

‘Giving glory to God and serving the world in love’



Middle and Senior School Handbook

Version 1

The Handbook is to be read in conjunction with a number of key College policies which are publicly available on the College Website at the following link.

<https://www.lakeside.vic.edu.au/about/policies-reports>

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College Vision, Mission and Values

Vision

“Empowering each learner to thrive, serve and succeed, inspired by the love of Christ”

Learn. Care. Achieve.

- We learn as a community of learners
- We care for ourselves, each other and the wider community
- We achieve beyond what we believe possible
- We do all this to give glory to God and to serve the world in love

Mission

Lakeside College is a Christian school in the Lutheran tradition providing outstanding education...

- serving students through nurturing holistic wellbeing, setting high expectations, acknowledging positive achievement and encouraging a commitment to serve others
- with a servant hearted, collaborative and thriving school staff who are adept learners and leaders in their fields
- which supports family wellbeing and assists parents and caregivers to encourage, and be actively involved, in the education of their children
- that meets external requirements and stewards the resources it has in order to serve Pakenham and the world into the future

Values

- We seek to operate by the values shared by all Lutheran schools in Australia lived out in our context and community.
- These values are:
 - Love
 - Justice
 - Compassion
 - Forgiveness
 - Service
 - Courage
 - Humility
 - Hope
 - Quality
 - Appreciation

What do Lutherans believe?

In the words of the classic Lutheran summary of faith, we believe that we are saved 'by grace, for Christ's sake, through faith'. In other words, there is nothing we can do to earn God's favour or to gain eternal life. Through his death and resurrection, Jesus Christ has won all this and more for us.

CREATION

We believe that God created the universe and everything in it, and that he created humans as the crown of creation and as moral beings for a life of worship and service to God (Isaiah 43:7, Psalm 100).

REBELLION

We believe that we turned our back on God's will and purposes (that is, we 'sinned'), and in our rebellious and sinful condition we stand helpless and hopeless under the judgement of God (Romans 3:12,23).

REDEMPTION

We believe that God gave his Son, Jesus Christ, to die for the sins of all of us, and that the good news of his love in Christ is for all people everywhere (John 3:16, Romans 3:24).

NEW LIFE

We believe that everyone who, by the working of the Holy Spirit, accepts in personal faith what Jesus Christ has done by his death on the cross and by his resurrection, receives forgiveness from God, becomes a child of God and a member of his church (Acts 16:31, Romans 3:22).

THE CHURCH

We believe that Christians are called into the church to praise and worship God, to receive the Spirit's renewal of their faith, to strengthen their fellow believers, and to carry out God's mission of taking the good news of his saving love to all people.

THE BIBLE

We believe that God has revealed eternal truth to us in his inspired, inerrant word, the Bible, and that it alone is the basis of the Christian faith (2 Timothy 3:15–17, John 17:17).

BAPTISM

We believe that God offers his grace and forgiveness to all people, including infants, in the sacrament of baptism.

HOLY COMMUNION

We also believe that in the sacrament of the Lord's supper, the body and blood of Christ are given in, with and under bread and wine, as a further assurance of personal forgiveness to believers.

LIFE OF SERVICE

We believe that Christians, though still subject to sin and failure, will show love to God in a life of loving service to other people, practising forgiveness, kindness, patience, humility and unselfish service for Christ's sake.

LIFE AFTER DEATH

We believe that God will raise up all people on the last day and that every person who believes in Jesus as Saviour will be given eternal life.

We believe that only the Bible is the source of inspiration and teaching. Lutherans worldwide also believe that the Lutheran Confessions, contained in the Book of Concord of 1580, are true expositions of the word of God. These documents are:

- the three ecumenical creeds (confessed by Christians around the world): the Apostles' Creed, the Nicene Creed and the Athanasian Creed
- the Augsburg Confession
- the Apology of the Augsburg Confession
- the Smalcald Articles
- the Small Catechism of Luther
- the Large Catechism of Luther
- the Formula of Concord.

