2016 Overseas Student Handbook

International Student Visa Holders
(Subclass 570 / 571 / 572 / 573 / 574 / 575)

Primary, Secondary Middle, and Secondary Senior (Mainstream) School

Course Codes:

Primary Years Preparatory - Year 6
Course Code: 071487F

Secondary Middle Years 7-9
Course Code: 071488E

Secondary Senior Years 10-12
Course Code: 071489D
MISSION STATEMENT

Citipointe Christian College exists to provide high quality Christian education that prepares students to make a difference in their world.

Our mission is

1. To develop the student as a Christian disciple
2. To develop the student for life in its various dimensions,

within the framework of a biblical worldview, and by a commitment to service, quality and innovation.
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About
Citipointe Christian College
The College

Citipointe Christian College is a private primary and secondary school of approximately 1600 students. Students applying for Primary School need to have a reasonable level of English language on entry, which may involve a test through the Australian Education Assessment Services (AEAS) to satisfy both language and academic requirements for overseas students, or preferably a test of English language skills conducted at the College. The mode of teaching at the College is face-to-face during school hours.

Citipointe Christian College International, established in 2002, offers a Secondary School Preparation Program for students wishing to enrol in Citipointe Christian College but not yet able to meet the English language requirements. A separate application form is required for entry to SSPP and no language test is required. At Primary level (Years 4-6 only) the College may offer a Primary School Preparation Program (PSPP) for those with little or no English, or mainstream entry with special conditions. Please contact the Registrar for details.

Location

The College is located in Brisbane on the eastern coast of Queensland, Australia. Queensland is a popular international destination due to its climate, natural attractions and friendly people. The cities are clean and safe and have a relatively low crime rate. There are three international airports and modern, efficient public transport. Due to our multicultural population, there are many supermarkets and restaurants that cater for all tastes. You can obtain almost every product you have at home including halal meats, Chinese vegetables, American style burgers, pizzas and a huge assortment of takeaway meals. One of the many great aspects of living in Queensland is the high level of personal freedom that comes from a truly multicultural society. People here have a wide variety of philosophies and practices and live harmoniously with personal freedom and rights protected by law. The climate is very pleasant with winter being the dry season, and people can enjoy crisp, mild and sunny weather during June, July and August. Summer is warm and in some areas the weather is similar to South-East Asia and the South Pacific regions. For more information on studying in Brisbane see http://www.studybrisbane.com.au/ or in Australia http://www.studyinaustralia.gov.au/.

Accommodation

Students applying directly for Primary Years: Preparatory – Year 6 must be living with a parent or a close relative or family friend for the duration of the course. They may be required to have an adequate level of English language proficiency (see details of recommended Bandscales and testing below).

College policy for Secondary international students is to live in fully supervised accommodation, either with parents or with homestay families arranged by the College. Living with English-speaking families will be an advantage to students wishing to improve their language skills. If students want to stay with family or friends in Brisbane, this information must be submitted to the College before students begin their studies. The family or friends must be over 18 years of age, they must be resident in the state of Queensland and they cannot be overseas students themselves. The Headmaster must approve accommodation arrangements.

The College Homestay Program places international students into Christian families who are committed to the care and well-being of the visiting student. Many of these families have children who are students at the College. Where the College arranges homestay accommodation the parents/guardians of students who are under 18 years of age must certify that they are satisfied with the homestay arrangements made on their child’s behalf.

ESOS Regulation serving overseas students in Australia

Australia has a reputation as a safe, progressive and dynamic place to study; and we maintain this reputation by providing quality education and consumer protection specifically developed for overseas students. The Education Services for Overseas Students (ESOS) Act 2000 and associated legislation is the legal framework governing the responsibility of education institutions towards overseas students.

**Academic Year:**
There are four terms per year, each of approximately ten weeks, with 2-3 week holiday periods between terms. The long summer holiday of 7-8 weeks occurs during December and January.

<table>
<thead>
<tr>
<th>2 Study PerIODs/year</th>
<th>2 Semester/year</th>
<th>Study period 1</th>
<th>Semester 1</th>
<th>Jan – Jun</th>
<th>Study period 2</th>
<th>Semester 2</th>
<th>Jul - Nov</th>
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<tbody>
<tr>
<td>4 Terms/year</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td>Term 4</td>
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<td>Jan – Apr</td>
<td>Apr – Jun</td>
<td>Jul – Sep</td>
<td>Oct - Nov</td>
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<td>Holiday Breaks</td>
<td>2 weeks</td>
<td>3 weeks</td>
<td>2 weeks</td>
<td>7-8 weeks</td>
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**Hours of Tuition:**
8.35am – 3.20pm Monday to Friday during Australian term times

**Attendance**
Students must attend classes for 100% of school time unless they have a medical certificate or a letter from their parent, guardian or homestay parent advising that there is good reason for the student to be absent. If a student is absent without permission his/her enrolment at the College is at risk.

**Student Visa**
Courses are available to holders of appropriate student visas. Entry requirements include above academic ability, ESL testing where appropriate and/or an interview with the Headmaster.

**Mid-year entry to mainstream classes**
Students may enter Primary Years and Secondary Years 8 to 10 mainstream classes at the beginning of any term except term 4. However, students may only enter Year 11 mainstream at the beginning of term 1. Students must complete the full two year senior course (or equivalent) in order to obtain a Queensland Certificate of Education.

**Monitoring of results**
Students in mainstream school programs at Citipointe Christian College receive a full school report at the end of each semester. It is expected that students will maintain an academic standard that is appropriate to their ability, or their enrolment at the College may be at risk. At the end of each year, students must demonstrate at least SA in English and four other subjects to progress to the next year level or be subject to the College Intervention Strategy. Refer to [http://brisbane.coc.edu.au/international/policies/](http://brisbane.coc.edu.au/international/policies/)

**Code of Ethics**
The College complies with the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 as amended.

Primary School

Classrooms:
- 39 General classrooms
- Specialist art room
- Specialist music room
- Specialist computer technology room
- Instrumental music rooms

Other special facilities:
- PrepWorld
- Year 1 Centre
- Learning Extension and Assistance rooms
- Primary Library Total stock exceeds 14,000 items with another 45,000 items of class resources
- Outside School Hours Care

Secondary School

Classrooms:
- **Kurilpa Building:**
  6 Year 7 classrooms, 2 general classrooms, 4 specialised rooms

- **Feeney Building:**
  1 Film & TV studio; 1 double drama room; 3 hospitality kitchens; 1 dining room; 4 computer labs; 1 HOY's Staff room; canteen

- **Reformation Building:**
  1 Double drama room; 1 double business room; 3 classrooms; 2 Language other than English rooms; 2 art rooms; 1 NOVA Arts room

- **O Block:**
  Design & Technology Centre: 2 technology workshops; 1 PE classroom

- **DanceStudio:**
  Double room

Music Studio:
- 2 Rooms

Band Room:
- 1 Double room

Integrated Technology Centre:
- 6 English rooms; 6 Mathematics rooms; 1 double lecture room; 1 double computer lab

Science Centre:
- The Science Centre includes 6 laboratories, preparation rooms; 1 computer lab classroom and a tiered lecture room.

Linke Library:
- Also includes 1 tiered Audio Visual room; 4 seminar rooms and 2 general classrooms. Total stock in excess of 50,000 items with another 34000 items in the secondary textbook store.

IT Resources:
- In total the College has over 1,000 networked computers with Internet access.
Outdoor Facilities:
- College Oval with 8 lane 440 m running track
- Rugby League field
- Soccer field
- 25 m 8 Lane outdoor covered heated swimming pool
- 2 Outdoor Tennis courts
- 1 Outdoor concrete covered court - Basketball/Netball
- 2 Outdoor concrete courts – Basketball/Netball
- 2 Outdoor Cricket practice wickets
- 4 Volleyball courts

Other Shared Facilities:
- 2 500 seat Main Auditorium of Citipointe Church
- 150 seat Chapel
- 300 seat Mini Auditorium
- College Hall

Also on Campus:
- Citipointe Church Brisbane
- Citipointe Christian College (Primary & Secondary schools)
- Citipointe Christian College International (English Language Centre)
- Christian Heritage College (an institute of higher education)
- Citipointe Ministry College (Bible College)
- Citipointe Child Care and Citipointe Kindergarten

Primary Campus

Primary Years: Preparatory – Year 6
Course Code: 071487F

Requirements for entry into mainstream classes
The College accepts a very limited number of overseas students into its Primary school. Entry into mainstream classes is dependent on the student fulfilling the following requirements:

For entry to Years 1 to 3, the recommended English language proficiency is Level 3 on the Language Australia ESL Bandscales. A student should have completed the equivalent year level and number of years of schooling to be accepted into the current year level applied for eg a student should have completed Year 2 equivalent to be eligible for Year 3 admission.

For entry to Years 4, 5 & 6: If located overseas, students may be requested to be tested through the Australian Education Assessment Services. (see www.aeas.com.au). If in Australia, students may be tested at the College and should satisfy all the requirements of the assessment for their age and year level. For entry to Year 4, the recommended English language proficiency is Level 4; for Years 5 and 6 the recommended English language proficiency is Level 4+; on the Language Australia ESL Bandscales.

Refer to Primary ESL Bandscale descriptions on the following pages.

Compulsory attendance at an English intensive class may be required of students depending on ESL testing at the College. In addition, the College may recommend tutoring outside school hours as a special condition of enrolment at the parents’ expense

Considerations which are taken into account for entry of new students include:
- Personal faith and/or active Christian church involvement of the parents
- Family or other association with the College
- Academic and behavioural records
- If the student has previously attended a Christian school
- Date of application

In applying these criteria the perceived needs of the College at a particular time may be taken into account. We advise there are limits to class sizes, with the number of positions offered, therefore at the discretion of the College.
Curriculum Overview
The College follows the Australian curriculum with a Christian worldview.

**ENGLISH**

**Reading:**
Preparatory – Year 2 focus on Phonics to teach Reading. The Home Reading Program supports the work done in class.
Years 3 – 6 use an Independent Reading Program, Guided Reading groups, whole class Shared Reading and Literature Circles (Book Club) in Years 4 - 6 to maintain a high standard in Oral Reading. Comprehension Skills are taught whole class and utilized in Learning Centres.

**Genre Writing:**
Genres covered include Recount, Narrative, Information Report, Biographical Profile, Persuasive letter, Discussion and Explanation.
Writing Skills focus on Punctuation, Grammar, Vocabulary, Sentence Structure and Handwriting.
A variety of Spelling strategies are taught whole class and utilised in Learning Centres.

**Speaking:**
The focus in Preparatory – Year 2 is on confidence when speaking publicly.
Years 3 – 6 participate in a variety of speaking activities including Oral Talks, Information Reports, and the Oratory Competition.

**Listening:**
Listening and following directions are important skills that are developed.

**Assessment:**
Assessment items include Term Tests, Semester Tests, Projects, Portfolios, Observation Checklists, Assessment Standards with specific task criteria and anecdotal records. English and Mathematics assessment is spread across terms. History, Geography, Science and Christian Studies assessment tends to occur at the end of the nine week teaching units.

**Methodology of Teaching:**
New work is introduced through teacher directed and whole class exploration and discussion. Learning Centres are used as an effective opportunity for consolidation, application and extension.
<table>
<thead>
<tr>
<th>Primary ESL Bandscales</th>
<th>LISTENING</th>
<th>SPEAKING</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Primary ESL Bandscales</strong></td>
<td>Can label some objects and use occasional isolated words. Uses gestures to indicate meaning.</td>
<td>Able to read some words from familiar contexts. Recognises their name. Recognises words related to the immediate environment. Displays reading behaviour, such as following with finger under the line of text. Relies heavily on contextual cues. Will benefit from use of a bilingual dictionary.</td>
<td>Can copy environmental print/phrases with limited comprehension. Understands the writing process, but lack of English knowledge limits comprehension. May do word-for-word L1/L2 translations. May use bilingual dictionary. May write confidently in L1. May need time to develop print style/concepts of English.</td>
<td>Can read for a range of purposes, across the range of social and academic contexts. Can comprehend texts with fluency, and in the same timeframe as peers. Able to take notes and summarise from a variety of sources, and evaluate the applicability of the information. Continues to have difficulty with culturally specific references.</td>
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<tr>
<td>2. <strong>Coherence and fluency in simple directions.</strong></td>
<td>Can participate in guided face to face conversations. Uses meaningful chunks of language heard around them. Relies on gesture and help from the listener.</td>
<td>Able to recognise and gain meaning from short texts using contextual and visual cues. Able to use some decoding skills when reading unfamiliar words. Shows signs of becoming an active reader, showing response to text. Will join in with key words and repetitive phrases in familiar text, but is still unsure of structural words e.g. the, and, in, of, what. Will often be unable to read or predict meaning in texts because of overload of new language. May not be able to express their non-understanding precisely. Chooses to read in L1 and clearly concepts and discuss their reading with L1 peers.</td>
<td>Reproduces environmental print/teacher’s modelled writing. Writes captions/labels. Shows understanding of what is written. Can participate in class/group text construction.</td>
<td>Able to write simple texts based on teacher modelling. Length of writing is increasing. Shows willingness to take risks and make errors in writing in order to complete text. May show omissions of articles and verb endings. May show tense/word order difficulties. May still use conventional script (depending on L1 background).</td>
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<td>3. <strong>Beginning to use a range of social/classroom language.</strong> Responses to routine enquiries. Follows a short sequence of instructions. Has difficulty following whole class interaction at native speaker speed. May pick out key points in teacher talk on familiar topics (with contextual cues). May not comprehend all the main ideas and misses details. May lose comprehension because of background noise. Needs time to process new language and respond to questions. May use avoidance strategies.</td>
<td>Developing a range of social and classroom language and moving into learning through English. Can participate in face to face interaction on familiar topics. Frequent breakdowns in fluency and meaning. Can initiate interactions with teachers and peers.</td>
<td>Able to comprehend short texts on familiar topics with contextual support. Can read short, repetitive narratives and, with support, short texts on familiar topics. Can read teacher selected factual texts with teacher support. Can read simple instructions. Able to show developing comprehension through oral ability rather than written. Can comprehend and predict meaning and ask for help. Is continuing to develop reading strategies through modelled reading.</td>
<td>Generates own short texts (in context, with support). May struggle with mainstream geared writing tasks. May supplement English writing with L1. May show mismatches in agreements, tenses. May show omissions of articles. May show omissions of plural “s”. May show errors in spelling because of English pronunciation. May still use unconventional script (depending on L1 background).</td>
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<td>4. <strong>Understanding social English in familiar contexts (with some accommodation).</strong> Beginning to comprehend in mainstream academic contexts (with support). Needs time to process language and is limited by literal interpretations (modelling of the task). Able to comprehend extended discussions on familiar topics (may easily tire). Gets gist of TV programs. May lose comprehension with background noise. Time needed to process language may cause difficulties in academic activities. Misses details. Has difficulty with complex structures. Restricted by limited vocabulary.</td>
<td>Can interact socially in most informal school contexts. Can give personal information, and describe past and present events (recount an event). May experience frustration as they realise the mismatch between English they can understand and English they can speak. Using because, when, that, proper tense, syntactic rules. Student in the mainstream.</td>
<td>Can read for pleasure simply structured stories which don’t contain too many cultural references. Can tell a story read in English. Can acquire factual information from a growing range of texts on familiar topics with teacher guidance and visual support. Can follow a set of simple instructions. Is still limited by vocabulary in their reading comprehension.</td>
<td>Able to write simple texts based on teacher modelling. Length of writing is increasing. Shows willingness to take risks and make errors in writing in order to complete text. May show omissions of articles and verb endings. May show tense/word order difficulties. May still use conventional script (depending on L1 background).</td>
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<tr>
<td>5. <strong>Interact socially in most informal school contexts.</strong>** Can give personal information, and describe past and present events (recount an event). May experience frustration as they realise the mismatch between English they can understand and English they can speak. Using because, when, that, proper tense, syntactic rules. Student in the mainstream.</td>
<td>Fluent in social speech. Able to participate and collaborate in mainstream class and group learning activities. Has difficulty joining in if teacher and/or peers are speaking at native speaker speed and/or if topics are unfamiliar and cultural references are frequent. Limited ability to express complexity.</td>
<td>Can comprehend a wide range of texts which are related to personal, social and school objectives. Can read subject specific texts and more complex learning materials with some difficulty. Is able to identify main idea and some supporting details from expository text on familiar subject specific topics. Still needs texts to be context enhanced and will take more time than their native speaking peers to access language and concepts. Gets the gist of new topics. Can read a wide range of texts whilst being limited in ability to predict, find relationships, make inferences and draw conclusions from texts on unfamiliar topics. May not have the scope of reading ability needed for comprehension of longer more complex texts. Can be confused by metaphor and specific terms of speech.</td>
<td>Becoming more independent/gaining greater control over language and text. Able to write short texts on informal topics (with guidance) and reference material of appropriate level. Text may be dominated by narrow vocabulary and limited range of structures. May need support to adequately self-assess own text. May show more concern with length of text than comprehensibility and coherence. Able to discuss own writing. Written language beginning to reflect less the features of spoken language than of standard written text. Beginning to draw on themes/ideas of own making, but still looks to text/instructions to avoid vocabulary gaps. Using more complex clauses and subordination. Using a growing range of cohesive ties. Experiments with structures so errors continue to appear, but are less likely to impede meaning.</td>
<td>Competent writer (with ESL features). Needs more time than native speaker to process ideas/write. Able to write extended pieces. Takes notes/writes reports for structured tasks. May have difficulty writing reflectively because of complexity of language required/culture specific questions. May be able to write language culture specific (with support). Paragraphs effectively. Uses simple and complex sentences. Uses appropriate connectives. Able to organise series of main ideas/details. Has growing demand of grammatical system (including relationships of time, subclauses e.g. might/might/should). May have omitted articles, inappropriate prepositions. May have some difficulty with cohesion. Unable to use culturally loaded language – idiom etc.</td>
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<td>6. <strong>Comprehend social English with ease.</strong> Understands teacher talk on new and familiar topics. Understands group discussion. May show gaps in comprehension where ideas are quickly interchanged. Understands instructional TV. May have difficulty with humour and culturally loaded expressions. Some gaps in vocabulary in technical terms.</td>
<td>Can express more complex ideas on familiar and new topics. Can give a prepared talk/debate. Able to take part in all social and academic activities. Becoming a competent user of English. Some lapses in tense usage; some gaps need filling.</td>
<td>Can comprehend most factual and literary texts, but still needs more time to process information. Can skim, scan, get gist and summarise extensively. Can use information acquired from reading to find relationships, make inferences and draw conclusions. Encounters difficulty with Australian cultural context. Has some difficulty in evaluating cultural attitudes, assumptions and beliefs, and in hypothesising about possible attitudes about authors. Able to comprehend a range of complex structures and has a broad reading vocabulary.</td>
<td>Competent writer (with ESL features). Needs more time than native speaker to process ideas/write. Able to write extended pieces. Takes notes/writes reports for structured tasks. May have difficulty writing reflectively because of complexity of language required/culture specific questions. May be able to write language culture specific (with support). Paragraphs effectively. Uses simple and complex sentences. Uses appropriate connectives. Able to organise series of main ideas/details. Has growing demand of grammatical system (including relationships of time, subclauses e.g. might/might/should). May have omitted articles, inappropriate prepositions. May have some difficulty with cohesion. Unable to use culturally loaded language – idiom etc.</td>
<td>Competent writer. Can write for a variety of purposes, audiences, contexts. Does not have contextual and cultural restraints. Appropriate level of mastery of grammar/vocabulary. Errors will be similar to those of native speaker.</td>
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<td>7. <strong>Comprehend all spoken language.</strong> Understands instructional and conversation with native speaker speed. Can contribute to and participate in class/group discussions. Comprehends slang/dialect/cultural nuances. May have gaps in vocabulary because of no L1/L2 equivalent e.g. damper.</td>
<td>Can communicate fluently and accurately. Competent user of English in all social and learning contexts related to age and phase of schooling.</td>
<td>Able to comprehend texts for a range of purposes, across the range of social and academic contexts. Can comprehend instructions and texts with fluency, and in the same timeframe as peers. Able to take notes and summarise from a variety of sources, and evaluate the applicability of the information. Continues to have difficulty with culturally specific references.</td>
<td>Competent writer. Can write for a variety of purposes, audiences, contexts. Does not have contextual and cultural restraints. Appropriate level of mastery of grammar/vocabulary. Errors will be similar to those of native speaker.</td>
<td>Competent writer. Can write for a variety of purposes, audiences, contexts. Does not have contextual and cultural restraints. Appropriate level of mastery of grammar/vocabulary. Errors will be similar to those of native speaker.</td>
</tr>
</tbody>
</table>
MATHEMATICS
As part of a whole school approach the Cambridge Mathematics Program is used from Preparatory to Year 6. Classes are streamed from Years 1 – 6 according to ability to enable individual needs to be addressed. These year levels also have the added benefit of an extra Maths teacher which creates smaller class sizes. The content is taught by teacher directed activities, class discussions and group work with an emphasis on hands on activities. Students identified as requiring acceleration of their maths learning are accommodated through inclusion within classes at more advanced year levels.

