Table of Contents

About St Andrews Lutheran College ................................................................. 2
Structure of St Andrews Lutheran College .................................................. 4
The Lutheran Church ..................................................................................... 4
Teaching & Learning in the Middle School: Years 7 – 9 ................................. 5
Assessment ................................................................................................. 7
Service-Learning ......................................................................................... 7
“The Edge” .................................................................................................. 8
Student Welfare and Behaviour Management ............................................. 8
Code of Conduct .......................................................................................... 9
Reflection Process ....................................................................................... 11
Safe School Policy ...................................................................................... 12
Computer and Internet Usage Guidelines .................................................... 14
Library Usage & Borrowing Agreement ....................................................... 16
Student Homework Diary ........................................................................... 17
Student Leadership ..................................................................................... 17
Student Services and Pastoral Care ............................................................... 17/18
Who to Contact ........................................................................................... 18
Buildings and Facilities ............................................................................... 19
Co-Curricular Activities/Enrichment Activities .......................................... 20
Homework .................................................................................................. 20
Changing Electives ...................................................................................... 21
General Information/Essential Agreements ............................................... 21
How to get Involved .................................................................................... 23
Student Health ............................................................................................ 24
Stationery/Workbooks/Hire Books ............................................................... 27
Uniform for Boys in Years 7 - 9 ................................................................. 28
Uniform for Girls in Years 7 - 9 ................................................................. 29
Plain Clothes Day ....................................................................................... 30

The information presented in this booklet is accurate at the time of printing.
Some unexpected changes may occur between this time and the beginning of the school year.
Parents will be advised of any changes at the beginning of the school year.
About St Andrews Lutheran College
“More than a good education... an education for good.”

Our Vision:
St Andrews Lutheran College is an integrated, co-educational P – 12 college. We are committed to excellence and to the Christian mission and ministry of the St Andrews community. We value:

- **Celebrating** the Gospel of Christ
- **Nurturing** the Individual
- **Empowering** Life-long Learners

*Celebrating the Gospel*

“Whoever drinks the water I will give him will never thirst. Indeed, the water I give him will become in him a spring of water welling up to eternal life.” 
*Jesus in John 4:14*

*Celebrating - The “Good News”: Because he loves....we love*

At St Andrews we celebrate and share the “Good News” of the Gospel of Jesus Christ. We see each student as a unique creation of God, as a person whom he loves and with whom he desires a relationship. Through regular worship and our P-12 Christian Studies programme we aim to provide students with a thorough understanding of Biblical Christianity and trust that the Holy Spirit will work faith in their lives. Christian teaching at the College is based on the doctrines of the Lutheran Church of Australia, although students from a variety of church and non-church backgrounds are welcomed into the community.

*Restorative Practices and the Round Table Policy:*

“How can we build a peaceful world? By learning from a young age how to resolve conflict peacefully. At St Andrews we believe that holding on to hurts or indulging in payback are damaging, inappropriate ways of responding to conflict. Instead, we apply our Round Table Policy which is based on Jesus’ teachings and the principles of restorative justice. We involve students in experiences where they learn how to listen to others, speak their minds confidently and resolve differences through mediation and reconciliation. In this way any potentially harmful situations, including those involving bullying, can be resolved or even avoided altogether before they become serious.

*Nurturing the Individual*

“We can do no great things - only small things with great love.”
*Mother Teresa*

*Nurturing - Everyone is Someone*

St Andrews is known as a school where people matter. No-one is lost in the crowd at St Andrews. Most of our enrolments come about through word of mouth: we are recommended by parents and students who, quite simply, love the school. Each staff member makes a special effort to know and care for the individual students in their charge and the Student Services team (Counsellor, Chaplains, Learning Support teachers) offers specialist assistance to students with special needs. Staff do not follow a “one size fits all” approach but strive to develop individual pathways for students according to their particular interests and talents, especially in secondary school.

*Open Door Policy: “It takes a village to raise a child”*

At St Andrews we recognise that parents are the primary educators of children and school-aged children benefit significantly from active parent involvement at school. Many parents enjoy assisting in the classroom, in co-curricular activities and in fundraising ventures. Our Open Door Policy facilitates sharing between home and school by providing parents with easy access to staff members to discuss the welfare of their child. Regular Parent Forums, Information Evenings, and Expos provide opportunities for information-sharing, interaction and consultation about future school developments. For many families St Andrews is more than just a school – it is a community, where long-term friendships are made, joys are celebrated and support is given when life is challenging.
Empowering Life Long Learners

“Education is not filling a bucket, but lighting a fire.”
William Yeats

Because we believe that all useful knowledge and learning is a wonderful gift of God for our growth as human beings, we value academic excellence. We also recognise that each child has different but special gifts that need to be identified and developed to the fullest. Thus we provide a wide range of curricular and co-curricular activities at all levels and empower students to strive towards their own personal best in their chosen fields. In our classes, learning how to learn is emphasised so that young people have the skills to become lifelong learners.

Lifelong Learner Attributes:

“The object of education is to prepare the young to educate themselves throughout their lives.”
Robert Maynard Hutchins

These underpin all aspects of life in the College including curriculum, student welfare and behaviour management, awards and reporting. We seek to develop students who are Inner Learners, Collaborative Learners, Community Contributors, Complex/Creative Thinkers, Effective Communicators and Quality Producers. In the Junior School, these attributes are subsumed into the Learner Profile of the International Baccalaureate Primary Years Programme.

Justice: Through genuine concern and the developing of a conscience for the rights and wellbeing of everyone in the human family, justice is more than charity. It focuses as much on understanding and responding to the reasons for suffering and unjust conditions. It may necessitate taking a stand and acting with courage.

The College Logo:

In 2006 the new College logo was launched. It is designed to reflect the four school colours – red, yellow, blue and green and to communicate the Vision Statement of the College in the following ways:

Central blue cross – “celebrating the Gospel of Christ”. In shape the cross resembles the St Andrews cross and reminds us that Christ gave his life to give us life in joyful abundance. Blue also reminds us of the peace we gain through reconciliation with Christ and with each other. It also reflects the natural Tallebudgera Valley environment characterised by the creek and the sea.

Green leaves – “nurturing the individual”. These remind us of the commitment of everyone in our community to care for each other as special individuals and to encourage the growth of each person’s special gifts. Green is the colour of growth and is reflective of the bushland environment that surrounds the College.

Gold and red “feathers” – “empowering lifelong learners”. The feathers are reflective of the rainbow lorikeets which are characteristic of the southern Gold Coast area. They are also reminiscent of the sun, and therefore, of our vision to inspire and empower young people to be the best learners they can be – now and in the future.

The College Motto:

Semper Fidelis

Meaning “Always Faithful”. As Christ is always faithful to us, so we desire to be faithful to Him, to His word in the Bible and to each other as members of the St Andrews Community.
The College Houses:

The names of the houses are based on sea creatures using the language of the indigenous Yugambeh people who live in the Greater Gold Coast area. With the support and co-operation of the Yugambeh people the following House names were selected:

<table>
<thead>
<tr>
<th>House</th>
<th>Pronunciation</th>
<th>Creature</th>
<th>Colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wardjam</td>
<td>warra-jam</td>
<td>Whale</td>
<td>Blue</td>
</tr>
<tr>
<td>Binging</td>
<td>bing-ging</td>
<td>Turtle</td>
<td>Yellow</td>
</tr>
<tr>
<td>Gowandi</td>
<td>go-wan-dee</td>
<td>Dolphin</td>
<td>Green</td>
</tr>
<tr>
<td>Jubi</td>
<td>joo-bee</td>
<td>Crab</td>
<td>Red</td>
</tr>
</tbody>
</table>

These house names keep before us the need to maintain water quality on the Gold Coast so that future generations can also enjoy the beauty and variety of life in the ocean, estuaries, and on the shores, as well as enjoying the sea and rivers of recreations.

The Yugambeh association with the Lutheran Church dates back into the 19th century when Lutheran Missionaries acquired land at Clagiraba and later at Bethesda and Beenleigh townships. Lutheran farmers south of these areas also had extensive contact with the Yugambeh people.

The Yugambeh people have a great regard for the Lutheran Church because of the work it does, and continues to do, with indigenous communities in various parts of Australia.

Structure of St Andrews Lutheran College

St Andrews Lutheran College is a co-educational Prep to Year 12 College, our first Year 12s having graduated in 1999. Classes from Prep to Year 6 form the Junior School, Years 7 to 9 the Middle School, and Years 10 to 12 the Senior School. This sub-school structure permits the close academic and pastoral care oversight and supervision necessary to allow the full and happy development of students. This environment motivates and encourages students at all levels of ability to achieve the highest standard of which they are capable.

Students are taught by caring and supporting staff and the curriculum is supported by excellent, well-sourced facilities. Throughout the College there is an emphasis on developing positive relationships between students, and between teachers and students. These relationships are guided by Christian principles and based on Scripture.

The Lutheran Church: One of the Major Christian Denominations

The Lutheran Church is part of the universal Christian Church. It is the largest and oldest of the Protestant churches, totalling almost 70 million adherents. It is international in character, being found on every continent of the globe. Its greatest numerical strength is in the USA, Scandinavia and Germany. In former Communist Eastern-Bloc countries there are also thousands of Lutherans, many of whom have suffered persecution and died for their faith.

In Australia and New Zealand there are about 200,000 who profess to be Lutherans, while approximately 600,000 are to be found in Papua New Guinea. In Indonesia there are more than 2 million Lutherans in the Batak churches.

What Unites Lutherans?

The Lutheran Church is a confessional church. It has distinctive teachings which all its clergy and members are expected to accept. These teachings are contained in the Book of Concord, published in 1580. This confession is a unifying bond for Lutherans in all cultures and languages, and expresses their unity and ecumenical character.

