

Annual Report 2020

In producing the 2020 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
31 McLeans Road, Bundoora VIC 3083, Australia
P: +61 3 9467 2499
www.ncc.vic.edu.au

Photography and Articles

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

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2020 Overview

"KNOWN"

"For now we see only a reflection as in a mirror; then we shall see face to face.

Now I know in part; then I shall know fully, even as I am fully known."

1 Corinthians 13:12(NIV)

447 

Students in 2020

41 

Years in operation

2 
Year 8
Classes for
the First Time

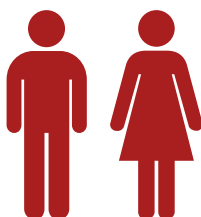
3 

House Teams

School Structure



Primary School
Prep - Year 6



Middle School
Years 7 - 9



Senior School
Year 10 - 12

2020 at a Glance

JAN

- Staff Preparation Week
- New Staff Induction Program
- Staff First Aid Training
- 2020 classes commenced

FEB

- Vocational Education and Training (VET) classes commenced
- Parents and Friends Association New Parents Morning Tea
- Volunteer Induction Program
- Parent Helper Training
- Year 9 Coastal Challenge
- College commenced participating in CSEN Interschool Sport
- Year 3 & 4 Sleepover Camp
- Parent Student Teacher Interviews (PSTI) for new families
- Year 7 Resiliency Day
- College commenced participating in Year 5/6 District Sport
- Year 7 Parent and Student Mixer

MAR

- Year 3 – 6 Swimming Lessons
- Harmony Day
- Year 9 Resiliency Day
- Year 10 Careers Testing
- Remote Learning launched
- Virtual Tour created for College website

APR

- Remote Learning commenced for all students at the beginning of Term 2

MAY

- National Careers Week

JUN

- Phased Return to School for students and staff
- ISO Family Kahoot Night
- Parents and Friends Annual General Meeting
- Genius Hour Flexiday

JUL

- Remote Learning for students and staff
- Opening of Portable Classrooms
- Online Year 7 Information Evening
- Reading Challenge
- Year 10 Horizons Program

AUG

- Year 12 Care Packs distributed to the class of 2020
- PSTIs conducted via Zoom for Year 10 – 12 students
- Nationally Consistent Collection of Data on School Students with Disability (NCCD)
- Premier's Reading Challenge
- Science Week
- Maths Talent Quest

SEP

- Kindness Challenge
- PSTIs conducted via Zoom for Prep – Year 9 students
- SRC Zoom Trivia Night
- Love Your Body Week
- Teacher Aide Appreciation Week
- Future Problem Solving competition
- Black Snake Productions Primary School Incursion (online)
- Colin Buchanan Concert (online)

OCT

- Phased Return to School for students and staff
- Book Week Assembly and Online Book Parade
- Future Problem Solvers nationals
- Year 5/6 Virtual Camp
- Year 12 Celebration Day
- Year 12 Graduation Ceremony
- Prep – Year 9 Digital Learning Showcase

NOV

- Unit 2 Examinations
- VCE Written Examinations
- Prep – Year 10 Orientation Day
- Early Commencement Program
- Primary School Awards Assembly

DEC

- Year 6 Graduation
- Secondary School Awards Assembly
- Year 9 Graduation
- Middle School Focus Day
- Year 11/12 Retreat
- Celebration Evening
- Staff Christmas Celebration

Background Information

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

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

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

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

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

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

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

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

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

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

Mission Statement

Transforming lives through Christ and the wonder of learning.

Vision Statement

To be an inspirational Christian learning community.

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

As a Christian learning community, we have 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.

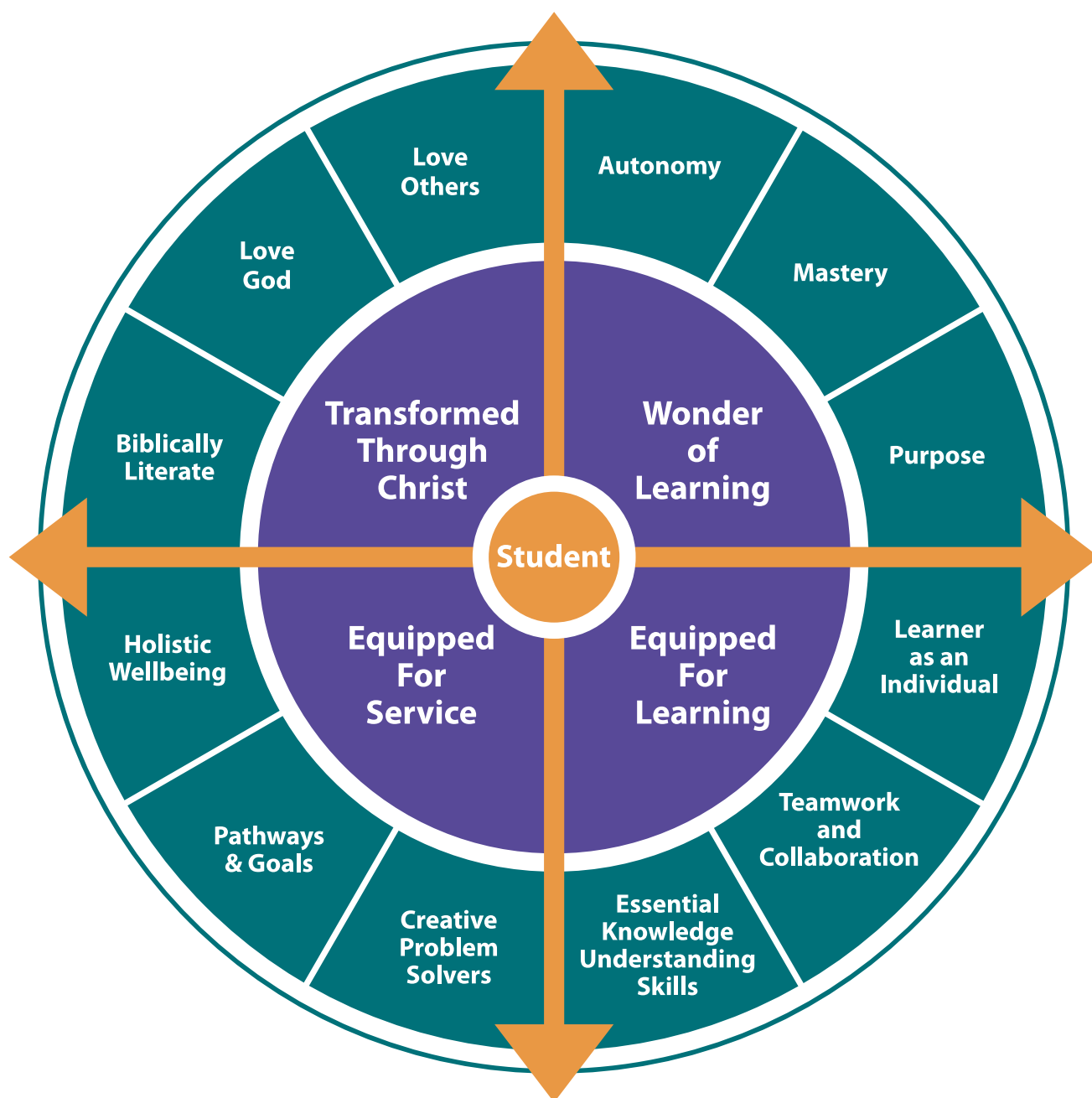
The curriculum at Northside meets the Education Goals for Young Australians found in the Melbourne Declaration 2008, by providing schooling that promotes equity and excellence and encourages students to become:

