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I would like to welcome you and your family to the secondary school years of the College. I know that your child will find their high school years to be an exciting and engaging time where they will make lifelong friends and memories. Year 7 at Norwest combines the individualised attention of the primary years, with the gradual independence of the secondary.

The transition is carefully planned to help your child manage the new routines and structures of high school. It is our desire that they will experience success early and learn to manage the demands of high school in a well-supported environment. These middle years of education are a very special time for a young person and are aimed at continuing and developing a passion for learning and growing. They are also aimed at building positive relationships and friendships in the community and developing compassionate, socially aware leaders of the future.

Year 7 involves a number of changes for your child, including subjects studied, the organisation of the daily routine, the form of contact with teachers, assessment procedures, homework, revision, reporting, online text books, responsibility for personal belongings, interschool sport, inter-house activities and the opportunity to become involved in various extra-curricular activities. High school is a full experience for young adolescents – please be assured that the College has in place many systems to make it a smooth one for your child.

This booklet sits alongside the College Information Guide which is published for parents in the January of each year. It sets out the guidelines for important policies and guidelines, including parent, volunteer and student Codes of Conduct, administrative procedures and uniform requirements. I encourage you to be familiar with its contents and refer to it often for information you may need. This handbook is also found online via the College website.

Partnership is a word we use often and deliberately. It signifies the kind of relationship that we have with our families and the sense of community that exists. The College welcomes your involvement – yes, even in high school! We know that a parent’s interest in their child’s education is a significant factor contributing to their success at school. If you should ever need to contact the College about a school-related or other important matter, your child’s Mentor is always your first port of call and will assist you in any way possible.

I sincerely thank you for your time this evening and look forward to getting to know your child and family in their time with us in the Secondary Years.

Yours in Christ,

Geraldine Paynter
Head of Secondary Years
OUR COLLEGE VALUES

Our College values speak to our community about the kind of school we are and the kind of young people we are committed to growing. The College aims to instil the following values in the lives of our students:

- Love & Service
- Faith & Integrity
- Truth & Wisdom
- Justice & Mercy
- Kindness & Compassion
- Courage & Perseverance
- Responsibility & Respect

OUR COLLEGE VISION

Our vision is for all NWCC students to be committed to excellence in all areas of life, that they will be:

a. **Lifelong learners**
   - literate, creative and articulate
   - independent and innovative
   - strong technology users

b. **Leaders**
   - socially capable and resilient
   - using their gifts for others
   - agents of change locally, nationally and globally

c. **Experiencing God’s love**
   - passionate in their faith
   - full of hope
   - accepting of others
LEARNING IN THE MIDDLE YEARS OF SCHOOLING

Students will find learning in the middle years both similar and different to their primary school years. Our teachers embed into their teaching and learning programs:

- a Christ focused perspective on daily learning wherever appropriate
- a targeted approach to meeting developmental needs so that students remain interested and engaged in their learning
- opportunities to learn about topics of interest and the development of lifelong skills
- dynamic teaching and learning opportunities to challenge students emotional and intellectual growth
- an effective preparation for the Senior Years and learning beyond school
- learning in a safe and supportive environment that creates a sense of worth and achievement, enabling the development of supportive relationships with teachers and peers
- regular and accurate feedback to monitor progress and facilitate further learning
- the use of technology to support 21st century learning
LIFE IN A STAGE FOUR CLASSROOM

Acceptance
It is the aim of all teachers at the College to make students feel and know that they are accepted. To this end, students are encouraged to engage in behaviour choices that seek to make others also feel appreciated and valued. Each student has something unique to offer and should feel confident in being themselves.

Environment
Students in are immersed in a world of co-operative, purposeful and engaging learning. Positive relationships between students and teachers are central to a healthy classroom environment. Students are encouraged to be motivated by the reward offered within a task itself, including the satisfaction of a job well done, but their efforts are also recognised and praised by their teachers.

Nurture
Within this context the talents of each individual student are nurtured in a caring environment that acknowledges a maturing process. Teachers are committed to working with individuals and not just ‘groups’ of students where at all possible.

