



Northside
Christian College

2021 Annual Report



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In producing the 2021 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.

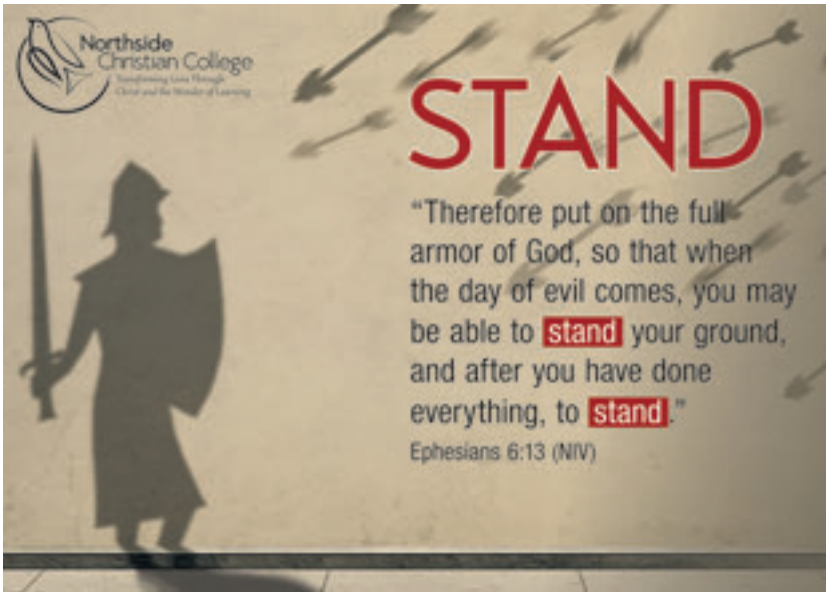
Published by

Northside Christian College
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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.

2021 Overview



42

Years in operation

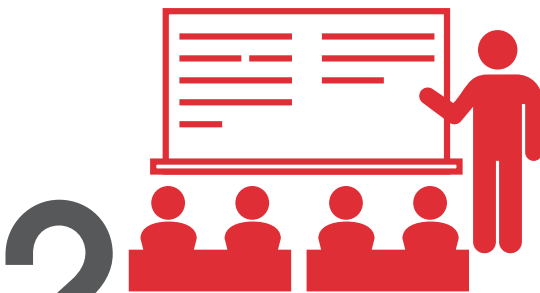


486

Students in 2021



House Teams

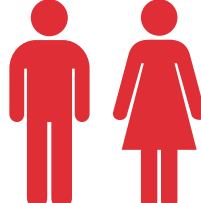


2 Year 9 Classes for the First Time

School Structure



Primary School
Prep – Year 6



Middle School
Years 7 – 9



Senior School
Year 10 – 12

2021 at a Glance

- JAN**
- Staff Preparation Week
 - New Staff Induction Program
 - Staff First Aid Training
 - 2021 classes commenced
- FEB**
- Dedication Service and Prayer at the Pole
 - Vocational Education and Training (VET) classes commenced
 - Volunteer Induction Program
 - Parent Helper Training
 - Students commenced participating in CSEN Interschool Sport
 - Students commenced participating in Year 5/6 District Sport
 - Meet a Scientist Virtual Event
 - School Photos
 - Parent Student Teacher Interviews (PSTI) for new families
 - Year 9 Morrisby Testing
 - Year 5 Darebin Creek Education Program
- MAR**
- Year 3 – 6 Swimming Lessons
 - Year 7/8 Outdoor Education Day Hike
 - Year 5/6 Red Cross Incursion
 - Year 7/8 Camp
 - Open Day
 - Harmony Day
 - Year 9 Coastal Camp
 - Year 10 and 11 Work Experience
 - Year 1 – 12 Parent Student Teacher Interviews (PSTI)

- APR**
- Year 10 Holocaust Museum Excursion
 - Online Parent Forum
 - Compass Student Leadership Conference
 - ANZAC Day Service
 - Year 3/4 Sleepover
 - Staff Retreat
 - Gene Technology Access Centre (GTAC) Excursion for Unit 3/4 Biology
 - Year 8 Resiliency Day
- MAY**
- Mathematics Master Class
 - Oxford University Computing Challenge
 - Parents and Friends Mother's Day Stall
 - NAPLAN
 - Year 1 Breakfast and Pajama Day
 - Senior School Formal
 - Top Arts and Top Design Excursion
 - National Simultaneous Storytime
 - Year 10 Poetry Intensive
 - Athletics Carnival
 - Remote Learning
- JUN**
- Return to Onsite Learning
 - Unit 1 Exams
 - Year 10 2022 Information Evening
 - Year 7 Resiliency Day
 - Year 11 and 12 2022 Information Evening
 - Year 9 Virtual City Challenge

- JUL**
- Remote Learning
 - Scholarship Exams
 - Year 10 – 12 Parent Student Teacher Interviews (PSTI)
- AUG**
- Remote Learning
 - 100 Days of Prep
 - School Principals' Day
 - Australian Mathematics Competition
 - Prep – Year 9 Parent Student Teacher Interviews (PSTI)
 - Year 3 and 4 Hoottime Day
 - Nationally Consistent Collection of Data on School Students with Disability (NCCD)
 - Premier's Reading Challenge
 - Science Week
 - Teacher Aide Appreciation Week
- SEP**
- Parents and Friends Fathers' Day Stall
 - Neuroscience Masterclass
 - Coding Masterclass
 - Writing Masterclass
 - Year 3 Camp
 - Unit 3/4 Practice Exams

- OCT**
- Mental Health Week
 - General Achievement Test
 - Year 7 Information Evening
 - Return to Onsite Learning
 - Year 12 Celebration Day
 - VCE Exams
 - World Teachers Day
- NOV**
- Operation Christmas Child Shoe Box Collection
 - Prep Orientation Day
 - Prep – Year 2 Swimming Lessons
 - Remembrance Day
 - Year 9/10 Mock Job Interviews
 - Year 7/8 Outdoor Education Excursion
 - Year 12 Graduation
 - Year 9 – 11 Exams
 - Whole School Orientation Day
 - Early Commencement
 - Year 6 Graduation
 - Year 9 Graduation
- DEC**
- Year 3/4 Camp
 - Year 5/6 Camp
 - Prep – Year 2 Tabloid Sports
 - Awards Assemblies
 - Celebration Evening
 - Staff Christmas Celebration



Principal's Report

We have made it through yet another challenging year. Possibly even more challenging than 2020. In the previous 12 months, we journeyed together through the unknown and spent 154 days in lockdown but in 2021, we endured another 100 plus days and this time we knew what to expect which made it so much more difficult.

Our theme for this year has been – STAND and it has been interesting how many different ways I have heard this theme expressed and interpreted and it shows that quite often, as followers of Christ, we can still see things differently, especially in these uncertain and unprecedented times. One thing we all agree on is that Jesus Christ is the Son of the Living God and that we can gather around this truth despite our different views on other things in life.

As I have explored what it means to STAND this year, my conclusion has been that first and foremost, we need to spend time with Jesus, who is the centre of our lives. The image we get from

Paul's letter to the Corinthians is that we STAND firm like soldiers in battle, but he also said that this battle is not against flesh and blood. To stand is really about drawing upon the practices of our ancient religion to resist being conformed to the ways of this world. Reading scripture, learning more about God and spending time with Jesus in contemplative prayer.

Others around us might think this is a strange and weirdly religious thing to do but I think this is our greatest daily act of rebellion. What we are doing is rebelling against a world driven by greed, pride and selfishness.

The secular voices around us can sometimes tell us that we don't need to pray. That we don't need to read ancient scriptures and that we don't need to trust an ancient creed. But as followers of Christ we can agree to disagree with this. This is how we STAND. We also STAND by demonstrating the fruits of the spirit.

This year we have STOOD together as a community. Our Northside team of teachers, learning support and administrative staff have worked tirelessly to find ways to engage students and their families remotely and ensure that they still made progress despite the circumstances. I must make a special mention of our year 12 Class of 2021. They have had to endure two seriously disrupted years across what are the most challenging two years in any student's life anyway. They have been brave and persevered and I commend them for the endurance they have shown so gracefully.

I want to commend all our wonderful Northside parents for all their sustained effort and support throughout the year. Thank you wholeheartedly for your continuing partnership which is such a crucial aspect of our community.

I'd specifically like to thank my College Executive team for their incredible work this year.

Mr Raff Marcucci began as the chair of the College's Committee of Management and has been a fantastic support to the College throughout the year along with all the members of the Committee of Management who take the serious responsibility of being the custodians of the College mission and vision.

The Administrative team led by Liz Tsiros have once again been outstanding along with the awesome work of our grounds team, Steve and Jacinto.

Many thanks to Fleur Wedding and our Parents and Friends team who continue to be so important within our college community.

Early in the year, Mrs Fleur Tucker left the College after 11 outstanding years as the Principal's Executive assistant. I want to thank Fleur for her tremendous support over the years. I'm very pleased that Mrs Sarah Dzojev, who became the new Executive assistant in term 2, has been outstanding in stepping into this important role so efficiently. Sarah has provided assistance and support of the highest quality.

Of course, school is all about students - and thank you to all our wonderful students for being so eager to learn and for doing your very best.

As we now turn our eyes towards the future, we know there will be new and different challenges ahead as our school community continues to grow. Next year, we will surpass 500 students. But let's not forget that it's not all about numbers. We must

strive for quality not just quantity. For our College community, no matter how big or small we think it is, the most important thing is that we SHINE and recognize how others SHINE as image bearers of God.

Behind the scenes this year, we have been working so hard to put things in place that will support the learning of our students well into the future. Most notably was the launching of a significant new building phase in the life of our college. We were blessed to receive a \$2million grant from the state government to help us build a brand new double-storey facility which our High school students will move into mid-way through next year. There is a remarkable back story involved in how we were able to gain access to this state government grant. Without going into the details, all I can say is that it would have normally been impossible for us to be considered for such a grant and only through prayer and perseverance were we able to achieve this. A number of people spent many long hours working through the seemingly insurmountable challenges that finally got us over the line. Sometimes, God takes us through these challenges and often they involve hard work that can result in a wonderful harvest. I am excited that this new building, that we have imagined for a number of years, will become a reality and provide great new learning spaces.

Over the year we have all grown closer to each other and to God as we faced the challenges together. We have all become KNOWN to each other to a greater degree and have learned that God KNOWS us intimately and is always by our side.

As we come to the end of 2021 and look towards the future, let's look forward with hopefulness as God leads our College community into new and exciting possibilities.

I firmly believe that the best is yet to come for Northside Christian College.

Damian Higgins
Principal 2018-2021



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 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:

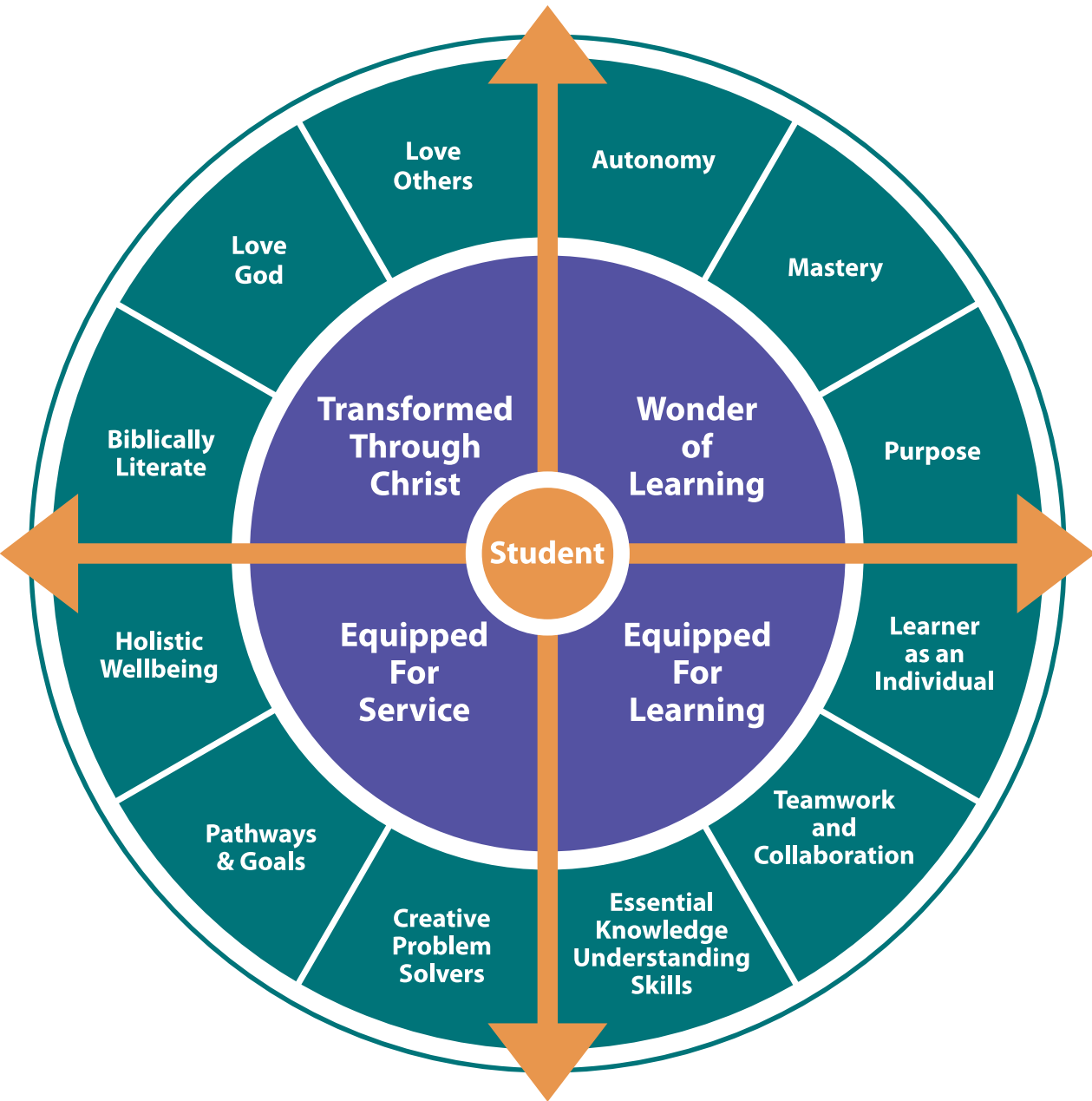
- Literacy
- Numeracy
- Information and Communication Technology Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding.

