4:00 pm on the due date and/or submit hard copy by signing these in at the relevant school reception by no later than 4:00 pm.

Years 11 and 12

- Submit word-processed/typed assignments electronically and/or sign in hard copies to the Senior School Reception by no later than 8:30 am on the due date.
- Follow submission requirements indicated in task conditions or as directed by teachers by the time indicated for other types of assessment.

3.1.7 Unplanned Absence on a Due Date

Parents

- Notify the College of the student's absence via usual process.
- Assist students to complete and submit relevant forms and obtain required evidence eg medical information, in a timely manner (as outlined below). All forms may be accessed in the Parent Orbit app via "School Links" then under the relevant MS/SS heading.

Students

Years 7-10

- Submit the assignment electronically on the due date.
- Submit the hard copy by signing into the MS/SS Reception by 8:30am on the day of their return to school.
- For spoken presentations or performances, students will be required to present to their classroom teacher as soon as practical on their return, as directed by their teacher.
- For missed exams, students will be withdrawn from class to sit the exam in the next lesson they are in attendance at school for that subject or as directed by their teacher.
- For longer absences, submit a *Years 7-9 Application for Extension of Assignment Work* form to their classroom teacher. The relevant Curriculum Leader considers these applications in consultation with the classroom teacher. Medical evidence may be requested.

Years 11-12

Students must apply for extension or rescheduling in accordance with QCAA AARA policy. The required forms must be submitted to the Head of Teaching and Learning as soon as practical either electronically via email Students.Services@Northside.qld.edu.au or in hard copy at Senior Secondary Reception.

- Complete and submit the form *Years 10-12 Application for Rescheduling of Assessment* along with the required evidence (see below).
- For illness, students must obtain medical evidence to justify their absence. A medical certificate may suffice; however, it is recommended that the *QCAA AARA Medical Form* be presented to the student's doctor or an equivalent detailed medical letter be requested at the time of the medical appointment. The form is available via this web address, the NCC Parent Orbit app and the 11/12 Year Level Google Classroom.
  https://www.qcaa.qld.edu.au/senior/assessment/aara/resources
  Navigate to Confidential Medical Report Template
- If the circumstances are not related to illness, the parent/caregiver should contact the Head of Teaching and Learning to discuss what appropriate third-party evidence will be required.

3.1.8 Absence know in advance (planned absence)

If a student is absent for more than 10 consecutive school days, parents/caregivers are required by the *Education (General Provisions) Regulation 2006 QLD (Education Act)* to formally seek permission for a *School Attendance Exemption* from the Principal. This is to meet obligations relating to child protection. The relevant form is available by contacting the Principal's Executive Assistant. If approved, this does not change student assessment responsibilities in accordance with this policy.

3.1.9 School-Approved Absence

Students attending an excursion or sporting competition organised by the College on a due date must submit their assessment by 8:30 am prior to their departure as per submission requirements.

Years 7-10

For exams or presentations, students should notify their teacher as soon as practical of the clash and complete the assessment at a time directed by their teacher.

Years 11 and 12

As per QCAA policy, all assessments must be completed "on or before the due date". Students who know in advance of an absence for an exam or presentation must complete an *Application for Rescheduling of Assessment* Form two weeks in advance of their absence as they will be required to sit their exam or present prior to departure. NB: Teachers are typically required to write a comparable exam to comply with QCAA academic integrity requirements.

Students attending approved activities such as study (eg TAFE) or work placement off-site with an external provider must complete the school assessment "on or before the due date". Students who have exams scheduled on a day they would typically attend external study/work must sit the exam at the College at the same time as their peers.

3.1.10 Non-Approved Absence

Circumstances that result from parent or student choice are not acceptable reasons for assessment extension. These include, but are not limited to:

- family holidays
- sporting events (eg individual National sporting representation)
- visiting family and friends or looking after other children
- minor medical check-ups or appointments, such as a driver's test

(QCE and QCIA policy and procedures Handbook v6.0 and *Regular School Attendance QLD Government)*

Northside Christian College is registered as an education provider of face-to-face delivery of curriculum and assessment. It is unreasonable and inappropriate for teachers to do extra work, provide additional or different resources or models of learning or assessment preparation or organise alternative exams to accommodate individual students who are absent for non-approved reasons. It is unethical to assess students who have not had the opportunity to engage with the relevant learning and assessment preparation. If students are unable to engage sufficiently with learning for a unit due to unapproved absences, they will not be assessed or reported on for tasks missed.

