



Northside
Christian College



Annual Report 2018

In producing the 2018 Annual Report, information has been gathered from a diverse range of sources, including various College databases, internal and external reports and the College's Strategic Plan.

Feedback and Interpretation Requests

Northside Christian College values your feedback on our Annual Report. Please provide any feedback, interpreter requests or suggestions to the Business Manager at the undernoted address.

Public Availability

Copies of this report are available on the College website and on the Victorian State Register which is managed by the VRQA. Please contact the Business Manager if you would like to request a hard copy.

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Photography and Articles

A big thank you to everyone who collaborated to create this edition of the Northside Christian College Annual Report.

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2018 Overview

"Shine"

"...put on the new self, which is being renewed
in knowledge in the image of its creator."

Colossians 3:10(NIV)

354 

Students in 2018

39 

Years in operation

2 
Year 2
Classes for
the First Time

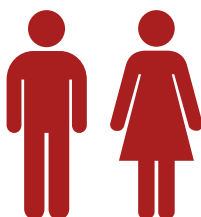
3 

House Teams

School Structure



Primary School
Prep - Year 6



Middle School
Years 7 - 9



Senior School
Year 10 - 12

2018 at a Glance

JAN

- Staff Retreat and Staff Preparation Week
- New Staff Induction Program
- Staff First Aid Training
- 2018 classes commenced
- Parents and Friends Association New Parents Morning Tea

FEB

- Volunteer Induction Program
- Parent Helper Training
- Year 5/6 Camp
- Vocational Education and Training (VET) classes commence
- Prayer at the Pole
- Dedication Service
- Outdoor & Environmental Studies Surf Camp
- Year 7 Resiliency Day
- Year 9 Coastal Challenge

MAR

- Twilight Open Evening
- Year 10 Careers Testing
- CSEN Rally Day
- CSEN Chess
- Year 10 & 11 Youth Employment Expo in Whittlesea
- Primary and Secondary School Swimming Lessons
- House Swimming Carnival
- Outdoor & Environmental Studies Winton Wetlands Camp

APR

- Year 10 Horizons Poetry Intensive
- Parent-Student-Teacher Interviews
- CSEN Swimming Championships

MAY

- House Athletics Carnival
- Year 10 Road Smart Program
- Senior School Formal
- Mother's Day Visit to Bundoora Extended Care Centre
- Year 3, 5, 7 and 9 students participated in NAPLAN
- Outdoor & Environmental Studies Lake Mountain Camp
- Senior Philosophy Conference
- Year 12 Tertiary Information Session
- Year 9 City Challenge
- Year 3/4 Sleepover
- Year 3/4 Kinglake Excursion
- Year 6 Melbourne Airport Excursion

JUN

- Year 9 Resiliency Day
- PESA Public Speaking Competition
- Year 10 - 11 Midyear Exams
- General Achievement Test (GAT)
- Music Recital at Encompass Church
- Prep & Year 1 Melbourne Zoo Excursion
- Year 2 Hooptime
- Whole School Showcase Evening

JUL

- CSA Conference
- Legacy Junior Public Speaking
- Senior School Information Evening
- Horizons Showcase Evening
- CSEN Cross Country
- Junior Philosophy Conference
- Year 7 Information Evening
- Year 5/6 Regional Debating
- Professor Bunsen Incursion

AUG

- Year 9 Western Australia Trip
- Year 10 Work Experience
- Year 8 Resiliency Day
- Science Week
- Write a Book in a Day
- WCSSA Sports Day
- Book Week Dress Up Day
- VET Taster Days
- CSEN Rally Day
- Mother's Day Visit to Bundoora Extended Care Centre
- Model U.N. Conference
- Father's Day Amazing Race

SEP

- Seussical Jr Musical
- Year 3/4 Lady Northcote Camp
- Year 5/6 Hooptime
- CSSN Athletics
- Year 5/6 I'm Growing Up Day
- Dress Up as a Farmer Day
- Unit 3/4 Practice Exams

OCT

- Whole School Annual Art Show
- Mentoring Celebration Lunch
- Tour of Hope Visit
- Music Recital at Encompass Church
- World Teachers Day
- Year 12 Celebration Day
- Unit 3/4 Exams Commence

NOV

- CSEN Rally Day
- Year 5/6 Camp
- Remembrance Day Assembly
- Prep Orientation Program
- Graduation Assembly and Dinner for Year 12s
- End of Year examinations
- Early Commencement Program
- Prep - Year 10 Orientation Day
- Senior School Retreat
- Year 6 Graduation
- Year 9 Year of Challenge Celebration
- Awards Assembly

DEC

- Year 7 Transition Day
- Semester 2 Learning Showcase
- Year 2 Sleepover
- Celebration Evening
- Volunteers Morning Tea
- Staff Christmas celebration

Background Information

Northside Christian College is a non-denominational, coeducational, Christian College that commenced in 1979. The College is committed to providing high quality Christian Education in a caring, encouraging, learning community to families of Melbourne's northern suburbs. We aim to maximise the potential of every child, equipping them for lifelong learning and developing their character based on Biblical values.

Our mission: 'Transforming lives through Christ and the wonder of learning' articulates the College's commitment to preparing a generation for lifelong learning in order that they might have the capacity to make a positive difference in their community. Through the design and structuring of the College's learning programs and state of the art learning environments, the College community is well equipped to nurture and develop the unique talent, gifting and interests of every child.

The College aims to challenge each student to achieve their best, while providing students with an opportunity to study a broad range of subjects. The College curriculum, while developed to meet the requirements of the Australian Curriculum Framework and Government requirements, provides students with a great opportunity to study subjects across a wide range of learning areas. The College has developed the school curriculum to place a significant emphasis on Literacy and Numeracy.

As a Christian Learning Community we have forty years of tradition in educating our students to live out the timeless values of perseverance, humility and integrity, preparing our young people for meaningful and purposeful engagement in every area of their lives.

Our Student Leadership Program provides opportunities for students to develop and put into practice their leadership potential in serving their fellow students and the wider community. We seek to be a 'school without borders', and increasingly work alongside local universities and other organisations to maximise access to high quality learning environments.

The Prep to Year 12 learning community at Northside Christian College has a small village feel; a nurturing and caring environment where every child is valued. Our programs are designed to meet students' individual needs, whatever they are, seeking to ensure that every child's unique, God-given qualities are developed. High value is placed on the development of resilience, leadership and character through the College.

Our VCE program offers students small classes and an individualised approach to learning. For a growing family-friendly school, we offer a remarkable range of learning and co-curricular opportunities. The College also offers the Victorian Certificate of Applied Learning (VCAL), which is a hands-on option for students in Years 11 and 12.

The College honours the faithful pioneers from Northside Christian Centre (now Encompass Church) who took hold of God's vision and planted the College in 1979. We look to the future with hope, confident of our calling and determined in our commitment to train a skilled and Godly generation of young people to take their place in the community, living purposeful lives in God's service.

Northside Christian College is a member of Christian Schools Australia, a National body with member schools in all states.

It is our prayer and desire that every student will have a positive experience at school. A positive experience involves students developing healthy relationships, achieving their personal best, maintaining physical and emotional wellbeing and developing a greater understanding of Christian faith and character.

Mission Statement

Transforming lives through Christ and the wonder of learning.

Vision Statement

To be an inspirational Christian learning community.

Our mission, "Transforming lives through Christ and the wonder of learning", sums up our commitment to making a difference in this world. Through the design and structuring of our learning programs and state of the art learning environments, we are well equipped to nurture and develop the unique talent, gifting and interests of students.

As a Christian learning community, we have almost forty years of tradition educating our students to live out the timeless values of perseverance, humility and integrity; preparing them for meaningful and purposeful engagement in every area of their lives. The Bible informs our curriculum, our relationships and our practices. All of our staff are practicing Christians, applying their faith to their teaching and other work.



Core Values

"Three things will last forever - faith, hope, and love - and the greatest of these is love."

1 Corinthians 13:13



In establishing the College's core values, God directed us to 1 Corinthians 13:13 "Three things will last forever – faith, hope, and love– and the greatest of these is love." We adopted the "pebble in a pond" analogy with Love, Faith and Hope pulsing from the centre into the Northside Christian College community which, in turn, reflects God's Grace and is focused on Service to His kingdom; those within community are called to embrace the character qualities of Perseverance, Integrity and Humility.

Each ripple flows into the next. Everything is influenced by the core values; they shape and are seen in everything that we do. We hope that the College is known by the expression of Faith, Hope and Love as demonstrated by a sense of Community, Service and Grace. When our students leave the College we want them to be young people hallmarked by Humility, Integrity and Perseverance.

Objectives

Northside Christian College aims to:

- Provide an education of a high academic standard that is based on an acceptance of the Lordship of Christ, and an acceptance of the Bible as the revealed and inspired word of God;
- Cater for the individuality of the learner and their gifting in God and stress the function of the learner as a member of the Body of Christ and the College community;
- Train the learner in the moral and ethical standards of the Bible and assist them to acquire a Biblical world and life view and an appreciation of the rights of others to hold differing views;
- Develop the learner's creative capacity, critical thinking ability, leadership skills and ability to work interdependently with others to solve problems and serve the community;
- Foster self-discipline in the learner through goal setting, responsibility and self-motivation;
- Stress cooperation rather than competition and foster the development of the gifts, skills and abilities of the learner for the service of Jesus Christ in the Body of Christ and the community;
- Develop enhanced partnerships between parents, students, staff and the community with the intention to strengthen the teaching and learning process;
- Provide a safe and loving environment through a sense of belonging to the family of God;
- Develop a culture of continuous improvement, professional development and pastoral support among staff and the College community;
- Ensure effective stewardship of the assets and resources God has entrusted to the College;
- Effectively communicate with parents and the wider community.

Our Philosophy

Northside Christian College provides students with Primary and Secondary educational opportunities based on Christian values, designed to develop students' knowledge, skills, understanding and character.

We believe every student is made uniquely in the image of God. Therefore, the individual needs of each student are our greatest concern. Within a Christian context at Northside Christian College, we aim to nurture the growth and development of the whole person - intellectually, physically, emotionally, spiritually and socially. We believe that this growth should be firmly based on the student's growing personal relationship with God and other people.

The development of students at Northside Christian College takes place in community. Our College is built on shared foundations of Biblical faith, values and beliefs and a commitment to mutual care and respect. We see our role as forming partnerships with parents and carers to educate their children.

We believe that in order to develop students to their full potential the College must ensure that all aspects of the child's health and wellbeing are supported. We believe students should be nurtured in a supportive environment that has clear boundaries within mutual respect and a healthy working relationship between parents and carers, teachers and students. Respect involves treating other people as you would like to be treated yourself. The College implements a discipline program which aims for the restoration of relationships. We are committed to embedding a culture of child safety. We have a zero tolerance of child abuse in our school.

Northside Christian College aims to offer an education that encourages both academic learning and the development of Godly values and wisdom. These values help to form the foundations for life and are vitally important to the development of each student. The presentation of these values in the curriculum and their demonstration in the lives of our staff serve to reinforce what is taught at home and in the family church.

We encourage students to be active participants in their educational journey. The College is committed to supporting each student in a collaborative and differentiated approach in order to meet their learning needs.

Enactment of the College Philosophy

The College Vision, Mission, Values and Objectives are central to all practices within the College and form the basis of the College's Strategic Plan and Annual Action Plan.

The College Philosophy is communicated to the students, parents, staff and the College community through key documents and publications. These include but are not limited to:

- Annual Report
- College Website
- Primary School Handbook
- Middle School Handbook
- Senior School Handbook
- Staff Induction Program and Staff Handbook
- College newsletters

It is expected that all school improvement strategies and organisational practices relate to the College Philosophy in alignment with the Vision, Mission and Objectives of the College.

The Committee of Management review written policies on a continuing basis to ensure consistency with the College's Vision, Mission, Philosophy and Objectives. Policies are also reviewed and revised as a result of newly enacted state and/or federal legislation, as a result of research and/or policy development as presented by state and/or national organisations and agencies, or for other reasons as determined by the Committee of Management.

Model for Teaching and Learning

In 2016, Northside Christian College created a unique and strategic teaching and learning framework. The framework will assist the College community in the development of future teaching and learning programs and will support in the evaluation of existing programs and initiatives at the College.

The framework provides an opportunity for teaching staff to reflect on what we teach, why we teach it and how we can teach it in a way more closely aligned with the Mission, Vision and Philosophy of the College. The framework also provides a chance for the College to consider the knowledge, skills, work habits, and character traits we want to instil in our students and a chance to reference this with a wide range of 21st century skills.

Students will benefit from a carefully planned Christian education as staff develop curriculum and initiatives with reference to this framework. Furthermore, the framework enables all teachers, students and parents of our College to develop a very clear understanding about how we will deliver high quality teaching and learning practices at Northside Christian College.

The Teaching and Learning Framework is an important tool for our College community and closely aligns with the Vision, Mission, Philosophy and Objectives of the College.

The documented curriculum at the College reflects a commitment to meet the requirements of State and National Curriculum frameworks, including the Curriculum and the Victorian Certificate of Education study designs.

Northside Christian College is strategically phasing in the Australian Curriculum. The Australian Curriculum sets the expectations for what all Australian students should be taught, regardless of where they live or their background. For Prep - Year 10, it means that students now have access to the same content, and their achievement can be judged against consistent national standards. The College has monitored the release of the National Curriculum by the Australian Curriculum Assessment and Reporting Authority (ACARA). The College will continue to update curriculum across the College to ensure mandated syllabi have fulfilled the content requirements.

The Australian Curriculum includes seven General Capabilities. These General Capabilities traverse all specific disciplines and study areas and are regarded as the core skills and dispositions for 21st century students. The General Capabilities are:

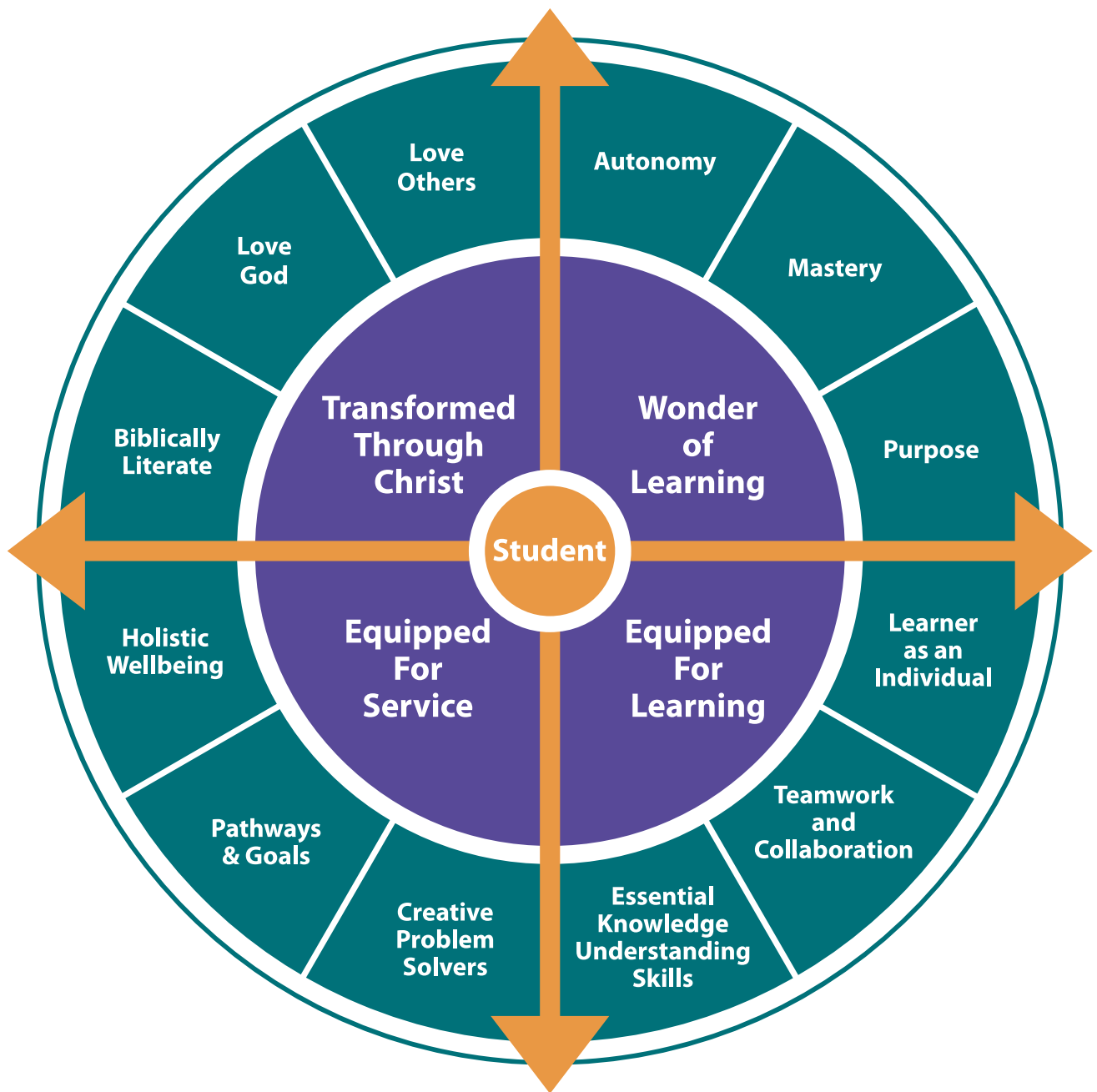
- Literacy
- Numeracy
- Information and Communication Technology Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

The curriculum at Northside meets the Education Goals for Young Australians found in the Melbourne Declaration 2008, by providing schooling that promotes equity and excellence and encourages students to become:

- Successful learners
- Active and informed citizens.
- Confident and creative individuals and

Our curriculum is deliberately planned to ensure that students gain enduring understanding. This is achieved by planning that begins with the end in mind, with a clear description of the evidence of learning, assessment, learning outcomes, and appropriate teaching and learning strategies. Teaching staff at Northside Christian College are documenting subjects using an Understanding By Design approach. Assessment is of learning, for learning, and as learning and is embedded in curriculum planning.

"Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is – His good, pleasing and perfect will."
Romans 12:2



Statement of Democratic Principles

Northside Christian College was established in 1979 within the guidelines for the establishment of a school within the State of Victoria. The College is committed to compliance with State and Federal Law and adherence to the policies and expectations of legally appointed authorities that oversee the operation of educational institutions in this State. In this regard, we recognise:

1. The principle of elected government at Federal, State and local levels of government;
2. The rule of Law, and the right of the parliament and legal authorities to make and enforce compliance with that Law;
3. The equal rights of all people before the Law;
4. The freedom of religion;
5. The freedom of speech and association;
6. The values of openness, inclusion and tolerance.

We further state that the College strongly supports and applauds the Government's recognition of the right of faith-based schools to actively teach and model the beliefs, tenets and practices of the faith and to employ staff who actively practice and live by them.



Committee of Management

Commitment to good governance is essential for the success and ongoing planning of directions for any school. Time is given generously for meetings of the Committee of Management. The strategic directions of the College have been determined through Committee of Management and Senior Staff discussions and ensure alignment between policy directions and the daily management and leadership of the College.

The essence of the Committee of Management's governance role at Northside Christian College is to oversee all aspects of the College, appoint the Principal, and ensure a strategic approach to the College's future by setting major objectives, policy frameworks and strategies. The Committee of Management must also monitor adherence to systems of risk management, ensure compliance with legal obligations and undertake periodic performance reviews. The Committee of Management is also committed to ensuring the financial security of Northside Christian College.

The College Executive Team has developed a range of strategic priorities with short and long-term goals. These have been presented, discussed and approved by the Committee of Management and form the basis of the College's School Improvement Plan of the College's 2018 - 2021 Strategic Plan, which outlines the overall direction for Northside Christian College for the next four years.

The Committee of Management is responsible for developing policies to reflect the College's philosophy and values and to support the College's broad direction, as outlined in the Strategic Plan. The Northside Christian College policies are documents that are made available to the College community as a means to clarify functions and responsibilities, manage change, promote consistency, meet standards and make decision-making transparent. The Committee of Management are responsible for reviewing the College's policies on a regular cycle with some policies requiring review on an annual basis.



Committee of Management Biographies



Name: Mark Donato

Date Appointed: 25/03/09 - 23/05/12 & rejoined 15/5/13

Qualifications: Bachelor of Applied Science, Cert IV in Christian Ministry

Background Information: Mark joined the Committee of Management in 2009 and has served as the President of the Committee since May 2015. He is the Executive Pastor of Operations at the Bundoora campus of Encompass Church. Mark has experience in the banking industry and was previously the Head of Supply Chain Performance for NAB. He is passionate about good corporate governance, which has been a valuable asset for the Committee of Management. Mark is married to Gianna and they have three children, two are currently students at Northside.



Name: John Spinella

Date Appointed: 7/1/1991

Qualifications: Master of Arts Bible Theology & Leadership

Background Information: John joined the Committee of Management in 1991. John and his wife Lois moved to Encompass Church (formerly known as Northside Christian Church) in 1987 becoming its Senior Pastor. He was the Senior Pastor of the Church and held the position of Chairman on both the Church Board and the College Council between 1998 and May 2013. He is the Victorian State Vice-President of Australian Christian Churches and Senior Pastor of Encompass Church. John has served in various church leadership roles, at both country and city churches, during his three decades of full time ministry.



Name: Oscar Ruiz

Date Appointed: 17/10/12

Qualifications: Graduate Diploma of Applied Science in Computer Science, Associate Diploma of Engineering (Electronics)

Background Information: Oscar joined the Committee of Management in 2012. He was formerly the CEO of photoSentinel, a leading creator of professional long term and construction time-lapse equipment. Oscar has gained his experience working locally and internationally for large multinationals including Phillips Communications Systems and IBM. He has worked across fields as diverse as electronic design and technical support, and held several senior roles at IBM. Oscar brings strong analytical, strategic and leadership skills to the Committee of Management, coupled with his practical approach to problem solving. Oscar is married to Belinda and they have three children, one is currently a student at Northside.



Name: Karen Burke

Date Appointed: 25/05/2018

Qualifications: Bachelor of Education

Background Information: Karen joined the Committee of Management in 2018. She is a Teacher at Banyule Primary School and former Primary Teacher at Epping Views Primary School, one of the largest Primary Schools in Australia. Karen has been a primary school teacher for 16 years, teaching all year levels as a classroom teacher with a few years as a Performing Arts teacher. Her educational leadership expertise, from Year Level Team Leader through to Teaching and Learning Coach, provides a strong knowledge of curriculum, assessments and pedagogy. Karen has been attending Encompass Church for 6 years and has served and been a Team Leader within the Welcome Team. She is married to Colin and they have recently adopted a baby boy. Karen looks forward to utilising her knowledge and skills as a member of the Committee of Management.



Name: Henry Franck

Date Appointed: 22/5/2015

Qualifications: Diploma of Ministry

Background Information: Henry joined the Committee of Management in 2015 and is serving as the Committee Secretary. He is a pastor in the Australian Christian Churches and is the Mernda Campus Pastor of Encompass Church. Henry and his wife Vicki are the owners of MBC Cleaning Services, operating in the northern and eastern suburbs of Melbourne. Henry and Vicki have two children who are currently students at Northside.



Name: Jinu Abraham

Date Appointed: 26/05/2017

Qualifications: Masters in Accounting and Financial Management, Bachelor of Commerce

Background Information: Jinu joined the Committee of Management in 2017 and brings experience as a Finance and Operations Manager. He is currently employed by Mustad Australia Pty Ltd completing a variety of financial and stewardship activities including reporting, statutory and tax compliance, managing risk and partnering with external stakeholders for business growth. Jinu brings a broad range of skills to the Committee of Management including financial analysis, business analysis, project management, business strategy and managerial finance.

Executive Team

The Executive Team at Northside Christian College are a committed team of Christian men and women who come from a wide range of school and business backgrounds, and provide an enormous range of skills and experiences to benefit the Northside Christian College school community. The College is governed by the Committee of Management, which has responsibility for the overall vision, direction and financial management of Northside Christian College. The Principal, supported by the Executive Team, has the responsibility for executing the vision and mission of the school community through implementing the College's strategic plan and managing the overall operations and resources of Northside Christian College.



Damian Higgins

Principal / CEO

Damian joined Northside Christian College as our Principal in 2018. Prior to commencing at Northside, Damian was the founding Principal of Discovery Christian College, which is a growing Prep to Year 12 Christian College situated in Agnes Waters in Central Queensland. Damian has extensive experience in educational leadership in a variety of roles including Deputy Principal, Head of Secondary School, VCE Coordinator and Head of Middle School. Damian has also previously worked at Heatherton Christian College in Victoria as a Deputy Principal / Head of Secondary School for seven years and Head of Middle School

for four years. Heatherton Christian College is also a member of Christian Schools Australia (CSA). Damian exemplifies the personal and professional character that our College community requires of the Principal. These qualities include a leader who is a dedicated Christian, empathetic, creative, able to relate effectively with people and one who will articulate Northside Christian College's vision and inspire others to strengthen our College. The College values the many years of educational leadership experience Damian has gained both in Australia and overseas.



Michael Bond

Deputy Principal / Head Of Secondary School / VCE Coordinator

Michael joined Northside Christian College in 2017. Michael's leadership experience in education has been diverse, with experience as Principal, Deputy Principal, Head of Primary, Head of Secondary, VCE Coordinator and gifted and talented education coordinator. At Northside, Michael has played a key role in the effective leadership of the day to day College operations. Michael has made significant contributions to policy development, compliance and Senior School leadership and improvement (Years 10-12). Prior to commencing at Northside, Michael was the Principal / CEO at Kerang Christian College

between 2012 to 2016. During that time, Kerang Christian College expanded from Year 8 to Year 12. Michael project managed a number of key building projects and implemented some key strategic initiatives during his leadership. Michael was the Vice President of the Victorian Association for Gifted and Talented Children (VAGTC) in 2010 and 2011 and has served on the VAGTC committee since 2009. Michael has taught in Government and Independent Schools in the United States and Australia including Kerang Christian College, Oxley Christian College and Shades Cahaba Elementary School. Michael studied Information Systems (Electronic Commerce) at the University of Tasmania and completed his Master of Science in Education at Troy University in the United States of America. Michael is a Fellow of the Australian Institute of Company Directors (FAICD). Athletics and Cross Country have been sports close to Michael's heart. He has been a nationally ranked middle distance runner, qualifying for two Olympic Trials. Michael is determined to see a focus on meeting the needs of each student at the College and wants to nurture the community atmosphere of the College as the school continues to expand. Michael's areas of expertise include curriculum development, policy development and implementation, strategy development and implementation, working with a wide range of stakeholders.



Leigh Adcock

Business Manager

Leigh joined Northside Christian College in 2016 and has been instrumental in the development of the College's Business Plan and Marketing Plan. He is passionate about Christian education and is a valued member of the College's Executive Team. Leigh manages the financial and business administration functions of the College. In addition to this primary role, Leigh provides valuable support to the Principal as the Chief Executive Officer of the College. Leigh plays an important role in helping to realise the College's Mission and Vision. He is dedicated to ensuring the adequate provision of resources

needed throughout the College. Leigh is a Chartered Accountant (CA), and member of the Association of School Business Administrators (ASBA). He brings over 19 years of commercial acumen to the role of Business Manager at Northside Christian College. Leigh spent a decade as an auditor with KPMG in Melbourne, and has various industry experience working at Honda, John Holland, Peters Ice-cream and Countrywide Austral. He is currently a Non-Executive Director at Melbourne School of Theology and Eastern College Australia, and former Non-Executive Director and Treasurer of Harvest Bible College. Leigh holds a Bachelor of Business from La Trobe University, and Graduate Diploma in Theology and Master of Arts (Ministry) degrees from Harvest Bible College. He is a lifelong North Melbourne Kangaroos supporter.



Angela Eynaud

Director Of Teaching And Learning

Angela joined Northside Christian College in 1991. She has over 30 years of teaching experience at Independent and Catholic schools in Victoria, including 18 years as the Victorian Certificate of Education (VCE) Coordinator at Northside Christian College. During 2017, Angela transitioned into a new role at the College as the Director of Teaching and Learning. This role has provide Angela with an opportunity to work collaboratively with staff to raise student achievement and improve the quality teaching and learning across the College consistent with the College's Strategic Plan, Vision, Mission, Philosophy and Values.

Angela has played a key role in a number of key curriculum initiatives at the College, including the implementation of the Continuous Online Reporting Program (CORP) and the transition to documenting the College's curriculum on Rubicon Atlas. Angela is passionate about the development and implementation of high quality Christian Education at Northside Christian College. She works closely with Primary and Secondary School staff to develop and implement pedagogical best practice across the College. Angela studied Arts at the University of Melbourne, and completed her Graduate Diploma of Education at Australian Catholic University (ACU). She is an experienced and passionate teacher of English, Literature, History and Christian Life Studies. Angela has directed and produced Northside's School Productions including Joseph and his Amazing Technicolor Dream Coat, Beauty and the Beast, Honk, The Rosies, Peter Pan Jnr and Seussical Jnr. She has had several teaching texts published by ACARA and Jacaranda in the areas of literacy and Christian life studies. Angela has experience as a lecturer for the History Teachers Association of Victoria (HTAV), the Victorian Association for Teachers of English (VATE), and Christian Schools Australia (CSA). She is renowned for her innovative and engaging lessons that nurture our student's creativity and curiosity.

Executive Team continued...



Jo Westland

Director Of Learning - Middle School

Jo joined Northside Christian College in 1999. She has been instrumental in the development of the Middle School at Northside, including having significant input into the design and layout of the new Middle School facilities at the College. Jo has overseen the implementation of the Middle School program at Northside Christian College and is passionate about seeing students thrive during this period of schooling. She has 25 years' experience teaching at Independent Schools in South Australia, New South Wales and Victoria. Jo studied Education at Flinders University, and is an experienced and passionate teacher of

Visual and Studio Arts and Humanities. She has taught a diverse range of subjects at Northside Christian College from Primary School classes through to Victorian Certificate of Education (VCE) subjects. Her education degree specialised in Middle School education and Jo has embraced the opportunity to establish a collaborative Middle School learning culture at Northside. Jo is a valuable member of the College community and a source of encouragement to all our students. Furthermore, Jo highly values the opportunity to work collaboratively with staff and families to support the diverse learning needs of our students.



Fleur Tucker

Executive Assistant

As the Executive Assistant to the Principal, Fleur plays a pivotal and highly respected role in the school community at Northside Christian College. Fleur provides exceptional administrative, organisational and secretarial support to the Principal and has had oversight of the smooth running of the College office. Her past executive experience includes serving on the Committee of Management (Board) of Northside Christian College and serving as a Church Pastor. Fleur is also a past student at Northside Christian College, and provides staff enrichment sessions for administration team members.



Eleanor Tan

Director Of Learning - Primary School (Resigned end of Term 3)

Eleanor joined Northside Christian College in 2006. She has led the Primary School through substantial and sustained growth during her leadership at the College. During the past two years, Northside Christian College has commenced double streaming the Primary School understanding Eleanor's leadership. Eleanor works collaboratively with staff, students and parents and is a highly effective communicator. She has a commitment and passion towards teaching and learning and has lead in the implementation of the Australian Curriculum and further development of the integration of a Christian Biblical world view in the Primary School curriculum at Northside Christian College. She has over 24 years of teaching experience including at Independent Schools and Special Needs Schools in Singapore and Australia. Eleanor studied Arts (Psychology) at York University in Canada, and Post Graduate Diploma in Education through the Institute of Education in Singapore. She completed her Master of Education in Early Childhood at Queensland University of Technology. Eleanor has proficiency in both English and Mandarin. Eleanor has a diverse range of skills that are highly valued by our College community. She is an experienced Counsellor, Special Needs Teacher, Music and Choir Director. She encourages our students to volunteer locally or on mission and outreach trips to serve and learn from others. Eleanor has a love for learning and is passionate to see Primary School students work hard and aim to excel in all that they do.



Christopher Simmons

Director Of Learning - Primary School (Appointed Term 4 2018)

Christopher has a long history with Northside Christian College. He is a past student of the College, graduating from the inaugural Year 12 Class. After completing his education degree he held the position of Physical Education Teacher/Coordinator at Northside Christian College before pursuing a career in the sport and recreation industry. Christopher worked for YMCA Victoria in a number of roles, including Bushfire Programs Project Manager, Centre Director at Diamond Creek Community Centre and Outdoor Pool, and Outside School Hours Care Area Coordinator. In his role as Project Manager he spent time overseeing the YMCA's work with Victoria's bushfire affected communities, managing partnerships with the Department of Education and Early Childhood Development, Department of Human Services and the Victorian Bushfire Appeal Fund. Since returning to the College in 2013, Christopher has taught a range of year levels, developed our Primary Life Experiences program and has been an integral member of the Physical Education and Sport department. Christopher has a passion for Christian Education and providing a comfortable, respectful and supporting environment for students, parents, and staff that can nurture the growth and development of individuals.

Compliance, Political and Economic Climate

Northside Christian College maintains registration with the Victorian Registration and Qualifications Authority. The Victorian Registration and Qualifications Authority (VRQA) is responsible for the regulation of education and training providers and qualifications in Victoria for schools. The College closely monitors the registration requirements for schools to ensure ongoing compliance with VRQA standards.

The Committee of Management and Executive Team at Northside Christian College continue to closely observe the political and economic landscape. Likewise, the College takes note of changes to policy at the State and National level. Below is a summary of some of the areas that were monitored during 2018.

Australian Curriculum

The Australian Curriculum sets the expectations for what all Australian students should be taught, regardless of where they live or their background. For Prep - Year 10, it means that students now have access to the same content, and their achievement can be judged against consistent national standards. The College has monitored the release of the National Curriculum by the Australian Curriculum Assessment and Reporting Authority (ACARA). The College will continue to update curriculum across the College to ensure mandated syllabi have fulfilled the content requirements. The College will be further guided by minimum ACARA time allocations for all approved syllabi when developing future timetables.

Child Safe Standards

Victoria introduced compulsory minimum standards that will apply to organisations that provide services for children to help protect children from all forms of abuse. The child safe standards form part of the Victorian Government's response to the Betrayal of Trust Inquiry. The VRQA will be responsible for ensuring that registered schools and other organisations meet the requirements of the Child Safe Standards. A new minimum standard for school registration requires schools to meet the requirements of this Ministerial Order. Northside Christian College continued to strengthen its compliance with the Child Safe Standards throughout the 2018 academic school year.

Royal Commission into Institutional Responses to Child Sexual Abuse

The Royal Commission into Institutional Responses to Child Sexual Abuse tabled its final report in December 2017. In Volume 13 relating to schools, the Royal Commission made a number of specific recommendations. The Committee of Management and Executive Team at Northside Christian College will continue to carefully consider the Report, its observations, conclusions and recommendations and will continue to review our child protection policies and practices.

Mandatory Notification of Data Breaches

On the 22nd February 2018, changes to the Privacy Act 1988 (Cth) (the Act) took effect and a new Notifiable Data Breach (NDB) Scheme was introduced. This reform will affect the Privacy Programs of almost all non-government schools. Northside Christian College is committed to protecting and maintaining the privacy of personal and health information. The College's Privacy Policy (Policy No. 16) highlights our commitment to protecting the privacy of members of our College community. The College has also developed a Data Breach Policy (Policy No. 52).

Records Retention and Disposal

A new Records Retention and Disposal Schedule for Non-Government Schools (2nd Edition) was released during 2018. The updated edition includes updates to meet changes to legislation, revised and new industry standards, changed community expectations, and findings and recommendations from government inquiries into institutions with a duty of care for children. The College has updated the Records Management Policy (Policy No. 55) during the 2018 academic school year.

