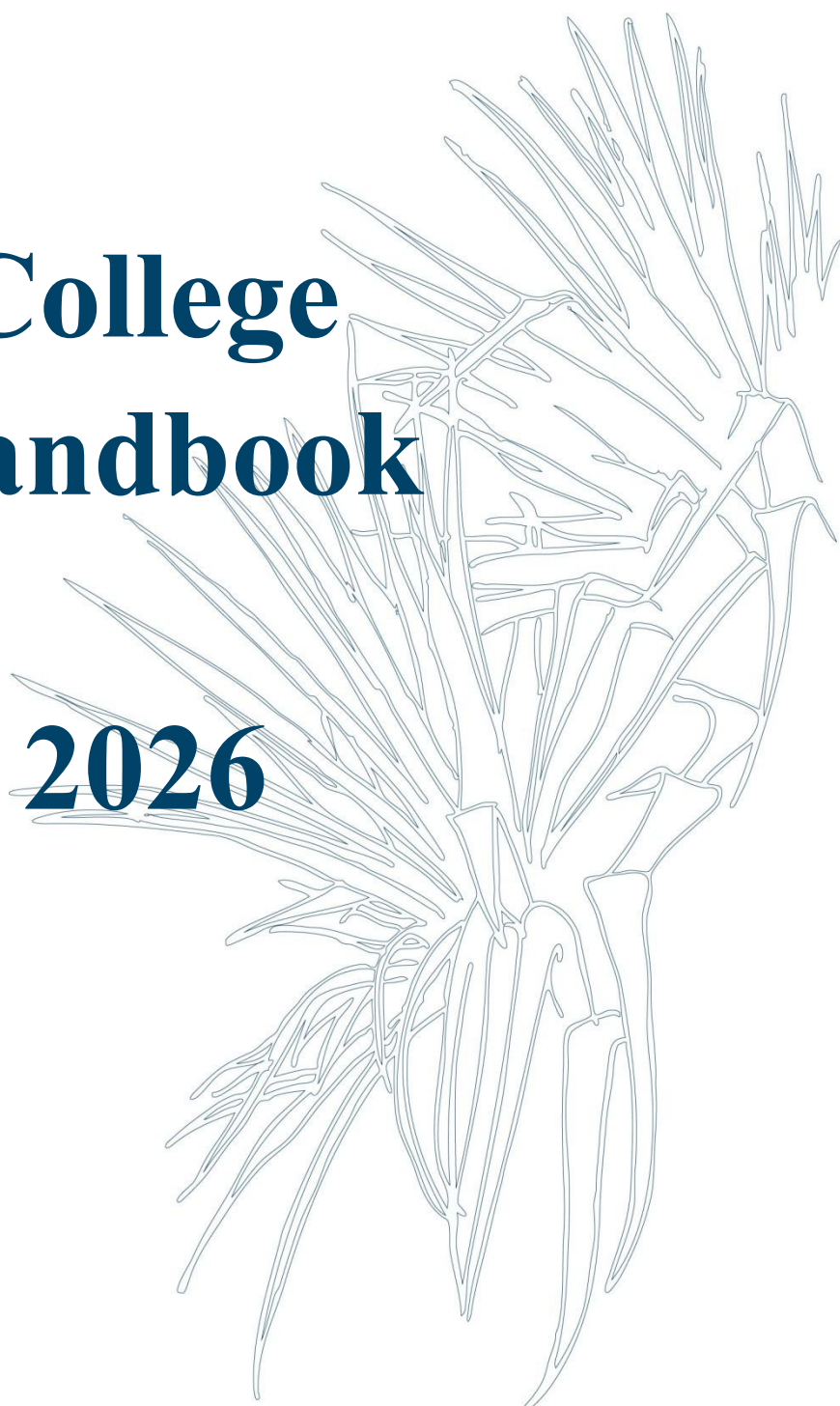




College Handbook

2026



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FOREWORD

This handbook has been prepared for the parents and students of Good Shepherd Lutheran College to provide them with information about the College's general operations, practices and expectations.

Should you require further information or additional explanation, please do not hesitate to contact the Principal or relevant staff at the college. It is hoped that both parents and students will use this booklet as a handy guide to the various aspects of the Good Shepherd Lutheran College community.

If you feel there are details that could be added to this handbook to further aid students and parents, please forward your suggestions to the Deputy Principal.

ABOUT GOOD SHEPHERD LUTHERAN COLLEGE

Contact Details

Street Address:	115 Eumundi Road Noosaville 4566
Postal Address:	PO Box 1288 Noosaville DC, 4566
Phone:	(07) 5455 8600 <i>When telephoning the College, you will reach an automated voice message through which you can select the section you require.</i>
Fax:	(07) 5449 8086
Email:	gslc@gslc.qld.edu.au
Web Site:	www.gslc.qld.edu.au
Student Absences:	Phone: 07 5455 8666 SMS: 0416 906 148 Email: absent@gslc.qld.edu.au

Office Hours

The College Administration & Business Office Hours are 8.00am to 4.00pm Monday to Friday, closed on public holidays.

The Business Office will be open during most school holiday periods. Please refer to the latest edition of the Shepherd's Pie for office hours during school holiday times.

College and Parish

Our College is part of the ministry of The Lutheran Church in Queensland and has ties to the Good Shepherd Lutheran Church and its congregation. Through this partnership we aim to show the people of Noosa and its surrounds a glimpse of God's amazing love for them. The Good Shepherd Lutheran Church worships each Sunday in the Chapel and Pastor Mark Hansen is involved within the school community. You are welcome to call on the resources of the congregation at any time.

The church office is located on the southern end of the building, with access from the path leading to the Prep classrooms. The Church office phone number is (07) 5449 8856.

There is a Pre-School Playgroup that meets every Tuesday and Thursday (during the school term) at 9.00am to 11.00am in the Church Annex.

Lutheran Church

The Lutheran Church believes that through faith a person is brought into a living relationship with Jesus Christ. The Holy Spirit establishes this grace relationship of love and forgiveness through God's Word.

The Lutheran Church is a mainstream Christian Church which was established in Northern Europe at the time of the Reformation in the 16th Century. In recent times in Australia significant discussion has occurred between Lutheran, Anglican, Catholic and Uniting Churches. This has resulted in significant understanding, some agreement and cooperation with these churches. Christian teaching and worship are central to the functions of all Lutheran Schools.

More information about what Lutherans believe is available on request from the registrar, and the chaplain is happy to discuss with you any further questions you may have.

History and Development

The College is situated on 4.6 hectares (11 acres) which was previously the site of the Noosa Drive-In. In addition the College has a lease agreement to use Sunshine Coast Council oval space adjacent to its property between Seacove Court and Walter Hay Drive.

In 1985 a temporary demountable building was constructed with the generous support of local members of the Noosa Lutheran Congregation and the Lutheran Church of Australia.

Good Shepherd Lutheran Primary School opened on the 28th January, 1986 with an enrolment of 66 students. In 1992, the Noosa Parish handed over the Primary School to the Lutheran Church of Australia, Queensland District which opened Good Shepherd Lutheran College offering classes from Year 1 to Year 8. In 1996 classes were offered from Prep to Year 12 for the first time.

In 1997, the first cohort of 40 graduating Year 12 students completed their schooling at Good Shepherd. In 2002, agreement was reached with Noosa Shire Council for the acquisition of 1.1 hectares (2.7 acres) of additional land, on which a Health & Physical Education Centre, extra classrooms and a swimming pool were constructed. In 2006, the College purchased the two adjoining properties adjacent to the Eumundi Road entrance and subsequently opened the Little Lambs Early Education Centre on this site in 2010.

The College currently has an enrolment of approximately 1000 students with over 100 staff employed in various educational and supportive roles.

Mission Statement

Good Shepherd Lutheran College exists to provide a...

'Quality Christian Education in a Caring Environment'

The College Crest

Jesus said. "I am the good shepherd...and I lay down my life for the sheep" *John 10:14-15*.

At the very centre of our College is Jesus, The Good Shepherd. The good news of Jesus' love and acceptance of us, his straying sheep, comes to us through the Bible. The shepherd's crook reminds us of Jesus' promise to always be with us, guiding, comforting and protecting us as we 'follow' him. No matter what happens in life, we remain in the circle of his love and care.

College Council

The general day-to-day running of the College is in the hands of the College Principal. A College Council of up to ten people, appointed by the Lutheran Church, oversees the College program, building development and College policy.

College Values



Values

- **Forgiveness**
a conscious, deliberate decision to release feelings of resentment or vengeance.
- **Inclusiveness**
the quality of including many different types of people and treating them all fairly and equally.
- **Love**
is a kind, caring and understanding environment. It is the basis for belief in equality and goodwill toward all.
- **Service**
When we serve, we look outside of ourselves, beyond our own problems, and seek to bring values to others.
- **Quality**
The importance, worth or usefulness of something; the standard of something as measured by others.

Teaching Staff

All teachers of the College are registered in the State of Queensland as qualified teachers. Many of them are also approved or accredited according to the requirements of the Lutheran Church of Australia.

Accreditation

Good Shepherd was granted approved status as an accredited Primary School with the Department of Education by the Minister for Education in 1986, and as a registered Secondary School in 1992. This accreditation is reviewed and renewed every 5 years with the last renewal occurring through a panel process in 2017.

The College is a registered provider of Long Day Care and Early Learning Programs through Little Lambs Early Learning Centre with the support of Queensland Lutheran Early Childhood Services (QLECS).

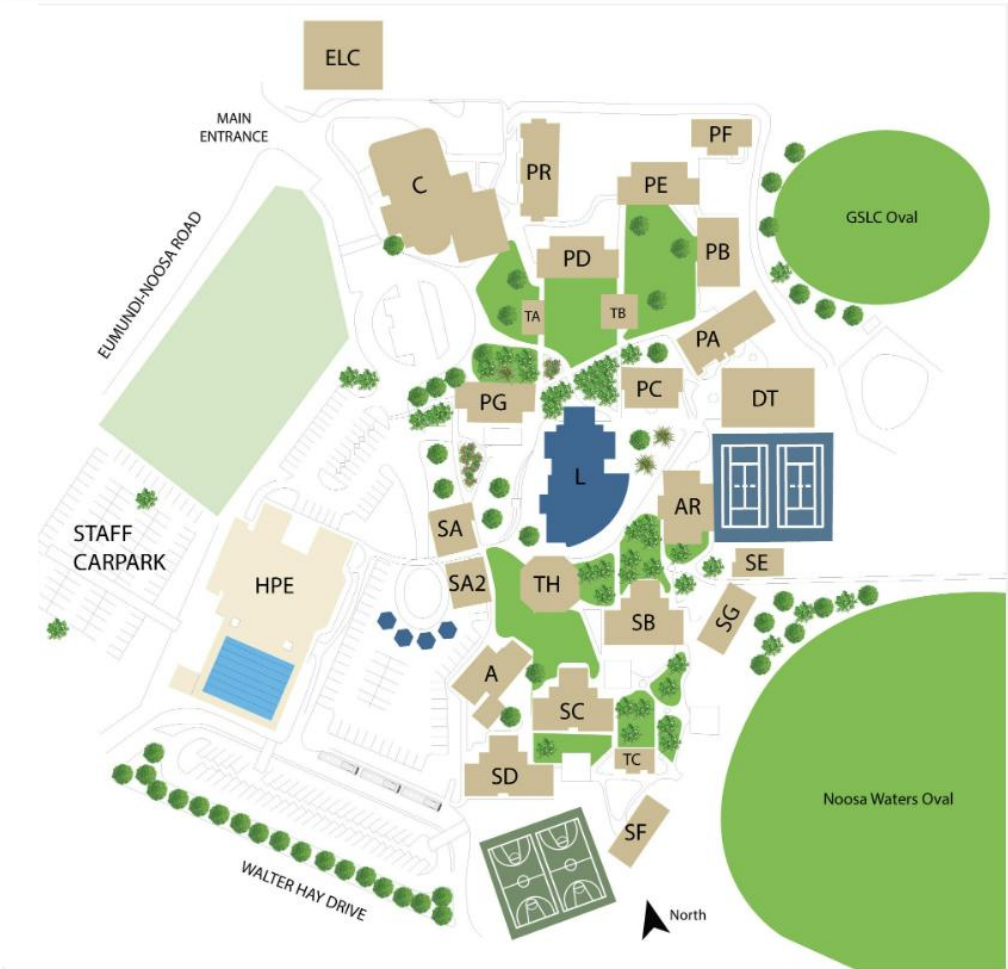
The College also operates an accredited Out of School Hours and Vacation Care Program.

Income

The State and Commonwealth Governments provide per capita grants. The balance for recurrent expenditure is provided by parents through fees.

Campus Map

- Absentees- SA
- Accounts- A
- Admin- A
- Business Manager- A
- Careers- L
- Change rooms- HPE
- Chapel- C
- Counsellor- SA
- Deliveries- A
- Deputy Principal- SA
- First Aid-SA
- Gymnasium- HPE
- IT Department- L
- Junior Years Coord- PA
- Library- L
- Little Lambs- ELC
- Maintenance- DT
- Middle Years Coord- SA
- Music Tutor Rooms- TH
- Principal- A
- Senior Years Coord- SA2
- Staff Toilets- A,PA,SA,HPE, L
- Student Toilets- TA,TB,TC,HPE,L
- Student Services- SA
- Tuckshop- TS
- Uniform Shop- A
- Year 1- PD
- Year 2- PE
- Year 3- PF
- Year 4- PC
- Year 5- PG
- Year 6- PB



COMMUNITY RESPONSIBILITIES

Good Shepherd Lutheran College (**College**) is a P-12 community endeavoring to live out its mission statement on a day-to-day basis:

Good Shepherd Lutheran College exists to provide quality Christian education in a caring environment.

As with any community there is an expectation for members to carry out their responsibilities appropriately and for the good of the community. This Community Responsibilities Statement outlines some of the responsibilities for members of the College community, including staff, parents and students. The responsibilities listed are not definitive or exhaustive but are an attempt to remind us of the roles we have in assisting each other to achieve the College's mission.

Staff and students are obvious members of our College community, so too are parents and guardians of students. The strength of the partnership between a student's home and the College will be a strong determinant of the benefits a student will receive while being a member of our Good Shepherd community.

Staff

Students

College staff should:

- Create trusting relationships with students.
- Regard the education of students as the primary goal of teaching.
- Recognise and promote the worth of each individual as a unique creation of God.
- Provide an environment which promotes the physical, emotional, social, intellectual and spiritual wellbeing of all students.
- Base teaching on the best theoretical and practical knowledge and knowledge of each student's development.
- Encourage students to reach their potential.
- Protect the student's right to privacy and confidentiality.

Parents and Families

College staff should:

- Establish a relationship based on courtesy, mutual trust and open communication.
- Respect family privacy and treat information with an appropriate level of confidentiality.
- Respect parents' and guardians' rights of inquiry, consultation and information with regard to their children.
- Respect the uniqueness and characteristics of each student's family background.
- Seek constructive and positive communication in regard to conflicts and their resolution.

