



# Good Samaritan College

success through industry

Handbook 2025





# Principles and statement of understanding for enrolment

Good Samaritan College (GSC) is situated at 63 Ruthven Street, Toowoomba. GSC is a co-educational Catholic secondary college, providing education to approximately 80 young people. GSC is a part of the Diocese of Toowoomba's Toowoomba Catholic Schools (TCS), and is led, supported and served by the Toowoomba Catholic Schools Office (TCSO).

GSC provides an enhanced and personalised learning experience for young people who are seeking an alternative to mainstream schooling. GSC was established by the Catholic Diocese of Toowoomba in 2000, as the Youth and Community Learning Centre, and remains affiliated with, and supported by, the diocese and Toowoomba Catholic Schools. GSC is housed in the buildings originally inhabited by the Our Lady Help of Christians Primary School started by the Sisters of the Good Samaritan.





# Vision, mission and values

## Our vision

Each member of our community is empowered to gain ***success through industry***.

## Our mission

The Community at Good Samaritan College believe in the inherent dignity and capacity of all. It is an innovative enhanced learning community that prioritises the well-being of all members – spiritually, physically, mentally, and emotionally. We ensure accessibility and engagement in individual learning journeys through the provision of responsive, authentic and high-quality learning opportunities.

## Our values

As a College, we are enriched and inspired by the Parable of the Good Samaritan and the Rule of St Benedict. The following are our College values which enliven the Good Samaritan charism.

- **Community:** The common good is achieved when we work together to provide high-quality wellbeing and educational outcomes for our young people, staff and the wider members of our college. Unity helps us to achieve greatness and excellence.
- **Courage:** We are challenged by the parable of the Good Samaritan to 'Go and do Likewise!'. To seek justice and fairness by being the change the young people wish to see for themselves and their world. Courage is required in many situations, sometimes it is loud and other times it is subtle, but it is always called upon when we take to the risk to be more and do more.
- **Curiosity:** Authentic curiosity is essential for growth. It allows us to listen with intent and to deepen our learning through connecting and questioning. It can lead to intrinsic motivation and engagement whilst promoting a growth mindset.
- **Compassion:** A belief in the inherent dignity of each member of our community underpins every aspect of the College. This is demonstrated through word and action and is recognised by kindness, respect and understanding.

COMMUNITY  
COURAGE  
CURIOSITY  
COMPASSION



# Principles and values of behaviour

At GSC there are clear expectations which support the young people to display positive and appropriate behaviours. These expectations apply any time the young person is representing the college – either on campus or off campus. The principles of behaviour are aligned to the values of Good Samaritan College.

Our College community has identified the following College expectations to teach and promote our high standards of behaviour (see Appendix A).

- **Be safe**
- **Be respectful**
- **Be responsible**
- **Be resilient**

## Probation

At GSC, all young people enter on a probationary period, otherwise known as a trial period. A probation period may also be required after a suspension or other issue. This time is used to evaluate if Good Samaritan College is a suitable fit for the young person and if the young person is a suitable fit for Good Samaritan College. At the end of the probationary period (or possibly before that), the Principal will determine if the young person should maintain their enrolment.

This decision will be made by appraising the following criteria

- attendance
- appropriate behaviour
- engagement in the learning process and other activities
- reliability, trustworthiness and willingness to build positive relationships with all community members
- demonstration of GSC expectations of Safety, Respect, Responsibility and Resilience
- demonstration of GSC values of Compassion, Curiosity, Courage and Community.

All young people returning from an internal or external suspension will be placed back on probation for a two-week period. If the young person is unable to meet College expectations, their enrolment at the College will be reviewed.

The probation period may be terminated or extended at the Principal's discretion. Once the probation period has ended, the young person, their parent/legal guardian, and the Deputy Principal/Principal will meet to discuss the young person's enrolment as well as to create or revise the young person's Success Plan and/or Safety Plan.







# Principles and values of behaviour

## Proactive strategies for promoting better behaviour

Good Samaritan College has positive strategies for promoting better behaviour.

These strategies include

- trauma informed practices
- social and emotional learning
- adapting the curriculum to meet individual needs
- Positive Acknowledgement System – merit certificates
- proactive support (preventative teaching)
- individual behaviour interventions (individualised assessments/approaches)
- staff professional development in Positive Behaviour Supports and the Positive Behaviour for Learning framework
- offering programs and resources for teaching parents positive support skills.

## Early intervention

Good Samaritan College uses a range of preventative and early intervention strategies to support positive behaviours.

These include

- defining and teaching whole school expectations
  - A set of behavioural expectations in specific settings has been attached to each of our four school expectations. The Schoolwide Expectations Teaching Matrix (Appendix A) outlines our agreed behavioural expectations in all college settings.
- establishing consistent whole-college consequences for inappropriate behaviour (see Appendix B)
- establishing whole-college procedures for early identification of young people experiencing academic and/or behavioural difficulty
- providing whole-college procedures for ongoing collection and use of data for decision-making
- assessing the young person early and comprehensively to enable appropriate choice of early intervention strategies
- utilising evidence-based interventions, which are then monitored and regularly reviewed for those young people who face difficulty with learning and/or behaviour
- maintaining a flexible approach and considering the functions or reasons for the young person's behaviour.





# Principles and values of behaviour

## Minor and major behaviours

**Minor** problem behaviour is handled by staff members at the time it happens.

**Major** problem behaviour is referred directly to the College administration team.

**Minor** behaviours are those that

- are minor breaches of the college expectations
- do not seriously harm others or cause you to suspect that the young person may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or the college administration team.

