

YEARS 5 - 8 HANDBOOK

NAVIGATE



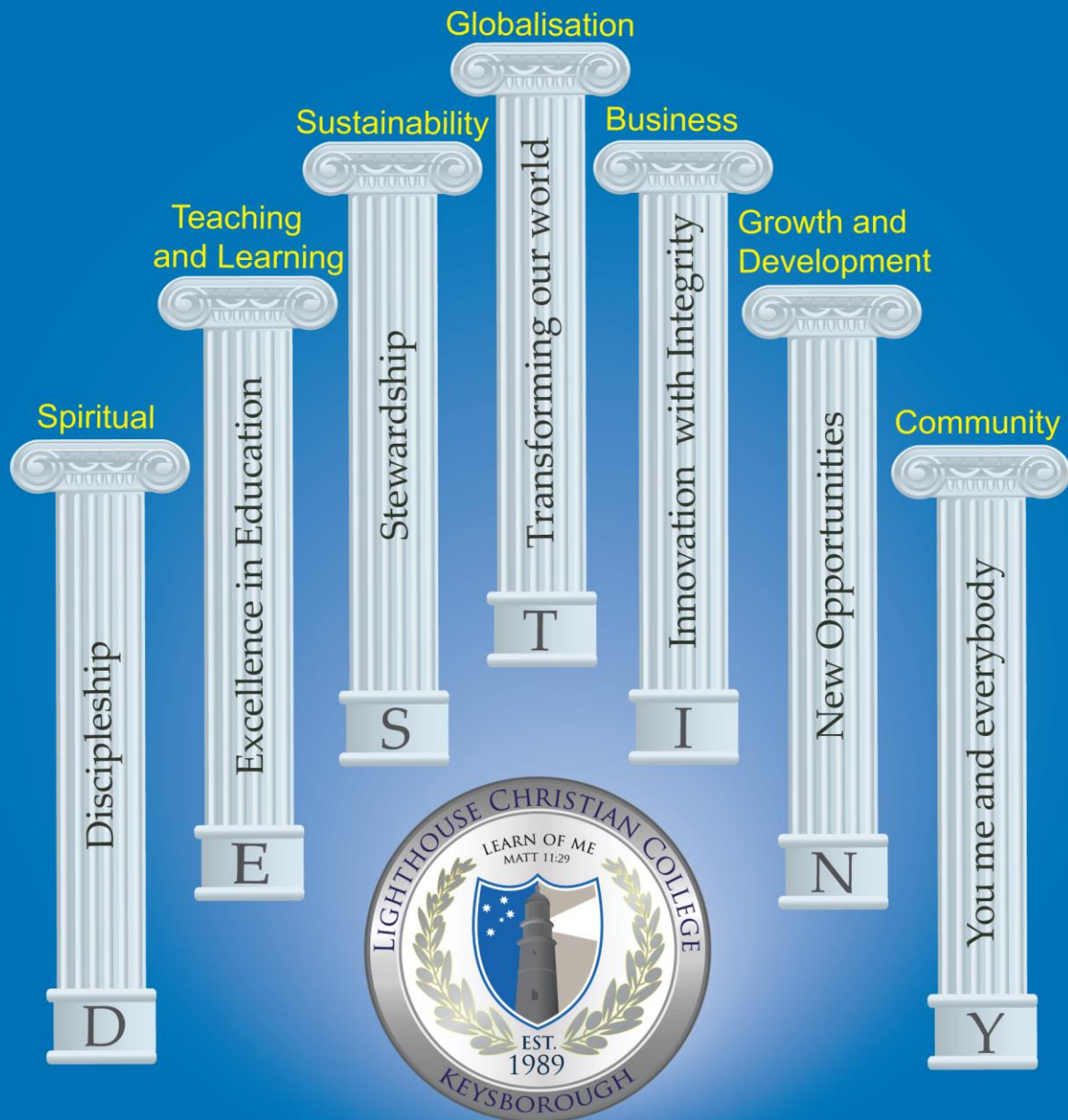
LIGHTHOUSE
CHRISTIAN COLLEGE



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Raising Students with Purpose



The Seven Pillars

Proverbs 9:1 Wisdom has built her house; she has set out her seven pillars.

MISSION OF LIGHTHOUSE CHRISTIAN COLLEGE



The Christian Choice for Excellence in Education

Our Mission and Values:

To assist Christian parents to teach and train their children in a Christian environment, so that they will fulfill God's purposes in their lives and bring an uncompromising Christian influence to our society.

Our Values:

- Integrity
- Community
- Love
- Excellence
- Responsibility
- Respect
- Friendship
- Compassion
- Courage
- Humility

NAVIGATE (YEARS 5-8) LEADERSHIP TEAM

- College Principal Mrs Avril Howard
- Deputy Principal Mr Vernon Clark
- Director of Teaching and Learning Mrs Margaret Jewell
- Chaplain Mr Mark Goode
- Navigate Coordinator Mr Wing Leong



MESSAGE FROM THE PRINCIPAL

Dear Parents,

I wish to extend a very warm welcome to you and your children as they enter the Navigate (Years 5-8) section of Lighthouse Christian College. I trust their learning experience will be both enjoyable and challenging.

The scripture the Lord impressed on the founders as they pioneered the VCE into being and which remains a promise for future years is: *'Not by might, not by power, but by my Spirit,' says the Lord (Zechariah 4:6)*. This scripture reminds us that it is by the Spirit of God living within us that we are empowered to live successful lives.



It is therefore the goal of Lighthouse Christian College to guide each student towards their God-given destiny and purpose in Him. All alumni comment on how much they enjoyed the community atmosphere at the College and the excellent support they received from the staff during their years of schooling. Many of our alumni now occupy leading positions in society. Please refer to the next section on the attributes of a Lighthouse Graduate.

Years 5 to 8 are important years of transition, new learning experiences, new friends and personal growth, and it is the intention of the sub-school leader for Navigate and Teaching and Learning Team to ensure that we provide a rich, stable and caring learning environment in which your child can flourish and develop as young Christian leaders. We stand with you in the educational journey your child is about to embark on and pray God's blessing upon you.

Please do not hesitate to contact us on any educational needs you may have. We are here to assist your child navigate their way to success and raise young people with purpose!

