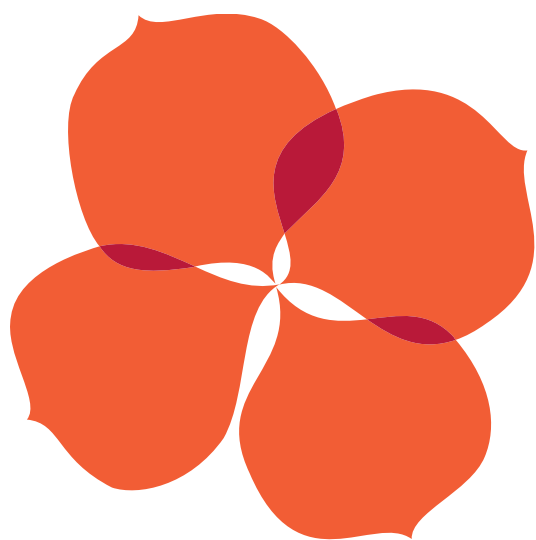


# Senior School Handbook

# 2018

**Including Subject Selection Information and NTCET Course Information**

**Years 10, 11 & 12**



**NT**  
Christian  
College

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## Welcome to NT Christian College

NT Christian College is the Senior Years Education provider for NT Christian Schools. It has operated for the last 30 years on the campus of Marrara Christian College providing high quality Christian education in a positive and community-focused environment.

More recently NT Christian College has had the opportunity to provide senior years education to other NT Christian School Campuses. This has led to us opening a Year 10 class on the campus of Palmerston Christian School and Nhulunbuy Christian College

The aim of NT Christian College is to provide a first class Christian education for students across the Northern Territory. Our goal is to assist each student to build their understanding and skills in order to find the calling and vocation that God has for them.

At NT Christian College, we see each student as an individual with a unique set of gifts and abilities. We therefore work to individualise each student's educational pathway within the context of building community and contributing to the world around them; rather than consider them as one more piece in the sausage machine. This has led us to develop a highly flexible structure in senior school that allows students to engage in and across multiple educational pathways from academically rigorous and abstract subjects to equally challenging VET pathways that involve significant hands on learning.

For this reason at NT Christian College we work hard to provide rigorous and tailored educational pathways for our students, pathways that meet them where they are at and challenge them to grow across all areas of their educational life in skill, maturity and wisdom.

Year 11 and 12 is currently structured across 4 major streams or pathways. This allows students to select the educational pathway that is most in line with their calling and vocation.

This is an important time in a student's life and we encourage you as parents, guardians and friends to be involved in this process and partner with your child as we partner with you to ensure the best possible outcome for your student throughout the senior years.

We pray that this is an enriching and positive process for both students and families and we are more than happy to assist in any way that we can. If you have any questions please don't hesitate to call or organise an appointment with us.

Kind regards



Joel van Bantum

**Principal of NT Christian College and Transforming Training.**

## NT Christian College

- **Providing** high quality, broad-based education from a Biblical perspective so that students are educated from a **Christian world view**;
- **Enabling** students to discover and develop their talents, **stretching, equipping and empowering** them to make their unique contribution to the world in which they live;
- **Providing** challenging, holistic, innovative Christian educational opportunities. Giving students **hope**, optimism and setting them up for success and generous citizenship;
- **Opening up** positive vocational pathways and life opportunities for students in partnership with local school communities, churches, government, community agencies, other providers and tertiary institutions; and
- Employing committed, competent, caring Christian staff able to inspire and excite students, “turning on lights” for them and **promoting their personal integrity**



We are able to provide different learning opportunities for kids, so they have the chance to recognise their God-given skills and abilities in order to build their own futures and be of service to others.



## General Information

### Attendance

Senior School & the NTCET present a more rigorous approach to education. All students are expected to be at school, on time, every day. If students are absent or late, parents should supply a satisfactory explanation of the circumstances.



Upon return to College students may present a note stating the reason for their absence or lateness, or parents may ring the office (8920 2000).

In the case of unsatisfactory attendance the subject teacher will notify students and parents.

Students may be withdrawn from subject rolls after 16 or more absences. At the start of each semester, the College must be notified if the student cannot commence their studies.

### Uniform

#### Boys

College white polo shirt with:

- black or green college shorts or
- plain black tailored trousers

#### Girls

College white polo shirt with:

- black or green college shorts or
- all-in-one skirt (no other skirts) or
- plain black **tailored** trousers

#### Boys and Girls

Socks All white

Shoes All black, non-canvas shoes or runners with Laces or Velcro to support and protect toes and top of foot

**Cool Weather** Plain jacket, Year 10 jacket, or Year 12 jersey

### Hours of Operation

Office hours are 8:00 am to 4:00 pm, Monday to Friday. (These hours are reduced during school breaks.)

Class hours are from 8:30 am to 3:10 pm.

- Recess is from 10:15am to 10:40am
- Lunch is from 12:55am to 1:35pm

VET courses are offered over extended hours, primarily on Tuesdays and Wednesdays.

## College Assessment Policy Summary

Assessment is an important element of the teaching and learning cycle. It assists teachers in gathering information about their students in order to better understand the gifts God has given them, to understand their prior knowledge in a subject area, or to gauge the level of understanding attained during the course of a unit or year. Assessment occurs continually in both formal and informal ways in the classroom.

### Drafts and Redrafting

Submitting a draft for feedback is an important part of the learning, assessment and feedback process. It is an opportunity for teachers to provide detailed and meaningful formative feedback on a student's progress to that point and to guide them in areas for further improvement. Redrafting occurs before a piece of work is submitted for final assessment.

### Supervision and Verification of Student Work

Students are required to submit work that is their own. Apart from appropriately incorporated quotations from other sources, no part of students' work may be copied from any other person's work, or be based on an undue level of assistance from another person.

### Assessment Deadlines and Submission Dates

It is a student's responsibility to ensure that the teacher receives all assignment drafts and final pieces by the due date. It is the student's responsibility to communicate any potential issues regarding submission of drafts and final pieces in a timely and expedient way.

### Extensions

There is an expectation, except in the case of prolonged absence due to illness, that the student will furnish evidence of work having been started for the set task before an extension is granted. For extended sporting or other trips, it is the student's responsibility to negotiate, in advance, alternative arrangements for both class work and assessments.

Other reasons for granting an extension include Formal Cultural Ceremonies, Illness, Injury or misadventure. See the full Assessment Policy for more details.

### Penalties

Students that fail to submit a **draft assessment** without a satisfactory reason will be considered to be at academic risk and will be placed on an academic detention until the piece of work is submitted. Parents will need to be contacted by either phone or email when students are placed on academic detention.