Opportunity
Teachers have high expectations of their students. We firmly believe that a student's best effort should always be their goal in any activity they undertake. To this end, all Norwest students should view their classes as an opportunity for greater learning experiences and always make the most their time. Teachers will give students plentiful opportunities to demonstrate their abilities and talents throughout the learning and assessment process.

Discipline
Supporting and upholding the dignity of each student is a priority of all College teachers. The word ‘discipling’ is perhaps a more appropriate term as the College seeks to acknowledge the maturing process involved and our role as teachers and parents to help shape positive, supportive and community-focused behaviours. Teachers will always attempt to be caring, realistic, firm and fair in their dealings with students.

Interdependent Learning
Group work, co-operative learning and peer assistance are all features of a Stage Four classroom. Students can expect to engage in these varying forms of learning throughout their time.

Enjoyment
Teachers at the College desire all students to enjoy their learning and time spent in the classroom. We aim to see each student progress happily and confidently through the course of Stage Four learning. Teachers will strive to provide engaging and stimulating curriculum that inspires and meets the needs and interests of all students.
STAGE 4 CURRICULUM

Students entering Year 7 begin with the Stage 4 course of learning as prescribed by the NSW Board of Studies. Each course falls under one of the following Key Learning Areas.

- English
- Mathematics
- Science
- Human Society & its Environment (HSIE) – Geography and History
- Creative and Performing Arts (CAPA) – Music, Visual Arts and Drama
- Personal Development, Health and Physical Education (PDHPE)
- Languages other than English (LOTE) – Mandarin

SECONDARY ACADEMIC YEAR

The Secondary Academic Year begins in Term 4 of each year and ends in Term 3 of the following. At this time, each year group rolls over into the next year, so Year 7 become Year 8, Year 8 become Year 9, and so on. This brings the Secondary Years into alignment with the HSC cohort and allows us to maximise teaching and learning time.

This means that for Term 4, your child will participate in an integrated learning program with a core focus. This year the core focus is on Sustainability and teachers from all KLA’s approach this from their own subject’s perspective. This provides students with a cross-curricular perspective and integrates the priorities of the Australian Curriculum.
ASSESSMENT

Assessment for learning gives students opportunities to produce work that leads to development of their knowledge, understanding and skills. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment. These principles provide the criteria for judging the quality of assessment materials and practices. They appear below as they do in each of the syllabuses.

Assessment for learning:

- emphasises the interactions between learning and manageable assessment strategies that promote learning
- clearly expresses for the student and teacher the goals of the learning activity
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- provides ways for students to use feedback from assessment
- helps students take responsibility for their own learning
- is inclusive of all learners.

Each course undertaken by Stage 4 students will include a number of assessment tasks throughout the year. These tasks will be available at their time of issue on Insite and are easily accessible to students. Students will receive sufficient notice to enable them to perform to the best of their ability in all assessment tasks and class teachers will support and prepare students to this end.

An assessment calendar/schedule will also inform students of key due dates and other details to assist them in being properly organised and prepared. It is important that students are encouraged to be consistent in their application to their tasks and not leave them to the last minute. Feedback is available at all times and students are encouraged to submit draft tasks to their teachers to ensure they are on the right track. Students should promptly speak with their teacher if they are unable to submit an assessment task by the due date.
REPORTING

In a standards-referenced framework, teachers will make professional judgements about student achievement at key points in the learning cycle, perhaps at the end of a semester or academic year. Teachers will report on the levels of knowledge, understanding and skill demonstrated by students. Grade descriptions provide a common language for reporting across all Key Learning Areas.

The College is committed to regular reporting in the Secondary Years and reports are provided in the following ways:

**Traditional Reports**

Two traditional formal reports are provided to parents each academic year and these will include information about your child’s curricular and co-curricular achievements, Attitudes to Learning and pastoral comment by their Home Group mentor.