**Minor** problem behaviours may result in the following consequences.

- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the young person, apology, restitution or time in for work completion.
- A re-direction procedure. The staff member takes the young person aside and
  1. names the behaviour that the young person is displaying
  2. asks the young person to name expected college behaviour
  3. states and explains expected college behaviour if necessary
  4. gives positive verbal acknowledgement for expected college behaviour.

**Major** behaviours are those that

- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of the college administration team.

**Major** behaviours result in an immediate referral to the college leadership team because of their seriousness.

When major problem behaviour occurs, staff members calmly state the major problem behaviour to the young person and remind them of the college expectations. The staff member then escorts the young person to the relevant member of the college leadership team or requests a leadership presence to come to them.

It is expected that formal consequences will be imposed only when all other reasonable steps to deal with the situation have been taken unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the college community.

The TCS Formal Behaviour Sanctions Procedure must be followed by all TCS schools and colleges and is included in our college's Student Behaviour Support Plan.



# Principles and values of behaviour

## RESET program

If a young person does not respond to intervention by the Principal, Deputy Principal, College Counsellor and/or staff and continues to display inappropriate behaviour or is involved in a one-off serious issue; the young person will meet with the Principal to discuss their actions and explore positive ways to move forward. This meeting aims to provide guidance and support, helping the young person to understand the impact of their choices and encouraging better decision-making in the future. Where appropriate, the young person will complete the Reset program (time in) where the focus will be on explicitly teaching and building skills in the young person to equip them to better manage their behaviour.

The Reset program can be 1-3 days in length and will involve the young person spending time with the College Counsellor, their Success Coach and a member of the leadership team to address the behaviour/s of concern. Young people who complete the Reset program or external suspensions will be required to complete a re-entry meeting with a caregiver before returning to regular classes at the college.

## Re-entry meetings

The focus of re-entry meetings is to

- establish that the young person involved is aware of her/his/their inappropriate behaviour
- resolve problems in a restorative way that respects individuals and attempts to meet the needs of all concerned
- establish processes and behaviours to ensure that such inappropriate behaviour will not be repeated.

The staff involved in reaching a resolution are committed to

- listening with an open mind and seeking to understand perspectives
- treating each person respectfully and fairly
- communicating clearly, sensitively and objectively
- always naming behaviours whilst not labelling young people or staff
- where necessary, establishing timelines for action and the review of resolutions.







# Principles and values of behaviour

## **Bullying (inclusive of cyberbullying)**

There is no place for bullying in any school. Those who are bullied and those who bully are at risk for behavioural, emotional, and academic problems. These outcomes are in direct contradiction to our college community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated includes name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- children acting as carers
- children in care.





GSC is an accredited, ungraded secondary school which caters for young people aged 12-18 years, at the time of enrolment.

GSC delivers the Australian Curriculum for students from Year 7-12 and endorsed syllabi for senior secondary education. GSC also offers vocational training options delivered by the college and assessed by external registered training organisations.

There are six core groups for focussed literacy and numeracy development. For Giabal, Jarowair and Bunya the focus is on developing and maintaining the young people's learning and wellbeing whilst preparing them to either re-engage in mainstream schooling, enter work, continue their senior schooling at GSC and/or engage in other courses outside the school eg TAFE, Training providers, Traineeships, School Based Apprenticeships, work experience etc. Having ungraded class groupings enables us to cater for young people who have significant gaps in their learning and/or wellbeing challenges, that makes engagement in the Senior subjects or work environment difficult.

Young people in Wakka Wakka will complete the QCAA short courses in literacy and numeracy in preparation for pursuing a QCE pathway. They will also engage in barista skills and first aid training. Work experience and training opportunities will also be offered.

Meewah and Gumingurru focusses on the young people completing their senior schooling. The young people will complete Essential Maths and English, Social and Community Studies and a series of Certificate courses in order to complete or begin to complete their Queensland Certificate of Education (QCE) and/or move into the world of work. Young people moving into senior will be those young people who are on a QCE pathway. Young people not completing their QCE will be supported into other pathways such as TAFE, training organisations, work or apprenticeships.

Allocation to these courses of study will be based upon the individual evaluation of each young person, in consideration of prior schooling experience, diagnostic literacy and numeracy testing, wellbeing and learning goals.

It is the Principal, in consultation with the GSC staff, parents/ caregivers and the young person, who will decide the placement of each young person in the appropriate course.

**Please note: Year 11 and 12 classes can only run if there are sufficient numbers of young people to make this viable. The majority of our young people transition to work or other post schooling options at the age of 16.**





## Queensland Certificate of Education (QCE) and the senior years

Towards the end of their Year 10 equivalent year, our young people will enter into conversations with their success coach and teachers about their eligibility to continue into Year 11 on a QCE pathway. To assess a young person's suitability for the QCE pathway, the following criteria will be utilised.

- Attendance must be 85% or above consistently throughout their Year 10 equivalent year.
- Passing grades in QCAA Short Courses in Literacy and Numeracy.
- Demonstrated commitment to engaging in learning, completing set tasks and meeting deadlines.
- Demonstrated ability to engage respectfully and considerately with peers and staff.
- Demonstrated ability to follow college routines.

If a young person is not on a QCE pathway, there are several options available to them which the college will be able to support them into.