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

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 documents 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.



Statement of Faith

1. Statement of Faith

The Statement of Faith is as follows:

1.1 Introduction.

- (a)

Education, at its heart, is about exploring, discovering and embracing truth. Not only must the School impart knowledge, but teachers are called to enlighten knowledge with wisdom to help their students understand the world they live in and their purpose in it. (Psalm 19)
- (b)

We believe that the ultimate meaning and purpose of life rests in Jesus Christ and His work on the cross. The School is a beacon of hope, built upon the foundation of the redeeming love of God through Jesus Christ. (Genesis 3, 2 Corinthians 5:19)
- (c)

The School plays an important role in the formation of students, at the invitation of their parents - in leading and nurturing them, spirit, mind and body, to lay hold of their unique purpose and potential in God's world, and to equip them for a life of fulfilment and significance. It is the aim of the School that graduating students will be transformational in their future callings and vocations. (Psalm 139:1-18)

1.2 Truth.

- (a)

We believe that the Bible is the word of God, it is uniquely inspired by God, free from errors and contradictions and is therefore infallible, dependable, wholly trustworthy and of supreme and final authority in faith and life. (2 Timothy 3:16-17, 2 Peter 1:21).
- (b)

We believe that the Bible, comprising the Scriptures in the Old Testament and New Testament, teaches the truth about essential beliefs of the Christian faith including who God is, who Humanity is, what the Gospel is and what response God requires from his people. (Deuteronomy 10:12-13, Psalm 119:105, Mark 1:15; John 20:31, Romans 12:1-2)

1.3 God.

- (a)

We believe that the one living and true God eternally exists in three co-equal "Persons" (the Trinity), the Father, the Son and the Holy Spirit, who act together in creation, providence, redemption, and restoration.

(Matthew 28:19, Colossians 1:12-16)

- (b)

Jesus Christ, the Son, is fully God and fully man. We believe in His virgin birth, His sinless life, His atonement for human sin by His sacrificial death through the crucifixion, His bodily resurrection, His bodily return to heaven and His continuous role representing believers before the Father, and His return to judge the living and the dead. (John 1: 1-14, 2 Corinthians 5:21, Romans 8:34, Colossians 1:9-10, 1 Timothy 3:16)
- (c)

We believe that the Holy Spirit is the third Person of the Godhead and is of one substance and co-exists with the Father and the Son, who is worthy of our worship, who convicts the world of guilt in regard to sin, righteousness and judgement. The Holy Spirit unites us with Christ, and makes us partake in Christ's risen life, pointing us to Jesus, freeing us from slavery to sin, producing in us his fruit, granting to us his gifts, and empowering us for service in the world. (John 3: 5-7, John 14: 16-18, John 15: 26)
- (d)

In His death and resurrection, the Lord Jesus Christ took the place of humanity, making full payment for the sin of all people. For those who accept his gift of grace and exercise faith in Him, He secures forgiveness, a right relationship with God, a new life now and everlasting life at the end of history. (Romans 3:23-26, 2 Corinthians 5:21, 1 Peter 1:3, 1 Peter 2:24)

1.4 Humanity.

- (a)

God has created humanity in His image and ascribed dignity, sanctity and worth to human life from conception until death. God requires human life to be accorded respect and to be protected from harm (Genesis 1:27, Psalm 139:13-16, Exodus 20:13)
- (b)

God has created humanity as distinctly male and female and has ordained a normative connection between binary biological sex and a person's true self- conception as male or female. (Genesis 1:27, Matthew 19:4)
- (c)

God calls some people to marriage, and some to a single state: one is not inferior or superior to another, and both have dignity, according to the Bible. God has instituted marriage between one man and one woman

Statement of Faith continued...

for life to be the only Scriptural covenantal, sexual and procreative union for humanity which signifies and mirrors the covenant love between Christ and his Church.

Married couples must be sexually faithful to each other. Sexual relationships outside of marriage between one man and one woman are contrary to God's will and command for humanity (Genesis 2:23-24, Matthew 19:5-6, Ephesians 5:22-32)

- (d) God has instituted the family as the central social structure and parents have the primary responsibility for bringing up their children. God has also instituted the church to make disciples from all the nations and provide spiritual teaching. He has established civil government to make laws, keep civic order and promote human flourishing. Each of these institutions has distinct roles and responsibilities which overlap but one should not usurp the role of the other. (Genesis 1:28, Mark 12:17, Romans 13:1-7)
- (e) Humanity, originally created for a relationship with God, has turned away from God and thus become sinful by nature and practice, unable by any personal merit or effort to restore that relationship. This fall has corrupted human identity and purpose, impacted sexuality, family and social relationships and has separated humanity from fellowship with God. (Genesis 1:26-31, Romans 1:18-32, Romans 3:23, Titus 3:3-7)

1.5 The Gospel.

- (a) Humanity's only means of restoring relationship with God is through salvation. Salvation is initiated in the believer solely by the grace of God, accomplished through the work of Jesus dying on the cross and applied by the Holy Spirit. Salvation is a free gift accepted by faith and includes the removal of guilt, being set apart for God, a new life of increasing transformation into the likeness of Jesus and eventually the resurrection to everlasting life. (Ephesians 2:8-10, Romans 8:28-30, Matthew 25:34-36)
- (b) Believers experience salvation when they are declared righteous by God as they commit their lives to Jesus in repentance and faith. This conscious commitment is made possible only by the work of the Holy Spirit

within the individual; it is not a meritorious work. (John 3:16, Ephesians 2:1-10)

- (c) The Church is the body of Christ both local and universal, including all believers who have been reconciled to God through faith in Jesus Christ. This body of believers is given life by the Holy Spirit and endowed with the Spirit's gifts to worship God, to proclaim the gospel as commanded by Jesus to make disciples in all nations, and to bring transformation to people and communities through God's truth, wisdom, and love. (Ephesians 3: 4-10, Matthew 28: 19-20)
- (d) Satan exists as a personal spiritual being, he is the father of all evil through his rebellion to His creator God, He is active in the world in opposition to God and the salvation of humanity, sworn to enslave and destroy the human race but his ultimate purpose has been brought to nothing by the Lord Jesus Christ. Satan is ultimately subject to God's authority and, after the return of Christ to Earth, he is destined to be confined forever in Hell and will be powerless to affect God's or His people's work. (Genesis 3:1-15, Matthew 4:1-11, Revelations 20:10, Colossians 2:15)
- (e) A person who rejects the gift of eternal life in the Lord Jesus Christ will be eternally separated from God. (John 3:36, Revelations 20:11-15)

1.6 The Response.

- (a) Until Jesus returns, God calls believers to respond to the Gospel by living as restored disciples of his Kingdom in a broken world with a commission to spread the Gospel, to make disciples and to engage in personal, relational, communal and civic conduct that is transformed by the Gospel and which serves as an example to the world. (Matthew 28:19-20, Matthew 5:13-16)
- (b) Believers are called to personal conduct which:
- i) conforms to the example of Jesus;
 - ii) rejects sinful actions and seeks to do good works;
 - iii) demonstrates the fruit of the Spirit; and
 - iv) recognizes that the body of the believer is the temple of the Holy Spirit;
 - v) affirms and reflects the truth of the Bible

about the nature of human beings, created, male and female, in the image of God.

(Galatians 5:16-24, 1 Corinthians 6:19)

- (c) Believers are called to relational conduct that conforms to and reflects the teaching of the Bible concerning human sexuality and marriage. Therefore:

- i) outside of marriage, a believer must live a life of chastity;
- ii) children are a natural blessing of marriage; and
- iii) parents must instruct and care for their children and provide for their physical, spiritual, and educational upbringing.

(Genesis 1: 26-17, Psalm 127:3-4, Ephesians 5: 22-33)

- (d) Believers are called to communal conduct which includes active participation in a local church and the use of their gifts for works of ministry, including communicating the gospel to others, making disciples, loving each other, loving one's neighbours including through ministries of mercy and compassion, and active witness in the world. (Hebrews 10:25, Romans 12:4-8)

- (e) Believers are called to civic conduct which includes being salt and light to the world, obedience to the civil authorities in all things which do not contradict the Word of God
- (f) Believers are still sinful by nature and practice, and they will never perfectly respond to God's call in this life so must continue in repentance and faith relying on the grace of God as well as extending grace to others. However, it is only by striving to respond in faith to God's call that believers will find true meaning and purpose to live a fulfilled life. (Romans 7:23, 1 John 2:2, Jeremiah 31:34, 1 John 1:7)

2. Final Authority for Matters of Belief and Conduct

- 2.1 The Statement of Faith does not exhaust the extent of the beliefs of Northside Christian College and its members. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that Northside Christian College and its members believe.



School Song

Song Name: 'We Belong'

Words and music by:
Levi McGrath, Patrick Devine, Andrew Horneman and
Northside Christian College Students and Staff
Arranged by Jared Hascheck and Daniel Hernandez

Verse 1

Knowing who we truly are, Standing on a firm
foundation
Learning what we can achieve, Showing our
determination

Verse 2

We keep believing for the best,
Showing love and showing kindness
Always putting others first,
Walking humbly in God's service

Pre Chorus

We keep going when it's tough,
Knowing His grace will be enough

Chorus

This is our vision, To be an inspiration
Fulfilling God's mission, To see a transformation
Creating a place where we all can belong
Shaping the future, making us strong
Woa-oh, this is where, We Belong

Verse 3

Helping others as we grow, working in cooperation
Through our generosity, reaching out into the
nations

Pre Chorus

We keep going when it's tough,
Knowing His grace will be enough

Chorus

This is our vision, To be an inspiration
Fulfilling God's mission, To see a transformation
Creating a place where we all can belong
Shaping the future, making us strong
Woa-oh, this is where, We Belong

Bridge

He loved us first
Though we didn't deserve
And he calls us to serve, in humility

Chorus

This is our vision, To be an inspiration
Fulfilling God's mission, To see a transformation
Creating a place where we all can belong
Shaping the future, making us strong
Woa-oh, this is where, We Belong



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 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: Raff Marcucci **Date Appointed:** 1997 - 12/2014 & Rejoined 01/01/2021

Qualifications: Cert IV in Pastoral Ministry, Cert IV Workplace Training and Assessment

Pastor Raff Marcucci has been a long-serving Committee of Management member at Northside Christian College having served between 1997 and 2014 before re-joining in the capacity as Chairperson in 2021. Pastor Raff is committed to ensuring the ongoing fulfillment of the College's Vision and Mission and is passionate about the provision of Christian Education. Pastor Raff has supported in a range of roles at the Encompass Church, including serving as the Lead Pastor at the Plenty Valley Campus.



Name: Karen Burke **Date Appointed:** 25/05/2018

Qualifications: Bachelor of Education

Karen joined the Committee of Management in 2018 and commenced as the Committee Secretary at the Annual Meeting in May 2019. 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 18 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 attends Encompass Church and has served and been a Team Leader within the Welcome Team. She is married to Colin and they have a son.



Name: Henry Franck **Date Appointed:** 22/5/2015

Qualifications: Diploma of Ministry

Henry joined the Committee of Management in 2015. He has previously served 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

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.



Name: Phil Johns **Date Appointed:** 10/06/2020

Qualifications: Bachelor of Engineering (Mechanical), Honours

Phil joined the Committee of Management in 2020. He has extensive Project Management experience across various industrial sectors. Phil was a board member at Moonee Vale Christian School between 2004 and 2012 and served on the steering committee for projects and leading numerous sub-committee while on the board. Phil has also served as a board member for Inner City Christian Church between 1999 and 2005. He is people-oriented, results-focused, and decisive concerning efficiently and effectively delivering project goals.



