



PRIMARY

PARENT HANDBOOK

LAST UPDATED: 3 August 2017

Growing in faith and knowledge

CONTENTS

ABOUT GLASSHOUSE CHRISTIAN COLLEGE	4
COLLEGE DETAILS.....	4
KEY STAFF AT THE COLLEGE.....	4
VALUES.....	4
PARENT/CAREGIVER RESPONSIBILITIES.....	5
COLLEGE HOURS.....	5
GCC BELIEFS AND EXPECTATIONS	6
OUR MISSION STATEMENT.....	6
OUR MOTTO.....	6
OUR STATEMENT OF FAITH.....	6
CHRISTIAN ETHOS.....	6
OUR FAITH.....	7
OUR STAFF.....	7
OUR CURRICULUM.....	8
OUR PARENTS.....	8
OUR CHILDREN.....	9
OUR SOCIETY.....	9
OUR SCHOOL COMMUNITY.....	10
GCC COLLEGE LIFE.....	10
STUDENT ATTENDANCE POLICY.....	10
Lateness.....	10
Leaving School During School Hours.....	10
Camps and Excursions.....	11
ASSEMBLY AND CHAPEL.....	11
LUNCH.....	11
Nut Free Policy.....	11
Tuckshop.....	11
UNIFORMS.....	11
BEFORE AND AFTER SCHOOL SET DOWN AND PICK UP PROCEDURES.....	12
Prep to Year 2.....	12
Years 3 to 6.....	12
Buses.....	12
Kiss and Go Zone.....	13
Parking.....	13
Use of the Prep to Year 2 Playground Out of Hours.....	13
Outside School Hours Care.....	14
LOST PROPERTY.....	14
COMMUNICATION WITH THE COLLEGE.....	14
Newsletter – the Eaglet.....	14
College Website.....	14
GCC Facebook Page.....	14
Email.....	14
STUDENT LEADERSHIP.....	15
Primary Captains.....	15
House Captains.....	15
Performing Arts Captains.....	15
Student Representative Council (SRC).....	15
Year 6 Leadership.....	15
MEDICATION PROCEDURES.....	16
Procedure for “One Off” Medication to be administered to a student.....	16
Procedure for “On Going” Medication to be administered to a student.....	16
Infectious Diseases.....	16

Head Lice	18
Sick Bay	18
USAGE OF TECHNOLOGY	18
Mobile Phones.....	18
Banned Items.....	19
PASTORS.....	19
CHILD PROTECTION POLICY	19
GCC Child Protection Officers	19
GCC BEHAVIOUR MANAGEMENT	20
ANTI-BULLYING POLICY	20
Purpose.....	20
Scope.....	20
Definition.....	20
What Bullying is Not.....	20
Policy	21
Responsibility	21
Procedures.....	21
Students.....	21
Follow up Procedures to Bullying.....	22
School and Staff Responsibilities	23
Student Responsibilities.....	23
Parent/Caregiver Responsibilities	23
BEHAVIOUR MANAGEMENT FRAMEWORK	24
Purpose.....	24
Principles	24
Rights and Responsibilities of the Students	24
Rights and Responsibilities of the Parent/Caregiver Body	25
Rights and Responsibilities of Teaching Staff.....	26
STUDENT CODE OF CONDUCT	27
MANAGING DISRUPTIVE AND UNSAFE BEHAVIOURS (Responsible Thinking Process)	27
The RTP Questions	27
Next Steps	28
The Plan.....	28
Re-Entry.....	28
Patterns.....	28
MANAGING NON-DISRUPTIVE BUT UNACCEPTABLE BEHAVIOUR.....	29
ENCOURAGING POSITIVE BEHAVIOUR.....	29
GCC LEARNING	29
LEARNING ENHANCEMENT CENTRE.....	29
INSTRUMENTAL MUSIC PROGRAMS	30
Classroom Music Program	30
Year 3 Smart Strings.....	30
Band and Music Program.....	30
PHYSICAL EDUCATION AND SPORT PROGRAMS	30
STUDENT REPORTING/PARENT TEACHER INTERVIEWS	31
Parent/Teacher Meetings and Student Led Conferences	31
Formal Reports.....	31
HOMEWORK	31
Homework activities may be assigned:.....	31
Homework tasks include:	31
Suggested Times	31
Considerations	32

ABOUT GLASSHOUSE CHRISTIAN COLLEGE

GCC is a non-denominational, co-educational college caring for students from Prep to Year 12. It is an independent school and is associated with Independent Schools Queensland and Christian Schools Australia.

COLLEGE DETAILS

Address	58 Roberts Road, Beerwah, Qld 4519	
Phone	General enquiries	5439 0033
	Absentee line only	5536 5670
Fax	5439 0044	
Email	General Admin	admin@glasshouse.qld.edu.au
	Secondary Admin	secondary.admin@glasshouse.qld.edu.au
Website	www.glasshouse.qld.edu.au	

KEY STAFF AT THE COLLEGE

Principal	Mr Mike Curtis
Head of Primary School	Mrs Cheryl Bryers
Assistant Head of Primary	Mrs Gail Mitchell
P-2 Coordinator	Mrs Sarah Leary
Head of Middle School	Mrs Jacqualina Vreeling
Head of Senior School	Mr David Heyworth
Dean of Studies	Mr Rob Steffler
Business Manager	Mr John Dohler
Head of Learning Enrichment	Mrs Andrea McDonald

VALUES

Our Values are a reflection of our GREAT Creator:

G is for Godliness	This includes honouring and respecting God, glorifying God, honouring God's Word, desiring wisdom, obedience and respect. We desire that all students demonstrate a godly attitude characterised by concern for one another, righteousness, kindness and mercy.
R is for Respect	This includes respect of parents, those in authority, peers and self and property. It requires consideration, humility and obedience. We desire that all students consistently demonstrate a respectful attitude.
E is for Excellence	This includes a spirit of purity, recognising personal gifts and talents and developing them to achieve success and to serve the Lord and others. We desire that all students strive to achieve their own personal excellence. This will be reflected in assessment results, performance, participation and homework.
A is for Attitude	This includes a positive appreciation of new situations, persistence, emotional intelligence, and gratitude. We desire that all students demonstrate a positive attitude to their studies, to others and to tasks that they perform without grumbling. We expect students to consistently support College.
T is for Teachability	This includes a desire for change and growth and a willingness to adopt all aspects of life-long learning. We desire that all students demonstrate growth in all aspects of their life at school and humility in correction.

PARENT/CAREGIVER RESPONSIBILITIES

It is a parent's/caregiver's responsibility to:

- ensure your child arrives at school on time for an 8:30am start each day;
- ensure your child attends regularly and the College is informed of any absence. The practice of taking students on holidays during term is discouraged;
- ensure your child is prepared and ready to learn including being dressed in the correct uniform and having all necessary materials;
- maintain communication with the College;
- ensure the College is kept informed regarding changes to emergency contact details, family arrangements, health concerns or any other details that may affect your child's learning; and
- ensure your child is adequately supervised outside school hours.

COLLEGE HOURS

Reception

The Main Reception is open Monday to Friday, **8:00am to 4:00pm** school terms and holidays other than the two week period over Christmas and New Year.

The Secondary Reception is open Monday to Friday, **8:00am to 4:00pm** during school term time only.

School Hours

Prep-6 8:30am – 2:50pm

Bell Times

Prep to Year 6:

Session 1	8:30am – 10:50am
Break 1	10:50am – 11:30am
Session 2	11:30am – 1:30pm
Break 2	1:30pm – 1:55pm
Session 3	1:55pm – 3:00pm

Uniform Shop

The Uniform Shop provides new and second-hand uniforms. It is located in S Block.