ACNC Legislative Review Report

On the 20th December 2017, the Hon Michael Sukkar MP, Assistant Minister to the Treasurer, commissioned the Review of Australian Charities and Not-for-profits Commission legislation, chaired by Mr Patrick McClure AO, who was asked to inquire into, and make recommendations on appropriate reforms to ensure that the regulatory environment established by the ACNC Acts continues to remain contemporary, that the ACNC Acts deliver on their policy objectives and that the ACNC Acts do not impair the work of the ACNC Commissioner to deliver against the objects of the principal Act. The Review panel were asked to inquire into, and make recommendations on appropriate reforms. The recommendations centre on issues including the ACNC's objects, functions and powers, the overall regulatory framework, and red tape reduction for charities.

Schools Privacy Compliance Manual

The Independent Schools Council of Australia (ISCA) and the National Catholic Education Commission (NCEC) have jointly produced and updated a Privacy Compliance Manual for schools over a number of years. The Privacy Compliance Manual (updated to May 2018) supersedes the Privacy Compliance Manual which was first published in 2001 and updated in 2004, 2007, 2010, 2013, 2014, 2016, 2017 and January 2018. It contains some substantial changes which were required by the introduction of the Privacy Amendment (Enhancing Privacy Protection) Act 2012, the Privacy Amendment (Notifiable Data Breaches) Act 2017 (Cth), and also other amendments to reflect changes in other legislation and to improve the Manual generally. The Committee of Management will continue to review the College's Privacy Policy (Policy No. 16) to ensure compliance with legislation.

VRQA Minimum Standards for School Registration

In June 2017, the new Education and Training Reform Regulations commenced, replacing the 2007 Regulations. Under the new Regulations, a transition period allowed existing schools to operate under the 2007 Regulations until 1st July 2018. The new Guidelines significantly impact schools' governance requirements, with particular emphasis being placed on ensuring directors are able to carry out their responsibilities, and that there are controls in place to prevent improper use of position or the making of unauthorised profit. Additionally, the standards will be updated once again in 2019. New Guidelines will come into force on the 1st July 2019 in respect of every School registered in Victoria.

Commonwealth Funding for Schools

During September 2018, the Prime Minister, The Hon Scott Morrison MP, and Minister for Education, The Hon Dan Tehan MP, jointly announced new funding arrangements for non-government schools. The Government has accepted all the recommendations of the National School Resourcing Board's Review of the socio-economic status score, released in July 2018. Commonwealth funding for all non-government schools will be linked to parental income. The Committee of Management and the Executive Team will continue to monitor changes to school funding and the transitional arrangements proposed.

National School Chaplaincy Programme

The Australian Government has committed to continued funding for the National Schools Chaplaincy Program, as part of education-related commitments in the federal budget. Commonwealth funding for the National School Chaplaincy Programme was extended in the 2018 Federal Budget. Furthermore, the Government released the results of an independent review of the program which concluded that the program is 'delivering on its objectives of supporting the emotional wellbeing of students and the broader school community'.

Additional Changes

The College is aware of a wide range of changes to legislation and regulations, which apply to schools. During 2018, the College reviewed and updated a range of policy documents to reflect changes to legislation and regulations. Once again, the College is committed to maintaining compliance with Government requirements and providing a safe learning environment for our College community.



2018 - 2021 Strategic Plan

The 2018 - 2021 Strategic Plan document is intended to set the overall direction for Northside Christian College for the next four years. It also outlines the key values that the Committee of Management and the College community agree should be at the heart of how the College operates and develops.

Our strategic priorities are carefully aligned with the College's vision and mission statements, values, objectives and philosophy statement.

Northside Christian College is committed to undertaking the following six strategic priorities between 2018 and 2021. The implementation of these initiatives will be phased over the four-year period of the plan. Implementation will occur through an annual planning and budget cycle. The strategic actions and business plans will be reviewed annually.



1. Passionate Learning

"Northside Christian College is committed to developing a culture where students are passionate about learning and transformed through Christ and the wonder of learning."



2. Educational Leadership

"Northside Christian College is committed to employing, developing and resourcing a high quality team of teachers, administrators and support staff."



3. Nurturing Culture

"Northside Christian College aims to further develop a nurturing College community that meets the needs of individual students."



4. Connected Learning Community

"Northside Christian College is committed to creating a strong Community by fostering relationships and establishing productive partnerships."



5. Strategic Resource Management

"The administrative structures at the College aim to create a sustainable organisation that can facilitate and support the educational programs of the College and reinvest in high quality resources, facilities and assets."








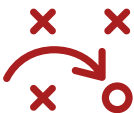
6. Sustainable Governance

"The Committee of Management is committed to implementing responsible and sustainable practices in the governance of the College. The Committee of Management will continue to develop and review policies and processes that support the members of the College community and comply with current educational and government standards."

Targets and Priorities 2018




During 2018 the following priorities were achieved:

Focus Area	Outcomes
Passionate Learning 	<ul style="list-style-type: none"> • Implemented the College's new Teaching and Learning Framework • Reviewed SEQTA to assist storing student data • Actively enhanced teaching and learning through the College's online learning platform • Further developed the INSPIRE program with the development of Individual Learning Plans • Reviewed and updated VCE Student and Staff Policy Handbooks • Further implemented the Australian Curriculum • Staff training in Gifted and Talented Education • Increased Careers Development activities across the Secondary School • Reviewed and benchmarked the Careers Development Program at the College • Restructured the VCAL Program in preparation for 2019
Educational Leadership 	<ul style="list-style-type: none"> • Implemented the College's updated Professional Learning and Development Policy • Provided training for all staff with particular emphasis on professional development in teaching the Australian Curriculum, new technologies, differentiation, inquiry based learning and other innovative emerging pedagogies • Used data available from a variety of sources to drive curriculum planning and teaching practices • Held Staff and Leadership Retreats during the academic school year • Researched and planned for the Flexiday initiative • Increased use of blended and flipped learning models • Continued to review and update the College's Staff Induction Program • Continued to reflect on and implement the College's Philosophy statement • Commenced planning for the review and appraisal of staff performance using the Australian Teacher Performance and Development Framework • Reviewed the leadership structure in the Primary School and created additional staff leadership roles
Nurturing Culture 	<ul style="list-style-type: none"> • Continued to refine and implement a Child Safety Strategy • Further implemented the College's Risk Management Policy, with a focus on identifying, reducing and removing the risk of child abuse • Provided professional development to staff in regards to the College's Reportable Conduct Policy • Investigated and planned implementation of appropriate resiliency programs for our Primary and Secondary School • Continued to review and update policy addressing the welfare needs of our College community • Occupational Health and Safety Policy updated and approved by the Committee of Management. • Advanced implementation of the College's Inclusive Education Policy (Policy No. 27) with further roll-out of Individual Learning Needs Profiles • Continued to implement a Wellbeing Committee to consider the wellbeing needs of our College community • Updated the College's Anaphylaxis Management Policy (Policy No. 15) • Updated the College's Grievance and Complaints Management Policy (Policy No. 14)

Focus Area	Outcomes
<p>Connected Learning Community</p> 	<ul style="list-style-type: none"> • Provided opportunities for parents and members of the local community to become involved in the life of the College • Developed a Parent Code of Conduct (Policy No. 56) • Developed a Social Media Policy (Policy No. 51) • Enhanced existing communication strategies and develop new ways to engage with the wider community • Launched and maintained an updated College website • Maintained involvement in Christian Schools Australia Principal's Network • Planned for 2019 involvement in the video conference network for VCE classes • Continued to actively grow and nurture student leadership • Provided professional learning and development on Flipped Learning and Blended Learning
<p>Strategic Resource Management</p> 	<ul style="list-style-type: none"> • Reviewed the College Master Plan to improve and maintain the physical facilities in order to enrich the teaching and learning environment • Continued to explore expansion options for the College • Redesigned and refurbished learning areas to reflect contemporary learning needs and curriculum demands • Maintained a five year Business Plan that describes the College's strategy and how the College intends to achieve its goals • Developed a Data Breach Policy (Policy No. 52)
<p>Sustainable Governance</p> 	<ul style="list-style-type: none"> • Developed a Committee of Management planning calendar to assist in the review and development of policy • Enhanced and embedded a risk management framework and register • Actively engaged in ongoing strategic planning and develop annual priorities in collaboration with the College's Executive Team • Completed Child Safety Training and reviewed the College's implementation and compliance with the Child Safe Standards. • Monitored the College's compliance with the VRQA's Guidelines to the Minimum Standards and Other Requirements for Registration of Schools Including Those Offering Senior Secondary Courses

Targets and Priorities 2019

Priorities, Initiatives and Targets for 2019

Focus Area	Outcomes
Passionate Learning 	<ul style="list-style-type: none"> • Implement the College's new Teaching and Learning Framework • Continue to improve the implementation of the Student Performance Data Policy (Policy No. 41) • Actively enhance teaching and learning through the College's online learning platform with greater consideration for the implementation of flipped learning • Further develop and grow the College's INSPIRE program • Implement a Careers and Pathways Committee to assist in the further development of the Careers Program at the College • Utilise Christian Schools Australia's resource God's Big Story Version 2 to develop and implement curriculum from a Biblical world view
Educational Leadership 	<ul style="list-style-type: none"> • Evaluate the process of staff education and performance reviews to ensure alignment with best practice, including the Australian Teacher Performance and Development Framework • Provide adequate training for all staff with particular emphasis on professional development in teaching the Australian Curriculum, new technologies, differentiation, inquiry based learning and other innovative emerging pedagogies • Use data available from a variety of sources to drive curriculum planning and teaching practices • Commence developing online digital video policy briefings and further developing staff training around the implementation of College policies • Commence utilising a digital platform to further develop the staff induction program
Nurturing Culture 	<ul style="list-style-type: none"> • Continue to refine and implement a Child Safety Strategy and commence the implementation of the National Principles for Child Safe Organisation • Further implement the College's Risk Management Policy, with a focus on identifying, reducing and removing the risk of child abuse • Implement the You Can Do It! Program in the Primary and Secondary School • Provide staff training in the Principles of Restorative Justice • Continue to review and improve the College's Volunteer Induction Program • Cultivate a culture in which students, teachers and parents understand the importance of Digital Citizenship • Continue to review and update policy addressing the welfare needs of our College community • Develop a Charter for the Wellbeing Committee and continue to reflect and respond to the wellbeing needs of our College community

Focus Area

Outcomes

Connected Learning Community



- Provide ongoing opportunities for parents and members of the local community to become involved in the life of the College
- Enhance existing communication strategies and develop new ways to engage with the wider community
- Maintain involvement in Christian Schools Australia Principal's Network
- Continue to actively grow and nurture student leadership
- Provide greater access to staff policy briefings through the implementation of online digital video briefings of a wide range of College policies.
- Investigate and implement a digital solution for managing school excursions
- Continue to consider opportunities to participate in video conference partnerships to offer VCE classes to remote and rural communities

Strategic Resource Management



- Review and implement the College Master Plan to improve and maintain the physical facilities in order to enrich the teaching and learning environment
- Continue to explore expansion options for the College
- Redesign and refurbish learning areas to reflect contemporary learning needs and curriculum demands
- Maintain a five year Business Plan that describes the College's strategy and how the College intends to achieve its goals
- Staff professional learning on the College's Data Breach Policy (Policy No. 52)
- Staff professional learning on the College's Records Management Policy (Policy No. 55)

Sustainable Governance



- Update the Committee of Management planning calendar to assist in the review and development of policy
- Review the updated VRQA Minimum Standards for School Registration which commence on the 1st July 2019
- Enhance and embed a risk management framework and register
- Actively engage in ongoing strategic planning and develop annual priorities in collaboration with the College's Executive Team
- Further develop policies and procedures for good governance
- Provide professional learning opportunities for Committee of Management members in governance
- Develop and implement a Committee of Management Conflict of Interest Policy
- Continue to undertake professional learning and development in Child Safety

Principal's Report

At the beginning of 2018, we committed ourselves as a college community to explore what it means to 'SHINE' this year. Our key verse, which comes from Colossians 3:10 says:

"You have acquired new creation life which is continually being renewed into the likeness of the One who created you; giving you the full revelation of God."

Verse 11 goes on to say:

"In this new creation life, your nationality makes no difference, or your ethnicity, education, or economic status—they matter nothing. For it is Christ that means everything as he lives in every one of us!"

With our theme for the year - SHINE- One of the main things that we have homed in on throughout the year is that each and every one of us is made in the image of God. This implies recognising God's image in each other and although its important to realise that WE are God's image bearers, its even more important to see Christ in our neighbour. This is an area, historically throughout our world that we don't do too well at. As the verse said - we are continually being renewed and that means we haven't arrived yet. It suggests that we are all on a journey towards FULL revelation of God and a full realisation of how Christ is present in ourselves and each other. But this takes time and effort and we do get it wrong sometimes.

Our students have learned so much, achieved excellent results and done some truly memorable things:

Our Year 12 graduates had yet another successful year in terms of their VCE achievements and the year concluded very positively with the cohort achieveing a median study score of 30 with 14.6% of students achieving a study scores of 40 and above. The highest ATAR was 97.15.

God once again blessed the College with unprecedented enrolment growth. The number of enrolments reached 356 at Census day and continued to rise steadily towards the end of the year. This positively affects the College's finances and resources as more parents make the choice to partner with the College in choosing a Christian education for their children. We thank Mr Leigh Adcock and the work of the Finance Team for their diligent work.

The college went through its expected 2018 VRQA review and although the final report is still pending, the feedback given in regards to the college's approach to child safety was outstanding. A huge amount of credit for this must go to Michael Bond, Deputy Principal of the College, for the significant time and effort made towards our submission to the VRQA.

Our two learning Showcases during 2018 were highly memorable, providing opportunities for our community to gather together to see the outworking of much of our student's learning experiences through the year. Our annual Arts Festival was also a highlight and showcased just how talented and creative our students are.

Northside's sporting achievements also continue to attract attention with so many stories of success amongst our students as they compete amongst the elite from schools much larger than ours.

One of the unique occasions during the year which wonderfully illustrated our positive community spirit was the Year 12 fun day. This traditional event, which celebrates our Year 12 student's final day of school, involves the students themselves putting on a fun day of events for the rest of the community. When many of our neighbouring schools are cleaning up after their Year 12 "Muck Up" Day, the Northside community are smiling and reflecting on the joy, generosity and positivity exhibited by our graduating students.

Our INSPIRE program has continued to enrich and enhance the learning journey of so many students young and old through the sheer number and variety of opportunities available for them to extend themselves well beyond their usual routine.

A major highlight of the year came in the form of our wonderful college musical, "Seussical Jr". Performed over two evenings, the quality of this musical production was outstanding and illustrated once again the breadth and depth of the creative talent amongst our Northside students.

There are simply too many things to outline here and we decided to tell the numerous stories to a fuller extent by re-launching the College Year Book again as an annual publication.

It goes without saying that we are indeed very blessed to have such an incredibly hard working, talented and diligent group of teachers, admin and support staff. It is so encouraging to see the staff working together with such coherence and enthusiasm.

Our parents also bring great strength to our community with the wonderful support they provide throughout the year. The Parents and Friends (P&F) of Northside have yet again added so much value to our College this year and we acknowledge their wonderful work. In particular the tireless efforts of the President of the Parents and Friends, Mrs Liz Tsiros, who passed on the baton of leadership to Lilliana Caldwell as new President part way through the year.

We ended another wonderful year of growth with an extraordinary Celebration Night held at the Melbourne Convention Centre. A truly amazing venue with spectacular views across the city landscape.

We thank the Committee of Management for their support, care, encouragement and commitment throughout the year. Mr Mark Donato as President of the Committee of Management continues to be an outstanding source of support to the College leadership.

Most of all, we thank God for His presence with us throughout 2018 and for giving us the opportunity to partner with Him in establishing His kingdom on Earth. We are all the better too for going through the process of learning to see His image in each other and being a shining light for others. The light that is ultimately a reflection of His true likeness.

Damian Higgins
Principal



Primary School

Overview

The Primary School at Northside Christian College is committed to “Transforming Lives through Christ and the wonder of learning.” The College offers a comprehensive Primary education programme catering for children from Prep to Year 6. Students are supported in an engaging and nurturing learning environment with a strong focus on literacy and numeracy. The staff at Northside work in close partnership with our parents and guardians in order to best meet the needs of our students.

Curriculum

The Primary School at Northside Christian College provides students with solid foundation in a broad range of learning areas including Bible, English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, the Arts, Technologies and LOTE (Mandarin). Northside is implementing the Australian Curriculum which sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through Primary School.

The Australian Curriculum outlines a focus on developing seven General Capabilities of students. The capabilities encompass the skills, behaviours and dispositions that students need to develop and apply to content knowledge. They help young people become successful learners, confident and creative individuals, and active and informed citizens.

The General Capabilities are:

- Literacy
- Numeracy
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Incorporated within each of the core subjects and the seven General capabilities, are the three cross-curriculum priorities. Students learn about Aboriginal and Torres Strait Islander histories and culture, Asia and Australia's engagement with Asia, and Sustainability.

Some of the key strategic curriculum programs in the Primary School in 2018 include:

PRIME Mathematics

PRIME Mathematics is a composite of the approaches used by the three top-performing nations in primary mathematics education according to TIMSS (Trends in International Mathematics and Science Study). PRIME Mathematics has been adapted from the highly acclaimed and widely proven Primary Mathematics Project developed by the Ministry of Education in Singapore. The Mathematics Framework used in PRIME has problem solving as being central to mathematics learning. It is similar to the approach used by the Singapore Ministry of Education that turned Singapore from a low-performing maths nation into a high-performing one.

DIPL

DIPL is an Australian school-based literacy program closely aligned with the Australian Curriculum. The program focuses on the development phonemic awareness and phonics skills. DIPL does not treat spelling in isolation, but rather integrates spelling with other areas of language and literacy, which is how spelling is used in everyday situations. DIPL teaches grammar and punctuation in a sequential way to make it easier for children to follow. DIPL is an explicit and sequential program that successfully integrates all areas of literacy and supports remedial and extension learners.

