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Welcome

Good Shepherd is a Reception to Year 7 School, established in 1962 and continuing in the traditions of the last 160 years of education by the schools of the Lutheran Church of Australia.

Our children’s education is an important responsibility for both parents and our school. At Good Shepherd we provide quality education, including the teaching of Christian values, in a caring environment which supports and encourages each child to be the best they can be. Good Shepherd is all about developing the whole child as an inquirer, both within the school and out in the wider world beyond the classroom walls.

Good Shepherd is a leader in curriculum development. We are proud to offer the International Baccalaureate programme, a rigorous world class curriculum model with a powerful emphasis on inquiry, creativity and collaboration at all year levels.

A successful learner graduating from Good Shepherd Lutheran School will be:

- Skilled to work cooperatively, collaboratively and individually
- A good communicator
- Flexible, so able to embrace change
- Equipped for leadership
- An active learner
- A life-long learner

Thank you for choosing Good Shepherd. We have a saying here, 'Looks like school…. Feels like home!' Our families love Good Shepherd and, together with staff, look forward to welcoming your family into our community.

Blessings,

Anne Marschall
Principal
Introduction
This booklet has been prepared for Good Shepherd’s school community. It contains a handy guide to important policies, procedures and expectations. Should you require any further information about any matters contained in the Parent Handbook please feel free to contact the Principal or relevant staff member.

Vision
Good Shepherd welcomes with ‘Open hearts’ all students to provide a quality education for ‘Inquiring Minds’ in a value enriched environment which is informed by God’s Word, the Bible.

Mission
Good Shepherd seeks to nurture individuals to become lifelong learners, who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and according to a cohesive worldview while...

Living in community and reflecting characteristics of God through core values, especially Love, Justice, Compassion, Forgiveness, Service, Integrity, Humility, Courage, Hope, Quality and Appreciation and...

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.
Governance

Good Shepherd is a school of the Lutheran Church and as such is part of the mission and ministry of the Church to its community. As a school of the Lutheran Church of Australia (LCA), the School Council is directly responsible to the voting members of Good Shepherd (consisting of parents and member congregational representatives which include Angaston, Penrice, Keyneton, Eden Valley and Springton), to provide annual reports for approval by this body, which also elects the School Council.

This body meets twice a year for the AGM, (where the financial auditors' report is given along with the school performance report) and the AEM (where School Council Members are elected and the budget and school fees for the coming year are passed).

The School Council is responsible for appointing a Principal for the day to day management of the school. The School Council meets on a regular basis to strategically plan for the school's future, review and develop policies, set a responsible annual budget and, through the Principal, ensure compliance with various external bodies such as the State and Commonwealth Government and Non-Government Schools Registration Board.

Good Shepherd is part of the network of Lutheran schools within the district and across Australia. These schools have a common set of values and mission, and work interdependently, whilst at the same time valuing their individuality and respecting the areas for which the Church has responsibility.

The Lutheran Church sponsors Lutheran schools in order to make Jesus Christ known to students and families within educational institutions. Therefore the school will pursue what is educationally best for each student, within a Christian context and from a Christian point of view.

As a Lutheran school, the school can never sacrifice its spiritual centeredness whilst at the same time, as an educational institution, the school desires to provide a high quality educational program. The school council ensures that a balance between these perspectives is maintained.
FACILITIES

Good Shepherd provides well kept and modern facilities to support the programs of the school and student learning. The school has undergone a major refurbishment in the last few years which included new administration area, amenities block, library and IT suite, outdoor theatre, atrium and an indoor basketball court and stage complete with change rooms, kitchen and storage areas.

From the beautifully maintained grounds, modern classrooms and decor, you will experience a warm atmosphere conducive to learning. The Parents and Friends of Good Shepherd work hard through many fundraising activities to continually provide excellent facilities for which the students, staff and parents can be proud of.

We appreciate all donations to the ‘Building Fund’ which are fully tax deductible. Please contact the Finance Officer to leave your lasting legacy.

Facilities include.

**Administration Centre**
- Visitors Reception / Administration
- Principal’s office
- Finance Officer’s office
- New Staff room (2014)
- Sick room
- Staff work room
- Solar Panels

**Resource Centre**
- New Library/ICT Resource Centre (2014)
- Computer suite
- Sensory Room
- ‘Shepherd’s Hub’ gymnasium
  (Available for community hire)
- Playgroup held in Shepherd's Hub.

**Classrooms**
- Foundation /1 (formerly Reception)
- 1/2
- 3/4
- 4/5
- 6/7
- LOTE - German
- Special Ed

**Arts Centre, Atrium and Outdoor Theatre**
- Visual arts
- Drama
- Music and singing

**Grounds**
- Tennis Courts
- Oval
- Playground and fitness trail
- Greenhouse
- Recycling collection area
- Creek eco area, school garden
- Nature Based Play Area
  (under construction)

**OSHC House – Camp Australia**
(Out of School Hours Care)
- Before school care
- After school care
- Vacation care

**Other**
- Canteen
- Amenities Block
- Caretakers store rooms
- School Bus
ASSEMBLY
Classes gather for Assembly every Monday morning in the Shepherd’s Hub for notices, announcements and to share the Learner Profiles, values and attitudes from the International Baccalaureate Primary Years program.

ASSESSMENT & REPORTING
In line with best practice and State/Commonwealth Government requirements, students are assessed using an outcomes based approach. Assessment is continuous and is reported to parents through the following means:
- Parent/teacher interviews, compulsory in term 1 and optional in term 3.
- Written reports at the end of term 2 and 4.
- Work samples through student portfolios each term.
- NAPLAN testing, students undertake ‘Benchmarking’ assessment in Years 3, 5 and 7 as mandated by the Australian Government. Every parent receives a written report.
- In-school standardized testing is conducted in May and November covering maths, spelling and reading comprehension.

Introduction
Assessment of student work and Reporting of their progress to them and their parents, is a vital part of the schooling experience and one that Good Shepherd is committed to.

Rationale
At Good Shepherd, teachers program and teach using an ‘outcomes based approach’. Therefore, the assessment and reporting of student work is consistent with this educational approach to learning.

Implementation
1. Assessment
Teachers assess student work based on, but not limited to the following assessment strategies:
   a) portfolio of student work samples
   b) standardised testing – NAPLAN, PAT maths, Torch reading,
   c) end of unit testing
   d) reading recovery/running records
   e) oral
   f) anecdotal/observation
   g) checklist
   h) rubrics

These strategies allow teachers to assess student learning in both formative and summative processes.

2. Reporting
The following reporting structures are adopted:
   a) Formal Written Report – is issued at the conclusion of Terms 2 and 4.
   b) Parent/Teacher Interview – takes place at the conclusion of Term 1 or on any time requested by the parents. At this interview, a two way conversation is held between the teacher and the parent(s) about the progress of the student.
   c) NAPLAN – is carried out in Years 3, 5 and 7 as mandated by the Australian Government. The student results are forwarded to the students’ parents.
   d) Student Portfolio – work samples of students work in each key learning area is sent home every term.
ATTENDANCE

Absentees
When a child is away from School, we require a note, phone call or personal visit stating the reason for the absence sent to the school by 9.30 am. If a child is absent and no notification has been received by this time, parents will be contacted so we can be certain no problem has occurred between home & school.

Families who will be away from school for a period of time during school time due to holidays are asked to contact the Principal & Class Teacher. Work will be set for students who will be away for longer than a week but prior notice of 1 week is asked. Students are asked to maintain their Reading Logs and may be asked to give a report to their classes on return from their holidays.

