



TRINITY LUTHERAN COLLEGE

INTERNATIONAL STUDENT HANDBOOK



INTERNATIONAL STUDENT HANDBOOK

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Cotlew Street Campus - Early & Junior Years

251 Cotlew Street, Ashmore QLD, 4214

Ashmore Road Campus - Middle & Senior Years

641 Ashmore Road, Ashmore QLD, 4214

Founded in 1981, Trinity Lutheran College is an early learning and Kindergarten to Year 12 Christian coeducational college of the Lutheran Church of Australia Queensland District.

CRICOS Provider Number is 00878A

A message from the Principal

Thank you for your enquiry regarding enrolment at Trinity Lutheran College. Our college has been providing excellence in education for boys and girls since 1981 and we extended that opportunity to International students in the early 1990s.

We have dedicated staff to assist students to reach their full potential and to encourage them to have better language skills and a clearer understanding of the Australian culture. The College strives to provide students with the right qualifications to enable them to be successful either in Australia or in their home country.

At Trinity Lutheran College all students are integrated into the college culture and are encouraged to participate in all aspects of college life e.g., music groups, sporting teams, House events and other activities.

I extend a warm welcome to students and parents.

Dr Tsae Wong
Principal

PhD, M.Ed (Leadership and Management), BSci, DipE, AIMM, MACEL, AAICD

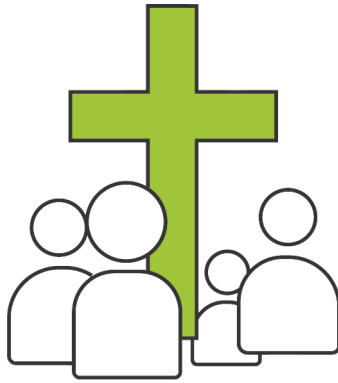


Our Vision and Mission



OUR MISSION

To be a Christ centered community nurturing and empowering every learner to serve our world.



OUR MOTTO

“No other foundation, Jesus Christ.”
- 1 Corinthians 3:11



OUR VISION

To be a globally connected and innovative learning community growing together through heart, head and hand.

Core Values

We are a community who is able to share our faith in a Christian context.

We are committed to and value:

- A Gospel-centred approach
- Excellence in all aspects of college life
- Learning as a lifelong process
- A spirit of cooperation, teamwork and service for an interdependent world
- A broad range of educational opportunities
- Family and community partnerships
- Caring relationships and mutual respect
- The development of self-confidence for the present and the future

College Motto

No other Foundation... Jesus Christ - 1 Corinthians 3:11

The college motto is taken from a text in the New Testament, 1 Corinthians 3:11. The words clearly describe the basis on which college life is built. We believe that life built on a firm faith in Jesus Christ will bring lasting fulfillment, peace, and contentment.



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ABOUT THE COLLEGE



Trinity Lutheran College is a private Early Learning to Year 12 co-educational Lutheran day school situated on 2 campuses at Ashmore, on Australia's famous Gold Coast.

The college's enrolment is approximately 1300 students and we celebrated 40 years of excellence in education in 2021. Trinity Lutheran College is registered to enrol a maximum of 60 full fee paying 500 visa subclass students.

Trinity Lutheran College is an International Baccalaureate World School for the Primary Years Program (PYP) which incorporates the Primary Years Program (Prep to Year 5). The College has a strong academic program and a progressive curriculum designed to prepare students for tertiary studies and careers. The College now offers 2 pathways for students in their senior years - ATAR and Vocational Education. For further, general information about schooling in Australia please visit [Study Australia](#).

1.1 College Facilities

Both campuses have:

- Wireless computer network, Interactive whiteboards, Data projectors.
- Library with Computer mini lab in both libraries.
- Fully air-conditioned classrooms.
- 25 metre heated swimming pools (Ashmore Road campus has a heated learn-to-swim pool).
- Sporting facilities include multi-purpose tennis/basketball courts and sports ovals.

Auditoriums – the college has 4.

- Senior Learning Precinct at Ashmore Road campus with seating for two hundred plus.
- Junior Learning Precinct at Cotlew Street campus with seating for ????
- Robert Hoff Community Hall at Cotlew Street campus with seating for seven hundred plus.
- Cultural Precinct with seating for two hundred plus.
- The Trinity Centre - multi-purpose centre for assemblies, worship and parent meetings, seating seven hundred plus.

Ashmore Road campus

- Senior Learning Precinct consists of nine spacious and light-filled classrooms, a café, auditorium, entrepreneurial workshop and tech room. It's modern and flexible learning spaces facilitate both individual and collaborative learning.
- Music Department is well equipped containing a keyboard laboratory and wide variety of instruments.
- Visual Arts centre / studios
- Science laboratories - fully equipped general science laboratories.
- Dance Studio – 12 x 15 metre.
- Home Economics centre which includes a textiles room, home economics kitchens and a fully operational commercial kitchen and licensed training restaurant.
- John Stapleton Sports Centre: this modern multi use sports centre with regulation basketball court and marked for badminton and volleyball use. Retractable seating for up to 72 pax, fully equipped gymnasium, kiosk facility with attached multi use teaching/ meeting space.
- David Caldwell Trade Training Centre: Affiliated with GCCC TAFE, state of the art facility fully equipped to teach cabinet making, fabrication and welding and design technology. Fully contained computer lab holding up to 16 students.
- Rowing equipment: sculls, doubles and quads.

1.2 Educational Standards and Outcomes

Trinity Lutheran College is committed to providing and maintaining the highest professional standards in the delivery of its education programs. This includes safeguarding the welfare and interest of all students, providing adequate facilities and resources, and using appropriate and effective methods of instruction.

Heads of the 3 Houses (MacKenzie, Stephan and Strohmeier) also take active interest in the academic progress and wellbeing of our FFPOS.

All subjects and courses offered to overseas students have stated educational outcomes:

- All courses offered to International students have educational outcomes.
- as specified in the curriculum documents and individual work programs.
- Students who complete the Year 1 to Year 5 course are eligible for entrance to Year 6.
- Students who complete the Years 6 to 10 courses are eligible for entrance to Year 11.
- Students who complete the Years 11 to 12 courses are eligible for a Queensland Certificate of Education and may be eligible for a Tertiary Entrance Statement.

Curriculum Handbooks that provide a summary of the subjects on offer are available for students entering Middle and Senior Years.

For information about the Queensland Certificate of Education go to:

https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_qce_factsheet_requirements.pdf

1.3 Ethics: Marketing and Recruitment Integrity

As a registered provider of courses for overseas students the college is bound by the code of ethics developed by the Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA) and the National Code of Practice for Providers of Education and Training to Overseas Students.

Trinity Lutheran College promotes its programs with integrity, professionalism and accuracy, avoiding vague or misleading statements. Students are provided with accurate information about the courses offered and the facilities provided. This information does not include any false or misleading comparisons with any other institution or course. Trinity Lutheran College will not actively seek to recruit a student who is already enrolled with another provider.

Recruitment is conducted in an equally ethical and responsible manner.

Appropriately qualified staff assess the extent to which the applicant is likely to achieve the outcomes of the course based on the applicant's level of English and academic results.



MEET OUR STAFF

SENIOR EXECUTIVE TEAM



Dr Tsae Wong
Principal



Ian Price
Head of Campus
Early & Junior Years



Laura Robbins
Deputy Principal and
Head of Senior Campus



John McDiarmid
Chief Operating Officer



Vacant
College Pastor



Mandi Traacey
Head of Pastoral Care



David Clarke
Head of Culture
and Operations



Nerida Humm
Director of Arts
(Acting)



David Howells
Director of Sport



Amelia Nemeth
Head of Teaching
& Learning (Acting)



Ellie Huth
Head of Wellbeing



Danny Mackenzie
Head of eLearning



Karen Schmidt
Head of Inclusive
Learning



Elley Wood
Head of Teaching
and Learning

STAFF WHO CAN HELP YOU



Dr Tsae Wong
Principal
tsae.wong@tlc.qld.edu.au



Ms Laura Robbins
Head of Campus -
Middle & Senior Years
laura.robbs@tlc.qld.edu.au



Mr Ian Price
Head of Campus -
Early & Junior Years
ian.price@tlc.qld.edu.au



Mrs Elley Wood
Head of Teaching &
Learning Years 6 - 12
elley.wood@tlc.qld.edu.au



Mrs Ellie Huth
Head of Wellbeing
Years 6 - 12
ellie.huth@tlc.qld.edu.au



Paula Stevenson
College Counsellor
Paula.stevenson@tlc.qld.edu.au



Mrs Karen Schmidt
Head of Inclusive
Practices Years P - 12
karen.schmidt@tlc.qld.edu.au



Mrs Kylie Day
Head of Learning
(Languages & International
Students Liaison)
kylie.day@tlc.qld.edu.au



Mandi Tracey
Head of Wellbeing
Early & Junior Years
mandi.tracey@tlc.qld.edu.au



Amelia Nemeth
Head of Teaching & Learning
Early & Junior Years (Acting)
amelia.nemeth@tlc.qld.edu.au



Michelle Borkowski
Community Engagement
Manager
michelle.borkowski@tlc.qld.edu.au

Enrolments/Admissions:
enrolments@tlc.qld.edu.au
07 557 278 688

An emergency phone
number is given to
international students
upon arrival.

