

St Margaret's



2012 Parent HANDBOOK



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Primary Reception		3862 0722
Primary Student Absentee Line		3862 0729
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Secondary Student Absentee Line		3862 0730
Principal	<i>Ms R Curtis</i>	3862 0761
Deputy Principal	<i>Mrs M Carroll</i>	3862 0771
Business Manager	<i>Mrs T Williams</i>	3862 0764
Head of Primary School	<i>Mrs A Drysdale</i>	3862 0876
Head of Teaching & Learning (Primary)	<i>Mrs N Devlin</i>	3862 0875
Head of Planning & Organisation (Primary)	<i>Ms M Surtees</i>	3862 0889
Head of Secondary School	<i>Ms S Shaw</i>	3862 0744
Head of Teaching & Learning (Secondary)	<i>Mrs M Brumpton</i>	3862 0703
Head of Boarding	<i>Ms L Fowler</i>	3862 0811
Deputy Head of Boarding	<i>Mrs L Chadwick</i>	3862 0796
Head of Sport	<i>Mr H Lobegeiger</i>	3862 0737
Head of Co-Curricular Music	<i>Mr B King</i>	3862 0746
School Chaplains	<i>Rev. D Murphy</i> <i>Rev. N Colledge</i>	3862 0715 3862 0716
Careers Counsellor	<i>Ms E Johnston</i>	3862 0710
Personal Counsellor	<i>Mrs T Barlow</i>	3862 0709
Head of Year 12	<i>Mrs J Lishman</i>	3862 0724
Head of Year 11	<i>Mrs K Alford</i>	3862 0836
Head of Year 10	<i>Ms L Downey</i>	3862 0807
Head of Year 9	<i>Mrs A Bowen</i>	3862 0752
Head of Year 8	<i>Ms N Holley</i>	3862 0805
Head of Faculty - English	<i>Mr J Shorter</i>	3862 0885
Head of Faculty - Health & Physical Education	<i>Miss D Upton</i>	3862 0821
Head of Faculty - Humanities	<i>Mrs A Gerlach</i>	3862 0859
Head of Faculty - Modern Languages	<i>Mr S Rowe</i>	3862 0753
Head of Faculty - Mathematics	<i>Mrs J Sharpe</i>	3862 0712
Head of Faculty - Science	<i>Mr C Farrelly</i>	3862 0748
Head of Faculty - The Arts	<i>Ms L Smith (Acting)</i>	3862 0755
Head of Faculty - Technology	<i>Mrs A Minotti</i>	3862 0728
Head of Library Services	<i>Mrs L Charlton</i>	3862 0739
Coordinator – Learning Enhancement and Support	<i>Mrs A Crockett</i>	3862 0735
Coordinator - ESL	<i>Mrs L Chadwick</i>	3862 0796
Coordinator – VET	<i>Mrs R Kristenson</i>	3862 0898
Head of ICT	<i>Mr D Downes</i>	3862 0777
Marketing and Communications Manager	<i>Ms C Erbs</i>	3862 0763
Health Centre		3862 0778/ 0438 797 737
Boarding House		3862 0800

For all staff email:

- First Initial
- Surname
- @stmargarets.qld.edu.au

Eg. sshaw@stmargarets.qld.edu.au

ABOUT THE SCHOOL

History

St Margaret's Anglican Girls School was founded in 1895, by the Anglican Religious Community, the Sisters of the Society of the Sacred Advent. The school originally opened in a former boys' school, Eton High School, at Nundah, but eventually moved to Ascot, its current location. Sister Emma was in charge of the school, and the Headmistress was Ms Caine. There were 23 boarders and four day pupils by 1902.

In 1907, the school moved to Toorak House, but three years later moved again to Albion Heights. Two years later it was renamed as St Margaret's Church of England Girls' School.

The school celebrated its 75th anniversary in 1970 with the opening of Toorak, encompassing a library, staff room and science laboratories. The Middle Block and the Commercial Room made way for Avoca and the Jackson Wing to accommodate the growing number of students in the 1970s and 1980s.

In 1995, the school's centenary year, the Philip Harris Sports Centre was built to provide new sporting facilities. On 31 May 2003, then Minister for Education, Ms Anna Bligh, opened The Arts Centre. The Arts Centre supports the school's visual and performing arts program with facilities including three art studios, pottery area, and a display gallery.

In 2012, the new Science and Resource Centre will be named the Eunice Science and Resource Centre in honour of Mother Eunice. Mother Eunice was appointed Mother of the Order of the Sisters of the Society of the Sacred Advent in 1982, and in 2012, she will celebrate 45 years professed and 30 years as Mother.

