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Welcome

**Message from the Principal**

We feel privileged that you have entrusted your child into our care at a vital time in their development. To best serve your child we are committed to establishing and maintaining a partnership with you that will last throughout the Secondary Years. This partnership will address your child's education and well-being whilst remaining focused on their future, which we believe will be bright. Our goal is to grow their character and to draw out of them a strong and compelling purpose that will provide inspiration and direction for their education and their life. Purpose will ensure that they make a lasting difference in the world, and character will ensure that the difference they make will be worthwhile.

I hope and pray that your child's time in the Secondary Years are a blessing to your whole family.

Ian Maynard – Principal

**Message from the Head of Secondary Years**

I would like to welcome you and your family to the Secondary 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 growing 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 textbooks, 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 other College information which is published on the website. The NWCC Parents tab contains links to our software systems, copies of significant communication and handbooks, policies, forms, uniform guidelines, event bookings, an online payments tab for some sport and extra-curricular events, term dates, Codes of Conduct, and the like. I encourage you to be familiar with this part of the website and refer to it often for information you may need.

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.

Geraldine Paynter – Head of Secondary Years
Our College Values

The College's culture as well as all programs and activities are informed and underpinned by seven pairs of values:

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

Our College Vision

Our vision is for all Norwest Christian College students to live life with a strength of purpose and be:

**Lifelong learners**

- highly literate, creative and articulate
- independent learners
- strong technology users

**Leaders**

- socially capable
- using their gifts for others
- agents of change with local, national and global perspectives

**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 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.
- opportunities to learn about the tools required for personal happiness and wellbeing.
- dynamic teaching and learning opportunities to challenge students emotional and intellectual growth.
- an effective preparation for the Senior Years and learning beyond school.
- 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.
Building Purposeful Lives

Building Purposeful Lives (BPL) is Norwest Christian College's framework for learning and life that encompasses our Vision for each community member's life. This is designed to be a Framework To Live By for our students. BPL sits at the heart of all that we do as a community and reflects beautifully our values as well as the way we seek to live; children, young people, and adults together, in all areas of our lives.

- We seek to Love God through faith in Jesus, asking him to give us both wisdom and virtue, so that we might serve those around us.
- We Pursue our Purpose by discovering our gifts and passions and surrounding ourselves with a network of like minded people. We then live a life full of confidence and integrity, focused on an aspirational goal.
- To achieve this we Build our Capacity to manage ourselves in an organised and creative way, to engage with the world, and relate to others.

We know that the school years are a crucial time for young people to build their capacity, so this section includes sixteen key dispositions that we together seek to grow throughout their school lives, both at home and during the school day. These dispositions are what will enable our young people to be great learners and confident, successful adults, able to tackle the challenges presented to them in an ever-changing world.

- We Engage with the world by carefully noticing, and by focusing and persevering where required so that we can immerse ourselves in learning.
- We Manage our lives through planning, resourcing ourselves well and reviewing our progress as we go, adjusting as necessary. We then distil as much learning as possible from every experience.
- We Create things that add value to the world by questioning how things are and using our imagination and reasoning to link ideas together to make new possibilities.
- We Relate to those around us using various forms of communication, empathising with different perspectives and emulating others' strengths as we collaborate.

Further information about our BPL Framework can be found on the College website, including our BPL vision, compelling reasons for BPL, and the research foundations behind its implementation.
Engage

To grow our passions we reflect on feelings and motivations, the reasons for them and whether they are helpful as we engage passionately with our world in meaningful ways.
To grow our minds we reflect on our thinking and learning processes, why we think and learn that way, and how we could manage ourselves better to bring order and value to the world.
To grow our social skills we reflect on how we interact, why we interact that way, and how to improve in order to form and maintain strong connections.

Relate
To grow our creativity we apply it to all that we do, reflecting on our perspective and what we know, how sure we are, and testing the basis for any certainty we have.
We are learning when to lead, when to follow, and when to be alone, and to do each in ways that enhance team focus, efficiency and effectiveness.

Partnership
We are learning to be absorbed, or completely present in tasks, so that time and the outside world disappear.
BUILDING PURPOSEFUL LIVES

**LOVE GOD** with all your heart, with all your soul, with all your mind, and love your neighbour as yourself.

**FAITH** - We are learning to trust in Jesus by whose grace, we come into relationship with God the Father and his people, the Church.

**VIRTUE** - We strive to be obedient to God as we are transformed by his Spirit to become like his Son Jesus, displaying the fruits of the Spirit.

**WISDOM** - We seek God's mind, looking to the Bible to help us understand ourselves, others, and the world, celebrating the diversity we find.

**PURSUE YOUR PURPOSE**

for which you were created and gifted.