**Interim reports**

At three other times per year, parents will receive an Interim Report which details your child’s academic results and Attitudes to Learning in each subject. The College recognises that face-to-face meetings with teachers are not always possible when students enter high school and so we provide the Interim report as a ‘snapshot’ of your child’s progress between formal report periods. Notification of Interim Reports being available are emailed to parents and can be found on your child’s Student Profile on Edumate.
HOME GROUPS AND PASTORAL CARE

Home Groups are an important part of the Pastoral Care program of the College. They are organised into single sex groups by Stages in Years 7-10, and are mixed in Stage 6. Each Home Group is led by a member of staff who takes on the role of a Home Group mentor. The mentor will monitor your child’s academic and social development and bring to your attention any concerns or congratulations they may have.

The mentor meets with their Home Group each morning at 8:40am and leads devotions, prayer, wellbeing and pastoral programs. Students are also encouraged to actively participate and on occasions will lead these also. Extended Home Groups follow weekly Chapel Services or Assemblies (these alternate each Wednesday) and provide opportunities to reflect and discuss the topics or issues being presented.

Our wellbeing program focuses upon important life skills and is designed to support the growing and maturing adolescent. The program includes focuses upon

- study and organisational skills - including research skills, time management, home learning, memory training and prioritising;
- developing positive relationships – empathy, trust, recognising bullying, and resilience;
- personal development and responsible community participation
- service of others

COMMUNICATING WITH THE COLLEGE

The College encourages parents and students to communicate with us as necessary. Staff are available via email and will reply as soon as possible to your enquiries. Email addresses are published in the Information Guide each year. As teachers teaching schedules differ each day, email is the best way to initiate a conversation or request for information. It is important for the College to have on its records an email address that is checked regularly by a parent or guardian as much of our communication home is electronic.

Mentor

Your child’s mentor leads their Home Group each day and is responsible for the pastoral care of your child. This person is also your first port of call for any enquiries you may have about your child’s learning or other needs. Please feel free to communicate with your child’s mentor and they will do their best to either answer your query or direct you to the more appropriate member of staff.

Edumate

Edumate is the College’s software system that integrates many of the administrative functions of the College. With a specific login and password, parents are able to access their child’s assessment results, behavioural awards and concerns and even academic reports on an individual student profile. Other functions will be incorporated shortly, including online excursion permissions.

Insite

Insite is the College’s intranet and our main repository of information relating to courses of study for students and community events. Here you will have access to electronic copies of course assignments and resources, assessment schedules, policy statements, Information Guide, notes home, stationery requirements, health fact sheets and P&F information.
DAILY LIFE

Each day in high school students will have different classes with some different teachers. In high school these classes are called ‘periods’.

Students will have 5 periods a day, with each period being 60 minutes in length. For each class students may need to bring different materials, books and resources, so organisation is key!

The Secondary Years also rotate on a two week cycle, Week A (Days 1-5) & Week B (Days 5-10). These weeks alternate throughout the term. It is important to note that WEEK A will have different classes to WEEK B so school bags need to be packed according to the correct school day. Timetables are issued at the start of the year or as necessary, but students can look at Edumate for an electronic copy should they misplace their hard copy.

Tip: Parents – have a spare copy on stand-by to assist your child, particularly as they develop their organisational skills.

A typical weekly timetable includes information about each subject, class name, Room number and teacher and looks like this:

