



Geelong  
Lutheran  
College

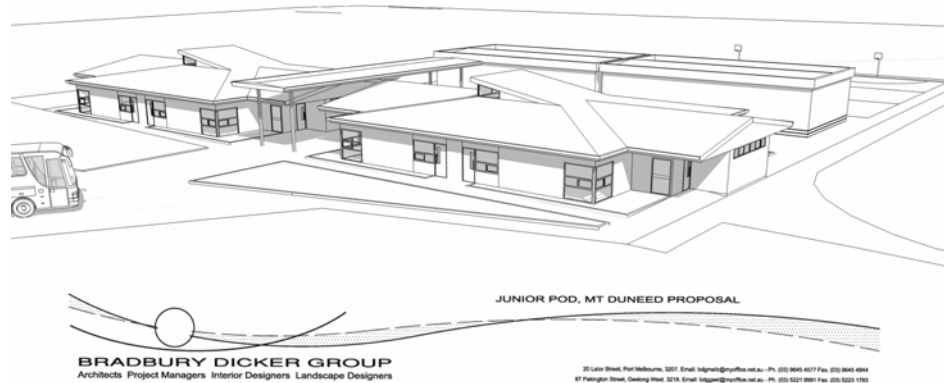
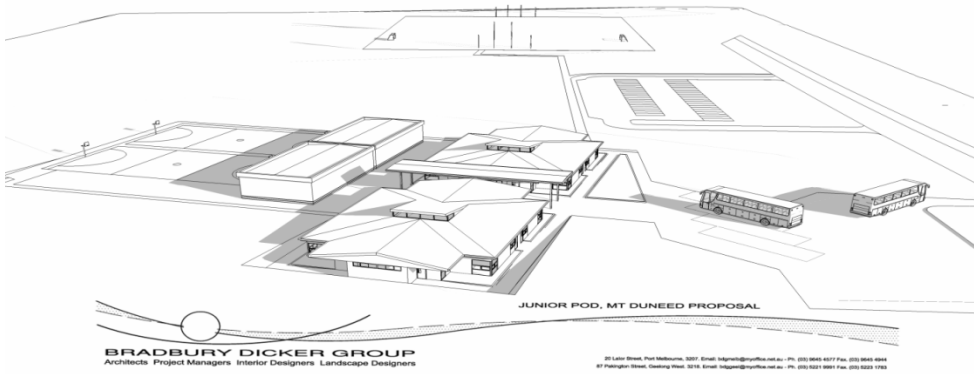
BY GRACE ALONE

*Prospectus*

---

## Contents

From the Principal.....	3
Guiding Principles.....	4
Background.....	7
The Curriculum.....	8
Staffing.....	20
Caring For Your Child.....	21
Administrative Matters.....	24



---

## *From the Principal*

*Thank you for your interest in Geelong Lutheran College and taking the time to request and read this Prospectus. I trust it will provide you with enough information to assist your considerations as you decide on a Prep to Year 12 school for your child. If you would like more information however, please do not hesitate to contact the College and arrange a time for an interview and or a virtual tour of our College and its facilities.*

*Geelong Lutheran College will open its doors for the first time in 2009 to provide a quality education for the people of Geelong in a Christian Family Environment. Geelong Lutheran College is a Christian school promoting lifelong learning in a Christ-centred environment. Staff, students and families are encouraged and assisted to realise their God-given gifts, helping them to be responsible, contributing members of the College, Church and wider community. At Geelong Lutheran College we endeavour to ensure that all students reach their fullest potential spiritually, academically, emotionally, socially and physically.*

*Geelong Lutheran College is fortunate to begin its journey with the inheritance of a solid foundation of a positive school culture and ethos built over many years by the committed team of quality staff at St John's Lutheran School, Geelong. We are committed to ensuring that these elements of quality; the ethos, the reputation and a quality education continue at Geelong Lutheran College.*

*I look forward to meeting you and sharing with you the attributes that make Geelong Lutheran College a great place to educate your child.*

*Thank you again for the interest you have shown in Geelong Lutheran College.*

*Gary Jewson*

---

## *Guiding Principles*

### *Our Emblem & Motto*

**The School Crest** is based on Luther's rose. There is a black cross in the naturally red heart; for from the heart we must believe in Jesus, who was crucified for our salvation. The painful reality of the cross should promote a living faith within the heart. The heart stands in a white rose to show a faith that is giving joy, comfort and peace. The rose is white, the colour of purity to show that our joy does not come from the darkness of the world. The rose is placed in a sky blue field; for our joy in Jesus is already a beginning of heavenly things, as we understand our salvation. All this is encircled by a golden ring; for our heavenly salvation lasts forever and is more precious than anything else.



**The School Motto** 'by grace alone' expresses a central Christian conviction. Christians believe that through Jesus Christ, all people can experience God's love and favour as a pure gift. Grace means undeserved, unconditional love. In Jesus Christ, God has extended this love to all people, holding out the hope of forgiveness and a new beginning. Experiencing this love is a matter of trust, or faith. It cannot be attained by personal achievement or being good enough. In the Lutheran tradition, we summarise this wonderful truth by saying that we are saved by grace alone, because of Christ alone, through faith alone. At Geelong Lutheran College, we are committed to seeing this same grace fulfilled in every student's relationship with God, and embodied in all personal relationships within the school community.

### *Our Vision & Mission*

#### **The School Vision Statement**

Growing in knowledge and faith through Christ-centred learning.