- DISCO Get Set for Work Program
- TAFE
- Full time work
- Full time apprenticeship / traineeship
- The Industry School
- Queensland State Pathways College
- Toowoomba Flexi-School
- Registered Training Organisations – Downs Group Training, Aurora

**Please note: Year 11 and 12 classes can only run if there are sufficient numbers of young people to make this viable. The majority of our young people transition to work or other post schooling options at the age of 16.**



## QCE attainment options

The young people at GSC can obtain their QCE via an alternative pathway to those in mainstream settings. The following courses of study are provided for those wishing to go down this path:

Course of Study	QCE Category	Maximum Credit	Projected Credit through GSC
<b>Possible 'Core Complete' QCE Points</b>			
Essential English – Applied Essential	Core	4	4
Essential Mathematics – Applied Essential	Core	4	4
Social & Community Studies – Applied	Core	4	4
Certificate II in Skills for Work & Vocational Pathways (FSK)	Core	4	4
<b>Possible 'Complementary' QCE Points</b>			
Certificate III in Hospitality (Barista)	Core	8	2
Certificate III in Supply Chain Operations	Core	8	2
<b>Possible 'Preparatory' QCE Points</b>			
Literacy – Short Course	Preparatory	1	1
Numeracy – Short Course	Preparatory	1	1
TAFE @ school or other RTO run certifications (Certificate I)	Preparatory	2-3	2-3
			<b>TOTAL: 24-25 Credits</b> (Minimum of 20 required to obtain a QCE)
Additional courses offered at GSC include:			
Certificate II Automotive Vocational Preparation	Core	4	4
Certificate II Hospitality	Core	4	4



Young people are also offered several other potential training opportunities outside of the college. Some of the courses recently undertaken by GSC young people:

- Certificate I and II in Construction, Electrotechnology, Horticulture, Plumbing (Downs Group Training)
- Certificate II in Rural Operations, Certificate III in Childcare, Certificate II in Animal Care (TAFE at school)
- Work experience with local businesses to gain workplace knowledge and skills.

#### **Additional certifications:**

At times, there may be additional certifications offered in the following areas (these are subject to change):

- Responsible Service of Alcohol (RSA) certification
- White Card certification
- Short certificate courses in Construction, Engineering and Barista training
- Learner's Permit preparation

### **College enrichment and elective programs**

The GSC Enrichment and Elective programs are designed to provide young people with a variety of curricular, life-skill and industry-type opportunities that can equip them with transferrable skills. These learned skill sets will assist them in moving forward as active citizens within their community.

Enrichment Program Options	Elective Program Options
Automotive	Automotive
Industrial Technology and Design (Manual arts)	Industrial Technology and Design (Manual arts)
Hospitality	Horticulture
Research & Development	Hospitality
Trade Taster	Media and Performing Arts
	Creative Arts

Elective and Enrichment options can vary based on the skill sets and interests of staff and young people..



## Timetable

The academic day begins at 8:50am and finishes at 1:50pm for all young people. The school day commences with a whole school morning meeting and concludes the same way. All young people commence the day with their focused literacy and numeracy classes. After lunch, students participate in a short meditation period, before going into their enrichment program.

The focus for Friday is on the young peoples' elective programs and co-curricular activities. Young people who are completing School-Based Apprenticeships, Traineeships, Work Experience or TAFE at school programs, often quarantine Friday to be off campus for these activities.

If you have any questions regarding curriculum, teaching and learning at GSC, please do not hesitate to make contact with the school.

## Success coaching and success plans

Upon enrolment at GSC, young people will be allocated a Success Coach. Success Coaches are the primary point of contact for the young person and their stakeholder group. The Coach will act as the young person's champion and advocate and will support them to progress their goals and reach their full potential. The young person and their parent/caregiver will regularly meet (twice a term) with the Success Coach to discuss, construct, monitor and review a Success Plan. This Success Plan (similar to a Personalised Learning Plan) identifies key learning, wellbeing, work and individual goals that the young person will achieve within the semester and/or year. The document also outlines the adjustments that the young person requires to access the curriculum and the environment. This plan is further supported by Literacy and Numeracy diagnostic testing, social and emotional evaluations and observations, as well as fortnightly check ins to ensure the young person is on track to meet their identified goals.

It is a requirement that all young people enrolled at GSC have a current Success Plan that is signed by the young person, parents/caregivers and the Success Coach. By signing the Success Plan, young people and their families show an understanding and commitment to the ongoing support and achievement of the young person's learning, wellbeing and individual goals.

The young people and parents/caregivers can request Success Planning meetings at any time throughout the school year. Please note, it is a condition of enrolment that all young people have a current, signed Success Plan.



# Learning

## Social emotional learning

GSC provides social and emotional wellbeing learning opportunities.

These include

- Be Good People Social Emotional Curriculum
- Zones of Regulation
- Top Blokes Program
- Emotional regulation sessions
- Anger Management Sessions
- Love Bites Program
- Mental Health First Aid
- Rock and Water

## Personalised learning and learning support

The staff at GSC will adjust their planning and practice to meet the individualised learning needs of the young person. We acknowledge that many of the young people who come to our college have significant learning gaps due to complexities relating to their diagnoses, or due to disengagement from schooling for significant periods of time. We also acknowledge that learning gaps can cause significant anxiety and avoidance in young people in this situation.

At GSC, Learning Support ensures that the academic, wellbeing and emotional needs of our young people are being met. Our Learning Support teacher will work either one-on-one with a young person, support the teaching staff in developing authentic and appropriate learning experiences and provide support in classrooms. All young people, upon commencement at GSC will undergo a series of diagnostic tests to assist in developing their Success Plans and guiding their learning to ensure success.

Our staff are well versed in curriculum differentiation and supporting young people to build skills and close gaps in their learning. We believe that every young person should be educated in a psychologically safe, differentiated and intensively supported classroom. Our staffing resource and curriculum plans are reflective of this.

As many of our young people are neurodiverse, staff are provided with consistent regular training to support their practice. The college strives to create an environment in which neurodivergent people experience acceptance, understanding and support. Many of our staff have worked in previous roles supporting young people who are neurodiverse and have completed study to enhance their skills and understanding. Several of our staff have lived experience with neurodiversity. This deepens our commitment to using practices that are sensitive to the specific needs and abilities of neurodivergent people.