Colleagues

College staff should:

- Support and assist colleagues in the performance of their professional duties and responsibilities.
- Build an atmosphere of trust, respect and candour.
- Create a non-discriminatory work environment.
- Support colleagues in defending their legitimate personal, professional and industrial rights.

Profession

College staff should:

- Act within the educational and wider community in a way which enhances the status of the profession.
- Update and improve effective learning and teaching strategies.

Community and Society

College staff should:

- Develop in students the Christian values of respect for others, freedom, equality, integrity, participation and the pursuit of truth.
- Promote co-operation among all agencies and professionals working in the best interests of students and families.
- Provide a professional service which is responsive to the needs of the community.
- Develop by precept and example, a respect for laws and policies which protect and promote the wellbeing of students, families and the community.

The Employer

College staff should:

- Be truthful when making statements about qualifications and competencies.
- Observe contractual commitments.
- Promote actively the improvement of school/institutional policies.
- Provide a high standard of professional service.
- Be loyal to the Principal.

Parents

Parents and legal guardians have the following responsibilities:

- Comply with all relevant College policies and procedures, including the Community Code of Conduct.
- Provide a caring and supportive home environment so children can reach their full potential.
- Create and maintain supportive relationships with the school based on courtesy, open communication and mutual respect. Abuse and inflammatory communication will not be tolerated.
- Ensure the College is fully advised of the student's social, emotional, behavioural, educational, learning, psychological, physical, medical and health needs, and any other needs both upon application for enrolment and during enrolment. This obligation also extends in regard to any applicable court orders.
- Ensure children are correctly dressed for school and only attend the College while in good health.
- Provide children with the necessities for the school day including a healthy lunch or a suitable alternate arrangement.
- Notify the College of a student's absence or illness.
- Be aware of the College's requirements regarding homework completion, uniform and student and community behaviour.
- Support the College in word and action and as agreed to in their Enrolment Contract.
- Assist students to receive maximum benefits through their involvement with the College by:
 - ✓ Providing a quiet work area at home;
 - ✓ Showing an interest in children's work; and
 - ✓ Helping with developing orderly work habits and time management.
- Seek constructive and positive communication in regard to conflict resolution.
- Become involved with P & F and its activities.

Students

Students have the following responsibilities:

- Comply with all relevant College policies and procedures, including the Student Code of Conduct
- Create and maintain positive relationships with all students, teachers and non-teaching staff.
- Complete homework, activities and assignments by the required time.
- Care for the property of self, others and school, and the natural environment.
- Share with parents any information provided by the school.
- Wear the correct uniform in an appropriate manner at all times.
- Treat others in a polite, respectful and courteous manner.
- Contribute to community life and become involved in school activities and events.

Governing Body

The College Council is the College's Governing Body. The College Council has the following responsibilities:

- Ensure the College maintains a strong "Lutheran Education" ethos.
- Determine and clarify policy which will enable the College to fulfil its aims and objectives.
- Provide Gospel-centred leadership at all times.

FOSTERING A COMMUNITY OF RESPECT (BEHAVIOUR MANAGEMENT POLICY)

Good Shepherd Lutheran College (**College**) aims to provide a safe and orderly environment for students, staff and family. The aim of this Behaviour Management Policy is to foster a whole-of-school positive climate for learning and personal development that is aligned with our College context, Lutheran ethos and commitment to a restorative approach.

Within our College community a special relationship exists between administration, teachers, students and their parents or guardians as partners in the whole education process. Each party needs to recognise the rights and responsibilities of being a member of the Good Shepherd community.

This Behaviour Management Policy applies to all members of the College community, including students and parents, guardians and carers of students.

While they are not listed in this Behaviour Management Policy, throughout the College, there are various behaviour management strategies and programs which cater for student's age and level of maturity.

Aims

In order to Foster a Community of Respect to create a Positive Climate for Learning and Personal Development, the College aims to:

- provide, as a foundation, an array of learning opportunities to develop personal and social competence to maximise educational opportunities and outcomes for all students;
- strategically maintain and develop healthy relationships within the school community at all times;

- support processes for maintaining a positive learning environment within the classroom as well as a harmonious, peaceful and safe playground;
- encourage students to acknowledge and learn from their mistakes, reconcile and resolve problems;
- recognise and learn to manage the underlying causes of behaviour; and
- facilitate repair processes using restorative processes and language.

Expectations

Students whose behaviour does not conform to the Behaviour Guidelines should expect to be part of the restorative and disciplinary processes used by the College.

College Administration

The College administration should:

- provide an orderly environment for work and play;
- provide appropriate personnel to take on stated responsibilities with the student body;
- implement, maintain and review policies in the area of Pastoral Care, Behaviour Management, Restorative Practices, Uniform Code, Code of Conduct;
- support the policies and the implementation of such policies;
- provide a structured referral system to deal with student choices; and
- be consistent and fair in all undertakings.

Teachers

Classroom teachers should establish a positive learning environment in their classrooms by:

- Setting clear expectations for classroom and playground interactions and relationships, and establish clear consequences.
- Creating positive relationships between students and teachers through a variety of in-class strategies (e.g. 'circle time').
- Implementing a variety of proactive, school-wide strategies that enhance the personal and social competencies of students.
- Displaying general school expectations and class-negotiated expectations in the classroom.
- Using restorative language (For example, What has happened?, What were you thinking?, Who has been affected?, What can we do to fix things up?) when addressing the choices students make.
- Taking responsibility for tracking and recording an individual child's classroom actions.
- Contacting parents when appropriate and necessary.
- Referring and re-directing students needing further reflection on inappropriate interactions or actions.
- Where necessary, working with Learning Enrichment Coordinator/s to establish/monitor Individual Support Plans for children who are experiencing difficulty.
- Directing any students on Individual Support Plans to the relevant Head of Students and Learning Enrichment Coordinator and inform other teachers as necessary.
- Liaising with College leaders and referring students for further support when necessary.

Students

Students of the College are required to:

- comply with all relevant College policies and procedures, including the Student Code of Conduct;
- positively support and actively uphold the College's Mission Statement;
- make optimum use of educational activities within and outside of the classroom by being at the right place, at the right time, with the right materials for productive work;
- respect the rights of others to also derive maximum advantage from the educational opportunities provided by the College by being cooperative and supporting quality learning;
- display self-respect in terms of appearance and behaviour by following the requirements of the school dress code, displaying good manners and behaving appropriately at all times and in accordance with the Student Code of Conduct;
- display respect for others and build a sense of community by developing positive relationships and using appropriate language and behaviour at all times, including showing respect to other members of the College and wider community, school facilities and resources;
- recognise the need for a safe and healthy environment by following the school's Anti- Bullying Policy and by adhering to the College's Workplace Health and Safety policy; and
- affirm and support those who are disadvantaged both in our community and the wider community by resolving conflict peacefully.

Parents/Guardians

Parents and guardians are required to:

- comply with all relevant College policies and procedures, including the Community Code of Conduct;
- provide a supportive environment for work to be done at home;
- encourage a disciplined approach to learning from an early age;
- support the various policies of Good Shepherd; and
- discuss matters of concern with their child/ren.

STUDENT CODE OF CONDUCT

Good Shepherd Lutheran College (**College**) is a community based on the values of the Christian faith. The value of each member of our community is exemplified by the way Christ treated all people. The Bible shows Christ as the one who gives dignity, respect and self-worth to all, regardless of our differences. Good Shepherd Lutheran College aims to model this in the way we treat each member of our community.

This Student Code of Conduct applies to all students currently enrolled at Good Shepherd Lutheran College. This Student Code of Conduct applies to conduct on College grounds, while attending College events both on and away from the College grounds, while travelling to and from the College and College events, while using social media and applies to any other conduct that occurs outside of College hours or off the College campus that may otherwise affect or be attributed to the College.

In addition to this Student Code of Conduct, all students are required to comply with all of the College's policies and procedures, as implemented and varied from time to time.

In this Student Code of Conduct, 'College staff' includes all College employees, contractors and volunteers.

Code of conduct

The Student Code of Conduct is derived from the main principles of **respect for yourself, others and the community**, and forms the basis of how all students are expected to conduct themselves in their day-to-day activities at the College.

As students of the College, every opportunity is to be taken to put into practice the values and principles in the Student Code of Conduct. This includes through Students engaging in the following:

- complying with all of the College's policies and procedures as implemented and amended from time to time, including this Student Code of Conduct;
- regular daily attendance;
- punctual arrival to the College and classes;
- moving promptly between lessons and to lessons after breaks;
- participating in the College's spiritual, sporting, cultural and academic programmes;
- cooperating with teachers and all other staff, and supporting a positive learning environment;
- caring and being supportive to other students so that they are free of harassment and feel valued in this community;
- completing all homework and set tasks;
- meeting deadlines for assessment; and
- developing sound study habits and striving to achieve the highest possible work standards.

Respect for Yourself

As a valued member of the College community you have unique gifts and abilities. Some of these you already know of and some you are yet to discover. Students are required to demonstrate the value of respect for yourself by:

- participating in the classroom and engaging in all lessons and learning opportunities provided by the College to the student;
- looking after your personal hygiene and being appropriately dressed and groomed in accordance with the College's expectations and policies;
 - taking care of your physical health;
 - maintaining a balanced mental well-being;
 - developing good standards in language and manners;
 - keeping yourself well organised; and
 - appropriately and respectfully voicing your convictions.

Respect for Others

Everyone has the right to be loved and respected as valuable members of the community. This includes the need to live and work in a safe environment, where differences are accepted and celebrated.

Students must demonstrate the value of respect for others by:

- communicating and interacting respectfully and appropriately with all students, College staff, parents, members of the community and other visitors to the College;
- listening to teachers while in the classroom and all other College events and activities, whether these occur in the College campus or off campus;
- complying with directions issued to you by the College and teachers;
- modelling positive behaviours and practices for all other students;
- valuing the ideas, opinions and efforts of all others, including parents, teachers and College staff;
- supporting and encouraging younger and less able members of your community;
- protecting others from all forms of abuse and bullying;
- respecting and protecting all property;
- caring for and co-operating with your peers; and
- showing appreciation and respect for those who care for you.

Students must not:

- engage in violent, abusive, disrespectful or any other offensive or dangerous behaviour;
- bully, intimidate, undermine, threaten or harass (including verbally, emotionally, sexually and physically) any other student or person;
- engage in dishonest behaviour or academic misconduct, including engaging in any conduct that may constitute cheating or plagiarising;
- refuse to comply with a direction provided by a College staff member;
- photograph or record a College staff member, another student or any other community member, unless specifically directed to by a College staff member for the purposes of an academic activity;
- post a photograph or recording of a College staff member, another student or any other community member on social media or any other public digital forum or page;
- breach another person's privacy or disclose another person's confidential information; and
- use any illicit or illegal drugs, alcohol or tobacco products or attend the College while under the influence of any of these substances.

In relationships between male and female students, regardless of the nature of the relationship, students are required to avoid engaging in:

- obsessive or exclusive behaviour;
- meetings which are not held in an open environment or in an environment that is outside of teacher supervision; and
- inappropriate physical contact.

Respect for the Community

A community only functions effectively with the positive input of each member. By working together toward common goals, we can help each other to grow, learn and mature. Students must demonstrate the value of respect for the community by:

- keeping the College grounds and the wider community clean and tidy;
- promoting the College and its values through your positive behaviour;
- maintaining the College's facilities in good working order;
- being courteous and friendly to teaching, administration and auxiliary staff, other students, parents and visitors; and
- maintaining good uniform and grooming standards both on and off campus.

Out of bounds areas

To ensure the safety of students, the following areas are out of bounds and may not be accessed by students:

- anywhere off the College campus during the school day;
- building and works storage areas including new lawns, gardens, muddy patches, dirt mounds & construction areas;
- car parks and roadways;
- rooms or facilities unattended by teachers; and
- the dam and maintenance sheds.

If a student accesses any of these areas, the student will be directed to immediately leave the area.

Prohibited items

The following items must not be brought on to the College grounds:

- chewing gum, bubble gum etc;
- alcohol, tobacco products, drugs, vape equipment of any form matches / lighters of any kind;
- electronic games;
- unwholesome or pornographic literature or images in any format;
- items for trading or selling;
- large amounts of money;
- weapons of any kind;
- toys, trinkets, charms, dolls, etc; and
- any other illegal or dangerous item or any other item that has the capacity to endanger the health and safety of a student or any other person.

If a student brings one of these items onto the College grounds, the College will immediately confiscate the items. Depending on the item, this item may be returned to a student's parent or guardian, handed into the police or destroyed.

Where the College reasonably suspects that a student has brought one of these items onto the College grounds, the College may search the student's property or locker.

Restrictions also apply to the use of mobile phones while on the College grounds. Please refer to Responsible Use of Personal Electronic Devices Policy.

Non-compliance

Students should report any incidents of non-compliance with this Student Code of Conduct to a teacher.

If a student fails to comply with this Student Code of Conduct, the College will take disciplinary action against the student. The disciplinary action that the College may take against the student includes, but is not limited to:

- confiscation of prohibited items and property;
- a warning;
- exclusion from a College event or activity;
- withdrawal;
- suspension;
- termination of enrolment.

COMMUNITY CODE OF CONDUCT

Introduction

Good Shepherd Lutheran College (**College**) aims to provide an environment that is respectful to all members of the community. All members of the community have an important role in maintaining a safe College environment.

This Community Code of Conduct applies to all parents, guardians, and carers of students enrolled at the College (**Community Members**). This Community Code of Conduct applies to behaviour and conduct on College grounds, at College events, and in any communication or interaction related to the College community, whether in person, online, or via any other means.

This Community Code of Conduct outlines the expectations for Community Members in supporting a safe, respectful, and inclusive learning environment. This policy aims to foster positive partnerships between the College and Community Members, ensuring that all interactions reflect the College's Lutheran values and commitment to the wellbeing and development of every student.

In this Community Code of Conduct, 'College staff' includes all College employees, contractors and volunteers.

Code of Conduct

Communication

The College expects that Community Members will always uphold the College values and the College's Lutheran ethos in all communications.

When communicating with the College, College staff, College students or other Community Members, whether this communication is verbal, in writing, online or in any other form, Community Members must:

- Use respectful and polite language.
- Not use aggressive, abusive or hostile language.
- Not attempt to intimidate, harass, threaten or bully any other person.
- Not defame the College, College staff, College students or another Community Member.
- Listen respectfully to the other person and not attempt to interrupt, undermine or dismiss the other person.
- Use constructive and respectful language when raising any concerns with the College, raising a complaint or providing any feedback.

Where a Community Member wishes to discuss a matter with the College, the Community Member must contact the College by email. If a Community Member wishes to discuss a matter with the College in person, the Community Member must contact the College to arrange an appointment before attending the College to discuss this matter.

Where a Community Member wishes to discuss a matter regarding a College student, the Community Member must approach the College to discuss this matter first. The Community Member must not directly discuss this matter with the College student involved or the student's parents or guardians in the first instance.

Community Members must ensure that timely communication is made with the College regarding student absences, health matters, or any other relevant issues that the College needs to be made aware of.