<table>
<thead>
<tr>
<th>Mon (Day 1)</th>
<th>Tue (Day 2)</th>
<th>Wed (Day 3)</th>
<th>Thu (Day 4)</th>
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<td>09:00 Period 1 Science S4.3 (E 14) Mr. N Glew</td>
<td>09:00 Period 1 English Stage 4.3 (D 12) Mrs. O’Connor</td>
<td>09:00 Period 1 Language S4.3 (D 12) Ms. V Huang</td>
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<td>10:00 Period 2 Chinese S4.3 (D 105) Mr. R Braine</td>
<td>10:00 Period 2 Language S4.3 (D 12) Ms. V Huang</td>
<td>10:00 Period 2 Language S4.3 (D 12) Ms. V Huang</td>
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<td>11:20 Period 3 Visual Arts S4.3 (D 116 - Art Room 1) Miss B Sinden</td>
<td>11:20 Period 3 Technology Information &amp; Media S4.3 (D 111 - Computer Room) Mr. B Herman</td>
<td>11:20 Period 3 Technology Information &amp; Media S4.3 (D 111 - Computer Room) Mr. B Herman</td>
<td>11:20 Period 3 Visual Arts S4.3 (D 116 - Art Room 1) Miss B Sinden</td>
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<td>12:20 Period 4 Leisure Centre (Off-campus) Mr. R Longworth</td>
<td>12:20 Period 4 English Stage 4.3 (E 3) Mrs. K Anderson</td>
<td>12:20 Period 4 Technology Information &amp; Media S4.3 (D 111 - Computer Room) Mr. B Herman</td>
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<tr>
<td>12:00 Period 5 Visual Arts S4.3 (D 111 - Computer Room) Mrs. K Andersen</td>
<td>12:00 Period 5 Leisure Centre (Off-campus) Mr. R Longworth</td>
<td>12:00 Period 5 Science S4.3 (D 107) Mrs. C Gray</td>
<td>12:00 Period 5 Science S4.3 (D 107) Mrs. C Gray</td>
<td>12:00 Period 5 Visual Arts S4.3 (D 116 - Art Room 1) Miss B Sinden</td>
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TEXTBOOKS

From 2014, course textbooks will be available to students electronically. Students will be issued with usernames and passwords by their class teachers.

ELECTRONIC PLANNER/DIARY

From 2014, all students will have access to an electronic planner. These planners are an important tool in the Secondary Years as they assist students with their organisation of classwork, homework, assessment tasks and events. For example, teachers will be able to post tasks/updates to classes, individual students and parents when necessary. There is also a reminder function to flag overdue tasks for students/parents.

In addition, the planner includes separate categories to aid student learning and well-being with the ability to track personal progress against goals set earlier in the year; making students improvements and progression measurable based on content viewed and forms completed online. The student planner will look similar to the sample below:
TECHNOLOGY

Information and Communication Technology (ICT) is transforming society; from the means by which we gain access to information; to our methods of communication, networking, and collaboration; and how we manage our daily lives. The extent of its impact on the education sector is significant and has already impacted the College’s practice significantly, proving to be a very powerful tool for learning.

The internet provides students with access to an enormous volume of knowledge. We as parents, caregivers and educators need to be proactive in teaching them to appropriately access, evaluate and utilise this information. ICT also offers vastly expanded capacities for collaboration, feedback, and networking that have the potential to make teaching and learning more powerful, efficient, and creative. For many of our students these capabilities have already become part of their lives; as native to them as pen and paper were to us in our education. Whilst we do not plan to replace pens or paper, in order to maintain the relevance in our students’ lives, their education needs to reflect not only the world in which the majority of them already live, but also the world in which all of them will need to both live and work in a few short years.

BRING YOUR OWN TECHNOLOGY

From 2014, every student in Years 3 to 12 will bring a device to school. This approach is now common in schools and is known as Bring Your Own Technology (BYOT). This program enables families to provide devices they are able to support and with which they and their children are already comfortable. Devices need not be expensive, but must be able to access the internet wirelessly and have a day-long battery life, as charging throughout the day is problematic. Our preference is for:

- a touch screen device with a 10” screen; or
- a notebook or laptop, approximately 13” screen

The College does not recommend a particular brand and devices need not be the most expensive. However, we do ask that all devices are protected in a sturdy case and that screen protectors are used. The College cannot accept responsibility for any lost or damaged devices so insurance is recommended also.
EXTRA-CURRICULAR OPPORTUNITIES

Beyond the prescribed study hours for the above Key Learning Areas, the College has the discretion to offer courses beyond the Board’s curriculum. We believe that a holistic approach, catering for individual needs and interests provides students with opportunities to develop and strengthen their gifts. Such opportunities include:

- **Sport** – competitive and non-competitive options are provided for on Tuesday afternoons. Sport uniforms are worn by all secondary students each Tuesday and sport is held in periods 4 and 5.
- **Interest Electives** – these are options that run concurrently with sport on Tuesday afternoons and provide a focus upon service and participation. The electives can include missions training, charity work, creative arts endeavours and school service
- **Biblical Studies**
- **Chapel Services**
- **Home Group initiatives**

**Sporting Representation**

Norwest students are given numerous opportunities to represent the College in a variety of sports at both a Zone and State level with the Christian Schools Sports Association (CSSA) as well as other associations. Secondary students also compete and represent at CIS (Combined Independent Schools) level. CIS is an organisation that links all NSW independent schools together at an elite level of competition.