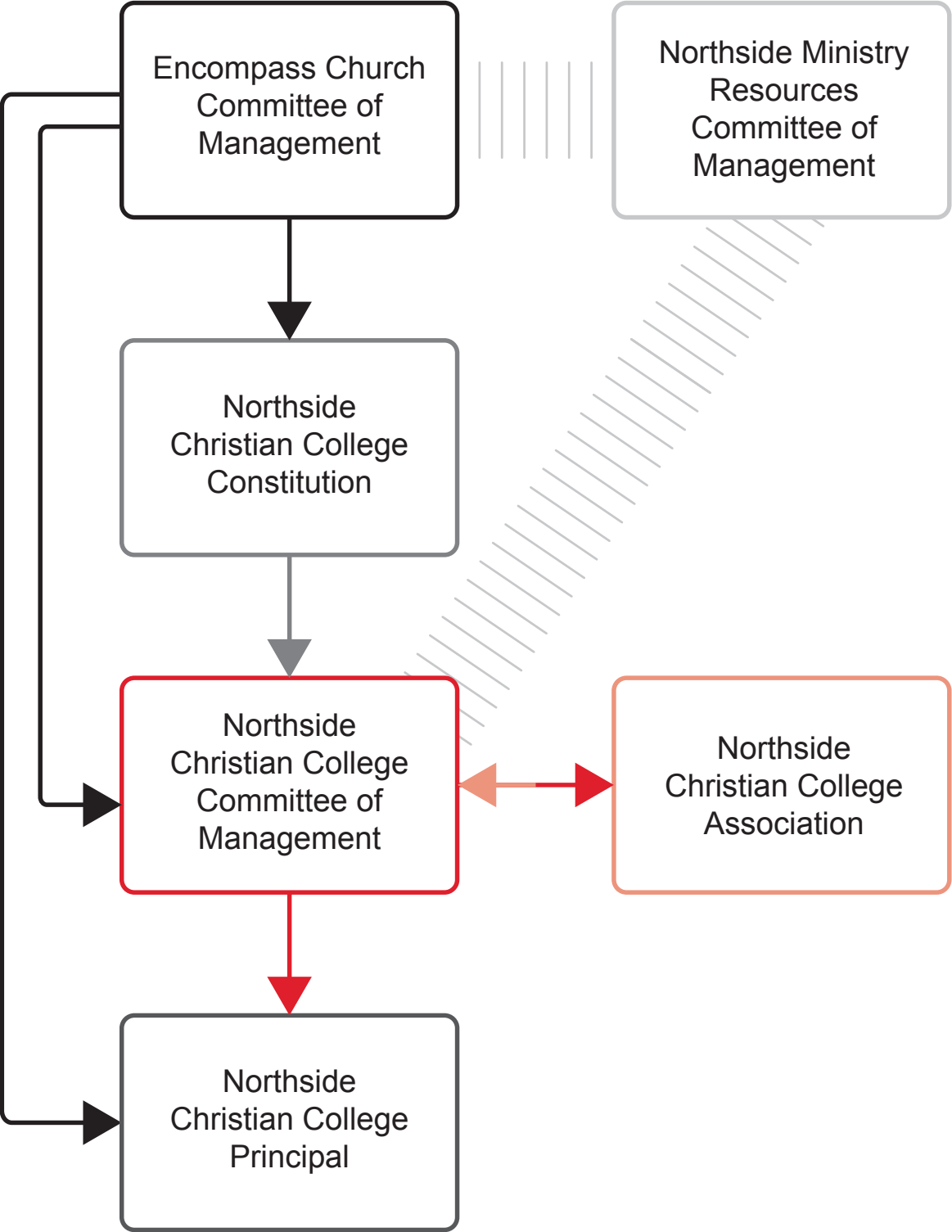
Name: Nandika Mather **Date Appointed:** 16/06/2021

Qualifications: Bachelor of Business Administration

Nandi joined the Committee of Management in 2021. Nandi has been the General Manager of Finances and Business for MacKillop Family Services since 2018. She was previously the Budget and Analytics Manager at Anglicare Victoria. Nandi has a strong Christian faith, attending an evangelical church in Rosanna, and serves as a Sunday school teacher.

Governance Structure

The following diagram is a visual representation for the governance structure of Northside Christian College and related entities.



Encompass Church Committee of Management

(Northside Christian Church Inc trading as Encompass Church)

- John Spinella, Chairperson
- John Bezemer
- Frank Chai
- Mark Donato
- Raffaele Marcucci
- Loxly Mather
- Jason Newcastle
- Josie Skott

Changes to the Northside Christian College Constitution must not be altered except with the prior approval of the Church Board; and otherwise in accordance with the Australian Charities and Not-for-profits Commission Act 2012 (Cth).

Northside Ministry Resources Committee of Management

- John Bezemer, Chairperson
- John Spinella
- Mabel Ong
- Josie Skott
- Daniel Tramontana

Northside Ministry Resources holds the property from which the Church and College conducts its activity.

Northside College Committee of Management

Church Appointed Committee of Management Members

- Raff Marcucci, Chairperson
- Jinu Abraham
- Karen Burke
- Henry Franck

Independent Committee of Management Members

- Phil Johns
- Nandika Mather

Ex-officio Committee of Management Members

- Damian Higgins, Principal
- Leigh Adcock, Business Manager

During 2021, there were no subcommittees of the Northside College Committee of Management.

The Northside Christian College Association is made up of the members of the College's Committee of Management.

The Northside Christian College Association requires the prior written endorsement of the Encompass Church before appointing a school principal.

The day-to-day management and operations of the College are delegated from the College Committee of Management to the Principal. A Delegations Charter supports in documenting this process.



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

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, Inclusive Education Coordination, and Gifted and Talented Education Coordination. At Northside, Michael has provided leadership in the day to day College operations. Michael has made significant contributions to policy development, compliance, and Senior School leadership and improvement (Years 10-12). Before 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 has project managed several 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. During 2021, Michael completed a Graduate Certificate in Education (Inclusive Education) from the Queensland University of Technology. 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. 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 20 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.

Executive Team continued...



Christopher Simmons

Director Of Learning - Primary School

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 was appointed as the Director of Learning – Primary School in Term 4 of 2018. 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.



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 provided 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), Flipped Learning 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.



Lenna Waters

Director Of Learning - Senior School

Lenna Waters is the Director of Senior School Learning having taken on that position in 2020 – right at the beginning of a year of change. Lenna joined the VCE teaching staff as a maternity replacement in 2010. She has taught Food Studies, Textiles, Health and Human Development, and Careers/Work Studies for Years 3 to 12 for the past 10 years. Lenna had a long history in various sectors of education in the USA having taught in both Christian and public high schools and served as a university lecturer. Upon coming to Australia, Lenna homeschooled her two children for 14 years while teaching at Bible College, doing volunteer work as a Christian Camp cook and serving alongside her husband while pastoring. Lenna has enjoyed facilitating the growth of the Home Economics and Careers departments at Northside and enjoys serving the Northside community through catering. Lenna has a Bachelor's of Home Economics from Bob Jones University in Greenville, South Carolina and a Master's of Education from the University of North Carolina – Greensborough. In addition, she holds a Cert IV in Training and Assessment and a Graduate Certificate in Career Development Practice. She is passionate about preparing young people for future opportunities in education and the work world and interacting with both students and their parents in the career counselling space.



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 more than 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.

Compliance, Political and Economic Climate

Northside Christian College maintains registration with the Victorian Registration and Qualifications Authority (VRQA). The 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 2021.

Australian Curriculum

On the 12th June 2020, the Education Council tasked the Australian Curriculum, Assessment and Reporting Authority (ACARA) to undertake a review of the Australian Curriculum for Foundation to Year 10 (F-10) to ensure it is still meeting the needs of students and providing clear guidance for teachers. ACARA will work in close consultation with key stakeholder groups to complete the review by 2022. The review will aim to improve the Australian Curriculum F-10 by refining, realigning, and decluttering the content of the curriculum within its existing structure and underpinned by the education goals of the Alice Springs (Mparntwe) Education Declaration (2019). Once endorsed by Education Council, the revised F-10 Australian Curriculum will be published on an improved website platform and be available for implementation from the start of 2022.

ACNC Governance Standards

A new Governance Standard came into effect during February 2021. It will affect charities that fail to join to the National Redress Scheme for victims of institutional child sexual abuse. An amendment to the Australian Charities and Not-for-Profits Commission Regulation 2013 introduced a new Governance Standard to maintain and enhance public trust and confidence in the Australian not-for-profit sector. The new Governance Standard 6 requires a registered charity to take all reasonable

steps to join the National Redress Scheme for Institutional Child Sexual Abuse if a redress claim has been, or is likely to be, made against it.

Child Safe Standards

Northside Christian College is committed to implementing the Victorian Child Safe Standards (Standards) into policy and procedure at the College to embed the Standards culturally at the College. During 2021, the Victorian Commission for Children and Young People (CCYP) announced that new Child Safe Standards will commence on the 1st July 2022. There are 11 new Standards which will replace the current 7 Standards. Key changes identified by the CCYP and the VRQA in their summaries include new requirements:

- to involve families and communities in organisations' efforts to keep children and young people safe
- for a greater focus on safety for Aboriginal children and young people
- to manage the risk of child abuse in online environments
- for greater clarity on the governance, systems and processes to keep children and young people safe.

COVID-19

Throughout 2020 and 2021, Northside Christian College was guided by advice provided by the Australian Government and the Victorian Government concerning the Coronavirus (COVID-19). Valuable supporting resources were developed by the Victorian Department of Education and Training (DET), the Victorian Department of Health and Human Services, Independent Schools Victoria, and Christian Schools Australia. This resulted in the College implementing a wide range of policies and procedures to strengthen the safety of the College community during this time, including the development of a COVID Safety Policy, COVID Safe Plan, and COVID Safety Management Plan. Plans to support the continuity of learning and the provision of remote learning were also developed and implemented. The safety and wellbeing of our students and staff remained our priority throughout the year.

Disability Standards Review

The Australian Government Department of Education, Skills and Employment, on behalf of the Minister for Education, undertook a review of the Disability Standards through a consultation process during 2020. According to law, the Standards need to be reviewed every five years. The Disability Standards for Education came into effect on the 18th August 2005. The Standards are subordinate legislation to the Disability Discrimination Act 1992 (the DDA). Christian schools, along with other education providers, must comply with the Standards or they will be acting unlawfully. The Minister for Education and Youth, Hon Alan Tudge, released the final report from the 2020 Review of the Disability Standards for Education 2005 during March 2021.

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 several 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.

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 the 1st July 2018. The new Guidelines significantly impact schools' governance requirements, with particular emphasis being placed on ensuring directors can 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 were updated once again in 2019. The New Guidelines came into force on the 1st July 2019 in respect of every School registered in Victoria.

Additional Changes

The College is aware of a wide range of changes to legislation and regulations, which apply to schools. During 2021 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."








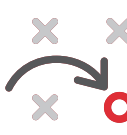
6. Sustainable Governance

"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 2021




During 2021 the following priorities were achieved:




Focus Area	Outcomes
Passionate Learning 	<ul style="list-style-type: none"> Continued implementation of a flipped learning pedagogical approach Reviewed and updated the VCE Student Policy Handbook (Policy No. 4) and VCE Staff Policy Handbook (Policy No. 3) Implemented the VCAL Policy Handbook (Policy No. 59) Implemented the College's Distance Education Policy (Policy No. 8) Further implemented the Australian Curriculum Staff training in the Nationally Consistent Collection of Data on School Students with Disability (NCCDSSD) Continued implementing action items from the College's Benchmarking Report for Quality Career Development Services
Educational Leadership 	<ul style="list-style-type: none"> Implemented the College's updated Professional Learning and Development Policy Provided training for all teaching staff with particular emphasis on professional development in implementing a flipped learning pedagogical approach Provided training and support for staff as the College implemented a remote learning program in response to the COVID-19 pandemic Used data available from a variety of sources to drive curriculum planning and teaching practices Increased use of blended and flipped learning models Further developed the staff induction program with a range of online training resources - Continued to reflect on and implement the College's Philosophy statement Implemented the College's staff appraisal process referencing the Australian Teacher Performance and Development Framework
Nurturing Culture 	<ul style="list-style-type: none"> Continued to implement a Child Safety Strategy, including supporting staff to develop an understanding of the National Principles for Child Safe Organisations 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 Continued implementation of the You Can Do It! Program in the Secondary School - Implementation of the Friendly program across the Primary School Continued to review and update policy addressing the wellbeing needs of our College community Advanced implementation of the College's Inclusive Education Policy (Policy No. 27) with further roll-out of Individual Learning Needs Profiles Staff training in the College's Restrictive Intervention Policy (Policy No. 64) Staff training in the College's Anaphylaxis Management Policy (Policy No. 15) Implemented the College's Grievance and Complaints Management Policy (Policy No. 14) Reviewed the College's Whistle Blower Policy (Policy No. 39) Continued to review and update the College's Emergency Management and Critical Incident Plan Reviewed and updated the College's Bushfire Preparedness Policy (Policy No. 18) - Implemented a COVID Safety Policy (Policy No. 69) Updated and implemented a COVID Safe Plan Updated and implemented a COVID Safety Management Plan Reviewed and updated the College's Child Safety Policy (Policy No. 1)

