



Good Shepherd

CATHOLIC SCHOOL

LOVE · FAITH · LEARNING



2024 HANDBOOK



Good Shepherd

CATHOLIC SCHOOL

— LOVE . FAITH . LEARNING —

Welcome to Good Shepherd Catholic School. The 2024 Handbook is divided into four sections which clearly outline the day to day operations of our school; how we live out the Gospel; how we teach and learn and our behaviour expectations. It is anticipated this document will assist all members of our school community to live The Good Shepherd Way.

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The Good Shepherd Way



SECTION ONE

Family and Community Information Handbook

Principal's Welcome

Thank you for considering our Good Shepherd Catholic School Family as a partner on the life-long journey of learning for your child.

Good Shepherd Catholic School is committed to offering teaching and learning opportunities in an environment of mutual trust and respect according to the ethos and traditions of the Catholic faith.

At Good Shepherd Catholic School, your child's spiritual, intellectual, physical, social and emotional growth is nurtured from Prep to Year 6. Teachers at Good Shepherd Catholic School embrace the very latest in technology and best practice to educate your child, while also considering each child's abilities and needs. We endeavour to provide your child with a holistic education which is aimed at developing his/her potential in a range of areas.

At Good Shepherd Catholic School our facilities and resources reflect the support and encouragement of the parents, carers, students, staff and parishioners that have already become part of the fabric of the school's life and history. It is only through this continuing support and involvement that our school will continue to achieve its goals.

Our supportive, welcoming atmosphere ensures great partnerships and relationships are created with our families and the wider Upper Ross community. I look forward to welcoming you and working with you as you consider a future partnership with Good Shepherd Catholic School and Townsville Catholic Education.



Maxine Nolan

Acting Principal

Our History

Good Shepherd Catholic School opened its doors for the first time in January 1996 with an enrolment of 81 students from Preschool to Year 3. The school was constructed on six (6) hectares of land purchased in 1993 - well before much of the housing appeared in the area.

While the original master plan was for a two-stream school, population growth in the area along with increasing demand for places within the school, have led to the plans being revised to accommodate a three-stream school and an eventual enrolment in the order of 500 students on what is now a ten (10) hectare site.

Our Mission

With Jesus the Good Shepherd as our role model, we provide a holistic Catholic education through love, faith and learning.

Our Vision

Our Good Shepherd Catholic School community lives the gospel values, follows the GSCS Way and is committed to providing a safe and inclusive learning community.

Our School Prayer

Lord,
Help us to live our motto of Love, Faith and Learning.
May we strive to follow the example of Jesus, the Good Shepherd, who cares for his sheep.
May we make our school a place filled with love, peace and happiness.
Amen

School Motto

Our Good Shepherd Catholic School motto is

Love - Faith - Learning



Ministerial Region of the Good Shepherd

Good Shepherd Catholic School belongs to the Ministerial Region of the Good Shepherd Parish. Fr Joseph is our Parish Priest.

Contact details for the Parish Centre are:

| | |
|-----------------|--|
| LOCATION: | Morindo Drive, Kirwan. |
| POSTAL ADDRESS: | PO Box 203, Thuringowa Q 4817 |
| TELEPHONE: | (07) 4723 9844 |
| FAX: | (07) 4723 9866 |
| EMAIL: | goodshepkirwan@tsv.catholic.org.au |

Mass is held at the Good Shepherd Community Centre on Allambie Lane, Rasmussen each Friday at 10:00am, Saturday at 6:00pm and Sunday at 7:30am. Mass is also held at the Ryan Community Centre on Morindo Drive, Kirwan each Sunday at 9:30am and 5:00pm.

SACRAMENTAL PROGRAM

While Year 3 students are the key focus group of sacramental preparation, all children, Year 3 and older, are welcome to participate. Good Shepherd Catholic School supports and assists with the sacramental programs initiated by the parish community of the Ministerial Region of the Good Shepherd.

Each year level covers content that includes the sacraments through the school's Religious Education Program.

The school's APRE (Assistant to the Principal – Religious Education) and personnel at the parish office will be able to provide current information and details regarding plans and timetables for programs being offered. Information will also be published in the school's weekly newsletters.



Outside School Hours Care

Mary MacKillop Childcare North Queensland (MMCNQ) provide an Outside School Hours Care (OSHC) Program on campus at Good Shepherd Catholic School. For Parents and Carers interested in enrolling their child in OSHC, please contact 4789 3120 or email rasmussenoshc@mmcnq.catholic.edu.au for more information.

BEFORE SCHOOL CARE

Before School Care operates from 6:30am to 8:30am.

AFTER SCHOOL CARE

The service operates from 2:50pm to 6:00pm each school day.

VACATION CARE

Vacation Care is available during all school holidays, but not on public holidays. The Vacation Care Program operates from 6:30am to 6:00pm.

School Houses

There are three School Houses. They are named after prominent landmarks within the community: **Bohle** River (Blue), **Ross** River (Green) and **Mt Stuart** (Yellow).

The Houses compete against each other in a variety of activities with the highlights being the Swimming Carnival (held in Term 1) and Interhouse Athletics (held in Term 2). Students are allocated a House on enrolment and remain in that House during their time at Good Shepherd Catholic School. Siblings within a family are allocated to the same House.



School Board

The School Board is not a board of management; it is responsible for the development of policy and advises the Principal on the overall direction of the school. The Principal is responsible for the implementation of school policy. The School Board is comprised of school staff, parish priest, parents and other community members. The School Board meets regularly throughout the school year.

School Organisation and Administration

SCHOOL HOURS

Our School Office is open 8:00am to 3:30pm Monday to Friday.

Our School Day consists of:

Session 1: 8:30am to 10:30am

Lunch: 10:30am to 11:10am

Session 2: 11:10am to 1:10pm

Recess: 1:10pm to 1:30pm

Session 3: 1:30pm to 2:50pm

Supervision before school is in the Covered Area from 8:10am.

2024 TERM DATES

Term 1: 22 January to 28 March

Term 2: 15 April to 21 June

Term 3: 8 July to 13 September

Term 4: 30 September to 6 December

SUPERVISION

Supervision of students in the school grounds begins at 8:10am in the covered area known as the Shed. For safety reasons, there should be no students in any other areas of the school at this time unless they are accompanied by their parents/carers.

Teachers supervise the playground during recess and lunchtime.

After-school supervision operates beside the Pick-Up Area of the car park until 3:10pm. Supervision is also provided at the Bus Zone for bus pick-ups (PCYC and Day Care) only. All students not part of the After School Care Program should have left the school grounds by 3:10pm each school day. Parents are encouraged to contact our Office if they are going to be later than 3:10pm.

FAMILY RECORDS

Records need to be kept current and the school must have emergency contacts for each child. These contacts should be local people who are available to come to the school if needed in cases where parents/carers can not. Please notify the school of any change in address, telephone number, child's health or family situation. Information on the file is confidential. It is for the benefit of your child (e.g. in case of emergency) that you contact us concerning any change that we need to make to our family records.

Learning and Teaching

RELIGIOUS EDUCATION

The education of students in Religious Education is at the very heart of our mission of Catholic education. The schools and colleges of the Diocese of Townsville aspire to educate and form students who are challenged to live the Gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

Faith formation is a shared responsibility of all teachers, school officers, parents, parish priest and the community of a Catholic School. All at Good Shepherd Catholic School with parents as prime educators of their children must share this responsibility however, the Religious Education curriculum, with its prescribed teaching and learning activities has an important role to play in faith development and leadership in religious literacy.

The Vision for Religious Education gives voice to what our school hopes for our students in terms of their religious literacy and faith formation. Religious Education endeavours to engage students with both the religious curriculum and the religious life of the school. As a Catholic Christian community, we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners; empowered to shape and enrich our world.

The scope and sequence for the classroom teaching of Religious Education is prepared using the Brisbane Archdiocese Religion Curriculum P-12 and is also in line with the Religious Education Guidelines for Catholic Schools in the Diocese of Townsville. The content of the Religion Curriculum P-12 is organised into four interrelated strands: Sacred Texts, Beliefs, Church and Christian Life. Each strand has its own distinctive body of knowledge. Planning for the classroom learning and teaching of religion balances and integrates all four strands.

The Good Shepherd Catholic School motto of LOVE – FAITH – LEARNING encompasses significant aspects of our mission as Catholic educators. The image of Jesus as the Good Shepherd who cares for his flock is reflected in the school logo which features a shepherd's staff and the stars of the Southern Cross. The school prayer combines both of these aspects - the words of the school motto and a commitment to be like the Good Shepherd in caring for each other and in creating a peaceful community.



CURRICULUM

Good Shepherd Catholic School implements the Australian Curriculum across Prep to Year 6.

The Australian Curriculum subjects taught include English, Mathematics, Science, Humanities and Social Sciences (HASS), Health and Physical Education, The Arts, Languages and Technologies.

