

Parent Handbook 2024



NORTHERN
CHRISTIAN SCHOOL

Building Brighter Futures

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Welcome

We are so excited to partner with you in your child's education. Northern Christian School is so much more than just a school. It is a transformational Christian learning community seeking to work with parents to nurture, teach and encourage children in their understanding of God and the world He has created.

Northern Christian School is part of Christian Schools Tasmania, an Association that owns and operates schools across Hobart that honour God through the provision of transformational Christ-centred education by working in close partnership with families.

We believe parents have the primary God-given responsibility of nurturing their children to maturity. Our school started in 1993 and grew from parents' vision and commitment to Christian education for their children. It is an honour and a privilege to work with beautiful children, partner with supportive parents and lead an exceptional staff team at Northern. Staff are deeply passionate and committed to ensuring Northern Christian School thrives. This is achieved by delivering the highest-quality education, where a Christian worldview intentionally permeates all we do. As an authentic Christian school, we believe education is not just about imparting a Christian methodology for understanding the world around us. It is also about demonstrating a Christian way of living within that world. Our School Values of Respect, Kindness, and Resilience stem from our Christian worldview shaped by the Bible, reflecting the teachings of Jesus. As a school community, we promote, celebrate and encourage our Values with the hope that our students, families and staff will be able to articulate, understand, promote and celebrate values that will guide how they act, what they say and their choices.

Our teaching and learning practice is informed by data and research. We aim for strong academic outcomes for all students by employing high-impact teaching and learning strategies that foster student enjoyment, engagement, and progression. Our deep hope is to equip students for purpose and service now and in the future.



Miss Bethany Armstrong

Principal

Our professional, dedicated and passionate staff work hard to nurture each student to reach their God-given potential and achieve well in all areas of aptitude. We value and respond to the unique personality and giftedness of each child. We provide students with a wide range of engaging experiences and opportunities that support their learning, catering to each student's needs to ensure they are developing, flourishing and succeeding.

As parents and carers, you are highly valued members of our school community, and we invite you to actively engage in the many facets of school life at Northern Christian School. Your participation is highly encouraged and welcomed.



Vision, Mission and Values

These are the Vision, Mission and Values statements, endorsed by the Christian Schools Tasmania (CST) Board, that are shared and embraced across our four schools.

CST's VISION

To be a transformational Christian learning community.

CST's MISSION

To provide the highest quality Christ-centred education that prepares and equips students for life.

CST's CORE VALUES

FAITH, HOPE and LOVE. But the greatest of these is LOVE — Corinthians 13:13

Faith — Faith comes from hearing and trusting the message about Jesus.

Hope — Hope is the knowledge that this world is not all there is, looking forward to Jesus return.

Love — We are to love others deeply and put others before ourselves.

NORTHERN'S SCHOOL VALUES

Respect, Kindness and Resilience

Respect — We expect and model respect.

Kindness — We encourage and celebrate kindness.

Resilience — We promote and nurture resilience.

NORTHERN'S MOTTO

Building Brighter Futures

Our prayer is that these statements will be lived out and have a deep and significant impact on our culture and the way we deliver teaching and learning programs to our students.

School Routines

School Times

8.30am	Students arrive
9.00am	School commences
9.00am – 10.55am	Class time
10.50am – 11.00am	Eating time
11.00am – 11.30am	Recess
11.30am – 12.50pm	Class time
12.50pm – 1.00pm	Eating time
1.00pm – 1.30pm	Lunch
1.30pm – 3.00pm	Class time
3.00pm	School concludes

Kindergarten

Kindergarten school days are Monday, Tuesday and Wednesday at 9.00am - 3.00pm. Please refer to the Kindergarten Handbook on our [website](#) for more specific information.

Staff Devotions

Every morning staff gather together from 8.20am – 8.30am to start the day with thanksgiving and prayer to God. All staff participate in praying for individual students and their families, leading devotions, praise and worship.

Assemblies

School assemblies are held throughout the term on a Thursday from 2.15pm – 3.00pm. Assembly dates are published in the [Newsletter](#) and on the [Calendar](#). Parents and families are most welcome to attend.



2024 Term Dates

Terms Dates, Public Holidays and non-student days are listed below. For all other events, including those relating to sport, camps and other activities, please consult the Northern [Calendar](#)

Term 1 Commences

Public Holiday (Regatta Day)

Public Holiday (Eight Hours Day)

Good Friday

Easter Monday

Easter Tuesday

Term 1 Concludes

Monday 5 February

Monday 12 February

Monday 11 March

Friday 29 March

Monday 1 April

Tuesday 2 April

Friday 12 April

Term 2 Commences

Public Holiday (Queens Birthday)

Term 2 Concludes

Wednesday 1 May

Monday 10 June

Friday 5 July

Term 3 Commences

Student Free Day

Term 3 Concludes

Wednesday 24 July

Friday 6 September

Friday 27 September

Term 4 Commences

Public Holiday (Show Day)