Yours in Christ's Service

Avril Howard
Principal

A LIGHTHOUSE GRADUATE

- Is a confident dedicated and passionate disciple of Jesus Christ, empowered by the Holy Spirit, who knows who they are, what they are about and how God has called them to serve Him in His Kingdom.
- Is a uniquely gifted young adult with a strong work ethic and a pathway and a purpose equipped to influence the next generation.
- Is well prepared in the academic disciplines and committed to life-long learning.
- Is an effective written and verbal communicator applying such skills in a confident, persuasive and respectful manner.
- Is self motivated about their future and keen to apply their knowledge and skills to make a tangible difference in the world.
- Is entrepreneurial, flexible, motivated and innovative.
- Is an autonomous learner, resilient, persistent and reflective with their faith grounded both in their experience of God and in the Word of God.
- Is an analytical problem solver who effectively synthesises, initiates, and self manages.
- Is a creative thinker prepared to take risks when learning.
- Is an ethical digital citizen and a confident and competent user of digital technologies.
- Is empathetic with highly developed interpersonal and intrapersonal skills, demonstrating Christ-like love for everyone.
- Is able to articulate the Christian worldview and has apologetic skills to defend their faith.



MESSAGE FROM THE DIRECTOR OF TEACHING AND LEARNING

Dear Parents,

Welcome to NAVIGATE; Lighthouse Christian College's exciting middle years program. The middle years represent an important stage in a child's development. These are the years when experiencing positive relationships, being genuinely engaged in learning and developing high self-esteem have a major and lasting impact on each young person. We are committed to engaging and supporting our NAVIGATE students in ways that inspire them to be successful, and to achieve their best possible learning outcomes. We want to help them to be successful learners and to develop confidence, resilience, a love of learning and a respect for others. Learning technologies are used to enhance students' learning across the curriculum and a range of teaching methods are used to engage different learning styles.



In this booklet you will find helpful information about the core academic subjects studied at Year 5 to 8, the personal development and camping programs which extend learning beyond the classroom, opportunities for learning, fun and friendship through the co-curricular program and opportunities for involvement and fitness through the sporting program.

The teachers at Lighthouse teach all subjects in the framework of biblical authority. We apply this authority directly when we derive our understanding of each topic from the actual statements of the Bible. We apply this indirectly as we work out the implications of biblical truth as the proper framework for understanding each subject. As an Australian Council of Educational Research study recommends, we aim to:

- Stimulate students' learning by setting high but realistic expectations.
- Encourage the pursuit of personal bests rather than comparison with other students.
- Develop students' sense of personal value to take with them into adult life.
- Encourage students in active learning, sharing responsibility for their learning.
- Provide a curriculum that is relevant, coherent, inclusive and responsive to change.
- Provide collaborative decision making in an open responsive environment.

God bless you as we journey together providing the best possible Christian education for your child. Please feel free to contact me if you have any concerns about your child's learning. We are here to help.

Margaret Jewell
Director of Teaching and Learning

TEACHING AND LEARNING IN THE 21ST CENTURY

1. Developing a biblical worldview.

Underpinning all learning will be an explicitly articulated biblical worldview and moral purpose. This will be facilitated by learning experiences which enable students to:

- Think about, discuss and write about biblical applications.
- Think about, discuss and write about ethical and moral themes and issues
- Explore topics which have a link to the world outside the classroom enabling the development of values and ethics.
- Understand a code of behavior for responsible and safe use of digital resources
- Be active Digital Citizens by applying their biblical moral compass to: digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital health and wellness and digital security.
- Understand how to create a positive presence online in order to optimize employment opportunities.

2. Skills and Thinking.

• **Becoming Independent Learners and Thinkers.**

Students will take responsibility for their own learning by practicing independent decision-making. This will be facilitated by learning experiences that enable students to:

- Acquire the skills to ask open-ended questions helping them to build the capacity to view the world critically.
- Make choices about their learning.
- Become aware of and monitor their own learning. Students will know how they are progressing through formative assessment measures.
- Listen seriously to other students in the classroom enabling them to value others' thoughts and ideas.

• **Developing transferable skills**

Students are encouraged to make links between studies and to see the big picture. This will be facilitated by learning experiences which enable students to:

- Read regularly, often and widely.
- Continually refine and develop critical literacy, language and numeracy skills.
- Apply their knowledge to contexts that are different.
- Engage in activities and classroom discussions that are exploratory.
- Refine their research skills through inquiry-based learning.

3. Understanding Concepts and Ideas

Learning opportunities built around big ideas can facilitate the development of a deep understanding of complex concepts. This will be facilitated by learning experiences which enable students to:

- Accommodate new knowledge by connecting it with prior knowledge and experience.
- Develop information literacy skills and routinely evaluate the relevance, accuracy and significance of digital and printed source material.
- Demonstrate understanding by selecting from and practicing a variety of presentation styles.
- Test their understanding by challenging or questioning self and others.

4. Attitude and Outlook

- **Developing a Sense of Self**

Students learn in different ways. This will be facilitated by learning experiences which enable students to:

- Understand their unique place in God's plan.
- Learn in an environment where there is mutual trust and respect between students and between students and their teachers.
- Value excellence and find satisfaction in doing their 'personal best'.

- **Engaged and Motivated to Learn**

Learning experiences should allow students to find scope for creativity and imagination. This will be facilitated by learning experiences which enable students to:

- Take ownership of their learning experiences.
- Connect their own experiences and prior learning to challenging tasks.

- **Encouraging Lifelong Learners**

This will be facilitated by learning experiences which enable students to:

- See that challenges are achievable
- Reflect on learning, set personal learning goals and reflect on learning.
- Experience success in a variety of endeavours.
- Experience success with unfamiliar problems and content.

- **Becoming Flexible and Collaborative Learners.**

This will be facilitated by learning experiences which enable students to:

- Work in groups which necessitate the sharing of ideas and an acceptance of the views of others.
- Use learning technologies which encourage initiative, innovation and responsibility.

- **Supporting Reflection**

Students will become aware of and monitor their own learning if regular, explicit reflection is factored into learning experiences; the 'how', 'what' and 'why' of learning. This will be facilitated by learning experiences that enable students to:

- Explore and justify own thoughts.
- Actively participate in discussions and other opportunities to become aware of the attitudes of others as compared to others.
- Use working journals to articulate thoughts about the way they have worked and to reflect on learning.
- Use the writing process to draft and edit work.
- Become aware of their preferred learning style while practicing those less preferred styles.