This 24/7 number is
available to all host
families and students if
ever they need to **contact**
someone about an
emergency situation and
is: 0437278686.

STUDENT DEANS



Matthew Hannan
Dean of Middle Years



Benjamin Potter
Dean of Senior Years



Zoe Walker-Munro
Dean of Years P - 2



Kate Dugdale
Dean of Years 3 - 5



Amanda Kennedy
Head of Year 6



Lauren Young
Head of Year 7



Brodie Gentle
Head of Year 8



Joel Cendamo
Head of Year 9



Danielle Blundell
Head of Year 10



Rachael Burton
Head of Year 11



Ryan Paroz
Head of Year 12

HEADS OF YEAR

1.7 Living in the Local Area

About the environment - Gold Coast region

The Gold Coast is Australia's sixth largest city and stretches from the New South Wales/ Queensland border, north to Yatala and across to South Stradbroke Island.

Further information on the Gold Coast environment is available from the Study Gold Coast website www.studygoldcoast.org.au

Beaches and water safety

The Gold Coast is famous for its pristine beaches. The Gold Coast City Council lifeguards patrol some 26 beaches for 12 months of the year and about 40 beaches during school holiday periods. It is important to swim only between the red and yellow flags of patrolled beaches.

Gold Coast Hinterland

The Gold Coast Hinterland is an area of lush rainforests, mountain peaks and rural villages. Trinity Lutheran College is located within a 40-minute drive of the hinterland. Comfortable walking shoes, a jacket and water are essential for hiking in the area's National Parks and nature reserves.

Theme parks and family attractions

As Australia's premier tourist destination, the Gold Coast is home to many theme parks, family attractions and wildlife sanctuaries.

Shopping

Major shopping centres are open 7 days a week with varying shopping hours and all centres accept major credit cards.

Business centres are located in Southport, Surfers Paradise, Broadbeach, Robina, Burleigh Heads, Nerang and Coolangatta-Tweed Heads.

Cost of living

Knowing the average living costs in Australia is an important part of your financial preparation. The Australian Government website gives some indications. [Study Australia](#)

Medical facilities

The Gold Coast has high medical standards. Major public hospitals are located at Southport, Robina and Tweed Heads. Private hospitals and 24-hour clinics are also available.

Disabled access

Many public areas, shopping centres and attractions have facilities suitable for people with disabilities.

Work Rights

If you have a student visa you can work up to 40 hours per fortnight (two-week period) during school semesters, and full-time hours during vacations. Although these hours are allowed, work must not interfere with your study in terms of hours at college or the time required to study and complete homework. For information on your rights at work, please see <https://www.studyaustralia.gov.au/en/work-in-australia>

2.0 Registration and Accreditation

Trinity Lutheran College is registered with CRICOS and is approved to provide courses of education or training to overseas students in Queensland.

CRICOS REGISTRATION DETAILS

Organisation Name: Lutheran Church of Australia Queensland District

Trading Name: Trinity Lutheran College

Organisation Type: Education Provider

Registered State: Queensland

ABN: 55 149 408 519

CRICOS Provider Code: 00878A

Trinity Lutheran College is registered to provide the following full-time courses:

0100056	Primary Education	Years P to 6
085671B	Secondary Junior Years	Years 7 - 10 Co-educational
008219E	Secondary Senior Years	Years 11 - 12 Co-educational

And is registered to enrol a maximum of 60 full fee paying 500 (formerly 571) visa subclass students.

The Principal Executive Officer appearing on the CRICOS website <http://cricos.education.gov.au> in School Contact Details is Dr Tsae Wong, Principal.

The following Staff members have access to PRISMS: The Principal - Dr Tsae Wong, Community Engagement Manager – Michelle Borkowski and Enrolments Officer – Renae Keys.

Trinity Lutheran College is bound by the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (2018 National Code) under its registration on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

From 1 July 2016, the Secretary of the Australian Government Department of Education and Training is the ESOS agency for school providers. School providers in each state or territory must also be approved by a designated State authority (or DSA) to provide courses to student visa holders.

To be registered on CRICOS, Trinity Lutheran College is required to:

- Have the principal purpose of providing education.
- Clearly demonstrate capacity to provide education to a satisfactory standard.

Evidence of Trinity Lutheran College's ability to meet these requirements is provided in:

- The school's Annual Report to Commonwealth and State governments, available at: <https://www.tlc.qld.edu.au/our-school/annual-reports>
- Non-State Schools Accreditation Board documentation – the school's Cyclical Review Report and NSSAB confirmation letter.

Further information on the Australian Government provision for international students; please see the document "The ESOS framework – providing quality education and protecting your rights" included in the prospectus or view on website <https://www.education.gov.au/esos-framework>

3.0 International Student Support

Trinity Lutheran College provides EALD (English as an Additional Language Dialect) teachers to help develop student competence in English. All students whose first language is not English incorporate EALD lessons into their learning program, any queries regarding EALD should be referred to the Head of Inclusive Practices.

International students are assisted with their subject selections to ensure that the individual needs of each student are met.

CODE OF CONDUCT



4.1 Relational Management - Restorative Practice

Trinity Lutheran College has a culture based on the Christian gospel of quality relationships where relationships are likely to achieve greater depth and connection.

This is achieved through using the process of Restorative Practice. This is a proactive approach which allows the development of healthy relationships across the school community which is critical for improved student learning outcomes. It is a relational philosophy where the key to relationships is engagement and connectedness.

Here at Trinity our basic concern must be children's engagement with their college hence, we need to work differently with young people to build their resilience and their sense of belonging.

We have a highly supportive, safe, welcoming and caring environment with a goal to engage students at a much higher level of commitment, inclusiveness and connectedness. We aim to maximise the level of student engagement and well-being within an innovative and stimulating community environment. We have a college culture that actually improves all aspects of school functioning so that staff members are empowered to teach students, and young people are empowered to learn.

4.2 Student Wellbeing and Pastoral Care

A positive learning environment in which young people can feel connected is the best environment for academic success. A whole college approach to the development of healthy, positive relationships involves using multiple strategies that reflect the college's Christian values in a community of care. By equipping each student with the foundations for academic achievement and, social emotional wellbeing, students will transition successfully from college to work, further education and adult life.

4.3 Student Code of Conduct

Trinity seeks to provide a safe, secure, supportive, and encouraging learning environment. All members of the college community have a responsibility to treat each other with care, compassion, dignity, and respect; act honestly and fairly; do their best; and value and respect the college environment.

All students are expected to -

- Support and adhere to all college policies and procedures.
- Behave in a manner which enhances their reputation and the reputation of the college; This obligation extends to behaviour outside the college,
- including electronic and virtual environments and outside college
- functions and outside school hours, for example, at social functions whether or not connected with the college.
- Strive to achieve their potential in their studies. It is therefore expected that each student will cooperate with his/her teachers in taking responsibility for his/her own progress by diligent preparation and active participation in classes and the learning process;
- Not to interfere through poor behaviour, lack of concern, or lack of respect with the rights of others. Students are expected to respect the rights of teachers to teach and students to learn.

- Support the rights of members of the college community to be free from bullying, harassment and discrimination;
- Take pride in their personal appearance and college uniform. Students will present themselves in a way which both complies with college requirements and shows respect for themselves and their college;
- Respect the property of the college, staff and other students. Theft and wilful damage will not be tolerated;
- Participate in a wide range of college activities and to use their gifts and talents in service for the betterment of the college.

Disrespect to staff, causing harm to others, interfering with the property of others, bullying and harassment, bringing the college into disrepute or being involved with drugs (including cigarettes and alcohol) are regarded as serious behavioural issues in breach of this Student Code of Conduct.

