



Queensland
Independent
College

COLLEGE PROSPECTUS



Welcome...

Choosing a school is one of the most important decisions you will make for your child's future. Every child deserves an education that encourages them towards striving to achieve their highest potential and to engage in all the essential elements crucial to becoming the most well rounded person possible.

Our distinct advantages amongst current Private Primary School providers are:

- **Non Denominational**
- **Co-Educational**
- **Government Accredited and Funded**
- **Private College Educating Prep to Grade 7**
- **Small Personalised School & Classes**
- **Quality Education and Learning Environment**
- **Positioned in the Centre of the Gold Coast on 7 Acres**
- **State Government Registered Teaching Staff**
- **Innovative Curriculum that focuses on Environmental Sustainability**



From the Principal...

Our College has differences from other private and public schools.

We felt that it is in the early years of development that children are forming who they are as a person. This led to creation of a program based on the principles of respect, responsibility and community through exploration and discovery in a supportive and enriching environment.

Our curriculum, together with teaching and learning practice, focuses on the individual student. The Colleges educational strategies are based on a range of theories that have shown to have great results for children's learning. Our delivery method enhances the confidence and self esteem of students to be proactive in their learning and reasoning. Thinking creatively they learn to apply their skills and knowledge to new and real life related situations.

We emphasise that our learning caters to individuals, all who have different talents and needs.

Our teachers are committed to on-going professional development, collegial planning and to the achievement of the College's overall philosophy and goals.

Our ethos is one of the school being its own special community. All stakeholders: families, children staff and teachers work together as a collective unit to ensure we all play a major and positive role in supporting each child to achieve their personal best.

Becoming enthusiastic and independent learners has never been more important.

We believe we offer students a unique environment in which to grow and achieve their personal best and encourage you to find out more by visiting our school and speaking with us.

I look forward to meeting you and having you and your family become part of our foundation of learning.

Karen Williams
B.A.MAS, Grad Dip. Ed, Dip Teach M.Ed., BBus.
HEAD OF SCHOOL



Mission Statement

Queensland Independent College is a school for primary school aged children devoted to providing a first class education in a caring environment.

All children are welcome at our school, which encourages the achievement of individual excellence and is directed at developing the child as a whole person.

Children at Queensland Independent College are provided with a balanced program of academic and personal development activities in an environment which encourages each child to achieve their personal best.



The school teaching practice is centred on the belief that:

- The child is the focal point in the educative process
- The curriculum and teaching methods must be adapted to meet the needs and interests of each child.
- Each child is provided with solid literacy and numeracy skills to prepare them for life.
- A sense of security and belonging is essential to each child's personal growth.



Junior School

Teachers are aware that care and nurturing are central to helping children develop, and work closely with parents to provide a happy and growth promoting climate. Students in Junior School study and learn through all eight Key Learning Areas identified in the Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (1989):

- English
- Mathematics
- Social Studies
- Science
- Technology
- Language
- The Arts
- Physical Education



Each classroom in the Junior School has computers connected to our College Intranet and the Internet as well as having access to the Junior School Computer Laboratory. Students use computers from Prep.

Prep students have individually devised learning programmes according to students' abilities and skills. Some will already be advanced in literacy and numeracy, others less so. Children's prior skill levels are benchmarked through testing so that progress can be monitored. Activities are a mixture of choice and structure so that children advance at their own level. Phonics are part of the literacy programme.

The College has very specialised and successful programmes in Mathematics and English that will result in excellent achievement In Year 3 Federal assessment.

Children are grouped across the year level and between year levels where necessary so that they work in similar ability groupings and special programmes can be effectively targeted. The balance of their programme is made up of 'Integrated studies' including science and social studies, and music, languages, art and physical education with specialist teachers.

REPORTING TO PARENTS

Towards the end of Term 1:	Parent/Teacher interviews are scheduled
End of Term 2:	A full written report on Semester One
During Term 3:	Parent teacher interviews are again scheduled
End of Term 4:	A full written report on Semester Two is sent home

Our Curriculum

Our curriculum framework is interlinked with the Queensland Studies Authority ([QSA](#)) curriculum and concepts are incorporated into real life learning activities to help young people retain their natural curiosity and interest in new ideas.