Illness
In the case of a child becoming ill at school, parents will be notified. If circumstances warrant, parents will be asked to collect the child.

It is not the policy of this school to administer any medication without the prior written consent of the parents. A table with recommended exclusion periods for children is included in this handbook as a guide for families.

BANKING with Lutheran Laypeople’s League (LLL)
Students may operate a saving account through the school with the Lutheran Layperson’s League (L.L.L.) Basically the aims of the L.L.L. are that all funds held by it, are available for use by the Lutheran Church to assist it in the Spreading of God’s Word. However, funds held in an account are available at call and do attract normal passbook interest. Because the students at our school support the LLL, it in turn supports the school with a financial donation to us each year. Currently banking is handed in on Tuesday and passbooks returned on Thursday or Friday mornings. Students hand them into the front Reception desk and not passed through the class office tray.

Contact the office for more details and an account opening form. You can also contact the LLL direct - phone 1800 556 457 or visit their website, http://www.lll.org.au

BAPTISM
Lutherans believe that baptism is a gift from God through which we become members of God’s family and receive forgiveness of sin, eternal salvation and saving faith.

Students who are not baptised may at times express a desire to be baptised. Parents who wish their child to be baptised and/or would like more information about baptism may contact their class teacher, the Principal or one of the two Lutheran Pastors who support the school.

The Pastors of the school’s associated congregations are available to all Good Shepherd families to assist with baptism arrangements or any other spiritual or personal needs.

BEHAVIOUR MANAGEMENT
Jesus said, “The most important commandment is to love the Lord your God with all your heart and with all your mind and with all your strength. The second is this: Love your neighbour as yourself.” Mark 12: 30-31. At Good Shepherd Lutheran School God’s love and forgiveness are the motivation for encouraging and developing positive student relationships and behaviour.

Good Shepherd Lutheran School is committed to creating and maintaining a loving and caring environment that promotes faith, hope, justice and reconciliation as well as building and sustaining positive partnerships with parents.
The school aims to provide a social context in which students are supported while being taught how to accept responsibility for their own behaviour. The school is committed to working together with staff and students to create a learning community which is:

- safe;
- inclusive;
- conducive to learning and
- free from harassment and bullying.

Good Shepherd Lutheran School uses the principles of Restorative Justice when dealing with behaviour issues. We aim to deal with problems that arise in a fair and just way to restore relationships.

Definitions:

- **Restorative Justice** is a process of ‘fixing problems’ whereby those involved in a conflict are also involved in the solution, there is a strong emphasis on ‘fairness’.
- A **Restorative Conference** is a meeting with the individuals involved in an incident. It is used when dealing with more serious behaviour issues concerning relationships between students and/or property damage.
- An **Informal Chat** is held with students who are involved in less serious issues using restorative processes.
- **Staff** in this Policy refers to all adults employed by the school including LSO’s.
- **Parents** in this Policy refers to parents, caregivers or legal guardians.
- **In School Suspension** is when a student is removed from the classroom due to significant breaches to the school’s behaviour code. In school suspension can include times when the student is being counselled about the issue and times when they will be working on class work in the Principal (or delegate’s) office. Supervised breaks will be at a time different to the recess and lunch breaks of the rest of the school.

Procedures

1. All staff and students are active participants in creating a caring, safe and orderly community and learning environment. Each class develops its own ‘essential agreement’. This is a clearly defined list of agreed expectations and procedures. Consequences for not following the essential agreement are made explicit. Consideration is given to the following:

- Creating a sense of belonging and ‘connectedness.’ Class ‘identity’, positive class reward schemes.
- Collective responsibility for looking after relationships, personal property and the school environment.
- How teachers and students wish to be treated.
- What respect for one another and one’s belongings looks like.
- How relationships are to be repaired following conflict, damaging actions or behaviours.

Staff also consider basic, ‘common sense’ rules for the whole school and consequences of breaking them. For example, a consistent ‘step’ process is used in each classroom for addressing minor incidents. (Appendix 1) Common, ‘Community’ rules are in place to ensure safety and good order around the school and in the yard. (Appendix 2)
2. RESTORATIVE DISCUSSIONS are used for initially dealing with student behaviour issues. These take the form of *informal chats* and *restorative conferences*. The intended outcome is to repair relationships or make reparation for damage.

Many day to day incidents within the school can be dealt with through an *informal chat*.

*Restorative conferences* are for more serious issues or when issues cannot be resolved by those affected themselves and where relationships remain damaged.

Desired outcomes of this process include:

- those affected hear the stories, thoughts, feelings and intentions of others;
- those affected are given the chance to reflect on their behaviour, learn from their mistakes and accept responsibility for their actions;
- those affected are given the opportunity to find ways to make things right for those they have harmed and to put things right for themselves;
- repairing relationships and harm done and
- agreement about doing things better in the future.

At the conference:

- facilitators remain as impartial as possible and make sure everyone in the conference is heard;
- those affected meet face to face including those who have been harmed or hurt by the incident;
- students have questions to answer such as:
  - 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 make things right?
  - What can be done to make sure this doesn’t happen again?
- agreement is reached on what needs to be done to repair the harm and what is a reasonable consequence should the action happen again;
- these agreements are recorded (behaviour incident record) and class teachers informed and
- parents will be informed when issues are ongoing, serious or involve significant harm to relationships or property.

3. Management of Serious or Long Term Behaviour Problems

The school recognises that there may be a number of causes for unacceptable behaviour. Where particular issues relating to serious or long term behavioural issues are identified, the school;

- will put in place an individual behaviour plan suited to the needs of a particular child.;
- will, where appropriate, seek expert assistance in order to identify and manage such behavioural problems and
- will seek to work cooperatively with parents/caregivers and medical advisors (and, where appropriate, other persons) in developing and implementing such individual programmes.

Where individual programmes have been implemented the school expects and requires the assistance of the student/s and family/ies in question in implementing such a programme.
If behaviours are deemed to be inappropriate and put at risk the safety of other students or bring the school's name into disrepute, the school reserves the right to suspend or expel a student. Usually a suspension will mean either:

1. in school suspension or
2. at home suspension.

Expulsion means the termination of an enrolment. If parents or caregivers are not prepared to assist the school in providing a safe and caring environment and recognising appropriate behaviour, the Principal reserves the right to terminate any enrolment. This may also apply if parents fail to, or are unwilling, to support the school in corrective behaviour programmes.

Implementation Responsibilities

Effective development of student behaviour is a partnership between the school and the families of the students. All members of the community have important roles.

The Principal will:
1. Seek to ensure that Christian values, attitudes and behaviour are modelled and supported in a school environment where the Gospel of Jesus Christ is central.
2. Commit to developing a school culture which is safe, inclusive, conducive to learning and free from harassment and bullying.
3. Induct new members of the school community in the philosophy and expectations of the behaviour management policy.
4. Provide professional learning opportunities for staff to gain knowledge, understanding and skills in modelling and teaching social skills and responsible behaviours and effectively managing student behaviour through the principles of Restorative Practices.
5. Support staff by immediately responding to classroom and playground crisis intervention.
6. Facilitate the restoration of relationships through conferences, both formal and informal, in accordance with this policy.
7. Facilitate, where appropriate, the involvement of other agencies to support staff and families in the effective management of students.
8. Be responsible for data collation including follow up of incident reports to parents and profiling of student behaviour.
9. Consult with the School Council executive should expulsion become a considered option.
10. In consultation with staff and the School Council, review the school’s behaviour management policy ensuring it meets the requirements of other relevant policies and legal guidelines.