Our curriculum is supported and enriched by:

- a commitment to providing knowledge of and maintaining access to current Information Technology systems in all classrooms and work areas
- a specialist Physical Education teacher
- a specialist Arts teacher
- a whole school Deadly Learner program
- learning support/enrichment structures
- a variety of outreach groups
- a commitment to provide all staff members with ongoing opportunities for professional development.

ASSESSMENT

Assessment identifies growth in student learning and focuses on student demonstration of outcomes whilst also catering for the diverse needs of all learners.

Assessment is an integral part of the planning, teaching and learning process. It is comprehensive, valid and reliable. The data collected assists in identifying areas of strength and weaknesses to guide further learning.



REPORTING

Oral reporting occurs in Term 1 and written reports can be accessed on the Compass Parent Portal at the end of Term 2 and Term 4.

Teachers will be pleased to discuss a child's progress at any time during the year. It is best to arrange an appointment for these meetings.

Parents are encouraged to attend parent information sessions at the beginning of Term 1 to familiarise themselves with an overview of the year's work. These sessions will provide details of activities and projects being undertaken within the teaching-learning environment as well as to ensure there is consistency of information for the student between school and home.

HOMEWORK

The most important homework you can do with your child is reading each day. Reading is one of the best things you can do to develop your child's ability to read, write and build skills for school. Reading helps your child become familiar with sounds, words, language and the value of books. This builds your child's literacy skills, helping them to go on to read successfully later in life. Literacy permeates all areas of the curriculum therefore it is crucial that your child spends time daily improving and practising reading.

Occasionally additional homework may also be set.

EXCURSIONS

As part of a unit of work, a teacher may organise an excursion away from the school to provide more concrete, real-life experiences for the students. Teachers will provide advance warning of an excursion along with details of the day's activities. A permission note will need to be completed before each excursion. If no permission note is returned, the teacher will try to phone the parents to obtain verbal consent. When no-one can be contacted and no note is returned, the student will not be allowed to leave the school grounds for the excursion.

If the excursion requires an overnight stay or a significant amount of travelling, a letter and various information request sheets will be sent to you with details of the excursion. All requested information and the permission form must be returned to the school before the students will be allowed to participate in the activity.



Uniforms

Good Shepherd Catholic School has a uniform which students are expected to wear with pride. It is the parents/carers' responsibility to ensure that the correct uniform is worn and that the uniform is kept clean and presentable at all times.

Hair should be of natural colour and neat and tidy in appearance. No extreme hairstyles/colours are acceptable at Good Shepherd Catholic School. All long hair must be tied back off the face with a ribbon or scrunchie that is in the school colours.

Students are expected to wear the school uniform when attending activities where they are representing the school.

During wet weather, students may need to adapt foot attire if the weather remains wet for long periods of time however, students should always have shoes at school to comply with Workplace Health and Safety regulations.

Students are required to remain in full school uniform while travelling to and from school. The uniform identifies the student as attending Good Shepherd Catholic School. It is expected that those who wear the school uniform will wear it properly and proudly. It is the collective responsibility of all – parents, students and staff – to ensure that the dress requirements are met by all students.

Workplace Health and Safety allows only the following jewellery items to be worn at school:

- wrist watch
- one earring per ear. All earrings must be studs or sleepers which are plain, e.g. birthstone, silver or gold. All earrings must be worn on the lobe of the ear. No dangling earrings.
- cross or religious medal on a chain. This must be removed while undertaking physical education activities.
- No rings to be worn at school.

Uniforms are available directly from School Locker at the Domain Centre. School Locker is open seven days a week and can be contacted on (07) 4430 8500 .

Second-hand uniforms are traded at the school subject to availability.



UNIFORM REQUIREMENTS

Boys' Formal Uniform

| | |
|----------|---|
| Academic | |
| Shirt | Navy blue and green check on white background |
| Shorts | Navy Shorts |
| Hat | Navy blue bucket hat available from the school office |
| Socks | White socks |
| Shoes | Either plain black leather shoes or plain black joggers |
| Winter | Navy blue cardigan |

Boys' Sports Uniform

| | |
|---------------|--|
| Sport T-shirt | School polo shirt (Prep to Year 5) Senior polo shirt (Year 6) |
| Sport Shorts | Navy sport shorts with school initials on left leg |
| Socks | White socks |
| Shoes | Plain black joggers only |

Girls' Formal Uniform

| | |
|---------|---|
| Dress | Navy blue and green check on white background OR |
| Skort | Navy blue skort with jac shirt of navy blue and green check on white background |
| Hat | Navy blue bucket hat available from the school office |
| Socks | White socks |
| Shoes | Either plain black leather shoes or plain black joggers |
| Ribbons | Navy blue or school fabric ribbons or scrunchies |
| Winter | Navy blue cardigan |

Girls' Sports Uniform

| | |
|---------------|--|
| Sport T-shirt | School polo shirt (Prep to Year 5) Senior polo shirt (Year 6) |
| Sport Shorts | Navy sport shorts with school initials on left leg |
| Socks | White socks |
| Shoes | Plain black joggers only |

COLOURED CLOTHES DAYS

The following are some guidelines for parents and students on occasions when students are allowed to wear clothing other than the school uniform for a specific purpose.

- Normal school hat must be worn. Caps are not acceptable.
- Footwear must be appropriate for school activities and must be worn at all times.
- Clothing with inappropriate pictures or messages must not be worn.
- Strapless tops or shirts with shoestring straps are not acceptable. Midriff tops, revealing tops or backless tops are not acceptable.
- Skirts and shorts must be of appropriate length – similar to school

School Fees

For the 2024 school year we have simplified our levies by only having two school based levies along with the Diocesan Tuition Fee. School Camps are not covered in the fees and levies below:

Discounted Tuition Fees with an eligible Health Care Card

| | Tuition Fee | Resource Levy (per family) | Building Levy (per family) | Yearly Total | Per Term | Per f/night (based on 25 f/n per year) | Per week (based on 45 weeks per year) |
|------------|-------------|----------------------------|----------------------------|--------------|-----------|--|---------------------------------------|
| 1 child | \$1756 | \$756 | \$473 | \$2985 | \$746.13 | \$119.38 | \$66.32 |
| 2 children | \$2636 | \$1512 | \$473 | \$4621 | \$1155.13 | \$184.82 | \$102.68 |
| 3 children | \$2988 | \$2268 | \$473 | \$5729 | \$1432.13 | \$229.14 | \$127.30 |
| 4 children | \$2988 | \$3024 | \$473 | \$6485 | \$1621.13 | \$259.38 | \$144.10 |

| | Tuition Fee with Health Care Card Discount | Resource Levy (per family) | Building Levy (per family) | Yearly Total | Per Term | Per f/night (based on 25 f/n per year) | Per week (based on 45 weeks per year) |
|------------|--|----------------------------|----------------------------|--------------|-----------|--|---------------------------------------|
| 1 child | \$527 | \$756 | \$473 | \$1755 | \$438.83 | \$70.21 | \$39.01 |
| 2 children | \$791 | \$1512 | \$473 | \$2775 | \$693.83 | \$111.01 | \$61.67 |
| 3 children | \$896 | \$2268 | \$473 | \$3637 | \$909.23 | \$145.48 | \$80.82 |
| 4 children | \$896 | \$3024 | \$473 | \$4393 | \$1098.23 | \$175.72 | \$97.62 |

Diocesan Tuition Fee: This fee is determined by the Diocesan Office. Tuition fees are discounted for the second and third child with the fourth and fifth children free across both secondary and primary systemic Catholic schools (not St. Patricks College or Ignatius Park College) in the Townsville Diocese.

Multi School Fee Discounts (Tuition fee) are available for families with more than one child in Catholic Primary and Secondary Schools. Please note: discounts do not apply to students attending St Patrick's College and Ignatius Park College. Parents are asked to advise their school office informing them of older siblings attending a systemic Catholic secondary school to ensure they receive the multi school discount.

Building Levy: This contribution is directed to current loan repayments, maintenance of school buildings and grounds and various capital items.

Resource Levy: This levy assists with many areas of expenditure including: All text books and required stationery for all students, excursion costs, interschool sports including swimming and athletics. Swimming lessons, upgrading teaching resources, photo copier operation and maintenance, library supplies and equipment, electricity, rates, telecommunications and insurances.

Payments

ACCOUNTS

School Fee accounts will be forwarded to the nominated parent or carer at the beginning of each term. Unless otherwise directed, the accounts will be distributed via the eldest child in each family.

Payment methods are: Cash, direct debit, EFTPOS, credit card, Centrepay or internet transfer.

If you choose payment by cheque, please either present them in person at the office or mail them directly to the school to ensure safe arrival.

Alternative arrangements for the payment of school fees e.g. weekly or monthly are available on request at the school office.

In the event of hardship arising with the payment of school fees, please do not hesitate to contact the school. In certain circumstances, concessions can be arranged.

N.B. All adjustments to fees must be negotiated with the principal. Any agreed arrangements regarding school fee concessions remain in place only for that particular school year. If difficulties continue into the future, new arrangements must be made with the school principal each year.