#### **The School Mission Statement**

"Geelong Lutheran College shares the mission of all Lutheran schools and aims to encourage and support students, informed and sustained by the word of God, to develop their God-given talents so that they may shape and enrich their world."

---

## *Our Philosophy*

Geelong Lutheran College shares its vision with all Australian Lutheran schools. It is a vision based on God's own self-revelation in the Bible, the inspired word of God and the trustworthy source of all Christian teaching. The College endeavours to set up and maintain a framework of Christian attitudes and relationships which will, by the power of the Holy Spirit, permeate and integrate its entire life and work and thereby help it to grow as a caring community.

The educational philosophy of the College is therefore based on the recognition that God is the giver of all truth and that the skills and attitudes of the students are being developed and used for the glory of God through service to one another. This encourages the development of a Christian worldview that equips students to live an authentic Christian life in the context of Australian society.

This word of God informs all that we do at Geelong Lutheran College. It leads us to embrace a holistic philosophy of education, summarised in the following six principles:

- ***LEARNING CENTRED***: we are committed to creating an environment where students have a passion to explore, discover and analyse their world as part of an exciting life journey;
- ***SPIRIT SENSITIVE***: we are committed to discerning the personal spirituality of students, listening to their inner search for meaning, and giving space for the work of the Holy Spirit;
- ***PLANET CONSCIOUS***: we are committed to living on Earth as our fragile home, aware of a new global consciousness and inter-connectedness;
- ***WITH A CONSCIENCE***: we are committed to being active in the school community and alive to the social needs and injustices of our society;
- ***WITH A HEART***: we are committed to caring for the inner needs of students in their struggles with social, psychological and emotional challenges;
- ***AND A DUAL HERITAGE***: we are committed to celebrating our local Australian roots, our indigenous people and our inclusive international Lutheran connections with passion and pride.

---

## *Our Values*

Geelong Lutheran College supports and promotes the principles and practice of Australian Democracy, including a commitment to: elected Government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; the values of openness and tolerance.

As a Lutheran School, Geelong Lutheran College endeavours to achieve its Philosophy of Education through the following aims:

- we will celebrate God's love and our Lutheran heritage;
- we believe each individual has God-given gifts and talents; students will be encouraged and supported in developing those gifts;
- in our curriculum we will endeavour to provide a broad and appropriate range of subjects and promote innovation and excellence in teaching, learning and pastoral care;
- we wish to operate in partnership with families and the community and prepare students to make a valuable contribution to their local and wider community;
- our college aims to provide a student-centred environment in which students feel safe and are encouraged to serve others in their community with confidence;
- in our holistic approach to students we value equity, diversity, individuality and multiculturalism;
- we recognise our role as environmental stewards and accept responsibility for promoting sustainable practices.

*Geelong Lutheran College acknowledges the use of the following documents in the preparation of its Guiding Principles:*

- *Lifelong Qualities for Learners - A vision for learners and learning in Lutheran schools.*
- *Six Challenges: Six Mysteries (for LEA by Norm Habel)*

---

# Background

## History

The history of Lutheran Education in Geelong dates back to 1854 when the Lutheran Church established a school at Grovedale. This school remained as a Lutheran School until 1868 when it then became State School No. 283 which is now known as Grovedale Primary School. St Paul's Lutheran congregation has since established and continues to operate a successful kindergarten at its church site in Grovedale.

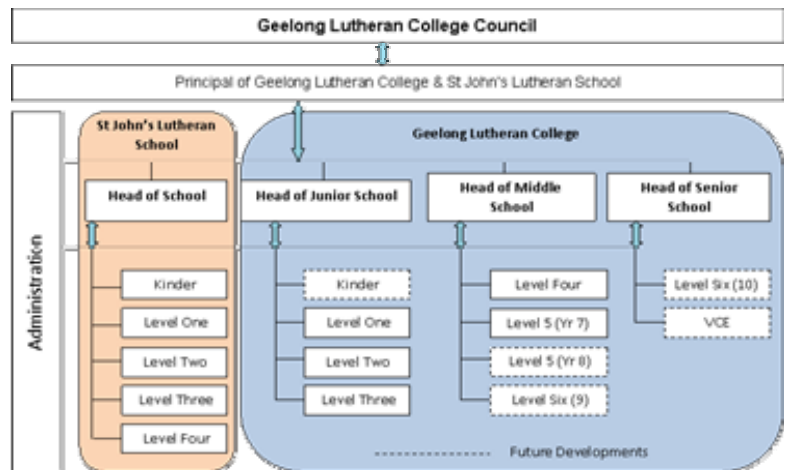
In 1962 St John's Parish commenced a primary school on the former Geelong Grammar site on the corner of Pakington and Aberdeen Streets, Geelong. St John's School is now a vibrant and well-respected Kindergarten to Year 6 School with 61 kindergarten enrolments and 270 primary students.

For many years the opportunity to establish a Lutheran secondary educational facility in Geelong has been recognised. A number of opportunities to purchase suitable sites with established facilities were missed over the last 20 years.

The recent trends in education to offer P-12 schooling have intensified the demand placed on Lutheran Education in Geelong to offer secondary education. The feasibility studies conducted in 2003 confirmed demand for a new Lutheran secondary college both from those enrolled at St John's and the substantial population growth expected over the next 15 - 20 years in the southern corridor from Geelong to Torquay. These studies also identified that given the lack of secondary schools - both government and non-government - south of the Barwon River, good opportunity existed to establish a new school in advance of the future urban growth.