The Uniform Shop is open at the following times during school terms:

Monday	8:00am – 9:00am and 2:45pm – 3:45pm
Tuesday	8:00am – 9:00am
Wednesday	CLOSED
Thursday	8:00am – 9:00am
Friday	8:00am – 4:00pm (closed 12pm – 12:30pm)

If you need to contact the convenor or request an appointment time please leave a message with Main Admin or email: uniforms@glasshouse.qld.edu.au

Tuckshop

The Tuckshop operates on Monday, Tuesday, Thursday and Friday only. (Closed Wednesday)

1 st Break	10:50am – 11:30am
2 nd Break	1:30pm – 1:55pm

Library

The Library is open from 8:00am to 3:15pm each day during term time for Prep to Year 6 students.

Calendar

A detailed College calendar is available on the [home page of College website](#).

GCC BELIEFS AND EXPECTATIONS

OUR MISSION STATEMENT

“To provide quality Christian education.”

OUR MOTTO

“Growing in faith and knowledge”

OUR STATEMENT OF FAITH

- The Scripture of the Old and New Testament is the infallible Word of God, our supreme and absolute standard by which our whole life is to be directed and judged and indispensable and determinative for our knowledge of God, of ourselves, and the rest of creation.
- There is one God, eternal and indivisible in whom are three persons, Father, Son and Holy Spirit— one Triune God.
- All things were created by God in and through Jesus Christ by His Word and Spirit according to His eternal purpose and for His own glory; that all things are upheld and controlled by Him and that He reveals Himself in all that He has created and made.
- Man was created in the image of God to enjoy communion with His Creator, to exercise dominion over the creation to the Glory of God and to interpret all reality in accordance with His design and law; that man sinned by disobeying the express command of God and fell from the estate in which he was created; and that by the curse justly imposed on man everyone is cut off from communion with God and is dead in sins, wholly corrupt through the whole man, and utterly indisposed, disabled and made opposite to all good and wholly inclined to all evil.
- Jesus Christ is the only begotten Son and is God incarnate, from the Virgin Mary, who in laying down His life for His sheep, paid the price of sin for them, being a substitute for all who truly believe in Him; that on the third day he rose bodily from the dead by the power of God, and is now seated at God’s right hand, possessing all power and authority; and that, at the time appointed He will come in power and glory to judge the world in righteousness, and establish new heavens and a new earth where righteousness dwells.
- The Holy Spirit, the Person of the Trinity, effectually applies the salvation secured by Christ to His people, uniting them to Him by faith; that He is the source of faith in Jesus Christ, of true knowledge, and a new sanctified life, and that at the point of faith, the believer is baptized with all the fullness of the Holy Spirit.
- Those who are effectually called by the Holy Spirit are also freely justified in God’s sight, which saving faith is a lone instrument of Justification; and yet it is not alone in the person justified, but is even accompanied with all other saving graces.

CHRISTIAN ETHOS

Glasshouse Christian College was established to provide a School environment with a Christian dimension, supporting parents in their task as prime educators.

The vision we share for our school supports and guides our approach to all aspects of our work. This is outlined specifically in several areas as follows.

OUR FAITH

WE BELIEVE	THEREFORE WE WILL
Christ is relevant to all aspects of life.	Seek distinctly Christian viewpoints and understandings to be presented in all teaching.
God deserves honour in everything we do.	Seek to ensure that all the school's activities accord with God's revealed will and bring honour to His Name.
Our identity, freedom and salvation can be found only in knowing and serving Christ.	Provide opportunities for the students and their families to discover and serve Christ.
We are created to worship our Heavenly Father.	Provide opportunities for the students to pray and worship together.
Our nature is sinful, but we are made righteous before God through the redemptive work of Jesus Christ.	Encourage and pray for a spreading faith in Christ and encourage a growing transformation of our lives by His power.
God is the leader and Lord of this school.	Seek to discover and act upon God's purposes for the school as empowered by His Holy Spirit.
The Bible is the inspired Word of God.	Determine all school matters recognising the Bible's authoritative teaching.

OUR STAFF

WE BELIEVE	THEREFORE WE EXPECT
Parents derive much support in the upbringing of their children from skilled, committed and effective teachers.	Teachers will be responsive to parental needs and will work together with them.
Teachers are learners too.	Teachers will seek to develop and refine their skills and clarify their understanding of Christian education through professional development opportunities.
The school staff need to work together in unity and cohesive purpose.	All staff will encourage and support one another in their calling and work.
The demonstration of faith, and the personal example provided by the staff is very important in fostering faith in the children.	Staff will demonstrate, model, and share their faith and their delight in learning with the students.
Effective teachers are committed and highly skilled.	Our staff will work hard and use the most effective methods in their teaching.
Relationships between staff and students ought to be built on truth, justice and love.	Our staff will show love to the students regardless of ability, personality and background; they will be honest with them and treat them with respect and justice.
Neither children nor teachers are intrinsically good or wise.	Our teachers will deliberately guide the development of the children through instruction and encouragement with a constant and humble dependence on God, aware of their own imperfections. Teachers will be open in acknowledging that sometimes they make mistakes too.

OUR CURRICULUM

WE BELIEVE	THEREFORE WE EXPECT
The gospel of Christ is the real and fundamental basis for living.	The curriculum and classroom practice will include effective regular instruction from the Scriptures and their implications today for Christian living.
When we know God, then a true knowledge of the world leads to true wisdom and a life in God's service.	The curriculum will guide students to relate their learning to broader concepts and contexts and to the outworking of God's providence.
The capacity to make good choices in life is enhanced by training, knowledge, skills and experience.	Basic skills will be a priority, and the curriculum will be designed to foster development of the complete person.
It is our responsibility to cater for individual differences, and challenge students of all abilities to achieve high personal standards.	Students to attain their individual potentials; the curriculum will be broad enough in objectives and methods to cater for individual differences.
Resources, and particularly time, constrain any curriculum.	The curriculum will offer reasonable subject variety and choice, but will also ensure time to permit depth and excellence in all offered subjects.
It is possible to identify subjects which are of greater and more widespread significance for the education of every person.	The essential areas of learning will be identified and considered compulsory (Key Learning Areas).
The school curriculum is not the only learning opportunity for students.	The curriculum will anticipate and complement other learning in the home, church and community at large.

OUR PARENTS

WE BELIEVE	THEREFORE WE EXPECT
Parents have the primary right and responsibility for the nurture and teaching of their children.	The school will work to support and extend the education carried out by parents, and will report to them regularly and in detail.
Children benefit if parents and teachers work together.	Parents and staff will encourage and support each other. Parent participation in the College will be encouraged.
The school should extend the values and priorities of God—honouring parents into daily school life.	Teachers will become aware of the values and priorities of God-honouring parents and work to support these within the school environment.

OUR CHILDREN

WE BELIEVE	THEREFORE WE EXPECT
Children are created in the image of God but, being human, have fallen from grace and are unable to achieve righteousness nor true knowledge in their own strength.	The staff will guide and encourage children in academic, moral, spiritual and physical areas so that they are enabled to develop positively and are led to acknowledge their need for God.
Children's identity, freedom and salvation can only be found in a proper relationship with God through knowing and serving Christ.	Staff will present the Gospel faithfully, support the teaching of Christian parents and pray for faith and growth in all the children.
Children learn best when they know they are valued, and the greatest sense of value emerges from a relationship with God. Self-centredness is destructive.	Confidence and self-acceptance will be nurtured in a context of trust and dependence on God. This confidence and strength will be channelled into the service of others.
Children learn best in a safe, orderly and stimulating community.	High standards of behaviour and care will be maintained and students will contribute to, and enjoy a secure and interesting social environment.
Each child is a unique creation of God.	Staff will be aware of the differences among children and will show love to them all. Different abilities will be catered for and enrolments will be from varying backgrounds.
Children learn by the example and influence of those who show them love.	Staff will build student awareness of who Christ is, and will be a positive personal model to them of the delight in learning, and serving Him.
Children learn best by a variety of teaching strategies and methods coupled to experiences which arouse their interest, creativity and joy.	The school will provide a variety of learning situations in a stimulating environment with opportunities for discovery.
Children's learning is stimulated through appropriate challenge.	There will be encouragement and opportunity for high academic, practical and creative achievement.
Obedience to legitimate authority is important and pleasing to God.	Children will obey teachers and all legitimate authorities and be trained to exercise just and loving leadership themselves.