Focus Area	Outcomes
Connected Learning Community 	<ul style="list-style-type: none"> Facilitated parent communication through SEQTA Engage, which is the parent portal of the College's Learning Management System Utilised video conference technology to connect with parents through Facebook Live and Zoom Webinars Continued to review and improve the College's Volunteer Induction process Provided greater access to staff policy briefings through the implementation of online digital video briefings of a wide range of College policies Implemented the Parent Code of Conduct (Policy No. 56) - Implemented the Social Media Policy (Policy No. 51) Enhanced existing communication strategies and develop new ways to engage with the wider community Maintained involvement in Christian Schools Australia Principal's Network - Continued to actively grow and nurture student leadership Provided professional learning and development on Flipped Learning and Blended Learning
Strategic Resource Management 	<ul style="list-style-type: none"> Continued to review the College's 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 Trained staff in the implementation of the College's Data Breach Policy (Policy No. 52) - Implemented a Delegations Charter Reviewed and updated the College's Occupational Health and Safety Policy (Policy No. 50)
Sustainable Governance 	<ul style="list-style-type: none"> Updated the 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 Implemented a Committee of Management Conflict of Interest Policy (Policy No. 58) Monitored the College's compliance with the VRQA's <i>Guidelines to the Minimum Standards and Other Requirements for Registration of Schools Including Those Offering Senior Secondary Courses</i>

Targets and Priorities 2022

Priorities, Initiatives and Targets for 2022

Focus Area	Outcomes
Passionate Learning 	<ul style="list-style-type: none"> Actively enhance teaching and learning through the College's online learning platform with greater consideration for the implementation of flipped learning Continue staff training in understanding the Nationally Consistent Collection of Data on School Students with Disability Continue to improve the implementation of the Student Performance Data Policy (Policy No. 41) Further implement a Careers and Pathways Committee to assist in the implementation 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 Continue to review and implement Christian Schools Australia's paradigm known as the 'CSA Architecture' Continue to review how the College supports the learning of all students with consideration for equity and the diverse learning needs of the College community Prepare for the new integrated senior secondary certificate
Educational Leadership 	<ul style="list-style-type: none"> Support staff in developing a deeper understanding of the College's Teaching and Learning Framework Monitor the process of staff education and performance reviews to ensure alignment with best practice, including the Australian Teacher Performance and Development Framework Develop policy to support the staff appraisal process 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 practice
Nurturing Culture 	<ul style="list-style-type: none"> Continue to refine and implement a Child Safety Strategy and commence the implementation of the new Child Safe Standards Prepare for the implementation of the updated Child Safe Standards and new Ministerial Order Further implement the College's Risk Management Policy, with a focus on identifying, reducing and removing the risk of child abuse Support the implementation of the PeaceWise program in the Secondary School - Further implement the 'You Can Do It!' Program in the Secondary School Continue to implement the Friendlyzy program in the Primary School 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 wellbeing needs of our College community

Focus Area	Outcomes
Connected Learning Community 	<ul style="list-style-type: none"> 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 Prepare for the implementation of Consent2go to improve the process for event and excursion management Continue to consider opportunities to participate in video conference partnerships to offer VCE classes to remote and rural communities
Strategic Resource Management 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Update the Committee of Management planning calendar to assist in the review and development of policy Monitor the College's compliance with the VRQA Minimum Standards for School Registration 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 Continue to undertake professional learning and development in Child Safety

New College Principal in 2022

Following a process of advertising for a new Principal and receiving applicants from a strong field of candidates, the College Committee of Management Chairman, Raff Marcucci, announced in November 2021 that our current Deputy Principal, Mr Michael Bond, has been appointed as the new Principal of Northside Christian College commencing in January 2022.

Michael joined Northside Christian College in 2017. Michael's leadership experience in Christian education has been diverse, with experience as Principal, Deputy Principal, Head of Primary, Head of Secondary, and VCE Coordinator. At Northside, Michael has played a key role in the effective leadership of day-to-day College operations. Michael is passionate about Christian education, and has made significant contributions to policy development, compliance, and Senior School leadership (Years 10-12). Michael's broad experience serving in many different roles throughout his teaching career and his current employment at our College will help to ensure a smooth transition.

Prior to commencing at Northside, Michael was the Principal at Kerang Christian College between 2012

to 2016. Michael managed a number of key building projects and implemented some key strategic initiatives during his leadership. Michael has taught in Government and Independent Schools in Australia and the United States, 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. During 2021, Michael completed a Graduate Certificate in Education (Inclusive Education) at the Queensland University of Technology. Michael is a Fellow of the Australian Institute of Company Directors (FAICD).

Athletics and Cross Country are sports close to Michael's heart. He has been a nationally ranked middle-distance runner, qualifying for two Olympic Trials.

Michael is married to Michelle. They have two daughters, Eliana and Adelyn.

We thank the College community for your prayers and, together, let's believe that the College will continue to be blessed and enjoy the favour of God.



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 parents and guardians in order to best meet the needs of our students.

Curriculum

The Primary School at Northside Christian College provides students with a 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 (Chinese). 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.

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 2021 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.

English (Sound Waves, Rainbow Words & VCOP/Big Write

Sound Waves is a phonic-based spelling and reading program. It is evidence-based and aligns with the Australian Curriculum. Sound Waves uses a systematic approach that focuses on the process of synthesising - taking small parts and putting them together to form a whole. It uses a sound-to-letter process; first focusing on phonemes and then exploring the letters that represent these sounds and how they form written words. Sound Waves teaches grammar, Greek and Latin roots, prefixes, suffixes, synonyms and much more in a sequential and structured plan from Prep to Year 6. The program is structured to support students requiring additional support and allows students ready for extension and enrichment opportunities to expand their knowledge. Sound Waves is an explicit and sequential program that successfully integrates all areas of literacy.

Throughout 2021, our Year 1 to 4 students have continued to implement the VCOP writing program. The program is based on the research of Ros Wilson. Each week students explore various text types through the lenses of Vocabulary, Connectives, Openers and Punctuation. Their study culminates in a 'Big Talk' and a 'Big Write'. Students are then led through self-evaluation of their writing and set personal goals. The program allows students to set personal writing goals and it ensures that teachers are able to meet students 'where they are at'.

In Prep, we implemented 'Rainbow Words', this program is based upon the Magic 100 Words which are the most common words in English and are the most important words in learning to read and write. The program approaches reading and spelling as a whole language approach and this complements the Sound Waves program. In 2021, Rainbow words will be rolled out throughout the Junior Primary school as well as for select senior students.

Social Emotional Learning (SEL)

The Primary School placed a renewed focus on the Social Emotional Learning of students in 2021. In addition to our daily devotional and weekly Bible lessons which help support students developing a personal relationship with God and the values

that we should abide by as taught in the Bible, we implemented a new program called FRIENDZY. FRIENDZY is an evidence based Biblical Social Emotional Learning program that helps our students develop social emotional capacities and feel and show empathy for others and maintaining positive Christ centred relationships. Some of the key catch phrases taught this year were 'We need each other', 'You First', 'Teamwork makes the dream work', 'I am Chosen' and 'Friends forgive'.

Specialist Programs

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

- Health and Physical Education
- Library
- LOTE (Chinese)
- Music
- Private Instrumental Music
- Science
- 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 Assemblies, Chapel services, House events, INSPIRE program initiatives, Interschool Sports, Lunch Time Clubs and Activities, Primary Flix Concert and more.

Primary Student Representative Council

Within the Primary School, Ms Vaughn oversees the Primary Student Representative Council, which is made up of students from Years 3 to 6. The focus of this team is servant leadership, serving our College and the wider community, just as Jesus did. Leading the team as our Primary School Captain's this year were Angus and Melissa. One of the most impactful ways in which Student Leaders have demonstrated service this year was through welcoming Primary students at the Primary kiss and drop zone every morning. A number of parents have consistently commented on how much they have valued having a friendly face there to make students feel welcome and safe at school. For

parents, knowing that there were other students there taking their child to the classroom, made saying goodbye each morning that much easier. The College is so proud of the way the Primary Student Leaders have served our Community so diligently this year, in a variety of ways, and how they have continued to work as an example of service and God's light to others.



COVID-19 Response - Primary Remote Learning

2021 saw a longer stint of remote learning due to the COVID-19 Pandemic than in 2020. The Primary school was able to adapt to the changing learning landscape and continue learning across all areas of the curriculum with at times minimal notice. Students were provided a series of core curriculum and specialist lessons each day which were delivered through Flipped lessons on the MyEdOnline Learning Management Platform managed by SEQTA. Each lesson structure was modeled upon the 5E's model which includes Engage, Explore, Explain, Elaborate and Extension. Students submitted their work through the MyEdOnline platform which allowed the teacher to provide feedback to the student about their work. Each classroom delivered a daily devotional, ran a daily connect session with the class on Zoom, and weekly participated in a Primary Chapel. Primary classroom teachers and the Learning Support Team provided intervention support via Zoom for our at-risk students. Throughout the course of Remote Learning, we held daily challenges for students to complete and classroom teachers organised Virtual Incursions, Excursions, and Camps.

Christopher Simmons
Director of Primary School Learning



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 2021, the focus areas for the Middle School continued to be the four “R’s of Rigour, Respect, Relationships, and Responsibility.

Overview

At Northside Christian College, we recognise the importance of the middle years of education as a stage in adolescent growth and development. The College aims to see our students engaged, resilient, and experience success, supporting them as they endeavour to thrive and grow into the young people God has designed them to be. Restorative practices are infused throughout based on forgiveness and the repairing of relationships.

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

Students are encouraged to be collaborative learners. Goal settings and reflection supports students as they become self-regulated learners. A balanced life and a positive sense of emotional wellbeing are also something we actively pursue. The Middle School students value the support provided by the Head of Student Wellbeing, Chaplain, Learning Support Coordinator, and the exciting INSPIRE program. In 2021, we have introduced pastoral care classes at each year level of the Middle School, that allowed homeroom teachers to build on the social and emotional aspects of being an adolescent. Through the use of programs such as “You Can Do It” students are encouraged to develop better relationships, empathy and understand of themselves and those around them.

In the Middle School 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 curricula 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. We consider it vital to build partnerships with our families as we embark on this journey together.

Students are encouraged in their learning journey to work to develop healthy growth mindsets, learning through trials and failures to persevere and try again, aiming to do their best in all aspects

of their school experiences. Each term staff nominate students within the Middle School for Personal Best Awards, acknowledging those who have sort to improve and demonstrate growth in the areas of the four ‘R’s. In 2021, the introduction of the fortnightly Values Awards based on the College’s Core Values, provided an additional opportunity to celebrate the efforts of our students as they continued to grow and shine in a time of uncertainty, lockdowns and undertaking remote learning from home.

Curriculum

Northside Christian College implements the Australian Curriculum, which sets out the core knowledge, understanding, skills, and general capabilities for all Australian students.

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

The Years 7 – 9 curriculum 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, Media, LOTE (Mandarin), Food Technology, Performing Arts, (Music, Dance), Graphic Design, 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 Christian College tries to ease the transition are:

- Connecting our students on our online portal Schoology
- Year 7 Information evenings
- Orientation Program
- Standardised Testing day and BBQ
- Year 7 Homegroup teacher visiting Year 6 class in Semester 2 and attending Year 5/6 camps
- Middle School staff teaching upper primary classes
- Year 7/8 Camp
- Early Commencement
- Designated Learning spaces established for Year 7

Learning Spaces

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

Our Middle School is a light, bright, dynamic, flexible learning centre. Our main building has three learning studios and a variety of different learning spaces, uniquely designed to support adolescent learners. In 2021, with our growth in numbers and double streaming across Year 7,8 and now Year 9 we have had to be creative in our accommodation of learning studios. The inclusion last year of the two new portable classrooms created space for our Year 7 students to adjust and grow in their early high school experience. It was a blessing that has continued to see exciting learning opportunities with the flexibility of space that opens from two separate classrooms to one large space. The additional Year 9 class this year saw the adaptation of shared learning spaces in the main Middle School building to create another flexible classroom where the skills of cooperation, collaboration and an awareness of the needs of others can be exercised.

The learning studios include 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 engaging curriculum. We have developed a collection of different learning spaces that provides an opportunity for students to learn in a flexible environment. This Middle School learning centre is a safe and productive workplace.

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. Learning experiences throughout the year are strengthened by their Challenge experiences. Year 9’s face the challenge of moving from childhood to young adulthood and dealing with their studies and their relationships in a more adult manner. We extend and support students through this time by engaging them in a series of challenges beyond the boundaries of the classroom. Throughout the year, the students take part in specially designed programs. These activities lead to growth in self-esteem, new knowledge about themselves and their classmates, and 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. In 2021, with the numerous lockdowns and restrictions it meant that some of our challenge program could not be

experienced in the same way. With the support of our creative teaching team, led by Mr Devine who took on the role of challenge coordinator, the adaptive programs were introduced so that enriched experiences were still embraced by our Year 9 students. Never before had our Year of Challenge more lived up to it’s name.