Assessment:
Various methods are used including classroom discussion and observation, daily student journal activities, end of unit and end of term tests.

INTEGRATED STUDIES
History, Geography and Science based units will be taught in nine week blocks. These units also integrate English, Christian Studies, Technology and Thinking skills where appropriate. This enables focus to be maintained on the content of a particular Learning Area eg. Science. This content is taught through whole class discussion and consolidated through Learning Centre activities. Excursions/Incursions are used to extend the learning that occurs in the classroom.

CHRISTIAN STUDIES
A Christian focus is integrated into all units of work with separate weekly Christian Studies lessons as well. Other activities include daily classroom devotions, weekly Chapels and a special Primary School Easter Chapel.

INFORMATION TECHNOLOGY
Students have access to computers in their classroom for use during group work and Learning Centres as well as whole class lessons by the Technology teacher in one of the two Computer Laboratories.

Preparatory
Year 1: Computer awareness, proficiency with educational programs and an introduction to Microsoft programs.

Years 2 – 6: Increasing proficiency in Paint, Photo Story 3, Word, Power Point, Publisher, Window Movie Maker and Adobe Dream Weaver. There is a Years 3 - 6 focus on keyboarding skills.

Assessment:
Practical demonstration of skills, observation checklists, formal assessment and projects.

HPE (HEALTH and PHYSICAL EDUCATION)
In Terms 1 and 4, students participate in a Swimming Program with professional coaches. The emphasis in Terms 2 and 3 is on Athletics Skills. Students have the opportunity to take part in Interschool Sporting Competitions and Camps.

Elite Training programs with specialist coaches are offered to specific students (separate cost to parents) in Cross Country, Athletics, Swimming and Soccer.

Friday sports usually include a variety of competitive interschool team sports as well as non-competitive choices. Choices in the past have included golf, dance, gym, bowling etc.

Assessment: Ongoing weekly assessment during lessons and carnival participation.

ART
Years 2 – 6 have access to a specialist Art Teacher while Preparatory and Year 1 integrate Art with many other activities.

Some aspects in the Visual Art program may include:
- Oil and Pastel drawing, Mixed Media, Watercolour painting, Clay modeling, Artist Study, Line Drawing, Aboriginal Art painting and Caricatures, Self Portraits, Puppets, Colour study, Painting.
- Construction: mixed media: clay, papier-mâché, plaster of paris.

Assessment:
Students are assessed for their skills (or artistic techniques) and Knowledge and Understanding of the concepts taught related to the Elements of Art and Principles of Design.
LANGUAGES EDUCATION (Languages Other Than English)

LANGUAGES EDUCATION is introduced to CCC students from Preparatory. The learning outcomes encourage students:

- to have a desire to learn another language, which in turn can help improve their English;
- to learn about the culture;
- to have a sensitivity and tolerance of other races;
- to develop a facility for learning other languages.

French, Spanish and Chinese are offered from Prep to Year 6.

**ESL and Learning Support students will undertake ESL and Learning Support Lessons during their LANGUAGES EDUCATION times wherever possible.

Assessment:
Written work, reading, oral and aural tasks, hands-on activities and educational games.

MUSIC

Year 3 String Program

This program provides all Year 3 students with the opportunity to learn the violin, viola or cello for one semester. Students are placed on the violin, viola and cello through a listening test process.

In the Year 3 String Program students attend a weekly music lesson where they are taught the necessary skills to perform and play on their instrument. The program concludes with a finale concert at the end of the semester.

Year 5 Band Program

Each Year 5 class takes part in the Year 5 Band Program for one semester. For the first 3 weeks of this program, students are given the opportunity to trial the flute, clarinet, saxophone, trumpet, trombone, euphonium and drums.

Through a multi-stranded testing process students are placed on the instrument they are most suited for and for the remainder of the semester focus on developing their skills on that instrument. The program concludes with a finale concert at the end of the semester.

Instrumental Music Lessons

All students in the Primary School from Years 1 to 6 are able to learn a musical instrument through the Academy of the Arts Program. The instruments available are:

- Piano/Keyboard
- Violin
- Viola
- Cello
- Double Bass
- Flute
- Clarinet
- Bass Clarinet
- Saxophone
- Trumpet
- Cornet
- French Horn
- Trombone
- Baritone
- Euphonium
- Tuba
- Drumkit
- Orchestral Percussion
- Voice (Year 4-12 Students Only)
- Guitar
- Bass Guitar

For more information regarding the Academy of the Arts Program see http://brisbane.coc.edu.au/curricular/academy-of-the-arts/

Primary Instrumental Ensembles

There are a number of outstanding ensemble opportunities available for students learning a musical instrument. Students who are learning an instrument through the Academy of the Arts Program are required to join a College ensemble as a condition of their learning however, students learning privately are also able to take part in the ensemble program.

For any questions regarding the Instrumental Music Program at Citipointe please contact academyofthearts@brisbane.coc.edu.au
EXTRA CURRICULAR ACTIVITIES
Students have the opportunity to be involved in these other activities:

- **Academic Competitions**

- **Speech and Drama:** Specialist teachers offer private tuition. For further details please see the “Academy of the Arts Instrumental, Voice, Speech & Drama” brochure at Grace House reception.

- **Citipointe Swimming Club:** The school provides an introductory swimming program, using professional coaches. Students are encouraged to join Barracuda Club to further their skills.

- **Soccer:** Saturday Soccer through the Mansfield Eagles which is a community sports club sponsored by Citipointe church (http://www.mesc.org.au/).

- **Instrumental Tuition:** Scholarships are offered for a limited number of students as well as private tuition: Brass, Clarinet & Saxophone, Vocal, Piano & Keyboard, Introduction to Music/Strings, Strings, Flute, Percussion, Speech & Drama, Guitar and Electric Bass.

**GRADE 3 STRING PROGRAM**

Program organisation
Each Year 3 class will be given an opportunity to experience one semester of strings tuition on the violin, viola or cello at no extra cost to parents. In Semester 1 two of the Year 3 classes will learn a stringed instrument while the other three classes are involved in the normal classroom music program.

At end of semester 1, there will be a concert for the parents in the evening as per Event Calendar.

In Semester 2 – The same process is repeated for the other three Year 3 classes.

During the year, if any student wishes to continue on a ‘favourite’ instrument, they are encouraged to do so through the Academy of Arts program at a small cost to parents.

**GRADE 5 BAND PROGRAM**

Program Organisation
Each year 5 class is divided into five groups. In rotating groups students will have the opportunity to experience flute, clarinet, saxophone, trumpet, trombone and percussion at no extra cost to parents.

During the year, if any student wishes to continue on a ‘favourite’ instrument, they will be encouraged to do so through the Academy of Arts program.

**PRIMARY INDIVIDUAL STUDENT CURRICULUM PROGRAM**

In recognition that all our students are individuals with varied learning styles and learning needs CCC offers several services to cater for these differing educational needs.

Any concerns as to your child’s progress or learning needs in Learning Support or Learning Extension should be directed initially to the class room teacher. If necessary they will discuss the students’ information issues with the teachers in charge and may conduct observation and assessments to gather further information as to what assistance the student may require. Further communication with you the parent will then occur to discuss curriculum modifications.

**Learning Support**

This department provides additional Literacy support for students who may require:
- Revision and extension of strategies and skills in reading, writing, comprehension, spelling and oral language.
- Students who may require modifications to their curriculum and strategies to assist their learning and or behaviour within the classroom
- Students who attend learning support do not receive government funding and are not a part of the Special Education Department. In some cases students may also attend English as a Second Language (ESL).
Learning Support withdrawal lessons consist of:

- In some cases students may attend 1 or more lessons during Language Education classes or class room literacy blocks; this particularly applies to students on an Individual Student Plan (ISP)
- Concentrated and explicit whole language and phonetic approach with revision of phonemic awareness for early years students
- Direct teaching of a variety of language strategies
- Opportunities to support class writing genres and research assignments for Years 5 and 6
- Language based games
- Specific practice of auditory processing skills
- Pastoral care, social skills and learning support for selected male students involved with Director of Student Care.

**Learning Extension / Gifted and Talented**

- Students who have been highlighted as requiring extension may undergo further assessment. Conversations will be held with parents and class teachers to decide program or curriculum modifications, withdrawal or in class activities
- The components within this Department include:
  - Aspire Classes
  - Maths Acceleration
  - Individual Extension Programs

**Learning Extension – Aspire**

- Aspire class is designed to meet the special needs of academically gifted students
- Students are invited to join the Aspire class based on demonstrated talents in the learning areas of English, History, Geography and Science.
- Additional student selection criteria includes very high class results, teacher recommendations, top results in external competitions such as ICAS, the ability to work quickly and independently, and the results of external objective testing.
- Aspire students learn all their English, History, Geography and Science curriculum in a compacted format at a faster rate, and also study selected areas in more breadth or depth
- Aspire students also participate in extension learning activities unique to the class

**Learning Extension Withdrawal**

- Mathematics extension classes for students from Year 1-6
- Content is mostly problem solving tasks and investigations that involve the use of a number of problem solving strategies

Selection criteria for these classes includes:

- Very high results on classroom Mathematics tests both Semester 1 and 2
- Distinctions or High Distinctions in the Westpac and ICAS Mathematics Competitions
- PAT Diagnostic Mathematics Tests
- PIPS Scores for Prep students
- Teacher recommendations from teacher of top Mathematics class in each grade
- Registrar's recommendations from entrance interviews with The Headmaster

**Learning Extension – Math Acceleration**

To facilitate the effective teaching of Maths, classes are streamed across a year level. An extra teacher and class is included to keep class sizes small for the lower maths classes who require the core concepts to be delivered at a slower pace and with much greater 1 to 1 attention.

Students who demonstrate an outstanding ability in Maths, are identified by the class teacher. In consultation with the class teacher, the Math Coordinator and the parents, individual students may then be given the opportunity to be accelerated to the top math class of the next year level. E.g. Year 3 student completing the Year 4 maths program. These students are monitored to ensure the program is beneficial for them.

**Learning Extension - Writers’ Circle**

Writers’ Circle is a meeting place for gifted and talented students who are interested in developing their creativity and imagination, along with their writing skills.

- Students writing strengths are identified by their parents, teachers, academic results, or demonstrated creativity. Once identified, a process of review, selection and invitation is extended to
the students to attend Writers’ Circle. The students are reviewed each semester to determine if they will continue.

- Students use their imagination to learn the techniques and structures of many forms of writing, ranging from a variety of poetry, short stories (narratives), newspaper stories and generally having fun experimenting with language.
- Standards such as grammar, spelling and editing are examined within the context of each student's own work.
- Many opportunities are offered throughout the year for students to enter external writing competitions, such as the Henry Lawson Literary Society Inc. Competition, Little Swaggies Australian Bush Poetry Competition, Gold City Bush Poetry, to mention but a few.

**Individual Extension Program (IXP)**

Students who demonstrate very high achievements in their learning but are not attending Aspire classes are catered for with IXPs. The students meet with the IXP coordinator regularly to devise the specific extension activities that the students complete in class. These students often complete regular class work quickly and accurately and are then encouraged to continue on with their IXP so that maximum learning is being achieved.

These students are identified by the class teacher who then communicates with the parent as regards their child’s inclusion in the program.

**ESL (English as a Second Language)**

Approx. 1 in 4 students in yrs 1 to 6 at Citipointe have a language other than English as a foundational language.

After assessment by the ESL coordinator parents are advised as to their child’s ESL needs, number of lessons per week and the specific skills (Reading, Writing, Listening, Speaking) being targeted. As the child improves to the required level ESL lessons may be discontinued. Students involved in ESL lessons will participate in these classes during Language Education times and may forgo learning a second language until their English skills improve. If students are doing 4 ESL lessons a week they may also miss out on other Specialist lessons e.g. Art and music etc. and will not be assessed or reported on in these areas. Parents will be communicated with individually as regards this information.

Special Education Programs for Students with Disabilities are not available for Overseas Students.
Educational Excursions (and On Campus Education Event)
During the school year your child, on a number of occasions, leaves the school grounds or participates in activities that are different to the normal school routine. It is necessary that you are aware of this and give your child permission.

School educational excursions, play an important part in our overall educational program. Specific parental permission is required for students to attend each excursion. A consent form will be sent home and must be signed and returned before the student can attend the excursion / incursion. If no signed consent form is returned, unfortunately the student will be unable to attend the excursion and will be supervised in another classroom. This procedure needs to be followed to fulfil our Duty of Care legal requirements.

The College includes these costs within the inclusive fees. This amount covers all costs including bus fares and entrance fees to all educational excursions.

We request that parents attend excursions only in a prearranged official supervisory capacity. Therefore, parents will need to make alternative arrangements for siblings, so parents can fulfil their supervisory roles.

Homework
Homework is seen as a vital part of the overall training process for students. It can assist the development of disciplined study habits and be an effective way of revising and practising what has been learnt in the classroom. As a general guide, students should be doing homework a minimum of four nights a week. Further information as regards Homework is available on Learn@Citipointe.

Success with homework and study depends on establishing a routine that includes:
- a place to study;
- a set time to study;
- a good routine.

TIME
As a general guide for students and parents, the following times are suggested for each Year level:

Preparatory Reading
- Year 1 - 20 minutes
- Year 2 - 20 minutes
- Year 3 - 25 minutes
- Year 4 - 30 minutes
- Year 5 - 40 minutes
- Year 6 - 45 minutes

This will vary for each student depending on their ability to concentrate as well as the nature of the work being completed and the speed with which the student works.

REFERENCE
You can browse the College website at http://brisbane.coc.edu.au/curriculum/primary-school/ for more details on the curriculum for primary school.
Secondary Campus
Secondary Middle School
Course Code: 071488E

**Length of course:** 3 years from Years 7-9
Note: There are four terms per year, each of approximately ten weeks, with 2-3 week holiday periods between terms. The long summer holiday of 7-8 weeks occurs during December and January.

**English level required**
For entry to Years 7-9, students may be required to be tested through the Australian Education Assessment Services for language and academic ability. (see [www.aeas.com.au](http://www.aeas.com.au)). Students must satisfy all the requirements of the assessment for their age and year level. For entry to Years 7-9 this is the equivalent of Level 5+ and for Year 10 it is Level 6 on the Language Australia ESL Bandscales. Results of the assessment should indicate above average academic ability and additional testing at the College may also be required. See following pages for Secondary ESL Bandscales.

**Hours of Tuition**
8:35 am to 3:20 pm Monday to Friday during Australian school term times.

**Attendance**
Students must attend classes for 100% of school time unless they have a medical certificate or a letter from their parent, guardian or homestay parent advising that there is good reason for the student to be absent. If a student is absent without permission his/her enrolment at the College is at risk.

**Entry pre-requisites for the course**
Overseas students entering the Junior/Middle Secondary course must demonstrate above average academic ability and have completed the equivalent prior year level in their home country or within Australia eg. for a student to enter Year 10, they must have completed the equivalent of Year 9. Students must demonstrate acceptable attendance, behaviour, effort and attitude to the Christian environment of the College.

**The Course**
For more detailed course content, teaching methods, and assessment, see the Junior/Middle School Handbooks (available on the College website under 'Education/Secondary/Academic Handbooks').

**The Middle Years 7-9 – Exploration of Interests**
CCC is sensitive to the needs of young adolescents, so the middle years of schooling receive different teaching and learning approaches. Although we do not have a separate middle school campus, we do, however, apply middle schooling principles to these important years.

The emphasis in these years is on Exploration of Interests. Studies include integrated units, with a focus on real life contexts. Different learning styles and personalities of both boys and girls are catered for within gender-specific classes for some subjects, and across-the-year-level specially designed projects.

Relationships are crucial to this age group, so pastoral care receives extra attention, with the pastoral care program also accommodating the emotional and social needs of both genders, through camps, pastoral care classes, and specialist staff.

All students entering Year 7 & Year 8 are assessed so that intellectual strengths and weaknesses are more clearly identified. The College strives to cater for the range of students and student aspirations through enrichment, ESL and extension classes, and streaming according to ability in some core subject areas.

Year 7 students are part of the new SevenUP program, an exciting, different educational experience designed to enable a smoother, less stressful transition between Primary and Secondary, while consolidating foundational skills and emphasising literacy and numeracy, as well as broadening their horizons with semester units of secondary Key Learning Areas.

In Years 8 and 9, the emphasis is on EXPLORATION OF INTERESTS, and students are given opportunity to choose some elective subjects in addition to their core course of Christian Life, English, Maths, Science, History, Geography, LOTE and Physical Education. When students progress to Year 9, their core course continues, with another opportunity given for students to choose different elective experiences.
Year 7
Students will study a set course of Core Subjects and Semester units of selected Secondary Learning Areas. At the end of Year 7, students will be able to choose options from within some learning areas for Year 8.

Year 8
Students will continue to study the core course of compulsory subjects of English, Maths, Science, History, Geography, Languages Education. They will also study semester units of the Learning Areas of Business, Technology, Arts, Geography and Languages Education, with some choice of subjects within the Learning Areas of Arts, Technology and Languages. The program will display the following characteristics:

- Some gender specific classes in pastoral care and core subjects
- Extension program for high achievers
- Learning enrichment for Special Needs and ESL students
- ISOP – international study and ministry enrichment program

At the end of Year 8, students choose 3 elective subjects for Year 9, for study for the year.

Year 9
Students will continue their study of compulsory subjects of English, Maths, Science, History, and choose 3 electives from subjects within the Learning Areas. The program will display the following characteristics:

- Some gender specific classes in pastoral care and core subjects
- Preparation for Student Education and Training Plans
- Extension program for high achievers
- Boys mentoring program; girls personal development program
- Learning enrichment for Special Needs and ESL students
- Leadership opportunities for Year 9 students – Middle School Council
- ISOP – International study and ministry enrichment program

Senior Preparation

Year 10 – Development of Passions
Students in Year 10 are asked to prepare for their years of Senior Schooling and to plan for their future career pathway, by focusing on the areas of their passion. During this year, the students will be required to develop their Student Education & Training [SET] Plan, deciding on academic goals for the next two years.