**College Camps**

All College secondary students are required to attend the annual College camp as part of its Outdoor Education Program. Over the course of the program students, participate in outdoor age appropriate challenges in a positive and pastoral context. In the upper secondary years, camps will include opportunities for local mission and study camps as students enter their HSC years. Information about camps will be circulated well ahead of the date of the event. Year 7, 2014 camp will be held at the Anglican Youthworks venue at Port Hacking on 24 – 26 March 2014.
THE NORWEST CHALLENGE

The Norwest Challenge seeks to raise individual esteem and motivation through participation and recognition. It encourages and motivates students to develop skills of responsibility, participation and active citizenship. The Norwest Challenge provides a means of tracking personal achievements through the completion of the Norwest Challenge awards of Bronze, Silver, Gold, and Principal’s Platinum Award. The process leading to this is within the control of each student. The Norwest Challenge utilises a self-recording process where students track their effort and achievement in a range of areas and is supported by each student’s mentor.

How is it organised?

Throughout the year, all students will be challenged to participate in a broad range of activities. The program will acknowledge students’ effort and achievement in categories including Academic Effort and Achievement, School Representation, School Service, Community Service and College Citizenship.

Students will be encouraged to record their efforts and achievements on an Application for Norwest Challenge Award form. To apply for an award students must submit their form to their mentor throughout the year.

When a student has met the requirements for an award, they will be presented with a certificate at assembly. Principal’s Platinum Award Certificates will be presented at the Presentation Ceremony at the end of the year.

SCHOOL SERVICE

There is an emphasis upon developing students as a whole person and engaging them in their communities. Students are encouraged to serve the College and wider community in a number of ways, including supporting Blacktown Carevan, local and overseas mission and our sponsored Compassion child.

Students at Norwest are also given the opportunity to take part in outreach and ministry teams. These teams will serve in the form of performances, practical service and interschool fellowship and mission trips. In-school service includes: serving on the chapel team, fundraising for charities, helping in the office or library and other school projects. This will be eligible to be used as School Service in the Norwest Challenge. Our aim is to encourage students to engage in the variety of pursuits set out in the Challenge. The time students spend assisting with the relevant tasks of service will be capped to ensure that educational continuity is not compromised.

STUDENT MINISTRY

Chapel services are led by the College Chaplain, with significant involvement and contributions from student leaders. Students are encouraged to participate in worship, testimony and sharing of the message.

Lunchtime ministry group is a student led weekly group run by representatives from the Senior Student Leadership team. It focuses on sharing the good news of Jesus with other students in the College and encouraging personal growth in Christ. Information is generally communicated at Chapel or Assembly.

CANTEEN

The College has launched an online ordering system called Munch Monitor. Lunch orders can be placed up to 4 weeks in advance and accounts can be topped up by credit card. Allergies can be listed for canteen staff and online account statements will be available.

To register, go to www.munchmonitor.com and enter Username: norwest and Password: munch2765. Click ‘sign up’ and follow the prompts.
LOCKERS

Lockers are available for hire for students in Year 7-10. The College lockers are to be used to assist students in organising their daily routine and timetable. The hiring of the lockers is managed by the College Office and office staff will assist any student or parent with a locker enquiry.

The conditions of use are outlined below:

- Lockers are to be respected and cared for at all times as with all College property.
- Students are required to maintain lockers inside and outside. No marking, defacing, graffiti, stickers, etc.
- Lockers are for individual or family use only.
- Prohibited items as listed in the Information Guide may not be stored in lockers at any time.
- Combination locks remain the property of the College and if lost will be replaced by the College at the student’s expense.
- Lockers may be accessed before and after school, at recess and lunch and during class times with teacher permission.
- The College is not responsible for a locker’s contents or liable for any loss or damage to locks or items stored within them.
- If the College has reason to believe that a locker contains any prohibited items, the College reserves the right to search and remove its contents or inspect its condition. The College may in its discretion share the results of a locker search/inspection with police authorities.