OUR SOCIETY

WE BELIEVE	THEREFORE WE EXPECT
Our school should proclaim Christ in society.	The school will be a witness to the Lordship of Christ in its service and commitment to the needs of the wider community and through the quality of its internal life.
There are many learning and educational opportunities in society.	Some participation in community sporting, cultural and social activities so that students will benefit from a wider set of relationships, values and resources, and so that Christian students have the opportunity to test their emergent faith.
There will be opportunities for the wider community to be beneficially involved in the school's activities.	Visiting artists, teachers, leaders and guests will be invited to the school to enrich the curriculum.

OUR SCHOOL COMMUNITY

WE BELIEVE	THEREFORE WE EXPECT
All school relationships should be built on justice, love and truth.	All members of the school community will seek to work in harmony thereby honouring the Name of Christ.
Christ's leadership of His people is the model of leadership.	Leadership will be shared and all school management will be self-giving, humble, and demonstrating a sense of responsibility to God and those who are served.
God will provide the resources for our school; we are held accountable as stewards of all His gifts.	School buildings and resources will be managed, maintained, effectively used and shared without waste. Development and environmental improvement will be continuous.

GCC COLLEGE LIFE

STUDENT ATTENDANCE POLICY

It is crucial to a student's success that they attend school regularly.

- Any student who has been away from school **for a period of 14 days or more** will be considered at risk of not completing their academic year. A cautionary letter will be sent home for any student that falls into this category and an appointment may be made with their parents.
- The practice of taking students on holidays during term time is strongly discouraged; however such days will be exempt from the absence classification if the Head of Primary/Middle/Senior receives at **least two weeks notification** so that work can be prepared and taken with the student.

Parents/Caregivers must notify the College by 9:00am on the Absentee hotline 5436 5670 if their child will be absent for the day.

If attendance is not noted **before 9am**, an SMS message is sent to the mobile phone number we have in our records to alert you to the fact that your child has been marked absent.

If you receive such a message yet you believe your child should be at school, please contact the College immediately. Don't panic if you do receive this message as mistakes taking attendance can happen from time to time.

Absentee Notice SMS reads: "(Child's name) has been marked absent from school today (date) Please contact the school absentee line on **5436 5670**."

Do not reply to the message via SMS, instead contact the College.

Lateness

The school day begins at 8:30am for Primary students. Students who arrive late are required to sign in with the Main Administration and pick up a late slip. Lateness is to be avoided. It causes embarrassment for the child and disturbs a class that is already in progress. Furthermore it is instilling poor organisational habits in children. Frequent appearances in the late report will result in a letter to parents/caregivers.

Leaving School During School Hours

- Children are not permitted to leave the College grounds during the day without a parent/caregiver or parent designate accompanying them
- Students must wait at the College Administration where they will be collected by their parent/caregiver(s).

- Upon collection of the student from Main Administration, the office staff will sign out the student electronically.

Camps and Excursions

Camps are held for some year levels to enrich the students' learning experiences and relationships. They are considered a **compulsory** component of the year. The cost for camps is included in the fee structure for the year level.

Excursions also offer wonderful opportunities for learning beyond the College grounds. All students are required to attend these excursions as integral components of the teaching program.

ASSEMBLY AND CHAPEL

Assemblies are held to encourage students and to inform them of current issues and information, recognise special achievement, showcase class activities and hear from special guests etc. Regular chapel services are conducted at the College to honour God, build community and challenge individuals' personal growth in their Christian faith. College sections meet together in the Glasshouse Country Baptist Church for praise and worship.

Parents/Caregivers are very welcome to attend these events that are held in the Church. Chapel times are confirmed each year and maybe subject to change. Please liaise with your class teacher.

LUNCH

All students eat lunch under the supervision of staff on duty. At all times students must be seated with rubbish being put in the bins once the duty teacher signifies the end of eating time.

Students must not share food or throw large amounts of food away. If lunch cannot be eaten because the student is full they are to put food back in their lunch box.

Nut Free Policy

GCC is a nut free school to protect and support those who suffer from a life-threatening allergy to nuts and nut derivatives. Absolute diligence is required in this regard to protect these individuals in our midst. Please check all food brought to school, especially for hidden nut content e.g. muesli bars, Nutella, satay. Please also consider nut residue on items from home. For example, if peanut butter is consumed for breakfast, have your child wash their hands before school as even a touch can be life-threatening for students with a nut allergy. There may also be students who have undiagnosed problems. Nut allergies are common.

For this reason students must not bring any nut based products into the College.

Tuckshop

The College tuckshop operates on Mondays, Tuesdays, Thursdays and Fridays (but not Wednesdays) at both break times. Online ordering is compulsory and this can be accessed through the College website.

The Tuckshop is an important service to our College community. Our Tuckshop Convenor Cathy Boyer and her assistant Lauren Bottrill do a fantastic job but it is made all the better through the assistance of volunteers. If you feel this is an area of the College you could contribute in please email Cathy on cathy.boyer@glasshouse.qld.edu.au or contact the College.

UNIFORMS

For the most up-to-date uniform requirements please check the College website glasshouse.qld.edu.au. You will find 'Uniforms' under the 'College Life' tab.

BEFORE AND AFTER SCHOOL SET DOWN AND PICK UP PROCEDURES

Prep to Year 2

Morning Arrangements

8:00am – early bus people, Prep and any child who arrives before 8:15am will wait with their bags, sitting in the Junior Undercover Area (JUA) near Administration. A College staff member is on duty there and will remain until 8:25am when the bell goes. That same staff member will then walk the Prep students to their classroom. Another staff member is on duty to make sure the student in the playground are being supervised by their own parents/caregivers.

The Library is open at 8:00am.

The OLA (Outdoor Learning Area) Year 1 and Year 2 classrooms are not open before the 8:25am bell. Staff members are at whole school devotions, meetings or involved in daily preparations until this time.

Afternoon Arrangements

Prep – Parents/Caregivers are to collect Prep students directly from the Prep classroom at 2:50pm.

Year 1 and Year 2 - Parents/Caregivers are to collect students in the OLA at 3:00pm. Please use the seated areas on either end to wait until classes are released at the end of the day to ensure that lessons that are still in progress are not interrupted. Students may also be collect from the Kiss and Go zone within the eastern carpark.

Years 3 to 6

Staff will be on duty from 8:00am and 3:00pm – 3:30pm in the Undercover Area. **THERE IS NO SUPERVISION PROVIDED BEFORE 8:00am or after 3:30pm.** If students must arrive at the College before 8:00am they must report to the Undercover Area.

Any students who arrive routinely before 8am will be required to enrol in the Out of School Hours Care.

Students and parents/caregivers **must please use the crossings provided** to reinforce good road safety habits.

Students and parents/caregivers **must not cross between parked buses under any circumstances.** It is difficult to contemplate a more dangerous practice.

Students must exit the College via the crossing and crossing guard. After school, all students who are walking home will need to leave the College promptly.

Year 3 -6 students are dismissed from the classroom and those who need to wait after school need to wait in the Undercover Area.

Students may also be collected from the Kiss and Go zone.

Buses

Students will wait for buses outside N Block until their bus arrives. When the bus arrives they will be directed to walk to the bus zone in Roberts Road as a group. Upon arrival in the bus zone, a staff member will advise them when it is safe to board the bus.