From Prep through to Year 3, your classroom teacher is the main carer and provides opportunities for personal and social growth.

Our curriculum is balanced across academic and personal growth and is focused on engaging young learners to achieve their highest potential.

We have identified the major issues children have with absorbing concepts and adapted the delivery of the Queensland Primary School Curriculum ([QSA](#)) Curriculum & Essential Learning) to accommodate all styles of learners.



Our curriculum is characterized by many features advocated by contemporary research on children, including real-life problem-solving among peers with numerous opportunities for creative thinking and exploration.

Classrooms are created to engage children in hands on learning adaptations of the curriculum and beyond, which allows children to acquire concepts through the use of concrete (tangible) materials rather than attempting to teach children merely abstract concepts.

As the child's learner maturity progresses it is their understanding of these real materials that creates a link to the meaning of the abstract concept.

Our curriculum also engages the learner through a thorough integration of subjects through project work and connectedness with each subject area.

A strong emphasis is placed on the value of numeracy and literacy throughout the curriculum as we acknowledge that one of today's greatest failings in the education system is graduates of other schoolings systems who are unable to adequately read & write. Numeracy and literacy is fully integrated into all projects in which children are engaged.

Our delivery methods have been derived from a number of recognised theories including Dewey's progressive education, integrated curriculum, Kolb's VAK & experiential learning, Gardner's Multiple Intelligences and Harvard University's teaching for Understanding. No one theory takes precedent, but we incorporate the positive aspects of each to fully engage all learners at all times.

We work towards giving children all the life skills they need to prepare them for making positive contributions to society, and our teaching and learning practice combines the best of tradition with strategies based on contemporary knowledge of the way the brain functions and learns. Our curriculum develops a culture to help students go deeper in their understanding and relate learning experiences to real life situations.

Strong foundations in mathematics, reading, language, science, social studies, sport and the arts are recognised by the staff as key to each child's future. The schools core curriculum is governed by the Queensland Studies Authority and complies with all state requirements.



Mathematics

The mathematics curriculum focuses on the essential elements of logic, open ended questioning and problem solving in order to develop and apply thinking and reasoning skills in areas such as number concepts, patterns, measurement, shapes and chance and data.

English

English focuses on making meaning of text and language through a variety of teaching approaches. These include integrating the key features of grammar, phonics, spelling, punctuation, and genre in the area of speaking and listening, reading, writing and interpreting various text types.

Science

Science involves students making sense of scientific phenomena as they investigate and understand aspects of society, the earth and the universe, energy, living things and natural and processed materials.

Studies of Society and Environment (SOSE)

S.O.S.E. encourages enquiry about our social and environmental world through the study of past and present history, culture and identity, political systems, government and power, and the conservation and preservation of our environment.

Technology

This subject integrates design and development of products in response to needs, wants or opportunities. Students are able to use, modify and reflect on technical products by investigating and applying their knowledge, information, materials and systems.

Art

This creative area incorporates dance, drama, media, music and visual arts.

Health and Physical Education

The focus is on promoting health, developing skills and enhancing personal development through programs such as swimming, tennis and games skills.

Languages Other Than English (LOTE)

We provide a holistic approach which assists children in comprehending and composing a language other than English. The team also has a focus on early intervention in Junior School to help students with learning difficulties, and oversees acceleration programmes across the College.



Acceleration

Students who have been assessed by the College as being capable of working at an above grade level are offered a number of options, depending on individual needs and abilities. Our composite class system allows children to participate in concepts at a higher level of understanding if they are already grasping the level that is related to their age and stage of development.

It is possible to accelerate by whole year level/s to work full time with a group of older students or only part-time in particular subjects; to join special multi-age classes working above grade in particular subject areas; or to work on advanced concepts within their own year level. Decisions about advancement are only taken in co-operation with parents and based on data judged by the College to satisfy requirements.

What is an Integrated Curriculum?