## Student Protection

Under relevant legislation, should GSC staff become aware that a young person has suffered abuse or is likely to suffer abuse, has been harmed or is at risk of significant harm, then staff members have a legal and moral obligation to report this to the appropriate authorities.

The GSC Student Protection Contacts are Murray Lipp, Emma McAllister, Helen Gillanders and Dave Trenaman. The Principal, Libby Rosentreter is always a Student Protection contact.

If a parent/caregiver has any queries or concerns about student protection, they should not hesitate to contact either of the Child Protection contacts or the Principal.



EVERYONE HAS THE RIGHT TO FEEL SAFE

# Feeling safe

You can talk to an adult you trust  
- parents, family, teachers, school staff  
and our Student Protection Contacts

**Emma McAllister**  
School Counsellor

**Murray Lipp**  
School Counsellor

**Helen Gillanders**  
Classroom Teacher

**Dave Trenaman**  
School Deputy Principal

Kids helpline 1800 33 1800 | Child Safety Services 1300 483 289 | Remember, if you are in danger call 000



# Wellbeing

## Health and the young person

Upon enrolment at GSC, it is vital that all health and additional needs are reported to the school and a current health care plan submitted if relevant. Copies of medical and specialist reports are valuable in assisting the college with planning adjustments for the young person.

In the event of an emergency, GSC staff will call an ambulance and inform the young person's caregiver as soon as possible.

## Counselling

There are two Guidance Counsellors at GSC. The counsellors are available to meet with young people and their families to provide supports around mental health and wellbeing. The Guidance Counsellors are also able to connect young people and their families with other community supports if required. We have a Guidance Counsellor available every day at the campus.

## Substance use

If requested, staff at the college will gather supports for young people wishing to stop smoking / vaping or using other substances. As per government legislation, GSC is a non-smoking (including non-vaping) environment, and this non-smoking rule also applies during excursions. Smoking/vaping is not permitted within five (5) metres of the school grounds. If a young person is discovered smoking/vaping or if they are found to be in possession of smoking paraphernalia eg lighters, vapes, rolling papers etc their enrolment at the college will be reviewed. The college has vape detectors installed to ensure the safety of our young people.

If caregivers have any further medical concerns, they should not hesitate to contact staff to discuss other possible available assistance.



# Wellbeing

## Medication

Please note, if the young person takes medication to regulate behaviour or for any other health concerns, GSC must be notified of the changes in the medication schedule and any possible subsequent side effects eg behavioural changes. This is an enrolment expectation at the college.

## Medication at college

If the young person is required to take medication at college, the college must be notified, and the appropriate paperwork must be completed. Please talk to our Administration Officer, who will provide you with the relevant paperwork.

## Additional requirements and medical conditions

Together with parents/legal guardians, we seek to support students with additional requirements and medical conditions to succeed. In order to do so, we need to be made aware of all additional requirements including physical, medical, educational, environmental, sensory, social/emotional as well as medical conditions and allergies. The current Enrolment Agreement included the requirement of parents/legal guardians to provide all relevant information regarding these conditions. This clause has been amended to also required parents/legal guardians to

- a. consent to independent specialist assessments to inform reasonable adjustments prior to or during the course of the student's enrolment (as required) and
- b. to bring it to the school's attention, any new or developing additional requirements and/or medical conditions eg disabilities, or special learning needs.

## Outside agencies

It is the responsibility of the Caregiver to inform the appropriate authorities (eg Centrelink, Abstudy) of any changes in school enrolment. Centrelink frequently requests information from GSC regarding young people's attendance and we are legally required to provide this information.





# Other relevant information

## Personal phones and electronic devices

The responsibilities of young people are as follows:

- That personal phones and electronic devices owned by young people will be handed in each morning and returned at the end of the day.
- That personal phones and electronic devices may be used on buses as long as this use is in line with GSC expectations and values.
- That personal phones and electronic devices will be used appropriately and reflect the values and expectations of GSC.
  - Photos, videos and voice recordings can only be taken with permission (from staff & young people) and must be deleted when requested.
  - Communications with phones and electronic devices must be respectful and positive.
  - Young people must give consent to other young people at the GSC to post photos, videos and voice recordings on social media where they are included.
  - Young people must respect the privacy of staff by not taking or posting unauthorized images of staff.
  - Young people should uphold the values of the college when interacting on social media or other platforms.

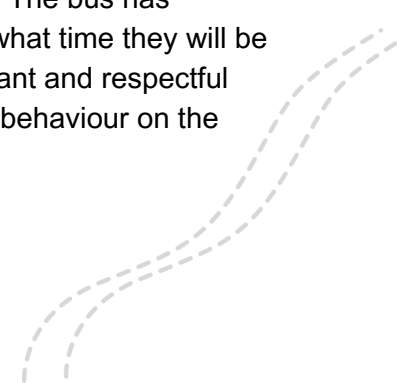
## Information and Communication Technology (ICT)

The responsibilities of young people are as follows:

- Information and Communication Technology (ICT) includes computers, printers, scanners, digital cameras, internal and email facilities, and other associated electronic and mechanical hardware and software.
- Young people will not use ICT resources to access, copy or distribute any material that is illegal, controversial, inappropriate, or offensive. Young people will report accidental access to such material. School administration can track and view computer files, emails, and Internet usage.
- ICT resources may only be used for appropriate learning tasks unless teacher permission is granted to do otherwise.
- Electronic or physical vandalism or virus transfers will result in the loss of the device.
- Any damage, errors or faults should be immediately reported to a teacher.
- Young people should respect the privacy of others and not seek access to files or messages intended for, or belonging to, others.
- Young people should adhere to college expectations around cyber-safety, privacy and respectful online behaviour.