Teachers will:

1. Be responsible for creating and maintaining a caring, safe and orderly school community and learning environment which encourages students to achieve their personal best.
2. Recognise and promote the importance of positive relationships within the school community.
3. Facilitate the restoration of relationships through conferences, both formal and informal, in accordance with this policy.
4. Empower students to take responsibility for their own behaviour and learning.
5. Recognise that a sense of belonging and connectedness is crucial for well-being and resilience and promote this with students through the implementation of a classroom based social skills programme.
6. Actively supervise and support students whilst on yard duty.
7. Facilitate regular classroom meetings and establish an ‘essential agreement’ of expected classroom rules and procedures.
8. Teach and support the common school rules. (See Appendix One)
9. Take responsibility for informing parents of a student’s repeated inappropriate behaviour and be involved in the development of an individual behaviour management plan.
10. Record serious behavioural incidents as soon as practicable after the event on an incident form.
11. Keep records profiling students who display patterns of behaviour that affect either the rights of other students or themselves and implement effective strategies to assist students in the development of positive behaviours.
12. Recognise the importance of forgiveness.

Students will:

1. Contribute to the creation of a safe, caring and orderly community and learning environment.
2. Participate in establishing expectations, responsibilities and consequences.
3. Seek support in solving problems they are unable to solve for themselves.
4. Take responsibility and be accountable for their own behaviour.
5. Take care of the environment including the school’s, other people’s and their own property.
6. Be active in the process of restoring relationships and resolving conflicts after damaging behaviour.
7. Recognise the importance of forgiveness.

Parents/Guardians will:

1. Support Good Shepherd Lutheran School in its efforts to create a safe, caring and orderly environment that encourages students to achieve their personal best.
2. Support the school’s Behaviour Management Policy.
3. Support and assist their children, if they have been involved in restorative processes, to learn from their mistakes and work out how to prevent those mistakes from happening again.
4. Communicate any student concerns to the classroom teacher in the first instance.

BULLYING
Bullying and harassment are contrary to the Christian ethos of Good Shepherd Lutheran School, which emphasises care and respect of all members of the school (students, staff, parents and community). Bullying and harassment have immediate damaging effects on the personal wellbeing of the victim as well as on the social and educational fabric of the school. Review of the National Safe Schools Framework 2010 in collaboration with The National Safe Schools Framework Reference Group concluded that harassment, violence and bullying are less likely to occur in a caring, respectful and supportive teaching and learning community. For these reasons Good Shepherd Lutheran School takes harassment and bullying very seriously and commits itself to programs and procedures designed to minimise their occurrence and deal effectively with them when they arise.

Definition/s:

Bullying is behaviour that can be defined as ‘repeated intimidation over time of a physical, verbal or psychological nature of a less powerful person by a more powerful person or a group of persons.’

- Bullying involves one or more people exerting power or dominance over another or others.
- Bullying behaviour is deliberate, unwelcome, uninvited and usually repeated.
- Bullying involves behaviour which is physical, verbal, psychological or social.
- Bullying includes a wide range of behaviours that causes another person to feel embarrassed, offended, hurt, humiliated, insulted, ridiculed, angry or afraid.
- Bullying can have a serious long-term effect on the health and wellbeing of people.
Power discrepancies include:

- Differences in physical size and strength.
- Strength of numbers.
- Relative popularity in the peer group.
- Command of language.
- Positional authority.

Cyber-bullying is the use of information and communication technologies to support repeated and deliberate hostile behaviour intended to harm others. It is sometimes used as an extension to other forms of bullying, and can result in the target of bullying experiencing social, psychological and academic difficulties.

This form of bullying may not necessarily be repeated, but because the message can be sent to multiple users, this ensures it has a large targeted audience and its intent is to deliberately intimidate a less powerful person.

**Bullying is not:**

One off acts of

- Aggression
- Nastiness
- Conflict
- Simple social rejection
- Assertive behaviour

**Forms of Bullying**

**Physical:** hitting, kicking, punching, pushing, shoving, poking, spitting, blocking, tripping, unwanted touching, taking or damaging something that belongs to someone else, forcing others to hand over food, money or belongings, forcing someone to do something they don't want to do;

**Verbal:** name calling, swearing, teasing, bossing, threatening, making fun of someone because of their appearance, physical characteristics or cultural background, making fun of someone's actions, spreading rumours/gossip, and discriminative comments, whispering, etc.;

**Non-Verbal:** circulating inappropriate notes, drawings, making offensive gestures, laughing at victim, engaging others in similar behaviour;

**Property:** damaging or taking belongings, extortion;

**Sexual:** explicit use of language, gestures or visuals which are offensive;

**Cyber:** online forums to threaten, gossip, sexting, sending of confidential emails/comments etc.

**Expected Student Behaviour**

It is expected that all students at Good Shepherd Lutheran School adhere to the following behaviour guidelines:

- Students must show respect for others and themselves;
- Students must respect their own property and that of others;
- Students are to assist and encourage each other to perform to the best of their ability;
- Students must accept responsibility for their own behaviour;
• Students are to be aware that their behaviour occurs as a result of choices, conscious or unconscious; all behaviour has consequences, which affects future opportunities;
• Irresponsible behaviour requires a response, which protects the rights of students who want to learn; which supports the rights of teachers to teach; which offers the student involved a chance to learn how to make a more responsible choice in the future.
• If bullying behaviour is witnessed, students have the responsibility to respond according to the role of a bystander (as is taught throughout the school).

Responsibilities of:

School staff:

• Principal to ensure the implementation of the Anti-Bullying Policy and the Behaviour Management Policy and to support a consistent approach throughout the school towards all incidents of bullying.
• All staff to be responsible for creating and maintaining a caring, safe and orderly school community and learning environment which fosters positive relationships.
• School to work in partnership with community organisations and parents to extend support to students and families.
• Staff to comply with the ‘Code of Conduct for Staff at GSLS’.
• Staff to have undergone training in Valuing Safe Communities.
• Staff to be active in the implementation of a school-wide Code of Conduct, specifying what is and is not appropriate behaviour in the classroom and around the school.
• Staff to model caring behaviour and tolerance towards students, parents, staff and community members.
• Staff to provide adequate playground and classroom supervision.
• Staff to support students with the skills for social inclusion. Staff to explicitly teach social and emotional skills (eg listening, negotiation, sharing, empathic responding.) This is actively supported through well-being and resilience programmes such as ‘Bounce Back!’
• Staff to teach students about cyber safety including appropriate strategies for countering harassment, aggression, violence and bullying.
• Teaching of skills and understandings related to personal safety and protective behaviours.
• All staff to follow up on all incidents of bullying, recording details on the Incident Form and passing on the information to the Principal.
• Principal to record all incidents of bullying and action taken.
• Principal to follow up on all serious forms of bullying, including interviewing the victim and perpetrator, as well as informing their parents.
• Principal to follow through with consequences of bullying behaviour.
• Provide opportunities for student ownership and decision making (Restorative Practises).

Students:

• Contribute to the creation of a safe, caring and orderly community and learning environment.
• Take responsibility and be accountable for their own behaviour.
• Seek support in solving problems that they are unable to solve for themselves.
• To enact the role of a by-stander to assist in the prevention of bullying amongst peers.
• To practice the skills taught in the Social Skills Program – ensuring the right to keep others’ safe.
Parents/Guardians:

- To support their child by using active listening skills.
- To speak to a staff member (class teacher first) if their child is being bullied or they suspect this may be the case.
- To support their child in developing self-management skills when dealing with conflict.
- Follow school grievance procedure to inform of any ongoing or serious bullying incidents.
- Work with the school to develop social skills and resilience with their child.
- Follow school protocol when dealing with issues relating to another student.
- Responsibly supervise their child when they are on the internet or using digital devices.
- Model caring behaviour and tolerance when interacting with students, staff, parents and community members at school.