Subject selection is a feature of this year and choices are contained within 3 pathways:

- **MAINSTREAM**
  - academic pathway
  - Senior OP course
  - tertiary study

- **BLEND**
  - blend of academic and vocational study
  - Senior OP course or Senior Careerstart
  - tertiary study, TAFE, work, traineeships, apprenticeships

- **JUNIOR CAREERSTART**
  - vocational pathway
  - Senior Careerstart
  - TAFE, work, traineeships, apprenticeships

**Year 10:**
Students will study four core subjects of English, Maths, Science, Geography and History, and 2 or 3 electives, within a Senior study load of 5 lessons across each of the 7 subjects. Year 10 curriculum will consist of a preparation course for the Senior Years of 11 and 12. At the end of Year 10, students will make the final choice of six subjects for Years 11 and 12.
Senior Schooling Years 11 & 12 – Consolidation of Knowledge
The Senior Years of schooling are the culmination of the preparation in the compulsory years of schooling. CCC has a very high retention rate from Year 7 through to Year 12.

The Senior program is organised around LIFETRAX - the four pathways representing four defined course structures:

- **OP**
  - Academic track – at least 5 Authority subjects
  - → tertiary entrance to University, TAFE

- **BLEND ONE – OP**
  - Combination of 5 Authority subjects + 1 vocational subject
  - → tertiary entrance to University, TAFE, work

- **BLEND TWO – NON OP**
  - Combination of fewer than 5 Authority subjects + vocational subjects
  - → TAFE, work, apprenticeships, traineeships

- **CAREERSTART – NON OP**
  - Vocational subjects only, with possible traineeships
  - → TAFE, work, apprenticeships

**English level required**
For entry to Years 10-12: students may be required to be tested through the Australian Education Assessment Services for language and academic ability (see [www.aeas.com.au](http://www.aeas.com.au)). Students must satisfy all the requirements of the assessment for their age and year level. For entry to Years 10-12 this is the equivalent to Level 6 on the Language Australia ESL Bandscales. Additional testing at the College may also be required. Entry to the Year 11 can only occur at the start of Term 1.

**Hours of Tuition**

8:35 am to 3:20 pm Monday to Friday during Australian school term times

**Attendance**
Students must attend classes for 100% of school time unless they have a medical certificate or a letter from their parent, guardian or homestay parent advising that there is good reason for the student to be absent. If a student is absent without permission his/her enrolment at the College is at risk.

**Entry pre-requisites for the course**
Overseas students entering the Senior Secondary course must demonstrate above average academic ability and have completed the equivalent prior year level in their home country or within Australia eg for a student to enter Year 11, they must have completed the equivalent of Year 10.

Students must demonstrate acceptable attendance, behaviour, effort and attitude to the Christian environment of the College.

**SENIOR SECONDARY**

**Year 11 & Year 12:**

Students will study six subjects and will be encouraged to keep to these subjects for the two year course. The final two years of secondary schooling will continue as already organised, according to Queensland Studies Authority requirements, with encouragement for students to engage in first year university courses, in order to widen their Queensland Certificate of Education.

For course content, teaching methods, and assessment, see the Senior Academic Handbook (available on the College website under “[Education/Secondary/Academic Handbooks](http://www.aeas.com.au)”).
## Secondary ESL Bandscale

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>SPEAKING</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Can comprehend instructions through non-verbal cues</em></td>
<td><em>Use non-verbal gestures and/or single words</em></td>
<td><em>Beginning English</em></td>
<td><em>Can write some personal details</em></td>
</tr>
<tr>
<td><em>Senior secondary may have highly developed registers for specific purposes in subject areas they have selected</em></td>
<td><em>Can name some objects</em></td>
<td><em>Is able to recognise his/her name</em></td>
<td><em>May not be familiar with Romanised script</em></td>
</tr>
<tr>
<td><em>Need intensive, full-time ESL</em></td>
<td><em>Can repeat short phrases</em></td>
<td><em>Can recognise text related to immediate environment</em></td>
<td><em>Restricted until literacy concepts are established</em></td>
</tr>
<tr>
<td></td>
<td><em>Beginning learner of English</em></td>
<td><em>May be able to recognise Roman script</em></td>
<td><em>Beginner of English</em></td>
</tr>
<tr>
<td></td>
<td><em>Needs intensive ESL support</em></td>
<td><em>Has difficulty gaining meaning from text</em></td>
<td><em>Needs intensive ESL support</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Can decode maths diagrams, graphs and scientific formulae in specific selected areas of study</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Needs specialist intensive full-time ESL support</em></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><em>Can ask and answer simple statements and questions</em></td>
<td><em>Can comprehend a limited range of utterances</em></td>
<td><em>Can understand only short text for survival needs</em></td>
<td><em>Can write short factual description on familiar topics</em></td>
</tr>
<tr>
<td><em>Can handle very short social exchanges</em></td>
<td><em>Can understand most predictable requests for personally relevant information</em></td>
<td><em>Can read simple factual descriptions that are on familiar topics</em></td>
<td><em>Uses learned spoken phrases</em></td>
</tr>
<tr>
<td><em>May not perceive certain sounds in English</em></td>
<td><em>Can ask and answer simple statements and questions</em></td>
<td><em>Can isolate essential information (timetable, lists etc)</em></td>
<td><em>Translates from first language to organise thoughts</em></td>
</tr>
<tr>
<td><em>Learner needs intensive, full-time ESL</em></td>
<td><em>Can handle very short social exchanges</em></td>
<td><em>Can read short teaching texts of formulaic phrases encountered in initial speaking and listening activities</em></td>
<td><em>May be confused by Romanised script</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Still needs intensive full-time ESL support</em></td>
<td><em>Could not engage effectively in secondary mainstream</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Needs intensive ESL support</em></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td><em>Can communicate with fragmented sentences</em></td>
<td><em>Requires slow careful speech of others</em></td>
<td><em>Can write short texts for social purpose</em></td>
<td><em>Can write short texts for social purpose</em></td>
</tr>
<tr>
<td><em>Still needs visual cues</em></td>
<td><em>Needs face to face interaction</em></td>
<td><em>Haphazard sentence structure</em></td>
<td></td>
</tr>
<tr>
<td><em>Uses subject/verb/object</em></td>
<td><em>Cannot understand colloquialisms</em></td>
<td><em>Minimal punctuation</em></td>
<td></td>
</tr>
<tr>
<td><em>Relies on modelled language approach</em></td>
<td><em>Can comprehend some familiar questions</em></td>
<td><em>Limited cohesion</em></td>
<td><em>Can write simple texts based on models</em></td>
</tr>
<tr>
<td><em>Beginning to experiment</em></td>
<td><em>Difficulties with cultural differences</em></td>
<td><em>Can get the gist of familiar topics and factual texts</em></td>
<td><em>Refers to dictionary</em></td>
</tr>
<tr>
<td><em>Growing confidence leading to greater speed of utterances</em></td>
<td><em>Can follow routine classroom transactions</em></td>
<td><em>Can interpret simple instructions and questions</em></td>
<td><em>Still translating from first to second language</em></td>
</tr>
<tr>
<td><em>Growing control over grammatical structure</em></td>
<td><em>Can follow gist of short information texts</em></td>
<td><em>Relies heavily on dictionaries</em></td>
<td></td>
</tr>
<tr>
<td><em>Can use personal pronouns</em></td>
<td><em>Comprehension seriously affected by background noise</em></td>
<td><em>Needs intensive ESL support</em></td>
<td><em>Needs extensive ESL support</em></td>
</tr>
<tr>
<td><em>Ongoing problems with verb tenses</em></td>
<td><em>Will experience great difficulty in mainstream classrooms</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Disguises lack of precision by circumlocution</em></td>
<td><em>Needs full-time ESL</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Needs intensive ESL support</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can follow gist of careful speech on familiar topics</td>
<td>Beginning to express more complex thoughts</td>
<td>Can comprehend and get essential information from straight-forward factual texts</td>
<td>Has a firm grasp of simple sentences but will conform to teacher modelling with little independence</td>
</tr>
<tr>
<td>Less dependent on face to face</td>
<td>Growing confidence in giving and describing past and present events</td>
<td>Can read simple prose, for pleasure, which does not assume a significant cultural knowledge</td>
<td>Has some grasp of paragraphing</td>
</tr>
<tr>
<td>Severe comprehension problems with radio, TV news and lengthy discourse</td>
<td>Starting to take risks with their language</td>
<td>Uses bilingual dictionary extensively</td>
<td>Can write coherent factual text which does not require complex or abstract thought</td>
</tr>
<tr>
<td>Can identify the topic of casual conversation between English native speakers</td>
<td>Growing linguistic confidence</td>
<td>Relies on predictable, straight-forward structure</td>
<td>Shows a lack of facility with longer sentences</td>
</tr>
<tr>
<td>Relies on speaker paraphrasing or rewording</td>
<td>A frustration level due to lack of English language</td>
<td>Relies on neat, familiar handwriting</td>
<td>Still translating from first to second language</td>
</tr>
<tr>
<td>Sometimes can follow unpredictable utterances</td>
<td>Language becoming their own which results in increased errors</td>
<td>Senior secondary learners would have great difficulty handling the demands of Year 11 tasks</td>
<td>May use inappropriate language for a particular context</td>
</tr>
<tr>
<td>Recognises emotive use of interpersonal language</td>
<td>Rely heavily on practised and familiar topics</td>
<td>Needs extensive ESL support</td>
<td>Varied ability across genres</td>
</tr>
<tr>
<td>Recognises a limited range of often used colloquialisms</td>
<td>Tentative use of polite request forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural references impede comprehension</td>
<td>Growing control of pronunciation, stress and intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would have great difficulty handling language demands of Year 11</td>
<td>May plateau at this level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior secondary learners would have great difficulty with demands of Year 11 tasks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Understands most routine social and school demands | Can initiate and stage more complex interactions with uneven accuracy | Can comprehend authentic, non-technical, factual texts | Cannot self-correct or self-edit |
| Comprehends conversation between native speakers at a normal rate on familiar topics | Can use longer utterances | Can get the gist of more complex and abstract texts | Plagiarism still evident in written tasks |
| Has little need for repetition or rewording if topic is familiar | Is unable to sustain an argument if responses are swift | Has difficulty with lengthy texts | Structure and grammar still not consolidated |
| Lack of time, swit change of topic, and background noise may affect concentration and cause exhaustion | Has difficulty expressing more complex ideas orally | Wide use of dictionaries | Beginning to use more complex abstract thoughts |
| Can extract essential information from TV news | Will stay in their 'safe area' | Developing a wide general reading vocabulary | May choose inappropriate words from the dictionary for the writing tasks |
| Uneven understanding of complex verb structures and clauses | May be unidentified in class because of a more Australian accent | Difficulty drawing inferences or discerning author’s point of view and intent | Has a narrow range of sentence structures |
| Inadequate vocabulary base for comprehension | Developing communicative strategies | Can read many types of handwriting | Vocabulary lacks sophistication |
| Difficulties transforming words | Under tension and pressure, and when dealing with complex ideas, may lose ability to use language effectively | Beginning to predict and locate main ideas | Can take notes and synthesise information |
| Becoming more familiar with teacher and material | Lacks range of vocabulary for complicated or specialised areas | Student at this level would have great difficulty with Year 11 tasks | Has difficulty with culturally laden subjects |
| Difficulties with highly colloquial language and cultural references | Has a range of language modifiers (adverbs, adjectives) but little ability in speaking to use them | Needs ESL support | May be a plateau level for some |
| May be a plateau level for some | Still needs ESL support | Needs ESL support | |

| Can participate with facility in most school interactions with native speakers | Can participate in formal and informal conversation | Can read a variety of authentic technical and non-technical texts | Fairly confident in producing first drafts |
| Can follow the lines of complex discourse | Can express complex ideas | Is able to comprehend lengthy, unfamiliar text, although slowly | Can write a broad range of texts that successfully meet the criteria of school assessment tasks |
| Understands TV news stories | Can draw on a range of communicative strategies in interactions | Can read a range of texts for personal reading | Can discern register |
| Has difficulty sustaining comprehension in group/class discussions | Can cope with unpredictable situations | Will use a dictionary for precise meaning | Has more sophisticated use of language (complex clauses, cohesion, coherence, structure and vocabulary) |
| Can detect emotional overtones | Has a wide range of language modifiers | Can discern differences in style and register | Attempts to rewrite may still seem like plagiarism |
| Humour may cause difficulties | Has a broader vocabulary, and strategies to rephrase | Has difficulty drawing inferences or discerning authors/ point of view and intent | Grammatical errors still apparent |
| Needs repetition/paraphrasing of rapid, colloquial, culturally overloaded utterances | Still has grammatical inaccuracies | Can recognise the function of most cohesive devices | Frustration with the time demands of reading texts |
| May have developed advanced abilities on chosen areas of study, e.g. Maths / Science, that can mask severe problems in other areas | Some mispronunciation | Can read many types of handwriting | Will still have difficulty with mainstream senior secondary |
| Still needs ESL support | | Can read non-simplified set novels, though will have great difficulty with culturally specific novels and plays | Still needs ESL support |
| 7 | Independent in most social situations  
Can comprehend most spoken texts  
Can follow most details of complex discourse  
Can comprehend non-standard dialect  
Can accomplish tasks being performed by native speaking peers  
Can handle language-complex subject areas at senior level | Independent in most social situations  
Can express complex ideas comprehensively  
Can initiate, maintain and elaborate complex discussions  
Can match a native speaker's ability in discourse  
A wide range of vocabulary  
Still speaks with an accent  
Can perform sophisticated and demanding school tasks  
Still needs support in preparing spoken texts | With time and reference to dictionaries, can read most school texts on both familiar and unfamiliar topics  
May need more time for comprehension as subtleties may still present problems  
Still needs support to read set novels, plays in culturally-dependent subject areas  
Can skim and summarise argumentative analytical school texts  
Can interpret familiar, simple and complex task instructions  
Still has difficulty interpreting unfamiliar examination questions with speed  
Can handle chose subject areas at senior level | Can write effectively for a range of contexts  
Shows a growing control of organisational patterns and grammar  
Has a broad writing vocabulary  
With time, can write with independence  
Can now handle chosen subject areas in senior secondary  
May still need support to analyse culturally over laden subjects |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| 8 | Competent user of English  
Can comprehend all types of spoken text | Competent user of English | Competent reader of English within the range of native speaking peers | Competent user of English |

**LISTENING**  
**SPEAKING**  
**READING**  
**WRITING**
Administration
PROCEDURE FOR ENROLMENT
(Subject to change without notice)

1) Complete and return Application Form with $250 Application Fee (non-refundable), academic record translated into English, and copy of passport/visa (where available)

2) Application is then considered. If acceptance is being considered, you will be advised to arrange for a test if required, with AEAS or for assessment at the College.

3) After consideration of the AEAS assessment or College assessment, an interview with the Headmaster may be required. If a place is being offered a Written Agreement will be sent consisting of Letter of Offer (A), the Contract of Enrolment (B) and the Refund Policy (C). Other relevant policies are available on the College website, see http://brisbane.coc.edu.au/discover-citipointe/general-policies/.

4) To accept the Offer:
   a) Return the signed Written Agreement consisting of the Letter of Offer (A), the Contract of Enrolment (B) and the Refund Policy (C).
   b) Pay one semester’s fees (half the annual fee) prior to issue of Confirmation of Enrolment (CoE) Payments should be made direct to the College and not to an Agent. If enrolment does not proceed, the refund policy will apply (see http://brisbane.coc.edu.au/discover-citipointe/general-policies/)
   c) Payment of Overseas Student Health Cover (OSHC). Health insurance for the student is required by legislation to cover the full expected length of the visa. OSHC should be organized by the student’s family and at the student’s own expense. A copy of the Health Cover must be provided to the College prior to or on arrival of the student.
      Should there be a need for early termination of health cover, the student is to apply directly to the insurer and keep the College informed of the termination.
   d) Other fees applicable are to be paid e.g. Homestay placement fees and Homestay fees in advance or Accommodation Approval Fee and Welfare Fee (see Homestay policy at http://brisbane.coc.edu.au/international/policies/ for more details)

5) Upon payment of semester’s fees, an Electronic Confirmation of Enrolment (eCoE) is issued by the College. A Student Welfare letter is issued where required.

6) Uniforms and bus can be organized only after enrolment procedures are completed (see http://brisbane.coc.edu.au/community/buses/ and http://brisbane.coc.edu.au/community/uniform-store/ for more details)

7) Apply for a student visa by taking the eCoE form and Student Welfare letter with evidence of student health cover to your nearest Department of Immigration.

8) Advise the College of the student’s expected date of arrival and flight details. On or before arrival, provide copies of the student’s passport, visa and Overseas Student Health Cover.

9) Notice of at least Eight Tuition weeks is to be given of withdrawal of an enrolment. See the College Term calendar on the website. Otherwise eight weeks tuition fees in lieu may be retained/charged. Please refer to the Contract of Enrolment and Refund Policy (see http://brisbane.coc.edu.au/enrolment/policies/ and http://brisbane.coc.edu.au/discover-citipointe/general-policies/ for more details)

10) Payments for subsequent semester’s fees will be sent by account from the Business Office. The second tuition fee payment for a course is not payable until 14 days before the commencement of the semester to which it relates. Otherwise, payments should be made prior to the end of the previous semester to ensure continuing enrolment.
COLLEGE STORE OPENING HOURS

Back to School 2016

The College Store will be opening on 11th January for our Back to School trading. Please park on Wecker Rd. The store will have one register catering for EFTPOS purchases while the other will be CASH ONLY and backorder only collections.

11th-22nd January (Monday-Friday) 8:00am – 5:00pm
College Uniform Store, Wecker Road

Usual term time trading hours will commence on the 25th January 2016.

Mon, Tues, Wed, Fri 8:00am – 3:30pm
Thurs 9:30am – 5:30pm
Closed Daily 12:00 – 12:30pm

Uniform Fit out for New Students 2016

It is requested that all new Students entering the College for 2016 and current Year 6 students graduating to Year 7 in 2016 have their uniform fit out during Term 4 2015. To facilitate this, please phone the College Uniform Store on 33475921 (during the hours mentioned above) to make an appointment.

Fitting by appointment during Term 4 will help alleviate long queues and waiting times during trading prior to school commencing in 2016.

All Homework/Unit Workbooks etc for 2016 are also currently in stock

Payment Options: Cash, Cheque, Eftpos, Credit Card (NOTE: Amex and Diners are not accepted). You can also place orders via fax or over the phone with your credit card.

*Lay-bys are available. They must be paid in full by the end of the semester in which the purchase is initiated.

Returns & Exchanges will not be accepted without the receipt. There are no exchanges or returns on second hand items.

Prices are subject to change without notice throughout the year. Please check the College’s website www.brisbane.coc.edu.au for a pricelist.
# PRIMARY UNIFORM LIST 2016

(All items listed are compulsory unless specified otherwise)  
Prices current as from 20 October 2015  
Prices are subject to change throughout the year without prior notice.