An integrated curriculum is one that transcends the boundaries imposed by traditional subject boundaries. It is understanding driven and involves the integration of content with skills and processes.

We believe that students do not think naturally in terms of different subjects but tend to have a more holistic view of the world, so an integrated approach is compatible with our understanding of the ways in which students learn and develop.

An integrated approach:

- Provides students with a holistic approach to learning that helps them make connections between the different learning areas.
- Provides students with a comprehensive curriculum that develops concepts, processes and skills.
- Gives students a greater sense of purpose in their day to day experiences at school.
- Assists students to understand and build on their experiences in order to make sense of the world.
- Encourages teachers to utilise effective teaching and learning strategies that will enhance student's performance and learning outcomes.
- Allows students to demonstrate skills, abilities and knowledge in varied contexts.
- Values and builds on prior knowledge and out of school experiences of students.
- Allows for the achievement of many outcomes from some or all learning areas in a single unit of work.
- Makes the curriculum more manageable for teachers by bringing like ideas together and creating time for dedicated teaching in each learning area.
- Allows for the inclusion of students with a wide range of abilities, skills and knowledge within the same classroom.



The integrated curriculum aims to:

- Integrate content and skills with process.
- Provide a context for learning content, processes and skills.
- Provide opportunities for interaction and co-operation with others.
- Engage and interest the learner in what he/she is learning.
- Make prior knowledge and experience valued, explicit and built upon.
- Integrate knowledge, skills, values and actions toward a common purpose.
- Recognise and value the individual learner's ways of knowing and learning.
- Build a partnership between the teacher and the learner.
- Make students aware of the purpose of their learning.
- Empower students to reflect upon how they learn.
- Acknowledge and cater for different learning styles.
- Place some control and responsibility for learning in the hands of students.
- Involve learners in actively gathering and processing information.
- Encourage students to become independent, resourceful and adaptable learners.
- Foster dynamic and divergent approaches to teaching.
- Cater for students with a range of different interests, abilities, skills, and motivation.

The selection of worthwhile content is essential if an integrated curriculum is to be effective. The content can be packaged in the form of particular topics around which units of work are developed.

The selected topics for these units need to be based around key understandings and the Essential Learnings that forms the Queensland Studies Authority Curriculum (QSA). The Essential Learnings advocate sets of concepts or understandings in the areas of communicating, thinking, personal futures, world futures, and social responsibility that need to be covered. Topics also need to be meaningful and be vehicles for assisting students to learn about the world.



About Our Staff



Our teachers are committed professionals who aim to be positive role models in lifelong learning.

Our teachers are also actively involved in the College's co-curricular programme as coaches and mentors so they can help students achieve a well balanced education. They have come from a range of differing perspectives, both traditional and alternative.

All teachers are engaged in ongoing professional development to remain current in using the most effective learning and teaching strategies, based on educational research.

Our curriculum framework has been adopted because it specifically caters for different learning styles, rates of progress and student needs. Our teachers are supported by in-house & off campus workshops and professional development throughout the year. Learning and planning are undertaken collaboratively in a shared approach to building knowledge and skills.

Many of our teachers are also engaged in formal study programmes and contribute actively to their professional associations through giving presentations at conferences and taking leadership roles. Non-teaching staff attend relevant in service on various software programmes, use of machinery, and professional conferences. Where applicable they are members of professional associations. All teacher-aides supporting classroom learning have relevant certificates or equivalent experience and training.



The College retains consultants as required to assist in compliance matters under Federal and State legislation, and ensures all staff remain current in these important policy areas.

We encourage all staff to be supportive, encouraging and helpful to all their fellow colleagues and make teaching and working at the College enjoyable.

Key Points & Dates

Lunches & Snacks

It is requested that each child have a clearly labelled lunchbox and drink bottle.

School Hours

Early morning playground supervisors monitor the grounds from 8:15 am until the start of the school day.

Parents please note: the College cannot provide student supervision outside these times. Before school care needs to be used prior to this time at one of our affiliated childcare centres.

Children are expected to be at school by 8.30 am.

Children are to be collected promptly by 3.30 pm.