5. Developing an International Outlook

Students will develop an awareness of, and knowledge of the world. This will be facilitated by learning experiences which enable students to:

- Develop an appreciation of the ways in which language and culture interact and of the structural differences between languages.
- Analyse why attitudes have changed by examining key events in world history and by assessing their impact on people and environments.
- Understand cultures and develop relationships in Asia.



CULTIVATING GOD CENTRED VALUES

'It takes a village to educate a child'

As a Christian school, our mission is to assist parents to teach and train their children to inculcate Godly values building strong moral characters. It is our desire for students to experience and deepen their walk with God.

Navigate education encourages students to find deeper meaning in everything we do. Students are encouraged to reflect on their acquired knowledge and ask challenging questions that will prepare them to become lifelong learners.



One in Christ

8 PEDAGOGICAL STANDARDS

1. We know our students and how they learn.
2. We know the content and how to teach it.
3. We plan for and implement effective Teaching and Learning.
4. We create and maintain effective learning environments.
5. We assess and report on student learning.
6. We engage in professional learning.
7. We engage professionally with colleagues, parents and carers.
8. Implementation of a Christian perspective throughout programs and assessment.

PREPARING YOUNG MINDS FOR THE FUTURE

Navigate education encourages students to seek deeper meaning in their studies. Through the programs, students are equipped with leadership skills that will help them navigate all seasons in their lives.

LEADERSHIP OPPORTUNITIES

It is our belief that every student can be a leader based on their God given talent. We believe in the importance of preparing students for future. They must be equipped with skills in making value-based decisions, with a high level of emotional intelligence skills such as collaboration, problem solving and critical thinking. Therefore, as students progress from childhood into adolescence, it is crucial for them to develop personal skills, including leadership, so that they can become useful citizen who contribute to the success of Australia.



Leaders in action

Navigate Captains

Navigate Councillors

Class Captains

Potential leaders are identified by teachers at the beginning of the school year. They will be required to attend leadership orientation courses usually conducted during the first Saturday after school reopens in January. Through this course, they will understand their roles and responsibilities of being student leaders in Navigate. These leaders will be given opportunities to organise and run activities for the students.

Other opportunities are also available for students to practice leadership skills. Positions available:

- House Captains
- Information Technology Captains
- Environmental Captains

In each class, there are additional appointments available for students to assist their subject teachers.

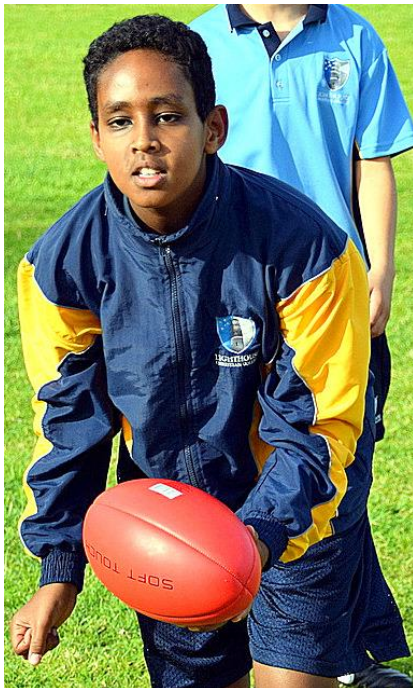


Athletics Carnival

HEALTH & PHYSICAL EDUCATION PROGRAM

Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities.

In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing.



Preparation for competition

Through the Physical Education program, students are taught athletic, game rules and skills in preparation for the following sports program:

- Inter-house Athletics
- Inter-house Cross Country
- Inter-school Sports
- Inter-school Cross Country



Excellent teacher-student rapport

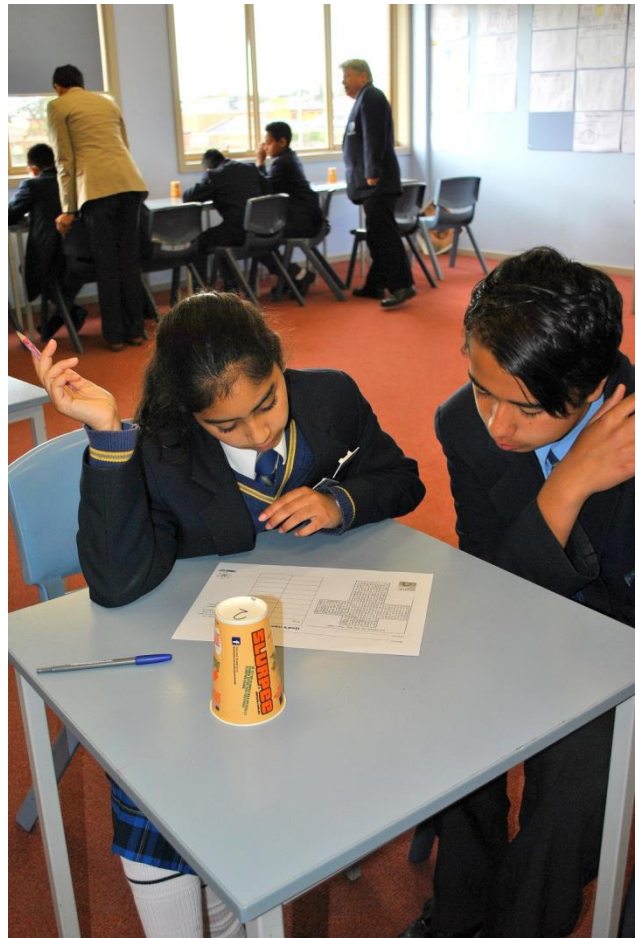
NAPLAN FOR YEAR 5 & 7

NAPLAN is a national assessment, and is accessible to all students to demonstrate their actual skills and knowledge. Although NAPLAN is not considered a critical test as compared to the Victorian Certificate of Education (VCE) test, it is useful to help the school and parents understand the performance of their children compared with students from the same cohort.

It enables the school to better understand where students are performing well and at the same time helps teachers focus on areas where students need additional assistance.

Through NAPLAN, it gives the school a good diagnosis of the overall performance of our students as compared with other schools with similar socio economic background.

Lighthouse students continue to excel in NAPLAN and we are committed to continue helping all our students perform to their best potential in these tests.



Ms Charlotte Rowe
Lighthouse Graduate

“Lighthouse not only provided me with the opportunity to excel academically, they allowed me to grow spiritually. The teachers cared about me and my education. They went above and beyond to ensure that I rose to my ultimate potential.”