Being enrolled at the college implies acceptance of this Student Code of Conduct.

Students who breach this Student Code of Conduct will face appropriate disciplinary action which is at the sole discretion of the college. In serious cases or in the case of repeated breaches of the code this may include suspension or expulsion.

It is expected that all students of the Trinity **community uphold the Student Code of Conduct** through:

Cooperation

- Following instructions promptly.
- Following the college uniform and dress code unless otherwise arranged with Trinity Lutheran College.
- Cooperating in a manner that enhances learning.
- Completing all work in the set time.
- Working with staff and other students to achieve positive aims.

Consideration

- Recognising and respecting the views and abilities of others.
- Respecting personal property and that of others.
- Considering the environment when disposing of litter.
- Showing care for college facilities.

Care and courtesy

- Treating others fairly with respect, care and decency.
- Being punctual.
- Being tolerant of others' differences.
- Remaining safe and helping to create a safe environment for others.
- Asking permission to leave desks.
- Knocking before entering the room.

Communication

- Using "please" and "thank you" regularly.
- Listening with courtesy and respect.
- Asking for assistance from appropriate people when it is necessary.
- Relating positively to others.
- Avoiding speaking when others are speaking.
- Avoid eating while speaking.

The Student Code of Conduct should be read and agreed in conjunction with the statement on rights and responsibilities, behaviour management policy, student protection policy and the academic honesty and assessment policies, copies of which can be found on the college website and in the Parent Handbook.

Please note:

The College Drug and Alcohol Policy strictly forbids the use, possession or supply of legal and / or illicit drugs by students of the college, whether this occurs on college property, at college-related functions or otherwise, places, the reputation of the college at risk.

4.4 Student Relational Management – Ashmore Road Campus

Trinity Lutheran College operates its student relational management on the teaching of law and gospel. Central to this Christian teaching is the worth of each person as one who has been created by God and saved through Jesus Christ.

Relational Management develops this perspective by assisting all students to develop self-discipline and positive behaviours in a caring, supportive environment. We believe that our approach to student behaviour management should primarily be an educative one. All matters of student relational management are carried out in the context of forgiveness, which allows all members of the college community to restore relationships.

Level 1: Teacher-Student level (infrequent and low level)

A positive college climate, in which young people feel safe and connected, is the best environment for learning. A key requirement for effective schooling is the building of relationships. It is essential that we seek to enhance relationships among students, and between students, teachers and parents, so as to nurture our sense of community at the college. Communication at Level 1 is through email or a phone call to parents if necessary.

Level 2: Teacher-Student-Parent level (Repeated low level)

Good communication is essential in building relationships. In both middle and senior schools, teachers need to be in close contact with parents and work in partnership with them for the benefit of the students. Communication with the parent/s is through a phone call and/or interview.

Level 3: Teacher-Student-Parent-Head of Year and/or Head of Learning (Infrequent medium level or repeated low level)

Head of Year and/or Head of Learning may be called on to assist with relational management issues. With parental assistance, support will be focused on supporting the student to acknowledge actions, accept responsibility and commit to college expectations to move forward. Communication with parent is by interview.

Level 4: Teacher-Student-Parent-Head of Campus (repeated medium level)

The Head of Campus, in consultation with key stakeholders, administers a non-negotiated consequence with a view to support the student to acknowledge actions, accept responsibility and commit to college expectations to move forward. Communication to parent is by interview.

Level 5: (High)

The Principal, in consultation with key stakeholders, administers a suspension (internal or external). A re-entry meeting with the student and/or parents is required before the student can return to class. Communication to parent is by interview.

Level 6 (High) Withdrawal of enrolment

4.5 Student Restorative Practice - Cotlew Street Campus

Our Relational Management Policy is founded on the principles of RESPECT, RESTORE, REPAIR.

As teachers, we understand the following concept:

The **problem** is the problem.

The **person** is not the problem.

Restorative Practices provide the foundation for our relational management processes, so our focus is on fixing the problem and restoring relationships in processes that are Fair, Safe and Respectful. Our restorative response includes a thorough investigative process where individuals can explain incidents and identify how they are going to help resolve the shared problem and restore and repair relationships:

- Investigation Stage** – students interviewed, and statements taken verbatim; clarification questions asked by the teacher if needed.
- Restorative Chats** (small chats between teacher and student/ teacher and a few students).
- Circle Time** (teacher and class discussion).
- No Blame Conferences** (teacher and class discussion).
- Restorative Meetings** (Level 3 - formal discussion between teacher and students where a Restorative Agreement is made.
- Restorative Practice Conferences** (formal conferences involving teachers, students and parents for serious incidents).
- Follow-up and monitoring of agreements made are undertaken by teaching staff.

Our 3 guiding expectations are:

- Be SAFE**
- Be RESPECTFUL**
- Be a LEARNER**

JUNIOR YEARS DEVELOPMENTAL STAGE - BEHAVIOUR/ CONSEQUENCE CHART

The following chart identifies age-appropriate consequences, followed by reflective and restorative practices.

Steps	Consequences Examples	Examples of Behaviour
Step 1	Re-direction and reminder of expectation	infrequent low level behaviours such as; silliness
Step 2	Move to reflection area Restorative chat to occur prior to re-engagement with the class	Low level repeated behaviours
Step 3	Exit to another designated classroom Restorative chat to occur prior to re-engagement with the class Parents notified by classroom teacher Teacher to develop and initiate an individual plan	Consistent repetition of behaviours after step 1-2 are carried out
Step 4	Exit to Campus Leaders Parents to be contacted by Campus Leaders Restorative chat to occur prior to re-entering the class Campus leaders in consultation with parents, teachers and any other specialist, initiate an individual support plan	On-going breaches of the school guiding expectations after steps 1-3 are carried out or severe disruptive behaviour to the other students
Step 5	Exit to HoC or Campus Leaders Parents to be contacted by HoC Restorative chat to occur prior to re-entering the class/school	Any behaviour that is of a serious nature being inappropriate, unsafe or involves harming another in a physical or repeated verbal form

*Please note: - that physical violence of an intentional manner or SEVERE inappropriate behaviour will result in immediate withdrawal to a member of the Senior Executive or HOC.

Being enrolled at the college implies acceptance of this Student Code of Conduct.

Parents and students who become part of the Trinity Lutheran College community must familiarise themselves with all the information available in the Parent/Student Handbook (available on the college Parent Portal) as it relates to the day-to-day issues of the college. This information, along with the detailed information set out in this International Student Handbook, will ensure that parents and students are well informed.

ENROLMENT MATTERS AND POLICIES



5.1 Who to contact for assistance

To ensure that each student achieves to the best of his/her ability, Trinity Lutheran College has the following staff members to assist them:

- For day to day assistance, contact the Core or care group teacher
- For assistance with and information about academic process, contact the Head of Inclusive Practices and International Student Liaison Officer
- For information regarding entry to further study, contact the Careers Advisor, personal matters contact Head of Wellbeing or College Counsellor.
- For complaints and Appeals, contact the Principal or Head of Campus
- For homestay, travel documents, Consular issues and general queries, contact the International Student Liaison Officer. NB: Students will meet with Mrs Kylie Day on a regular basis.

Kylie Day - Head of Languages and International students

kylie.day@tlc.qld.edu.au

5.2 Parent/Legal Guardian responsibilities and access to information

It is the responsibility of the parent or legal guardian to ensure that student details are kept up to date and relevant copies submitted to the College for inclusion in the student's file

- Health cover for the duration of their enrolment
- Passport
- Visa

After enrolment, accessing information about your student can be done via the Parent Portal / MyUnity which is a learning management system (LMS).