Strategies Good Shepherd Lutheran School will use to Prevent Bullying Incidents

- Talk regularly and openly about bullying behaviour.
- Intentionally teach lessons which promote self-awareness, self-esteem, networking, tolerance, social skills, positive self talk, resilience and assertiveness by using a variety of appropriate programs.
- Emphasise the role of bystanders/onlookers as a powerful anti-bullying group.
- Support all people involved in the incidents of bullying and provide an environment to promote change.
- Promote anti-bullying through lessons, parent newsletters, displays etc.

Consequences for Breaches of Standards of Behaviour

All forms of bullying will be taken seriously. Consequences of bullying behaviour will be as outlined in the Behaviour Management Policy. The principles of Restorative Practices will be used in managing bullying behaviour, enabling both the perpetrator and victim an opportunity to understand the effect of their behaviour (empathy) and be a part of the restorative process. The Principal will reserve the right to discipline in a manner seeming fit for the offense. Where repeated occurrences of bullying occur, internal/external suspension may result; in extreme cases where no remorse is shown, exclusion/expulsion may result.

Procedure for Reporting Incidents of Bullying Behaviour

- Students need to initially approach their classroom teacher to discuss any concerns they may have regarding another student so that the teacher can address it on a pastoral care level.
- Serious cases of bullying behaviour witnessed by a staff member will be referred to the Principal via an Incident Report.
- All serious claims of bullying will be directly followed up by the Principal and classroom teacher/s, contacting the parents/guardians of all involved.
- In the case of a complaint made against a staff member, a formal investigation will be conducted.
- In line with the current Child Safe Policy, incidents will be treated in accordance with policy and logical consequences will be implemented.
- All reports of bullying will be recorded and filed with the Principal for future reference.
- All reports made will be treated with confidence, respecting the needs of the complainant.

If, after following this process, parents are not satisfied with the resolution of the complaint, they may make a formal request to contact the Chairperson of Good Shepherd School Council.
**BUSES**

Students are to travel in an orderly manner to and from School. Misbehaviour on buses may result in students being denied to use such conveniences. Students are asked to let the Principal know if there are any problems occurring on the buses. If there is a change of family plans, please let the office know immediately otherwise students will be boarded onto the bus as normal.

**Bus Services**

Are provided by various bodies as follows:


2. Link SA (formerly Barossa Adelaide Passenger Services) ph 8564 3022. Service provided from Cambrai, Sedan.

3. DECS buses - ph Bus Coordinator Nuriootpa High 8563 2456  
   Service provided from Eden Valley, Sedan.  
   Application forms available at Good Shepherd school office.

Each service has its own terms and conditions.

**Good Shepherd Bus**

This bus is used for some class excursions and camps, daily pickup and drop-off service for OSHC children and connecting buses to and from Angaston Primary.

**CANTEEN**

Canteen is run by a volunteer Canteen Team through the Parents & Friends Association. Requests for help on the rosters are sent out each term. This can also be a wonderful time of fellowship and getting to know parents of the school. Two parents are usually rostered on for each Canteen day.

**LUNCHES & LUNCH ORDERS**

Lunch Orders are to be handed in no later than 9 am Tuesday morning. They are to be written clearly on the paper bags available from the school admin office and placed in the class tray by 9.00am. We recommend sending them in on Monday to ensure you do not miss out. Details of the menu and pricing are sent to all families each term and are also on the website & School App. A ‘whole term’ order form is also available with payment options of cash/ cheque/ online.

On the other days, parents will need to provide lunch for their students. It is recommended that a snack for morning recess also be provided. Lollies, chips and chocolate bars are not acceptable items and we ask that such items are not included in students recess or lunches. Students who forget their lunches will have cracker biscuits provided. Students unable to manage their lunches will be asked to take it home. Staff monitor students eating as closely as possible and will contact parents if there are any problems. Students are permitted to have a water container in the classrooms at all times.
CAR PARK
When children present:
1. Observe 10km/h speed limit in OSHC car park and watch for children in and out of cars
2. Use center pathway between car parks; follow onto fence by oval to access classrooms and OSHC, no crossing car park area.
3. Stop for students and parents crossing at speed hump
4. Kiss and drop zone in front of school – stop for students and parents
5. No parking down drive – 5km/h caution children playing – park in Shepherd’s Hub (gym) car park
6. Map of walking path is located in OSHC car park.
7. Observe 25km/h speed limit in front of school on Neldner Ave when children present.

CHAPEL & CHRISTIAN EDUCATION
Weekly Chapel Devotions are conducted on Fridays. These are led by Pastors and School Staff members, and frequently involve the students. Occasionally, a guest speaker may give the devotion. At Chapel, a free will offering is brought forward from each class and the proceeds support various charities and/or missions. Students can bring a coin to add to their classes ‘Collection Box’ on any day during the week.

COMMUNICATION - SCHOOL / HOME
SCHOOL AND CLASS NEWSLETTERS
School Newsletters are emailed fortnightly to families or sent home on Thursday’s with the eldest child in each family. It is important that these are read as they contain vital information. Your prompt co-operation in returning completed notices and consent forms will be greatly appreciated.

Class Newsletters are regularly sent home, with information more closely related to your child’s class matters.

DIARIES
Parents are asked to check the diaries each night, to be aware of homework that is to be completed and to check for any notes from the classroom teacher. Parents are also encouraged to communicate to the teacher through notes in the child’s diary for any concerns or advice re bus arrangements, days absent, appointments etc.

SCHOOL APP
The school has an App ‘Skool Bag’ which can be downloaded for free through iTunes or Google Play. Regular updates are posted to this App.

MAROON SATCHELS
These are named and are an excellent way to transport important items, diaries, notes to office, reader and reader log to and from school. Please ensure your child clears their satchel daily to ensure all items are delivered to their correct destinations. Replacement satchels are available for purchase at the administration office.
PARENT / TEACHER INTERVIEWS
Parents can make an appointment to see the teacher at a mutually agreed time after school. Parents please note that staff cannot meet during lesson time.

See ‘Assessment and Reporting’ for further details about interviews.

COMPUTER TECHNOLOGY
Good Shepherd uses a range of computer technology including PC’s and mobile learning devices throughout the school. At Good Shepherd Lutheran School we believe that when used responsibly, information and communication technologies assist us in providing a stimulating and engaging learning environment. The School has established appropriate guidelines for the acceptable use of computer technology. Please refer to the iPad Policy, Acceptable Internet Use Policy and Social Media Policy for further information.

CURRICULUM

Beliefs about learners
At Good Shepherd all learners are valued for who they are. All learners are given encouragement, support and respect. As learners learn in different ways and at different rates, our programs are designed so that students can,

- experience success
- take responsibility for their own learning
- work both independently and collaboratively
- relate to subject matter that is meaningful
- see high, explicit learning expectations are present
- feel they are authentically assessed and appropriately challenged

Learners need to learn how to learn and think. Collaborative partnerships between parents/caregivers and school, 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 life-long. 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.

International Baccalaureate
Good Shepherd offers the IB Primary Years Programme. This focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It provides an educational framework based upon what is currently known about how young students learn. It draws on best research and practice from a range of national systems with the wealth of knowledge and experience in international schools to create a transdisciplinary curriculum which is relevant, challenging and engaging for learners of the 5-12 age range.

Open Hearts – Inquiring Minds
The IB Mission Statement confirms what we believe at Good Shepherd Lutheran School, Angaston:

‘The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.’