## Transport

The college buses pick up and drop off is a service GSC provides to all young people. The bus has designated collection points across Toowoomba. Young people will be advised as to what time they will be picked up and dropped off. It is a college expectation that all young people are compliant and respectful when using college buses. Should young people not demonstrate safe and respectful behaviour on the college bus, this privilege will be withdrawn for that young person.





# Other relevant information

## Attendance

Regular attendance at GSC is vital to the success of every young person. It is an enrolment expectation that all young people maintain an attendance of 85% or above.

If a young person is unable to attend school, GSC should be contacted before 8am in relation to absenteeism. It is a legal requirement that this notification be made by the parent/caregiver by note or phone. Unfortunately, we cannot legally accept notification by a young person, unless they are identified by the government as being independent of a parent or caregiver.

If GSC has not been contacted, an SMS will be sent to the parent/caregiver reminding them to contact GSC regarding the absence. If there is no response, the young person's absence will be marked as unexplained. If a young person is absent for a period of three (3) days with no phone call or note from the parent/caregiver, the young person and their parent/caregiver will be required to attend a re-entry prior to recommencing classes. If a young person is unwell for a period of three (3) days or more, a medical certificate must be provided to GSC or a meeting must be organized with GSC's Principal. If a young person's attendance is affected by ongoing health concerns, a letter from a GP or other health care professional must be provided.

If young people sustain protracted absences from school without a valid reason, they will be required to attend a meeting with the Principal and their caregivers to discuss their continued enrolment at the college. If the young person wishes to return to GSC after a period of disengagement at the College, a re-entry meeting with the young person and their caregiver will need to occur.

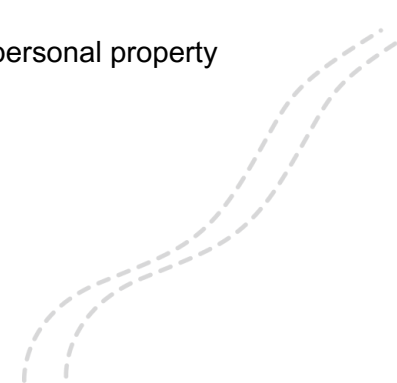
## Weapons

GSC has a responsibility to create and maintain safe environments for young people and staff members. Consequently, weapons, including knives, and other dangerous items such as ammunition must not be brought to the college under any circumstances. Should particular equipment, including knives, be required for a curriculum activity, then this equipment would be provided by the college.

## Power to search

The school has a legal obligation to ensure school premises remain safe and secure for students, staff and other visitors. To give effect to this obligation, a clause has been added to the agreement which allows school staff to search school owned property which includes student lockers and school-owned electronic devices if staff have reasonable grounds to believe the student is in possession of certain property or content which presents a risk.

Parents/legal guardians will be contacted should searches be required for students' personal property and/or electronic devices eg school bags, mobile phones.







# Other relevant information

## Uniform

Whilst the college does not have a uniform as such, it is expected that young people dress in a way that is workplace appropriate. As such the following expectations must be met.

## Shirts/tops/jumpers/dresses

1. Shirts, tops, jumpers and dresses must always cover the front, back and sides of the young person.
2. Necklines of shirts, tops, jumpers and dresses must provide Sun Safe coverage and be suitable for a workplace.
3. Shoulders must be covered at all times. Singlets, spaghetti straps, off the shoulder and similar tops are not Sun Safe or appropriate.
4. Torn, transparent, ripped garments with visible holes are not acceptable. Garments carrying inappropriate (e.g. obscene) images or words, or promoting alcohol, tobacco, criminal activity or advocating violence or hate speech are not acceptable. This is a general stipulation for all garments, including shirts, tops, jumpers and dresses.

## Shorts/skirts/pants/jeans/dresses

1. Skirts, shorts and dresses must be long enough to allow adequate coverage to just above the knee when standing. Skirts, shorts, pants, jeans and dresses must not be torn or have visible holes.
2. Tights, pyjamas and Lycra pants/ shorts (active wear) are not appropriate.
3. Undergarments beneath shorts, skirts, pants, jeans or dresses should never be visible.

## Footwear

1. Enclosed footwear must be worn at all times. Thongs, crocs, ugg boots, sandals, heels, backless shoes and platform shoes are a workplace health and safety risk and are not permitted.
2. Shoes with buckles, spikes, chains etc are a safety concern and are not permitted.
3. In practical classes, teachers will designate a safety standard required for footwear.

## Headwear

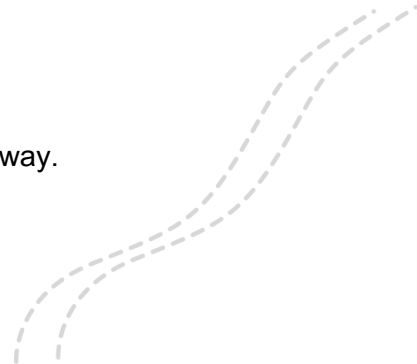
1. Hats should be worn when outdoors.
2. Young people can wear their preferred headwear, such as hats, caps, beanies, bandanas and hoods on jackets unless otherwise directed by their teacher or training provider.

## Jewellery

The wearing of jewellery is permitted. Jewellery may need to be removed when young people are accessing the workshops or kitchens for safety reasons.

## Makeup

The wearing of makeup is permitted providing this is it applied in a work appropriate way.