Non-Student Day

Term 4 Concludes

Monday 14 October

Thursday 24 October

Friday 25 October

Wednesday 18 December

Contact Us

The School Office

The Office is open between 8.30am and 4.00pm each school day and can help with:

- uniform purchases
- changes to travel arrangements for your child
- arrangements for healthcare or medication requirements
- changes to attendance details for your child

+61 3 6263 4733

admin@northern.tas.edu.au

Christian Schools Tasmania

299 Macquarie Street, Hobart

+61 3 6224 8300

admin@cst.tas.edu.au

Mr David Gillman	Chief Executive Officer
Mr Brian Bosveld	Business Manager
Mrs Joe-Ann Smit	Accounts Administration Officer (Fees)

Contacting the Principal

Classroom concerns should first be addressed with the class teacher before an appointment with the Principal is made. We would ask that all parents and carers wanting to discuss issues with the Principal please make an appointment through the Office.

Contacting Teachers

Communication with teachers is always welcome. The class teacher will be your first point of contact in relation to any concerns. Teachers are available before and after school, subject to personal availability. Staff have daily duties that happen outside of their class time, therefore any communication with them is best via email or in person. Teachers are available to meet between 8.30am and 8.50am or after 3.00pm at the classroom. Alternatively, you can contact the teacher to make a more suitable appointment time via email. Please note that email addresses are the initial of the teacher firstinitialsurname@northern.tas.edu.au ie. swhittle@northern.tas.edu.au. Staff are instructed not to answer emails outside of working hours which are 8.00am and 4.30pm.

Staff

Leadership Team

Principal	Miss Bethany Armstrong
Pastoral Care Coordinator	Mr Samuel Whittle
Teaching and Learning Coordinator	Miss Claire Gardner
Learning Enrichment Coordinator	Ms Kerrie Prentice

Teaching Staff

Kinder	Mr Samuel Whittle (Monday - Wednesday)
Prep	Mrs Adrienne Bitt and Miss Laura Davis
Year 1	Miss Claire Gardner and Mr Peter Humphrey
Year 2	Ms Alison Grynglas
Year 3	Mr Benjamin Shurley
Year 4	Mrs Tara Williams
Year 5	Mrs Jackie Baines and Mr Peter Humphrey
Year 6	Mr Luke Lamont
Music	Mr David Withell
Auslan	Ms Kerrie Prentice
STEM	Mr Peter Humphrey
Physical Education	Mr Peter Humphrey
Forest School Educator	Mr Samuel Whittle
Little Learners	Mrs Janna Leaman
School Chaplain	Mr Dan Meehan (Mon/Tues/Wed) Mrs Morgan North (Thursday)

School Fees

A comprehensive list of Northern's school fees, including family discounts, can be found on our [website](#). School fees are invoiced from the Christian Schools Tasmania (CST) office in January, or at the commencement of enrolment. Fees cover general tuition costs, including stationery, excursions, swimming and gymnastics program and performances. There may be additional charges for other items such as specialist camps. Uniforms are purchased by parents directly from the Office or via the QKR! App.

Payment plan required

Parents are required to set up a payment plan to pay for tuition fees. Preferred payment methods are direct debit, credit card, or Centrepay. Payments can be made weekly, fortnightly, monthly, by term, or by year. The payment plan is arranged through the CST office at the start of the year or upon enrolment.

Payment assistance

If parents have difficulties meeting school fee obligations, they are invited to enquire about our Fee Assistance Program. We are committed to supporting you in your commitment to Christian education.

Notice of withdrawal

Written notice of 10 school weeks must be provided to the Principal for withdrawal of a student. Fees will be payable for the full ten week notice period. This notice period is essential to allow us to make employment commitments to teachers and to plan the educational program for the year ahead.

Questions and contact

To discuss any of these matters further, please feel free to contact the Business Manager at CST on **+61 3 6224 8300** or businessmanager@cst.tas.edu.au.

Parental Involvement

We encourage parents to be involved in our school. We believe each family has something to offer in an area in which they feel comfortable.

At Northern Christian School, we consider the health, safety and wellbeing of all children and young people to be our highest priority. We strive to ensure the safety and wellbeing of children and young people, in particular, through our Safeguarding Children & Young People Policies and procedures, which can be found on our [website](#).

Areas in which parents may like to contribute are:

- in the classroom, including helping with Forest School;
- assisting at Swim School, Cross Country and Athletics carnivals;
- accompanying and assisting on class excursions and camps;
- covering books etc in the Library;
- coaching and training sporting teams: parents are encouraged to help in coaching or training our various sporting teams, such as hockey and netball.

All parents/carers who would like to volunteer to help out at Swim School, the Swimming Carnival, overnight camps, coaching a sporting team and any other activity which is deemed to be of a higher risk, are required to undertake Safeguarding Children and Young People (SCYP) online training and provide the school with a copy of the certificate when completed. Additionally, we will require you to read and sign a SCYP Commitment Statement. When these opportunities arise, more information regarding accessing and undertaking this training will be provided.

For all volunteers, a Working with Vulnerable People Card must be provided to the School prior to any parent involvement. To apply for a card please visit justice.tas.gov.au.