MyUnity/Parent Portal

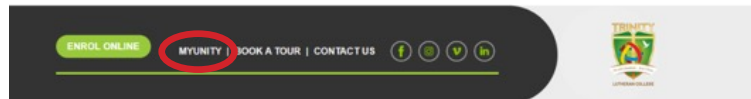
Parent Portal / MyUnity is a learning management system (LMS) which provides parents with access to information regarding their child/children's progress at Trinity Lutheran College such as the following:

College Communication
Current and future assignments
Navigation to a range for Resources

Contact details
Access to College reports
Student Timetables

Accessing MyUnity

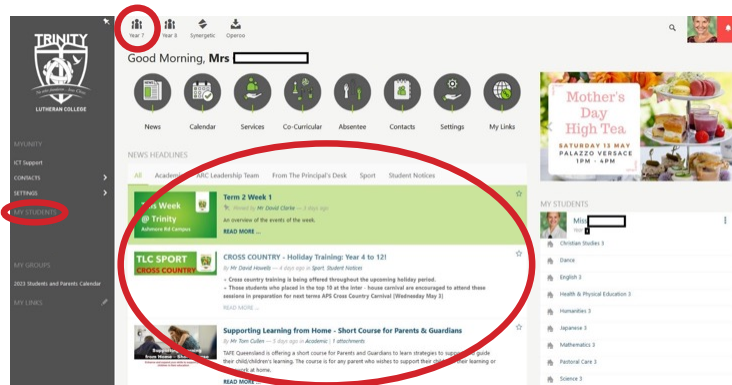
1. To navigate to MyUnity LMS, select the link at the bottom of the College Website
2. Assistance can be provided by the College Helpdesk, ithelpdesk@tlc.qld.edu.au or by phone on +617 5556 8250.



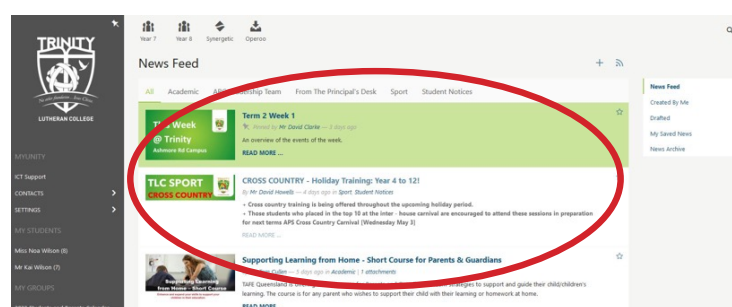
3. Enter your username and password (provided by the College IT Department). If you need assistance with your username or password please email: it.helpdesk@tlc.qld.edu.au or Phone: 07 556 8250.



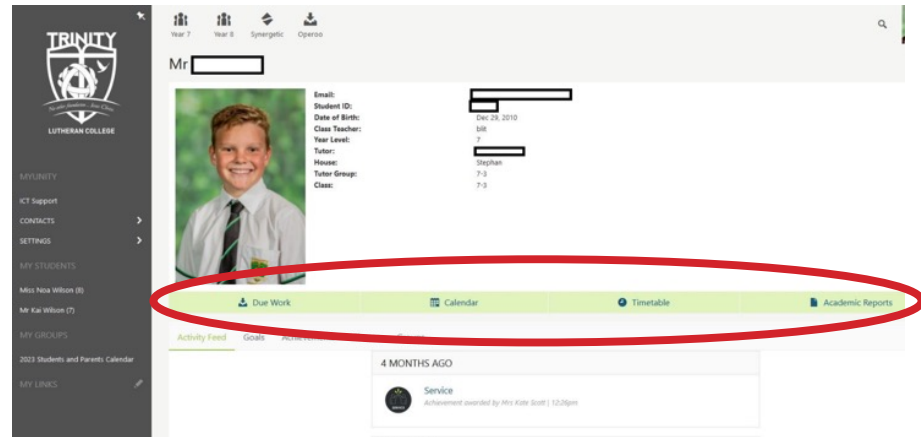
4. **Dashboard:** The dashboard is your navigation to the college portal. You can always navigate back to the dashboard by clicking on the Trinity College Logo in the top left corner. **College News, My Students, Parent portal and Year Level Pages are important to know**



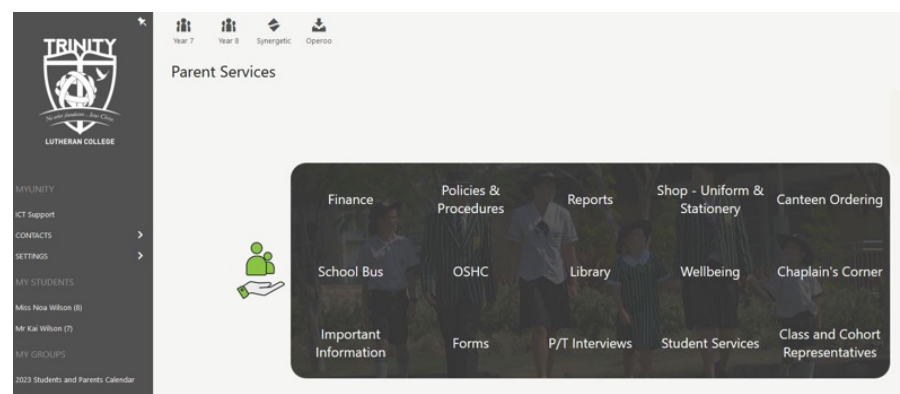
5. **News Feed:** This is the college's key means of communication. All the information is targeted specifically to each user and the year level of their child/children.



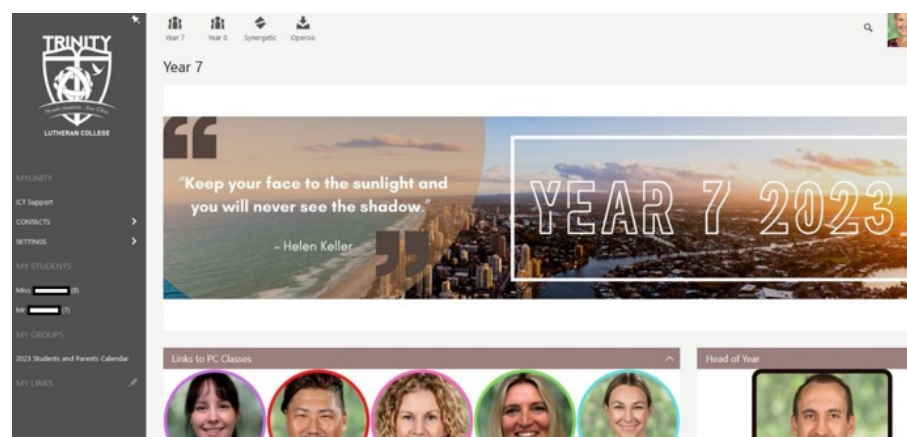
- My Students:** This feature allows you to access your child's due work, Academic reports, Calendar Events and Timetable.



- Parent Portal:** You will find access to a range of different areas as well as any documents on the main page that are relevant to the college.



- Year Level Pages:** Important communication and information specific to year levels and what they are learning about.



Accessing The College App

The college app provides parents, students, and staff with instant access to real time information and communication specific for each user. All of the information in the app is drawn from the college learning management system (LMS) MyUnity. Parents will find several key modules available in the app such as:

Notifications
Due Work
Contacts

Alerts
Timetable
Links

Calendar
News
Trinity Blog

1. From either the [Google Play Store](#) or [iTunes Store](#) to download the App.
2. Once you have downloaded the app, enter your username and password (provided by the IT Department). If you need assistance with your username or password, please email: it.helpdesk@tlc.qld.edu.au or Phone: 07 556 8250.
4. **My Student :** This allows you to explore the different areas of the app, such as:

Notifications
Calendar
Timetable
Contacts
Trinity Blog

Alerts
Due Work
News
Links

5. **Services:** This allows you to explore the various services via of the app, such as:

Canteen Ordering
Class Reps
Chaplain's Corner
Finance Library
Policies & Procedures
School Bus
Student Services
Wellbeing

6. **Co-Curricular:** This allows you to explore the various additional activities for your child you may wish to engage, such as:

Sport Teams
Sessions
Academic Groups
Clubs & Competitions
Outdoor Ed & Camps
Performing Arts
Sport



3. **The Home Page:** Provides various shortcuts to key elements of the app including latest news, notifications, calendar, parent services, student information, co-curricular, absentee, contacts and settings.



5.3 Monitoring Course Progress, Attendance & Course

Overseas students are required to meet and maintain satisfactory course progress and attendance requirements under visa condition 8202 and under Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018. Please see the College Policy on the College website.

5.4 Accommodation and Welfare PolicyDuration

Trinity Lutheran College is a CRICOS-registered provider which enrolls younger students under 18 years of age. As part of its registration obligations Trinity Lutheran College must satisfy Commonwealth and state legislation, as well as any other regulatory requirements, relating to child welfare and protection for any overseas student enrolled who is under 18 years of age. Please see the Accommodation and Welfare Policy on the College website. Further policies related to international students can also be found on the College website.