CREDIT PROCEDURES

Credit procedure for accounts with Good Shepherd Catholic School:

- Term accounts distributed at the commencement of each term;
- Reminder letter distributed - response requested within fourteen (14) days;
- If no response received after 14 days, a final reminder is posted - response requested within seven (7) days;
- If no response received after 7 days, the account will be placed in the hands of a debt collection agency.

Please note that the response requested is either settlement of the account or contact with the school principal to negotiate an extended payment schedule.

Confidentiality is maintained at all times.

PAYMENT PROCEDURES

When forwarding money to school, please ensure that the payment is presented to the class teacher in a sealed envelope (check that the side edges of the envelope are sealed) which is clearly marked with your child's name and class as well as the purpose of the payment, e.g. Book Club. It is also helpful to show the amount enclosed so that the need for providing change will be obvious.



General Information

ABSENCES

It is extremely important that the school is kept fully informed of students' whereabouts while not attending school on a school day. As a result, we require:

- a written note or email - or at least a phone call - to indicate any change to daily routine (not travelling by bus, has to walk to a relative's home etc). It is not sufficient for a child to say: "Mum said I could if I wanted to".
- a note, email or a phone call to indicate your child will be absent from school for a short period on a certain day (dental appointment or doctor's appointment)
- a note giving a reason for the time a student is absent from school.

Absences can also be emailed to rsmsn@tsv.catholic.edu.au

Note: If a child is absent from school without prior notice, it is the school's policy to contact the parent/carer to confirm the absence.

LATE ARRIVALS

A parent/carer must accompany any student arriving at school after 8:30am to sign them in electronically at the Parent Reception counter. Once signed in, a late arrival slip will be printed. This should then be presented to the classroom teacher to confirm that the late arrival process has been completed and the student is marked as being in attendance.

EARLY DEPARTURES

If parents/carers arrange for an early departure – before 2:50pm – they are required to ensure that prior notice has been given to the class teacher and that students are signed out at the school office before departure. Parents should sign children out electronically at the parent Reception counter. An early departure slip will be printed and this should be given to the teacher to confirm that the signing out procedure has been completed.

SICK CHILDREN

If a child feels sick during the school day, he or she is asked to report their illness to the class teacher in the first instance. If the teacher deems that the child is too ill to remain at school, then the child will be accompanied to the sick bay and the child's parents/carers will be contacted.

In emergencies, the school will endeavour to contact the parents/carers and the preferred medical service in the first instance. If parents/carers or emergency guardians cannot be contacted, the principal will act as the parent/carer.

MEDICATION

Medicines to be administered at school will be those prescribed by doctors only.

It is important that medicines be prescribed for administration during school hours only when this is absolutely necessary. In general, the medical profession is aware of this, so that any medicine which is prescribed for dosage while the student is at school, is deemed vital for the maintenance of the functional level of the body. (Education Office Gazette, Volume 88, No. 22).

Procedure for Administration of Medication to Students During School Hours

1. A Parent/Carer must in the first instance complete the 'Consent to Administer Medication at School' form (form available from the school office).
2. The student's medication, with the pharmacist's written instructions on the container must be given to the school along with the 'Consent to Administer Medication' form.
3. Administration of that medication will be carried out by an adult staff member designated by the principal.
4. Non-prescribed medications, e.g. Panadol, are not to be brought to school and will not be administered by school staff.

Asthmatic children who are responsible for the taking of their own medication at home will be allowed to carry their own inhaler and be responsible for its administration provided that written parental permission is provided to the school initially. (Education Office Gazette, 90.19.03)

HEAD LICE

Head lice are a reality. If head lice are found, it is not a catastrophe!

Preparations for treatment are available from any pharmacy. 'Time Out' health regulations state: 'Exclusion is not necessary if effective treatment is commenced prior to the next attendance day, i.e. the child does not need to be sent home immediately if head lice are detected'. If you find head lice in your child's hair, treat the hair with a suitable product and then simply advise the school that you have found them and have undertaken treatment. If head lice are found, a note will go home with all children in that class advising parents.

Head lice information sheets are available from the James Cook University website at:

<http://www.jcu.edu.au/school/phtm/PHTM/>



ASSEMBLIES AND LITURGIES

Whole school assemblies are held each Friday at 8:40am in the Bishop Benjamin Centre (BBC). All parents/carers are most welcome to attend.

On these occasions, classes take the opportunity of leading the school in prayer; students' achievements are recognised; special events presented as appropriate; and notices explained to the student body. Other special assemblies and liturgies may be held at various times throughout the year as the need arises. These assemblies and liturgies will be advertised through the newsletter and on our Facebook page.

NEWSLETTERS

The school newsletter is published fortnightly on a Wednesday. It is published on our school website and emailed to parents/carers.

FACEBOOK

You can follow Good Shepherd's Facebook page and keep up to date with all of our current happenings by liking our page at www.facebook.com/GSCSRasmussen

TUCKSHOP

The school tuckshop is open Wednesday to Friday at both lunch and snack times. The tuckshop menu is available from the school office and on the school's website. Tuckshop can be ordered on Flexischools at flexischools.com.au or by downloading the app.

Over the counter cash orders are available for snacks.

To enable this service to be provided to your children at minimal cost, your assistance with the operating of the tuckshop would be greatly appreciated. Please note that credit will not be extended to students. If a student has forgotten to bring his/her lunch, the tuckshop will arrange food for that day. A note will be forwarded to the parents/carers regarding the costs incurred and payment is expected on the following day.



LIBRARY BORROWING

Library borrowing operates from Prep to Year 6. Each class is scheduled for library borrowing each week. Class teachers select a time most convenient for them and this time is a regular commitment. In order to minimise damage to the books, students, at all year levels, are required to have a library bag when borrowing items. A simple draw-string bag is suitable. All students are required to care for the books in their possession. We ask parents to support us in this task. If a book is lost or damaged, replacement costs will be invoiced to the parents/carers.



BOOK CLUB

Scholastic Book Club operates within the school. Books may be bought through the club approximately six (6) times a year when order forms are distributed to the students. Our school benefits by receiving free books for the school library. If you wish to order books, please fill in the order form and return it with the correct money to the class teacher. Cheque payments for Book Club orders should be made payable to Scholastic Australia.



SCHOOL BOOKS (STATIONERY)

All stationery and text book requirements are provided by the school with the cost included in the Resource Levy.



LOST PROPERTY

To help the school identify any lost property, you are required to print your child's name clearly on his/her property. Containers for uncollected items are kept in various locations across our school. Parents/carers and students are asked to check there whenever items are missing. At the end of each term, unclaimed articles are forwarded to the St Vincent de Paul Society.



PARKING

All drivers must take care to follow car park directions to ensure the safety of all our students.

- Access/service roads should not be used to either drop off or pick up children.
- Use only the designated areas on the school property for these activities.
- Dropping off or picking up students along the access road or service road at the side of the school is putting the student's safety at risk.
- No parking in the bus zone.
- No parking in the drop off and pick up zone.
- Student safety is at risk if parents/carers fail to observe car park requirements.
- All parents/carers are reminded not to compromise students' safety by asking them to wait to be collected in an inappropriate area, e.g. on the footpath.



CYCLONE ADVICE/SCHOOL CLOSURE

An announcement on whether schools will open on the day of the cyclone/flooding or the day after the cyclone/flooding will be made via radio stations at 6:30am. If the message indicates a general closure then all schools, State and Catholic, will close no matter what their individual circumstances. There is also a dedicated link to the updates provided by Townsville Catholic Education Office on our school's website.

COMPLAINTS

Good Shepherd Catholic School encourages all students to report any incident to a staff member as soon as possible. Incidents in the classroom should initially be reported to the class teacher. Alternatively incidents can be reported to staff members on duty, our school safe people or members of the Leadership Team.