## Governance

Geelong Lutheran College is owned and operated by Lutheran Education South Eastern Region under the authority of the Lutheran Church of Australia - Victorian District through the Geelong Lutheran College Association. The Geelong Lutheran College Association is made up of members from the LCAVD and from the Lutheran Churches in Geelong. The Geelong Lutheran College Association appoints members to the Geelong Lutheran College Council. The Council delegates the day-to-day running of the College to the Principal and staff.



---

# *The Curriculum*

*It is College Policy that we follow the Victorian Essential Learning Standards (VELS) as set down by the Victorian Education Department. In addition to this we teach Christian Studies according to the CSCF (Christian Studies Curriculum Framework) as recommended by the Lutheran Church of Australia. All curricula is underpinned and informed by the Lutheran Lifelong Qualities for Learners.*

## *Curriculum – Philosophy and Values*

Curriculum at Geelong Lutheran College:

- is based on the view of human life and understanding as being part of the whole of creation under the lordship of Christ;
- recognises that literacy and numeracy are basic and essential skills for learning;
- is structured to incorporate the 8 nationally recognised Key Learning Areas (KLA's) through the Victorian Essential Learning Standards (VELS). In addition the study of a ninth KLA, Christian Studies, is incorporated as an integral aspect of the curriculum. This conforms to Lutheran Education Australia policy;
- provides a range of learning experiences that centre on the individual student and his/her needs and abilities;
- is flexible and structured in such a way as to provide for the individual learning needs of students;
- actively models and incorporates appropriate technology within its delivery;
- is based on the concept that all students should study an essential common curriculum that will engage students in learning across the major fields of human study, knowledge and skills;
- promotes an appreciation of cultural diversity;
- promotes an awareness of environmentally sustainable practices and emphasises the importance of our stewardship over the environment.

## *Curriculum focus*

The theme of the College curriculum is 'Living in Community' and will have a focus towards the Surfcoast:

- learning about the coastal environment and how to best care for it through Outdoor Education, Environmental Studies and Science;
- interaction with the local coastal communities, including investigation of possible skills training for secondary students through VCAL and VET programs;
- development of students' technology and media skills to interact with the local community and the wider world.

---

## *Curriculum Structure*

The program of the College can be described as:

- Curriculum - the classroom based program; and the
- Co-curricular - the sports, Music & choir, enrichment, camps & excursions.

## *Curriculum Emphasis*

### **Outdoor Education**

Outdoor Education activities contribute effectively to the development of the whole child, allowing students to cultivate positive emotional, psychological, intellectual, physical and spiritual well-being through respect for each other and the environment. Through experiential learning in the outdoors, students are enabled to enhance their understanding of the environment and the way in which they can interact with the environment in a positive and meaningful way.

Through the Outdoor Education program, students will have the opportunity to experience firsthand, the diversity of God's creation through a variety of excursion and camping adventures. Working directly within the natural environment, students will develop competence and self reliance in a range of recreational situations: They will also learn to behave in a way that demonstrates their understanding and appreciation of the wonder and fragility of the natural environment in which they are temporarily living.



During the outdoor camps and activities, students will encounter events to enable them to deal with the unpredictable and unexpected. They will learn to be prepared, to manage themselves and assist others in difficult circumstances and to be a reliable and responsible team member and leader as the situation demands.

The physical demands of the Outdoor Education program will encourage students to develop and maintain a healthy lifestyle engaging in physical activity on a regular basis. Students will learn to acknowledge and appreciate their physical capabilities and those of their team mates; they will develop the ability to recognise the unique skills and abilities of their peers and utilise these in the team situation for the best advantage.

The College will provide a sequential program of annual outdoor education activities, starting with BBQs, sleepovers, progressing to camps and adventure programs and culminating in student planned autonomous expeditions.

Outdoor Education will be integrated with formal studies throughout the College Curriculum. Thus the activities will, over time, include elements of physical challenge, of applied health, of English, Mathematics, Science and Integrated Studies.

---

## Environmental Learning

The importance of enhancing our understanding of the environment with a view to its protection and nurture is increasingly acknowledged across all levels of society. As children of God we accept our role as stewards of His wonderful creation and are keen to see that students of Geelong Lutheran College foster a deep sense of connection and concern for the well being of the world in which they live.

Historically, humans have modified natural environments to meet survival, commercial, conservation and recreational needs. The natural environment is appreciated by different sectors of our society for a variety of different reasons; it provides a place for adventure, relaxation, scientific study, social action and commercial enterprise, all of which exact a particular demand on the environment. Differing perspectives on the use and availability of the natural environment can cause pressures and tensions between user groups and lead to a range of issues relating to environmental conservation and sustainability. At Geelong Lutheran College Environmental Learning permeates multiple areas of the formal curriculum. Students are encouraged to critically analyse and develop their own informed views about the appropriateness of the various uses of the natural environment and of the theories promoted for its preservation and nurture.



Through experiential and theoretical study of their environment and the issues affecting it both historically and into the future, students will learn skills and knowledge to:

- safely participate in activities in the natural environment;
- conduct studies to gain further insights and make predictions about what is and what will happen in the environment;
- discover ways in which they can actively contribute to the stewardship of their environment; and
- through all the modes and mediums of their study develop an enhanced respect and appreciation of the fragility of the natural environment.

Environmental Studies will be integrated with the Outdoor Education program throughout the College Curriculum.