Specialist Programs

Students studying in the Primary School benefit from the opportunity to participate in a range of specialist programs and specialist subjects including:

- Digital Technologies
- Library
- LOTE (Mandarin)
- Music
- Private Instrumental Music
- Visual Art

Extra Curricular Activities

We believe that each student has been blessed with God-given gifts and talents. Students are provided with an opportunity to participate in a broad range of extra curricular activities including art festivals, assemblies, Chapel services, House events, INSPIRE program initiatives, lunch time clubs and activities, music recitals and more. Primary School students are also supported with the provision of the after school Senior Tutoring Program.



Middle School

The Middle School years provide an opportunity for students to develop a wide range of transferable life skills as they navigate the early years of high school. During 2018, the focus areas for the Middle School were Respect, Responsibility, Relationships and Rigour.

Overview

At Northside Christian College, we recognise that the middle years of education are an important stage in adolescent growth and development. With the aim to see our students engaged, resilient and successful, we look to support them as they endeavour to thrive and grow into the young people God has designed them to be.

We have brought together a team of enthusiastic and dedicated teachers who model and put into practice their personal faith in God. They are themselves, active life-long learners, who have demonstrated a passionate understanding towards this age group.

Effectively addressing students' needs with a cohesive and collaborative Middle School team, the students are further supported by the Student Welfare Officer, Chaplain, Special Needs Coordinator and the exciting INSPIRE program which develops and extends the gifts and talents of our students.

In developing a sense of belonging within the Middle School Community, students are encouraged to be courageous and collaborative in their learning, setting goals and personal achievements, being independent, self-regulated learners who are able to create an interdependent approach to real life tasks. A balanced life and positive sense of emotional wellbeing are also something we actively strive to.

We endeavour to set firm and clear boundaries through our focus on the 4 R's: Rigour, Respect, Relationships and Responsibility. The core College values permeate throughout our relevant and challenging curriculum as we create a solid foundation in preparation for the senior secondary phase of education. The Middle School provides the continuity between Primary and Senior Secondary and we consider it vital to build partnerships with our families as we embark on this journey together.

Curriculum

Northside Christian College is implementing the Australian Curriculum in the Middle School. The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students.

In Years 7 - 9, a broad curriculum base of academic disciplines is designed to build deep knowledge and delay narrowing of options for as long as possible. A rich variety of core subjects caters for a range of student needs and talents.

The curriculum in Years 7 - 9 contains a foundational range of subjects that each student undertakes as they prepare for success in education, work and living a Christian life. Creativity is encouraged through specialist subjects such as Digital Technologies, LOTE (Mandarin), Food Technology, Performing Arts, Textiles and Visual Arts.

Transition To Year 7

The transition from Primary School to Middle School can be a challenging and overwhelming prospect for students. We are actively attempting to minimise negative attitudes towards this shift in environments by transitioning our students during the second half of Year 6.

Some of the ways that Northside tries to ease the transition are:

- Connecting our students on our online portal Schoology
- Orientation Program
- Transition Days
- Year 7 Home group teacher visiting Year 6 class in Semester 2
- Year 7/8 Camp

At the start of each school year Northside Christian College holds a dinner for Year 7 students and their parents. This evening is a wonderful opportunity for parents, teachers and students to meet together and share a meal. Guest speakers provide further support for families as they begin to navigate, often for the first time, the transition from primary to high school and the emerging needs of early adolescents.

Learning Spaces

Northside is dedicated to always improving our 'places and spaces' to create the best learning environment for our students.

The beginning of the 2016 school year saw the transformation of the old Middle School building into a light, bright, dynamic open learning centre. Our new Middle School Learning Centre has three learning studios and a variety of different learning spaces, uniquely designed to work with growing bodies and different learning styles of each of early adolescents.

Boasting whiteboard tables, lounges and ottomans for collaborative work, adaptable furniture configurations that support both group and individual learning as well as the needs of a varied and engaged curriculum. We have developed a collection of different learning spaces that encourage students to take ownership and recognise their preferred learning needs and environment. This new learning centre has been created to provide a safe and productive work place.

Our Middle School staff office and work space is made entirely of windows and has aptly been named 'The Fishbowl'. This allows our staff to be more available to our students while transparently modelling their own learning and work ethic.

Year 9 Year Of Challenge

Year 9 at Northside is our students' Year of Challenge. We want our students to be deeply engaged with learning and motivated to explore, discover and grow - academically, socially, physically and spiritually. The Challenge program has been designed to develop students in all of these areas. Curriculum is linked to activities outside the classroom and students' in-class learning is strengthened by their Challenge experiences. Year 9s face the challenge of moving from childhood to young adulthood and dealing with their studies and their relationships in a more adult manner. It is also a time when many students find the restrictions of normal classroom life very difficult. We extend and support them through this time by engaging them in a series of challenges beyond the boundaries of the classroom.

The Year 9 students take part in a special camps program during their last year of Middle School. These activities lead to a growth in self-esteem; new knowledge about themselves and their class-mates, and a greater confidence in their ability to deal with new and challenging experiences. The program also gives opportunities for achievement and leadership to students whose giftings are in areas outside of a conventional classroom.



Senior Secondary Overview and Outcomes

As the number of Senior School students continues to rise, the College remains committed to offering a varied and flexible program for students so they can choose a program which suits individual needs and interests. A continuing advantage of the program offered at Northside Christian College are the small class sizes. Many classes operate with around 6 - 9 students. As we grow, our classes will continue to remain small in size to enable focused study and learning.

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is a well-recognised and valuable acknowledgement of achievement for students. Successful completion provides students with an opportunity to seek access to tertiary institutions as well as providing information to employers about a student's ability to cope with a wide range of complex tasks, meet deadlines and apply knowledge and skills to various problems. Students at Northside Christian College can choose from a wide variety of VCE subjects. Subjects offered in 2018 at VCE level included:

- Biology (Units 1 - 4)
- Business Management (Units 1 - 4)
- Chemistry (Units 1 - 4)
- English / EAL (Units 1 - 4)
- Food Studies (Units 3 - 4)
- Health and Human Development (Units 1 - 2)
- History: 20th Century (Units 1 - 2)
- History: Revolutions (Units 3 - 4)
- Legal Studies (Units 1 - 2)
- General Mathematics (Units 1 - 2)
- Further Mathematics (Units 3 - 4)
- Mathematical Methods (Units 1 - 4)
- Media (Units 3 - 4)
- Outdoor and Environmental Studies (Units 3 - 4)
- Physics (Units 1 - 4)
- Psychology (Units 1 - 4)
- Studio Arts (Units 1 - 4)
- Visual Communication Design (Units 1 - 4)

Some students have also studied classes via the Distance Education Centre Victoria (DECV) and the Victorian School of Languages (VSL).



VCE (Baccalaureate)

The VCE (Baccalaureate) is an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study. To be eligible to receive the VCE (Baccalaureate), the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Unit 3-4 sequence in English or Literature or English Language with a study score of 30 or above; or a Unit 3-4 sequence in EAL with a study score of 33 or above;
- a Unit 3-4 sequence in either Mathematical Methods or Specialist Mathematics;
- a Unit 3-4 sequence in a VCE Language;
- at least two other Unit 3-4 sequences.

Upon satisfactory completion of the VCE (Baccalaureate) program of study, the student will receive an appellation on their VCE certificate. If a student has previously satisfied their VCE and received a VCE certificate, they will not automatically receive a subsequent VCE Baccalaureate certificate.

Vocational Education and Training (VET)

Students can choose to complete VET studies during Years 11 and 12. VET units may also count towards the student's Australian Tertiary Admissions Rank (ATAR). Northside Christian College belongs to the Northern Melbourne VET Cluster. Students may choose from a wide array of VET courses offered in one of 45 schools.

VCAL

For students aiming to enter the workforce via an apprenticeship or study at TAFE, Northside Christian College offers VCAL as an appropriate pathway and an alternative to VCE. Students are enrolled in the certificate level (Intermediate or Senior) that suits their needs. The Vocational Certificate of Applied Learning (VCAL) is considered a "hands-on" alternative to the VCE. The VCAL program covers four core areas: literacy and numeracy skills, work-related skills, industry-specific skills and personal development skills.

Senior School Improvement Strategies

Northside Christian College has implemented a range of strategies in 2018 to assist the College in strengthening the Senior School program for our College community. A range of tasks have been carried out, including the following:

- Updating the VCE Student Policy Handbook;
- Updating the VCE Staff Policy Handbook;
- Updating the Subject Selection Handbook;
- Continued implementation of the VCE mentoring program for all Year 11 & 12 students;
- Continued implementation of the Academic Integrity and Plagiarism Policy;
- Implementation of a School Performance Data Policy;
- Professional learning around the use of VASS data;
- Communication of the College's revised SAC Calendar;
- Communication of a weekly VCE e-newsletter;
- Development of the Opportunities and Pathways newsletter;
- Benchmarking of the Careers Development program at the College;
- Implementation of the Continuous Online Reporting Program (CORP);
- Development of Individual Learning Plans for gifted and talented students;
- Continued implementation of a standardised VCE Student Course Outline document;
- Attendance at the VCAA VCE Leaders Briefing; and
- Planning for the implementation of Flexidays in 2019

Published Post Year 12 Destination Information for 2018 Students

Each year the information provided by the Victorian Curriculum and Assessment Authority (VCAA) for individual schools is published in May. The published data relates to senior secondary outcomes, including the percentage of Year 12 students undertaking vocational training in a trade, and attaining a Year 12 certificate or equivalent vocational education and training qualification, and post-school destinations. Northside Christian College's data is listed below.



In Education and Training

Tertiary Study	60%
TAFE	20%
Apprenticeship / Training	0%
Deferred Tertiary Study	0%



Not in Education and Training

Employment	20%
Unknown	0%

The above results are based on the data of a smaller than usual number of students who completed the On Track Survey.



2018 Senior Secondary Outcomes

VCE Median Study Score	30
Percentage of satisfactory VCE completions in 2017	100%
Number of students awarded the VCE (Baccalaureate)	0
Number of students enrolled in at least one VCE unit at level 3/4 in 2017	28
Percentage of study scores of 40 and over	14.6%
Number of students enrolled in VCAL in 2017	<4
Number of VET certificates with 2017 enrolments	8



Careers Development

"Empowering informed career decisions in a changing world"

Northside Christian College provides Senior School students with support and information sessions and encourage students to make careful decisions about their future pathways based on their capabilities and learning styles.

Students and their parents are provided with up-to-date information about tertiary study and post school opportunities through a dedicated Schoology page. The College also regularly publishes a careers newsletter, titled 'Opportunities and Pathways'. Copies of this publication are available on the College website.

Aims of Careers Services at Northside Christian College

The aim of the Careers Service of Northside Christian College is to provide an inclusive and accessible service in which young people are enabled to:

- make informed career and study decisions based on a realistic understanding of personal gifting and contextual life story;
- gain an understanding of the enterprise skills required for the 21st Century world of work;
- connect with current print and community resources (including data and web-based resources) that will facilitate informed decisions about career pathways,
- develop skill sets that will enable resilience and confident future career management in a continuously changing labour market, and
- engage in meaningful and purposeful mission in the world (both global and local) through volunteer and/or career opportunities which integrate the core values of the school: grace, community and service.

Classroom and small group instruction as well as individualised counselling sessions will assist students to identify personal goals and the resources needed to move forward in career development. Differentiated services will be needed for a number of students; therefore, a collection of resources targeting various groups will be developed or acquired to meet differing client needs. Community involvement will be encouraged through both on and off-site involvement with local universities and TAFE providers, local businesses through work experience opportunities, and involvement in activities provided through the Local Learning and Employment Networks (LLEN) support. Parents will be supported through an open door policy for appointments and targeted sessions.

Work Experience Program

Year 10 is an important year for decision making and includes much preparation for the students' Senior School phase of learning. This includes completing a Work Studies course, attending Career Expos and participating in a range of training programs. In addition to this, students in Year 10 will participate in a compulsory Work Experience Program during Term 3 to enable the students to experience the world of work and to assist them in with their career decision making. This provides an opportunity to observe a workplace pathway they are interested in. Students may choose to trial the work environment that they may be considering studying at university e.g. Physiotherapy or Education or trial a Vocational Education pathway e.g. Hairdressing or Hospitality.

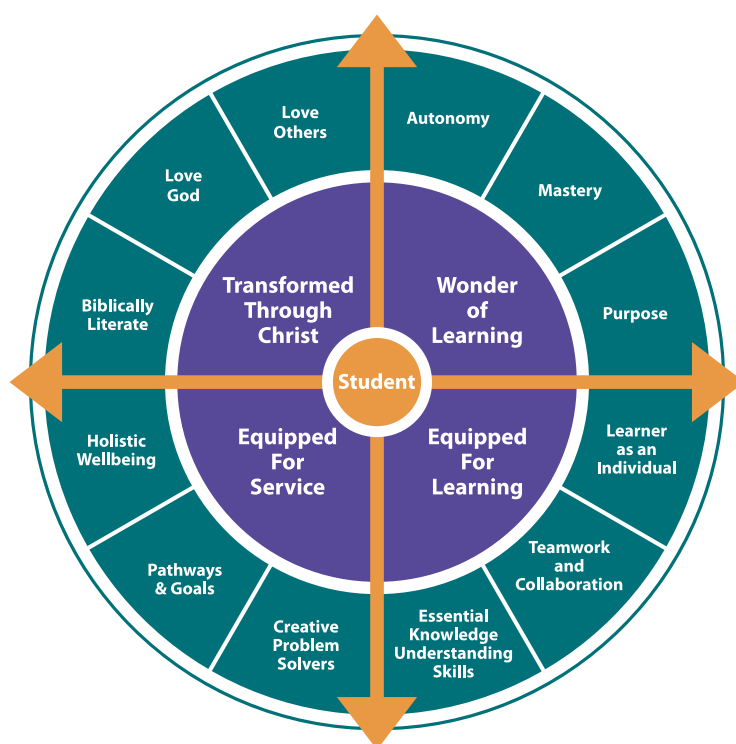
In preparation for work experience, students carry out a range of vocational tests, are provided with tips on applying for positions and complete their Safe@Work Occupational Health and Safety certificates. In addition, students are provided with information about writing resumés and covering letters and are assisted to write their own resumé. Many students find their Work Experience a valuable tool in making decisions about their future career pathway.

Strategic Significance of Careers Services at Northside Christian College

A look through the history, the core values, and the objectives of Northside Christian College demonstrates support for the preparation for meaningful and purposeful engagement in every area of their lives.

Objectives listed in the Strategic Plan (2018-2021) specifically outline developing learners who have skills such as critical thinking, leadership, ability to serve the community, work interdependently with others to solve problems, and the establishment of productive partnerships in the community. All of these are skills necessary to developing a well-rounded approach to career and pathway decision-making. In addition, Operational Goals 4.6 and 4.7 target developing partnerships with local universities, business and commerce.

The Strategic Teaching and Learning Framework (pictured below) supports direct inclusion of many of the 21st century skills needed for our current work world. Departments across the school, not only the Careers Service, will be working to integrate these critical skills as personal resources in the lives of students throughout their learning years P-12.



For more information about the Careers program at Northside Christian College, please contact Mrs Lenna Waters at lwaters@ncc.vic.edu.au.

*"But seek first his kingdom and his righteousness,
and all these things will be given to you as well."*

Matthew 6:33

Student Progress and Achievements

Student Performance

Northside Christian College uses a variety of assessment strategies to guide curriculum development, teaching and learning at the College. These include teacher observation, projects, presentations, formative and summative assessment and a variety of standardised tests. The College also participates in the National Assessment Program – Literacy and Numeracy (NAPLAN).

The combination of all of this data is used to determine individual learning needs. Information on student progress is communicated on a regular basis and opportunities exist for external assessment results to be discussed with parents on an individual basis annually.

My School

The My School website enables parents and other interested parties to search the profiles of schools throughout Australia. My School is an Australian Curriculum, Assessment and Reporting Authority (ACARA) information service. ACARA is an independent authority with functions including the publishing of nationally comparable data on all Australian schools.

The performance of schools on NAPLAN tests is greatly affected by a range of student intake and school location characteristics. When comparing schools, it is important to compare like with like. The My School website allows and encourages comparisons with schools that are statistically similar in terms of a range of factors known to affect test performance. Parents may access the College's profile by going to www.myschool.edu.au.

NAPLAN Comparisons

NAPLAN test results are a point-of-time view of the literacy and numeracy skills of individual students. NAPLAN data is used as a piece of information in conjunction with a wide variety of other data in order to develop an education program that best addresses the needs of each student at Northside Christian College.

A number of the year levels at Northside Christian College are small. Using this data to compare Northside Christian College with schools with larger cohorts raises some validity questions. A smaller than normal cohort means that the percentage results are affected significantly by the result of one student.

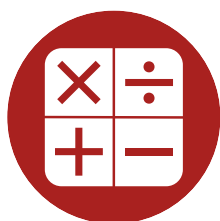
A change in the population of a cohort of students will radically affect any tracking of progress over time. It is important to keep this in mind particularly when tracking the results from Year 5 into Year 7 over a two-year period.

Standards

For NAPLAN results, a "National Minimum Standard" is defined and located on the assessment scale for each year level. Band 2 is the minimum standard for Year 3, Band 4 is the minimum standard for Year 5, Band 5 is the minimum standard for Year 7 and Band 6 is the minimum standard for Year 9. These standards represent increasingly challenging skills and require increasingly higher scores on the NAPLAN scale.

National Assessment Program

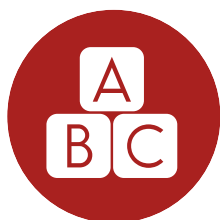
The table below indicates the performance of Northside Christian College students against the National Minimum Standards for Literacy and Numeracy. It also indicates the percentage of students in Years 3, 5, 7 and 9 who have reached or exceeded the National Minimum Standards. The College supports students who have not reached the National Minimum Standards. Students who are below the mean, but not below the Minimum Standards, are also offered extra support.



