Grace Lutheran College is by the grace of God
a Christian community.
It aims to continue the preparation of young people
for a life of faith and service,
so that God will be
Glorified in the world.

MISSION STATEMENT EXPLANATION

Our ‘Christian community’ is part of God’s family. As a family we encourage working together to build on the foundation laid by God through parents and others in the lifelong process of Christian Education. Within this family, teachers, parents and students come together to realise God’s plan for their lives. We aim to nurture each other into whole people; to assist each other in our work, leisure and service in the community; in the pursuit of wisdom and the expression of love which reflects Jesus Christ’s life of service to us and God’s plan for the world.

Each of us is, as the Bible says, uniquely significant, and Grace College exists to reveal and develop our God-given gifts, by example and guidance. We aim to draw on the insights of the past and the resources of the present to equip ourselves to reason, create, reflect, communicate, inquire, evaluate; to acquire knowledge and wisdom; to grow in faith and integrity; to be people of Christian conviction with the courage to witness to Christ in society.

Our school family also exists to build and strengthen its communal life by exercising the self-discipline, concern for others, love and ultimately the selflessness that Christ asks of all who would follow him.
GENERAL INFORMATION and HISTORY

Grace Lutheran College is owned and operated by the Lutheran Church of Australia, Queensland District. A College Council, appointed by the Church, is responsible for setting policy for the school.

Grace Lutheran College accepts the Confessions of the Lutheran Church of Australia and requires that all instruction and practice conform to this doctrinal basis.

It is the intention of the Church that Grace Lutheran College be a community based, co-educational secondary school, open to students without discrimination as to class, race or belief (subject to the power of management).

Grace Lutheran College is a natural outgrowth of other endeavours in Christian education by the Lutheran Church in Redcliffe. First, there was a child-minding effort that grew into one of the largest and best equipped pre-school centres in this State. Parents, impressed by the effects of this centre, began a school, and eventually asked the Church to become involved. Grace Lutheran Primary School was the result.

Soon after Grace Lutheran Primary School was established, a small group of far-sighted parents formed a public committee and began to work toward the establishment of a secondary college. The group encountered many obstacles but eventually succeeded in getting the support of the Lutheran Church and the Peninsula community. Conditional approval to commence a Secondary Department was given in 1977, with full support for a College on a separate site following in 1979.

The first students (fifteen) of Grace Lutheran College commenced their studies in February 1978 with Mr Viv Kuhl, retired Deputy Principal, as the first full-time teacher. During 1978 and 1979, the College operated in classrooms owned by Grace Lutheran Primary School, Maine Road, Clontarf. In 1980, the College moved to its present site on Anzac Avenue in Rothwell with Mr Fred Stolz as the first Principal, five teachers and fifty-five students. Land acquisitions over the years have increased the size of the site from the initial fourteen acres to the present fifteen hectares (thirty eight acres).

In 2008 Grace Lutheran College opened a second campus at Caboolture. At the end of 2009 Mr Fred Stolz retired as founding Principal but maintains contact and keen interest in the school and its directions. Mrs Ruth Butler was appointed as Principal in 2010, continuing strong Christian leadership of the College and its strategic directions. She retired at the end of 2016 and Mr David Radke became the third Principal of the College as from 2017. Student enrolments have been stabilising around 300 students at Caboolture and 1100 students at Rothwell. Many Grace graduates are continuing their studies satisfactorily at Universities, TAFE and other similar tertiary institutions, while others are gainfully employed.
Basic Christian Principles

1. Human beings were created by God for a happy, loving and responsible relationship with Him. The pattern of human life was to be marked by love for God, love for fellow human beings and care for the rest of creation.

2. Human sinfulness disrupted that pattern of living, leading to rejection of God, selfishness against others and a despoiling of the world of nature.

3. In order to return to a right relationship with God, a person needs to recognise their sinfulness and come to personal faith in the Saviour God sent, Jesus Christ.

4. Such faith is the work of the Holy Spirit, who works through the Gospel message of God’s grace and forgiveness in Christ.

5. Genuine Christian faith will bring with it the desire to follow God’s original intentions for human life.

6. This Christian life does not spring full-blown into existence. In fact, the Christian will never live perfectly in this life, but will have to battle against the demands of their sinful nature.

7. Nevertheless, God wants His people to “grow in grace” i.e. to grow towards Christian maturity and wholeness.

“It was Christ who ‘gave gifts to mankind’; He appointed some to be apostles, others to be prophets, others to be evangelists, others to be pastors and teachers. He did this to prepare all God’s people for the work of Christian service, in order to build up the body of Christ. And so we shall all come together to that oneness in our faith and in our knowledge of the Son of God we shall become mature people, reaching to the very height of Christ’s full stature.” (Ephesians: 4:11-13)

Christian maturity involves all aspects of life - the physical, mental, emotional, social and spiritual.

Basic Presuppositions
The chief concern of Christian education is to develop in the students a Christian understanding of, and approach to life, and to help them to reach their full human potential through ever-deepening understandings, more wholesome attitudes, and more responsible actions, so that they can be balanced and effective Christian persons.

Grace - A Christian Community
Our ‘Christian Community’ is a part of God’s family. As a family we encourage a working together to build on the foundation laid by God through parents and others in the lifelong process of Christian education. Within this family, teachers, parents and students come together to realise God’s plan for their lives.

We aim to nurture each other into whole people; to assist each other in our work, leisure and service in the community in the pursuit of wisdom and the expression of love which reflects Jesus Christ’s life of service to us and God’s plan for the world.

Each of us is, as the Bible says, uniquely significant, and Grace College exists to reveal and develop our God-given gifts, by example and guidance. We aim to draw on the insights of the past and the resources of the present to equip ourselves to reason, create, reflect, grow in faith and integrity; to be people of Christian conviction with the courage to witness to Christ in society.
Our school family also exists to build and strengthen its communal life by exercising the self-discipline, concern for others, love and ultimately the selflessness that Christ asks of all who would follow Him.

**The Teacher in the Lutheran School**

The Lutheran school is an agency of the Lutheran Church of Australia through which the Church seeks to carry out its ministry and mission to the people of Australia.

The specific ministry and mission of the Lutheran school is to provide quality formal education in which the Word of God informs all learning, teaching and activities and where forgiveness and grace govern the relationships of the members of the school community.

In order to fulfil this ministry and mission, the teacher in the Lutheran school, as well as being a qualified and competent educator, will be one who is committed to the Christian faith as confessed by the Lutheran Church, is willing to identify with, uphold and promote the Lutheran ethos of the school and who will exemplify and model the Christian life-style in and beyond the school.

The Church will determine from time to time, what specific qualifications it requires of teachers to equip them or this ministry and mission of the Church in Lutheran schools. It encourages local school authorities to commission teachers who are appointed to service in a Lutheran school. Every teacher appointed to service who continues to meet the requirements determined by the Church will be an Accredited or Provisionally Accredited teacher in the service of the Church.

Adopted by Grace Lutheran College Council, 11 – 12 October, 1993

**Aim of Lutheran Schools**

Lutheran Schools aim to encourage and support students, informed and sustained by the word of God, to develop their God-given talents so that they may shape and enrich their world. (A Vision for Learners and Learning in Lutheran Schools, LEA, 2005)

**Six Focus Areas and Ten Guiding Principles of the Grace Lutheran College Strategic Plan** (further details on p.6)
Ethos

We believe:
- the Bible is the supreme authority for Christian faith and life
- the Holy Spirit works through the teaching of God’s word in our schools to lead people to know and trust in God as Creator, Redeemer, Sanctifier
- all people are sinful and saved by grace through faith in Christ
- because Christians live in grace, all they do is for God’s glory not theirs
- each person is a unique creation of God and a person loved by God
- all useful knowledge and learning is God’s gift to people for their wellbeing
- service to others through actions and relationships is a reflection of and response to God’s love for all

And because of this we value as core:
- the Bible as the authority informing what we do and teach
- the work of the Holy Spirit in the life of each person
- forgiveness, being forgiven and reconciliation
- that God, by grace shown through Jesus loves, accepts and values each person
- the uniqueness and worth of each person
- God’s gifts of knowledge and learning
- a spirit of service reflecting God’s action in our lives

Value-based learning is further developed by contextual values particular to individual school communities

Therefore, in Lutheran schools we see:
- everything we are and do in relation to God
- each member of our school community as someone in relation to God
- this understanding of the identity of each person before God motivates us to:
  - develop the whole person, strive for the best
  - care for each person
  - help each student grow in the assurance of their God-given worth and purpose
- accept the need of discipline for the well-being of the individual living in community
- reflect characteristics of God
- create learning contexts incorporating values that reflect God’s relationship with God’s world

A FRAMEWORK FOR LUTHERAN SCHOOLS

Lutheran schools aim to encourage and support students, informed and sustained by the Word of God, to develop their God-given talents so that they may shape and enrich their world.

Meet educational authorities’ requirements and state / territory, federal requirements

LIFELONG QUALITIES FOR LEARNERS

As central to their mission and ministry, Lutheran schools seek to nurture individuals, who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and living according to a cohesive worldview.

Living in community and reflecting characteristics of God through core values, especially love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation

Contributing to communities by being self-directed, insightful investigators and learners, discerning, resourceful problem solvers and implementers, adept, creative producers and contributors, open, responsive communicators and facilitators, principled, resilient leaders and collaborators, caring, steadfast supporters and advocates

Paradigms

Beliefs about learners
- All learners are valued for who they are and whose they are
- All learners need encouragement and deserve respect
- Learners learn in different ways and at different rates
- All learners have the ability to learn and learn best when
  - They experience success
  - They take responsibility for their own learning
  - They can work both independently and collaboratively
  - Subject matter is meaningful
  - High, explicit learning expectations are present
  - They are authentically assessed and appropriately challenged
- Learners need to learn how to learn and think
- Collaborative partnerships between parents / caregivers and schools support learners and learning

Beliefs about learning
- Learning goes beyond the academic: it includes the spiritual, physical, emotional and social and has a transforming role
- Learning has affective and volitional dimensions as well as cognitive
- Learning is lifelong
- Learning involves learners progressing through developmental cycles
- Learning is facilitated when individual needs of the student are met
- Learning occurs in a context and is driven by curiosity, need and inquiry
- Learning builds on previous knowledge, experiences and understanding

Beliefs about learning communities
- All people are learners
- Safe and supportive learning environments facilitate active learning
- Effective learning communities respect diversity and encourage reflective practice and productive feedback
- Learning communities are strengthened by having a shared vision and common core beliefs
- Learning communities reflect upon and respond to the world of today in ways that enable their members to face the future with confidence
- Learning cultures need to be intentionally developed
<table>
<thead>
<tr>
<th>SIX FOCUS AREAS</th>
<th>TEN GUIDING PRINCIPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. THE GRACE WAY: SPIRITUAL GROWTH, CARE, CHARACTER AND SERVICE</strong></td>
<td>1. Grace College, informed and sustained by the Word of God, continues to proclaim the Christian Gospel. In partnership with parents, we aim to nurture each individual in faith, as a whole person and as a child of God.</td>
</tr>
<tr>
<td></td>
<td>2. Grace College, by the grace of God, endeavours to model Christian community. We strive to live by core values of love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation. *LEA</td>
</tr>
<tr>
<td><strong>B. STUDENT ENGAGEMENT</strong></td>
<td>3. Grace College aims to offer the widest range of curricular and co-curricular opportunities to cater for individual needs. The College encourages all members of the community to love learning, develop many different skills, engage in real-world experiences and become lifelong learners.</td>
</tr>
<tr>
<td><strong>C. RIGOROUS THINKING AND INNOVATION</strong></td>
<td>4. Grace College seeks to provide challenge and support, expecting students to develop a growth mindset and achieve their best, becoming: self-directed learners; insightful investigators; resourceful problem-solvers; creative producers; responsive communicators; principled collaborators, leaders and advocates ** LEA</td>
</tr>
<tr>
<td><strong>D. TEACHER AND LEADER QUALITY</strong></td>
<td>5. Grace College seeks to employ staff who are practising, growing, witnessing Christians who hold Christ at the centre of their lives.</td>
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<td></td>
<td>6. Grace College supports staff in a caring community to be willing and compassionate facilitators and mentors. We encourage all staff members to be effective team members and realise their potential for leadership.</td>
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<td>7. Grace College expects teachers to be expert in their field of knowledge, to develop high levels of pedagogic skill and to be growing professionally.</td>
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<td>8. Grace College expects its appointed leaders and governors to exercise their leadership and governance responsibly, while facilitating participation in decision-making within the framework of the College By-Laws.</td>
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<td><strong>E. STEWARDSHIP</strong></td>
<td>9. Grace College seeks to continue quality, cohesive and relative-to-need campus development across both campuses and both sub-schools (Middle and Senior), ensuring appropriate staffing and resources, supported by prudent financial management and all resources.</td>
</tr>
<tr>
<td><strong>F. LOCAL AND GLOBAL ENGAGEMENT</strong></td>
<td>10. Grace College seeks to prepare young people for a life of faith and service so that God will be glorified in the world including alliances with local businesses.</td>
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</table>
SUMMARY OF POLICIES

All schools are bound by a large number of legislative requirements which result in many policies being developed in a range of areas. Staff need to be aware of these policies and how they impact on staff in their day-to-day work at the College.

Major areas of legislation are around the topics of:

- Education (General Provisions)
- Child Protection including Child and Youth Risk Management Strategy
- Workplace Health and Safety
- Anti-discrimination, anti-harassment and anti-bullying
- Grievances and complaints handling
- Copyright
- Privacy

Many other policies and procedures exist to complement policies in these areas and others. All policies and procedures can be accessed in Enterprise Risk Manager (ERM Links) from the College Intranet under the heading ‘Policy and Procedure’. Some can be accessed in the Information Book which is also available on the College website, in the ‘About Grace College’ section under ‘Documents and Information’.

It is important that you are aware of these policies as they affect all staff at Grace. From time to time you will be reminded to read and acknowledge your understanding of policies, and updates or training occur regularly in key areas (for example in relation to the Child Protection Policy and fire safety.)

PRIVACY, CHILD PROTECTION, SEXUAL ABUSE, ANTI-BULLYING, WORKPLACE HEALTH AND SAFETY

1. Privacy Policy

Sensitive Information:
Includes any information or opinion about:

- Racial or ethnic origin
- Political opinions, membership of a political association
- Membership of a trade or professional union or association
- Religious beliefs or affiliations (including baptism information)
- Sexual preferences or practices
- Criminal record
- Health information (includes disability information)
- Significant personal events or crises (e.g. marital separations).

DO only use sensitive information for the purposes for which it was disclosed
DO ask for permission if you collect sensitive information
DO NOT collect sensitive information unless it is necessary.

Do not gain or disclose sensitive information without consent unless it could damage duty of care. (Note – Child Protection Policy)

Special Collection Notices have been signed by MOST parents. Check if in doubt.

Parents should be allowed access to their child’s files, assessment pieces etc.