For more information head to <https://www.lca.org.au/about-us/lutherans-worldwide/what-lutherans-believe/>

Middle School Staff

[Staff directory](#)

Ms Amanda Trewin	PE/Health Faculty Leader, Head of Senior School
Mr Jacob Keirnan	Science, PE, Year 7B Homeroom
Mr Gabriel Njuho	German
Ms Joanne Rothwell	Maths, Assessment, Data and Reporting and Christian Studies Faculty Leader, Head of Middle School
Ms Rochelle Rabba	Humanities, Year 8B Homeroom
Mrs Eugenie Oule	Year 7A Homeroom
Mr Stephen Jones	MA/SC Faculty Leader, Year 9A Homeroom
Ms Tayla Entwistle	Homeroom Coordinator - Year 7-9, Year 9B Homeroom
Ms Mary Sultan	Maths, Year 10B Homeroom
Ms Megan Ball	English and Humanities Faculty Leader, Year 11B Homeroom
Mr Nevil Schultz	Science, Year 12 Homeroom
Ms Grace Powell	English Teacher
Mr John Glover	Music, FARMS Faculty Leader
Mr Benjamin Hillard	PE/Health, Duke of Edinburgh
Mrs Rowena Kohinga	Food Technology
Ms Ruth Page	Visual Art and Humanities
Mr Michael Bonsall	Science Teacher
Ms Sophie Fernandez	Science Teacher, Year 7C Homeroom
Mrs Katharina Kroeger	German Teacher
Mrs Fiona Scheffer	Teacher
Mrs Amanda Neil	English and Christian Studies
Mr Duane Vaughan	English and Humanities, VCE Coordinator
Ms Michelle Robinson	Food Technology Assistant

Ms Debbie Mibus	Library Technician
Mrs Carolyn Niewand	Inclusive Learning Coordinator, Year 8A Homeroom
Mr Darren Moyle	Student Support Officer

Leadership and coordinators

Mr Robert Tassoni	Principal
Mrs Amanda Trewin	Head of Senior School
Mrs Jo Rothwell	Head of Middle School
Ms Sue Bester	Careers Coordinator
Ms Tayla Entwistle	Homeroom Coordinator - Year 7-9
Mr Benjamin Hillard	Sports Coordinator
Ms Megan Ball	English and Humanities Faculty Leader
Mrs Carolyn Niewand	Inclusive Learning Coordinator
Ms Jo Rothwell	Assessment, Data and Reporting and Christian Studies Faculty Leader
Mr Stephen Jones	Maths and Science Coordinator
Ms Amanda Trewin	PE and Health Coordinator
Mr Duane Vaughan	VCE Coordinator
Mr John Glover	FARMS Faculty Leader
Ms Grace Powell	Graduate Teacher and VIT Coordinator

Senior School Staff

[Staff directory](#)

Mr Josh Rosaia	Humanities, Year 10A Homeroom
Ms Mary Sultan	Maths, Year 10B Homeroom
Ms Michelle Roberts	Homeroom Coordinator - Year 10-12, Year 11A Homeroom
Ms Megan Ball	English and Humanities Faculty Leader, Year 11B Homeroom

Mr Nevil Schultz	Science, Year 12 Homeroom
Ms Regi David	10 Advanced Maths, VCE Maths Methods, VCE Specialist Maths, VCE Further Maths, VCE Maths General
Mr Stephen Jones	VCE Biology, Year 10 Homeclass
Ms Amanda Trewin	10 PE/Health, VCE Psychology, VCE Health and Human Development
Mrs Amanda Neil	English and Christian Studies
Mrs Fiona Scheffer	Teacher
Mrs Carolyn Niewand	Inclusive Learning Coordinator
Ms Ruth Page	Secondary Arts, VCE Studio
Mr Nevil Schultz	10 Science, VCE Chemistry, VCE Physics
Mr Gabriel Njuho	German, VCE German
Ms Mary Sultan	10 General Maths
Ms Megan Ball	English and Humanities Faculty Leader
Mr Duane Vaughan	VCE English, VCE Revolutions