3.1.11 Consequences for Academic Misconduct

All instances of misconduct will negatively impact student results for that task and they may also face behavioural consequences when the misconduct also represents dishonest and/or unethical behaviour.

3.1.12 Late Submission

If students do not submit a final copy on time, teachers will use the student's draft or most recent evidence available to determine a mark. Anything submitted after the due date/time cannot be marked. Where there is no evidence that meets the assessment criteria, students will not receive a task mark or semester result for that subject.

Year 7-10

If a student has not made a reasonable attempt at meeting the task requirements, the student will be withdrawn from class and/or issued with a lunchtime detention to produce an acceptable response so that they acquire learning benefit. The student will receive feedback on the response but it will not be awarded marks.

Year 11-12

- In Year 11 (formative assessment), students will not receive semester credit if they have not completed the assessment requirements for that subject. This will impact their accrual of QCE points.

In Year 12 (summative assessment) a result of NR (Not-Rated) will be allocated if a student does not submit any evidence for assessment on or before the due date. When a Year 12 student receives NR for any one assessment task, QCAA will not award a result for that subject at exit.

3.1.13 Excessive Length

Students must be encouraged to complete tasks within the word, time and submission requirement limits. When submitted tasks are over the maximum limit, the following processes will be applied:

Years 7-9

Students will be marked accordingly, that is, most tasks include criteria such as "communication" or "synthesising" so they will be marked at a lower standard on relevant criteria.

Years 10-12

Only the parts of the assessment submission that are within the required length will be marked. The teacher will indicate which part of the response is not able to be marked (that is, the part that is beyond the point at which the maximum limit was exceeded).

3.1.14 Cheating

Cheating is accessing help unfairly for any assessment that means the work is not the student's own work or they have breached assessment conditions. Examples include taking notes into an exam,

plagiarising, copying or enabling another student to copy their work, using AI tools inappropriately or excessive help from a tutor or family member.

Only the work/parts of the work that the teacher is confident is the student's own work will be marked. It is the student's responsibility to demonstrate authorship by meeting their responsibilities in the assessment preparation process (as previously listed) relating to Academic Integrity. Therefore, for drafted tasks, a teacher does not have to prove a student has cheated, only that the student has not demonstrated authorship (such as not producing work during assessment preparation lessons).

3.1.15 Disruptive Behaviour

There is a no-tolerance policy for students who engage in any behaviour that distracts other students during an assessment lesson. Disruptive students will be removed from the classroom. If this occurs during an exam, the student will be required to sit the exam at an alternative venue and/or serve a detention, at the discretion of the Curriculum Leader. Repeated instances will result in more serious consequences.

3.1.16 Parent Access to Completed Assessment

Parents wanting to view their student's completed assessment may do so by making an appointment with the relevant teacher (only after class feedback has been provided). Copies of assessment documents (task sheets or student responses) will not be provided to students or parents and remain the property of Northside Christian College.

3.1.17 Appeal Process

Where there is concern regarding student results, the following understandings should be demonstrated:

- Respectful conversations.
- Depersonalising results. Marking is a professional process whereby teachers mark work by matching evidence to criteria and standards.
- As part of professional practice, teachers are involved in formal training, as well as internal and external moderation processes, in relation to all aspects of assessment, including marking.
- In Year 12, all results are confirmed externally by QCAA.

Should a student/parent/caregiver have concerns regarding a student's result on an individual task, the following communication process should be followed in the order outlined below:

1. The student should arrange an appropriate time to meet individually with their teacher and ask questions that assist them in understanding the feedback provided.
2. The parent/carer should contact the subject teacher to request more information.
3. If, after speaking with the subject teacher, the student/parent/caregiver feels the matter is unresolved, they should contact the relevant Curriculum Leader via email in the first instance to explain their concerns.
4. Should the parent/caregiver feel the matter has not been resolved after following the first three communication steps and believe the teacher has acted unprofessionally, they should contact the Head of Teaching and Learning.