---

## *Lifelong Qualities for Learners*

*In implementing its curriculum philosophy the College program is informed by the central Lutheran Christian values program called 'Lifelong Qualities for Learners.'*



As central to their mission and ministry, Lutheran schools seek to nurture individuals who are:

- aware of their humanity,
- open to the influence of the Holy Spirit, and
- growing in and living according to a cohesive worldview

*while*

Living in community and reflecting characteristics of God through core values, especially **love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation.**

*and*

Contributing to communities by being:

- ***SEARCHER & LEARNER***

Recognises and focuses on the Intellectual qualities of students by encouraging them to be:

- *Self directed, insightful **investigators and learners***
- *Discerning, resourceful **problem solvers and implementers***
- *Adept, creative **producers and contributors***

- ***LISTENER & COMMUNICATOR***

Recognises and focuses on the Emotional qualities of students by encouraging students to be:

- *Open, responsive **communicators and facilitators***
- *Principled, resilient **collaborators and leaders***
- *Caring, steadfast **supporters and advocates.***

Reference: A Vision for Learners and learning in Lutheran Schools. Lutheran Education Australia, 2005

---

## *Learning Areas*

### *Christian Studies*

The Christian Studies Curriculum has been organised into 4 strands: Christian Beliefs, Christian Church, Christian Living, and Christianity in the World. These strands identify the major understandings and processes essential to develop religious literacy from a Christian perspective. Teachers of Christian Studies are required to gain accreditation to teach Christian Studies.

In Christian Studies students are encouraged to appreciate the Christian response to social justice and ethical issues and the servant role of the Christian Church in society. For those students who have responded to the working of the Holy Spirit, Christian Studies also provides the opportunity for them to grow in their Christian Faith and in the expression of that faith in their lives. [Board for Lutheran Education Australia, 2004].

Christian Studies empowers students to become mature, participating citizens who are individuals, aware of their humanity and open to the influence of the Holy Spirit, who are growing in and living according to a cohesive world view, while living in community and reflecting characteristics of God through core values, especially **love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation.**

## **Physical, Personal and Social Learning**

### *Health and Physical Education*

Health and Physical Education develops healthy habits and attitudes to physical activity and includes: Regular Physical Education lessons, Life Education Van, Interschool Competitions, Swimming Lessons, Swimming Sports, Athletic Sports, Cross Country and a sequential Camps Program from Prep to Year 12.

### *Interpersonal Development*

Effective healthy, social relationships and the ability to work effectively in teams are developed by teachers through all aspects of learning. Interpersonal Development is positively supported and achieved by the 'You Can Do It' program to foster healthy habits of the mind built on the five pillars of **Confidence, Persistence, Organisation, Getting Along** and **Resilience**, through discussions, role plays, practical examples and scenario planning.

### *Personal Learning*

The purpose of Personal Learning is to develop learners who are encouraged and supported to take greater responsibility for their own learning and participation at school.

### *Civics and Citizenship*

Civics and Citizenship develops the knowledge, skills and behaviours that enable students to take action as informed, confident members of a diverse and inclusive Australian society with an understanding of our political and legal systems and processes and the history that underpins them.

---

## Discipline Based Learning

### *The Arts*

**Visual Arts:** is taught at all levels and the students will produce some fine works of art that will be used to display around the College. Students will experience a variety of techniques such as printing, painting, drawing, collage and sculpture.

**Music:** is taught to encourage musical appreciation and participation in singing and musical activities. The College also provides the opportunity for instrumental lessons if required. Year 3 - 7 students may have the opportunity to belong to the GLC Choir.

**Dance & Drama:** is integrated throughout the curriculum and students will have the opportunity to participate in Performing Arts activities in the classroom and at special events and culminating in a whole College Concert.

**Media:** is integrated throughout the curriculum and is designed to develop skills in media while enhancing the curriculum foci of the College.

### *English*

**Early and Middle Years Literacy** is implemented throughout the College and is a major educational focus of Geelong Lutheran College. Students in Prep to Year 4 are provided with a 2-hour literacy block each day and work in activity groups to develop their literacy skills and to their maximum potential.

### *Language Other Than English (LOTE)*

The German language is formally taught from Level 4. The students acquire the skills necessary to learn additional languages through this program and also learn about, and have the opportunity to be exposed to another culture.

### *Humanities*

This Learning Area involves the study of human societies and environments and people and cultures in the past and present. The humanities form a major part of the Integrated Curriculum using a theme approach to ensure outcomes are achieved across a number of areas and to utilise classroom time effectively amidst the 'crowded curriculum'. Humanities become focussed on Economics, Geography and History from Level 4.

### *Mathematics*

Numeracy is taught according to the **Early Years model** in Levels 1, 2 and 3. All students are assessed individually to determine strengths and weaknesses in all areas of Maths. Teachers encourage individual potential through the use of open-ended tasks.

In Level 4 the **Middle Years model** is utilised to maximise individual potential and provide positive experiences so that all students can achieve in Maths.

### *Science*

The College is committed to providing the students with a stimulating Science program that nourishes curiosity, wonder, questioning, and problem solving.

---

## Interdisciplinary Learning

### *Communication*

This Learning Area helps to underpin all learning and enables students to demonstrate and convey what they have learnt in different situations for different purposes and for different audiences. Communication assists students to understand that language and discussion differ in different areas of learning and that there is a need to learn the particular language involved in each.