Numeracy	2015	2016	2017	2018
Year 3	100%	96%	100%	100%
Year 5	100%	100%	100%	100%
Year 7	100%	100%	100%	100%
Year 9	96%	100%	100%	100%



Reading	2015	2016	2017	2018
Year 3	100%	100%	100%	100%
Year 5	100%	100%	96%	100%
Year 7	100%	100%	100%	100%
Year 9	92%	100%	100%	95%



Spelling	2015	2016	2017	2018
Year 3	100%	100%	100%	100%
Year 5	100%	100%	100%	100%
Year 7	100%	100%	97%	100%
Year 9	96%	89%	100%	87%



Grammar & Punctuation	2015	2016	2017	2018
Year 3	100%	93%	92%	100%
Year 5	100%	100%	96%	96%
Year 7	100%	100%	100%	100%
Year 9	92%	95%	100%	91%



Writing	2015	2016	2017	2018
Year 3	100%	100%	100%	100%
Year 5	100%	100%	100%	96%
Year 7	100%	100%	100%	100%
Year 9	88%	89%	100%	82%

Student Support

Northside Christian College implements a number of strategies to ensure students reach their individual learning goals. The staff at Northside Christian College are committed to discovering and providing the best learning conditions for all students with extra needs in an environment that promotes intellectual, social, emotional, physical and, most importantly, spiritual wellbeing.

Monitoring Literacy and Numeracy Progress

Student progress and growth is monitored and documented throughout the school year. Pre-testing and post-testing are used in classrooms throughout the College. The College has also implemented a standardised testing program throughout the Primary and Secondary School. This data allows the College to more accurately identify students who are at risk in different aspects of literacy and numeracy. This data is used in conjunction with classroom assessment data, NAPLAN data and other evidence.

Parent-Student-Teacher Interview Evenings

Parent-Student-Teacher Interview (PSTI) evenings are conducted twice a year. These evenings present opportunities for parents and guardians to share information about their children and discuss goals for the semester ahead. Students are invited to participate in the interviews and reflect on goals for the semester ahead.

Entrance Testing

Entrance testing in literacy, numeracy and comprehension is completed for all new students in Years 2 - 11. In our continued efforts to refine and improve the effectiveness of our educational processes, each student at Northside participates in one morning of annual testing to gather up to date academic data. This data gives us the capacity to clearly identify areas of strength and areas in need of improvement in each child's learning profile. This in turn leads to more effectively targeted teaching and learning experiences resulting in better outcomes for all students at Northside Christian College. Academic testing is conducted by Academic Assessment Services (commonly known as Allwell).

Parent Involvement in Their Child's Education

The College welcomes and encourages parent involvement in their child's education. Parent-Student-Teacher interview days are very well attended, as are subject selection and parent information evenings. Many parents keep in contact with teachers through the email system and by telephone. Home Group teachers liaise with parents if there are issues of concern and welcome contact from home.

Continuous Online Reporting (CORP)

The College conducted a successful trial of a Continuous Online Reporting Program (CORP) in the Secondary School in 2016 and CORP was introduced for all subjects in the Secondary School in 2017. A trial took place in the Primary School in 2018.

CORP increases awareness of individual learning needs, provides quality and timely information to parents and guardians, and improves classroom and administrative efficiency.

The concept of continuous online reporting is supported by research in the area of assessment, reporting and student learning. It draws on the meta-analyses of Professor John Hattie from the University of Auckland, which found that "informative feedback" had one of the most significant impacts on student learning.

Students at Northside Christian College receive feedback through discussing strengths and areas that need improvement. Continuous online reporting also makes feedback available to parents in a secure online environment. Parents can view results for assessments without waiting until the end of the semester. The online assessment information is not designed to replace semester reports, but rather to complement them by providing timely and ongoing information for parents and guardians.

Students with Special Needs

Learning Support

The College has hired Learning Support Assistants (LSA) who work with students and staff across all year levels at Northside Christian College. The LSA work closely with key staff and with classroom teachers in implementing relevant individual education programs. The LSA will work with students individually, in the classrooms, or in small groups. Expected learning outcomes include an improvement in student academic performance and self-confidence in literacy and numeracy. Outcomes are monitored closely by the Directors of Learning.

Individual Learning Plans

Some students at the College have been provided with Individual Learning Plans (ILP) that have been developed in conjunction with parents. They are prepared for students with identified special learning needs, as well as those who are deemed at risk. These plans are reviewed each semester at a minimum. The College aims to develop a greater awareness of the individual learning needs of each student. Documentation of individual areas of strength and weakness in conjunction with evidence from standardised testing will assist teachers in the following years to best meet the needs of students identified with special learning needs. Appropriate successful strategies will also be documented in Individual Learning Plans.

Student Support Groups

Staff at Northside Christian College work with families to ensure that effective planning occurs for all students with additional needs, and particularly for students with disabilities. A Student Support Group (SSG) provides an opportunity to exchange information concerning the student and the learning process. An SSG is effective for planning and evaluating a student's program, particularly for students who require ongoing monitoring and support, including a student with a disability. The SSG ensures that parents and teachers and members of the Learning Support Team work together to establish learning goals for the educational future of the student.

In-Class / Small Group Support Programs

Students with identified literacy, numeracy, social, behavioural or confidence needs may receive additional in-class or small group support from the Learning Support Assistants. Some students receive this support due to developmental needs or as a recommendation from a person with relevant qualifications such as a psychologist.

Nationally Consistent Collection of Data on School Students with Disability

The Standing Council on School Education and Early Childhood (SCSEEC) has determined that from 2015 all Australian schools will be required to collect and report new data on students with disability through the Nationally Consistent Collection of Data on School Students with Disability. To do this, teachers will need to make professional judgements regarding whether individual students are disabled, as defined by the *Disability Discrimination Act*, and to report the number and the extent of educational adjustments that need to be made.

State Support Services Funding

The Victorian Government provides limited funds for the provision of specialised services to support students with demonstrated needs. Independent schools are able to apply for funding so that they can engage specialists to provide:

- Visiting teacher service for:
 - physically disabled/health impaired students
 - hearing impaired students
 - vision impaired students
- Speech therapy

To be eligible under the Victorian State Support Services program, a student must be assessed by a person with relevant qualifications as requiring services to support learning and access to schooling, or to develop particular skills.



INSPIRE Program

The talent development approach taken in the INSPIRE program, now in its fourth year of operation, has three strands, each focusing on a collaborative approach to meeting the needs of the three most significant stakeholders in the talent development process, namely:

- the students - Development of the highly able individual
- the teachers - Staff professional development and support
- the parents - Positive home-school partnerships

Strand I: Development of the highly able individual, takes a five-fold approach:

I. Specialist Intervention

In 2018, the College commenced the development of Individual Learning Plans (ILPs) for students participating in the INSPIRE program, with this initiative continuing into 2019. This move supports the findings of the Education and Training Committee Inquiry into the Education of Gifted and Talented Students (2012, p. 113), which concluded that "... individual learning plans offer significant potential as an avenue for personalising learning for gifted students." Furthermore, the College will also document the individual student's gifted learning profile to support their ILP. The ILP development process provides an opportunity for students, their parents and their teachers to work collaboratively on ensuring that the teaching and learning activities and opportunities available to these students are appropriate to their individual learning needs. Students are provided with an opportunity to set individual goals during this process.

Those students who show particular strength in and passion for Mathematics and English are also afforded the opportunity to participate in small weekly withdrawal enrichment classes, where they work with like-minded peers at a pace and on skills and understandings that are appropriate to their pace of learning and preferred learning style. This model can be likened somewhat to Renzulli's (1977) Enrichment Triad Model, Type II. Acceleration is also practised when deemed necessary, at year level, subject level and university level. Students are accelerated in accordance with the College's Student Promotions Policy, which takes seriously the benefits to a student of working at a level that is appropriate to them as a learner.

2. Mentoring

The value of mentoring has been the focus of much research in the field of gifted and talented education. The impact of mentoring for gifted and talented students was considered by the Education and Training Committee Inquiry into the Education of Gifted and Talented Students (2012, p. 109) which noted in a key finding that "Increased collaboration between schools and community, business and industry has the potential to provide extended learning opportunities for gifted students. In particular, mentoring offers significant benefits for gifted students." The College values the enormous benefits of targeted mentoring in the "chance" and "environmental" factors of Gagne's model.

VCE/VCAL Mentoring

Each Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) student at Northside Christian College is paired with a staff mentor who volunteers their time on a weekly basis to meet with the student one on one to champion them through their Senior School journey and beyond. This process provides students with a rich opportunity to learn from those who have gone before them, and to put into practice skills for effective life-long learning.

Highly able students in the VCE/VCAL have support in exploring their options for further study and/or training, for scholarships and placements, and for developing mindsets and approaches to life that combine, as Barbara Kerr (1991) frames it, "intelligence, task commitment and creativity". This focussed support fosters what Carol Dweck calls (2008) "growth mindset", in an effort to help gifted students realise their potential and use this to make their world a better place, through being prepared to bring their best selves in service of humanity, in whatever capacity they can.

Competition Specific Mentoring

The College is committed to providing opportunities for students to engage in rigorous academic competitions, thereby developing their AMP (Autonomy, Mastery, Purpose) levels, as promulgated by Pink (2009), as well as their higher order thinking and functioning skills in areas of competence and passion. This assists in creating a learning environment of stimulation, challenge, engagement and inspiration in order for students to achieve success, not only in the product of these competitions but, more importantly, in the process.

'Expert' Mentoring

Northside Christian College is beginning to move into facilitating the space and process of matching (particularly Secondary School) students with "experts" in their field of interest and passion in order to provide role modelling and targeted input into the development of individuals' talents. The universities within close range of the College are providing a very useful resource in this endeavour, with additional opportunities still available to expand this provision for our students.

3. Academic Competitions

Although there are many competitions available to students which develop the learning and growth described above, the College has finite resources, both in terms of time and finance and, as a result, have hand-picked opportunities that are manageable for a small school without a long history of involvement in academic competitions. Students at the College have participated in a range of competitions including the Future Problem Solving Program Australian (FPS), the Australian Mathematics Competition (AMC), the Computational and Algorithmic Thinking (CAT) competition, Australian Mathematics Olympiad (AMO), the Australian Intermediate Mathematics Olympiad (AIMO), the Australian Informatics Olympiad (AIO), the Australian Bebras Challenge (computational thinking), Victorian Maths Talent Quest (MTQ), Science Talent Search (STS), Debating, Public Speaking, Programing Challenge for Girls and Write a Book in a Day. Each year the INSPIRE program has expanded on the competitions available to students and, as students enter competitions for consecutive years, has seen an increase in their ability to work independently and successfully. The 'VAGTC Resource Book: Educating gifted and talented students' has proved a useful resource for information about student competitions, programs and opportunities for gifted and talented students at Northside Christian College.



INSPIRE Program continued...

4. Enrichment Opportunities

Some of the most exciting, engaging and successful learning for students in the INSPIRE program happens when they are exposed to opportunities and ideas outside of their regular classrooms, regular classes and regular school lives, following Renzulli's Type I enrichment activities. The College deliberately plans to take students out of the "four walls" of the school for appropriate activities and experiences, so that they can be exposed to other learning environments, learning cultures, like-minded peers and intellectual stimulation. College philosophy breakfasts, philosophy lunch time club, Academy Philosophy Conferences with Julie Arliss (Oxbridge), Model UN Conferences, STEM lectures and challenges, MAV Games Days, G.A.T.E.WAYS programs and other such opportunities of interest to students feature in the INSPIRE annual calendar, and students look forward to these opportunities as some of the highlights of their school lives. Northside Christian College's close proximity to Melbourne has provided the College with very good access to the acceleration and outreach programs offered by a number of universities.

5. Passion Projects

When students are passionate and looking for ways to share their passion with the world, this is viewed as a valuable resource, both for the development of talent, as well as for taking steps towards the fulfilment of the mission as a College and within the INSPIRE program. The development of skills and talents in the areas of leadership, initiative taking, business management, financial literacy, communication, publication, marketing, event management and collaboration happens very naturally through student-led projects, as per Renzulli's Type III enrichment activities. Students are often bursting with passion and the willingness to be developed as entrepreneurs; with guided mentoring and frequent accountability measures, these students are given the opportunity to have influence in their small corner of the world, which drives further passion and a clear understanding of what it takes to make an initiative successful. Northside Christian College has benefited from the startup of a student publication, soccer clinics for primary students, refugee advocacy and awareness clothing and fundraising drives, talent shows for charity and art installations with a social justice message - projects completely driven and managed by students. The College is seeking to expand this aspect of the program because the value for the students and their development of talent, as well as for the whole school community, is so apparent.



Strand 2, Staff professional development and support, takes the form of:

1. Staff professional development and training: The INSPIRE coordinator is responsible for sourcing and providing resources and training for staff to assist them in their roles as facilitators of effectual learning for highly able students. Teachers are responsible for ensuring that each student, including the most highly able, is able to show growth at a level and pace that suits their individual learning needs and their intellectual capacity. Sessions in 2018 included the first two of a three-part series on addressing the considerations that need to be made for effective teaching and learning: Part 1 - Identification of gifted intellectually gifted individuals; and Part 2 - Social and emotional characteristics and needs of gifted individuals. To follow in 2019 is Part 3 - Educational provisions for intellectually gifted individuals.
2. Consultancy: Being available to consult with staff in small subschool teams or as individual class teachers is part of the role description of the INSPIRE coordinator, and recommendations which are put in place through student ILPs are worked through together as a learning team. This feature, in its infancy in 2018, will be further prioritised and expanded in 2019.

Strand 3, Positive home-school partnerships, is built through:

3. Collaboration with parents through SSG meetings and ILPs: Student Support Group (SSG) meetings are held as part of the development, maintenance and improvement of Individual Learning Plans (ILPs). Collaboration between parents and teachers is vital in this process if the insights, perspectives and wisdom of the parents is to be harnessed in tailoring learning to cater effectively for highly able students.
4. An 'open-door' policy in communication with parents: Frequent face-to-face and email discussions between teachers, parents and the INSPIRE coordinator allows for a positive rapport and a welcoming approach to be developed between the families of students and their educational professionals. This positive and welcoming partnership is essential in working together as a team in a spirit of harmony and collaboration.
5. Parent information and education sessions: These will be introduced in 2019.

Gifted and Talented Education Policy

In September 2017, the Committee of Management approved the College's Gifted and Talented Education Policy.

Northside Christian College values the individuality of each student as God's creation. We seek to nurture and educate each student according to their unique abilities and personal goals. In accordance with Biblical principles, Northside Christian College recognises our responsibility to ensure that every young person is supported to achieve their potential. This includes students who are gifted and talented.

Gagné's Differentiated model of Giftedness and Talent (2008) shows that gifted students are those whose potential is distinctively above average in one or more of the domains of human ability such as intellectual, creative, social and physical. Talented students are those whose skills are distinctively above average in one or more areas of human ability.

The College's Gifted and Talented Education Policy provides principles to guide effective practice in the education of students who are gifted. The Gifted and Talented Education Program will further seek to use what is learned from successful work with these students to make positive changes in the College for all learners.

Child Safety

The Child Safe Standards aim to drive cultural change in organisations that provide services for children so that protecting children from abuse is embedded in everyday thinking and practice.

Guiding Principles at Northside Christian College

The College's Child Safety Policy, Code of Conduct and Procedures are based on the following principles:

- The College has zero tolerance for child abuse;
- The best interests of the child are paramount;
- Child protection is a shared responsibility;
- All children have a right to feel safe and be safe at school, and have equal rights to protection from abuse;
- The College will consider the opinions of students and use their opinions to develop child protection policies and procedures;
- The College will take into account the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, and make reasonable efforts to accommodate these matters;
- The College is committed to the cultural safety of Aboriginal children, and those from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for students living with a disability; and
- Everyone covered by this Policy must also comply with the College's Code of Conduct, which sets stringent standards for personal behaviour.



A Child Safe School

Victoria has introduced compulsory minimum standards that apply to organisations that provide services for children to help protect them from all forms of abuse. The Child Safe Standards form part of the Victorian Government's response to the Betrayal of Trust Inquiry. All Schools had to be compliant from August 1 2016.

In complying with the Child Safe Standards, an entity to which the standards apply must include the following principles as part of each standard:

- Promoting the cultural safety of Aboriginal children;
- Promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds;
- Promoting the safety of children with a disability.

To create and maintain a child safe organisation, an entity to which the standards apply must have:

- Standard 1:* Strategies to embed an organisational culture of child safety, including through effective leadership arrangements;
- Standard 2:* A child safe policy or statement of commitment to child safety;
- Standard 3:* A code of conduct that establishes clear expectations for appropriate behaviour with children;
- Standard 4:* Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel;
- Standard 5:* Processes for responding to and reporting suspected child abuse;
- Standard 6:* Strategies to identify and reduce or remove risks of child abuse;
- Standard 7:* Strategies to promote the participation and empowerment of children.

All staff, volunteers and contractors have to be made aware of these standards, to show they understand them, and to comply with them. Northside Christian College staff and Committee of Management have been trained and are familiar with the new Child Safe Standards.



Child Safety Resources

Child Safe Strategy Document

Northside Christian College has strengthened the safety of our operations as a result of the implementation of the Child Safe Standards at the College. A key objective for Northside Christian College is to embed child safety practices into our culture. The work that is involved in building a child safe organisation is never completed. It is a dynamic, multifaceted and ongoing developmental process of learning, monitoring and reviewing. Maintaining a child safe organisation is not a one-off task. It must become part of our College's ongoing processes and be embedded into our culture. The College Community's feedback and support with developing a child safe culture is greatly valued. A copy of the College's Child Safe Strategy Document is available on the College website on the Child Safety page.

Child Safety Policy

The Northside Christian College Committee of Management has approved the Child Safety Policy, Code of Conduct and Procedures (Policy No. 1). The Child Safety Policy is a comprehensive and overarching document that provides an overview of the key elements of Northside Christian College's approach to creating a child safe organisation. This document is available at the College Office and on the College website.