Reporting

Term 1

A brief report is issued at the end of Term 1, to give parents an indication of their child's progress. Also, any other parents whose child is not doing well in a specific subject area will be required to attend a compulsory interview with that teacher. Opportunities for formal Parent/Teacher interviews will be held once each Semester. Teachers may indicate on the report that they expressly wish to see the parents.

Term 2 & 4

A detailed report is issued at the end of each Semester. Early in Term 3, parents may voluntarily elect an interview if they wish. (In Term 4, Year 12 students are not reported on.) In the case where a child is not making progress, the teacher will request an interview with the parents.

Homework

Why Study?

During the day, the teacher will have introduced and discussed new concepts. At night, it is the student's job to learn that information by:

- Practising other examples;
- Summarising information;
- Relating new information to that previously learned.

How Much Homework?

- Year 10 – two hours per night, five nights per week. (Approximately one hour of homework. One hour of revision/study)
- Years 11–12 – three hours per night, five nights per week.

Helpful Hints

Make a study timetable. This should include:

- Times for subjects;
- Meals (family time);
- Relaxation;
- Other interests (Sporting and work commitments, Youth and Church commitments).

Don't make this too rigid. Be realistic. If planned at the beginning of each week, it could incorporate specific upcoming events in your home life and any other changes of routine.

When designing this timetable, remember after approximately one hour of work, have a short break (some physical activity is good!). Do "set" homework before studying.

Procedures for Calendar Use

The correct use of the student calendar is considered to be a vital part of the development of whole-life student self-management. This is accessible via Student Cafe. As a result, we insist that the following procedures be adhered to by all students in the Senior School. Your Calendar is an important location for accessing timetables, Assessment Calendars and homework details. School Handbooks are available on Moodle and Parent Lounge. Teachers will enter homework for students directly into the Student Cafe, but ultimately students are responsible for allocating time for homework and ensuring the completion of set homework. All students must have their laptops/Chromebooks as they enter the Form Class each morning so that they can record any significant information or notices for parent/s.

Learning Support

Students entering the Secondary School with impairments, special needs or learning difficulties are offered a range of support. Students who have operated in the Middle School under individualised, educational programs will be incorporated into Year 10 mainstream classes, where there are several options.

Through an interview process with Mrs George (Head of Teaching and Learning), parents will negotiate a selection of subjects that is deemed best able to meet the needs of the individual student. This may be by modifying the course for the student, modifying the assessment for the student, or both. In other cases, it may involve an alternative course and alternative assessment for the student. Reports will reflect these modifications.

Students with disability and/or requiring educational support may be able to access support and adjustments, depending on their level of need.

In Years 11 and 12, adjustments can be made in accordance with QCAA's AARA Policy (Access Arrangements and Reasonable Adjustments), current medical certificates / reports are required.

Any queries should be directed to Mrs George (Head of Teaching and Learning).

Queensland Curriculum Assessment Authority (QCAA)

The QCAA are the Queensland Government Authority that regulate curriculum, assessment and results in schools and for tertiary entrance.

3.1.18 Senior Education Profile

At the completion of Year 12, students will usually be issued with a profile comprising

- Senior Statement
- Queensland Certificate of Education (QCE)
- Tertiary Entrance Statement

3.1.19 Senior Statement

A transcript of the learning account for all students completing Year 12 at a Queensland School. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement.

If a student has a **Senior Statement**, then they have satisfied the completion requirements for Year 12 in Queensland.

3.1.20 Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior school qualification, which is awarded to eligible students, usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

Careers Guidance Education and Counselling

3.1.21 Careers Advisor

Students seeking information about careers will be able to access the services of Mrs Robyn Harvey whose office is situated in the CINC building.

Assistance with Subject choices and broad career options will be available when needed. Assistance will be offered with self-awareness, job awareness, application and resume writing.