<table>
<thead>
<tr>
<th>DAY UNIFORM - GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
</tr>
</tbody>
</table>
| Girls Summer Dress | Size 4-18 | Prices - $ | 69.30  
| Summer Socks | Navy/P Blue stripe Quarter Crew Sock | 10.00  
| Bike Pants | Navy Cotton / Lycra (compulsory all Primary girls) | 23.00  
| Bucket Hat | Poly/Viscose/Navy | 23.10  

<table>
<thead>
<tr>
<th>DAY UNIFORM - GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Winter - Terms 2 &amp; 3</strong></td>
</tr>
</tbody>
</table>
| Pullover | Wool/Nylon Blend or Cotton Blend – Navy Sizes 4 - 8 | 81.00  
| | 10-14 | 81.00  
| | 16-20 | 81.00  
| Winter Long Socks | Navy | 14.85  

<table>
<thead>
<tr>
<th>Winter - Optional</th>
</tr>
</thead>
</table>
| Tights | Dark Navy Cotton Lycra (optional for winter) all sizes | 14.00  
| Scarf | Dark Navy Cotton Lycra (optional for winter) | 18.00  
| Navy Glove | Navy Acrylic / Polyester Blend | 8.50  
| Unisex Vest | Size 4 – 8 – Wool knit | 63.00  
| | Size 10 – 14 – Wool knit | 63.00  

<table>
<thead>
<tr>
<th>DAY UNIFORM - BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
</tr>
</tbody>
</table>
| Boys S/Sleeve Shirt | Poly / Cotton Chambray/Pale Blue Fly Front Size 4 – 20 | 40.90  
| Shorts | Ink Blue Poly/Viscose/Navy Size 4-16 | 44.00  
| Academic Socks | Ink Blue Cotton/Nylon Lycra Crew length College Stripes | 10.00  
| Bucket Hat | Poly/Viscose/Navy | 23.10  

<table>
<thead>
<tr>
<th>DAY UNIFORM - BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Winter Terms 2 &amp; 3</strong></td>
</tr>
</tbody>
</table>
| Trousers | Ink Blue Poly/Viscose Sizes 4 – 10J | 48.00  
| | Ink Blue Poly/Viscose Sizes 12 – 16Y | 48.00  
| Pullover | Wool/Nylon Blend or Cotton Blend – Ink Blue Sizes 4 - 8 | 81.00  
| | Wool/Nylon Blend or Cotton Blend – Ink Blue Sizes 10-14 | 81.00  
| | Wool/Nylon Blend or Cotton Blend – Ink Blue Sizes 16-20 | 81.00  
| Unisex Vest | Size 4-8 – Wool knit | 63.00  
| | Size 10-14J – Wool knit | 63.00  

<table>
<thead>
<tr>
<th>Winter – Optional</th>
</tr>
</thead>
</table>
| Scarf | Navy | 18.00  
| Navy Glove | Navy Acrylic / Polyester Blend | 8.50  
| Unisex Vest | Size 4 – 8 – Wool knit | 63.00  
| | Size 10 – 14 – Wool knit | 63.00  

### SPORTS UNIFORM - GIRLS AND BOY

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td>Prices - $</td>
<td></td>
</tr>
<tr>
<td>Polo</td>
<td>Cotton Back Polyester/ Ink Blue Size 4 - 14</td>
<td>46.20</td>
<td></td>
</tr>
<tr>
<td>Micro Shorts</td>
<td>Ink Blue 100% Microfibre 4 - 10</td>
<td>35.00</td>
<td></td>
</tr>
<tr>
<td>Bike Pants</td>
<td>Ink Blue 100% Microfibre 14-16</td>
<td>38.00</td>
<td></td>
</tr>
<tr>
<td>Socks</td>
<td>Cotton / Lycra Girls (optional)</td>
<td>23.00</td>
<td></td>
</tr>
<tr>
<td>Sports White Cotton/Nylon Lycra Crew College Stripe</td>
<td>Football / Soccer</td>
<td>10.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.00</td>
<td></td>
</tr>
</tbody>
</table>

### SPORTS UNIFORM - Winter

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Track Top</td>
<td>Microfibre / Ink Blue / Pale Blue / Gold 4 - 14</td>
<td>60.90</td>
</tr>
<tr>
<td>Track Pants</td>
<td>Microfibre/ Ink Blue / Pale Blue Piping Size 4 - 14</td>
<td>44.10</td>
</tr>
<tr>
<td>Polar Fleece Vest</td>
<td>Polyester / Navy / Pale Blue Size 6 - 14</td>
<td>56.00</td>
</tr>
<tr>
<td>Beanie</td>
<td>Dark Navy Polar Fleece / Pale Blue Polar Fleece</td>
<td>22.00</td>
</tr>
</tbody>
</table>

### ACCESSORIES

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bags</td>
<td>Lite Pak – Extra Small/Small</td>
<td>56.00</td>
</tr>
<tr>
<td></td>
<td>Lite Pak – Medium</td>
<td>59.00</td>
</tr>
<tr>
<td></td>
<td>Lite Pak – Large</td>
<td>62.00</td>
</tr>
<tr>
<td>Chiropractic Bags</td>
<td>Medium</td>
<td>82.00</td>
</tr>
<tr>
<td></td>
<td>Large</td>
<td>86.00</td>
</tr>
<tr>
<td></td>
<td>Extra Large</td>
<td>94.00</td>
</tr>
<tr>
<td>Homework Bag</td>
<td>Prep – 6 (compulsory)</td>
<td>12.00</td>
</tr>
<tr>
<td>Chair Bag</td>
<td>Grades 3 – 6</td>
<td>12.00</td>
</tr>
<tr>
<td>Reading Bag</td>
<td>Grades Prep – 3</td>
<td>12.00</td>
</tr>
<tr>
<td>Library Bag</td>
<td>Waterproof with draw string</td>
<td>14.00</td>
</tr>
<tr>
<td>Scientific Calculator</td>
<td>Texas Instruments TI-30XB Grades 6 – 12 (includes engraving)</td>
<td>26.50</td>
</tr>
<tr>
<td>Art Smock</td>
<td>Grade 1 (waterproof)</td>
<td>17.50</td>
</tr>
<tr>
<td>Yamaha Recorders</td>
<td>Grade 4</td>
<td>15.00</td>
</tr>
<tr>
<td>Charts</td>
<td>Alphabet, Married Phonograms, Speller Helper – Vowels &amp; Consonants</td>
<td>2.00 ea</td>
</tr>
</tbody>
</table>

For larger sizes please refer to Secondary Uniform price list

### SPECIAL ORDER SIZES - 6 – 8 WEEK NOTICE REQUIRED FOR ORDERING

ACCESSORIES PURCHASED THROUGH COLLEGE STORE

### OPENING HOURS (During School Term 1 - 4 in 2016)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Tues, Wed, Fri</td>
<td>8:00am – 3:30pm</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>9:30am – 5:30pm</td>
<td></td>
</tr>
<tr>
<td>Closed Daily</td>
<td>12:00 – 12:30pm</td>
<td></td>
</tr>
</tbody>
</table>

* Prices subject to change without prior notification
* Lay-bys are available except on second-hand goods
* Card Facilities available (except Amex & Diners Cards)
* No returns on second-hand goods. So please choose carefully
* Exchanges or refunds will not be processed without the original receipts

*Parents of NEW STUDENTS – Phone Uniform Store on 3347 5921 to make an appointment for a complete uniform fitout*
SECONDARY UNIFORM PRICE LIST 2016
(All items listed are compulsory unless specified otherwise)
Prices current as from 20 October 2015
Prices are subject to change throughout the year without prior notice.

<table>
<thead>
<tr>
<th>DAY UNIFORM - GIRLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Prices - $</strong></td>
</tr>
<tr>
<td>Blouse Pale Blue Poly/Cotton – Size 6W-22W</td>
<td>49.50</td>
</tr>
<tr>
<td>Skirt Navy Wool Blend Mini Fleck Size 6W-12W</td>
<td>61.00</td>
</tr>
<tr>
<td>Socks Navy Wool Blend Mini Fleck Size 14W-22W</td>
<td>67.20</td>
</tr>
<tr>
<td>Bucket Hat Poly/Viscose/Navy</td>
<td>23.10</td>
</tr>
</tbody>
</table>

**Optional**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bike Pants</td>
<td>Nylon/Lycra</td>
<td>23.00</td>
</tr>
</tbody>
</table>

**Winter - Terms 2 & 3**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tie</td>
<td>Compulsory Yr 7-12 Term 2 and 3</td>
<td>27.50</td>
</tr>
<tr>
<td>Blazer Senior Girls</td>
<td>Navy Wool Blend Size 6W-10W</td>
<td>209.00</td>
</tr>
<tr>
<td>(Yrs 10,11&amp;12-Term 2 &amp; 3)</td>
<td>Navy Wool Blend Size 12W-18W</td>
<td>209.00</td>
</tr>
<tr>
<td></td>
<td>Navy Wool Blend size 20W-24W</td>
<td>223.00</td>
</tr>
<tr>
<td>Pullover</td>
<td>Wool/Nylon blend or Cotton blend - Sizes 10-14</td>
<td>81.00</td>
</tr>
<tr>
<td></td>
<td>Wool/Nylon blend or Cotton blend 16-20</td>
<td>81.00</td>
</tr>
<tr>
<td></td>
<td>Wool/Nylon blend or Cotton blend 22-28</td>
<td>86.10</td>
</tr>
</tbody>
</table>

**Optional**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tights</td>
<td>Dark Navy 70 Denier</td>
<td>15.00</td>
</tr>
<tr>
<td>Unisex Vest</td>
<td>Size 10–14 – Wool knit</td>
<td>63.00</td>
</tr>
<tr>
<td></td>
<td>Size 16–20 – Wool Knit</td>
<td>63.00</td>
</tr>
<tr>
<td></td>
<td>Size 22-24 – Wool knit</td>
<td>63.00</td>
</tr>
<tr>
<td>Long Pants</td>
<td>Poly/Viscose/Spandex Size 10J-14J</td>
<td>68.00</td>
</tr>
<tr>
<td>(Term 2-3 only)</td>
<td>Poly/Viscose/Spandex Size 6A–22A</td>
<td>72.00</td>
</tr>
<tr>
<td>Scarf</td>
<td>Navy</td>
<td>18.00</td>
</tr>
<tr>
<td>Gloves</td>
<td>Navy Acrylic/Polyester Blend</td>
<td>7.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY UNIFORM - BOYS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td></td>
</tr>
<tr>
<td>Boys S/Sleeve Shirt</td>
<td>Poly/Cotton/Pale Blue – Tab Front Size 10-18</td>
</tr>
<tr>
<td></td>
<td>Poly/Cotton/Pale Blue – Tab Front Size 20-24</td>
</tr>
<tr>
<td>Shorts</td>
<td>Ink Blue Poly/Viscose/Navy Size 30-48</td>
</tr>
<tr>
<td>Trousers</td>
<td>Ink Blue Poly/Viscose Size 30-48</td>
</tr>
<tr>
<td>(Yrs 10/11/12 Term 2 &amp; 3)</td>
<td></td>
</tr>
<tr>
<td>Belt</td>
<td>Black leather - Embossed with metal buckle</td>
</tr>
<tr>
<td>Short Socks</td>
<td>Ink Blue Cotton/Nylon Lycra Crew length College stripes</td>
</tr>
<tr>
<td>Long Socks</td>
<td>Compulsory for 10, 11 &amp; 12 if wearing shorts</td>
</tr>
</tbody>
</table>

**Optional with shorts for Years 7, 8 & 9; compulsory with shorts for Years 10/11/12**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bucket Hat</td>
<td>Poly/Viscose/Navy</td>
<td>23.10</td>
</tr>
</tbody>
</table>

**Winter Terms 2 & 3**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tie</td>
<td>Navy</td>
<td>27.50</td>
</tr>
<tr>
<td>Blazer Senior Boys</td>
<td>Navy Wool Blend Stripe Size Junior 14-22</td>
<td>209.00</td>
</tr>
<tr>
<td>(Yrs 10,11&amp;12 Term 2 &amp; 3)</td>
<td>Navy Wool Blend Stripe Size Senior 32-38</td>
<td>223.00</td>
</tr>
<tr>
<td></td>
<td>Navy Wool Blend Stripe Size Senior 40-46</td>
<td>223.00</td>
</tr>
<tr>
<td>Pullover</td>
<td>Wool/Nylon blend or Cotton blend - Sizes 10-14</td>
<td>81.00</td>
</tr>
<tr>
<td></td>
<td>Wool/Nylon Blend or Cotton blend - Sizes 16-20</td>
<td>81.00</td>
</tr>
<tr>
<td></td>
<td>Wool/Nylon Blend or Cotton blend - Sizes 22-28</td>
<td>86.10</td>
</tr>
</tbody>
</table>
### Optional

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unisex Vest Size 10–24 Wool knit</td>
<td>63.00</td>
</tr>
<tr>
<td>Scarf Navy</td>
<td>18.00</td>
</tr>
<tr>
<td>Gloves Navy Acrylic/Polyester Blend</td>
<td>7.50</td>
</tr>
</tbody>
</table>

### ACCESSORIES - GIRLS AND BOYS

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bags</td>
<td></td>
</tr>
<tr>
<td>Smart Pak Medium</td>
<td>59.00</td>
</tr>
<tr>
<td>Smart Pak Large</td>
<td>62.00</td>
</tr>
<tr>
<td>Chiropractic Bags</td>
<td></td>
</tr>
<tr>
<td>Large</td>
<td>86.00</td>
</tr>
<tr>
<td>Extra Large</td>
<td>94.00</td>
</tr>
<tr>
<td>Satchel Bag Large</td>
<td>Years 7-12</td>
</tr>
</tbody>
</table>

### SPORTS UNIFORM - GIRLS AND BOYS

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo Shirt</td>
<td></td>
</tr>
<tr>
<td>Cotton Back Polyester /Dark Navy Size 14-24</td>
<td>46.20</td>
</tr>
<tr>
<td>Micro Shorts</td>
<td></td>
</tr>
<tr>
<td>Dark Navy 100% Microfibre 12-24</td>
<td>38.00</td>
</tr>
<tr>
<td>House Shirt</td>
<td></td>
</tr>
<tr>
<td>Cotton Jersey Knit Polo – House Colours</td>
<td>27.50</td>
</tr>
<tr>
<td>Swimming Cap</td>
<td></td>
</tr>
<tr>
<td>Latex (House swim cap)</td>
<td>4.50</td>
</tr>
<tr>
<td>Socks</td>
<td></td>
</tr>
<tr>
<td>Sports White Cotton/Nylon Lycra Crew College Stripe</td>
<td>10.50</td>
</tr>
<tr>
<td>Sports Hat</td>
<td></td>
</tr>
<tr>
<td>PE Cap</td>
<td>22.00</td>
</tr>
</tbody>
</table>

### Optional

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polar Fleece Vest</td>
<td></td>
</tr>
<tr>
<td>Polyester/Navy/Pale Blue Size XS – 3XL</td>
<td>64.00</td>
</tr>
<tr>
<td>Track Top</td>
<td></td>
</tr>
<tr>
<td>Microfibre/Ink Blue/Pale Blue/Gold</td>
<td>72.45</td>
</tr>
<tr>
<td>Track Pants</td>
<td></td>
</tr>
<tr>
<td>Ink Blue Microfibre/Pale Blue Piping ( Size XS-3XL)</td>
<td>49.35</td>
</tr>
<tr>
<td>Socks</td>
<td></td>
</tr>
<tr>
<td>Football/Soccer</td>
<td>12.00</td>
</tr>
<tr>
<td>Sports Bag</td>
<td></td>
</tr>
<tr>
<td>(for sports only)</td>
<td>24.00</td>
</tr>
<tr>
<td>Netball Visor</td>
<td>7.50</td>
</tr>
<tr>
<td>Beanie</td>
<td>22.00</td>
</tr>
</tbody>
</table>

### SUBJECT REQUIREMENTS (Compulsory)

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Lab Coat Year 7–12</td>
<td>32.00</td>
</tr>
<tr>
<td>Science subjects Safety Glasses Year 7–12</td>
<td>9.00</td>
</tr>
<tr>
<td>Maths &amp; Science Texas Instruments TI 30-XB (incl. engraving) Year 7-12</td>
<td>26.50</td>
</tr>
</tbody>
</table>

**THESE ITEMS CAN BE PURCHASED AT THE UNIFORM STORE**

For larger sizes please refer to Secondary Uniform price list

**SPECIAL ORDER SIZES - 6 – 8 WEEK NOTICE REQUIRED FOR ORDERING**

### OPENING HOURS (During School Term 1 - 4 in 2016)

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Tues, Wed, Fri</td>
<td>8:00am – 3:30pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>9:30am – 5:30pm</td>
</tr>
<tr>
<td>Closed Daily</td>
<td>12:00 – 12:30pm</td>
</tr>
</tbody>
</table>

* Prices subject to change without prior notification
* Lay-bys are available except on second-hand goods*
* Card Facilities available (except Amex & Diners Cards)
* No returns on second-hand goods. So please choose carefully
* Exchanges or refunds will not be processed without the original receipts

*Parents of NEW STUDENTS – Phone Uniform Store on 3347 5921 to make an appointment for a complete uniform fitout*
SECOND HAND CLOTHING

The College has decided to change its process in respect to second hand uniform management as the costs of processing these have begun to outweigh the benefits.

In future all second hand uniforms can be sold via the School Seconds website which can be accessed using the information below.

SCHOOL SECONDS – your #1 Online School Classified Site specialising in recycled school essentials servicing all Australian families and Schools.
BUY or SELL your pre-owned school essentials 24/7 - school uniforms, school textbooks, sports apparel & equipment, hobbies, computers/IT, musical instruments, formal wear, UNI/TAFE, and more! Your School is a member of School Seconds – earn Rewards for your School for every listing you place!
www.schoolseconds.com.au
www.facebook.com/schoolseconds

“We hope that you will use our online classified site to buy and sell your unwanted school essentials to help out not only yourself, but others in your school community, as well as earning rewards for your School. And let’s not forget the positive affect on the environment in recycling.
THE DEVELOPMENT OFFICE

The Development Office was established in 2005 to support the College in fundraising and philanthropic giving by the College community, business contacts and Corporate Business Alliances of the College and to build community relations through the many networks associated with Citipointe Christian College.

The role of the Development Office

- To engage & build relationships with the College community (parents, staff, alumni, sponsors & suppliers)
- To encourage the community to make donations through our Annual Giving Program or the Voluntary Building Fund (VBF) both are tax deductible.
- Encourage major philanthropic gifts towards the CCC Strategic Plan
- Raise income through advertising within the Business Directory, College News and Review magazine.
- Support the business networking of the CCC community
- Obtain sponsorship to support major fundraising activities.
- Maintain a register of sponsors associated with College activities.
- Encourage communications through a coordinated and collaborative approach within the College community.
- Provide community support through Year level “Coffee Connection” meetings
- Provide Reunion support to our growing Alumni.
- Maintain Alumni relationships through our on-line communication tool.
- Support Major Events and activities.
- Apply for Grant funding and liaise with businesses to gain Corporate Alliances for the CCC community.
- Support the PARENT CONNECT fundraising events and communication pathways in the College
- Business advertising in the College publications is available:
  - College News (distributed each Term to current families)
  - Review Magazine (distributed twice a year to current families and Alumni)
  - Business Directory (distributed to College families and the Business Community)

Tax Deductible Funds

- **Voluntary Building Fund (VBF)**
  This fund is one of the avenues for parent support of the School’s building program. These funds support areas of our capital works program that are not covered under the normal College budget. CCC is able to provide a tax-deductible receipt for all VBF donations. A voluntary donation of $200 per family/per year is invited.

Over many years the College has received generous support through philanthropic donations from families and has therefore been able to support the College building program in the many areas that you see around the College.

- **Annual Giving Appeal**
  The Annual Giving programme as the name implies, is conducted once a year (generally before June 30) and seeks financial support in the form of gifts to specific building projects. Every gift, no matter it’s size, make a difference. The size of the gift is not as important as the fact that you choose to participate.
• **Scholarship Fund**
  The Scholarship Fund is a public fund established for charitable purposes to provide money for eligible scholarships, bursaries and prizes.

  The scholarships and bursaries will be:-

  a) Awarded to Australian citizens or permanent residents only

  b) Open to individuals or groups of individuals throughout Australia, a state, territory or region of at least 200,000 people.

  c) For the purposes of promoting the recipients education

    ▪ In approved Australian education courses
    ▪ At educational institutions overseas to study as a component of an approved Australian course
    ▪ Awarded on merit or for reasons of equity

• **Library Fund**
  The School Library fund is for purchase of books and other library resources such as DVD’s & CD’s.