### *Design, Creativity and Technology*

Students develop the knowledge, skills and behaviours related to investigating and designing by:

- using appropriate planning processes and design briefs;
- creating and developing ideas, applying information, and seeking and testing innovative alternatives;
- producing, including the selection and safe use of appropriate tools, equipment, materials and/or processes to meet the requirements of design briefs;
- analysing and evaluating both processes and products including, where relevant, any broader environmental, social, cultural and economic factors.

### *Information and Communications Technology*

The knowledge, skills and behaviours in this Learning Area enable students to:

- use information and communications technology (ICT) to access, process, manage and present information;
- model and control events;
- construct new understandings;
- communicate with others;
- use ICT and strategies to monitor learning patterns, to process data, to create solutions and information products that demonstrate understanding, and to share their work with others in ethical, legal and respectful ways;
- access up-to-date technology in their classrooms.

### *Thinking Processes*

This Learning Area encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours which are essential for effective functioning in society both within and beyond school. The study of thinking enables students to acquire strategies for thinking related to enquiry, processing information, reasoning, problem solving, evaluation and reflection.

The ability to think effectively in all situations is paramount to each student's potential to succeed and to prosper in an ever-changing, information rich and increasingly interactive world. Students need to be flexible learners, skilled problem solvers and be able to adapt to change. Thinking is an essential learning skill that needs to be explicitly taught, practised and developed.

---

## The Co-Curricular

### *Innovative Curriculum*

Geelong Lutheran College is an innovative school with dedicated teachers who carefully assess new curriculum and programs prior to any implementation of change. We acknowledge the individuality of students, their differing learning styles and their multiple intelligences. Our curriculum is structured to cater for the whole child. Students are encouraged to think creatively using thinking skills - De Bono, Blooms Taxonomy and PMI thinking.

### *Enrichment Activities*

There are a number of opportunities for students to be involved in activities beyond the classroom. They can participate in activities such as: College choir, talent quest, debating, the Tournament of Minds and sports - netball, interschool competition, softball, football, athletics, cross-country and swimming.

### *Camps & Excursions*

Students may be involved in camps and excursions from time to time during their schooling to enable them to further their learning and social/emotional skills development in a non-school setting. Excursions and camps may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational program offered at our College. See the section on "Tuition Fees" for advice on payments and costings.

### *Homework*

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

### *Student Welfare*

Geelong Lutheran College is dedicated to providing a safe and caring environment for all students. The Pastoral Care Committee reviews programs and implement strategies: Assertive Discipline; Character Education (Healthy Relationships) ensuring student security and safety while encouraging respect for self and others; good citizenship and positive behaviours such as self-discipline and cooperation. A buddy program may be utilised to assist the smooth transition of kindergarten students into the College. A vertical Home Group is to be utilized to support the transition process and to ensure a sense of belonging for students as they move through the secondary levels at the College.

### *Pastoral Care*

Geelong Lutheran College has the vision that we have been brought together by God's love in this time and place to learn, grow, serve, worship, and to care for one another. We see our vocation as that of serving God and serving God's children.

At Geelong Lutheran College we believe each child is a unique and special person created in God's image. It is a privilege to partner with parents and families as we walk with our students on this stage of their life's journey—which emphasizes growth spiritually, physically, intellectually, emotionally, and socially.

The family is the centre of spiritual and religious instruction. Parents are the primary 'pastors' for their children. The mission of Geelong Lutheran College is to support parents and families in their role. Religious education and pastoral care is woven into every aspect

---

of life at the College. We are distinctly Lutheran in our identity. This is reflected in our teaching, worship, and lifestyle. Our Lutheran heritage is reflected in our emphasis always on God's love, God's free grace, and God's ongoing care and presence in our lives. Our students reflect a diversity of religious traditions.

The Pastoral Carer's role is to lead and support the College community as we provide Christ-like care for one another. Each student and parent can expect to be valued, listened to, and cared for at Geelong Lutheran College. We aim to provide an environment that is safe and welcoming to all.

The Pastoral Care Coordinator is available to students and parents to:

- counsel with students and parents;
- support teachers and staff as they care for the unique needs of every student and family;
- extend care to families during times of crisis or trauma.

### *Leadership*

Although there will be many opportunities for leadership throughout the College, the Year 7 class will focus on developing whole school leadership and will be given many opportunities, particularly as the founding senior class, over the next 6 years. Some of the Leadership opportunities will be:

- leadership Training;
- leadership with devotions/worship;
- assist with Assemblies, Sporting and Special activities;
- set a good example in behaviour, dress and work standards for other students;
- represent the College on special occasions, eg. Geelong Schools ANZAC Service;
- act as leaders of Student Council;
- help with preparation of school activity pages for the College Magazine;
- make displays about sporting activities for the bulletin board.

---

# *Teaching and Learning*

## **Introduction**

It is the mission of Geelong Lutheran College to recognise, in each individual, his/her God given gifts and talents, and to work with each person to encourage and support the development of these gifts.

In order to achieve this mission, the culture of the College will be one of mutual care, understanding and acknowledgement of the wide ranging gifts and talents with which each person has been blessed. In the classroom, this culture is manifested in the positive relationships among students and between students and teachers. It is also nurtured and supported through the employment of relevant and strategic teaching structures and systems complementing a curriculum that reflects the interests, learning styles and needs of each student.