Community Engagement Committee

The role of the Community Engagement Committee is to strengthen the partnership between parents and the school, and to build and encourage the school community. Members of the Community Engagement Committee are invited by the Principal to join upon demonstrating a passion for the school and shared vision for the delivery of highest quality Christian Education. The Community Engagement Committee also oversee sub-committees responsible for organising events, activities, welcome BBQs and coffee mornings for new families at the school.

Attendance

Attendance

Parents and carers are legally responsible for:

- ensuring that their child attends school regularly;
- explaining the absence of their child to the School promptly. This can be done through the [website](#), or by phoning or emailing the Office before 9.30am on the day of the absence;
- provide a medical certificate if their child is absent in excess of three days;
- work in partnership with the School to resolve any attendance issues; and
- sign in their children who arrive late or sign out their children who need to leave the school during school hours.

The Education Act

The *Education Act 2016* specifies the reasons a student can be authorised not to attend school and what documentation is required in order to support authorised absences. A school-aged child is excused from attendance if the child is prevented from attending because of sickness; or temporary physical or mental incapacity; or any other reasonable cause as approved by the Principal; and a parent or carer of the child has notified the School. Aboriginal students may be excused from attendance for up to five days per year in order to participate in cultural events or activities. Additional days may be negotiated with the School and approved by the Principal.

Under the *Education Act 2016*, parents and carers are thus strongly discouraged from planning family holidays and trips during the academic year. Please refer to our [Absenteeism Policy](#) for more information.





Travel Arrangements

If arrangements on a particular day change for any reason, it is vital that the, where possible, the School Office be contacted before 2.30pm.

Buses

There are currently three free school buses. O'Driscoll's provides three services: one covering New Norfolk/Dromedary, another covering Brighton, Old Beach and Bridgewater with another run servicing the Northern Suburbs from Granton, Austins Ferry, Claremont to Moonah.

It is very important that parents support the bus travel expectation to ensure safe, trouble-free travel for both the passengers and the driver. If it is necessary for the driver to report an incident, the following procedure is adopted:

- if a child misbehaves on the bus, the parent or carer will be contacted;
- if a child continues to misbehave on the bus the parent or carer will be contacted to arrange alternative transport;
- a further incident may result in a period of suspension from the bus.

For information about buses to and from the School please refer to the [O'Driscoll's website](#) or [contact us](#).

Uniform Policy

The wearing of school uniform is compulsory for Kinder to Year 6. It is a uniform which looks smart and is very practical and appropriate for active children.

The Uniform Policy is based on the beliefs that:

- it minimises economic differences and demonstrates a sense of equality and belonging;
- wearing the uniform supports discipline;
- children will develop a sense of school pride;

Parents and carers must be responsible for ensuring that their child wears the correct uniform. No variation from the policy is allowed without the Principal's consent, also having the final discretion in deciding whether a student's attire meets the requirements. If for some reason a student is not able to wear the appropriate uniform on any day, a note is required by way of explanation to the class teacher. In the event of financial difficulty, parents are invited to discuss with the Business Manager, CST, concerning payment arrangements regarding their child's school uniform.

For more information on, please read our [Uniform Policy](#).



Health Care

Student Medical Information

Parents and carers are required to complete the Update to Student Information invitation that will be sent via email from Consent2Go at the beginning of Term 1. The school should be notified of any detail change or updates which can also be provided by completing the [online form](#).

Medication

If your child/ren requires medication while at school, you will need to complete an Administration of Medication form available at the Office or [online](#). All medication must be in its original box and packaging with clear instructions.

Asthma

Students with Asthma are required to have an Asthma puffer and an Asthma Action Plan. This can be arranged with the Office.

Anaphylaxis

A labelled EpiPen and Anaphylaxis Action Plan needs to be provided and will be stored in the First Aid Area. The EpiPen will be administered according to the Anaphylaxis Action Plan. They are always carried by the teacher when leaving the school grounds for excursions.

First Aid

First Aid will be applied by qualified staff who have a current First Aid Certificate. A safety report form may be completed digitally on CST Assurance depending on the nature and severity of the incident or injury. Parents will be notified by the Office or teacher if a student requires further medical attention.

Sick Students

Students who become sick at school and need to go home will be sent to the Office who will contact a parents or carer and ask for the child to be collected. If your child has a contagious or infectious illness, ensure that medical advice has been obtained before returning back to school.

Learning Enrichment

The Learning Enrichment Coordinator assists the teachers in:

- identifying specific learning needs or disabilities, and gifted and talented students;
- supporting students who are gifted and talented as well as students with disabilities and additional needs;
- communicating with parents and carers;
- performing simple screening tests;
- planning for adjustments to their teaching;
- providing current research and resources which target students with specific learning difficulties or disabilities and students who are gifted and talented; and
- writing Individual Learning Plans (ILP).

Teachers communicate information to the Learning Enrichment Coordinator by:

- making observations and collecting samples of student's work;
- filling in referral forms with information; and
- discussion with parents and carers (communicating concerns, asking questions, seeking support for ongoing testing).