UNIFORM SHOP

The College uniform is available from the Uniform Shop on campus. In 2013, the Uniform Shop open Monday mornings 8:00am-11:00am and Thursday afternoons 12:00pm-4:00pm. Other times may be available by appointment. The uniform shop is located through the front breezeway, on the right. Please contact the College office for further information or for a fitting appointment in non-term time. Current Year 6 students have been fitted for uniforms and sizing information is available via the shop also.
The College expects all students to conform to the requirements of the uniform guidelines. Parents are asked to prioritise the correct wearing of uniform as part of their daily routine, including shoes, hem lengths, hair and make-up. A note must be provided for any day where the correct uniform is not worn and this should be shown to your child’s mentor in Home Group. Students who consistently breach these uniform requirements will be withdrawn from the playground at recess and lunch until the issue is resolved.

**Bag** – A College bag is a compulsory part of the uniform. No non-College bags are to be brought to the College. This means that students may need a second College bag on occasions. There are a range of cost effective College bags suitable for carrying assignments, cooking equipment, sport equipment, smaller musical instruments and for use on excursions.

**Blazer** – The blazer must be worn to and from the College in winter by all students and at all formal occasions.

**College Badges** – Only approved badges that have been earned in the current year may be worn.

**College Photos** – Students may not be permitted to participate in College Photos if their uniform is not in good repair including smaller details such as the polishing of school shoes and buttons on blazers.

**Correct Uniform** – Non-uniform items of clothing may not be worn to the College. Students are to wear their uniform properly at all times, whether on campus or not, including on the way to and from the campus. All uniform items must be the correct size for the student.

**Dress / Skirts** – Girls’ uniforms must fit properly and not show their midriff or underwear. Girls’ uniform must be worn to regulation dress/skirt length. Skirts must be worn as designed and not folded over at the waistband to shorten them. Skirt hemlines must sit no shorter than the top of the knee.

**Earphones** – Earphones must not be worn around the neck or be visible during class-time or class transitioning times.

**Excursions** – The clothing specified on the excursion note must be worn on the excursion. Students will not be permitted to attend the excursion if they are not dressed in the uniform specified.

**Extra warmth** – The College uniform includes various garments to provide extra warmth for students. Combined with appropriate underwear these garments should be sufficient to keep students warm. The College knit jumper or vest may be worn under sports jackets and blazers.

**Facial Hair** – Students may not wear facial hair of any kind, whether a moustache, goatee, beard or long sideburns.

**Formal Occasions** – Full formal College uniform is to be worn on all formal occasions, special occasions, College Photo days or excursions unless otherwise specified. Students may not be permitted to participate in the formal event if they are not dressed in the appropriate uniform.

**Graffiti** – Students must not write, draw, stick or pin items on College bags, diaries, uniform items, their own skin or anyone else’s. If a student wishes for a garment to be signed by the community when they leave the College they must bring a separate garment. No one is permitted to sign uniform items that are being worn at the time.

**Hair Styles** – Hair styles must be neat, clean and not styled or coloured in a way that draws specific attention to the student. This includes bright streaks or partially dyed hair. Hair must be worn off the face and off the collar for all students. Girls with hair longer than the collar are to wear it tied back with hair adornments that are simple and in College colours. Boys are to have their hair cut above the collar.

**Hat** – The College expects all students to follow the ‘No Hat, No Play’ rule whilst playing outside. All students must carry a formal uniform hat to be worn with their formal uniform at all times during the year, including for outdoor assemblies and excursions. Students may not be permitted to participate in activities or attend an excursion if they do not have their hat with them. The Norwest Sports hat may be worn instead of the formal hat during recesses and lunchtime if the student is participating in physical activity.