The College can obtain information regarding a past or present employee without their consent. The College does not have to give access to past and present employees of their records where they relate directly to employment.
I am concerned that a child is being harmed due to physical, psychological, or emotional abuse or neglect or sexual abuse or exploitation, or that a child is likely to be harmed or in that way. Use ‘Online Child Protection Guide’ to assist in following the process: https://www.communities.qld.gov.au/childsafety/partners/our-government-partners/queensland-child-protection-guide/online-child-protection-guide

REPORT made to POLICE & DOCCS by:
- PRINCIPAL (or delegate)
- College Council Chair
- Teacher

Further options discussed – possible referrals:
- Counselling & Support Services......
- Family & Child Connect

REPORT made to
- DOCCS &/or POLICE (CPIU/QPS) – sexual and physical harm (Principal/delegate) or (Governing Body)
- Other forms of Harm as determined by the College reported to relevant authorities
3. Sexual Abuse Policy

 Applies where the alleged perpetrator and the complainant are over the age of 18 years and where the matter does not relate to criminal behaviour.

 Call the 1800 644 628 number, or advise the complainant to contact the number.

4. Anti-Bullying (Anti-Harassment Policy)

 Bullying is repeated oppression, psychological or physical, of a person or group by another person or group of persons. It may include:

 Harassment (verbal, sexual or psychological), victimisation, alienation, coercion, intimidation, exclusion, ostracism, discrimination, cyber-bullying.

 Bullying results in hurt, fear, loss of self-esteem and decreased social effectiveness for the victim.

 If a student reports low level bullying, you witness it in a student or a staff-member, or you experience it yourself: initially seek to follow IGNORE, CHALLENGE, REPORT.

 If repeated, or serious, or harm evident: Report to Senior Staff member eg Year Level Coordinator, Head of MS/SS or Deputy.

 If a staff member feels they have been harassed or discriminated against they should discuss the matter with a Contact Officer (see below).

5. Complaints Handling

 The College has a policy about how to handle complaints. This includes complaints relating to staff misconduct. The College has appointed a number of Contact Officers whom the complainant should approach in the first instance for assistance. The process seeks to ensure that procedural fairness and the principles of natural justice are followed. Contact Officers and details are listed on the staff common room board at each Campus.

6. Workplace Health and Safety Policy

 Workplace Health and Safety Officers and the Workplace Safety Committee, meet once a term to review issues.

 Look out for potential hazards and report them to the Property Manager. If there is an incident fill out the appropriate form. Given the geography of the site ie steps etc. means care needs to be exercised when moving around.

 Evacuation policy (lockdown/containment – 3 long bursts, fire alarm – siren)

 Staff safety must be considered, not just student.

 Risk Assessments are necessary for student activities.

 Hazardous Substances Procedures/Equipment Training occurs regularly for those dealing with such items.

7. First Aid Policy

 First Aid kits to be taken on all excursions and sport. The Nurse or qualified First Aid attendant must be notified of all injuries that occur on or off campus. A strict head injury policy applies. Refer to Sick Bay/Health Centre. Incident report to be completed after an injury. A number of staff are required to have a first aid certificate, depending on their position.

8. CCTV Management

 Grace Lutheran College runs CCTV (Closed Circuit Television and Recording Devices) recordings 24 hours a day, seven days a week covering major entry points and locations across both campuses and on Grace buses. The primary purpose of this equipment is to protect College property after hours and for student safety. However, there may be some occasions when this footage could be used in other contexts.
When is access to CCTV footage justified?

- **Child Protection matters**: Sexual allegations, bullying and harm
- **Illegal activity**: Alcohol, drugs / illegal substances or theft
- **Student behavioural matters**: Only in the resolution of a dispute or complaint after a reasonable effort to resolve the matter has already been made
- **Complaints against staff**: Only in the resolution of a dispute or complaint after a reasonable effort to resolve the matter has already been made
- **Property matters (when no other evidence exists, or after hours)**: Damage, theft, vandalism, workplace health and safety issues.

Who may access CCTV footage and how is it managed?

- All requests to view CCTV Footage must go through the Director of Information Services and must only be made by Heads of Sub-School, Heads of Campus, Deputy Head of Caboolture Campus, Business Manager or the Principal. The Property Manager is allowed to request footage only in relation to property.
- If screenshots or video exports are required, these exports will **not** leave the Information Technology Office. Footage will be stored securely on College Servers and never on portable storage, with the obvious exception of Queensland Police Service Investigations.
- Viewing CCTV Footage can only be provided by either the Director of Information Services or Systems Engineers if delegated.

If you have any further questions regarding the use of CCTV Footage, please contact the Director of Information Services.

9. Professional Boundaries (Information provided by the IEU, March 2016)

Professional boundaries matter as they are a requirement of the Queensland College of Teachers, the Australian Professional Standards for Teachers and are associated to Government Acts of Law. Protect yourself with the following guidelines:

- Always keep your professional life professional
- Do not communicate with students using a personal mobile phone, either verbally or by text message
- Use school mobile phones for official purposes only
- Do not communicate with students from a private or personal email address (Email should always be from the school’s official email and for official purposes only)
- Do not use cameras or mobile phones to photograph students without official and parental/custodial authority
- Do not use internet social networks to contact or access present or past students
- Actively discourage students from engaging on a personal level with you
- Actively discourage students from communicating inappropriately with you
- Actively discourage students from inviting you to join their internet social networks
- If you use internet social networks in your personal time, ensure that the content is appropriate, private, and that you restrict access to only specific people who are not students or former students
- Do not engage in what could reasonably be deemed as inappropriate interactions with students, such as:
  - Flirtatious behaviour directed at a student
  - Dating a student
  - Unfairly favouring a student
  - Expressing romantic feelings towards a student in any form
  - Disregarding appropriate physical distances form students
  - Using disrespectful language or swearing, either directed at, or in the presence of, students
  - Using pet names
- Do not overshare personal stories or involve students in your personal life.

Ask yourself, would I judge my conduct negatively if I observed it in another teacher?
1. **Keys, Security Code**
   - Rothwell: 6:00am all security turned off, security turned on after cleaners finish up (around 9pm). Last out closes up and locks staff room.
   - Rothwell: Leave a message in Staff Common Room security book if you are around after usual hours or on weekends. Remember to turn off and then back on upon departure.
   - Caboolture: 6:30am all security turned off. Leave a message in Staff Common Room security book (in security pigeon hole) if on campus later than 6 pm. Last out arms alarms and locks the gates (using a 3 key).

2. **Timetable/Duties**
   - 10 day timetable
   - Bell times (see later in this booklet and in Staff Diary)
   - Yard duty supervision
   - Covers – magnet for contacts
   - Start/Finish time – 8:05am to 3:05pm although some meetings occur before or after school.

3. **Roll Call, Daily Devotions**
   - Home Group roll, marked electronically via TASS Kiosk
   - SMS service, reasons for absence entered into TASS
   - Daily devotions presented in Home Class, resources available via Ministry Team or Library
   - Home Group unexplained absence to be followed up by contact with parents
   - Home Group Co-curricular expectations eg camps, evening functions, determined by Year Level.

4. **First Aid/Medical Procedures**
   - School nurse/First Aid attendant resides in Sick Bay/Health Centre
   - Send a student to accompany the injured/ill student or contact Health Centre by phone (Rothwell 260; Caboolture 140) or via a note (time included).

5. **Not Feeling Well/Absent for a Day**
   - Rothwell: Phone and email to Deputy Principal’s Assistant (Information on magnet)
   - Caboolture: Phone, email to Deputy’s Assistant (Information on magnet)
   - Covers by 4:00pm previous day if away for known absence, with enough supervisory work for the students to keep them going for the lesson
   - Cover lesson details (see later template details).

6. **Communications**
   - Newsletter – Link emailed to parents and staff every fortnight on a Thursday
   - Phones/messages will also appear as an email
   - Daily notices via email (Caboolture) or TASS Kiosk (Rothwell)
   - Emails.

7. **Fire Drill & Evacuation Procedure/Lockdown & Containment Response**
   - Rothwell: Main oval (and Mewes Road Oval, if there at the time) the evacuation points
   - Caboolture: Main oval
   - Single tone siren for Lockdown
   - Repeated rising tone siren for Evacuation
   - Practice of some kind each semester.

8. **Excursions**
   - Consult Head of Department. Semester based scheduling
   - Alerts with student lists appear via email approximately one week before the event
   - Letters to parents, permission forms only if cost > $10 or outside school hours
   - GLC has an extensive bus fleet to assist with excursion transport
   - Risk management copy to be taken on the excursion with a copy to the Deputy Principal a week prior.

9. **Resources/Ordering**
   - Requests via HODs or Caboolture Curriculum Coordinators (to record and action)
   - Caboolture: Can request items from Rothwell library. Allow a bit of time for transport. Any resource listed with a C at the end means it is located in the Caboolture library.
10. **STUDENT REPORTS/INTERVIEWS**
- Every term using WebBook (computerised system)
- Term 1, 3 – Effort, Achievement grades only
- Semester 1, 2 – Grades and Comments
- Parent/Teacher/Student interviews occur at various times in the year
- Reporting guideline documents on Electronic Resource Management (ERM).

11. **STAFF LEAVE REQUESTS**
- Leave application form (electronic on Intranet) to submit to Head of Campus/Deputy Principal.

12. **TEACHER SUPPORT/PRINTERY**
- Rothwell: Departmental/Staffroom based support person
- Caboolture: Support staff member to help at Caboolture. Class sets via Rothwell Printery, returned via Inter-Campus box (daily deliveries)
- Request forms, printery pigeon hole at Rothwell
- Laminating on Wednesday at Rothwell. A3 size laminator available at Caboolture.

13. **STAFF MEETINGS**
- 8:10am Briefing, every morning in Staff Common Room (Rothwell Year Level meetings and Caboolture Sub School meetings occur on Thursdays)
- Optional (but encouraged) Staff Devotion time starts at 8:00am daily
- Monday afternoon 3:30 – 4:30pm Staff Meetings (Full Staff, Departments, Teams)
- Voluntary involvement in other school Committees.

14. **GENERAL**
- Parking
- Common Room/Staff Room tea/coffee areas
- Staff showers – Rothwell: Chapel disabled toilet/shower area, Staff amenities outside the pool
  - Caboolture: Disabled toilet/shower area near Staff Common Room
- Tuck shop ordering system.

15. **COLLEGE CALENDAR**
- Available on College Website, Intranet (ERM), TASS Kiosk, Calendar.

16. **CHAPEL**
- Expectations of staff and students
- Chapel behaviour to be in line with time of worship/reflection.

17. **DRESS CODE**
- Opening Service, Grace Celebrates – academic dress (gowns compulsory, hoods optional) and formal attire essential
- Excursions, Photo Days require formal attire
- Daily Dress Code to be reflective of the profession.
STAFF ABSENCE - DUE TO ILLNESS OR EMERGENCY

When unknown absences occur you are required to contact the College on the Staff Absentee Line:

**ROTHWELL**

Rothwell **Teaching** Staff: 3897 2181  
(Covers Hotline– Rhonda Myers/Cheryl Budd)

**Email your covers to:** gracecovers@glc.qld.edu.au

then ring the Staff Absentee Line and leave a message that you have emailed your covers.

**If it is not possible to email your covers,** leave detailed directions for the writing of covers on the Staff Absentee Line. Please do not email Cheryl or Rhonda on their staff emails, as on busy mornings these may not be accessed before covers are allocated.

It is appreciated if covers can be received as soon as possible but **definitely before 6:45am.**

Rothwell **Support** Staff: 3897 2104 (Judy Douglas)  
or 3897 2181 (Covers Hotline)

**CABOOLTURE**

Caboolture **Teaching & Support** Staff – 5428 9420  
(Chris Jago/Assistant to Deputy Head of Campus)

**Email your covers to:** gracecoverscc@glc.qld.edu.au

then ring the Staff Absentee Line and leave a message that you have emailed your covers.

**If it is not possible to email your covers,** leave detailed directions for the writing of covers on the Staff Absentee Line.

It is appreciated if covers can be received as soon as possible but **definitely before 6:45am.**
TEMPLATE FOR EMAILING COVERS

In order to standardise the way the Deputy’s Office receives covers via email, and to ensure that all the necessary information is provided, a Microsoft Word template is available for you to complete and attach to your covers email.

Instructions for how to access this template from home, save it locally and send it to the College are as follows:

Step 1: From either home or school, go to the College intranet.

Step 2: Select the Covers Template from the list

Step 3: Choose ‘Open’ ‘Save’ or ‘Save as’

Step 4: Save document to a location on your computer where you will remember to collect it from when you need to attach it to your absentee email.

Step 5: Open this document in Microsoft Word and fill in all necessary details, including duties.