- 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

- **The Bible:** We believe that the Bible is the word of God, and that its original manuscripts were inspired by the Holy Spirit such that they are free from errors and contradictions. We embrace the Bible as the one and only infallible, authoritative, and trustworthy source of truth for faith and life.
- **God:** We believe that the one living and true God eternally exists in three persons (the Trinity): Father, Son and Holy Spirit. God is the creator of everything that exists and sustains the existence of the universe by His power.
- **Jesus Christ:** We believe that Jesus Christ eternally exists as God and is God's only begotten Son. At one point in time past, He was born as a man of the virgin Mary, being conceived of the Holy Spirit. He lived a sinless human life and atoned for human sin through His crucifixion. He was raised bodily from the dead, ascended into heaven and will, sometime in the future, return personally to Earth.
- **The Holy Spirit:** 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. The Holy Spirit is sent by the Father in the Son's name to convict humans of sin, to bring us to repentance and salvation in Christ, then to indwell, instruct, guide, comfort, and empower the believer for righteous living and service.
- **Human Beings:** We believe that human beings were created perfect in God's image and are loved by Him. However, all humans became sinners and alienated from God through Adam's sin and are unable to gain God's approval or reconciliation with Him through our own efforts. We and our communities manifest our sinfulness in various forms of evil, corruption, sickness, injustice, and social disruption. Our only hope of salvation and reconciliation to God is through faith in Jesus Christ. Repentant sinners are justified by the grace of God through faith in Jesus Christ, and are regenerated by the Holy Spirit.
- **The Church:** We believe that the church is the body of Christ both local and universal, including all who have been reconciled to God through faith in Jesus. 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, and to bring transformation to people and communities through God's truth, wisdom, and love.
- **Satan and Evil:** We believe that Satan exists as a personal spirit being and that 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 work of God's people. However, 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.
- **The work of Christians in the world:** We believe that, until the return of Christ, one of the tasks of the individual Christian and the church is to communicate the gospel of Jesus Christ and to facilitate the doing of God's will on Earth. Our main work is to bring the transforming power of God's truth, wisdom and grace to ensure that our individual and family lives, our communities, and our nation develop to increasingly reflect the order, peace, justice, beauty, joy and productivity that comes from our honour and obedience to God and our living in His provision.
- **The second coming of Christ:** We believe in the personal and visible return of Jesus Christ to complete and fulfil the purposes of God on Earth.
- **Eternity, Heaven and Hell:** After His return, Jesus will raise all people (living and dead) to judgement. Those who have faith in Jesus will be ushered into an eternal life of peace and righteousness in a new heaven and new earth and God's presence. Those who reject Christ will suffer eternal separation from God, and will dwell in Hell.

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: Mark Donato **Date Appointed:** 25/03/2009 – 23/05/12 & rejoined 15/05/2013

Date Resigned: 31/12/2020

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

Background Information:

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



Name: John Spinella **Date Appointed:** 07/01/1991

Qualifications: Master of Arts Bible Theology & Leadership

Background Information:

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



Name: Oscar Ruiz **Date Appointed:** 17/10/2012

Date Resigned: 16/07/2020

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

Background Information:

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



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

Qualifications: Bachelor of Education

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.

Management Team

The Management Team at Northside Christian College is responsible for the day-to-day operations of the College. This team is accountable for the management of the College and maintaining responsibility for key business functions. The Management Team is also generally responsible for putting together the business strategy and ensuring the business objectives are met. This team also has a critical role in ensuring that Northside Christian College continues to implement its strategic plan effectively and in a timely manner.



Name: Damian Higgins **Position:** Principal / CEO

Qualifications: Bachelor of Science, Graduate Certificate in Education

Background Information:

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.



Name: Michael Bond **Position:** Deputy Principal / Head of Secondary School

Qualifications: Bachelor of Information Systems (Electronic Commerce),
Master of Science in Education (K-6), MACEL, MACE, FAICD

Background Information:

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. 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.



Name: Leigh Adcock **Position:** Business Manager

Qualifications: Bachelor of Business (Accounting), Graduate Diploma in Theology, Master of Arts (Ministry), Chartered Accounts Australia and New Zealand (Chartered Accountant)

Background Information:

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



Name: Christopher Simmons **Position:** Director of Learning - Primary School

Qualifications: Bachelor of Education

Background Information:

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.

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. 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.



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) 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.



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 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.



Leigh Adcock

Business Manager

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



Lenna Waters

Director Of Learning - Senior School

Lenna Waters is currently 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 25 years' experience teaching at Independent Schools in South Australia, New South Wales and Victoria. Jo studied Education at Flinders University, and is an experienced and passionate teacher of Visual and Studio Arts

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



Fleur Tucker

Executive Assistant

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



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 2020.

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.

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. The College is aware that at the end of 2019, a review of the Standards was completed and recommended amendments to the Standards to align with the National Principles for Child Safe Organisations (National Principles). It is anticipated that the Standards will be amended in 2021 to align with the National Principles, with the Ministerial Order 870 to be amended shortly after this.

COVID-19

Throughout 2020, 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 Review is asking whether the Standards are doing their job and, if not, how they could be improved. The public consultation process took place until 25th September 2020. The Disability Standards for Education came into effect on 18 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.

Mandatory Reporting Changes

From the 31st January 2020, mandatory reporters were expanded to include 'school counsellors'. On the 10th September 2019, the Victorian Parliament passed legislation to include 'people in religious ministry' as mandatory reporters, without exemption for religious confessions. People in religious ministry will commence as mandatory reporters from 17 February 2020. The Department of Health and Human Services (DHHS) has published a factsheet detailing the change, which has been included in the College's Child Safety Policy.

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 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.

"Whistleblower" Laws

In 2019, the Commonwealth Government introduced changes to the Corporations Act 2001 (Cth) (Corporations Act) that impose new obligations on particular types of organisations to protect "whistleblowers". The changes strengthen and consolidate the obligations of an organisation to protect from detriment individuals who bring wrongdoing to light about the organisation, its employees or officers, or related bodies corporate. The first part of the new protections commenced on 1st July 2019.

From this time enhanced protections will apply to employees that "blow the whistle" and employers will need to comply with these protections. Commencing 1st January 2020 public companies, which includes schools and other charities incorporated as companies limited by guarantee, must have a whistleblower policy in place.

Additional Changes

The College is aware of a wide range of changes to legislation and regulations, which apply to schools. During 2020, 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."








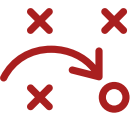
6. Sustainable Governance

"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




During 2020 the following priorities were achieved:



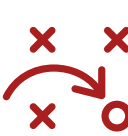
Focus Area	Outcomes
Passionate Learning 	<ul style="list-style-type: none"> Commenced using SEQTA to assist with developing online lessons Continued implementation of a flipped learning pedagogical approach Further developed the INSPIRE program with the implementation of Individual Learning Plans Reviewed 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) Reviewed and updated 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 Implemented the Flexiday initiative 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 Commenced implementation of the College's staff appraisal process referencing the Australian Teacher Performance and Development Framework
Nurturing Culture 	<ul style="list-style-type: none"> Continued to refine and implement a Child Safety Strategy Further implemented the College's Risk Management Policy, with a focus on identifying, reducing and removing the risk of child abuse Provided professional development to staff in regards to the College's Reportable Conduct Policy Continued implementation of the You Can Do It! Program in the Primary and Secondary 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) Reviewed and updated the College's Sexual Harassment Policy (Policy No. 18) Reviewed and updated the College's Staff Contact with Students Policy (Policy No. 11) Developed and implemented a COVID Safety Policy (Policy No. 69) Developed and implemented a COVID Safe Plan Developed and implemented a COVID Safety Management Plan Reviewed and updated the College's Child Safety Policy (Policy No. 1)

Focus Area	Outcomes
<p>Connected Learning Community</p> 	<ul style="list-style-type: none"> • Provided opportunities for parents and members of the local community to become involved in the life of the College • Transitioned parent communication to 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
<p>Strategic Resource Management</p> 	<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) • Developed a Delegations Charter • Reviewed and updated the College's Occupational Health and Safety Policy (Policy No. 50)
<p>Sustainable Governance</p> 	<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 • Implement 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