What is the Primary Years Programme?
It is an international, transdisciplinary programme designed to foster the development of the whole child, not just in the classroom but also through other means of learning. The PYP focuses on the total growth of the developing child, touching hearts as well as minds. It encompasses social, physical, emotional and cultural needs in addition to academic welfare.

The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational framework for all children.

IB learners strive to be:

Inquirers
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable
They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers
They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems and make reasoned, ethical decisions.

Communicators
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded
They understand and appreciate their own cultures and personal histories, and are open to perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from experience.

Caring
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

CONCEPT DRIVEN - INQUIRY BASED CURRICULUM

What do we want students to understand?

Eight fundamental concepts, expressed as key questions, propel the process of inquiry and help to encourage a transdisciplinary perspective. These concepts drive the research units called Units of Inquiry, which teachers and students design and which lies at the heart of the curriculum model. The concepts are the following:

- **Form:** What is it like?
- **Function:** How does it work?
- **Causation:** Why is it like it is?
- **Change:** How is it changing?
- **Connection:** How is it connected to other things?
- **Perspective:** What are the points of view?
- **Responsibility:** What is our responsibility?
- **Reflection:** How do we know?

SKILLS:
What do we want students to be able to do?

The five sets of transdisciplinary skills acquired in the process of structured inquiry are:

- **Thinking**
- **Communication**
- **Social**
- **Research**
- **Self-management skills**.
ATTITUDES:
What do we want students to feel, value and demonstrate?

The programme promotes and fosters a set of attitudes that include:

- Tolerance
- Respect
- Integrity
- Independence
- Enthusiasm
- Empathy
- Curiosity
- Creativity
- Cooperation
- Confidence
- Commitment
- Appreciation

ACTION:
How do we want students to act?

Students are encouraged to reflect, to make informed choices and to take action that will help their peers, school staff and the wider community.

KNOWLEDGE:
The Primary Years Programme identifies a body of significant knowledge for all students in all cultures, in six principal subject areas, language, social studies, mathematics, science and technology, the arts and personal, social and physical education. An authorized PYP school is expected to provide for the teaching of an additional language other than the school’s language of instruction in order to support the international perspective of the curriculum. The additional language offered at Good Shepherd Lutheran School is German. Christian Education at Good Shepherd Lutheran Primary School is an additional subject area included in our school curriculum.

DUTY OF CARE
Good Shepherd Lutheran School staff is required to take reasonable care to ensure the safety of students and protect them from predictable, obvious dangers.

Parents can assist by ensuring that the school is informed about their child’s medical history (refer Medical Information) and any conditions that make him/her more vulnerable in particular circumstances.

Medical and consent forms for excursions and camps must be returned before students will be allowed to participate.

Parents are asked to ensure that their children are never at school unsupervised. Teacher supervision begins at 8.30 and ends at 3.30. When collecting children parents are asked to meet them on the grounds.

Students collected during the day (e.g for appointments or due to illness) must be signed out at the Front Office.

Supervision of students before 8.30 and after 3.30 is a parental responsibility. When special school events are held out of school hours, student supervision is a parental responsibility unless otherwise stated.
ENROLMENTS
The Principal cordially invites you for a personalised tour of the school and its facilities and is only too happy to discuss all your educational needs.

Upon request Good Shepherd will forward the school's Prospectus to you. In it you will find our fee structure, various policies and enrolment application form. Please make your request by contacting the School Office on (08) 85642396 or email us at gsls@goodshepherd.sa.edu.au.

Enrolment Process
The following 'Enrolment Criteria and Procedure' overview is adopted by Good Shepherd.

Criteria
The following criteria shall essentially be observed when offering an enrolment at Good Shepherd:

- Siblings of current and past families and children of old scholars previously enrolled at school.
- Members of the Lutheran Church.
- Applications with special circumstances as deemed by the Principal.
- All other families based on date of application.

Reception Intake
Good Shepherd has an intake period subject to the following criterion.

The first reception intake is at Term 1. This requires the child to turn 5 years of age before May 1st.

The second reception intake is at Term 3. This is for children who turn 5 years of age after 1st May and before 31st July. All other children who turn 5 after 31st July will start the following year.

This second reception intake is subject to available spaces. The child will continue in reception the following year (6 terms). If a space is unavailable the child is guaranteed to start reception in Term 1 the following year. Confirmation of an available space will be given in May so that parents can enrol appropriately for their child's 'kindy' year prior to commencing at Good Shepherd.

Procedure
1. Lodgement of the 'Enrolment Application'. The application form puts you on the class list, however does not guarantee a placement subject to an interview and criterion selection.

2. Prior to commencement of the next school year an interview between the child's parent/s, child and the school Principal will occur.

3. Principal offers enrolment placements prior to the next school year, based on the 'Criteria' stated above, with a 'Confirmation of Enrolment' form.

4. The child's parents complete a 'Confirmation of Enrolment' form, and forward it to the school with Confirmation Fee being $100. At the time this payment is made, the placement is secured and guaranteed by the school. The fee will be deducted from the account on the child's commencement at Good Shepherd. This fee is non refundable except under extreme circumstances as deemed by School Council.

5. Parents will be notified by letter of orientation visits prior to commencing school, and given details in regard to uniform and stationary purchases.
FEES
A schedule of current school fees is available from the School Office.

Payment of fees may be made by cash, cheque, EFTPOS, internet banking or direct debit and are payable by the date advised. A discount is available if fees are paid in advance for the year.

Good Shepherd Lutheran School endeavours to provide a quality, Christian education to all children regardless of their financial circumstances. Fee assistance is available upon application to the Principal/Finance Officer. All matters are treated with sensitivity and confidentiality.

When a student is withdrawn from the School, parents are required to give the Principal a term’s notice, in writing, before the withdrawal date, otherwise parents will be liable for an additional term’s fees.

Circumstances involving the continued non-payment of fees and disregard of notices will be placed in the hands of a debt collection agency.

Good Shepherd Lutheran School Council reserves the right to terminate the enrolment of a student whose fees are in arrears.

The School also reserves the right to charge late payment fees on an overdue account.

FIRE AND EVACUATION DRILL
Fire safety requirements and OHSW regulations require schools to carry out fire and evacuation drills on a regular basis.

It is our policy to have one fire drill or ‘lock down’ per term. Visitors on site on the day are expected to participate in the drill. See evacuation map on page 7.

GOODIES
Good Shepherd offers a special pastoral care programme to support our students. It is called the Good Shepherd ‘Goodies’. Put simply, we have a group of wonderful people (Goodies) who are able to commit some time every week to meet with a child and develop a positive, affirming relationship to support that child socially and emotionally through the sometimes tricky business of being a kid. Each Goodie has undergone a Police Check and Valuing Safe Communities training. Goodies is about:

- Having a fun time together each week
- Having a ‘special person’ to look forward to
- Enjoying new experiences
- Making childhood happier

You are encouraged to speak with the Goodies Coordinators or Principal if you believe you can help out as a Goodie.

GRIEVANCE PROCEDURE
1. The preferable first action is to make an appointment to talk to the relevant person, which in most instances for parents the class teacher or Principal, for staff the Consultative Committee rep or Principal. Let that person know what subject you wish to discuss, as this will facilitate the process. This procedure makes the most productive use of the time available – as the person is free to give you their full attention.

2. If you consider that the issue you have raised is still unresolved, it is important that you state this to the person at the conclusion of the meeting.
3. If the issues are not resolved, make an appointment with the Principal. Inform the Principal what subject you wish to discuss, as this will facilitate the process. Meet with the Principal or the delegated authority. Results of this meeting may include the following:
   • the situation is monitored
   • further discussions with the people involved (eg. teacher, parent)
   • outside support for the parent or staff member may be sought.