Step 6: Email ‘gracecovers@glc.qld.edu.au’ (Rothwell) or ‘gracecoverscc@glc.qld.edu.au’ (Caboolture) with reasons for your absence and attach your cover details via the information supplied in the Word document saved.
<table>
<thead>
<tr>
<th>Code</th>
<th>Subject/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1-5</td>
<td>Antares Home Classes (5 is Caboolture)</td>
</tr>
<tr>
<td>O1-5</td>
<td>Orion as above</td>
</tr>
<tr>
<td>P1-5</td>
<td>Pegasus as above</td>
</tr>
<tr>
<td>PH1-5</td>
<td>Phoenix as above (also H1-5 in places)</td>
</tr>
<tr>
<td>10 C1,2</td>
<td>Year 10 Combined groups (Googa)</td>
</tr>
<tr>
<td>AC</td>
<td>Accounting (11-12)</td>
</tr>
<tr>
<td>AH</td>
<td>Ancient History (10-12)</td>
</tr>
<tr>
<td>BE</td>
<td>Business &amp; Economics (8,9)</td>
</tr>
<tr>
<td>BM</td>
<td>Business Management (11-12)</td>
</tr>
<tr>
<td>BT</td>
<td>Business Comm &amp; Technologies (11-12)</td>
</tr>
<tr>
<td>BP</td>
<td>Business and IT Practices (11-12)</td>
</tr>
<tr>
<td>BS</td>
<td>Business Studies (10)</td>
</tr>
<tr>
<td>CPL</td>
<td>Chapel (at Caboolture)</td>
</tr>
<tr>
<td>CPLA</td>
<td>Chapel (Antares)</td>
</tr>
<tr>
<td>CPLP</td>
<td>Chapel (Pegasus)</td>
</tr>
<tr>
<td>CPLPH</td>
<td>Chapel (Phoenix)</td>
</tr>
<tr>
<td>CC</td>
<td>Certificate in Construction (11, 12)</td>
</tr>
<tr>
<td>CE</td>
<td>Certificate in Engineering (11, 12)</td>
</tr>
<tr>
<td>CF</td>
<td>Certificate in Fitness (11, 12 Rothwell)</td>
</tr>
<tr>
<td>CH</td>
<td>Chemistry (10-12)</td>
</tr>
<tr>
<td>CI</td>
<td>Computing &amp; Information Education (8,9)</td>
</tr>
<tr>
<td>CS</td>
<td>Christian Studies (7-10)</td>
</tr>
<tr>
<td>DA</td>
<td>Dance (8-12)</td>
</tr>
<tr>
<td>DI</td>
<td>Digital Technologies (7 Caboolture)</td>
</tr>
<tr>
<td>DR</td>
<td>Drama (8-12)</td>
</tr>
<tr>
<td>DX</td>
<td>Textiles and Design (10)</td>
</tr>
<tr>
<td>EB</td>
<td>eBusiness (8, 9 Caboolture)</td>
</tr>
<tr>
<td>EC</td>
<td>Economics (11, 12)</td>
</tr>
<tr>
<td>EG</td>
<td>Economics/Geography (10 Rothwell)</td>
</tr>
<tr>
<td>eL</td>
<td>eLearning (7 Rothwell)</td>
</tr>
<tr>
<td>EN</td>
<td>English (7-12)</td>
</tr>
<tr>
<td>ER</td>
<td>Early Childhood (10-12)</td>
</tr>
<tr>
<td>ES</td>
<td>Earth Science (11, 12)</td>
</tr>
<tr>
<td>ET</td>
<td>English Communication (11-12)</td>
</tr>
<tr>
<td>EX</td>
<td>12 English Extension</td>
</tr>
<tr>
<td>FF</td>
<td>Food and Fashion Studies (10C, 11 – 12)</td>
</tr>
<tr>
<td>FN</td>
<td>Food and Nutrition (10R)</td>
</tr>
<tr>
<td>FO</td>
<td>Food Studies (7,8,9)</td>
</tr>
<tr>
<td>FT</td>
<td>Film, Television &amp; New Media (10-12)</td>
</tr>
<tr>
<td>FX</td>
<td>Food and Textiles (8, 9 Caboolture)</td>
</tr>
<tr>
<td>GE</td>
<td>German (7-12)</td>
</tr>
<tr>
<td>GM</td>
<td>General Maths (9, 10)</td>
</tr>
<tr>
<td>GR</td>
<td>Design (Graphics) (8-12)</td>
</tr>
<tr>
<td>GY</td>
<td>Geography (10-12)</td>
</tr>
<tr>
<td>PH, H1-5</td>
<td>Phoenix house groups 1-5</td>
</tr>
<tr>
<td>HI</td>
<td>History (Core) (9,10)</td>
</tr>
<tr>
<td>HG</td>
<td>History/Geography (7,8)</td>
</tr>
<tr>
<td>HL</td>
<td>Health Education (10-12)</td>
</tr>
<tr>
<td>HO</td>
<td>Hospitality (12 Cab; 10-12)</td>
</tr>
<tr>
<td>HP</td>
<td>Health &amp; Physical Education (8,9)</td>
</tr>
<tr>
<td>ID</td>
<td>Industrial Design and Technology (BC-10)</td>
</tr>
<tr>
<td>IP</td>
<td>Information Processing &amp; Technology</td>
</tr>
<tr>
<td>JA</td>
<td>Japanese (7-12)</td>
</tr>
<tr>
<td>JM</td>
<td>Junior Maths (7-9)</td>
</tr>
<tr>
<td>LE</td>
<td>Legal Studies (10-12)</td>
</tr>
<tr>
<td>LN or NL</td>
<td>Literacy/Numeracy (7-9 Caboolture)</td>
</tr>
<tr>
<td>MA</td>
<td>Maths A (10-12)</td>
</tr>
<tr>
<td>MB</td>
<td>Maths B (10-12)</td>
</tr>
<tr>
<td>MC</td>
<td>Maths C (10-12)</td>
</tr>
<tr>
<td>MD</td>
<td>Media Studies (8,9)</td>
</tr>
<tr>
<td>MGO</td>
<td>Music Game On! (7-9)</td>
</tr>
<tr>
<td>ME</td>
<td>Maths Extension (10 Caboolture)</td>
</tr>
<tr>
<td>MH</td>
<td>Modern History (10-12)</td>
</tr>
<tr>
<td>MP</td>
<td>Prevocational Maths (11,12)</td>
</tr>
<tr>
<td>MU</td>
<td>Music (7-12)</td>
</tr>
<tr>
<td>MX</td>
<td>Music Extension</td>
</tr>
<tr>
<td>OCM-F</td>
<td>Off Campus Monday/Tues/Wed etc</td>
</tr>
<tr>
<td>PB</td>
<td>Physical Education (Authority) (10-12)</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education (Core) (7-12)</td>
</tr>
<tr>
<td>PH</td>
<td>Physics (11,12)</td>
</tr>
<tr>
<td>PS</td>
<td>Private Study (11, 12)</td>
</tr>
<tr>
<td>STPE</td>
<td>Study for PE (if exemption allowed)</td>
</tr>
<tr>
<td>SPO</td>
<td>Sport</td>
</tr>
<tr>
<td>SPOA/B</td>
<td>Sport in just Week A or Week B</td>
</tr>
<tr>
<td>STVT</td>
<td>Study – Vocational Education (C)</td>
</tr>
<tr>
<td>SR</td>
<td>Study of Religion</td>
</tr>
<tr>
<td>STRE</td>
<td>Study for RE (SOR students only)</td>
</tr>
<tr>
<td>TD</td>
<td>Technology and Design (Yr 7)</td>
</tr>
<tr>
<td>TS</td>
<td>Technology Studies (11,12)</td>
</tr>
<tr>
<td>TX</td>
<td>Textiles (7,8,9 Rothwell)</td>
</tr>
<tr>
<td>UC</td>
<td>Understanding Curriculum (7-12 Rothwell)</td>
</tr>
<tr>
<td>VA</td>
<td>Visual Art (7-9)</td>
</tr>
<tr>
<td>VB</td>
<td>Visual Art (Authority) (10-12)</td>
</tr>
<tr>
<td>VP</td>
<td>Visual Arts in Practice (Cert III) (11,12)</td>
</tr>
<tr>
<td>WE</td>
<td>Work Education (11,12)</td>
</tr>
</tbody>
</table>

**Some others…..**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-L</td>
<td>Letter after above code = class groups</td>
</tr>
<tr>
<td>C</td>
<td>C at the end of a code = at Caboolture</td>
</tr>
<tr>
<td>MPC</td>
<td>Multipurpose Centre</td>
</tr>
<tr>
<td>SCR</td>
<td>Staff Common Room</td>
</tr>
<tr>
<td>HUB</td>
<td>SS Centre (Rothwell)</td>
</tr>
<tr>
<td>HIVE</td>
<td>MS Centre (Rothwell)</td>
</tr>
</tbody>
</table>
ACCESSING ANOTHER TEACHERS TIMETABLE & MARKING ANOTHER TEACHERS ROLL

1. Click on your name.
2. Select ‘Ghosting’.

Once you have ghosted into the other teacher’s kiosk as per these steps, you will be able to:

- View another teacher’s timetable by clicking on Teacher → Teacher Details → Timetable
- Mark another teacher’s roll by clicking on Roll Call → Mark Roll

To disable ghosting, click on the Ghost Icon next to the teacher’s name.
SUMMARY OF INFORMATION and ROUTINES
(SUPPORT STAFF)

1. KEYS, SECURITY CODE
   • Rothwell: 6:00am all security turned off, security turned on after cleaners finish up (around 9pm). Last out closes up and locks staff room.
   • Rothwell: Leave a message in Staff Common Room security book if you are around after usual hours or on weekends. Remember to turn off and then back on upon departure.
   • Caboolture: 6:30am all security turned off. Leave a message in Staff Common Room security book (in security pigeon hole) if on campus later than 6 pm. Last out arms alarms and locks the gates (using a 3 key).

2. NOT FEELING WELL/ABSENT FOR A DAY
   • Rothwell: Phone Payroll and HR Manager on 3897 2104 or covers hotline 3897 2181. Supervisor will then be contacted by email or phone to alert them of your absence.
   • Caboolture: Phone Administration Assistant on 5428 9420. Supervisor will then be contacted by email or phone to alert them of your absence.

3. COMMUNICATIONS
   • Newsletter - Emailed to parents and staff every fortnight on a Thursday
   • Phones/messages
   • Daily notices
   • Emails.

4. FIRE DRILL & EVACUATION PROCEDURE/LOCKDOWN & CONTAINMENT RESPONSE
   • Rothwell: Main oval (and Mewes Road Oval) the evacuation points
   • Caboolture: Main oval
   • Rise/Fall siren for Lockdown
   • Continuous siren for Evacuation
   • Practices each semester.

5. STAFF LEAVE REQUESTS
   • Leave application form (electronic on Intranet) to submit to Payroll and HR Manager or Business Manager.

6. GENERAL
   • Parking
   • Common Room/Staff Room tea/coffee areas
   • Staff showers – Rothwell: Chapel disabled toilet/shower area, Staff amenities outside the pool
   • Caboolture: Disabled toilet/shower area near Staff Common Room
   • Tuck shop ordering system.

7. COLLEGE CALENDAR
   • Available on College Website, Intranet, TASS Kiosk, Calendar.

8. WORK INJURY/REHABILITATION COORDINATOR
   • Should any work related injury occur, an injury report form is to be completed (packs available from the Payroll Office). The return to work coordinator is the Payroll and HR Manager.
### BELL TIMES

<table>
<thead>
<tr>
<th>Class</th>
<th>Start - Finish</th>
<th>Mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Devotion</td>
<td>8.00 – 8.10</td>
<td>10 mins</td>
</tr>
<tr>
<td>Staff Briefing</td>
<td>8.10 – 8.20</td>
<td>10 mins</td>
</tr>
<tr>
<td>Pastoral Care / Chapel</td>
<td>8:20 - 8:55</td>
<td>35 mins</td>
</tr>
<tr>
<td>Period 1</td>
<td>8:55 - 9:45</td>
<td>50 mins</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:45 - 10:35</td>
<td>50 mins</td>
</tr>
<tr>
<td>Recess</td>
<td>10:35 - 10:55</td>
<td>20 mins</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:55 - 11:45</td>
<td>50 mins</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:45 - 12:35</td>
<td>50 mins</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:35 - 1:25</td>
<td>50 mins</td>
</tr>
<tr>
<td>Period 5</td>
<td>1:25 - 2:15</td>
<td>50 mins</td>
</tr>
<tr>
<td>Period 6</td>
<td>2:15 - 3:05</td>
<td>50 mins</td>
</tr>
</tbody>
</table>

### START OF DAY ARRANGEMENTS (ALL YEAR LEVELS)

#### ROTHWELL CAMPUS

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>7 Chapel</td>
<td>PC</td>
<td>PC</td>
<td>(A) PC (B) SS Assembly</td>
<td>(A) PC (B) SS Assembly</td>
</tr>
<tr>
<td>Tues</td>
<td>PC</td>
<td>8 Chapel</td>
<td>9 Chapel</td>
<td>PC</td>
<td>(A) Assembly (B) PC</td>
</tr>
<tr>
<td>Wed</td>
<td>(A) MS Assembly (B) PC</td>
<td>(A) MS Assembly (B) Assembly</td>
<td>(A) MS Assembly (B) PC</td>
<td>10 Chapel</td>
<td>11 Chapel</td>
</tr>
<tr>
<td>Thurs</td>
<td>PC</td>
<td>PC</td>
<td>(A) PC (B) Assembly</td>
<td>PC</td>
<td>PC</td>
</tr>
<tr>
<td>Fri</td>
<td>(A) PC (B) Assembly</td>
<td>PC</td>
<td>PC</td>
<td>(A) Assembly (B) PC</td>
<td>12 Chapel</td>
</tr>
</tbody>
</table>

### Rothwell - Whole School Assemblies

**Term 1**
- Opening Service

**Term 2**
- First Thursday and Week 8 Thursday

**Term 3**
- Week 5 Thursday

**Term 4**
- First Thursday
## START OF DAY ARRANGEMENTS (ALL YEAR LEVELS)

### CABOOLTURE CAMPUS

<table>
<thead>
<tr>
<th>Day</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>PC</td>
<td>PC</td>
<td>PC</td>
<td>PC</td>
<td>11 Chapel</td>
<td>12 Chapel</td>
</tr>
<tr>
<td>Tues</td>
<td>PC</td>
<td>PC</td>
<td>9 Chapel</td>
<td>10 Chapel</td>
<td>PC</td>
<td>PC</td>
</tr>
<tr>
<td>Wed</td>
<td>PC</td>
<td>PC</td>
<td>PC</td>
<td>SS Assembly</td>
<td>SS Assembly</td>
<td>SS Assembly</td>
</tr>
<tr>
<td>Thurs</td>
<td>MS Assembly</td>
<td>MS Assembly</td>
<td>MS Assembly</td>
<td>PC</td>
<td>PC</td>
<td>PC</td>
</tr>
<tr>
<td>Fri</td>
<td>7 Chapel</td>
<td>8 Chapel</td>
<td>PC</td>
<td>PC</td>
<td>PC</td>
<td>PC</td>
</tr>
</tbody>
</table>

## STYLE GUIDE

Futura is the corporate font for Grace Lutheran College. Black font should always be used.

Main Headings: Futura Medium – 14 point size  
Sub Headings: Futura Medium – 12 point size  
Body Copy: Futura Light – 10 point size

NB If you do not have access to this typeface please only use Arial.

Other style guide details are found in P drive/The Grace Way folder.
DUTY AREAS and RESPONSIBILITIES

GENERAL – FOR ALL DUTIES

- Staff are to be **ACTIVELY** involved in all Duties. Please do not sit down or use your mobile phone during duties.
  Remain aware where staff on adjoining duty areas are whenever possible (in case of emergency)
- Check toilets, change rooms (gender appropriate) and locker areas if they are in your area
- Food and drinks are not permitted on the ovals or on any of the courts of the MPC
- All students playing on the ovals or on outdoor courts must be wearing a hat or cap
- Deal with litterers as opportunities arise
- All upstairs verandahs are out of bounds other than the first and last five minutes of a break
- Carry a notebook to record infringements worth noting e.g. dropping litter, being on verandahs, (other than at the beginning or end of a break), inappropriate contact between boys and girls, etc.

DUTY AREA TIMES

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE = Recess</td>
<td>10.35 – 10.55am</td>
</tr>
<tr>
<td>LU1 = First ½ Lunch</td>
<td>12.35 – 1.00pm</td>
</tr>
<tr>
<td>LU2 – Second ½ Lunch</td>
<td>1.00 – 1.25pm</td>
</tr>
<tr>
<td>SPECIALIST ROOMS (eg MPC, Art, Lifestyle Tech)</td>
<td>12.50 – 1.15pm</td>
</tr>
</tbody>
</table>

AM DUTY – (Rothwell)

Staff are allocated this duty on their timetable, and a reminder is in the memo each day. This duty starts at 8.05am, and occurs during Staff Briefing. Please move around the MPC, bus drop off area, F block, amphitheatre and oval. Students are to move to lockers to prepare for the day. Notes from morning briefing are kept at Reception.

BUS DUTY – (Rothwell)

All staff on Bus Duty – are to monitor and direct students, ensuring safety as buses enter the area, supervise student entry onto buses, check uniforms, directing buses along when appropriate to allow others to come behind them, moving along the area as required to supervise. Teachers on duty need to remain in the area until all buses have left. If students have missed their bus, direct them to Student Reception to ring home. Sometimes a bus may be held up along the route and this may make the duty longer than usual. Make note of students who do not have money or sufficient funds on their Go-cards for payment.

**Bus Turnaround** - Collect high visibility vest from Staff Common Room.

- **BT Admin** staff member to monitor the bus turnaround outside Admin & W block buildings. BT Admin duty is responsible for collecting the ‘Children Crossing’ flags at the end of the duty and returning them to the Staff Common Room (beside the water fountain).
- **BU1** staff member to monitor around the bus turnaround area and as buses pull up, student board.