Priorities, Initiatives and Targets for 2021

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 develop and grow the College's INSPIRE program • 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
Educational Leadership 	<ul style="list-style-type: none"> • Monitor the process of staff education and performance reviews to ensure alignment with best practice, including the Australian Teacher Performance and Development Framework • Provide adequate training for all staff with particular emphasis on professional development in teaching the Australian Curriculum, new technologies, differentiation, inquiry based learning and other innovative emerging pedagogies • Use data available from a variety of sources to drive curriculum planning and teaching practice
Nurturing Culture 	<ul style="list-style-type: none"> • Continue to refine and implement a Child Safety Strategy and commence the implementation of the National Principles for Child Safe Organisation • Further implement the College's Risk Management Policy, with a focus on identifying, reducing and removing the risk of child abuse • Further implement the You Can Do It! Program in the Primary and Secondary School • Provide staff training in the Principles of Restorative Justice • Continue to review and improve the College's Volunteer Induction Program • Cultivate a culture in which students, teachers and parents understand the importance of Digital Citizenship • Continue to review and update policy addressing the wellbeing needs of our College community

Focus Area	Outcomes
<p>Connected Learning Community</p> 	<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
<p>Strategic Resource Management</p> 	<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)
<p>Sustainable Governance</p> 	<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



Principal's Report

The theme of the year at Northside Christian College in 2020 was KNOWN. The key scripture verse alongside this was from 1 Corinthians 13:12 and states, *"For now we see only a reflection as in a mirror; then we shall see face to face. Now I know in part; then I shall know fully, even as I am fully known."*

How apt it was that we chose a verse about God's knowledge of us in a year when the uncertainty and sudden changes due to COVID-19 were at times overwhelming! He has shown us His unfailing faithfulness through many challenging months, and brought us to a good place.

Despite the difficult year that has been 2020, many wonderful things have happened which we would do well to pause and celebrate:

I have recently been looking at photos of some face to face events which were held early in Term 1. In the background of each photo there are two portable classrooms, waiting to be installed and fitted out as new spaces for our Primary students. We are immensely grateful that those empty shells are now bright and well-equipped learning spaces for our rapidly growing Primary School to use.

Our student numbers continue to increase, even in a year of unprecedented upheaval. We added an extra stream in both Primary and Secondary School sections and enrolments reached a historic high of 447 students at census. I am very pleased that more families are discovering the unique experience which we provide for children here at Northside. My thanks are extended to our current families who tell their friends and relatives about the College and introduce them to us. Of course, numerical growth presents its own challenges and we are excited about the opportunities which exist for us in the future with new buildings and facilities to enhance student learning while accommodating the growing number of students and staff on site.

Two rounds of Remote Learning required that our staff, students and parent body adapt to new routines and styles of education delivery. The College was on the front foot in this regard. Thanks to our prior work in moving towards a Flipped learning model of Teaching and Learning, we already had the pedagogical approaches and technical know-how required to successfully pivot and provide an excellent remote learning program for our students. Furthermore, our mentoring program across the school where staff checked in with students regularly was a great way to maintain the sense of community when we could not meet together in person.

Our Year 12 students faced a significant challenge, completing their final and most crucial year throughout a global pandemic and the hindrances that this placed on their lead into important examinations and assessments. We were delighted at the end of the year to report the College's most successful year yet in terms of our median study score of 31 and an ATAR of 99.45 from the College Dux, Shemara Karunaratne. Even more pleasing was the news that every Year 12 student who applied for a tertiary place received a first round offer, the vast majority being their first preferences.

I'd especially like to thank the College staff for their uncommon dedication as their workload increased and continuously changed throughout the year. I am very proud to be part of a school community where we have an excellent team of teaching and non-teaching staff, all united in the goal to make the wonder of learning a lived experience for every student.

The Committee of Management has been a strong support to the College throughout 2020. As we farewell the President, Mark Donato, after about 10 years of service on the CoM, we welcome Raff Marcucci to the role in 2021. I would like to personally thank Mark for his work, care of me as Principal and leadership to the rest of the committee.

2020 has taught us many things and I believe we are wiser now than we were in 2019. Not only does God know us, but we have grown in our knowledge of Him. Let us keep our hearts and minds open to God so that this year's journey to know God more will continue throughout our lives.

Damian Higgins
Principal

Deputy Principal's Report



The development and reviewing of policy and procedures take place regularly each year in response to changes to legislation and the cyclical review schedules in place to maintain compliance and safety. The Coronavirus (COVID-19) pandemic triggered the need to rapidly review, update, and develop a range of policies and procedures to support the continuity of learning and safety at Northside Christian College throughout 2020.

The College closely followed a range of health authorities during January and February as the community developed an awareness of the Coronavirus. When the World Health Organisation (WHO) increased the risk probability associated with what became to be known as COVID-19, the College's Executive Team began to respond with the development of contingency plans to support the learning and wellbeing of staff and students.

Northside Christian College developed Emergency response documentation in preparation for COVID-19 in early March. This documentation provided scope for the College to respond to the impact of COVID-19 at the state, regional, community, and school levels. The maintenance of a safe learning environment for the College community was a priority. During the months ahead, we developed a much deeper awareness of the importance of targeted cleaning, hand hygiene, face masks, temperature checking, physical distancing, ventilation, and concepts such as "Workforce bubbles" to name a few.

During February, the College's Executive Team identified the risk COVID-19 had on the continuity of learning during the months ahead. During the first week of March, the College drafted a *Flexible Plan for Instructional Continuity*, which captured a plan to support the College in a transition from on-site learning to remote learning. Within a few weeks, the College published the first version of a Remote Learning Guide for the College community. During the weeks ahead, staff were provided with targeted professional learning and development to assist them with a rapid transition into remote learning. The College's approach to remote learning built on the flipped learning pedagogical framework, which staff had commenced implementing during the previous year.

In response to COVID-19, policies and procedures were developed to support the community during this unprecedented time, including:

- Zoom Guidelines for Staff, Students and Parents
- Teaching Staff Contact with Students by Phone Procedure
- Return to School - Music Guidelines
- Online Instrumental Music Procedures
- COVID-19 Pandemic Working from Home Policy
- COVID Safe Plan
- COVID Safety Management Plan
- COVID Self-Assessment
- Staff Return to School Guide
- COVID-19 Response Resources Portal for staff
- College Response to the Coronavirus webpage

The planning for a phased return to school for staff and students had its complexities as the College managed safety for the College community during a pandemic. Excitement grew as students and staff slowly returned to campus during Term 4. We look forward to welcoming parents, friends, visitors, and volunteers back on-site during 2021.

We are thankful for the provision of support, resources, and information from a range of organisations, including Christian Schools Australia, Independent Schools Victoria, Australian Government Department of Health, Victorian Government Department of Health and Human Services, and the Victorian Government Department of Education and Training.

During a season when the world was rapidly changing around us, it was a good reminder of the steadfastness of Jesus. Hebrews 13:8 remind us that "Jesus is the same yesterday and today and forever." We were blessed to be able to lean on Christ during this difficult season.

The development of new policies and procedures provided an opportunity to consult and collaborate with many members of our College community during the year. Thank you for your flexibility as we implemented change management actions in response to the rapidly changing operational environment. This season has strengthened our school community in so many ways.

Michael Bond
Deputy Principal

Primary School

Overview

The Primary School at Northside Christian College is committed to “Transforming Lives through Christ and the wonder of learning.” The College offers a comprehensive Primary education programme catering for children from Foundation 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 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.

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

The General Capabilities are:

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

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

Some of the key strategic curriculum programs in the Primary School in 2020 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 which 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 Foundation 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 2020 our Year 1 to 4 students have implemented a new writing program called VCOP. 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 the Foundation year 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.

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 art festivals, assemblies, Chapel services, House events, INSPIRE program initiatives, interschool sports, lunch time clubs and activities, music recitals and more.

Primary Student Representative Council

The year 2020 saw many changes and one of these was the independent working of the Primary SRC and House Leadership team. As a Primary team, students worked collaboratively throughout the year on many projects. Each student was given the opportunity to work as a project leader with a team to achieve a common goal. Even while working remotely, students met every week on Zoom in order to work on different projects to serve the community. Some of these projects include;

- Daily distribution of Primary Sport Equipment in Term 1
- Weekly collection of Primary House points
- Weekly tallying of Rubbish Free Lunch participants
- Weekly Laminating of the Primary Northside Neighbourly Awards
- Fundraising to gift coffee cards to the health care workers involved
- in COVID-19 care at the Northern Hospital
- A Casual Clothes Day
- A Primary virtual Trivia Night
- The Kindness Challenge
- Activities for Love Your Body Week
- Devotions for Primary classes throughout Remote Learning
- Letters of encouragement to every teacher
- The provision of weekly colouring sheets for Primary students during Remote Learning
- Daily Morning Primary Carpark greeting during Term 4
- Assisting in Primary Chapels each week
- Empower Christmas Appeal

Primary leaders served from a place of love for the community, working to always point others to Jesus.