There is no worldwide centralised authority in the Lutheran Church. Each country has its own self-governing church organisation. In some countries Lutheran churches are State churches, receiving assistance and oversight from the government. In other countries, such as Australia and New Zealand, they are free churches, supported by the free-will offerings and voluntary services of members.

Lutheran churches combine on various levels to carry out common tasks and study common problems. On an international level many of them co-operate through the Lutheran World Federation to offer mutual encouragement and support.
World relief (through Australian Lutheran World Services) and support for younger mission churches and for immigration are examples of this kind of cooperation.

In Australia, the Lutheran Church is relatively small in membership but very active in service to the community through kindergartens, schools, aged care facilities, youth programs, welfare agencies and in radio and TV. The focus of activities is always in the local congregations.

Teaching & Learning in the Middle School: Years 7 – 9

Aims of St Andrews Middle School

St Andrews Middle School aims to capitalise on the enthusiasm of young adolescents to discover who they are and what they can do. Through involvement in a wide range of academic, creative, social and life experiences students will be encouraged to explore, challenge themselves and achieve success within a secure environment. Our aim is to enhance students’ confidence to go on developing their skills and interests throughout their school and later lives.

Meeting The Needs Of Students During Early Adolescence

In early adolescence, good academic progress is strongly related to the meeting of a young person's social and emotional needs. During these years, as in early infancy, young people go through rapid and profound personal changes.

Middle Schooling aims to address these needs. In early adolescence young people experience some unique challenges:

• Wanting to have set boundaries while at the same time wanting to push these boundaries to their limits
• Wanting to be treated like adults, yet sometimes displaying child-like behaviours
• Wanting to understand their sexual identity, but wishing to develop this in a supportive environment
• Wanting to be accepted as a girl or boy without always understanding how stereotyped gender roles can limit their life options
• Maintaining a degree of conformity, while being an individual
• Feeling an overwhelming desire to belong to a peer group and facing both positive and negative peer group pressures
• Wanting to exercise their rights, but sometimes not wishing to take responsibility for their actions

Middle School Teachers at St Andrews

Educating young adolescents is based on developing quality and positive relationships between peers, teachers and families.

Each student is respected as a unique child of God, a young person of worth. Middle School teachers at St Andrews are committed to the education of young adolescents.

St Andrews’ teachers are enthusiastic, professional, flexible and are willing and keen to meet student and parent needs. Students are cared for by teams of teachers who take great interest in the care and development of their students during these very important years. Our staff understand the unique needs of young adolescents.

The Middle School Structure at St Andrews

• Provides students with a gradual, rather than dramatic transition to Secondary School
• Provides students with one or two teachers who still have chief responsibility for their care and learning. This helps to ensure that students’ learning and welfare needs are better met
• Allows for more varied subject areas and specialist teaching in Year 7 and beyond
• Allows for specialist staff in creative areas to develop skills and confidence while students are still keen to experiment and take risks
• Allows for students to develop a sense of identity because they have their own ‘area’ which aids their organisation

Year 7 – 9 provides students with a transition between primary and secondary education based on a gradual change from a primary situation in a supportive and nurturing environment. Students in Year 7 have the same teacher (their Learning Group Advisor) for a number of subjects and have specialist teachers for subjects such as Art, LOTE, Music, Science, and Physical Education.

The Year 7 students have many of their lessons in their homeroom, although they use specialist facilities for subjects such as Art, Music, Computing and Science. They also operate on a timetable in the same way as secondary students, have lockers for their belongings, attend Assemblies, Chapel and House meetings and have the same morning tea and lunch breaks as the secondary students.
In Year 8, students are cared for by teams of teachers who have a special interest in the needs of young adolescents. Each teacher teaches the student for two or more subjects to ensure that they receive special pastoral care and assistance with organisation and that their particular learning needs are met. The students also engage in a range of elective subjects covering such Learning Areas as the Arts, Technology, Business and PE.

The curriculum in Year 9 provides a core of compulsory subjects and a group of elective subjects. The emphasis is on the development of academic and study skills required to succeed in Senior Schooling as well as the identification and nurture of preferences and the emerging abilities of students.

**Electives**

The elective program in the Middle School aims to:

- Allow students to have a greater choice and variety in subject selection
- Motivate students and promote resilience
- Encourage a progressive development of skills across key learning areas
- Consider student interest when developing and implementing units
- Build into the units rigorous assessment that is task-oriented, relevant, connected to real life and purposeful

The teaching and learning focus for the Year 7-9 elective program is underpinned by the College’s Life Long Learning Attributes which include the Inner Learner, Collaborative Learner, Community Contributor, Creative/Critical Thinker, Effective Communicator and Quality Producer.

The elective units are inquiry-based with student and teacher questions guiding student learning. An inquiry approach allows students to develop a greater depth and understanding of the topics being explored.

Another feature of the elective program is the idea of integration across some key learning areas. For example, an Arts elective may include outcomes from Drama and Music or Visual Arts and Media. Integration allows for a holistic approach to learning where students can engage in a real- or life-like task which naturally has links across several subject areas. The outcomes for the elective units come from the QSA (Queensland Studies Authority) syllabus documents.

The elective program is based on the following subjects:

<table>
<thead>
<tr>
<th>Year 7 Subjects</th>
<th>Year 8 Subjects</th>
<th>Year 9 Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Subjects</td>
<td>Core Subjects</td>
<td>Core Subjects</td>
</tr>
<tr>
<td>Christian Studies</td>
<td>Christian Studies</td>
<td>Christian Studies</td>
</tr>
<tr>
<td>Computing</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>English</td>
<td>Maths</td>
<td>Maths</td>
</tr>
<tr>
<td>Japanese or German</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Maths</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Music</td>
<td>Japanese or German</td>
<td>Studies of Society and the Environment (SOSE)</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>* Three electives per semester</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies of Society and Environment (SOSE)</td>
<td></td>
<td>* One elective per semester</td>
</tr>
</tbody>
</table>

* Three electives per semester

* One elective per semester
Assessment

Special Consideration:

• Students may apply for special consideration if it appears that their academic work may be, in the short or long term, affected by illness, medical condition, disability, personal trauma or circumstances beyond the student’s control.
• Parents should apply in writing to the Deputy Principal Middle/Senior School. A medical certificate must be supplied in case of illness if a long-term condition exists.
• Special consideration does NOT mean your marks will be boosted.
• It MAY mean that results do not count, a re-test is arranged or conditions for the assignment or test may be modified (e.g. longer time).

Absences from tests, exams, orals or the day an assignment is due:

• An absence is only acceptable if special consideration is granted (see above). In cases of illness, a medical certificate is required. Students who fail to complete tests or assignments may receive a NOT RATED on their reports if they have not completed the requirements of the course.

Submission of Assignments:

• Assignments must be handed in on the due date unless an extension has been applied for, prior to the due date, to the Deputy Principal Middle/Senior School because of special consideration. Unless otherwise advised assignments are to be submitted to Middle School Administration before 8.30 am on the due date.
• If an assignment is not submitted and special consideration has not been granted, students will be given after school detentions until the work is completed. Staff will then discuss with students how their mark / grade may be penalised. In Year 7, students grades are generally not penalized, however, in Year 8-9 grades may be affected by late submission of work.
• Plagiarism will be heavily penalised. It includes copying another student’s work or copying from the internet, a book or CD ROM without acknowledgement. (See bibliography in the diary) Students who intentionally allow another student to copy their work will be also be heavily penalised.

Testing Period

An assessment calendar is posted to parents at the beginning of each semester so that parents and students can plan ahead. It is also available on the web-site.

During the last two weeks of each Semester, formal tests will be scheduled. Please do not make arrangements to start holidays earlier – an absent student may have to complete the test at the beginning of the next term (at the discretion of the subject teacher). In some cases, where the security of the test is an issue, students cannot sit a test at another time - either before or after the scheduled time. Students will be given a test schedule (time table) at least a week before tests begin and it will be posted on the web-site as well. Please refer to the Assessment Policy for further information.

Reporting

End of Term 1 & 3
Mid Semester Report about progress and attitudes during Term 1 & 3
End of Term 2 and 4
Semester Report on achievement and attitudes during Semester 1 & 2 (Terms 1 and 2) and Semester 2 (Terms 3 and 4)

Parent/Teacher Interviews

At the beginning of the year, parents and students have the opportunity to meet with their Learning Advisor and Subject teachers. Parents should contact Middle School Administration so that a suitable time can be arranged.

Parent/Teacher interviews are held during the second week of Terms 2 and 3, one afternoon and evening after school hours. These interviews are by appointment only.

Parents should feel free to contact teachers whenever they feel there is a need. It is advisable to ring and arrange a suitable time, rather than ‘drop in’ as teachers are often involved in duty, meetings, co-curricular activities or preparation, both before, during and after school.

Quite often ‘apparent problems’ can be solved quickly by a phone call or note.

Service-Learning

Service-Learning is an innovative values-based approach, which aims to teach young people generosity and empathy for others - putting values into action. Service-Learning occurs when students provide a service to the community as part of the curriculum or co-curricular activities and the benefits of this experience extend in both directions - the organisation benefits and the students learn more about the world and themselves
through the process. Service-Learning is a powerful tool to connect students’ learning through helping organisations and interacting with people they might not ordinarily meet.

A successful Service-Learning project consists of three phases - preparation, action and reflection. Students need to be adequately prepared for service and ideally should be planning the project themselves. The action component can consist of direct (hands-on contact with an organisation) or indirect service, advocacy (writing letters, notices) or research (finding out information). Reflection is an essential part of any project as it allows students to think about what they’ve accomplished and learnt throughout their experience. This may be discussions, journals, speaking at assemblies, sharing with families, making brochures or any other relevant form of reflection.

