



Grace Lutheran
PRIMARY SCHOOL

PARENT HANDBOOK

your guide to starting at

GRACE LUTHERAN PRIMARY SCHOOL

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OUR SCHOOL

Grace Lutheran Primary School is owned and operated by the Lutheran Church of Australia, Queensland District. The school is governed by a School Council of seven to ten elected members. The Principal is appointed by, and reports to, the School Council. The school began in 1971 at Redeemer Lutheran Church Hall in Woody Point and moved to the present site in 1973. The school now caters for approximately 400 students from Prep to Year 6.

School Strategic Intent

The strategic intent at Grace Lutheran Primary School is

ENGAGE – EDUCATE - EXCITE

School Logo

The essence of Grace Primary has been captured in the school logo through:

- The Cross, which is central to our Christian faith.
- The figure intertwining with the cross which emphasises a union between Christ, the source and centre of our school life, and His children (students, teachers, parents and the community).
- The strong upward direction of the figure and the cross together create a sense of centrality and growth, which reflects the school motto 'Grow in Grace'.
- Incorporating our school colours of brown and gold whilst including a highlight colour of blue to symbolise water; our rebirth as God's children through water and the Spirit, and to recognise the school's unique location of being surrounded by the water of Moreton Bay.



OUR ETHOS AS A LUTHERAN SCHOOL

We believe:

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

And because of this we value as core:

- The Bible as the authority informing what we do and teach
- The work of the Holy Spirit in the life of each person
- Forgiveness, being forgiven and reconciliation
- That God, by grace shown through Jesus' love, accepts and values each person
- The uniqueness and worth of each person
- God's gifts of knowledge and learning
- A spirit of service reflecting God's action in our lives

Therefore, Lutheran Schools:

- See everything we are and do in relation to God
- See each member of our school community as someone in relation to God

This understanding of the identity of each person before God motivates us to:

- Develop the whole person
- Strive for the best
- Care for each person
- Help each student grow in the assurance of their God-given worth and purpose
- Accept the need for discipline for the well-being of the individual living in community
- Reflect the characteristics of God, especially love, justice, compassion, forgiveness, patience and service
- Create learning contexts incorporating values that reflect God's relationship with His world.

About Learners & Learning

Our Beliefs about Learners:

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

Our Beliefs about Learning:

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

Our Beliefs about Learning Communities:

- All people are learners
- Safe and supportive learning environments facilitate active learning
- Effective learning communities respect diversity and encourage reflective practice and productive feedback
- Learning communities are strengthened by having a shared vision and common core beliefs
- Learning communities reflect upon and respond to the world of today in ways that enable their members to face the future with confidence
- Learning cultures need to be intentionally developed

Our Values

Grace Lutheran Primary School strives to develop children who value (and build their communities with):

Insightful

Caring Resilient

Creative

Self-directed

Honest

Inquirer Hopeful

Collaborative

Respectful

Teachers in Lutheran Schools

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

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

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

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

PARENTS' ROLE IN PARTNERSHIP WITH THE SCHOOL

Grace Lutheran Primary School acknowledges that parents have responsibility for, and are the first educators of their children. Parents and family, in the home environment, strongly influence what and how children learn.

The Lutheran School, as an agency of the Lutheran Church, also has a responsibility to children, to those who are members of the Church as well as to others in the community who are not members. This responsibility

is to proclaim and relate the Gospel of Jesus Christ to the total life of children as students in order to equip them to live a Christ-like life in all life situations, to serve both God and humanity throughout life and to live with the assurance of eternal life.

In order to coordinate these responsibilities, effective interaction between school and parents is essential. The school will:

- communicate clearly to parents what it accepts as its responsibility
- require the active interest and support of parents
- maximise opportunity for parental involvement.

In order to keep parents well informed on the progress and achievements of their children, the school will initiate and maintain various forms of communication as required from time to time.

Code of Conduct

This Code of Conduct sets clear standards of behaviour that GLPS expects from any community member, or guest, when in the school environment or when attending any school-related function or activity at any other location. Any community member who invites a relative, friend, supporter, carer or other person to be present at any school related function or activity at any location must be responsible for that person and must ensure that they act, at all times, in a manner consistent with this Code of Conduct. GLPS recognises that staff, parents and other community members ultimately want what is best for their child/children; however, the school also expects everyone to recognise that this must be balanced with the interests and wellbeing of all stakeholders including staff and their right to a safe working environment.

Guiding Principles

The following five principles provide the framework for this Code of Conduct:

1. **Support the educational ethos and values of GLPS**

Parents, staff, community members and guests play an important role in the education of children and have a responsibility to visibly support the educational ethos and values of the school by role modelling responsible and safe behaviours for students and other community members.

2. **Behave respectfully towards all members of the GLPS community**

The school expects that community members will be positive role models to all.

3. **Raise concerns appropriately and productively**

Community members, including staff and parents, are supported in their right to raise genuine grievances they may have in an appropriate, respectful and constructive forum. GLPS grievance management processes are set out in the Grievance Procedure policy document.

4. **Be a responsible school community member**

Parents must respect the school's risk-management procedures when visiting the school and/or attending school activities and off-site events.

5. **Use technology and social media appropriately**

Community members are expected to be respectful in their communication with others, be mindful of privacy and safety when publishing information online and ensure confidential information is not shared without permission.

Parent Involvement

Parents are encouraged to become involved in the life and activities of the school. Fundraising and 'friendraising' activities are an ideal way for our parents to make friends and connections in our school. Parents are also encouraged to volunteer to help in the Tuckshop and other events such as Mothers' and Fathers' Days Stalls which will be advertised during the year.

Volunteers and Visitors

All those who volunteer to help with school activities are required to read and sign the school's 'Volunteers and Visitors' statement. A copy is available from Reception.

All volunteers and visitors are required to carry out tasks in a manner consistent with school expectations including maintenance of a safe, cooperative and professional environment. Confidentiality is to be maintained at all times.

Volunteers and visitors are required to work under the direction of the school staff member in charge of the activity and to follow all reasonable directions given by the staff member. In return, they can expect to be treated respectfully and not be required to carry out any tasks with which they feel uncomfortable. Volunteers can also expect to be provided with clear instructions and support to help them carry out their tasks.

Child Safety

Grace Primary is committed to the safety and well-being of all children and young people who use its services. Volunteers and visitors, together with school staff, are required to ensure that their behaviour towards, and relationship with, students reflect proper professional standards of care for students and are not unlawful.

All volunteers and visitors working with children, who are not parents of a child enrolled at Grace Primary School, are required to have a current positive Suitability for Working with Children Notice (Blue Card).