COVID-19 Response - Primary Remote Learning

2020 saw two stints of remote learning due to the COVID-19 pandemic. The Primary school was able to adapt to the changing learning landscape and continue learning across all areas of the curriculum. 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 modelled 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. In addition to this, the Primary Learning Support Team provided intervention support via Zoom to our at risk students.

At the end of Term 3, an alternate program was held for the students which included a wide range of choice activities including an incursion conducted by Black Snake Productions and a Live Colin Buchannan Concert. The success of the COVID-19 response was due to the commitment of the teaching staff and support of families at home.



Chris Simmons

Director of Learning - Primary School

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 2020, the focus areas for the Middle School were Respect, Responsibility, Relationships and Rigour.

Overview

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

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

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

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

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

Curriculum

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

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

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

Transition To Year 7

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

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

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

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

Learning Spaces

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

Our Middle School is a light, bright, dynamic, flexible learning center. Our main building has three learning studios and a variety of different learning spaces, uniquely designed to support adolescent learners. In 2020, we have included two new portable buildings to accommodate our growing numbers and created space for our Year 7 students to adjust and grow in their early high school experience.

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 center 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 9s 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.

Remote Learning

The 2020 academic school year was very different from what anyone could have anticipated. 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.

This year our students experienced learning in many new ways. 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 recognized the importance of connection and looked for new and different ways of meeting those needs. Our Northside community ended our 2020 school year strong and 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 Learning - Middle School

Senior Secondary Overview and Outcomes

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

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is a well-recognised and valuable acknowledgement of achievement for students. Successful completion provides students with an opportunity to seek access to tertiary institutions as well as providing information to employers about a student's ability to cope with a wide range of complex tasks, meet deadlines and apply knowledge and skills to various problems. Students at Northside Christian College can choose from a wide variety of VCE subjects. Subjects offered in 2020 at VCE level included:

- Biology (Units 1 – 2)
- Business Management (Units 1 – 4)
- Chemistry (Units 1 – 4)
- English / EAL (Units 1 – 4)
- Food Studies (Units 1 – 4)
- Health and Human Development (Units 1 – 4)
- General Mathematics (Units 1 – 2)
- Further Mathematics (Units 3 – 4)
- Mathematical Methods (Units 1 – 4)
- Media (Units 1 – 2)
- Physics (Units 1 – 4)
- Psychology (Units 3 – 4)
- Studio Arts (Units 1 – 2)
- 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 2020 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.



Lenna Waters

Director of Learning - Senior School



Published Post Year 12 Destination Information for 2020 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	66.7%
TAFE	6.7%
Apprenticeship / Training	6.7%
Deferred Tertiary Study	13.3%



Not in Education and Training

Employment	0%
Unknown	6.7%

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



2020 Senior Secondary Outcomes

VCE Median Study Score	31
Percentage of satisfactory VCE completions in 2020	100%
Number of students awarded the VCE (Baccalaureate)	0
Number of students enrolled in at least one VCE unit at level 3/4 in 2020	26
Percentage of study scores of 40 and over	7.9%
Number of students enrolled in VCAL in 2020	5
Number of VET certificates with 2020 enrolments	17





Careers Development

"Empowering informed career decisions in a changing world"

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

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

Aims of Careers Services at Northside Christian College

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

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

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

Work Experience Program

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

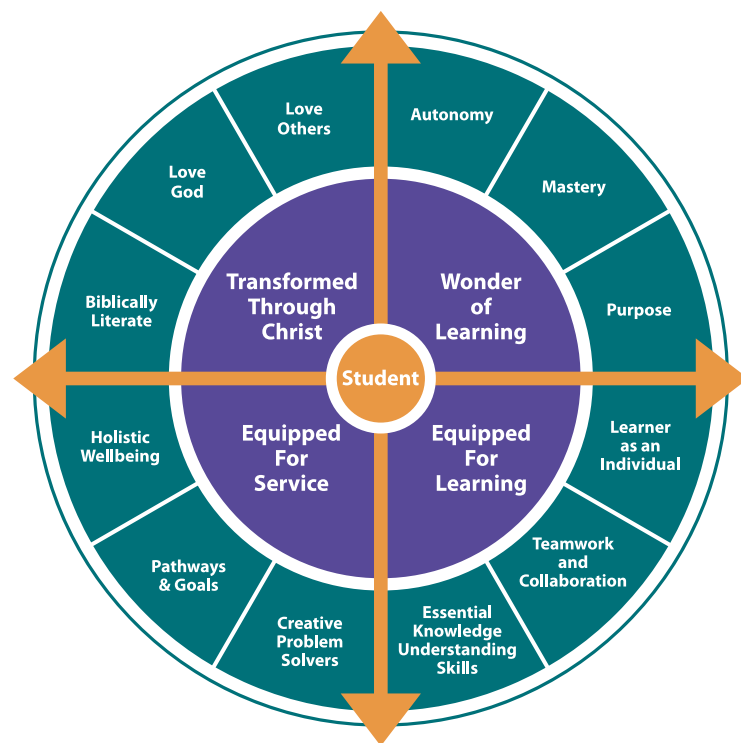
In preparation for work experience, students carry out a range of vocational tests, are provided with tips on applying for positions and complete their Safe@Work Occupational Health and Safety certificates. In addition, students are provided with information about writing resumés and covering letters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

Strategic Significance of Careers Services at Northside Christian College

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

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

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



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

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

Matthew 6:33

Student Progress and Achievements

Student Performance

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

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

My School

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

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

NAPLAN Comparisons

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

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

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

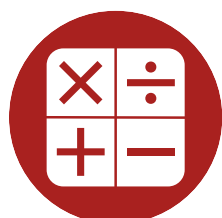
Standards

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



National Assessment Program

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



Numeracy	2016	2017	2018	2019
Year 3	96%	100%	100%	100%
Year 5	100%	100%	100%	100%
Year 7	100%	100%	100%	97%
Year 9	100%	100%	100%	100%



Reading	2016	2017	2018	2019
Year 3	100%	100%	100%	100%
Year 5	100%	96%	100%	100%
Year 7	100%	100%	100%	97%
Year 9	100%	100%	95%	100%



Spelling	2016	2017	2018	2019
Year 3	100%	100%	100%	100%
Year 5	100%	100%	100%	100%
Year 7	100%	97%	100%	97%
Year 9	89%	100%	87%	95%



Grammar & Punctuation	2016	2017	2018	2019
Year 3	93%	92%	100%	97%
Year 5	100%	96%	96%	96%
Year 7	100%	100%	100%	94%
Year 9	95%	100%	91%	100%



Writing	2016	2017	2018	2019
Year 3	100%	100%	100%	100%
Year 5	100%	100%	96%	100%
Year 7	100%	100%	100%	91%
Year 9	89%	100%	82%	92%

Note: Please note that the Education Ministers made the decision to cancel NAPLAN in 2020 due to the ongoing COVID-19 pandemic. This means the current Years 3, 5, 7 and 9 did not undertake the assessment this year. Those in Years 3, 5, 7 and 9 in 2021 will sit the NAPLAN assessments.

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 Plans

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.

Source: Victorian Curriculum and Assessment Authority. (2020). Special provision within the VCE and VCAL. Retrieved from <https://www.vcaa.vic.edu.au/administration/special-provision/Pages/SpecialProvisionVCEandVCAL.aspx>

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.