Service-Learning features not only in the elective program of the Middle School, but also in the academic program across the school P-12. Such an approach involves students recognising a need in the community (school, local or global) and using their own skills to meet the needs of people. This may take the form of taking action or planning to make a change or difference in the community, researching information about justice issues or being an advocate for a group in the community.

“The Edge”

The Edge is a four-week programme undertaken by all Year 9 students of St Andrews during Term 4.

It is a rite of passage at the end of Middle School to enable students to reflect and refocus, thus helping them to make an effective transition to the challenges of the senior years of schooling and adult life.

The Edge engages student actively in a range of real-life experiences - at the coast, in the bush and in the city, supported by reflection and mentoring. The central experience is a two-week camp at Googa Outdoor Education Centre, Blackbutt.

Students are required to meet some academic outcomes that are integrated with the school curriculum. However, the emphasis at The Edge is on facing practical, social and emotional challenges, solving problems and engaging in purposeful action.

Student Welfare and Behaviour Management

Through an emphasis on student welfare and positive attitudes and behaviour in relationships, St Andrews aims to promote the emotional, social and spiritual development of the student as an individual within the community.

At St Andrews we are committed to the following:

* **PASTORAL CARE**
  We strive to show care and support equally to every student and parent regardless of their personal beliefs, abilities, behaviour or circumstances. This derives from our belief that, because God loves us regardless of who we are or what we do, so we should love others. This commitment is the basis of our Student Welfare and Behaviour Management policies and programmes. It also underpins our Pastoral Care programmes for parents.

* **CELEBRATION**
  We provide many opportunities for students to experience the joy of life, learning and relationships. Because we are thankful for the wonderful gifts God has given us, we frequently have special times of celebration, both formal and informal. These occasions affirm our vision and values, and enhance our sense of community.

* **CHRISTIAN VALUES**
  In the lives of students and staff we value and promote the qualities of forgiveness, reconciliation, humility and self-sacrifice. Jesus Christ modelled these qualities in his life and death. The “good news” of the gospel of Jesus is the means and motivation for inviting, encouraging and developing healthy relationships within the school community.

* **PARTNERSHIP WITH PARENTS**
  We consistently involve parents when student welfare or behaviour management issues arise. Because students benefit most when there is a strong partnership between the school and the families of students. Behavioural change is most likely where parents and the school have shared expectations.

* **RELATIONSHIPS WITH STAFF AND STUDENTS**
  We provide many opportunities for formal and informal social interactions among staff and
students. We want students to enjoy school, to develop friendships and thus to grow in self-esteem and self-discipline. Positive relationships with peers and adults is a key to healthy social and emotional development.

* SPECIALISED PERSONNEL
We involve specialised, qualified personnel in co-ordinating welfare and behaviour management programmes. At a whole school level, our full-time Chaplains and Counsellor co-ordinate Pastoral Care activities, in conjunction with the Pastor of the St Andrews congregation. The Heads of the Junior and Middle/Senior Schools are responsible for Behaviour Management in their areas, assisted by Key teachers and sub-school co-ordinators.

* PREVENTION IS BETTER THAN CURE
We provide a number of programmes to assist students to develop personal character and positive behaviours. These include parenting programmes, such as Triple P Parenting and How to Drugproof Your Child and student group therapy activities such as Seasons for Growth (dealing with grief and loss).

* HIGH STANDARDS OF BEHAVIOUR
We present and uphold high expectations of behaviour for staff and students based on Christian values derived from the Bible and the normal rules of conduct required for an orderly society. These expectations are clearly communicated to all members of the community.

* A PRODUCTIVE LEARNING ENVIRONMENT
We are committed to creating a secure, success-oriented, empowering learning environment. We insist that students have the right to learn and teachers the right to teach: both parties should treat each other with dignity and respect. We aim to ensure that all students have the opportunity to be happy and successful - to be able to participate, to be heard and to work harmoniously with others. (See Anti-Bullying Policy.)

* AN EFFECTIVE BEHAVIOUR MANAGEMENT PROCESS
We apply clear and fair procedures to manage student behaviour, recognising that individuals are imperfect, even in a Christ-centred community. Behaviour is managed in a loving and caring environment that promotes faith, hope, justice and reconciliation. A consistent philosophy of behaviour management underpins procedures P-12, but specific rules and guidelines are determined for students of different ages with regard to their different developmental needs.

* RESTORATIVE PRACTICES (ROUND TABLE POLICY)
We strongly discourage pay-back and employ structured mediation processes to resolve conflict. Any member of the community – staff, student or parent may be invited to participate in a “Round Table” conference or other restorative processes where there is conflict with another member(s) of the community or when harm has been caused. Trained staff use the principles of restorative justice to enable issues to be aired calmly and fairly with a view to reconciliation and behaviour change where appropriate.

* APPLICATION OF CONSEQUENCES
We consistently reinforce positive behaviour and strive to ensure that consequences for inappropriate behaviour are fairly administered and follow due process. Consequences are applied in an attempt to support behavioural change and enhanced relationships. Corporal punishment is not permitted to be used in Lutheran schools; indeed, any physical interaction between teacher and student when implementing disciplinary measures is unacceptable.

A student who chooses to engage in behaviour which places the community at risk, or willfully rejects advice and opportunities to change unacceptable behaviour, may forfeit his or her right to be part of the community.

* EVERYONE IS SOMEONE
We ensure that each student at St Andrews has at least one staff member who knows them well, cares for their welfare and monitors their learning needs. In the Junior School this is the class teacher and in the Middle and Senior school the Care Group teacher. This person is the first staff member who should be contacted by the parent if there is a question or concern relating to their child. At St Andrews, each child is a person, not a number.

Expectations of Students - Code of Conduct

1. Be in class on time.
2. Be ready to work, with the right equipment.
3. Listen carefully to the teacher.
4. Follow instructions the first time they are given.
5. Respect others and the classroom environment.
It is accepted that no one system can encompass or anticipate all situations. There will be some students whose disciplinary path does not follow this pattern, for instance, some behaviours may warrant instant suspension or even expulsion. All major disciplinary action is at the discretion of the Principal.

Hence, the following is expected of a student at St Andrews Lutheran College. A student will:

• positively support and actively uphold the College’s Mission Statement
• make optimum use of educational activities within and outside the classroom by being at the right place, at the right time, with the right materials for productive work
• respect the rights of others to also derive maximum advantage from the educational opportunities provided by the school by being co-operative and supporting quality learning
• display self-respect in terms of appearance and behaviour by following the requirements of the school dress code, displaying good manners and behaving appropriately at all times
• display respect for others and build a sense of community by developing positive relationships and ensure that language and behaviour at all times shows respect to other community members, school facilities and resources
• recognise the need for a safe and healthy environment by following the school’s Anti-Bullying and Harassment Policy and by adhering to Workplace Health and Safety
• affirm and support those disadvantaged in our community and the wider community
• resolve conflict peacefully

Some procedures which may be used to assist students to manage their behaviour:

Counselling: By Learning Advisor, Year Level Co-ordinator, Deputy Principal Middle and Senior School, Dean of Students, Counsellor or Chaplain

Reflection Time: Time Out within the classroom, or at student Services with opportunities to reflect on behaviour, determine how to repair harm and catch up on missed work

Community Service: May be required as part of a restorative agreement or as a logical consequence for behaviour such as littering, or showing disrespect to property

Affirmation: There are ample opportunities for students’ positive behaviour to be rewarded - including certificates, letters of commendation, awards, special events

Opportunities for Restoration & Reconciliation: Students are given the opportunity to make amends for behaviour through apologies and conflict resolution processes. After consequences have been applied, students are welcomed back into the community for a new start, expressing Christ’s forgiveness (see also Round Table Policy)

Consultations with Parents: Teachers at St Andrews work in partnership with parents and contact them where difficulties arise involving student behaviour. Where difficulties have become significant, MS Pastoral Care Co-ordinator, Deputy Principal Middle and Senior School, Dean of Students or the Principal will be involved in round-table discussions with parents

Detentions: May be required by class teachers for work not completed, or by Deputy Principal Middle and Senior School, Dean of Students or Head of Middle School for uniform or behavioural breaches

Saturday Detentions or Detention at the Beginning of Holidays: This a serious consequence for persistent behavioural problems or persistent failure to hand in work. Parents will be notified of this in writing
Reflection Process

Steps in Reflection Process

Redirection/Restorative Chat
- What were you doing? What should you be doing?
- What will you be doing from now on?

Time out in the classroom
- Isolation in the classroom
- Explanation to student

Time out in another classroom

Reflection Room
- If the student's behaviour is being continually disruptive to teaching and learning in the classroom, if unsafe or offensive (e.g., obviously and deliberately racist etc.)
- Teacher writes a note in the diary briefly explaining student's behaviour and work to be completed in the room
- Student is sent, together with another student to Student Services
- Student completes set work and reflection sheet
- Follow-up after lesson/during break: Teacher & Student Services Coordinator follows up with student re consequences/restoration process
- Depending on behaviour, teacher or Student Services Co-ordinator, Head of Middle School, Deputy Principal Middle and Senior School, Dean of Students, may contact parents either through diary or phone and discuss incident and way forward

Daily Report: This involves a close monitoring and recording of student behaviours, (behaviour, punctuality, homework, personal presentation, lost property) during the school day. The Report is checked and signed by parents, the Class teacher and the Head of Middle School on a daily basis.

Internal Suspension: This involves the student attending school, but in isolation from other students. The length of this internal suspension is at the discretion of Head of Middle School, Head of Student Services or Deputy Principal Middle and Senior School. A student will be on Daily Report after an Internal Suspension.