Procedures

1. Volunteers and visitors working with children are to present their current Blue Card (if required) to the school administration prior to working in the school.
2. Volunteers and visitors are required to sign in and out at the School Reception.
3. Individuals are required to wear a 'visitors' badge (obtained at Reception when signing in and returned when signing out) while they are assisting with school activities.
1. Volunteers are to meet with the staff member in charge before commencing the activity.
2. Any disciplinary action is the responsibility of school staff. Volunteers and visitors are to make staff aware immediately of any inappropriate student behaviour.
3. In the event of an evacuation (a continuous bell), volunteers and visitors are to move to and assemble at the centre of Dalton Oval.
4. In the event of a lock down (instrumental melody), volunteers and visitors are to move to the closest school building and secure themselves inside.
5. If an individual requires first aid treatment, they are to report to the School Reception. Any injuries are to be reported to the Business Manager.
6. Volunteers and visitors should talk with the Principal, or Deputy, about any school related concerns.

Sae Coffee Shop

Our Sae Coffee Shop is conveniently located adjacent to the parent drop off/pickup waiting area and is open every school day from 7:00am to 9.30am. Parents are welcome to purchase coffee each morning when dropping off their child/children.

Parent Communication

A strong school/home partnership is vital to enabling a child to reach his/her full potential. This is why at Grace Primary we are committed to providing regular communication to parents across a variety of mediums. We communicate in the following ways:

The School Newsletter

The school newsletter '*Ripples*' is available fortnightly and is available on the school website.

Reporting Student Progress

Student reports are issued at the end of Semester 1 & 2. Reporting Conferences are held at the end of Term 1. All families are given an appointment time in Term 1 while Term 3 Conferences are student led. Requests for copies of previous reports will incur an administration charge.

Facebook

Grace Primary has an active Facebook page that is strongly followed by the school community. Make sure you 'Like Us' at www.facebook.com/GraceLuthPS to ensure you are kept up to date on what's happening at the school.

Each year level has their own Facebook page and you are invited to become a member. Parents are encouraged to be sensitive when posting about the school or parents and students on their own private and public Facebook sites. Parents are reminded that negative comments may be defamatory and the school urges caution for parents when posting.

The school will not become involved with student social media activity as for most sites, (e.g. Facebook, snap chat, twitter) people must be 13 years of age to establish a profile.

School Website

Please visit our website at <http://www.graceprimary.qld.edu.au> - it contains information such as the Tuckshop Menu, term dates, links to Uniform Shop, Ripples, access to activities and events and much more.

Parent Lounge

When you first arrive at Grace, you will be given a username and password in order to access Parent Lounge. This is where you can view your child's School Reports, medical information, parent details, fee statements, addresses, all school communication etc.

Parent Contact

We value parent input and encourage parents where they have joys, concerns, and suggestions to make contact with the appropriate staff member. For best outcomes for all involved, parents are asked to be thoughtful in this area. Generally, teachers are not available during the school day. For urgent communication, Reception is able to pass on a message.

If parents have concerns regarding their child's learning or behaviour, please contact the child's teacher. Concerns, whether from the parent or from the teacher, are best discussed face-to-face at a prearranged meeting. Parents can contact the teacher or the School Reception to make an appointment. To get the most out of any meeting, a simple outline of the matter to be discussed will allow for an informed, well prepared and productive discussion.

If after speaking to the class teacher you feel the matter needs further consideration or discussion, please make an appointment through Reception to see the Deputy Principal or the Principal.

Email contact is useful for simple questions or information sharing but is not an effective means to work through concerns or worries. Parent (or teacher) concerns are best addressed through respectful and positive face-to-face conversations that may also include the child.

An email, or a written note to the teacher, is appropriate if:

- You have a query or feedback in regards to homework;
- There is information that the teacher needs to know at the start of the day eg forgotten items, emotional upset (but before 8:00am, otherwise contact Reception);
- There is something that occurred during the day that is important for the teacher to know
- You would like to pass on a good news story or thanks to the teacher; or
- You want to make an appointment.

Staff will aim to provide an initial response within two school days of receipt of the email or note (unless prevented by absence). Part time staff will respond within two school days of their first day of teaching. If a more detailed response is required, this will follow within one week. At times, teachers may copy the Deputy Principal or Principal into email conversations, or refer an email to them for their information or follow up.

In addition, teachers will at times contact parents to share positive learning experiences or behaviour displayed by their child, or simply to notify parents of a special award their child will receive at assembly.

Who to Contact

Parents and guardians are encouraged to contact staff should they have concerns, queries, or enquiries regarding their children's education.

Requests for appointments with the Deputy Principal and Principal, Student related inquiries	Reception
Enrolment inquiries	Enrolments Officer
General inquiries, absentees, urgent messages	Reception
Homework, class matters, student concerns Student care and behaviour management issues	Class Teacher
Teaching and learning coordination, curriculum matters	Deputy Principal – Teaching & Learning
Social and emotional support for students and families Daily routines, behaviour issues beyond your child's class	Deputy Principal – Student Well being
School policy, procedures and developments Unresolved issues	Principal
Fee and accounts inquiries	Business Office
Uniform inquiries	Uniform Convenor
Tuckshop inquiries	Tuckshop Convenor
Media, Facebook	Communications & Marketing Officer

Complaints

The school has a 'Grievance Policy' which outlines the process to be followed when a parent has a complaint against a staff member or about a school related matter. A copy of the policy is available on the school website.

If a student or parent has a complaint, the first action is to speak directly to the staff member involved to resolve the issue - and then for formal processes to be followed if necessary.

School Day

Morning Procedure

Students are to arrive at school between 8am and 8:15am and stay in the supervised playground areas until 8.15am. They then make their way to classrooms and get ready to commence lessons at 8:25am.

Afternoon Procedure

School finishes at 3pm and students wait for parents in the Waiting Area. Students waiting for buses wait in a supervised area. Playgrounds are not used after school as these areas are licensed for GOSHC activities only.

Students still waiting for parents after 3:15pm will be taken to GOSHC at the expense of the parent (\$40). Parents running late should contact Reception so waiting children can be reassured.

Bell Times

Prep to Year 2

8:00 am	Playground Duty - supervision of students commences Staff Devotion and Briefing (Teaching Staff)
8:15 am	Students and staff move to class
8:25 am	Lessons Commence
10:40 am	First Break
11:30am	Lessons Commence
1:30 pm	Second Break
2:00 pm	Lessons Continue
3:00 pm	End of day - Supervision of Waiting Area
3:15 pm	Afternoon supervision ceases

Year 3 to Year 6

8:00 am	Playground Duty - supervision of students commences Staff Devotion and Briefing (Teaching Staff)
8:15 am	Students and staff move to class
8:25 am	Lessons Commence
10:20 am	First Break
11:00am	Lessons Commence
1:00 pm	Second Break
1:40 pm	Lessons Continue
3:00 pm	End of day - Supervision of Waiting Area
3:15 pm	Afternoon supervision ceases

Weekly Procedures

Chapel

Students will participate in Chapel each Thursday afternoon. Students will be attending Chapel held each week and parents are warmly welcome to join us.