Learning at Lakeside College

Lakeside College Core learning beliefs

1. We believe that learning must engage the world and change the world in service to God and His people.
2. We believe that learning is a lifelong journey and occurs best when it is purposeful, future-focused, connected to real life and evidence-based.
3. We believe that partnerships with parents, guardians and care-givers are essential to student learning.
4. We believe students learn best when they have high expectations, seek excellence and have a clear understanding of learning intentions and success criteria.
5. We believe students are co-designers of their learning and must have agency in their learning and wider College life.
6. We believe learning focuses on the development of the key competencies of Christ-centred character, citizenship, collaboration, communication, creativity and critical thinking.
7. We believe resilience, risk-taking and commitment underpin success and challenge provides opportunity for growth and improvement.
8. We believe that learning happens best in flexible environments that change and flow to support best practice learning.
9. We believe that learning programs must be differentiated and agile in order to meet ever-changing needs of learners individually and collectively.
10. We believe students learn best when they are involved in real-life, multi-disciplinary projects that inspire and encourage them to make choices for themselves.
11. We believe that data, feedback and feedforward drive the planning, implementation and evaluation of teaching and learning.
12. We believe that staff are lifelong learners and their commitment to ongoing development ensures evidence-based and relevant learning for all students

Key competencies

Christ-Centred Character

Students know who they are and have a cohesive worldview determined by their relationship with God as creator, redeemer, sanctifier, and is centred on God's revelation in Jesus Christ. They seek to use their gifts to serve others as a response to God's love for them. Character refers to qualities of the individual essential for being personally effective in a complex world, including self-regulation and responsibility for learning, integrity, grit, tenacity, perseverance, resilience, reliability, and honesty.

Citizenship

Thinking like global citizens, having compassion, empathy and concern for others, considering global issues based on a deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability.

Collaboration

Collaboration refers to the social, emotional and intercultural skills required to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making decisions together, and learning from and contributing to the learning of others.

Communication

Communicating effectively with a variety of styles, modes, and tools designed for different audiences.

Creativity

Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate innovative ideas and solutions, and demonstrating leadership to transfer ideas into action.

Critical Thinking

Critically evaluating information and arguments, identifying patterns and connections, constructing meaningful knowledge, problem-solving and applying it in the real world.

Curriculum

Students in Year 10 undertake the following subjects

- Core
 - English
 - Maths
 - Science
 - Humanities
 - Physical Education/Health
 - Christian Studies
 - Visual Art
 - Food Technology
 - German (Students wishing to receive additional support in English and Maths may elect out of German with signed parent permission)
- VCE subject
 - A VCE subject available in a given year

The College follows the Australian Curriculum in Year 10 for all areas of study except for Christian Studies. As a Lutheran school, the College Christian Studies program is underpinned by Lutheran Education Australia's Christian Studies Curriculum Framework

Year 10

https://docs.acara.edu.au/resources/Information_for_parents_years_9_-_10.pdf

Christian Studies

<https://www.lutheran.edu.au/teaching-and-learning/christian-studies/>

VCE

The Victorian Certificate of Education (VCE) is conducted and assessed in accordance with the Victorian Curriculum and Assessment Authority (VCAA) guidelines and requirements as set forth in the various Study Designs and guides published by the VCAA. Students in Years 11 and 12 engage in selected studies selected from VCE Units 1-4. Students in Year 10 may take studies in Units 1 and 2 courses.

Communication

At Lakeside College, we believe that parents are the primary partners in their child's learning. We therefore encourage parents/guardians to take an active role in communicating with the classroom teacher, just as the classroom teacher takes an active role in communicating with the parent/guardians. Both teachers and

parents/guardians should feel mutually comfortable to request a meeting with the other party. Simply email the teacher in question to arrange a time.