Please note that as per Queensland Road Rules, buses have the unchallenged right of way. If you see a bus with its blinker on, you must give way to it and allow it to enter the road.

Buses include any commercial passenger vehicle including College bus, commercial buses and buses for other institutions such as day care.

Kiss and Go Zone

The Kiss and Go zone is located on the internal ring road in front of the Year 1 and 2 classrooms near the eastern carpark. It is marked with four signs and a broken white line.

- If Primary students do not have older siblings, they must go on the Kiss and Go register and then they will be allowed to leave from the Undercover Area.
- It is a drop off and pick up area. It exists to provide a faster alternative to dropping off and collecting your children in preference to having to park in the carpark and disembarking your vehicle.
- This is an area where the students are supervised by College staff but the behaviour of parents/caregivers is self-regulated.
- Every parent/caregiver has the right to use this lane, but with this right comes the responsibility of using the area correctly. The rules of the Kiss and Go zone are very simple: cars are not to be in the zone for longer than two minutes, engines must remain on and idling and finally drivers should try to leave the smallest gap possible between cars so it still enables a safe turnout but maximises the numbers of cars which can use the Kiss and Go lane.
- If you are longer than two minutes a staff member present may ask you to move on but this is not desirable. The primary role of staff in this situation is to supervise students.
- The Kiss and Go zone can only work with your support and cooperation in following these rules. If you are asked to move on please cooperate so that the lane will work as smoothly as possible.
- **NO right turn exiting the College out of the boom gate.** Please note that you not permitted to turn right when leaving the eastern carpark via the boom gate. This is a legal requirement and you can be fined by the police for crossing the solid line in the middle of the road. You will need to turn left and make a U turn at the roundabout.

Parking

- Please obey all road rules.
- Please consider our neighbours.
- GCC College values are a GREAT (Godliness, Respect, Excellence, Attitude and Teachability) reminder of how drivers should conduct themselves on and around the campus. The first two values are of particular relevance for drivers i.e. Godliness – we must reflect God’s character and treat others how we would like to be treated; R for respect – we need to respect College neighbours by not parking on their property or across their driveways.
- Speed limit of 10km per hour.
- Park only in designated car spaces.
- Give way to buses.
- Ensure the children do not attempt to get in or out of a vehicle until it has completely stopped.
- The car park behind I and H Blocks are for staff only and parents/caregivers must not park here.

Use of the Prep to Year 2 Playground Out of Hours

The Prep-2 Playground is located on the Eastern side of the campus between the Admin, Gym and Dance studio and the Prep buildings to the South. It is only for use by Prep to Year 2 students.

This facility is available for parents/caregivers to use after hours under the following conditions:

- The facility is used at the parents’/caregivers’ risk only. The College will take no responsibility for any mishaps that occur.
- Parents/Caregivers may only supervise their own children in the playground and this cannot be

delegated to other parents.

- Children must be no older than Year 2 to use the playground equipment.
- Children who are not students of the College are not permitted to play on the playground once school starts.

Outside School Hours Care

- Children making use of the OSH Care, whether it be on a regular or casual basis must firstly enrol.
- Hours of operation are 6:30am to 8:30am and 3:00pm to 6:00pm. Afternoon tea is provided.
- Vacation Care is also provided from 6:30am to 6:00pm during vacation times and pupil free days.
- For information about costs and making bookings etc. please contact College Admin.

LOST PROPERTY

All items brought to school, including clothing, shoes and equipment, **need to be named clearly**. This enables easy identification and the return of items to their rightful owner. Lost items may be collected at the end of the day or during break times from Main Administration.

In the last week of each term a table is set up near the playground to display lost property items for collection. Unclaimed clothes are given to the second hand Uniform Shop and other items (eg. Tupperware) are given to charity.

COMMUNICATION WITH THE COLLEGE

There are many ways that the College communicates with the student and parent/caregiver body:

Newsletter – the Eaglet

This is published weekly in an electronic format. The newsletter is designed to be read either online where the photos can be easily accessed. The newsletter can also be accessed directly from the College website at www.glasshouse.qld.edu.au

A link to the newsletter is emailed to every parent/caregiver and student that we have email addresses for. The newsletter is a great way to keep apprised of news and events at the College.

College Website (www.glasshouse.qld.edu.au)

The College website is kept up to date and contains a large amount of information about the College, including policy documents and handbooks such as this. The ‘online newsletter’ is also kept very current with new stories being posted daily.

There is also a smartphone optimised version of the website at www.rems.mobi/grim.php?id=10000104 This can then be downloaded on your phone and you can save a shortcut version of the website on your phone. This is an increasingly popular way to access the website.

GCC Facebook Page

<https://www.facebook.com/Glasshouse-Christian-College-264414410325987/timeline/>

The College has a Facebook page. It is an ‘Open’ page but the same security and safeguards are applied to it as are to the GCC website. Facebook is not GCC’s main form of communication but you will learn of many upcoming events and enjoy seeing lots of photos by following the GCC Facebook page.

Email

All College communications are now emailed to families. For this reason:

- please inform us if you are not receiving emails from the College on a regular (at least fortnightly) basis so the email address can be checked;
- ensure that the College emails are not going to your Spam folder. If you do not know how to do this please ask our IT department for help via the College website or phone College Administration; and
- inform us when you have changed your email address.

STUDENT LEADERSHIP

Primary students have the opportunity to lead in five different ways.

Primary Captains

Our Primary Captains undergo a series of interviews and voting processes at the end of the previous year. The successful candidates are announced at the Year 6 graduation ceremony.

House Captains

Four captains are elected from each house -

- Two Year 6 captains representing and assisting with upper primary house events.
- Two Year 3 captains representing and assisting with lower primary house events.

House Captains have the following responsibilities:

- Sports: Decorate tents at sporting events, lead house cheering, help coordinate events.
- Legacy Cup: assist and support cultural and community events.

Performing Arts Captains

- Two Performing Arts Captains are selected from the Year 6 students who are heavily involved in the Performing Arts program in the College.

Student Representative Council (SRC)

- Elected in Years 3-6.
- Two students from each class.
- Meet fortnightly to bring student voice to discussions around school improvement ideas, fund raising events and community service.

Year 6 Leadership

As the oldest students in the primary school, Year 6 leadership is an opportunity for these students to serve our College. The process for these leadership roles is as follows:

- a) Students self nominate for activities within the school eg: library monitor, raising/lowering flags etc.
- b) Leadership badges are earned by those students who take the opportunity to serve and be involved in leadership activities and serving the College.
- c) Leadership badges are presented at special assemblies through the year as students fulfill specific levels of service. Three leadership badges may be achieved according to a student's commitment to serving the College and other students.

Green – Level 1 Primary Leader

Silver – Additional service after the green badge.

Gold – Highest badge after green and silver levels have been achieved.

MEDICATION PROCEDURES

Procedure for “One Off” Medication to be administered to a student

Medication should be sent to the Main Administration with a letter from the student’s parent/caregiver. This letter is to be dated giving clear instructions and permission for the office staff to administer to the student. All students must take the medication and letter straight to Main Administration where it will be kept safely in our Sick Bay. All instructions are to be detailed with time and date when medication is to be given, dosage of pills etc and signed by the parent/cargiver. A pharماسist label of clear instructions and name of student is required on all medication and the expiry date must be valid.

Procedure for “On Going” Medication to be administered to a student

A “*Student Medication Authorisation and Administration*” form needs to be clearly completed and signed from which our office staff will administer according to the instructions. These forms are kept at the Main Administration Office. Parents/Caregivers of students with specific health issues are advised to liaise with our office First Aid Officer at the College to discuss their child’s needs during school hours.