The School Badge

The St Margaret's badge reflects the school's history and traditions, with St Margaret's girls proudly wearing the shield of blue and silver over many generations. The blue and silver represent devotion and purity. In the top right hand corner of the badge is the Guild Cross, which reinforces the school's link with The Society of the Sacred Advent. The Anglican faith on which the School is founded is reflected in the Bishop's mitre in the lower left corner. A band, symbolising strength and stability, supports the initials of the School.

Beneath the shield is the School motto *Per Volar Sunata – 'Born To Fly Upwards'*.

The Anglican faith underpins all that we do at St Margaret's and is enacted daily by each member of the St Margaret's community as we interact with each other.

Mission Statement

In a supportive Christian environment, reflecting the philosophy of the Sisters of The Society of the Sacred Advent, St Margaret's Anglican Girls School aims to provide excellence in teaching and learning within a broad, balanced and flexible curriculum complemented by other school activities; preparing confident, compassionate, capable women able to contribute in a global community.

Values Statement

<i>Spirit</i>	<i>We value and demonstrate an enthusiasm for the School, our heritage and our achievements. St Margaret's spirit is in all of us and it is there for life.</i>
<i>Faith</i>	<i>We welcome and embrace all in sharing the Christian message, example and spirit of love, compassion, hope and charity.</i>
<i>Respect</i>	<i>Respect for self, others and our environment is encouraged and accepted as the responsibility of each member of the school community in developing an environment that is caring, supportive and cooperative.</i>
<i>Integrity</i>	<i>We value honesty, trustworthiness, loyalty, truthfulness, courtesy, understanding, reliability and ethical behaviour from all.</i>
<i>Courage</i>	<i>We encourage strength of character and confidence in doing what is right and in stepping beyond our comfort zone.</i>
<i>Passion</i>	<i>We enjoy life, learning and our experiences by being positive, committed and willing to embrace challenge and change.</i>

Values Based Education

The St Margaret's community has identified six core values – *spirit, faith, passion, courage, integrity and respect* as the values that bind us together and guide our daily actions. In the learning and teaching environment, St Margaret's students develop a deeper understanding of the importance of values in their life. Teachers, parents and members of the community come together to reinforce the way in which values, as part of our lifelong learning, support the development of our character and prepare us to accept our place in the world and the contribution we can make to the quality of life for others less fortunate than ourselves.

The work done by the Sisters of The Society of the Sacred Advent over the past 112 years continues to provide a clear and compelling framework for values education at St Margaret's.

1. A St Margaret's student understands the Christian principles in the Anglican tradition within a 21st Century context.
2. A St Margaret's student will worship and celebrate the grace of God and in doing so will display support for the Anglican ethos of accepting social responsibility.
3. Care and compassion is taught to assist students to develop a sense of Christian character - to love and serve God and our neighbour. St Margaret's students should strive to be living examples of the Christian values and philosophy espoused by the Sisters of the Society of the Sacred Advent, and on which the School was founded.
4. Teaching the significance of respect and tolerance for all is important in the education of our students. This will assist the girls to develop their understanding of doing your best; accepting success and failure and understanding that failure in its rightful place is an important stepping stone to success.
5. Understanding the diverse nature of the world and valuing diversity adds to our appreciation of difference. The St Margaret's community celebrates cultural diversity.
6. A St Margaret's student will know the significance of honesty and trustworthiness as qualities that she should draw on to determine her actions. She will be true to herself in being honest at all times and will be recognised by others as someone who can be trusted. In this way a St Margaret's student will be overtly supporting the ethos of the Anglican faith in the broader community.

7. Integrity and character in the life of our students is important and will help them develop and strengthen moral courage.
8. A St Margaret's student will learn to discriminate between what is right and wrong; what is just and unjust and will endeavour throughout her life to help others to transform unjust structures of society.
9. A St Margaret's student will develop respect for all and learn the importance of embracing a global perspective. Students are challenged to consider how they look at the world and what constitutes their worldview.
10. A St Margaret's student will understand how to be a leader in developing a balanced life that reflects self-care. This will involve students understanding five key principles of self-care:
 - Prayer - *meditation and reflection*
 - Outreach - *community and civic service*
 - Words - *reading and listening*
 - Equipping - *lifelong learning*
 - Relationships - *family, friends and colleagues.*

A St Margaret's student will display pride in her school and uphold the motto of *PER VOLAR SUNATA*.