Homeroom teachers are the first point of contact for learning and wellbeing matters.

The College office can be contacted regarding absence or student medical needs.

The College uses the following methods of communicating with families:

Email

- Formal communication of information regarding College events, excursions and so on.

College Newsletter

- Celebration of learning, events and reminders of upcoming event

TASS

- College calendar, student medical information, online consent forms, student reports.

Facebook

- Regular celebration of everything that is happening around the College

Just as the College staff checks their email daily and makes themselves aware of what is occurring around the College, the College asks parents to monitor their email, PAM/TASS and read the College newsletter.

Before and After School

Students are allowed on the College premises after 8:30am (teachers are not on duty until then) and must be in their classroom by 8:40am in order to be ready to commence learning at 8.45am. By 3:15pm all students should have vacated the campus.

Absenteeism/Leaving School During School Hours

Students are expected to attend a minimum of 90% of timetabled class in VCE.

All schools report their attendance data every 6 months to the Department of Education. The department has recognised absenteeism as a major issue in schools being able to provide a continuous program and therefore a successful educational experience. Research shows that regularity in school attendance assists with making and maintaining friendships at school, as well as improving the rate of academic progress.

Please make the attendance of your child at school a priority for all the weeks of term time. We are not advocating sending your child to school sick, or judging families on their decisions regarding when they take holidays, but ask parents to consider regular student attendance as one of the best ways to help your child learn.

If a child is going to be absent for a day or part of a day, the office should be notified. If a student arrives late to school (after 8:40am), they need to report to the front office to sign in

Due to the College's accountability for all students' attendance to the Non-Government Assessment Authority, high absenteeism (under 85% attendance) will be addressed with parents by the Head of School and Principal.

Appointments

Please note that when collecting your child for an appointment, you must sign them out at the front office. This ensures we can account for all students' whereabouts. If you have a planned appointment, please notify the class teacher via a note in your child's diary or via the front office.

Assemblies and Chapel

Chapel occurs each Tuesday morning at 8.50am. Chapel provides an invitational environment for students to worship God. Chapel attendance for all students is compulsory.

Thanksgiving Services occur once per semester - during the school day in Semester 1 and in the evening in Semester 2. The compulsory attendance events are a chance to thank God for our learning and acknowledge those in our community who have exemplified our values at the highest levels.

Bicycles/Scooters/Skateboards

Students riding bicycles, scooters, skateboards and so on to the College should dismount at the entrance to the College and push their bicycles and so on onto the grounds. Students should wear appropriate protective clothing (e.g. helmets). If a student does not wear a helmet parents/guardians will be notified.

Families are asked to pack food that does not require either refrigeration or heating as the College is not resourced to cater for this. Please pack an ice cooler to keep students' food cool in summer

College Council

The College is governed by the College Council. In keeping with the College constitution, all members of the College Council are members of the Lutheran Church. The Principal, Business Manager and College Pastor are non-voting members of the College council.

The Council meets once per month during the year to undertake long term planning, governance matters and policy development and endorsement.

The College Council appoints the Principal who undertakes all operational matters as the College Chief Executive Officer. The Principal may take issues to the College Council on your behalf. If you have a concern relating to the conduct of the Principal, the Council Chairperson may be contacted.

Day Structure

8.30	School gate opens
8.40	First bell rings, students in classes
8.45	Homeroom commences <ul style="list-style-type: none"> • Secondary School Chapel (Tuesday)
9.00	Period 1 commences
9.50	Period 2 commences
10.40	Recess commences
10.55	First bell rings
11.00	Period 3 commences

11.50 Period 4 commences

12.40 Lunch break commences

1.15 First bell rings

1.20 Period 5 commences

2.10 Period 6 commences

3.00 Students dismissed

Students finishing early may leave the College campus with parent permission.

Excursions and Camp

To broaden the children's experiences we endeavor to hold various camps and excursions from time to time. Some excursions are local and the children are able to walk. At other times buses are utilised. Parents/guardians are asked to sign a form at the beginning of the year to cover all local excursions. Parents/guardians are informed of these excursions through an emailed letter.