All medications taken during the school day are to be stored in the First Aid room unless other arrangements are made with staff. All medications administered by school will be recorded. Children are expected to be responsible for coming to the First Aid room for their medication. Please ensure all medication has a pharماسist label of clear instructions and name of the student. Medications will not be administered if expired.

Students must not self-administer medication.

Infectious Diseases

CONDITION	CASES	CONTACTS
Chicken Pox (Varicella and Herpes Zoster)	Exclude until fully recovered or at least five days after the eruption first appears. Note: some remaining scabs are not an indication for continued exclusion	Any child with an immune deficiency (e.g. leukaemia or receiving chemotherapy) should be excluded for their own protection. Otherwise not excluded.
Conjunctivitis (Acute infectious)	Exclude until discharge from eyes has ceased	Not excluded
Diarrhoea (Rotavirus, Giardia, Salmonella, Campylobacter)	Exclude until diarrhoea has ceased	Not excluded
Diarrhoea (Shigella)	Pre-schools. Cases may return to preschool once diarrhea stops; however, they should be discourage from sharing food with other children until 2 faecal cultures collected 24 hours apart are negative.	Not excluded
Diphtheria	Exclude until medical certificate of recovery following at least 2 negative throat swabs, the first not less than 24 hours after cessation of antibiotic treatment and the other 48 hours later.	Exclude family/household contacts until cleared to return by an appropriate health authority.
Hepatitis A	Exclude until receipt of a medical certificate of recovery but not before 7 days after the onset of jaundice.	Not excluded

Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Human Immunodeficiency Virus Infection (HIV)	Exclusion is not necessary unless the person has secondary infection requiring exclusion is its own right.	Not excluded
Impetigo (School Sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a dressing.	Not excluded
Leprosy	Exclude until approval to return has been given by an appropriate health authority.	Not excluded

CONDITION	CASES	CONTACTS
Measles	Exclude for at least 4 days from the appearance of rash.	Immunised contacts not excluded. Non-immunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If non-immunised contacts are vaccinated within 72 hours of their first contact with the index case, they may return to school.
Meningitis (Bacterial)	Exclude until well.	Not excluded
Meningococcal Infection	Exclude until well	Not excluded
Mumps	Exclude for at least 9 days after onset of symptoms	Not excluded
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit on a medical certificate of recovery	Not excluded
Ringworm, Scabies, Pediculosis (Lice), Trachoma	Exclude until the day after treatment has commenced	Not excluded
Rubella (German Measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash	Not excluded

Streptococcal Infection (including Scarlet Fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and the person feels well.	Not excluded
Tuberculosis	Exclude until production of medical certificate from appropriate health authority.	Not excluded
Typhoid and Paratyphoid Fever	Exclude until production of a medical certificate of recovery.	Not excluded
Whooping Cough (Pertussis)	Exclude for five days after starting antibiotic treatment.	Exclude unimmunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have received 5 days of a 14 day course of antibiotics.

Head Lice

It is the responsibility of parents/caregivers to ensure that their children do not attend school with untreated head lice. To achieve this, it is reasonable to expect that parents/caregivers will;

- regularly inspect their child's head to detect the presence of lice or lice eggs;
- regularly inspect all household members and treat them if required; and
- notify the school if their child is affected, and advise when treatment has begun.

When head lice has been identified within a class a letter home will be sent by the College. It is vitally important that the instructions on the letter be followed and that the letter be returned to the College.

Sick Bay

Students who are unwell or injured can receive short-term care (about 60 minutes) by a First Aid attendant in the Sick Bay, however after this time a parent or caregiver will be notified so that the child can be taken home if the parent/caregiver cannot be contacted **the second contact name** will be phoned.

Please do not send your child to school if they are unwell, as we do not want other students being infected.

In the event of serious illness or injury, the school will attempt contact with the parent/caregiver immediately. If the First Aid Attendant deems it necessary, the student will be taken by ambulance to the nearest available hospital.

USAGE OF TECHNOLOGY

At GCC iPads and computers are not only important learning tools but they are integral to the education process. Students will have access to either iPads and computers.

Students are responsible for using the technology appropriately and according to the *Acceptable Usage of Technology Policy*, which is available on the College website.

Mobile Phones

Students are discouraged from bringing mobile phones to school. However, if a student chooses to bring a mobile phone to school, they do so at their own risk. Under no circumstances are mobile phones to be used in class or at break times.

Students may submit their mobile phone to the College Admin for safe keeping and then collect it at the end of the day.

Banned Items

The following items are banned from school:

- Any literature that goes against the College ethos.
- Knives and weapons of any kind.
- Chewing gum.
- Alcohol, drugs, cigarettes etc.

PASTORS

Our College has Pastors who provide pastoral care and spiritual guidance. These services can be accessed through appointments that are made via the College Administration or Head of Primary.

CHILD PROTECTION POLICY

Glasshouse Christian College recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interest of the children with the College will always be a primary consideration. We expect our students to show respect to our staff and volunteers and to comply with safe practices and we expect all employees to ensure that their behaviour towards and relationships with students reflect proper standards of care, and are not unlawful. The College will respond diligently to a report of suspected or actual harm, or risk of harm to a student. Harm is any detrimental effect of a significant nature on a child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused.

Harm can be caused by;

- physical, psychological or emotional abuse or neglect;
- sexual abuse or exploitation; or
- domestic or family violence.

To ensure the protection of children at GCC, we will:

- Ensure that each staff member understands and fulfill their obligations under the Child Protection Policy for reporting abuse.
- Ensure that there is an acceptable reference for each staff member engaged since the commencement of this policy from his or her previous employer.
- Ensure that each staff member and volunteer who has contact with children has a current positive suitability notice issued by the Commissioner for Children and Young People.

GCC Child Protection Officers

Glasshouse Christian College has appointed seven Child Protection Officers who are responsible to follow up on any report of harm to a student at the College. GCC Child Protection Officers of GCC are on posters around the College where they are easily viewed by all students.

If the Principal of GCC becomes aware that any staff member has sexually abused a student of the College, the matter will immediately be reported to the Police.

If the Principal or Child Protection Officers become aware of a report of suspected or actual harm, or risk of further harm to a student, they will contact the Department of Child Safety immediately.

A copy of the Child Protection Policy and Procedures is available from Administration at Glasshouse Christian College.

GCC BEHAVIOUR MANAGEMENT

ANTI-BULLYING POLICY

Purpose

Glasshouse Christian College has a responsibility to ensure that the rights of its students are safeguarded. These include the right to a learning environment free from discrimination and harassment.

Glasshouse Christian College will take reasonable steps to ensure that students learn in a safe, supportive and caring environment without fear of being bullied, discriminated against or harassed.

Scope

This policy applies to all staff and students at Glasshouse Christian College.

Definition

Bullying is **repeated** oppression, psychological or physical, of a less powerful person by a more 'powerful' person and occurs when someone, or a group of people, upset or create a risk to another person's health and safety, or their property, reputation or social acceptance.

Bullying involves a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim.

There are three broad categories of bullying.

- **Direct physical bullying** e.g. hitting, tripping, and pushing or damaging property.
- **Direct verbal bullying** e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- **Indirect bullying** - This form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - a. Lying and spreading rumours.
 - b. Playing nasty jokes to embarrass and humiliate.
 - c. Provoking a food-allergic reaction.
 - d. Mimicking and gestures.
 - e. Encouraging others to socially exclude someone.
 - f. Damaging someone's social reputation and social acceptance.
 - g. Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress.

What Bullying is Not

Bullying is different from ordinary teasing, rough-and-tumble or school yard fights. What makes it different is that the incidents are ongoing, and there is usually an imbalance of size, strength, peer influence between the students involved. In formulating an effective approach to dealing with bullying it is helpful to note what bullying is **not**.