Child Safety Code of Conduct

Staff, directors, volunteers and contractors at the College are required to abide by the College's Child Safety Code of Conduct. The purpose of this Code is to promote child safety within all College Environments. This document is available at the College Office and on the College website.

Procedures For Responding To And Reporting Allegations Of Suspected Child Abuse

Northside Christian College has a clear procedure for responding to allegations of suspected child abuse in accordance with Ministerial Order No. 870 and other legal obligations. Please use the template document of the Child Safety page on the College website to document any incident, disclosure or suspicion that a child has been, or is at risk of, being abused.

The College has published a wide range of resources on the College website at the following address:

<http://www.ncc.vic.edu.au>



Child Safety Roles and Responsibilities

Child Safety Officer

Northside Christian College has appointed Ms Fiona Dumitrache as the College's Child Safety Officer. The primary purpose of the position is to manage the implementation of the Child Safety Policy (Policy No. 1), especially in relation to training and educating staff and students and to manage any incidents of reporting to ensure Northside Christian College is compliant with all legislation around such reporting.

The Child Safety Officer is a contact person for children, young people, parents, employees and volunteers to seek advice and support regarding the safety and wellbeing of children and young people within our College. The role requires the officer to take action when child protection concerns are reported, including the provision of support to those within the community who have been affected, with an understanding and respect for cultural diversity.

Child Protection Workers

The College's Child Protection Workers are Ms Fiona Dumitrache, Head of Welfare, and Mr Jared Stocks, College Chaplain. The Child Protection Workers have the specific responsibility for responding to any complaints made by staff, volunteers, parents or students in relation to Child Safety. The Child Protection Workers at Northside Christian College will always work concurrently with the Principal and other College Leaders.

Principal

The Principal is responsible for:

- Dealing with and investigating reports of child abuse;
- Ensuring that all staff, contractors, and volunteers are aware of relevant laws, College policies and procedures, and the College's Child Safety Code of Conduct;
- Ensuring that all adults within the Northside Christian College community are aware of their obligation to report suspected sexual abuse of a child in accordance with these policies and procedures;
- Ensuring that all staff, contractors and volunteers are aware of their obligation to observe the Code of Conduct (particularly as it relates to child safety);
- Providing support for staff, contractors and volunteers in undertaking their child protection responsibilities.

Directors of Learning

All Directors of Learning must ensure that they:

- Promote child safety at all times;
- Assess the risk of child abuse within their area of control and eradicate / minimise any risk to the extent possible;
- Educate employees about the prevention and detection of child abuse; and
- Facilitate the reporting of any inappropriate behaviour or suspected abusive activity.

Staff / Volunteers / Contractors

All staff / volunteers / contractors share in the responsibility for the prevention and detection of child abuse, and must:

- Familiarise themselves with the relevant laws, the Code of Conduct, Northside Christian College's policy and procedures in relation to child protection, and comply with all requirements;
- Report any reasonable belief that a child's safety is at risk to the relevant authorities (such as the Police and / or the State-based child protection service) and fulfill their obligations as mandatory reporters;
- Report any suspicion that a child's safety may be at risk to their supervisor (or, if their supervisor is involved in the suspicion, to a responsible person at the College); and
- Provide an environment that is supportive of all children's emotional and physical safety.

Student Welfare and Pastoral Care

At Northside College, Wellbeing is of paramount importance. Students are provided with a supportive and safe environment to be well informed, to explore issues, to identify and work from their strengths, and to enhance their abilities to be resilient in life's challenges and changes that confront them. Students are educated in positive change practices in order to enhance their academic, social and personal lives.

The College Values and Christian Worldview are foundational to the support of students through special programs. The use of both the keys of the You Can Do It! Program and Positive Psychology enhance student engagement in day-to-day College life. Students enjoy Resiliency Days and Wellbeing sessions, of which support Health classes across the College. Topics such as organization, persistence, confidence, healthy living, healthy relationship development and maintenance, online and personal safety, drugs and alcohol, harassment, self-esteem and healthy body image are explored.

The College also views the family unit, in its various forms, as critical to a student's wellbeing, and therefore provides parent seminars aimed at supporting and equipping parents, whilst enhancing student growth and learning.

We have a dedicated and caring multi-disciplinary Welfare Team who provide a supportive and confidential service within the College. Both Head of Welfare and the College Chaplain are available to students and their families. Two visiting Clinical Psychologists are also available by appointment, providing for the more specific needs of a student. A small fee is charged by the psychologist for this service.

Northside Christian College promotes and provides a supportive learning environment in which all students can expect to feel safe, supported and respected. We recognise the need for clear, transparent and explicit programs and policies to ensure students' physical, social, spiritual and emotional wellbeing. Effective pastoral care at the College is achieved through promoting positive school environments that support the physical, social, intellectual and emotional development of every student.

Counselling and Wellbeing

Students develop best in schools where teaching and learning occurs in a context of student pastoral care. Schools need to be safe and caring places for students and their teachers. To achieve these goals, Northside Christian College aims to create a caring school environment in which students are nurtured as they learn.

Pastoral care is achieved through:

- Quality and supportive relationships;
- Comprehensive and inclusive approaches to learning;
- Effective networks of care;
- Appropriate and effective pastoral care strategies; and
- Supportive and coordinated organisational structures.

We are grateful to be able to provide a wide range of support services to our College community lead by our Welfare Team at Northside Christian College.

- Ms Fiona Dumitrache - (Head of Welfare)
- Mr Jared Stocks - (Chaplain)
- Mr Phil Waters - (Student Welfare: Middle School)
- Ms Lidia Lae - (Principal Psychologist - referral only)
- Ms Alexandra Tait - (School Psychologist - referral only)

Students may access Mr Stocks and Ms Dumitrache at any time for mentoring support. Mr Waters also has a few periods allocated for general student wellbeing support. Should you like more information about how the Wellbeing Team can help you this year, please do not hesitate to contact anyone on the team.

Home Group Teachers

Every year level at the College has a Home Group Teacher. All staff are committed to the personal and spiritual wellbeing of their students. The Home Group teacher has a special concern for the student as an individual and encourages personal growth.

College Chapels

Weekly Chapel services offer encouraging presentations designed to be relevant to students. All our students attend and are given the opportunity to participate. Students are encouraged to offer musical presentations, sing along with songs lead by staff and students, interact with presenters and celebrate student achievements.

Policy and Procedures

The College have approved a wide range of strategies, policies, procedures and practices that are inclusive of the needs of all children, including students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background. We promote and provide a supportive learning environment in which all students can expect to feel safe, supported and respected. We recognise the need for clear, transparent and explicit programs and policies to ensure students' physical, social, spiritual and emotional wellbeing.

A number of key policy documents have been updated during the past two years to ensure childrens' safety and wellbeing is a priority. Furthermore, the development and implementation of the policies below have assisted in ensuring the College is compliant with the Child Safe Standards.

- Child Safety Policy Code of Conduct and Procedure (Policy No. 1)
- Employment Policy (Policy No. 2)
- Staff Induction Policy (Policy No. 9)
- Staff Contact with Students Policy (Policy No. 11)
- Pastoral Care Policy (Policy No. 12)
- Grievance and Complaints Management Policy (Policy No. 14)
- Student Anti-Harassment and Bullying Policy (Policy No. 20)
- Supervision Policy (Policy No. 22)
- Sexual Harassment Policy (Policy No. 23)
- ICT and Internet Acceptable Use Policy (Policy No. 24)
- Inclusive Education Policy (Policy No. 27)
- Volunteers Policy (Policy No. 29)
- Police Checks Policy (Policy No. 31)
- Visitors to the College Policy (Policy No. 32)
- Behaviour Management Policy (Policy No. 36)
- Student Travel in Staff Cars Policy (Policy No. 38)
- Whistle Blower Policy (Policy No. 39)
- Working with Children Policy (Policy No. 40)
- Risk Management Policy (Policy No. 42)
- Reportable Conduct Policy (Policy No. 49)

“A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another.”

John 13:34-35

Behaviour Management

Below is an extract from the College's Behaviour Management Policy (Policy No. 36). A copy of the College's Behaviour Management Policy document is available from the College Office. An extract is also published on the College website.

Northside Christian College have as its central pillar the Principles of Restorative Justice. We aim to embed restorative approaches and use Restorative Justice Conferences in order to support our Behaviour Management Policy.

The College will use Restorative Justice as an educative approach, to help those involved to learn how to change. Restorative Approaches underpin our Behaviour Management Policy and offer an alternative to the traditional responses to challenging behaviours.

The Behaviour Management Policy is written in the belief that an understanding, shared throughout the College, of principles, procedures and practices, is the most effective method of achieving a united College community of which all its members can be proud.

Restorative Approaches can assist the development and repair of relationships between students and adults. The approach is respectful of the dignity of all concerned.

Restorative Practice

Restorative Practice is a process that actively encourages students to speak about their actions, consider their effects on others and help decide the best way of repairing any harm done to relationships. It provides a range of approaches to reduce the harm and to fix "damage" to relationships caused by incidents. It is a problem-solving approach, which supports students in their efforts to build personal relationships as a means of overcoming social conflict. Restorative Practice is a process which is authoritative and re-integrative. It stresses high support for students and high personal control. Teachers, using restorative practices, develop in their students social problem solving skills and empathy. Restorative practice reflects an approach to behaviour management that aims to disciple and guide students, rather than punish them.

Northside Christian College is committed to creating quality relationships through the Principles of Restorative Practice that:

- Develop an awareness in students about the effects of their behaviour on others;
- Avoid scolding and lecturing students;
- Actively involve students in discussing the reasons for and effects of their actions on others;
- Address behaviour whilst still maintaining a student's dignity;
- View poor behaviour as an opportunity to learn through problem solving and focusing on the future;
- Provide students with a range of future options for behaviour;
- Form the basis of classroom management practices at the College.

The use of Restorative Justice at Northside Christian College

A restorative approach to behaviour management will require all staff working with our students to be aware of the principles of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the College community. The principles and use of Restorative Justice will be a regular feature in the College's Continuing Professional Development program both at the beginning of the College year and where appropriate at other times.

The Restorative Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way have they been affected?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The questions are neutral and non-judgemental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

Steps for managing suspensions and expulsions of students

The College's steps for managing suspensions and expulsions of students is detailed in the College's Behaviour Management Policy. This policy is published on the College website and is also available from the College Reception Office.



Sport

Northside Christian College believes that school sport is an integral part of students' overall development, having the potential to impact on the physical, social, emotional and mental health of students.

Timetabled Sport and Physical Education are part of the school curriculum and is set up for development, practice and mastery of skills whilst maintaining the main aims of the sports program.

Primary School

Students in the Primary School have an opportunity to participate in a wide variety of sporting programs throughout the academic school year.

Students in Prep to Year 6 participate in Learn to Swim lessons during Term 1 each year. This program provides a broad, balanced program of swimming, water safety and survival skills in preparation for a lifetime of safe activity in, on or near the water.

The Prep to Year 2 students are involved in a perceptual motor skills program called "mini movers" which helps improve fundamental and gross motor skills, eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skills.

Our College participates in Athletics, Cross Country and Swimming competitions against other Christian Schools as part of the Christian Schools Events Network (CSEN).

Students have also enjoyed the opportunity to participate in a wide range of clinics providing them with a chance to develop skills in a range of sports. These include Gymnastics and Dance programs as well as a whole range of sport specific clinics. Students from Years 1 to 6 are involved in Basketball clinics and games in the Hoop Time program. Lunchtime House Sports also provide students sporting opportunities.

Secondary School

Students from Year 7 to Year 12 are encouraged to participate in a wide range of sporting activities that complement the school based Physical Education program. Students are provided with the opportunity to develop an understanding of the skills, concepts and rules in a wide range of sports. Students from Year 7 to 10 continue to consolidate and refine their swimming and survival skills within a Term 1 swimming program.

Northside Christian College is aligned with one main sporting body: the Christian Schools Events Network (CSEN). The aim of these sporting networks is to promote friendship, goodwill and a spirit of sportsmanship and comradeship, together with healthy competition. These inter-school competitions cover a wide range of seasonal sports including: Netball, Volleyball, Soccer, Basketball, Tennis, Cricket and Softball. Annually, all students are challenged to compete in the CSEN Swimming, Cross Country and Athletics carnivals.



Sporting Opportunities in 2018



Term 1

Prep to Year 10 Swimming Program
Year 3 to 12 Swimming Carnival
Prep to Year 2 Swimming Carnival
CSEN Secondary Swimming Carnival
CSEN Primary Swimming Carnival

Term 2

Whole School Athletics Carnival
CSEN Swimming Champions Carnival
Year 1/2 Hoop Time Day
Year 3 and 4 Hoop Time Day
Year 5 and 6 Rally Day
CSEN Soccer, Volleyball, Netball (Bendigo)

Term 3

CSEN Cross Country Championships
CSEN Secondary School Athletics Carnival
CSEN Primary School Athletics Carnival
CSEN Soccer and Basketball (Geelong)
Year 5 and 6 Hoop Time Day
Year 5 and 6 Rally Day
CSEN VCE Rally Day (Boys Basketball, Girls Soccer and Girls Volleyball)

Term 4

CSEN Athletics Championships
Year 5 and 6 Hoop Time Regional Finals
Indoor Primary Sports House Round Robin

Secondary Sports Enrichment Program

During each term, the College has conducted a 4 - 5 week program to offer more variety in the Sport and Physical Education program in the Secondary School. Students have gained experience in a range of sports including gymnastics, racket sports, self-defence, tennis, hip hop classes, rock climbing, ninja warrior courses and trampolining.

Squads

The College provides students with an opportunity to train regularly leading up to major sporting carnivals in swimming, athletics and cross country. Many students and staff have made the commitment to train before school leading up to these events.

Schools Sporting Grants (Primary & Secondary)

Sporting Schools is a \$160 million Australian Government initiative to get children committed to a lifelong love of sport. Australian primary schools can apply for funding each term to deliver Sporting Schools activities before, during or after school hours. The College is grateful to the Australian Government for the opportunity to successfully apply for grants to run tennis, gymnastics, netball, swimming, athletics, AFL and cycling sessions.

Instrumental Music Program

Northside Christian College offers a vibrant and exciting music program. Each week the College offers students the opportunity to take part in many varied ensembles and we seek to provide pathways for students to explore their musical potential in a positive and supportive environment.

Each week the College has a number of highly trained professional tutors who come in to the College and work with students enrolled across the school. These tutors also work with students in groups and ensembles providing direction and support. In this way students are given the best opportunity to grow and develop at their own pace.

The College offers:

- Individual tuition on your chosen instrument (available with parent approval and at extra cost to school fees).
- Performance opportunities at special events, school assemblies, community events and special competitions.
- Weekly lunch-time and before school ensembles. Open to all students in the year level brackets listed.

Weekly Ensembles

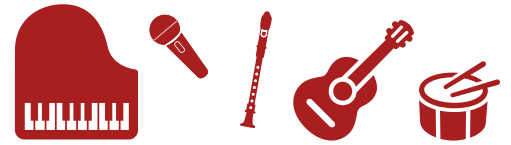
The following weekly ensembles are offered at Northside Christian College:

- Secondary Concert Band (Opt-in Secondary School program)
- Senior Primary Concert Band (Compulsory program)
- Secondary Vocal Ensemble (Suitable for singers in the Secondary School)
- Primary Choir (For primary age students)
- Senior Band (For Senior students wishing to play in a contemporary band context)
- Chapel Band (Available for students across Secondary)
- Middle School Band (Suitable for students in Year 7 and 8)
- Primary Band (Available for upper primary students who wish to play in a contemporary band context)

Broader Music Performance Opportunities for Students

Northside Christian College seeks to share music with the broader community and we meet this goal by sharing music at local aged care facilities, local community events and specific music eisteddfods and competitions.





Music Recitals

Each year at the College hold recitals to provide an environment where students can perform and showcase their skills. Recitals are held at the end of each semester:

- Semester 1: The College holds two mini recitals for small groups and individual performers
- Semester 2: The College conducts one ensemble recital allowing our groups and ensembles to perform.

In 2018, Northside Christian College continued to see growth in the instrumental music program. Under the leadership of the program Coordinator the College saw over 90 students from across

Prep - Year 12 undertaking individual or group lessons in Guitar, Piano, Voice, Violin, Cello, Trumpet, Trombone and Drum Kit. All of the enrolled students were given selected opportunity to perform at special events throughout the year as well as three recital evenings held at Encompass Church Auditorium.

In an effort to support the student's individual learning, the College offered lunchtime ensembles on a weekly basis for students to further develop team building, working with a professional tutor and being part of a musical community. These groups included Secondary Concert Band, Primary Choir, Middle School Band, Senior Band, Primary Band and the Secondary Vocal Ensemble. These groups had the opportunity to perform regularly for the school community at assemblies and special school events such as open days, special showcase evenings and celebration night. A key goal of the ensemble program was to engage with the wider community. We achieved this goal by performing in places such as Bundoora aged care facility and Bundoora Extended care Facility during the year.

In 2017 the College began strategic implementation of a curriculum concert band program for Year 6 students. This class program has continued throughout 2018 and has proven to be a great success. This program is now a feeder program for the Secondary Concert Band, which now has 15 students opting to play a concert band instrument and continue their studies in Year 7 and 8. The Concert Band program currently serves 54 students across Years 6 - 8 at the College.

To allow for the continued growth and further develop programs offered in 2018, the College added a number of new staff to the music program, which now includes professional music staff of 9 tutors across all the instruments offered for both individual learning and band program tutoring. During 2018 we had tutors working in the primary concert band, lunch time ensembles and secondary concert band programs supporting and developing the students abilities. Students showed good levels of participation, engagement and development throughout the year.

Northside Christian College values music as an art form created by God. Music as an art form and method of self-expression provides opportunity for students to excel in their personal growth, build resilience and self-confidence, work in individual and team based environments, significantly contribute to their own academic and personal development, build community and team work and glorifying God in our community through the arts. Upon reflection of these values, the College strongly supports the Instrumental Music Program and its future development.