Excursion and camp attendance is compulsory as these events are linked to key educational outcomes.

Fees

Up to 75% of our income for running the College comes from the Federal and State Governments. This is allocated to us on the basis of a certain amount per student. While this government assistance is quite substantial, it does not cover operating costs. Therefore it is necessary for us to charge fees.

Please ensure you pay your fee accounts on time and contact the office if you have any questions. Fee assistance requests are handled by our College Business Manager who can be connected on noel.pullen@lakeside.vic.edu.au.

The College is proud to have not raised fees since 2017.

Health

If your child has a medical condition that the College should be aware of, please notify the College as soon as possible. Early notification of a specific medical condition is of importance in helping staff provide suitable support.

If your child requires medication to be administered at school, please ensure that the medication is presented to the College office and clearly labelled. Parents/guardians must sign a form to give consent for staff to administer medication.

Exclusion from College Due to Infectious Diseases

All students when feeling unwell should remain home until symptoms cease. The Department of Human Services recommend the following exclusion periods for infectious diseases:

- Diarrhoea: 24 hours after diarrhoea ceases.
- Chickenpox: At least five days after the first eruption and fully recovered. Remaining scabs are

not a reason for exclusion.

- Conjunctivitis: Until discharge from eyes ceases.
- Glandular Fever: Exclusion is not necessary.
- Hand, Foot & Mouth Disease: Until all blisters are dry.
- Head Lice: Until day after treatment and no live lice can be detected.
- Cold Sores: Not normally excluded but lesions should be covered by a dressing.
- Influenza: Until well.
- Measles: At least four days after onset of rash.
- Mumps: Either nine days or until swelling goes down (whichever is the sooner).
- Ringworm/Tinea: Until day after treatment commences.
- Ross River Virus: Exclusion is not necessary.
- Rubella: Until fully recovered and for at least four days after onset of rash.
- School Sores: Until appropriate treatment has commenced. Sores on exposed areas should be covered with watertight dressing.
- Warts: Exclusion is not necessary.
- Worms: Only if diarrhoea is present.

Should there be an outbreak of a notifiable disease; children who are not immunised against it will be asked to stay at home until further notice. Occasionally an outbreak occurs that needs all community members to strictly adhere to the exclusion policy. Parents/guardians are asked to provide a copy of their child's immunisation record for the College files.

Home Learning (homework)

The purpose of home learning is to provide students with the opportunity to consolidate skills and concepts learned at school. The setting of home learning needs to take into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation, cultural pursuits and employment where appropriate.

It is the policy of Lakeside College that home learning should form a part of a student's experience at the College. In keeping with our commitment to research based practice, when home learning is set it:

- is meaningful and meets learning or wellbeing outcomes
- develops the student's independence as a learner
- acknowledges the differing learning stages of individual students
- relates clearly to what is taught in the classroom
- is linked to prompt and appropriate assessment and feedback
- is not used for students to complete unfinished class tasks or activities
- allows students to reinforce and consolidate skills taught during the school day

All Senior School students have regular home learning

- The nature and pace of Year 10 and VCE studies is such that significant home learning is required to ensure adequate SACs are completed and regular revision undertaken.
- Students will need to undertake 1-3 hours per week night, with up to 6 hours on weekends during peak assessment periods, as a minimum.

Information Technology

Computers and Information Technology play an important role as tools in learning. The College has adopted a strategy to ensure our students have the best access to the latest in technology. Students in Year 10 - 12 may choose a device that best meets their needs and must bring it to school each day.

The College places importance in its ICT program on educating the user to be wise and discerning user of technology.

Senior school students should not use their mobile phone on campus at any time. Student mobile phones will be confiscated by staff and held until the end of the day.

Lost Property

Lost property can be minimised by ensuring all clothing and lunchbox accessories are clearly named. A lost property box is located outside the VCE staff office.