Suspension: The length of the suspension is at the discretion of the Deputy Principal Middle and Senior School in consultation with the Principal. A student will be on Daily Report again after a suspension.

Exclusion: If a student flagrantly and seriously or willfully and persistently contravenes the Student Expectations, and does not respond to the processes above, he or she may be excluded from the College. This normally occurs after the above processes have been exhausted, or in the following situations.

Please Note the Following Situations
The College takes seriously its duty to provide an environment for the students entrusted to its care, which is safe and free from the influence of pornographic material, alcohol and drugs. Therefore:
- students who possess or use pornographic material, alcohol, dangerous implements or dangerous substances on campus or at College functions or activities on or off campus may be excluded
- students who possess, use, or traffic in drugs on campus or at College functions or activities on or off campus will be excluded
**Prohibited At School or at Any School Function**

- Anything that could cause injury to others, e.g. spray cans, knives, scalpels, lighters, chemicals, bullets, cap guns, detonators etc.
- Electronic items/devices, e.g. cassette or CD players, walkman, discman, gameboys or similar electronic games, mobile phones, I pods, MP3 players
- Chewing gum
- Alcohol, cigarettes, illegal drugs
- Skateboards, rollerblades or skates
- Pornographic material
- Liquid Paper

**Out Of Bounds Areas**

- D block tunnel
- Junior School classroom blocks unless you have the permission of a teacher
- Classroom during breaks unless you have the permission of a teacher
- Specialist classrooms (e.g. Art, Home Economics, Music, Computing, Science, Theatre) without a supervising teacher
- Worship Centre unless a teacher is present. No food, drink, or bags allowed in the Theatre or Worship Centre
- Worship Centre car park
- Village Green for vigorous ball or chasing games. It is a quiet area.
- The goat track (path above the Village green)
- F block undercroft unless supervised by a teacher

**Safe School Policy**

St Andrews takes seriously its duty to provide a safe and secure environment for our students.

**Bullying of any kind is unacceptable and will not be tolerated at St Andrews Lutheran College.**

St Andrews is committed to using Restorative Practices to resolve conflict, repair harm and restore relationships. Through these practices we seek to educate our staff, students and parent community in the skills of peace-making and conflict resolution.

**Definitions**

Harassment (or bullying) is unwelcome conduct or language which makes a person or group feel hurt, humiliated (put down) or threatened.

**If the person feels hurt, put down or threatened by the action then it is harassment, even if the person doing the action thinks it is “only a little thing” or just a joke.**

**Harassment includes:**

- Physical actions e.g. pushing, hitting, spitting, damaging the property of others
- Verbal actions e.g. repeated put-downs, name-calling, ridiculing and threatening
- Non-verbal behaviour e.g. reference to physical appearance, making rude or threatening signs or faces
- Extortion e.g. demanding money, food or other belongings
- Exclusion e.g. hurting others by ignoring or isolating them or spreading rumours about them
- Racial, cultural, religious or disability discrimination
- Offensive electronic communication e.g. via email, SMS or website
- Sexual harassment e.g. sexual behaviour
- Sexual harassment: unwelcome conduct of a sexual nature and includes patting, pinching or touching in a sexual way, unnecessary familiarity such as deliberately brushing against a person, sexual propositions, suggestive comments about a person’s appearance or body, unwelcome remarks about a person’s sex or private life

**Note:** Bullying by a group, by someone who is stronger or larger or bullying that targets persons with an impairment or disability is particularly serious and will be dealt with accordingly.
What to do if you are being bullied or harassed
(ICR – Ignore, Challenge, Report)

1. **NAME it:** Name your feelings to yourself e.g. I feel hurt or put down.

2. **IGNORE it:**
   If it is very minor - try to ignore it in the first instance. If it is hurtful, proceed to one of the steps below.

3. **CHALLENGE it:** Speak to the person harassing you.
   Tell him or her “When you do A, B, C, I feel….. This is harassment. Please stop it.”

4. **SHARE it:**
   Discuss the problem with a friend, parents or teacher.

5. **REPORT it:** If it doesn’t stop.
   Speak to your Learning Advisor Group teacher, Counsellor, Head of Middle School or Deputy Principal Middle and Senior School.

What the school will do if you report bullying or harassment.

1. Staff will discuss with you how you want the matter handled.
2. If staff are to speak to the person they will speak to him/her first in a counselling way, directing them to stop the behaviour and warning them of disciplinary consequences if it continues.
3. Where appropriate, school staff may make use of No Blame strategies that involve peer support (such as Shared Concern and Support Group) to help solve the problem.
4. Depending on the circumstances staff may encourage you to be involved in a Round Table (mediation session) with the other person involved. You would only be involved in this if you feel comfortable with the idea and if an experienced staff member manages the discussion. Sometimes your parents may be invited to be involved as well.
5. In their support of you, staff will focus on what can be done to repair harm that may have occurred and how to restore relationships.
6. If the behaviour continues the person will be disciplined. This will depend on the severity of the problem and how long it has continued. Discipline may include community service, detentions, suspension from school or even exclusion.

If you feel you may be subject to sexual harassment by a staff member, school volunteer or student you should report the matter immediately to your parents or a trusted staff member. the Counsellor and the Chaplain are the appointed Child Protection Officers for the College, and you could approach one of them. If you prefer, you may contact 1800 644 628. This number has been set up by the Lutheran Church of Australia to allow any person to have access to an outside, independent and confidential agency to assess situations, offer advice and, if necessary, institute proceedings.

What you can do to prevent harassment?

When you see someone having a hard time:

- Don’t join in
- Don’t smile or laugh to show that you agree with what is going on
- Tell your classmates and others you don’t like what is going on
- Report what is going on to a teacher straight away
- Go up to the student to see if they are OK
- Take the person to a safe place and make sure they are doing fine
- Be aware of the consequences of bullying behaviour
- Be courageous – Stand up for others
Computer and Internet Usage Guidelines

Information & Communication Technology Accepted Use Agreement

St Andrews Lutheran College provides you with the opportunity to use a personal computer and gives you rights to use and access services on the College data network. The College expects you to act responsibly as you would with all other College equipment and facilities. All students from Years 3 -12 have individual usernames on the College Network.

Your username gives you special privileges and responsibilities. You are expected to conduct yourself appropriately when you access information and communicate over an electronic network. Before you are given access rights, you will need to agree to a number of conditions, which are outlined below.

A. Security
For security reasons we expect you to keep your passwords and network login details private. You need to keep all your drives and files secure, and prevent others from accessing your work without permission. You must respect the rights and privacy of others and under no condition access their network accounts though their password and login, or through unacceptable or illegal means: eg. Hacking.

B. Storage
You are responsible for managing your files and network drives. You must take care when storing work and information on your pc, and remember to save your documents regularly to your personal network drive (H:\). At the end of each school year, all student network drives are cleared and you will be expected to have a backup of any files you wish to keep. You will be given a reminder at the appropriate time.

USB devices are accepted. However, only school related resources/documents should be stored on these. They are not to be used to transfer games or music to and from the College network.

C. Internet
Internet access is provided to students for educational purposes. In addition, the College provides access to quality online information sources via the Intranet such as databases, encyclopaedias, curriculum material etc. The allowance made to students for Internet use is generous, and appropriate for such usage. While the College has a large capacity connection to the Internet, downloading large files such as graphics, sounds and software will quickly use the data allocation provided to each student. Downloading or streaming music and/or videos is forbidden. Accessing online sites purely for personal use or entertainment (such as games) is also a breach of this agreement. Please speak with your Teacher or Information Technology staff about this if you are in doubt.

Access to the Internet via the College's facilities may not be used to browse, download or distribute material which is of an anti-social nature, pornographic, violent, illegal, racist, destructive, demeaning or denigrating of others or which encourages this. You must respect laws and other people’s rights, including copyright laws and antidiscrimination laws. Use of public chat sites and programs are not permitted. All use of the Internet is recorded and the Information Technology Department can monitor all Internet sites visited by students should there be cause for concern. Random monitoring also takes place throughout the year.

D. Copyright
You are expected to use the software the College has provided for you, and not to make or use illegal copies of software programs. Any information you retrieve from the Internet or other network sources should be acknowledged or cited in your work and where necessary the author’s permission obtained before use.

E. Network Printing
The College has provided network printers for student use. A reasonable print allocation is provided to each student. If this allocation is exceeded due to private, non-educational or excessive use of these printing resources, the ability to print at school will be suspended until additional print capacity is purchased.

F. E-mail
Email is only used in class time at the request of the class teacher. Use of public chat sites and programs is not permitted, unless agreed to by the class teacher. It should be noted that your email address carries the College name. Therefore, the e-mail network must NEVER be used to make comments that

(a) are rude, obscene or offensive, including discrimination against any person or group
(b) are discourteous to an individual or organisation
(c) might injure the reputation of another person or offend that person
(d) are trivial or likely to annoy the receiver.
G. Laptop/Hand-held personal computers

If permission is given to bring a personal, portable computer to the College, it is agreed to use it only during school periods, for schoolwork only. It is understood that it is not to be connected to the College Computer Network. Students will be personally responsible for preventing loss or damage to the computer. Students will only be allowed to use their portable computer with the express consent given by my teachers or other authorised College Staff. Because of the requirements of the Queensland Studies Authority, there may be instances when class work and/or assessment cannot be completed using the portable computer. This will be decided at the discretion of the classroom teacher.

Code of conduct

When you use electronic communication, including e-mail, your behaviour should be in keeping with acceptable College standards. Undesirable behaviour includes denigration of others, swearing and harassment.