It is anticipated as numbers at our school grow we will have our own After School Care Programme running on the school grounds. Until then Before and After School will be conducted at Smarter Kids Kindergarten at 60 Investigator Drive, Robina (07) 55 808 911. A dedicated bus service will be run to take the children to & from the centre to the school.

Uniform

Our compulsory uniform is tailored to meet the seasonal requirements of the Gold Coast whilst sporting the Queensland Independent College logo. Our focus on being active and sun smart ensures children have long lasting and durable uniforms whilst being protected from the sun.

To review the uniform please visit school administration where our friendly staff can fit and order a school uniform for your child.

PLEASE ENSURE YOUR CHILD BRINGS A SUN SMART HAT EACH DAY TO SCHOOL

Term Dates for 2010

Term One: Wednesday, 27 January - Thursday, 1 April

Term Two: Tuesday, 20 April – Friday, 18 June

Term Three: Tuesday, 13 July - Friday, 17 September

Term Four: Tuesday, 7 October - Thursday, 2 December



College Fees - Foundation Year 2010

Fees are set annually according to College budgetary requirements. Fees can be paid annually or by term. Fees paid on an annual basis attract a discount if paid in full within fourteen days of commencement of Term 1.

Tuition Fees

Paid Annually	\$2800	(must be paid in full by Friday 5th February 2010)
Paid by Term	\$750	(4 terms per year – fees are due and payable by 7 days commencement of each term)

Payment Plan: Pay the account over 10 months using the payment plan option.

If you wish to use this option please contact the school office to complete a payment plan application form within the first two weeks of the school year, prior to your account being due.

Family Discounts

The third and fourth children in a family attending the school at the same time attract the following discounts: Second Child receives a 15% discount, Third child receives a 17.5% discount, Fourth child receives a 20% discount.

Building Fund Levy

This contribution is tax deductible as it is specifically budgeted towards building projects related to the school.

Building Fund: \$200 per year per family as at 2009

Family Bond

A Family Bond of \$500 is payable in addition to tuition fees, and is fully refunded (less outstanding debts) on written application at the conclusion of the family's last student's enrolment at the College. If no written application for a refund is received by the College within six (6) months of the conclusion of the family's last student's enrolment at the College, then the levy (less any outstanding debts) shall be deemed to be a Voluntary Donation to the College, which the College may apply at its sole discretion.

Subject Levies and Disbursements

there's a stationery Levy of \$200 which covers all the child's book and stationery need for the year.

In some subject areas and year levels, photocopies replace textbooks. Other costs such as school camps and transportation to school activities are charged as disbursements and appear as separate items on accounts.

After School Care and Vacation Care

After School Care operates from 3.15pm-6.00pm.

Cost: \$18.00 per session.

Vacation Care is available other than over the Christmas/New Year period.

Dates are advised annually by the College and bookings are essential. Cost: \$45.00 per day.

Before School Care

Before School Care operates from 7.00am - 8.30am.

Cost: \$10.00 per session.

Payment of Fees

Fees are payable within 7 days of the commencement of each term unless special arrangement has been made in writing with the Head of School.

Withdrawal of a Student from the College

As budgets are based on enrolments, parents are required to give one full term's notice of withdrawal of a student. If such notice is not given, a term's fees may be charged.

How to Enrol

Application for enrolment is made only on the College's official Registration for Enrolment form from our prospectus or downloaded from the College web site.

The forms are to be accompanied by the following:

- Non-refundable application fee of \$50.00
- Copy of the latest school report (if applicable)
- Copy of birth certificate

Please note that the Registration for Enrolment form does not itself constitute an enrolment.

In the year prior to the intended year of entry, the Registrar will contact parents to arrange an interview with the College Principal (or delegate). The student should be accompanied by both parents if possible. Please bring to the interview:

- A written family reference
- Record of immunisation (Prep)
- A copy of the most recent school report (if later than that previously submitted)

Should an offer of place be made, parents formally indicate acceptance within the set time frame by completing the Confirmation of Enrolment form and paying the Confirmation Fee of \$100.00.