**SERVING** - We worship God by sharing the gospel, and humbly, justly, generously, and compassionately helping others, placing their needs above our own.

**INTEGRITY** - We explore our gifts and passions to identify our purpose, and faithfully pursue it, all the while behaving consistently with what believe and say.

**CONFIDENCE** - We take initiative and well-considered, yet courageous risks in the context of an accurate assessment of our own gifts and limitations.

**ASPIRATION** - To help create a better future, we set life and learning goals, work hard, and strive for excellence.

**BUILD YOUR CAPACITY**

by becoming increasingly self-aware and gradually strengthening every capability and the discernment to know when best to use them, so that you grow in resilience and equip yourself for life's challenges.

**ENGAGE** - To grow our passions we reflect on feelings and motivations; the reasons for them and whether they are helpful as we engage passionately with our world in meaningful ways.

**MANAGE** - To grow our minds we reflect on our thinking and learning processes, why we think and learn that way, and how we could manage ourselves better to bring order and value to the world.

**CREATE** - To grow our creativity we apply it to all that we do, reflecting on our perspective and what we know, how sure we are, and testing the basis for any certainty we have.

**RELATE** - To grow our social skills we reflect on how we interact, why we interact that way, and how to improve in order to form and maintain strong, positive connections with others.

**NOTICING**:

We intentionally observe the world to uncover the humorous side, as well as deeper truths, giving attention to subtle nuances and patterns, collecting and organizing data where required.

**Focusing**:

We work out the things that distract us, and learn to reduce their impact so that we can maintain concentration, and restore it after a distraction.

**Immersing**:

We are learning to be absorbed, or completely present in tasks, so that time and the outside world disappear.

**Persevering**:

We are developing the patience and strategies to maintain effort despite challenges, frustrations, and setbacks.

**Planning**:

We form a strategic overview of actions that address expectations, safety, resources, timeframes and other parameters, and cater for any problems anticipated.

**Resourcing**:

We locate, identify, evaluate the quality and usefulness of, and wisely use all available materials, research, support, and experience to help us.

**Reviewing**:

We monitor, evaluate, and reflect on progress, both ongoing and at key points, and adapt as required.

**Distilling**:

We are growing our intuition by reflecting on experiences, data, research, and a variety of other sources, and synthesizing them to develop understandings that might be generalized.

**Questioning**:

We express our curiosity by asking great questions of ourselves and others as we wonder, explore and clarify.

**Linking**:

We seek coherence, relevance and meaning by relating experiences and learning to what we already know, identifying patterns, making inferences, and applying what we discover.

**Imagining**:

We explore possibilities by looking at things from different perspectives and paradigms, through different lenses, or on different scales.

**Reasoning**:

We are learning to use logical thinking and methodical analysis to establish hypotheses, appraise sources, construct strong evidence-based arguments, and critique the ideas, hypotheses and arguments of others.

Life in a Stage 4 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 are immersed in a world of cooperative, 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 students should view their classes as an opportunity for greater learning experiences and always make the most their time. Teachers will give students 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, cooperative learning, and peer assistance are all features of a Stage 4 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 4 learning. Teachers will strive to provide engaging and stimulating curriculum that inspires and meets the needs and interests of all students.

Responsibility
Growing student capacity to accept responsibility for learning is an important part of life in Stage 4. In this way we grow capable, life-long learners.
Stage 4 Curriculum

Students entering Year 7 begin with the Stage 4 pattern 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 and 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, 2017 your child will participate in an integrated learning program with a core focus on Sustainability. Teachers from all KLA’s will approach this theme from their own subject, providing students with a cross-curricular perspective, integrating 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. In your Primary Years, these tasks may have been known as ‘Projects’. 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. Students will be issued with a Stage 4 Assessment Handbook with details of the assessment schedule for each course and of Norwest assessment procedures. This handbook will be available on the College website. An Assessment Calendar giving a general overview of all Stage 4 assessments for the year will also be available there to assist students in being properly organised and prepared.

A paper copy of each assessment task will be handed to students in class. These tasks will also 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.

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:

**Semester Reports**

Two traditional formal reports are provided to parents each academic year and these will include information about your child's academic results (including A – E grades, written personal comment by subject teacher, and assessment of learning outcomes achievement) and co-curricular achievements, Learning Habits, and pastoral comment by their Home Group mentor.

**Interim reports**

At two other times per year, parents will receive an Interim Report which details their academic results and Learning Habits 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.

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**2015 Semester Two Student Profile**

**Year 8**

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**Academic Report**

**2015 Semester Two**

**Year 8**

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**Norwest Christian College Year 7 Information Book**

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Home Groups and Pastoral Care

Home Groups are an important part of the Pastoral Care program of the College. They are organised into single gender groups by Stages in Years 7-10, and are mixed gender 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 day 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. In addition, each Home Group is sponsored by a senior student who attends once per week as part of our Student Care program.