Safety online conduct

- I will not post pictures of myself or my friends online. I will use an avatar to represent myself.
- I will not use my last name online.
- I will be careful about sharing too much personal information. If I am not sure if it is ok to say something, I will ask my teacher or parent. For example, I like basketball and want to write a lot about basketball online. That is fine but I should not write the full name of my team and where and when we practise.
- I will not put my email address or my home address or phone number or other contact information online.
- Anything I communicate online—words, pictures, video or other projects will be something I would be happy to have my parents or teachers see. I will use appropriate language and I keep in mind at all times that I am representing myself or my school to the whole world.
- I will use images that I create myself or that I know are from shared, copyright-free sources. When I use other people’s words or images I will give them credit.

Privacy:

Whilst access to the facilities is provided by way of a personal account, authorised members of the College information Technology Department reserve the right to investigate the way you use the facilities including e-mail, network storage space and internet browsing.

ICT Accepted Use Agreement

Name of Student: ___________________________________ Year: _______ Class: ________

Network Username (eg 932443.yr14): ___________________ Leave blank if unknown

I accept that:

Breaching this agreement will result in my being taken off the network temporarily or permanently depending on the seriousness of the offence and that this may be recorded on my student record. For more serious matters where a criminal offence occurs, further disciplinary and/or legal action may be taken as outlined in the College’s Behaviour Management Policy.

Parent or Guardian:

Information and Communication Technology Use Agreement

As the parent or guardian of this student, I have read the Information Technology Use Policy. I understand that the computer resources at St Andrews Lutheran College are designed for educational purposes and that any violations of the conditions as set out in the agreement can lead to loss of privileges. I also understand that theft or damage to equipment will result in a bill for the cost of replacement parts or repairs.

Parent/Guardian Signature: ________________________ Date: _________________

Signed: _______________________________ Student Name: ________________________________
Library Usage and Borrowing Agreement

The Junior and Senior School Libraries are facilities for the use of all members of the St Andrews Lutheran College community. From the library appropriate to their year level, each student has access to a wide range of resources and tools to assist in their learning. These are designed to develop a desire for life-long learning and a love of reading.

In accessing these resources, all students acknowledge responsibility to:

- Care for the resources in the Junior/Senior Library
- Ensure materials are borrowed via the check-out desk
- Return materials on time, and in good condition
- Respect the rights of others to learn and be safe in the Library
- Abide by the Library Essential Agreements (Junior Library)

Borrowing Conditions

Each student may borrow their allocated amount of resources provided:

- Materials are returned on time and in good condition
- Damaged or lost materials are replaced or paid for

If resources are damaged, or not returned, students will be unable to borrow until the matter is resolved.

SENIOR SCHOOL TEXT BOOKS

All textbooks are provided by and remain the property of the College and are redistributed each year. Each student is responsible for all textbooks allocated to them.

Conditions for use of Textbooks

- Students must not write on or mark any page in any way
- Students must ensure their name is clearly written in the space provided in the front of each textbook and are encouraged to check periodically to ensure they have the correct textbooks
- Students must not borrow or loan textbooks to fellow students
- Treatment deemed to be “unreasonable wear and tear” will result in a full new replacement charge
- If your child damages another student’s text book, a cost to you may be incurred
Library Usage and borrowing Agreement

Name of Student: ____________________  Year: ______  Class: ______

Network Username (eg 932443.yr14): ___________________  Leave blank if unknown

I understand and will abide by the conditions and rules as set out in the Library Borrowing and Usage Agreement. I further understand that there will be consequences (including loss of borrowing privileges) if I should commit any violation of these conditions.

Parent or Guardian:

Library usage and borrowing agreement

As the parent or guardian of this student, I have read the Library Borrowing and Usage Agreement. I understand that the library resources at St Andrews Lutheran College are designed for educational purposes and that any violations of the conditions as set out in the agreement can lead to loss of privileges.

I also understand that theft or damage or loss of resources will result in a bill for the cost of replacement or repairs.

Signed Parent/Guardian Signature: ____________________  Date: ________________

Student Agreement:

I understand and will abide by the conditions and rules as set out in the 2009 Library Usage and Borrowing Agreement. I further understand that there will be consequences (including loss of borrowing privileges) if I breach these conditions.

Signed Student: ____________________  Date: ________________

Student Homework Diary

At the beginning of the year, all students in Years 7 – 12 are issued with a Student Homework Diary, specifically designed by the staff and printed for St Andrews' students. The Diary incorporates a Student Handbook with important information for students and parents, has space for Timetables, Term Calendars, Assessment planning and results, as well as more than adequate room for the writing down of homework requirements.

Parents are asked to sign this once a week. There is also a section for communication between teachers and parents and vice versa. At the beginning of the year, please take the time to become familiar with this diary, and during the year use it to communicate with staff as the need arises.

Nothing should be added to the diary – it is to be used for homework/study purposes. Stickers and any decoration on the cover of the diary are unacceptable. Diaries that aren’t used as directed, are lost, destroyed or mistreated will be automatically replaced at your expense.

Student Leadership

In the Middle School students have many opportunities to develop leadership skills. Middle School Captains are nominated by the student and staff body at the start of the year after students present their vision for the Middle School to the community. These students from Year 9 work cooperatively with the Senior School Captains to build links across the two schools.

Leadership opportunities are available for all students who wish to be involved in areas of school life such as House activities, Student Council, Chapel Band and other cultural groups.

Community Service, students working with Junior School students, and supporting Australian Lutheran World Service are just some examples of how Middle School students have taken action in the community.

Student Services

At St Andrews we wish to nurture and develop the gifts of each individual and to respond to their special needs. Thus we have a number of people available to work with students on a personal level to meet their spiritual, vocational, emotional, social and special academic needs.
These include:

**Full Time Counsellor:**
Students may make appointments through a Learning Advisor Teacher, Senior Administration, or via a note addressed to the Counsellor and handed to a Learning Advisor or Senior Administration. Where there is an urgent need, the Counsellor makes himself available immediately.

**Chaplains:**
Students may drop in to see the Chaplains, or make an appointment to see them.

**Staff and Student Prayer Groups:**
A staff prayer group meets daily, and a student prayer group weekly. If students have a request for prayer, they can contact any staff member or member of the student prayer group.

**Careers Advisor:**
The Careers Advisor is available for appointments with students and their parents, who are welcome to have as many interviews as they need. The Careers Advisor, in conjunction with SCISO makes arrangements for Industry Placement and School-Based Traineeships. Appointments are made at Senior Administration.

**Learning Support and Student Services Co-ordinator:**
There is opportunity for students with special learning needs to work with a member of our Learning Support team either one-on-one, in small group situations or within the classroom setting.

**Additional Academic Help:**
Middle School teachers make themselves available after classroom hours (at lunchtime or before/after school) to assist students with work. Tutorials in some subject areas are held on a regular basis, either one lunchtime a week, or one afternoon a week.

**Research Facilitators:**
The Resource Centre and Computer Room are available for student use during lunchtimes and after school. Students interested in working in the library are able to.

**Pastoral Care**
The first 30 minutes of each day is timetabled for Pastoral Care. This takes the form of either Chapel, Learning Advisor Group or Assembly. Students attend Chapel together two mornings per week, take part in a Learning Advisor Group two mornings per week and an Assembly one morning.

**Chapel**
It is tradition in Lutheran Schools to begin each day with Chapel, or Devotion, which is our worship life in practice. Through this time of worship, or devotion, we acknowledge the God as the central focus of our lives, praise Him for all blessings to us, bring to Him our cares and concerns, receive His assurance of forgiveness and peace and learn more of His will for our world and personal lives. These Devotions are taken on a regular basis by Pastor, Staff and students. A student-led Chapel band provides the music.

**Learning Advisor Group**
The Learning Advisor Group provides teachers and students with the opportunity to interact with each other on a personal level. The chief purpose of the group is to enable the students learning program to be monitored, evaluated and discussed with a learning advisor. The Learning Advisor seeks to get to know the whole student – his or her personal needs, concerns and interests, to ensure advice is relevant and appropriate, and to help the student feel a sense of care and belonging. It is an opportunity for staff to become closely involved in the interests, needs, cares and concerns, of a specific group of students. It is an important administration time as well as a time when Study Skills, time management and organisation programs can be introduced, implemented and developed.

**Assembly**
This is a special time for the whole school to gather together to celebrate achievements, present awards, listen to guest speakers, receive announcements and so on. It is chaired by the Year 12 School Leaders. Every fortnight the Middle School meets together for an assembly which focuses on issues related to the needs of the students and staff in the Middle School.

**Who To Contact**
- General Information re the College as a whole: College Reception 5534 8522
- Fees and Accounts: Bursar
- Written requests for extended leave during term: Deputy Principal Middle/Senior School
The School Day

The school day begins at 8:30 am and concludes at 3:10 pm. To the best of our ability, this coincides with the current timetable for buses that service the students at our College. Morning tea is from 10:35 – 11:00 am and lunch from 12:40 -1:30 pm. (Thursday’s timetable is different to accommodate sport). The first part of each day is Pastoral Care Time – either Chapel, Learning Advisor Group or assembly. Students need to arrive at school by 8:15 am to enable them to organise their books and belongings for the lessons until Morning Tea.

Office Hours

The office is normally staffed between 8.00 am and 4.00 pm each school day.

Duty of Care/After Hours Supervision

St Andrews School staff are required to take reasonable care to ensure the safety of students within their care 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 which 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 leave the College grounds. Parents are asked to ensure that their children are never at school unsupervised. Teacher supervision begins at 8.10 am and ends at 3.40 pm.

When collecting children parents are asked to meet them at the designated area for their year level. Unsupervised students found on the College grounds after 3.40 pm need to go to the Senior School library. Parents must sign the student out. The library is staffed until 5pm.

The playgrounds are out of bounds out of school hours. Before and after school hours supervision is a parent responsibility unless that responsibility has been delegated to the College staff. When special school and sporting events are held out of school hours, student supervision is a parent responsibility unless otherwise stated.