Bullying is not:

- **Mutual conflict** where there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
- **Social rejection or dislike** – It is not feasible to think that every student must like every other student. Refusing to play with a particular child or, for example, not inviting them to a birthday party is not bullying, provided social rejection is not directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

- **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation.** A single episode of nastiness, physical aggression, verbal abuse or an occasional push or shove is not bullying, neither is nastiness or physical aggression directed towards many different students. The difference is that bullying is, by definition, action that happens **repeatedly**. However, since schools have a duty of care to provide a student with a safe and supportive school environment, single episodes of nastiness or physical aggression will not be ignored or condoned.

Policy

In any form bullying is not acceptable behaviour and results in hurt, fear, loss of self-esteem and decreased social effectiveness for the victim. Within the context of Glasshouse Christian College bullying is entirely contrary to the ideals of the school. Therefore this policy seeks to:

- develop in students respect and concern for others, of all races and creeds;
- develop in students an understanding that they must take responsibility for their own behaviour;
- develop in students critical and effective thinking and problem solving skills;
- develop in students life skills related to healthy life styles; and
- develop an environment that nurtures and promotes student self-esteem and self-confidence.

Responsibility

It is the responsibility of the Principal and all staff to ensure that this policy is implemented at all times.

Procedures

The following steps are a guide to dealing with reports of bullying.

- If bullying is suspected or reported, the incident should be dealt with immediately by the member of staff who has been approached, to ensure the student's safety. It is never acceptable to turn a blind eye to bullying.
- A clear account of the incident should be recorded and given to the Head of School or delegate.
- The Head of School or delegate will then work through the school's anti-bullying policy.
- Where bullying causes harm to a child, it must be reported in accordance with College Policy.

Students

Students who have been allegedly bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the student;
- offering continuous support; and
- providing encouragement to form and maintain friendships with non-bullying students.

Students who have allegedly bullied will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrong doing and the need to change; and
- enlisting the support of parents/caregivers to help change the behaviour and attitude of the student, where appropriate.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in assemblies and subject areas, in an attempt to eradicate such behaviour.

The policy of the College is to take a proactive approach to bullying by establishing processes to educate and inform students about bullying and procedures to follow in the event that a student is being bullied.

All students upon entry to the College and all on-going students will be educated about the College's anti-bullying guidelines as follows:

- education for all other year levels will occur through the College's Pastoral Care program and at assemblies throughout the year.

In addition:

- parents/caregivers will be included in the education process.
- all teaching staff will be continually educated with regard to bullying at our school and more importantly, what their responsibilities are; and
- a bullying audit will be conducted as necessary and, at least, once every two years.

Follow up Procedures to Bullying

For any incidents of bullying, a member of staff will deal with the problem on the spot, in order to defuse the immediate conflict. Once the immediate issues have been dealt with, the following steps should be taken:

1. Identification

A student or parent/caregiver should report the incident to a staff member, usually the classroom teacher, the teacher on duty, the Chaplains, or the identified Pastoral Care staff members. Any one of these members of staff will contact the Assistant Head of Primary or Head of Primary should the issue not be resolved and be ongoing.

2. Initial interview.

When a case of bullying is referred to any of the above mentioned staff members, the process for investigation will include an interview, the student's written record of events, a teacher's written record of events and record of events taken from witnesses. Strategies to facilitate conflict resolution will then be put in place accompanied by regular follow up and the opportunity for ongoing reporting of any further incidents.

3. Follow-up Interview

If the incident is repeated or the problem continues - both parties record the incident/problem in writing. The Contact staff member interviews the victim and bully and discusses the problem; makes the bully aware of the feelings of the other person and the effects the conflict may be having; and makes suggestions of strategies for the resolution of the conflict. Consequences are enforced.

The Contact Person informs both sets of parents/caregivers explaining the situation and outlines the strategies that have been determined and reinforcing the consequences that may flow from a repeat of bullying.

4. Reinforce (as above), employ sanctions

If the bullying behaviour continues, sanctions may be imposed. These could include, but are not confined to the following:

- Official warnings to cease offending.
- Detention.
- Exclusion from certain areas of the school premises.
- Internal suspension.

- Major fixed term suspension.
- Seek help from qualified counsellor.
- Expulsion.

School and Staff Responsibilities

The school will:

- Ensure all staff are familiar with the school's anti-bullying policy and provide appropriate professional development on a regular basis, including at the time of induction of new staff members.
- Ensure that all accessible areas of the school are patrolled thoroughly.

Staff members will:

- Watch for early signs of distress in students. This could be evident in any aspect of school life.
- Ensure they are familiar with the school's anti-bullying policy.
- Where bullying is observed, intervene immediately to stop the bullying.
- Offer the victim immediate support and help and outline what will now happen.
- Educate all students with regard to their responsibilities as bystanders to a bullying incident.
- Ensure they do not model bullying behaviour in interactions they have with students, parents/caregivers or other staff members.

Student Responsibilities

Students should:

- Report all incidents of bullying to a trusted teacher or principal or other staff member
- Actively support students they know are being bullied.
- Refuse to become involved in bullying, including complicitly as a bystander.

Parent/Caregiver Responsibilities

Parents/Caregivers should:

- Watch for signs of distress in their child, such as, unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising. Early contact is essential at this point.
- Take an active interest in their child's social life.
- Report to the school's Bullying Contact Person or any other member of school staff if they know, or think, their child is being bullied.
- Keep a written record if the bullying persists: Who, What, Where and When?
- Advise their child to tell a trusted teacher or chaplain.
- Tell their child that there is nothing wrong with them.
- NOT encourage their child to hit back or respond verbally.
- Ensure they do not model bullying behaviour in interactions they have with the school staff and administration.

BEHAVIOUR MANAGEMENT FRAMEWORK

Purpose

The purpose of the Behaviour Management Framework at GCC is:

- to provide a **unified and cohesive** code of behaviour for the College community
- to promote student self-discipline and hold students accountable for their behaviour
- to codify high behavioural expectations
- demonstrate the discipleship of Christ and affirm co-operation as well as responsible independence in learning. (Joshua 1 v 9).
- To promote Christian values based on the commandment to love God and to love others. (Matthew 22 v 37 – 39).
- To promote self-discipline, where a student learns to make wise choices. (Psalm 1)

Principles

- The growth and development of a child is the prime responsibility of parents/caregivers. (Proverbs 22 v 6)
- Teachers strive to work in partnership with parents/caregivers to help children develop into mature responsible well-adjusted young people. (Isaiah 54 v 13).
- At Glasshouse Christian College we encourage students to be accountable for behaviour. (Proverbs 3 v 6)
- All students have a right to learn and teachers the right to teach without hindrance
- The Student Discipline policy at Glasshouse Christian College is underpinned by the core values that we hold dear as a school community. Therefore, the tenets of Mutual Respect are a reflection of our GREAT values Godliness, Respect, Excellence (the pursuit of), Attitude (positive) and Teachability

Rights and Responsibilities of the Students

The Behaviour Management Framework of the College assumes all students, parents/caregivers and College staff have certain rights as part of belonging to the GCC Community. However, with these rights also come certain responsibilities to our school community. These are summarised in the table below:

RIGHTS	RESPONSIBILITIES
Students have the right to:	Students have the responsibility:
<ul style="list-style-type: none">• work in a positive learning environment	<ul style="list-style-type: none">• for behaving in a manner which does not interfere with the learning process• to learn and work in the classroom to the best of their ability• to complete all set work including homework• to submit all assignments on time• to have all the equipment necessary for the lesson• to ask questions politely• to arrive at school on time• to line up quietly before entering the classroom