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 on the website in Our Community each year. As teachers 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 most of our communication home is electronic.

Mentor – the first port of call

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.

Stage Coordinator – Mr Luke Barnett

Your child's Stage Coordinator supports mentors in their role and develop our pastoral and wellbeing programs. Stage Coordinators are available for parents where students are having significant issues, or as requested by the mentor.

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 academic reports on an individual student profile. Parents are encouraged to visit their child's Edumate profile each week and use it as a tool to engage with their child about learning, participation in College life, and appropriate behaviour. A guide to using Edumate is available on the website NWCC Parents>Edumate Orientation Screencast. Using your login, you will have access to electronic copies of coursework, assignments and resources.
Daily Life

Each day in high school students will have different classes with 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) and Week B (Days 6-10). 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 available on Edumate.

Tip: Parents – you are able to login to Edumate to check timetables also.

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

Most course textbooks are available to students electronically. Students will be issued with usernames and passwords by their class teachers.

**Student Organisation**

All students have access to an electronic planning tool via Edumate. This is an important tool in the Secondary Years and will assist students with the dates of due assessment tasks and events.

Students will also receive a hard copy student diary to assist them with their day-to-day organisation.
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

The College's BYOT program means that every student in Years 3 to 12 brings a device to school. This approach is now common in schools and enables families to provide devices that 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 requirements are:

- 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 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.
- **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.

**Creative and Performing Arts**

The College offers many opportunities for students to participate in the Creative and Performing Arts with compulsory formal instruction in design, visual arts, photography and videography, drama, dance, and music throughout their Secondary years. This cohort will also participate in our Secondary Musical Theatre production this year. The Creative and Performing Arts give students the chance to discover their creative gifts and talents, build confidence and skills, develop teamwork, and develop a sense of personal expression.

For our Year 7 students in 2017 the College will offer a variety of opportunities to enter their creative works in both internal and external competitions and exhibitions where our students’ talents can be publically recognised. Year 7 will also be presented with a variety of extra-curricular music opportunities including a range of ensembles and individual instrumental tuition by specialised music tutors. Our vocal and instrumental ensembles have the opportunity to perform at out-of-school competitions and eisteddfods and of course at many College events such as assemblies, Chapel services, performance evenings, Live@Norwest (our end of term Performing Arts concert), and Glow (our Christmas celebration event).

**College Camps**

All secondary students are required to attend the annual College camp as part of our 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. Stage 4, 2017 camp will be held at the Anglican Youthworks venue at Port Hacking on Wednesday, 15 – Friday, 17 March 2017.
College Culture

Christian Programs

The College is committed to teaching and learning that reflects the love of God, where students grow in their understanding of Him and His purpose for their lives.

Students participate in daily devotions and prayer time in the Home Groups where they are encouraged to relate God to their everyday experiences. They are able to ask questions and explore Biblical truths in a small, safe, and caring group environment. Classroom teachers integrate a Christian perspective into their learning plans and students will consider a Christian worldview across all Key Learning Areas where appropriate. Biblical Studies is taught as a subject by our College Chaplain and students follow a program that allows them to gain a broad knowledge of the Bible and its themes.

Chapel services are also 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.

The Secondary Years lunchtime ministry group, ‘Tenacious’, is a student led weekly group run by representatives from the Senior Student Leadership team. It focuses upon 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.

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 student's effort and achievement in categories including Academic Effort and Achievement, College Representation, College 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. Gold and Principal's Platinum Award Certificates will be presented at the Presentation Ceremony in Term 4.
College Portfolios

The College will provide all Stage 4 students with a Norwest Portfolio. These portfolios will house all certificates and awards given to students over the year, and will be sent home at the end of each term. The portfolios will be kept through to Year 12 and will be a record of special achievements for your child. During the term, the portfolios will be kept by your child's mentor.

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 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 library and other College projects. This will be eligible to be used as College 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.

Canteen

The Canteen menu and price list is available online on the College website via NWCC Parents>Canteen. The College operates 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. Ordering online is strongly encouraged to avoid lengthy queues at break time. Some items are only available if pre-ordered.

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 7-12. 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 Student Services 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 must be purchased from the College and if lost will be replaced 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. The Uniform Shop is open on Monday 8:15am – 11:15am and 1:30pm – 3:30pm and Thursday afternoons 1:15pm – 3:30pm. 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 will be fitted for uniforms and sizing information will be available via the shop.

Uniform

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, or to other College staff as required. Students who consistently breach these uniform requirements will be withdrawn from the playground at recess and lunch until the issue is resolved. Consistent issues may require that your child remain at home until the issue can be fixed. Uniform guidelines can be found on the College website via NWCC Parents>Uniform.