Mrs Harvey will help students to match their skills, interests, motivations and strengths with the job market, as well as to set career goals. Computer access to aptitude profiles and tertiary course opportunities, through Career Voyage and Internet sites, will be available in the Careers Office, where a careers library provides up-to-date information.

Each Year level will have some form of Careers Education.

In Year 10, each student will be taken through the Career Voyage Program and develop a career portfolio.

The Year 12 program focuses on personal interview for each student, advice on Career/Tertiary choices, and specific training for QTAC application. Should you wish to see Mrs Harvey, an interview time may be booked through the Student Services Office.

3.1.22 Careers Education

Careers education is a shared process, involving the active participation of the student, all teaching staff, parents, support services, industry and commerce. Career education in school is concerned with the development of knowledge, skills and attitudes through a planned program of formal and informal learning experiences. This will assist students to make informed decisions about school and post-school options and enable effective participation in the ever changing world of work. Career education facilitates student development as they transition from a position of dependence to becoming a responsible, independent young adult with the knowledge and skills to make informed, lifelong career choices. It also orientates students towards multiple pathways for their successful engagement in the current and emerging workforce.

Key elements of the program include self-awareness, the world of work, decision making and implementation of a career plan. Some of the key career education activities for Senior School include:

Year 10:

- Completion of a Career Voyage/My Future
- Development of a Senior Education and Training Plan (SETPlan)
- Subject selection for Year 11 and 12
- Access to Career information and advice.
- Work experience

Year 11:

- Access to Vocational Education & Training (VET) programs
- Review Career Voyage/My Future and SETPlan
- Careers Day/Career and Employment Expo/Tertiary Studies College Expo
- Access to Career information and advice

Year 12:

- Career interview
- Access to Vocational Education & Training (VET) programs
- Review Career Voyage/My Future and SETPlan
- Careers Day/Career & Employment Expo/Tertiary Studies Expo
- Access to Career information and advice
- QTAC preparation

3.1.23 Structured Workplace Learning (SWL)

The Structured Workplace Learning provides students with work placement for one day each week with the expectation that they will begin to gain skills and essential occupational knowledge relating to their fields of interest.

The placement process is the result of students filling out a preference form and undertaking a subsequent interview. Usually, a student seeks out a position that supplements the Voc.Ed. Subject(s) he/she has chosen. With the experience gained in the workplace, students improve their chances for permanent employment.

3.1.24 Work Experience

All Year 10 students will undertake a week of Work Experience at the end of Term 2 to give them a brief taste of life in a particular occupation. The students undertake few practical tasks, but are limited in their opportunities because of the short time frame.

3.1.25 School based Apprenticeships or Traineeships

These are open to Year 10, 11 and 12 students who wish to engage in paid employment and gain credit for training in their chosen field while still at school. They attend work part-time, usually one day per week and for some days during the school holidays. The off-the-job component of their apprenticeship/traineeship is undertaken during school time.

In order to take up this opportunity, students need to complete a resume, write a general letter requesting an apprenticeship in their area of interest, and hand the documents in to the Vocational Education Coordinator.

Opportunities for school-based Apprenticeships/Traineeships are advertised through a variety of Job Network Agencies. Students should consult the Vocational Education Coordinator for further information.

3.1.26 VET Certificate Courses: TAFE & Private Providers

Some students in Years 11 and 12 may choose to undertake nationally recognised training through a TAFE college, or a private RTO. These courses are typically run 1 day/week, although some providers provide flexible study options.

3.1.27 Referrals to College Counsellors

Secondary School: Staff and parents can refer students directly to a Counsellor via email or through a Year Level Coordinator or Head of School; or by self-referra.

1. Students must be referred to a College Counsellor when this is the appropriate step in accordance with our Child Protection Policy.
2. Students should be referred to a College Counsellor when a staff member or parent becomes aware that the student is facing an issue that is *significantly negatively impacting* that child's ability to function effectively *in the school environment* and that a qualified counsellor could be reasonably expected to be able to provide support for.

   Relevant issues would typically be related to:
   - A documented decrease in academic performance or significant underperformance
   - Difficulties with peer relationships
   - Physical or mental health challenges (diagnosed or undiagnosed)
   - Emotional or behavioural self regulation difficulties
   - The child experiencing a traumatic event

Counselling support offered at NCC

The College employs qualified and registered Counsellors who are available to provide short-term and ad hoc counselling support for students during term time in school hours.