Parents and teachers work in partnership to provide the best possible learning opportunities for all students. Teachers and the Learning Enrichment Coordinator consult with parents and carers about any concerns noticed through meetings, phone calls or email. If a child requires an ILP, parents will be asked to have input into writing the SMART goals. Permission for any external testing such as Speech Pathologist, Occupational Therapist or a Full Educational Psychological Test will always be obtained from the parents and carers.



Assessment and Reporting

Data and Assessment

We ensure that relevant student data is used to differentiate learning in order to support all students in achieving these goals. A range of resources are utilised to continually gather data to direct the learning sequences of all students in areas, predominantly in the core areas, which feed into all other key learning areas. Both standardised and non-standardised assessment is used to assess and guide teaching and learning. Teachers are responsible for the use and monitoring of ongoing formative assessment for their classes. Standardised assessment is completed by all students throughout their school years which includes NAPLAN and PIPS. All students are involved in ACER's Progressive Achievement Test annually in November. This records and monitors achievement over a 12 month period in Reading, Spelling and Mathematics.

Assessment and Reporting

Assessment and reporting is driven by the requirements of the Australian Curriculum. There are many opportunities for you to expect to hear about your child's learning and achievement. They are as follows:

- Welcome Back Event: an opportunity for the class teacher to meet you;
- Interim Report sent out in Term 1. Parent/Teacher Talks held;
- Mid-Year Achievement Report sent out at the end of Term 2. Parent/Student/Teacher interviews are available to discuss the report;
- End of Year Achievement Report sent out at the end of Term 4.

* Please refer to the Kinder Handbook for the reporting structure for Kinder students.

We use a five-scale reporting key for the Mid-Year and End of Year Report to describe student achievement in the Learning Areas. The scale is explained below. **Please note that a C grade represents a student who is achieving at the EXPECTED standard for their year level.**

A - Has achieved the expected standard with a very high level of competence.

B - Has achieved the expected standard with a high level of competence.

C - Has achieved the expected standard.

D - Is approaching the expected standard but is not yet competent in all areas.

E - Has not achieved the expected standard.

P - See Individual Learning Plan.

Building Positive Behaviour

Building Positive Behaviour At Northern Christian School, we encourage and expect all students to display positive, productive, caring behaviour and to act in an orderly manner. This behaviour is expected regardless of context or surroundings. We believe that the quality of students' learning and time at school will be enhanced and enriched through continual promotion and maintenance of high standards of behaviour.

Clear expectations are consistently communicated to students by staff. All students are reminded about the expectations for respecting and looking after our classrooms and school facilities. A poster is displayed in each classroom outlining these expectations and is regularly referred to by staff. We also desire that each child in our care feels safe and valued. The School seeks to show all students the love of God through kindness, forgiveness and acceptance.

Students are also taught the consequences of uncaring, unsafe behaviour with the clear aim of restoring broken relationships and encouraging respectful behaviour. We encourage and expect our students to take responsibility for their actions and to be aware of the needs of others. We also seek to draw focus from undesired behaviours and direct students towards our expected behaviour. Students are affirmed by staff when they show the expected positive behaviour and are caring and courteous to other students and staff.

With our focus on building positive behaviours, we not only encourage and celebrate desired behaviours but also model and teach the behaviour that we expect. This can happen as a part of regular classroom routines, through our social and emotional curriculum, circle time or deliberate interventions. Supporting students to self-regulate and develop an understanding of their own emotions is also achieved using The Zones of Regulation. This is an internationally renowned curriculum that helps students to become more aware of and manage difficult emotions.

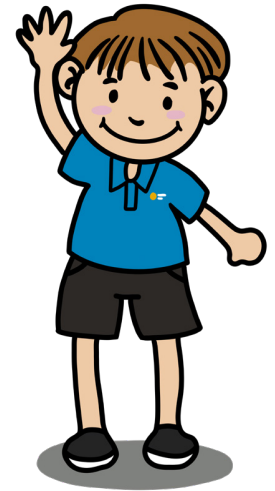
As part of our student welfare priorities, students are introduced to the concept of Restorative Justice, which is used to help resolve and restore relationships between students, their peers and staff when a breakdown of expected behaviour has occurred. Students also learn conflict resolution skills through the '5 Steps' strategy that supports students by giving them agency in avoiding conflict and responding appropriately to undesired behaviours. This includes an annual poster competition where students create information posters to explain the '5 Steps' to their peers.

A detailed [Behavior Management Policy](#) is available for further information.