Students that fail to submit a **final assessment** without a satisfactory reason will be considered to be at academic risk and will be placed on academic probation and detention until the piece of work is submitted. Parents will be contacted by either phone or email and an academic warning letter will be sent home and placed on file.

## Key features of our College

### Academic and Vocational Education Opportunities

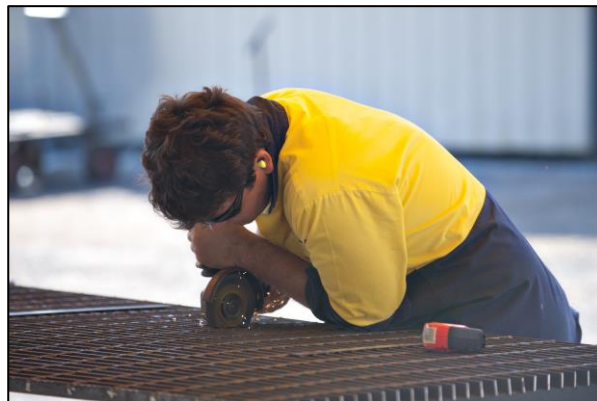
Our NT Certificate of Education and Training results are exemplary.

We over-performed in all comparisons with similar schools.

In 2010, over 50% of our students achieved either an A or B level in their 5 Stage 2 subjects.

Our Stage 1 completion rate was nearly 30% higher than the state average.

We had over 90% of our Year 12 students in 2009 successfully completed their NT Certificate of Education – one of the highest completion rates in the NT.



Our VET (real-life vocational training) courses are cutting edge.

Students have access to courses run at the Marrara Campus and at various other locations around greater Darwin.

The Marrara Christian College Fabrication and Construction Trade Training Centre offers students the opportunity to train in a work-like environment while still being nurtured by trainers and tradesmen dedicated to teaching young people. Trainees come from all senior schools in the greater Darwin area enabling them to achieve up to Certificate III in Engineering and Construction.

Our Vocational Preparation Program implemented in 2008 was one of the first programs in the NT to implement a holistic “work ready” program and is now recognised nationally as “best practice.”

Teacher Aide and Community Services courses are offered on-campus providing valuable training opportunities for students and equipping them for future careers.

### Innovation

As a college we are committed to having a culture of innovation in our educational practice. This stems from a desire to find ways to successfully engage students in quality Christian education that meets students where they are at. This has led to a number of nationally recognised programs. The Fabrication and Construction Trade Training Centre was the first of its kind in Australia and allows students to meet the requirements of their NTCET in a contextualised work like environment. It is this innovation that also drives our desire to provide tailored and ever changing pathways for our students.



We also have our Family Group Home Program that allows Remote indigenous students to access Senior Schooling from a safe loving family like environment. Our Family Group Home program is recognised as a world-class initiative.

- Our Family Group Home program reaches out to remote NT communities and adds strength to our future.

- Through this program we have the highest retention rate of indigenous students in Australia.

### **Service Oriented Leadership and Community Work**

As a college we seek to foster a sense of “giving-back” to the community and encourage our students to consider ways they can use their gifts in the service of others, as well as develop their leadership skills.

Some of the ways this occurs are;

- Servant Leadership Prefect body
- Mission trips
- Senior classes utilising & practising skills with younger students.

### **Prefects**

The College body, in consultation with students & staff, appoints prefects to act as student leaders and to practise servanthood to the broader school community – using Jesus Christ as the ultimate role model. From this group, School Captains are appointed. Prefects represent the College on public occasions and assist with any liaison with the broader community. Providing role models for younger students, prefects will assist at assemblies and organising miscellaneous activities for the student population.

### **Mission Trips | Study Tours**

Each year NT Christian College in partnership with others runs multiple short mission trips to other countries. Currently there are trips to India and also to Indonesia. These trips are opportunities for students to engage with other cultures outside their own and to give other their time and resources in service to others. These trips generally include partnering with schools or orphanages in the area and providing physical assistance in the form of teaching, cleaning or building. Students often find these trips highly challenging and rewarding.

### **Other opportunities**

From time to time other opportunities for leadership and service are available for students. In recent years this has included attending an international students congress in Japan and participating in an international millennium science forum in Helsinki, Finland.

## Partnering with Parents

At NT Christian College we believe that it is parents that are tasked with the primary task of raising children. We also believe that this responsibility continues into Senior School. As a school we endeavour to develop a partnership between parents, students and the school in order to provide students with the support they need to successfully navigate the at time tricky transition from adolescence to adulthood.

We deeply value consistent communication between teachers and parents/guardians. Our saying at school is “ring early, ring often” we also value it when parents do the same. Some of the regular opportunities that we provide for parent contact are:

- Parent information nights
- Parent teacher conferences each semester
- Subject selection evenings

## Technology

At NT Christian College we are preparing students to live and work in the 21<sup>st</sup> century. This involves developing students that are comfortable and thoughtful around technology. In light of this, the College endeavours to educate students about the wise and safe use of technology in both social and work spaces.

NT Christian College runs a Bring Your Own Device (BYOD) program that allows each student to have access to the technology that they need. It is a requirement that all students have a device and more information can be found on the next page.

As well as the BYOD program all senior classrooms also have access to digital projection facilities in order to facilitate teaching, learning and collaboration.

## BYOD Information

NT Christian College is a BYOD environment with each student bringing their own device for use at school and home to support their studies. In doing this we wish to facilitate an organic use of technology and prepare our students as 21<sup>st</sup> Century learners. We encourage parents to be equipped and deeply engaged with this technology as students grow to be wise stewards of their time, resources and learning in all areas of life.



NT Christian College is a Bring Your Own Device (BYOD) School. All students are required to attend school with a computing device that meets the following criteria.

#### Device Criteria

- Must be wireless enabled devices that are compatible with international wireless standards.
- Applications must be able to operate in an offline environment.
- The screen size should be equal to or greater than **9 inches**.
- Battery life has a **minimum of 8 hours** in order to last a full school day without charging. There will be no charging at school.
- It should be able to have software uploaded that would allow the NT Christian College standard file types to be used, created, modified and stored.

#### Software Criteria

As we move to a situation of having a range of devices across the College, it becomes important that we work to ensure that the material created on a given device can be shared and opened by other devices. To facilitate this we are looking to standardise the file types that we will work with. This is in line with the NTCET and SACE Board electronic file submission guidelines which are as follows:

**Image format:**        *An image file in PDF, JPEG, TIFF, or GIF format.*

**Video format:**        *A digital video file in MOV, AVI, WMV, MP4, FLV, or SWF format.*

**Audio format:**        *A digital audio file in MP3 or WAV format.*

**Electronic information files:**        *Word-processed documents, spread sheets, presentations, database files, and so on, should be submitted in any version that is compatible with Microsoft Office up to, and including, Microsoft Office 2010.*

## Sportsmanship, Representative Opportunities and Sporting Teams

NT Christian College is committed to developing its sporting teams. In the past year teams have been involved in a wide variety of sports with impressive results.