DEVELOPING SELF DIRECTED LEARNERS – HOMEWORK

Homework encourages the development of self discipline and independent learning habits, essential for the growth of each successful student.

Homework assignments are given as tools to assist students to revise concepts and skills taught during lessons. Each week, students are expected to complete a reasonable amount of homework and self directed study.

Teachers will give detailed assignments and deadlines to the students. All assignments must be completed with the timeframe given. If students are unable to complete the assignment on time, they must be responsible to inform their teachers prior to the deadline. Parents can also update their child's teachers through the student's diary.

Students are encouraged to complete their school assignments as a priority. If they encounter difficulty in completing the assignments, they are encouraged to seek help from their class teacher.



*"The soul of the sluggard craves and gets nothing, while the soul of the diligent is richly supplied."
Proverbs 13:4*

PERSONAL DEVELOPMENT PROGRAM

Navigate program gives students opportunities to experience a wide range of cognitive, self-discovery and physical activities. Through their experience in learning essential personal development t skills, students will have a better understanding of themselves in God’s perspective and lead them on to career options based on their talents and interests.

Term	Year 5	Year 6	Year 7	Year 8
1	Setting goals and targets for the year. Habit of mind <ul style="list-style-type: none"> Understanding what habit of mind Persistence Managing impulsivity Listening with empathy and understanding 	Setting goals and targets for the year. Life skills <ul style="list-style-type: none"> Personal etiquette Body language Swimming First aid Team building 	Setting goals and targets for the year. Public Speaking	Setting goals and targets for the year. Public Speaking
	Sustainability Let’s clean the beach!			
2	Life skills <ul style="list-style-type: none"> Putting laces on shoes Preparing simple breakfast Ironing First Aid Swimming Sexuality Education 1 Revisiting goals and targets.	Habits of mind <ul style="list-style-type: none"> Understanding what habit of mind Thinking flexibly Thinking about your thinking Striving for accuracy Revisiting goals and targets.	Life skills <ul style="list-style-type: none"> Internet safety Time management Problem solving Team building Revisiting goals and targets.	Life skills <ul style="list-style-type: none"> Sexuality Education II Equality Orienteering Sustainability awareness Revisiting goals and targets.
	3	Public speaking <ul style="list-style-type: none"> Inter-class debate Inter-level debate 	Public speaking <ul style="list-style-type: none"> Inter-class debate Inter-level debate 	Habits of mind <ul style="list-style-type: none"> Understanding of what habit of mind Applying past knowledge Questioning and posing problems Thinking and communicating with clarity and precision
Inter-disciplinary Day				
4	Fish philosophy <ul style="list-style-type: none"> Identity in Christ Maintaining holistic health 	Who moved my cheese?	Financial literacy	Habits of mind <ul style="list-style-type: none"> Understanding of what habit of mind Gathering data through all senses Creating, imagining and innovating Taking responsible risks

Each week, students learn to understand themselves and their peers through a series of specially designed workshops, activities and challenges. At the end of the journey, it is our desire for students to be confident about themselves and they understand the importance of working together as a team in order to achieve greater goals.

ACADEMIC STUDIES FOR NAVIGATE PROGRAM

Subject	Year 5 & 6	Year 7	Year 8
Christian Studies	Walk through the Old and New Testament	Biblical application to the real world	Biblical application to the real world
Literacy	Comprehensive English and extended program	Comprehensive English and extended program	Comprehensive English and extended program
Numeracy	Comprehensive Mathematics and extended program	Comprehensive Mathematics and extended program	Comprehensive Mathematics and extended program
Science	Embedded into the integrated studies program	Science	Science
Humanities	Embedded into the Integrated Studies program	Geography, History and Social Studies	Geography, History and Social Studies
Language Other Than English	Chinese	Chinese	Chinese
The Arts	Art & Music	Art, Music and Drama	Art, Music and Drama
Health & Physical Education	PE & Health Education	PE & Health Education	PE & Health Education
Technology	Use of Microsoft Office tools for reports, presentations, promotional materials and graphs	Use of blogs for reports, personal diary. Wood Technology Food Technology Visual Communication	Making multimedia software to produce videos. Food Technology Visual Communication Wood Technology



Happy School – Happy Students.

YEAR 7 ACADEMIC STUDIES

ART

YEAR 7

Overview

The course is underpinned by the recognition that we are made in God's image, and we are creative, as He is our creator. Students are encouraged to explore and develop their creative potential and to consider God's original intention for the Visual Arts.

Students will:

- Learn to use and analyse the elements and principles of art using appropriate terminology.
- Develop skills in using measure proportions and tonal rendering in the production of a figure drawing.
- Develop skills in using the lino printing process to create a series of prints.

Assignments

The award of satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the tasks specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on the following assessment tasks for the unit:

- Bookwork
- Homework tasks – one per week
- Class work – continuous line drawing, notan design, figure drawing, lino prints
- Examination

CHRISTIAN STUDIES

YEAR 7

Semester One

Overview

- Made in God's image
- The world out there
- The message – communicating and understanding
- Relationships

Assessments

There will be a range of methods used to assess the development of knowledge and understanding in this subject. Including the following:

- Tests
- Oral presentations
- Group work
- Assignments

Semester Two

Overview

- Resilience
- Integrity
- Wisdom and Solomon
- God – His timing and what He is like

Assessments

There will be a range of methods used to assess the development of knowledge and understanding in this subject. Including the following:

- Tests
- Oral presentations
- Group work
- Assignments

DRAMA

YEAR 7

First Term

Overview

In the first term students are introduced to a basic understanding of stagecraft and theatre skills. Using practical activities students explore movement, space, voice, puppetry and stereotypes concentrating on personal expression and self-confidence.

Assignments

During first term students create short performance pieces, research assignments and an ongoing reflective journal. Throughout these assignments students reflect upon uses for these new skills in their Christian walk.

Second Term

Overview

Throughout second term students extend on skills taught in first term and explore the skill of improvisation. Using Christian centered scenarios students explore the importance of improvisation as a performance skill while also reflecting on many issues students face as young Christians.

Assignments

The major assessment for term two is a short student created improvisation, performed in front of an audience of fellow students, exploring issues and topics taught throughout the semester. In addition to this students continue to reflect on their learning through the student journal.

ENGLISH

YEAR 7

Overview

English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.