**Bus Duty MPC Carpark** - Collect high visibility vest from the Pool Canteen.

- **BU3** to monitor students around MPC carpark, and under shade sail. During the duty, please also monitor the Seniors’ carpark and along Buchanan Street footpath to monitor behaviour and safety.
- **BU Admin** staff member is to assist with crowd control and monitor student behaviour.

LIBRARY AFTERNOON DUTY

Staff are allocated Library afternoon duty on their timetable, and a reminder is in the memo each day. This duty starts at 3:10 and finishes at 4:00pm. Please move around ALL areas of the Library and Senior Studies Centre actively supervising students and maintaining orderly and productive use of the Library/SSC facility.
DUTY AREA DESCRIPTIONS (Rothwell)

<table>
<thead>
<tr>
<th>GREY – Chapel &amp; R Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch/Hockey Field, around R Block and eastern side of the Chapel. Keep an eye on students across the road on Mewes Road Oval. Mewes Road past the Chapel is out of bounds. Check R Block amenities during duty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GREEN – Oval (East)</th>
</tr>
</thead>
<tbody>
<tr>
<td>J &amp; K block side of Fred Stolz Oval, including area in front of T &amp; F block and in front of sports shed. Send students to lockers to retrieve their hat if they wish to remain on the Oval. Students are not permitted to walk diagonally across the grass on the oval (as it ruins the grass surface). Ensure students follow the path around the edge of the oval.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORANGE – Oval (West)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VT side of Fred Stolz Oval – including area in front of H, B and R blocks. Keep an eye on the cricket nets and over to the Fruit Shop oval if students are present. Send students to retrieve hats if they wish to remain on the Oval. Ensure students follow the path around the edge of the oval.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BROWN – Bus Turnaround</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Chapel &amp; Admin, Bus turnaround area, western side of W block, S Block (incl Science Breezeway). Patrol across Mewes Road to the oval if students are present (up to the tennis courts).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIME – GTF &amp; M Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paved area outside GTFR including path east side of S Block, B Block, and down past Music tutor rooms. Pathway bordering Main Oval and C Block amenities, and between C &amp; K Blocks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAGENTA – Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise students in Middle School precinct, between J &amp; D Blocks as far as Theatre Block, including the northern end of Amphitheatre. Only Year 7 &amp; 8 students are to play in J/D open area. Other students may transit through the area, but are not permitted to stay. Check the K &amp; J block amenities during duty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BLUE – MPC Carpark &amp; F Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise area around outside of T Block (end of Amphitheatre), outside Pool, F Block, MPC Carpark (including Buchanan Street behind the Pool). Please check amenities at MPC &amp; Pool.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YELLOW – Buchanan Street</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise Trade Skills Centre and tennis courts across from Mewes Road, around S7/8 past rear of Admin building, along Buchanan St, between Sick Bay &amp; down to E block (including path outside YLCs office, and Retail/Printery). Check Mewes Road Oval amenities during duty. Ensure students do not sit against the transformer on Buchanan St. Footpath along Buchanan St is out of bounds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RED – Anzac Garden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise paved area outside Library, around Anzac Garden (as far as the Science Breezeway), seating area outside E Block, between D &amp; V Blocks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PINK – Outside Tuckshop (Amphitheatre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise area outside the Tuckshop, between G &amp; V Blocks from Buchanan Street into the Amphitheatre. (Oversee queues at lolly queue of the Tuckshop during Lu2 only). Tuckshop Carpark area is out of bounds. Check footpath Buchanan Street side of Visual Art block.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAVY – Tuckshop Queue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise inside the tuckshop queuing area. Keep an eye on students for theft (especially pockets). Students are not to jump queues or request other students to make purchases for them. No bags in the queuing area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAUVE – Mewes Rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mewes Road Oval, particularly the courts, around the Trade Skills Centre, sheds, and softball dugouts (these are out of bounds as is the bush in the south west corner), Mewes Road and along the road side of the Chapel. This duty occurs only in the second half of lunch on Mondays, Tuesdays and Fridays.</td>
</tr>
</tbody>
</table>
BEFORE SCHOOL Duty – (Caboolture)

Teaching Staff are allocated this duty on a rostered basis. The roster is provided to staff and a reminder is placed on the staff common room white board for the week.

This duty is completed during Briefing (8:05 – 8:20 am). Ensure safe conduct and students wear their uniform correctly. Students are to move to lockers to prepare for the day – there should be no one at the tennis courts. Encourage students to move to lockers, particularly from the bus turnaround, the walkways and the patios of M1 – 3. Walk through other busy areas as possible until 8:20am.

RECESS DUTY – Timetabled (Caboolture)

Quad Watch students in the quadrangle, (M3-M1, M9-10, M11-12, M14-15 and the undercroft. Check hats when between classrooms, court yards and undercroft. Watch toilets and change rooms.

East/Ovals Supervise the tuckshop line at the main food outlet. Students may not jump the queue, or engage others already in the queue to purchase for them. Keep a look out for theft, and if the opportunity arises, deal with litterers. Also monitor the bench seating along M3 and M1 and continue out to the lower Soccer Oval.

Courts Around work shed and courts. Check students are safe and keeping the area tidy.

LUNCH DUTY – Timetabled (Caboolture)

This is divided into two timeslots shown on timetables as Lunch 1 and Lunch 2. Each is one half of the lunch period, and changeover time is marked by a bell.

LU1 1st Lunch – As areas above
LU2 2nd Lunch – As areas above. East/Ovals – there is less need for supervising the Tuckshop, therefore focus on the oval and buildings.

BUS DUTY & CARPARK - Timetabled (Caboolture)

This duty is divided into two areas, BU1 and BU2. BU1 is the southern end of the Bus Set Down Zone closest to Toohey Street adjacent to the car park zebra crossing. BU2 is at the northern end of the Bus Set Down Zone where students alight to and from the buses. The time for these duties is from 3.05pm until the final bus arrives at approximately 3.35pm.

BU1 Supervise zebra crossing. Ensure student safety by:
  o Banning skateboards et al as well as sports gear being used (to stop balls rolling onto the road), ensuring bicycles are pushed through the waiting area (to stop people passing through people when on their bicycles/skateboards), ensuring students do not lean against the rail exposing their heads to being hit by a bus’ wing mirror, ensuring students line up well, permitting St Paul’s students to board first. All students to board bus safely.
  o Check that uniform is correctly worn for travel home and report to appropriate Coordinator for an afternoon withdrawal if incorrect.
  o Prevent students returning from the car park down the central strip.

BU2 Patrol the Bus Entry Zone where students alight to and from the buses. Monitor student behaviour to ensure all students board buses safely. Check that uniform is worn correctly for travel home and report to the appropriate Coordinator for an afternoon detention if uniform is incorrect. Visually monitor the student car parking for safe conduct and observation of road rules.
### SENIOR LEADERSHIP TEAM (12)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>David Radke (DR)</td>
<td>COLLEGE PASTOR</td>
</tr>
<tr>
<td>HEAD OF ROTHWELL CAMPUS/DEPUTY PRINCIPAL</td>
<td>Cheryl Budd (CFB)</td>
<td>MINISTRY TEAM COORDINATOR</td>
</tr>
<tr>
<td>HEAD OF CABOOLTURE CAMPUS/DEPUTY PRINCIPAL</td>
<td>Warren Irvine (WI)</td>
<td>BUSINESS MANAGER</td>
</tr>
<tr>
<td>HEAD OF SENIOR SCHOOL</td>
<td>Kylie Duyzer (KD)</td>
<td>DEPUTY HEAD OF CABOOLTURE CAMPUS</td>
</tr>
<tr>
<td>HEAD OF MIDDLE SCHOOL</td>
<td>Peter Miles (PM)</td>
<td>HEAD OF TEACHING &amp; LEARNING</td>
</tr>
<tr>
<td>ASSISTANT TO PRINCIPAL – ADMINISTRATION</td>
<td>Naree Wittwer (NW)</td>
<td>DIRECTOR OF ENTERPRISE, INNOVATION and TECHNOLOGY</td>
</tr>
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### SENIOR LEADERS, HEADS OF DEPARTMENT (14)

<table>
<thead>
<tr>
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<th>Name</th>
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<tr>
<td>DEPUTY HEAD OF TEACHING &amp; LEARNING</td>
<td>Kate McKenzie (KM)</td>
<td>LANGUAGES</td>
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<tr>
<td>BUSINESS EDUCATION</td>
<td>Jacinda Coburn (JAC)</td>
<td>LIFESTYLE TECHNOLOGY &amp; SERVICE LEARNING COORD.</td>
</tr>
<tr>
<td>CHRISTIAN STUDIES</td>
<td>Gaye Ruthenberg (GMR)</td>
<td>MATHEMATICS</td>
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<tr>
<td>CREATIVE INDUSTRIES</td>
<td>Gail Crossley (GSC)</td>
<td>PERFORMING ARTS</td>
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<tr>
<td>DESIGN TECHNOLOGY</td>
<td>Marcus McKinnon (MRM)</td>
<td>SCIENCE</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>Aidan Caldwell (ATC)</td>
<td>SOCIAL SCIENCES</td>
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<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION, Acting</td>
<td>Jennifer Johnson (JJ)</td>
<td>VET (VOCATIONAL EDUCATION &amp; TRAINING)</td>
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### COORDINATORS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Role</th>
</tr>
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<tbody>
<tr>
<td>ROTHWELL (16)</td>
<td>Dwayne Blair (DB)</td>
<td>CCC – THE ARTS</td>
</tr>
<tr>
<td>Year 8 (Yr Level Coordinator)</td>
<td>Sondra Broughton (SB)</td>
<td>CCC – CHRISTIAN STUDIES, CAMPUS CHAPLAIN</td>
</tr>
<tr>
<td>Year 9 (Yr Level Coordinator)</td>
<td>Emma Podlich (ELP)</td>
<td>CCC – ENGLISH/SOCIAL SCIENCES</td>
</tr>
<tr>
<td>Year 10 (Yr Level Coordinator)</td>
<td>Michael Still (MWS)</td>
<td>CCC – HPE &amp; SPORT</td>
</tr>
<tr>
<td>Year 11 (Yr Level Coordinator)</td>
<td>Shona Hides (SKH)</td>
<td>CCC – LEARNING SUPPORT</td>
</tr>
<tr>
<td>Year 12 (Yr Level Coordinator)</td>
<td>Mark Johnson (MJ)</td>
<td>CCC – MATHEMATICS</td>
</tr>
<tr>
<td>BUSINESS ED COORD.</td>
<td>Neil Curran (NC)</td>
<td>CCC – SCIENCE</td>
</tr>
<tr>
<td>Yr 7, 8 – ENGLISH/SOCIAL SCIENCES COORD.</td>
<td>Kerri-Anne Nolan (KN)</td>
<td>MS PASTORAL CARE</td>
</tr>
<tr>
<td>MSCC – HEALTH &amp; PHYSICAL EDUCATION</td>
<td>Jennifer Johnson (JJ)</td>
<td>SS PASTORAL CARE</td>
</tr>
<tr>
<td>Yr 7, 8 – MATHEMATICS &amp; SCIENCE COORD.</td>
<td>Ryan Brady (RLB)</td>
<td>ACADEMIC ENRICHMENT COORDINATOR (C)</td>
</tr>
<tr>
<td>TEACHING &amp; LEARNING COACH</td>
<td>Corinne Salmon (CRS)</td>
<td>ACADEMIC ENRICHMENT COORDINATOR (R)</td>
</tr>
<tr>
<td>QCS COORDINATOR</td>
<td>Corinne Salmon (CRS)</td>
<td>DANCE COORDINATOR</td>
</tr>
<tr>
<td>SS COORDINATOR - CS</td>
<td>Bill Gilliver (BG)</td>
<td>DRAMA COORDINATOR</td>
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<tr>
<td>VISUAL ART COORDINATOR</td>
<td>Jenny Barnes (JEB)</td>
<td>SS Learning Support Coord</td>
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<tr>
<td>PRE SERVICE TEACHERS</td>
<td>Mayona Aloquin (MA)</td>
<td>MS Learning Support Coord</td>
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### GRACE INNOVATION and ENTERPRISES (GIE)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>GRACE ACADEMY DIRECTOR</td>
<td>Rachel Howley (RAH)</td>
<td>GRACE SWIMMING PRESIDENT</td>
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<tr>
<td>GA CABOOLTURE CAMPUS</td>
<td>Eddie Whiting (EW)</td>
<td>GSP COORDINATOR</td>
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<tr>
<td>GA PARTNER SCHOOLS</td>
<td>Kerry Thomas (KT)</td>
<td>SPORT DIRECTOR</td>
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<tr>
<td>GA COMMUNITY PROGRAMS</td>
<td>Emma di Marco (EmmM)</td>
<td>GIEM (MANAGER)</td>
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<tr>
<td>DANCE STUDIO</td>
<td>Meg Schrodter (MAS)</td>
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<tr>
<td>FILM STUDIO</td>
<td>Shayne Grieve (SG)</td>
<td></td>
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[29]
General Rules for Codes: Teaching Staff: 2 letters = first name initial, surname initial
If already in use, 3 letters = first name initial, second name initial or other letter, surname initial
Support Staff: 4 letters = first three letters of first name, surname initial

TEACHERS CODES (as at 5 December 2017)

<table>
<thead>
<tr>
<th>Code</th>
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<th>Code</th>
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<td>SJA</td>
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<td>HARRWOOD Greg</td>
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<td>FERREIRA Danielle</td>
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<td>JTN</td>
<td>NIEBLING Judith</td>
<td>EW</td>
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<td>GREEN Penny</td>
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<td>O’SULLIVAN Peter</td>
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<td>WRIGHT Suzanne</td>
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<td>GRIFFITHS Jan</td>
<td>DO</td>
<td>OTTO David</td>
<td></td>
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</table>
EMERGENCY PROCEDURES

Raising the Alarm
In the case of smoke, fire, major gas leak or threatening situation, notify Administration [extension 101 (C), 200/220 (R)] immediately so emergency alarms can be activated.

Alarm Activation
Upon notification of a threat on campus, the relevant siren will be sounded. [NB: Administration has a separate procedure if the emergency is there and the below signals are impossible. Police are alerted via this procedure.]

Notification of Police/Emergency Services:
Administration personnel will immediately notify Police and/or Emergency Services providing as much as is known about:
- time of incident
- nature of incident
- details of offender(s) and if armed
- type of weapon(s).

CONTAINMENT (Class Time) (Siren = a steady beeping at a constant pitch)
Persons already in buildings:
- Close windows that are accessible from outside
- Lock the door
- Keep a low profile out of sight (e.g. close to the external walls so that no one can be seen from outside, under tables or desks)
- Maintain absolute silence and stillness until ‘All Clear’ instructions are given
- If in the toilet, remain there ensuring the cubicle door is locked, and sit on the toilet with feet up
- If a noisy activity may interfere with the siren, nearby staff should check that it was heard.

Persons not in buildings:
- Students temporarily out of the classroom but nearby, are to return to the room and follow the procedure above
- Staff and students on Sporting or Physical Education activities are to proceed to the nearest building and participate in the containment procedure for the building (also students temporarily out of classrooms but not nearby)
- Grounds and maintenance staff are to proceed to the work shed and secure it (NB there may be students present)
- Persons using the pool are to secure the pool area and remain out of sight in the change rooms.