College attendance

Where a Community Member is invited or has the College's permission to attend the College or a College event or activity, the College expects Community Members to comply with this Community Code of Conduct when attending the College or the event or activity.

When attending the College or attending a College event or activity, whether or not this occurs on or off the College campus, Community Members must:

- Comply with the College's expectations regarding communication outlined in this Community Code of Conduct.
- Comply with all of the College's policies and procedures, including those policies and procedures regarding health and safety.
- Comply with all lawful and reasonable directions issued by the College and College staff.
- Not photograph, film, record or take any other digital recording of a College staff member, College student or other Community Member without the express consent of the person depicted and, in the case of a College student, the student's parents/guardians.
- Not engage in violent behaviour and must not assault any other person.

Social media use

The College acknowledges the benefits of social media use to discuss College matters. However, the College expects that all Community Members uphold the College's values and the College's Lutheran ethos when using social media.

When using social media related to the College, whether this is in engaging with a College account on social media, independently posting about the College on social media or utilising an independently organised social media group related to the College, Community Members must:

- Comply with the College's expectations regarding communication outlined in this Community Code of Conduct.
- Not post any defamatory, offensive, inappropriate or otherwise damaging material or comments regarding the College, College staff, College students or other Community Members.
- Not post photographs, videos or audio of the College, College staff, College students or other Community Members without the express consent of the person depicted and, in the case of a College student, the student's parents/guardians.
- Respect the privacy of the College, College staff, College students and other Community Members by not revealing any confidential or private information or any other information that a reasonable person would expect to be kept private and confidential.
- Comply with any other College policies regarding social media use.

Non-compliance

Where a Community Member fails to comply with this Community Code of Conduct, the College may take disciplinary action, including but not limited to issuing a direction to not attend the College or terminating enrolment.

CHILD PROTECTION

Child Protection at Good Shepherd Lutheran College recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of the children within our College will always be a primary consideration.

We expect our students to show respect to our staff and volunteers and to comply with safe

practices and we expect all employees to ensure that their behaviour towards and relationships with students reflect proper professional standards of care for students, and are not unlawful. The College will respond diligently to a report of suspected or actual harm, or risk of harm to a student resulting from either within the College or from outside of the College.³

Preventing Harm

What does the College mean by harm?

Recent Queensland legislation defines harm as any detrimental effect of a significant nature on the child's physical, psychological or emotional well being. It is immaterial how the harm is caused. Harm can be caused by:

- Physical, psychological or emotional abuse or neglect.
- Sexual abuse or exploitation.
- Domestic or family violence.

How does the College protect students from harm?

The College has a comprehensive Child Protection and Anti Sexual Abuse Policy, which covers the actions to be taken if a member of staff or a parent of the College becomes aware or reasonably suspects that harm has been done to a student of the school by other staff, people outside the school or by other students.

What should you do if you become aware or reasonably suspect that harm has been caused to a student of the College by a member of staff, someone outside of the College or by other students?

You should report your concerns to the Principal or relevant Head of School, or to any other member of College staff.

Reporting Harm

What will happen next?

If you report your concerns to a member of staff other than the Principal, the member of staff will report it to the Principal immediately, or if the subject of the complaint is the Principal then the member of staff will report to the Chairperson of the College Council.

What will the Principal or the Chair of the Council do?

If the Principal or Chair of the council receives a report of harm or suspected harm to a student of the College and he/she becomes aware of the harm having been caused or reasonably suspects the harm to have been caused then it will be reported to police immediately if the harm relates to sexual abuse. Alternatively the report may be handed onto the Department of Child Safety if appropriate; or it may be dealt with internally using other policies and procedures if the matter does not require mandatory reporting to an outside body.

What happens about confidentiality?

Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal (where it does not relate to him/her) and those directly involved. The Chairperson of the College Board may also need to be informed. It is the College's policy that confidentiality between the College and parents will be respected as much as possible and any concerns raised by parents will not adversely affect their children.

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. However, the College is unable to promise absolute in responding to the report, internally and externally. State authorities can require people to give evidence about actions under the Policy and to produce documents. You would be fully informed if information you provided is to be passed on to a third party.

Any action, which needed to be taken under staff disciplinary procedures as a result of an allegation not requiring police intervention, would be handled confidentially within the College.

How will the College help my child?

The Principal will ensure that the following things are done to reduce the chance of harm occurring:

- Ensure that each staff member understands and fulfils their obligations under this Policy and the Policy for reporting abuse.
- Ensure that there is an acceptable reference for each staff member from his or her previous employer engaged following the commencement of this policy.
- Ensure that each staff member and volunteer who has contact with children (and who is not excluded under this Legislation) has a current positive Suitability Notice (Blue Card) issued by the Commissioner for Children and Young People.

If the Principal receives a report of harm about your child, he/she will support the child by:

- Responding rapidly and diligently to the report.
- Reassuring the student.
- Protecting the child's confidentiality as much as possible.
- Offering continuous support.
- Providing counselling if requested.

What should I do if I require more information?

The College's complete Child Protection Policy and Procedure is available on the College website. Parents and students can have access to this policy at any time. You may also make an appointment to discuss the policy with the Principal if you wish to clarify any matters.

CARE@GSLC

Good Shepherd Lutheran College aims to be a caring community in which students interact with other students and staff on many levels. It is each person's responsibility to ensure that courtesy, co-operation and concern form the basis for all relationships at this school. Every member of our school community has the right to live, learn, work and play in a safe and positive environment. We have a responsibility to treat each other and their property with respect. No one has the right to harass or bully another person. This applies equally to students and staff, whether causing or receiving harassment. Harassment occurs when a person receives unwanted and repeated attention, which leaves that person feeling uncomfortable, embarrassed, frightened or hurt.

Harassment or Bullying Defined

Physical harassment includes tripping, kicking, hitting, pushing, fighting or anything else, which causes physical pain or discomfort. Violent games like "mugby" are sometimes used as an excuse for inflicting pain on other students and are not allowed. Obstructing someone's movement, making threatening gestures, spitting or getting a gang together to intimidate someone are also examples of physical harassment.

Verbal harassment can include teasing, name-calling, "paying out", threats, abuse, offensive language, "putting someone down", rumours or unkind jokes. Speaking loudly enough so that a person will overhear negative comments is just as bad as "paying someone out" in person. Electronic forms of verbal harassment can include emails & SMS.

Intellectual harassment occurs when someone is given a "hard time" because they are doing well with their schoolwork or because they are having difficulties.

Racial harassment is when a person's culture, background, accent, name or physical appearance is used as an excuse for name-calling, teasing, rude remarks or unkind jokes. Racial discrimination and vilification are against the law.

Sexual harassment can include remarks with sexual overtones, rumours, name calling, offensive jokes, displaying offensive pictures, persistently making unwelcome requests for sexual favours or subjecting another person to an unwelcome and intentional act of physical intimacy. Sexual harassment is against the law. The College has a sexual harassment policy for the protection of students and staff.

Exclusion is when someone is deliberately left out of an activity or group with the intention of making that person feel upset or isolated.

Interfering with another person's property or locker: Moving, hiding, damaging, or stealing someone else's property is a form of harassment.

If you are being harassed or bullied you could:

- Show that it doesn't upset you - ignore it; walk away; laugh it off. If bullies don't get a reaction, they often stop.
- Be assertive. Talk to the person who is harassing you and ask them to stop. You could take a friend with you for support.
- Seek help. Go to a teacher or your parents for help. Tell them everything. Decide with them what you will do. If they need to take further action they will do so.
- Seek further help. Talk openly about the situation with the person in charge of your class or House, the College Counsellor, the Chaplain, Student Coordinator, Deputy Principal or the Principal.

If you are aware of someone being bullied or harassed, you need to share your concern with a member of the school staff.

Course of Action

Any person who suffers harassment that has occurred on the College grounds or in connection with a College activity should report the incident to the College so the appropriate authorities can investigate the matter. It is also important to keep confidential written records of all incidents (events, facts, dates, times, places, witnesses and action taken), access to which is limited to anti-harassment personnel.

Sexual Harassment

The Lutheran Church of Australia (LCA) Safe Place committee contacts are:

- Email: report.abuse@safeplace.lca.org.au
- Phone: 1800 644 628
- Website: www.lca.org.au/action/safeplace

Any person who also harasses another for making a report will be liable to strong consequences. In all cases, the scriptural principles of reconciliation in Matthew 18:15 will be followed. No official role in the complaints procedure is assigned to the Chaplain / Pastor. As in all matters the Chaplain / Pastor is able to provide counselling, advice and support, and needs to be equally available to either party in a dispute, both during and after the reported incident. Where the complainant believes that he/she has not received just treatment after the matter has been fully dealt with by the College, a written complaint may be taken to the appropriate external authority.

- Queensland Director for Lutheran Schools
- The President of the Lutheran Church of Australia Queensland District
- The President of the Lutheran Church of Australia

The Lutheran Schools Department and the Lutheran Church of Australia will earnestly endeavour to seek reconciliation and restore relationships following the scriptural principles in Matthew 18:15-17. The goal should be to conclude the matter within the structure of the Lutheran Church. If after exhausting all the avenues mentioned above and the complainant feels the situation has not been addressed satisfactorily, he/she may lodge a **“legal case”** before these external authorities:

- The Human Rights and Equal Opportunity Commission
- The Queensland Anti-Discrimination Commission
- QATIS for members

What You Can be Sure About

- The matter will be handled confidentially.
- Any relation will be dealt with strongly.
- Continued harassment will result in strong disciplinary measures, including suspension or expulsion if necessary.
- The whole aim of the policy is to restore relationships and establish a secure and accepting environment.
- The College administration will actively work to eliminate all forms of harassment from the College.

CURRICULUM

The content of our College curriculum is based on the various curriculum guidelines and syllabus documents produced by the Queensland Curriculum and Assessment Authority and Australian Curriculum, Assessment and Reporting Authority.

P-12 Campus

Good Shepherd Lutheran College is dedicated to providing an education for students which is 'seamless' from Prep to Year 12. The College operates with three sections, Junior Years, P-5; Middle Years, 6-9; Senior Years, 10-12.

A Christian Education program exists at the College, involving regular times for school chapels, class devotions and Christian Studies lessons. School chapels are held at various times with a mixture of year levels. This variety allows students to enjoy chapels which share relevant scriptures and messages for their age group. Students and parents should understand that it is an expectation of the College for all students to participate in this important aspect of our College life.

Students experience specialist teaching staff from Prep through to Year 5. These staff include; teachers of Physical Education, Music, Language (Japanese P-5 and Japanese or German 6-8) and Technology. Once students begin Middle Years, they experience an increase in contact with specialist teachers. The College also has a Learning Enrichment team of teachers and teacher aides who assist students with their learning.

From Prep to Year 5 the children follow an inquiry curriculum framework which prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer, both within and beyond the classroom.

The curriculum in Years P-10 is based on the Australian Curriculum which has been adopted throughout Australia. Courses are set for students in Years P-8. However, in Years 9 and 10, the addition of elective subjects allows students to start to specialise.

This specialisation extends further in Years 11 and 12 with students selecting four elective subjects from many different subjects on offer. All students study English and Mathematics.

Christian Education

A Christian Education program exists at the College, involving regular times for College chapels, class devotions and Christian Studies lessons. Students and parents should understand that all students are expected to participate in each of these activities as they are important aspects of College life. The College asserts its right to teach, with sensitivity, the content of the Christian faith as confessed by the Lutheran Church of Australia. It also recognises the right and responsibility of parents to teach their children in their homes as their conscience dictates.

In Years 11 and 12, the Christian Studies curriculum takes the form of workshops, seminars or excursions which are organised each term, both on and off campus. Christian Studies is a compulsory part of the senior curriculum, and should students be absent for any reason on the date of a scheduled Christian Studies event, they will be required to catch up on work missed.

Sport

Sport and physical education is a strong element in our curricular and co-curricular program.

In the Years P-5 there are specialist classes in Physical Education at all year levels. The emphasis in the younger classes is on developing fitness and skills. More competitive games are introduced in upper year levels.

In the Years 6-10 there are specialist Health and Physical Education classes for all students. Students follow a program that uses team and individual activities to develop each student's physical abilities and awareness. Use is made of local facilities to allow students to gain

experience in a wide range of activities that may include surf awareness, surfing, rowing, sailing and rock climbing. Theory lessons are also included as part of the curriculum.

Students across the College are involved in house competitions for swimming, athletics and cross country. The College also fields teams in various carnivals in these sports organised by other associations including Queensland Lutheran Schools and Sunshine Coast Independent Schools. Students also compete in zone, regional, state and national competitions where they qualify.

Good Shepherd is a foundation member of SCISSA (Sunshine Coast Independent Schools Sports Association) for our Years 4-6 cohorts of the College. SCISSA allows a large percentage of our students to play in a wide range of sporting events at a relatively high standard. The qualities of teamwork and sportsmanship are encouraged through the competitions. All students are required to participate in the timetabled sporting program.

In Years 7 and 8 students play in a wide range of sports in groups every Friday afternoon. Like SCISSA in the younger years, the qualities of teamwork and sportsmanship are encouraged through games as students further develop skills in specific sports. All students are required to participate in the timetabled sporting program. There are opportunities for students to select activities as part of this program.

In Years 9-12 there is a double sport session once per fortnight where year level based sport options are available.

Prep

It is important for parents to realise that enrolment at the Prep level is a major point of entry to the College. Once enrolled, a student automatically moves through the ensuing Years 1-12, unless of course, parents advise us otherwise.

The Prep Program is a 5-day program and children are required to attend full time.

Education Queensland recommends 15 hours of aide time per week in Prep. At Good Shepherd, we are committed to providing full assistance for teachers and maintaining extensive duty of care considerations. It is for this reason that we employ two full-time teacher aides for Prep. This means one teacher aide per class at all times.

Orientation and First Week Procedures

Family visits (parents/care-givers and the child) will be conducted with the Prep teachers in the Prep rooms on a selected morning during November.

During the first week of school, Prep students will attend for just two full days, in smaller groups. Full time attendance for all children will commence on the Monday of the second week.

Curriculum

The Prep classes are using the "Early Years Curriculum" as developed by the Queensland Curriculum and Assessment Authority.

The focus of the curricula is a play-based, experiential program which builds on the knowledge children bring with them to school and scaffold their learning in a safe environment, which nurtures children academically, spiritually, physically, emotionally and socially. In Prep the focus is on the individual child and their individual stage of development. Each child is encouraged to be actively involved in the learning process - to experience a variety of developmentally and age appropriate activities and materials – and to pursue their own interests.

The foundation for future schooling continues to be established throughout the early childhood education levels (Prep to Year 3, or P-3).

Additional Programs Embedded in Prep:

- Perceptual Motor Program (PMP) – Physical Program that assists in developing children's muscle tone, balance and strength through fine and gross motor skills
- Music – formal music tuition that teaches solfa, rhythm, beat and intonation, experiences

- with percussion instruments, singing, movement and music appreciation
- Physical Education – formal Physical Education lessons that include gymnastics, swimming, fitness, ball skills and athletics
- Japanese – this is taught from Prep to Year 7. In Prep, the Program consists of learning the language through stories, games, songs and finger plays.