Goals

1. To promote and develop our Anglican heritage through the Christian message of love for one another, care for the individual, and direction and hope for the future.
2. To offer a broad, balanced and flexible curriculum that enables each student to fulfil her potential now and in the future.
3. To complement the academic curriculum with a wide range of other school activities which provide opportunities for the development of a balanced individual.
4. To pursue and promote excellence in teaching, learning and assessment within a positive learning environment.
5. To develop confident, capable, balanced young women with attitudes, skills and abilities; and a knowledge base for critical intelligence, creativity, effective communication and enthusiasm for lifelong learning.
6. To foster effective communication and a sense of community within the school family and to strengthen positive links with the wider community.

Principles Underpinning the Education of Girls

Girls' schools are dynamic and challenging places; they work towards the growth of the whole person. They prepare young women for a future where problem solving and decision making, healthy personal relationships, confidence and lifelong learning are important.

- Girls in girls' schools achieve significantly stronger academic results.
- Students are taken seriously, and are given opportunities to voice their views.
- Negative stereotypes about girls and women gain no acceptance.
- Students dare to take intellectual risks because the classroom is an area for cooperative discovery.
- Students see female role models, and learn to expect successful outcomes from their own efforts.
- All activities are open to the girls; they participate, influence and lead.
- Students thrive and excel in collaborative teams.
- Girls can work through the challenges of adolescence without the scrutiny of boys.

- Girls' schools allow students to work out their relationships with each other in safety.
- Girls have first place on the sports field, at the computers, in front of the microphone and in class.
- There are no obstacles preventing girls from seeking a career in any area.
- Student achievements are celebrated.

Our Strategic Direction

M-ergence – A Strategic Vision 2009-2013

Strategy 1: Maintain and Build our Sense of Community

We will continue to build on good relationships with all sectors of the Community, through high quality and regular communication, inclusion and celebration.

Strategy 2: Maintaining Academic Reputation Based on Successful Teaching and Learning

We will continue to strive to optimise learning opportunities for all Students, to enhance academic outcomes and to maintain our reputation for the successful delivery of learning outcomes.

Strategy 3: Balance and Diversity of Educational Opportunity

We will maintain a balance between the established ethos of the School, the holistic education of each child and the striving to respond to individual achievement and success within our values-based educational environment.

Strategy 4: Environment: Resources, Facilities, Size

We will focus on the physical aspect of the School, planning for optimum standard of resources and giving priority to the maintenance, refurbishment and renewal of School facilities, in order to enhance the learning experience and the educational outcomes for our Students.

Strategy 5: Vision, Governance and Implementation

We will continue to a School which upholds our high professional standards but which is embracing of innovation and change for the betterment of Students now and in the future. We encourage good Governance, management and implementation of strategies which will realise this goal. We recognise the need to respond to rapidly changing educational, political, economic and social demands within local, national and global contexts, whilst remaining true to our established values, philosophy and dreams for our Student's futures, experience and the educational outcomes for our Students.

Strategy 6: Enhancing Reputation and Competitive Advantage

We will capitalise on our strengths, be innovative and reactive to changing dynamics in the marketplace and strive to present our School as the number one all girls' school in Australia.

The House System

The House group is a combination of students from all year levels from Preparatory to Year 12. Students remain in the same House whilst at St Margaret's.

There are eight Houses, named after great authors in notable periods of literature. They are:

BEDE (yellow)	CHAUCER (red)
HERRICK (orange)	KENDALL (lime green)
LAWSON (light blue)	MILTON (emerald green)
SPENSER (royal blue)	TENNYSON (purple)

Students elect House Captains to lead and organise House activities. The House participates in sporting, cultural and community activities and this serves to strengthen the House identity. It provides an avenue to learn cooperation, develop teamwork, work for the good of the whole school and put personal ambitions after service to others. Older students have the responsibility of encouraging and leading the younger students. Activities across a range of age groups encourage the formation of friendships through different year levels and foster a sense of school community.

The eight Houses also undertake fundraising to support a range of charities selected by the students. This is a leadership opportunity in the Houses for the older girls to motivate all to be involved. Fundraising is carried out during the year in various ways such as sweet stalls, car washes and some special events. In addition to the Charities particularly selected by the Houses, a special effort is often made to raise additional funds in times of international events. Each House has staff members who support and assist the House Captains in organising House activities.

Absences

When a student is absent, the School must be notified on the morning of the absence before 9:00am, but preferably before 8:20am.

Primary Absentee Line – 3862 0729; Secondary Absentee Line – 3862 0730.