Admissions Policy

Please note that on formal acceptance of the offer as noted above, parents undertake to support the rules, regulations and programmes of work of the College as they may be determined from time to time, and are responsible for the payment of all fees and charges.

Any information relevant to the prospective student's health or learning that would affect the College's ability to provide effectively for the student's education must be disclosed prior to enrolment if known, or when such information becomes available during the student's enrolment.

The College observes its obligations under law in its admissions policy. Offer of a place requires that the College is satisfied that the student has the ability to benefit from the College's programmes, and that there is a reasonable gender balance at each year level.

Allocation of places is determined generally by the following:

Order of registration

Siblings of current students (providing application is made twelve months prior to date of entry, otherwise order of registration applies). Parents are invited to tour the College and can make an appointment to do so on (07) 55 252 266.

Please note that tour booking are necessary, so that we can give you our full attention and provide the specific information which you require.



Location

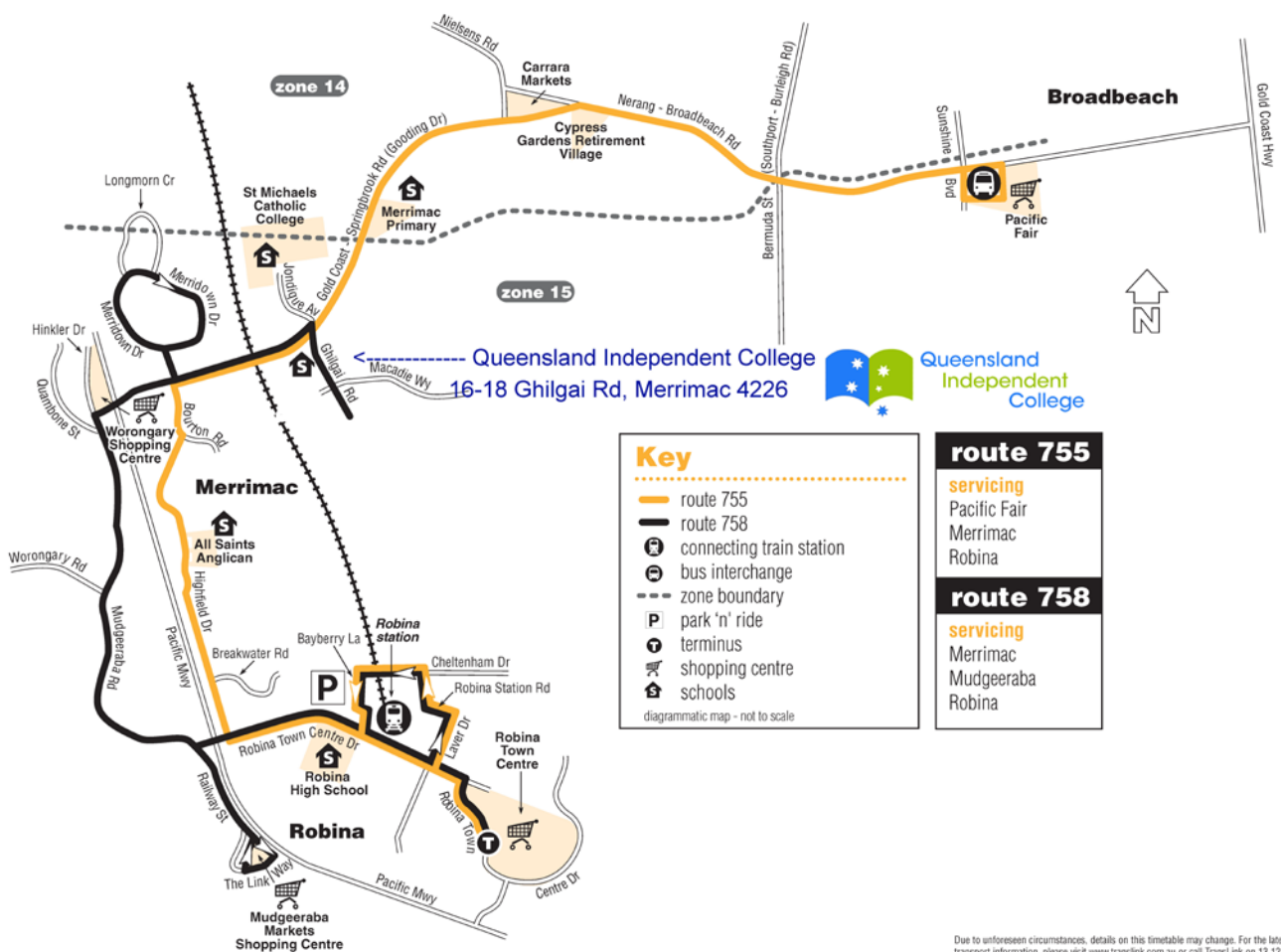
Queensland Independent College is located on 7.5 acres at Ghilgai Road, Merrimac, which lies in the heart of the central Gold Coast Area.