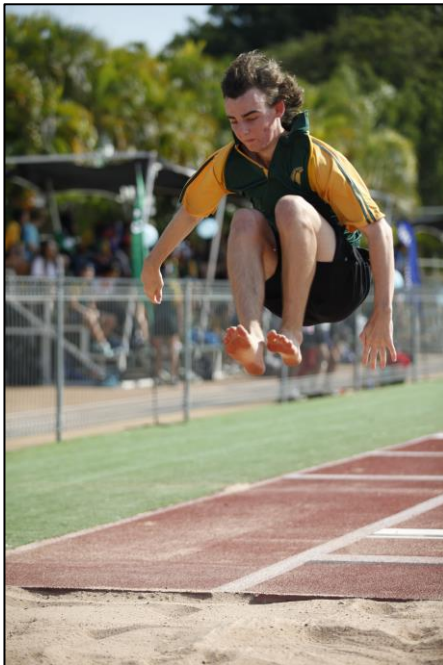
Our students regularly shine on the sports field and are often recognised for positive and sportsman-like behaviour.

There are regular opportunities for representative senior sport with other local senior schools through the Northern Suburbs Cluster and NT school sport pathways.

We have innovative fun and inclusive school athletics, swimming and cross country carnivals that also provide opportunities for progression to representative levels.

Sports that are offered at different times include;

- Australian Rules Football
- Netball
- Football (Soccer)
- Basketball
- Rugby league as well as others



## Year 10 Trip

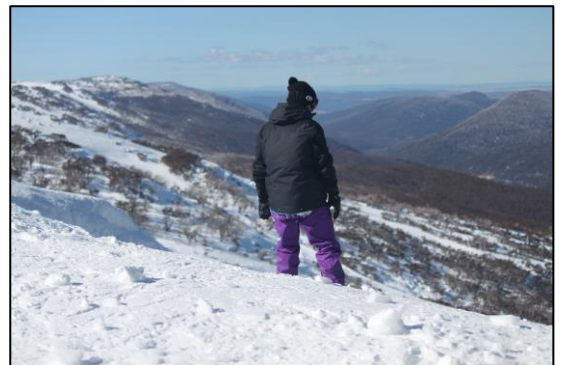
One major element of Year 10 is the 3 week Year 10 Trip. On this trip the students journey 10,000km around Australia taking in Adelaide, Canberra and Sydney as well as visiting other significant landmarks and gaining important knowledge about the country in which they live.

This is a multifaceted trip that takes in and makes direct links to multiple subject areas including History, Civics, Geography, Science, PE, English and others. Work is done during the trip and in reflection after students return.



The trip is also where significant social learning occurs as students cohabitate with one another for 3 weeks and learn to live, work and play within the context of a large team. This leads to great friendships being developed and emotional strength and resilience increasing.

Overall, the trip is a great time of learning and bonding and is generally a major highlight for students of the school year as students develop into a cohesive group that is able to provide support for each other as they progress through their senior years.



## NT Christian College Locations

### Palmerston Campus

The Palmerston Campus is located on the grounds of Palmerston Christian School and currently has students in Year 10.

### Nhulunbuy Campus

The Nhulunbuy Campus is located on the grounds of Nhulunbuy Christian College and is resourcing students in Year 10.

### Marrara Campus

The Marrara Campus, located on the grounds of Marrara Christian College, is the oldest NT Christian College location and it is also the site of Year 10, Year 11 and 12. Students have access to a range of educational pathways that are tailored to their strengths and passions.

### Trade Training Centre Campus

An adjunct to the main Marrara campus the Trade Training Centre provides award winning Vocational Education and Training (VET) in the area of Construction and Engineering. Students attending this campus are able to complete units in English and Mathematics in a work contextualised manner and complete their Northern Territory Certificate in Education and Training as well as progress in their VET competencies.



## The NT Christian Schools Story – Our Broader School Family

[www.ntcsa.nt.edu.au](http://www.ntcsa.nt.edu.au)

Over 30 years ago, a small group of Christian parents came together in Darwin, NT. They held a shared and growing concern about their children's education and sought an alternative based on the biblical direction to ***train up children in the way they should go***.

An Association was formed and the first school opened at Marrara in 1979. From this small beginning our Association flourished over the years, with schools subsequently established in Palmerston, Alice Springs, and Bees Creek (outer Darwin), then Nhulunbuy, Woolanang (near Litchfield NP), Gäwa on Elcho Island and, in 2010, Mäpuru in East Arnhem Land.

Guided by our vision ***“to be a Christian community learning together to live life as God intended, offering hope for the world”***, our schools are very special places.

We enjoy the strong involvement of parents, who set up the Association to ensure ongoing partnerships between parents, teachers and the churches to educate children within a Christian worldview.

NT Christian Schools is also committed to partnerships with Aboriginal communities seeking to secure a stronger future for their children, with schools on homelands Gäwa and Mäpuru.

Key to these partnerships has been the development of family group homes in place of boarding schools in Darwin and Woolanang, so dedicated house parents can care for remote indigenous students and maintain close contact with their families.

We began offering the Families and Schools Together (FAST) program into urban and remote communities to promote strong community and family engagement.

We also run a Registered Training Organisation to equip young people and adults with vocational skills and qualifications.

NT Christian Schools has a construction Trade Training Centre undertaking commercial activities, supported by Transforming Skills NT, our not-for-profit building design and construction company.

And crucially, there is our committed staff - teachers, house parents, administrative and support staff – about 400 in all. Responding to God's call on them, they come from far and wide to meet the unique challenges and experience the deep joys of building a hope-filled future for all in this unique part of the world.



Our school is about developing the community  
and developing the kids...  
I see God's hand in things all the time. God is using our  
schools to do things in the Northern Territory that wouldn't happen otherwise.



## Year 10

At NT Christian College we see Year 10 as an important transition and bridging time from Middle School to Senior School Education. This is a transition year in a number of ways.

Students are encouraged to begin to take more control over their learning as they progress towards adulthood. They move into a more adult environment and given a higher level of trust in a supported environment. Academically they start to become more independent learners and to develop the skills they will need to develop their intrinsic motivation and take greater control of their education. Year 10 students spend time considering their gifts, abilities and passions in order to explore what that might mean for their future direction and vocation.

### Subjects

Subjects studied for year 10 include;

- English
- Mathematics
- Science
- Personal Learning Plan (PLP)
- History
- Geography
- Pastoral Care Group (PCG)
- Physical Education
- 2 Elective classes that run for the whole year.