School Assembly

Fortnightly, separate Prep–Year 2 and Year 3-6 assemblies are held in the hall. All parents and carers are warmly welcomed to join us.

Specialist Lessons

Each week, students will attend the following specialist lessons:

- Physical Education
- Performing Arts
- Japanese
- Christian Studies
- STEM (Science, Technology, Engineering, Mathematics)

Late Arrivals and Early Pick-Ups

Students **arriving late** for school (after 8:25am) are required to collect a late card at Reception before joining their class. Failure to do so may result in parents being contacted as the child may have been marked absent on the roll.

Students **leaving early** (before 3.00pm) are required to contact Reception prior to pick up and must be 'signed out' at Reception by a parent or guardian. Students will meet with their parent/ guardian in Reception before leaving the school. Learning time is highly valued and as such, parents are encouraged where possible to make appointments outside of school hours.

Absences

Please contact us before 8.30am if your child will be absent. Messages can be left on the School Absentee Line, 3283 0088, sending an SMS message to 0477 752 423 or absent@glps.qld.edu.au. It is important for staff to keep a record of absences.

Before and After School Extra Curricula Activities

Children attending activities after school will meet staff in a designated area (usually the waiting area). After the activity they should be picked up promptly from the Waiting Area under the supervision of the staff member in charge of the activity.

Students using the Performing Arts Room before or after school are to move to and from the Hall using the stairs near the senior toilets. At the end of afternoon lessons, children are to meet parents in the Waiting Area under the supervision of the teacher who takes the lesson.

Student Leave and Punctuality Guidelines

We aim for every student to have an attendance rate of 98% or better. This equates to no more than **5 days absent** within a school year. Research shows that student outcomes reduce, mental health is compromised, and future opportunities are affected when school attendance is poor. Every day of attendance contributes towards a child's learning, and academic outcomes are enhanced by maximising attendance in school. There is no "safe" threshold for absences (Hancock et al., 2013).

The Education Act attendance requirements form part of the Grace Lutheran Primary School's Enrolment Contract, and parents who do not send their children to school, except for the following two reasons, can be in breach of the contractual agreement:

1. **Illness** – sick leave can be approved by the class teacher for non-attendance up to 10 consecutive days, following written explanation by the parent. A medical certificate is normally required for non-attendance of more than 3 consecutive days.
2. **Approved Leave** – where exceptional circumstances necessitate non-attendance by a student (e.g., special family circumstances), a written application must be made by the parent and approved leave can only be granted by the Principal. Where the need for leave is known in advance, the application should also be made in advance of the anticipated leave. The outcome of the leave application will be communicated in writing by the Principal.

If the reasons given for the leave do not meet the criteria for approval by the Principal, the period away from school will be recorded as unapproved leave.

Unapproved Leave – where leave is recorded as unapproved for over 3 days, and no valid reason is provided, the school may contact the parent or care giver and request details of why the student is absent. In some circumstances, this may require the production of a medical certificate. Where a student’s ongoing attendance is below 90%, without a valid reason, the school will consider the following responses.

- After 10 school days of unapproved leave a formal letter will be issued to the parents requesting valid proof for the period(s) of absence and a meeting with the Deputy and/or Principal.
- Following this letter, after a further 5 school days of unapproved absence (15 days in total) the Principal will formally request the return of the child to school within 5 school days and valid proof of the reason(s) for the absences.
- If after a further 5 school days of unapproved absences the school may report the absences to the Queensland Police and the Child Safety Department.

Unapproved leave or unauthorised absences would include time off for birthday treats, a shopping trip, a family day out, holidays in term time, etc.

Attendance	Description	Days lost per year	Weeks lost per year
98-100%	Excellent	0-5 days	Up to 1 week
98-95%	Good to Average	5-10 days	1 -2 weeks
95-90%	Below Expectations	10-20 days	2-4 weeks
Below 90%	Persistent Absence	More than 20 days	More than 4 weeks

Attendance below 90%

Where a student’s attendance is below 90%, whether for approved or unapproved reasons, the school may need to modify the student’s school report. This may result in the student being unable to be assessed and the recording of NA (*not assessed*) appearing on a student’s report. Following consultation with the Director of Teaching and Learning, a teacher will decide whether a student can be academically assessed, and subsequently reported on, if their attendance falls below 90%.

Punctuality

For students to be best prepared for a day of learning, we request that everyone arrives at their classroom **no later than 8:25am**, in time for roll marking. A student who is 10 minutes late every day will miss more than 30 hours of instruction during the year - a significant loss in the teachable moments that you cannot get back.

Students who arrive late miss valuable play and socialising opportunities, they miss important morning messages, they disrupt learning for others and the teacher from doing their best work, and sometimes lateness results in avoidable anxiety and contributes to poor punctuality habits. Overall, regular lateness displays a lack of respect for your child's, and other children's, education.

What can you do to help your child?

- Get your child to pack their bag before bedtime the night before and check it.
- Set your morning alarm for a time that allows task to be completed without rushing.
- Set off to school 5 minutes earlier than you need to, in case of traffic or parking issues.
- Take an interest in your child's schoolwork.
- Make sure your child stays healthy by eating nutritious food and getting enough exercise.
- Establish a regular bedtime to ensure that your child gets a good night's sleep, awakes rested the next morning and has enough time to prepare for school.
- Show your child why education is important. Give specific examples of how education helps people succeed.
- If your child is off school, it is especially important you phone or text on the first morning of absence to tell us why.
- If your child starts missing school, work with the school without delay to put things right. Communication is especially important.
- And most important – Lead your children by example.

Traffic and Parking

Please observe road rules concerning the bus stop, the supervised crossing in front of the school and the 40 km per hour speed limit between the hours of 7 – 9am and 2 – 4pm.

Parents are encouraged to use the public car parks around Dalton Oval and are requested to **reverse park** into car parks. Drivers exiting the Dalton Oval car park must turn left only. Please drive **slowly** and with care in car parks. There is also street parking along Maine Road and Gerald Avenue.

Drop Off (Kiss and Go Area)

The drop off area on Maine Road, in front of the school, is a 5 minute 'Kiss and Go' area from 8am to 9am each school day. At other times it is a parking area. Please note the signs, and do not stop in the adjacent Bus Zone.

Bicycles/Scooters

Bicycle riders are to enter and leave the school grounds through the double gates near the hall. Students **are not** to ride bicycles/scooters in the school grounds. Bicycle racks are near the Hall. Helmets must be worn and fastened at all times when riding bicycles.

Student Well Being

The following sections are taken from the Grace Lutheran Primary School Pastoral Care Policy and Procedures documents. The complete policy and procedures can be viewed on the school website.

We strive to show care and support equally to every student, parent and colleague regardless of their personal beliefs, abilities, behaviour or circumstances. This derives from our belief that, because God loves us regardless of whom we are or what we do, so we should love others. This commitment is the basis of our Pastoral Care Policy which includes Restorative Practices, Behaviour Management and Anti-Bullying.