Remote Learning

The 2021 academic school year was very different from what anyone could have anticipated, even after the experiences of the previous year. There have been challenges, new experiences, and a redefining of the word homework. This year has provided more than ever, the opportunity for parents, students, and teachers to collaborate and communicate as we navigated remote learning and lockdowns together. Staff appreciated the support from our parents and treasured the opportunities for mentoring students and the additional phone calls and conversations with families. Our teachers along with the help of support staff, endured long hours creating engaging content, supporting the learners not only with educational pursuit but also the social and emotional needs of our Middle School students. Our Northside Wellbeing team provided invaluable support and encouragement for students, family and staff.

This year our students once again experienced learning in many new ways, building on the skills and understandings previously gained. They have embraced change and learned a great deal of resilience as they dealt with day to day events, to adapt and make use of whatever resources they found available at home during remote learning. Their use of technology to access and support their education increased, and for some, they were able to provide help and guidance to their teachers as we all embarked on this new journey of learning. Amid the pandemic, our students have discovered more about themselves, their preference for working environments, what they valued, and what they needed. We have recognised the importance of connection and looked for new and different ways of meeting those needs. Our Northside community ended our 2021 school year a little weary but more resilient because of what we have experienced together. Our students have indeed continued to learn and grow, appreciating a better insight into who they are and what they can accomplish.

Jo Westland

Director of Middle School Learning



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 - 12 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 2021 at VCE level included:

- Biology (Units 1 – 4)
- Business Management (Units 1 – 4)

- Chemistry (Units 1 – 4)
- English (Units 1 – 4)
- Food Studies (Units 1 – 4)
- Health & Human Development (Units 1 – 4)
- Mathematics: Foundation Mathematics (Units 1 & 2) Mathematics: General Mathematics (Units 1 & 2)
- Mathematics: Further Mathematics (Unit 3 & 4) Mathematics: Mathematical Methods (Units 1 – 4) Media (Units 3 & 4)
- Physics (Units 1 – 4)
- Psychology (Units 1 & 2)
- Studio Arts (Units 1 – 4)
- Visual Communication Design (Units 1 – 4)

Some students have also studied classes via the Virtual School Victoria (VSV), the Victorian School of Languages (VSL) and other language providers.

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 52 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 2021 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;
- Development of a VCAL Policy Handbook;

- Updating the Subject Selection Handbook;
- Continued implementation of the 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 /VCAL e-newsletter;
- Communication 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
- Implementation of flipped learning pedagogy. Communication of the College's revised SAC Calendar;
- Communication of a weekly VCE /VCAL e-newsletter;
- Communication 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
- Implementation of flipped learning pedagogy.

Lenna Waters

Director of Senior School Learning



Published Post Year 12 Destination Information for 2021 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	77.8%
TAFE	0%
Apprenticeship / Training	11.1%
Deferred Tertiary Study	0%

Not in Education and Training

Employment	11.1%
Unknown	0%

2021 Senior Secondary Outcomes

VCE Median Study Score	30
Percentage of satisfactory VCE completions in 2021	100%
Number of students awarded the VCE (Baccalaureate)	0
Number of students enrolled in at least one VCE unit at level 3/4 in 2021	31
Percentage of study scores of 40 and over	6.5%
Number of students enrolled in VCAL in 2021	6
Number of VET certificates with 2021 enrolments	19



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 1 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.

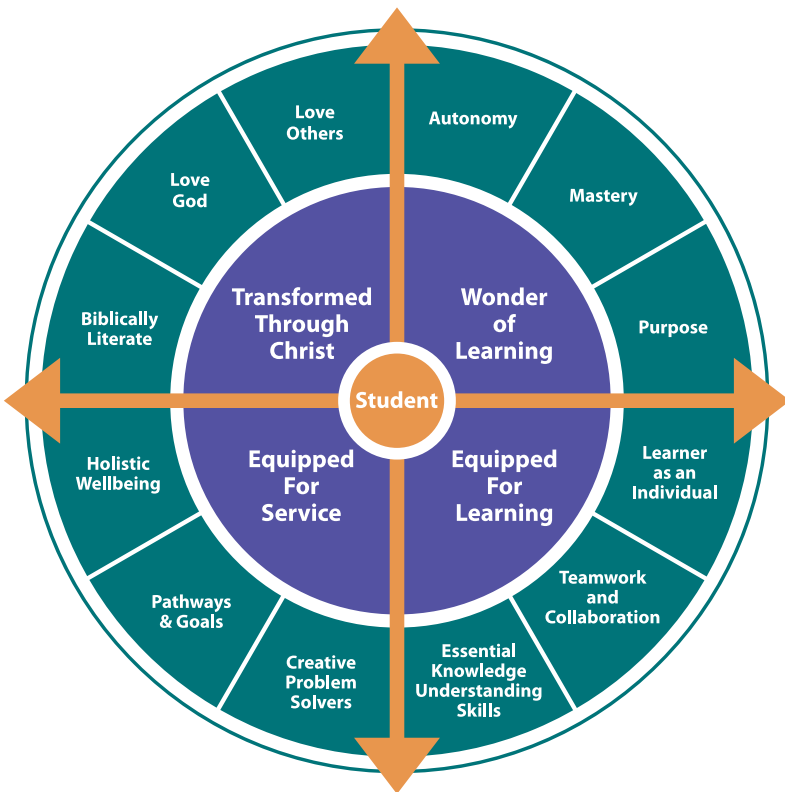
Objectives listed in the Strategic Plan (2018-2021) specifically outline developing learners who have skills such as critical thinking, leadership, ability to serve the community, work interdependently with others to solve problems, and the establishment of productive partnerships in the community. All 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.



Lenna Waters
Careers & Pathways Coordinator



"But seek first his kingdom and his righteousness,
and all these things will be given to you as well."
Matthew 6:33

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

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.

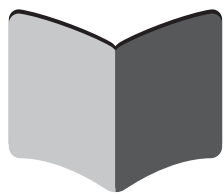


National Assessment Program

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	2018	2019	2020	2021
Year 3	100%	100%	N/A	94%
Year 5	100%	100%	N/A	100%
Year 7	100%	97%	N/A	100%
Year 9	100%	100%	N/A	96%



Reading	2018	2019	2020	2021
Year 3	100%	100%	N/A	93%
Year 5	100%	100%	N/A	100%
Year 7	100%	97%	N/A	100%
Year 9	95%	100%	N/A	96%



Spelling	2018	2019	2020	2021
Year 3	100%	100%	N/A	100%
Year 5	100%	100%	N/A	97%
Year 7	100%	97%	N/A	100%
Year 9	87%	95%	N/A	96%



Grammar & Punctuation	2018	2019	2020	2021
Year 3	100%	97%	N/A	98%
Year 5	96%	96%	N/A	100%
Year 7	100%	94%	N/A	95%
Year 9	91%	100%	N/A	96%



Writing	2018	2019	2020	2021
Year 3	100%	100%	N/A	100%
Year 5	96%	100%	N/A	100%
Year 7	100%	91%	N/A	100%
Year 9	82%	92%	N/A	89%

Note: Please note that the Education Ministers made the decision to cancel NAPLAN in 2020 due to the ongoing COVID-19 pandemic.



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. The College now implements CORP across the College.

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.

Inclusive Education

Rationale

At Northside Christian College, we are committed to assisting all students in accessing and participating in the learning program at the College. Inclusive education is the process of providing an educational program that meets the needs of all students.

Northside Christian College recognises the importance of improving the learning outcomes of all students by acknowledging their diverse needs and catering for these as appropriate. A key element of this commitment is an emphasis on improving learning outcomes for students with additional learning needs, learning disabilities as well as gifts and talents.

Effective schools recognise and respond to diverse student needs, expect that every student has the ability to learn, and endeavor to ensure that every learner is successful. The College is committed to delivering inclusive education that ensures all students have access to quality education to meet their diverse needs. This requires a consistent understanding and application of inclusive practices throughout the College.

Individual Learning Needs Profiles

The Individual Learning Needs Profiles are developed by the College in consultation with students and/or parents and guardians. The profiles highlight areas of strength and interest and document a range of strategies to support students with their learning and wellbeing. The student profiles assist the process of identifying the specific needs of students who require adjustments to their learning program and help school staff meet their responsibilities under the Disability Standards for Education. The College is committed to providing an inclusive learning environment that addresses barriers that impact student's ability to access and participate in the learning program at the College. A collaborative process with members of the Student Support Group, which can include the student, parent/caregivers, and other professionals as appropriate, is the best approach to developing a profile.

Individual Learning Plan

An Individual Learning Plan (ILPs) is a working document, designed by teachers in collaboration with stakeholders, which informs the planning, delivery and evaluation of an educational program. The College welcomes the opportunity to consult and collaborate with parents, psychologists, speech

therapists and other health care professionals to assist students in accessing and participating in the education programs at the College. ILPs are prepared for students with disabilities and other identified learning needs, as well as those who are deemed at risk. ILP documents outline both short and/or long term educational goals for a student and the actions, strategies, modifications and adaptations that will be taken to achieve them. An ILP is a flexible living document that is reviewed and modified over time. Appropriate successful strategies will also be documented in ILPs.

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. The College recognises the importance of consulting with students and parents when developing strategies and adjustments to support students at the College.

Special Provision

The College also supports students through the provision of Special Provision as outlined by Victorian Curriculum and Assessment Authority (VCAA) in their Special Provision Policy and the VCE and VCAL Administrative Handbook. The underlying principle of the VCAA Special Provision policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Individual students may need special provision in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement. The College supports students by ensuring appropriate provisions are documented and implemented to support their learning. The College supports students in completing applications for special examination arrangements and emergency special examination arrangements.

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. The College acknowledges that intervention programs can be provided while maintaining an inclusive learning environment.

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 with a focus on maintaining an inclusive learning environment for all students. 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.

Nationally Consistent Collection of Data on School Students with Disability

Under the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (the Standards), Australian students with disability must be able to access and participate in education on the same basis as their peers. To ensure this, students with disability may receive adjustments to access education, based on the professional judgement of teachers, in consultation with the student and/or their parents, guardians or carers.

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) gives Australian schools, parents, guardians and



carers, education authorities and the community information about the number of students with disability in schools and the adjustments they receive. The Australian Education Regulation 2013 requires all schools to report the data collected for the NCCD to the Australian Government on an annual basis.

The NCCD collects data about school students with disability who are receiving adjustments across Australia in a consistent, reliable and systematic way. It enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.

From 2018, the student with disability loading provided by the Australian Government is based on the NCCD; schools will continue to manage their total resources to meet the learning needs of their students.

Source: Education Services Australia. (2020). *What is the NCCD?* Retrieved from <https://www.nccd.edu.au/>

State Support Services Funding

Independent Schools Victoria (ISV) administers the Victorian Government's State Support Services program which provides limited funding for specialised services to support students with demonstrated needs. Member Schools can apply to ISV for funding so they can engage specialists to provide visiting teacher services for physically disabled/health impaired students, hearing impaired students, and vision impaired students, and speech pathologists to provide speech therapy.



Michael Bond
Deputy Principal



Serene Eng
Primary School Learning Support
Coordinator

INSPIRE Program

General Program Information

Rationale & Purpose

Northside Christian College seeks to see each child developed holistically to reach their full God-given potential and to live out 'the wonder of learning'. The INSPIRE program seeks to help students, their teachers and their families to understand themselves as learners and to strategically develop their gifts into talented outcomes in order to make a unique, service-oriented contribution to their world: "releasing potential to transform our world".

Definitions

Gagne's definitions of giftedness and talent are the foundation for understanding our target student population:

- Gifted: potential distinctively above average in one or more of the domains of human ability such as intellectual, creative, social and physical.
- Talented: skills distinctly above average in one or more areas of human ability.

Giftedness can emerge over time and can also be masked by twice exceptionality and other factors, and underachievement is common amongst gifted individuals.

Identification – Criteria for Inclusion

Identification of highly able students combines data collected through both standardised testing and characteristics checklists: achievement and ability testing (Academic Assessment Services); intellectual, social and emotional characteristics of highly able students (Caroline Merrick, Michael Saylor for Teachers, Brilliant Behaviours (Lannie Kanevsky)) as identified by teachers and parents, recognising gifted underachievers as a potentially significant part of the student population:

- Specialist intervention – ILPs: students requiring modification of the curriculum and of assessment and reporting, or student identified through teacher observation and checklists as requiring targeted goals in a certain area (academic, social/emotional)
- Specialist intervention - withdrawal classes (INSPIRE STEAM + Global Citizenship): students achieving in the top 10% of their

cohort in any subject area, or identified through teacher observation and checklists

- Inquiry competitions, student leadership development, enrichment opportunities: self-selection, based on student interest and task commitment + teacher recommendation + parental suggestion
- Mentoring: available to all students

Outcomes

What we seek to develop in our students as we journey with them:

- Life-long learners who never stop exploring the wonder of learning
- Critical and creative thinkers who can solve problems
- Self-actualised individuals
- Servant-hearted leaders: using gifts to serve and give back to our communities
- Wisdom and humility
- Resilience and growth: grit, growth mindset

Key Theorists

- Francoys Gagne: Differentiated Model for Giftedness and Talent
- June Maker: Model for Differentiation
- Joseph Renzulli: Schoolwide Enrichment Model, Three Ring Model
- Linda Silverman: Characteristics of Giftedness
- Robert Sternberg: Active Concerned Citizenship and Ethical Leadership Model, Triarchic

Model Stakeholders – Provisions and Relationships

Students

Development of the highly able individual (based on Gagne's DMGT)

The following was available in 2021 during both remote learning and face to face learning opportunities:

1. **Specialist Intervention:**
 - Specialist withdrawal classes (Maths (Semester 1) and STEAM (Semester 2); Global Citizenship (Semesters 1 and 2)): *There was an average of 31% of each year level nominated to participate in these classes, with a range of percentages*

between 6% and 35% across the year levels (Prep-Year 9). While these percentages are much higher than 2020, we were offering 3 very distinct classes, which only a handful of students attended all of. There was a greater diversity of students invited to participate in 2021. During remote learning, we did not offer the regular withdrawal classes, as the transition from short term to longer term was not clear as the lockdowns progressed. There were some STEAM classes offered in Semester 2, either over Zoom or through Schoology/MyEdOnline; and Global Citizenship competition preparation classes were offered all year, through both remote and face to face learning.