4. If you are still dissatisfied with the outcome of the meeting, phone or write to the Principal again to air your concerns. If the school does not receive further information, it is reasonable for the issue to be considered resolved.

5. If after steps 1 – 4 you are still dissatisfied, inform the Chairperson of School Council in writing who will try to resolve the situation further. The expectation of the Chairperson of School Council will be that the above steps have been followed.

6. If the grievance is with the Principal, parents need to follow 1, 4 and finally step 5.

**HOMEWORK**

Class teachers outline homework routines during Parent Information Night at the start of each year. In the main, the following guidelines are used:

**LEVEL:**

**Foundation:** At teacher’s discretion, regular oral reading/spelling.

**Year 1:** 15 mins maximum, set oral reading/spelling.

**Year 2/3:** 15-20 mins maximum, oral reading, tables & spelling.

**Year 4/5:** 20-30 mins maximum, oral reading, tables and spelling.

**Year 6/7:** 30 minutes maximum.

Teachers and parents may need to communicate in this area to alleviate misunderstanding. *Reading should be part of HOME STUDY each night.* There should be minimal Home Study on weekends. A Homework Club is offered at Good Shepherd 3.30 to 4.00 Tuesday and Thursday.

**HOT WEATHER**

When the temperature is 36 degrees or greater the students will remain indoors under supervision. Outdoor student activities and those which require exertion will be limited, cancelled or rescheduled depending upon the conditions.
LEARNING SUPPORT / ENRICHMENT

The Learning Support programme aims to support the work of class teachers and parents to achieve positive learning outcomes for all students.

Priority is given to intervention programmes of a preventative or remedial nature for children in the early years. This includes the literacy programme: LIFT for students ‘at risk’ in year one, the Rainbow Reading Programme, Reading Doctor Programme and small group classroom support. Students with special needs are identified and the Learning Support Coordinator works in partnership with classroom teachers to plan strategies which can best cater for these students in all aspects of the classroom programme. In some cases an NEP (Negotiated Educational Plan) may be written and implemented for students with special learning needs.

Good Shepherd is fortunate to be working within the International Baccalaureate Primary Years program and as such is well able to support the enrichment of academically able students within the classroom setting through the Units of Inquiry. In addition there are many school wide enrichment opportunities, i.e University of NSW Competitions, Sing Club, God’s Little Helpers, clubs and Goodies.

LIBRARY RESOURCE CENTRE

- Students are not to be in the library without teacher/librarian supervision.
- Reference books may be taken to the classroom, with permission from the librarian, and returned by the end of that lesson/day.

<table>
<thead>
<tr>
<th>Borrowing of books:</th>
<th>Foundation to Year 3</th>
<th>2 books per week.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Or</td>
<td>1 video &amp; 1 book/week</td>
</tr>
<tr>
<td></td>
<td>Years 4 to 7</td>
<td>4 books per fortnight.</td>
</tr>
</tbody>
</table>

Books for project work are extra, to be discussed with Librarian.
- All books are to be returned by the due date. If books are not finished they may be re-borrowed. Overdue Notices are sent home when books are not returned on time (after speaking to the student). A fee is payable for lost books or a book of similar standard can be donated to the school library.
- All students are expected to have a cloth library bag or their maroon book bag. No bag, no borrowing!
- Bookmarks are to be used – no marking or folding pages over.
- Hands are to be clean when handling books.
- All books taken from the shelf (except Reference Books) are to be put in the Return Box or return trolley, unless browsing cards have been used.

Bulk loans for topic research/author studies, etc. are to be arranged with the Librarian with due notice given.
- Borrowing of books by parents for pre-school children and themselves is encouraged.

If books are accidentally damaged in any way, please return them to the library IMMEDIATELY. With prompt attention they can often be repaired to good order. Please DO NOT try to repair books at home as the materials used are specialised products.
MEDICAL INFORMATION

All Good Shepherd Lutheran School parents are responsible for providing the school with accurate, up to date information about their child’s needs.

Medical information forms are issued annually to be completed by parents and returned to the school as soon as possible.

If any information changes throughout the year parents must notify the school. It is essential that the school holds current information at all times.

Separate medical forms accompany each excursion consent form.

FIRST AID

If a student requires first aid for an injury, this will be administered by a first aid officer. A note will be sent home to let parents know about the injury and treatment given.

STUDENT MEDICATION

Parents whose child needs medication administered throughout the day need to deliver the medication to the school office at the beginning of the day. The medication must be presented with a Medication Authority Form signed by a doctor or licenced prescribing officer. The medication must be presented in its original pharmaceutical packaging indicating the child’s name and dosage.

A note also needs to be given to the class teacher indicating the time at which the child is to be sent to the Front Office for the medication to be administered.

ANAPHYLAXIS (food allergies)

The staff have been trained by a St John’s trainee in the management of anaphylaxis. Parents of children with anaphylaxis need to provide the school with their child’s action plan signed by the doctor. Staff are familiarised with children who are at risk with action plans displayed in the canteen and staffroom and are retrained each year to update their knowledge. The school is to be supplied with appropriate medication / Epi-pen which are kept in the first aid room in the Administration Office.

Teachers monitor lunch & recess eating times to ensure students do not share their lunch or recess with others.

HEAD LICE

Parents will be notified immediately if an outbreak of head lice occurs in the school. Please check your child’s hair and treat with approved shampoos if lice / eggs are detected.

With parents permission (given on the commencement of schooling) students will be checked by the school office staff before returning to class to ensure no eggs or lice are present. If live lice are found the office staff will contact the parent/s to ask them to collect them for treatment.

Students need to remain at home until all signs of lice / eggs are gone. Please contact the school if your child has head lice so we can notify families to also check. Names will not be identified.
INFECTIOUS DISEASES
Exclusion from Child Care, Preschool & Schools of the more common conditions:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>See Varicella-Zoster</td>
</tr>
<tr>
<td>Conjunctivitus</td>
<td>Exclude until discharge from eyes has stopped (unless doctor has diagnosed non-infectious conjunctivitus)</td>
</tr>
<tr>
<td>Diarrhoea (No organism identified)</td>
<td>Exclude until no diarrhoea for 24 hours</td>
</tr>
<tr>
<td>Food poisoning</td>
<td>Exclude until well – no vomiting or diarrhoea for 24 hours</td>
</tr>
<tr>
<td>Glandular fever</td>
<td>Exclusion is NOT necessary</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Exclude until all blisters are dry</td>
</tr>
<tr>
<td>Head Lice</td>
<td>Exclude until appropriate treatment has commenced</td>
</tr>
<tr>
<td>Herpes simplex (cold sores, fever blisters)</td>
<td>Young children and others unable to comply with good hygiene practices should be excluded while lesion is weeping. Lesions should be covered by a dressing where possible.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>*See School sores</td>
</tr>
<tr>
<td>Influenza</td>
<td>Exclude until person has received appropriate antibiotic treatment for at least 4 days.</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least 4 days after the onset of the rash.</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Exclude until the day after appropriate treatment has commenced.</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least 4 days after the onset of the rash.</td>
</tr>
<tr>
<td>School sores</td>
<td>Exclude until appropriate treatment has commenced. Any sores on exposed surfaces should be completely covered with a dressing.</td>
</tr>
<tr>
<td>Shingles</td>
<td>See Varicella-Zoster</td>
</tr>
<tr>
<td>Varicella-Zoster (Chicken Pox &amp; Shingles)</td>
<td>Exclude until all blisters have dried (usually 5 days).</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>Exclude until 5 days after starting antibiotic treatment, or for 21 days from the onset of coughing.</td>
</tr>
</tbody>
</table>

MOBILE PHONES / ELECTRONIC GADGETS
Mobile phones, iPods, Nintendo DS or any type of electronic gadget are not permitted to be in the possession of students at school. Such items are to be given to the Front Office upon arrival at school and can be collected at the end of the day. The school accepts no responsibility for the security of mobile phones or electronic gadgets.