Aims

At Grace Lutheran Primary School we take seriously the command of Jesus "to love our neighbour as we love ourselves." (Mark 12:31)

We aim to assist students to make positive choices and take ownership of their actions and behaviours.

What Is Restorative Practice?

Our school defines restorative practice as a participatory and democratic practice. It focuses on the harm caused by an incident and not just the wrongdoer. It is an approach to harmful behaviour and conflict that sees wrongdoing as a violation of people and their relationships with others.

A restorative practice school provides a structure and setting “where victims, wrongdoers and their communities are active participants in processes that ensure justice and fairness. Victims are empowered through having their experiences validated and having their needs met. Wrongdoers are able to tell their stories and be given the chance to make amends.” (Thorsborne & Vinegrad: 2008) This collaborative approach seeks ways to prevent a reoccurrence of the incident.

All staff receive regular training on Restorative Practices to provide them with the best skills possible in handling student behavior and helping students resolve issues.

Our Beliefs About Restorative Practices

We believe:

- conflict causes harm that needs to be repaired;
- conflict needs to be addressed by all parties, preferably face-to-face, in a structured, safe environment (fight or flight are generally inappropriate responses to conflict);
- people involved in a conflict, wrongdoing or misbehaviour need to be actively involved in the process of resolution;
- accountability and commitment to relationships are core to restorative practices;
- participants learn social and emotional skills they will use throughout their lives; and
- logical consequences and sanctions are still used but in the context of restorative practices.

Behaviour Management

Behaviour Management is a process used to guide behaviour choices towards self-control and self-direction. This enables individuals to achieve the best possible educational and personal development outcomes. These processes can be both preventative and reactive, and may result in either positive or negative consequences.

Our Guiding Principle – Respect

Grace Lutheran Primary School follows the guiding principle of RESPECT. From this principle are taken our three school rules of:

- We Respect Ourselves
- We Respect Others
- We Respect the Environment

Beliefs About Behaviour Management

- Proactive approaches to behaviour management are an important first step, and include:
 - teaching strategies and classroom management
 - positive reinforcement
 - awards/rewards
- Choices and consequences - each person is responsible for the choices made that impact a community.
- Righting wrongs and restoring relationships are central to the process
- Communication between school and home is critical

What Is Bullying?

Our school defines bullying as the deliberate, repeated, conscious desire to hurt, threaten or frighten someone else. This can be done physically, verbally, electronically or through the use of non-verbal behaviours such as intimidation, threatening signs or exclusion.

Beliefs About Bullying

We understand that bullying can take place at any time and in any place.

We believe:

- Everyone has the right to feel safe and secure in the school environment.
- To enable bullying to be minimised and eliminated, it must be reported and dealt with.
- It is the responsibility of students, staff and parents to provide a positive culture where bullying is not accepted.

The Australian Human Rights Commission states that, 'Bullying is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless.'

What might not be bullying?

According to the [Kids Helpline](#) (2023), Bullying is not the same as:

- **Being rude** – saying or doing something hurtful that wasn't planned or meant to hurt someone, e.g. someone pushing in front of you in the tuckshop line
- **Being mean** – doing something hurtful to someone on purpose once or twice, e.g. a friend refusing to play with you one day
- **Conflict** – having a disagreement with a friend, e.g. two friends getting into an argument and saying mean things to each other
- **Respectful feedback** on behaviours you're doing that aren't ok, e.g. "It's not ok roll your eyes every time they talk about sport."
- **A friend putting in a 'boundary'** e.g. "I don't like it when you keep telling me what to do."
- **Natural consequences** in socialising, e.g. a friend not trusting you because you shared their secret

The National Centre Against Bullying ([NCAB](#), 2023) highlights what bullying **is not**:

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

These actions can cause great distress. However, they do not fit the definition of bullying and they're not examples of bullying unless someone is deliberately and repeatedly doing them.

Our response to an allegation of bullying

When an investigation about bullying is required, the following procedures will be followed:

1. Investigation

GLPS adopts a 'no blame' approach and process in the first instance. Those involved will be interviewed (by teacher or Leadership Team member) and made aware of the suspected bullying and the school's anti-bullying position.

In determining the severity and outcomes of an incident, the following points will be considered using the **PIRD** approach:

Provocation - What led to the action(s)? What were the motives beforehand?

Intent - What were the intentions of the action(s)? Was harm a motivation?

Repeat Offence - Was it a repeat offence? When did it last happen?

Damage inflicted - What damage was caused?

At this stage there might not be any consequences and parents might not be notified. The incident, if deemed not to be bullying, might still be recorded and tracked on our internal database.

2. Identification and Action

If bullying is identified, the teacher/ Leadership Team may choose to use the following methods with the students involved to help determine severity and outcome:

- Sharing perspectives, with witnesses involved and cross examination using a non-judgemental approach
- Mediation
- Restorative Practice Conversations
- Individual support/counselling

Parents of both the student exhibiting the bullying behaviour and the student who has been bullied will be notified of the level and severity of the incident/s and our response. A record of the incident is kept on file using our internal database.

A bullying incident might be recorded as one of the following three levels, considering the PIRD approach:

Level One Bullying Offence

Where an incident is deemed a first offence, low level or low harm inflicted, it may be recorded as Level One. Serious behaviours consequences will be applied (see *below*).

Level Two Bullying Offence

Where an incident is deemed above a Level One, applying the PIRD approach, it may be recorded as Level Two or above. Serious behaviours consequences will be applied (see *below*).

Level Three Bullying Offence

Where an incident is deemed above a Level Two, applying the PIRD approach, it may be recorded as Level Three. Immediate referral to Principal for enrolment review, probationary enrolment, constructive withdrawal or termination of enrolment.

3. Support and Monitor

In most cases, continued monitoring by the classroom teacher and support will take place for a period of time. This will be dependent on a number of variables, some of which might be:

- age
- severity of incident / level of harm
- frequency
- previous patterns of behaviour

Monitoring, and support given, might be recorded in our database.

4. Outcomes and Consequences

Depending on the severity, a bullying incident could result in a formal action plan being devised, appropriate consequences for the student (*using the school's serious behaviours framework below*), as well as continued dialogue with parents. The School Leadership Team and Learning Support staff may be involved in formulating this action plan. Responses to bullying actions may include reference to 'Dealing with Serious Behaviours Guidelines' with the Parent Handbook (p. 21):

Serious behaviour is referred directly to the school leadership team. This includes those behaviours that significantly violate the rights of others, including swearing, physical incidents involving intentional aggression or violence, bullying, and defiant and disruptive behaviour that significantly affects the teaching and learning environment.