The School will contact parents/guardians if we have not been informed of your daughter's absence. When a student returns from absence, she must produce for her Form Teacher an absence note, stating the reason and date/s.

All must recognise that there are certain legal responsibilities involved in attendance at the School. In particular, a student may not leave the school grounds for any purpose during the school day without a note from her parent/guardian or the Boarding House, stating the reason, which must be countersigned by her Form Teacher (Primary), or Head of Year and Form Teacher (Secondary). The student must sign out at the Primary Office or at the School Support Office. Leave of this type would normally only be for important medical reasons and appointments should be made carefully to ensure minimal time is lost.

If a student is ill and therefore absent from school on the day of a test, they are required to:

- Contact the Secondary Office by phone;
- Make contact with the relevant HOF upon first day of return to school;
- Submit a Medical Certificate upon the first day of return to school. A Medical certificate is required in an attempt at equity and fairness for all students, so that no-one is perceived as having been unfairly advantaged by receiving extra time on assessment items;
- Complete a Special Provisions form which can be collected at the Secondary Office. Special Provision forms can also be collected from HOF;
- Documentation needs to be given directly to the HOF for the subject;
- Alternate arrangements will then be organised by negotiation with the HOF;
- If an assignment is due on the day that a student is absent, then the HOF should be contacted by phone and arrangements made for the delivery of the assignment (eg via email, parent/sibling to deliver, posted, faxed);
- Absence on the day is not an excuse for late submission.

Music/Speech and Drama Absence (Secondary)

The student must arrange for the Subject Teacher of the lesson being missed to date and sign 'Absence from Music Lesson' or 'Absence from Speech and Drama Lesson' form at least one day in advance. The private lesson teacher must sign the form to indicate the lesson has been attended.

Music Lesson Absence (Primary)

Private Music Tuition is available in the Primary School for most instruments and singing.

All Primary students who are enrolled in private music lessons will attend lessons on a rotational basis. With this system in place, students should not miss the same lesson more than once over the period of a term. This allows for a minimal loss of academic class time.

Students in Years Prep - 4 will be collected by their Music teacher each week for their lesson. Students in Years 5 - 7 are expected to move to their lesson without being collected by their Music teacher. However, should a student fail to arrive within 5 minutes for their lesson, the Music teacher will go to the classroom to collect them.

Academic Awards - Primary

Determination of Awards

The Dux of the Primary School

The Dux of St Margaret's Primary School, each year, shall be the student in Year 7 who has attained the highest overall academic result in that Year 7 cohort, based on core subjects.

Honours Award

These will be awarded to each year level (Years 5 - 7). These will be awarded to those students who received the highest level of achievement in Key Learning Areas, particularly English and Mathematics.

Commendation Award

These will be awarded to students who display outstanding effort in a range of Key Learning Areas.

Three criteria will be used by the classroom and specialist teachers to make judgements about student effort.

The criteria are:

1. Consistently high academic effort in class throughout the year;
2. Application to homework and study is consistently high;
3. Excellent attitude to learning.

The criteria for both Honours and Commendation are based on the student's report card results for both semesters of the academic school year.

The Spirit of St Margaret's Citizenship Award

The Spirit of St Margaret's Citizenship Award is awarded to a student in each class who is most outstanding in exemplifying the school values – spirit, faith, respect, integrity, courage and passion at all times.

Teachers from each year level and Specialist Teachers will nominate a student in the year level whom they believe would be a worthy recipient for this Award.

Whilst it is wonderful for students to have their efforts acknowledged at Speech Night, each student, however, should be proud of her results if she has worked throughout the year to achieve her personal best.

Academic Awards - Secondary

Determination of Awards

The Dux and Runner up to the Dux of the Secondary School

The Dux of St Margaret's Anglican Girls School, each year, shall be the student in Year 12 who has attained the highest overall academic result in that Year 12 cohort. The determination of the Dux Award is made after considering:

1. The Provisional LOAs;
2. The Provisional Raw SAIs.

The decision as to the Dux and the Runner up to the Dux of St Margaret's Anglican Girls School shall remain confidential until the presentation on Speech Night.

Honours Award

All teachers award a Level of Achievement to each student in every academic class. (This is an A+ to E- rating). All decisions regarding Levels of Achievement, for Years 8-11, are made as at the end of Term 3. Every student is placed on a Year Level spreadsheet indicating the Levels of Achievement received for each subject and then ranked accordingly.