Years 1 – 5 Curriculum

Teachers in Prep to Year 5 use the Australian National Curriculum as the basic framework for all our Teaching and Learning. The Australian Curriculum makes clear to teachers what is to be taught, it also makes clear to students what they should learn and the quality of learning expected of them. As school we are able to decide how best to deliver the curriculum, drawing on integrated and inquiry approaches where appropriate and using pedagogical approaches that account for students' needs, interests and the school and community context.

Subject areas covered are:

Mathematics
English
Science
Technologies
The Arts
Humanities and Social Studies
Health and Physical Education
Languages Other Than English (LOTE) -Japanese

As a Christian school in the Lutheran tradition, we add a further curriculum area – Christian Studies. As a school we use the Christian Studies Framework set out by Lutheran Education Australia as the basis of what we teach.

Specialist staff of the College also work in Years 1-5 classes throughout the year in the subject areas of:

Physical Education
Music
LOTE (Japanese P-5)

The College also has a Learning Enrichment team of teachers and teacher aides who assist students with their learning.

Middle Years Curriculum

Students in the Middle Years' classes experience classes related to the Australian Curriculum.

Year 6 Curriculum

The Year 6 curriculum introduces students to more specialist teaching and learning. All students study the same course.

The subjects taught in Year 6 are:

- | | |
|---------------------------------|--------------------------|
| • Creative Arts | • Humanities |
| • Christian Studies | • Information Technology |
| • Design and Manufacturing | • Mathematics |
| • English | • Music |
| • German or Japanese | • Science |
| • Health and Physical Education | |

Year 7 Curriculum

The Year 7 curriculum introduces students to more specialist teaching and learning.

The subjects taught in Year 7 are:

- Art
- Christian Studies
- Drama
- English
- Food and Textile Technology
- German or Japanese
- Health and Physical Education
- Humanities
- Information Technology
- Mathematics
- Music
- Science

Year 8 Curriculum

The Year 8 curriculum introduces students to more specialised teaching and learning.

The subjects taught in Year 8 are:

- Art
- Christian Studies
- Drama
- English
- Food and Textile Technology
- German or Japanese
- Health and Physical Education
- Humanities
- Information Technology
- Mathematics
- Music
- Science

Year 9 Curriculum

All students in Year 9 study the following core subjects:

- Christian Studies (Rite-Journey)
- English
- Mathematics
- Science
- Humanities
- Health and Physical Education

The following subjects are offered as electives:

- Art
- Business Studies
- Digital Technologies
- Design and Manufacturing
- Drama
- German
- Graphical Design
- Food Technology
- Textiles and Design
- Japanese
- Law and Society
- Media Arts
- Music
- Real Life Application of Maths and Science

Year 10 Curriculum

All students in Year 10 study the following core subjects:

- Christian Studies (Rite-Journey)
- English
- Mathematics
- Science
- Humanities
- Health and Physical Education

The following subjects are offered as electives:

- Art
- Business Studies
- Digital Technologies
- Design and Manufacturing
- Drama
- German
- Graphical Design
- Food Technology
- Textiles and Design
- Japanese
- Media Arts
- Music
- Real Life Application of Maths and Science

Googa Program

During Term 3, Year 10 students spend four weeks at Googa which is an outdoor education camp set in the ranges outside the township of Blackbutt, about two and a half hours from Noosa. This is a compulsory part of the Year 10 curriculum at Good Shepherd.

An information evening for all Year 10 parents will be held with the Director of the Googa Outdoor Education Centre early in the year.

Any queries concerning the Googa experience should be directed to the Googa Coordinator at the College, Mr Ben Hayes.

Years 11 & 12 Curriculum

All students in Years 11 and 12 are expected to study English or English Communication, and at least one Mathematics subject. All students will participate in Christian Studies and the College sports program. Christian Studies is presented in blocks of time each term, allowing for extended discussion and guest presenters to present specific topics.

Senior Curriculum in the QCE System

With the implementation of the new QCE system across all Queensland secondary schools in 2019, there is a wonderful opportunity for Year 11 and 12 students to engage with a range of authentic and comparable learning experiences to suit a diversity of pathways. The College offers a range of General and Applied subjects that can contribute to students' Queensland Certificate of Education (QCE) and, if eligible, their Australian Tertiary Admissions Rank (ATAR) score.

The QCAA develops a range of syllabuses for the senior phase of learning. The syllabus types are Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) and Short Courses.

All subjects comprise of four units, and these units are delivered as courses for a two year period. Senior Students at the College study six subjects. They must study an English and a Math subject for at least one unit, with the four remaining subjects comprising of four elective courses from the following Applied and/or General subjects:

General and Applied Subjects

General Mathematics
Mathematical Methods
Specialist Mathematics
Essential Mathematics
English
Literature
Essential English
Ancient History
Business
Geography
Legal Studies
Modern History
Business Studies
Digital Solutions
Design
Engineering
Fashion
Industrial
Graphics Skills
Industrial
Technology Skills

Hospitality Practices
Physical Education
Sport & Recreation
Biology
Chemistry
Earth & Environmental Science
Marine Science
Physics
Psychology
German
Japanese
Drama
Film, Television & New Media
Music
Music in Practice
Music Extension
Visual Art
Media Arts in Practice

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five General subjects, or four General subjects plus one Applied subject or VET course at AQF Certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

The ATAR will be calculated by combining a student's best five subject scaled scores.

School Based Traineeships and Apprenticeships

Students in senior years may undertake a school-based traineeship or apprenticeship, allowing them to spend one day each week in the workforce where they learn on the job. They also complete the relevant industry certificate course through a Registered Training Organisation. Completion of this program will contribute to the Queensland Certificate of Education.

Tertiary Studies

Students may commence their tertiary studies whilst completing Years 11 and 12 at Good Shepherd.

Each year TAFE offers some courses especially designed for students who are completing senior schooling. Students attend TAFE one day each week and complete a certificate course which can contribute to their Queensland Certificate of Education.

The University of the Sunshine Coast offers the Headstart Program, providing students with the opportunity to study two USC subjects whilst completing their senior studies. Students become university students, attending lectures and tutorials on campus. Successful completion of two subjects will guarantee students entry to USC in most courses, if prerequisites are met. This study can contribute to a Queensland Certificate of Education.

Pulse- Learning Management System

Students in Years 6-12 will utilize Pulse for a significant part of their learning and assessment. Pulse is also a portal for parents and staff for key information, links, assessment details, and course information.

Pulse is available for all GSLC students and parents and is accessible at <https://pulse.gslc.qld.edu.au/>

Students use Pulse daily to complete their course work and to stay informed about

HOMEWORK POLICY

Aims

- To develop a regular study habit.
- To reinforce and/or extend classroom learning.
- To bring some aspects of school life into the home.
- To give parents an opportunity to share in their child's scholastic interests.
- To teach students to take responsibility for their own learning by developing skills of self-discipline and self-motivation.

Method

It is suggested that a homework study plan is created, coordinating it to fit in with family activities. Parents may help a child if difficulties arise with homework, but should not complete it for them as this does not increase the student's learning and understanding. Talking with children and giving encouragement are important ways of helping with homework. Providing a quiet and private area is recommended.

If there is a problem or homework cannot be completed, parents are requested to make contact with the class teacher by email.

Step 1: Teacher discusses with student to resolve the problem.

Step 2: Support and encouragement provided by the relevant teacher. The student may be offered catch up time/tutorial help by his/her teacher as a support strategy, not a punishment, to assist students to take responsibility for their own learning.

Guidelines

At our College, every student can be expected to spend some time each Monday to Thursday night on some aspect of schoolwork. This will include written work, required reading and oral tasks. Students in senior years will also need to spend weekend time on schoolwork.

The general guidelines are as follows:

- | | |
|-------------------|---|
| • Prep | 5 minutes maximum per night (SSP duck level words) |
| • Years 1 and 2 | 5 to 10 minutes maximum per night. |
| • Years 3 and 4 | 15 to 20 minutes maximum per night. |
| • Years 5 and 6 | 30 minutes maximum per night. |
| • Year 7 | 45 minutes maximum per night. |
| • Year 8 | at least 60 minutes per night. |
| • Years 9 and 10 | at least 90 minutes per night. |
| • Years 11 and 12 | at least 120 – 180 minutes per night, plus weekend time |

Students in Years 6-12 have a diary for recording homework. Younger students will have a note from their teacher.

ASSESSMENT

Students at Good Shepherd Lutheran College are expected to engage in the learning in the subject or course of study including the course objectives. Students produce evidence of achievement in response to assessment planned for each unit.

The College gathers evidence of learning and matches this to the relevant standards to make judgments. Students are required to complete assessment tasks as part of their learning. The College will strive to ensure that all students are treated fairly, and that equitable conditions are maintained, whilst working within directives from the Queensland Curriculum and Assessment Authority (QCAA).

When enrolled in a subject at Good Shepherd, students are expected to complete all course and assessment requirements. For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result. The College is responsible for ensuring that students have opportunities to access assessment.

Definition

Assessment tasks are set by teachers and the results will be used for diagnostic, formative and summative feedback. Results will also be used to determine students' end of semester report grades and comments.

Assessment tasks may include:

- assignments – an extended task requiring student work out-of class time
- examinations – tasks completed under controlled conditions at College
- practicals – activities of a practical nature administered by the College
- oral presentations – individual or group presentation of material or ideas
- performances – presentation of skills taught during lesson time eg. Drama/Music can occur in class time or out of school time
- Any additional task as determined by the subject teacher in alignment with syllabus specifications

Guidelines

Note: Year level appropriateness applies to some of the following assessment guidelines. The Head of Studies for either Middle Years or Senior Years reserve the right to make decisions in extenuating circumstances as part of this policy.

To ensure students are treated fairly and equitably, all students must complete assessment tasks under the same conditions eg. the same time to complete an assignment, the same time to complete an exam. Semester Work Plans for each semester, in each subject, will be available on the College website and the Learning Management System (Pulse) early in each semester to aid students in planning their workload.

In order to facilitate students' time management in assignments, all students will be required to submit evidence of work in progress before the due date, at intervals determined by the subjects' teachers. Assignment drafts will be submitted electronically, using College authorised programs, such as Pulse. In subjects where electronic copies are in an unsuitable format, students will show the teacher the work to date. If students are unable to produce evidence of work in progress, contact will be made with parents alerting them to this situation.

Submitting work

All students will complete assessment on the due date, as determined by the teacher. Significant non-completion of assessment tasks will be viewed as non-completion of the course and may jeopardise a student being awarded a result in that subject.

Assessment is to be completed / submitted on the due date according to the specifications on the semester planner. Assessment submitted on Pulse is to be submitted by 8.30am on the due date. Students must be in attendance at College for the full day on the day a piece of assessment is due, unless a prior arrangement with a valid reason has been made with the relevant Head of Studies. Students must submit assignments according to the specifications on the assignment task sheet. Medical certificates must be provided in Years 11 and 12 if a student is absent for any part of the day that assessment is due. Parental notification explaining the absence is required in Years 6-10.

If a student has failed to complete a set task on the due date, the draft will be marked and the grade recorded. Parents will be notified if this has occurred. If the student is unable to produce a draft or work in progress, the student will be required to complete the task under the supervision of the Head of Middle or Senior Years Studies during the first available break.

In circumstances where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence of student work collected for the purposes of authentication. This may include formative class work or evidence of work collected earlier in the term.

As technology is widely used in preparing and completing pieces of assessment, students are strongly advised to back up their documents at all stages of their work.

School-approved absences

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Where appropriate, schools may approve student engagement in these experiences. Any application for absence from school needs to be made with the relevant Head of Studies at least one week prior to the planned absence.

Examples of school-approved absences may include:

- school excursions that cannot be scheduled at another time e.g. performances being viewed as part of the assessment program
- school, district, regional, state or national representation for school-supported sport
- school, district, regional, state or national representation for artistic endeavours
- student exchange programs
- audition or entrance exams (state, interstate or international)

If the College approves the absence and the student will be absent the day assessment is due, the following actions apply:

- for examinations – the College offers a comparable examination before or after the due date based on the format and type of examination.
- for non-examinations — students are required to submit/present the assessment on or before the due date.

Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for consideration.

ACADEMIC INTEGRITY

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning — including the Queensland Curriculum and Assessment Authority (QCAA) — have responsibility for promoting and maintaining academic integrity.

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Schools are responsible for managing school-based processes and consequences through a school-developed assessment policy when there is evidence of academic misconduct in internal assessment.

Academic integrity can be compromised when there is evidence of cheating while under supervised conditions, collusion, contract cheating, copying work, receiving a significant contribution of help, or other forms of misconduct during a supervised assessment. A comprehensive detailing of these types of academic misconduct can be found in section 8.1 of the QCE and QCIA handbook (2019).

Plagiarism is a serious academic offence. It involves using the work of others, without acknowledging the source, and then attempting to claim credit for the work as one's own. Students found plagiarising will only have the original elements of their work marked for grading. On each assessment task, students will be asked to sign a Statement of Authenticity, acknowledging that the work they have submitted is their own. Students must always use referencing and a bibliography to acknowledge ideas of others.

Submitting a formal draft

A formal draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work.

Before submitting a formal draft, students may be required to develop an outline or discuss their approach with the class teacher. The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Providing feedback on a formal draft

In Senior Years, teachers provide feedback on one draft. They may provide feedback on the draft response in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning.

Providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work.

The feedback may vary depending on the nature of the task and may include suggestions such as:

- Consider other aspects of the text, report, performance or activity.
- Develop the response to show more awareness of the intended audience or purpose.
- Rearrange the sequence and structure of the response to prioritise the most important points.
- Investigate further to expand the response.
- Synthesise the response by editing or removing excess information.
- Adhere to the required response length by, editing and refining the response, checking for relevance or repetition, etc.
- Adhere more closely to the referencing style required by the task.

In Middle Years, a similar approach to a formal draft will apply, although the level of feedback on a formal draft may be adjusted to allow for developmentally-appropriate guidance at that stage of a student's learning. In Middle Years, teacher discretion may be applied to allow for appropriately differentiated feedback to ensure students can develop and refine their skills in preparation for future learning.

Managing response length

When developing and implementing an assessment instrument, the College considers how to ensure that students are able to demonstrate their knowledge and skill within the required length. Response requirements are expressed in senior syllabuses as a word length, duration of time, or page count and vary according to the technique and response type such as written, spoken/signed and multimodal or performance responses.

Where a student does not meet the required length of a response, it may indicate that the student is unable to achieve a satisfactory result, which can impact on the overall result they receive for a particular course.

The College needs to ensure that there is equity for students completing pieces of assessment, which includes their alignment with specified word length requirements. Where a student has written beyond the word length, the College will provide an opportunity for the student to redact their response to a more reasonable length. This should particularly be part of the feedback provided at the point of drafting of the formal draft.