Lunches and snack

Students in Year 11 and 12 may utilise the local food shops for lunch and recess.

Students should not consume energy drinks while on College campus as these drinks present a significant student health risk.

Private Music Lessons

The College has visiting teachers who teach a range of instruments to our students. Please contact Mr Glover, our Music teacher, for more information

PTFA

Lakeside College is a community of families, staff and friends. The PTFA Committee, made up of parents and friends of the College, aims to foster and build up our College community by:

- Stimulating an active interest in the life of the College.
- Assisting with various events for the benefit of the whole College
- Coordinating fundraising events to raise money for specific projects within the College

The PTFA meets several times a year to discuss how it can be of service to the College. Parents can support the events coordinated by the PTFA by participating in what has been organized throughout the year.

PTFA representatives are elected at the AGM in Term 4 of each year. All community members are welcome to attend meetings at all times.

Reporting

From the commencement of 2021, the College reporting schedule will be as below.

Term 1	Term 2	Term 3	Term 4
Week 2 Information evening Week 5 Checkpoint report Week 10 Checkpoint report	Week 5 Checkpoint report Week 10 Semester 1 Summative Report	Week 3 Information evening Week 5 Checkpoint report Week 10 Checkpoint report	Week 5 Checkpoint report Week 10 Semester 2 Summative Report

The College communicates student progress in three main ways

1. Parent/teacher interviews
2. Checkpoint reports
3. Summative reports

Parent/teacher interviews

These meetings provide an opportunity to hear general comments about your child's progress and to raise any questions or concerns. Teachers can always be contacted at any time for a discussion about your child's progress.

Checkpoint reports

Each 5 weeks you will receive a one page summary of your child's progress in English and Maths. A comment is also made about their social engagement with the College. General comments are made and an indicative standard is given.

Summative reports

At the conclusion of each semester you will receive a report which outlines your child's achievement across all subjects and domains.

The College uses 'at standard' ratings in keeping with the Australian Curriculum for students in Year 10.

- Well below standard - the student is performing at a level 12 months ahead the national standard for their grade
- Below standard - the student is performing at a level 6 months ahead of the national standard for their grade
- At standard - the student is performing at the national standard for their grade
- Above standard - the student is performing at a level 6 months behind the national standard for their grade
- Well above standard - the student is performing at a level 12 months behind the national standard for their grade

VCE Assessment

VCE students are assessed according to the guidelines set forth by the VCAA in each subject's Study Design and the Assessment Handbook. For each study, students are assessed according to the 'Key knowledge' and 'Key skills' specified in the Study Design and are awarded a Satisfactory Completion (S) for each unit of study if they meet those standards. As well as this, students are given a Level of Achievement mark for School Assessed Coursework (SACs), which is reported to the VCAA for Units 3 and 4. The college reports on Satisfactory Achievement of units and not on Levels of Achievement due to the moderation process that occurs when the VCAA awards a final Study Score for each subject.

Term Dates

Term dates for current and future years are available on the College website at <https://www.lakeside.vic.edu.au/school-community/term-dates>

Uniform

Our uniform is specific and the wearing of the uniform is compulsory. We appreciate that at times families face financial hardship. In these cases, families are asked to contact the Principal to confidentially apply for financial assistance, as the expectation remains that all children will develop respect for self, family, and the College through correct wearing of the uniform.

We have uniform because it instils:

- feeling good about displaying respect: to self, family and the College
- a sense of belonging: If the work force wears the same clothes to the workplace then they share a feeling of commonness and belonging
- a feeling of equality: Uniform brings everyone to the same platform thus inculcating a feeling of equality amongst those wearing the uniform.

In accepting enrolment at Lakeside College, families are stating their intention to comply with the uniform requirements.

We expect students to wear the correct uniform whenever they are under the care of the College and to maintain a neat and tidy appearance at such times. If students spend time in their uniform in public before going home, they are expected to wear the complete uniform until they reach home.