Communication

At St Andrews there is an emphasis on teachers and parents working together in partnership. We understand that when teachers and parents work cooperatively together, it is the students who benefit.

Parents are encouraged to discuss any aspect of their child’s progress with the class teacher. In order for this to happen effectively, an appointment must be made through the College office, or via a note directly to the class teacher. Teachers are not available for such discussions during the busy periods immediately before and after school. At this time teachers use the time for lesson preparation and dealing with student concerns and questions. Appointments with teachers are normally made after school.

Buildings and Facilities

(Note: Specialist subjects are held in specialist rooms – Music, Science, Home Economics/Hospitality, Art, Computer Studies, Design & Technology etc.)

E Block

E Block – Middle School classrooms – Years 7, 8 and 9
E Block Undercroft: Bag racks and lockers for students in Years 7 – 8,
Middle School Administration, Head of Middle School
**F Block (closest to the Village Green) – Science and Technology Centre**

This building provides a specialist Computer Lab, three Science Labs, an Observation deck for astronomy, two Staff rooms as well as several preparation and storage rooms.

**G Block (behind F Block)**

G10 and G11: Senior Administration Centre including offices for Director of Learning and Teaching, the Counsellor, Student Services and Senior School Administration, Deputy Principal Middle and Senior School.

This building provides General Purpose Classrooms for students and a Staff room. The bottom floor of G block comprises our Information Resource Centre (Library) which includes a Seminar/Multi-Media room.

**H Block (Art, Design and Technology Centre)**

This building consists of a design room/computer laboratories and a well-equipped double workshop to enable students to design and construct in a variety of materials and for a variety of purposes - e.g. wood, metal, plastics, electronics, robotics.

It also contains 2 Art rooms, a dark room, pottery verandah and computer room.

**J Block**

The building overlooking the oval consists of the following:

- Ground floor - toilets and change rooms, sports office and store, weights room, locker areas
- First floor - Home Ec/Hospitality, general classrooms, Performing Arts Theatre
- Second floor – Business, computer laboratory, general classrooms, Music classrooms and studios

As in the rest of the College, all buildings are linked by a series of covered walkways, stairs and ramps. There is wheelchair access to most areas.

**Co-Curricular Activities/Enrichment Opportunities**

**Sport**

As a part of the sporting program at St Andrews, all students are involved in the Association of Gold Coast Colleges inter-school competition. In addition to this, students have the opportunity to compete against other Lutheran Schools in Swimming, Athletics and Cross Country. Students are encouraged to attend training sessions in particular sports, usually held after school. Inter-house competitions are also held on a regular basis. Term 1 is normally House Sport, Term 2 and 3 Association of Gold Coast Colleges Competition and Term 4 Recreational Sport. Students are also involved in a number of sport-specific competitions in sports such as Rugby Union, Tennis, Soccer, Netball, AFL. Athletics Development is also a strong feature of the sporting life of the College. See our website for further details.

**The Arts**

Performing Arts is a major focus of life at St Andrews. Students may also become involved in a variety of activities – Orchestra, Chapel Band, Jazz Band, Chapel Drama, Chess Club, Choir, Senior Choral Group, Debating and Public Speaking.

Biennially, the College produces a Musical and in the alternate year an Arts Festival. Most students at the College enthusiastically involve themselves in these activities - either in performance, making sets and costumes, painting backdrops, managing sound and lighting or working backstage.

Many students participate in instrumental lessons, offered on a withdrawal basis during school time.

Private tuition in Singing and Speech and Drama is also available during and outside normal school hours. See the web-site for more details, or contact Head of Arts.

St Andrews has a vibrant, very successful visual arts department. The Art room is open several lunchtimes per week for students to work on their own or classroom projects.

St Andrews Art students participate frequently and successfully in outside art competitions and displays such as the Energies (Youth Visual Arts Exhibition) and the Ministers Art Excellence Awards.

**Homework**

All students are expected to complete homework on a regular basis, although, in the Middle School, this frequently takes the form of on-going assignment work. Part of homework each night should also include a review of each day’s work, so that problem areas can be dealt with straight away, not left until later, test time, or just ignored.
Homework is usually given:

1. during one lesson, to be completed for the next lesson (quite often the next day) for the purpose of practising and consolidating skills learnt that day or applying those skills to an unfamiliar situation.
2. at the beginning of the week, to be completed by the end of the week; or given to be completed over number of days; this type of work may involve extended tasks and/or a smaller amount or research.
3. in the form of an assignment which involves a number of tasks to be completed over several weeks; some class time is nearly always given for assignment work. This type of homework helps develop management skills as well as the specific skills associated with the task.

Time expectation:

Students should expect to be completing homework and assignments for the following time periods per day:

<table>
<thead>
<tr>
<th>Year</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>1 hour</td>
</tr>
<tr>
<td>Year 8</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Year 9</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

Changing Electives

In all years following Year 7 (i.e. Years 8, 9, 10, 11 and 12), students are able to select a number of electives to study that relate to their interests and abilities. In Year 7, students select one elective per semester. The initial selection of electives involves consultation with parents and teachers (at an organised Information Evening), and informed, thoughtful and forward thinking decisions are made. As a result of this comprehensive initial process, the decision to change elective subjects should not be made lightly.

The following guidelines for parents and students to follow if they wish to discuss and/or request a change of subject:

1. After initial discussion has occurred between parent and student, parents are asked to contact the Director of Learning and Teaching to discuss the matter further before the final decision is made.
2. All requested changes will be treated on an individual basis, including the reason for requesting the change, timing of the request, as well as a number of practical considerations that may influence such a change.
3. A request for an elective change does not mean that the change will automatically occur.
4. All requests are to be made by parents, in writing, signed by the student, and given to the Director of Learning and Teaching. Forms are available from the Director of Learning and Teaching.

General Information – Essential Agreements

Bicycles

All students wishing to ride their bicycles to and from the College must have written permission from their parents, permission from the Deputy Principal Middle and Senior School, and must wear a helmet. Bicycles can be stored safely at the bike racks on the Uniform Shop side of the Worship Centre verandah.

Bringing ‘forgotten’ items to school during the day

Parents are to leave these at Middle School Administration and they will be handed on as soon as possible.

Lockers and Locks

All students in Years 7 – 12 are allocated a locker at the beginning of the year. Students are responsible for their belongings in their locker and keeping the lock locked on their locker at all times. Students are also responsible for the condition of their locker. Middle School students need to keep an additional spare locker key at Middle School Administration.

Lost Property/ Naming Belongings

All uniform items and property belonging to students needs to be clearly labelled with the students’ name. From time to time belongings are misplaced but it is very easy to return items to their rightful owners. The lost property box is located in Middle and Senior Administrations. Students are not to bring to school skateboards, rollerblades, walkmans, Discmans, I pods, MP3 players or any other electronic or valuable ‘toys’ that may be damaged or ‘lost’.

Mobile Phones/Telephones

We strongly discourage students from bringing mobile phones to school. If they must be brought for use AFTER school hours, then they should be left at Middle or Senior Administration for safe keeping. No responsibility can be taken for mobile phones that are not handed in to Middle or Senior Administrations.
Mobile phones must not be used during the school day, during lessons or breaks, on College excursions, Sport or official College activities. If students need to ring home for an urgent reason, they may use the phone under supervision in Middle or Senior Administration. If mobile phones are bought to school they are to be signed in at the start of the school day and signed out at the end at either Middle or Senior Administrations.

**Bus Services**

In addition to local bus services that can bring students to the College, St Andrews provides two services to cover the northern and southern sections of the Gold Coast. Please inquire of the staff at Reception in relation to times and details, including costs.

**Newsletter/Notices**

A College Newsletter is printed and posted home once a month, twice per term. A Middle/Senior School Bulletin is normally sent home every fortnight. From time to time other information sheets, permission forms and correspondence from the College will be sent home as well. Parents, please instill in your child/ren a sense of responsibility to pass on to you all correspondence that is given to them. The Newsletter and Middle/Senior School Bulletin may also be found on the College web-site.

**Parent Involvement**

Research studies show that those parents who:

- Are genuinely interested in the school
- Keenly support the school
- Encourage teachers
- Speak well of the school

have children who are more likely to be happy at school and achieve their personal best.

We see the child’s growth and development as a shared responsibility. After all, the child spends up to seven hours a day or thirty-five hours a week in the care of the school.

Parents have the key role in character making, endorsing philosophy-building attitudes, values and developing self-esteem.

Where these values are shared we can only back you up, and we will.

Teachers have the key role in teaching skills for the child’s life now and giving experiences that assist children to become effective life-long learners. We need your vital back up, support and involvement.

**Student Absenteeism/Lateness/Early Leaving**

Any student who is absent from school is expected to bring a note of explanation the day they return to school. If a student is away, please ring the College and leave a message for the class teacher. If a note is not received, a letter will be sent home requesting a reason for the absence. Absence notifications to the College may be emailed to: office@standrewslutheran.qld.edu.au Teachers are willing to provide work for students away for extended periods of time due to illness, however, collecting tasks from several different teachers does take time. Please leave a message at Middle or Senior Administrations. for the class teacher who will organise it as soon as possible. Teachers are not expected to provide work for students absent from school during term time due to family holidays.

Students who arrive after Learning Advisor Group has begun (other than on the late bus) are considered to be late and are expected to have a note of explanation. They are required to sign the late book located at Middle or Senior School Administrations.

Students arriving during the day are expected to have a note of explanation and will be required to sign the late book in Middle and Senior School Administrations. Their note should be handed to the teacher of the class they first attend after returning to the College.