Types of Serious Behaviours	Consequence Level
<ul style="list-style-type: none"> • Inappropriate physical contact 	Level 1-4
<ul style="list-style-type: none"> • Inappropriate use of technology devices which impact on the wellbeing of others 	Level 1-4
<ul style="list-style-type: none"> • Major bullying / victimisation / harassment 	Level 1-4

A serious behaviour may result in the following levels of consequences:

Level One: Parent contact, time in Deputy/Principal office, restorative conversations and reflection activities, removal to withdrawal room, alternate lunchtime activities, loss of privilege, appropriate restitution, loss of break times, referral to LS Coordinator, internal suspension, alternate school times (e.g. finish at lunchtime). **This will include a warning regarding future consequence for repeated offence.**

Level Two: Parent contact, 1 to 3-day stand down for reflection or suspension from school with a re-entry meeting involving Deputy and/or Principal (where appropriate), probationary enrolment, and/or any of the consequences outlined above in Level One. **This will include a warning regarding future consequence for repeated offence.**

Level Three: Parent contact, 3 to 5-day stand down for reflection or suspension from school with a re-entry meeting involving Deputy and/or Principal (where appropriate), probationary enrolment, and/or any of the consequences outlined above in Level One. **This will include a warning regarding future consequence for repeated offence.**

Level Four: Immediate referral to Principal for enrolment review, probationary enrolment, constructive withdrawal or termination of enrolment.

Support

To support a student who has been bullied, the school may choose some of the following approaches:

- Offering the student who has been bullied an immediate opportunity to talk about the experience with their class teacher, another teacher or a member of the Leadership Team

- Individual support sessions to discuss strategies which may include how to deal with the bullying behaviours, with mediation if appropriate
- Informing and collaborating with the student's parents
- Restorative Practices approaches
- Continuing to monitor the student's behaviour and offering appropriate support at a classroom level
- Reinforcing processes for reporting of bullying incidents
- Recording incident/s

To support a student who has bullied, we may choose some of the following approaches:

- Talking immediately with the class teacher, another teacher or a member of the Leadership Team about what has happened and the behaviours the children have been displaying
- Informing the student's parents
- Individual support sessions discussing seriousness of behaviours, changes in behaviour and support that may be needed. This may include a recommendation to visit an external applied health professional.
- Continuing to monitor the student's behaviour and offering appropriate support at a classroom
- Targeted or individual interventions to support the development of socially appropriate behaviour
- Documenting the incident on the school's internal database
- Undertaking Restorative Practices approaches
- Referring the student to allied health support, such as Psychology and Occupational Therapy
- Removing the student from school grounds for a period of time, for reflection and/or to support the victim's recovery

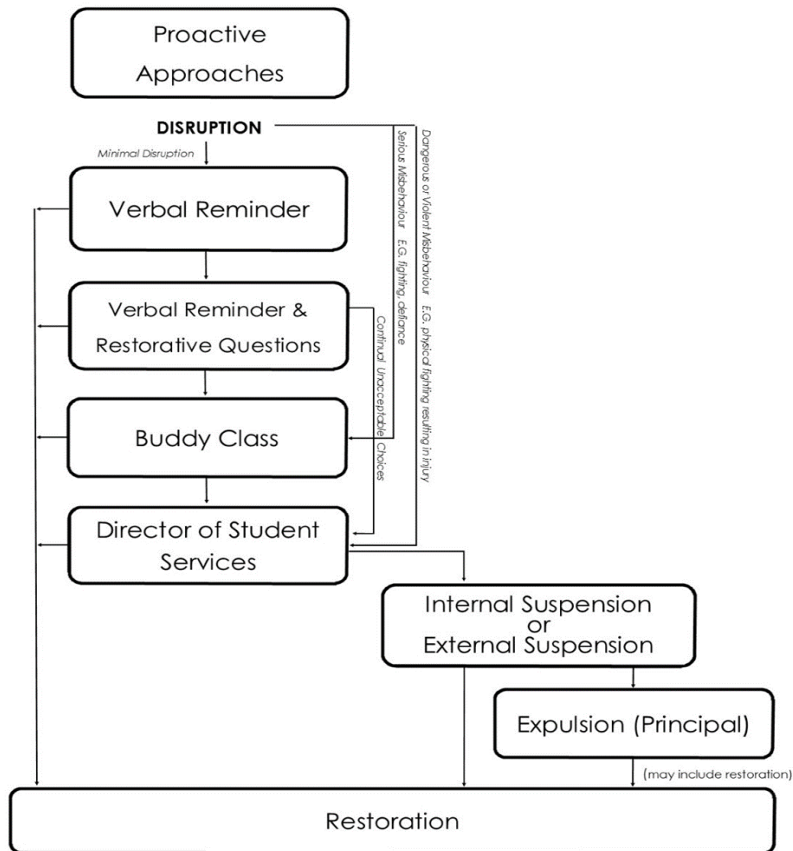
Record Keeping

All formal complaints of bullying will be recorded on the school's internal database

Details on the database will include:

- Details of incident/allegations
- Dates and names of parties concerned (if appropriate/available)
- Student and Staff witnesses (if appropriate/available)
- Confirmation of any communication with parents/carers
- Action taken by staff and any follow up

Grace Lutheran Primary School
Procedures for Unacceptable Behaviour Choices in the Classroom



Responsibilities (a selection from the GLPS Pastoral Care Policy)

Students are to:

- Be accountable for their own choices
- Report harmful behaviours and conflict
- Model helpful and positive behaviours
- Take part in the resolution of any wrongdoing

Staff are to:

- Follow GLPS behaviour management procedures
- Act in a fair and just manner
- Communicate with those involved
- As needed, determine logical consequences

Parents are to:

- Report incidents or concerns to the class teacher or Deputy Principal
- Support the policies and procedures of the school
- Work cooperatively to support the decisions made by the staff and administration team
- Support the behaviour expectations of the school

It is expected that all parties fully support the Pastoral Care Policy and Procedures of the school.

Dealing with Serious Behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is minor or serious, with the following agreed understanding:

- **Minor** behaviour is handled by staff members at the time it happens.
- **Serious** behaviour is referred directly to the school leadership team. This includes those behaviours that significantly violate the rights of others, including swearing, physical incidents involving aggression or violence, and defiant and disruptive behaviour that significantly affects the teaching and learning environment.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or the leadership team.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as partial or complete removal (time away) from an activity or event for a specified period of time, individual meeting with the student, restorative and reflective work, apology, appropriate restitution or missing of break/playtime for work completion. The steps on the behaviour flow chart will be followed including the use of Buddy Class, where appropriate, and incident recording on our Behaviour Database (*Teacher Kiosk*). Parents will also be informed.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Serious behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of the School Leadership Team.