The College requires communication from a students' parent should they have any reason to attend the College in non-compliant uniform.

The uniform can be purchased from PSW (In person at officer or online). Second hand uniform items are available from the PTFA shop. The PTFA sell second hand uniform on consignment from families. Please contact uniformsptfa@lakeside.vic.edu.au for more information. The secondhand uniform shop is open Monday 8.30am to 9.30am and Wednesday 2.30pm to 3.30pm.

On casual day the dress standard is to reflect the values, ethos and tone of the College. Thongs and shirts that expose the shoulders or midriff shall not be worn. Being sunsmart on casual days is of paramount importance.

During the first 3 weeks of Term 2 and the last 3 weeks of Term 3 either uniform may be worn but not a mix of summer and winter uniforms.

Uniform notes

Summer - Term 1 and Term 4

Girls

- Summer dress, jumper, blue socks, hat and black shoes
- Blazer for Year 7 to 12 students
- Secondary students: wear the baseball cap
- Secondary: wear ankle socks

Boys

- Short sleeve shirt, shorts, blue socks, hat and black shoes
- Blazer for Year 7 to 12 students
- Secondary students: wear the baseball cap

Senior school summer uniform



Sport Uniform

Sports shorts, sports t-shirt, white school sport socks, runners and hat.

Secondary Sport Uniform



Winter - Term 2 and Term 3

Girls

- Winter tunic dress, white long sleeve shirt, tie, jumper, winter jacket, College blue socks or navy stockings and black leather shoes
- Blazer for Year 7 to 12 students
- Secondary students: long socks or stockings not ankle socks
- Secondary students: choice to wear the winter tunic or pants

Boys

- Winter pants, white long sleeve shirt, tie, jumper, winter jacket, blue socks and black leather shoes
- Blazer for Year 7 to 12 students

Middle & Senior school winter uniform



Secondary Winter Uniform



Jewellery and accessories

- Students may wear
 - A watch of a reasonable size and appearance
 - A light chain with a small cross around the neck.
 - A maximum of one plain silver or gold stud or sleeper (small) in the lower lobe of each ear.
 - A 'Medic-Alert' bracelet (if required).
- During winter, the College scarf may be worn

The consequences of students wearing jewellery other than outlined above may be confiscated. Any confiscated items will be held for collection at the end of the day, week or term as advised.

Please note: Chains with any emblems or items, other than a cross, are not permitted, nor are any rings, bangles, bracelets or adornments of different material. Students are not to wear sleepers, studs or other objects in any visible body piercing other than in the ear as above.

Students are not to undertake any body piercing when there is an insufficient period of time to allow for healing of a hole in order to remain in line with the given expectations (covering with a band-aid is not acceptable).

During Term 1 and 4 a hat must be worn when outside.

Hair and colour

The general expectation in regard to hairstyles and colour for both boys and girls is that they should be neatly styled and not extreme or designed to draw attention to the student.

The following outlines the expectations:

- Unrestrained hair poses health and safety problems. Hair should not be hanging over the face or eyes and needs to be secured such that it does not need constant flicking or handling.
- Hair shoulder length or longer needs to be tied up, for example, in a ponytail, braid or bun.
- All hair accessories (including ribbons, clips, headbands and other plain style restraints) are to be in the school colours.
- For a short overall cut, the minimum acceptable length is that of a number two (2) cut.
- Hairstyles that are extreme or naturally attract attention by their nature are not acceptable, including mohawks, shaved patterns, rats tails, mullets and shaven heads.
- Hair colour is not to be changed so that it is noticeably different to a natural colouring. If any student is considering changing her or his hairstyle or colour, and is doubtful as to how it would be acceptable at school, they should seek the school's guidance first.

Volunteers

The College loves having volunteers. Please make contact with the College volunteer coordinator to register your interest.

In keeping with Child Safe policies, all volunteers must:

- Have a working with children's check (free!)
- Undertake online training (annually)