5.5 Child Protection Policy

The College has written procedures about how it will respond to harm, or allegations of harm, to students under 18 years old, and the appropriate conduct of the College's staff and students to comply with accreditation requirements and the relevant legislation. The full Policy and procedures can be read at:

https://secure.ermonline.com.au/education/temp/tmp_202312141135_F984E770-CB34-36B9-A567E9642CA8E5BC/202306_Child_Protection_Policy.pdf

CURRICULUM



6.1 International Baccalaureate – Primary

To further enhance our comprehensive approach to teaching and learning, Trinity has introduced this uniquely international program which focuses on the development of the whole child as a participant in a global community. At the heart of the PYP is a commitment to structured inquiry as a powerful vehicle for learning. Children explore knowledge in the broadest sense of the word using key concept questions. These form the basis for enriched learning through planned units of inquiry.

These frameworks lay the foundation on which curriculum is planned, implemented, assessed and reported. Each contributes to the development of lifelong learners who are:

Inquirers Open minded	Risk takers Communicators	Caring Principle	Thinkers Balanced	Knowledgeable Reflective
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We aim to nurture lifelong learning qualities in our students within the context of a comprehensive and balanced curriculum, as they learn in a community guided by the core values of love, justice, compassion, forgiveness, patience and service.

Trinity Lutheran College – Primary - curriculum and courses of study are accredited at state, national and/or international level. They serve to broaden and enrich the lives of students through participation in a wide range of learning opportunities which enhance personal, social, academic and physical development, and foster important life skills of self-discipline, cooperation, organisation and leadership. The classroom teachers are supported by specialist teachers in the areas of Music, ICT, Health and Physical Education, Japanese, Art and Library.

Literacy and Numeracy – A Priority

A central learning priority is the development of student literacy and numeracy. Foundational knowledge and skill development in these areas takes place within the broader context of the Key Learning Areas (KLAs).

Nine Areas of Essential Learning

Eight nationally agreed Key Learning Areas and Christian Studies form the core of essential learning for the curriculum in the Junior Years. Curriculum frameworks accredited by the Queensland Studies Authority underpin the formal curriculum and provide coherence and continuity to the learning program.

The nine key learning areas are: Christian Studies, The Arts, STEM, Health & Physical Education (HPE), English, Mathematics, Studies of Society & Environment (SOSE), Science, Technology, LOTE (Languages other than English) and Japanese.

6.2 Junior Years (Years 1 to 5) 8.40 am - 3.00 pm

The experiences, knowledge, interests and needs that young children bring to school are important starting points for learning at this stage. The Queensland Early Years Curriculum Guidelines provide teachers with a framework for developing and planning curriculum in the following **Early Learning Areas**:

- Social and Personal Learning
- Health and Physical Learning
- Language Learning and Communication
- Early Mathematical Understandings
- Active Learning Processes

The integrated learning experiences in Year 1 lay the foundations for later learning in the nine Key Learning Areas.

Timetable – Cotlew Street campus School Day: 8.40 am until 3.00 pm

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.15 – 8.30 - Staff Briefing/Devotion**				
8.30 - Classroom doors open				
8.40 - Children required to be at School - First bell sounds				
8.50 - Lessons begin				
10.45 - Lunch Play begins				
11.10 - Play finishes - Children eat lunch				
11.25 - Lunch eating ends				
11.30 - Classes Recommence				
1.30 - Afternoon Break - Supervised eating 10 mins				
1.40 - Afternoon Play Break begins				
2.00 - Classes Recommence				
2.45 - Dismissal for Prep Students - Walk to Bus Shelter as a group				
3.00 - Dismissal for Years 1-5				
3.20 - All Students should have left the grounds. Teacher supervision ceases. Students not collected by this time will be directed to Administration.				

6.3 Middle Years (Years 6 to 9) 8.35 am - 3.15 pm.

Years 6 and 7

There will be many aspects of Years 6 and 7 that you will be familiar with e.g., having one main teacher for most of your core subjects. You will have an inter-disciplinary inquiry unit of work each term as well as the opportunity to study a different experience subject each semester. There is a significant focus on the explicit teaching of literacy and numeracy skills at this level. You will also have responsibility for your own classroom, just as you did in the Junior Years.

Year 7 is the second year of middle schooling at Trinity and the first year of high school. We have a well-developed program which addresses the needs of Year 7 students very well. Our emphasis is on students having the opportunity to engage with more specialised subject teachers in Year 7 than would normally be the case in a traditional Prep to Year 7 primary school.

The teachers in the Middle Years strive to provide a safe and supportive learning environment that encourages each student to reach their potential. There is a strong emphasis on the well-being of every student in Middle Years. Along with a key focus on academic achievement for every student, the Middle Years recognises the importance of promoting resilience and well-being during these early adolescent years.

In Year 7, students select one language to specialise in for two years, selecting from German, Japanese, or Mandarin.

Year 6 subjects

Christian Studies	Health and Physical Education	Mathematics
English	Humanities	Music
German (13 weeks)	Japanese (13 weeks)	Science
Mandarin (13 weeks)		

Year 7 subjects

Christian Studies	Health and Physical Education	Music
English	Humanities	Science
Mathematics	German, Japanese or Mandarin	STEAM

Years 6 and 7 experience subjects (1 per semester Year 6 and 7)

Design Technology	Food Technology
Performance Arts (Drama and Dance)	Visual Arts

Years 8 and 9

In Year 8 and 9, students will have a larger number of specialist teachers in the key learning areas of Mathematics, Science, English and Humanities. Students will also have a Pastoral Care teacher, who is the first point of contact for Year 8 and 9 parents.

Christian Studies, as part of the core academic program is contemporary, stimulating, challenging and relevant to Australian students. It is inclusive of students with a wide range of religious backgrounds, needs and skills.

In Year 8, students continue with the language selected in Year 7, however, the study of a language becomes an experience subject in Year 9. Year 8 students broaden their studies by selecting two elective subjects. In Year 9, students can select three elective subjects to complement their core subjects.

Years 8 and 9 core subjects:

Christian Studies
English

Health and Physical Education
Humanities

Mathematics
Science

Year 8 and 9 elective subjects (select two):

Business Education and Innovation
Design Technology
Drama
Media Arts
STEAM
Water Polo Development

Dance
Digital Technology
Food Technology
Music
Visual Art

Year 8 and 9 Languages: Japanese, German and Mandarin

6.4 Senior Years (Years 10 to 12) 8:35am - 3:15pm

Students in Year 10 have some choice within their core subjects. All students study Christian Studies. They then select one choice from within the other core subject categories.

Year 10 core subjects:

English – choose from: Essential English, General English, Literature

Mathematics – choose from: Essential Mathematics, General Mathematics, Mathematical Methods

Science – choose from: Essential Science, Senior Science Prep

Health and Physical Education – choose from: Health and Physical Education, Physical Education

Students in Year 10 select three experience subjects to complement their core subjects.

Year 10 experience subjects:

Accounting and Legal Studies

Business and Economics

Dance

Digital Solutions

German

Hospitality

Japanese

Music

Advanced STEAM

Certificate I in Furnishing

Design

Drama

History and Geography

Humanities

Mathematics Extension

Visual Art

It is anticipated that Year 10 will continue to provide opportunities for students to consolidate in key learning areas while formulating individual learning plans leading to the Queensland Certificate of Education (QCE).

Years 11 and 12

Trinity Lutheran College offers students multiple pathways through Years 11 and 12. All students study Christian Studies and then select one choice within the subject offerings of English and Mathematics. Students then select three elective courses which may be made up of QCAA General, QCAA Applied and/or tertiary Certificate courses.