### PCG

Pastoral Care Group (PCG) is an important part of the Year 10 program. PCG provides a safe environment for students to give and receive support to one another under the guidance of a member of staff. Students spend time exploring the Bible together, developing personal skills as well as uncover and challenge worldviews. They do this as a whole year group as well as individual classes.

### PLP

Personal Learning Plan (PLP) is a 10 credit point Stage 1 subject that contributes to a student's NTCET. This subject is designed to provide students opportunities for self-reflection and exploration of their gift and abilities as they consider the future direction of their lives, particularly in the area of vocation. Students have the opportunity to assess their strengths, participate in work experience and develop their resume and personal communication skills.



## Year 10 Electives

### Digital Art

Digital Art at Marrara is an exciting opportunity for students to achieve greater proficiency with communicating clearly through digital and other new media while applying design elements and principles. In this elective, students develop the ability to Describe, Analyse, Interpret and Critique artwork as well as be able to reflect on their influence within modern culture and for the individual.

In this unit, students develop new digital media skills and develop an understanding of Visual Art design principles. Students will be able to demonstrate an ability to render digital images with various digital media from flat, single application versions at the emerging level to multi-application and layered images at the advanced level.

### Visual Art

In Year 10 Visual Art, students complete a range of learning experiences that are designed to provide them with the following opportunities to:

- experiment with a diversity of historic and contemporary ideas and forms to create artworks that purposefully convey intentions
- experiment with a range of material, skills, techniques, processes technologies, convention and arts terms to determine the possibilities for application
- learn and use relevant arts terminology to identify, analyse and interpret personal arts, experiences and other artists work; reflect and discuss different points of view and interpretations
- analyse a range of historical and contemporary artworks to understand the influence of context on artists and arts practice

### Leadership PE

Leadership PE allows students to explore physical education in a wider community context. Students are given the opportunity to obtain a Bronze Medallion from Royal Life Saving, as well as coaching certificates for the nationally recognised “Active After Schools” program. In addition to this, students are provided with opportunities to teach physical education to their peers and younger students, and also look at specific sports in more detail to improve their skill, tactics and strategy.

### Short Film

Students construct a short film for competition entry. Genre type is open-mockumentary, documentary, comedy, re-make, drama, sci-fi etc. Review three short films from tropfest. Create storyline, create storyboard, shoot and edit film.



### Food Technology

Year 10 Food Technology covers basic ingredients such as herbs and spices, origins, how to use them and when to use them whilst cooking. Food presentation techniques as well as an in depth look at ethics in food and food production. Students are challenged to use their gifts of creativity and discernment. It is a course that has a theoretical base that is solidly backed up with practical work each week. Students that choose to take this course are required to try everything they produce even if they think they may not like it. It is a course that builds experience for students and gives them a platform to move into Stage 1 Food & Hospitality seamlessly.

## Horticulture Technology

This elective offers students an opportunity to learn from real-life experiences, allowing students to become active participants in the learning process. Students learn about where our food comes from, the importance of stewardship, and an appreciation for the natural systems that support life.

In this unit of work, students will be involved in the growing and harvesting of a range of vegetables and learn about related aspects of the production process such as plant pests and diseases, soils climate, plant nutrition, irrigation, processing, storing and marketing.

This syllabus provides scope for students to explore the many and varied career opportunities in horticulture and its related service industries.

## Automotive



This Automotive elective is designed for students who will be driving in the near future and who desire the skills to maintain a vehicle, carrying out basic preventative maintenance and servicing. Since this course provides an introduction to Cert. 1 Automotive, it is suitable for those who may be thinking about a career in mechanics. Whilst there is a certain amount of theory that needs to be known when understanding the workings of a 4 stroke internal combustion engine, this course is very practical in nature and requires students to be able to translate theory into practice.

Participants will learn the basics of how a car engine works and progress to carrying out elementary servicing including, oil changes, fluid checks, tyre repair and rotation. Later, we move into detailing, the art of buying and selling cars as well as spending some time with the workings of smaller engines attached to bikes.

## Dance



Students in the Dance elective learn to manipulate combinations of the elements of dance to communicate the choreographer's intention. They abstract movement to create movement motifs. They structure dances using choreographic devices and forms to communicate their own choreographic intent. They perform a variety of style-specific techniques using expressive qualities and technical skills.

Students evaluate their own and other choreographers' use of the elements of dance to communicate choreographic intent using style-specific language. They identify the impact of global trends and developments of dance in Australia.

## Music

Music students study the musical concepts through a variety of contemporary genres, and study the theory of composition and song writing. Activities include analysing aural excerpts, discussing core musical concepts, presenting to the class, lyric and song writing and performance work in groups.



## Woodwork

Students use a range of techniques involving hand skills and machine use. Students are required to complete a number of projects. These projects all have different areas of wood working from machinery such as the wood lathe through to hand power tools like the biscuit joiner. Students have the opportunity to choose what they would like to build and they develop their own process plan.



## Drama

The Year 10 Drama course prepares students for further study in the Performing arts by providing real performance experience. Students work through various historical and contemporary theatre techniques and theories and consolidate their learnings in a performance piece. The course is confidence building and provides opportunities to overcome personal and professional challenges by supporting students towards resiliency and independence while working effectively with others. One of the features of the course is the Drama Camp where the students work with other theatre professionals to create their performance from planning, development, rehearsal, back stage to front of house. Drama students learn to focus and contribute creatively and effectively as part of an effective ensemble. Students also view and review selected performances, and undertake an individual study in an area of the theatrical arts. The course has some required after school rehearsals and performances at various venues.