Serene Eng
Primary School
Learning Support Coordinator



Michael Bond
Deputy Principal,
Head of Secondary School

INSPIRE Program

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 distinctively 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 Sayler 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 achieving in the top 3% of their cohort and show superior reasoning ability using AAS testing, or identified through teacher observation and checklists,
- 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 2020 during both remote learning and face to face learning opportunities:

1. Specialist Intervention:
 - Specialist withdrawal classes (STEAM: Maths Olympiads, Innovation & Engineering; Global Citizenship: Leadership & Communication, Social Problem Solving): There was an average of 12% of each year level nominated to participate in these classes, with a range of percentages between 4% and 19% across the year levels (Prep-Year 10). During remote learning, the take up rate was between 20-50% of withdrawal class enrolments, with some classes being offered more regularly than others, either over Zoom or through Schoology/MyEdOnline.
2. Mentoring:
 - Competition-specific mentoring for inquiry competitions - Maths Talent Quest and Science Talent Search: In 2020, 23 students entered the STS and 12 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 one) were mentored throughout the year, both remotely and on campus.
 - Scholarships/careers/pathways mentoring and application assistance: A Northside student was again awarded a Kwong Lee Dow scholarship place.
3. Enrichment Opportunities:
 - Global thinking:
 - Philosophy conferences and breakfasts: Not offered in 2020 due to COVID-19
 - Philosophy clubs: Primary offered during remote learning, Secondary ran during onsite learning only
 - Model UN conferences: Not offered in 2020 due to COVID-19
 - STEM workshops and activities (Lego, robotics): Offered as an after-school club in Term 1 pre-COVID
 - Literature:
 - Extra English (Secondary literature club): Ran throughout remote learning and continued in Term 4 with face to face learning
 - Bookworms (Primary book club): Offered in Term 1 onsite and ran throughout remote learning
 - Write a Book in a Day: Not offered in 2020 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 second edition on the 2020 theme 'KNOWN'.
 - vSenior student leadership development and training (the Genius of Jesus in Student Leadership training and development course): Delivered face to face at school and via Zoom during remote learning. Five Year 11 and 12 student leaders participated in the course in 2020.
5. 21st Century Skills Development Competitions:
 - Future Problem Solving Program: One Primary and two Middle School teams (4 students each team) entered the practice rounds, two Middle School teams entered the State qualifying round, and one Middle School team entered the National competition. Preparation classes were held weekly over Zoom.
 - Debating & Public Speaking (Debating Association of Victoria):
 - Debating: one Primary team, two Middle School teams and one Senior team were registered for the competition in 2020, but due to COVID-19, only one Middle School team competed online.
 - Public Speaking: three Primary students, three Middle School students and two Senior students competed in the online competition, receiving individual feedback from the adjudicators.
 - Inquiry competitions:
 - Maths Talent Quest: Maths Talent Quest: 10 entries, 12 students, 3 National MTQ entries, 7 High Distinctions, 3 Distinctions
 - Science Talent Search: 18 entries, 23 students, 1 National BHPBFSEA finalist, 2 Major Bursaries, 7 Minor Bursaries, 3 Distinctions, 5 Merits, 1 Participation

- STEAM Competitions:
 - Australian Mathematics Competition (AMC): 21 students from Year 3-9 participated in the online non-competitive 'competition' during remote learning
 - BEBRAS: 10 students from Years 3-9 participated in the online competition
 - Computational and Algorithmic Thinking Challenge (CAT): 9 students from Year 6-9 participated in the online competition during remote learning
 - Australian Computational Linguistics Olympiad (OzCLO): One team of three students from Years 8-12 entered the Senior competition for the first time at Northside Christian College
 - ICAS: 26 students from Year 2-8 signed up to participate in ICAS this year. Mathematics, English, Spelling, Science and Digital Technology were offered.

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 2020

Community

Networking and serving

- Student-led service initiatives (Passion Projects, Senior student leadership)
- Student voice through community publications - VAGTC Vision magazine: Edition 1 for 2020 on Student Wellbeing and Voice had contributions from four NCC students, and Edition 2 on Practical Giftedness and Wisdom had contributions from one NCC student.



Amy Horneman
INSPIRE Coordinator

Child Safety

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

Guiding Principles at Northside Christian College

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

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

A Child Safe School

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

National Principles for Child Safe Organisations

The Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission) uncovered shocking abuse of children within institutions in Australia.

The Commission recommended taking action to make organisations across the country safe for children.

The development of the National Principles for Child Safe Organisations (National Principles) is a key national reform in response to these recommendations.

The Principles have been endorsed by all Commonwealth, state and territory governments.

They provide a nationally consistent approach to embedding child safe cultures within organisations that engage with children, and act as a vehicle to give effect to all Royal Commission recommendations related to child safe standards

- Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
- Families and communities are informed and involved in promoting child safety and wellbeing.
- Equity is upheld and diverse needs respected in policy and practice.
- People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- Processes to respond to complaints and concerns are child focused.
- Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- Implementation of the national child safe principles is regularly reviewed and improved.
- Policies and procedures document how the organisation is safe for children and young people.

Source: Australian Human Rights Commission. (2018). National Principles for Child Safe Organisations. Retrieved from <https://childsafe.humanrights.gov.au/national-principles/download-national-principles>



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>



Fiona Dumitrache
Head of Student Wellbeing,
Child Safety Officer



Jared Stocks
Chaplain,
Child Protection Worker

Child Safety Roles and Responsibilities

Child Safety Officer

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

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

Child Protection Workers

During 2020, the College's Child Protection Workers are Ms Fiona Dumitrache, 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 childrens' emotional and physical safety.

Student Wellbeing and Pastoral Care

At Northside Christian College, Student Wellbeing is foundational to student growth and success. Students are provided with a supportive and safe environment to be well informed, to explore issues, to identify and work from their strengths, and to enhance their abilities to be resilient in life's challenges and changes that confront them. Students are educated in positive change practices in order to enhance their lives – spiritually, physically, socially and mentally. This year, in particular, students have been provided with extra support in order to manage lengthy times of Remote Learning.

The College Values and Christian Worldview are foundational to the support of students through special programs. Despite time off campus social thinking groups have still been able to be run, even if by different means. These cater for students from Prep to year 10, including the prep Space Invaders Program, Tritactics Emotional Awareness, Canine Comprehension (learning about communication and regulation through working with dogs), improving friendship and relationship understanding, confidence, respectful and safe play, conflict resolution, and increasing flexible thinking. The College continued the You Can Do It! Program from years Prep to 10, enhancing student engagement and life success. Our year 7 and 9 students were the only two classes who were able to enjoy Resiliency Days. However, regular Wellbeing sessions were provided weekly for all year levels. Topics were tailored to help support students to manage themselves during COVID-19 lockdown. Topics covered were how to maintain mental health, balanced lives with study, establishing routines at home, healthy and respectful relationships and self-management, healthy living, online and personal safety, and self-esteem. Love Your Body Week also provided a week of positive body image awareness through activities run by our SRC team, and with the support of the Butterfly Foundation. They beautifully tailored these activities based on our value of which comes from Jesus.

The College also views the family unit, in its various forms, as critical to a student's wellbeing. Prior to lockdown, the Tuning into Teens 8 week parent seminar was offered to parents. The Head of Student Wellbeing also provided parents with a number of wellbeing publications to aid parents with tips and understandings that would help them in providing healthy and happy homes during stressful times and for supporting their children and young people during Remote Learning.

We have a dedicated and caring multi-disciplinary Wellbeing Team who provide a supportive and confidential service within the College, even though much work was done through the use of technology. Both Head of Student Wellbeing and the College Chaplain were available to students and their families. The wellbeing team provided huge support through many calls or zoom sessions, mentoring students and supporting families during lockdown. A visiting Educational and Developmental Psychologist was also available by appointment, providing for the more specific needs of a student. A small fee is charged by the psychologist for this service. It is the Wellbeing Department's goal to promote student independence in self-awareness and self-care, and as such, they worked closely with the Executive Team in order to achieve a safe, caring, flexible and supportive environment while students were both learning from home and at school.

Child safety and ongoing support remains a priority and as such, the recharge time procedure was developed further. This allows students to safely take some time out for a brain break, to talk to someone if feeling overwhelmed, distracted or stressed. This has proved necessary with students adjusting to so much change during this year.