**Contact details**

Please contact the Development Office if you would like to discuss any of the above

Email: devoffice@brisbane.coc.edu.au or Phone 3347 5899
FROM THE DEVELOPMENT OFFICE
CITIPOINTE CHRISTIAN COLLEGE

The Development Office was established to support the College in fundraising and philanthropic giving by the College community, develop business contacts and Corporate Business Alliances with the College and to build community relations through the many networks associated with Citipointe Christian College.

Tax Deductible Funds

Voluntary Building Fund (VBF)

This fund is one of the avenues for parent support of the School’s building program. These funds support areas of our capital works program that are not covered under the normal College budget. Citipointe Christian College is able to provide a 100% tax-deductible receipt for VBF donations. A voluntary donation of $200 per family/ per year is invited.

Over many years the College has received generous support through philanthropic donations from families and has therefore been able to support the College building program contributing to the many facilities throughout the College.

Annual Giving Appeal

The Annual Giving program, as the name implies, is conducted once a year (generally before June 30), and seeks financial support in the form of gifts to specific building projects. Every gift, no matter the size, makes a difference. The size of the gift is not as important as the fact that you choose to participate.

Scholarship Fund

The Scholarship Fund is a public fund established for charitable purposes to provide money for eligible scholarships, bursaries and prizes.

The scholarships bursaries and prizes will be:-

a) Awarded to Australian citizens or permanent residents only
b) Open to individuals or groups of individuals throughout Australia, a state, territory or region of at least 200,000 people.

c) For the purposes of promoting the recipients education
   • In approved Australian education courses
   • At educational institutions overseas to study as a component of an approved Australian course
   • Awarded on merit or for reasons of equity

Library Fund

The School Library fund is for purchase of books and other library resources such as DVDs & CDs.
The role of the Development Office is to:

- Engage & build relationships with the College community (parents, staff, alumni, sponsors & suppliers, friends of Citipointe)
- Encourage the community to make donations through our Annual Giving Program or through the Voluntary Building Fund (VBF), both of which are tax deductible funds
- Encourage major philanthropic gifts towards the Citipointe Christian College Strategic Plan
- Raise income through advertising within the Business Directory, Our Citipointe magazine and the Review magazine
- Support the business networking of the Citipointe Christian College community
- Obtain sponsorship to support major fundraising activities
- Maintain a register of sponsors associated with College activities
- Encourage communications through a coordinated and collaborative approach within the College community
- Provide community support through community events
- Weekly social networking opportunities
- Reunion support to our growing Alumni
- Maintain Alumni relationships through our online communication tool
- Support Major Events and activities
- Apply for Grant funding and liaise with businesses to gain Corporate Alliances for the Citipointe Christian College community
- Support the Parent Connect fundraising events and communication pathways in the College

Business advertising in the College publications is available:

- Our Citipointe printed three times a year distributed to current families
- eNews emailed once a month to current families
- Review (alumni magazine) distributed to alumni and current families

Please contact the Development Office if you would like to discuss any of the above
Email: devoffice@brisbane.coc.edu.au or Phone: 3347 5899
VOLUNTARY BUILDING FUND

Return to the Business Office at CCC
322 Wecker Road Carindale Qld. 4122

Please Fax to 07 3347 5900

Herewith our VBF donation of $......................payment by:

☐ Cheque for $............................ enclosed.

☐ Online Giving to www.brisbane.coc.edu.au/site/community/Give.asp

☐ Credit Card Please debit my Visa / MasterCard

(Tick Method)

| Number on card: |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

<table>
<thead>
<tr>
<th>Expiry date:</th>
<th>/</th>
</tr>
</thead>
</table>

| Name on card: | .......................................................... |

| Signature: | .......................................................... |

Name required on receipt.................................................................

Address ................................................................................................

Email ....................................................................................................

Students Name & Year .........................................................................

School Account Code …D............................................................... (refer to College fee statement)

Thank you

Citipointe Christian College
322 Wecker Road
CARINDALE QLD 4152

Phone: (07) 3347 5899
Fax: (07) 3347 5900
Email: accounts@brisbane.coc.edu.au
SCHOOL BUS REQUEST
Please note: The request for school bus transport form can be accessed and completed via the College website at http://brisbane.coc.edu.au/community/buses/

REQUEST FOR SCHOOL BUS TRANSPORT

This form should be completed to enable consideration for placement on a school bus for (indicate the year) ___________

Family Name: 

List given names of each student requiring bus transport

(1) Name of Student ___________________________ Year LVL ________
   □ [ ] COMMENCING FROM ____________

(2) Name of Student ___________________________ Year LVL ________
   □ [ ] COMMENCING FROM ____________

(3) Name of Student ___________________________ Year LVL ________
   □ [ ] COMMENCING FROM ____________

(4) Name of Student ___________________________ Year LVL ________
   □ [ ] COMMENCING FROM ____________

(5) Name of Student ___________________________ Year LVL ________
   □ [ ] COMMENCING FROM ____________

Student’s Address ____________________________________________

ADDRESS (LINE 2) ______________________________________ Post Code ________

TELEPHONE / CONTACT

Home Phone ______________________________ Mobile __________________________

Work Phone ____________________________ Student mobile no. __________________________

Please indicate the nearest intersecting street to your house (tee, cross etc):

___________________________________________________________________________

Note: Some former stop locations may change due to the annual review of bus runs
Please advise if there is any intention of changing your address during the New Year:

□ NO If YES, please indicate date of change and preferred suburb of your new address, if known

□ YES _______________________________________________________________________

Would bus transport still be required at your new address? □ NO □ YES

I authorise Bus fees to be added to my school fee account and undertake to pay account when due and payable in accordance with credit policy of the College

Parent/Guardian

Name / Signature : ____________________________

SUBMISSION: Kindly submit the above completed form to the College via email to mail@brisbane.coc.edu.au or FAX +61 7 3347 5900 (Attn: BUS DEPARTMENT)

OFFICE USE ONLY:

Stop Location ____________________________ Bus Run and Number ____________________________

Version 7/2013

Christian Outreach Centre trading as Citipointe Christian College The Christian Outreach College Brisbane
and Citipointe Christian College International CRICOS Provider Code: 00996F
OVERSEAS STUDENTS
TUITION and NON-TUITION FEES 2016

The College is registered to take Overseas Students from Preparatory to 12.

- An Application Fee of AU$250.00 applies for all mainstream College applications.
- A student in Brisbane will be tested and interviewed at the College, subject to academic reports indicating above average ability. A supervised test may be organised by the College for a student who is overseas at an additional cost of approximately AU$400. A personal interview may be required.
- Alternative entry for students 12 years or older, where English is a Second Language, is by application to the Secondary School Preparation Program through the International College where applicable. (Please note that the Primary School Preparation Program is not currently offered).

TUITION FEES

ALL FEES QUOTED ARE PER YEAR
(Fees are payable one SEMESTER ¹ IN ADVANCE)

<table>
<thead>
<tr>
<th>YEARS P – 6</th>
<th>YEARS 7 – 9</th>
<th>YEARS 10 – 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code: 071487F</td>
<td>Course Code: 071488E</td>
<td>Course Code: 071489D</td>
</tr>
<tr>
<td>AU$16,675 ($8337.50)</td>
<td>AU$22,000 ($11,000)</td>
<td>AU$23,300 ($11,650)</td>
</tr>
</tbody>
</table>

NON-TUITION FEES

- Application Fee: AU$250.00
- Uniforms (approximately): AU$900 (Senior)
  AU$800 (Middle)
  AU$700 (Primary)
- Students will be required to purchase the appropriate Apple device compatible for use in the College with AppleCare+ and case: AU$754 (approximately)
- Stationery requirements: AU$250 (approximately)
- Welfare Fee: AU$960 per year ²
- Homestay: AU$14,400 per year³
- Homestay Placement Fee: AU$250
- Homestay Relocation Fee: AU$250
- Accommodation Approval Fee: AU$250
- Bus fees: AU$2735 per year per student
- Co-Curricular Programs
  - E.g. Instrumental Music, Speech and Drama, ESL, Tutoring: AU$3000
- Overseas Student Health Cover (OSHC): AU$500 per year (approx.) ⁴x length of visa

NOTE: Not all items listed under “NON-TUITION FEES” (example: homestay and bus fees) are compulsory for the student. The respective fees are applicable only if the services are required.

Living costs in Australia: the average international student in Australia spends about AU$360 per week on accommodation, food, clothing, entertainment, transport, international and domestic travel, telephone and incidental costs.

¹ one Study period. (Note: 2 semesters/2 study periods per year)
² payable $480 per semester (where College issues a Welfare letter)
³ payable $7700 per semester (includes accommodation, 3 meals per day and supervision; excludes 4 weeks Christmas Holiday period)
⁴ Subject to change depending on health cover cost for a particular year
INTENTIONALLY LEFT BLANK
APPLICATION FOR OVERSEAS/VISA STUDENT ADMISSION

For Students who require a Student Visa or are a Dependent on a Student Visa

Primary Years Preparatory – Year 8 Course Code: 071487F
Secondary Middle Year 7-9 Course Code: 071488E
Secondary Senior Years 10-12 Course Code: 071489D

PLEASE READ THE FOLLOWING INSTRUCTIONS
BEFORE PROCEEDING TO
COMPLETE THE APPLICATION FORM

It is highly recommended you complete this form electronically

1) Please save a copy of the Application Form on your computer before proceeding to complete the form.

NOTE: If you are using a MAC computer please use Adobe Reader to fill in the form. This can be downloaded from http://get.adobe.com/reader/. The default pdf program (Preview) for mac will not save the entered text on the forms.

- The enrolment application must be completed in conjunction with information provided in the listed "Policies", "The Conditions of Enrolment" and the "Overseas Student Handbook"

- The Enrolment Application needs to be signed and dated prior to submission

2) Submit academic transcript translated into English and a copy of passport/visa if applicable together with the application form.

3) A non-refundable application fee of $250 should accompany this application form.

4) For direct mainstream entry, the student may be required to take

   a) An AEAS language & ability test and/or
   
   b) Testing may be required at the College through Edutest and/or
   
   c) A language test at the College

5) An interview with the Headmaster may be required

NOTE: Application for mainstream will be subject to availability of places. The Registrar will contact you at the appropriate time.
STUDENT DETAILS

SURNAME / FAMILY NAME ____________________ PERSONAL NAME ____________________

PREFERRED NAME ____________________ GENDER (M / F) ________________

DATE OF BIRTH (dd/mm/yyyy) ____________ COUNTRY OF BIRTH ________________ NATIONALITY ________________

COUNTRY WHERE VISA WILL BE LODGED ________________ RELIGION ________________

WHAT CHURCH DOES THE STUDENT ATTEND? __________________________________________

IS THE STUDENT CURRENTLY ON A STUDENT VISAA? ________ VISA NUMBER OR TYPE ________________ PASSPORT NUMBER ________________

EXPECTED DATE OF ARRIVAL (dd/mm/yyyy) ____________ IS OVERSEAS HEALTH COVER REQUIRED ? (YES / NO) ________________

COMMENCEMENT TERM (TERM 1 / 2 / 3 OR 4) ________ COMMENCEMENT DATE ________________ EXPECTED LENGTH OF STAY IN COLLEGE ________________

MAINSTREAM LEVELS - PRIMARY OR SECONDARY (SELECT FROM DROP DOWN OPTIONS)

PRIMARY / SECONDARY ________ (PREP TO YEAR 12)

LIST ALL SCHOOLS ATTENDED - PLEASE INCLUDE PRESENT SCHOOL

SCHOOL ____________________ YEAR ________________

SCHOOL ____________________ YEAR ________________

SCHOOL ____________________ YEAR ________________

SCHOOL ____________________ YEAR ________________

Please indicate academic level of student's previous work (TICK one):

☐ ABOVE AVERAGE ☐ AVERAGE ☐ BELOW AVERAGE

NOTE:
1. PLEASE ATTACH A COPY OF STUDENT'S ORIGINAL ACADEMIC TRANSCRIPT OR REPORT AND A COPY OF THE SAME TRANSLATED INTO ENGLISH AND
2. PLEASE ATTACH COPY OF PASSPORT & VISA IF AVAILABLE AND
3. EVIDENCE OF OVERSEAS STUDENT HEALTH COVER, IF AVAILABLE (**needs to be taken for the entire length of the visa)
REFEE
NAME AND PHONE NUMBER OF A REFEE - where possible, the referee should be the student's family Pastor

NAME __________________ TELEPHONE ______________ EMAIL ___________________________

ACCOMMODATION DETAILS
Will the student be living with mother and/or father in Australia? ________

If YES to the above question, specify which parent or parents _______________________________

ADDRESS IN AUSTRALIA (if known) _______________________________________________________

ADDRESS (LINE 2) __________________________________________________ POST CODE ______

TELEPHONE / CONTACT
HOME PHONE __________________ WORK PHONE __________________

EMAIL __________________ MOBILE __________________

FAX (HOME) __________________ FAX (WORK) __________________

OR
DOES THE STUDENT REQUIRE THE COLLEGE TO ARRANGE HOMESTAY ACCOMMODATION? (SECONDARY STUDENTS ONLY - Primary students must live with a parent or close relative) ________

If Homestay accommodation is required, complete the Homestay Application Form

OR
If the student will not live with parents or in a College homestay, please give the name and address of the person the student will live with. All accommodation must be approved by the College.

TITLE __________________ FAMILY NAME __________________ PERSONAL NAME __________________

COUNTRY OF BIRTH __________________ LANGUAGE SPOKEN AT HOME __________________ RELIGION ________

OCCUPATION __________________ FIELD/INDUSTRY (e.g. Printing, Health, Building, Finance, Computer, Welfare etc) __________________

RELATIONSHIP TO THE STUDENT ________________________________

HOME ADDRESS ________________________________________________

ADDRESS (LINE 2) __________________________________________ POST CODE ______

TELEPHONE / CONTACT
HOME PHONE __________________ WORK PHONE __________________

EMAIL __________________ MOBILE __________________

FAX (HOME) __________________ FAX (WORK) __________________
HOMESTAY APPLICATION FORM - Secondary students only

If you want the College to arrange homestay accommodation for the student, please fill out this form.

STUDENT DETAILS

STUDENT NUMBER (Office Use Only)

SURNAME / FAMILY NAME

PERSONAL NAME

PREFERRED NAME

GENDER (M / F)

DATE OF BIRTH (dd/mm/yyyy)

COUNTRY OF BIRTH

NATIONALITY

TELEPHONE / CONTACT

HOME PHONE

MOBILE

EMAIL

FAX (HOME)

WHAT IS YOUR LEVEL OF ENGLISH? (BEGINNER, INTERMEDIATE, ADVANCE)

WHAT OTHER LANGUAGES DO YOU SPEAK?

DO YOU SMOKE? DO LIKE YOUNGER CHILDREN?

DO LIKE PETS SUCH AS CATS & DOGS?

DO YOU HAVE ANY ALLERGIES?

DO YOU SWIM?

ARE YOU TAKING MEDICATION AT THE MOMENT? IF YES, COMPLETE QUESTIONS BELOW

SPECIFY WHAT MEDICATION:

INDICATE WHAT IT IS FOR:

WHAT ACTIVITIES DO YOU ENJOY?

DESCRIBE YOUR FAMILY AND FRIENDS
STUDENT MEDICAL INFORMATION

SURNAME / FAMILY NAME __________________________ PERSONAL NAME __________________________

DATE OF BIRTH (dd/mm/yyyy) __________________________ GENDER (M / F) __________________________

STUDENT'S MOBILE __________________________ STUDENT'S HOME NUMBER IN AUSTRALIA __________________________

HOME ADDRESS IN AUSTRALIA __________________________ POST CODE __________________________

ADDRESS (LINE 2) __________________________ PARENT'S FULL NAME __________________________

TITLE __________________________

HOW CAN THE COLLEGE CONTACT YOU IN CASE OF EMERGENCY:

FATHER'S TELEPHONE (WORK) __________________________ FATHER'S MOBILE __________________________

HOME PHONE __________________________ EMAIL __________________________

MOTHER'S TELEPHONE (WORK) __________________________ MOTHER'S MOBILE __________________________

HOME PHONE __________________________ EMAIL __________________________

Has your child had a Tetanus Booster in the last 5 years? [ ] If YES - Date __________________________

DOES YOUR CHILD SUFFER FROM ANY OF THE FOLLOWING? (If YES, please give details)

Heart Problems __________________________

Asthma __________________________

Respiratory Problems __________________________

Drug Allergies __________________________

Food Allergies __________________________

Diabetes / Hypoglycaemia __________________________

Recent Operations __________________________

Phobias __________________________

Visual problems __________________________

Hearing problems __________________________

HIV, Hepatitis A, B, C etc __________________________

ADD, ADHD etc __________________________

Eczema __________________________

Headaches / Migraines __________________________

Travel Sickness __________________________

Immunisations __________________________

Others __________________________

Students must give all medicine to their homestay parents on arrival. At school, the only medicine students may keep with them is asthma medicine. Any other medicine they need at school must be given to Health Bay at the start of the day. Please give details of any regular medicines taken (dosage, frequency etc).

I GIVE PERMISSION FOR PARACETAMOL / ANTIHISTAMINE OR ANY MEDICAL ASSISTANCE THE COLLEGE FEELS NECESSARY AT THE TIME TO BE ADMINISTERED TO MY CHILD (please indicate "X" in the checkbox if you agree) [ ]
DATA COLLECTION FOR GOVERNMENT PURPOSES
(OPTIONAL)

What is the highest year of Primary or Secondary School the parents / guardians have completed?
(For persons who have never attended school, mark "Year 9 or equivalent or below")

Mother / Parent 1 / Guardian 1  Father / Parent 2 / Guardian 2
Year 12 or equivalent □ □
Year 11 or equivalent □ □
Year 10 or equivalent □ □
Year 9 or equivalent □ □

What is the level of the highest qualification the parents / guardians have completed?
(Mark one box only in each column)

Mother / Parent 1 / Guardian 1  Father / Parent 2 / Guardian 2
Bachelor degree or above □ □
Advanced Diploma / Diploma □ □
Certificate I - IV (including trade cert) □ □
No non-school qualification □ □

Please refer to the parental occupation group list on the following page and select the appropriate group level to answer the following question:
If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.
If the person has not been paid work for the last 12 months, please enter '8' in the appropriate box.

What is the occupation group of the Mother / Parent 1 / Guardian 1
What is the occupation group of the Father / Parent 2 / Guardian 2

Language
Does the student or their mother/guardian or their father/guardian speak a language other than English at home?
If more than one, indicate the one that is spoken most often

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Mother/parent 1/guardian 1</th>
<th>Father/parent 2/guardian 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English ONLY</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples of other languages:
Italian  Mandarin
Afrikaans  Spanish
Tagalog (Filipino)  Greek
Vietnamese  Cantonese
Korean
LIST OF PARENTAL OCCUPATION GROUPS

If you are in this group, please place ‘1’ in the box for the above question.