Students leaving early are expected to have a note of explanation and will be required to sign the sign out book at Middle or Senior School Administrations. Their note is to be handed to the teacher of the lesson they will be leaving or their class teacher.

**Last Day of Term**

St Andrews formal school work continues up to and including the last day of each term. Often assignments are returned and feedback is given on performance in exams. It is expected that students will come to school on the last day and that families will support this by not beginning holidays early.

Examinations will not be re-scheduled to accommodate circumstances which are within students’ or parents’ control.
Uniform

There is a regulation St Andrews Uniform – formal and sports – that is available from the uniform shop which is run by the Parents and Friends Association. There is also a second hand clothing pool. This shop is located in the Resort, opposite the Worship centre. For details of opening hours etc. please read Newsletters and Information to Parents posted in early January. Opening times are also listed in the door of the Uniform Shop.

All students are expected to be in full school uniform at all times, unless the items are not available from the Uniform Shop. It is a very good idea to order all items well before they are needed.

Students are permitted to wear their Sports Uniform to and from school on Sports Days only. On other days, they must change in the change-rooms for PE, which means they must bring the appropriate uniform to school.

Please note that the College sports cap or broad-brimmed hat must be worn during PE lessons, sporting activities, morning tea and lunch. The sports cap may only be worn to and from school with the Sports Uniform on Sports days. The broad-brimmed hat must be worn on excursions outside the College and to and from school (except on Sports Days).

Specific details of Uniform requirements can be found at the end of this booklet. Please write a note or contact the school if your child is wearing the incorrect uniform.

How to Get Involved

Get to Know Your School

Use every opportunity to attend:

• Class events
• Open days
• Sporting carnivals
• Assemblies
• Special events
• Worship (see Newsletters)
• Special worship services
• Parents and Friends events

Read

• The Newsletters and Bulletins
• Parent Information Books
• P&F Directory
• Semester Reports

Parents and Friends Association

The main objectives of the Parents and Friends Association are:

• To provide amenities for the students of the College and improvements to the College and grounds subject to the approval of the College Council
• To foster the interest of parents of students and friends of the College in all College activities
• To promote good fellowship between parents, friends, teachers, and students alike for the well-being of the College

The Association plays a significant role in building the community spirit of the school. Its events and functions provide opportunity for parents and staff to gather together in a spirit of fun and fellowship.

The Association is responsible to the College Council for all its activities and presents regular reports to this group.

Membership is open to past students, parents of the past, present and intending students, staff and friends of the College. General meetings are held once per term, and all parents and friends are encouraged to attend to receive updates on general College happenings, along with fund-raising reports.

As you become more confident with school life, school staff, teachers and other parents, consider supporting the P&F Association and Committees. Each event requires a particular working party to ensure effective planning and organisation.

Tuckshop

A tuckshop operates providing a delicious variety of healthy lunches, snack foods and drinks. Students are encouraged to order their food before care group in the mornings. Students are not to buy food in between lessons.
Student Health

Medical Information

All St Andrews Lutheran College parents are responsible for providing the school with accurate, up to date information about their child’s medical needs. Medical Information forms are issued annually and are to be completed by parents and returned to the school office as soon as possible. If any of the information given 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 and must be completed and returned for each excursion.

Student Medication

Should medication prescribed by a student’s medical practitioner be required to be administered while the student is at school or involved in school approved activities, a parent/legal guardian must, in the first instance, make a written request to the Deputy Principal, Middle and Senior School. Medical authority forms are also available from Reception.

The instructions provided should be written by the pharmacist on the medication container at the medical practitioner’s direction. The instructions on the medication container need to indicate specific times at which medication is to be administered.

Please Note:

(1) The first dose of any new medication will not be given at school.
(2) Medication not in the prescribed container will not be administered.
(3) Non-prescribed oral medications (such as analgesics and over-the-counter medications) will not be administered.

Infectious Diseases

These guidelines have been drawn up on the premise that children who have been ill with an infectious disease will not return to school until they have fully recovered. The only exception to this rule is that children with certain skin diseases may return once appropriate treatment has commenced.

<table>
<thead>
<tr>
<th>CONDITION</th>
<th>EXCLUSION OF CASE (PERSON WITH INFECTION)</th>
<th>EXCLUSION OF CONTACTS (PERSON EXPOSED TO THE CASE WITH THE INFECTION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox (varicella)</td>
<td>Exclude until all blisters have dried. This is usually 5 days after the rash first appeared in unimmunised children and less in immunised children.</td>
<td>Any child with an immune deficiency (i.e. leukaemia) or receiving chemotherapy, should be excluded for their own protection. Otherwise not excluded.</td>
</tr>
<tr>
<td>Cold Sores (Herpes simplex)</td>
<td>Young children unable to comply with good hygiene practices should be covered with a dressing where possible.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cytomegalovirus (CMV)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea (including amoebiasis, campylobacter, cryptosporidium, giardiasis, rotavirus, salmonella, shigella and viral gastroenteritis)</td>
<td>Exclude until there has not been a loose bowel motion in 24 hours. If there are more than 2 cases of diarrhoea notify your nearest Population Health Unit.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion Requirement</td>
<td>Exclusion Necessary?</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Glandular Fever, Epstein Barr virus (EBV), (mononucleosis)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Haemophilus influenza type b (Hib)</td>
<td>Exclude until appropriate antibiotic treatment has been completed.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, Foot and Mouth</td>
<td>Exclude until all blisters have dried.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Head Lice</td>
<td>Exclusion is not necessary if effective treatment is commenced prior to the next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A*</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion not necessary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion not necessary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human immunodeficiency virus (HIV AIDS virus)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza &amp; influenza like illness</td>
<td>Exclude until well.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for four days after the onset of rash.</td>
<td>Immunised and immune contacts not excluded. Non-immunised contacts of a case are to be excluded until 14 days after the first day of appearance of rash in the last case, unless immunised within 72 hours of first contact during the infectious period with the first case. All immunocompromised children should be excluded until 14 days after the first day of appearance of rash in the last case.</td>
</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well and has received appropriate antibiotics.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningitis (viral)</td>
<td>Exclude until well.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until appropriate antibiotic treatment has been completed.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Exclusion not necessary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion requirements</td>
<td>Status</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner).</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Norovirus</td>
<td>Exclude until there has not been a loose bowel motion or vomiting for 48 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Parvovirus (erythema infectiosum, slapped cheek syndrome)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm/Tinea/Scabies</td>
<td>Exclude until day a day after appropriate treatment has commenced.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Roseola</td>
<td>Exclusion not necessary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or at least 4 days after the onset of the rash.</td>
<td>Not excluded (Female staff of childbearing age should check their immunity to rubella with their doctor).</td>
</tr>
<tr>
<td>School sores (impetigo)</td>
<td>Exclude until appropriate antibiotic treatment has been completed (sores on exposed areas must be covered with a watertight dressing).</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Steptococcal infection (including scarlet fever)</td>
<td>Exclude until well and has received antibiotic treatment for at least 24 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Thrush (candidiasis)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis (TB)</td>
<td>Exclude until a medical certificate is produced from appropriate health authority.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Typhoid* paratyphoid</td>
<td>Exclude until a medical certificate has been produced from appropriate health authority.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Whooping Cough (pertussis)</td>
<td>Exclude for 5 days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing.</td>
<td>Contacts that live in the same house as the case and have received less than 3 doses of pertussis vaccine are to be excluded from school until they have had 5 days of an appropriate course of antibiotics. If antibiotics have not been taken, these contacts must be excluded for 21 days after their last exposure to the case while the person as infectious.</td>
</tr>
<tr>
<td>Worms</td>
<td>Exclude if loose bowel motions present.</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>

These recommended periods are issued as a guide to teaching staff and parents, and may be modified in individual cases as circumstances warrant. Variation in the recommendations may be warranted in cases of local epidemics.
In cases of doubt, or for guidance about conditions not mentioned on the list, advice should be sought from an appropriate medical officer or health authority.

Parental records of immunisation status of children should be accurate and kept up to date. All children should be immunised against measles, mumps, rubella, poliomyelitis, diphtheria, whooping cough and tetanus before entry into a school. Non-immunised students who come into contact with students with an infectious disease should be referred to a medical practitioner, and may be excluded from school for the period of the epidemic.

If a student contracts headlice, please advise the College and ensure effective treatment before the child returns to school.

**Sick Students**

Any child who is unwell should be kept at home and cared for by family or a caregiver.

When a child becomes sick at school they will be kept comfortable in the classroom if possible. The parents will be advised to collect the child from the sick bay. Children who are in extreme distress will be supervised in the sick bay, Middle School Administration in emergency situations.

Students with chronic medical conditions (especially those requiring regular medication or treatment) will be listed on the front of class rolls, along with details of the treatment.

Any requests to administer medication to a student, either long or short-term, must be referred to the Head of Middle School.

**Nuts and Nut-based Products**

St Andrews Lutheran College recognizes the potential life-threatening danger to students with anaphylactic allergies, and desires to put into place strategies for minimizing the risk of contact with nuts and nut-based products within the college grounds and at activities organized on behalf of the College.

The supply, distribution and promotion of nuts and nut-based products (e.g. nutella) is prohibited through any outlets of the College (tuckshop, OSHC, special event days, etc.).

While all nuts and nut-based products will not be available, some foods may contain trace elements of nuts according to the manufacturer’s warning on the label, and parents need to be aware of this situation. Parents are also encouraged to provide alternative nutritious food sources for their children while at school and on excursions, but the College recognizes that this cannot be mandated.

**Sun Safety**

All students are required to wear school hats throughout the year. Parents are asked to assist their children to apply sunscreen before school. Sunscreen is also available for students to reapply during the day from Middle ans Senior Administration.