Behaviour Flowchart

At Northern Christian School, we hold the following school values

- Respect — We expect and model respect
- Kindness — We encourage and celebrate kindness
- Resilience — We promote and nurture resilience



At Northern Christian School, we want everyone to feel safe and valued

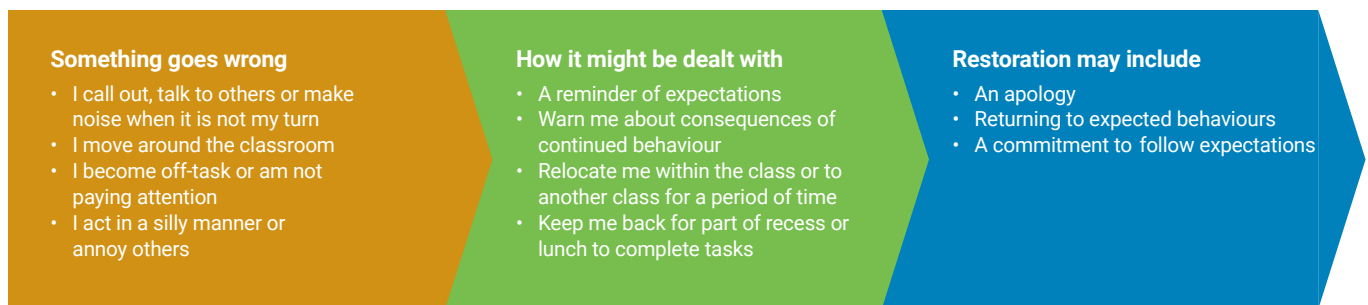
We know that we are all loved by God and want to reflect that in our behaviour and the way we treat others. We want everyone who comes to Northern to see our values being lived out each and every day.

When everything is going well we are

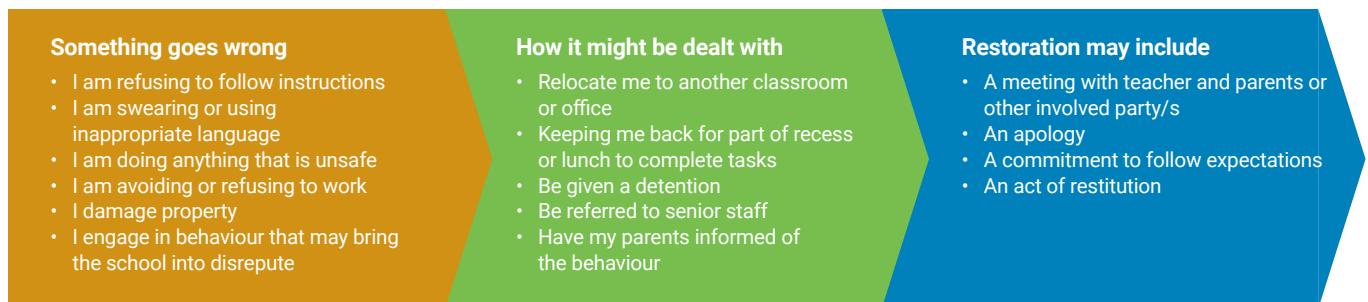
- Respectful — in the way that we talk, act and look after our school, ourselves and each other
- Kind — with our words and actions
- Resilient — in the way that we interact, respond to others and approach challenges

When things go wrong we want to support students in returning to things going well. This is what the process can look like:

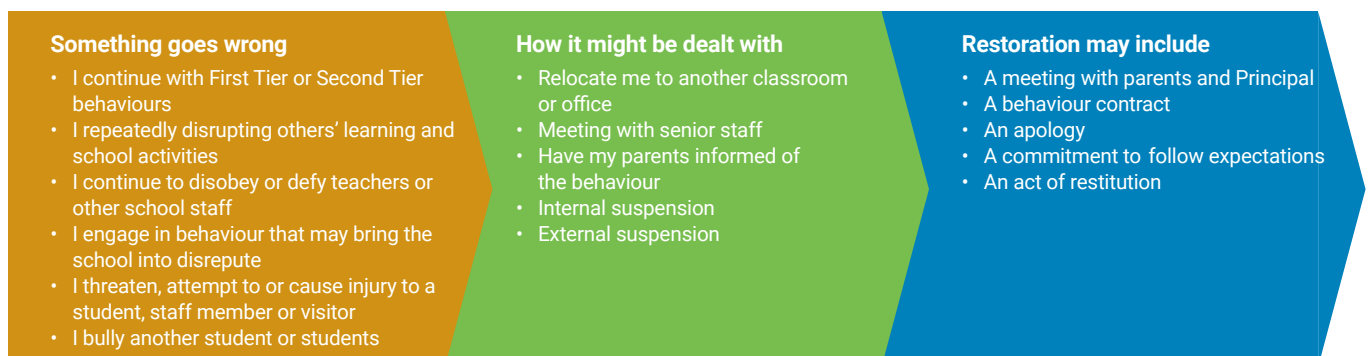
First Tier



Second Tier (If First Tier behaviour continues or my actions are at a higher level)



Third Tier (If Second Tier behaviour continues or my actions are at a higher level)





Homework

We believe that a strong partnership between home and school is vital in achieving the best learning outcomes for children. The homework expectations seek to support parents in complementing and enriching the learning which is taking place at school. They aim to provide opportunities for learning which are meaningful and will assist in consolidating skills and understanding, as well as develop important life skills. We encourage parents to work in partnership with the School to provide continuous learning opportunities at home by:

- reading with your child;
- practising spelling words;
- practising timetables and number facts; and
- completing unfinished tasks or those missed due to absenteeism

Teachers will email a class letter at the beginning of each term outlining the homework expectations. This will give you ideas on how to help your child at home and have an active discussion around their learning. Each week, parents will also receive an email, outlining the weekly's learning intentions/topics and homework expectations. It is the teacher's responsibility to set homework that is appropriate for each child. The homework will reinforce material already covered in class and help establish the habits required to assist a child in using time wisely. If a child consistently struggles with the homework, revision or reading set by the School, it is the parent's responsibility to contact their child's teacher to discuss the content and expectations. There may be times when students will be asked to prepare for a new topic at home, showing what they already know.