# Other relevant information

## Co-Curricular Activities and Community Partnerships

At GSC, we aim to expose our young people to a variety of experiences to grow their knowledge and confidence and enhance their social skills. We also welcome opportunities to partner with community supports and organisations to introduce them to supports available to them and their families beyond the college. Some of these opportunities are listed below:

- Sporting (volleyball, swimming, basketball, soccer, tennis, bowling, golf, table tennis, pool, archery, hiking)
- Excursions (Camp Cooby, Cobb & Co Museum, Trade Expos, Industry visits, Darling Downs Zoo)
- Social community activities (Laser Tag, Indoor Bowls, Putt Putt Golf, Trampolining, Park visits, Board Games, Chess, Arts and Crafts)
- Community Service (Good Sams Helpers, Containers for Change, St Vincent de Paul Winter Shelter, Rotary)
- Parish involvement (St Theresa's Parish, Catholic Education Week)
- Celebrating days of importance (NAIDOC, Bullying No Way, Commemoration of the Battle of Meewah, Wear it Purple, Catholic celebrations)
- Outside agency engagement (Top Blokes Program, Goolburri Aboriginal Health, Mura Biri Gururu Aboriginal Dancers, Queensland Police, NDIS providers, St Vincent de Paul, Lives Lived Well, AMYOS, DVAC, Momentum Mental Health, Queensland Health)

## Sun safety

GSC supports the sun safe rules, as such, any outdoor activities require the young people to wear appropriate hats and sunscreen.

## Community Engagement Network

Each term we invite all GSC community members (parents / carers, friends, young people, staff, external agencies) to participate in a Community Engagement Network meeting. GSC considers the partnership with parents and families as crucial in the education of each young person. GSC is actively involved within the local community. As a college, we welcome the involvement of parents and families in all aspects of school life and commit to nurturing active partnerships.

The creation of a Community Engagement Network has come about in response to requests to consider an alternative model to the School Board and Parents and Friends Association, acknowledging the changing nature of families and schools and evolving ways of working together. This Network continues to honour the place of parents and families in the life of college through providing an effective avenue for parents and families to come to together to be informed, consulted and learn in relation to school planning, policy, decision making and education programs and engage in activities, projects and events that build community.

## P - plate student drivers

We actively support our young people to obtain their Prep Ls and ultimately their P plates however, due to safety concerns and the fact that a school bus service is provided, we do not support young people transporting other students to school by personal vehicle.



# Other relevant information

## Community Dinners

Following the Community Engagement Network meeting, we hold a Community Dinner for all community members. This is provided by the college and prepared by our Hospitality team. All family members are encouraged to join us. At this dinner we celebrate the successes of the term by holding the Good Samaritan Awards where the good work and growth of our young people is acknowledged.

## Excursions

GSC uses the community as a classroom on many occasions. We presume that caregivers understand this and give permission for young people to be transported in GSC vehicles to community venues within the Toowoomba area as needs arise.

Venues that fall under this generic permission include, but are not limited to, Toowoomba parks and gardens, Spencer Street Indoor Sports Centre, Sunset Superbowl, Highfields Indoor Sports and Swimming Centre, Toowoomba shopping centres and businesses, SQIT [Southern Queensland Institute of TAFE], UniSQ [University of Southern Queensland], Catholic schools in the Toowoomba area, the Toowoomba Catholic Education Offices [James St], Cobb and Co. Museum, the Gummingurru stone arrangement site and Amaroo Environmental Education Centre.

For excursions to Brisbane and outside the Toowoomba area, a separate permission form will be sent home for signing. Some community groups/workplaces may have their own permission forms that will also require signing.