MUSIC TUITION
Individual music lessons are available to all children. These lessons are held in school time but are a private arrangement between parents and the music tutor. Details may be obtained from the front office.

OUT OF SCHOOL HOURS CARE
Good Shepherd Lutheran School offers Out Of School Hours Care in partnership with Camp Australia. Before School Care is provided on campus from 6.45 a.m. After School Care is provided until 6.20. A Vacation Care Programme is also offered.
PARENTS & FRIENDS GROUP
In keeping with the Christ centred nature of the school, the aims of the P&F is;

- To stimulate active interest in the life of the school
- To foster and promote fellowship, cooperation and communication amongst parents, friends, staff and School Council
- To initiate and organise fundraising events for the benefit of the whole school.

The P&F is responsible to the School Council. Issues relating to Capital Development and Improvements and school policy, affirmed at P&F meetings require ratification by School Council.

Membership is open to all parents and friends who are interested in the welfare of the school. Such membership grants rights to vote and hold office in the P&F.

All the meetings for the year are found on the schools web site.

PASTORAL CARE
At Good Shepherd Lutheran School, relationship is central to all that we do. As a school community it is our genuine desire to fully share Jesus' love and care for each child meeting their needs and those of their family. If you are in need of any kind of support, or know of anyone in need of care in our community, please contact your class teacher, School Chaplain, Parish Pastor or the Principal.

There are many occasions as a caring school community when we provide extra support for each other. This may be through assisting with meals, transport, prayer or in other ways.

If you are able to help out in any of the above ways you are encouraged to contact the Principal or School Chaplain. All information is confidential.

PRAYER SUPPORT
Each morning staff have a devotion/prayer time.

In the newsletter we also include a Prayer List. Please let us know if you, or someone you know, would like to be included. When relaying information about others please always check that they are happy for you to do so.

POLICIES
Details on school policies are available either from the school website or upon request from the school office.

SAPSASA
Our school is an active member of SAPSASA (South Australian Primary Schools Amateur Sports Association). Each year our students compete to win places in Barossa SAPSASA teams to play in carnivals against teams from Adelaide. In recent years we have had a number of our students make these teams.
SCHOOL COUNCIL
This Governing Body is made up of parents who are elected at the Annual Election Meeting AEM each year.

The School Council role and responsibility involves;
- Relationship to the church (trustee) including constitution
- Strategic orientation
- Appointment of a Principal
- Monitoring/accountability
- Principles of good school governance
- Member and council code of conduct
- Delegation – refer constitution
- Financial and fiscal
- Contributions to Sub-Committees
- Establishment of mission and policy development.

SCHOOL DAY

- Prior 8:30 - As part of our ‘duty of care’, all students arriving at Good Shepherd before this time are required to be enrolled and attend Before School Care at the OSHC House. Contact the Director on 0450 263 410 or view details about OSHC on our web page.
- 8:20 Staff devotion and daily briefing
- 8:30 Teacher on duty in yard, office and phone lines open
- 8:40 Classrooms open for students and parents to meet teachers
- 8:55 Bell goes, lessons commence
- 10:50 Recess, eaten in classroom
- 11:00 Recess play, teacher on duty
- 11:20 Bell goes, lessons recommence
- 12:50 Lunch, eaten in classroom
- 1:00 Lunch play, teacher on duty
- 1:40 Bell goes, lessons recommence
- 3:30 Home time, teacher on yard duty
- 4:00 As part of our ‘duty of care’, all remaining students will be sent to ‘After School Care’ at OSHC House.

SCHOOL LEADERS

SCHOOL CAPTAINS
Two School Captains are elected from the year 7 class each year. The applicants prepare a speech which they deliver to their peers. They are elected by a combined vote of their peers and school staff.

The role of School Captain ranges from representing the student body at Assemblies, major functions such as opening of new facilities, special services such as Remembrance Day to being student role models in and out of the classroom/playground.

HOUSE CAPTAINS
Two House Captains are elected from the year 7 class each year. The applicants are elected by their peers in their House.

The role of House Captains is to be positive role models to their peers, encourage House members in their activities, lead students on Sports Days and all House functions and to be a spokesperson for their House.

Open Hearts – Inquiring Minds
S.R.C. STUDENT REPRESENTATIVE COUNCIL
Each class elects 2 representatives for this council for which a meeting is held fortnightly. Students have Class Meetings to discuss issues relating to their school. Staff encourages students to be actively involved in their school and its daily functioning. SRC members plan such events as charitable fund raising days, ideas for new activities and generally act as exemplary role models for their peers.

SECONDARY EDUCATION LUTHERAN
Good Shepherd is a member school of BARLE (Barossa and Regional Lutheran Education) resulting in a close and vital partnership with Faith Lutheran College (a secondary Lutheran School in Tanunda). Students who complete their primary schooling at Good Shepherd have preferred enrollment status at Faith Lutheran College.

SPECIALIST TEACHERS
The Arts is a specialist subject area at Good Shepherd. Students have opportunities to develop skills in music, the visual and dramatic arts.

German is offered as part of our LOTE program. This is integrated with classroom Units of Inquiry.

Physical Education and Daily Fitness is also a vital part of the school curriculum. Students may compete in local sports carnivals and many SAPSASA events. Physical Education is a specialist subject area at Good Shepherd.

SPORT
Sport at Good Shepherd takes a variety of forms including daily fitness and sports lessons that teach a range of skills from Foundation to Year 7.

SPORTS DAY
Sports Day is an annual event designed to involve all the students in as many events as possible. There are three House teams at GSLS:
- George: Green
- Angas: Red
- Fife: Yellow

Parents, relatives and friends are very welcome to attend as both helpers and spectators. Good Shepherd also participates with local Lutheran Schools in the annual Faith Challenge.

SWIMMING LESSONS
These are a compulsory component of the Physical Education curriculum and take place in Term 4, usually in week 6. Lessons take place at The Rex Aquatic Centre, Tanunda for one week. Year 6/7 students attend an aquatics camp every second year.
UNIFORM
Good Shepherd Lutheran Primary School has a school uniform and a sports uniform and each student is expected to have all of the required items of both these uniforms as listed on the following pages.

In accepting enrolment families are stating their intention to comply with the uniform requirements. Regular monitoring will take place in the classrooms with teachers issuing Infringement Notices to those students who do not comply with the Uniform Policy. This notice is to be signed by parents and returned to the School. A student who has incurred three Uniform Infringement Notices will be required to miss a recess period.

Students are to wear normal school uniform to and from school each day. Teachers will advise parents and students when they are required to wear sports uniform (usually 1 or 2 days per week).

We expect students to wear the correct uniform whenever they are under the care of the school and to maintain a neat and tidy appearance at such times. If students spend time somewhere (i.e. shopping etc.) before going home, and stay in their uniform, they are expected to wear the complete uniform neatly until they reach home.

Any student who has come to school on a particular day without some item of the uniform, should have a note signed by a parent, explaining the reason. In such cases it is the parent’s responsibility to rectify the problem as soon as possible. In a very small number of cases, there may be a medical reason for children not being able to comply with the requirements set down in the uniform policy. In such cases, the permission of the Principal shall be obtained for an exemption from wearing a particular item prior to parents taking alternative action.