Group 1: Senior management in large business organisation, government administration and defence, and qualified professionals
Senior executive/manager/head of department in industry, commerce, media or other large organisation.
Public service manager (section head or above), regional director, health/education/police/fire services administrator
Other administrator [school principal, faculty head / dean, library / museum / gallery director, research facility director]
Defence Forces Commissioned officer
Professionals generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems and teach others.
Business [management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer]
Air / Sea transport [Aircraft / Ships captain / officer / pilot, flight officer, flying instructor, air traffic controller]

If you are in this group, please place ‘2’ in the box for the above question

Group 2: Other business managers, arts / media / sportspersons and associate professionals
Owner / Manager of a farm, construction, import / export, wholesale, manufacturing, transport, real estate business
Specialist manager [Finance / Engineering / Production / Personnel / Industrial relations / Sales / Marketing]
Financial Services Manager [Bank branch manager, finance / investment / insurance broker, credit / loans officer]
Retail sales / Service manager [shop, petrol station, restaurant, club, hotel / motel, cinema, theatre, agency]
Arts / Media / Sports [musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman / woman, coach, trainer, sports official]
Associate professionals generally have diploma / technical qualifications and support managers and professionals.
Business / administration [recruitment / employment / industrial relations / training officer, marketing / advertising specialist, market research analyst, technical sales representative, retail buyer, office / project manager]
Defence Forces senior Non-Commissioned Officer

If you are in this group, please place ‘3’ in the box for the above question

Group 3: Tradesmen / women, clerks and skilled office, sales and service staff
Tradesmen / women generally have completed a 4 year Trade Certificate, usually by apprenticeship. All tradesmen / women are included in this group.
Clerks [bookkeeper, bank / PO clerk, statistical / actuarial clerk, accounting / claims / audit clerk, payroll clerk, recording / registry / filing clerk, betting clerk, stores / inventory clerk, purchasing / order, freight / transport / shipping clerk, bond clerk, customs agent, customer services, admissions clerk]
Skilled office, sales and service staff
Office [Secretary, personal assistant, desktop publishing operator, switchboard operator]
Sales [company sales representative, auctioneer, insurance agent / assessor / loss adjuster, market researcher]
Service [aged / disabled / refugee / child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer / supervisor]

If you are in this group, please place ‘4’ in the box for the above question

Group 4: Machine Operators, Hospitality staff, assistants, labourers, and related workers
Drivers, mobile plant, production / processing machinery and other machinery operators
Hospitality staff [hotel service supervisor, receptionist, waiter, bar attendant, kitchen hand porter, housekeeper]
Office assistants, sales assistants and other assistants
Office [typist, word processing / data entry / business machine operator, receptionist, office assistant]
Sales [sales assistant, motor vehicle / caravan / parts salesperson, checkout operator, cashier, bus / train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker]
Assistant / aide [trade’s assistant, school teachers aide, dental assistant, veterinary nurse, nursing assistant, museum / gallery attendant, usher, home helper, salon assistant, animal attendant]
Labourers and related workers
Defence Forces ranks below senior NCO not included above
Agriculture, horticulture, forestry, fishing, mining worker [farm overseer, shearer, wool / hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry / logging worker, miner, seafarer / fishing hand]
Other worker [labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor]

Note: If the person has not been in paid work in the last 12 months, please enter ‘8’ in the box for the above question
GENERAL INFORMATION

HOW DID YOU HEAR ABOUT CITIPOINTE CHRISTIAN COLLEGE BRISBANE?

☐ Education Agent
☐ Migration Agent
☐ Word of Mouth
☐ Media
☐ Schools' Fair
☐ Letter Box Drop
☐ Prospectus
☐ Open Day
☐ Social Occasion
☐ Internet
☐ Church

REASONS FOR SEEKING ENROLMENT
Please rate one or more (1 - being of most importance)

<table>
<thead>
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<th>Academic Excellence</th>
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<td>Locality</td>
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<td>Christian Foundation and Influence</td>
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SPECIAL REQUESTS FOR COLLEGE CORRESPONDENCE

Note: The College relies on a cooperative relationship between parents
To whom should correspondence be addressed to?
Father, Mother or both, or Guardian or Agent

To whom will the College send Fee accounts?

To whom will the College send Student Reports?

Declaration
I acknowledge that I have received and read the following information:

☐ Non refundable application fee of AU$250
☐ Overseas / Visa Student Handbook
☐ Contract of Enrolment
☐ Tuition and non-tuition fee structure
☐ Privacy Policy
☐ Student Protection Policy
☐ Complaints and Appeals Policy
☐ Deferral, Suspension and Cancellation Policy
☐ Refund Policy
☐ Student Grievances Policy
☐ Transfer Policy
☐ Course Progress and Attendance Policy
SUBMISSION

TO SUBMIT BY EMAIL
Please complete the form with signatures where required and email to enrolment@brisbane.coc.edu.au

TO SUBMIT BY POST
Please print the form with signatures where required and post to:

THE REGISTRAR
CITIPOINTE CHRISTIAN COLLEGE
322 WECKER ROAD
CARINDALE, QLD 4152
BRISBANE, AUSTRALIA

Website: http://brisbane.coc.edu.au/
Tel: +61 7 3347 5889 Fax: +61 7 3347 5900

Please remember: full and frank disclosure of students’ previous education, disabilities, learning difficulties and behavioural issues is a condition of enrolment. Failure to disclose would normally put the enrolment at risk.

INFORMATION SUPPLIED ON THIS FORM IS TRUE AND COMPLETE

Parent’s Signature - Father/Guardian

Parent’s Signature - Mother/Guardian

Dated

OFFICE USE ONLY

DATE:
PAYMENT REC'D:
SIGN and ACKNOWLEDGED
PLEASE NOTE

Payment of the application fee to the College does not guarantee enrolment
The application fee is NON-REFUNDABLE

*If the application meets initial entry requirement, acceptance at the College is strictly subject to interview.*

Considerations which are taken into account for entry of new students include:

- Personal faith and / or active church involvement
- Family or other association with the College
- Academic and behavioural records
- If the student has previously attended a Christian School
- Date of Application

PLEASE SEND:

1. Signed Application for Admission
2. A non-refundable application fee of $250 per student (Cash or Cheque or VISA or Mastercard or Direct Credit)
3. Copies of the last TWO school reports (if applicable)
4. Specialist reports (if applicable)
5. Any Family Court Order

MODE OF PAYMENT

Please indicate your mode of payment for the $250 non-refundable application fee

- [ ] CASH
- [ ] CHEQUE
- [ ] VISA
- [ ] MASTERCARD

*PLEASE NOTE: IF YOU ARE PAYING BY CREDIT CARD, COMPLETE YOUR PAYMENT DETAILS ON THE FOLLOWING PAGE.*

YOUR CREDIT CARD PAYMENT DETAILS WILL BE DESTROYED ONCE PAYMENT IS PROCESSED

☐ DIRECT CREDIT

BSB: 034 093 Westpac Mt Gravatt
Account: 250 142
Name: Citipointe Christian College
Reference: Student’s name / DOB / Reference Code

NOTE:

1) Please quote reference. Otherwise, your payment may not be credited correctly to your child’s account.
2) Please attach a copy of your banking slip when submitting the enrolment application or
3) Provide bank transaction receipt number: ____________________________

Transaction Receipt Number:
Please complete the following details for credit card payment:

Card Number

Expires on

Name of Requestor __________________________ Telephone __________________

Amount to be debited $ __________________

Name on Card _________________________________

☐ I HEREBY AUTHORISE CITIPOINTE CHRISTIAN COLLEGE TO PROCESS CREDIT CARD PAYMENT IN ACCORDANCE TO THE INSTRUCTIONS INDICATED ABOVE.

PLEASE NOTE:

CREDIT CARD PAYMENT DETAILS TO BE DESTROYED ONCE PAYMENT IS PROCESSED
CONDITIONS OF ENROLMENT
A reference copy of this conditions of enrolment is accessible on the College website at
http://brisbane.coc.edu.au/enrolment/policies/

CONDITIONS of ENROLMENT
Full Fee Paying Overseas Students
International Student Visa Holder
(Subclass 570 / 571/ 572/ 573/ 574/ 575)

If the student is offered a place in the College, parents will commit, under a Contract of Enrolment, to work with the College in a supportive, positive relationship conducive to the best interests of the children and the College. Please read the contractual conditions carefully.

The College has Terms and Conditions for all students in paragraphs 1-41 below. Under legislation the College must have additional Terms, Conditions and Policies for International 570 to 575 Student Visa Holders. These are outlined from Clause 42 onwards and where there is any inconsistency, legislative requirements will apply.

I/We agree to the following conditions:

MATTERS OF FAITH
1. I/We accept that the College is a faith-based school. I/We understand that the College is founded on the basis of Biblical Christian values with the Bible as the inerrant word of God.
2. I/We confirm that I am/we are seeking a Biblical Christian education for the student and will support the College in its faith endeavours and accept that the student will participate fully through attendance and effort in faith-based activities and subjects as presented and planned by the College.

ACADEMIC ATTAINMENT
3. The College does not guarantee a particular level of achievement for each student. Achievement depends greatly on the individual talents of the student and the student’s willingness to work for their own education. We will act in the best interests of the student and student body generally. This may mean we do not always act in accordance with the parents’ requests.
4. It is the expectation of the College that parents will be responsive to the informed educational recommendations of the school in regard to the student’s educational progress.

RELATIONSHIP
5. I/We agree to:
- work in partnership with the school in support of college policies and expectations that are available to us either in hard copy as well as on the College website;
- ourselves support and comply with published College policies and expectations, in the best interests of our student and the other students;
- encourage the student to uphold College policies and expectation;
- accept that any failure by us or our student in this commitment may lead to serious enrolment consequences;
- accept that we are liable to indemnify the college for any damage that may arise from such breach, including any arising from wilful defiant behaviour of the student or refusal to follow reasonable directions;
- accept that the policies and rules may need to change from time to time in line with the best interests of staff and students.
- It is expected that, except in exceptional circumstances, the student will live in the care and control of the parents/guardians while enrolled at the College.
6. I/We accept that the College is obliged under law and ethos to act in the best interests of the individual student and the student body generally. Although the College values consultation with parents and guardians, this may mean that the College may not always act in accordance with our preferences and requests.

UNIFORM
7. I/We support the College uniform policy, and accept that the student must present appropriately (eg natural hair) and must wear the correct College uniform as a proud student of the College and to implement the College motto I press towards the goal in all aspects of College life.
DISCIPLINE
8. I/We accept that the Headmaster (or by delegation the Head of School) has authority to:
   - apply whatever reasonable disciplinary measure is deemed necessary in relation to the conduct of the student both inside and outside the College precincts;
   - require the removal of the student for any cause judged by the Head to be sufficient;
   - discipline any students should they, at any time, bring the College into disrepute, including through the misuse of social media and other technologies.

9. Disciplines may range from classroom disciplines to expulsion and will include mandatory reporting of behaviours to State Authorities, Police and Department of Communities (where matters of child harm are involved).

10. Where discipline may involve suspension or expulsion of the Student, the Headmaster or Head of School (or Delegate) will not expel or suspend the student until the allegations of misconduct have been put to the student and the student has been allowed an adequate opportunity to respond.

11. The College may search lockers, bags and property, including electronic devices in the possession of the student where it is reasonable for us to do so or as part of a general or random search of a place where we conduct our activities. We may therefore confiscate forbidden or dangerous property.

12. The College reserves the right to exclude any person, irrespective of whether they are a parent or not, from entering on or remaining on College property or participating in College activities, where the College reasonably believes it is in the best interests of the student or the College that the person be excluded.

DISCLOSURE OF INFORMATION
13. I/We have supplied all documentation and information requested at the time of application for each student as a condition of enrolment, including the following:
   - Full and frank disclosure of the student’s previous education or interrupted education, disabilities and learning difficulties
   - Behaviour issues
   - Medical condition and safety issues
   - Court orders and parenting arrangements

14. I/We accept that failure to disclose all relevant information may result in cancellation of an enrolment.

15. I/We accept that we have an obligation to keep the school informed of any changes that may affect the student’s life at the College, including:
   - changes to family circumstances (eg separation or divorce);
   - changes to the address or addresses or contact details of the parents/guardians;
   - changes to emergency contacts;
   - any court orders, including Family Court orders, which deal with parental responsibility for the student, the education of the student or otherwise limit the contact or communication which one parent or other person has with the student.

16. Changes in marital circumstances can cause confusion for the College when dealing with parents or guardians. The College will presume that, at all times, parents (including step-parents) are entitled to participate in College activities (whether or not those activities involve the student).

17. However, if there is a Court Order or other agreement which specifically alters or prevents a person/parent from spending time with, communicating with or otherwise having contact with the student, that must be provided to the College. The obligation of providing such a Court Order lies with parents.

18. Despite the College being provided with copies of any such orders, the College does not assume responsibility for the parents complying with those orders.

COMMUNICATION
19. The College will provide information about the student to the parents/parties signing this contract of enrolment, residing at one address. You may request or approve other arrangements relating to the provision of information about the student by giving written notice to us, and paying any additional fees that may be required. We will provide such information to natural birth parents unless reasonable justification (Court Order) is provided for doing otherwise.
20. Where the College seeks to communicate with the entire College community or with identifiable sections of the College community, we may communicate through the school website, intranet or via our regular newsletter.

FEES/LEVIES PAYMENT
21. At the time of application, a non-refundable Application Fee is payable. On acceptance of a place, a non-refundable Acceptance Fee is payable, except in the case of visa refusal.

22. I/We understand that under this contract both parents/guardians are jointly and severally liable for payment of College fees and levies. The College relies on the payment of fees to fund its educational services to students.

23. Parents who have difficulty in paying fees must inform the College Business Manager as soon as possible to discuss options.

24. The following guidelines and rules apply:
   • the College determines the fees for each year before the commencement of the year to which the fees relate;
   • fees must be paid in advance of the term to which they apply; if fees are not paid by the due date for payment, interest may be charged on the fees from the due date for payment until they are paid; non-payment of monies owing will also entitle the College to cancel this contract of enrolment and terminate your student’s enrolment;
   • any fees or monies outstanding will remain the liability of both parents or guardians, jointly and severally;
   • should unpaid or overdue fees be referred externally for debt collection, parents/guardians will be liable for the costs of such fee collection;
   • if fees for a year are increased by more than 10% of the fees payable for the preceding year, parents/guardians may terminate this contract of enrolment without penalty and by notice in writing to us within fourteen (14) days of the date on which we notify you of the increase.

LEAVING THE COLLEGE
25. Written notice of a student leaving should be provided to the Head of College at the earliest opportunity.

26. I/We acknowledge that if I/ we do not provide the College with 8 tuition weeks’ notice, we may be required to pay 8 tuition weeks fees. The College commits resources on the basis of confirmed and continuing enrolments and will most likely suffer loss from early termination. The College may have difficulty filling the student’s position at short notice.

In the event of cancellation of enrolment by the College, fees are payable for the whole of the term in which the student’s enrolment is cancelled.

The condition of 8 tuition weeks’ notice would not apply if this contact of enrolment is terminated for a breach by the College, or if 14 days notification of withdrawal is received following an annual increase in tuition fee greater than 10%.

REFUND POLICY
27. As a Registered Provider, the College requires prepayment of fees in advance as specified in the Course Handbook and/or Letter of Offer. Only then is a Confirmation of Enrolment (eCOE) issued. The eCoE is needed to apply for a student visa. Refunds, if applicable, will be calculated using school tuition weeks remaining in the year. An adjustment will be applied to take into account failure to provide sufficient notice of withdrawal. Refer to Part C of the Written Agreement for full details regarding Refund Policy (http://brisbane.coc.edu.au/discover-citipointe/general-policies/)

TERMINATION
28. The College may terminate this contract when:
   • the student is excluded or enrolment cancelled;
   • mutual trust and the condition that both we and you work in partnership and co-operation in the best interests of the College breaks down;
   • there is a breach of contract by parents/guardians (including non-payment of fees and failure to support the faith or ethos of the College);
   • there is a failure of the student to attend College on a regular basis.

29. Parents/Guardians may terminate when:
   • written notice is provided to the College;
• they consider the College is not providing the educational experience or opportunities they contracted for;
• they fail to, or are unwilling to pay fees or to honour payment options entered into.

It is expected that termination by either party would follow only after communications and efforts to remedy the issues of concern.

PARTICIPATION
30. Students are required to participate in all College activities unless reasonable excuse is provided.

31. Parents/Guardians agree to make every effort to ensure that the Student will not be absent (including lateness) from the College without leave of absence being granted by the College and that the term dates, as advertised by the College will be strictly adhered to.

32. Students absent from College without leave being granted may forfeit any credit for assessments missed during their absence. The College office should be advised before 9:30 am on any day of absence and a note sent to the College on the student’s return to school.

EMERGENCIES
33. In the event of any medical or other emergency arising, in which the College considers it impossible or impractical to communicate with the parents/guardians of the student or any other nominated emergency contacts, I/we authorise the staff responsible to act as they may think necessary or expedient. I/We accept that the College will have no liability for its reasonable actions.

34. The College will take all reasonable care of the student but will not be responsible for the costs of any medical or dental attention or treatment administered to the student in such event nor will it be responsible directly or indirectly for any act or omission of any medical or dental practitioner or medical officer attending or treating my/our daughter including attention provided at the College Health Bay.

IDENTIFICATION OF STUDENTS
35. I/We consent to the student being identified (photographed/videoed and/or named) in College-related publications, including the College Annual/Year Book, Newsletters and celebrations of achievement.

   Yes  [ ]   No  [ ]

36. A separate consent will be sought from parents if a student is asked to be identified for promotional or marketing purposes.

PRIVACY
37. The College collects personal information about students at the school, their parents and people who care for them. The primary purpose of collecting the information is to enable the College to use the information for all actions connected with educating our students.

38. The Privacy Policy may be viewed on the College website. A hard copy of the Privacy Policy will be provided to anyone who requests it.

GENERAL
39. This contract of enrolment is governed by the law of Queensland and represents the entire agreement between the Parents/Guardians and the College relating to the student’s enrolment. Any warranty, representation, guarantee or other term or condition not contained in this contract is of no force or effect.

40. This contract (as amended from time to time) will be binding and remain in force for the duration of the student’s enrolment at the College.

CONDITIONS RELATING TO FULL FEE PAYING OVERSEAS STUDENTS/SUBCLASS 570/571 STUDENT VISA HOLDERS

CODE OF ETHICS
41. The College complies with the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 as amended.

ACCESS OF INFORMATION
42. In signing this document parents give permission to the College to access information through the Visa Entitlement Verification Online (VEVO) and/or Department of Immigration regarding student visa and immigration matters or any other authorised sites for enrolment purposes.
USE OF PERSONAL INFORMATION
43. The information provided may be made available to Australian Commonwealth and State agencies and the Tuition Protection Service, pursuant to obligations under the ESOS Act 2000, the National Code, The TPS and other related legislative instruments. This may include contact details for parents, the student and other relatives or persons connected to the student.

ACCOMMODATION
44. It is a condition of a student visa that students under the age of 18 years old must maintain adequate welfare and accommodation arrangements. The parents may be nominated as the guardian for Visa purposes, in which case a Confirmation of Accommodation and Welfare Approval (CAAW) letter will not be issued by the College.

Parents may request that the child be placed with a family or friend. However, the College must first assess and approve the requested arrangement according to its homestay policy and arrangement. The family or friends must be over 21 years of age, resident in the state of Queensland and who are themselves not overseas students themselves. If such arrangements are not deemed satisfactory by the College, the student will be moved to a homestay family arranged by the College. The College and parent must agree and continue to be satisfied with the homestay arrangements made by the College for the student. See Homestay Policy for details.

Where a welfare letter is issued by the College, the student should not travel to Australia before the start date on the welfare arrangements. See Homestay Policy for details.

COURSE PROGRESS AND ATTENDANCE
45. In accordance with the ESOS Act 2000 students are required to maintain satisfactory progress and attendance. Failure to do so will breach their visa conditions. (See Handbook or College website for full details of Course Progress and Attendance Policy)

CHANGE OF ADDRESS
46. In accordance with the ESOS Act 2000 students are required to advise the College of any change in address and contact details within 7 days of any change. This is a condition of your student visa. I/We acknowledge that the College may be required to provide addresses and contact details of the parents and student to government bodies.

COMPLAINTS and APPEALS POLICY
47. Dispute Resolution Process / Student Grievances
The process of this grievance procedure is confidential and any complaints or appeals are a matter between you and those concerned or directly involved in the complaints handling process. You must notify the College in writing of the nature and details of the complaint or appeal. Complaints and appeals processes are available to you at no cost. You will have the opportunity to present your case to the Headmaster. You may be accompanied and assisted by a support person at all relevant meeting. Nothing in the College’s Complaints and Appeals Policy negates the right of an overseas student to pursue other legal remedies.