Counselling may include a one-off discussion, brief intervention to deal with issues, or gauge a student's needs prior to recommending referral or further assessment, or facilitating social/emotional learning and skill development.

Session duration can vary from up to 1 hour for initial counselling sessions, to 10 minute check-ins. Students can access counselling services by referral from a staff member, parent request, or for Secondary School students by self-referral by emailing college.counsellor@northside.qld.edu.au. Details discussed are kept confidential unless of a serious nature or safety concerns which require reporting or further supportive action.

The College Counsellors, in consultation with supervisors, will exercise their professional judgement to prioritise appointments according to need.

Referrals to outside providers

For ongoing longer-term, more complex or specialized counselling needs, it is recommended the student/parent seek support from an external service provider. If a student is receiving external support, the College may also be able to collaborate with the counsellor/psychologist to support the student at school.

When the counsellor believes the student is suffering from an undiagnosed condition or a diagnosed condition which they are not receiving support for, the counsellor should contact the student's parent or caregiver to recommend they seek further support.

The counsellor should contact a parent to recommend that a student seek outside professional support, when a student is seeking ongoing/frequent counselling support beyond the capacity that the College can reasonably provide or that which is appropriate to effectively support that child's wellbeing, consistent with the Australian Counselling Association's code of ethics.

Further supportive resources and contact details for the counselling team can be found on the College Counselling webpage: https://www.northside.qld.edu.au/learning/student-wellbeing/counselling

Excursions

Excursions are an important part of College life in the Secondary School. They often seek to provide relevant and real-life experiences to students to enhance or reinforce classroom activities. Attendance on excursions is therefore compulsory. If a student needs to be excused from an excursion for any reason, parents are asked to provide a note of explanation in advance to the appropriate class or subject teacher.

For any excursion off campus, students should be dressed in full school uniform including a College Hat. If exceptions to this are made, parents will be informed by letter. For example, it may be that the College Sports Uniform is more appropriate for a particular activity on an excursion. If a student is dressed in sports uniform for an excursion requiring formal dress, without permission, they will be unable to attend the excursion and will be sent to the appropriate Year Level Coordinator.

Library

3.1.28 General Information

The Secondary School Library is located on the top level of D Block in Library Square. Staff and students alike are encouraged to use the Library facilities regularly and to familiarise themselves with the collection and services.

Hours	Monday – Friday (8am-3.30pm)
Library Resources	The dynamic collection is constantly being updated and expanded to suit student and teacher needs.
Secondary Library Homepage	Bookmarked on student Laptop
	Catalogue: find, reserve and review
	Latest highlights, events, book trailers, photos
	Research Sources
	Assignment Tools
	Textbook web links

3.1.29 General Library Policy

Library staff are entrusted with the care and distribution of resources purchased by the College. Consequently, the Library does have rules and guidelines to enable resources to be fairly distributed and ultimately retrieved for future use by others.

3.1.30 Issuing of Textbooks

Textbooks are issued from the Library on Back to School Day and during the year at the discretion of the teaching staff. Once issued, textbooks are the sole responsibility of the student. Students are to write their name, class and year inside the front cover in a designated location to identify their copy from their classmates. The Library database enables both staff and students to monitor their loans. A procedure of emailed notices, and teacher direction assists students to return their loans when required.

3.1.31 Returns

All loans are to be returned to the Secondary Library. Textbooks and other items are borrowed from the Library with no associated costs, however a replacement fee is incurred for non-returns or items returned in an unacceptable condition. Parents are notified by email or letter if a fee is to be charged to the next invoice issued by the College Accounts Department.