Year 11 and 12 core subjects

English – choose from: Essential English, General English, Literature

Mathematics – choose from: Essential Mathematics, General Mathematics, Mathematical Methods

Year 11 and 12 QCAA General subjects

Accounting	German
Ancient History	Japanese
Biology	Legal Studies
Business	Mathematics – General
Chemistry	Mathematical Methods
Dance	Mathematics – Specialist
Design	Modern History
Digital Solutions	Music
Drama	Music Extension (Year 12)
Economics	Physical Education
English	Physics
English and Literature Extension (Year 12)	Psychology
	Visual Art

Year 11 and 12 QCAA Applied subjects

Drama in Practice	Sport and Recreation
Essential English	Tourism
Essential Mathematics	
Religion and Ethics (Christian Studies)	

Year 10 Certificate and Diploma courses

MSF10122 - Certificate I in Furnishings	
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Year 11 and 12 Certificate and Diploma courses

BSB50120 - Diploma of Business	ICT20120 - Certificate II in Applied Digital Technologies
MEN20422 - Cert II in Engineering Pathways	

Queensland Certificate of Education points

Subjects	QCE Points as at exit – must be Satisfactory for Units 1 & 2, and a C or better in Units 3 & 4 as a pair
General subjects	
All General subjects	4
Exceptions	
English Extension	2 (studied in Year 12 only)
Music Extension	2 (studied in Year 12 only)
Applied subjects.	
Religion and Ethics (known as Christian Studies)	4
Essential English	4
Essential Mathematics	4
Drama in Practice	4
Sport and Recreation	4
Vocational Education & Training (VET) certificates	Full completion – pro rata for partial completion
Diploma of Business	8
Certificate II in Applied Information Technologies	4
Certificate II in Engineering Pathways	4
Certificate I in Furnishings	3

ATAR System

The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates. ATARs will be calculated and issued by the Queensland Tertiary admissions Centre (QTAC).

- **ATAR is a number between 0.00 and 99.95 with increments of 0.05.**
- **The ATAR is commonly used in other states and territories.**

QTAC will calculate ATARs based on the **first OR second** column below:

5 General subjects	Combination (4 General + 1 Applied/VET)
Best five QCAA General subjects	Best four QCAA General subjects + The best result in a: QCAA Applied (currently Authority-registered subject or Subject Area Syllabus subject) or Certificate III or Certificate IV or Diploma or Advanced Diploma

Middle School / Senior School – Daily Schedule

10-Day Timetable – Odd Weeks (Weeks 1,3,5,7 & 9) | Even Weeks (2,4,6,8 & 10)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.35 – 9.40 Period 1	8.35 – 9.40 Period 1	8.35 – 9.40 Period 1	8.35 – 9.40 Period 1	8.35 – 9.40 Period 1
9.40 – 10.05 Assembly	9.40 – 10.05 MY: Chapel SY Pastoral Care	9.40 – 10.05 SY: Chapel MY: Pastoral Care	9.40 – 10.05 Pastoral Care	9.40 – 10.05 Recess
10.05 – 10.30 Recess	10.05 – 10.30 Recess	10.05 – 10.30 Recess	10.05 – 10.30 Recess	10.05 – 11.05 Period 2
10.30 – 11.30 Period 2	10.30 – 11.30 Period 2	10.30 – 11.30 Period 2	10.30 – 11.30 Period 2	11.05 – 12.05 Period 3
11.30 – 12.30 Period 3	11.30 – 12.30 Period 3	11.30 – 12.30 Period 3	11.30 – 12.30 Period 3: Years 7-12 11.30 – 12.00 Period 3/Lunch/ Travel: Year 6	12.05 – 12.50 Lunch: Year 6 Lunch/Travel/Sport: Years 7-12
12.30 – 1.15 Lunch	12.30 – 1.15 Lunch	12.30 – 1.15 Lunch	12.30 – 1.15 Lunch: Years 7-12 Sport: Year 6	12.50 – 1.35 Pastoral Care: Year 6 Sport: Years 7 – 12
1.15 – 2.15 Period 4 Pastoral Care	1.15 – 2.15 Period 4	1.15 – 2.15 Period 4	1.15 – 2.15 Period 4: Years 7-12 Sport: Year 6	1.35 – 2.25 Period 4: Year 6 Sport: Years 7-12
2.15 – 3.15 Period 5	2.15 – 3.15 Period 5	2.15 – 3.15 Period 5	2.15 – 3.15 Period 5: Years 7-12 Sport: Year 6	2.25 – 3.15 Period 5: Year 6 Sport: Years 7-12

EXTRA CURRICULAR PROGRAM



7.0 Extra Curricular Program

Trinity Lutheran College offers students a variety of sport and cultural activities to be a part of.

Trinity Lutheran College Sport: Overview

Sport at Trinity Lutheran College is part of the holistic educational experience afforded to all students. Trinity proudly caters for all levels of athletes; with a vision and structure to effectively develop the skill set and performance level of all students. The sports program at Trinity is delivered via the following structures:

Junior Sport Skill Development	Prep to Year 3
APS Sport	Junior APS Sport – Year 4 to 6 Senior APS Sport – Year 7 to 12
Non - APS Sport	Rowing Trinity Aquatic Club Trinity Netball Club 7's Rugby Union CBSQ Basketball; Schools Cup Volleyball; All Schools Touch Football; Vicki Wilson Netball; All Schools Water Polo
Representative Sport	Hinterland District (10 Years to Open)
Functional Fitness	Running Club - Year 4 to 12 Strength & Conditioning (Gym) - Year 8 to 12
Excellence	Pathway Programs - Year 6 to 12 Excellence Programs - Water Polo Velocitas Program - Year 6 to 12

APS Sport

Trinity Lutheran College is a member of the Associated Private Schools (APS) competition; a group of eight schools across the Gold Coast which provide students with a wide variety of sporting opportunities. Junior APS Sport involves participation for Year 4 to 6 students, whilst Senior APS Sport involves Year 7 to 12 students. Students train on designated days throughout the season with inter-school fixtures taking place on Thursdays for Junior APS, and Fridays for Senior APS during school hours.

Junior APS Season 1	Senior APS Season 1
Rugby (Boys) Netball (Girls) Football [Soccer] Volleyball Tennis Hockey	Rugby (Boys) Netball (Girls) Football [Soccer] Volleyball Tennis Hockey
Junior APS Season 2	Senior APS Season 2
Basketball AFL Touch Football Cricket (Boys & Girls) Softball (Girls)	Basketball AFL Touch Football Tennis Softball (Girls) Water Polo Cricket (Boys & Girls)

Swimming | Trinity Aquatic Club

Trinity has a proud history of success and participation in the sport of swimming. The Trinity Swimming Program caters for all levels of swimmers and operates within the following structure:

- Learn to Swim Program
- Mini – Squad [transition between LTS and Competitive Squads]
- Competitive Squad [including a general 'Fitness Squad']

The Trinity Aquatic Club provides an opportunity for students of all abilities to actively participate in competition and quality training via the club pathway. Trinity students, non -Trinity students and adults are welcome to join the club to reap the benefits of dedicated coaching, an excellent team atmosphere and very supportive club families.

Pathway Programs | Velocitas Sports Program

Pathway Programs provide students the opportunity to develop and enhance their specific skills across several sports: including Tennis, Volleyball, Basketball and Rugby. The programs provide motivated and dedicated students the capacity to be exposed to quality coaching, whilst working towards involvement in external school competitions. The Velocitas Sport Program provides an opportunity for students in Year 6 to 12 to be exposed to contemporary sport practices with respect to their relevant sport. Students engage in excursions, guest lectures, sport specific workshops and general pastoral care. An application process is initiated at the start of Term 1 each year, with any student eligible to apply.

Rowing

Rowing at Trinity Lutheran College has a strong and successful history, with great levels of participation, success and team work on display over many years. Rowing provides students with an opportunity to develop and enhance character, leadership, and resilience; pertinent skills for success across all spheres of life. The Trinity Rowing Program operates all year round, with students afforded the opportunity to train and compete in the 'local racing season' (South QLD Schools Conference) and the 'championship racing season' (Regional, State and National events). Students of all levels of ability and interest are welcome to join, with Learn to Row offered in Term 4 and Term 1 for new rowers.

Representative School Sport Pathway

Students are encouraged to work towards selection in representative school sport sporting teams. Trinity is a member of the Hinterland District Sports Association. The first step in representative sport selection is into a Hinterland team. Talented athletes then progress by representing the South Coast Region at State Championship.

Trinity Lutheran College Performing Arts: Overview

Trinity is renowned for its outstanding performing arts program, which is dedicated to developing and inspiring our student's passion for the arts.

The co-curricular program follows a 4-year rotating performance program from Prep to Year 12. It is devoted to excellence across all artistic genres; acting, choral, dance and instrumental for all levels from beginner to advanced. The weekly co-curricular program is offered free of charge for all students enrolled at the college, as students come together in their shared passion and enjoyment for the performing arts. The college proudly facilitates 40 ensemble rehearsals across both campuses every week across a variety of choirs, string ensembles, concert bands, rock & jazz bands, dance and drama ensembles. The College also offers private and group lesson tuition in dance, drama, voice and instrumental conducted by expert tutors in their field.