Parents/caregivers wishing to make a complaint should follow these steps:

1. Discuss the complaint with the class teacher (resolve at first level)
2. Discuss the complaint with a member of the Leadership Team (Prep-Year 2 APA; Year 3-6 APRE)
3. Contact Townsville Catholic Education Office
4. Independent review

Further information about this process can be found on our website at www.gstsv.catholic.edu.au/about/complaints-process/

The Good Shepherd Way



SECTION TWO

The Gospel in Action at
Good Shepherd Catholic School

At Good Shepherd Catholic School we seek to live out the message of the Gospel each and every day with our thoughts, words and actions. We have chosen ten Gospel values for all in our school community to aspire to. Our ten Gospel values and the scripture readings they reflect are:

COMMUNITY

Matthew 18: 20

For where two or three gather in my name, there am I with them



COMPASSION

Luke 10: 30-37

The Parable of the Good Samaritan



ENDEAVOUR

Matthew 19: 26

With God all things are possible



HOPE

Luke 24: 13-35

On the road to Emmaus



INCLUSION

John 13: 34

Love one another: just as I have loved you



JUSTICE

Matthew 25: 40-45

Whatever you do for the least of my people, you do for me



LOVE

1 John 4: 7-9

Let us love one another, for love is from God



RECONCILIATION

Luke 15: 11-32

The Parable of the Prodigal Son



SERVICE

Mark 10: 45

For even the Son of Man did not come to be served, but to serve



STEWARDSHIP

Mark 4: 30-32

The Parable of the Mustard Seed



Each week at Good Shepherd Catholic School our students are recognised on Assembly for their outstanding demonstration of the Gospel in action. Below is the order in which the Gospel is recognised and an example of how the action may be demonstrated:

| WEEK | GOSPEL VALUE | ACTION |
|------|----------------|--|
| 1 | Community | I connect and engage. |
| 2 | Compassion | I show care and concern for others. |
| 3 | Endeavour | I challenge myself to do my best. |
| 4 | Hope | I see good all around me. |
| 5 | Inclusion | I involve and accept others. |
| 6 | Justice | I make right choices. |
| 7 | Love | I share my good heart with others. |
| 8 | Reconciliation | I am fair, forgiving and respectful. |
| 9 | Service | I help and respond to the needs of others. |
| 10 | Stewardship | I care for all of creation. |

The Good Shepherd Way



SECTION THREE

Pedagogical Framework -
Teaching and Learning at Good Shep-
herd Catholic School

Christ Vision Of Life

The overarching focus of curriculum in Catholic schools is to empower learners to enrich the quality of life in the community by living out the gospel of Jesus. At Good Shepherd Catholic School we are committed to providing quality education in the tradition of the Catholic faith, with Jesus as our role model, encouraging students to learn in an environment of mutual trust and respect.

What is a Pedagogical Framework?

A pedagogical framework provides our school community with a clear and consistent way around which the knowledge and skills of quality teaching and learning are implemented at Good Shepherd Catholic School. It is a set of guidelines that relate to teacher practice and demonstrates the way our teachers lead and facilitate learning at Good Shepherd. The framework has been collaboratively developed to ensure quality learning experiences and outcomes for our students. All teachers are expected to implement the Australian Curriculum based on best practice research. The Pedagogical Framework is designed to develop the professional capacity of our staff to deliver high quality teaching and learning that will improve the students' ability to learn.

Our Shared Beliefs About Learners and Learning

At Good Shepherd we

- Believe Jesus the Good Shepherd is our role model.
- Believe relationships are paramount and we are committed to developing positive and supportive relationships between students, parents/carers, staff and the wider community
- Recognise that each person is created uniquely by God with special gifts and talents to offer to others.
- Foster and encourage student choice and voice as learning is most effective when students are at the centre .
- Promote individual excellence and achievement through recognising and developing the potential of every learner.
- Celebrate cultural and individual differences, using these to enhance learning for all students.

Love

At Good Shepherd Catholic School we are committed to developing positive and supportive relationships between students, parents/carers and teachers. The school supports learning environments that sustain positive relationships particularly between teacher and students - people are our most valuable learning resource. At Good Shepherd Catholic School, student wellbeing is a priority. We aim to develop relationships first, taking time to get to know our students, valuing the different backgrounds of all our students and working with families and the community to develop safe learning environments in which students thrive. Students are supported to become independent, self-directed and inquisitive, while reflecting on their own learning and setting personal goals.

Teachers will:

- Develop positive partnerships between school, home and the wider community.
- Foster safe, supportive, connected and inclusive learning environments that promote student well-being.
- Promote respectful relationships and appropriate behaviour.
- Develop curriculum that is student centred based on their needs and interests.

Develop positive partnerships between school, home and the wider community.

For parents and carers this will be achieved by:

- Parent Information Night
- Parent Teacher Student Interviews
- Parent Induction to work with students in the classroom
- Individual Education Plan (IEP) Parent involvement
- School Board
- Open communication between classroom and home environments
- Mothers' Day
- Fathers' Day
- Grandparents' Day
- Liturgies and Masses

For Students this will be achieved by:

- Beginning of the year class team building
- Deadly Learners
- Defence Room
- PAL Classes
- Swimming Carnival
- Athletics Carnival
- Cross Country event
- Parklands Visits
- Running Club
- Breakfast Club
- Book Fair
- Book Week
- Readers Cup

For the Community this will be achieved by:

- End of Semester Awards Ceremonies
- Mini Vinnies
- Parish Mass
- Good Shepherd Day
- NAIDOC Week

For the Staff this will be achieved by:

- Staff prayer
- Social Club events
- Friday catch-ups

Foster safe, supportive, connected and inclusive learning environments that promote student wellbeing.

This will be achieved by:

- The GSCS Way
- Zones of Regulation
- Protective Behaviours
- Class reward systems
- PAL classes
- Life Education Visits
- Cyber Safety
- Day for Daniel
- Special interest groups
- Deadly Learners
- Differentiated Learning
- Safe Person
- Good Shepherd's Got Talent
- Sensory Room
- Lunchtime Clubs



Promote respectful relationships and appropriate behaviour.

This will be achieved by:

- Circle Time
- The GSCS Way - Guidelines on Positive Behaviour Support at Good Shepherd Catholic School
- The Good Shepherd Way - The Gospel in Action at Good Shepherd Catholic School

Develop curriculum that is student centred based on their needs and interests.

This will be achieved by:

- Differentiated Learning- including student's learning styles, interests and cultural backgrounds
- Individual Education Plans - Verified Students
- Individual Education Plans - Students with learning difficulties
- SEPT
- Personalised Learning Plans for Indigenous Students
- Educational Support Plans for students in care
- Shepherds (Learning and Teaching, Inclusive Education, Indigenous Education)
- School Guidance Officer
- Speech Language Therapist
- Occupational Therapist
- Advisory Visiting Specialists
- Outside Agencies- CYMHS, Act for Kids
- Weekly Focus Groups to target learning in Numeracy and Literacy



Faith

At Good Shepherd we are committed to providing quality education in the tradition of the Catholic faith. With Jesus as our role model we foster student learning in an environment of mutual trust. Fundamental to faith development at Good Shepherd is the ethos, beliefs and tradition of the Catholic Church in the contemporary world.

Teachers will:

- Implement the school's Religious Education Program.
- Provide opportunities for daily prayer and reflection including Christian Meditation.
- Promote participation in the life of the Church through liturgies, mass and sacramental programs.
- Provide opportunities for student involvement in community outreach and social justice projects.
- Participate in Religious Education professional development.

Implement the school's Religious Education Program.

This will be achieved by:

- Implementation of RE Units of Work
- RE Planning Days with APRE
- School charism

Provide opportunities for daily prayer and reflection including Christian Meditation.

This will be achieved by:

- Classroom Prayer- morning/before meals
- Daily Christian Meditation
- Year Level Liturgies
- Unit prayer celebrations

Promote participation in the life of the Church through liturgies, mass and sacramental programs.

This will be achieved by:

- Whole school liturgical celebrations
- Whole school masses
- Parish Mass class involvement
- Sacramental Program
- Feast Day celebrations

Provide opportunities for student involvement in community outreach and social justice projects.

This will be achieved by:

- Mini Vinnies
- Mission Fete
- Project Compassion
- Christmas Appeal
- Acts of kindness

Participate in Religious Education professional development.

This will be achieved by:

- Staff Prayer
- Lenten Program
- Spirituality Programs
- School Based Professional Development

Learning

At Good Shepherd Catholic School we aim to create a climate conducive to learning with an emphasis on individual excellence and achievement. Students are encouraged to develop lively, enquiring minds, enjoying a wide variety of life-long learning experiences. Relevant and timely data on student progress is analysed and informs classroom planning, differentiated implementation and assessment to move students along the learning continuum. At Good Shepherd, we have an expert teaching team who extend their own professional knowledge on a regular basis, and implement innovative teaching methodologies based on professional reading, learning and evidence. Collaboration occurs regularly between year level teachers within the school and the wider diocese. Peer feedback through profiling practices guides self reflection to support the implementation of effective pedagogy within classrooms.

Teachers will:

- Implement the Australian Curriculum as the overarching document for teaching and learning.
- Implement current, contemporary practices and strategies that align with the Australian Curriculum.
- Develop an assessment program with explicit criteria and standards, planned up front and aligned with teaching.
- Formulate a professional learning plan (PLP) and meet annually with a member of the leadership team to discuss this plan.
- Reflect on and implement agreed data sets to inform student learning goals and teacher practice.
- Work collaboratively within their year level groups to develop engaging units of work aligned with the Australian Curriculum and School Learning Area Programs.

Implement the Australian Curriculum as the overarching document for teaching and learning.

This will be achieved by:

- TCEO curriculum overviews
- School Learning Area Programs

Implement current, contemporary practices and strategies that align with the Australian Curriculum.

This will be achieved by:

- Gradual Release of Responsibility Model
- Clear Learning Intentions and Success Criteria
- Role M
- Evidence based resources such as Spelling Inventories, MacqLit and InitiaLit

Develop an assessment program with explicit criteria and standards, planned up front and aligned with teaching.

This will be achieved by:

- Frontend assessment
- Utilise Standard Elaborations
- Task sheets and Guides To Making Judgments (GTMJ)
- Moderation of student work

Formulate a professional learning plan (PLP) and meet annually with a member of the leadership team to discuss this plan.