The College is conveniently located 7 minutes from Robina Town Centre via the M1 and 10 minutes from Broadbeach, Pacific Fair and beaches of the Gold Coast.

A network of bus services provides transport to the College across the Gold Coast, extending north to Dreamworld and south to the QLD/NSW border. The nearest train station is Robina.

Contact Surfside Bus lines on 07 5574 5111 ([Bus Map](#))

Queensland Rail on 13 16 17 for timetable and tariff information. ([Transport Network Map](#))



Due to unforeseen circumstances, details on this timetable may change. For the latest public transport information, please visit www.translink.com.au or call TransLink on 13 12 30.





*** IMPORTANT - After completing this form, please ensure it is saved then sent. This will ensure entered information is submitted.**

1. Student Details

Full name of child

Date of Birth Age as at June 30th, 2010

Male/ Female Year Level Entry Start Date

Centre/ School Currently Attending

1. Other Siblings Name Age

2. Other Siblings Name Age

3. Other Siblings Name Age

2. Parent/ Father/ Mother/ Legal Guardian Details - GUARDIAN 1

Legal Guardian Title Title Name

Residential Address

Residential Suburb State Post Code

Student Lives at this address? Occupation

Home Phone Position

Nationality Place of Employment

Mobile Work Phone

E-mail

Comments

2. Parent/ Father/ Mother/ Legal Guardian Details - GUARDIAN 2

Legal Guardian Title	<input type="text"/>	Title	<input type="text"/>	Name	<input type="text"/>
Residential Address	<input type="text"/>				
Residential Suburb	<input type="text"/>	State	<input type="text"/>	Post Code	<input type="text"/>
Student Lives at this address?	<input type="text"/>	Occupation	<input type="text"/>		
Home Phone	<input type="text"/>	Position	<input type="text"/>		
Nationality	<input type="text"/>	Place of Employment	<input type="text"/>		
Mobile	<input type="text"/>	Work Phone	<input type="text"/>		
E-mail	<input type="text"/>				
Comments	<input type="text"/>				

3. Preferred Contact Correspondence

Primary Contact	<input type="text"/>	Correspondance Method	<input type="text"/>
Secondary Contact	<input type="text"/>	Correspondance Method	<input type="text"/>
Please include any relevant information regarding the custody of the student.	<input type="text"/>		

4. Family referee who can be contacted by head of school.

Title	<input type="text"/>	Name	<input type="text"/>	Relationship	<input type="text"/>
Residential Address	<input type="text"/>				
Residential Suburb	<input type="text"/>	State	<input type="text"/>	Post Code	<input type="text"/>
Mobile	<input type="text"/>	Work Phone	<input type="text"/>		
Home Phone	<input type="text"/>	Nationality	<input type="text"/>		
E-mail	<input type="text"/>				
Additional Information	<input type="text"/>				

5. How did you find us ?

- | | | | |
|-------------------------------------|---|--|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Yellow Pages | <input type="checkbox"/> Newsletter | <input type="checkbox"/> Drive/ Walked by |
| <input type="checkbox"/> Internet | <input type="checkbox"/> Friend | <input type="checkbox"/> Radio/ Television | <input type="checkbox"/> Co-worker |
| <input type="checkbox"/> Government | <input type="checkbox"/> Guidance Officer | <input type="checkbox"/> Employer | <input type="checkbox"/> Child Care Centre |