Sunglasses can be worn at any time outside as a sun protection measure.

**Stationery/Workbooks/Hire Books**

**Stationery items**

Students in Years 7 – 12 provide their own stationery items, in accordance with the List of Requirements for each subject. It will be students’ responsibility to provide all the requirements exactly as listed for all their subjects.

**Hire Books (Text Books)**

St Andrews does not require students to purchase their own text books. Instead, the school lends copies to the students. Students are issued with a numbered copy and are responsible for that copy for the duration of that unit of work – this may be the whole year or several weeks. If a book is not returned, or is returned in such condition that it cannot be used again, the student will be liable to replace the book or pay for a replacement copy. Students who have not returned their books from the previous year will not be issued with new textbooks until they have done so.

All students have a Homework Diary, and it is their responsibility to record homework/assignments accurately, as set by teachers. Parents, if you have any doubts at all about the nature and length of homework, please contact staff.
# Uniform for Boys in Years 7 - 9

## FORMAL UNIFORM – SUMMER

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shirt</strong></td>
<td>white short-sleeved shirt worn tucked into shorts</td>
</tr>
<tr>
<td><strong>Shorts</strong></td>
<td>navy dress shorts worn above knee length</td>
</tr>
<tr>
<td><strong>Belt</strong></td>
<td>regulation black leather belt (plain buckle)</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>knee-high navy blue with white stripes (garters are strongly suggested)</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>traditional plain, black leather, lace-up</td>
</tr>
<tr>
<td><strong>Hat</strong></td>
<td>broad-brimmed navy with navy trim edged with red &amp; white</td>
</tr>
<tr>
<td><strong>Hair</strong></td>
<td>above eyes and collar, no severe undercuts, nothing less than a 3-blade, extreme styles and obviouss colouring are not acceptable</td>
</tr>
<tr>
<td><strong>Jewellery</strong></td>
<td>watch, Christian symbol on thin chain is acceptable but must be worn inside shirt; no studs or sleepers, or body-piercing jewellery are to be worn</td>
</tr>
</tbody>
</table>

## SPORTS UNIFORM

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports top</strong></td>
<td>navy sport shirt with College logo</td>
</tr>
<tr>
<td><strong>Sports shorts</strong></td>
<td>navy with College name worn above knee-length</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>regulation sports socks only are to be worn – white with navy trim and College name (lower ankle height)</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>predominantly white lace up runners or cross trainers - NOT high ankle basketball shoes, converse-type casual shoes, skate shoes or Dunlop volley (or similar) tennis shoes. Volley's and other shoes designed for court sports are not suitable for the majority of sport and PE activities. This is due to their lack of grip on grass surfaces (risk of slipping/sliding injuries), lack of arch support (risk of collapsed arch leading to injuries such as shin splints), and lack of cushioning (risk of cumulative stress injuries such as stress fractures). Where students undertake an indoor court sport such as futsal or netball, they will be permitted to change into court shoes for this activity.</td>
</tr>
<tr>
<td><strong>Tracksuit</strong></td>
<td>navy pants with navy, red and white top</td>
</tr>
<tr>
<td><strong>Underwear</strong></td>
<td>boxer shorts are not to be worn under uniform shorts</td>
</tr>
<tr>
<td><strong>Sports cap</strong></td>
<td>navy with College crest and name: either sports cap or broad-brimmed hat must be worn for PE, Sport and during morning tea and lunch breaks. It is NOT to be worn to and from College (except on Sports Days); it is to be worn only with the peak at the front</td>
</tr>
</tbody>
</table>

## FORMAL UNIFORM – WINTER

Same as for Summer with the addition of a navy knitted jumper with the College crest.

OR

Regulation long, grey trousers may be worn during the winter months, with the white short – sleeved shirt and blue jumper. The regulation black leather belt is worn with grey pants. Navy socks are to be worn with the grey pants. Coloured t-shirts or t-shirts with logos etc... are not to be worn under white formal shirts.

## COMPULSORY EXTRAS FOR ALL STUDENTS

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College bag</strong></td>
<td>navy blue with College crest</td>
</tr>
<tr>
<td><strong>Swimmers</strong></td>
<td>navy with tartan trim; must be worn for interschool competitions</td>
</tr>
<tr>
<td><strong>Sports cap</strong></td>
<td>navy with College crest and name – sports cap or broad-brimmed hat must be worn for PE, sport and during morning tea and lunch breaks; it is NOT to be worn to and from College (except on Sports Days); it is to be worn only with the peak at the front</td>
</tr>
<tr>
<td><strong>House T-shirt</strong></td>
<td>regulation, in House colours with logo</td>
</tr>
</tbody>
</table>
### Uniform for Girls in Years 7 - 9

#### FORMAL UNIFORM – SUMMER

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Blouse</strong></td>
<td>white overblouse with tartan trim (skin coloured/white underwear to be worn only – no brightly coloured underwear)</td>
</tr>
<tr>
<td><strong>Skirt</strong></td>
<td>College tartan with box pleats</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>regulation white, ankle socks with College name</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>plain, black, leather lace-up with FLAT heel</td>
</tr>
<tr>
<td><strong>Hat</strong></td>
<td>broad-brimmed navy “panama” hat</td>
</tr>
<tr>
<td><strong>Hair</strong></td>
<td>collar-length hair is to be tied back with a scrunchy or ribbon in school colours (white, navy, red, bottle green, or golden yellow) or the school tartan; no more than two different colours of thin ribbon are to be worn at any one time; obvious hair colouring and extreme styles are unacceptable; hair clips are to be plain gold or silver, or as close to the natural hair colour as possible</td>
</tr>
<tr>
<td><strong>Jewellery</strong></td>
<td>watch, one set of small, plain studs or sleepers (ear rings) in the lower ear lobes, a Christian symbol on a thin chain may be worn inside the dress; no rings and bracelets are to be worn. No body-piercing jewellery is to be worn</td>
</tr>
<tr>
<td><strong>Underwear</strong></td>
<td>should not be visible through the uniform – plain, light colours are recommended; no bike pants are to be worn with either uniform</td>
</tr>
<tr>
<td><strong>Make-up and nail polish</strong></td>
<td>are not to be worn at school.</td>
</tr>
</tbody>
</table>

#### FORMAL UNIFORM – WINTER

Same as the Summer with the addition of a navy knitted jumper with College crest. Navy blue 40 denier stockings/skin coloured pantyhose may be worn.

#### SPORTS UNIFORM

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports top</strong></td>
<td>navy sport shirt with College logo</td>
</tr>
<tr>
<td><strong>Sports shorts</strong></td>
<td>navy with College name</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>regulation sports socks only are to be worn – white with navy trim and College name (lower ankle height)</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>predominantly white lace up runners or cross trainers - NOT high ankle basketball shoes, converse-type casual shoes, skate shoes or Dunlop volley (or similar) tennis shoes. Volley's and other shoes designed for court sports are not suitable for the majority of sport and PE activities. This is due to their lack of grip on grass surfaces (risk of slipping/sliding injuries), lack of arch support (risk of collapsed arch leading to injuries such as shin splints), and lack of cushioning (risk of cumulative stress injuries such as stress fractures). Where students undertake an indoor court sport such as futsal or netball, they will be permitted to change into court shoes for this activity</td>
</tr>
<tr>
<td><strong>Tracksuit</strong></td>
<td>navy pants with navy, red and white top</td>
</tr>
<tr>
<td><strong>Underwear</strong></td>
<td>should not be visible through the uniform – plain, light colours are recommended; no bike pants are to be worn with either uniform</td>
</tr>
<tr>
<td><strong>Sports cap</strong></td>
<td>navy with College crest and name – sports cap or broad-brimmed hat must be worn for PE, sport and during morning tea and lunch breaks; it is NOT to be worn to and from College (except on Sports Days); it is to be worn only with the peak at the front</td>
</tr>
</tbody>
</table>

#### COMPULSORY EXTRAS FOR ALL STUDENTS

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College bag</strong></td>
<td>navy blue with College crest</td>
</tr>
<tr>
<td><strong>Swimmers</strong></td>
<td>navy, red and white with College name must be worn for interschool competitions</td>
</tr>
<tr>
<td><strong>Sports cap</strong></td>
<td>navy with College logo and name sports cap or broad-brimmed hat must be worn for PE, sport and during morning tea and lunch breaks; it is NOT to be worn to and from College (except on Sports Days); it is to be worn only with the peak at the front</td>
</tr>
<tr>
<td><strong>House T-shirt</strong></td>
<td>regulation, in House colours with logo</td>
</tr>
</tbody>
</table>

-29-
Plain Clothes Day

At least once a term students are allowed to wear plain clothes for a day, including to and from school. A ‘fine’ is usually imposed, with monies raised going to one of the many Community Services in need of assistance. On these days, all students must bring a hat. If they have a scheduled HPE lesson that day, they are expected to bring their St Andrews sports uniform to change into as usual.

On plain clothes day, students are to wear clothing that is neat, clean, in good repair, respectable in all aspects and suitable for the activities of a normal school day.

If the student has HPE, Tech Studies, Science, Home Economics or any other practical subjects where workplace health and safety concerns must be addressed, he or she MUST WEAR THE APPROPRIATE FOOTWEAR - ie. for HPE, sports shoes, and for other areas, closed-in, leather shoes.

The following items are not permitted – short shorts, bare midriffs, strapless dresses or tops, backless dresses or tops, singlet tops, see through clothing, ragged or ‘holey’ clothing, ‘muscle’ tops or tank tops, thongs, reefs, high heels, or anything depicting a slogan or name contrary to the ethos of the College. Students who wear inappropriate clothing will be asked to change or return home.

Long hair is to be tied back as usual, no make up or nail polish is to be worn and no extra jewellery is to be worn.