The program aims to teach the students; to effectively work together, to develop and strengthen their artistic skills, to encourage participation, to build self-confidence and resilience. The program provides an outlet for creativity and self-expression and encourages students to give back to the performing arts community by helping younger and less experienced performers along their journey. The program also provides opportunities to extend those students pursuing a career in the arts via arts excellence programs, workshops with industry professionals, backstage tours and concert experiences.

There are numerous benefits to children participating in music, dance, or drama; enhanced teamwork skills and discipline, "doing" instead of observing, learning to think creatively, to problem solve imaginatively and to express themselves in a unique manner. It also enhances goal setting, working to deadlines, communication skills, enhanced performance skills and experience, and increased self-esteem. The program offers all students varied opportunities throughout the year to develop their performance skills and showcase their talents in a range of exciting performance opportunities. These include large scale performances and musicals staged at professional venues with casts in excess of 350 students; interstate tours; dramatic plays; dance, music and drama showcase concerts, eisteddfod performances and public performances throughout the community.

Choral Program

Trinity's choral program in the junior years lays the foundation of ensemble work and helps students develop their vocal technique and performance skills, encourages participation and team work and most importantly, gives them an opportunity to have fun through performing. There are many opportunities for students to put these skills to use in their performances throughout the year. The middle and senior choral program not only builds on the junior foundation of vocal technique but it also develops their ability to sing in harmony in a variety of choral groups for non-auditioned choirs through to highly advanced chamber choirs singing in 2, 3 & 4 part harmony. From beginner to advanced, there is a choir ensemble for everyone! All choirs regularly perform at a range of College functions including Anzac Day, Grandparent's Day, Year 12 Graduation Evening, Celebration of Excellence as well as the major performance events of the College. The advanced choirs also participate in an annual vocal workshop with 4 other Lutheran schools with guest artists such as The Idea of North and Katie Noonan.

- Choral ensembles include:
- Sparkles Choir (Prep and Year 1)
- Piccolo Choir (Years 2 and 3)
- Bel Canto Choir (Years 4 and 5)
- Glee Club (Years 3 to 5) Auditioned Dancing & Singing
- Muzique Cantabile (Advanced Middle Years Choir)
- College Choir (Years 6 to 12) - non-auditioned
- Senior Vocal Group (Advanced Auditioned Senior Years Chamber Choir)

Instrumental (Band and Strings) Program

The instrumental program supports and nurtures musicians from Years 2 to 12 and offers a wide and diverse range of orchestral, concert band and contemporary opportunities for music students to complement their academic and private studies. Students who participate in the program learn how; to work with a conductor, to listen to other instruments, to blend their sound and how to play with other musicians.

String Ensembles:

- Year 2 Beginner Strings
- Primary String Ensemble
- Advanced Primary
- String Ensemble
- College Strings (Intermediate Years 6 to 12 Students)
- String Quartet (Select Advanced Middle Years Students)
- Paganini Strings (Advanced Middle and Senior Years Students)

Band Ensembles:

- Beginner Band (Year 4)
- Primary School Concert Band (Year 5)
- Concert Band (Intermediate Middle Years Students)
- Wind Symphony (Middle and Senior Years Students)
- Jazz Ensemble (Middle Years Students)
- Big Band (Advanced Middle and Senior Years Students)
- Rock Band 1 (Advanced Middle and Senior Years Students)
- Rock Band 2 (Intermediate Middle and Senior Years Students)

Dance Program

The dance program at Trinity is committed to developing students' dance skills across all dance genres including contemporary, lyrical, jazz, tap, musical theatre and hip hop. The program encourages participation for all skill levels across Prep to Year 12 and promotes creativity, imagination, and self-expression. Through the joy of dance, students' physical, emotional, and social skills are enhanced, and students learn the importance of teamwork, dedication and commitment to giving their best at every rehearsal and performance. Dancers are given many opportunities to work with a range of accomplished choreographers and share their talents in a range of large-scale public performances and competition settings, developing their versatility as dancers.

Dance Ensembles:

- Jazzettes (Prep to Year 1)
- Starlets (Years 2 and 3)
- Dynamics (Years 4 and 5)
- Junior Sacred Dance (Advanced Primary Dance)
- Boyz Crew (Advanced Primary Boys)
- Groove (Beginner dancers in Middle Years)
- Vibe (Intermediate dancers in Middle/Senior Years)
- Synergy (Advanced dancers in Middle/Senior Years)
- Sacred Dance Ensemble (Selected dancers in Middle/Senior Years)
- Fusion (Advanced dance and vocal students in Middle/Senior Years)

Drama Program

Trinity's drama program provides students with the opportunity to cultivate and improve their acting and performance skills through drama clubs, play rehearsal and performances. Trinity Lutheran College is a proud participant of the Gold Coast Drama Festival, which allows students to perform in an atmosphere of friendly competition and strive for excellence through collaboration and teamwork. Dramas students develop valuable communication skills, creative thinking and problem solving skills, motivation and commitment, adaptability and flexibility, and increased self-confidence, which not only enhances their performances but can also be applied to their academic studies.

Drama Ensembles:

- Junior Drama Club (Years 4 and 5) – Selected years
- Middle School Drama Club (Years 6 to 9) – Selected years
- Musical (Years 5 to 12) – Year A on 4-year plan
- Major Play (Years 6 to 12) – Year C on 4 Year Plan
- Junior play (Years 7 and 8) – Year B and D on 4 Year Plan
- Middle Year Play (Years 9 and 10) -Year B and D on 4 Year Plan
- Senior Year Play (Years 11 and 12) –Year B and D on 4 Year Plan

BOOK AND UNIFORM ORDERS



Book Orders

Middle and Senior Years:

Information is provided at the end of the previous year so that parents and students can order the necessary books for the subjects selected. The order is then processed online – full detailed instructions given. Book packs can be delivered to the home or collected from the college before the school year commences.

NB: For Junior Years: All books and stationery are included in the tuition fee.

Uniform Expectations

The College uniform is a symbol of our community. As such it is expected that students wear it correctly, exhibiting personal pride in being part of Trinity Lutheran College. In order to encourage our students to demonstrate personal pride through their uniform presentation, this policy also seeks to support the individual rights and identity of each student as well as their responsibility to be ambassadors of our College community.

Should there be uncertainty regarding a specific student's circumstances, the College Leadership Team will make a final decision. Included in the important partnership between school and home, the College asks parents to support our uniform expectations by reinforcing these requirements and sending students in the appropriate attire each day.

Responsibility of Students

- Be familiar with college uniform requirements and expectations.
- UNIFORM – to be always worn correctly to exhibit personal pride in being a part of Trinity Lutheran College. This includes hats and accessories.
- Make up, nail polish or acrylic nails are NOT to be worn at the College.
- Hats: Hats on heads when outside the classroom, including walking between classes. Hats off heads, but with the student when inside the classroom.
- Sport Shoes: to be predominately white or predominately black.
- BOYS must always be clean shaven.
- All uniform items are sold at the college Uniform Shop. For information on uniform requirements and pricing, please see current information at <https://tlc.qld.edu.au/value-added-services/>

An appointment can be made for outfitting of students new to the college.

Uniform Convener:
Location:
Telephone:

Mrs Felicity Lumsden
Ashmore Road Campus
(07) 5556 8263

Formal Uniform Years 6 - 12

Winter Uniform Items:

- Formal hat
- White shirt
- Long length tie
- Trinity belt
- Long charcoal pants or black skirt to the knee
- Charcoal shorts with long socks (option for year 6 only)
- Plain black socks
- Flesh or black coloured tights or stockings without Trinity socks
- Polished black leather shoes
- Woollen or cotton jumper, Years 6 to 9
- Compulsory blazer, Years 10 to 12

Summer Uniform items:

- Formal hat
- White shirt
- Trinity belt
- Short summer tie or no tie
- Black shorts with long grey socks (Year 6 compulsory. Years 7-12 an option for summer)
- Black long trousers with short black plain socks (Years 7-12 summer & winter uniform)
- Black skirt to the knee
- Trinity socks
- Black leather polished shoes