2. Mentoring:

- Competition-specific mentoring for inquiry competitions - Maths Talent Quest and Science Talent Search: *In 2021, 30 students entered the STS and 11 the MTQ. They were mentored either individually or in groups by Sharon Halden and Amy Horneman, and much of the work was done by students during remote learning.*
- Staff/student mentoring for each VCE/VCAL student: *All students in Year 11 and 12 (except a handful who chose to opt out) were mentored throughout the year, both remotely and on campus, by VCE/VCAL teachers and a variety of other staff members across a variety of roles and sections of the College.*
- Scholarships/careers/pathways mentoring and application assistance: *Two students applied for a Kwong Lee Dow scholarship place.*

3. Enrichment Opportunities:

- Global thinking:
 - Philosophy conferences and breakfasts: *Not offered in 2021 due to COVID-19*
 - Philosophy clubs: *Not offered in 2021 due to COVID-19*
 - Model UN conferences: *Not offered in 2021 due to COVID-19*
- STEAM workshops and activities
 - Young Engineers Lego Club: *Offered as an after-school club in Term 1 pre-COVID. One class was full and a waiting list was started.*
 - * Maths Masterclasses: *Offered in Semester 1 face to face in 3 separate groups – Year 1-3, 4-6, 7-9. Between*

7-21 students were registered for each session.

• Coding workshops with Headstart Academy: *Offered online in Term 3 and during the September holidays. 20 students in total participated.*

• Literature:

- Writing workshops with Aleesah Darlison: *Offered online in Term 3 and during the September holidays. 12 students in total participated.*
- Extra English (Secondary literature club): *Ran weekly throughout the year, both during remote and face to face learning. Average attendance was 8 students from Years 7-11.*
- Bookworms (Primary book club): *Not offered in 2021*
- Write a Book in a Day: *Not offered in 2021 due to COVID-19*

4. Student Leadership Development:

- Passion Projects: Founder Times, a student-led committee, met regularly throughout the year, both during remote and onsite learning, to publish the third edition on the 2021 theme 'STAND'.
- Senior student leadership development and training:
 - The Genius of Jesus in Student Leadership training and development course: *Delivered face to face at school but not during remote learning. Six Year 11 and 12 student leaders participated in the course in 2021.*
 - Compass Leadership Conference: *3 Year 11 and 12 student leaders attended in Semester 1 at Ridley College in the city.*
 - Global Leadership Summit: *3 Year 11 students attended online in Term 4.*

5. 21st Century Skills Development Competitions:

- Future Problem Solving Program: *Two Middle School teams (4 students each team) entered the practice rounds and the State qualifying round. Preparation classes were held weekly over Zoom during remote learning, or on Wednesday mornings before school during onsite learning.*
- Debating & Public Speaking (Debating Association of Victoria):
 - Debating: *one Primary team and one*

INSPIRE Program continued...

Middle School team competed online, and weekly training sessions were held over Zoom in the lead-up.

- Public Speaking: one Primary student competed in the online competition, and two Middle School students competed face to face, one of whom won her round to head to State (Rostrum); this was cancelled due to COVID-19. Three further Middle School students prepared speeches ready to compete, but lockdown was called and the competition was cancelled.
- Inquiry competitions:
 - Maths Talent Quest: 11 entries, 11 students, 5 High Distinctions, 4 Distinctions, 2 Merits
 - Science Talent Search: 29 entries, 30 students, 1 National BHPBFSEA finalist, 6 Major Bursaries, 5 Minor Bursaries, 10 Distinctions, 7 Merits, 1 Participation
- STEAM Competitions:
 - Australian Mathematics Competition (AMC): 24 students from Year 3-10 participated in the online competition during remote learning
 - BEBRAS: 16 students from Years 3-9 participated in the online competition
 - Computational and Algorithmic Thinking Challenge (CAT): 11 students from Year 5-9 participated in the online competition during remote learning
 - Oxford University Computing Challenge: 8 students from Years 5-10 participated onsite, with one student being invited to the second round for being in the top 20 Australia-wide. He was 17th.
 - University of Melbourne School Mathematics Competition: two teams of Middle School students participated in 2021 while onsite. This is our first time to enter this competition.
 - Australian Computational Linguistics Olympiad (OzCLO): One team of three students from Years 8-12 entered the Senior competition for the second time at Northside Christian College.
 - ICAS: 42 students from Year 2-9 signed up to participate in ICAS this year. Mathematics, English, Spelling, Science,

Writing and Digital Technology were offered, all through ICAS From Home, the newly-devised online platform.

Staff

Professional development and support

- Consultation: students on ILPs, withdrawal classes, differentiation and enrichment strategies within mixed ability classrooms (Maker Model: content, process, product, environment), classroom observation and learning support
- Collaboration: Student Wellbeing department and external health care providers
- Professional learning: delivery of PL for staff, reading recommendations, external PL opportunities

Parents

Positive home-school partnerships

- Consultation: student support group meetings, ILPs
- Open door philosophy: collaboration and consultation with stakeholders, including parents and external care providers
- Parent education seminars: None offered in 2021

Community

Networking and serving

- Student-led service initiatives (Passion Projects, Senior student leadership)
- Student voice through community publications - VAGTC Vision magazine: Edition 1 for 2021 on Addressing Underachievement and Disengagement had contributions from one NCC student, and Edition 2 on Parenting Gifted Children: Joys and Challenges had contributions from two NCC parents.



Amy Horneman
INSPIRE Coordinator



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 the 1st August 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

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.

Heather Cootee
Child Safety Officer
Head of Student Wellbeing



New Child Safe Standards

The Commission for Children and Young People have promoted that the new Child Safe Standards are being introduced to better protect children and young people from abuse.

The new Child Safe Standards will commence in Victoria on the 1st July 2022.

The eleven new Standards will replace Victoria's pre-existing seven standards and principles. Key changes include new requirements:

- to involve families and communities in organisations' efforts to keep children and young people safe
- for a greater focus on safety for Aboriginal children and young people
- to manage the risk of child abuse in online environments
- for greater clarity on the governance, systems and processes to keep children and young people safe.

The new Standards set out minimum requirements and outline the actions organisations must take to keep children and young people safe. They provide more clarity for organisations and are more consistent with Standards in the rest of Australia.

Child Safe Standard 1

Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

Child Safe Standard 2

Child safety and wellbeing is embedded in organisational leadership, governance and culture

Child Safe Standard 3

Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

Child Safe Standard 4

Families and communities are informed, and involved in promoting child safety and wellbeing

Child Safe Standard 5

Equity is upheld and diverse needs respected in policy and practice

Child Safe Standard 6

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

Child Safe Standard 7

Processes for complaints and concerns are child focused

Child Safe Standard 8

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

Child Safe Standard 9

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

Child Safe Standard 10

Implementation of the Child Safe Standards is regularly reviewed and improved

Child Safe Standard 11

Policies and procedures document how the organisation is safe for children and young people



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>



Child Safety Roles and Responsibilities

Child Safety Officer

Northside Christian College appointed Mrs Heather Cootee 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

During 2021, the College's Child Protection Workers are Mrs Heather Cootee, Head of Student Wellbeing, 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 Wellbeing and Pastoral Care

"Whatever you do, work at it with all your heart, as working for the Lord, not for human masters."

Colossians 3:23

In 2021, Northside Christian College (NCC) saw a change in personnel after the resignation of Fiona Dumitrache. Heather Cootee joined the College as Head of Wellbeing.

The College's Core Values are the Christian virtues of Faith, Love and Hope. The Wellbeing Team's decisions have always been made from the foundation of faith, and a place of genuine care and concern for the students. We remember who we are working for and do this heartily for God.

The Wellbeing and Chaplaincy area believes that when a student's wellbeing is enhanced, the other areas of their lives, including learning, will flourish. Students continued to regularly access the wellbeing space and its staff. Fiona Dumitrache had paved a way to allow students to feel valued and safe enough to confidently call on Wellbeing support. The Wellbeing team has been able to emulate and continue to develop so students may continue to thrive. Wellbeing is foundational to student growth and success. Students have had a nurturing environment available to them which allows them to feel valued and uniquely created with purpose. They can be inquisitive, learn to identify and draw on their strengths, be challenged in their ability to be resilient and Wellbeing facilitates positive change.

In 2021, the Wellbeing team addressed the needs of our students through targeted programs, counselling support and Pastoral Care. Programs continued to be offered and some were held on site. This included delivery of Canine Comprehension; a Social and Emotional Learning program using dogs to enhance communication and regulation to improve friendship and relationship understanding, confidence, respectful and safe play, conflict resolution, and increase flexible thinking. The College rolled out Friendly across the Primary school years; a Biblically founded Social and Emotional Program aimed at enhancing relationships from a Christian Worldview, while the Years 7-10 continued with the 'You Can Do It' program to enhance

engagement and general life success. Funding to deliver Lego or Block Therapy was obtained so members of the Wellbeing team could deliver the program during terms 3 and 4 to students who would benefit from targeted collaborative play and learning. Professional development occurred for this program but due to restrictions and the need for students to be hands on, the Block Therapy Program was postponed until 2022. Both the Year 7 and 8 students were able to enjoy their resiliency days before long term restrictions came into play. Youth with a Mission played a significant part in the delivery of the Year 7 resiliency day and were committed to our Year 9 and 10 students, before having to cancel the events due to restrictions. This year saw Planet Boom lunchtime mentors partner with the College to come alongside our students and provide another voice and avenue of support. The Big Sister Experience for our Year 7-10 girls had to be postponed until 2022, addressing the areas of Self-Love, Mental Health and Anxiety, Social Media, Family Life and Body Image. Upon returning to onsite learning in Term 4, Toolbox Education will deliver preventative Mental Health strategies and Emotional Regulation for our Year 7-9 students.

The College was once again disrupted due to COVID-19. The Wellbeing team responded swiftly with a more Pastoral Care focus to provide support to not only vulnerable students but their families. This was when our Care Team was formed to reach out to the College families and vulnerable students to address their challenges. Secondary students who engaged in their learning at school but found Remote Learning (RL) particularly challenging were contacted by the Care Team to notify parents that mentors would be allocated to their child. Mentors were then assigned and students contacted at least weekly in RL. A list of Primary students identified as having difficulties in Remote learning were also contacted by the Care Team. The Head of Wellbeing was available for Counselling including 'walk and talk' sessions with students as required during this time too.

Approximately 50 Fruit and Vegetable hampers were delivered by the Wellbeing team to College families, who faced unique challenges. The Year 5/6 and Years 9-12 all received hand delivered 'Care Packs' acknowledging their losses, such as cancellations of camps. This was an opportunity

Student Wellbeing and Pastoral Care continued...

to share words of encouragement and engage with families. Birthday emails and / or phone calls to our students while in remote learning also occurred. The Wellbeing team distributed 80 Care packs to the staff in acknowledgment of their efforts.

The College has a dedicated and caring multi-disciplinary Wellbeing Team who provided a supportive and confidential service within the College. The Wellbeing team were consistently available to students and their families in remote learning and provided ongoing support through many calls or online sessions, mentoring students and support for families.

The relationship with our onsite Educational Psychologist continued. College students engaged this service upon referral to promote independence through self-awareness and self-care. The Head of Wellbeing continued to provide short term therapeutic counselling to meet the needs of our students, referring to appropriate services as required.

Staff were encouraged to build relationships and communicate with their students regarding social or emotional breaks within the classroom, hence revising the 'Recharge Card' system and accessibility. A revised process for establishing the need for a 'brain break' was implemented. The Wellbeing team arranged staff professional development from the Northern College of Autism to enhance the knowledge of staff working with young people with Autism spectrum disorder. Staff continued to be supported by Andrew and Lynda Boutros of True Success throughout the year.

The College as a whole was once again challenged across the entire 2021 year due to restrictions. The Wellbeing team may have looked different, but we were explicit in our approach; to be Christ centred in all that do and to work harmoniously to meet the needs of our students. As a result, the team managed to provide sustainable and strategic opportunities for our students as they learned, in a nurturing and tangible way, regardless of the circumstances.

Counselling and Wellbeing

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 through our Wellbeing Team at Northside Christian College.