This will be achieved by:

- AITSL Reflection Tool
- Classroom Profiling
- Early Career Teacher Mentoring
- Classroom walkthroughs
- Peer observation
- External/internal professional development

Reflect on and implement agreed data sets to inform student learning goals and teacher practice.

This will be achieved by:

- PAT-M and PAT-R Testing
- Early Years Testing
- NAPLAN
- Purposeful/flexible grouping for focussed learning opportunities

Work collaboratively within their year level groups to develop engaging units of work aligned with the Australian Curriculum and School Learning Area Programs.

This will be achieved by:

- Year level planning days (Shepherd release)
- Shared planning responsibilities

Work collaboratively with Shepherds in the areas of Learning and Teaching, Inclusive Education and Indigenous Education to:

- Support
- High Expectation Relationships
- Enrich
- Pedagogical Practices
- Holistically
- Engage through
- Reflection and Responsiveness to
- Diversity and Differentiation for
- Student and Staff Success



The GSCS Way



SECTION FOUR

Guidelines on Positive Behaviour Support at
Good Shepherd Catholic School

The GSCS Way

The GSCS Way has been developed through a Positive Behaviour Support (PBS) approach. The GSCS Way encourages all in our school community to Give My Best; Show Respect; Compassion and Care; Safe, Responsible and Fair. At Good Shepherd Catholic School, we recognise that there are positive and negative consequences for behaviour.

Positive behaviour is recognised and may be rewarded in the following ways:

- **Praise Notes** - frequently distributed by any Good Shepherd Catholic School staff member. GSCS Way Praise Notes are added to the gold box in each classroom and brought to Assembly each Friday for the VIP Draw. Regular Praise Notes go in the draw each week to win a slush.
- **Class Reward Systems** - agreed upon by class and teacher.
- **Positive Reinforcements** - verbal encouragement, praise, special responsibilities, personal rewards.
- **Assembly Awards** - student name in newsletter and award presented on weekly assembly.
- **Academic Awards Ceremony** - Academic Achievement, Academic Endeavour and Gospel In Action Awards from each class presented at award ceremony held at the conclusion of Semester 1 and Semester 2. Award recipients receive a certificate and medallion.

Negative behaviour may be addressed in the following ways:

- **Five Step Behaviour Intervention** - all classes follow The GSCS Way Five Step Behaviour Intervention which is explained further on the following page. This Intervention process may see students in Time Out or sent to their Buddy Class.
- **Time Out Play** - time out at the office during break times may result for continued poor behaviour choices or lunch time incidents. This is negotiated between the teacher and the Leadership Team. Parents will be notified of these time out periods.
- **Suspension (Internal)** - may occur in the case of serious misconduct or a series of misdemeanours. Students will complete work in the administration area under supervision. Parents will be notified by a member of the Leadership Team.
- **Suspension (External)** - temporary withdrawal of a student's rights of attendance at school. Parents will be notified of a suspension by a member of the Leadership Team and a re-entry meeting will be arranged.
- **Re-Entry Meeting** - on completion of an external suspension, a re-entry plan is negotiated and signed by the student, parents/carers, teacher and member of the Leadership Team. The re-entry plan lists goals, expectations and the type of school support that will be provided for the student. The re-entry plan is discussed and signed prior to the student commencing back at school.



This booklet further elaborates on The GSCS Way and includes the following:

- The GSCS Way Five Step Behaviour Intervention Plan as well as a copy of our PBS Buddy Classes.
- The GSCS Way Matrix which clearly articulates the behaviour we expect from our students in various areas around our school.
- The GSCS Way Minors and Majors which articulates possible strategies used to address minor and major behaviours in various areas around our school.
- Bullying Information
- The Complaints Procedure

Sherlock the Sheep is our GSCS Way mascot and is always looking for people following The GSCS Way. Sherlock attends our weekly Friday assemblies and a special GSCS Way Praise Note Draw is held. Three students are drawn out and these students win the opportunity to sit at the VIP Table with Sherlock and the Leadership Team. These students also receive a take home VIP cup.

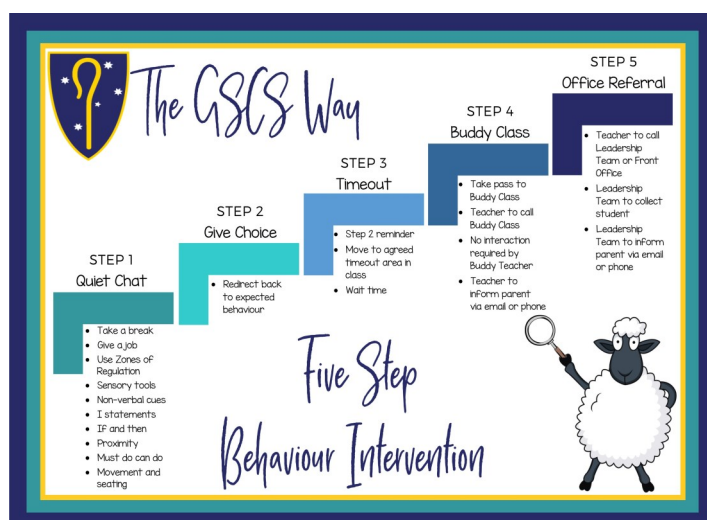
The GSCS Way Five Step Behaviour Intervention

The GSCS Way Five Step Behaviour Intervention aims to remind children of right behaviour choices. Should they fail to make these right choices, then they may find themselves at Step 3, Step 4 or Step 5.

Step 4 is going to their PBS Buddy Class. In non-classroom settings, Step 4 may involve Time Out in the Office.

The PBS Buddy Class is situated close to their own class. Sample PBS Buddy Classes are shown below.

The PBS Buddy Class is different to their PAL (Play and Learning) class whom they may meet for fun activities at various times throughout the year.



Junior PBS Buddy Classes

| | |
|--------|--------|
| Prep A | 1A |
| Prep B | 1B |
| Prep C | 1C |
| 1A | 2A |
| 1B | 2B |
| 1C | 2C |
| 2A | Prep A |
| 2B | Prep B |
| 2C | Prep C |

Senior PBS Buddy Classes

| | |
|----|----|
| 3A | 4A |
| 3B | 4B |
| 3C | 5A |
| 4A | 5B |
| 4B | 6A |
| 5A | 6B |
| 5B | 3A |
| 6A | 3B |
| 6B | 3C |



The GSG Way Matrix

| | GIVE MY BEST | SHOW RESPECT | COMPASSION AND CARE | SAFE, RESPONSIBLE AND FAIR |
|--------------------|--|--|--|--|
| BEFORE SCHOOL | <ul style="list-style-type: none"> I walk to the shed after dropping my bag off at the classroom. I find a place to sit quietly in my area (P-Year 2 near H Block; Year 3-6 Tuckshop end) until the bell rings. | <ul style="list-style-type: none"> I listen to the staff member on duty. I use please and thank you at Breakfast Club and to go to the Toilets. I speak respectfully with others. | <ul style="list-style-type: none"> I say good morning to others. I am kind and friendly to others. I place rubbish in the bin. | <ul style="list-style-type: none"> I keep my hands, feet, objects and body to myself. I walk safely on the pathways. I keep my belongings in my bag at my classroom. |
| IN THE CLASSROOM | <ul style="list-style-type: none"> I listen to the staff members in my classroom. I challenge myself to take learning risks. I ask for help when I need it. | <ul style="list-style-type: none"> I use my manners. I take care of equipment and keep our classroom clean. I treat others how I want to be treated. I value other people's opinion and ideas. | <ul style="list-style-type: none"> I include others. I help others when they need it. I work with everyone when asked to. I am mindful and supportive of others' learning. | <ul style="list-style-type: none"> I keep my hands, feet, objects and body to myself. I am safe when using equipment and furniture. I am responsible for my own actions and learning. |
| IN THE EATING AREA | <ul style="list-style-type: none"> I sit in my class area. I only eat the lunch prepared for me from home or the Tuckshop. I wait for a staff member to release me. | <ul style="list-style-type: none"> I listen to the staff member on duty. I speak using a respectful voice and language. I raise my hand to ask to go to the toilet or get a drink. | <ul style="list-style-type: none"> I place rubbish in the bin even if it is not mine. | <ul style="list-style-type: none"> I keep my hands, feet, objects and body to myself. I walk safely in the eating area. I take care of mine and the school's belongings. |
| ON THE PLAYGROUND | <ul style="list-style-type: none"> I am a good sport when playing games. I take turns and share equipment. I ask for help when I need it. I leave food and drink in my lunchbox. | <ul style="list-style-type: none"> I listen to the staff member on duty. I speak using a respectful voice and language. I show respect for equipment. I show respect for our grounds and nature. | <ul style="list-style-type: none"> I include and invite others to play. I help others when they need it. I praise the efforts of others with positive and kind words. | <ul style="list-style-type: none"> I keep hands, feet, objects and body to myself. I am safe when using play equipment. I stay in the right area. I leave the area when the first bell rings (drink, toilet, class). I wear a hat in the sun. |
| ON THE OVAL | <ul style="list-style-type: none"> I am a good sport when playing games. I follow the rules of games. I encourage others. I ask for help when I need it. I leave food and drink in my lunchbox. | <ul style="list-style-type: none"> I listen to the staff member on duty. I speak using a respectful voice and language. I show respect for equipment. I show respect for our grounds and nature. | <ul style="list-style-type: none"> I help others when they need it. I treat others the way I like to be treated. I include and invite others to play. I praise the efforts of others with positive and kind words. | <ul style="list-style-type: none"> I keep hands, feet, objects and body to myself. I am safe when using play equipment. I stay in the right area. I leave the area when the first bell rings (drink, toilet, class). I wear a hat in the sun. |