Daily home reading forms a significant part of our educational program. It is expected that students will practice their reading skills through the Home Reading Program from Prep to Year 3 and general reading from Years 3-6.

In Kindergarten, we value the love of reading and nurture this through reading daily at school and by encouraging parents to read to them at home.

Self-discipline, time-management, taking responsibility and commitment are all important life skills students will need to master to prepare them with homework requirements in Secondary School. A way to help develop these skills is by giving your child appropriate chores or responsibilities at home, for example, emptying the dishwasher, feeding pets, or reading for ten minutes every day. Ultimately, we want the students to take responsibility for their learning, so it is important to develop these skills at a young age.

The Year 6 teacher prepares students for the demands of homework to be expected in High School. They gradually introduce students to the idea of completing a school task within a set time.

General Information

Mission Focus and Service

At Northern, one of our key focuses is cultivating a servant heart for others by showing the love of Jesus. Each term, we take the opportunity to bless a community, small group or individual, either in Tasmania, the mainland or overseas. We also encourage 'Service' building by providing opportunities for students to serve in the school and wider community.

The Library

The Library is a pleasant and central part of our school. There is an extensive collection of books available for loan for both students and parents. Both fiction and non-fiction are well-represented. The Library is open to students during lunch twice a week along with weekly timetabled classes. Students are permitted to borrow two books at a time which must be returned before new books can be borrowed. Parents will be asked to pay a replacement fee for any badly damaged or lost books. During the scheduled weekly Library class, students may borrow books, listen to a story, read and be challenged with further reading experiences. Students also utilise the Library as a place for quiet contemplation and reading, conversation and research. The Library is an essential centre for discovery, curiosity and self-directed learning.

Incursions

Class or whole-school incursions happen throughout the year with artists, actors, musicians, scientists and specialists in others areas invited to the School. These incursions provide rich opportunities for learning outside of the classroom context.

Excursions and Camps

Teachers seek to provide broad and fulfilling learning opportunities through excursions to places of educational interest and learning, several times per year. The cost is generally included in your school fees. Excursions and camps are an important part of the curriculum. Students participate in excursions to support in-class learning programs. Prep, Year 1 and Year 2 students are first introduced to our camp program by participating in an extended afternoon on the campus with a variety of activities. Off-campus camps are held for Years 3 to 6 students at a variety of locations, including a biennial Canberra visit for Years 5 and 6 students.

Any parent wishing to assist on an overnight camp must undertake the Safeguarding Children and Young People online training and provide the school with a copy of the certificate when completed. Additionally, we require you to read and sign our SCYP Commitment statement and provide a copy of your Working with Vulnerable People card. When these opportunities arise, more information regarding accessing and undertaking this training will be provided.

Year 5 and 6 Biennial Canberra Trip

The Canberra Trip provides rich learning opportunities for students, particularly in Humanities and Social Science (HASS) topics such as History, Civics and Citizenship. An additional aim of the trip is to build positive relationships with students and teachers outside of the classroom. The itinerary may include visits to the National Museum of Australia, Electoral Education Centre, National Capital Exhibition, National Gallery, Mount Ainslee, Australian War Memorial, Questacon, the Australian Institute of Sport, Parliament House, and the Royal Australian Mint. The cost of this trip is an additional cost to school fees.

Physical Education and Sport

We desire that all children participate and develop good sportsmanship while improving their skills and interests. Although competition is a natural part of sport, winning is not the focus, participation is. Students compete in Swimming, Athletics and Cross Country carnivals throughout the year. Attendance at these carnivals is compulsory for all students, and those who are unable to participate due to injury are asked to help with various tasks needed throughout the day.

Sport

Teams are coached after school by our enthusiastic parents and staff. We currently have mixed Netball teams for Years 3 to 6 and mixed Field Hockey teams for Prep to Year 6.

School House Systems

Students are allocated a House for their involvement in school events such as sport carnivals and community events. Winning houses are announced at assemblies and in the Newsletter.

School Houses: Derwent – **Blue**, Wellington – **Red**

Physical Education

Specialist Physical Education classes are held weekly. Students also participate in a series of gymnastics sessions through the year under the guidance of qualified instructors. In addition to this, all students participate in a 10 day swimming program, with qualified instructors working with small groups of students. There is also an option for students to participate in after-school sports programs.