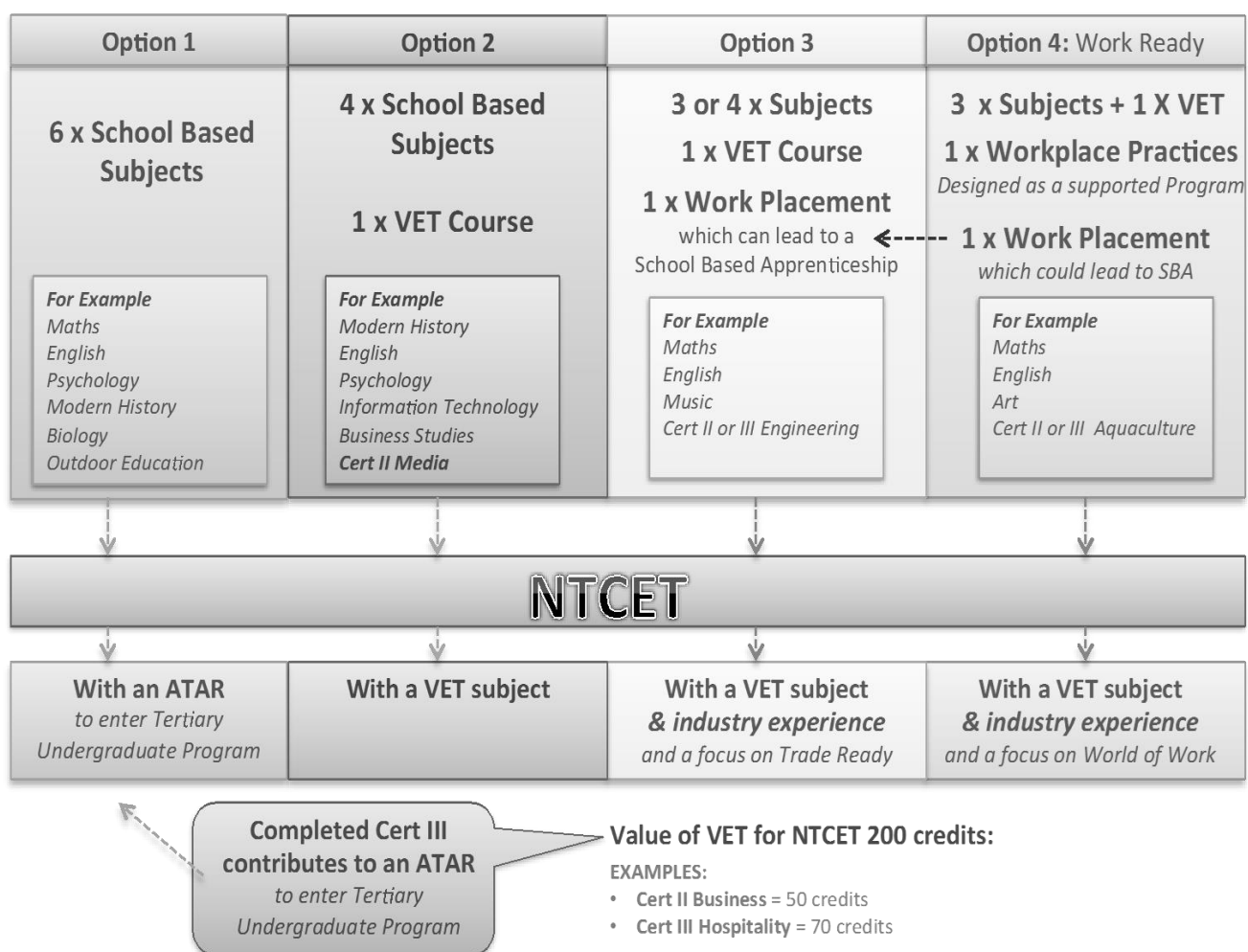
# Years 11 and 12

## Senior Years

At NT Christian College, we understand that the senior years are an important time for students as they look to complete their secondary education. We look to provide a trusting and supportive environment that allows students to achieve their best, no matter where their gifts may lie.

## Tailored Educational Pathways

At NT Christian College we are committed to guiding each student in finding the educational pathway that best matches their unique God-given gifts and abilities. We are committed to assisting our students to move towards the goals that they and their families have set. This process begins in Year 10, where students spend intentional time across Pastoral Care Groups and in their Personal Learning Plan classes. Here they consider their future and explore the various paths available to them to achieve their goals. In Years 11 and 12 students they select one of the following 4 flexible pathways that assist them to move successfully through their schooling and towards their future.



## Homework and Study

Though each situation varies the college has some general guidelines and suggestions around homework and study for NT Christian College students

### Year 10

60 to 90 minutes each day

### Year 11

90 minutes to 2 hours a day

### Year 12

3 hours a day

## Student Commitment

NTCET is a two-year program of study for most students. Some students, for personal reasons, may choose to take longer than two years. Some students will undertake some Stage 1 credits in Year 10. It is essential that students make a serious effort to fulfil tasks set from the beginning of the year, as credits undertaken count towards their final certificate. To achieve success, regular attendance is important.

Attendance is monitored and parents/guardians are notified of student absences. While the College offers much support and guidance, it is up to the student to take responsibility for punctuality and meeting work requirements.

## Flexitime

When students enrol in courses at NT Christian College, they undertake to attend all classes. Year 12 students are able to apply for flexitime if they have study lessons as first or last lessons on a given day. These must be negotiated (with parental permission) before students may leave the College. Year 11 students do not have permission to leave the Campus during their study lines. Documents and forms are available on the school website.

## Study

Generally, NTCET Stage 2 students have a number of lessons a week of College time allocated for private study (called “study lines”) to undertake the research needed to complete assignments, projects and folios. During this time students are expected to work in the library. They may also use this time to obtain additional assistance from class teachers, to talk to the Vocational Adviser or to see the Head of College or College Counsellor. The study periods are not “free lessons” and students are expected to make good use of this valuable time.

Stage 1 students may also have a study line, although this is **not** the norm, and is dependent on how many NTCET credits have already been completed and whether or not VET courses are being undertaken.



## The 4 Pathways

Year 11 and 12 at NT Christian College provides four major pathways to the NTCET. These pathways are reasonably fluid and do not lock students into a particular path. However, all pathways require a commitment from the student in order to achieve their desired outcome. There is certainly no easy path to the NTCET. An outline of each of the pathways follows.

### Pathway 1

This pathway is the most recognisable for most parents and guardians as it is in line with their own school experiences. Pathway 1 involves 6 school-based subjects in Year 11. This pathway can be further tailored to have a leaning in a particular area depending on subjects selected. Eg, a mathematics focus, a science focus, an arts focus or humanities focus.

### Pathway 2

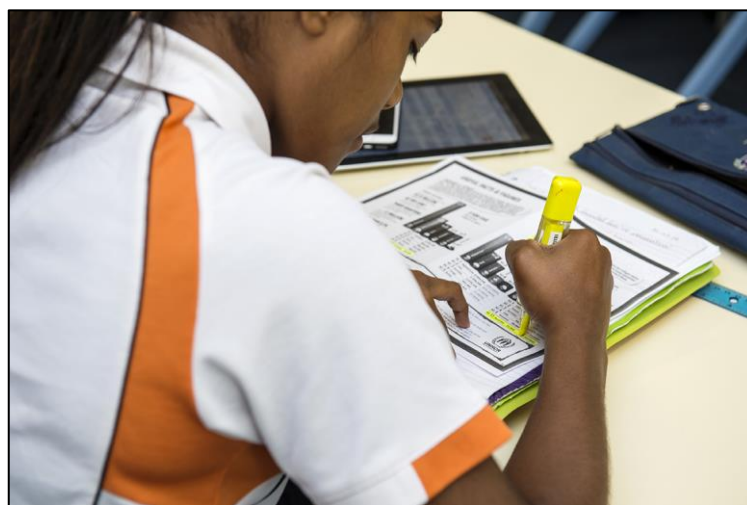
Pathway 2 involves the study of 4 school-based subjects and a VET course. This pathway suits students who are not sure if a VET pathway is for them but would like to have a go or those students that have a good understanding of their direction and a VET course can assist them. If students study a Certificate III course they can still achieve an ATAR.