Literature

- Students will understand that there are issues debated in the media, which are relevant to local, national and global contexts; specific focus will be given to immediately local issues (school).
- Students will understand that texts come under the banner of certain genres, which are comprised of specific features; specific focus will be given to survival fiction, coming of age fiction, science fiction, and oriental fiction/fantasy.
- Students will understand that literature (written and audio-visual) is laden with views and values upheld by the author.
- Students will understand how to identify and explain the role of the following literary features:
 - foreshadowing (making and justifying predictions);
 - views in texts (how an author conveys an idea);
 - symbolism (the deeper meaning behind imagery);
 - fantasy (escapism and adventure).

Language

- Students will understand the language and structure of an essay topic; specific focus will be given to developing an understanding of the subject of the topic, and how this instructs the lead-in element of the introduction in the student's response.
- Students will understand that using subjective personal pronouns ('I', 'me' 'my') reduces the persuasive impact and objective tone of an argumentative essay.
- Students will understand the style and use of informative prose.

Literacy

- Students will understand that texts are written for different purposes; specific focus will be given to producing persuasive, reflective and imaginative texts.
- Students will understand that texts are written with differing structures (known as text types); specific focus will be given to the argumentative essay.
- Students will understand the basic structure of an argumentative essay, including the introduction, body paragraphs, and conclusion.
- Students will understand the basis for and use of a paragraph; specific focus will be given to the role of the topic sentence.
- Students will understand the role of the introduction in an argumentative essay; specific focus will be given to the lead-in statements.

FOOD TECHNOLOGY

YEAR 7

Overview

Food Technology introduces healthy food concepts through the process of preparing and learning how to cook a range of simple dishes. It will extend student' knowledge and skills in understanding food-related topics, as well as understanding how food choices affect future health.

Students will learn to prepare a range of foods that are quick, easy and healthy including breakfasts, lunches, dinners and snacks. Food models and nutritional issues will also be discussed.

Assessments

Students are assessed during the practical lessons on method and progress. The finished product is also assessed. Bookwork such as note taking, answers to review questions and research undertaken is assessed weekly.

HUMANITIES

YEAR 7

Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

History and Geography aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.
- Develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world
- Enable students to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining
- Enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places
- Develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways.

Students will gain knowledge and understanding about History from ancient times. They will become skilled at reasoning and interpretation of Historical documents for accuracy. They will gain knowledge and understanding of Geography by examining the Asia-Pacific region. Geospatial skills will be enhanced through analysing and evaluating geographical information from maps. They will learn how to reason and interpret economic information, forming opinions on personal, local and national issues. Students will engage in teamwork thus building healthy social relationships. They will also engage in individual research to promote goal setting. Their civic knowledge, understanding and responsibility will increase by examining key features of Australian Governments. They will be afforded the opportunity to increase communication skills through oral presentations, listening and responding and using Learning Technologies.

Assessment

- Classwork
- Assignments and projects
- Topic tests
- End of semester 1 and 2 examination

LANGUAGES OTHER THAN ENGLISH CHINESE

YEAR 7

Rationale:

The study of languages contributes to the general education of all students. It operates from the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The Australian Curriculum recognises Australia's distinctive and dynamic migration history. Language learning builds upon student's intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt. Learning languages also develops students' overall literacy, strengthening literacy-related capabilities

Languages other than English – Chinese aims to ensure that students develop the skills, knowledge, and understanding required to communicate in Chinese, develop an intercultural capability in communication and understand themselves as communicators.

Learning Outcomes

The key concepts of language, culture, and learning underpin the learning area.

The content in the Australian Curriculum: Languages is organised by two interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating, and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

Assessment:

- Comprehending and composing texts
- Intercultural understanding
- Listening, speaking, reading and writing
- Semester Examination

MATHEMATICS

YEAR 7

Learning Outcomes

By the end of Year 7 Mathematics, students will be able to attain proficiency in Understanding, Fluency, Problem Solving and Reasoning which are integral part of mathematical content across the three content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. These proficiencies reinforce the significance of working mathematically within the content strands and the exploration or development of such.

Assessment

Assessments will be conducted to measure, confirm and/or remedy any shortfalls to enable students attain the Achievement Standard set for Year 7 Mathematics.

The following forms of assessment may be employed

- End of Unit Tests/Semester Examinations
- Assignments/Home Work
- Mathematics Portfolio

Achievement Standard

By the end of Year 7 Mathematics, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution.

PHYSICAL EDUCATION

YEAR 7

Requirements

- PE uniform (as per diary)
 - House tops are to be worn for House Sport only.
 - Runners (good grip, lace up)
 - Hats – Term 1 and 4 are compulsory (caps are for PE)
 - Scaling system of consequences for not bringing full correct uniform (including failure of the subject)

Overview

Physical Education at a secondary level is focused on mastering the fundamental motor skills developed through primary level physical education. Each student will experience participating in a range of sports. Through a variety of drills, minor games, sports and other activities this subject develops game sense in students where students are encouraged to become strategic, thinking players.

Students will use the fundamental motor skills they mastered in primary school to be a tool to develop leadership, responsibility and team work within class and each are encouraged to assist through coaching younger students or running an activity. Each student is encouraged to reach their God-given potential in this subject.

Physical education is a great environment for students to develop their social skills through interacting during activities. Students are encouraged to honour God by trying their best and building each other up.

Assessment

Students are assessed through a range of practical tests, observation of game sense development, discussions about tactics, mini tests about sports or topics covered during class. This is a practical class and is therefore assessed through observation of development, organization (being changed into correct uniform), effort and encouraging others.

SCIENCE

YEAR 7

Overview

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

“For by Him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities, all things were created by Him and for Him.” Colossians 1:16

God shows special care for all His creatures, not just man alone, and His care is exercised towards them (Psalm 104: 10-23). He has fitted them into His created world in a loving and benevolent way yet they exist in a fallen and sin cursed world as a result of man's transgression.

In a Christian study of Science we recognize man's position, under God, as rulers of creation – as stewards – developing an increasing awareness within our community of the need to understand and sustain the complex interaction of life on earth.

Science is the knowledge gained and confirmed by observation, investigation and experience. It adds to our understanding of God and His creation.

Students learn best when they are allowed to work out explanations for themselves, over time, through a variety of learning experiences. In this way, they link new information with prior knowledge.