| | | | | |
|-------------------------|--|--|--|---|
| IN THE LIBRARY | <ul style="list-style-type: none"> I line up quietly at the Return Desk. I borrow regularly and return books on time. I leave food and drinks outside. | <ul style="list-style-type: none"> I consider others working in the Library. I speak using a respectful voice and language. | <ul style="list-style-type: none"> I handle books with care. I help others when they need it. | <ul style="list-style-type: none"> I keep my hands, feet, objects and body to myself. I walk in the Library. I bring a Library Bag on my borrowing day. |
| IN THE TOILETS | <ul style="list-style-type: none"> I use the toilet for what it was made for. I report problems or accidents to a staff member. I leave food and drink outside. | <ul style="list-style-type: none"> I respect people's privacy. I unlock the door and keep it open when I am finished. I know that toilet paper only goes in the toilet. | <ul style="list-style-type: none"> I flush the toilet after every use. I turn taps off. I keep the toilet space clean of rubbish. | <ul style="list-style-type: none"> I keep my feet on the ground because I know climbing is not safe. I am the only person in a cubicle. I wash my hands with soap when I am finished. |
| AT THE TUCKSHOP | <ul style="list-style-type: none"> I know what I want to order when I line up. I have my money ready. I line up and wait my turn. | <ul style="list-style-type: none"> I listen to the staff member on duty. I speak using a respectful voice and language. | <ul style="list-style-type: none"> I help others when they need it. | <ul style="list-style-type: none"> I keep my hands, feet, objects and body to myself. I only buy food for myself. |
| AT THE OFFICE | <ul style="list-style-type: none"> I wait patiently for my turn. I use a calm and friendly voice. I open doors for others. | <ul style="list-style-type: none"> I listen to the staff member at the Office. I use please, thank you and excuse me. I am respectful of others working in the Office. | <ul style="list-style-type: none"> I show kindness to unwell students. I take care of the equipment in the Office. | <ul style="list-style-type: none"> I keep my hands, feet, objects and body to myself. I line up at the Office counter. I always walk in the Office area. I always check in with the Office staff before seeing the Leadership Team. |
| AT ASSEMBLY | <ul style="list-style-type: none"> I listen with my whole body. I remove my hat and sit on it. I take pride in my achievements and stand when I receive an award. I leave food and drinks outside. | <ul style="list-style-type: none"> I look at and listen to the speaker at Assembly. I listen to staff members at Assembly. I stand and sing the anthem respectfully. | <ul style="list-style-type: none"> I celebrate others' achievements by clapping for them. | <ul style="list-style-type: none"> I keep my hands, feet, objects and body to myself. I enter with my class through the main front door. I sit quietly with my class. |
| IN THE COMMUNITY CENTRE | <ul style="list-style-type: none"> I listen with my whole body. I do my job with pride. I remove my hat and sit on it. I leave food and drinks outside. | <ul style="list-style-type: none"> I look at and listen to the speaker at the Community Centre. I listen to staff members at the Community Centre. | <ul style="list-style-type: none"> I know that clapping is for Assembly and not Liturgies. I place rubbish in the bin. | <ul style="list-style-type: none"> I keep my hands, feet, objects and body to myself. I sit quietly with my class. I am safe when using equipment in the Community Centre. |
| MOVING AROUND SCHOOL | <ul style="list-style-type: none"> I know where I have to go and I go straight there. I know to talk quietly when moving around the school because I know that others are learning and working. | <ul style="list-style-type: none"> I listen to the directions of staff members. I speak using a respectful voice and language. | <ul style="list-style-type: none"> I help others when they need it. I place rubbish in the bin even if it is not mine. | <ul style="list-style-type: none"> I keep my hands, feet, objects and body to myself. I walk safely on the pathways. I carry equipment and belongings safely. |
| AT THE PICK UP ZONE | <ul style="list-style-type: none"> I leave my class and go straight to the pick up zone. I watch and wait patiently for my car. I sit down while I am waiting. | <ul style="list-style-type: none"> I listen to the directions of staff members. I speak using a respectful voice and language. | <ul style="list-style-type: none"> I wait for my car to drive forward and stop. I place rubbish in the bin. | <ul style="list-style-type: none"> I keep my hands, feet, objects and body to myself. I keep my belongings in my bag at the pick up zone. I only cross the car park with an adult. |

Minors And Majors Before School

| MINOR BEHAVIOURS | | | MAJOR BEHAVIOURS | |
|--|--|--|---|--|
| Staff member handles these behaviours on the spot themselves or with a little help. | | | Staff members refer these behaviours on. | |
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| <p>Failure to:</p> <ul style="list-style-type: none"> Walk safely to the shed after dropping my bag off at the classroom. Sit quietly in my area until the bell rings. Listen to staff members on duty. Speak respectfully to others. Place rubbish in the bin. Keep my hands, feet, objects and body to myself. Keep my belongings in my bag at the classroom. | <ul style="list-style-type: none"> Behaviour Intervention Strategies – reminders, close conversations, parallel praise, walk and talk with person on duty, wait time or space, high 5 (ask student to pick out 5 students and name what they are doing right and give a high 5), Praise Note, sit student away from peers. Active Supervision. Reinforce positive behaviour 5:1. Reminder of The GSCS Way. Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix with physical practice. Parent contact. Repeated behaviour might require data entry and referral to the office. Restorative justice strategies. | | <ul style="list-style-type: none"> Leaving the school grounds beyond supervision. Physical aggression towards another student or staff member. Intimidating and threatening language towards another student or staff member. Damage to and destruction of school property. | <ul style="list-style-type: none"> Time out in the office during break. Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. Parent contact. School Behaviour Support Meeting. School counsellor referral. Functional Behaviour Assessment. Internal suspension. External suspension. Re-entry meeting. |

Minors And Majors In The Classroom

| MINOR BEHAVIOURS <i>Staff member handles these behaviours on the spot themselves or with a little help.</i> | | MAJOR BEHAVIOURS <i>Staff members refer these behaviours on.</i> | |
|--|--|---|--|
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| <p>Failure to:</p> <ul style="list-style-type: none"> • Listen to staff members in my classroom. • Challenge myself to do school work and take learning risks. • Ask for help when I need it. • Take care of equipment in my classroom. • Be safe when using equipment and furniture in my classroom. • Keep my hands, feet, objects and body to myself. • Be mindful and supportive of others' learning. • Speak respectfully to others. • Be responsible for my own actions and learning. | <ul style="list-style-type: none"> • Behaviour Intervention Strategies – tactical ignoring, close conversations, parallel praise, break pass, walk and talk with a school officer, wait time or space, now and then, sensory tools, chunk/reduce workload, increase time to complete work, distraction, chill out/withdrawal area. • Reinforce positive behaviour 5:1. • Reminder of The GSCS Way. • Follow The GSCS Way Five Step Behaviour Intervention Plan. • Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. • Parent contact. • Repeated behaviour might require data entry and referral to the office. • Restorative justice strategies. | <ul style="list-style-type: none"> • Leaving the classroom or school grounds beyond supervision. • Physical aggression towards another student or staff member. • Intimidating and threatening language towards another student or staff member. • Damage to and destruction of classroom equipment and furniture. • Inappropriate use of ICT acceptable use policy. | <ul style="list-style-type: none"> • Time out in the office during class. • Time out in the office during break. • Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. • Parent contact. • School Behaviour Support Meeting. • School counsellor referral. • Functional Behaviour Assessment. • Internal suspension. • External suspension. • Re-entry meeting. |

Minors And Majors In The Eating Area

| MINOR BEHAVIOURS <i>Staff member handles these behaviours on the spot themselves or with a little help.</i> | | MAJOR BEHAVIOURS <i>Staff members refer these behaviours on.</i> | |
|--|---|--|--|
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| <p>Failure to:</p> <ul style="list-style-type: none"> Listen to staff members on duty. Sit quietly in my class area until I am released by the staff member on duty. Eat the lunch prepared for me from home or the Tuckshop. Speak respectfully to others. Ask to go to the toilet or get a drink. Place rubbish in the bin. Keep my hands, feet, objects and body to myself. Walk safely in the eating area. Take care of mine and the school's belongings. | <ul style="list-style-type: none"> Behaviour Intervention Strategies – reminders, close conversations, parallel praise, walk and talk with person on duty, wait time or space, high 5 (ask student to pick out 5 students and name what they are doing right and give them high 5), Praise Note, sit student away from peers. Active Supervision - movement, praise and checking in. Reinforce positive behaviour 5:1. Reminder of The GSCS Way. Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. Parent contact. Repeated behaviour might require data entry and referral to the office. Restorative justice strategies. | <ul style="list-style-type: none"> Leaving the school grounds beyond supervision. Physical aggression towards another student or staff member. Intimidating and threatening language towards another student or staff member. Damage to and destruction of school property. Stealing food or money. | <ul style="list-style-type: none"> Time out in the office during break. Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. Parent contact. School Behaviour Support Meeting. School counsellor referral. Functional Behaviour Assessment. Internal suspension. External suspension. Re-entry meeting. |