Student Leadership

Student Leadership

Our Student Leadership Program provides opportunities for students to develop and put into practice their leadership potential in serving their fellow students and the wider community. We seek to be a "school without borders", and increasingly work alongside local universities and other organisations to maximise access to high quality learning environments.

At Northside Christian College, we have identified leadership as an important skill to develop in all of our students. Our students can serve as leaders in a variety of ways in our College community. Students can lead in sport, academics, chapel and community service. All students can be role models for others in our College community. We are encouraged in the Bible, *"As each has received a gift, use it to serve one another, as good stewards of God's varied grace: whoever speaks, as one who speaks oracles of God; whoever serves, as one who serves by the strength that God supplies—in order that in everything God may be glorified through Jesus Christ. To him belong glory and dominion forever and ever. Amen."* 1 Peter 4:10-11 (ESV)

We wish to thank our 2018 school leaders for their commitment and service:

Primary School Captains

Ethan Green and Emma Ruiz

College Captain's Assistant

Ivy Lieu

Middle School Captains

Zoe Dunn, Sofia Ilkanovski and Bisola Morakinyo

College Captain

Olivia Ryan

Senior School SRC Representative

Gabrielle Tucker



College House Program

In 2016, Northside Christian College re-launched the College's House Program. Students at Northside Christian College have been allocated to a House for academic, sporting, cultural and service events. This allows recognition of effort and achievement in academic pursuits, College and community service, the demonstration of College Values, and participation in the life of the College on top of sporting pursuits. A House Program will assist the College in continuing to foster a family-like atmosphere within the College community. Furthermore, a House Program will provide an opportunity for students to form a greater connection with their school community.

There will be a number of benefits for students being members of a House. The newly launched House Program has helped us to develop social cohesion across the year levels; healthy competition between the house teams provides motivation for our young people to represent their Houses with determination in a variety of activities.

The Houses will provide students with not only an increased sense of identity and belonging, but also a sense of tradition over time. It will be another opportunity for whole school interaction amongst students and families.

The House Program will also provide additional leadership opportunities for our students in the Primary and Secondary School.

2018 House Captains

	 Conquerors	 Knights	 Warriors
Primary School	Jordan Dontsios Sophia Escuro Madison Kluchkovsky	Amelia Galati Noah Lord Suhanyahan Piratheepan	Alex Franck Sarah Halden Sarah Sutherland
Middle School	Miriam Assaad Anu George	Maitree Asamaphan Shania Tavargeri	Anthony Boag Julia Wardowska
Senior School	Abigail Karunaratne	Ruth Vaiano	St John Woollacott

We congratulate the Courageous Conquerors who were the victorious House team for the 2018 academic school year at Northside Christian College.!



Parents and Friends

The Parents and Friends group exists to offer support to the school community, parents and teachers of Northside Christian College. The group organises and conducts fundraising events and social activities (especially keeping in mind new parents to the school) and endeavours to raise the profile of the school in the local community. This is done in consultation with the College Principal and the Committee of Management.

The College community recognises that the Parents and Friends group does a truly magnificent job of supporting the mission to which we are called: "Transforming lives through Christ and the wonder of learning".

Some of the activities and programs the Parents and Friends contribute to include:

- New Parents Welcome Morning Tea (first full day back)
- Meet the Principal Morning Tea
- Mother's Day Stall / handing out flowers
- Father's Day Stall
- Father's Fun Day
- Prep Orientation Program: Prep Mingle Morning tea and Teddy Bear Picnic Afternoon Tea
- Twilight Open Evening BBQ
- Semester 1 and 2 Learning Showcase BBQ
- Assisting with the Book Week Scholastic Book Stall
- World Teachers Day
- Year 6 Graduation
- Year 12 Graduation Dinner
- Hot Food Days / Pop Up Canteens
- Bunnings BBQ / Cake Stall fundraiser
- School Banking
- Australia's Biggest Morning Tea Fundraiser

New Playground

In 2018, the Parents & Friends working with Adventure+ installed a specially designed, brand new, House Team coloured and sensory friendly playground near the Gym fully donated by P&F at a cost of \$17,660. It is lovely to see our Primary School students enjoying this new play area exploring, sliding, swinging and playing on the brand new playground. We would also like to acknowledge the site preparation and work that was coordinated by Mr Stephen Nelson, our Facilities Manager.

Fundraising

- Money raised in the past has been used towards purchase &/or construction of the following:
- Design and Technology building
- Basketball Court
- Pottery Kiln
- Gym
- Playground equipment
- Shade sails
- Data Projectors

Northside Christian College deeply appreciates the enthusiasm, time and effort of the many parent, friends and alumni who help to enrich the lives of our children.

2017/18 Parents and Friends Committee

President: Elizabeth Tsiros
Vice President: Fleur Wedding
Treasurer: Sharon Bengtsson
Secretary: Kat Smith

2018/19 Parents and Friends Committee

President: Liliana Caldwell
Vice President: Kat Smith
Treasurer: Sharon Bengtsson
Secretary: Fleur Wedding

Additional Information

If you would like to know more about any of our Northside Parents and Friends events, please contact our School Representative Elizabeth Tsiros and the President of Parents and Friends, Liliana Caldwell on 9467 2499.

Attendance Data

2018 Student Attendance

Year Level	2018 Overall Attendance
Preparatory	95.90%
Year 1	97.00%
Year 2	95.90%
Year 3	94.60%
Year 4	96.20%
Year 5	96.50%
Year 6	94.70%
Year 7	96.70%
Year 8	96.40%
Year 9	96.10%
Year 10	93.80%
Year 11	95.00%
Year 12	93.20%



Procedures for Daily Absentees

Student attendance is recognised as a significant factor that contributes towards academic success at Northside Christian College. The College highlights the importance for students to arrive on time and be present at school for as many days as possible.

The College regularly communicates with families in regards to any absence from school. Attendance is recorded twice daily for Primary School classes, and at the commencement of every period for Secondary School classes. Attendance is recorded in the Student Management System. Unexplained absences are followed up promptly by the Administration staff at the College on the day of a student's absence.

The College implements an Attendance and Roll Marking Policy (Policy No. 33) to ensure compliance with Government requirements.

Attendance for students participating in courses provided by another senior secondary course provider (i.e. VET providers) is monitored by the College Administration staff.

Attendance Email

Student attendance communication at Northside Christian College is directed to the following email address:

attendance@ncc.vic.edu.au

Families and external providers have been encouraged to add this email address to their contacts to easily advise the College of all school matters including:

- Absence Notification
- Early Departure (e.g. Medical/Dental Appts)
- Late Arrivals (For arrivals after 8:45am)
- Out of Uniform Notification
- Any changes to normal pick up arrangements children

Student Attendance Collection

Each year the Department of Education and Training undertakes the task of collecting attendance data from non-government schools for Years 1 to 10. The data collected by the Department is forwarded to the Australian Curriculum, Assessment and Reporting Authority (ACARA) for publication on its 'My School' website. Schools are required to complete the Student Attendance Collection as part of their obligations under the Australian Education Act 2013.

Enrolment Policy

Extract of the College's Enrolment Policy

Purpose of this policy

- I.1 Northside Christian College is committed to ensuring that students are enrolled in the College in a manner that is fair and transparent.
- I.2 The College is committed to maintaining accurate records that comply with the College's legal obligations in relation to school enrolment.
- I.3 The Enrolment Policy sets out the principles and framework governing the basis on which students are admitted to the College. The policy, together with the policy implementation documents should be read and understood by parents and guardians and those responsible for implementing the policy.

Principles

- 2.1 The College is committed to ensuring students are admitted to the College in a manner that is fair, transparent and non-discriminatory.
- 2.2 The College will publish clear criteria as the basis on which admissions are made.
- 2.3 Northside Christian College offers a Christian-based education programme. All children will be considered for enrolment regardless of ethnic origin, gender, denomination or disability. The College will give preference to children as set out in the criteria shown Appendix G of the policy.
- 2.4 Enrolment at Northside Christian College, as far as its resources shall allow, is open to all children regardless of the religious affiliation of the family, providing that the parents / guardians accept and support the College's Statement of Faith (Appendix H).
- 2.5 The College keeps and retains accurate records of school enrolments that comply with its Commonwealth and State legal and regulatory requirements.

Aims of the policy

- 3.1 To ensure admission to the College is fair, transparent and non-discriminatory.
 - 3.2 To explain clearly the basis on which offers of admission are made.
 - 3.3 To comply with the requirements of Education and Training Reform Act 2006 (Vic.) and other relevant legislation.
- Please contact the College Reception Office for a copy of the Enrolment Policy (Policy No. 45).



Enrolment Data

Student Enrolment

2012 - 279 students
2013 - 278 students
2014 - 265 students
2015 - 272 students
2016 - 282 students
2017 - 318.4 students
2018 - 354 students

2018 Enrolment Data

Prep	40
Year I	32
Year 2	38
Year 3	24
Year 4	29
Year 5	30
Year 6	27
Year 7	27
Year 8	26
Year 9	23
Year 10	15
Year 11	23
Year 12	20

Enrolment

Northside Christian College welcomes all enrolment enquiries. The College is offering classes between Prep and Year 12 in 2019. As places are limited, applicants are advised to apply well in advance of the intended year of commencement to avoid disappointment.

For all enquiries regarding enrolment, please contact our Registrar at the details below:

Ms Hannah Tucker
T: 03 9467 2499
F: 03 9467 4899
E: enrol@ncc.vic.edu.au



Teaching Staff

Staff Qualifications

All teaching staff must have current Victorian Institute of Teaching (VIT) registration. This requires appropriate Tertiary level qualifications, minimum PD hours and Police Checks. Northside Christian College is committed to securing and keeping qualified and experienced staff who add to the culture of the College. Every Northside Christian College staff member (teaching and non-teaching) has either completed a satisfactory Police Check or holds a current Working with Children Check card.

2018 Staff Statistics

Non teaching Staff (FTE)	14.81
Teaching Staff (FTE)	30.28
Aboriginal or Torres Strait Islander Staff (FTE)	0
Staff Male (FTE)	14.89
Staff Female (FTE)	30.20
Staff attendance rate:	94.28% *

* Includes Annual Leave, Compassionate Leave, Maternity Leave, Long Service Leave, Parental Leave, Personal / Carers Leave

Teaching Staff Qualifications

The impact of teacher quality on student learning is significant. Teacher quality is vital to student achievement. At Northside Christian College, we truly understand this and its implications for how we hire, develop and retain the teachers who will enable us to achieve our student learning outcomes and strategic goals. At Northside Christian College, we value the experience and knowledge that our colleagues bring with them. Furthermore, we acknowledge the importance of lifelong learning and the role of professional learning and development for all teachers. The chart below outlines the qualifications of each staff member.

Teaching Staff

Higgins, Damian	Bachelor of Science, Graduate Certificate in Education
Bond, Michael	Bachelor of Information Systems (Electronic Commerce), Master of Science in Education (K-6), MACEL, MACE, FAICD
Bland, Colin	Bachelor of Engineering, Bachelor of Education
Cogger, Rebekah	Bachelor of Education
Connelly, Teresa	PhD in Geography and Environmental Science, Bachelor of Arts, Graduate Diploma of Education (Hons)
Devine, Patrick	Bachelor of Education
Dumitrache, Fiona	Bachelor of Education, Diploma of Teaching, Graduate Diploma of Arts (Counselling)
Eichwald, Anastasia	Master of Education (Philosophy), Bachelor of Arts
Eng, Serene	Bachelor of Engineering (Hons), Graduate Diploma in Education, Master of Education (Education Leadership)
Eynaud, Angela	Bachelor of Arts, Graduate Diploma of Education
Eynaud, James	Bachelor of Biological Sciences, Graduate Diploma of Teaching
Fieldew, Judy	Bachelor of Education, Bachelor of Nursing
Fishwick, Lyn	Bachelor of Education
Furlong, Margaret	Diploma of Teaching, Bachelor of Education, Graduate Diploma in Mathematics, Graduate Certificate of Special Education, Graduate Certificate of Counselling
Gatt, Christopher	Bachelor of Arts, Graduate Diploma of Education (Secondary)

Teaching Staff continued...

Georgio, Anthea	Bachelor of Education, Diploma of Arts
Gorfine, Sam	Bachelor of Education (P-12), Cert III in Christian Ministry
Harri, Esa	Bachelor of Education (Primary)
Horneman, Amy	Bachelor of Arts, Bachelor of Education (Secondary), Master of Arts (Applied Linguistics)
Longley, John	Bachelor of Applied Science, Graduate Diploma of Education
Rowse, Hannah	Bachelor of Education
Metcalfe, Andrea	Bachelor of Education; Diploma in Teaching
Simic, Sharon	Bachelor of Social Sciences (Pastoral Counselling), Master of Teaching, Certificate of Religious Education (Primary)
Simmons, Christopher	Bachelor of Education
Stocks, Christie	Bachelor of Arts, Graduate Diploma of Education (Primary)
Tan, Eleanor	Bachelor of Arts (Psychology), Graduate Diploma of Education, Master of Education (Early Childhood)
Tucci, Olivia	Bachelor of Arts (Psychology), Bachelor of Teaching
Varghese, Susan	Master of Education, Master of Science
Veljenovski, Antionetta	Bachelor of Education, Diploma of Teaching (Primary)
Venegas, Anna	Bachelor of Education (Primary and Early Childhood)
Waters, Lenna	Master in Education (Home Economics Education), Bachelor of Science (Home Economics)
Waters, Philemon	Bachelor of Science, Graduate Diploma of Education, Master of Arts
Watson-Jones, Kirsty	Bachelor of Applied Science (Physical Education)
Westland, Jo	Bachelor of Education
Worrell, Shevaun	Bachelor of Arts (Creative Arts), Graduate Diploma of Education (Secondary), Cert IV in Youth Development
Zuccolo, Annelie	Diploma of Photography, Bachelor of Arts, Bachelor of Teaching (Secondary), Master of Arts (Communications)
Lisle, Joy	Bachelor of Arts, Graduate Diploma of Education
Watson-Jones, Kirsty	Bachelor of Applied Science (Physical Education)

The Rose Latimer Award



The Rose Latimer Award is a way to honour and remember Rose Latimer who was the much loved Office Manager, Enrolments Officer and Receptionist at Northside Christian College for 16 years. When she passed away, a family in the College generously offered to remember Rose by awarding a trophy and cash amount to be used for Professional Development to a staff member nominated by their peers.

The Rose Latimer Award is given to a current staff member for exemplifying the College values of Faith, Hope, Love, Service, Community, Grace, Humility, Integrity and Perseverance, reflecting the heart of 1 Corinthians 13:13.

This year's recipient was nominated for displaying all the College values daily. He was described as being "full of integrity and prayerful". The students from Primary to Senior School love him. No one else gets as many handshakes in the yard. His depth of integrity, service and care for the students is unparalleled. This year, the Rose Latimer Award is awarded to: Phil Waters.

Professional Learning and Development

Northside Christian College has an ongoing commitment to the professional development of all staff. This commitment includes staff growth in their understanding about College policy and practice, including health and safety. Importantly, as a Christian College, we undertake professional development to grow our understanding and to develop our practices with respect to outworking our Christian faith.

As an educational institution, our staff are supported in their professional networks, teaching associations and support agencies including Independent Schools Victoria and Christian Schools Australia.

All teachers are required to declare they have undertaken a defined quantity and scope of professional learning and development activities when applying for renewal of registration with the Victorian Institute of Teaching (VIT). Teachers are required to undertake at least 20 hours of professional learning and development that is referenced to the Australian Professional Standards for Teachers (APST) each year.



Image Source: Victorian Institute of Teaching. (2014). Professional Development. Retrieved from <https://www.vit.vic.edu.au/registered-teacher/renewing-my-registration/professional-development>

Professional learning and development sessions at Northside Christian College are organised in line with annual goals and priorities. Northside Christian College is committed to providing staff with access to ongoing Professional Development consistent with the Australian Charter for the Professional Learning of Teachers and School Leaders.

Teaching staff regularly participated in staff meetings, curriculum meetings and individual professional learning and development.

Some of the Professional Development sessions conducted in 2018 include:

- Anaphylaxis Training
- Attendance and Roll Marking Policy Briefing
- Behaviour Management Policy Briefing
- CSA VIC / TAS State Conference
- Connecting Learners with God's Big Story
- Child Safe Standards Policy Briefing
- First Aid Training
- Mandatory Reporting eLearning Module
- NAPLAN Briefing for Test Administrators
- Nationally Consistent Collection of Data on School Students with Disability (NCCDSSD) Training
- New Teacher Induction
- Occupational Health and Safety Policy Briefing
- Professional Learning and Development Policy Briefing
- Reportable Conduct Policy Briefing
- Risk Management Policy Briefing
- Rubicon Atlas Curriculum Mapping Software
- Special Provision Briefing
- Student Anti-Harassment and Bullying Policy Briefing
- Supervision Policy Briefing
- Teaching and Learning Framework
- Volunteers Policy Briefing

Community Feedback

During 2018, a wide range of stakeholders at Northside Christian College completed the LEAD School Effectiveness Surveys. This information has been a valuable resource for the Executive Team and Committee of Management as they continue to review and implement the College's Strategic Plan.

The Student Satisfaction Survey highlighted areas of strength including:

- Teachers having high expectations of learning
- Students feel like Northside Christian College is a safe place to learn
- Peer Relationships

The Student Satisfaction Survey highlighted areas where improvement is needed, including:

- Personal Development
- Discipline
- Feedback

The College also provided students with an opportunity to participate in the Year 12 Exit Survey during 2018 as part of the Lead School Effectiveness Surveys. Our Year 12 surveys highlighted our graduates were overwhelmingly satisfied with their experience at Northside Christian College. Furthermore, the survey emphasised that our Year 12 students felt safe, encouraged to develop an appropriate set of life values and that they experienced high quality teaching.