Australian Curriculum covers the topics as:-

Science as Understanding, Science as a Human Endeavour and Science Inquiry Skills

Biological Sciences

- Diversity and Evolution
 - Habitats and interactions
 - Classification

Chemical Sciences

- Properties and Structure
 - Properties of substances
 - Mixtures

Earth Sciences

- Dynamic Earth
 - Earth Resources
- Systems in Space
 - Earth in Space

Physical Sciences

- Forces and motion
 - Forces
 - Machines

Assessment Tasks

School based assessment. This will include:

- T.A.S.K sheet (includes assignments, class and homework tasks, projects)
- Chapter tests
- Semester Exams

VISUAL COMMUNICATION

YEAR 7

Overview

The course is underpinned by the recognition that we are made in God's image, and we are creative, as He is our Creator. Students are encouraged to explore and develop their creative potential and to consider how design can be used to serve others, and honour the kingdom of God.

Students will

- Develop competence using different drawing systems including; one and two point perspective, planometric, isometric and oblique views.
- Work with a variety of methods, materials & media including; Adobe Illustrator and Photoshop, ink, coloured pencil, markers and water colour.
- Learn to intentionally use and manipulate the design elements and principles in their work.
- Analyse and evaluate two and three dimensional design work using appropriate terminology.
- Learn to interpret and work to a design brief.

Assignments

The award of satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the tasks specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on the following assessment tasks designated for the unit;

- Bookwork
- Homework tasks-one per week
- Class work – Package Design, Logo Design, Perspective drawing.
- Examination

WOOD TECHNOLOGY

YEAR 7

Requirements

- Display book

First Term

Overview

During the first term of Wood Technology students use practical activities to explore basic joining and construction techniques. Students receive a design brief and must design and create a finished product using a personal interest to influence their design.

Assignments

During first term students create a portfolio and product to show their understanding of the topic and complete research projects. Throughout these assignments students reflect upon uses for these new skills in their Christian walk.

Second Term

Overview

Throughout second term students continue to participate in workshops exploring different elements of design and wood technology. Using these skills students design and create a wooden toy for use within the school community.

Assignments

The major assessment for term two is a reflective portfolio exploring issues and expectations for the product created during the term. In addition to this students are assessed on the final construction of their product.

YEAR 8 ACADEMIC STUDIES

ART

YEAR 8

Overview

The course is underpinned by the recognition that we are made in God's image, and we are creative, as He is our Creator. Students are encouraged to explore and develop their creative potential and to consider God's original intention for the visual arts.

Students will

- Develop drawing skill in constructing a portrait with accurate proportions.
- Study some of the major artistic styles of the 20th Century, through a Biblical framework.
- Use the art elements and principles to create effective compositional arrangements.
- Analyse and evaluate examples of artworks using appropriate terminology.
- Explore a variety of starting points for both two and three dimensional artworks.

Assignments

The award of satisfactory completion for this unit is based on a decision that the student has demonstrated achievement of the tasks specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on the following assessment tasks designated for the unit;

- Bookwork
- Homework tasks-one per week
- Class work – Painting, cubist portrait, Pop Art sculpture.
- Examination

CHRISTIAN STUDIES

YEAR 8

Semester One

Overview

- Conflict and change
- Jesus – Who is He?
- Jesus – Past, Present and Future
- Jesus' Resurrection

Assessments

There will be a range of methods used to assess the development of knowledge and understanding in this subject. Including: tests, oral presentations, group work and assignments

Semester Two

Overview

- Miracles
- Will – Freedom to choose and love
- Martyrs – Defending the truth
- The Written Word – What it means and how it came about

Assessments

There will be a range of methods used to assess the development of knowledge and understanding in this subject. Including: tests, oral presentations, group work and assignments

DRAMA

YEAR 8

Requirements

- 48 page book

First Term

Overview

Throughout first term student's focus on character work with their experiences ranging characters from literature, animals and biblical times. Using Christian centered scenarios students are encouraged to develop detailed scene work and in the process create and present characters that make us laugh, cry and maybe even fear.

Assignments

The major assessment for first term is a short student created production, performed in front of an audience, exploring issues and topics taught throughout the term. In addition to this students reflect on their learning through the student journal.

Second Term

Overview

In the second term students explore mime and the development of comedy. Using practical activities students explore communication through the body, including body language and movement. The students then learn techniques of mime and incorporate them into a range of improvised performances.

Assignments

During second term students create short performance pieces which culminate in a Comedia Del Arte performance at the end of term. In addition to this students maintain a reflective journal. Throughout these assignments students reflect upon uses for these new skills in their Christian walk.

ENGLISH

YEAR 8

English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.

Literature

- Students will develop their understanding and awareness of local *issues*, specifically those that affect their local communities.
- Students will understand how to maintain literary features from a set text in their own creative writing; specific focus will be given to characterisation and narrative voice.
- Students will understand how to identify and explain the role of the following literary features:
 - suspense (creating tension);
 - reader identification (readers' sympathy with characterisation);
 - non-diegetic sound (the use of a soundtrack to create mood);
 - satire (comedic stereotyping);
 - symbolism;
 - perspective.

Language

- Students will understand the importance of referencing; specific focus will be given to paraphrasing and acknowledging source texts. Students will understand the value of a developed vocabulary for this purpose.
- Students will understand how to deconstruct an essay topic through brainstorming related examples and ideas; specific focus will be given to understanding the instructive phrases 'Discuss', 'Do you agree?', 'To what extent do you agree?' and 'Compare'.

Literacy

- Students will understand how genres of text can be subverted or blended.
- Students will understand how text types can be subverted or blended.
- Students will develop their use of the body paragraph; specific focus will be given to the example element.
- Students will understand the role of the conclusion in an argumentative essay; specific focus will be given to summarisation.

FOOD TECHNOLOGY

YEAR 8

Overview

The year 8 Food Technology course consolidates the students' understanding of the technology processes and healthy eating concepts learnt in Year 7.

In the theoretical component, students consider the importance of cereals and dairy in the prevention of bone diseases. Cheese and eggs are used in practical cooking classes at this stage of the learning process.

Students first learn about the importance of meat, fish, fats oils and nuts in both theory and practical lessons during this semester. A brief overview of alternative food choices such as vegetarian, celebration and multicultural Australian cooking is commenced.

Assessments

Students are assessed during the practical lessons on method and progress. The finished product is also assessed. Bookwork such as note taking, answers to review questions and research undertaken is assessed weekly.

Students complete a major independent assignment task where they research the features and prices of microwave ovens. This task gives students an understanding of the availability, latest improvements and costing associated with purchasing equipment from retail outlets.