Other: (please explain)

6. What are your expectations for your child ?

Goals &
Expectations

7. Language/ Cultural/ Indigenous Background ?

- Are you from a Non-English Speaking Background? Yes No Are you of Australian Aboriginal Origin? Yes No
Do you speak a language other than English at home? Yes No Are you of Torres Strait Islander Origin? Yes No
Is the student a permanent resident of Australia? Yes No Is the student here on a VISA? Yes No

Please select student's country of birth?

8. Student Individual Needs and Medical Conditions ?

To foster individual learning needs of students,
individual information relating to medical conditions is required.

Does the student have a disability or long term medical condition? Yes No

If yes, please indicate the area of impairment.

If other please specify here:

Does your child receive any services from an external agency that may affect educational arrangements ? Yes No

If so, please provide contact
details of provider:

Does your child have a medical condition (i.e., asthma, epilepsy) which may require first aid ? Yes No

If yes please specify here:

Has your child ever taken part in a remediation programme ? Yes No

Has your child ever taken part in programmes for talented or gifted children ? Yes No

Has your child ever been accelerated ? Yes No

Has your child ever been ascertained ? Yes No

If yes please specify here:

PARENTAL/ LEGAL GUARDIAN DECLARATION (Please read carefully before signing)

Release

By signing this form I agree to releasing and forever discharging Queensland Independent College, its owners, employees, directors, board members, servants, agents, successors and permitted assignees from all duties, actions, suits, causes of action, proceedings, liabilities, claims and demand of whatever kind of nature, either in law or in equity, which arise or may hereafter arise from the Student's participation in the College and associated businesses.

The parent/ legal guardian understands that this release discharges Queensland Independent College from any liability or claim that the parent/ legal guardian/student may have against the Queensland Independent College with respect to any bodily injury, personal injury, illness, death, or property damage that may arise from the parent/ legal guardian/ student's participation in its courses, whether caused by Queensland Independent College or their employees; servants, agents, successors and permitted assignees.

The parent/ legal guardian expressly agrees that this release is intended to be as broad and inclusive as permitted by the laws of Queensland and that this Release shall be governed by and interpreted by the laws of Queensland, and the parent/ legal guardian agrees that in the event that any clause or provision of this release shall be held to be invalid by any court of competent jurisdiction, the invalidity shall not otherwise affect the remaining provisions of this Release which shall continue to be enforceable.

The parent/ legal guardian in making signing this application is also aware:

- 1 - Has read, understood and agrees to Queensland Independent College's enrolment policy, procedures and conditions of enrolment as detailed by Queensland Independent College.
- 2 - The registration/ administration fee is non-refundable.

Parent/ Guardian Signature - 1	<input type="text"/>
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Parent/ Guardian Signature - 2	<input type="text"/>
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Print Name:	<input type="text"/>
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Print Name:	<input type="text"/>
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Date	<input type="text"/>
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Date	<input type="text"/>
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Acknowledgment when submitting by email

<input type="checkbox"/> I have read and understand the policies, procedures and conditions of enrolment and do hereby certify that this form has been completed by me personally being the parent/ legal guardian of the student. The information provided is correct and I agree to abide by Queensland Independent College's policies and procedures. I certify that I have read and clearly understand the Queensland Independent College Handbook and conditions of enrolment.

Once completed please forward to the Queensland Independent College by :

Fax: (07) 55 252 252 or **Email:** contact@qic.qld.edu.au

Mail: Queensland Independent College
Locked Bag 4, GCMC, Bundall, QLD, 9726

*** IMPORTANT: After completing this form, please ensure it is saved then sent. This will ensure entered information is submitted.**

Official Use

Date Application Received	<input type="text"/>	Confirmation of Enrolment Notes	<input type="text"/>
Amount Received	<input type="text"/>		
Admissions Interview Date	<input type="text"/>	Start Date	<input type="text"/>

Additional Notes	<input type="text"/>
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