Staff Positions

Head of Senior School	Mr Stewart Smith
Head of Middle School	Mrs Fiona Long
Head of Teaching and Learning	Mrs Linda George
Head of Student Life	Mr Laurie Bell
Head of Educational Technologies	Mrs Mandy Downing

Curriculum Oversight Team – Secondary School

Director of Vocational Education/ Curriculum Leader - Technologies & Design	Mr Scott Murchie
Curriculum Leader – Visual Arts	Mr Lyn Smith-Cottrell
Curriculum Leader – Performing Arts	Mr Maitlohn Drew
Curriculum Leader - English & Languages MS	Mrs Karen Pillinger-Burns
Curriculum Leader - English & other Languages SS	Mrs Natalie Kennedy
Curriculum Leader - Mathematics	Mr Jack Badenhorst
Curriculum Leader - Physical Education	Mr Nathan Hambleton
Curriculum Leader – Science SS	Mr Alec David
Curriculum Leader – Science MS	Mrs Rosana Niven
Curriculum Leader – HASS MS	Mr Timothy Heppell
Curriculum Leader - HASS SS	Mrs Joelle Brewer
Sports Coordinator	Mr Michael O'Neill
Instrumental Music Coordinator	Mr Paul O'Brien
Careers Officer	Mrs Robyn Harvey

Students with English as an Additional Language

3.1.32 Students with English as an Additional Language

Students for whom English is an additional language or dialect (EAL/D) require specific support to build the English language skills required for effective communication and access to the Australian Curriculum. (www.australiancurriculum.edu.au) Northside offers tuition assistance and whilst following the government guidelines for EAL/D students, this is not an offering of the general syllabus subject of EAL/D.

Qualifying students are those:

• Overseas or Australian-born students whose first language is a language other than English (e.g. more than 50% of a language other than English is spoken at home)

• Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

A qualified TESOL trained teacher assists EAL/D students who are struggling to effectively communicate in English. Such students may have 'not yet' developed the language skills needed for literacy as per the Australian Curriculum.

Non-qualifying students are those

• whose English proficiency has been improved to a normal classroom participation level;

• whose basic requirement is remedial English tuition; and

• overseas visa students who require EAL assistance.

Northside's aim is to assist struggling EAL students to become proficient in Standard Australian English. The objectives of the Australian Curriculum are the same for all students, including EAL students. There are no longer special considerations in place, more specifically, no extra time on assessments. If you are an overseas visa student the government guidelines deem that private tuition be arranged outside of EAL sessions.

Assessing and identifying the diverse needs of EAL/D students requires strategies that meet the specific needs of the individual and this necessitates additional time and support. The focus may centre on current class work and assignments or on specific language structures, technical aspects of literacy and vocabulary. It is highly recommended that identified EAL students make the most of the provided group or individual sessions.

Christian Foundations

Christian Foundations has three aspects which we are endeavouring to nurture in the students:

- Belief – grounding the students in the Biblical truth through:
    - Personal Life in God – helping students develop a secret inner life with the Holy Spirit;
    - Christian Living – How faith is outworked in daily living.

Imperatives for the Northside Christian Foundations course:

- Grounding the students in the Word of God – helping them to understand and access the Scriptures and understand the tenets of the faith (2 Tim 3:14-16);
- Help the students to hear from God – encourage students to share insights from the Scriptures and teach them how to develop their prayer life (Col. 4:2);
- Challenge the students to have faith. Understand the nature of belief. The course should show the students that life is about priorities and that to know God and feel His presence requires the decision to spend quality time with Him (Hebrews 11);
- Emphasise that faith is lived through works (James 2:14-26);
- Encourage an open and non-judgemental discussion of the student's faith(i.e. fears, worries, concerns doubts);
- Develop a lifestyle of prayer;
- Understanding the times – we should be living under the imminent return of Jesus and yet help our students to understand the hallmarks of our time and how to live a passionate Christian faith in these times (Habakkuk 2:2-3).

Life Skills Information

The purpose of Life Skills is to provide guiding principles and tools for the development of the whole person, recognising that the individual is comprised of physical, intellectual, emotional and spiritual dimensions.

Life Skills is conducted during PM time, a 40 minute block before lunch for Years 10 to 12. The time is set aside to provide students with a philosophy of living, thereby facilitating their overall growth, development and choices, so that they may integrate themselves into the community with confidence and purpose.