HUMANITIES

YEAR 8

History aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.
- Develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world
- Enable students to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining
- Enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places
- Develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways

History

Students study medieval history with the rise of the church and construction of cathedrals across Europe. Beginning with the Viking Age and the attacks on church communities and their ultimate conversion and concluding with the Renaissance and the revival of humanism. Students will examine the political and social aspects of the Middle Ages, in addition to the organizational structures, values and beliefs, culture, trade, contributions to our society, key individuals and the issues of daily life. How far and how close to Biblical principles the government and culture of the nations affected were, provides a spine to the study direction.

Geography

Students will analyse the interaction between people and environments, and the effects of these interactions both on people and the environments. They will compare and contrast characteristics of various regions in Australia and the world. The topics covered at this level are Antarctica and the Arctic, weather and climate and natural disasters. Stewardship of God's planet and relief efforts of Christian groups to mitigate trauma will be examined.

Assignments

Projects, timelines Oral Presentations, Tests, Assignments and models.

LANGUAGES OTHER THAN ENGLISH CHINESE

YEAR 8

Rationale:

The study of languages contributes to the general education of all students. It operates from the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The Australian Curriculum recognises Australia's distinctive and dynamic migration history. Language learning builds upon student's intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt.

Learning languages also develops students' overall literacy, strengthening literacy-related capabilities

LOTE Chinese aims to ensure that students develop the skills, knowledge, and understanding required to communicate in Chinese, develop an intercultural capability in communication and understand themselves as communicators.

Learning Outcomes:

The key concepts of language, culture, and learning underpin the learning area.

The content in the Australian Curriculum: Languages is organised by two interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating, and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

Assessment

- Comprehending and composing texts
- Intercultural understanding
- Listening, speaking, reading and writing
- Semester Examination

MATHEMATICS

YEAR 8

Learning Outcomes

By the end of Year 8 Mathematics, students will be able to attain proficiency in Understanding, Fluency, Problem Solving and Reasoning which are integral part of mathematical content across the three content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. These proficiencies reinforce the significance of working mathematically within the content strands and the exploration or development of such.

Assessment

Assessments will be conducted to measure, confirm and/or remedy any shortfalls to enable students attain the Achievement Standard set for Year 8 Mathematics.

The following forms of assessment may be employed

- End of Unit Tests /Semester Examinations
- Assignments/ Home Work
- Mathematics Portfolio

Achievement Standard

By the end of Year 8 Mathematics, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

PHYSICAL EDUCATION

YEAR 8

Requirements

- PE uniform (as per diary)
 - House tops are to be worn for House Sport only.
 - Runners (good grip, lace up)
 - Hats – Term 1 and 4 are compulsory (caps are for PE)
 - Scaling system of consequences for not bringing full correct uniform (including failure of the subject)

Overview

Physical Education at a Secondary level is focused on mastering the fundamental motor skills developed through primary level physical education. Each student will experience participating in a range of sports. Through a variety of drills, minor games, sports and other activities this subject develops game sense in students where students are encouraged to become strategic, thinking players.

Students will use the fundamental motor skills they mastered in primary school to be a tool to develop leadership, responsibility and team work within class and each are encouraged to assist through coaching younger students or running an activity. Each student is encouraged to reach their God-given potential in this subject.

Physical education is a great environment for students to develop their social skills through interacting during activities. Students are encouraged to honour God by trying their best and building each other up.

Assessment

Students are assessed through a range of practical tests, observation of game sense development, discussions about tactics, mini tests about sports or topics covered during class. This is a practical class and is therefore assessed through observation of development, organization (being changed into correct uniform), effort and encouraging others.

SCIENCE

YEAR 8

Rationale

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

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Assignments

- Semester Exams

VISUAL COMMUNICATION

YEAR 8

Overview

The course is underpinned by the recognition that we are made in God's image, and we are creative, as He is our Creator. Students are encouraged to explore and develop their creative potential and to consider how design can be used to serve others, and honour the kingdom of God.

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WOOD TECHNOLOGY

YEAR 8

Requirements

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Overview

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Assignments

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GRADING SYSTEM

A+	More than 90%
A	80-90%
B+	75-79%
B	70-74%
C+	65-69%
C	60-64%
D+	55-59%
D	50-54%
E	40-49%
UG	Less than 40%
NS	Not submitted
NA	Not assessed due to illness and unforeseen circumstances



Senior students' involvement in managing events.



Celebration Assembly awardees

ANNUAL CAMPS



Unforgettable memories are formed through these various year level camps. In unfamiliar environment, students have to rely greatly on their peers and teachers to overcome different challenges. Though these special moments, students build long lasting relationships with their peers.

It is compulsory for students to participate in the annual camp activities as many skills taught during these camps are essential for the development of life-long learners themselves.
Year 7 Camp

Year 5	CYC at Phillip Island
Year 6	To Be Advised
Year 7	Coolamatong
Year 8	Gold Coast



Year 5 Camp



Teamwork

MAINTAINING COMMUNICATION

A successful Christian education is one where parents, students and teachers are in partnership, where there is open and regular communication. As it takes both hands to clap, it is crucial for the College to have constant communication links with the students' parents.

We strongly encourage parents to discuss progress at school with your child regularly. Feel free to communicate with us through the students' diary to update us on your child's progress or arrange for meeting with our staff members.

You are strongly encouraged to attend Information Nights, Parent-Student-Teacher Conferences and other social gatherings to find out more about the College program and also get to know the staff members and other students' parents. Parents can also communicate directly with your child's Homeroom teacher through emails. Do allow teachers to reply to you in a reasonable timeframe.



Parents' involvement of events

If you are keen to be more involved in your child's education, you may wish to consider joining the Parent and Friends network. You can contact the school office for more information.



LIGHTHOUSE CHRISTIAN COLLEGE

BOYS SUMMER UNIFORM

YEARS 5 - 8 NAVIGATE



HAIR

Hair must be of the students natural colouring and worn off the collar and above the eyebrows.

Hair must be kept neat and clean and not be outlandish or attention seeking. No excessively short haircuts eg. shaved head etc.

Students are to be clean shaven.

JEWELLERY

Only wrist watches or medical identification bracelets may be worn.

SHIRTS

College blue shirt (long or short sleeve) Shirt collar must be the correct size for the top button to be done up at all times.

Any singlets or T-shirts worn under shirts must be plain white and not visible.

Polo or Skivvy tops are not permitted.

Shirts must be tucked in at all times.

Top button must be done up with tie pulled up neatly.