The full details of the policy and process is available on the College website: - http://brisbane.coc.edu.au/discover-citipointe/general-policies/

DEFERMENT, SUSPENSION and CANCELLATION POLICY
48. Deferment, suspension and cancellation
The College will only grant a deferment of commencement or a request for suspension of studies for compassionate and compelling circumstances. The full details of the policy and process is available on the College website: - http://brisbane.coc.edu.au/discover-citipointe/general-policies/

HOLIDAYS
49. If the student wishes to travel to any destination other than home during holidays, parents must apply to the College in writing, specifying welfare, travel and accommodation arrangements. Permission for such travel will not be granted unless the College is satisfied with these arrangements. No student is permitted to attend Schoolies Week celebrations. At the end of Year 12, students are required to return home within one week of graduation.

INTERVENTION STRATEGY
50. The College Intervention Strategy identifies students at risk of failing to demonstrate satisfactory course progress and satisfactory attendance. This is a requirement under the terms of the National Code 2007 that Citipointe Christian College Brisbane identify students at risk of failing to demonstrate satisfactory course progress, and to undertake an intervention strategy to attempt to resolve the problem.
The full details of the intervention strategies policy and process is available on the College website:  - http://brisbane.coc.edu.au/discover-citipointe/general-policies/

**LEARNING ACCOUNT**

51. I/We give permission for a Learning Account to be opened for my/our student to satisfy the requirements for the Queensland Certificate of Education. A Learning Account is a list of school subjects the student has completed successfully.

**TRANSFER POLICY**

52. If a student wishes to transfer to another school or institution, written notice of intention to withdraw should be provided by the student's parents at least 8 tuition weeks prior to the transfer. A reason for the transfer should be provided. (See Handbook for full details of Transfer Policy)
POLICIES
Students enrolled into Citipointe Christian College are governed by the following policies pertaining to student affairs. All students, parents and guardians are encouraged to be familiar with these policies. These policies can be found on the College website at the following link: http://brisbane.coc.edu.au/international-college/policies/

1. Code of Behaviour
2. Course Progress and Attendance Policy
3. Transfer policy
4. Deferment, suspension and cancellation policy
5. Complaints and appeals policy
6. Refund policy
7. Bus Users Policy
8. Privacy Statement
CODE OF BEHAVIOUR

Personal Life
Since Citipointe Christian College is first and foremost a Christian school, it follows that the prevailing atmosphere should be one that honours God and is pleasing to Him.

Corporate Life
The College is not primarily the buildings, but the people—students and staff. It is important that we recognise and respect the legitimate rights of others in the College. Jesus was and is a great respecter of people. We have only to read the Gospels to see how He treated people, to know how we also should treat them.

Occasionally it is appropriate to correct others. It is never correct to be destructively critical or legalistic. As well as respecting people, it is important that we respect property: both personal and that of others.

When a student accepts membership of a school team, group or society, the student accepts all the commitments involved in that membership.

Public Life
For as long as a student is enrolled that student is always a member of the College. Therefore, the standard set in the College and in public, should be the same. Standards must be consistent, and maintained. This is especially so when wearing the College uniform, since that uniform identifies you as a member of the College community.

In matters not specifically covered by the Code of Behaviour or College Rules, members of the College will observe the principles outlined above concerning the dignity of each person, respect for others and their property, and mutual cooperation.

Enrolment at the College implies acceptance of the Code by students and their parents or guardians.

COLLEGE RULES

While Travelling

- On College buses students are under the control of the bus driver, who may be assisted by a bus prefect.
- On College buses students should always be seated, well-behaved and sufficiently quiet so as not to distract the driver.
- No eating, drinking or gum.
- On public transport students are always expected to be courteous; i.e. give up a seat for adults, move in a quiet and orderly manner, refrain from loud and offensive behaviour.

While at School

- Students are required to respect teachers, other adults and other students.
- All students are responsible for keeping the grounds and buildings as well as personal property free of litter or graffiti. Generally food is not to be eaten in rooms.
- Chewing gum is forbidden at school.
- Students are expected to greet staff and visitors when passing and offer assistance to visitors.
- Students are to stand when an adult enters a classroom.
- Unruly or noisy behaviour in class or between classes is not permitted.
- Students are not to have mobile phones on or use mobile phones during school hours. For security reasons, students who bring mobile phones to school must sign them in at Secondary Reception and collect them at the end of the day. In an emergency situation, parents should contact the student through College Reception.

While at Chapel, Assembly or Meetings

- Students are expected to move in a quiet and orderly way.
- While someone is speaking or reading, students are not to talk or be disrespectful in any way.
- When asked to participate, students are expected to do so fully.
Classroom rules

- Line up quietly outside rooms and wait for the teacher.
- Enter and leave classroom in an orderly fashion.
- When an adult enters a classroom for the first time, upon the instructions of the teacher, stand and politely greet him or her.
- Sit on chairs properly and keep desks tidy.
- Be a good listener. Do not disrupt others or talk unnecessarily in class. Be courteous at all times.
- Keep the classroom clean and tidy.
- Do not eat or drink in class.

Discipline and conduct

Students are expected to develop a high standard of self-discipline. Discipline is seen as a means of correction rather than punishment.

What causes an offence?

- Lack of concern for the safety and welfare of others, especially the young.
- Disrespect. This may be to a staff member, prefect, junior representative or a fellow student, especially in speech.
- Bullying: physical, verbal or emotional harassment of any person.
- Being out-of-bounds (out-of-bounds will be explained during orientation).
- Theft or vandalism.
- Unruly, excessively noisy behaviour, food throwing.
- Swearing of any kind, especially blasphemy.
- Smoking, drinking, illegal drugs or providing these to others.
- Unsafe behaviour, especially on playing areas, playgrounds, buses or roads.
- Chewing gum is banned.

What are the penalties for causing offence?

Penalties range from lunchtime detentions to deferment, suspension or cancellation of enrolment, depending on the seriousness of the offence. Students must remember that their behaviour is their choice and that there are consequences resulting from that choice.
COURSE PROGRESS AND ATTENDANCE POLICY


This policy is available to staff and to students.

1. Course Progress

   a) The College will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.

   b) The course progress of all students will be assessed at the end of each study period (semester) of enrolment.

   c) Students who have begun part way through a semester will be assessed after one full study period.

   d) CCC students: To demonstrate satisfactory course progress, the student will need to achieve a Sound Achievement (SA) in English, Maths and 3 other subjects in any study period. Academic progress must allow entry into the following year level. If the student is unable to meet this academic standard, the College may exercise discretion to permit progress to the next year level where the overall effort by the student demonstrates they are working to the best of their abilities measured against previous testings and reports.

   CCCI students: Students aiming to enter mainstream Years 7-9 must attain level 5+ on the ESL Bandscales within 2 semesters. Students aiming to enter mainstream Years 10-11 must attain level 6 on the ESL Bandscales within 2 semesters or such other times as indicated on their CoE. The College may exercise discretion to permit progress to mainstream with ESL support where the overall effort by the student demonstrates they are working to the best of their abilities and given a strong recommendation from Head of International.

   e) If a student does not achieve the above standards in a study period, the parent will be formally notified and advised there will be a meeting with the student to develop an intervention strategy for academic improvement. This may include:

   Intervention strategy for Course Progress and completion within expected duration

   General (applies to CCC and CCCI)

   i. Counselling – time management
   ii. Counselling - academic skills
   iii. Counselling – personal
   iv. Mentoring
   v. After hours tutorial support / Additional ESL support

   Additional intervention strategy for CCC students:

   i. Subject tutorial support in class time
   ii. The student may be moved to another class at a lower level
   iii. The student may be advised to change subject choices
   iv. Reduction in course load without affecting course duration
   v. Setting of additional tasks to overcome an area of weakness
   vi. other intervention strategies as deemed necessary

   Additional intervention strategy for CCCI students:

   i. Recommended English speaking homestay if little English is spoken currently at home
   ii. Recommended involvement in the College Holiday Homestay Tutoring Program
iii. other intervention strategies as deemed necessary

f) A copy of the student’s individual strategy and progress reports in achieving improvement will be forwarded to parents.

g) If the student does not improve sufficiently academically and achieve satisfactory course progress by the end of the next study period, The College will advise the student in writing of its intention to report the student for breach of visa condition 8202, and that he/she has 20 working days in which to access the College’s internal complaints and appeals process.

h) The College will notify via PRISMS of the student not achieving satisfactory course progress as soon as practicable where:
   i. the student does not access the complaints and appeals process within 20 days, or
   ii. withdraws from the complaints and appeals process, or
   iii. the complaints and appeals process results in favour of the College

2. Completion within expected duration of study

a) As noted in 1.a., the College will monitor record and assess the course progress of each student for the course in which the student is currently enrolled.

b) Part of the assessment of course progress at the end of each semester will include an assessment of whether the student’s progress is such that they are expected to complete their course within the expected duration of the course.

c) The College will only extend the duration of the student’s study for the following reasons
   i. compassionate or compelling circumstances (see Definitions below)
   ii. student participation in an intervention strategy as outlined in 1.e.
   iii. an approved deferment or suspension of study has been granted in accordance with The College’s Deferment, Suspension and Cancellation Policy.

At the discretion of the Headmaster the student may be offered an extension of one term of additional studies in CCCI to meet the English requirement or

Repeat a year level in CCC with a possible extension of their visa (only at the recommendation of the Head of School and approval by Headmaster)

d) Where the College decides to extend the duration of the student’s study, the College will report this change via PRISMS within 14 days and/or issue a new CoE if required.

3. Monitoring Course attendance

a) Satisfactory course attendance is attendance of 80% of scheduled course contact hours.

b) Student attendance is:
   i. checked and recorded daily
   ii. assessed regularly
   iii. recorded and calculated over each study period.

c) Late arrival at College will be recorded and will be included in attendance calculations.

d) All absences from College will be included in absentee calculations and should be accompanied by a medical certificate, an explanatory communication from the student’s carer or evidence that leave has been approved by the Principal/Head of School.

e) Any absences longer than 5 consecutive days without approval will be investigated.

f) Student attendance will be monitored by Registrar/Registrar’s assistant every 2 weeks over a study period to assess student attendance using the following method.
   i. Calculating the number of hours the student would have to be absent to fall below the attendance threshold for a semester

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5 Number of study days x contact hours x 20%. For example, an eight week semester with 5 contact hours a day would equal 200 contact hours. 20% of this is 40 hours.
ii. Any period of exclusion from class will not be included in student attendance calculations. [See College Deferment, Suspension and Cancellation Policy]

g) Parents of students at risk of breaching The College’s attendance requirements will be contacted by email and/or phone and students will be counselled and offered any necessary support when they have absences totalling 10% of any study period.

h) If the calculation at 3.f. indicates that the student has passed the attendance threshold for the study period, The College will advise the student of its intention to report the student for breach of visa condition 8202, and that he/she has 20 working days in which to access the College’s internal complaints and appeals process except in the circumstances outlined in 3.i.

i) The College will notify via PRISMS of the student not achieving satisfactory course attendance as soon as practicable where:
   i. the student does not access the complaints and appeals process within 20 days
   ii. withdraws from the complaints and appeals process
   iii. the complaints and appeals process results in a decision for the College.

j) Students will not be reported for failing to meet the 80% threshold where:
   i. the student produces documentary evidence clearly demonstrating compassionate or compelling circumstances e.g., medical illness supported by a medical certificate or as per Definition, below, and
   ii. where attendance has not fallen below 70%

k) The method for calculating 70% attendance is the same as that outlined in 3.f. with the following change; number of study days x contact hours x 30%.

l) If a student is assessed as having nearly reached the threshold for 70% attendance, the Registrar in collaboration with the Head of Year and Head of School, will assess whether a suspension of studies is in the interests of the student as per The College’s Deferment, Suspension and Cancellation Policy.

m) If the student does not obtain a suspension of studies under the College’s Deferment, Suspension and Cancellation Policy, and falls below the 70% threshold for attendance, the process for reporting the student for unsatisfactory attendance (breach of visa condition 8202) will occur as outlined in 3.k – 3.l.

4. Definitions

a) Compassionate or compelling circumstances - circumstances beyond the control of the student that are having an impact on the student’s progress through a course. These could include:
   i. serious illness, where a medical certificate states that the student was unable to attend classes
   ii. bereavement of close family members such as parents or grandparents
   iii. major political upheaval or natural disaster in the home country requiring their emergency travel that has impacted on their studies
   iv. a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists’ reports)
   v. where the College was unable to offer a pre-requisite unit
   vi. inability to begin studying on the course commencement date due to delay in receiving a student visa.

   For other circumstances to be considered as compassionate or compelling, evidence would need to be provided to show that these were having an impact on the student’s progress through a course.

b) Expected duration – the length of time it takes to complete the course studying full-time. This is the same as the registered course duration on CRICOS.

c) School day – any day for which the school has scheduled course contact hours.

d) Study period – a discrete period of study within a course which cannot exceed 24 weeks. The College defines a “study period” for the purposes of monitoring course attendance and progress as a semester. (V3.4/2015)
TRANSFER POLICY

The College anticipates that a student will complete their course of study as indicated on their Confirmation of Enrolment (CoE). Students wishing to transfer from our College will need to comply with this Transfer Policy.

1. Overseas students are restricted from transferring from their principal course of study for a period of six months. This restriction also applies to any course(s) packaged with their principal course of study. Exceptions to this restriction are:
   a) If the student’s course or school becomes unregistered
   b) The school has a government sanction imposed on its registration
   c) A government sponsor (if applicable) considers a transfer to be in the student’s best interests
   d) If the student is granted a Letter of Release.

2. Students can apply to the Registrar or Headmaster for a Letter of Release at no charge to enable them to transfer to another education provider. However, if a student has not completed the first six months of the principal course of study or is under 18 years of age, conditions apply.

3. The College will only provide a letter of release to students before completing the first six months of their principal course in the following circumstances:
   a) The student has changed welfare and accommodation arrangements with the approval of the College and is no longer within a reasonable travelling time of the College
   b) It has been agreed by the College the student would be better placed in a course that is not available at the College
   c) Any other reason stated in the policies of the College.

4. Students under 18 years of age MUST also have:
   a) Written evidence that the student’s parent(s)/legal guardian supports the transfer
   b) Written confirmation that the new provider will accept responsibility for approving the student’s accommodation, support, and general welfare arrangements where the student is not living with a parent / legal guardian or a suitable nominated relative
   c) Evidence that the student is always in Department of Immigration approved welfare and accommodation arrangements.

5. The College will NOT provide a letter of release to students before completing the first six months of their principal course in the following circumstances:
   a) The student’s progress is likely to be academically disadvantaged
b) The College is concerned that the student’s application to transfer is a consequence of the adverse influence of another party.

c) The student has not had sufficient time to settle into a new environment in order to make an informed decision about transfer.

d) The student has not accessed school support services which may assist with making adjustments to a new environment, including academic and personal counselling services.

e) School fees have not been paid for the current study period.

6. In order to apply for a letter of release, all students must first have a letter of offer from the receiving provider.

7. Applications to transfer to another registered provider may have visa implications. The student is advised to contact the Department of Immigration as soon as possible to discuss any implications. The address and contact details are:

   Address: Ground Floor, 299 Adelaide Street Brisbane.
   Phone: 131 881
   Email: student.centre@immi.gov.au

8. A letter of release will give information about
   
   i) whether provided by this College or by another registered provider, give information about whether the student has demonstrated a commitment to studies during the course,
   
   ii) had a good attendance record for the course, and

   iii) paid all fees for the course.

9. All applications for transfer will be considered within 10 working days and the applicant notified of the decision.

10. Students whose request for transfer has been refused will be notified in writing of the reasons for refusal and may appeal the decision in accordance with College’s Complaints and Appeals policy. The complaints and appeals policy is available under International Students on the College website.

   (version 3.2/2015)
DEFERMENT, SUSPENSION and CANCELLATION POLICY

The Policy below for deferring, suspending or cancelling a student’s enrolments is based on the ISCA 2007 National Code Transition handbook at www.isca.edu.au

1. Deferment of commencement of study requested by student
   a) The College will only grant a deferment of commencement of studies for compassionate and compelling circumstances. These include but are not limited to:
      i. illness, where a medical certificate states that the student was unable to attend classes
      ii. bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)
      iii. major political upheaval or natural disaster in the home country requiring emergency travel that has impacted on studies
      iv. a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists’ reports).
   b) The final decision for assessing and granting a deferment of commencement of studies lies with the Registrar/Headmaster.
   c) Deferment will be recorded on PRISMS within 14 days of being granted.

2. Suspension of study requested by student
   a) Once the student has commenced the course, The College will only grant a suspension of study for compassionate and compelling circumstances. These include but are not limited to:
      i. illness, where a medical certificate states that the student was unable to attend classes
      ii. bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)
      iii. major political upheaval or natural disaster in the home country requiring emergency travel that has impacted on studies
      iv. a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists’ reports).
   b) Suspensions will be recorded on PRISMS within 14 days of being granted.
   c) The period of suspension will not be included in attendance calculations.
   d) The final decision for assessing and granting a suspension of studies lies with the Headmaster.

3. Student initiated cancellation of enrolment
   a) All notification of withdrawal from a course, or applications for refunds, must be made in writing and submitted to Registrar/Headmaster. Please see The College Refund Policy for information regarding refunds.

4. Assessing requests for deferment or suspension of studies
   a) Applications will be assessed on merit by Headmaster.
   b) All applications for deferment or suspension will be considered within 14 working days.
5. College initiated exclusion from class (1 – 28 days)

   a) The College may exclude a student from class studies on the grounds of misbehaviour by the student. Exclusion will occur as the result of any behaviour identified as resulting in exclusion in The College Behaviour Management Policy/Code of Conduct in the Primary and Secondary Parent Handbooks and Student Diaries.

   b) Excluded students must abide by the conditions of their exclusion from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Head of College/Headmaster.

   c) Where the student is provided with homework or other studies for the period of the exclusion, the student must continue to meet the academic requirements of the course.

   d) Exclusions from class (internal suspension) will not be recorded on PRISMS.

   e) Periods of exclusion from class (internal suspension) will not be included in attendance calculations as per The College Course Progress and Attendance Policy.

   f) An external suspension will NOT be included in the attendance calculations.

6. College initiated suspension of studies (28 days +)

   a) The College may initiate a suspension of studies for a student on the grounds of misbehaviour by the student. Suspension will occur as the result of any behaviour identified as resulting in suspension in The College’s Behaviour Management Policy/Code of Conduct.

   b) Suspended students must abide by the conditions of their suspension from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Head of College/Headmaster.

   c) Students who have been suspended for more than 28 days may need to contact Department of Immigration. (Please see contact details at: http://www.immi.gov.au/)

   d) If special circumstances exist, the student must abide by the conditions of his or her suspension which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Head of College/Headmaster.

   e) Suspensions will be recorded on PRISMS.

   f) The period of suspension will not be included in attendance calculations.

7. College initiated cancellation of enrolment

   a) The College will cancel the enrolment of a student under the following conditions:
      
      i. Failure to pay course fees
      
      ii. Failure to maintain approved welfare and accommodation arrangements (visa condition 8532)

   b) Any behaviour identified as resulting in cancellation in The College’s Behaviour Management Policy/Code of Conduct in the Primary, Secondary and International Parent Handbooks and Student Diaries.

   c) The College is required to report failure to maintain satisfactory course progress and failure to maintain satisfactory attendance to Department of Immigration, which may impact on a student’s visa.

College initiated cancellation of enrolment is subject to The College’s Complaints and Appeals Policy. Please see item 8 below.