4 Section Four – Co-curricular

Activities, Clubs and Teams

Northside constantly endeavours to provide a wide range of co-curricular activities in the four areas of: Christian Service, Sporting, Cultural and Academically oriented activities.

Examples of activities include:

- Basketball
- AFL
- Rugby
- Robotics Club
- Chess
- IT group
- Mooting
- Debating

Activities are a vital part of Northside Christian College and students are encouraged to participate in these, as they bring richness outside the curriculum of study. They do, however, require commitment and we generally expect at least 70% attendance in registered activities for the student to be credited with involvement on school reports. This is an important part of building responsibility and being part of a larger team as students' progress from Junior School into the Secondary School.

Musicals, Instrumental Music, Choirs and Chapel

4.1.1 Musicals

A school musical is held every two years. Auditions usually take place in Term 4 of the preceding year.

4.1.2 Instrumental Music Program

The College runs an instrumental music/speech and drama program involving many students. Lessons are offered in:

- Speech and Drama
- Piano
- Keyboard
- Voice
- Guitar
- Drum Kit (Modern Popular music styles)
- Percussion (with an Orchestral focus)
- Strings (Violin, Viola, Cello, Double Bass)
- Brass (Trumpet, Trombone, French Horn, Euphonium, Tuba)
- Woodwind (flute, clarinet, saxophone)

Information and enrolment forms are available at College Reception, or contact Paul O'Brien, Instrumental Music Coordinator.

4.1.3 Music Ensembles

Senior School students are able to participate in:

- Senior Vocal Group
- Orchestra
- String Ensemble
- Concert Band
- Stage Band

Auditions will be held for positions in the above instrumental ensembles early in Term 1. More information about each ensemble and rehearsal schedules will be available when students sign up for auditions. Students are not required to audition to be a member of the Senior Vocal Group, which is the College's premier choir.

Performance opportunities for these ensembles will include College functions and Assemblies, as well as community events and competitions.

4.1.4 Chapel

Chapels have long been a feature of Northside Christian College, with some input from guest speakers and presenters, as well as lively worship times lead by teacher/student bands and worship teams. This year, students will be encouraged to be involved more in ministry to other students, with particular regard to Senior School students taking the Middle School Chapel.

Camps

In Years 10-12, students will be involved in a camp program as an integral part of their learning experiences.

On the surface, camps are seen as a fun time, a time to be released from a more formal learning environment. However, underpinning all of our camps are aims which are vital for balanced personal growth.

Year 10 – Mt Barney and surrounds

- To develop self-confidence through personal challenge
- To be responsible for one's self
- To develop persistence and resilience

Year 10 Work Experience

- Introduction to work life and procedures

Year 11 Leadership Camp

- Preparation for leadership responsibilities in Year 11 and 12

Year 12 Camp

- To foster a caring and cooperative spirit in all areas
- To engender group cohesion
- To focus on leadership skills

In all our camp settings, there are three underlying purposes:

- To allow for reflection on their relationship with God
- To enhance teacher student relationships in an informal setting.
- To widen their breadth of wholesome leisure pursuits.

Sport

Northside is involved in a number of sporting associations. This includes a local sporting competition, as well as the CSAQ network which runs a number of inter-school sporting meets throughout the year.

The College runs the following events on an annual basis:

- Swimming carnivals
- Athletics carnivals
- Cross-country carnivals
- Semester 1 and 2 sport competition for Year 10

Year 10 students are involved in Thursday afternoon sporting competitions. Students in Years 11 and 12 have no inter-school team sporting competition.

Attendance at College carnivals is expected of all school students, as these carnivals contribute significantly to the cultural identity of the College and add to school spirit. Parents of absent students should contact the College through the Absentee Hotline on 3353 3788, by 9am on the day of absence. Students absent on carnival days may be asked to supply a medical certificate explaining their reason for absence. The 85% minimum attendance requirement is inclusive of all carnivals and excursions.

Missions

At Northside we believe a Missions focus is a vital component in fulfilling our Mission Statement "… to make disciples of Jesus Christ – educated and equipped for any future."

As children mature into an adults, we believe it is important that they reflect on who they are and the role they can play in meeting the needs of those around them, either in the school or local community or by service in an overseas environment.