Minors And Majors On The Playground

| MINOR BEHAVIOURS | | MAJOR BEHAVIOURS | |
|---|---|---|--|
| Staff member handles these behaviours on the spot themselves or with a little help. | | Staff members refer these behaviours on. | |
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| <p>Failure to:</p> <ul style="list-style-type: none"> Be a good sport when playing games. Take turns and share equipment. Leave food and drink in my lunchbox. Listen to staff members on duty. Speak respectfully to others. Include others to play. Show respect for equipment, school grounds and nature. Keep my hands, feet, objects and body to myself. Use play equipment safely. Be in the right area. Leave the area when the first bell rings. Wear a hat in the sun. | <ul style="list-style-type: none"> Behaviour Intervention Strategies – reminders, redirection to appropriate area, send for a drink, close conversations, parallel praise, walk and talk with person on duty, wait time or space, high 5 (ask student to pick out 5 students and name what they are doing right and give high 5) ; Praise Note, sit student away from peers. Active Supervision - movement, praise, checking in and giving alternatives. Reinforce positive behaviour 5:1. Reminder of The GSCS Way. Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. Parent contact. Repeated behaviour might require data entry and referral to the office. Restorative justice strategies. | <ul style="list-style-type: none"> Leaving the school grounds beyond supervision. Physical aggression towards another student or staff member. Intimidating and threatening language towards another student or staff member. Damage to and destruction of school property. | <ul style="list-style-type: none"> Time out in the office during break. Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. Parent contact. School Behaviour Support Meeting. School counsellor referral. Functional Behaviour Assessment. Internal suspension. External suspension. Re-entry meeting. |

Minors And Majors On The Oval

| MINOR BEHAVIOURS <i>Staff member handles these behaviours on the spot themselves or with a little help.</i> | | MAJOR BEHAVIOURS <i>Staff members refer these behaviours on.</i> | |
|---|---|---|--|
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| <p>Failure to:</p> <ul style="list-style-type: none"> Be a good sport when playing games. Follow the rules of games. Take turns and share equipment. Leave food and drink in my lunchbox. Listen to staff members on duty. Speak respectfully to others. Include others to play. Show respect for equipment, school grounds and nature. Keep my hands, feet, objects and body to myself. Use play equipment safely. Be in the right area. Leave the area when the first bell rings. Wear a hat in the sun. | <ul style="list-style-type: none"> Behaviour Intervention Strategies – reminders, redirection to appropriate area, send for a drink, stop the game and discuss behaviour/rules, walk and talk with person on duty, wait time or space, high 5 (ask student to pick out 5 students and name what they are doing right and give high 5), Praise Note, sit student away from peers, send to right area. Active Supervision - movement, praise, checking in and giving alternatives. Reinforce positive behaviour 5:1. Reminder of The GSCS Way. Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. Parent contact. Repeated behaviour might require data entry and referral to the office. Restorative justice strategies. | <ul style="list-style-type: none"> Leaving the school grounds beyond supervision. Physical aggression towards another student or staff member. Intimidating and threatening language towards another student or staff member. Damage to and destruction of school property. | <ul style="list-style-type: none"> Time out in the office during break. Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. Parent contact. School Behaviour Support Meeting. School counsellor referral. Functional Behaviour Assessment. Internal suspension. External suspension. Re-entry meeting. |

Minors And Majors In The Library

| MINOR BEHAVIOURS <i>Staff member handles these behaviours on the spot themselves or with a little help.</i> | | MAJOR BEHAVIOURS <i>Staff members refer these behaviours on.</i> | |
|---|--|--|--|
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| <p>Failure to:</p> <ul style="list-style-type: none"> Line up quietly at the Return Desk. Listen to staff members. Speak respectfully to others. Show respect for the books and equipment in the Library. Keep my hands, feet, objects and body to myself. Walk safely in the Library. Consider others working in the Library. | <ul style="list-style-type: none"> Behaviour Intervention Strategies – reminders, send for a drink, wait time or space, high 5 (ask student to pick out 5 students and name what they are doing right and give high 5), Praise Note, sit student away from peers. Active Supervision - movement, praise, checking in and giving alternatives. Reinforce positive behaviour 5:1. Reminder of The GSCS Way. Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. Parent contact. Repeated behaviour might require data entry and referral to the office. Restorative justice strategies. | <ul style="list-style-type: none"> Leaving the Library and/or school grounds beyond supervision. Physical aggression towards another student or staff member. Intimidating and threatening language towards another student or staff member. Damage to and destruction of school property. | <ul style="list-style-type: none"> Time out in the office during break. Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. Parent contact. School Behaviour Support Meeting. School counsellor referral. Functional Behaviour Assessment. Internal suspension. External suspension. Re-entry meeting. |

Minors And Majors In The Toilets

| MINOR BEHAVIOURS <i>Staff member handles these behaviours on the spot themselves or with a little help.</i> | | MAJOR BEHAVIOURS <i>Staff members refer these behaviours on.</i> | |
|--|---|---|--|
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| <p>Failure to:</p> <ul style="list-style-type: none"> • Use the toilet for what it was made for. • Leave food and drinks outside. • Respect people's privacy. • Use toilet paper for what it was made for. • Leave the door unlocked when I am finished. • Flush the toilet. • Turn the taps off. • Keep the toilet space clean of rubbish. • Keep my feet on the ground because I know climbing is not acceptable. • Be the only person in the cubicle. | <ul style="list-style-type: none"> • Behaviour Intervention Strategies – reminders, high 5 (ask student to pick out 5 students and name what they are doing right and give high 5), Praise Note. • Active Supervision - movement, praise, checking in. • Reinforce positive behaviour 5:1. • Reminder of The GSCS Way. • Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. • Parent contact. • Repeated behaviour might require data entry and referral to the office. • Restorative justice strategies. | <ul style="list-style-type: none"> • Physical aggression towards another student or staff member. • Intimidating and threatening language towards another student or staff member. • Damage to and destruction of school property. • Showing private parts to others. | <ul style="list-style-type: none"> • Time out in the office during break. • Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. • Parent contact. • School Behaviour Support Meeting. • School counsellor referral. • Functional Behaviour Assessment. • Internal suspension. • External suspension. • Re-entry meeting. |

Minors And Majors At The Tuckshop

| MINOR BEHAVIOURS | | MAJOR BEHAVIOURS | |
|---|---|--|--|
| Staff member handles these behaviours on the spot themselves or with a little help. | | Staff members refer these behaviours on. | |
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| <p>Failure to:</p> <ul style="list-style-type: none"> • Line up and wait my turn. • Listen to the staff member on duty. • Speak using a respectful voice and language. • Keep my hands, feet, objects and body to myself. • Only buy food for myself. • Walk safely near the Tuckshop. • Place rubbish in the bin. | <ul style="list-style-type: none"> • Behaviour Intervention Strategies – reminders, high 5 (ask student to pick out 5 students and name what they are doing right and give high 5), Praise Note, verbal redirection, pick up rubbish, walk and talk with person on duty. • Active Supervision - movement, praise, checking in. • Reinforce positive behaviour 5:1. • Reminder of The GSCS Way. • Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. • Parent contact. • Repeated behaviour might require data entry and referral to the office. • Restorative justice strategies. | <ul style="list-style-type: none"> • Physical aggression towards another student or staff member. • Intimidating and threatening language towards another student or staff member. • Damage to and destruction of school property. • Stealing or asking for food or money. | <ul style="list-style-type: none"> • Time out in the office during break. • Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. • Parent contact. • School Behaviour Support Meeting. • School counsellor referral. • Functional Behaviour Assessment. • Internal suspension. • External suspension. • Re-entry meeting. |