CONTAINMENT (Non-Class Time)
- If a threat occurs during a break, students are to proceed to the nearest building
- Staff occupying staffrooms will supervise the securing of rooms in their building
- Staff on yard duty will help direct students to the nearest building
- Staff in the Common Room will follow the containment procedure for that building (depending on the nature of the threat it may be appropriate for staff to go to the building where their staffroom is – Admin will advise at the time)
- Staff and students already in buildings (e.g. Computer Rooms, Visual Art, Library) will follow the containment procedure for those buildings.

All Clear:
When the threat is over an Evacuation assembly will take place (i.e. as for Fire Drill) to account for all personnel.

EVACUATION (Siren = a tone with rising pitch – whoop – whoop)
- Once siren sounded, listen for public announcement of area/s to avoid – be aware of alternative exits
- Ensure all windows are closed and electricity and gas are switched off
- Direct students to leave all belongings in the classroom
- Ensure students leave in single file, quietly and quickly (no running)
- Close the door as you leave
- Report immediately to Main Oval (C), Fred Stolz Oval (R) and line up alphabetically in home class groups
- Mark roll and report any missing students/staff to Pastoral Care Coordinators/Fire Wardens.
**RAISING THE ALARM**

In the event of smoke, fire, major gas leak or threatening situation, notify Administration (ext 200/220) immediately so emergency alarms can be activated.

**EVACUATION**

<table>
<thead>
<tr>
<th>A tone with rising pitch whoop – whoop</th>
</tr>
</thead>
</table>
| 1. Fire alarm sounds alert.  
2. Listen for PA announcement of area/s to avoid – be aware of alternative exits.  
3. Ensure all windows are closed and electricity and gas are switched off.  
4. Direct students to leave all belongings in the classroom.  
5. Ensure students leave in single file, quietly and quickly (no running).  
6. Close the door as you leave.  
7. Report immediately by the most direct route to the relevant oval and line up in home classes (ensure students are seated).  
8. Mark roll and communicate to Year Level /PC Coordinators ASAP. |

**LOCKDOWN/CONTAINMENT**

<table>
<thead>
<tr>
<th>A steady beeping at a constant pitch</th>
</tr>
</thead>
</table>
| 1. The Containment Tone will sound.  
2. Take shelter under tables or desks, close to external walls so that no one can be seen from outside.  
3. Lock the doors and windows, turn off lights and close laptops.  
4. Maintain absolute silence and stillness until ‘All Clear’ instructions are given.  
5. If an evacuation is called by sounding the fire alarm, follow the usual evacuation procedure. |
ASSEMBLY AREA
from 2018
PASTORAL CARE PHILOSOPHY

The Mission Statement of Grace Lutheran College states:

Grace Lutheran College is, by the grace of God, a Christian community.
It aims to continue the preparation of young people for a life of faith and service,
so that God will be glorified in the world.  (1988)

The Mission Statement of Grace Lutheran College defines the ethos of the college. Everything that occurs is informed by the Mission Statement and every decision made must be measured against this touchstone and what it implies.

This ethos, which is in accordance with the stated aims of the Lutheran Church of Australia in developing its schools, implies that the college is concerned with the whole person: physical, mental, social and most importantly, spiritual. This is the beginning point of any decision on policy, any plan for the future and any desired outcome.

As a result, during the past decades, the community of Grace Lutheran College has been very deliberate in its commitment to the centrality of the Mission Statement to guide the College in its future directions. Consequently,

‘… in the opinion of this writer, what makes Grace [Lutheran College] special revolves around its overt commitment to its calling as a Christian school and the quality of relationships and care for the individuals that flow from that base. In its continual striving to sustain these qualities, Grace will remain faithful to the goals that its founders set out to achieve …’


In reflecting thus ten years ago, the writer has articulated the culture or ethos of Grace Lutheran College. As a Lutheran school, Grace flags very clearly in the Mission Statement its commitment to the spiritual development of individuals who come in contact with the College and the Strategic Plan recognises this central concern in the five focus areas it identifies. The first of the five focus areas, the underpinning structural framework of Grace College, is Spiritual Growth and Pastoral Care which involves three fundamental principles, reflecting the values implicit in the Mission Statement.

These three principles state very clearly that

Grace College will continue to proclaim the Christian Gospel;
Grace College endeavours to model Christian community;
Grace College acknowledges each individual as a child of God.

(Strategic Plan, 1999 p.5.)

Thus, the goals and the strategies designed to achieve those aims describe a culture that strives to be Christ-centred, worshipping God and caring for individuals, modelling Christ as well as providing a formally taught understanding of the Gospel. And it is the day-to-day working out of that ethos that our clientele are looking for as an educational environment for their children in the knowledge that a caring environment facilitates the well-being and academic progress of young people.

Being God-centred and acknowledging each individual as a child of God is the basis from which the quality of relationships and the care for individuals flow. Pastoral Care reflects the concern the College has that each individual feels he/she belongs to that community and has the fullest possible opportunity for spiritual, personal, social, physical and academic growth. Such care is expressed through the teacher’s (and other staff’s) personal commitment to each individual student, a commitment to what that student is and what s/he can be. This is communicated in various interpersonal contacts in the classroom and other learning and interactive situations, both formal and informal, where an atmosphere of respect and love for the student as a child of God is maintained.

Pastoral Care is thus to be understood within the context of the community and involves a whole school approach, proactive and preventative, for the welfare of all members of the community, which includes the College Council, staff, students and parents. Because an individual is known and respected as an individual child of God, he can develop fully within the community.

However, there is a strong relationship between discipline and pastoral care. Discipline within a Christian community must be based on the development of self-discipline. While forms of control are necessary and sanctions (or consequences of actions) are essential, all teachers are expected to be involved in advising and guiding students to an awareness of behaviour that is conducive to a caring Christian community.
Consequently, as a Christian community, Grace College continues to encourage and guide the individual to be able to:

(i) discern and fulfill God's plan for their lives;
(ii) develop God-given gifts;
(iii) recognise that each individual is uniquely different and significant;
(iv) nurture each other into whole people;
(v) serve others; and
(vi) exercise self-discipline, and care for others.

"We have three priorities in this school. The first is relationships. The second is relationships. And the third is relationships."

And as the Mission Statement implies, the first relationship is with God.

"The chief concern of a Christian Education is to develop in students a Christian understanding of, and approach to life, and to help them reach their full human potential through ever-deepening understandings, more wholesome attitudes, and more responsible actions, so that they can be balanced and effective Christian persons."

(Information Booklet, 2002 p. 4.)

Therefore, Grace College aims to be a learning environment conducive to success, a place where individual gifts and needs are known and catered for, and where personal recognition and support is provided generously, to encourage and motivate. The College aims to continue to ensure that all members of the community feel a sense of belonging, unity and pride, that they feel they are accepted and respected as unique and significant, able to express their uniqueness in a creative and beneficial way, and that they feel a sincere willingness to care for others. All members of the community should be able to grow constantly in the knowledge of and relationship with God, and that the Gospel in action is clear to see, with an understanding of repentance, reconciliation and forgiveness common to all.

Just as there is an important formal program associated with the spiritual growth of individuals, Pastoral Care embodies both a proactive approach to caring for individuals along with a formal program which explores issues and life-skills relevant to the students at each level. As well, there continues to be a wide range of opportunities for students and staff to be involved in activities that help each individual to grow as the Mission Statement implies, including Performing Arts, Community Service, Visual Arts, Sporting Teams, and Student Leadership. The Outdoor Education program has greatly enhanced the progress of the students of this college through the opportunities for students to develop leadership and teamwork skills, independence and initiative, a better understanding of themselves and an appreciation and tolerance of others.

All of these opportunities represent an effort to provide the quality of care evident in the community of Grace so that this college truly is an environment where the individual is nurtured into "a life of faith and service so that God can be glorified in the world". (Mission Statement)

The most valuable outcomes of a Grace College education can only be ascertained in terms of the Mission Statement. We continue to aim to graduate our students with a sense of personal well-being and well-developed life skills, a love of learning and an understanding of the processes involved, and a strong relationship with God.
RESTORATIVE PRACTICES

THE GRACE WAY
Grace aims to work RESTORATIVELY with all students in order to develop a culture where all students are supported through encouragement and nurturing, whilst enforcing parameters involving limit-setting and discipline. These parameters gradually become self-guided and self-regulated.

VALUES
As central to our mission and ministry, at Grace Lutheran College we seek to develop Lifelong Qualities for Learners (Lutheran Education Australia). These encourage us to live in community, reflecting the characteristics of God through core values, especially LOVE, JUSTICE, COMPASSION, FORGIVENESS, SERVICE, HUMILITY, COURAGE, HOPE, QUALITY and APPRECIATION. At Grace we have an expectation that everyone will be treated with respect and dignity. Everyone should feel safe and valued at Grace and it is everyone’s responsibility to ensure that this happens.

DISCIPLINE
Discipline involves teaching young people rules to live by and helping them become socialised into our culture. This is a lifelong process and includes helping them to control their impulses and to develop social skills that allow them to fully participate in lifelong interactions with other individuals and groups. With these ideas providing our focus, at Grace we have developed a discipline system that incorporates and utilises the Restorative Practices that are inherent in our Christian culture and beliefs.

WHY RESTORATIVE PRACTICES
- It is inevitable that in any community we will experience conflict, disruption, hurt and disappointment.
- Wrongdoing, such as bullying, is a violation of people, property and relationships
- Hence the wrongdoer has a responsibility to make things right, to heal the hurts
- Situations requiring discipline in our school can, in fact, be opportunities for learning, growth and community-building
- Conflict could be good for us, if we can learn skills such as active listening, problem-solving, expressing emotion appropriately and taking responsibility.

RESTORATIVE PRACTICES IN ACTION
There are a variety of ways that you will see and hear RP in action across the College.

Restorative Chats – informal conversations between teachers and students (or in the Reflection Room) for prevention of and early intervention in response to low-level disruptions.
Restorative Conferences – an effective process involving structured mediation used formally with trained facilitators and semi-formally to deal with conflict and serious issues.
Class meetings – a restorative model that helps a class to establish good “boundaries”, solve problems and maintain a healthy learning culture.

KEY QUESTIONS IN THE RP PROCESS
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected? In what way(s)?
- What needs to be done to put things right?
- What can be done to make sure this doesn’t happen again?
RESTORATIVE PRACTICES:

- seek to heal and put things right – by treating all involved with fairness and respect.
- create an opportunity to discuss issues honestly
- processes that involves the victim(s), the wrongdoer(s) and those affected.
- involves a fresh way of looking at wrongdoing and interpersonal conflict – a new ‘lens’ – embracing BOTH support and accountability – the Law and the Gospel.
- are about healing and mending relationships rather than naming and shaming individuals
- are concerned about the development of well-rounded, socially, emotionally competent young people who are accountable for their behaviour.
- help to put into practice Grace Lutheran College’s mission statement.

“If a fellow believer hurts you, go and tell him—work it out between the two of you. If he listens, you’ve made a friend. If he won’t listen, take one or two others along so that the presence of witnesses will keep things honest, and try again. If he still won’t listen, tell the church. If he won’t listen to the church, you’ll have to start over from scratch, confront him with the need for repentance, and offer again God’s forgiving love.... And when two or three of you are together because of me, you can be sure that I’ll be there.”

(Matthew 18:15-20, The Message)
RELATIONSHIP MANAGEMENT FLOW CHART (Rothwell & Caboolture)

Effective Relationships
Management Flowchart

LEVEL 1 (low level)
In class misbehaviour
Playground misbehaviour

LEVEL 2 (moderate level)
Moderate or repeated misbehaviour in class or playground

LEVEL 3 (high level)
Gross misbehaviour or continuation of disruption despite intervention in Levels 1 or 2 interventions

LEVEL 4 (very high level)
Referral to Head of Sub-School/Deputy

LEVEL 5 (highest level)
Referral to Principal

Moving back to Effective Relationships for Learning requires Grace students to:

1. Be present in all classes, be punctual, with necessary equipment
2. Attentive & cooperative & work to the best of their ability
3. Complete all Homework & assignments to an acceptable standard according to my ability
4. Be courteous & cooperative in all relationships with staff & students, inside & outside the classroom
5. Maintain a positive attitude to all aspects of College life
6. Wear the designated uniform properly both on & off campus
7. Behave in acceptable manner in public while wearing the College uniform

With discretion

Class Teacher

CLASS TEACHER

- Restorative chat
- No Blame conference
- Lunchtime detention
- Afternoon reflection
- Subject withdrawal (Reflection room – RR)
- Restorative chat
- Restorative Conference
- Multiple Lunchtime Withdrawals
- Internal suspension (RR)
- Daily report
- Academic report
- Significant internal suspension
- Contract/negotiated behaviour
- External suspension / consideration of enrolment review

YLC / DHCC

HEAD OF SUB-SCHOOL/DHCCC

- Enrolment review
  - Probationary continuation with agreement
  - Exclusion

PRINCIPAL/DEPUTY PRINCIPAL

NB: A record will be kept of student issues & parents will be informed of moderate to the highest level concerns.
LUTHERAN EDUCATION AUSTRALIA: CODE OF ETHICS
FOR SAFE AND PROFESSIONAL RELATIONSHIPS

Lutheran schools seek to ensure that each member of the school community (students, employees, parents, volunteers, independent contractors, agents and work experience personnel) enjoys a safe, healthy and respectful workplace. The LEA Code of Ethics for safe and professional relationships provides a clear statement of principles and expectations for behaviour based on the values that Lutheran schools adhere to and promote. It makes explicit the practices that are needed to build school communities that are safe for all and are characterised by the highest level of ethical and professional behaviour.

Love
*In response to God’s love for us, we demonstrate the same kind of love for others.*

Therefore we:
- uphold and promote the Lutheran Christian ethos, both in and beyond the school
- demonstrate grace, forgiveness, and compassion in our relationships with others, particularly in critical areas of school life, such as pastoral care, behaviour management, resolution of conflict and management of complaints
- are courteous, caring, kind and respectful in our words and actions, both at school and at school functions
- develop positive relationships, based on trust, honesty and diplomacy
- do not engage in sexual behaviour or sexual relationships with students
- take reasonable care to establish and maintain a working environment that minimises the risk of physical, mental and emotional harm to ourselves and others
- are vigilant in fulfilling duty of care responsibilities.

Justice
*Through genuine concern and through developing a conscience for the rights and well-being of others, we act with fairness and consistency and respond to injustice with courage and integrity.*

Therefore we:
- are fair, consistent and just in our dealings with all students, parents and caregivers, colleagues and members of the wider school community
- maintain sensitive information with appropriate confidentiality and therefore refrain from discussing school issues or others’ personal or professional problems in situations where the information may not be treated confidentially
- are aware of and fulfil the ethical, moral and legal responsibilities relevant to our position,
- are truthful when making statements about our qualifications and competencies.