SOCKS

Grey short socks with trousers or pulled up long grey socks with shorts

SHOES

Black lace-up leather shoes with plain top. Shoes must be kept clean and polished.

COLLEGE BLAZER

College Blazer must be worn to and from school, home-room, assemblies, Chapel, excursions, on school grounds, at the end of the school day and on all formal occasions. (unless otherwise advised)

On days of extreme heat it will be announced as a "Blazer free day". This is where students will not be required to wear the blazer home but must wear the blazer to school the following day. This also will apply to ties. ** Non -blazer- if sports uniform is required (eg. sports events) no blazer is required.

HATS

College senior boys hats are to be worn whenever outside in terms 1 and 4.

COLLEGE TROUSERS

Grey college trousers with black leather or vinyl belt. Shorts may be worn

COLLEGE JUMPER

Royal blue- worn when required for cold weather. To be worn under blazer, NOT instead of blazer.

COATS/RAINCOATS

Navy blue or black -not denim

SCHOOL BAG

College bag with logo.

Navy blue case with wheels is acceptable if necessary.



LIGHTHOUSE CHRISTIAN COLLEGE

GIRLS SUMMER UNIFORM

YEARS 5 - 8 NAVIGATE



HAIR

Hair should be neat, clean and off the face. Hair should be of the students natural colouring. Hair longer than shoulder length should be tied back. Hairclips, bands, ribbons and ties should be plain or blue

COLLEGE BLAZER

College Blazer must be worn to and from school, home-room, assemblies, Chapel, excursions, on school grounds, at the end of the school day and on all formal occasions. (unless otherwise advised)

JEWELLERY/ MAKEUP

Only plain ear studs, wrist watches or medical identification bracelets may be worn.

STRICTLY NO MAKEUP

On days of extreme heat it will be announced as a "Blazer free day". This is where students will not be required to wear the blazer home but must wear the blazer to school the following day.

SUMMER DRESS

College summer dress worn below the knee.

Any singlets or T-shirts worn under dress must be plain white and not visible. Polo neck and skivvy tops should not be worn under the dress.

** Non -blazer- if sports uniform is required (eg. whole day sports events) no blazer is required.

HATS

College senior girls hats are to be worn whenever outside in terms 1 and 4. Hats should not be worn in class.

SOCKS

Option 1: College long white socks with navy blue band. Socks should be pulled up over the calf and folded neatly at the top.

Option 2: College white ankle socks with navy blue band.

Skin coloured pantyhose or tights may be worn underneath socks.

COLLEGE JUMPER

Navy blue- worn when required for cold weather. To be worn under blazer, NOT instead of blazer.

COATS/RAINCOATS

Navy blue or black -not denim

SHOES

Black lace-up leather shoes with plain top and low heels. Shoes must be kept clean and polished.

SCHOOL BAG

College bag with logo.

Navy blue case with wheels is acceptable if necessary.



LIGHTHOUSE CHRISTIAN COLLEGE

BOYS WINTER UNIFORM

YEARS 5 - 8

NAVIGATE



HAIR

Hair must be of the students natural colouring and worn off the collar and above the eyebrows.
Hair must be kept neat and clean and not be outlandish or attention seeking.
No excessively short haircuts eg. shaved head etc.

Students are to be clean shaven.

JEWELLERY

Only wrist watches or medical identification bracelets may be worn.

SHIRTS

College blue shirt (long sleeve)
Shirt collar must be the correct size for the top button to be done up at all times.
Any singlets or T-shirts worn under shirts must be plain white and not visible.
Skivvy tops are not permitted.
Shirts must be tucked in at all times.
Top button must be done up with tie pulled up neatly.

SOCKS

Grey Short socks with trousers

SHOES

Black lace-up leather shoes with plain top.
Shoes must be kept clean and polished.

COLLEGE BLAZER

College Blazer must be worn to and from school, home-room, assemblies, Chapel, excursions, on school grounds, at the end of the school day and on all formal occasions. (unless otherwise advised)

** Non -blazer- if sports uniform is required (eg.whole day sports events) no blazer is required.

COLLEGE JUMPER

Royal blue- worn when required for cold weather.
To be worn under blazer, NOT instead of blazer.

COLLEGE TROUSERS

Grey college trousers with black leather or vinyl belt

TIE

Tie to be royal blue and worn as part of uniform.

SCARVES/GLOVES

Plain navy blue or black- NOT to be worn in class

COATS/RAINCOATS

Navy blue or black -not denim

BEANIES

Not to be worn during school.

SCHOOL BAG

College bag with logo.
Navy blue case with wheels is acceptable if necessary.



LIGHTHOUSE CHRISTIAN COLLEGE

GIRLS WINTER UNIFORM

YEARS 5 - 8 NAVIGATE



HAIR

Hair should be neat, clean and off the face. Hair should be of the students natural colouring.
Hair longer than shoulder length should be tied back. Hairclips, bands, ribbons and ties should be plain or blue

COLLEGE BLAZER

College Blazer must be worn to and from school, home-room, assemblies, Chapel, excursions, on school grounds, at the end of the school day and on all formal occasions. (unless otherwise advised)

JEWELLERY/ MAKEUP

Only plain ear studs, wrist watches or medical identification bracelets may be worn.

** Non -blazer- if sports uniform is required (eg. whole day sports events) no blazer is required.

STRICTLY NO MAKEUP

COLLEGE JUMPER

Royal blue- worn when required for cold weather. To be worn under blazer, NOT instead of blazer.

SHIRTS

College white shirt (long sleeve)
Shirt collar must be the correct size for the top button to be done up at all times.
Any singlets or T-shirts worn under shirts must be plain white and not visible.
Skivvy tops are not permitted.
Shirts must be tucked in at all times.
Top button must be done up with tie pulled up neatly.

COLLEGE SKIRT

Skirt is to be royal blue and worn below the knee. Pinafores may be worn

TIE

Tie to be royal blue and worn as part of uniform.

SCARVES/GLOVES

Plain navy blue or black- NOT to be worn in class

SOCKS

Option 1: College long white socks pulled up over the calf and folded neatly at the top.
Option 2: Navy blue or black tights without socks.

COATS/RAINCOATS

Navy blue or black -not denim

BEANIES

Not to be worn during school.

SHOES

Black lace-up leather shoes with plain top and low heels. Shoes must be kept clean and polished.

SCHOOL BAG

College bag with logo.

Navy blue case with wheels is acceptable if necessary.