Academic Honour Prizes are based on the number of A's received in all subjects with Years 11-12 for 4 or more subjects, Year 10 for 5 or more subjects, and Years 8 & 9 for 6 or more subjects. Due to the special nature of Year 10 curriculum, decisions are based on both Semesters 1 and 2.

Commendation Awards

Students receiving an Honours Prize are ineligible for Commendation Awards.

Teachers award an A+ to E- for each student based on the following three criteria:

1. Consistently high academic effort in class throughout the year;
2. Application to study and homework or projects is consistently high;
3. Excellent attitude to learning.

All students are ranked accordingly on a Year Level spreadsheet and appropriate cut-off points are determined.

Academic Dishonesty Policy

Students need to understand the serious nature of academic dishonesty. Universities will exclude students who are caught cheating or plagiarising the work of others without correct acknowledgement utilised. Thus in the role of preparing students for life after school, St Margaret's takes instances of academic dishonesty very seriously. Students are encouraged to purchase a school text that will outline expectations for referencing and bibliography.

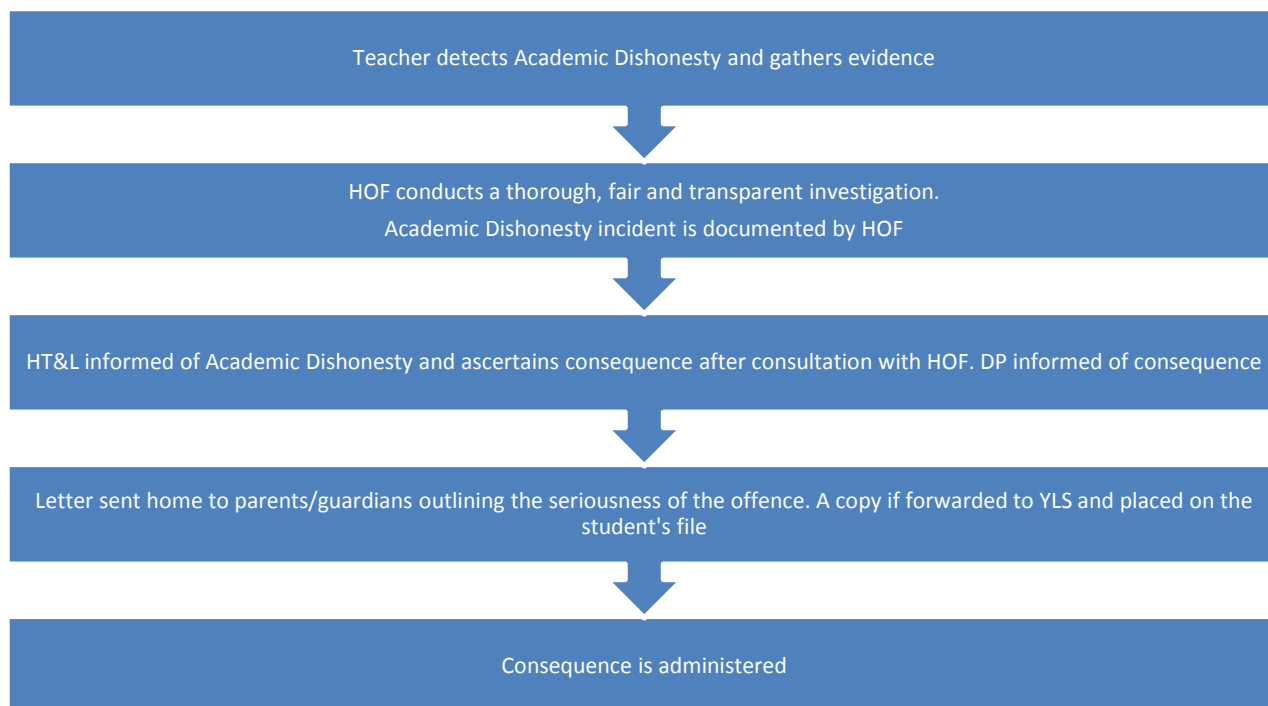
Academic Dishonesty includes the following:

- Plagiarism
- Collusion – supporting dishonesty by allowing one student to copy the work of another.
- Cheating
- Gaining an advantage by asking another person to complete an assignment/assessment piece that is not entirely your work
- Any other behaviour where a student attempts to gain unfair advantage in their results over other students, for example staying home from school to complete unfinished assignment work.