Northside Christian College was challenged throughout this year, yet still provided explicit care and opportunity for students to have access to sessions to ensure students' physical, social, spiritual and emotional wellbeing. Pastoral care at the College looked very different in 2020, yet was still achieved through Wellbeing staff working closely with teaching, learning support and leadership staff across the College promoting positive engagement and supporting the holistic development of every student.



Fiona Dumitrache
Head of Student Wellbeing,
Child Safety Officer

Counselling and Wellbeing

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

Pastoral care is achieved through:

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

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

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

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

Home Group Teachers

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

College Chapels

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

Policy and Procedures

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

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

- Child Safety Policy Code of Conduct and Procedure (Policy No. 1)
- Employment Policy (Policy No. 2)
- Staff Induction Policy (Policy No. 9)
- Staff Contact with Students Policy (Policy No. 11)
- Pastoral Care Policy (Policy No. 12)
- Grievance and Complaints Management Policy (Policy No. 14)
- Student Anti-Harassment and Bullying Policy (Policy No. 20)
- Supervision Policy (Policy No. 22)
- Sexual Harassment Policy (Policy No. 23)
- ICT and Internet Acceptable Use Policy (Policy No. 24)
- Inclusive Education Policy (Policy No. 27)
- Volunteers Policy (Policy No. 29)
- Police Checks Policy (Policy No. 31)
- Visitors to the College Policy (Policy No. 32)
- Behaviour Management Policy (Policy No. 36)
- Student Travel in Staff Cars Policy (Policy No. 38)
- Whistle Blower Policy (Policy No. 39)
- Working with Children Policy (Policy No. 40)
- Risk Management Policy (Policy No. 42)
- Reportable Conduct Policy (Policy No. 49)
- Social Media Policy (Policy No. 51)
- Parent Code of Conduct (Policy No. 56)
- Restrictive Intervention Policy (Policy No. 64)
- Visitors to the College Policy (Policy No. 32)
- Behaviour Management Policy (Policy No. 36)
- Student Travel in Staff Cars Policy (Policy No. 38)
- Whistle Blower Policy (Policy No. 39)
- Working with Children Policy (Policy No. 40)
- Risk Management Policy (Policy No. 42)
- Reportable Conduct Policy (Policy No. 49)

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

John 13:34-35

Behaviour Management

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

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

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

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

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

Restorative Practice

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

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

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

The use of Restorative Justice at Northside Christian College

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

The Restorative Questions:

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

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

Steps for managing suspensions and expulsions of students

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



Sport

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

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

Primary School

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

Students in Prep to Year 6 participate in Learn to Swim lessons during Term 1 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).

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 in 2020



Term 1

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

Physical Education during Remote Learning

During 2020, the Physical Education (PE) team were faced with the challenging yet important task of encouraging students to keep active at home as part of the Physical Education Remote Learning Program. Term 2 commenced with the focus on fitness and games where students were given various activities to do with their families. Fitness activities included bingo games, personal fitness plans as well as fitness videos created by the PE staff. Term 3 focused on fundamental movement skills and developing specific sport-based skills. Many different skills were developed including fitness routines, dance, skipping, counting steps and fun party game tricks. 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. Selected students in the primary and secondary classes were asked to create instructional dance, shooting, kicking and dribbling videos to teach their peers. This created a great sense of achievement for those creating the videos as well as a sense of connection for those seeing their peers via video. Further connections within the broader school community 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. At the end of each week, various guest judges selected winners who received Rebel sports vouchers and house points.

Secondary Sports Enrichment Program

During Term 2, the College conducted a 4 week program to offer more variety in the Sport and Physical Education program in the Secondary School. A cohort of students opted to participate in a Dance elective delivered by the Dance Mob.

Squads

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

Schools Sporting Grants (Primary & Secondary)

Sporting Schools is a \$160 million Australian Government initiative to get children committed to a lifelong love of sport. Australian primary schools can apply for funding each term to deliver Sporting Schools activities before, during or after school hours. The College is grateful to the Australian Government for the opportunity to successfully apply for grants. The grants were used this year to upgrade our high jump mat and basketball backboards. Sessions of swimming, athletics, tennis, netball and basketball were also delivered in Term 1 and 4.



Anna Venegas
Sports Coordinator

Instrumental Music Program

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

Northside Christian College values music as an art form created by God and as a method of self-expression that provides an opportunity for students to excel in their personal growth, build resilience and self-confidence, work in individual and team-based environments, significantly contribute to their own academic and personal development, build community and 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, as well as with groups and ensembles across the College. In this way, students are given the best opportunity to grow and develop at their own pace and with their peers.

Music Program

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 and 8.
- Concert 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 2020 school year, we had over 60 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)
- Secondary School Vocal Ensemble (Opt-in)
- Primary School Choir (Opt-in)
- Secondary School Chapel Band (Opt-in)
- Secondary School String ensemble (Opt-in)
- Primary School Band (Opt-in contemporary ensemble for Upper Primary students)



Andrew Horneman

Instrumental Music Coordinator

School Individual and Group Music Program

In 2020, the school year started with a very healthy enrolment base of over 100 students and a program that was increasing in numbers

COVID- 19

In 2020, the Music Department faced some significant challenges as the COVID-19 Pandemic hit Melbourne. The College quickly changed our approach to the way music education was delivered and focused on supporting student engagement through the online learning spaces available. The College developed groups on Schoology with content delivered each week to students by the instrumental and classroom music staff. A procedure was developed to utilize Zoom to facilitate weekly check-in classes for students keen to continue to develop their music skills during the lockdown. Individual music lessons were delivered via a mixture of pre-recorded video lessons, Zoom lessons (with parent permission) and group check in classes.

Student-teacher collaboration and video production projects

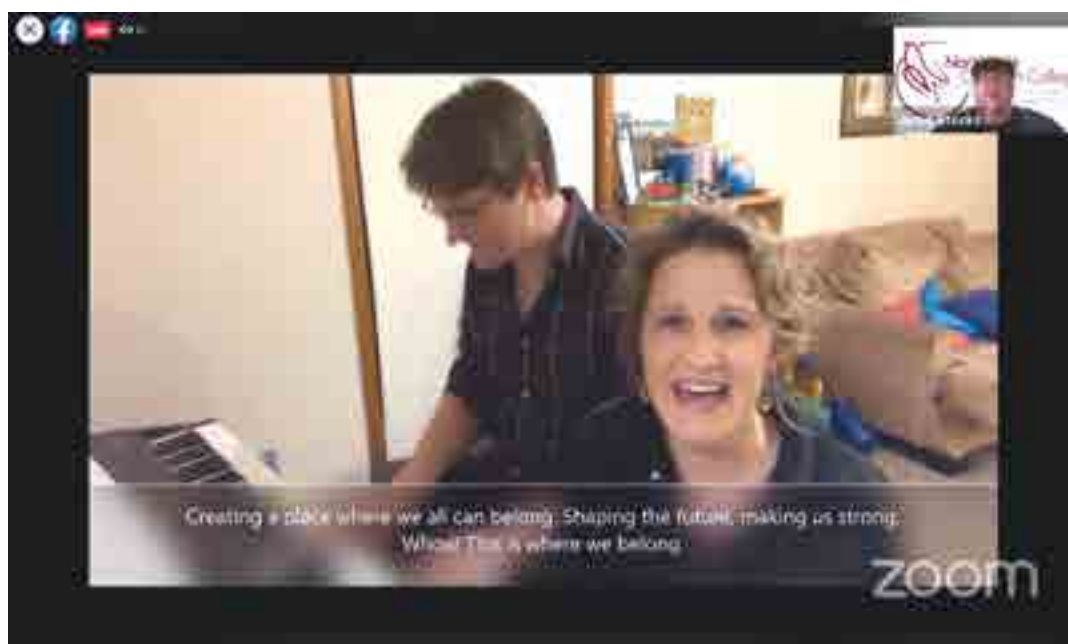
In 2020, the music department delivered several collaborative video projects. The College found these projects a great way to engage and motivate students to continue their music during the extended periods of lockdown. These projects took considerable time to finish and produce but did provide positive ways to show how music was important and engaging during this time.