Summative assessment for Year 12

After the submission of a summative piece of assessment in Year 12, the College is required to implement the following policy based on the stipulations in Version 3 of the QCE and QCIA handbook. For written responses with a word or page limit, or responses with a duration (e.g. presentations or recordings), strategies include:

- marking only the evidence in the student response that meets the assessment conditions for response length, that is, marking from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point.
- allowing a student to redact a response to meet the required length before a judgment is made on the evidence in the student response. Teachers are not to redact a student response. It is also not appropriate for a student to redact a response that is produced under exam conditions, or in an assessment that requires a continuous response, such as a presentation or recording. Students are given 24 hours' notice of the requirement to redact their response from the time the length issue is brought to their attention.

The following exclusions apply to the words that are included as part of the response length: title pages, contents pages, abstracts, raw or processed data in tables, abstracts, calculations, appendices, figures and diagrams, bibliographies, reference lists, page numbers, and in-text citations.

Further specifications regarding the management of response length can be found in section 8.2.6 of the QCE and QCIA handbook.

Managing response length of assessment work in Years 6-11

Students will be informed about word length concerns at the point of submitting their formal draft. Where a student has written excessively beyond the word length on their final submission, the College will provide an opportunity for the student to redact their response to a more reasonable length. If the redacted response continues to exceed a reasonable length, the College will determine the best-fit approach to managing the individual case. Approaches can include:

- marking only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length
- allowing a student to further redact a response to meet the required length before a judgment is made on the evidence in the student response.

The College will not award credit for work beyond the word length. Instead, the teacher will allocate

the most appropriate grade based on the work that meets the appropriate standard within the criteria.

All instances of managing response length must be reported to the relevant Head of Studies for their awareness.

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students. AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

Students may apply for Access Arrangements and Reasonable Adjustments in **exceptional circumstances** e.g. illness, bereavement, different learning requirements. Procrastination, poor time management, holidays or paid work commitments are not legitimate reasons for being granted AARA.

Applications for AARA must be made, except in exceptional circumstances, before the due date. The form is available from the respective Head of Studies and documentary evidence, such as a medical certificate, must be included.

PRINCIPLES

The following principles inform the decisions the College will make about AARA.

Consultation — Decisions are made in consultation with the eligible student and, when appropriate, parents/carers, relevant school staff and the QCAA. The College will ensure it maintains respect for the dignity and privacy of the student, parents/carers and associates throughout the application and implementation of AARA.

Timeliness — AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment. The College identified and minimises barriers that prevent students from demonstrating their current knowledge and skills. Reasonable adjustments are made to assessment conditions to make assessment accessible for all students so that students have opportunities to demonstrate the assessed knowledge and skills.

Flexibility — The College reviews the AARA provided and assesses whether changes are needed over the duration of a student's schooling to allow for the changing needs of the student over time.

Effects of AARA — The College considers the effect of AARA on the student, including the effect on the student's ability to achieve learning outcomes, participate in courses of study and the effect on their independence and demonstration of their knowledge and skills. Students should have opportunities to demonstrate a response to assessment that is their own work. AARA are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration.

POSSIBLE ARRANGEMENTS AND REASONABLE ADJUSTMENTS

The following list summarises possible AARA. It is not exhaustive. All applications for AARA need to be made through the relevant Head of Studies; please consult with the College for any student needs not listed.

Alternative format papers	Change in physical equipment and/or environment
Assistive technology	Reader
Bite-sized food	Rest breaks
Computer access	Scribe
Extension	Varied seating
Extra time	Vision aids
Individual instructions	
Access to medication	

INELIGIBILITY

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

MEDICAL REPORT

In Senior Years, notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA.

A medical report or certificate is required for all students seeking AARA in Years 11 and 12. For Years 6-10 students, a letter or notification from a parent is required for students unable to meet assessment deadlines.

AWARDS

Annual awards are presented to students at the end of year events; Gold level at the Year 6-12 Presentation night and Maroon Level at a special Year 6-12 assembly. Staff nominate students for the various awards citing how they have fulfilled the criteria. The Deputy Principal, in consultation with relevant staff, prepares the award recipient list. All award recipients should have a positive and supportive attitude to the ethos of the College including participation in Christian Studies classes. All awards are based on the fullest and latest data available (usually determined approximately two weeks before presentation night).

Individual Awards

Best All Rounder Award

Awarded to the most outstanding graduating student who has participated in a wide range of activities, including academic, leadership, sporting and/or cultural, and service areas in the current year of the award.

Christian Life Award

Awarded to a graduating student who have been actively involved in the Christian Life of the College Community in the current year of the award (sponsored by Good Shepherd Lutheran Congregation).

Citizenship Award

Awarded to the most outstanding graduating student who performs regular and unselfish service to the College community in the year of the award.

Music Award (Middle and Senior School)

Awarded to the middle or senior years student who gains the highest number of points assigned to College and representative cultural events in the current year of the award.

Vocational Education and Training Award

Awarded to the student who has shown diligence and commitment to their VET course and training in the workplace while maintaining the highest standards in related theory, school subjects, and attendance in the year of the award being presented.

Sportsman of the Year (Middle School and Senior School)

Awarded to the male student who gains the highest number of points assigned to College and representative sporting competitions in the current year of the award being presented.

Sportswoman of the Year (Middle School and Senior School)

Awarded to the female student who gains the highest number of points assigned to College and representative sporting competitions in the current year of the award being presented.

Year Level Dux

Awarded to the student with the highest academic achievement calculated over all assess-able subjects. Semester 1 & 2 results are averaged.

Subject Award - Most Outstanding Achievement

Awarded to the student with the highest achievement of at least an A- in each subject in each year level. Semester 1 & 2 results are averaged.

Academic Excellence Awards

Gold Level

Awarded to students with an outstanding academic achievement over assessable subjects. Semester 1 & 2 results are averaged.

Maroon Level

Awarded to students with a high level of academic achievement over assessable subjects. Semester 1 & 2 results are averaged

Academic Endeavour Awards

Gold Level

Awarded to students from each year level that have consistently shown extraordinary endeavour in their studies. Students are selected based on Effort and Behaviour as recorded on Semester reports. Semester 1 & 2 data used.

Maroon Level

Awarded to students from each year level that have consistently shown very high level of endeavour in their studies. Based Effort and Behaviour as recorded on Semester reports. Semester 1 & 2 data used.

Sporting Excellence Awards

Gold Level

Awarded to students who have gained representative status at regional or higher level in a school-based sport.

Maroon Level

Awarded to students who have gained representative status at zone level in a school-based sport.

Cultural Excellence Awards

Gold Level

Awarded to students, who have been highly successful in significant interschool competitions or shown outstanding commitment and leadership in extracurricular cultural activities in the College -includes Music, Art, Literary, Drama, Debating, Public Speaking, Excellence programs etc.

Maroon Level

Awarded to students who have achieved in interschool competition or shown significant commitment leadership in extracurricular cultural activities in the College.

Service Awards

Gold Level

Awarded to students who have made an outstanding contribution of unselfish service to the College. Such a student is one who could be viewed as a model to other students.

Maroon Level

Awarded to students who have made a major contribution of unselfish service to the College. Such a student is one who could be viewed as a model to other students.

Technology Awards

Gold Level

Awarded to students who have been highly successful in significant interschool competition or shown outstanding commitment and leadership in extracurricular technology activities- includes e-Sports, Fuse Cup, Robotics, Lego League etc.. Such a student is one who could be viewed as a model to other students.

Maroon Level

Awarded to students who have achieved in interschool competition or shown significant commitment leadership in extracurricular technology activities in the College.

Mid-Year Awards

The following awards are presented at school assemblies early in Terms 2 and 4.

Semester 1 Academic Excellence Award

Awarded to students with a high level of academic achievement over all assessable subjects.

Semester 1 Academic Endeavour Award

Awarded to students that have consistently shown extraordinary endeavour in their studies. Students are selected based on Effort and Conduct as recorded on Semester One reports.

INFORMATION TECHNOLOGY

Student Laptop Computers

Students in Years 6 to 12 are issued with a college owned laptop computer as part of our digital literacy program. The terms and conditions agreement signed by parents and students upon receipt of the computer, along with the general computer and information security statements made in this handbook must be adhered to at all times.

Students are also required to follow the general expectations for the use of laptops at College as follows:

- Students are provided with a protective case for their laptop. The Laptop must be carried in this case at all times. The laptop must be used in the case and not be removed during use. Students must not use the laptop case to carry other books or equipment. The charger should be brought to school each day for use when needed.
- Students must bring their laptop to every lesson. Laptops must be kept in a locked locker outside of class time when not in use. Laptops must be taken home each night.
- Laptops must be fully charged each night ready for the next full day at College. Students must ensure that they have the charger at school at all times.
- To save start up time, students should use the sleep mode by just closing the lid between lessons.
- Students must store all school related files on either the Data Drive or their Network Student Drive - S: Student data is not backed up by the College. You must backup your own work regularly using USB drives.
- Printer access is only available in the Library before or after College or during breaks. Limits apply.
- Student email accounts are the only ones to be used at College. Social networking (e.g. Facebook) is not permitted at College.
- Laptops are provided for teacher directed use in class time and for student work directly related to the subject at hand during the College day.
- Laptops must not be used for game playing, listening to music, watching videos etc. while at College.

Student Internet Usage

Good Shepherd Lutheran College is committed to improving student learning outcomes by increasing students' computing skills and access to world-wide information. The College actively supports access by students to the widest variety of information resources available, accompanied by the development of the skills necessary to filter, analyse, interpret and evaluate information encountered.

Code of Practice

Students are required to use the Internet and email at our College in a responsible manner for purposes stated by their teachers.

- They will not use the internet or networks at school to access web pages, computer files, newsgroups, chat groups or other materials that would be considered offensive in the judgement of the College, or infringe the Student Code of Behaviour.
- They will be courteous and use appropriate language when communicating on the internet, and will report to the teacher any instances of inappropriate communication they receive.
- They will accept responsibility in regard to copyright protected material and plagiarism. They will not download and redistribute software, games, music, graphics, videos or text unless authorised to do so by the copyright owner, and will not attempt to present somebody else's work as their own.
- They will not reveal personal information including their internet password/s to others, and will not distribute names, addresses, credit card details or telephone numbers of themselves or others via the Internet or College network unless required by the College to

do so.

- They will be denied all access to College computers and/ or the Internet for a time to be determined by the College and may face further disciplinary action consistent with the other College Policies, if they violate any of the terms of this agreement.

INFORMATION SECURITY

Policy

The management and staff of Good Shepherd Lutheran College support information security and confidentiality in relation to records of staff, students and parents. These records will be made available under appropriate conditions as determined by the Principal.

Compliance

- The College will at all times comply with legal or statutory requirements regarding security and access to records.
- Software copying will be in accordance with legal requirements,
- and 'pirated' software is not permitted on any College owned computer.
- The privacy of staff, student and family records will be maintained through restricted access to records by relevant staff responsible for maintaining same.

College and Staff Responsibility

- Staff will be made aware through this policy and other appropriate forums e.g. staff meetings, of the need to maintain information security.
- Staff are required to maintain confidentiality with reference to student and family records and information, as outlined in privacy legislation.

CO-CURRICULAR ACTIVITIES

Good Shepherd has an extensive co-curricular music program including instrumental lessons and ensembles such as choirs, concert bands, jazz band, string ensembles, orchestra and quartets for those students wishing to extend their talents further.

Instrumental Lessons

Good Shepherd Lutheran College has a thriving and successful instrumental program. College ensembles have become well known for their excellent performances at Eisteddfods and community events. For more information on the Instrumental program, please read below or contact the Music Department. Enrol your child in Instrumental Lessons for 2026 by contacting our Performing Arts department.

Participating in the College instrumental program will offer your child the opportunity to develop performance skills, musical perception, aesthetic sensitivity and a broad range of personal and social skills and achievements.

At GSLC, we offer the opportunity for all students to learn to play an instrument of their choice in either Group or Private lessons with a Specialist Instrumental Tutor.

Instrumental lessons available are: Piano, Violin, Viola, Cello, Double Bass, Flute, Oboe, Clarinet, Bass Clarinet, Saxophone, Trumpet, Trombone, French Horn, Euphonium, Tuba, Drums / Percussion, Bass Guitar, Guitar, Flamenco Guitar, Singing and Musical Theatre.

Group Lessons, consisting of between 2 and 4 students per group are available for String Instruments including Violin, Viola, Cello, Double Bass; and Band Instruments including Flute,

Clarinet, Bass Clarinet, Saxophone, Trumpet, Trombone, French Horn, Euphonium, Tuba and Drums. Group Lessons cost \$180 per term, charged to the College Account.

Private Lessons are available for all String, Wind, Brass and Percussion instruments as well as Piano, Voice and Guitar. Fees for these lessons are paid directly to the tutor. Private Lessons cost \$35 per half hour lesson, \$350 for a 10 week term.

Year 4 Band and String Program Our unique program enables all students in Year 4 to learn a Band or a String instrument as part of their Class Music lessons. The students receive one 45 minute ensemble lesson and one small group tutor lesson per week. There is no cost for the Year 4 program and instruments are provided.

Hire Instruments are available for String, Wind and Brass instruments. Pianos, Drums and Guitars are not available to hire. Hire instruments are \$45 per term, charged to the college account.

Band and Strings Program

The College ensembles have become well known for their excellence and perform regularly at both College and Community functions.

All students learning an instrument are encouraged to be in an Ensemble or Choir. The benefits of ensemble membership are many: developing confidence, teamwork skills, responsibility, creativity and a positive self-image. There are no costs involved. Please see the offerings for 2026 ensemble rehearsals below.

Vocal Groups

Junior Choir years 1 - 6

Secondary Choir years 6 - 12

Aurora – Auditioned choir years 6 - 12

Bands - available for Woodwind, Brass, Percussion and Drum students to join. Piano players may join Maroon and Gold Band as percussionists.

Year 4 Band

Year 5 Band

Band Movie Music group - all levels

Maroon Band - 1+ years playing experience

Gold Band - 3+ years playing experience

Jazz Band - 5+ years playing experience, Audition

Orchestra - 5+ years playing experience, Audition

Strings - Available for Violin, Viola, Cello and Double Bass Students Year 4 Strings

Strings Movie Music - all levels

Little Fiddlers - 1+ years playing, Prep - 5

Fiddle Club - Irish style Fiddle group, all levels

Junior Strings - 2+ years playing, years 4 – 6

Pop Strings – Advanced Jnr and Middle school students

Middle School strings- 3+ years playing, years 7 - 10

Orchestra / Senior String Ensemble - 5+ years playing, Audition

Guitar Ensemble - all levels

Percussion Ensemble – all levels

Clarinetters – Junior

Clarinova – Senior

Saxophone Ensemble – 3 + years

Musicals

Good Shepherd Lutheran College stages Musicals in both its Junior and Secondary Schools - alternating between Junior and Secondary performances each year. Being part of a Musical is a fantastic opportunity for students interested in music, singing, performing or stage production. Please refer to our Drama and Dance page for more information on current and past College Musicals.