Principles underpinning the development of curriculum at Geelong Lutheran College include:

- innovation and excellence in teaching, learning and pastoral care;
- a diverse range of learning experiences that centre on the individual student and his/her needs, abilities and interests;
- flexibility and structure that provide for the individual learning needs of students;
- best practice in pedagogy that models and incorporates appropriate technology within its delivery.

In support of these principles, Geelong Lutheran College will employ a multiage teaching structure and maintain a strong strategic approach to professional development of pedagogical practice amongst all teachers.

## **Multiaging**

The multiage classroom is an organisational structure and system based upon a student centred developmental philosophy of learning.

Conventional school organisation involving single year classes has typically had the student fit the curriculum offered. In reality, a conventional grade based upon chronological age can include students with a large variation (a number of years) in learning ability and levels of achievement. Yet, often in this context, teachers still pitch the learning activities at the level of the average student. This means that the specific learning needs of a large number of students at the higher and lower ends of the learning spectrum are not appropriately met.

Multiage classrooms, on the other hand, demand that teachers very intentionally focus on meeting the needs of all students in the class and adapt the curriculum to fit the students. This approach necessitates teachers preparing a variety of motivating activities, with attention to learning styles, multiple intelligences, and interests, as well as abilities. The range of activities and tasks are planned around the needs of the particular cohort of students in the class to achieve particular learning goals. They are chosen to allow for sequential development of learning over an extended period (often 2 or more years) and consistently modified to accommodate the different rates of learning amongst students.

---

In multiage classes a range of student organisations are also necessary. Arrangements may include the organisation of students into ability groups in such skill areas as language and maths, friendship groups for activities like art, interest groups for Integrated Studies or mixed ability groups where a variety of roles is required. The type of grouping is determined by the nature of the activity and can be negotiated by both students and teacher.

Consistent acknowledgement of the need to address each student's interests and abilities, in combination with a more developmental approach to teaching, ensures that students receive highly relevant instruction based on individual needs all of the time.

Students also develop positive attitudes to other students of different age groups and relate well to them, similar to the way they do in 'out of school' situations. We believe this is more natural for them.

### *Beliefs That Guide Multiage Teaching*

A belief:

- in child-centred learning;
- that active, concrete learning experiences are essential for younger students;
- in the whole child;
- in the importance of community;
- that many kinds of learning are essential;
- that human interaction, including conversation, supports rather than detracts from learning;
- that continuity in the school setting is of value to younger students;
- that the traditional role of schools in society remains important;
- that student progress should be assessed by looking at individual growth rather than by comparing students with others in the age group;
- that the learner can be trusted;
- that the teacher is also a learner;
- that a wider-than-usual range of ages best supports these convictions.

### **Assessment & Reporting**

Assessment describes the ongoing process of purposeful gathering, analysing and reflecting on evidence gained from student work to make informed judgements about students' learning. Assessing student learning is interactive, involving both students and teachers in the process of making judgements about current and future learning. Collection of evidence for assessment is therefore planned, focussed and systematic, reflecting the scope and increasing complexity of learning across stages of schooling.

We engage in purposeful assessment and reporting in order to provide teachers, parents and students with timely information about how an individual student is progressing both academically, non-academically and with goals for the future. There is a consistent whole school approach to assessment and reporting. This enables the flexibility required for each

---

teacher to reflect on the individual needs of the student as well as the special character of the learning programme being delivered.

A balanced approach to assessment will incorporate:

- *assessment of learning* - providing students with opportunities to demonstrate what they know and can do; gathering and recording evidence of students' learning; using the evidence to make overall judgments about students' learning and using this information to determine students' level of performance and for reporting students' progress in mathematics.
- *assessment for learning* - information gained by teachers about student learning during the course of a unit to improve the learning work for students, used to shape curriculum planning, learning and teaching practices
- *assessment as learning* - opportunities students have to monitor their learning opportunities during a unit of work to identify, evaluate and reflect on how they are learning, what they are learning, make connections with other learning and understanding and set goals for future learning (Earl, 2003)

## Pedagogy (Teaching Style)

The teaching style and the activities employed by the teacher are critical in establishing and supporting a positive learning environment for all students. The quality of the curriculum is obviously important, but the way in which the teacher delivers the curriculum is also critical. Teachers must be professionally prepared to ensure that they are consistently engaging all students in relevant, stimulating and purposeful learning activities in order to support the achievement of appropriate learning outcomes.

To this end, teachers are committed to strive for excellence in pedagogy through engagement with the auditing and professional development process promoted through the Principles of Learning and Teaching from the Department of Education and Early Childhood Development, Victoria. They will continually reflect upon their teaching practice and consistently strive for optimal student learning by:

- maintaining a learning environment that is supportive and productive;
- maintaining a learning environment that promotes independence, interdependence and self motivation;
- ensuring that students' needs, backgrounds, perspectives and interests are reflected in the learning program;
- challenging and supporting students to develop deep levels of thinking and application;
- utilising assessment practices as an integral part of learning and teaching;
- constantly finding ways to connect learning with communities and practice beyond the classroom.



---

## *Staffing*

It is the policy of the College that teachers are confessing Christians, in most cases Lutherans, who complete the *Spiritual, Theological and Vocational Pathways* course to gain Accreditation to teach in Lutheran Schools. Teachers of Christian Studies are required to gain accreditation to teach Christian Studies. All teachers must be registered with the Victorian Institute of Teaching.