Fitness

We promote children being active by teaching that physical activity is fun but also beneficial for good health and development, and something that can be continued throughout life with positive benefits. Students participate in daily fitness for 15 minutes of the day as a class.

Bullying? No Way!

Bullying behaviour is never tolerated and dealt with as soon as it is brought to the teacher's or Principal's attention. We participate in the annual **National Day of Action against Bullying and Violence** campaign. Please read our **Anti-bullying Policy** for more information.

You Can Sit With Me

We use the inclusivity and support program **You Can Sit With Me** which is a campaign to encourage students all over Australia foster kindness and to make sure they are including their peers throughout the school day. At the start of Terms 1 and 3, students in Years 1-6 are selected as Ambassadors for their classes. Staff select students who have continually shown kindness and care towards their peers. These students wear brightly-coloured wrist bands to signify that they are the Ambassadors. At recess and lunch, students who have no one to play with can look for a student who is wearing a wrist band and ask if they can join in on whatever they are doing.

Mobile Phone and Smart Device Usage

Students with mobile phones are to hand them into their teacher before the commencement of the school day and collect them at the end of the school day. iPads and phones are not to be used before school once students are on the school grounds. After school, phones are only to be used for communicating with parents and carers. Students who have smart watches must have them on 'Airplane' mode. The use of smart watches is the same as for mobile phones:

- when using a mobile device, courtesy, consideration of and respect for others are always paramount.
- mobile devices are brought and kept at school entirely at their owner's risk.
- any student who is feeling unwell at school and needs to go home must arrange this through their teacher and the office staff.
- students who need to call their parents/carers during the day on urgent matters need to report to the teacher and admin staff for assistance.
- students are not permitted to have their mobile phones on an excursion or at camp.
- parents and carers needing to contact students during school hours must call the office staff who will deliver the messages to the students.

Device and Internet Usage

Prep to Year 6 Students who would like access to the internet and devices at Northern must complete the Device and Internet Usage Form with their parents each year and return it to the school office.



Little Learners

Early Learning

Little Learners is our **FREE** play-based Early Learning Program that you and your children will love. Little Learners offers your child the very best start to school, offering:

- play-based activities, focused on the enjoyment of learning;
- a natural first step in helping you and your child prepare for school;
- a taste of the safe, caring, educational environment that Northern provides with no obligation;
- engaging, interactive, creative and fun activities that you and your children will enjoy; and
- encourages parents to be actively involved their in child's education.

Parents with children from birth to 5 years old are invited to attend. Little Learners is held on **Fridays** from **9.00am** to **11.00am** in the Kinder classroom. Please contact the Office for more information.



Partnership

We desire to work in partnership with parents in their child's learning. We continually look at ways of improving how we communicate, provide information, be available to listen and find the most effective ways of supporting and working alongside parents. Communication occurs in a variety of ways.

Our Newsletter provides general information about dates, events and activities which are occurring around the School. The Newsletter is emailed each fortnight on a Wednesday and also appears on Facebook and our [website](#). All current and past newsletters are available to [download](#). We also send a Friday Night Reminders email each Friday highlighting the upcoming important dates and events for the week ahead.

A letter is emailed at the beginning of each term by teachers, informing parents and carers of specific details of the teaching and learning program in their classes. A weekly email is also sent by the teachers containing information about what has been covered in class, or what learning focuses are coming up, which can be used as a basis for discussions at home to further the learning. Teachers will regularly communicate to you about your child's progress via email or face-to-face. Contact with teachers is always welcome, especially via email.

Teachers can be contacted in person before and after school, subject to availability. Please note that email addresses are initialsurname@northern.tas.edu.au i.e. Mr Samuel Whittle is swhittle@northern.tas.edu.au.

The year starts with a welcome back event. During this time, parents and carers will have an opportunity to meet their child's teacher and other parents. At the beginning of each school year, we also hold Parent/Teacher Talks. The purpose of these discussions is for teaching staff to hear first-hand from you the parents, or carers. These sessions are not designed to be teacher interviews but rather an opportunity for parents to share insights about their own children so that a fuller picture of the child's development can be understood by our teachers. Parent/Teacher/Student Interviews occur at the end of Term 2 in conjunction with the Mid-Year Report being sent home. This is an opportunity for students to attend with their parents to discuss their progress with the teacher. Please note Kinder Parent/Teacher/Student Interviews are held at the end of Term 1 and Term 2 in conjunction with the Interim and Mid-Year Reports being sent home. Other meetings may be organised throughout the year as necessary to talk about student progress or other relevant topics.

Community events are held throughout the year. They are an important way in which the Community Engagement Committee, made up of parents, help build strong partnership between home and school.

Our educational program is greatly enhanced by the support and co-operation of parents and carers in the following areas:

Discipline: needs to be seen in the wider context of discipleship. Discipline should be friendly, but consistent and firm. Children should learn to respect authority at home, school and in the wider community. Please refer to our [Behaviour Management Policy](#) for more informaton

Materials and Equipment: learning materials and most items of equipment are supplied by the school. Please encourage your child to take care of their items and always make sure they return books, learning materials and equipment to school as required.