Please note the following consequences for students at St Margaret's:

- A student who is academically dishonest will face consequences according to School, QSA, and Syllabus requirements and could, at the Principal's discretion, be suspended from school.
- A student who deliberately and fraudulently gives her work to another to copy will receive a consequence and may, at the Principal's discretion, be suspended from school.
- A student using a quote, idea or concept from another author or paraphrasing a quote without proper acknowledgement will incur a consequence dependent on the extent of the plagiarism.
- Consequences will also occur when a student does not correctly acknowledge the source of quotes and paraphrased sections in the bibliography.
- Parents are notified of all instances of Academic Dishonesty.
- **A second offence of Academic Dishonesty will involve an interview with the Deputy Principal or the Principal.**

Procedures in respect to the detection of Academic Dishonesty



Acceptable Use of Technology Policy

Purpose

To ensure that all technology used by individuals when associated with the School is used in a way that provides access to the benefits of the technology while protecting and enhancing both the teaching and learning environment and the well-being of all members of the school community.

Policy Scope

This policy covers all students, staff, contractors and volunteers at the School.

Policy Content

This policy sets out the guidelines and conditions for the use of digital technology at St Margaret's. The established guidelines and principles are first and foremost based on the impact (positive or negative) to the teaching and learning environment and the well-being of students.

Such technology might include, but is not limited to:

- Computers
- Mobile phones
- iPods (or similar)
- Cameras and audio recording devices
- Other digital devices that may or may not have the ability to access and use the internet
- Digital media storage devices, for example flash drives and external hard drives.

The policy also sets out the guidelines and conditions for the use of technology when accessing (either on-site or remotely) the School network or online tools and resources. Such resources include, but are not limited to:

- Email
- Blogs
- Forums

- Wikis
- Chat Rooms
- Social Networking – for example Facebook, MySpace.
- Instant Messaging programs
- Peer to Peer programs - for example, Limewire.
- Games - Educational or other.

For the purposes of this document the word 'School' applies to both the physical location and the digital/online environment.

General Guidelines

The following general guidelines and principles apply to the use of digital technology at the School:

- Technology and what can be done with it is now a part of normal life. It should not be viewed as special. *If something is not acceptable to do or say in the real world, then it's also not acceptable in the digital world.*
- Technology activity must always be consistent with the moral and ethical principles that guide St Margaret's students.
- Use of School resources for educational purposes always has priority over other recreational uses.
- No technology use can deliberately disadvantage others, for example monopolising equipment or network traffic.
- Courtesy, consideration and respect for others are always paramount.
- Use of any digital technology is at the discretion of the classroom teacher – teachers will generally set expectations for each class. Students must first seek permission from the classroom teacher to use technology outside these expectations.

Failure to follow these guidelines will be considered inappropriate behaviour and be dealt with in a manner consistent with the relevant School Policy, for example the Safe School Policy.

Specific Guidelines

Many devices are now multi-functional. For example, mobile phones access the internet, take photographs, play music and record audio. Guidelines and principles for the use of each function must be considered individually.

The following specific guidelines should not be read as a complete list. Appropriate use should always be referred back to the General Guidelines and Principles.

School Owned Hardware, Software and Network

Individual and School security is paramount. This means that:

- All students must protect and not share passwords at anytime. If a student suspects that their account has been breached, they must advise the technology department immediately.
- Students must not attempt to by-pass or reduce School network security.
- Unauthorised files or programs must not be stored on/in School owned resources.

Efficient and effective use of School owned resources is essential. This means that:

- The physical set-up and location of hardware must not be changed. Only authorised people are to assemble, disassemble, move or otherwise maintain machines.
- Computer settings must not be changed. This includes, but is not limited to: screen savers, wallpapers, desktops, menus, standard document settings and security settings.

Printing

Users should minimise printing by print previewing, editing on-screen rather than on printouts and spell checking before printing.

Internet Use

The internet is a vast source of learning materials and activities of all sorts of quality and content. The School will exercise all care in protecting students from inappropriate material (age appropriate), but the final responsibility must lie with students in:

- Not actively seeking out such material;
- Acting appropriately should inappropriate material be accidentally viewed;
- Ensuring that they do not reveal personal information and images.

Users will not deliberately enter or remain in any site that has any of the following:

- Nudity, obscene language or sexual discussion intended to provoke a sexual response;
- Violence;
- Encouragement to commit a crime;
- Information on making or using weapons, booby traps, dangerous practical jokes or 'revenge' methods;
- Material which encourages or enables the breaking of copyright.

If a student encounters any such site, they must immediately turn off or close the screen (not the computer itself) and notify a teacher.

When using online resources (blogs, wikis, chat-rooms) that are not owned by the School, students must not reveal personal information or images about themselves.