<ul style="list-style-type: none"> • be treated respectfully, tolerantly and courteously 	<ul style="list-style-type: none"> • for treating all school community members with respect, tolerance and courtesy • to obey instructions given by staff • to refrain from verbal or physical abuse • to use correct non-offensive language and gestures • to speak the truth
<ul style="list-style-type: none"> • work in a safe and clean environment 	<ul style="list-style-type: none"> • for avoiding confrontation, theft and litter • to wear a hat at all times outside of the buildings • to wear correct protective clothing for specified activities. • to practise proper hygiene – use of showers and toilets • to play without endangering others • to use equipment correctly
<ul style="list-style-type: none"> • freely express and promote pride in themselves and their school 	<ul style="list-style-type: none"> • for actively promoting the good name of the school • to wear the full college uniform correctly
<ul style="list-style-type: none"> • receive information about their learning progress within the classroom. 	<ul style="list-style-type: none"> • for accepting ownership of their own learning and demonstrate maturity and co-operation in the achievement of their goals. • for requesting feedback from staff

Rights and Responsibilities of the Parent/Caregiver Body

RIGHTS	RESPONSIBILITIES
Parents/Caregivers have the right to:	Parents/Caregivers have the responsibility:
<ul style="list-style-type: none"> • expect quality education for their children 	<ul style="list-style-type: none"> • ensuring their children comply with the policies of the school • planning for maximum attendance during the school year • supporting staff in the monitoring of assignment or homework expectations to maximise the optimum outcomes of quality education
<ul style="list-style-type: none"> • be treated with courtesy, respect and tolerance 	<ul style="list-style-type: none"> • modelling courtesy, respect and tolerance
<ul style="list-style-type: none"> • positively promote desired behaviours – pride in our school and their work 	<ul style="list-style-type: none"> • treating all school community members with respect and dignity • acting in such a way to enhance the reputation of our school

<ul style="list-style-type: none"> work in a safe and clean environment 	<ul style="list-style-type: none"> acting in a manner which contributes to a safe and clean environment complying with traffic instructions delivering or collecting students at the specified times and in particular locations
<ul style="list-style-type: none"> access programs, workshops etc to enhance their parenting skills and community worth 	<ul style="list-style-type: none"> accessing parenting programs and utilise all available resources
<ul style="list-style-type: none"> receive regular information about their children's progress at school 	<ul style="list-style-type: none"> contacting the school via the diary or phone if there is a problem

Rights and Responsibilities of Teaching Staff

RIGHTS	RESPONSIBILITIES
Staff have the right to:	Staff have the responsibility:
<ul style="list-style-type: none"> teach in a positive learning environment, free from harassment 	<ul style="list-style-type: none"> for providing a positive learning environment to use pro-active methods for establishing this environment where possible
<ul style="list-style-type: none"> be treated with respect and with courtesy 	<ul style="list-style-type: none"> to treat the whole school community with respect and dignity
<ul style="list-style-type: none"> work in a safe and clean environment 	<ul style="list-style-type: none"> to be familiar with the Workplace Health and Safety regulations and the implications thereof
<ul style="list-style-type: none"> record information relating to the progress of each child and be prepared to present to administration on request 	<ul style="list-style-type: none"> to maintain records of student achievements and behaviour
<ul style="list-style-type: none"> positively promote desired behaviours - pride in our school 	<ul style="list-style-type: none"> to act in a such a way as to enhance the reputation of the school; and utilise all available resources in the classroom
<ul style="list-style-type: none"> access programs, seminars, professional development and training 	<ul style="list-style-type: none"> to be informed and skilled in current effective teaching and learning strategies, policies and procedures and disseminate information gained from PD
<ul style="list-style-type: none"> teach in a positive learning environment, free from harassment 	<ul style="list-style-type: none"> for providing a positive learning environment to use pro-active methods for establishing this environment where possible

STUDENT CODE OF CONDUCT

Out of the table of *Rights and Responsibilities for Students* the following Code of Conduct applies to all students of the College:

- All interactions between members of the school community will be characterised by respect and courtesy.
- All reasonable instructions given by staff members are to be followed.
- Students must be in the correct uniform at all times.
- Swearing or foul language is unacceptable.
- Stealing or "borrowing" of other students' belongings is unacceptable.
- A student may not leave the school grounds without permission from the Principal or Head of School.
- Use of drugs, smoking and drinking of alcohol is prohibited.
- Bringing weapons or potential weapons to school is prohibited.
- Orderly and quiet behaviour is expected on school verandas and stairways.
- Students may not enter a classroom unless supervised by a staff member.
- Care and respect for the buildings and furniture is essential.
- Chewing gum is not permitted.
- Students are to be punctual to class and bring all the required equipment.
- Students are expected to conduct themselves in public in a manner befitting a Glasshouse Christian College student. It is the responsibility of all students to support the College values and behave in a way that enhances rather than detracts from the College reputation.
- Students are expected to take responsibility for their belongings

MANAGING DISRUPTIVE AND UNSAFE BEHAVIOURS (Responsible Thinking Process)

To manage disruptive and unsafe behaviours we use the Responsible Thinking Process developed by Ed Ford. RTP requires that if students choose to behave in a manner that disturbs the learning of others, they effectively choose to withdraw themselves from the learning environment and opportunities that have been created for them.

The teachers will use a series of questions to prompt the student to take responsibility for their actions. Opportunity is given for the student to reflect on their behaviour within the parameters of the classroom/College rules and make the choice to remain in the classroom or to proceed to the Responsible Thinking Classroom RTC.

Once a student has chosen to withdraw from a particular class they are required to negotiate a written plan to return to that class.

The RTP Questions

If a student disturbs the learning of other students or disrupts the teaching process, the teacher will ask the following questions to that student:

- WHAT ARE YOU DOING?
- WHAT ARE THE RULES?
- WHAT HAPPENS WHEN YOU BREAK THE RULES?

- IS THAT WHAT YOU WANT TO HAPPEN?
- WHAT DO YOU WANT TO DO NOW?
- WHAT WILL HAPPEN IF YOU DISRUPT AGAIN?

Most students get back to work at this point.

Next Steps

If the student's response is to continue to be disruptive the teacher will then ask:

- WHAT ARE YOU DOING?
- WHAT DID YOU SAY WOULD HAPPEN NEXT TIME YOU DISRUPTED?
- WHERE DO YOU HAVE TO GO NOW?

The student then goes to the Responsible Thinking Classroom (RTC). The RTC is not a place for punishment but a place where the student can think about their disruption and, with assistance, plan for a more successful future.

The referring teacher then completes a referral card or phones the RTC teacher with details about what happened, which the student presents to the RTC teacher.

The Plan

When the student arrives at the RTC they begin a process of creating a detailed plan in order to demonstrate that they are ready to negotiate a return to the class from which they disrupted.

This plan focuses on the consequences of their actions, its impact on the other students, the teacher and their own learning. It also sets out in detail how they are going to deal with the situation next time in a way that respects the teacher's right to teach and the other student's right to learn uninterrupted.

Thinking comes before behaviour! By assisting the student to 'think' about the choices that they are making they are able to make the connection between actions and consequences.

Students must conduct themselves in an exemplary way in the RTC or they are sent to the office for further disciplinary action.

Re-Entry

The student then takes the plan to the teacher outside class time and works through a process of negotiation to re-enter and obey the rules.

This can only occur if the teacher and the RTC coordinator agree to the plan.

Patterns

Statistics from other schools using the program demonstrate that 90-95% of students will attend the RTC less than 3 times, if at all.

For students who continue to disrupt after making a plan the teacher will ask:

- WHAT ARE YOU DOING?
- ARE YOU FOLLOWING YOUR PLAN? DO YOU NEED TO CHANGE YOUR PLAN?

If the student continues to disrupt they return to the RTC to revise their plan to be more successful.