When considering a response to **serious** problem behaviours, the school will consider provocation, intent, damage inflicted and if it is a repeat occurrence. A serious behaviour may result in the following levels of consequences:

- **Level One:** Parent contact, time in Deputy/Principal office, restorative conversations and reflection activities, removal to withdrawal room, alternate lunchtime activities, loss of privilege, appropriate restitution, loss of break times, referral to LS Coordinator, internal suspension, alternate school times (e.g. finish at lunchtime). **This will include a warning regarding future consequence for repeated offence.**

- **Level Two:** Parent contact, 1 to 3-day stand down for reflection or suspension from school with a re-entry meeting involving Deputy and/or Principal (where appropriate), probationary enrolment, and/or any of the consequences outlined above in Level One. **This will include a warning regarding future consequence for repeated offence.**
- **Level Three:** Parent contact, 3 to 5-day stand down for reflection or suspension from school with a re-entry meeting involving Deputy and/or Principal (where appropriate), probationary enrolment, and/or any of the consequences outlined above in Level One. **This will include a warning regarding future consequence for repeated offence.**
- **Level Four:** Immediate referral to Principal for enrolment review, probationary enrolment, constructive withdrawal or termination of enrolment.

The following table outlines examples of serious behaviours:

Types of Serious Behaviours	Consequence Level
<ul style="list-style-type: none"> • Physically hitting/hurting a member of staff with intent and/or aggression 	Level 1-4
<ul style="list-style-type: none"> • Using aggressive and/or disrespectful, aggressive or abusive language toward a member of staff 	
<ul style="list-style-type: none"> • Physically hurting others with intent or violence, pushing, kicking, not following instructions regarding safety 	Level 1-4
<ul style="list-style-type: none"> • Throwing objects with aggression, intent to hurt or disregard for safety 	Level 1-4
<ul style="list-style-type: none"> • Inappropriate physical contact 	Level 1-4
<ul style="list-style-type: none"> • Inappropriate use of technology devices which impact on the wellbeing of others 	Level 1-4
<ul style="list-style-type: none"> • Weapons including knives and any other items which could be considered a weapon being taken to school 	Level 1-4
<ul style="list-style-type: none"> • Refusing to work 	Level 1-4
<ul style="list-style-type: none"> • Disrespectful, defiant or disruptive behaviours that significantly affect the learning environment 	Level 1-4
<ul style="list-style-type: none"> • Leaving class, or school, without permission (out of sight) 	Level 1-4
<ul style="list-style-type: none"> • Deliberate non-compliance or dishonesty that has a negative impact on others 	Level 1-4
<ul style="list-style-type: none"> • Stealing / major theft 	Level 1-4
<ul style="list-style-type: none"> • Willful property damage / vandalism 	Level 1-4
<ul style="list-style-type: none"> • Major bullying / victimisation /harassment 	Level 1-4

- Swearing - Abusive (i.e. toward another person) or Non-Abusive (i.e. swearing in general) Level 1-4
- In the opinion of the Principal, any other action that is deemed serious or which might affect the safety or wellbeing of another person Level 1-4

Guidelines for dealing with Level 2-4 consequences

If a stand down for reflection or formal suspension takes place, then the Deputy and/or Principal will provide a letter containing the reason for the suspension, the length of the suspension, and obligations for a re-entry meeting.

Stand Down for Reflection

A stand down for reflection does not constitute a formal suspension and is not recorded as such. In these circumstances, students will spend time away from school to reflect on their actions and work with care givers on reflective and restorative tasks, as well planning a positive return to school where alternate appropriate behaviour strategies are considered and reinforced. This period of external reflection also allows the school time to consider appropriate support strategies, and for those affected by the actions of the perpetrator to have feel safe and settled before their return.

Re-entry Meeting

A re-entry meeting will take place between the Deputy and/or Principal (where appropriate), as well as the parents/guardians and the student concerned. The aim of this meeting will involve a plan to restore relationships, with clear identification of the next steps in this process should this behaviour (or something similar) occur again. This will likely lead to the next level of consequence which will be outlined clearly to the student and his/her parents/guardians. Despite the consideration of future consequences, it is acknowledged that a student involved in a re-entry meeting has a right to be given a fresh start, involving some positive goals.

Record keeping

Each instance involving the use of physical intervention will be formally documented in our Behaviour Database (*Teacher Kiosk*).

Physical Intervention

Staff may make legitimate use of appropriate physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that the duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened, and the strategy is used to prevent injury.

Homework

See-Saw App

Seesaw is a digital portfolio that is used across all year levels at Grace. This platform allows students to showcase what they are learning/doing at school and share this with their families.

Throughout the term you will also see posts from what students are learning in Integrated Studies, Physical Education, Performing Arts, Japanese and STEM.

Homework is also posted via Seesaw each Friday, with homework being due the following Thursday.

Rationale

- Homework can benefit students by reinforcing and complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning.

Aims

- To reinforce and/or extend classroom learning.
- To develop regular study habits.
- To bring some aspects of the school's educational program into the home.
- To develop a responsibility for an individuals' own learning.
- To give parents an opportunity to share in their child's learning.

Guidelines

The following times are to be seen as **maximums**. Where possible, flexibility is provided in the time/days allocated to complete homework.

Prep	5 to 10 min each night
Year 1	Up to 10 min each night (40 min/wk)
Years 2 & 3	Up to 15 min each night (60 min/wk)
Years 4 & 5	Up to 20 min each night (80 min/wk)
Year 6	Up to 30 min each night (120 min/wk) Years 6 students may be required to spend some time on weekends (up to 60 min) to work on projects or assignments

School Uniform Requirements

Prep Uniform

Prep students wear the Sport Uniform each day.

Years 1 to 6

Dress uniform is worn three days per week and the sports uniform is worn for two days per week.



Uniform and Student Appearance

- All students are expected to wear the school uniform not only at school, but also when travelling to and from school. When appearing in public, it is expected that children wear their uniform, including footwear, correctly and with pride.
- Sports uniform is worn in place of the dress uniform (Years 1-6) on days specified by the class teacher.
- Students unable to wear correct uniform must have permission from the Principal for any changes.
- Hats must be worn whenever students are outdoors during the school day. Sunscreen is advised and is to be applied before the child arrives at school.

Boys and Girls Hair

Hair is to be kept neat and tidy and must be a natural colour without spikes, shaved lines (including eyebrows), tails, mullet-style haircuts or severe undercuts. Long hair past collar length must be tied back and fringes (where lengthy) secured off the face.

Jewellery and Makeup

- No make-up (including nail polish) is to be worn to school.
- One set of plain sleepers or studs may be worn. Earrings must be removed during sporting activities. (Safety requirement)
- Watches or wearable technology may only be worn in Years 3-6 and then at owner's risk (and must be removed for sporting activities). No other jewellery is allowed at school except with the Principal's approval.

For specific uniform requirements, please see the [School Uniform Requirements doc.](#)

Sun Smart School

Grace Lutheran Primary School is a Sun Smart School. We maintain a 'no hat-no play' policy at all times. Application of sunscreen is encouraged before outdoor activities. A shade intensive environment is nurtured.

Students are also permitted to wear sun glasses at school, but they should be in keeping with the uniform policy, and remain the responsibility of the student.