Students must not establish or maintain anonymous social networking pages that break the site's 'Conditions of Use'. This means that pages that harass, bully, claim to be someone else or contain inappropriate material (see General guidelines) may not be set up.

Email

All email communications between students and teachers will be through the School email account. Hotmail, Yahoo etc should not be used for School purposes.

Remember, email is written communication. If you would not say it in a letter or face to face, don't say it in an email. Email users must not:

- Send offensive mail;
- Send large attachments;
- Send unsolicited mail to multiple recipients.

Mobile Phones & Other Mobile Devices

The School recognises that mobile devices, when used appropriately, can be educationally beneficial for students. However, there are times when their use is not appropriate. As with other technologies, the general guidelines and principles must apply. In addition to these, the following apply:

Secondary Student Use:

- During class (unless negotiated with the classroom teacher), assemblies and services, all devices must be switched off. Silent mode must not be used; a silent text or phone call, even if not responded to, is a distraction.
- Mobile devices must not be brought into an area where assessment is taking place.
- Security of devices must be maintained. The School recommends that they are either kept on the students, or locked in their locker. They should not be left in a school bag or in an unsecured location such as change rooms
- Devices should not be used in any manner that is disruptive to the normal routine of the School.
- Earphones or headphones are not to be worn while moving around the School
 - If hearing is restricted then student safety is at risk,
 - Students cannot respond to others if they cannot hear them.

Primary Student Use:

Primary students will hand their mobile phones to their class teacher each day. The phones will be stored in the Primary Office for security and returned to the student at the end of the day.

Cameras & Audio Recording Devices

Photographs, video and audio recordings are very useful in the modern learning environment. However, students must adhere to the following:

- Such devices must not be used in inappropriate areas such as change rooms or toilets;
- Students must not photograph, video or record other individuals without their consent;
- Photographs, videos or audio recordings must not be published or shared with others without the consent of all people depicted (also in the background) or included in conversations.

Across Curriculum Learning

Needs Assessment

A student's profile may be compiled from a variety of sources of information. These could include reports from external agencies, in-school testing, teacher anecdotal evidence, academic performance, student interviews and information provided by parents. Students with specific learning needs may be identified from this information that is those students requiring support and those requiring extension/enrichment. The aim is to appropriately respond to student needs in order to optimise their learning by building upon their strengths and providing strategies to address their areas of weaknesses.

Provision for students can either be through classroom activities, small group interaction or individual programs depending on the level of need.

English as a Second Language

Students in Years P –10 who are identified as requiring support in written and spoken English expression due to speaking English as a second language, may be offered small group tuition. Year 10 students are offered a support program to reinforce the skills demanded by the English curriculum. These students would elect to participate in this program instead of choosing a fourth elective.

Year 11 and 12 students will be offered the opportunity to utilise Tutorial time for specialist teacher support. This will be a term by term commitment. Individual tuition is also available each lunch time. Teacher Aide support is provided in some classroom situations.

Learning Support

Students in Years P –10 who are appraised and identified as requiring support as a consequence of a learning difficulty, will be supported through classroom intervention strategies and differentiated curriculum delivery. Individual in-class support is provided to ascertained students as outlined in the AISQ ascertainment guidelines.

The support offered is related directly to the learning in the classroom. The aim is to provide opportunities for the students to experience some success by improving upon past performances and by maintaining and enhancing their self-esteem.

Enrichment and Extension

Students identified as Gifted and Talented are invited to participate in extra-curricular and curricular programs offered to extend their talents. These include Days of Excellence, Tournament of Minds and Future Problem Solving. The Science Marathon and a Writing Weekend Workshop are also offered. In-class enrichment programs (Years P—10) and enrichment electives (Year 10) are some of the opportunities available to talented students. Provision for students is maintained, reviewed, evaluated and modified as the students mature and progress from year to year.

Year 7-8 Transition Program

As a Years P - 12 school, we have the capacity to provide a pathway for the smooth transition of our Year 7 students to Secondary School. The Transition Program allows the students who are current Year 7 students to gain insight to some aspects of the Secondary School prior to moving into Year 8. A number of activities are provided throughout the year to bring the Year 8 girls together with the Year 7 girls as a way of sharing the first year of Secondary School with the Primary students. The Year 7 students join the Year 8 girls for morning tea and some academic classes and then have time in groups to ask questions about the types of experiences they will enjoy as Secondary students.