At this stage, staff for 2009 is:

PRINCIPAL	Mr Gary Jewson
<b>TEACHING STAFF</b>	
<i><b>Middle Years</b></i> Junior Secondary - Level 5 (Yr 7)	<i>Staff to be appointed as enrolment dictates</i>
<i><b>Middle Years</b></i> Senior Primary - Level 4 (Yr 5 & 6)	<i>Staff to be appointed as enrolment dictates</i>
<i><b>Early Years</b></i> Middle Primary - Level 3 (Yr 3 & 4)	<i>Staff to be appointed as enrolment dictates</i>
<i><b>Early Years</b></i> Junior Primary - Level 2 (Yr 1 & 2)	<i>Staff to be appointed as enrolment dictates</i>
<i><b>Early Years</b></i> Prep – Level 1 (Prep)	<i>Staff to be appointed as enrolment dictates</i>
<b>SPECIALIST TEACHING STAFF</b>	
Librarian: Music: Information Technology: Reading Recovery: LOTE (German): Art: Science: Pastoral Care Coordinator: Integration Aides:	<i>Staff to be appointed as enrolment dictates</i>
<b>ADMINISTRATION STAFF</b>	
<i>Office Manager/Bursar:</i>	Mrs Marian Wilson
<i>Receptionist:</i>	<i>Staff to be appointed as enrolment dictates</i>
<i>Office Assistant:</i>	<i>Staff to be appointed as enrolment dictates</i>
<i>Business Manager/Treasurer:</i>	Mr Graeme Huf

---

## *Caring For Your Child*

### *Something Special about Lutheran Schools...*

Lutheran schools seem to have a special ambience that is noticeable as soon as you step inside the gate. It is difficult to pinpoint what it is that creates this ambience but a major contributor is the conduct of the students themselves. As soon as you walk in the gate you become aware of students who are happy. They appear open and friendly, confident and warm. They will look you in the eye, smile at you and say "Hello!"

*What is it that happens in Lutheran schools that engenders this happiness?*

This student culture is created by a number of factors, all of which require extra effort, time and dedication on the part of the staff. These are:

- a focus on building positive relationships that is based on mutual respect and trust between the teachers and each of their students;
- emphasis on the development of the whole child. Students are encouraged, through positive role modelling and consistent Christian guidance, to take initiative, to take responsibility and to be accountable;
- concentration on positive pastoral care. All students are aware that their teachers are concerned about their individual experiences and needs. Each child is encouraged to share their troubles and joys with the teacher;
- consistent involvement and communication with parents. By actively encouraging parents into the College, greater understanding and appreciation of the College's aims and procedures are promoted. When the parents feel happy about their school, their children also feel good about where they go and what they do each day.

### *Learning self-responsibility & self-care*

It is our belief that God creates each person with unique gifts and talents. Each person has a valuable contribution to make for the good of all. God loves each person. Ultimately our goal is for each student to realise both their value and the responsibility they must take in their own lives and learning.

However, none of us is perfect, and when mistakes are made consequences must be faced. For students, this correction is firm yet caring, with the aim of developing self discipline which is intrinsically motivated. An errant student will be given guidance and be reminded of the school rules. Inappropriate actions are dealt with and consequences given, whilst all students are loved and forgiven.

The College rules which each student is asked to practise are:

- SAFETY - I will play safely and fairly.
- RESPECT - I will respect others, the College and myself.
- SPEAKING - I will speak politely and use appropriate language.
- LISTENING - I will listen and follow directions.

---

## *Our Responsibility*

In our care for students we will remember that:

- **Each student is special**
  - It is our belief that each person is created by God with unique gifts and talents. Each person has a valuable contribution to make for the good of all. God loves each person.
- **Correction and guidance needed**
  - All of us make mistakes from time to time and we are prone to doing wrong. Students will need to be corrected at times and given guidance in the way they should live. This correction is firm, yet caring with the aim of developing self-discipline and a Gospel motivated life.
- **Forgiveness essential**
  - When mistakes are made, consequences must be faced. However, as our Lord forgives us, forgiveness is also offered to the errant student. In spite of wrong doing, God loves all people and each person is still special and offered the forgiveness earned for all by Jesus.
- **Co-operation vital**
  - Close co-operation between parents and teachers is vital for good discipline and a Gospel motivated way of life to be achieved. It is this close co-operation between parents and teachers that constitutes one of the strong points of Geelong Lutheran College.

## *Parent's Responsibility*

It is our belief that a child's upbringing (spiritually, academically, emotionally, socially and physically) is primarily the responsibility of parent/s. Schools exist to support parents in this important task. It is only working together as a team that an effective education in all areas can be offered. To this end it is expected that parents who enrol their children will:

- give open support for the ethos and practices of the College;
- encourage and assist their children in their learning, not just for homework but their whole embrace of school life;
- seek to ensure that their children comply with the rules of the College, especially behaviour in public, personal grooming and uniform;
- participate in the life and activities of the College community.

Please see the section entitled 'Parental Involvement' for some ways of participating in your child's life at the College.

---

## *Pastoral Care*

Geelong Lutheran College is committed to supporting children and their families through the provision of Pastoral Care. [See the section on The Co-Curricular under Learning Areas for more detailed information]

# Administrative Matters

## Fees & Charges

### Tuition

Funding for Geelong Lutheran College is derived from three main sources: the Commonwealth Government; the State Government; Tuition Fees. The funding given to independent schools is considerably less than that given to state schools - therefore the charging of tuition fees is necessary.