### Pathway 3

Pathway 3 is a School, VET and Workplace based pathway. This path most often suits students that are working towards or have a school-based apprenticeship (SBA). Students on this path achieve their English and Mathematics at school and also complete VET and have on the job training.

### Pathway 4

Pathway 4 is a supported pathway that meets the needs of students that require higher levels of literacy and numeracy support. It involves a similar structure to that of Pathway 3.



# NTCET Requirements

## The NTCET Requirements

- Students must achieve an A, B or C for all the compulsory subjects or courses.
  - English (20 credits)
  - Mathematics (10 credits)
  - Personal Learning Plan (10 credits)
- Students must achieve an A, B or C in at least 140 credits.
- Students must achieve an A, B or C for a minimum of 60 credits at Stage 2
- Students requiring an ATAR (Australian Tertiary Admission Rank) must complete at least 90 credits at Stage 2

Requirements	Credits
Stage One	
Personal Learning Plan (usually in Year 10)	10
Literacy (from a range of English subjects and courses)	20
Numeracy (from a range of mathematics subjects and courses)	10
Stages 1 or 2 (Year 11 or 12)	
Other subjects and courses of the student's choice^	up to 90
Stage 2 (Year 12)	
Stage 2 subjects and courses*	60 or more
Total	200

^ Your decisions about your free choice units will be guided by what you plan to do after you finish your NTCET and by the range of subjects offered by the College.

\* Most students will complete subjects or courses worth more than 80 credits at Stage 2.

## Australian Tertiary Admission Rank (ATAR)

The NTCET is your pathway for direct entry into university or TAFE. For university entry, you'll need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the Universities. Universities also specify required subjects for some of their courses.

For further information about university entry under the new NTCET, see the fact sheet, a guide to university entry on the SACE Board website under new SACE information at [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. Full details of university and TAFE entry requirements will be provided in the current Tertiary Entrance Booklet published by the South Australian Tertiary Admissions Centre (SAAC) and distributed to schools around July each year.

## Personal Learning Plan (PLP)

The PLP is a subject that provides students with an opportunity to reflect upon their learning styles, skills and interests and helps prepare them for future work and study. It is a compulsory Stage 1 subject but most students will undertake it during Year 10. It is externally moderated and students must receive a "C" grade or better in order to obtain their NTCET.

Students entering Year 11 without a satisfactory grade in PLP will enter an individualised pathway in order to gain this compulsory subject. While students will be given every opportunity to gain a "C" grade – all tasks and work will need to be completed.

## Literacy & Numeracy Requirement

All students need to satisfactorily complete 10 credits of "numeracy" and 20 credits of "literacy" as part of their NTCET. MCC encourages all Year 11 students to attempt the highest possible subject option that the student is capable of undertaking. This provides maximum options for future studies. No student will be adversely disadvantaged by attempting a "harder" subject as we have scope for internally moderating their progress. Specific information on these subjects can be obtained from the student's Year 10 English & Maths teachers, or from the NTCET Coordinator (Mr Russell Dempster).

## Subject Selection

When choosing subjects you need to consider the following:

- You need to plan with the end in mind
- Consider what your passions and interests are
- Select the right pathway for you, not your friend
- To achieve the Northern Territory Certificate of Education & Training (NTCET), there are some compulsory curriculum elements.
- To achieve the NTCET there are requirements in terms of results and a certain number of subjects need to be completed at a satisfactory level.
- To achieve an Australian Tertiary Admission Rank (ATAR), used for entrance into interstate universities, students need to complete four Stage 2 subjects.
- There are no dead ends in terms of career pathways at this stage, just different paths. Talk to others about what is right for you
- Credit for subjects already studied may be available.



## VET Overview

A wide range of Vocational Education Training (VET) programs are offered for students within an industry area of their choosing. Students undertake this training whilst continuing with their normal school curriculum. On successful completion of a program, credit may be gained towards the Northern Territory Certificate of Education and Training.

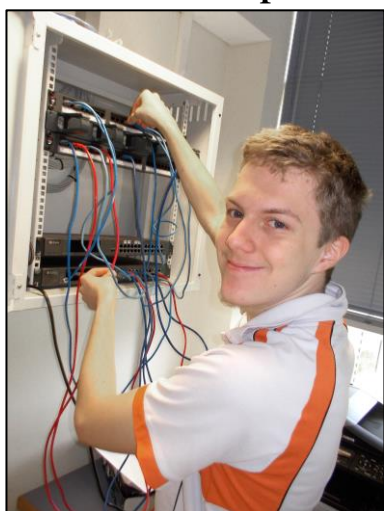
Most VET courses also allow students to gain Stage 1 or 2 Credits on the condition that they meet certain requirements in the process of undertaking the VET course. It is not necessary to complete an entire VET certificate to qualify for Stage 1 or 2 Credits.

### Students can gain:

- Industry recognised national qualifications that are linked to further training programmes or apprenticeships.
- Credit towards the NTCET for completed competencies.
- General vocational skills, useful in pursuing further studies, or for employment purposes.
- An insight into a chosen industry.
- An opportunity to meet potential employers.



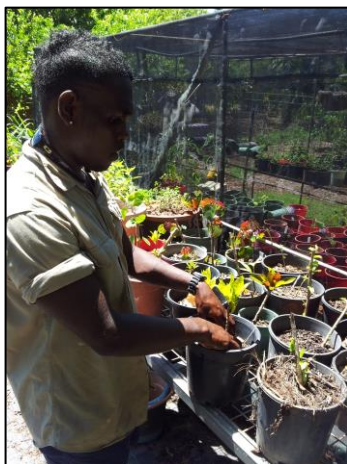
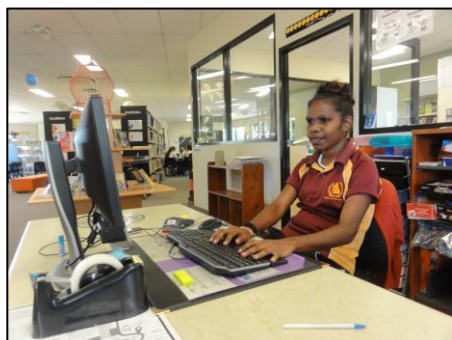
### Students are responsible to ensure that they:



- Attend an interview as arranged by the Careers Advisor/VET Coordinator.
- Maintain complete attendance at the training venue/work placement, as required.
- Follow appropriate Occupational Health and Safety procedures, including wearing personal protective equipment at training.
- Follow all the instructions of the trainer or workplace supervisor.
- Demonstrate appropriate behaviour at all times.
- Contact the VET Coordinator and Registered Training Organisation (RTO) when absent from training.
- Negotiate with the trainer or workplace supervisor to catch up on any work missed.
- Keep a Training Record Book when on work placement – which is to be made available to the trainer or work placement supervisor.
- Inform the VET Coordinator immediately of any problems.