New Equipment

The music program has been preparing for the purchase of some amazing new musical instruments. One of our more exciting investments is a set of three second-hand timpani, a new drum kit, and a wonderful range of beautiful percussion instruments to build up our concert band program's backline. We are now very well placed to maximise our impact to inspire many young students to be part of the program going forward.

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 very seamless and straightforward way for the parent body to engage with music and what we offer.



Student Leadership

Student Leadership

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

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

We wish to thank our 2020 school leaders for their commitment and service:

Primary School

Student Representative Council

Abbey Nelson
Ava Wedding

Primary School Captains

Aryan Mittal
Lyvia Song

Middle School

Student Representative Council

Sophia Escuro
Michelle Wesley
Kian Lozanoski

Middle School Captains

Timothy Halden
Annie Karkaloutsos
Joshua Chitrathomas

Senior School

Student Representative Council

Khrishmi Jeyenthan
Zoe Dunn

College Captain

Shemara Karunaratne

College Vice Captains

Gabriel Callado
Dimitra Karkaloutsos



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.

2020 House Captains



**Courageous
Conquerors**



**Noble
Knights**



**Worthy
Warriors**

Primary School

Genesis Williams
Noah Dontsios

Natshali (Natshi) Fernando
Daniel Lan

Grace Hussein
Angus Hutchinson-Walker

Secondary School

Zoe Dunn
Ivah Jabra
Grace Kokonis

Dimitra Karkaloutsos
Madison Kluchkovsky
Jasleen Saini

Gabriel Callado
Max Chiodo
Joshua Lord



We congratulate the Courageous Conquerors who were the victorious House team for the 2020 academic school year at Northside Christian College!

Parents and Friends

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

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

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

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

Fundraising

Money raised in the past has been used towards purchase &/or construction of the following:

- Design and Technology building
- Basketball Court
- Pottery Kiln
- Gym
- Playground equipment – Both Junior and Senior Playgrounds
- Interactive Line Marking Playground – including hop scotch and snakes and ladders
- Shade sails
- Data Projectors
- Oval
- Fridge/Freezer

Despite the challenges we have faced this year in relation to Coronavirus, P&F would like to thank all the staff, families and alumni for their ongoing support and willingness to adapt to change. This year saw the successful introduction of our first AGM via Zoom! Unfortunately, restrictions have prevented P&F from hosting many of our usual fundraising events. Despite this set back we welcome everyone to join P&F as we look forward to catching up and holding events and at the beginning of the 2021 School year.

2019/20 Parents and Friends Committee

President: Liliana Caldwell
Vice President: Kat Smith

Treasurer: Sharon Bengtsson
Secretary: Fleur Wedding

School Representative: Elizabeth Tsiros

2020/21 Parents and Friends Committee

President: Fleur Wedding
Vice President: Kat Smith

Treasurer: Liliana Caldwell
Secretary: Daniela Durik

School Representative: Elizabeth Tsiros

Additional Information

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

Attendance Data

2020 Student Attendance

Year Level	Overall Attendance
Preparatory	91.44%
Year 1	93.58%
Year 2	91.27%
Year 3	88.78%
Year 4	92.50%
Year 5	89.84%
Year 6	90.71%
Year 7	87.57%
Year 8	87.94%
Year 9	87.17%
Year 10	87.83%
Year 11	83.25%
Year 12	84.31%



Procedures for Daily Absentees

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

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

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

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

Attendance Email

Student attendance communication at Northside Christian College is directed to the following email address:
attendance@ncc.vic.edu.au

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

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

Student Attendance Collection

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

Enrolment Policy

Extract of the College's Enrolment Policy

Purpose of this policy

- 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).



Tina Montero
Enrolment Officer

Enrolment Data

Student Enrolment

2012 – 279 students
2013 – 278 students
2014 – 265 students
2015 – 272 students
2016 – 282 students
2017 – 318.4 students
2018 – 354 students
2019 – 410 students
2020 – 447 students

2020 Enrolment Data

Prep	48
Year 1	45
Year 2	45
Year 3	23
Year 4	42
Year 5	30
Year 6	36
Year 7	41
Year 8	38
Year 9	27
Year 10	23
Year 11	25
Year 12	15

Enrolment

Northside Christian College welcomes all enrolment enquiries. The College is offering classes between Prep and Year 12 in 2021. 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



Teaching Staff

Staff Qualifications

All teaching staff must have current Victorian Institute of Teaching (VIT) registration. This requires appropriate Tertiary level qualifications, minimum PD hours and Police Checks. Northside Christian College is committed to securing and keeping qualified and experienced staff who add to the culture of the College.

Every Northside Christian College staff member (teaching and non-teaching) has either completed a satisfactory Police Check or holds a current Working with Children Check card.

2020 Staff Statistics

Non teaching Staff (FTE)	19.3
Teaching Staff (FTE)	34.8
Aboriginal or Torres Strait Islander Staff (FTE)	0
Staff Male (FTE)	17.3
Staff Female (FTE)	36.8
Staff attendance rate:	95.37% *

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

Teaching Staff Qualifications

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

The chart below outlines the qualifications of each teaching staff member.

Higgins, Damian	Bachelor of Science, Graduate Certificate in Education
Bond, Michael	Bachelor of Information Systems (Electronic Commerce), Master of Science in Education (K-6), MACEL, MACE, FAICD
Bland, Colin	Bachelor of Engineering, Bachelor of Education
Butler, Matilda	Bachelor of Education (Primary)
Burger, Suné	Bachelor of Health, Sport and Physical Education
Cheah, Yee Yian	Bachelor of Early Childhood Education
Cogger, Rebekah	Bachelor of 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
Dumitrache, Fiona	Bachelor of Education, Diploma of Teaching, Graduate Diploma of Arts (Counselling)
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)
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)
Georgio, Anthea	Bachelor of Education, Diploma of Arts

Teaching Staff continued...

Gorfine, Sam	Bachelor of Education (P-12), Cert III in Christian Ministry
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
Metcalfe, Andrea	Bachelor of Education; Diploma in Teaching
Ottoson, Robert	Bachelor of Science, Bachelor of Ministries (ACT), 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
Thomas, Reena	Bachelor of Science, Graduate Diploma of Education, Master of Education
Thompson, Jamie	Bachelor of Education
Tucci, Olivia	Bachelor of Arts (Psychology), Bachelor of Teaching
Varghese, Susan	Master of Education, Master of Science
Vaughn, Christie	Bachelor of Arts, Graduate Diploma of Education (Primary)
Veljenovski, Antionetta	Bachelor of Education, Diploma of Teaching (Primary)
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
Worrell, Shevaun	Bachelor of Arts (Creative Arts), Graduate Diploma of Education (Secondary), Cert IV in Youth Development

The Rose Latimer Award

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

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

In 2020, the focus has been upon on Christian Character. This year's recipient has been described as being having a heart for the vulnerable within our College community. This person advocates for students, perseveres with them, and faithfully points them towards better choices. Integrity and humility are hallmarks of her service. Staff commented on her persistent care for students, parents, and staff. She is known for her love which is expressed in practical ways. She has made a real difference in the lives of so many. This year, the Rose Latimer Award is awarded to: Fiona Dumitrache.



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 2020 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
- 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 Australian Teacher Performance and Development Framework at Northside Christian College.

Community Feedback

During 2020, 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.