Compassion
*We are open and responsive to the needs and concerns of others, and exercise the ability to reach out to and actively care for them.*

Therefore we:
- take notice of others’ reactions to our actions, tone of voice and manner
- raise any concerns, issues, problems with the appropriate level of school management as soon as possible
- ensure all allegations and suspicions of abuse to young people are recorded and acted upon
- ensure that our personal behaviour does not contribute to inappropriate conduct by others
- ensure that any physical contact with a child is in response to the situation, the needs and wishes of that child, non-secretive and appropriate for the child’s age, health and developmental stage
- are cautious, sensitive and respectful about making personal comments and asking personal questions when caring for students
- recognise that social relations between staff and students can be problematic.
Forgiveness
We pardon the wrongs others have done to us, seek pardon for the wrongs we have done to others and in doing so, focus on making a new start.

Therefore we:
• deal proactively, openly and decisively with dysfunctional relationships and see them as opportunities for God to transform and heal
• accept our obligations to put damaged relationships right
• understand that genuine forgiveness can be a difficult process, but that it is a biblical imperative, made possible in the lives of people through the grace of God
• accept that at times our actions lead to consequences (including disciplinary action) and that these are not incompatible with forgiveness.

Service
We give our love, time, energy, gifts in response to the needs of others and to make a difference in their lives, without expecting recognition or reward.

Therefore we:
• put the needs of others ahead of our personal agendas
• do not seek recognition at the expense of professional objectivity
• consult with parents and caregivers when making decisions which have an impact on the education or wellbeing of a student
• respond to others’ concerns in a timely and appropriate manner
• do not exploit our position for personal or financial gain
• ensure that personal or financial interests do not interfere with the performance of our duties.

Humility
We recognise and value the gifts and abilities of others equally to our own and therefore respect and learn from their experience.

Therefore we:
• acknowledge and support the personal strengths, professional experience and diversity which colleagues bring to the school community
• demonstrate the ability and willingness to work effectively in teams
• make every effort to use constructive methods to manage conflict and differences of opinion in a spirit of collegiality, without blame and with respect for different opinions, strategies, practices and viewpoints
• give respectful feedback and accept feedback
• are aware of the role of other professionals, services and agencies that can assist us support students and their families, and know when to refer on.

Courage
We have the strength of heart and firmness of spirit to stand up for what is right and ‘have a go’ despite difficulties, uncertainty and setbacks.

Therefore we:
• use constructive action and appropriate forums to debate issues and to bring about change
• challenge negative interpersonal behaviours when we observe them and use appropriate processes to deal with them
• protect students and colleagues from intimidation, humiliation and harm
• seek advice, support and assistance when we are facing personal challenges.

Hope
We place our trust and faith in God’s provision of the things we need to handle all kinds of situations and events, and look forward with trust and confidence.

Therefore we:
• appreciate that all interactions are opportunities for the Holy Spirit to work
• actively seek to develop our personal resilience.
Quality

In every task, every relationship, every interaction we strive always to use our gifts, abilities, skills and talents to bring about the best outcome.

Therefore we:
• create and maintain safe, healthy environments which enable learning, development, engagement, initiative, self-worth and resilience
• are committed to, and model, highly professional conduct and best practice
• conduct ourselves in a manner that is consistent with the responsibility to be a positive role model to children and as a representative of our school
• present the school in a positive light to the community.

Appreciation

We recognise and value highly the gifts and blessings given to us and surrounding us.

Therefore we:
• recognise and value the gifts and talents of others
• celebrate the positive aspects of our work environment
• provide support for one another
• value and care for school property and other physical assets.
1. **Preamble**
   1.1. Grace Lutheran College is an agency of the Lutheran Church of Australia through which the Church seeks
to carry out its ministry and mission to the people of Australia.

   1.2. The Mission Statement affirms that
      Grace Lutheran College is, by the Grace of God,
a Christian community.
      It aims to continue the preparation of young people
      for a life of faith and service
      so that God will be glorified in the world.

   1.3. Thus, the chief concern of Christian education is to develop in the students a Christian understanding of,
      and approach to life, and to help them reach their full human potential through ever deepening
      understandings, more wholesome attitudes and more responsible actions, so that they can be balanced
      and effective Christian persons.

   1.4. In order to fulfill this ministry and mission, staff at Grace Lutheran College, as well as being qualified and
      competent, will be committed to supporting the Christian faith as confessed by the Lutheran Church of
      Australia, will be willing to identify with, uphold and promote the Lutheran ethos of the school and who will
      exemplify and model the Christian life-style in and beyond the College.

2. **Code of conduct for staff and volunteers**
   2.1. In order to facilitate the Mission Statement, staff and volunteers at Grace Lutheran College will model:

      **G** od’s love …
      in word and deed - concern for others, resolving conflicts and acts of service;

      **R** espect …
      for everyone - our students as unique and valued, one another, other members of the College
      community, ourselves and the College environment;

      **A** ccountability …
      for our own actions i.e. professionalism, being punctual, completing our duties as required and to the
      best of our ability, behaving in a safe and responsible manner, actively participating in meetings;

      **C** ollaboration …
      with others – colleagues, parents/carers to improve the learning and well-being of our students;

      **E** xcellence …
      in learning – in what we do and continuous learning for every individual.

3. **Consequences for failing to uphold the Code of Conduct**
   3.1 Behaviours that are considered inappropriate or breach the principles and values of this Code of Conduct
      may lead to further investigation, disciplinary action and/or action taken in accordance with the Grace
      Lutheran College child protection risk management strategy.

   3.2 By agreeing to meet expected standards of positive behaviour that models the Christian life-style, everyone
      in our College community can be assured that they will be treated with fairness and respect. In turn, this
      will help create a College that is safe and orderly, where everyone is empowered to participate and learn.
At Grace Lutheran College, we expect a standard of dress consistent with the position held and appropriate to the particular situation.

1. **Rationale and Guidelines**
   1.1. There are three levels of concern how we as staff should dress – the Personal, the Public and the Professional.

   1.1.1. The Personal Dimension
   How we dress can be an important way for us to demonstrate our individuality. We can demonstrate our personal creativity and uniqueness in our attire. However, we must consider the effect that this has on others if we wish to consider our personal selves in a professional manner. Thus, we must consider….

   1.1.2. The Public Dimension
   We are not individuals living in a vacuum, and in our corporate life we must reflect the expectations of our community. We must therefore consider….

   1.1.3. The Professional Dimension
   The classroom is a distinct place. It should be a place of deepening understanding and open relationships – this occurs around the highly disciplined art of teaching and learning. We thus have to consider that our dress code reflects a culturally appropriate level of self-discipline, according to the age group we are teaching.

   1.2. At Grace Lutheran College, one external indicator for students of self-discipline is learning to dress well, according to the occasion. We expect that this principle be also reflected in staff, such that staff dress complements the standard expected of students.

2. **The Requirements**
   2.1. For teachers and school officers, the standard is **Conservative Professional Dress**. Thus, modified business attire, appropriate to this community, should be worn by both male and female members of staff when they are on duty.

   2.2. A more formal standard of dress applies to all staff in Senior Leadership positions as constant contact with members of the public necessitates this to uphold the professional image of the College.

   2.3. Any issues pertaining to this guideline should be directed to the Principal, the Head of Campus/Deputy Principal or the Principal’s delegate.

   2.4. Please note: A non-compulsory registered corporate uniform is available.

3. **Guidelines for staff dress.**
   3.1. For staff, we should dress to a standard that would be expected of professional and para-professional staff in business and industry (as distinct from leisure wear) appropriate to the position held.

   3.2. This would exclude the following items of leisure wear:
   - Denim Jeans or any clothing item made of denim
   - Casual Cargo pants with large pockets
   - Collarless T-shirts or singlets, strappy or strapless tops
   - Sneakers, sketchers, slippers
   - Thongs with a back strap
- Tracksuit pants
- Leggings
- Board shorts or other swim shorts.

Unsuitable footwear:

Suitable footwear styles:

Suitable for Sport:

3.3. Bearing in mind that the students we deal with are adolescents at an impressionable age, clothing that could prove a distraction should be avoided eg tight fitting, and revealing clothing.

3.4. Please note the following:
As far as Workplace Health & Safety is concerned, individuals should protect themselves at all times from hazards that are specific to the subjects being taught and general hazards such as sunlight, stairs and uneven paving and concrete. Specific hazards are dealt with within relevant subjects, while for general hazards it is a requirement that shoes have a heel strap, non-slip soles, some upper foot protection and sensible heels, and that wide brimmed (10 – 12 cm) hats, sunglasses (that met the Australian Standard AS1067), sunscreen (minimum SPF 30) and sleeved shirts with collars are worn outdoors. For active subjects (Sport, PE, Dance, Drama) suitable clothing that is appropriate for the activity, should be worn.

3.5. For men, shorts without long socks are almost always leisure wear.

3.6. Shorts for both men and women should be tailored and are not to be more than 10cm from the bottom of the knee. Pull on shorts are not acceptable.

3.7. For women, shorts or ¾ length trousers are considered leisure wear and should only be worn in the following circumstances:
3.7.1. If actively participating in a sports team on sports day or training with a sports team.
3.7.2. For support staff, for certain activities shorts may be the most suitable option. Dispensation to wear shorts should be sought in writing from the Principal stating the reason for the requested exemption.

3.8. Tailored slacks or trousers for female staff are considered acceptable business wear.

3.9. Staff who wish to be exempt from the guideline must apply in writing to the Principal stating their reasons for the requested exemption.

Suitable casual business attire:

4. Sport: If supervising only, normal dress code applies. However, house coloured sport shirts are available for staff to purchase and wear during such occasions. If involved in before school or after school co-curricular sport training sessions, dress standards are to reflect those expected during the school day.

5. If active participation is involved or a cooler outdoor option is desirable, then appropriate attire that maintains a Professional image is expected.

6. Leisure wear may be worn on student free days and at sports carnivals if appropriate. This exemption does not apply if the staff member has an interview with a parent on that day.

7. Jewellery should be conservative. Women may have their ears pierced but any other visible piercing is not considered appropriate. Tattoos should not be visible.

8. There are some excursions/school activities where leisure wear is appropriate - such as camps and some field trips.

9. Excursions which require teachers and students to be on display to the general public would require business wear, not leisure wear. This includes dress trousers and shoes, a tie for men and a more formal style of dress with stockings for women. Particularly on any excursion where students are dressed in their formal uniforms and hats, teachers and staff would be expected to dress more formally, with a hat, as well.

10. Academic dress, with formal attire, is required at Opening Service and for Grace Celebrates. For parent teacher interviews, staff are required to be dressed more formally, men with dress trousers, shoes and a tie and women with tailored trousers or appropriate dress with stockings.

11. There are sure to be occasions when the dress code above is not clear in its direction. When in doubt please err on the side of business attire.
ADDITIONAL STAFF INFORMATION

LEAVING CAMPUS or ABSENT
Full time staff are to be on campus between 8:05am and 3:05pm each day, and until 4:30pm on Mondays. Should you be off campus at any time, your name should be either on the whiteboard in the Staff Common Room (SCR) or at Reception. If your name is not on the whiteboard in the SCR (written up two weeks in advance) please inform the Head of Campus so that your classes will be covered in your absence.

If you are going off campus with a Pastoral Care (PC) group you must go through the YLC & Head of Sub School (R) or Head of Campus (C) and submit a proposal and Risk Assessment – no last minute excursions will be permitted.

If you need to leave campus during a ‘spare’ for any reason, please sign out at Reception and notify the Head of Campus.

GOING ON EXCURSIONS
1. Requests must be through your Department HOD. Excursion Proposals are reviewed by a panel at designated times per semester.
2. Please follow the Excursion Flow chart and policy as outlined in ERM.
3. When approval has been given for your proposal then:
   • An ALERT is placed in the Staff Memo (from the Deputy’s Office) to inform all staff of the absence of students (two weeks before).
   • An ADMIN copy is to be emailed to a copy of the Risk Management Report (found on ERM) and given to the Head of Campus (two weeks before). The Risk Assessment must be taken on the Excursion by the teacher in charge along with any necessary medical requirements.

BOOKING BUSES
If you require a bus to take an excursion/sport, tour, etc you need the following information to email to – busbookings@glc.qld.edu.au
• Date of excursion
• Destination
• Departure time and pickup point (bus turnaround/MPC)
• Return pickup time from location
• Name / Group / Event
• Number of students
• Teachers on excursion
• Any additional information that is relevant.

REQUESTING LEAVE
The Leave Application form is located on the Intranet Home page and must be submitted online. All requests for a period of up to one week are for approval by the Head of Campus for teaching staff. Longer leave requests for teaching staff are submitted to the Principal (usually in Term 3 the year prior) while all support staff requests go to the Payroll & HR Manager or Business Manager. If approved, a copy is forwarded to the Payroll & HR Manager. The Head of Campus retains a copy (to make follow up staffing arrangements).

LEAVING A ROOM
Teachers are reminded that it is their responsibility to ensure the classroom is left neat and tidy at the end of a lesson. This normally will mean the teacher is last to leave the room. The door should be locked between lessons, before recess and lunchtime and at the end of the day. Students are never to be in a classroom without a teacher or staff member present.

DAILY DISMISSAL
Last period classes are to tidy up, put chairs on desks or under tables (C), switch off lights, air conditioners and fans, close windows and lock door. (This applies to the last class in each room – check room timetable on teacher’s desk.)
All Professional Learning is applied for through Head of Campus and follows the flowchart below:

- Identify Professional Learning of interest
  (Staff member or direction from Admin Team member/HOD)

- Discuss relevance, cost and timing with HOD
  Gain approval to apply

- Application
  Apply via online form on GLC Intranet (Apply for Prof Learning), see next page

- Once Approved
  (Notification will be by email)

- Complete Registration with Provider
  (Staff member)

- Attend the Professional Learning
  (Staff member)

- Share information upon return
  (Staff member)

- To keep accurate records and save confusion, the above steps are to be completed even if the workshop is free and out of school hours or if for QCAA panel training.
- Interstate professional development will be referred to Admin for approval.
- If Professional Learning is cancelled or you are unable to attend, you must notify the Head of Campus as soon as possible.
- Applications should be submitted no later than one week before registration deadline. If later is unavoidable, contact the Head of Campus directly by email or phone.
- Please check the whiteboard in the Staff Common Room to ensure your name is recorded on the correct day and timeframe.
PROFESSIONAL LEARNING – APPLICATION GUIDELINE

1. Click on the ‘Apply for Prof Learning’ link from the Grace Lutheran College Intranet.
2. Make sure you have your Supervisor/Head of Department’s approval before completing the form.
3. Complete the questions making sure you have answered all of the questions as per the Guideline below.

4. Tick the appropriate box. If you have two Supervisors/HODS then tick two boxes.
5. Complete the details of the Activity/Course and attach a brochure or any relevant literature and the cost.

6. Make sure you click on the ‘submit’ button (looks like a save button) in the bottom right hand corner.

7. You will be notified by email once your PD Application has been processed.
MOBILE PHONES
Rules – being instigated from the beginning of 2018

1. The use of mobile phones between 8:15am-3:05pm is not permitted at Grace Lutheran College.

2. Between 8:15am and 3:05pm students must store their mobile phone in their locker (switched off or on silent). It is the responsibility of students to ensure that their locker is locked at all times and they must remove their mobile phone from their locker at the end of the day.