### Training Venues

- Various training venues around Darwin are used, depending on the industry area.
- For further information contact the Careers Advisor/VET Coordinator.



## Credit for non-NTCET work

### Credit Transfer and Exemptions

Students who have studied interstate or overseas or who have completed VET competencies may be eligible for some credit towards their NTCET qualifications, and where possible, an application for credit for previous study should be submitted at the time of enrolment. NTCET subjects completed at other schools in the NT do not require credit, as results are transportable between schools.

The NTCET Coordinator forwards a processed application to the Certification Section of the NT Board of Studies. NTBOS will recommend whether credit should be given; the NTCET Coordinator will inform the applicant of the NTBOS committee's decision.

### TAFE/VET Assessment and NTCET Credit

Students undertaking the NTCET may seek credit for study. Usually the credit for TAFE/VET programs is granted at Stage 1. In some instances credit may be granted at Stage 2. Credit granted at Stage 2 allows for completion of the NTCET but may not count towards a Higher Education Entrance Score and/or ATAR. Students must achieve all learning outcomes of a competency or module to be deemed 'competent'. This is quite different to the NTCET where partial completion or partial effort can still be grade of A-E.

### Recognition of Prior Learning (RPL)

Students enrolling in VET courses at MCC may be eligible for prior learning, based on skills and knowledge gained as a result of formal training, work experience or life experience. Prior learning can encompass learning by informal or formal means. If RPL is granted for a TAFE/VET unit, the student receives the same Statement of Attainment as students who complete that unit. A fee is required for RPL Application regardless of outcomes and must be paid with the application form.

### Community Learning Options

The SACE Board continues to recognise learning that happens in a range of community settings. Students can obtain up to 80 credits through Community Learning.

SACE students can gain recognition for Community Learning in two ways:

- **Community-developed Programs** through a current award or certificate of a community-developed program, such as those offered by the Royal Life Saving Society or the Duke of Edinburgh's Award.
- **Self-directed Community Learning** such as taking care of a family member, supporting a refugee family, or volunteering for a community project. To gain recognition for this kind of community learning, students need to show evidence about what they have learnt.

The NTCET Coordinator ensures that all Year 11 & 12 students are aware of the Community Learning Options, but it is the student's responsibility to follow through with the paperwork and the like.

## Stage 1 NTCET Subjects – Summary

**Courses delivered at NT Christian College include:**

(Learning areas are in bold; subject descriptions are provided on the pages shown.)

### *Business Enterprise & Technology*

Business and Enterprise

Design & Technology

Information Technology

Information Processing & Publishing

### **Creative Arts**

Drama

Music

Visual Art

### **English**

Pre-English Studies

English Communication

Literacy for Work and Community Life

English Literacy Studies

General English

Essential English

### **Health & Physical Education**

Food & Hospitality

Outdoor Education

Physical Education

### **Humanities**

Geography

History

Legal Studies

Studies of Religion

## Tourism

### Mathematics

Mathematical Methods

General Mathematics

Essential Mathematics

### *Science*

Biology

Chemistry

Physics

Psychology

### *Cross Disciplinary Studies*

Community Studies

Integrated Learning

Research Project

**Students also have the opportunity to study courses delivered by NTOEC (by correspondence) and NT Online (virtual class). e.g.**

- Digital Media
- Accounting
- Languages – including Indonesian & Japanese

## Learning Area: Business, Enterprise & Technology

### Business and Enterprise

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>No prerequisite required</li></ul>	One Semester (10 Credits) run over the whole year

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

### Design & Technology

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>No prerequisite required</li></ul>	One or Two Semester (10 or 20 Credits)

Students develop practical hand and machine skills and use these skills in the critiquing, design and construction of practical project work. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.



### Design & Technology – Information Technology

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>No prerequisite required</li></ul>	One or Two Semester (10 or 20 Credits)



Information Technology may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

Information Technology is a dynamic area characterised by frequent change. The use of information technology systems has changed how tasks and jobs are undertaken, creating new opportunities in many aspects of people's lives.

By studying Information Technology, students have the opportunity to develop the knowledge, skills, and attitudes required to be active, informed, and self-reliant members of society who are able to both initiate and manage change.

## Information Processing & Publishing

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• No prerequisite required</li></ul>	One Semester (10 Credits) run over the whole year

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.



## Learning Area: Creative Arts

### Drama

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• Good command of English Language</li><li>• Commitment during and after school hours</li></ul>	One or Two Semester (10 or 20 Credits)

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence

Attendance at live performances is expected. Students may also need to support the Stage 2 Drama production.

### Music (Experience or Advanced)

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• Recommended basic music skills</li><li>• Willingness to rehearse out of class</li></ul>	One or Two Semester (10 or 20 Credits)

Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.



Music Experience Programs – These programs are designed for students with limited experience or knowledge in some aspects of music. Music Experience programs should provide pathways to selected Stage 2 Music subjects, such as Stage 2 Ensemble Performance, Music Individual Study, Music Technology, and/or Solo Performance.

Music Advanced Programs – These programs are designed for students with a substantial background in music. Music Advanced programs should provide pathways to the range of Stage 2 Music subjects.

## Visual Art

Prerequisites	Subject Length
<ul style="list-style-type: none"> <li>Prior exposure to Art in year 8, 9 &amp; 10 is an advantage</li> <li>Competence in written expression</li> </ul>	One or Two Semester (10 or 20 Credits)

This course is designed to cater for students interested in exploring the concepts and techniques of art. The course focuses on preparing students for Visual Art Studies in Stage 2, including the making and creating of artworks, idea generation, analysis and criticism of artworks and exploring the ideas of artists and art movements.



## Learning Area: English

Students must pass at least two semesters of English as part of NTCET

## English Literacy Studies

Prerequisites	Subject Length
<ul style="list-style-type: none"> <li>A or B grade at Year 10</li> </ul>	One or Two Semester (10 or 20 Credits)

This subject offers an introduction to the critical study of language and literature and the development of students' analytical and imaginative writing skills. It is designed for students who have an interest in the study of literature. This course is designed to prepare students for Stage 2 English Studies.

## General English

Prerequisites	Subject Length
<ul style="list-style-type: none"> <li>No prerequisite required</li> </ul>	One or Two Semester (10 or 20 Credits)

This subject offers the close study of short stories, poetry, media, creative writing and intertextuality. It is designed to prepare students for Stage 2 English Communications course.