2013 Secondary students performed 'The Sound of Music'

2014 Junior students performed 'The Little Mermaid'

2015 Secondary students performed 'The Addams Family'

2016 Junior students performed 'Peter Pan'

2017 Secondary students performed 'Rock of Ages'

2018 Junior students performed 'The Lion King'

2019 Secondary students performed 'Strictly Ballroom'

2020 Years 4-7 students performed 'Aladdin'

2021 Years 8-12 students performed 'Wicked'

2022 Years 4-7 students performed '

2023 Years 8-12 students performed 'Charlie and the Chocolate Factory'

2024 Years 4-7 students performed 'The Little Mermaid'

2025 Years 8-12 students performed 'Chicago'

Public Speaking

Besides the oral element of language taught in the English curriculum, the College has a program of public speaking. Year 7-11 students are involved in a Queensland Debating Union competition as well as the Sunshine Coast Debating Competition. Good Shepherd has a reputation as one of the strongest debating schools on the Sunshine Coast. Each year senior students compete in the Lions Youth of the Year competition.

Tournament of Minds

The College has a fine record of involvement in the Tournament of Minds competition each year, including participation in a national final. Students in the middle years of schooling comprise teams which participate in the areas of language, science and social science each year.

Exchange Programs

The Languages Other Than English (LOTE) taught at Good Shepherd are German and Japanese. As part of their studies students have an opportunity to spend time in those countries. Each year at Easter, visitors to our College come to us from our sister school "Die Schillerschule" in Frankfurt in Germany. In return a group of our students pay a visit there for Christmas. Our sister school in Japan is in the seaside town of Oshimizu. Each August a group of our students visit there or they visit us in turn. A group of Year 6 students also spend some time with us each year from the Aoyama School in Tokyo.

EXTRA-CURRICULAR ACTIVITIES

Students have a wide range of extra-curricular team sports which train after school and are played during the week, evenings or weekends. These may include rugby, netball, water polo, volley ball, basketball, softball, touch, and others.

The College also participates in several carnival days or knock out competitions throughout the year– Girls AFL, Futsal, Tennis, Badminton, All schools Touch, Vicki Wilson and Primary Netball Cup, Sailing, Triathlon, Athletics, Queensland Basketball Championship.

Netball

Good Shepherd Netball Club enters school-based teams into the local Noosa District netball competition which caters for a wide range of ages and abilities. Our College enters teams in the Primary Saturday morning competition which comprises Net-Set-Go and Netta Programs for the youngest non-competitive players and competition fixtures for the U10, U11 and U12 age groups. At Years 8-12, we also enter school-based teams in the Wednesday night senior competition and girls compete in teams graded on their playing ability.

Good Shepherd Netball Academy is a program of netball excellence. Players from Years 6-12 of the College are eligible to enrol in the Netball Academy squad training sessions which are held from 6.30am to 8am on a weekly basis. For more information please contact the College. Expert coaching from a Level 2 Netball coach is provided.

Swimming

There are a wide range of programmed activities undertaken in the College 25m heated pool. For more information please contact the College.

Activities currently include:

- Learn to swim (babies, 6 months and over to adults)
- Squad training from novice to National level
- Adult stroke correction
- Adult squads

Tennis

Good Shepherd Tennis Academy is a program of tennis excellence. Sessions are available to students from grade 5 to 12. Younger students can apply to attend and will be assessed individually. Students should be able to serve, play consistent ground strokes and score their own game to enter the intermediate level group. The focus will be on developing these players and introducing them to competitive tennis.

Students wishing to learn to play tennis, but are not ready for competition can attend after school lessons on the College courts.

For more information please contact the Sports Department.

Water Polo

Our College participates in the Sunshine Coast schools water polo competition with both male and female teams. For more information please contact the Sports Department

UNIFORM

The wearing of a uniform is compulsory at GSLC. The College operates a Uniform Shop where all uniform required by students is for sale. This shop is the only stockist of GSLC uniform items. The Uniform Shop trading hours are published regularly in the Shepherd's Pie newsletter and on the College website.

It is expected that all students adhere strictly to the uniform regulations by wearing the correct uniform with pride at all times, according to the guidelines below. This includes travelling to and from school.

General Uniform Information

- All items must be named with the student's full name.
- All materials are available for those wishing to make their own uniforms.
- There is also a pool of second hand clothes available.
- All items are available at the Uniform Shop.
- Shoes must comply with the school descriptions.
- All uniform items (including jumpers) must be to the uniform shop standard and contain the school logo – no department store equivalent is acceptable.

Grooming & Uniform Standards: Years P-12

The following guidelines are to be read in conjunction with the following 'Uniform Requirement Lists':

- Uniform must be in good condition and of the correct size. It must be worn well and in its entirety at all times – including to and from school and when in public.
- Socks worn up over the ankle.
- College pullovers/jackets are to be worn correctly or carried e.g. not tied around the waist.
- Jewellery or fashion accessories are not permitted except for a watch and a discreet chain with a Christian cross. Clear studs must be used for nose piercings; students will need to tape over any non-permitted nose piercing that does not feature a clear stud.
- Students may wear a maximum of two plain gold or silver earrings in the lower lobe of each ear. Earrings must be conservative in appearance and size. We permit sleepers, Huggies, and studs. The College reserves the right to decide whether earrings do not meet these expectations. Students are permitted to use clear studs for other piercings, otherwise tape to cover extra piercings.
- The College does not encourage the wearing of make-up; however, if students choose to do so, any make-up must appear natural i.e. tinted moisturiser, concealer and/or very light base, and natural length and tint for eye lashes. The College reserves the decision for students to adjust their make-up so that it appears natural.
- Nails need to be natural in appearance and colour and of a safe and reasonable length. If students wear artificial nails, they must also be natural in appearance and colour and a safe and reasonable length. The College reserves the decision for students to adjust any artificial nails so they are safe and natural in appearance.
- A College hat must be worn during all outdoor activities. Students in Yrs 6-12 are to wear their formal hat with their formal uniform to and from school. A College hat must also be worn at all break times, as well as before and after school when students are in the grounds.
- During the winter months (1st June-31st August), students in Yrs 10-12 are required to wear their blazer to and from school with their formal uniform. Once at school, students may remove their blazers if they wish. Students are permitted to wear their College jumper with their blazer if they wish.
- Students are strongly encouraged to take additional protection against the harmful effects of the sun during periods of extended exposure to the sun (slip, slop, slap).
- Hair - The College recognises that choice of hairstyle can be a form of individual expression and seeks to balance this with the need to ensure students present themselves in a way that is consistent with College and wider community expectations. Hairstyle fashions change over time and prefers to operate based on the following principles rather than

describe specific hairstyles in detail. Hair must be neat, clean and tidy at all times.

- Hair longer than collar length or that falls forward onto the face must be tied back. Only white, gold, maroon, navy ribbons or scrunchies (which can be purchased from the College Uniform Shop) or plain elastic navy or black bands or plain or clear hair clips and combs may be used to tie back hair.
- Hairstyles that draw attention to the student are not permitted. The Principal will make the final decision regarding the appropriateness of a hairstyle or treatment however the following examples would typically not meet expectations:
 - Hair that is coloured an unnatural colour, multiple or contrasting colours.
 - Hairstyles with dramatic differences in length. eg Mohawks, rat tails, undercuts, tracks.
 - Hair shorter than a 'number three' clipper.
 - Excessive use of hair gel, spray or mousse or coloured products.
- Hairstyles must not interfere with the appropriate wearing of the College hats and uniform. Wispy or straggly hair must be held in place with combs or clips
- Boys are required to remain clean shaven.

Students and parents are encouraged to seek advice when unsure whether an intended hairstyle will meet College expectations. These conversations can ensure that hairstyles are consistent with expectations and that the College doesn't need to respond to unacceptable hairstyles.

- Shirts are to be tucked in – excluding Years 1-9 summer shirt.
- Skirt should be knee length or longer and worn high on the hips – no bare midriff.
- Shorts must be worn high on hips with the correct belt - no visible underwear.
- Winter uniform must be worn during the winter months commencing the 1st June each year.
- Ties must be tied correctly, sit neatly under the collar, and be worn with the correct top with all buttons done up.
- Stockings/tights with ladders/holes are to be removed.

Sport Uniform

- The Sports Uniform can be worn as follows: Yrs 1-6 - all day when PE is timetabled; Yrs 7-12 - only during HPE lessons; Yrs 10-12 - all day when sport is timetabled; Yrs 7-9 – In-House Sport all day Friday; Yrs 4-6 - SCISSA all day Thursday.
- Yrs 7-12 Students must change into and out of their sports uniform during the closest break on other days when they have timetabled HPE lessons.
- Students doing HPE in the afternoon may wear their sport uniform home.
- Sport shoes should be 'running' style shoe or cross trainer, either made out of synthetic material or leather. The flatter skate shoe, plimsoll or canvas Converse-type shoes are not acceptable sports footwear.
- House shirts are only worn for house competitions and carnivals.

Please note: Additional requirements for hair, clothing and footwear may be required in practical areas.

If, in the rare case, the uniform standard cannot be met on a particular day, the student is to have a letter of explanation signed and dated by their parent or guardian. This letter needs to be presented at the student reception window before the start of the day

Non Apparel Uniform - All Students P-12

- **College Backpack** Maroon with school crest, ergonomically designed

Prep Girls Uniform

Summer, Winter and Sport

- **Culottes** Navy, pull on
- **T Shirt** Yellow with “Lambs” design
- **Hat** College navy bucket hat.
- **House shirt** Polo shirt in individual house colour (blue/gold/green/red)
- **Shoes** Croc style navy shoes and/or sports shoe. Sports shoe must be worn on PE days.
- **Socks** GSLC socks to be worn with sports shoe
- **Jumper** Maroon with College crest available in cotton/polyester
- **Bomber Jacket** Navy jacket with zip front
- **Swimwear** College bathers and College rash shirts (compulsory Prep - Yr 5)

Prep Boys Uniform

Summer, Winter and Sport

- **Shorts** Navy, drawstring/pull on
- **T Shirt** Yellow with “Lambs” design
- **Hat** College navy bucket hat.
- **House shirt** Polo shirt in individual house colour (blue/gold/green/red)
- **Shoes** Croc style navy shoes and/or sports shoe. Sports shoe must be worn on PE days.
- **Socks** GSLC socks to be worn with sports shoe
- **Jumper** Maroon with College crest available in cotton/polyester
- **Bomber Jacket** Navy jacket with zip front
- **Swimwear** College bathers and College rash shirts (compulsory Prep - Yr 5)

Years 1-5 Boys Uniform

Formal - Summer & Winter

- **Shorts** Grey, drawstring/pull on
- **Shirt** White, maroon & navy pinstripe
- **Socks** Grey, maroon and gold bands
- **Shoes** Must be plain black, polished leather, have black laces. Standard heel and sole.
- **Hat** College navy bucket hat
- **Jumper** Maroon with College crest available in cotton/polyester
- **Bomber Jacket** Navy jacket with zip front (optional)

Sport - Summer & Winter

- **Sport Short** Navy, drawstring/pull on
- **Sport Shirt** Polo Shirt maroon, gold & navy
- **House Shirt** Polo shirt in individual house colour (blue/gold/green/red)

- **Sport Socks** White, maroon bands, College initials
- **Hat** College navy bucket hat
- **Track Pants** Navy, elastic-waisted, pull on
- **Swimwear** College bathers and College rash shirts (compulsory Prep - Yr 5)
- **Shoes** Runner-type, lace-up. Suede, skate/bike shoes and basketball shoes are not acceptable.

Years 1-5 Girls Uniform

Formal - Summer & Winter

- **Dress** College Maroon check (minimum length 5cm above the knee when kneeling) white trim, navy tie
- **Shorts** Grey dress style
- **Blouse** White College blouse
- **Tie** College blue crossover
- **Socks** White, maroon bands, College initials. Worn for sport & with dress
- **Shoes** Must be plain black, polished leather, have black laces or T-Bar style. No Velcro tabs. Standard heel and sole.
- **Hat** College navy bucket hat
- **Jumper** Maroon with College crest available in cotton/polyester
- **Bomber Jacket** Navy jacket with zip front (optional)

Sport - Summer & Winter

- **Sport Culottes** Navy, side button with elasticised back
- **Sport shirt** Polo Shirt maroon, gold & navy
- **House shirt** Polo shirt in individual house colour (blue/gold/green/red)
- **Bike Pants** Navy (optional)
- **Hat** College navy bucket hat
- **Track Pants** Navy, elastic-waisted, pull on
- **Swimwear** College bathers and College rash shirts (compulsory Prep - Yr 5)
- **Shoes** Runner-type, lace-up. Suede, skate/bike shoes and basketball shoes are not acceptable.

Optional Items - Winter

- **Tights** Plain black or navy tights (optional with skirt, in place of socks).
- **Scarf** College navy and maroon scarves (optional).

Years 6-9 Boys Uniform:

Formal - Summer

- **Shorts** Grey dress style with black leather belt.
- **Shirt** White with navy and maroon pin stripe, open neck style worn over shorts.
- **Socks** Short grey with maroon and gold band at top.
- **Hat** College formal hat (planned re-introduction in Term 2)
- **Shoes** Black leather dress shoe, lace-up, low block heel (no suede, runner/sport style, Velcro tabs)

Formal – Winter

same as summer uniform with the exception of shorts and the addition of...

- **Jumper** Maroon jumper with College crest, the College navy bomber jacket may be worn over the maroon jumper (not in place of)
- **Pants** Long grey pants
- **Shirt** College winter shirt
- **Tie** College maroon tie
- **Belt** black leather belt

Sport - Summer & Winter

- **Sport Shorts** College navy board short.
- **Sport Shirt** College polo shirt in maroon, gold and navy.
- **House Shirt** Polo shirt in individual house colour (blue/gold/green/red)
- **Tracksuit** Optional jacket in place of college jumper, including track pants
- **Socks** White ankle sock with maroon band and school initials.
- **Shoes** Runner-type, lace-up. Suede, skate/bike shoes and basketball shoes are not acceptable.
- **Hat** College navy bucket hat
- **Swimwear** College bathers and College rash shirts

Years 6-9 Girls Uniform:

Formal - Summer

- **Skirt** Maroon, white, gold and navy tartan, pleated regulation length below the knee.
- **Shorts** Grey dress style
- **Blouse** White College blouse
- **Socks** White ankle sock with maroon band and school initials.
- **Tie** Maroon crossover
- **Hat** College formal hat
- **Shoes** Black leather dress shoe, lace-up, low block heel (optional: buckle T bar style - upper cover offers maximum foot protection) (no suede, runner/sport style, Velcro tabs)

Formal – Winter

same as summer uniform with the addition of...

- **Jumper** Maroon jumper with College crest, the College navy bomber jacket may be worn over the maroon jumper (not in place of)
- **Pants** Long College navy pants (optional)
- **Tights** Plain black or navy tights (optional with skirt, in place of socks).
- **Scarf** College navy and maroon scarves (optional).