LEAD School Effectiveness Surveys

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



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

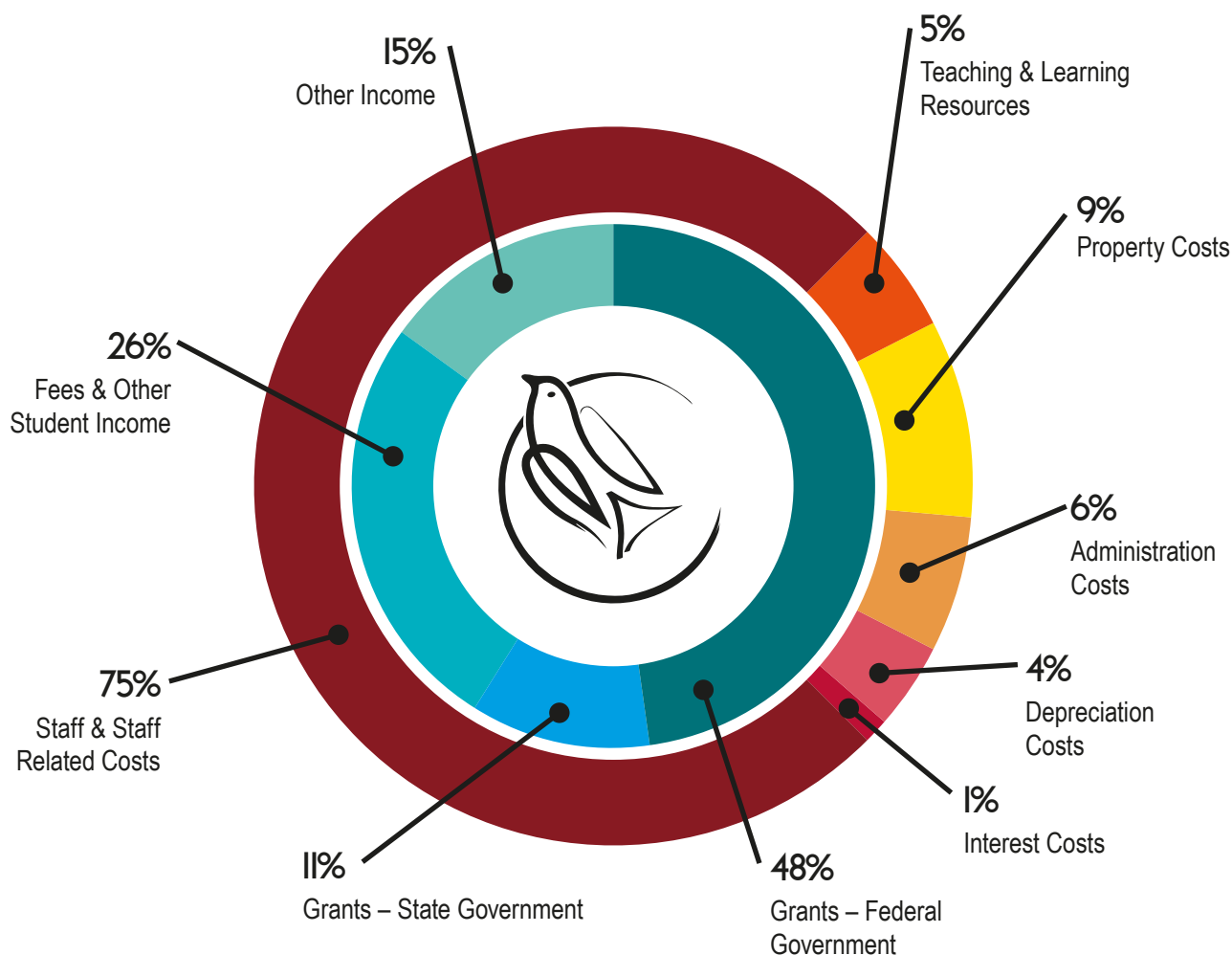


Financial Data

Income and Expenses for 2020

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 permanent buildings are grouped around a central multi-purpose court. Rooms are spacious, and high quality equipment and furniture ensures that the curriculum can be delivered effectively. In recent years the College has undertaken extensive capital development in the areas of new building works and upgrades. During 2016, the College concluded the development of our sports precinct, which was officially opened in 2017. In 2020, the College completed a project adding five additional general purpose classroom spaces.

A number of special maintenance projects took place during 2020, including:

- Managing and coordinating the completion of five new classrooms and one office space as part of the Portable Buildings Project
- Landscape works associated with the new portable buildings
- New fencing work in and around new portable buildings
- Installation of new carpet in Music Rooms
- Development of an additional recording space and a larger more usable music store room
- Collaboration to develop procedures and protocols to support a safe and well managed school environment for staff and students during COVID-19 pandemic
- Assisted staff where possible to ensure a safe work environment when working from home
- Managed and trained cleaning staff to ensure appropriate cleaning procedures were followed during COVID-19
- Managed, trained staff and assisted daily in the safe pick up and drop off arrangements needed in the car park to ensure good flow and safety for all involved
- Ensured appropriate supplies and equipment were managed and in stock
- Ensured appropriate signage, student safety slides and procedures in place to reinforce COVID-19 restrictions.
- Setup and maintained separate play spaces for different year levels
- Arranged purchase and installation of additional outdoor seats
- Completed Occupancy Review and began to implement changes in and around buildings as needed
- Installed additional exit and emergency lighting inside existing buildings
- Installed roof hatch in VCE building to provide safer access to the VCE roof
- Upgrade of security system to ensure all buildings were adequately protected
- Upgrade and expansion of College security cameras to improve coverage of the grounds and shared areas of the College
- Installation of new rear fencing along perimeter of some of our grounds
- Reviewed and updated Evacuation Plans with the assistance of Statcom
- Reviewed and updated Annual Essential Services Manual to ensure we are compliant with building codes with assistance of Statcom
- 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).

"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)



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 2020 included the following staff:

- Leigh Adcock
- Maria Cellini
- Teresa Connelly
- Fiona Dumitrache
- Stephen Nelson
- Elizabeth Tsiros
- Antonietta Veljanovski
- 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 Portable Classrooms

It was with great excitement that the College commenced classes in the two new portable buildings during Term 2, 2020. A combination of five Primary and Secondary School classes and a new staff office area are being facilitated in these new buildings. These buildings were originally sourced from Donvale Christian College and have been fully renovated and fitted out with new furniture and access to appropriate supporting technology, including data, data projectors and wireless access points. Both buildings also have environmental rain gardens that take advantage of the rainwater run-off from both buildings. We look forward to seeing the plants in these gardens grow and mature over time.

This building project was constructed by the Ascot Group. We are grateful for the ongoing support of our independent consultant, Mr Michael Cordia (MP Cordia & Associates Pty Ltd) who assisted with planning and preparations for this project and facilitated the site meetings throughout the construction period. Thank you also to the staff who played 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).

The addition of these new classrooms has been of great benefit to the College as we continue to strategically expand in the Primary and Secondary School. We are grateful to God for this provision of physical resources and the opportunity to further implement our Mission, to transform lives through Christ and the wonder of learning.

Glossary and Acronyms

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

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

Useful Links

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

Child Safety Links

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

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

National Child Abuse Helpline (Child Wise)

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

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

Kids Helpline

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

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

Headspace (National Youth Mental Health Foundation)

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

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

Victorian Centres Against Sexual Assault

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

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

Create Foundation

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

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

Youthlaw

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

Free and confidential legal advice.

Further Information and Support

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

Affiliations

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



Independent Schools Victoria – is.vic.edu.au

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



Christian Schools Australia – csa.edu.au

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



Christian Schools Events Network – christianschoolssport.com.au

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



Association For Christian Schools International – acsi.org

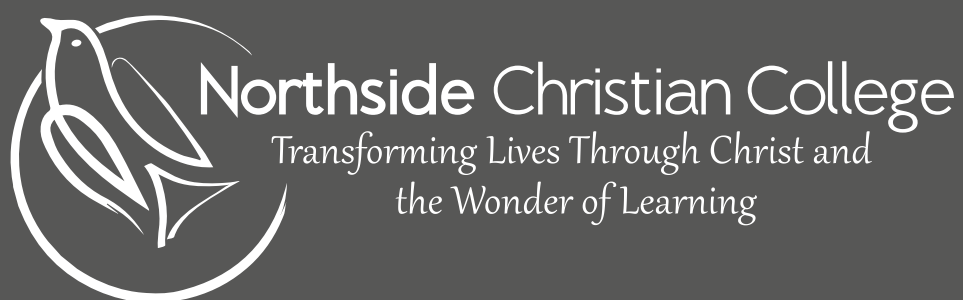
ACSI supports over 24,000 schools with 5.5 million students in more than 100 countries globally. This is the largest global network of Christian schools. Our peer association relationship through CSA with ACSI provides opportunities for professional exchange between members of the CSA movement and the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



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

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

Notes



Address: 31 McLeans Rd, Bundoora VIC 3083

Phone: 03 9467 2499

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