3. Students are not permitted to carry mobile phones during the school day. This includes between lessons and during lunch break times.

4. Only when absolutely necessary, students may access their mobile phones during recess and lunch breaks to contact parents, guardians or part time employers. This contact may only be done via SMS or phone call and the student must remain immediately beside their locker. As soon as the phone call/SMS is completed the phone must be immediately returned to the locker and the locker locked shut. After making the call/SMS students are not to loiter at their locker.

5. Mobile phones are not to be used inside toilets and change rooms.

6. Students must not use their mobile phone to contact their parent/guardian requesting to go home or be picked up early from school for whatever reasons. Such requests must only be made by a relevant staff member from the relevant Student Services or Health Centre.

7. If attending a school event (for example an excursion or Co-curricular event) mobile phones and headphones must be out of sight and switched off or on silent. The mobile phone may only be accessed with teacher permission, to clarify collection by parents upon return to the College.

8. Students utilizing the Library after school for study are permitted to keep their mobile phone in their school bag and switched off or on silent. Between 3:05pm to 4:30pm students are not permitted to use their mobile phones. They may briefly check their mobile phone to clarify when their parent/guardian will collect them from the Library and then returned to their school bag. After 4:30pm students are permitted to use other mobile phone functions in the Library.

9. Students must not have mobile phones (or smart watches) in their possession if they are completing in-school assessment. This may result in their assessment task being cancelled.

Consequences
If a student uses a mobile phone in class or during break time (other than at their locker):

- **FIRST OFFENCE:** The mobile phone will be confiscated for the remainder of the day. The student can collect the mobile phone from the relevant Student Services at day’s end.

- **SECOND OFFENCE:** The mobile phone will be confiscated for the remainder of the day. The student can collect the mobile phone from the relevant Students Services at day’s end. In addition, the student will be issued with a Lunchtime withdrawal.

- **THIRD OFFENCE:** The mobile phone will be confiscated and passed onto the relevant Student Services office. The student will be issued with a Lunchtime Withdrawal. At this time students will not be permitted to collect their mobile phone it can only be collected by a parent/guardian (or alternative adult caregiver negotiated by the parent/guardian).

- **ADDITIONAL OFFENCES:** Any additional confiscations after the third confiscation will follow the same procedure as the third offence. However, the consequence will escalate to an Afternoon Reflection or Internal Suspension.

- Repeat offenders may have the right to bring a mobile phone or other electronic device to school revoked.
A student who fails to hand over a mobile phone at the reasonable request of a staff member will be issued consequences as per the Relationship Management Guidelines.

Appropriate action will be taken against any student who photographs or films other individuals without their consent or who sends harassing or threatening text messages (as per Cyber Bullying Policy).

It is important to note that students found accessing inappropriate material using any electronic device are subject to the Technology on Campus Contract and the Cyber Bullying Policy. In this circumstance behaviour management protocols as per the Relationship Management Guidelines will be employed as necessitates.

Students who use a mobile phone or other electronic devices and bring the College or members of the College community into disrepute (both during and outside of school hours) may be issued consequences as per the Relationship Management Guidelines.

Please Note
- Mobile devices of any sort are used at the owners’ risk. No liability will be accepted by the College in the event of loss, damage or theft of personal property.

HOME CLASS DEVOTIONS

One of the responsibilities of Home Class teachers is organising and making sure devotions happen during home class periods. Some teachers revel in the chance to talk about God, faith and life with their kids, while others feel less confident. Remember that it is great to get your students involved through a roster and home class captains can help with this. Here are a few tips for you. You could also use some of these tips with your students.

Tips

Step 1: Decide on a theme by…
- Building on an idea from personal experience e.g. something you’re currently reading, a YouTube video, or something you’re experiencing within your personal life
- Looking up a devotion book (see the Ministry Team if you need a book or two)
- Looking on a devotion website
- Looking up the devotion bank on P Drive
- Choosing a current event.

Step 2: Decide what you will include to get the message across (ie the structure of your devotion). Will it include bible verses, YouTube videos, prayer time, playing a song, etc?

Step 3: Enjoy sharing God’s story with your home class!

Use some of the following questions as a checklist:
- Does it communicate that Jesus offers grace to every person (the Gospel)?
- Does it give glory to God?
- Is it appropriate? Does it show good taste?
- Am I clear about what I want students to think or feel regarding the devotion?

If you want help or have questions, concerns or queries please ask the College Pastor, Chaplains, or the Head of Christian Studies. We love to help!

Useful Devotional Sites
http://www.youthideash.co.uk/yw/talk/index.shtml (some outline ideas for talks though most are more comprehensive than home class would allow time for – some great ideas though!)
http://odb.org/ (a daily online devotional)
http://www.godtube.com/devotionals/
http://youthsource.com/source-devotions/ (different devotions that are organised by topical interest)

Apps: Bible App (has access to hundreds of pre-prepared devotions).
CHAPEL WORSHIP
The following guidelines are informed by the School Worship Policy and are aimed at helping chapel services to run at their optimum. Staff co-operation and support are invaluable. If you have any feedback or suggestions regarding worship please do not hesitate to have a chat or jot a note to a member of the Ministry Team.

Year Group Chapels are held weekly at both Rothwell and Caboolture.

Student Organisation
1. Students will come to chapel without books, diaries etc, i.e., empty-handed. These will be left in their lockers. Where applicable, chapel will either finish early or begin a few minutes later to allow for this.

2. The right front seats are for those participating: readers, prayers, etc. The left front seat for musicians, dancers, etc.

3. As they arrive at the chapel, students will be welcomed in by at least one member of the Ministry Team. Years 7 to 9 students will be asked to sit in their 4 house groups: Rothwell - Antares on left, then Orion left of centre; Pegasus right of centre: then Phoenix on the far right. Caboolture – Antares in the first rows, followed by Orion, Pegasus then Phoenix. The back rows should not need to be used – please move students forward.

4. When exiting at Rothwell, Orion and Pegasus will exit via the central main door. Antares and Phoenix will exit via the side doors. At Caboolture, students exit via the main entry door.

Guidelines, Expectations and Organisation for Staff
Preventative:
1. Those communicating from up-front in Chapel will strive to communicate in ways that students find interesting and engaging. Thus it is hoped that much student misbehaviour will be prevented.

2. Teachers are encouraged to position themselves throughout the chapel space such that there aren’t large groups of students without a teacher in near proximity. This itself deters misbehaviour and also positions teachers well to do low-level behaviour management.

3. Students will be educated/re-educated about the nature of Chapel and the subsequent expectations (sacred time and space to participate in sacred acts and learn sacred things). Practically, this will mean that students must settle themselves prior to entering Chapel and then maintain this general tone throughout Chapel. Obviously there’ll be times of fun, celebration and interaction in Chapel, but the default tone should be a settled one. The ministry team will communicate with staff and students about different worship styles when necessary.

4. Being on time or even early, if possible, will give a good example to the students. As per other supervisions, staff should not bring other work to do at this time.

5. If you are unable to attend your timetabled worship time, please write a cover note and submit, so that supervision can be arranged. On the note, please list the year, house and describe the seating position.

6. Please help to prevent students bringing food and drink. It should not come past the gate to the ‘bridge’.

Responsive (managing inappropriate behaviour):
1. Teachers are urged to take special care with the body-language used in their Chapel behaviour management, as an “angry” tone in behaviour management can affect the tone of the entire Chapel and be counter-productive to our goals for Chapel. If a measure of anger is merited, this should generally be kept for the discussion with the student outside of Chapel.

2. As ‘grey’ as this might be, teachers should work with the preferred style of behaviour management of the presenter. For example, some presenters prefer there to be an ‘excited buzz’ as they speak. Other presenters prefer a more reflective mood as they challenge students to really think about issues. It is important for teachers to remember that there will be variety with this and this will require reading the tone appropriately. It’s quite subjective to judge but it’s important for staff to try to get a feel for the tone the presenter is trying to set and follow their lead. On this note, at times the Chaplains and the Pastor will address misbehaviour
from up front, but it is crucial for teachers in proximity to misbehaving students to graciously address this ‘on the ground’ before it needs to be addressed en masse.

3. In keeping with our school’s commitment to restorative practices, there should be follow-through discussion with students who misbehave in Chapel to ensure they understand the damage they’ve caused, take steps to repair it and learn from their mistakes. It is important also that they understand the unique nature and purpose of Chapel. Depending on the severity of the incident, this might be with the supervising teacher, members of the Ministry Team, presenting students or guests, YLC’s or relevant Admin staff. If in doubt refer to a Ministry Team member who will work with yourself and the student to resolve the issue.

4. Students misbehaving during Chapel may be moved to the back of Chapel by any staff member on duty. Student names are to be recorded in a folder at the back of Chapel and will be entered into the behaviour management system by a support staff member. An accumulation of individual student misbehaviour during Chapel may warrant an afternoon detention being given by the Year Level Coordinator. In keeping with our schools commitment to restorative practices, the Year Level Coordinator or delegated teacher in charge of Chapel should hold a discussion with students at the end of Chapel to ensure they understand the damage they have caused.

Chapel Guidelines for Students

Chapel is part of what we do as a Christian Community: Everyone is welcome and belongs irrespective of what you believe.

Chapel is God time, you time and us time. What does that mean? We intentionally set aside time every week to listen to what God says to us and to reflect on what that means for us as individuals and as a community. It’s also an opportunity for us to speak to God, to listen to ourselves and to listen to our community.

In Chapel you will have the opportunity at different times to:

- Sing
- Reflect
- Participate

That means that you will be invited to do these things and you have the option to join in. If you choose not to participate you are asked to quietly enable others to choose to participate should they wish to do so.

Chapel is different from other contexts. Clapping is often not appropriate. Students are asked to clap only when invited to do so.

Unless invited to talk or sing, students are expected to listen actively, showing respect for the speaker and those around them.

In keeping with Chapel being a time for reflection and worship, students should turn off and put away their mobile phones before entering.

The Ministry Team 2014
HOME CLASS TEACHER RESPONSIBILITIES

The ethos of Pastoral Care at Grace Lutheran College implies that each student is known as an individual by the Home Class Teacher.

Interaction with the student

In Home Class

- Greeting students
- Asking individuals about holidays, weekends, camps etc
- Finding out which students are involved in which Co-Curricular activities, competitions excursions etc – asking students to talk about these
- Praying for those ill during devotion time
- Praying for families in hard times
- Encouraging, celebrating involvement and successes
- Acknowledging birthdays
- A quiet word to those whose names appear in the detention lists etc as the student leaves the room (ie not publicly)
- Discussions with individuals re uniform etc.

Around Campus

- Acknowledging
- Stopping to talk briefly
- Attending CoCurricular performances and competitions when possible

Interaction with families

- Meetings and social functions at the College
- Interview when desirable
- Encouraging discussion re health issues if applicable
- Encouraging contact in times of difficulties and family traumas

Home Class procedures each day

- Devotions
- Mark roll
- Read all relevant Student Memo Early Notices and Room Changes for Periods 1 and 2
- Hand out and collect material as required

Data Collection

Not only should you know each student as above, you should also keep a record of your students’ activities so that you can accurately fill in participation sections of reports and/or knowledgeably discuss the student with parents. This should be passed on to the next Home Class Teacher (if you do not continue with them) so that by the time they reach Year 12, an informed reference can be written.

Storage methods used by staff could include:

- A card system where notes of involvement, successes, observations, positive behaviour and positive slips can be accumulated over time.
- A hanging file with a folder for each student containing notes etc
- Computerised records on your own personal files.

The storage method is an individual choice. However, it is very important to create such a data bank for future reference so that each of your students feels as if they are known and appreciated as an individual.

By following the above we, as Pastoral Carers will show students that we accept and appreciate each and every one of them as children of God and trust that they will feel ‘at home’ at Grace Lutheran College.

Head of Senior School, Head of Middle School and Deputy Head of Caboolture Campus
HOME CLASS TEACHER RESPONSIBILITIES

(EXTRA CURRICULAR EXPECTATIONS) Refer to School Calendar for Dates

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Home Class Activities</th>
<th>Type of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong></td>
<td>Orientation – 1 day</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Camp – 3 days, 2 nights</td>
<td>School time/out of hours</td>
</tr>
<tr>
<td></td>
<td>Parent Evening</td>
<td>Out of hours</td>
</tr>
<tr>
<td></td>
<td>Taste &amp; See Transitions days</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Social Evening</td>
<td>Out of hours</td>
</tr>
<tr>
<td></td>
<td>Grandparents with Grace</td>
<td>School time</td>
</tr>
<tr>
<td><strong>Year 8</strong></td>
<td>Orientation – HC to p2</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Camp (R) / Canberra Trip (C)</td>
<td>Out of hours / School time</td>
</tr>
<tr>
<td></td>
<td>Parent Evening</td>
<td>Out of hours</td>
</tr>
<tr>
<td></td>
<td>Social Evening</td>
<td>Out of hours</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td>Orientation – HC to p2</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Parent Evening</td>
<td>Out of hours</td>
</tr>
<tr>
<td></td>
<td>Social Evening</td>
<td>School time/Out of hours</td>
</tr>
<tr>
<td></td>
<td>Relationships incursion</td>
<td>School time</td>
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<tr>
<td></td>
<td>Retreat</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Googa Parent Information Evening/s</td>
<td>Out of hours</td>
</tr>
<tr>
<td></td>
<td>May include Googa Visit (Combined)</td>
<td>School time/Out of hours</td>
</tr>
<tr>
<td><strong>Year 10</strong></td>
<td>Orientation – HC to p2</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Googa 1 day/overnight</td>
<td>School time/out of hours</td>
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<tr>
<td></td>
<td>Googa Bus Supervision</td>
<td>Out of hours</td>
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<tr>
<td></td>
<td>Social</td>
<td>Out of hours</td>
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<tr>
<td></td>
<td>Googa Prep Information Evening</td>
<td>School time</td>
</tr>
<tr>
<td><strong>Year 11</strong></td>
<td>Orientation – HC to p2</td>
<td>School time</td>
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<tr>
<td></td>
<td>Semi Formal</td>
<td>Out of hours/School time</td>
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<tr>
<td></td>
<td>Leadership Conference</td>
<td>School time</td>
</tr>
<tr>
<td><strong>Year 12</strong></td>
<td>Orientation – HC to p1</td>
<td>School time (1 day)</td>
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<tr>
<td></td>
<td>Opening Service</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Formal</td>
<td>Out of hours</td>
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<tr>
<td></td>
<td>References</td>
<td>School time/Out of hours</td>
</tr>
<tr>
<td></td>
<td>Grace Celebrates (present medallions to students)</td>
<td>Out of hours</td>
</tr>
<tr>
<td></td>
<td>Grace Celebration Day and events (Breakfast, Holy Communion)</td>
<td>School time/Out of hours</td>
</tr>
<tr>
<td><strong>General</strong></td>
<td>Opening Service</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Closing Service (MS or SS - R); (Whole School - C)</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Grace Celebrates</td>
<td>Out of hours</td>
</tr>
<tr>
<td></td>
<td>Preparation Week</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Student Free Days Professional Development</td>
<td>Out of hours/School time</td>
</tr>
<tr>
<td></td>
<td>Twilight PD Sessions</td>
<td>Out of hours</td>
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<tr>
<td></td>
<td>Parent Interview Evenings</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Open Day (R) / Open at Twilight (C)</td>
<td>Out of hours</td>
</tr>
<tr>
<td></td>
<td>Swimming Carnival</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Athletics Carnival</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Principal’s Briefings/Staff Meetings</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Staff Briefings</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Year Level Briefings</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Department Meetings</td>
<td>School time</td>
</tr>
<tr>
<td></td>
<td>Grace@Work</td>
<td>School time</td>
</tr>
</tbody>
</table>