Geelong Lutheran College Council aims to keep tuition fees to a minimum without sacrificing quality, and to make an education at our College accessible to anyone who desires it. This is only possible if all families meet their commitment. However, Christian love and understanding is always used in cases where difficult circumstances arise and alternative arrangements for payment can be considered.

A non-refundable application fee of \$50 per student shall be payable on the lodgement of College enrolment forms. This fee is to cover administration costs and is not deductible from future tuition fees. It does not guarantee a position at the College.

A voluntary building fund contribution of \$50 per student per term is fully tax-deductible.

An enrolment deposit of \$200 will be required for any student when accepting a position offered at the College. This amount is non-refundable should the position not be taken up. This fee will be deducted from the first term tuition fee account for students attending the College.

<i>2009 Fees</i>	Primary		Secondary (7 – 9)		Secondary (10 – 12) Est.	
	Per Term	Per Year	Per Term	Per Year	Per Term	Per Year
Tuition Fees	\$607.50	\$2,430	\$1,100	\$4,400	\$1,500	\$6,000
Subject Levies & Charges	<i>included</i>		<i>included</i>		<i>included</i>	
Class Excursion	<i>included</i>		<i>included</i>		<i>included</i>	
Camps/Trips	<i>As charged</i>		<i>As charged</i>		<i>As charged</i>	
Swimming/Extra Sports	<i>As charged</i>		<i>As charged</i>		<i>As charged</i>	
Book lists	<i>As charged</i>		<i>As charged</i>		<i>As charged</i>	

<b>Voluntary Tax Deductible Building Fund</b>	\$50 per term/\$200 per year per child
<b>Application Fee (<i>non refundable</i>)</b>	\$50 per child
<b>Enrolment Deposit (<i>non refundable</i>)</b>	\$200 per child
<b>Sibling Discounts</b>	\$300 for second child \$400 for third child \$500 for fourth and subsequent children

---

*Discount to apply across both St John's Lutheran School & Geelong Lutheran College*

## **Books & Supplies**

All requirements for students at each year level are purchased through the College at the commencement of each year. The College arranges competitive rates through a local stationery provider enabling teachers to plan class programs knowing that all students have the necessary items of similar format. Parents are advised in advance of the costs involved.

## **Camps & Excursions**

Camps and excursions are kept to a reasonable and affordable cost. Parents are notified of camp costs as soon as practicable, with the amount owing being charged on the following term's fee statement. An excursion levy is applied each year according to a student's level at school to cover the cost of organized excursions and like activities.

## **Transport**

Parents are responsible for organising their children's transport to and from the College. Bus transport may be available at Geelong Lutheran College.

Times and services for Government school buses can be obtained from the Regional Bus Coordinator at Matthew Flinders Girls Secondary College on 5221-8834.

## ***Uniform***

All students are required to wear the appropriate Geelong Lutheran College uniform to school each day and for excursions, sporting activities and functions. The wearing of the uniform is mandatory and it is expected that all students comply with the dress code at all times. In Terms 1 and 4, school hats are compulsory for all students when involved in outdoor activities. A sports uniform is required for all Physical Education and sporting activities.

Uniforms are available through:

Bellarine Uniforms  
63 Myers Street,  
Geelong,  
(03) 5224 2229.

At this stage Geelong Lutheran College does not have a second-hand uniform shop.

Full uniform lists are provided to parents.

## ***Car Parking***

Ample parking is available on the College grounds.

---

## *Before & After School*

Students should arrive at school after 8.30am and preferably before 8.45am to prepare for the coming day. Teachers supervise all school gates from 3.30-3.50pm. Students are then brought to the Administration Area until a parent collects them.

## *Parent Involvement*

Geelong Lutheran College values the active involvement of parents in its program and fund raising efforts. The College's aims can only be achieved if parents are aware of, and are actively involved in the College's programs and activities. A range of formal and informal opportunities exists for parents at a level of commitment of their own choice.

Parents can positively assist and support their children and the staff in many ways and are urged to consider in what capacity they may best contribute to their children's education and well-being. All volunteers over the age of 18 are required to have a Working With Children card before taking part in College-related activities involving students.

## *Parents and Friends*

Parent participation is critical to the effectiveness and success of the Parents and Friends. All parents are encouraged to take an active role in the Parents and Friends by supporting the various activities that may be planned each year to foster fellowship throughout the school community and to raise funds to assist the College in providing the students with a high standard of equipment and resources.

In consultation with the College, funds raised by Parents and Friends activities may be used to support the provision of: internal and external furnishings, computer equipment, audio-visual facilities, resources for the library, playground equipment, games, musical instruments, classroom and library books plus a wide range of invaluable aids to the students' education, comfort and enjoyment.

The Parents and Friends Group is established under the approval of the School Council and is required to act under the policies of the College and under the direction of the principal. Each family unit (including carers) who has a child at the School automatically becomes a member of the Parents and Friends Group. Membership is also open to any person who is associated with, or has an interest in, Geelong Lutheran College.

## *Classroom Helpers*

Parents are encouraged to help through the classroom helpers program which may include:

- friends of the Library;
- canteen;
- sporting programs;
- excursions & camps, etc.

All volunteers over the age of 18 are required to have a Working With Children card before taking part in College-related activities involving children.

---

Parents gain a great deal through their involvement in the College's activities and their children receive substantial personal, material and educational benefit as well.

## *Canteen*

Canteen facilities are not provided at the College at this stage.