## Essential English

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• No prerequisite required</li></ul>	One or Two Semester (10 or 20 Credits)

Literacy for Work and Community Life enables students to build their knowledge of the English language, and expand their literacy skills.

This subject is intended for those students who, through their personal learning plans, have identified literacy skills as an area for development.

Literacy for Work and Community Life engages students in the study of everyday written, spoken, visual, and multimedia texts. Students learn to analyse and understand the meanings, structures, purposes, and audiences of these texts, and build the knowledge and skills to produce their own texts. The study of Literacy for Work and Community Life also enables students to develop the spoken and written language skills to interact effectively with others, in their learning, work, and community life.

## Learning Area: Health & Physical Education

### Food & Hospitality

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• Willingness to experiment with foods &amp; styles of preparation</li></ul>	One or Two Semester (10 or 20 Credits)

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

### Outdoor Education

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• Students must be willing and able to complete the OUTDOOR components of the course</li><li>• No other prerequisites</li></ul>	One Semester (10 Credits) run over the whole year

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

Both the 10-credit subject and the 20-credit subject consist of the following four topics:

- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey

## Physical Education

Prerequisites	Subject Length
<ul style="list-style-type: none"> <li>• No prerequisite required</li> <li>• Semester 2 study usually requires a pass at Semester 1</li> </ul>	One or Two Semester (10 or 20 Credits)



In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.



Stage 1 Physical Education consists of the following two areas:

- Practical Skills and Application
- Principles and Issues

This subject is useful as a preparation for those students wishing to study Stage 2 Physical Education.

## Learning Area: Humanities & Social Sciences

### Geography

Prerequisites	Subject Length
<ul style="list-style-type: none"> <li>• No prerequisite required</li> </ul>	One Semester (10 Credits)



The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

## History

Prerequisites	Subject Length
• No prerequisite required	One Semester (10 Credits) run over the whole year.

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students will have opportunities to develop knowledge and understanding of how men, women and children lived and acted in different parts of the world in past times.

Student's research and review sources within a framework of inquiry and critical analysis.

## Legal Studies

Prerequisites	Subject Length
• No prerequisite required	One Semester (10 Credits)

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

Students examine the Australian legal system. They read and write about, and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

## Tourism

Prerequisites	Subject Length
• No prerequisite required	One Semester (10 Credits)

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

## Studies of Religion

Prerequisites	Subject Length
• No prerequisite required	One Year (10 Credits)

Students focus on an aspect of religion or spirituality within and across traditions, and explore the religious basis of an ethical or social justice issue.

They gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion and spirituality as something living and dynamic, and the ways in which people think, feel and act because of their religious beliefs.

## Learning Area: Mathematics

Students must pass at least one semester of Mathematics as part of NTCET

### Mathematics

At Stage 1 students can enrol in either Mathematics or Mathematical Applications. Topics are of two different types; those that provide a background for students proceeding to Stage 2 Mathematical Methods, Mathematical Studies, and Specialist Mathematics subjects; and those that provide a background for students proceeding to Stage 2 Mathematical Applications.

### Mathematical Methods

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• Pass in Year 10 Level 1 Mathematics</li><li>• Semester 2 study requires a pass at Semester 1</li></ul>	One or Two Semester (10 or 20 Credits)

Students study topics such as: Geometry and Mensuration, Coordinate Geometry, Quadratics and Other Polynomials, and Statistics. This course addresses concepts and knowledge, skills and applications, reasoning and problem solving, and communication and personal development.

### General Mathematics

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• No prerequisite required</li></ul>	One or Two Semester (10 or 20 Credits)

Students study such topics as: Earning and Spending; Savings and Borrowing; and Measurement. Students learn how to earn money and manage their finances well using their mathematical skills. They also develop skills in solving problems to do with scale, ratios, dimension, area, perimeter and volume.

### Essential Mathematics

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• No prerequisite required</li></ul>	One or Two Semester (10 or 20 Credits)

Numeracy for Work and Community Life enables students to build on their knowledge and understanding of mathematical information and its relationship to everyday contexts.

This subject is intended primarily for those students who, through their personal learning plans, have identified numeracy skills as an area for development.

In their study of Numeracy for Work and Community Life, students discuss and share ideas as they explore, select, and apply a range of mathematical concepts, processes, and strategies to everyday problems and situations. Students develop their critical thinking skills by making choices to solve problems, and communicating mathematical processes and results with clarity and understanding.



## Learning Area: Sciences

### Biology

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• A good pass in Year 10 Science</li><li>• Semester 2 study usually requires a pass at Semester 1</li></ul>	One or Two Semester (10 or 20 Credits)



In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

### Chemistry

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• A good pass in Year 10 Science is strongly advised</li><li>• Students should study Chemistry in Semester 1 in order to undertake Semester 2</li></ul>	One or Two Semester (10 or 20 Credits)

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.



## Physics

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• Strong Pass in Year 10 Science</li><li>• High Pass at Level 1 Mathematics</li><li>• Students should study Physics in Semester 1 in order to undertake Semester 2</li></ul>	One or Two Semester (10 or 20 Credits)

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities.

In Semester 1, it concentrates on: motion; wave and optics; electrostatics. In Semester 2, it concentrates on: mechanics; electricity and magnetism; and nuclear physics.

## Psychology

Prerequisites	Subject Length
<ul style="list-style-type: none"><li>• No prerequisites required</li></ul>	One Semester (10 Credits)

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.



## Learning Area: Cross Disciplinary Studies

### Integrated Learning

Prerequisites	Subject Length
• No prerequisites required	One or Two Semesters (10 or 20 Credits)

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project.

### Community Studies

Prerequisites	Subject Length
• No prerequisites required	One or Two Semesters (10 or 20 Credits)

The subject of Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers the opportunity to learn in a community context, both within and beyond the school environment. Students develop capabilities that enable them to contribute effectively to community activities.

Through interaction with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of their community identity. The students are provided with opportunities to identify how they can make valuable contributions to their community and society as a whole.

### Workplace Practices

Prerequisites	Subject Length
• No prerequisites required	One or Two Semesters (10 or 20 Credits)

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake learning in the workplace through work placements and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of a vocational education and training (VET) course.

### Research Project

Prerequisites	Subject Length
• No prerequisites required	One Year Stage 2 (10 Credits)

In the Research Project, students have the opportunity to study an area of interest in depth.

They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

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## Our staff – who to contact if you have any queries:

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## *Learning Together – Bringing Hope*

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*NT Christian College is a learning community where parents and staff partner together. Students' are nurtured through a loving, biblically-based school curriculum and structure to build their faith, character and desire to serve.*

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