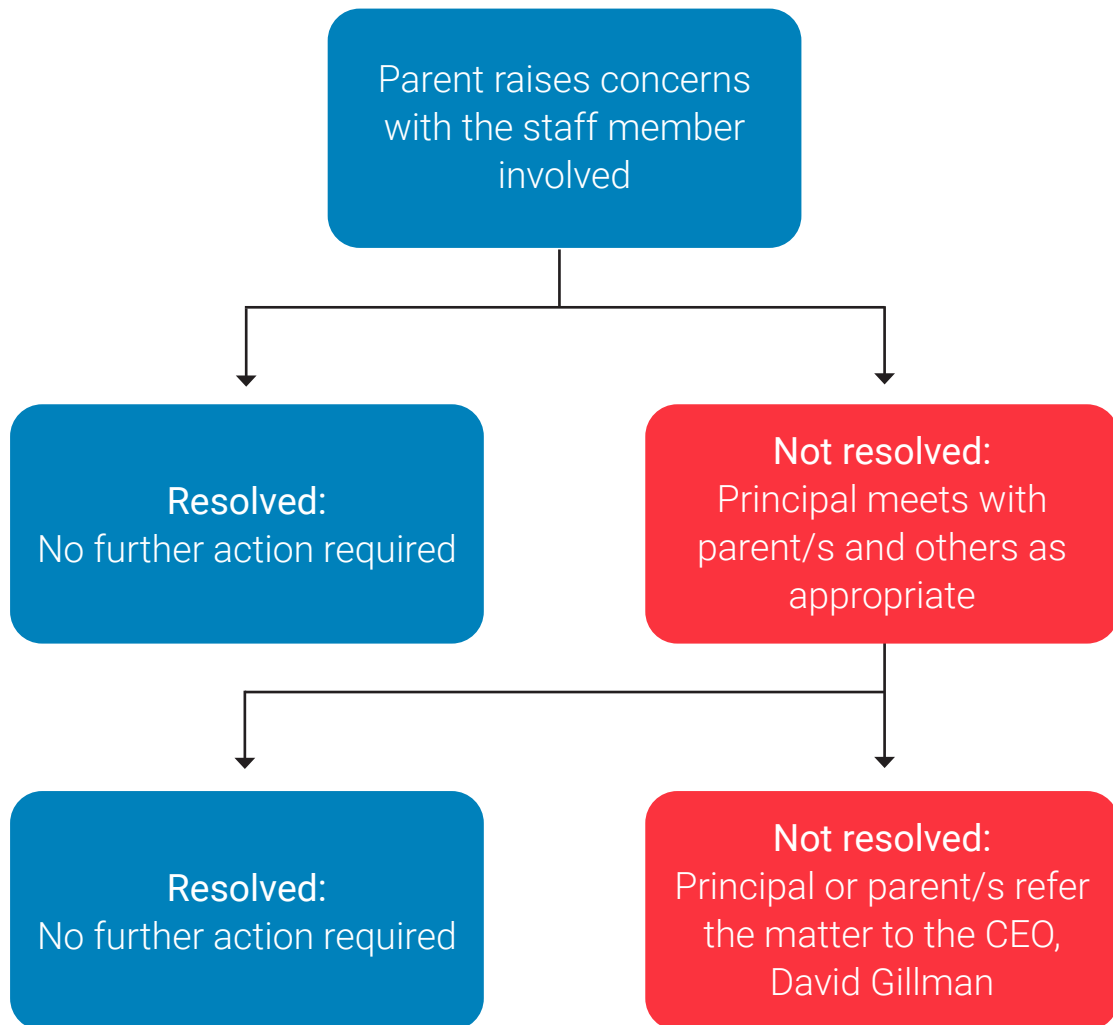


Grievances

If a parent has a grievance, Christian Schools Tasmania (CST) has a resolution process that follows Biblical instructions about Christian love, forgiveness, reconciliation and prayer.

If you have feedback or your concerns are of a serious nature and you wish to lodge a complaint or grievance please complete our [Feedback Form](#) or online [Complaints and Grievance Form](#). Please refer to our [Complaints, Grievances and Conflict Policy](#) for more information.

The following flow chart shows the appropriate steps:



The Board and The Association

Board of Christian Schools Tasmania

Christian Schools Tasmania is governed by a Board of Directors elected by, and accountable to, the Association members.

The role of the Board is:

- to direct major policy and financial, building and educational matter; and
- to set and approve the annual budget.

To become a Board member; parents who are members of the Association, are nominated from within the school community and are appointed by the existing Board of Directors.

Association of Christian Schools Tasmania

The Association is the organisation responsible for our schools. Membership of the Association is open to Christians who are able to subscribe to the Association's Statement of Faith and demonstrate an active commitment to the schools. Application forms are available at the CST office. For more information, please visit [here](#).



7 Cobbs Hill Road, Bridgewater 7030

+61 3 6263 4733

admin@northern.tas.edu.au

northern.tas.edu.au