The RTP team meets once a week to review the program. If patterns of repeated visits with particular students are noted by the RTC then an intervention meeting is called with parents. The student may be placed on a monitoring sheet so they can monitor their behaviour in shorter blocks of time throughout the day. The student must report to the P-2 Coordinator or Assistant Head of Primary after each session of the day.

If after the intervention meetings and meetings with parents the student continues to behave in a way that is outside the College expectations and rules, an enrolment review meeting may be called.

MANAGING NON-DISRUPTIVE BUT UNACCEPTABLE BEHAVIOUR

There are some behaviours which may not be considered as disruptive or dangerous and yet they contravene the Code of Conduct and are therefore unacceptable. It is in the best interest of the child for College staff to help eradicate such behaviour. Some of this behaviour may be considered as misdemeanours but others may be more serious. Below is a list of these behaviours;

- Lateness
- Homework not done
- Persistent low level talking
- Not having necessary equipment for class
- Uniform infringements
- Carelessly disobeying teacher instructions
- Poor organisation
- Littering
- Lying
- Chewing gum
- Swearing
- Poor work ethic

Teaching staff at GCC have many interventions for dealing with these behaviours at their disposal including;

- Discussion with student
- Withdrawal of privileges
- Heightened supervision
- Contact with parents/caregivers
- Referral to Head of Primary
- Litter duty
- Student sent to Workstation (Workstation is a detention that is supervised at lunchtime. Students are given some time before Workstation begins to eat lunch and go to toilet.)

Teaching staff must apply these interventions in order of least severe to most severe.

ENCOURAGING POSITIVE BEHAVIOUR

In addition to the Positive Behaviour Programs that are instituted by every teacher as part of establishing a healthy classroom climate all students are eligible to receive various awards. These are awards that are given to students for the demonstration of the College values in action.

GCC LEARNING

LEARNING ENHANCEMENT CENTRE

Gifted students as well as those who experience difficulties will be supported at various times either during class lessons or by being withdrawn to the Learning Enhancement Centre better known as The Eagle Centre. The department has a dedicated team of specialist teachers and teacher assistants to bring out the best in each child. Gifted students are given various opportunities within the College on a weekly basis and also opportunities for involvement in special Days of Excellence with other schools on the Sunshine Coast.

To support children's learning, students may be withdrawn from class as part of our literacy and numeracy intervention strategies. There may also be in-class support where a learning support specialist will sit alongside a student in class and offer assistance.

Students are assessed concerning need at the beginning of the year in a formal way and informally during the rest of the year. This assessment and admission into the Learning Enhancement program is entirely at the discretion of the College.

INSTRUMENTAL MUSIC PROGRAMS

Classroom Music Program

All students who wish to be involved in the instrumental program are given the opportunity to join. Students can commence learning an instrument from Preparatory Year (limited to some instruments) through to Year 12. We provide private individual and group tuition for piano, guitar, percussion, woodwind and brass instruments, and vocal lessons. Students who choose to participate in lessons are encouraged to become involved in a broad range of musical experiences beyond the regular classroom lessons. Please refer to the Instrumental Handbook found on the College website for a complete list of ensembles available for students to attend.

Year 3 Smart Strings

Smart Strings is a compulsory program commencing in Year 3. Smart Strings is one half hour lesson each week in which the whole class will participate in lessons. The tutors provide the violins for students each week. Students are not required to practise at home. The Smart strings program is covered by College fees. During Term 4, students perform in a concert for parents/caregivers and teachers displaying their abilities on the violin. This also provides an opportunity for parents/caregivers to ask questions about continuing violin lessons the following year. Year 2 students will also be invited to the concert so that they can begin to experience what Music will involve for them for the following year.

Band and Music Program

Please refer to the Instrumental Music Handbook on the College website.

PHYSICAL EDUCATION AND SPORT PROGRAMS

Students from Prep to Year 6 participate in one-hour PE lesson each week with a specialist Physical Education teacher. Students wear their sports uniform on the day of their PE lesson and need to wear their hat during the lesson.

Year 1 – 6 students participate in swimming lessons during PE lessons in Term 4. The cost of this is included in College fees.

A wide range of skills are learned and practised during lessons and students are introduced to a variety of sports. This gives children the opportunity to have fun with friends, cooperate in game situations and also improve their fitness and general well-being.

All students are assigned to house teams and compete for these teams during GCC Swimming, Cross Country and Athletics Carnivals. P - 8 Year carnivals are held separate to Primary and Secondary Carnivals and house points are awarded at each event in order to find the Champion House. These days encourage participation but also reward excellence for performances with Age Champions and Record Breakers being announced. Top placegetters go on to compete at District and possibly Regional competitions.

Students have opportunity to trial for GCC teams in a variety of sports. Year 5 and 6 students compete against other Glasshouse District Schools in an Interschool Sport competition. This is held on three Friday afternoons each term and sports include Softball, Soccer, Netball, Touch Football and AFL.

Students who are 10 – 12 years old are also encouraged to trial for Glasshouse District teams in Individual Sports. These teams compete in Sunshine Coast Regional Trials. Sunshine Coast teams are selected at these trials and they go on to compete in Queensland State Championships.

Throughout the year teams are also selected to represent GCC in other school competitions such as the Mission Foods Primary School Netball Cup, Rugby League Development Cup, Community Cup Football, and AFL, Futsal and OzTag Competitions.

STUDENT REPORTING/PARENT TEACHER INTERVIEWS

At GCC we see our role very much as working in partnership with parents/caregivers in the education of their children. For this reason evaluation and reporting is an ongoing commitment. Parents/Caregivers are invited to make an appointment with their class teacher at any stage during the year. There are however specific formal reporting times through the year.

Parent/Teacher Meetings and Student Led Conferences

These will be held at the end of Term 1 and Term 3. To book an appointment we use an online booking system which is accessed from our website closer to these dates. It is a simple process and an email will be sent out to parent/caregivers at this time.

In Years 3-6 students lead the meeting with their parents in a Student Led Conference where they share their learning with their parents/caregivers.

Formal Reports

Detailed written progress reports will be provided at the end of Term 2 and 4.

HOMEWORK

At Glasshouse Christian College we believe homework should be a meaningful and worthwhile experience for the children. We acknowledge the need to achieve balance between work and play. The partnership between the College and home is fostered through homework, which gives parents/caregivers the opportunity to connect with what the child is learning in the classroom.

Homework activities may be assigned:

- To build a love of learning through reading.
- To provide an opportunity to complete work from the day.
- To revise and consolidate new concepts.
- To develop good study habits and a sense of responsibility towards their learning.

Homework tasks include:

- Reading. We cannot stress enough the importance and value of listening to your child read every day.
- Completing unfinished work/tasks.
- Research/project work – questioning/ interviewing/ investigating/ creating/ surveying tasks.
- Physical activities/ play.
- A homework grid.
- Learning number facts.
- Learning a memory verse.
- Spelling tasks.

Suggested Times

The following suggested time limits are inclusive of daily reading:

- Year 1 up to 15 minutes
- Year 2 up to 25 minutes
- Years 3 and 4 up to 30 minutes

- Year 5 and 6 up to 45 minutes

A weekend will be included in the weekly homework period. Students in Year 3-6 may be expected to work more independently.

Considerations

Teachers are aware that students work at different rates and have different needs and this has been taken into account when setting homework e.g. if there are any issues with the homework please see your child's class teacher.

The teacher may request homework to be signed by the parent/caregiver.

Teachers will inform parents of their classroom routine and expectations in the area of homework at the Meet the Teacher Evening held at the beginning of the year.

In many cases homework provides an opportunity for students to demonstrate that they can go beyond the set task. For example:

- Extension in project work
- Sharing extended learning with the class
- Science research
- Constructing a text

It is important that a homework routine be established. This includes a quiet place to work, having materials ready, providing a set time and encouragement.