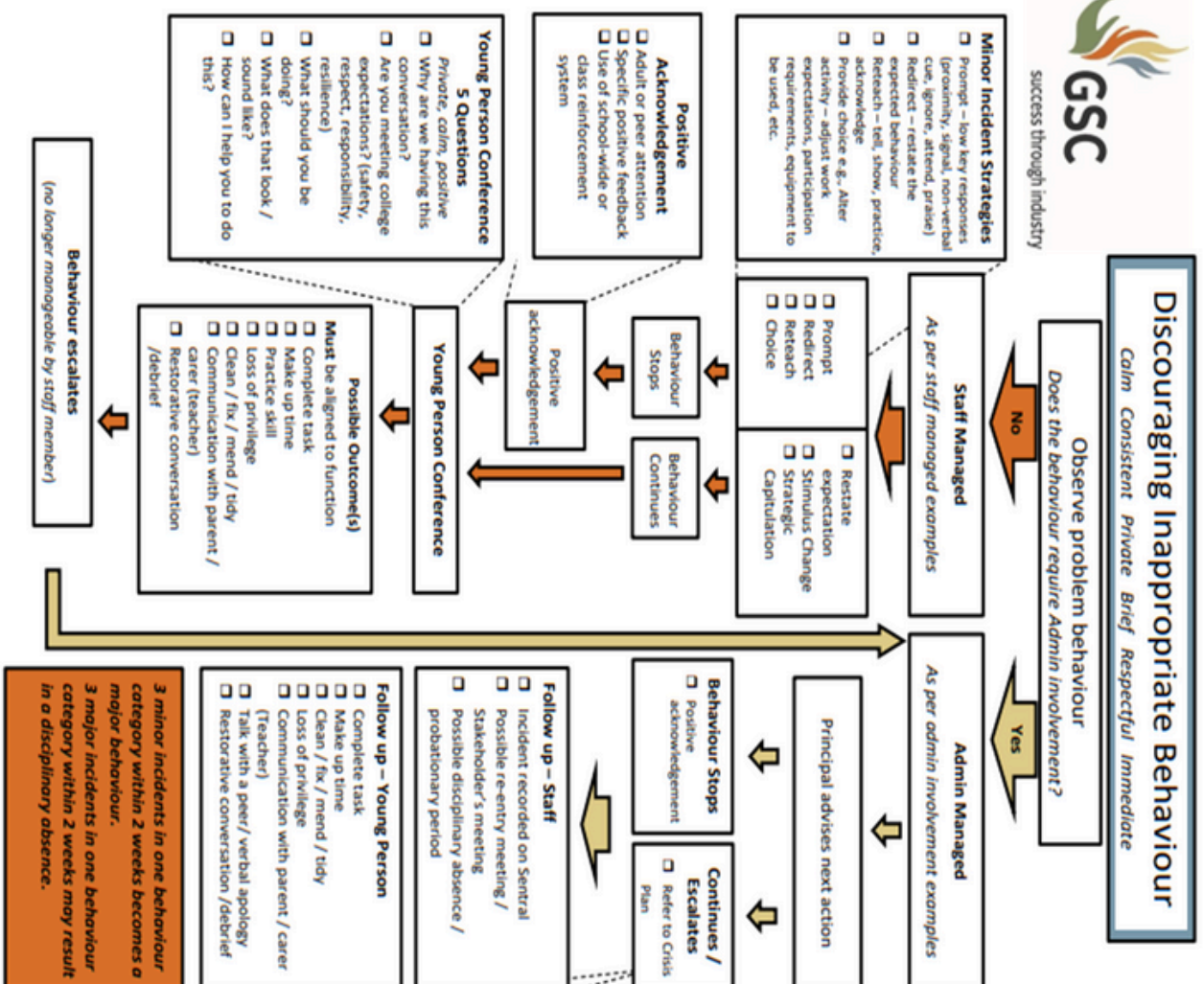
# Appendix A: College expectations

## At Good Samaritan College we value safety, respect, responsibility and resilience

Expectations	Campus-wide	Learning Area	Transition Times	Break Times	Toilets	Vehicle travel
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Walk safely around the college</li> <li>Stay with the group</li> <li>Hand in mobile phones</li> <li>Use equipment and resources as intended</li> <li>Be cyber safe</li> <li>Adhere to safety expectations in the bus</li> <li>Adhere to campus expectations around prohibited items</li> </ul>	<ul style="list-style-type: none"> <li>Sit safely</li> <li>Walk inside</li> <li>Wear personal protective equipment</li> </ul>	<ul style="list-style-type: none"> <li>Walk and stay with group</li> <li>Carry equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Wear shoes and hat</li> <li>Eat your own food</li> </ul>	<ul style="list-style-type: none"> <li>One person in the bathroom at a time</li> <li>Wash hands with soap</li> <li>Use toilet and paper as intended</li> </ul>	<ul style="list-style-type: none"> <li>Remain seated</li> <li>Keep windows closed</li> <li>Wear seatbelt until alighting</li> <li>Face forward</li> <li>Cross the road behind the bus</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Use school appropriate language and actions</li> <li>Use your manners – hello, goodbye, please, thank you</li> <li>Treat others as you would like to be treated</li> <li>Treat the property of others with respect</li> <li>Interact appropriately and respectfully with others via all ICT platforms</li> </ul>	<ul style="list-style-type: none"> <li>Use inside voice</li> <li>Give others space</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly through school</li> </ul>	<ul style="list-style-type: none"> <li>Share equipment as directed</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilet</li> <li>Replace empty toilet roll</li> </ul>	<ul style="list-style-type: none"> <li>Follow driver requests</li> <li>Close door gently</li> <li>Leave others' belongings alone</li> <li>Use quiet inside voice</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Right place, right time</li> <li>Tell the truth</li> <li>Take care of property</li> <li>Follow adult instruction</li> <li>Follow routines</li> <li>Adhere to College ICT and electronic devices expectations</li> </ul>	<ul style="list-style-type: none"> <li>Keep workspace tidy</li> <li>Have equipment ready</li> <li>Follow timetable / daily schedule</li> <li>Use ICT's as directed</li> </ul>	<ul style="list-style-type: none"> <li>Move to designated area when directed</li> </ul>	<ul style="list-style-type: none"> <li>Put rubbish in bin</li> <li>Play approved activities</li> </ul>	<ul style="list-style-type: none"> <li>Turn off taps</li> <li>Keep space clean</li> <li>Straight there, straight back</li> </ul>	<ul style="list-style-type: none"> <li>Keep the inside of the vehicle clean</li> <li>Keep belongings in bags</li> <li>Keep food and drinks in bags</li> </ul>
<b>Be Resilient</b>	<ul style="list-style-type: none"> <li>Accept feedback</li> <li>Accept consequences</li> <li>Do your best – have a go!</li> <li>Show tolerance</li> <li>Complete set tasks</li> <li>Ignore inappropriate behaviour of others</li> <li>Report problems to relevant staff</li> </ul>	<ul style="list-style-type: none"> <li>Complete set tasks</li> <li>Persist with challenging tasks</li> </ul>		<ul style="list-style-type: none"> <li>Play by the rules of the game</li> <li>Be a 'good sport'</li> </ul>		<ul style="list-style-type: none"> <li>Remain calm</li> </ul>