**Hot Weather** – During hot weather the Head of Secondary Years may permit alterations to uniform guidelines.

**Jewellery** – One simple ring & one simple watch may be worn. Students may wear a single earring in one or both ear lobes. These may be either plain 1cm diameter sleepers or small plain studs no larger than 5mm in diameter. No
other jewellery is permitted including bracelets & necklaces. The College may make exceptions for certain medical ID items and religious necessities. All other visible piercings are to have clear plastic fillers in them or be empty. Getting an additional piercing during the school term is not an acceptable reason to vary this requirement. Students will be required to remove breaches of these guidelines.

**Lanyards** – Mobile phones, keys or other items may not be worn around the neck.

**Make-up** – Make-up must be discrete and not draw undue attention to the student. Students will be asked to remove make-up that is deemed to be inappropriate by the College. This includes ‘heavy’ mascara and eyeliner.

**Modesty** – A student’s attire must not draw undue attention to them. Uniforms must fit properly, not revealing their midriff or underwear. Boys’ pants must be worn at the waist, not the hips or lower.

**Non-Uniform Dress** – At all College events/activities (including mufti days, camps, and performance events) students must wear clothes that are suitable for the activity and appropriately modest (no more revealing than the normal College uniform). The clothes must be clean and in good condition. Girls must not wear any article of clothing that exposes their midriff or is revealing. Enclosed shoes must be worn for protection of the feet. Slogans, symbols and graphics on clothes deemed inappropriate by the College will not be permitted. The College reserves the right to withdraw students from class, the playground or any other College activity/event and will contact parents if clothing is deemed to be unacceptable. The following items of clothing are not suitable: short skirts or shorts, thongs or sandals, and singlets as the outer garment.

**Nail Polish** – Only clear colourless nail polish may be worn.

**Name Labels** – All clothing must be clearly and permanently labelled (on the inside) with the student’s name.

**Optional Items** – Unless stipulated as optional, all listed items are mandatory. Optional items, except vests and jumpers, must not be worn on formal occasions, special occasions, College Photo days or excursions.

**Pants** – Girls’ and boys’ pants, including track suit pants, must be worn at the waist, not on the hips or lower. They must cover the socks when standing but not touch the ground. Secondary Years boys’ grey pants must be secured by a plain buckled black belt.

**Rain Coats** – Rain coats may be worn to protect students from the rain.

**Shirts and Blouses** – Uniform shirts and blouses are designed to be worn untucked and may be worn so, as long as they are of an appropriate length. Otherwise they must be completely tucked inside the skirt or pants. If they are to be worn out, shirts and blouses must be altered to the correct length where necessary. Shirts must not be visible under knitwear and may need to be tucked in to facilitate this.

**Sports Carnivals** – Students are encouraged to wear their House shirt on carnival days. If House shirts are not worn, then the College sport uniform must be worn.

**Sports Representation** – Full College Sport Uniform or team uniform must be worn on representative days

**Sports Uniform** – Sports uniform items are not to be worn with the formal uniform. Sports uniform may only be worn to the College on Sport day or on excursions where it is specified. Primary students may also wear their Sport Uniform on PE days. Secondary students must change into their sport uniform for PE classes (even in Period 1) and must change back into their formal uniform immediately after their PE lesson (even in Period 5). College House shirts must be worn by all students at carnivals and special House events as requested.

**State of Repair** – Uniforms must be kept clean and in good repair. Garments may not be worn with holes or tears in them. Significant damage to any item of uniform will require the item being replaced.

**Underwear** – Underwear must not be visible at the neckline, the sleeve or the waist, with the exception of students in Prep to Year 2 who may wear a plain white long-sleeved shirt or skivvy under their formal uniform or sport shirt in winter. A plain white singlet may be worn in summer or a plain white V-neck T-shirt may be worn in winter. Coloured T-shirts or T-shirts with designs on them must not be worn as underwear. Girls must not wear coloured underwear that is visible through their blouse.

**Winter** – The Norwest Christian College Winter Season begins at Mothers’ Day (May) and ends at Fathers’ Day (September). Students must wear winter uniform between these dates. Boys and girls may wear their blazer outside of these times as an optional item.

**Year 6 Shirt** – The Year 6 sports shirt may be worn on sport (Tuesday’s) and PE days only.