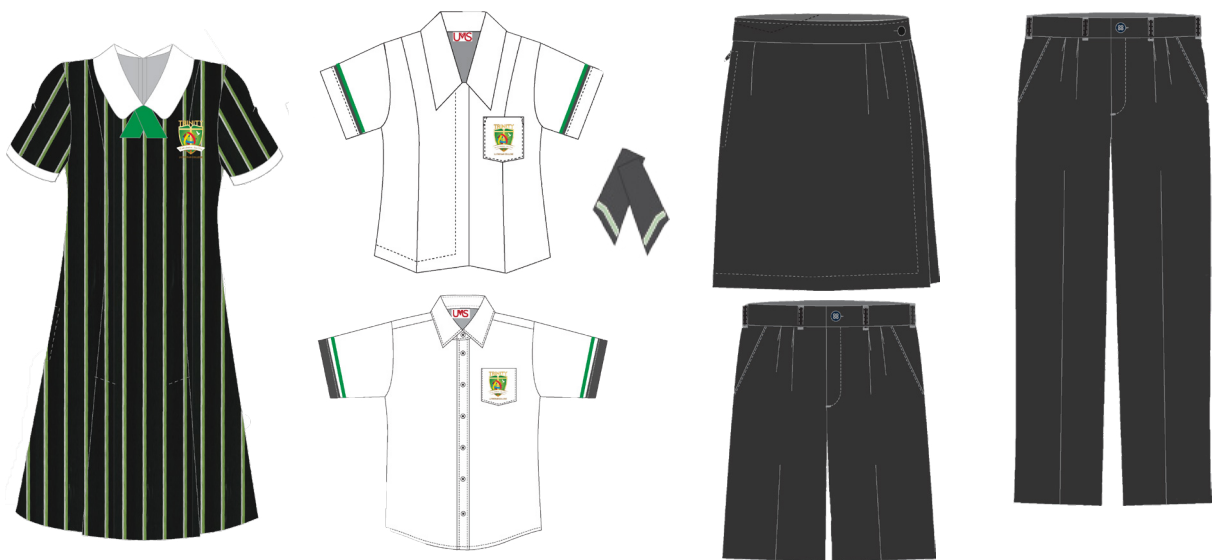
Formal Uniform Years P - 5

Winter Uniform Items:

- Primary Dress
- White Shirt/Blouse
- Charcoal Shorts, Elastic Back (Years 1-3)
- Charcoal Shorts, Belted (Years 4-5)
- Charcoal Pants
- Jumper, Non-itch wool or cotton
- Flesh/Black Tights (Worn with Primary Dress)
- Trinity Belt
- Formal Socks
- Formal Primary Hat
- Hair Accessories - Charcoal

Summer Uniform Items:

- Primary Dress
- White Shirt/Blouse
- Charcoal Shorts, Elastic Back (Years 1-3)
- Charcoal Shorts, Belted (Years 4-5)
- Charcoal Pants
- Skort (Optional)
- Summer Tie (Optional)
- Trinity Belt
- Formal Socks
- Formal Primary Hat
- Hair Accessories - Charcoal



School Shoes

Acceptable School Shoes:

Traditional black leather formal school shoes with laces. **Doc Martens style 1461 only with black or yellow stitching.**



Unacceptable School Shoes:

No platforms, buckles, Mary-Jane styles (Velco only accepted for Prep to Year 1).



Sports Uniform

Sport Clothing Items:

- White Sports Shirt (Years 4 -12)
- Charcoal Sports Shirt (Prep - 3)
- House Coloured Shirt
- Charcoal Sports Shorts
- Sports Jacket
- Tracksuit Pants (Optional)
- Sports Hat
- Baseball Cap (Years 6 - 12)
- Trinity Socks
- Predominately White or Black Sports Shoes
- Year 12 Leavers Jersey



Acceptable Sports Shoes:

Predominantly black or white traditional style sneakers.



Unacceptable Sports Shoes:

Converse or coloured shoes not allowed.



9.0 Living with a Homestay Family

Trinity Lutheran College uses the company, StudyMatch, as its host family provider for long term students attending the college. The behaviour and expectations of both the host family and the host student as noted by StudyMatch are outlined in the next sections.

9.1 Host Family Expectations

Code of Conduct for Hosts

Homestay hosts are expected to:

- Develop positive relationships with homestay students which are based on mutual trust and communication.
- Acknowledge the uniqueness of each homestay student and the levels of each homestay student's strength and weakness.
- Support and assist homestay students to live comfortably within a foreign environment.
- Respect the homestay student's right to privacy while realising that privacy does not equate to isolation.
- Acknowledge the significance of culture, customs, language and beliefs in the life of their Homestay student and accommodate appropriately for these within the family's life.
- Assist, support and nurture where needed or requested, but keeping in
- mind that a desire to please may be interpreted as interfering by the
- homestay student.
- Ensure the health and safety of the Homestay student at all times.

To achieve this desired outcome the family will:

- Provide a safe environment which will offer the homestay student positive experiences while living as a member of an Australian family and engaging in positive study habits.
- Provide the homestay student with a private, clean and warm bedroom, good quality, fresh healthy food, laundry facilities and a supportive environment.
- Provide breakfast, lunch and dinner (unless otherwise required).
- Offer help, guidance, support and encouragement with language practice, studies, planning leisure activities and adapting to living in Australia (this may require patience and empathy and a willingness to show the homestay student more than once).
- Provide an orientation within the family home e.g. use of pool area and
- house facilities and security. Applicable house rules should be explained e.g., what time dinner is, telephone protocols, rules regarding smoking and alcohol, guests visiting, curfews, household tasks and bathroom conduct.
- Offer sincere interest in the cultural background of the homestay student.
- Respect the homestay student's need for privacy and allow them space to be alone.
- Have a duty of care towards the homestay student.
- Only provide single room accommodation. A homestay student is not to share a room with another Homestay student or with a member of the family, unless specifically requested.
- Liaise with the Homestay Manager regarding any concerns or difficulties.
- Notify the Homestay Manager of any change of circumstances in the household.

- Be responsive to the cultural differences and beliefs of the homestay student by allowing the homestay student to continue familiar cultural practices without criticism.
- Always ensure the health and well-being of the Homestay student. This may mean taking the student to the Doctor or Hospital as required or calling the After-Hours Doctor Service (13SICK) to examine the student at the homestay of a night or weekend. The host family may be required to pay the student's medical expenses and be reimbursed by the school or Homestay Provider as soon as possible.
- Advise the Homestay provider of any health issues being experienced by the student.
- Adhere to guidelines set down by the Homestay provider and attend the homestay providers' information sessions and parent/teacher conferences if required.

9.2 Host student behaviour and expectations

Homestay rules for Students

These rules are designed to ensure you have the best possible Homestay experience. We suggest you discuss these with your host family upon arrival in their home.

Bedroom:

- NO food or drink (water is permitted)
- Keep room tidy.
- Turn off ALL electrical items when not in use.

Going Out:

- Tell your Homestay parents if you want to go out and approximately when you will be home.
- If you want to stay at a friend's house overnight, give your Homestay parent the friend's parents name, address, phone number so your host parents can make arrangements.
- Always let your Homestay parent know if you won't be home for dinner.
- Phone or text your host parent if you are going to be late home.

Under 18 students Please Note:

Schools have different rules regarding student outings, but in general you should be home by 9pm weekdays and midnight at the very latest on Friday or Saturday nights. You are not allowed to go out without a supervising adult unless there is written permission from the school, agent, parent or guardian specifying allowed activities and curfews. You must tell your host parents where you are going, give the phone number of who you will be with and tell them what time you will be home.

Bathroom:

- Be mindful of water usage and limit showers to 5 minutes.
- Wipe down sink after using it and try not to splash water all over the bathroom.
- If you do splash a lot of water on the floor, wipe or mop it up.
- Unplug all electrical appliances after use.

General Issues:

- NO Smoking – NO Alcohol – NO drugs. There is zero tolerance for underage students caught smoking, drinking or doing drugs and you could be removed from the homestay or even sent home.
- You must clean up any mess that you make yourself.
- Offer to help with the dishes after breakfast and dinner.
- Laundry should be placed in the appropriate place by a set time/day. If you want to do your own washing, ask your family how to use the washing facilities.
- You must respect your Homestay family and their belongings.
- If you break something, you will be expected to pay for repairs or replace the item. If you stain the carpet, you will be required to pay for the carpet cleaning. Major damage may be claimable under the homestay family's insurance; however you would be charged the excess amount for the insurance claim.
- The family is only required to drive you to and from school (if you have paid for transport). However, they may be able to help you with transport if it is convenient for them and will help you with bus timetables so you can catch a bus or assist you to call for a taxi (if your parent/guardian has given permission for your to use public transport).
- Students being transported to and from school should ensure they are ready on time to leave of a morning and be waiting for their homestay family at the pre-arranged time and place after school.



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