# Appendix B: Discouraging Inappropriate Behaviour Flowchart



	Behaviour	Interventions / Strategies / Consequences **
Staff managed (minors) minimal disruption to learning and / or safety	<ul style="list-style-type: none"> <li>- Persistent interruptions to learning e.g., talking, making noises</li> <li>- Task avoidance – social and academic</li> <li>- Disregard for adult instructions</li> <li>- Out of seat and impeding the learning of others</li> <li>- Unsafe behaviours – that puts self or others at possible risk</li> <li>- Playing in the toilets</li> <li>- Littering</li> <li>- Leaving the designated learning or play areas without permission</li> <li>- Deliberately disrupting the play of others</li> <li>- Being out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>- Low level staff managed strategies</li> <li>- Re-establish expectations and routines – visual and verbal</li> <li>- Selective attending</li> <li>- Proximity</li> <li>- Body language encouraging</li> <li>- Waiting and scanning</li> <li>- Pause in talk</li> <li>- Verbal / non-verbal cue</li> <li>- Cueing with parallel acknowledgement</li> <li>- Descriptive encouraging</li> <li>- Non-verbal redirection</li> <li>- Distraction / diversion / stimulus change</li> <li>- Curriculum redirection</li> <li>- Individual close talk</li> <li>- Verbal redirection</li> <li>- Giving choices</li> </ul>
Admin managed (major) significant impact to learning and/or safety	<ul style="list-style-type: none"> <li>- Physical aggression towards peers or staff</li> <li>- Sexual harassment / sexualised behaviour</li> <li>- Disrespectful language / put downs / verbal harassment</li> <li>- Vandalism / damaging buildings or structures</li> <li>- Illegal substances, or smoking on campus</li> <li>- Possession of weapons e.g., knives (with intention of causing harm)</li> <li>- Pursuing others, armed, or unarmed, with the intention of causing harm e.g., rocks, sticks, sporting, or classroom items</li> <li>- Unsafe high-risk behaviours e.g., on the roof</li> <li>- Intimidation / stand-over tactics</li> <li>- Leaving grounds without permission</li> <li>- Stealing, graffiti</li> <li>- Inappropriate or unauthorised use of technological devices including mobile phones</li> </ul>	<ul style="list-style-type: none"> <li>- High level administration managed strategies</li> <li>- Principal/DP encourages YP to remain safe / restates expectations / active listening</li> <li>- Encourage YP to leave the learning area / access designated calming area</li> <li>- Consider safety of others – may call a lockdown</li> <li>- Strategic capitulation</li> <li>- Consequences - follow up</li> <li>- Adult response informed by function of behaviour, and guided by trauma informed practice</li> <li>- Logical consequences</li> <li>- Student conferencing</li> <li>- Early departure / leaves campus immediately</li> <li>- Principal/DP contacts parents</li> <li>- Principal/DP may contact police</li> <li>- Stakeholder meeting</li> <li>- Re-entry meeting</li> <li>- GSC Community Service</li> </ul>

**\*\* Consideration is always given to student's disability specific needs (DSF), i.e., no mandatory consequences**

**Crisis Plan – serious risk to self and / or others**

1. Verbally support YP to move to a safe area away from peers (as per YP support plan/s where applicable).
2. Staff member moves peers / classes away from the unsafe YP/s or area.
3. Designated staff member to remain within safe proximity of the situation or YP exhibiting the unsafe behaviour. Strategically remove objects that may be used in an unsafe way.
4. If urgent emergency assistance is required staff member to contact Emergency Services 000.
5. Staff member to contact:
  - a. Principal
  - b. Deputy Principal (or delegate)
 Follow directions given by Principal. This may require a college lockdown.
6. Principal, or delegate to contact parents / carers.
7. If the situation escalates, Principal (or delegate) may need to contact Emergency Services.
8. Note: If a YP removes themselves from the Campus, or group whilst off-campus, staff will not chase the YP/s but will endeavour to keep the YP/s in sight and attempt to minimise the risk of further danger or harm to self or others. Staff to remain in contact with Principal via mobile phone.





# Principles and statement of understanding for enrolment

## Principal's Declaration

All GSC staff have read the Principles and Statement of Understanding for Enrolment policy and agree to fulfil their obligations under this policy.

Libby Rosentreter - Principal

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Young person's declaration:

I have read the revised Principles and Statement of Understanding for Enrolment, and I agree to fulfil my obligations under this policy.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Parent/Caregiver's declaration:

I have read the revised Principles and Statement of Understanding for Enrolment, and I agree to support the young person under my care to ensure that they fulfil their obligations under this policy.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Please detach this page, sign and return it to Good Samaritan College – please keep all other pages for your own reference.**

Young Person's Responsibility	✓	Parent / Carer's Responsibility	✓
Arrive prepared to learn and engage in college activities to the best of your ability.		Ensure your young person is at the bus stop on time. Advise the college if your young person is absent from the college or expected at appointments.	
Show resilience by turning up to GSC regularly and maintain attendance of 85%+		Support your young person to maintain 85%+ attendance.	
Wear appropriate clothing.		Ensure your young person is dressed appropriately before getting on the college bus in the morning.	
Hand in personal items (eg phones, any prohibited items) during the morning meeting at 8:50am.		Ensure prohibited items are not brought to GSC (cigarettes, vapes, lighters, energy drinks, lollies, chewing gum)	
Hand your scooter, skateboard, bike to a staff member upon arrival.			
Be respectful of others' differences. Avoid using put downs, racial/sexual slurs, sexual comments or using intimidating behaviours.		Respond to calls from staff and support your young person onsite if required.	
Be safe and respectful on the college bus.		Ensure that you have an emergency contact on standby if you are not able to present at the college on any given day.	
Adhere to social media and internet access guidelines.		For legal reasons, ensure to inform the office of any changes in address and/or telephone contact numbers.	
Attend re-entry meetings when required and participate in an appropriate and positive way.		Support your young person to attend re-entry meetings when required and participate in an appropriate and positive way.	
Participate in Success Planning meetings at least twice a term.		Participate in Success Planning meetings at least twice a term.	
Communicate any concerns / updates to your Success Coach as soon as possible.		Communicate any concerns / updates to your young person's Success Coach as soon as possible.	