During the cooler weather jacket/coats may be worn to and from school and at recess and lunch times when students are outside. We request that where possible these coats are predominantly navy. Because we have adequate heating in classrooms, these items are not to be worn while students are inside the school buildings.

SCHOOL BAG
School bags with the school logo are an optional item available from our school Uniform Shop.

JEWELLERY & COSMETICS
No cosmetics are to be worn to school (This includes nail polish)
In regard to jewellery, students may wear: -
- a watch of reasonable size and appearance
- a light chain with a small cross, around their neck
- a maximum of one (1) silver or gold stud or sleeper (small) in the lower lobe of each ear.

Please note that chains with any emblems or items other than a cross, are not permitted, nor are any rings, bangles or bracelets or adornments of different material.

HAIR
In general hairstyles for both boys and girls should be neat, clean & tidy and not extreme or designed to draw attention to the student. The following guidelines have been determined to implement this:
Students with hair shoulder length or longer are expected to always have it all tied back (just with a headband is not acceptable). No hair may fall in front of face when student is working.

No student should have hair hanging over their eyes or their face at any time. Short hair (or above shoulder length) is to be tied or clipped back off the face with plain colour clips which blend with the hair, or with bands or ribbons in the school colours (i.e. navy, white or maroon bands or ribbons)

For a short all-over cut the minimum acceptable length is that of a number two (2) cut. Hair colour is not to be changed so that it is noticeably different to the natural colour.
All hair accessories are to be navy or white.
HATS
Hats are navy wide brimmed or legionnaires with logo.

SHOES/SANDALS
Black leather lace-up school shoes with black laces are to be worn by boys and girls all year. The shoes must be of a plain style that can be polished with shoe polish, hence suede is not acceptable. Black leather sneakers that can be polished are also acceptable.

Girls
Black leather lace-up school shoes with black laces (as above) OR Plain style, black leather T-Bar shoes sold as a school shoe. These must also be leather that can be polished (as above). These are not to be a fashion shoe (not patent leather). Pull on boots are not acceptable.

Summer Term Option (not to be worn when official uniform is required)
Brown/Blue sandal (recommended styles - Roman sandal or “Pursuit” Gro-shu)
Socks are not to be worn with sandals.

Boys
Black leather lace-up shoes with black laces (as above) OR Pull on boots are acceptable.

Summer Term Option (not to be worn when official uniform is required)
Brown/Blue sandal (recommended styles - Roman sandal or “Pursuit” Gro-shu)
Socks are not to be worn with sandals.

Please note: If you are unsure of suitable styles please ask at the Uniform Shop or check with your child’s teacher.

SUMMER UNIFORM: GIRLS OFFICIAL SUMMER UNIFORM
Girls summer dresses are available from the Uniform Shop. We encourage girls to wear navy or black sports briefs or bike shorts under their uniform.
‘V’ neck maroon jumper with school logo embroidered on it (must be worn for official school functions)
Black leather shoes (see section on shoes)
White socks
School Hat - Navy with white school logo printed on it (a choice of a Legionnaire or slouch style) to be purchased from Uniform Shop.

Optional Items
Brown/Blue sandals (see section on shoes/sandals)

BOYS OFFICIAL SUMMER UNIFORM
Boy’s navy shorts (gabardine - polyester/viscose) Styles as per Uniform Shop
Boy’s short sleeve shirt - available from Uniform Shop.
Navy socks - short - available from Uniform Shop
‘V’ neck maroon jumper with school logo embroidered on it (must be worn for official school functions) To be purchased from Uniform Shop.
Black leather shoes (see section on shoes) or boots
School Hat - Navy with white school logo printed on it (a choice of a Legionnaire or slouch style) to be purchased from Uniform Shop.

Optional Items
Brown/Blue sandals (see section on shoes/sandals)
Long navy trousers may be worn on cooler days
WINTER UNIFORM: GIRLS OFFICIAL WINTER UNIFORM
Pleated maroon and blue check, blue LS shirt, Maroon V neck jumper with logo, Navy tights or navy knee high socks.
(All of the above items to be purchased from Uniform Shop) We encourage girls to wear navy/black briefs under their pinafores/skirts.
Long sleeve shirt to be purchased from Uniform Shop.
Navy tights - for all official school functions (with pinafores & skirts)
Black leather shoes (see section on Shoes/Sandals)
‘V’ neck maroon jumper with school logo embroidered on it (must be worn for official school functions) to be purchased from Uniform Shop

Optional Items
Sky blue crew neck, long sleeve top may be worn under long sleeve shirt for extra warmth.

BOYS OFFICIAL WINTER UNIFORM
Long blue trousers. Styles as per Uniform Shop.
Long sleeve shirt to be purchased from Uniform Shop.
Navy socks - available from Uniform Shop
‘V’ neck maroon jumper with school logo embroidered on it. To be purchased from Uniform Shop.
Black leather shoes (see section on shoes)

Optional Items
Sky blue crew neck, long sleeve top may be worn under long sleeve shirt for extra warmth.
Navy shorts may be worn on warmer days.

TIMES WHEN UNIFORM MAY BE WORN
Term 1 - Summer Uniform only
Term 2 - Winter Uniform only
Term 3 - Winter Uniform only
Term 4 - Summer Uniform only
❖ When the temperature is below 24 degrees Winter Uniform may be worn.

OFFICIAL SPORTS UNIFORM FOR BOTH BOYS AND GIRLS
Maroon Polo shirt with white collar, navy and white stripes on sleeves with logo
Navy Rugby shorts. To be purchased from Uniform Shop. White socks.
Sneakers (predominantly white/plain)
School Hat - Navy with white school logo printed on it (a choice of a Legionnaire or slouch style). To be purchased from Uniform Shop.
Navy fleece windcheater with maroon zip and collar and logo. Navy fleece track pants with zip pocket and ankle zips.

YEAR 7 WINDCHEATER
As a privilege of leadership in the School, each year our year 7 class is permitted to design a printed windcheater which can be worn as an alternative to the sports jumper and school jumper (except for formal school events). This item is ordered during term 1 and the cost is borne by parents.

UNIFORM SHOP
Contact: The Uniform Manager is Helen Schild with Kathryn Marschall & Tracey Noack as assistants. Please contact the school on 8564 2396 for if you have any queries.
Opening Times
Term 1 -4: Mondays 3.15 – 3.45pm & Fridays 8.45 – 9.15am or by appointment.
Please contact the Uniform Manager to make an appointment outside the above times
VOLUNTEERS
To help keep fees to a minimum, parents who enrol their children at Good Shepherd are encouraged to support Parents & Friends Association fundraising & canteen functions and also assist in any help as requested from time to time with the occasional working bees. Classroom teachers are always happy for parents’ assistance in the classroom. Volunteers helping at school are asked to sign in at the front desk if attending during school hours.

POLICE CHECKS
Police checks are required by the School for all volunteers. To apply for a police check please access the website: www.sapolic.sa.gov.au and follow the prompts. Once you have completed the form online please print a copy and bring it to the School Office to be signed. This completed form is then required to be taken by you to the police station with the necessary identification. Once you receive your certificate this must be sighted and photocopied for record by School Administrative staff before you will be permitted to assist at School.

VALUING SAFE COMMUNITIES
All volunteers within Lutheran Schools must undergo Valuing Safe Communities training in order to participate in voluntary activities within the school. This includes all camps and excursions. This training is offered in term one.