[55]
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January Preparation days</td>
<td>Part-time (PT) teachers will be required to attend certain compulsory sessions and meetings across the days. For any time over and above usual hours that would be spent in any given week, PT teachers will be paid.</td>
</tr>
<tr>
<td>New staff induction day (January)</td>
<td>Full day</td>
</tr>
<tr>
<td>Student Orientation Days</td>
<td>Usual hours for the day</td>
</tr>
</tbody>
</table>
| Meetings – full staff, department, year level etc.                               | If a PT teacher finishes before lunch on a meeting day they are not expected to attend every meeting/session  
- Year level briefings in consultation with YLC/PC Coordinator  
- Full staff in consultation with Head of Campus  
- Department meetings are to be prioritised and at least half attended. Selected in consultation with HOD/CCC |
| Year level parent evenings as applicable                                          | Full event (or as applicable for subject interviews)  
Subject Interview Nights: dependent on number of classes (≥ 0.7 FTE to be available for all booking timeslots) |
| Other events as applicable (eg Socials, Formals, Grace Celebrates)                | Full event                                                                                                                                                                                                |
| Open Day / Open At Twilight                                                       | Pro-rata for the afternoon (FT staff = 1.5 hours)                                                                                                                                                           |
| Year 7 Camp / Year 8 Camp (R) / Canberra Trip (C)                                 | Full camp/trip or as negotiated with YLC & Head of Campus/Deputy Head of Campus (C) if extenuating circumstances                                                                                           |
| Excursions/incursions as required in the teacher’s subject area(s)                | Full event                                                                                                                                                                                                |
| Staff professional development sessions – afterschool                             |  
- At least half of these sessions to be attended  
- Compulsory events attended  
- Selected in consultation with the HOD/CCC |
| Student Free Days (PD and other)                                                  | Usual hours of attendance that day. If compulsory activities to be attended outside of the timeframe – apply to Payroll for extra payment.                                                             |
| Timetable Day changes                                                              | If sufficient notification, attempt adjustment for continuation of teaching; if not, usual hours and assist with covers / other duties.                                                                     |
| Community of Grace Events                                                         | Optional                                                                                                                                                                                                   |
| Inter-House Carnivals                                                             | Usual hours for the day                                                                                                                                                                                    |
| Closing services & prize giving                                                   | Attend either Middle or Senior School service (or Whole School Service – C), and an appropriate year level prize giving (your Home Class if applicable) |
| December staff closing service & morning tea                                      | Whole event                                                                                                                                                                                                |

Part time staff can be engaged in these additional activities at their pro rata percentage of 31 hours per year as outlined in the Enterprise Bargaining Agreement. This would be included in some of the aspects above such as parent teacher nights, year level responsibilities and camps. Part time staff will be paid for compulsory attendance during usual school days above their usual number of hours (eg for Student Free Days and excursions).
HOMEWORK
Homework is necessary if a student is to perform satisfactorily at the secondary level. Regular homework is set in all subjects and students are expected to complete assignments by the due date. Permission for extension of time to complete assignments must be obtained from the Head of Department, Head of Teaching & Learning or Head of Middle School. A note will be sent home to parents if a student is repeatedly failing to do his/her homework or assignments.

Suggested time for home study (per night, five nights per week) Includes time spent on assignments.

<table>
<thead>
<tr>
<th>Year</th>
<th>Time</th>
<th>Year</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Up to an hour</td>
<td>10</td>
<td>1½ - 2 hours</td>
</tr>
<tr>
<td>8</td>
<td>1 hour</td>
<td>11</td>
<td>2 – 3 hours</td>
</tr>
<tr>
<td>9</td>
<td>1 - 1½ hours</td>
<td>12</td>
<td>2 – 3 hours</td>
</tr>
</tbody>
</table>

ASSIGNMENTS
Assignments MUST be presented by 5pm on the DUE DATE. If a student is absent on the due date, arrangements must be made to deliver the assignment as required.

Students may apply to the Head of Department/Curriculum Coordinator concerned for an extension of time for the assignment, on the appropriate form, well before the due date.

Please see Late and Non-Submission Policy (via Policy & Procedure link on College Intranet Home Page).

FEEDBACK GUIDELINES
The College acknowledges that feedback from teachers to students has been shown to be one of the most significant influences on student learning (John Hattie 2007).

It is also very necessary to make a distinction between feedback for the primary purpose of teaching and learning (traditionally referred to as formative) and feedback which may be associated with the drafting process of assessment items (summative in nature).

Furthermore this procedure takes into account advice received from QCAA (Report 2015) in relation to student performance in the context of scaffolding and feedback.

Nature
1. Feedback to students will be part of standard teaching practice at Grace Lutheran College. It will be significantly higher in the earlier Middle School years and will reduce during the Senior School years reaching a minimum by Year 12. The scaffolded nature of assessment items will likewise reduce, while the demand for higher order thinking, complexity and independent nature will increase.
2. Students in senior school will be required to submit one and only one draft for written assessment of assignment nature (i.e. not supervised test).
3. The purpose of feedback in the senior school on summative items is to provide advice on the work that the student has submitted. It is not the purpose of feedback to outline a list of all the steps and inclusions necessary to achieve an ‘A’ standard. For this reason, feedback in the senior school will be provided on a departmental template appropriate to the task, and used across all classes in that subject and year level.
4. Feedback during the drafting process is a consultation process not a marking process. Students will not receive a grade or an indication of a likely grade. The focus will be asking students to reflect on strategies that they might use to refine their work.
5. Draft items (requiring feedback) are required to be submitted in hard copy and via eGrace by 5:00pm on the nominated draft date, as per final assessment. Feedback will not be provided for drafts received after the draft due date, without an approved extension from the Head of Department.
EXAM RULES

- The Study Room space will be advised at the start of Block exams via memos.

- **Invigilators responsibilities:**
  a) ensuring sufficient chairs and desks are in each room prior to the start of tests
  b) arranging furniture in room
  c) seating arrangements for students
  d) ensure all exam papers etc are in exam rooms ten minutes before the scheduled start of tests.

- **HODs (or their delegate) responsibilities:**
  a) Ensuring that all exam papers have been received by the Deputy’s Office (with sufficient time to distribute exams to Caboolture campus if relevant)
  b) During exams, checking at intervals, that there are no problems in any room.

- **Exam Supervisors Instructions:**
  a) Please check the supervision roster against your timetable and alert the Deputy’s Office if potential difficulties are noted eg doubling up, moving rooms, etc
  b) **Please be prompt to all exam supervision sessions**
  c) **Roll must be marked on entry (at the door).** Insist that talk ceases when students enter the room. Please place an ‘a’ beside the name of absent students and a tick for those present. Completed papers will be returned to subject teachers with marked rolls as a record of attendance. Student list is to be returned to Invigilators during the exam session. A completed class roll slip should be sent to the relevant School Reception for every subject session (this may be done by the Invigilator so please check)
  d) Check that all books and papers brought into the room are out of sight during the test and that writing paper to be used in tests, is clear of writing before the test begins
  e) **Graphics Calculators** to be checked and cleared of stored notes
  f) **Mobile phones and smart watches** are not permitted in the exam room
  g) **Move around the room** while the test paper is being completed and be active in supervision
  h) Any student who finishes a paper before the end of an exam session is to **sit silently until the end of the session.** No student is allowed to leave early. If students need to go to the toilet they must be escorted by a supervisor
  i) At the end of an exam session students are to file out in an orderly fashion, placing papers in heaps on desks near the exit door according to subject and teacher (or as directed by HOD, Coordinators or Invigilators)
  j) **Marking while supervising is not permitted.**

APPEALS POLICY

Should a dispute arise from the awarding of grades and results on student assessment, please follow the Appeals procedures documented on ERM (via the Policy & Procedure link on the College Intranet Home Page).

Grounds for such appeal would include:-

- incorrect calculation of marks
- disputed allocation of marks/grades
- testing of work not covered in class
- work being mislaid
- inadequate allowance for unusual circumstances such as illness or approved extended absence.

Most requests should be resolved by the student approaching the class teacher with a polite request for a review of the assessment in question.
COMMUNITY FUND

At Grace, staff have the opportunity to contribute to this fund and regular reviews occur to ensure the fund is meeting its intended needs.

Costs covered by this fund may include:
- Staff morning teas
- Kitchen supplies used daily (staff rooms and staff common room):
  - Coffee
  - Tea
  - Milo
  - Milk
  - Sugar
- Staff End of Year Whole College Function
- Gifts and cards for staff who are leaving
- Gifts and/or cards for staff engagements, weddings, babies, illnesses etc.
- Flowers or donations for funerals (eg students, past students, parents of students or staff).

Please note that this fund does not contribute to Happy Hours, paper towels, dishwashing detergent etc. which are paid for by the College.

Rothwell staff contributions are currently $4 per fortnight covering gifts, flowers, cards, milk, tea/coffee, End of Year Whole College Function but without formal morning teas in the main staff common room.

Caboolture staff contributions are currently $6 per fortnight covering gifts, flowers, cards, milk, tea/coffee, End of Year Whole College Function and weekly morning teas in the main staff common room.

This fund assists us to provide these small but very much appreciated personal touches for all staff without regularly asking for contributions. Our College is very well regarded for its efforts in this respect, and it has always been part of our ethos and our pastoral care for each other to enable this to occur. If you are contributing, thank you!
SPORT AFTERNOON EXPECTATIONS
As part of the employment expectations for all, staff are required to take on all responsibilities which are timetabled. This may include Wednesday or Thursday sport afternoons. The following outlines the expectations of staff during sport time.

1. The sport bulletin is to be perused on the day of sport and leaving times and activities for the afternoon should be noted.

2. If rolls and equipment are to be collected, they are to be organised well before departure/start time.

3. Staff are asked to be at the venue/departure point prior to the designated time in order to mark rolls, check uniform and solve any problems which may occur.

4. Buses are to leave at the scheduled time as Interschool games are required to start at 1:30pm.

5. Notification must be made to Sport Coordinators if a staff member knows in advance, that they will be absent.

6. Staff are responsible for their specific group. This may include the following:
   • Making sure that rolls are marked accurately
   • Results are filled in
   • Students have the appropriate safety equipment (playing equipment and hats)
   • Students are not to take bags to sport (except for carrying mandatory sport related equipment and/or clothing)
   • Students have the appropriate uniform, including hats, shoes and Grace socks
   • A safety check of the facility has been conducted
   • Students are actively engaged in the specified activity and supervised at all times.

7. Staff are also expected to set a good example for the students by arriving on time and by displaying sun-smart behaviours as per staff dress code. Students are to be reminded that they must make sensible decisions regarding sun safety, including staying in shade provided and wearing hats and sunscreen at all times.

8. It is also imperative for staff to set the tone of the afternoon, by clearly outlining the behaviour and level of involvement that is deemed to be acceptable and expected for the specific activity.

9. **Equipment is to be returned to the place it was taken from** – including any borrowed uniforms to be returned to the laundry (Rothwell - H block).

10. All venues are left in good condition e.g., courts locked, sheds neat and locked, rubbish cleaned up.

11. If an injury occurs, staff are required to attend to the incident according to the “Emergency Procedures” document. Later documentation will be required on an Incident Record and Report form.

If staff are ever uncomfortable with their scheduled activity or have any questions regarding their involvement, they should contact the sports department.
COLLEGE BADGE

Theological Statement about the Logo

The cross signifies the centrality of Christ’s suffering, death and resurrection in the life of the school. Its design represents the cross and spire of the Chapel which is the centre of this Christian community. The base of the cross is open, signifying Grace is open and welcoming to the community.

The motto, “Grace Alone” is from Ephesians 2:8 – “For it is by God’s grace that you have been saved through faith. It is not your own doing, but God’s gift.” Therefore, we see that God’s grace is his undeserved love and mercy towards us.

The vine grows up and around the cross, symbolising the “growing in grace” the school is seeking for all involved with Grace – students, staff and parents.

The shield symbolises protection and security which the College endeavours to provide for all members of the Grace community.

The original design, (1980) reflected that of Grace Lutheran Primary School whose motto is “Grow in Grace”. With the new 2009 design, retaining the elements of the original: the cross, the vine, the motto and shield, this refreshed logo maintains the link with the foundation of the College.

(Adopted by College Council: 19 February 2009)

HOUSES

In the first year of the College on the Rothwell campus, a meeting was held with students to discuss House names and images.

An astronomical theme was chosen over/against animals, geographical features, historical personages, politicians etc. This is appropriate for, as it says in Psalm 19:1 – 3 (NIV):

1 The Heavens declare the glory of God; the skies proclaim the work of his hands. 2 Day after day they pour forth speech; night after night they display knowledge. 3 There is no speech or language where their voice is not heard. Their voice goes out into all the earth, their words to the ends of the world.

The symbols representing each House were chosen from the zodiacal implications of the names viz:
- Antares – the brightest star in the constellation of Scorpio, hence the Scorpion
- Orion – the hunter
- Pegasus – the winged horse
- Phoenix – the mythical bird rising from the ashes.

For the first three years, there were two houses, Antares and Phoenix. Orion and Pegasus were added in 1983.
COLLEGE FLAG

The final design of the Grace Lutheran College flag was the result of the collaborative efforts of Mrs Grace Cross (previous Art Teacher), the Year 8 Art students (1998), Mr Jamie Palmer (previous Art Assistant), Mrs Glenys McCarrick (previous Science Assistant) and Mr Murray Eilola (previous Deputy Principal). Many designs were submitted for consideration by the College community. Feedback from public displays of various designs eventually lead to the final product.

The most obvious feature is the cross to emphasise our Christian heritage, as is also shown on the College Badge.

The green outline is a symbolic representation of the vine growing up the cross shown on the College badge. This also symbolizes how we developed from the initiative of Grace Kindergarten and Crèche and Grace Lutheran Primary School whose motto is “Grow in Grace”.

The stars in House colours are arranged on the cross to represent:

- Our unity under the Cross of Christ
- Our unity under our National symbol – the Southern Cross
- Our Lutheran heritage since the logo of the Lutheran Church of Australia includes both these elements.

Finally, the white outline symbolises God’s grace – the forgiveness of sin through the sacrifice of Christ.
SCHOOL SONG
Written by Jennifer Wakeling
(Grace student 1989)

By the grace of God our Father,
together we come to answer His call.
We are God’s people serving one another
And serving the Lord of all.

Chorus
We walk in the faith and the love
of Jesus our mighty God.
He lives in us and we in Him
by His grace He leads us on.
(repeat second time)

Growing in faith and seeking His wisdom,
becoming ambassadors for Him.
Led by His Spirit, loving one another,
we seek to glorify His name.

Chorus
We walk in the faith and the love
of Jesus our mighty God.
He lives in us and we in Him
by His grace He leads us on
by His grace He leads us on.