Minors And Majors At The Office

| MINOR BEHAVIOURS <i>Staff member handles these behaviours on the spot themselves or with a little help.</i> | | | MAJOR BEHAVIOURS <i>Staff members refer these behaviours on.</i> | |
|--|---|--|---|--|
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| <p>Failure to:</p> <ul style="list-style-type: none"> • Line up and wait patiently for my turn. • Listen to the staff member at the Office. • Speak using a respectful voice and language. • Keep my hands, feet, objects and body to myself. • Take care of the equipment in the Office. • Be respectful of people working in the Office. • Walk safely in the Office area. • Check in with the Office staff before seeing the Leadership Team. | <ul style="list-style-type: none"> • Behaviour Intervention Strategies – reminders, Praise Note, verbal redirection, parallel praise. • Reinforce positive behaviour 5:1. • Reminder of The GSCS Way. • Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. • Parent contact. • Repeated behaviour might require data entry and referral to the office. • Restorative justice strategies. | | <ul style="list-style-type: none"> • Leaving the school grounds beyond supervision. • Physical aggression towards another student or staff member. • Intimidating and threatening language towards another student or staff member. • Damage to and destruction of school property. | <ul style="list-style-type: none"> • Time out in the office during break. • Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. • Parent contact. • School Behaviour Support Meeting. • School counsellor referral. • Functional Behaviour Assessment. • Internal suspension. • External suspension. • Re-entry meeting. |

Minors And Majors At Assembly

| MINOR BEHAVIOURS <i>Staff member handles these behaviours on the spot themselves or with a little help.</i> | | MAJOR BEHAVIOURS <i>Staff members refer these behaviours on.</i> | |
|---|---|--|--|
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| <p>Failure to:</p> <ul style="list-style-type: none"> • Leave food and drinks outside. • Remove my hat and sit on it. • Look and listen to the speaker at Assembly. • Listen to staff members at Assembly. • Stand and sing the anthem respectfully. • Celebrate others' achievements by clapping for them. • Keep my hands, feet, objects and body to myself. • Sit quietly with my class. | <ul style="list-style-type: none"> • Behaviour Intervention Strategies – reminders, Praise Note, verbal redirection, parallel praise, high 5 (ask student to pick out 5 students and name what they are doing right and give high 5), move student to another position, sensory tools, short break with SO. • Reinforce positive behaviour 5:1. • Reminder of The GSCS Way. • Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. • Parent contact. • Repeated behaviour might require data entry and referral to the office. • Restorative justice strategies. | <ul style="list-style-type: none"> • Leaving Assembly and school grounds beyond supervision. • Physical aggression towards another student or staff member. • Intimidating and threatening language towards another student or staff member. • Damage to and destruction of school property. | <ul style="list-style-type: none"> • Time out in the office during break. • Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. • Parent contact. • School Behaviour Support Meeting. • School counsellor referral. • Functional Behaviour Assessment. • Internal suspension. • External suspension. • Re-entry meeting. |

Minors And Majors At The Community Centre

| MINOR BEHAVIOURS | | MAJOR BEHAVIOURS | |
|---|---|--|--|
| Staff member handles these behaviours on the spot themselves or with a little help. | | Staff members refer these behaviours on. | |
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| <p>Failure to:</p> <ul style="list-style-type: none"> • Leave food and drinks outside. • Remove my hat and sit on it. • Look and listen to the speaker at the Community Centre. • Listen to staff members in the Community Centre. • Keep my hands, feet, objects and body to myself. • Sit quietly with my class. • Be safe when using equipment in the Community Centre. | <ul style="list-style-type: none"> • Behaviour Intervention Strategies – reminders, Praise Note, verbal redirection, parallel praise, high 5 (ask student to pick out 5 students and name what they are doing right and give a high 5), move student to another position, sensory tools, short break with SO. • Reinforce positive behaviour 5:1. • Reminder of The GSCS Way. • Reinforce and re-teach positive behaviours as outlined in The GSCS Way Matrix. • Parent contact. • Repeated behaviour might require data entry and referral to the office. • Restorative justice strategies. | <ul style="list-style-type: none"> • Leaving Community Centre and school grounds beyond supervision. • Physical aggression towards another student or staff member. • Intimidating and threatening language towards another student or staff member. • Damage to and destruction of school property. | <ul style="list-style-type: none"> • Time out in the office during break. • Reinforce and re-teach positive behaviours as outlined in The GSCS Way Matrix. • Parent contact. • School Behaviour Support Meeting. • School counsellor referral. • Functional Behaviour Assessment. • Internal suspension. • External suspension. • Re-entry meeting. |

Minors And Majors Moving Around School

| MINOR BEHAVIOURS <i>Staff member handles these behaviours on the spot themselves or with a little help.</i> | | MAJOR BEHAVIOURS <i>Staff members refer these behaviours on.</i> | |
|---|--|---|--|
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| <p>Failure to:</p> <ul style="list-style-type: none"> Go straight where I have to go. Talk quietly when moving around school. Listen to the directions of staff members. Speak using a respectful voice and language. Help others when they need it. Place rubbish in the bin even if it is not mine. Keep my hands, feet, objects and body to myself. Walk safely on the pathways. Carry equipment and belongings safely. | <ul style="list-style-type: none"> Behaviour Intervention Strategies – reminders, Praise Note, verbal redirection, parallel praise, closed conversations, high 5 (ask student to pick out 5 students and name what they are doing right and give high 5). Active Supervision - movement, praise, checking in. Reinforce positive behaviour 5:1. Reminder of The GSCS Way. Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. Parent contact. Repeated behaviour might require data entry and referral to the office. Restorative justice strategies. | <ul style="list-style-type: none"> Leaving school grounds beyond supervision. Physical aggression towards another student or staff member. Intimidating and threatening language towards another student or staff member. Damage to and destruction of school property. | <ul style="list-style-type: none"> Time out in the office during break. Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix. Parent contact. School Behaviour Support Meeting. School counsellor referral. Functional Behaviour Assessment. Internal suspension. External suspension. Re-entry meeting. |

Minors And Majors At The Pick Up Zone

| MINOR BEHAVIOURS | | MAJOR BEHAVIOURS | |
|--|--|--|--|
| Staff member handles these behaviours on the spot themselves or with a little help. | | Staff members refer these behaviours on. | |
| NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES | NON-COMPLIANCE TO THE GSCS WAY | POSSIBLE STRATEGIES |
| Failure to: <ul style="list-style-type: none">• Leave my class and go straight to the Pick Up Zone.• Sit, wait and watch patiently for my car.• Listen to the directions of staff members on duty.• Speak using a respectful voice and language.• Wait for my car to drive forward and stop.• Place rubbish in the bin even if it is not mine.• Keep my hands, feet, objects and body to myself.• Keep my belongings in my bag at the Pick Up Zone.• Cross the car park with an adult. | <ul style="list-style-type: none">• Behaviour Intervention Strategies – reminders, Praise Note, verbal redirection, parallel praise, closed conversations, high 5 (ask student to pick out 5 students and name what they are doing right and give high 5), move student to another seat, walk and talk with person on duty.• Active Supervision - movement, praise, checking in.• Reinforce positive behaviour 5:1.• Reminder of The GSCS Way.• Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix.• Parent contact.• Repeated behaviour might require data entry and referral to the office.• Restorative justice strategies. | <ul style="list-style-type: none">• Leaving school grounds beyond supervision.• Physical aggression towards another student or staff member.• Intimidating and threatening language towards another student or staff member.• Damage to and destruction of school property. | <ul style="list-style-type: none">• Time out in the office during break.• Reinforce and re-teach positive behaviour expectations as outlined in The GSCS Way Matrix.• Parent contact.• School Behaviour Support Meeting.• School counsellor referral.• Functional Behaviour Assessment.• Internal suspension.• External suspension.• Re-entry meeting. |

Bullying

At Good Shepherd Catholic School we believe that bullying is when a person or group repeatedly and intentionally uses or abuses their power to intimidate, hurt, oppress or damage someone else. Bullying can be physical, emotional, covert or cyber based.

Bullying is:

- A repeated and unjustifiable behaviour
- Intended to cause fear, distress and/or harm to another person
- Actions that may be physical, verbal or indirect/relational
- Conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist

Bullying is not:

- Mutual arguments and disagreements
- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation

Types of Bullying:

- Physical (direct) - hitting, kicking, pushing, biting, pinching, throwing things
- Physical (indirect) - getting another person to harm someone
- Non-Physical (direct) - name calling, teasing, demanding money or possessions
- Non-Physical (indirect) - spreading rumours, getting others to not like someone
- Non-Verbal (direct) - threatening gestures, nasty notes or emails
- Non-Verbal (indirect) - deliberate exclusion from groups, removing/hiding/damaging others' belongings

Complaints

Good Shepherd Catholic School encourages all students to report any incident to a staff member as soon as possible. Incidents in the classroom should initially be reported to the class teacher. Alternatively incidents can be reported to staff members on duty, our school safe people or members of the Leadership Team.

Parents/caregivers wishing to make a complaint should follow these steps:

1. Discuss the complaint with the class teacher (resolve at first level)
2. Discuss the complaint with a member of the Leadership Team (Prep-Year 2 APA; Year 3-6 APRE)
3. Contact Townsville Catholic Education Office
4. Independent review

Further information about this process can be found on our website at www.gstsv.catholic.edu.au/about/complaints-process/

Good Shepherd Catholic School believes in building relationships. Students should develop a sense of their own self-control, their own rights and their responsibilities to others. We believe that these guidelines will enable all in our community to live out the GSCS Way.



Good Shepherd

CATHOLIC SCHOOL

LOVE . FAITH . LEARNING