- Mrs. Heather Cootee – (Head of Wellbeing)
- Mr Jared Stocks – (Chaplain)
- Mr Phil Waters – (Student Wellbeing Middle School)
- Chelsea Weeks – (Student Wellbeing, Learning Support and Mentoring)
- Ms Alexandra Tait – (School Psychologist – referral only)

Students may access Mr Stocks at any time for mentoring support. Mr Waters and Chelsea Weeks also have sessions 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 on a regular basis to ensure the safety and wellbeing of all children 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)
- Social Media Policy (Policy No. 51)
- Parent Code of Conduct (Policy No. 56)
- Restrictive Intervention Policy (Policy No. 64)

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.





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 and 4 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).



Anna Venegas
Sports Coordinator

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.

The Year 5/6 students participate in School Sport Victoria (SSV) weekly sport within the Bundoora District in Term 1 and Term 2.

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. Through CSEN fortnightly sport, students are given the opportunity to compete in various sports throughout most of the year.

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

Term 1

Year 3 to 6 Swimming Program
Year 5 to 12 Swimming Carnival
CSEN Secondary Fortnightly Sport
Year 5/6 District Weekly Sport
CSEN Prim & Sec Swimming Competition



were made via our PE Facebook challenges. Each week there was a different PE theme which was linked to an optional PE Facebook challenge. Those who chose to participate had to record themselves creating and completing various challenges such as obstacle courses, recording their daily steps, creating a dance and many more.

Term 2

Year 3-12 House Athletics Carnival
CSEN Secondary Fortnightly Sport
Year 5/6 District Weekly Sport

Physical Education during Remote Learning

During 2021, the Health and Physical Education (HPE) team continued to be faced with the challenging yet important task of encouraging students to keep active at home as part of the Physical Education Remote Learning Program. Throughout the multiple lockdowns, students were encouraged to be active through fitness and games where students were given various activities to do with their families. Fitness activities included bingo games, personal fitness plans, a focus on the Olympic games, as well as fitness videos created by the PE staff. Many different skills were developed including fitness routines, dance, skipping, counting steps and sport skills. There was also a large focus on families exercising together. The activities provided had the capacity to be modified and extended in order to keep students active in spite of their ability levels. Further connections within the broader school community

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. The swimming squad trained 2 times a week at Latrobe Sports centre. The cross country squad commenced their training in Term 2 onsite. During remote learning, some students joined the SSV virtual cross country event, so they were still able to train and compete during remote learning.

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. The grants were used this year for swimming lessons, touch football lessons, athletics lessons and AFL zoom sessions during the Term 3 remote learning phase.



Music Program

Northside Christian College offers a vibrant and exciting music program. Each week, the College offers students an opportunity to participate in several ensembles and seeks to provide pathways for students to explore their musical potential in a positive and supportive environment.

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

Each week, the College has several highly trained professional tutors who attend the College to work individually with students enrolled in music lessons. Tutors work with groups and ensembles across the College. The instrumental music program provides a chance for students to grow and develop at their own pace and with their peers.

The College offers:

- Individual tuition on a wide variety of instruments, including piano, voice, guitar, strings,
- brass/woodwind, and percussion instruments (available with parent approval and at an additional cost to school fees).
- Performance opportunities to perform at special events and school assemblies, within the broader community, and in external competitions.
- Weekly lunch-time, before and after school ensembles. Open to students from Years 4 - 12.
- Classroom music from Prep – Year 6.
- Secondary classroom music for Year 7 through to Year 10.
- Concert band and jazz band programs for Primary and Secondary students.

School Ensembles

The following is a summary of the weekly ensembles on offer at Northside Christian College:

- At the beginning of the 2021 school year, we had over 50 students participating in these ensembles on a weekly basis.
- Secondary School Concert Band (Opt-in)
- Secondary School Jazz Band (Opt-in to extend our more advanced students)
- Senior Primary School Concert Band (Compulsory program for Year 6 students)
- Primary School Choir (Opt-in)
- Secondary School Chapel Band (Opt-in)
- Primary School Band (Opt-in contemporary ensemble for Upper Primary students)

School Individual and Group Music Program

In 2021, the school year started with a re-building enrolment base of approximately 50 students and a program that had been affected by the lockdowns in 2020. As the year progressed numbers started to build back up to over 80 enrolments by the middle of 2021. The ongoing rolling lockdowns impacted progress and caused disruption and cancellations to the usual music events that were planned for 2021.

COVID- 19 Impact

In 2021, the Music Department faced some significant challenges as the COVID-19 Pandemic continued to affect Melbourne with unplanned lockdowns or various lengths in time. Although we had significant periods of time back onsite and being able to deliver our programs, the progress was constantly constrained to a degree as we came in and out of lockdowns and in and out of different levels of DET onsite restrictions coupled with proposed event restrictions.

Throughout 2021, we continued to modify our approach to the way music education was delivered and focused on supporting student engagement both through the online learning spaces available and onsite activities when available. The College developed groups on SEQTA My ED and Schoology as well as live Zoom lessons with content delivered there whenever we were placed in lockdown. Individual music lessons were delivered via live Zoom lessons (with parent permission) as well as group classes for ensembles.

New Achievements

Student-teacher collaboration and video production projects

In 2021, the Music Department continued to develop several collaborative video projects with students from the College, which was a great way to engage and motivate students to continue their music during the extended periods of lockdown. The projects provided positive ways for students to engage with music during this time. We also enjoyed rehearsing live when we were able to be onsite for periods.

Assembly performances

During the time on site this year, many students presented musical items in our online whole school assemblies held every two weeks during the term.



Andrew Horneman
Instrumental Music Coordinator

New Music Platform and Landing Page

The College engaged a third-party contractor to develop a web-based landing page platform to assist with the administration of the growing music program. This platform will provide a streamlined one-stop-shop for all things music-related at Northside. It will create efficiencies in the College's processes and provide a seamless and straightforward way for the parent body to engage with music and what we offer. We are looking at an official 2022 launch of this platform after experiencing significant delays in some aspects of the rollout due to lockdowns and other technical difficulties.



Patrick Devine
Music Coordinator



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 2021 school leaders for their commitment and service:

Primary School

Student Representative Council

Year 5 - Jack Chiodo and Ava Wedding
Year 4 - Abbey Nelson and Charlize Venegas
Year 3 - Michael Chai and Amelia Nimalan

Primary School Captains

Angus Hutchinson-Walker and Melissa Qaysar

Middle School

Student Representative Council

Natshi Fernando, Aryan Mittal,
Tane Marshall and Rohan Bhanari

Middle School Captains

Sarah Halden and Michelle Wesley

Senior School

Student Representative Council

Isabelle Kluchkovsky, Tim Halden,
Kian Lozanoski and Annie Karkaloutsos

College Captain

Zoe Dunn and Leila Budiman



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.

2021 House Captains

	 Courageous Conquerors	 Noble Knights	 Worthy Warriors
Primary School	Moyo Okanlawon Madeline Wedding	Conrad Kwok Ileri Oludare	Hannah Gojevic Rachael Cho
Secondary - Middle School	Madison Kluchkovsky Marshall Karunaratne	Kristy Hong Elizabeth Donato	Kaitlin Smith Chloe Kapsiotis
Secondary - Senior School	Isabelle Kluchkovsky Connor Toffoli	Shania Tavangeri Nikita Gorsevski	Anthony Boag Khrishmi Jeyenthan



We congratulate the Courageous Conquerors who were the victorious House team for the 2021 academic school year at Northside Christian College!

Parents and Friends

Parents and Friends (P&F) is a great opportunity to bring our College Community together. Our main aim is to work alongside the College and uphold the visions and policies. By consulting with the College Principal, Committee of Management and teacher's P&F can assist in supporting the best interests of the College.

P&F is an informal way for new families to meet other families. This is a great way to build friendships and get to know other families who have children in the same year levels. By taking part in P&F events children not only love to see their family members helping, but it also teaches them the importance of volunteering and giving back to the community.

Between this year many lockdowns, P&F did come together and run three successful events. I would like to thank all the families who came and chatted over coffee at the New Parents Welcome Afternoon Tea in March. I would also like to thank all the families that helped at the Mother's Day Stall in May and the Bunnings BBQ in June.

Events like these are the lifeblood of what we do and afford us the privilege of donating equipment, such as the upgraded junior playground, ensuring that our children reap the benefits from what we do. Both of the Mother's Day Stall and the Bunnings BBQ were very successful and we did raise money to put towards future projects for the College.

In addition, P&F were able to contribute to World Teachers Day, the Year 12 Graduation and the Year 6 Graduation last year, and we will contribute again this year.



I hope next year will see more morning tea catch ups, stalls and other fundraising events at the College. To all the new parents, we look forward to meeting you and it will be great to share with you the depth of our fantastic College community.

2021 Parents and Friends Committee

- President:** Fleur Wedding
- Vice President:** Kat Smith
- Treasurer:** Liliana Caldwell
- Secretary:** Daniela Durik
- School Representative:** Liz Tsiros

If you would like to know more about Parents and Friends please contact the President of Parents and Friends, Fleur Wedding on 9467 2499 or email ncc@ncc.vic.edu.au



Enrolment Policy

Extract of the College's Enrolment Policy

Purpose of this policy

- 1.1 Northside Christian College is committed to ensuring that students are enrolled in the College in a manner that is fair and transparent.
- 1.2 The College is committed to maintaining accurate records that comply with the College's legal obligations in relation to school enrolment.
- 1.3 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

10 Year Student Enrolment Data

Year	Students	Year	Students
2012	279	2017	318
2013	278	2018	354
2014	265	2019	410
2015	272	2020	447
2016	282	2021	485

2021 Enrolment Data

Year	Students	Year	Students
Prep	48	Year 7	44
Year 1	49	Year 8	40
Year 2	47	Year 9	32
Year 3	46	Year 10	27
Year 4	30	Year 11	24
Year 5	43	Year 12	21
Year 6	34		

Enrolment

Northside Christian College welcomes all enrolment enquiries. The College is offering classes between Prep and Year 12 in 2022. 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 Enrolment Officer at the details below:

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

Tina Montero
Enrolment Officer



Attendance Data

2021 Student Attendance

Year Level Overall Attendance

Preparatory	89.10%
Year 1	90.50%
Year 2	92.24%
Year 3	90.38%
Year 4	91.13%
Year 5	92.41%
Year 6	90.32%
Year 7	88.86%
Year 8	90.33%
Year 9	88.80%
Year 10	91.39%
Year 11	90.51%
Year 12	93.79%

Please note that attendance for VCE classes was marked every period during remote learning. This exceeded the minimum requirements as required by the VRQA.

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.



Teaching Staff

2021 Staff Statistics

Staff Type	Amount
Non teaching Staff (FTE)	24.5
Teaching Staff (FTE)	38.6
Aboriginal or Torres Strait Islander Staff (FTE)	0
Staff Male (FTE)	17.2
Staff Female (FTE)	45.9
Staff attendance rate:	94.92% *

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

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.

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 teaching staff member.

Higgins, Damian	Bachelor of Science, Graduate Certificate in Education
Bond, Michael	Bachelor of Information Systems (Electronic Commerce), Graduate Certificate in Education (Inclusive Education), Master of Science Education (K-6), MACEL, MACE, FAICD
Butler, Matilda	Bachelor of Education (Primary)
Burger, Suné	Bachelor of Health, Sport and Physical Education
Cheah, Yee Yian (Amelin)	Bachelor of Early Childhood Education
Cook, Ellison	Bachelor of Teaching (Secondary)
Connelly, Teresa	PhD in Geography and Environmental Science, Bachelor of Arts, Graduate Diploma of Education (Hons)
Devine, Patrick	Bachelor of Education
Eichwald, Olesya	Master of Education (Philosophy), Bachelor of Arts (British and American Studies), Diploma of Screen and Media
Eng, Serene	Bachelor of Engineering (Hons), Graduate Diploma in Education, Master of Education (Education Leadership), Master of Inclusive Education
Eynaud, Angela	Bachelor of Arts, Graduate Diploma of Education
Eynaud, James	Bachelor of Biological Sciences, Graduate Diploma of Teaching
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)
Claassens, Anthea	Bachelor of Education, Diploma of Arts
Gorfine, Sam	Bachelor of Education (P-12), Cert III in Christian Ministry

Teaching Staff continued...