Parents are encouraged to apply 30+ SPF sunscreen to their children before they come to school.

Mobile Communication Devices

Except for pre-approved educational devices, e.g., BYOD iPads, personal mobile communication devices, such as mobile phones and smart watches, are not allowed at school. This includes the wearing of smart watches that have the capacity to connect to a mobile phone, even if the capacity to connect has been disabled.

Students are only to bring a mobile phone to school if requested by parents for a genuine reason. Students who bring to school a mobile phone are to hand them in to Reception before school and collect them at the end of the day. If students are caught using an unapproved device during school hours, it will be confiscated and parents will be informed to collect it from the Deputy/Principal. Breaches may result in the device being completely banned from the school campus for a period of time.

Medication

Only medications prescribed by a pharmacist or medical practitioner are to be brought to school. All medications **must** be handed to Reception together with a Medical Authority Form completed by the parent. **Medication will only be administered by a staff member authorised by the Principal.**

As much as possible, parents should avoid sending medication to school to be dispensed by staff.

Eight-hourly doses can usually be requested from your medical practitioner and given out of school hours.

Where this is unavoidable (long term conditions where the child is not sick enough to stay home or eight-hourly dosage is unacceptable) the following conditions will be adhered to, as we do not employ any qualified and/or trained medical personnel at the school.

- All medication is to be handed to Reception staff in original packaging and clearly labelled by the pharmacist on direction of a medical practitioner with child's name, exact dosage and frequency. No medication is to be kept in school bags, pockets or desks. (An exception is made for asthma puffers, which may be held by the student after written permission from the parent/legal guardian and approved by the Principal).
- A Spasmodic Medical Authority Distribution Form (temporary medication) or a Medical Authority Form (medication permanently kept at school) must be completed and signed by the parent/legal guardian authorising staff to administer any medication. Both forms are available from Reception.
- As a general principle, staff will not give any injections. However, in the case of severe allergies where anaphylactic shock may occur, the administration of Adrenaline may be lifesaving. In this case, a written request is required from the parent/legal guardian to the Principal, together with advice from the child's medical practitioner. (Note: The school community will be informed if particular food should be avoided in lunch boxes).
- All unused medication is to be collected by the parent/legal guardian of the student within seven days after the stated period of authorisation. Medication not collected by the end of the school year will be disposed of.

Infectious Diseases - Recommended Exclusion Periods

- In the interest of maintaining good health in the school, families are required to adhere to the recommended exclusion periods as described in the State Health Department Document “Infectious Diseases – Recommended Exclusion Periods”.
- It should be noted that the periods of exclusion given in the following table are minimum periods. The doctor who is treating the patient may increase them if convalescence is slow, but they are not to be shortened.

Chickenpox and Shingles	Exclude until all blisters have dried, and at least 5 days after the onset of symptoms.
Conjunctivitis	Exclude until discharge from eyes has stopped.
COVID - 19	Exclude those who have symptoms and relevant contacts. See latest Queensland Health guidance for exclusion periods and criteria.
Diarrhoea	Exclude for at least 24 hours. If confirmed Norovirus exclude for at least 48 hours.
Hand, Foot and Mouth Disease	Exclude until all blisters have dried.
Haemophilus influenza type b (Hib)	Exclude until medical certificate of recovery is received.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the jaundice or illness started.
Herpes (“cold sores”)	Exclude if child cannot comply with good hygiene practices while sores are weeping. (Sores should be covered with a dressing where possible).
Impetigo (“school sores”)	Exclude until 24 hours of appropriate antibiotics have been completed. (Sores on exposed skin should be covered with a watertight dressing).
Influenza	Exclude until symptoms have resolved, normally 5–7 days.
Measles	Exclude until the doctor confirms the child is not infectious but not earlier than 4 days after the onset of the rash.
Meningitis (viral)	Exclude until well.
Meningococcal infection	Exclude until the treating doctor confirms the child is not infectious.
Mumps	Exclude for 5 days after onset of swelling.
Ringworm, Scabies, Head Lice	Exclude until day after proper treatment has started.
Streptococcal Infection (Inc. scarlet fever)	Exclude until child has received antibiotic treatment for at least 24 hours and feels well.
Tuberculosis	Exclude until well and approval to return has been given by a Public Health Unit physician.
Typhoid Fever (incl. Paratyphoid fever)	Exclude until a medical certificate of recovery is received.
Vomiting	Exclude for at least 24 hours

Whooping Cough (pertussis)	Exclude until 5 days after starting antibiotics or for 21 days from onset of cough AND confirmed that they are not infectious.
Exclusion will not be necessary for the following: Cytomegalovirus Infection, Glandular Fever, Hepatitis B & C, Molluscum Contagiosum, Slapped Cheek, Parvovirus.	

PLEASE NOTE: Students who cannot provide proof of Immunisation on enrolment at Grace Lutheran Primary School, will be excluded from attending school when we are advised of outbreaks of the above mentioned infectious diseases amongst the student body. We request all parents to support and acknowledge the importance of such a requirement in order to protect the health and well-being of students and minimise the potential of spreading disease throughout the student community.

Tuckshop

Operates from Wednesday to Friday each week and offers students a selection of healthy choices for lunch and afternoon tea. A current menu is available on our website. Orders can be made via [Flexischools](#) or at the Tuckshop through the 'brown paper bag' system before 8.25am. Special menu days are promoted in the school newsletter and on facebook.

The Tuckshop is a service to families and can only be provided with the assistance of volunteers. Please offer your time to help where you can.

School Lunches

- We encourage parents to provide a healthy lunch for their children while at school. In so doing, parents are supporting the educational aims of our school as well as promoting healthy choices and eating habits with their children. We see lunch as having the potential to enhance student behaviour and performance.
- Due to the presence of children with nut allergies, parents are requested to avoid including in lunch boxes any item that contains peanut butter, Nutella or similar and nut products.
- Due to health and social concerns, the school is not the place for "treats". Please keep these at home. Foods such as soft drink, cordials, lollies (including high sugar food bars, chocolate bars) and chips should not be sent to school.
- Arrangements can be made with teachers for special celebrations such as birthdays.

NISSA Sport

In 2019, Grace Lutheran Primary School became a foundational member of a new Sporting Association. Students in Years 4-6 participate in round robin sports 3 times per term. When not competing, students train at school on a weekly basis.

Grace Outside School Hours Care

The Grace Outside School Hours Care (GOSHC) Centre provides before and after school care during school terms and vacation care on student free days and holidays for Grace Primary families.

The Centre operates Monday to Friday between 6:30am and 8:30am and 3.00pm and 6:00pm, and between 7:00am and 6:00pm during student free days and school holidays. The centre qualifies for the Federal Government Childcare Rebate.

The Centre is sponsored by Queensland Lutheran Early Childhood Services and is accredited under the National Childcare Accreditation System and qualifies for the Federal Government Childcare Rebate.