Through the College's Missions Programs, there are opportunities for the development of character qualities, which will help students contribute positively in society. Empathy, humility, resilience, teamwork and a servant heart are some of the many qualities that can develop through a missions emphasis. One of the greatest outcomes is the personal spiritual growth for students, and an opportunity to share the gospel with others.

In our College this is outworked in the local area through Chaplaincy in other primary Schools, volunteering in Soup Kitchens for the Homeless, visiting Aged Care Homes, and various fund raising activities. To meet specific needs at a global level, students have worked in orphanages in Uganda and building projects in Hong Kong and Uganda. In 2020 students will travel to work on projects in Cambodia.

5 Section Five – Administration

Visitors

All visitors to the College are required to sign in at College Administration (D Block) and display a Visitors' Pass during their visit. Visitors are also required to sign out. Social visits to students during class or break times, i.e. those visits other than officially recognised or pre-arranged through the appropriate member of staff are not allowed.

Making an appointment to see a member of staff

Northside Christian College, like most schools, is a busy place. While all teachers understand that communication with parents is an essential element of a successful school environment, teachers' priorities lie firstly with their professional duties, i.e. attending and teaching classes and fulfilling their responsibilities in relation to Duty of Care.

For this reason, we would kindly ask that any parent who wishes to speak or meet with a teacher at any time during school does so by phoning or emailing the relevant school Reception, or by contacting the relevant staff member via email.

The College Website/Facebook/App

The Northside Christian College website and Facebook pages continue to be a popular source of information for students and parents. Regular visits to these sites www.northside.qld.edu.au or https://www.facebook.com/northsidechristiancollegebrisbane are encouraged to keep in touch with regular updates and additions. The App will also alert you of upcoming events and important information (such as school closures due to inclement weather etc). Please contact our administration office for login details.

For information on how to download and operate College App, please visit:
https://www.northside.qld.edu.au/news/northside-app

The College Newsletter

The Northside Christian College Newsletter is a major source of communication between the College and families. Parents and students should take the time to read the monthly Newsletter, to keep up to date with the happenings and upcoming events in the life of the College. This is now made available through the College website, and via automatic emails each month.

College Photographs and Videos

Class and family photographs are taken each year and then made available for order. A pre-paid ordering system is used to reduce the cost to parents. Co-curricular photos are also taken annually. The College may take photographs, video footage, or audio of staff, students, parents and volunteers during normal school activities, for student identification cards, during curricular, co-curricular and sporting activities and for other promotional purposes.

These photographs and footage might be used for the purposes of keeping parents and other people informed about matters relating to the student or the College, for assessment / moderation purposes (including sending such media to district / regional / state assessment panels), and for the purposes of promotions, marketing and fundraising.

Traffic, Car Parking, L and P Plate Drivers

Learner drivers have been asked to change drivers at the front of the college where possible, as we have the potential to have over 150 learner drivers coming onto the campus. As our campus has only the one entrance and exit this often leads to traffic build up. At the times of the day for student drop off and pick-up, we have increased movement by our younger students and families using internal crossings and this, coupled with our hilly terrain, brings a need for high levels of vigilance and a duty of care to our community.

Those students who progress over time to their P-Plates and who drive to school are required to park off campus due to the parking space restrictions on campus.

Refer to Appendix for site map.

Bus Travel

The College operates a number of bus runs with limited seating available. Application forms are available from the Main Office or on the College website (http://www.northside.qle.edu.au/bus-services). Applications for bus travel must be renewed annually.

6 Section Six - Appendices

- CAMPUS MAP
- CONTAGIOUS CONDITIONS AND PRESCRIBED PERIODS: Queensland Health –Timeout Poster
- NORTHSIDE Christian College Attendance Policy Attendance Policy

Policies Referenced in this Handbook, which are available on the Parent Porta>School Links or the College Website - Privacy & Policies – Northside Christian College

- ..Child Protection Policy & Procedure
- ..Uniform Guidelines
- ..Bus Services – Code of Conduct
- ..Student Names Policy
- ..Digital – Student Responsible Use Policy
- ..Attendance Policy