Green, Alan	Bachelor of Engineering (Areospace), Bachelor of Divinity (Theology), Diploma of Education
Halden, Sharon	Bachelor of Arts (Psychology), Bachelor of Teaching (Primary), Graduate Certificate in ICT in Education, Graduate Diploma of Psychology
Harri, Esa	Bachelor of Education (Primary)
Henniquin, Daniel	Bachelor of Arts, Bachelor of Education, Cert II in Creative Industries, Cert IV in Training and Assessment, Cert IV in Writing and Editing
Horneman, Amy	Bachelor of Arts, Bachelor of Education (Secondary), Master of Arts (Applied Linguistics)
Horneman, Andrew	Advanced Diploma of Music Performance
Kokonis, George	Bachelor Teaching (Primary), Graduate Certificate in Ministry (Counselling)
Leed, Jessica	Bachelor of Education (Primary), Cert III in Fitness, Cert IV in Personal Training, Cert IV in Performing Arts (Classical Dance)
Lisle, Joy	Bachelor of Arts, Graduate Diploma of Education
Longley, John	Bachelor of Applied Science, Graduate Diploma of Education
McDonald, Gillian	Bachelor of Arts (Social Sciences), Graduate Diploma in Education, Certificate IV in Teaching English to Speakers of Other Languages
Metcalf, Andrea	Bachelor of Education; Diploma in Teaching
Natoli, Oliviat	Bachelor of Arts (Psychology), Bachelor of Teaching
Ottoson, Robert	Bachelor of Science, Bachelor of Ministries (ACT), Master of Teaching
Paterno, Annie	Bachelor of Fine Arts, Master of Teaching
Rowse, Hannah	Bachelor of Education
Schepis, Melissa	Bachelor of Education (Primary), Certificate of Religious Education
Simic, Sharon	Bachelor of Social Sciences (Pastoral Counselling), Master of Teaching, Certificate of Religious Education (Primary)
Simmons, Christopher	Bachelor of Education
Simmons, Sara	Bachelor of Applied Science, Graduate Diploma of Education
Stocks, Christie	Bachelor of Arts, Graduate Diploma of Education (Primary)
Thomas, Reena	Bachelor of Science, Graduate Diploma of Education, Master of Education
Thompson, Jamie	Bachelor of Education
Varghese, Susan	Master of Education, Master of Science
Venegas, Anna	Bachelor of Education (Primary and Early Childhood)
Wang, Junping Vida	Master of Teaching (Secondary), Bachelor of Science, Cert IV in Training and Assessment
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
Westland, Jo	Bachelor of Education
Wiltshire, Emily	Bachelor of Music, Bachelor of Teaching, Graduate Diploma of Science (Maths), Cert IV Training and Assessment, Advanced Diploma Musict

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: VIT. (2019). 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 2021 include:

- Anaphylaxis Briefing and Training
- Behaviour Management Policy Briefing
- Child Safe Standards Policy Briefing
- Continuous Online Reporting using Seqta
- Data Breach Policy Briefing
- e-Learning Module: School and Early Childhood Infection Prevention and Control During Coronavirus (COVID-19)
- Emergency Management Briefing
- First Aid Training
- Flipped Learning Pedagogical Framework
- Grievance and Complaints Management Briefing
- Mandatory Reporting eLearning Module
- 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
- Remote Learning Briefing
- Risk Management Policy Briefing
- Student Anti-Harassment and Bullying Policy Briefing
- Supervision Policy Briefing
- Supporting students with Autism Spectrum Disorder
- Volunteers Policy Briefing
- Workplace Bullying Policy Briefing

Staff Appraisal Process

Northside Christian College is committed to implementing the *Australian Teacher Performance and Development Framework*. The Framework recognises the entitlement of all teachers to know what is expected of them, receive ongoing, meaningful feedback and access to high quality professional learning.

The Framework focuses all schools on:

- creating a performance and development culture
- improving teaching
- improving student outcomes
- providing and receiving frequent feedback
- providing access to high quality support
- promoting genuine professional conversations

An effective approach to improving practice will include a conscious effort to collect and reflect on evidence that provides insight into the effectiveness of teacher practice, and informs growth and access to high quality professional learning. This should occur in a context of frequent formal and informal feedback. Engaging in high quality professional learning is a major strategy for improving teacher practice.

During 2019, the College commenced implementing a more formal Teacher Appraisal Process to support the implementation of the at Northside Christian College.

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 in 2014, 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.

This years' recipient was described as a faithful Christian, lovingly and joyfully serving the Northside community especially during Remote Learning. This person advocates for students, perseveres with them, even if they make little progress, and faithfully points them in the right direction.

Faith, Love, Hope, Community, Service, Humility, Perseverance, Integrity, and Grace are all hallmarks her service. Other staff commented upon her consistent care for students, staff and parents. She is known by her love, kindness and abundance of patience.

The phrase “she displays all the College values” and “she has a faithful heart” was in every single nomination form.

Her work at the College has gone beyond any job description, and has made a real difference to the lives of so many.

This year, the Rose Latimer Award is awarded to: Lydia Faltas

Lydia Faltas
Rose Latimer Award 2021



Community Feedback



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/>

Survey Results

Northside Christian College participates in the LEAD School Effectiveness Surveys every two years. This provides the College with an opportunity to review and respond to feedback to guide continuous school improvement.

During 2021, the College had an opportunity to review and address feedback from a wide range of stakeholders at Northside Christian College who completed the LEAD School Effectiveness Surveys during August 2020. 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:

- Students feel known and accepted by teachers
- Students feel encouraged to try their best
- Students feel like Northside Christian College is a safe place to learn
- Students from different backgrounds and cultures are treated fairly
- Teachers have high expectations of learning
- Students valued the opportunity to explore their spiritual development

The Student Satisfaction Survey highlighted areas

where improvement is needed, including:

- Provision of excellent learning resources
- Attractiveness and maintenance of buildings and grounds
- Opportunities to participate in co-curricular activities
- Sense of feeling close to their classmates
- Sense of feeling known by people at the College

The College also gathered feedback from students on the College's approach to remote learning. This survey data will be analysed by the Executive Team to assist with planning for school improvement.

The Staff Satisfaction Survey highlighted areas of strength including:

- School is a safe place for students to learn
- School's programs effectively meet the special needs of gifted and talented students
- Students from different backgrounds and cultures are treated equally at this school
- Teachers in this school know and care about students
- Staff morale at this school is high

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

- School's programs effectively meet the special needs of students (such as limited English, learning disabilities)
- Provides students with opportunities to develop their leadership skills
- Communication of student behaviour expectations
- School encourages participation in community service
- Provision of a broad curriculum to students
- Provision of resources in the library

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:

- School provides good support for all students with special needs
- School changes the curriculum to improve student achievement
- Quality of teaching at this school is excellent
- Teachers understand the differing abilities of

students and teach accordingly

- Students from different backgrounds and cultures are treated equally at this school
- School is a safe place in which to learn

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

- Range of co-curricular offerings
- Student access to high quality materials and resources that help them learn
- Provision of resources in the library
- Range of learning areas offered at the College
- Transition at the College

Ongoing Feedback

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.

During April 2021, the College conducted an online Parent Forum. This event provided an opportunity to seek feedback on aspects of the College's culture, operations, and plans for the future. Thank you to the many families that participated in this event.



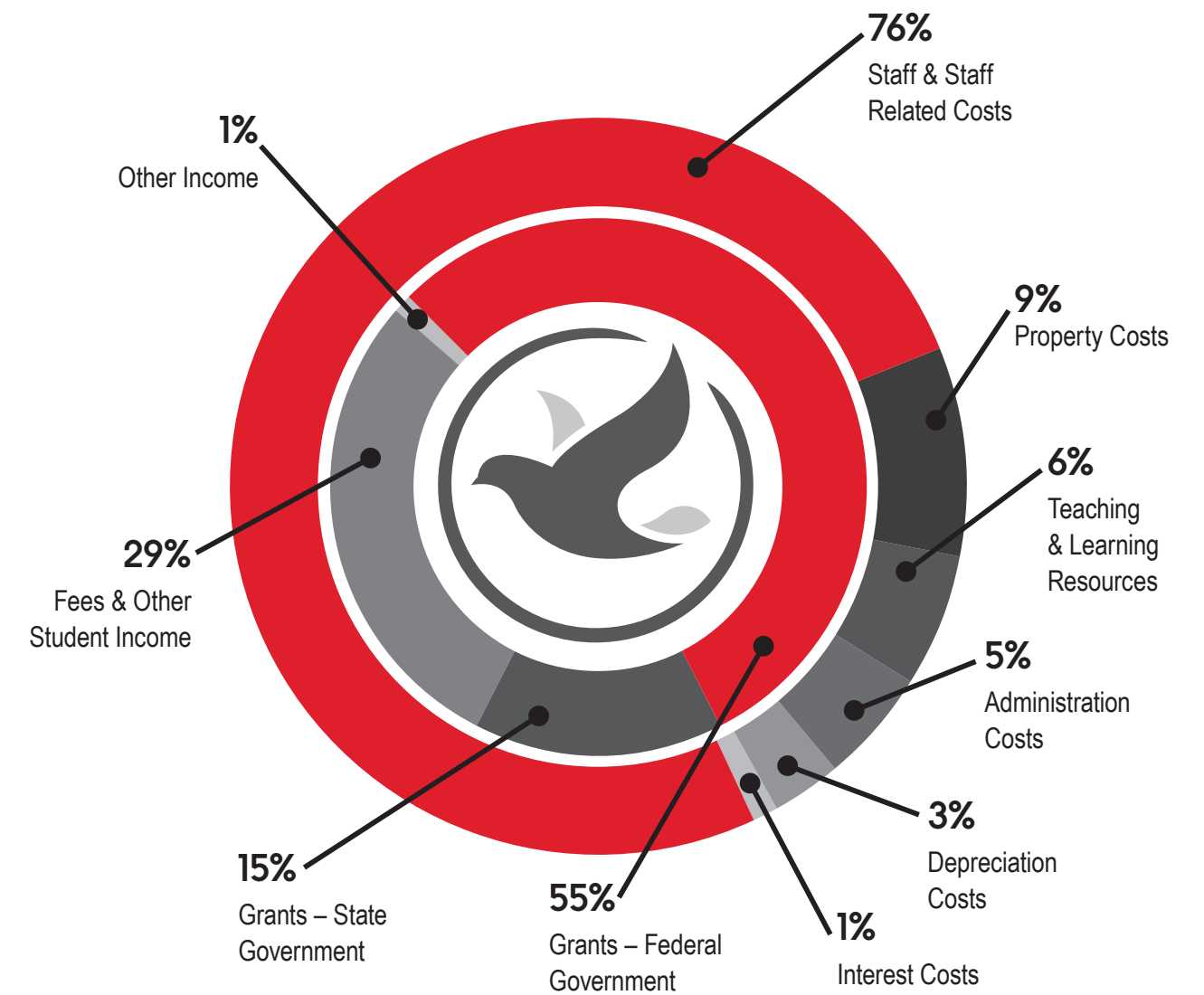


Financial Data

Income and Expenses for 2021

Inner Circle – Income

Outer Circle – Expenses



Leigh Adcock
Business Manager



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 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 building works and upgrades. During 2016, the College concluded the development of our sports precinct, which was officially opened in 2017. In 2020, the College completed a project adding five additional general purpose classroom spaces. In 2021 planning was completed for the next major project, which is expected to be completed by Semester 2 2022. This building will add an additional eight general purpose classrooms and allow double streaming to occur from Prep to Year 12.

A number of special maintenance projects took place during 2021, including:

- Developing a new cleaning scope of works for the College.
- Supporting a transition to a new cleaning contractor (ARA Property Services).
- Collaboration to refine signage, procedures and protocols to support a safe and well managed school environment for staff and students during COVID-19 pandemic.
- Installed new door stops to make it easier to leave doors open to increase ventilation in classrooms.
- Assisted staff to ensure safe work practices when working from home.
- Coordinated and installed new desks and furniture for a new office space in the VCE/VCAL building for Physical Education and Health teachers.
- Installed a new temporary meeting area, "The Block" to enable meetings and visiting practitioners' space for confidential meetings.
- Upgraded a number of handrails at the College to make these safer for students, staff, and visitors.

- Repaired roof leaks at the College.
- Installed hot water thermostatic mixing valves to most hot water services at the College to ensure safe hot water delivery to students.
- Installed new bottle refilling stations around the College in existing drinking stations.
- Installation of new rear fencing along perimeter of the College grounds.
- Installation of a number of new projectors and screens as needed throughout the College.
- Installation of a number of new whiteboards and pinboards throughout the College.
- Created a new storage solution for 3D printer in the science room.
- Repair and installation of a number of new PA speakers to ensure adequate coverage across the College campus.
- Assisted in the planning and logistics for the VCE re-cladding project, which is scheduled for completion during 2022.
- Assisted in the planning and logistics for the 2022 Building project.



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 2021 included the following staff:

- Leigh Adcock
- Maria Cellini
- Teresa Connelly
- Sarah Grimes
- John Longley
- Stephen Nelson
- Jared Stocks
- Elizabeth Tsiros
- Susan Varghese
- Anna Venegas
- 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 and 2019, 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.

New 2022 Classrooms

It was with great excitement that the College was successful in receiving a significant \$2 million State Government Capital Grant to enable the planning and building work to continue on the next major building project at the College which will house eight classes, a number of teaching offices, breakout areas and new toilets. After a thorough tender process in July 2021 the College were pleased to announce PreBuilt was the successful builder for this project.

We are grateful for the support of our independent consultant, Mr Michael Cordia (MP Cordia & Associates Pty Ltd) who assisted with planning and preparations for this project. We also thank Mr Ian Field (Life Design Architecture) for his work in designing this building and assisting in the tender process. Thank you also to the staff who continue to play a significant role in planning and project managing this construction project, including Mr Damian Higgins (Principal), Mr Leigh Adcock (Business Manager) and Mr Stephen Nelson (Property Manager).

"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)

Stephen Nelson
Property Manager



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.

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/child-safety

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.

Notes



Northside Christian College

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Enrolments: enrol@ncc.vic.edu.au