For more information please phone on 3283 0033 or via email goshc@glps.qld.edu.au

Extra Curricular Activities Co-Curricular Performing Arts Programs

At Grace Primary we offer a range of extra-curricular activities. These include: Instrumental Band & Strings Ensembles, Choral Ensembles, Instrumental lessons, Dance Troupes, sporting groups eg Netball, Cricket and Tennis coaching.

Instrumental Band & Strings

Instrumental Lessons operate in the school with specialist tutors, in both paired and private settings. Information and enrolment forms are available through our website. Tuition fees for these programs are added to each term's school fee account. Participation in our range of Instrumental Ensembles is at no additional cost to tuition.

We currently offer tuition for the following instrumental music:

- Piano
- Violin or
- Viola
- Cello
- Double Bass
- Flute
- Clarinet
- Trumpet
- Saxophone
- French Horn
- Trombone
- Baritone
- Euphonium
- Tuba
- Percussion including Drum Kit
- Guitar and Bass Guitar
- Voice (singing)

Choirs

Grace Lutheran Primary School has multiple choral groups who rehearse weekly and perform for our community. Students from Years 1-6 are welcomed to join our choral ensembles. We perform a range of genres from traditional choral works to musical theatre and popular songs. Our choristers develop vocal technique whilst enjoying singing with their peers! Our current choral groups are:

- Prep Singers
- Junior Choir (Years 1-3)
- Senior Choir (Years 4-6)

Dance Groups

Dance classes are offered to all students of Grace Lutheran Primary School, including boys troupes. These classes are designed to include dance technique across a variety of styles (Jazz, Lyrical, Ballet, Hip Hop, Acro, Urban) as well as choreography learnt for performance. Students of all ability levels are welcome to participate and classes will cater to a wide range of student experiences. Lessons occur with specialist dance tutors and are held in our rehearsal studios before school, from 7:30 - 8:15am. Tuition for these classes are added to each term's school fee account. Troupe information and enrolment forms can be found on our website.

Tennis

Focus Tennis Academy operates Tennis Hot Shots lessons before school in the school hall for Prep to Year 6. Modified courts, equipment and balls are used for this age group, which allows them to learn essential skills quicker and also have more fun. The Focus Tennis Academy team is committed to creating a friendly, enjoyable and safe environment in which children learn the wonderful sport of tennis.

Please contact Focus Tennis Academy directly (3284 2349) to make enquiries and arrangements.

Fees and Payments

Families will receive a statement with BPAY details included each term. There are also Direct Debit payment arrangements available. Families who choose to pay annually will receive a three percent discount on the Tuition Fee. All new families will receive a letter from the School's Business Office with details of the options for payments.

The school provide the following as a matter of course:

- Specialist Teachers from Prep – Year 6 in the areas of Japanese, Performing Arts, STEM & PE
- Teacher Aide support
- Learning Enrichment & Learning Support services

Fees at Grace Primary include all activities where an entire class participates. Examples of this are:

<p>Across year levels</p> <ul style="list-style-type: none">• School camps (Yr 1-5)• Canberra Tour (Yr 6)• Subject costs• All books and stationery (students to provide pencil case & headphones)• All class excursions (including bus travel)• All class special guests and performances• Access to iPads and school provided apps (P- Yr 3)• Support for BYOD iPad program including school provided apps (Yr 5-6)	<ul style="list-style-type: none">• Access to a range of other digital technologies• Licenses for a variety of school apps• Yearbook• Strings Program (Yr 2)• Instrumental Band Tuition (Yr 3)• Student insurance• Sport & NISSA (Yr 4-6)• Swimming Program with qualified instructors & venue costs (P-Yr 3)• Surf Life Saving skills (Yr 4-6)
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This unique 'inclusive' fee method is designed to simplify school payments for parents and provide upfront clarity of the costs involved throughout the school year.

For more information contact our Finance Team on businessoffice@glps.qld.edu.au

Student Accidental Insurance

All full-time Grace Lutheran Primary School students are covered by accident insurance (24 hours per day, 7 days per week) at all times that the student is engaged in school related activities (including extra-curricular activities) or organised sport, as well as travel to and from those activities.

Please contact the school if you require a Student Accident Claim Form, or a list of insurance coverage or further information.

Child Protection and Safety

Grace Lutheran Primary School is committed to the safety and well-being of all children and young people who use its services. The school strives to be a safe and happy place for its students and staff. Staff, students, parents and visitors are required to support the aims, policies and procedures of the school.

We recognise that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of the children within our school will always be a primary consideration.

We expect our students to show respect to our staff and volunteers and to comply with safe practices and we expect all employees to ensure that their behaviour towards, and relationships with, students reflect proper professional standards of care for students, and are not unlawful. The school will respond diligently to a report

of suspected or actual harm, or risk of harm to a student resulting from either within the school or from outside of the school.

What does the school mean by harm?

Queensland legislation defines harm as: *'any detrimental effect of a significant nature on the child's physical, psychological or emotional well-being'*.

It is immaterial how the harm is caused. Harm can be caused by:

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

How does the school protect students from harm?

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

WHAT SHOULD YOU DO IF YOU BECOME AWARE, OR REASONABLY SUSPECT, THAT HARM HAS BEEN CAUSED TO A STUDENT OF THE SCHOOL BY A MEMBER OF STAFF, SOMEONE OUTSIDE OF THE SCHOOL OR BY OTHER STUDENTS?

You should report your concerns to the Principal or Deputy Principal or to any other member of school staff.

What will happen next?

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

What will the principal or the chair of the council do?

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

What Happens About Confidentiality?

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

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

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

How will the school help my child?

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

- Ensure that each staff member understands and fulfils their obligations under this Policy and the Policy for reporting abuse.
- Ensure that there is an acceptable reference for each new staff member from his or her previous employer.

- Ensure that each staff member and volunteer who has contact with children (and who is not excluded under the Legislation) has a current positive Suitability Notice (Blue Card) issued by the Commissioner for Children and Young People.

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

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

What should I do if I require more information?

The school's complete Child Protection Policy is available on the School Website. You may also make an appointment to discuss the policy with the Principal if you wish to clarify any matters.

Adult Protection and Safety

The Lutheran Church of Australia - Queensland District (LCAQD) Complaints of Sexual Abuse/Harassment Policy outlines a process for adults to report current or previous sexual abuse by employees of Lutheran organisations. A Help Line phone number is listed below. A copy of the policy is available at the School Reception.

The Lutheran Church of Australia
Sexual Abuse
Help line number: 1800 644 628
or email to
report.abuse@safeplace.lca.org.au
Trained sexual abuse advisers are available to help

Grace Lutheran Church

All are welcome at

Grace Lutheran Church

Services EVERY Sunday

8.30am and 5.30pm

Maine Road, Clontarf

<https://gracelutheran.org.au/>

<https://www.facebook.com/GraceLutheranChurchRedcliffe/>





Grace Lutheran
PRIMARY SCHOOL