Sport - Summer & Winter

- **Shorts** College front navy embroidered shorts.
- **Shirt** College polo shirt in maroon, gold and navy.
- **House shirt** Polo shirt in individual house colour (blue/gold/green/red)
- **Tracksuit** Optional jacket in place of college jumper, including track pants
- **Socks** White ankle sock with maroon band and school initials.
- **Shoes** Runner-type, lace-up. Suede, skate/bike shoes and basketball shoes are not acceptable.
- **Bike-pants** Navy to be worn under the shorts (optional)
- **Hat** College navy bucket hat
- **Swimwear** College bathers and College rash shirts

Years 10-12 Uniform

Students in Years 10 and 12 have the following variation to their uniform. Shoes, socks, sports uniform and winter uniform requirements are the same as for students in Years 6 to 9. A Senior Jacket for Year 12 students is designed each year and this may be worn with the sports uniform only. Students have permission to wear the bomber jacket or maroon jumper during the school day.

- **Boys' Shirt** White with embroidered school logo on pocket detail, to be worn tucked in.
- **Girls' Blouse** White to be worn with long maroon, gold and navy tie.
- **Blazer** Maroon with gold embroidered College crest on pocket.

TRANSPORT

The College operates a number of bus routes. Information is available from the Business Office on enquiry. Students using the service must book a daily return seat which is paid by the term (in advance) or by purchase of a ten trip pass if students do not use the bus on a regular basis. The cost of the service per passenger varies per term depending on the distance travelled. The cost is charged to the family account in the same manner as school fees and the same payment options apply. Further details can be obtained from the office.

The school is also serviced by Buslink Queensland (Office Address - 13 Bartlett Street, Noosaville, 4566). For more information contact Buslink on (07) 5474 4733.

A Conveyance Allowance is payable to parents who live more than 3.2 km from the closest state school. Students can be either conveyed by bus or private vehicle. Contact the School Transport Section, Queensland Transport on 5477 8400 for more information (See Bus Users Policy under Transport).

Bus Users Policy

Parents who wish to apply for a seat on a GSLC bus for transport to and from school must fill out a College Transport Application Form which is available from the College Administration Office or via the College Website. As seats become available, they will be allocated to the next person on the waiting list. This also applies for additional children of existing families and for people moving house.

As all students use the College buses for either transport to and from school, or transport to a venue during school time, this policy applies to all students.

Rules

- Seat belts must be worn.
- Drivers' instructions should be obeyed at all times.
- Students boarding the bus should stand back from the kerb until the bus stops.
- Students are to sit while the bus is moving and not change seats.
- No part of the body may project outside the windows.
- Nothing is to be thrown from the windows or inside the bus.
- Food or drink is not to be consumed on the bus.
- Students must not call out to the bus driver. Requests to the bus driver are to be made via senior school students. The driver's concentration is critical.
- Excessive noise is not permitted.
- Students must remain in full uniform until arrival at home.

The driver has the responsibility for safe transport of students and so has authority over all aspects of behaviour on the bus. Students not complying with these rules will be reported to the College.

Operational Requirements

Students are to be at their particular stop at least 5 minutes before the scheduled bus time to allow for variation in traffic conditions as well as to ensure the safety of the children. Parents of very young children are requested to be waiting at the bus stop to collect their children unless a responsible older child accompanies them. In the event of the children not arriving home by the usual time, parents are asked to contact the College receptionist immediately so the matter can be followed up. The office closes at 4.00pm.

Extreme Weather Conditions

When extreme weather conditions prevail, and roads become impassable, it may be considered to be in the best interests of all to cease bus operations for the entire day. In this event, a message will be broadcast over the local radio station, 92.7 Mix FM, advising if the buses will be operating on that day.

GENERAL PROCEDURES

Absences (also see Late Arrivals & Early Departures)

When students are absent from school, parents are required to contact the College by phone (07 5455 8666); email absent@gslc.qld.edu.au or sending an SMS to 0416 906 148. This is a priority as a roll check is carried out at 8.35am sharp. Parents are asked to contact the College before 9.00am to advise of student absences. If the College has not been advised, a text message will be sent to check the whereabouts of the student.

When parents are planning to take their children out of school for a day or more, some advance notice will help class teachers to plan for their absence.

Bell Times

8.35am Years P-12 lessons begin

10.35am - 11.25am Years 1-12 AM break

1.00pm - 1.25pm Years 1-12 PM break

2.45pm Prep dismissal (no bell)

3.00pm Years 1-12 dismissal

Students should arrive at school by 8.25am (first bell 8.30am) but not before 8.00am.

For your child's safety, please observe the following:

- Parents may drop students off in designated drop-off areas only.
- Parents and students are required to use crossings where provided and exercise due care in all other traffic areas of the campus.
- Please cooperate at all times with Traffic Supervisors.

Teacher supervision is provided in the College grounds from 8:10 am.

Junior Years students may play handball in any of the handball courts before school; however, no bigger ball play or play on the oval is permitted. Junior years may only play in the Junior Years section of the College. Some equipment is available from the junior office until 8:30am.

After being dismissed students should be collected by 3.30pm at the latest. The College will provide teacher supervision of the College grounds until 3.30pm. Parents of younger students may prefer to collect them from near their classrooms and walk them to the car park.

Play is not permitted at the conclusion of the school day in any area of the College. An Outside of School Hours Care service is available here at the College.

Parents may only park in designated spaces. To avoid traffic congestion, the dropping off and picking up of children should be done as quickly as possible with no parking in the flow-through lanes.

Any student who has not been collected by 3:30pm will be taken to the Administration Office and efforts will be made to contact parents to arrange transport home. Students will not be permitted to leave the school grounds unless permission has been given by a parent.

Organised co-curricular activities

If students are involved in a co-curricular activity, such as a team sport, special event, or music rehearsal, they are to attend the activity and remain with the activity supervisor for the duration of the activity. Parent permission for students to attend the co-curricular activity after school hours will be provided through Operoo and the activity supervisor will complete an attendance roll to register student attendance.

School library

The school library is staffed from 8.00am-8.30am before school hours commence, and from 3.00pm-5.00pm on Monday-Thursday, and until 3.30pm on Friday. If students attend the library after school, they are to remain inside the library building and register their attendance with a library supervisor.

Banking - Lutheran Laypeople's League (LLL)

There are opportunities for children and parents to operate savings accounts with the Lutheran Laypeople's League. The LLL is a non-profit financial institution established in 1921 with strict rules of governorship. There are no account fees or taxes and deposits of any amount attract an annual interest rate. Accounts are "at call" accounts.

Deposits can be made through the business office on any school day. Withdrawals are to be forwarded direct to the LLL and can be paid to you by cheque or transferred into a savings or cheque account, usually on the same day.

While it is a matter of personal choice how you organise your finances, we would urge you to consider the LLL Savings Account for the following reason. Our school is able to borrow money needed to finance our building programs at very favourable rates from LLL.

However, we must maintain "matching deposits" earmarked for Good Shepherd Lutheran College. That is, we must have a dollar of savings deposited in the LLL for every dollar we borrow.

Book Hire

The College operates a book hire scheme for some year levels/subjects. Students are responsible for keeping the text in good condition. If texts are damaged or lost, parents will be billed for the replacement costs.

Subject Changes

Students wishing to change elective subjects must see their Curriculum Coordinator to discuss the change process. If agreed, a subject change form must be completed. Any changes must be completed within the first three weeks of the semester.

Communication with Staff

Pastoral care of each student is highly valued at Good Shepherd. When you have a concern of any nature, we encourage you to contact the appropriate staff member at the earliest possible time in person, by phone or email.

Years 1-5 Students:

- Your student's teacher.
- Deputy Head of Junior School
- Head of Junior School
- Principal.

Years 6-12 Students:

- Your child's Pastoral Care Teacher or House Leader.
- Subject teacher and/or Head of Subject Department for specific subject matters.
- Relevant Year Level Coordinators or Head of Students: Particular responsibility for student welfare and discipline.
- Relevant Head of Studies: Particular responsibility for curriculum matters.
- Deputy Principal.
- Principal.

Parents may be redirected to a more appropriate member of our staff team in certain circumstances, including our Support Staff, Careers Advisor, Chaplain and College Counsellor.

Matters of routine can be directed to the College Receptionist Staff.

Concerns of a financial nature should be discussed with the Business Manager or the Principal.

Parents need to be thoughtful when contacting Teachers. Teachers are not able to come to the phone during class time. During breaks they are often on playground duty. However, for urgent communication, the College Office is able to pass on a message.

Communication between teachers and parents is encouraged. The partnership we have in educating students is not one-way and encourage parent to initiate contact when needed. Our desire is to have an effective partnership and support all forms of appropriate communication through phone conversations and email, as well as arranged parent meetings. Parents are also encouraged to take advantage of other formal occasions such as Parent Teacher Interview Evenings and Information Nights.

Dangerous Items

Chewing gum, sharp dangerous objects, matches and cigarette lighters are not to be in the possession of students at school. These and others items when misused can be dangerous and also cause damage to building, furniture etc.

Dental Services

The College is visited by the School Dental Van about once every two years. Students from Prep through to Year 10 are able to access this service if their parents require it.

Early Departures

If students need to leave the school during the school day, then they must have a signed note from their parent/guardian explaining the circumstances. This note must be presented at the student reception window in SA block before school starts so that the office staff can verify the absence and prepare the sign-out slip. The slip must be collected before leaving the College.

First Aid

The First Aid room is located in SA block. If a student becomes ill or is injured while at school then they should report to the First Aid officer. In non-urgent cases, students must seek permission from their teacher before going to first aid. Students are NOT to contact home directly on a mobile phone. This poses real risks to the student and hinder the college's ability to provide the best possible care for the student. The First Aid Officer should be the only person contacting home regarding illness. If parents receive calls from students, please call the first aid room immediately on 5455 8632.

Grievances

Good Shepherd Lutheran College is committed to developing an environment which promotes respect for persons, integrity, equitable treatment and natural justice. Having a good complaints procedure reflects positively on the ethos and values of the College, as the College believes that if a concern or complaint is dealt with seriously and sensitively at an early stage, it is likely to have a satisfactory outcome. The College's Grievance Procedure is available in the Policies section of the College website.

House System

The College uses a system of four Houses for organisational and competitive sport purposes. All students enrolling in the College are allocated to a House, and siblings are allocated to the same House.

There are House shields for Swimming, Athletics and Cross Country for both Years 4-6 and Years 7-12 sections. Various other House sport competitions are held for each section during the year.

There are an equal number of evenly sized Pastoral Care (PC) groups for each House at Years 6-12 levels. PC Groups are arranged vertically - that is, a mixture of students from more than one year level in each PC group. Their PC teacher and their House Leader are important links for parent contact with the College, and in issues relating to behaviour management, personal organisation and social issues.

House names and symbols etc. are as follows:



2026

P-12 HOUSE / PASTORAL CARE / STUDENT LEADERSHIP

Captains	Vice Captains	Sport Captains	Cultural Captains	Spiritual Life Captains
Amelia Nevett Matthies van Velzen	Ruby Kennedy-Grant Joseph Smith	Kiani Baker Charlie Harman Lucas Holloway Sydney Suter	Ryan Griffiths Hannah Borham Abbie Phillips Rosie Wright	Zara Butler Isabelle Spilsbury Sierra Sawyer Ella Westlake
				
Origin	<i>Lake</i>	<i>Bay</i>	<i>Point</i>	<i>Creek</i>
Colour	<i>Yellow</i>	<i>Blue</i>	<i>Green</i>	<i>Red</i>
Mascot	<i>Osprey</i>	<i>Dolphin</i>	<i>Wombat</i>	<i>Lizard</i>
Symbol	<i>Air</i>	<i>Water</i>	<i>Earth</i>	<i>Fire</i>
Leader	Candice Mallen	Rebecca Malone	Patrick Anstock	Paul Stacey
House Captains	Quinn Hammersley Mitch McClenaghan Lia Shaskey Maddie Wright	James Carruthers Lily-Rose Toms Chloe Holmes Oscar Galea	Oisin Burke Fraser Clarke Lila Tropp Sarah Greig	Sienna Howard Anna Tudor Harper Whyatt Dylan McDermott
Years 11/12 House PC Groups YLC: Ben Hayes HSYS: Johanna Foley	D8 Trina O'Donnell/Sam Roberson SD1	L8 Marika Barnett TH1	M8 Holly Perkoulidis SA2	W8 Ben Osborne/Carrie Miley PA1
	D7 Garrett McKeen SD5	L7 Jasmine Hayes/Meagan Turner AR1	M7 Andrea Donovan HP1	W7 Hannah Doyle SC3
	D6 Sandy Page SD6	L6 April James/Clare Phyland SG1	M6 Gabriel Keogh-Byrne SF1	W6 Yolanda Brady SC5
Year 10 House PC Groups YLC: Ben Hayes HSYS: Johanna Foley	D1 Aimee Goodwin/Tony Purcell SD3	L1 Mark Davies DT3	M1 Genevieve Bodkin-Hunt HP2	W1 Hayley Every SC4
	D0 Mitchell Lynn DT5	L0 Alan Westlake AR4	M0 Tammy Card LT1	W0 Zoe Hughes/Jo Anna Morrison AR3
Year 9 House PC Groups YLC: Phil Bradshaw HMYS: Nicole Drew	D5 Michael Soden SD2	L5 Sue Walduck/Meghann Tello L7	M5 Hamish Cameron SB3	W5 Randy Telleman SC2
	D4 Annclaire Perkins SG2	L4 Amanda Broadfoot AR2	M4 Chris Munday SF2	W4 Ashleigh Morrison SC6
Year 8 House PC Groups YLC: Hayley Hobson HMYS: Nicole Drew	D3 Pam Murray/Janine Berger SD4	L3 Brad Spring SB1	M3 Sam Turner PB4	W3 Joanna Waites DT1
	D2 Ingrid Pride L8	L2 Declan Morris SE1	M2 Stacey Rogers SC1	W2 Jasmine Burov SE2
Year 6&7 Class PC Groups YLC: Georgina Banich HMYS: Nicole Drew	7A Daniel Cooke SB5	7B Ryan Storrs SB4	7C Julie Needham SB6	7D Nick Collins SB2
	6A Russell Oakley/Sandy Hardy PB3	6B Bo Blanch/Sandy Hardy PB1	6C Matt George PB2	
Junior Years Class Groups HJYS: Wendy Beaulieu	5A Jen Kither PG2	5B Tess Cartwright PG1	4A Anna Thompson & Wendy Beaulieu PC2	4B James Bourne/Verena Miller-Metzner PC1
	3A Natalie Guerreiro PF2	3B Julia Harbor PF1	2A Jeanette Roach PE2	2B Chelsea Glenn PE1
	1A Kandice Platt PD1	1B Lindy Batterham PD2	PA Joss Lambert PR2 (Kookaburras)	PB Sophie Pieper PR1 (Possums)

Infectious/Communicable Diseases

For your interest and assistance in maintaining good health in the College, we reprint information obtained from the National Health and Medical Research Council document "Time Out - Recommended minimum exclusion periods for infectious conditions for schools, pre-Schools and child care centres" to prevent the spread of infectious diseases among staff and children. For further advice and information on any of these conditions contact your doctor or the Sunshine Coast Population Health Unit on 5409 6600.