8. Complaints and Appeals

   a) Student requests for deferment, and suspension and cancellation of enrolment are not subject to The College’s Complaints and Appeals Policy.
b) Exclusion from class (internal suspension) is not subject to The College’s Complaints and Appeals Policy.

c) Exclusion from College (external suspension) is subject to the College’s Complaints and Appeals Policy.

d) College initiated suspension, where the suspension is to be recorded in PRISMS, and cancellation are subject to The College's Complaints and Appeals Policy.

e) For the duration of the appeals process, the student will remain enrolled and must attend as required to maintain enrolment and attendance at all classes as normal. The Head of College/Headmaster will determine if participation in studies will be in class or under a supervised arrangement outside of classes.

f) If students access The College's complaints and appeals process regarding a College initiated suspension, where the suspension is recorded in PRISMS, or cancellation, the suspension or cancellation will not be reported in PRISMS until the complaints and appeals process is finalised, unless extenuating circumstances relating to the welfare of the student apply.

g) Extenuating circumstances include:
   i. the student refuses to maintain approved welfare and accommodation arrangements (for students under 18 years of age)
   ii. the student is missing
   iii. the student has medical concerns or severe depression or psychological issues which lead the College to fear for the student’s wellbeing
   iv. the student has engaged or threatened to engage in behaviour that is reasonably believed to endanger the student or others
   v. is at risk of committing a criminal offence, or
   vi. the student is the subject of investigation relating to criminal matters.

h) The use of extenuating circumstances by The College to suspend or cancel a student's enrolment prior to the completion of any complaints and appeals process will be supported by appropriate evidence.

i) The final decision for evaluating extenuating circumstances lies with the Headmaster.

9. Student to seek advice from Department of Immigration

   a) Deferment, suspension and cancellation of enrolment can have an effect on a student's visa as a result of changes to enrolment status. Students will be informed to contact the Department of Immigration for advice. (Please see http://www.immi.gov.au/)

10. Definitions

   a) Day – any day including weekends and public holidays in or out of term time

(Version 3.3/2015)
COMPLAINTS and APPEALS POLICY

The College has policies to facilitate the resolution of complaints and appeals.

A copy of this policy will be provided to the student (or parent(s)/legal guardian if the student is under 18) at a reasonable time prior to a written agreement being signed, and again within 7 days of the commencement of student attendance of the enrolled course.

Purpose

The purpose of the College’s Complaints and Appeals Policy is to provide a student or parent(s)/legal guardian with the opportunity to access procedures to facilitate the resolution of a dispute or complaint.

The internal complaints and appeals processes are conciliatory and non-legal.

Complaints against other students

Complaints brought by a student against another student will be dealt with under the College’s Behaviour Policy/Code of Conduct as outlined.

Informal Complaints Resolution

In the first instance, the College requests there is an attempt to informally resolve the issue through mediation/informal resolution of the complaint.

Students should contact the class teacher, Student Care Co-ordinator or Head of Year in the first instance to attempt mediation/informal resolution of the complaint.

If the matter cannot be resolved through mediation, the matter will be referred to the Head of College and the College’s internal formal complaints and appeals handling procedure will be followed.

Formal Complaints Handling Procedure

The process of this complaints and appeals procedure is confidential and is a matter between the parties concerned and those directly involved in the complaints handling process.

The student must notify the College in writing of the nature and details of the complaint or appeal.

Written complaints or appeals are to be lodged with the Head of School and then Headmaster.

Where the internal complaints and appeals process is being accessed because the student has received notice by the College that the College intends to report him/her for unsatisfactory course attendance, unsatisfactory course progress or suspension or cancellation of enrolment, the student has 20 working days from the date of receipt of notification in which to lodge a written appeal.

Complaints and appeals processes are available to students at no cost

Each complainant has the opportunity to present his/her case to the Headmaster.

Students and/or the College may be accompanied and assisted by a support person at all relevant meetings.

The formal complaints and appeals process will commence within 10 working days of the lodgement of the complaint or appeal with the Headmaster.

Once the Headmaster has come to a decision regarding the complaint or appeal, the student will be informed in writing of the outcome and the reasons for the outcome, and a copy will be retained on the student’s file.
If the complaints and appeals procedure finds in favour of the student, the College will implement the decision and any corrective and preventative action required within 14 days, and advise the student of the outcome.

The College undertakes to finalise all complaints and appeals procedures within 20 working days.

For the duration of the complaints and appeals process, the student's enrolment and attendance will be maintained.

**External Appeals Processes**

If the student is dissatisfied with the conduct or result of the complaints and appeals procedure, he/she may, within 2 weeks, seek redress through an external body at minimal or no cost.

If the student wishes to complain or to lodge an external appeal about a decision made or action taken by The College, he/she may contact the Overseas Students Ombudsman at no cost. The Overseas Students Ombudsman offers a free and independent service for overseas students. Please see: www.oso.gov.au or phone 1300 362 072 for more information.

If a student is concerned about the actions of the College they may approach the chief executive of the Department of Education and Training, who, under part 2, division 2 of the Education (Overseas Students) Act 1996, may suspend or cancel the registration of a provider or a course if a breach of the requirements of registration provision is proved. Concerns or complaints about the conduct of a registered provider should be addressed in writing to:

The Manager
International Quality (Schools) Unit
DET
LMB 527
BRISBANE QLD 4001

**Other legal redress**

Nothing in the College's Complaints and Appeals Policy negates the right of an overseas student to pursue other legal remedies.

**Definitions**

Working Day – any day other than a Saturday, Sunday or public holiday during term time

Student – a student enrolled at the College or the parent(s)/legal guardian of a student where that student is under 18 years of age

Support person – for example, a friend/teacher/relative/agent not involved in the complaint/appeal

(Version 3.2/2015)
REFUND POLICY
For Student Visa Holders (Subclass 570/571/572/573/574/575)

A copy of this policy is provided to the student (or parent(s)/legal guardian if the student is under 18) at a reasonable time prior to a written agreement being signed.

Introduction
As a Registered Provider, the College requires prepayment of fees in advance as specified in the Course Handbook and/or Letter of Offer. Only then is a Confirmation of Enrolment (eCOE) issued. The eCoE is needed to apply for a student visa.

Scope
This policy outlines refunds applicable to:

1. Course fees paid to Citipointe Christian College the Christian Outreach College Brisbane including any course fees paid to an education agent to be remitted to the College. e.g., in the case of course fees collected by IDP.

2. Fees paid to the College for the organisation of homestay accommodation

Note: Any service fees a student (or parent(s)/legal guardian if the student is under 18) pays directly to a third party are not within the scope of this refund policy.

Notification
All notification of withdrawal from a course, or applications for refunds, must be made in writing and submitted to the Headmaster or Registrar.

Student Default
The application fee is non-refundable.

Payment of Course Fees and Refunds
a) Fees are payable according to the fees schedule published annually on the College website, Handbook, and/or the College Invoice to parents

b) An itemised list of College fees is provided in the College’s written agreement

c) All fees must be paid in Australian dollars unless requested otherwise. Refunds will be reimbursed in the same currency as fees were received.

d) Refunds will be paid to the person who enters into the written agreement unless the College receives written advice from the person who enters the written agreement to pay the refund to someone else. Details of the account into which the refund is to be paid must be provided with the written notice.

Refund Policy – Tuition Fees
A. Student default because of visa refusal

If a student's visa application is refused by the Department of Immigration and the student cannot undertake the course, the College will refund within four weeks (4) any unused tuition fees where the student produces evidence that the application made by the student for a student visa has been refused by the Australian immigration authorities.

B. Student default in other cases
a) Any amount owing under this section will be paid within 4 weeks of receiving a written claim from the person who entered into the written agreement (the parent(s)/legal guardian of the student, whether under 18 or not), with sufficient details to refund to the person who entered into the written agreement, or within 2 months if a written claim is not received, provided the College has sufficient details to refund to the person who entered into the written agreement.
b) Eight (8) Tuition weeks’ notice in writing must be given when withdrawing a student from the College. Otherwise eight (8) tuition weeks will be charged. If notice of less than eight (8) tuition weeks is given then a charge will be applied for the difference between the notice given and the eight (8) weeks required e.g. five (5) weeks’ notice would result in a three (3) weeks tuition charge. Any balance will be refunded to the person who entered into the written agreement. Notice must be given to the Headmaster or Registrar in writing signed by the person who entered into the written agreement (the parent/guardian of the student, not the student themselves). Details of the account where the refund is to be paid must be provided.

c) No refund of tuition fees will be made where a student’s enrolment is cancelled for any of the following reasons:

   i. Failure to maintain satisfactory course progress (visa condition 8202).

   ii. Failure to maintain satisfactory attendance (visa condition 8202).

   iii. Failure to maintain approved welfare and accommodation arrangements (visa condition 8532).

   iv. Failure to pay course fees.

   v. Any behaviour identified as resulting in enrolment cancellation in Citipointe Christian College’s Behaviour Policy/Code of Conduct.

Reference:
Please see the Primary Parent Handbook, Secondary Parent Handbook, the Secondary College Preparation Program and Primary College Preparation Program Handbooks for the College’s Policies on satisfactory course progress and attendance.

Refund Policy– Non Tuition Fees
Non-tuition fees will be refunded as follows:

Overseas Student Health Cover (OSHC) can be cancelled at the student’s request through the OSHC Provider. Refunds will be given based on the OSHC Provider’s terms, provided the student has already paid for the cover.

Homestay fees will be refunded provided a minimum 2 weeks’ notice of the change is provided. Otherwise two weeks homestay fees will be retained.

The following fees are non-refundable:
- Homestay Placement Fee
- Accommodation Approval fee
- Welfare fee - for the semester in which it is applied.
- College uniforms and stationery
- Bus fees: Four (4) weeks’ notice of withdrawal from the bus is required, otherwise four (4) weeks fees can be charged.

Provider Default
Provider Default is covered by the provisions of the ESOS Act 2000 and the ESOS Regulations 2001.

a) In the unlikely event that Citipointe Christian College is unable to deliver the course in full, you will be offered a refund of the portion of unused tuition fees. The refund will be paid to you within 14 days of the day on which the course ceased being provided.

Alternatively, you may be offered enrolment in an alternative course with another CRICOS registered Provider at no extra cost to you. You have the right to choose whether you would prefer a refund of the portion of unused tuition fees, or to accept a place with another CRICOS registered Provider. The student is advised to seek assistance from the Australian Government’s Tuition Protection Service (TPS): see https://tps.gov.au/Information/Students. If you choose placement with another CRICOS registered Provider, we will ask you to sign a document to indicate the placement. Calculation of refunds for unused tuition fees in these circumstances will be in accordance with legislative instruments. (http://www.comlaw.gov.au/Details/F2014L00907)

b) If for any reason the College is unable to offer a course on an agreed starting day for the course, and the student for some reason cannot be placed or refuses placement in an alternative course
arranged by the College, a full refund of any unused tuition fees* paid to the College will be made within 14 days of the agreed course starting day.

c) If for any reason the College is unable to continue offering a course after the student commences a course, and the student for some reason cannot be placed or refuses placement in an alternative course arranged by the College, a full refund of any unused tuition fees* paid to the College will be made within 14 days of the agreed course’s default day.

d) In the event that the College is unable to fulfil its obligations of providing an agreeable alternative course for the student, or a refund, the student will receive assistance from the Australian government’s Tuition Protection Service.

Note: Details of a bank account to which a refund should be paid should be provided in writing by the person who entered into the written agreement (parent/guardian of the student, whether or not the student is under 18 years of age.)

For information on the TPS, please see: https://tps.gov.au/

This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia’s consumer protection laws.

Definition

a) Tuition fees – fees directly related to the provision of the student’s course, including term/semester tuition fees

b) Non-tuition fees – fees not directly related to provision of the student’s course, including but not limited to: Overseas student health cover, homestay fees, homestay placement fee, accommodation approval fee, welfare fee, uniform costs. Stationery costs

c) Unused tuition fees - tuition fees received by the College for a study period before the student begins the study period or the portion of the study after commencement where tuition is not offered. In the case of the College not being able to provide the course in which the student is enrolled, unused tuition fees will be calculated according to a Legislative Instrument: http://www.comlaw.gov.au/Details/F2012L01351.

If the student has a change of visa status, e.g. from a Student Visa to a temporary or permanent resident visa, applicable fees will be calculated from the date the student/parent/guardian provides a copy of the new passport/visa.

(Version 3.4/2015)
BUS INFORMATION

Dear Parents

The College each year reviews the bus routes with the aim of increasing efficiency and reducing the travelling times for students. This will result in some changes to pick up points. By moving to more set routes each year, the end result should be beneficial to everyone.

Attached please find the College policy for student behaviour while travelling on the College buses.

I ask parents to carefully read the attached policy and the consequences of infringement of the regulations. Could you discuss these regulations with your child/children as the consequence will affect your family? This policy and regulations are in line with the requirements of the Queensland Department of Transport and Main Roads “Code of Conduct for School Children Travelling on Buses”.

The incident report referred to under penalties is raised by the driver and the student involved is required to sign the report, so there will be no misunderstanding on the number of infringement notices issued or nature of the infringement. The incident report is then passed to the Bus Fleet Manager for action.

As parents, I am sure you will agree that the purpose of these regulations is to prevent unnecessary distraction of the driver and make for safe and comfortable travel for all students.

Pastor Ron Woolley
HEADMASTER
BUS USER’S POLICY

The bus service of Citipointe Christian College is provided to assist students’ travel to the College. The Transportation fee charged, contributes to but in no way covers the cost of the bus operation. Please be aware that four weeks’ notice in writing must be given when withdrawing a student from the College Bus otherwise one (1) weeks fees will be charged.

To assist in the smooth running of the service, please note and act on the following:

(a) The Bus Fleet Manager is responsible for establishing bus routes, pick-up and drop-off points.

After bus routes are finalised at the beginning of the year, there will be no changes to bus stops or bus routes unless absolutely necessary and this is to be at the approval of the Bus Fleet Manager only.

IMPORTANT NOTE: Should a student need to depart the bus at a different stop to their usual stop, their parents/guardians shall supply a signed note detailing and authorising this variation. This note is to be given to the Bus Driver for forwarding on to the Bus Fleet Manager.

Casual Passenger: A signed note from the parent/guardian is required authorizing travel on a bus. Note to be given to the Driver or the Bus Fleet Manager.

If a student enrolling mid-year wishes to catch a bus, and there is a vacancy, he/she must go to an existing stop unless bus stops and times can be changed without interrupting or changing route or timetable.

(b) The students will have set times and locations for morning pick-up. Students must be at that point 3-5 minutes before the set time. The bus will arrive within a minute or so of the set time, traffic permitting, but will not wait at the stop.

If the bus does not arrive the students should wait at their designated pick up point. Should the bus be more than 30 minutes late there are two options
1. Return home
2. Wait for a relief bus (ALL families will be contacted)

A relief bus will be sent; this may take some time, but it will come to the designated stops, not the students’ homes. (If both parents/carers are at work it is a good idea for the student to have access to a phone facility to call the school at 3347 5899 – the office is open from 8am)

(c) In the afternoon, students must be at the bus parking area prior to 3:30pm departure.

(d) If there is any major delay in the afternoons with the bus service, parents should contact the school office (3347 5899).

In all instances, if there is a major delay, the College will try to contact parents to advise them of contingency plans if a bus is not able to complete its journey.

(f) A set of Bus Regulations is attached and forms part of this policy.

(g) Parents/carers who have completed “Request For School Bus Transport” form will be advised by letter during the week prior to first term commencing, of their child’s bus route and time of pick up. This form can be accessed, completed and lodged via our Web Page www.brisbane.coc.edu.au

Acting together we can provide safe and comfortable travel for our students.
CITIPOINTE CHRISTIAN COLLEGE - BUS REGULATIONS

Bus regulations are a key element in ensuring the comfort of passengers and the safety of operation of the school buses. Their purpose is to prevent unnecessary distraction of the driver whose attention needs to be focused on traffic and road conditions. As this affects the lives and well-being of your children we are certain you as parents/carers will support this policy. All normal College rules apply as well.

1. For their safety, students are to obey the drivers directions at all times.
2. Where seat belts are fitted, it is compulsory for all students to wear them whilst travelling in the College buses. This a requirement of law.
3. Never cross the road in front of the bus. Wait until the bus has moved away and it is safe to cross the road.
4. Students will only enter any bus with the driver’s permission and in the presence of either the driver/teacher/senior students. Entry will always be in an orderly manner.
5. School bags are to be stowed safely and not in bus aisle. Feet should not be on the seats.
6. Noise levels on buses to be kept to a reasonable pitch at all times, with no shouting or calling out.
7. No standing, kneeling, lying down or unnecessary swapping of seats during bus trips.
8. All parts of the body are to be within the bus at all times.
9. No windows are to be opened to cause annoyance to others. Windows are to remain closed in air-conditioned buses.
10. No throwing of any objects inside or out of buses.
11. Food, drinks or chewing gum are not to be consumed on buses at any time (excursion and sport included).
12. Use of electronic devices are permitted on buses provided they are fitted with headphones or earpieces. Students are not to distract drivers through the use of mobile phones, iPods or hand held computer games etc.
13. Bullying or teasing between students will not be tolerated; appropriate respect for fellow students and bus drivers is to be displayed at all times.
14. Students are not to use a mobile phone to send threatening messages, or photograph anyone without consent of the person or the bus driver.
15.** Vandalism of seats, seatbelts, trim, signs, etc. by any method will not be tolerated.
16.** Swearing, fighting or spitting on buses will not be tolerated.

**NOTE: Infringement of rules 15 & 16 will result in immediate loss of bus privileges AND restitution of any damage.

Penalty Guidelines For Infringement Of Any Of The Above Rules

| First Infringement | a warning by the driver that incident report will be issued for next offence. |
| Second Infringement | incident report issued - detention. |
| Third Infringement  | incident report issued - loss of bus privilege one (1) week. |
| Fourth Infringement | incident report issued - loss of bus privilege balance of term. |
| Fifth Infringement  | incident report issued - total loss of bus privilege for balance of year. |

In matters not specifically covered by this policy, members of the College will observe the principles outlined in the College Code of Behaviour concerning the dignity of each person, respect for others and their property and mutual co-operation.

The use of school bus service implies acceptance of the above regulations and policy by the students and their parents/guardians.
STANDARD COLLECTION NOTICE

1. The College collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a student’s enrolment at the College. The primary purpose of collecting this information is to enable the College to provide schooling for your son/daughter.

2. Some of the information we collect is to satisfy the College’s legal obligations, particularly to enable the College to discharge its duty of care.

3. Certain laws governing or relating to the operation of schools require that certain information is collected. These include Public Health and Child Protection laws.

4. Health information about pupils is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about students from time to time.

5. The College from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, the church, medical practitioners, and people providing services to the College, including specialist visiting teachers, sports coaches and volunteers.

6. If we do not obtain the information referred to above we may not be able to enrol or continue the enrolment of your son/daughter.

7. Personal information collected from pupils is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, student activities, photographs and video material and other news is published in College newsletters, magazines and on our website.

8. Parents may seek access to personal information collected about them and their son/daughter by contacting the College. Students may seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the College’s duty of care to the student, or where students have provided information in confidence.

9. As you may know the College from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist the College in fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.

10. We may include your contact details in a class list and College Directory. If you do not agree to this you must advise us now.

11. If you provide the College with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the College and why, that they can access that information if they wish and that the College does not usually disclose the information to third parties.

12. Additional information may be disclosed or required from different authorities relating to obligations for International 571 Overseas Student Visa Holder under the ESOS Act 2000, Regulations, The National Code and related legislative instruments. This may include, but is not limited to, the Department of Immigration, the Department of Education and Training (DET)) on the PRISMS database, Visa Entitlement Verification Online (VEVO), the Tuition Protection Service (TPS) and other related departments.