The Staff Satisfaction Survey highlighted areas of strength including:

- The availability of Technology
- Parent Involvement
- Clearly articulated goals, values and educational philosophy

The Staff Satisfaction Survey highlighted areas where improvement is needed, including:

- Communication of Discipline expectations
- Resources and co-curricular offerings
- Feedback and appraisal process for staff

The staff survey further highlighted that overall our staff are happy to recommend Northside Christian College to the broader community.

The Parent Satisfaction Survey highlighted areas of strength including:

- Pastoral Care
- Discipline and Safety
- Overall Satisfaction with the College

The Parent Satisfaction Survey highlighted areas where improvement is needed, including:

- Resources and co-curricular offerings
- Transition at the College
- Academic Program

Additional feedback is gathered from students throughout the year via the Student Representative Council (SRC). The SRC provides a mechanism for students to share their feedback. Student leaders are encouraged to be the voice of their peers in this forum.

Staff satisfaction was regularly monitored through personal interviews with members of the College Executive Team. Staff meetings together with evaluation processes enable diverse opportunities for staff to express openly and collegially levels of satisfaction and dissatisfaction with areas of the College and specific operations. The College has also introduced a Wellbeing Committee.

Satisfaction amongst parents, teachers and students is continually measured through a variety of means. Feedback from parents is welcomed through formal and informal meetings and interviews. A number of surveys have been conducted within the College community during the past few years and the data collected has provided the basis for new projects and initiatives and also supports the justification of existing programs.

LEAD School Effectiveness Surveys

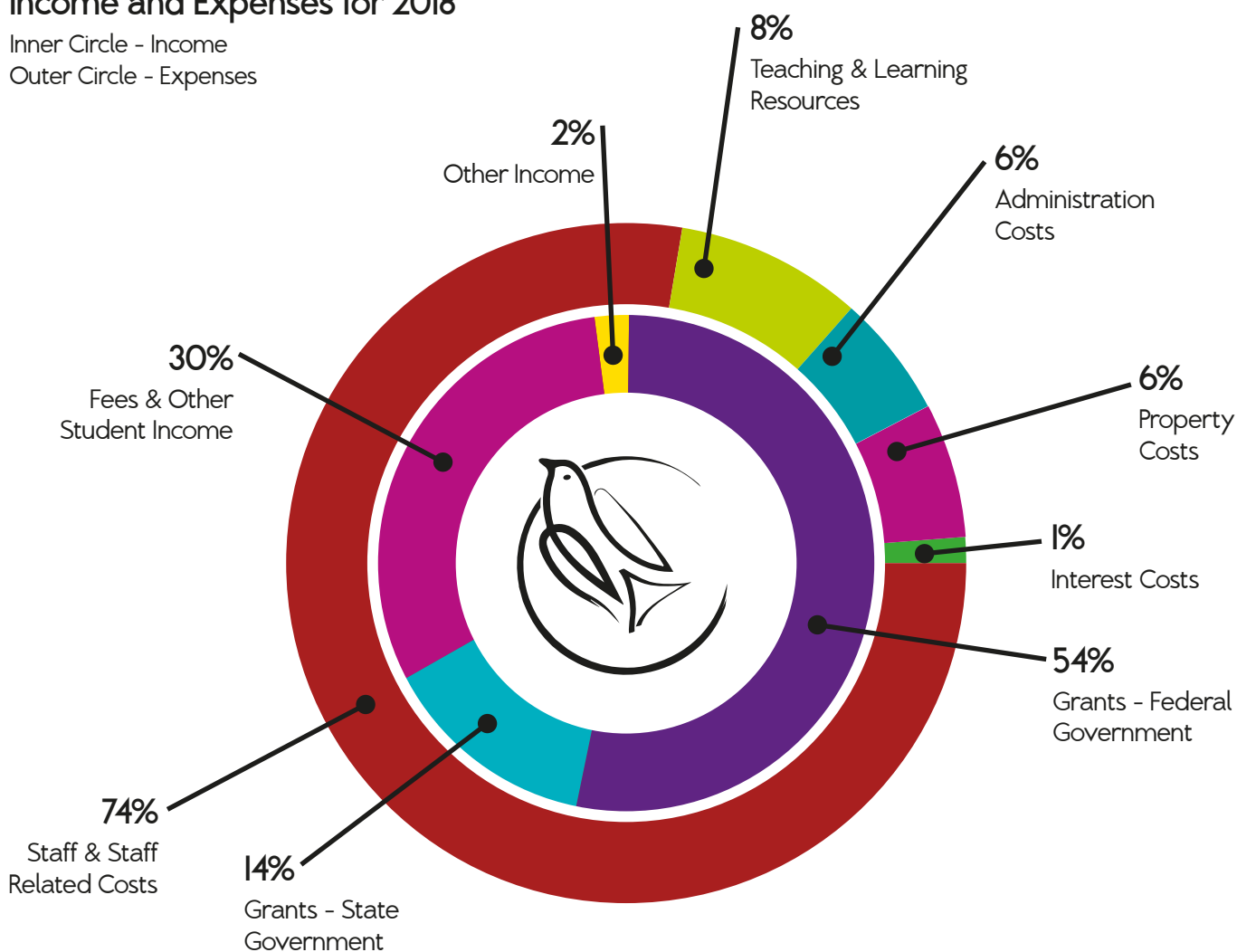
The LEAD surveys are seven psychometrically-tested stakeholder surveys that are statistically proven by Cambridge University to measure school effectiveness. The surveys give school leaders a 360-degree view of the complex, multi-faceted elements of school effectiveness through the eyes of students, parents, staff and board members - the stakeholders most likely to recommend your school to potential families. Unlike other generic surveys, LEAD is the only service tailored specifically for the Independent education sector. This allows you to benchmark your school against similar Independent schools to know how you compare.

For more information about LEAD School Effectiveness Surveys, please refer to:
<https://www.is.vic.edu.au/services/lead-school-effectiveness-surveys/>

Financial Data

Income and Expenses for 2018

Inner Circle - Income
Outer Circle - Expenses



Grounds and Facilities



Construction Works

The College Campus is compact and attractive, and in recent years much work has been done to make the grounds safe and welcoming, with a range of spaces to cater for students of all ages. The permanent buildings are grouped around a central multi-

purpose court. Rooms are spacious, and high quality equipment and furniture ensures that the curriculum can be delivered effectively. In recent years the College has undertaken extensive capital development in the areas of new building works and upgrades.

During 2016, the College concluded the development of our sports precinct, which was officially opened in 2017.

A number of special maintenance projects took place during 2018, including:

- Replaced 70% of fluoro light tubes with LED tubes
- Restoration and Installation of the boat in lower primary playground
- Refurbishment of the Design Technology classroom
- Painting in VCE building stairwell and classrooms
- Installation of ladder access points and harness points for safe working at height practices
- Preparation works for modular classrooms
- Landscaping works

Buildings, Grounds and ICT Facilities

Regular cyclical maintenance programs for key resources ensure that the facilities at Northside Christian College were appropriately maintained. The Committee of Management and Executive Team recognise that a well-maintained College contributes toward a safe and pleasant working environment, builds school pride and morale and enhances the College's image. The College's Annual Maintenance Plan and Essential services Register are outlined in the Maintenance Policy (Policy No. 35).



Occupational Health and Safety

Northside Christian College is committed to providing a work environment that ensures the health and safety of students, employees, contractors, visitors and members of the Community. The Occupational Health and Safety (OH&S) Committee at Northside Christian College promotes and facilitates cooperation between management, staff and students in the development and implementation of OH&S policy, procedures, guidelines and programs at Northside Christian College.

The OH&S Committee at the College for 2018 included the following staff:

- Leigh Adcock
- Teresa Connelly
- Fiona Dumitrache
- Stephen Nelson
- Chris Simmons
- Antonietta Veljanovski
- Lenna Waters



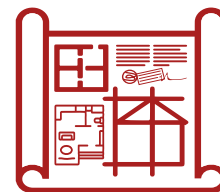
Sustainability

At Northside Christian College we have pursued a number of strategies to reduce our environmental impact and help make our students more environmentally responsible citizens. These include:

- The installation of water tanks to harvest water;
- A paper collection and recycling program;
- Moving to electronic publication of the College Newsletter;
- A 10KW solar panel power generation system;
- Vegetable garden and chicken pen;
- Water Testing at Norris Bank Park and Darebin Creek.

Master Plan for the future

During 2018, members of the Executive Team continued work on developing a new Master Plan for the College. This document will help direct all of our major capital works over the next 10 or more years. The plan will include input from many stakeholders of the Northside Christian College community.



"Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock." Matthew 7:24 (NIV)

Glossary and Acronyms

Academic Year	The current calendar year in which a student is enrolled.
ACARA	Australian Curriculum, Assessment and Reporting Authority.
AITSL	Australian Institute for Teaching and School Leadership (See: www.aitsl.edu.au).
Attendance Rate	Attendance rate, for students at a school, means a percentage representing the total number of full-time-equivalent days the students attended the school to receive primary education or secondary education, divided by the number of full-time-equivalent days the students at the school could have received primary education or secondary education.
Australian Curriculum	The national curriculum being developed for students in Prep - Year 10 covering subject areas outlined in the Melbourne Declaration (2008). (See: www.australiancurriculum.edu.au).
Co-education	The integrated education of boys and girls at the same school facilities; co-ed is a shortened adjectival form of co-educational.
CORP	Continuous Online Reporting Program.
CSA	Christian Schools Australia (See: www.csa.edu.au).
CSEN	Christian Schools Events Network.
Distance Education	Distance education or distance learning is a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance education at Northside Christian College is available to students in 2016 through enrolment with the Distance Education Centre Victoria.
FTE	A representative number that is calculated by assessing the hours worked over the financial year by all full-time and part-time employees, and converting this to a corresponding number of employees as if all staff were full-time.
ICT	Information and Communications Technology.
ILP	Individual Learning Plan.
Independent schools	Schools that are not Government-run and are not Catholic schools. (A very small number of Catholic schools do call themselves Catholic Independent schools.)
Learning Management System	A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery education courses.
Lifelong Learning	The process of acquiring knowledge or skills throughout life via education, training, work and general life experiences.
Literacy	In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.
LSA	Learning Support Assistant.
Middle School	Years 7 - 9 at Northside Christian College.
Monitoring	At the school level this is the process of continually evaluating students' performance or checking that the aims of particular instructional activities have been achieved.
NAPLAN	National Assessment Program - Literacy and Numeracy. Annual tests conducted nationally in Years 3, 5, 7 and 9, covering reading, writing, spelling, grammar and punctuation, and numeracy. The results provide information for teachers and schools on individual student performance on a national basis. This is used to identify areas of strength and where further assistance may be required. NAPLAN tests are part of a collaborative process between states and territories, the Australian Government and non-government schools sectors. (See: www.naplan.edu.au/).

National Minimum Standards	Nationally set standards against which the results of NAPLAN tests are compared. For each year level, a minimum standard is defined and located on the common underlying scale. Band 2 is the minimum standard for Year 3; Band 4 is the minimum standard for Year 5; Band 5 is the minimum standard for Year 7; and Band 6 is the minimum standard for Year 9.
Non-teaching staff	A member of the school who supports the school by providing educational services but does not directly teach students. Non-teaching staff can be engaged at one or more schools and include specialist support staff such as teachers' aides and assistants, administrative and clerical staff, and building operations, general maintenance and other service staff.
Numeracy	A term that emerged in the United Kingdom as a contraction of "numerical literacy". In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.
Prep	Commonly used abbreviation for Preparatory Year. In Victorian, Queensland and Tasmanian schools it is the year before Year 1.
Primary School	Prep - Year 6 at Northside Christian College.
Restorative Practice	The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.
School Improvement Plan	The school improvement plan describes the priorities identified through analysis of student learning (achievement, progress and engagement) and the strategies to improve teaching and learning.
Semester	One half of the academic year.
Secondary School	Years 7 - 12 at Northside Christian College.
Senior School	Years 10 - 12 at Northside Christian College.
SRC	Student Representative Council.
SSG	Student Support Group.
Standardised Test	A system of testing that is administered and graded consistently for all students sitting the test. Students receive the same test items and the same instructions and, except for students granted special provisions, sit the test under the same conditions. The same standards are applied when marking student responses, resulting in comparability of reported grades.
VCE	Victorian Certificate of Education.
VCAL	The Victorian Certificate of Applied Learning (VCAL) is a "hands-on" option for students in Years 11 and 12. Like the VCE, the VCAL is a recognised senior secondary qualification.
VET	Vocational education and training (VET) enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace. The providers of VET include technical and further education (TAFE) institutes, adult and community education providers and agricultural colleges, as well as private providers, community organisations, industry skill centres, and commercial and enterprise training providers. In addition, some universities and schools provide VET.
VIT	Victorian Institute of Teaching. The Victorian Institute of Teaching is an independent professional body for the teaching profession. The Institute registers teachers working in Victorian government, independent and Catholic schools. As with other professions occupying positions of trust and responsibility, teachers are required to be registered in order to practice their profession. All practicing Victorian school teachers must be registered by the Institute.
VRQA	Victorian Registration and Qualifications Authority.
WCSSA	Western Christian School Sports Association.

Useful Links

Association for Supervision and Curriculum Development	www.ascd.org
Association of Christian Schools International	www.acsi.org
Australian Council for Educational Leaders	www.acel.org.au
Australian Curriculum	www.australiancurriculum.edu.au
Australian Curriculum, Assessment and Reporting Authority	www.acara.edu.au
Australian Institute for Teaching and School Leadership	www.aitsl.edu.au
Christian Schools Australia	www.csa.edu.au
Independent Schools Victoria	www.is.vic.edu.au
My School	www.myschool.edu.au
National Assessment Program	www.nap.edu.au
Victorian Curriculum and Assessment Authority (VCAA)	www.vcaa.vic.edu.au

Child Safety Links

Northside Christian College has a Child Safety page on the College website. Please refer to: www.ncc.vic.edu.au.

There are services that you can contact to access more information, and in some cases, to speak to somebody about your concerns.

National Child Abuse Helpline (Child Wise)

Phone: 1800 991 099 <http://www.childwise.org.au>

A toll-free number with access to expert advice from trained counsellors and an opportunity to speak up about child abuse.

Kids Helpline

Phone: 1800 551 800 <https://kidshelpline.com.au>

For any time and for any reason - free, private and confidential phone and online counselling 24 hours a day 7 days a week.

Headspace (National Youth Mental Health Foundation)

Phone: 1800 650 890 <http://headspace.org.au>

Headspace can help if you are aged 12 or over and you are going through a tough time. You can talk to someone at Headspace on the phone, online or in person. They also have a lot of information on their website.

Victorian Centres Against Sexual Assault

Phone: 1800 806 292 <http://www.casa.org.au>

Victorian Centres Against Sexual Assault provide services to child and adult victims/survivors of sexual assault. The assault may have occurred recently or in the past.

Create Foundation

Phone: 1800 655 105 <http://create.org.au>

Creating a better life for children and young people in care.

Youthlaw

Phone: 03 9611 2412 <http://youthlaw.asn.au>

Free and confidential legal advice.

Further Information and Support

Call the police on 000 if you have immediate concerns for a child's safety.

Affiliations

Northside Christian College is proud to be members of the following associations:



Independent Schools Victoria – is.vic.edu.au

Representing more than 200 independent schools throughout the state, including Northside Christian College, ISV speaks to governments, the education sector and the Victorian community on behalf of member schools. ISV's vision is a strong Independent education sector demonstrating best practice, providing excellent outcomes for students and choice for families. In striving to achieve this vision, ISV is helping independent schools to continue providing the best possible education for the citizens of tomorrow.



Christian Schools Australia – csa.edu.au

Christian Schools Australia (CSA) is a peak group serving the diverse needs of a large network of independent Christian Schools. CSA provides professional services, development, direct assistance, information and advice to its members. CSA is a voice for Christian schools, advocating for their needs in the national debate.



Christian Schools Events Network – christianschoolssport.com.au

Christian Schools Events Network (Vic) (CSEN) has been established by the Victorian State Council of Christian Schools Australia (CSA) in 2008 as a service to members of CSA and other Christian schools in Victoria. The aim of the Christian Schools Events Network (CSEN) is to promote the ideals of Christian education among students attending participating schools, encouraging mutual respect and acceptance through the provision of sport and activities.



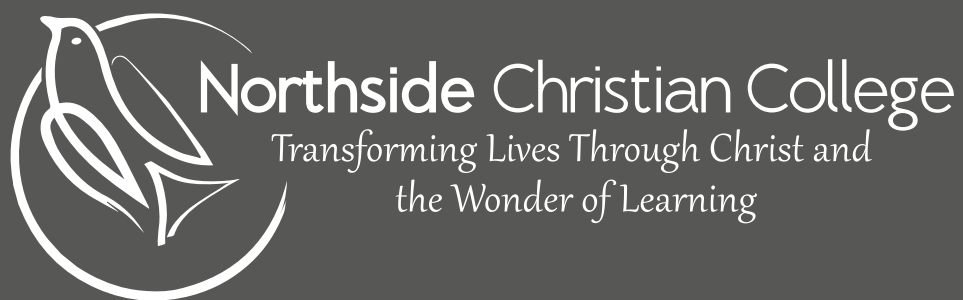
Association For Christian Schools International – acsi.org

ACSI supports over 24,000 schools with 5.5 million students in more than 100 countries globally. This is the largest global network of Christian schools. Our peer association relationship through CSA with ACSI provides opportunities for professional exchange between members of the CSA movement and the global movement of ACSI schools.



Northern Melbourne VET Cluster – nmvc.vic.edu.au

Northside Christian College is a member of the Northern Melbourne VET Cluster. Vocational Education and Training (VET) courses are delivered externally by different training providers in partnership with the Northern Melbourne VET Cluster and are conducted in venues across the region.



Address: 31 McLeans Rd, Bundoora VIC 3083

Phone: 03 9467 2499

Website: ncc.vic.edu.au | Reception: ncc@ncc.vic.edu.au | Enrolments: enrol@ncc.vic.edu.au