It should be noted that the periods of exclusion given in the table below are MINIMUM PERIODS.

The Doctor who is treating the patient may increase them if convalescence is slow, BUT THEY ARE NOT TO BE SHORTENED.

<i>Condition</i>	<i>Exclusion of Case (person with infection)</i>
Chickenpox (Varicella)	Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in unimmunised people and less in immunised people.
Cold Sores (Herpes Simplex)	Young children unable to comply with good hygiene practices should be excluded while sores are weeping (sores should be covered with a dressing where possible).
Conjunctivitis	Exclude until discharge from eyes has ceased unless non-infectious conjunctivitis.
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours.
Diphtheria	Exclude according to Population Health Unit requirements
Enterovirus Neurological Disease	Written medical clearance is required confirming the virus is no longer present in the child's bowel motions.
Haemophilus Influenzae Type B (HIB)	Exclude until appropriate antibiotic treatment completed. Written medical clearance is required to return to school.
Headlice, Ringworm, Scabies, Tinea	Exclude until day after effective treatment has started.
Hepatitis A	Exclude until at least 7 days after the onset of jaundice or illness. Written medical clearance from doctor is required to return to school confirming child is not infectious.
Influenza and influenza-like illness	Exclude until well.
Measles	Exclude for at least 4 days after onset of rash. Written medical clearance from doctor is required to return to school confirming child is not infectious.
Meningitis (bacterial)	Exclude until well and has received appropriate antibiotics.
Meningitis (viral)	Exclude until well.
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed. Written medical clearance from doctor is required to return to school confirming child is not infectious.

Mumps	Exclude for 9 days after onset of swelling.
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours.
Poliomyelitis	Exclude for at least 14 days from onset of symptoms and case is has recovered. Written medical clearance from doctor is required to return to school. confirming child is not infectious
Rubella (German Measles)	Exclude until fully recovered or for at least four days after the onset of rash.
School Sores (Impetigo)	Exclude until appropriate antibiotic treatment has started for at least 24 hours. (Sores on exposed skin must be covered with a watertight dressing.)
Streptococcal sore throat (incl. Scarlet Fever)	Exclude until well and child has received antibiotic treatment for at least 24 hours.
Tuberculosis (TB)	Written medical clearance is required from QLD Tuberculosis control Centre to return to school, confirming child is not infectious.
Typhoid, Parathyphoid	Exclude from school until, written medical clearance from doctor is required to return to school, confirming child is not infectious.
Whooping Cough (Pertussis)	Exclude for 5 days after starting appropriate antibiotic treatment or 21 days from the onset of coughing. Written medical clearance from doctor is required to return to school confirming child is not infectious
Worms	Exclude if loose bowel motion present.

Exclusion not necessary for the following:

Cytomegalovirus (CMV), Glandular Fever, Hepatitis B & C, Molluscum Contagiosum, Parvovirus, Roseola, Thrush (Candidiasis), Human Immunodeficiency virus (HIV/AIDS virus) unless child has a secondary infection which requires exclusion in its own right.

Late Arrivals

If students are late to school/class and miss the roll check in period 1, they must sign in at the Student Reception Kiosk located at the SA building (just in front of First Aid). Students are to hand in their signed note from their parent/guardian explaining why they are late and take the printed 'late to school slip' to their class.

Library

The Library is available to students and classes for the purpose of research, quiet reading, study etc. Students are expected to work quietly in the library, and use their time profitably. No bags, food or drink are allowed. The library is open from 7:30am to 5pm (3:30pm closure on Fridays).

Lockers

All students in Years 7-12 will be issued lockers and padlocks at the beginning of the school year. Students are to keep the lockers locked at all times and their surrounds neat and tidy. Locker combinations must not be revealed to other students to ensure locker security. Valuables must not be left in lockers, but handed in to staff at the student reception window for safe-keeping.

Lost Property

To avoid the large number of items that end up in lost property, it is requested that parents clearly label all clothing and items belonging to students. If something is lost, please check lost property which is kept outside the main staffroom for Years 1-7 students and in the SA Block Teacher Aides' office for Years 8-12 students.

Medication

Medication will be dispensed only by designated College staff. No medication will be dispensed by designated College staff unless:

- the Medical Authority form is completed (available from the Administration Office).
- the prescribed medication is provided in its original medication container provided by the pharmacist at the medical practitioner's direction.
- the instructions on the medication container indicate specific times at which medication is to be administered.

Non-prescribed oral medication such as analgesics will only be administered when provided by the parent and requested in writing. A separate Medical Authority form is available for parent use.

Messages for Students

Please contact the College office with URGENT MESSAGES ONLY. Please refrain from using student mobile phones as a way of contacting students during class time. The office is able to get messages to classrooms quickly, without disturbing the learning process.

Personal Electronic Devices

Students are permitted to bring phones and portable music devices to school for **responsible use** only. However, from 8.10am-3.00pm, these personal electronic devices are to be 'Away for the Day' and not used without express teacher permission. Please note that should students choose to bring these items to school, it is at their own risk. The College will not be held responsible for damage to these devices.

Mobile phones and portable devices are only permitted to be used during class time for educational purposes, and only with a teacher's permission.

During break time, mobile phones may be used for **urgent** and **important** contact. Any such use must be done in the area adjacent to the Student Reception window in SA block. At all other times and places during break time, mobile phones and portable devices must be switched off and kept out of sight.

If students are unwell, they are to report to the Sick Bay. Students are not to contact parents as this will be done by College staff.

Any devices used outside these times may be confiscated and will only be returned at the end of the day unless there are other circumstances.

Newsletter "Shepherd's Pie"

The College newsletter, the "Shepherd's Pie", is produced every fortnight and made available by via our website. We rely on the Shepherd's Pie to communicate essential information to parents, so for your own benefit, please make sure that you access the "Pie" regularly following our email alert to you of its availability each fortnight.

Parent Support

Good Shepherd Lutheran College encourages the active involvement of ALL parents in its voluntary work program and fund raising efforts such as those organised by the Parents and Friends.

Parental Separation

In cases of parental separation or divorce, it is the responsibility of the parents to supply administration with any relevant information relating to their child/children.

Progression through the School

If, in the opinion of a class teacher and Principal, a child is not ready to progress, after consultation and agreement with parents, a child may repeat a year. The best interests and care of the child are always to be kept foremost in mind.

Prohibited Substances

Students are not permitted to smoke tobacco, consume or use alcohol or illegal, non-prescribed drugs while at school, in school uniform, engaged in school activities or in association with any school functions. The possession of any of these substances and/or associated equipment at school or school-organised activities is also an offence.

Students who do not comply with these expectations will face serious disciplinary action. This disciplinary action will be complemented with counselling from inside and/or outside the school where that is felt appropriate.

Students who are aware of the use and/or possession of prohibited substances and associated equipment at school or at a school function, and who ignore their responsibility to report such matters, may be included in any disciplinary action.

Reports

Student's progress and performance is assessed regularly. Reporting to parents occurs in two ways:

- parent/teacher interviews
- printed reports

All parents with children in Years 1-12 are requested to attend individual interviews during the first half of the year. Interviews are held for Years 1-5 students near the end of Term 1 and beginning of Term 3; and for Years 6-12 students, early Term 2 and end of Term 3. Follow-up or even earlier interviews can be arranged with teachers. Informal chats and visits throughout the year can also be arranged as required.

Formal end of Semester reports are emailed to parents for all students on the last day of Terms 2 and 4.

Year 6-12 students receive an interim report at the end of Term 1 and Term 3.

Road Safety

The Safety of your children is our first priority. Whilst parents and students are driving on the College grounds, they must adhere to the following regulations:

- Drop off and collect students only in allocated areas.
- A 10kph speed limit at all times within the College grounds.
- No double parking.
- Use the crossing.
- People on crossing have right of way at all times.
- Vehicle must not be left unattended in the drop off/pick up zone.
- Give way to school buses and watch for student movement.

School Lunches

Good Shepherd encourages parents to provide a healthy lunch for their children while at school. In so doing, parents are supporting the educational aims of our school as well as promoting healthy choices and eating habits with their children. We see the school lunch as having the potential to enhance student behaviour and performance.

Due to health and social concerns, school is not the place for "treats". Please keep these at home.

Foods high in sugar, fat and artificial flavourings and preservatives etc. should not be sent to school. (also see Tuckshop)

Social Conduct Code

For Students and their Families Good Shepherd Lutheran College Parents and Friends representatives have adopted the following guidelines for social conduct to encourage enjoyable and safe social activities. When families of the school are hosting parties or other social activities involving our students, we recommend the following guidelines. We wish to uphold the good name of Good Shepherd Lutheran College in the community and to assist students to develop into responsible and caring citizens, motivated by Christian values.

1. Social functions are expected to finish at a reasonable hour.
2. At social gatherings in the home, at least one of the parents should be in attendance to assist the young host and ensure that entertainment is of a suitable nature.
3. It is important that social functions be kept to a minimum during term, particularly close to exam blocks in terms 2 and 4.
4. It is considered necessary that students be taken to and from evening functions by a responsible adult.
5. Students should invite only those known to them, each guest being invited personally. It is necessary that invitations, written or verbal, nominate the finish time and be answered definitely.
6. Open parties are ill advised and it is appropriate that uninvited persons not be admitted.
7. It is essential that the consumption of alcohol, the smoking of tobacco and the use of drugs at student parties be prohibited.
8. Communication between parents, and between students and parents, will prevent many problems.
9. Students and parents are to be aware that our school is judged by our behaviour and appearance in public places. Pride in our school and its uniform is to be encouraged.

Student Drivers

Students with a driver's license may drive to school according to the following procedures:

- The Student Driver Agreement and Consent Form must be completed.
- A red permit to park needs to be displayed on the student driver's dashboard.
- Students must not go to their cars during the day or leave the grounds of the College unless approved.
- Students must adhere to the same rules as any other driver whilst on the College grounds.

Non-compliance of these procedures will result in the permission to drive their own vehicle to school being denied.

Student Photocopying

Students may do their own photocopying facilities in the Library before or after school or during their breaks.

Tuckshop

The Tuckshop operates five days a week for a light breakfast, morning tea and lunch. Orders must be made on a paper bag and delivered to the Tuckshop at the beginning of the school day. Prep to Year 7 students can place their orders in a basket kept in their classroom for bulk delivery of orders to the tuckshop. Orders are then collected in bulk from the tuckshop and delivered to the classroom. A menu is available from the Administration Office with prices and instructions.

Cashless, online ordering is available via Flexischools. Please use the online link available on the College website to place orders this way.

Volunteering in the tuckshop is very enjoyable and is a great way to become involved in the day-to-day activity of the school and also to meet other parents. To prevent the tuckshop being short staffed more volunteer help is always needed (even a couple of hours helps). Please consider how you can help and contact the Manager to discuss arrangements. The tuckshop's direct phone number is 5455 8619.

The canteen is able to provide lunch for students who forget to bring lunch or lunch money. The policy is as follows:

- Students are to go the TA Office (or classroom teacher for P-5 students) to ask a staff member to contact a parent to give permission for them to purchase a healthy lunch from the canteen, or to get a note which will entitle them to a cheese/vegemite sandwich and a piece of fruit. Students will not be able to purchase other items from the canteen unless there is parental permission given for them to do so.
- If the student purchases lunch, the amount owing is to be paid back to the canteen the next day. The canteen convenor will email parents that night with details of the amount owing. Please note that students will only be permitted to purchase healthy food.
- If parents are unable to be contacted to give permission for their child to purchase lunch, students will be provided with a note entitling them to a cheese or vegemite sandwich and a piece of fruit.
- Students with money owing to the canteen will be provided with a cheese or vegemite sandwich and a piece of fruit if they forget their lunch.

Valuable Items

The College strongly discourages students bringing valuable items on campus. The only exception is with the approval of a teacher (for educational purposes) and then these must be handed to the teacher concerned for security throughout the day.

Withdrawal of Students from the College

A parent wishing to withdraw a student from the College must give one term's notice in writing or the bond will be forfeited.

WORKPLACE HEALTH AND SAFETY POLICY

Good Shepherd Lutheran College upholds the legislative obligations of the Workplace Health and Safety Act and Regulations, Advisory Standards and Australian Standards. The College is committed to its responsibility to provide a duty of care and a safe workplace for all persons who work at, study at, or visit the College.

Purpose

To inform persons at all levels and areas of their Workplace Health and Safety statutory obligations required under Workplace Health and Safety Legislation.

Scope

All staff, contractors, visitors and suppliers of plant, equipment and substances have statutory obligations under Workplace Health and Safety Legislation.

Reference Documents

Workplace Health and Safety Act and Regulations, Advisory Standards, Codes of Practice and Australian Standards.

It is the policy of the College to conduct its activities in such a manner that will provide a work environment, which so far as is practicable:

- Places the safety of the staff and the public ahead of the protection of the College equipment and services; and
- Actively encourages safe working practice both at the College and at home.

To achieve a safe and healthy working environment within the College, the commitment and cooperation of every staff member, community member, visitor and contractor is essential.

In order to support this policy the College will:

- Ensure the Risk Management methodology is consistently applied across the College activities and practices with a view to eliminate or otherwise control the identified risks.
- Comply with the spirit and intent of the relevant legislation, Codes of Practice and Industry Standards and make adequate provision of resources to meet these requirements;
- Ensure that each worker is trained not only in the basic principles of work health and safety matters but also matters specific to their area of responsibility;
- Establish measurable objectives and targets aimed at eliminating work-related injury and illness;
- Support each worker in their obligation to be fully responsible and accountable for health and safety issues including repairs and maintenance in each person's area;
- Establish a Work Health and Safety Committee to provide the School with a forum for consultation on workplace health and safety issues;
- Develop an awareness in the staff, contractors and visitors of health and safety issues through the dissemination of appropriate information;
- Investigate the cause of every incident and take corrective action, irrespective of whether personal or property damage has occurred;
- Encourage the rehabilitation of injured workers; and
- Apply the policy constantly across all College areas and activity locations of the School.
- Staff members, contractors and visitors for their part will be expected to:
- Comply with all relevant legislation, Codes of Practice, Industry Standards and College policies and procedures;

- Report and where appropriate, rectify hazards identified throughout the College;
- Accept responsibility for the protection of all persons, the community and the environment that may be affected by their activities.

There is no task so important within the College that health and safety standards will be compromised.

Evacuation Procedure

1. **ASSIST** anybody in Immediate Danger
2. **RAISE the ALARM.** Notify Administration Office or listen for the Evacuation Siren.
3. **RESTRICT** the danger by closing windows and doors.
4. **EVACUATE** the building by the nearest Safe Exit.
5. Teachers to **ensure ALL** students and other persons have left the building.
6. **MOVE** to the nearest safe **ASSEMBLY area**.
7. **ACCOUNT** for the students and persons from your building/classroom.
8. **REMAIN** in the assembly area until **ALL CLEAR** is given by Warden.