In addition to this internal transition program, all prospective Year 8 students attend an Orientation Day at St Margaret's during October in the year preceding entry to Year 8. This provides an opportunity to bring together students who are current Year 7 St Margaret's students and Year 7 students from other Primary schools to meet their Form group, teacher and Head of Year and to learn a little about our school prior to commencement in Year 8.

Assignment Policy

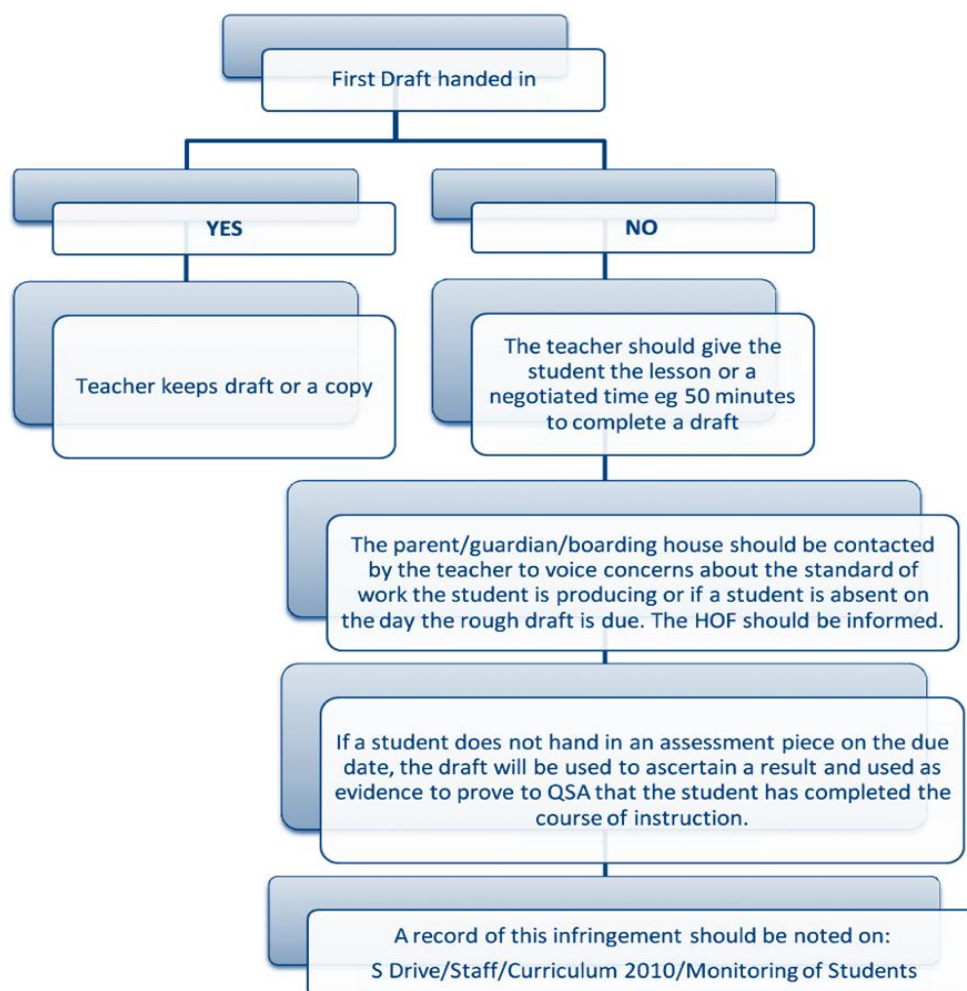
The aim of this policy is to improve:

- The discipline of students regarding important timelines
- Communication between St Margaret's and Parents/Guardians/the Boarding House
- Student results overall

All assignments must have a first draft incorporated into the conditions of the assignment. The first draft must be kept by the teacher and should be included in the assessment calendar.

The first draft, which does not have to be marked by the teacher, will be used in the event of a student not handing in an assessment piece on the due date except in the event of special provisions.

See Drafting Policy.



Associated Support Groups

St Margaret's is blessed with a large body of helpful supporters who assist the School in many ways. Working within these groups provides an easy and comfortable way for parents to assist with support of their daughters' interests and to meet other parents and staff.

Parents are invited to volunteer for any of these services and helpers are always welcome.

The Parents' and Friends' Association meets regularly during the year in the Arts Centre Foyer. Each month the President of the Parents' and Friends' and the Principal report to the meeting and there are often interesting guest speakers.

Money is raised through special events coordinated by the Parents' & Friends', including the P&F Race Day, and are used for many purposes in the School such as landscaping projects, support group projects and specialised sporting equipment.

Individual Support Groups are formed each year to organise events. Many different types of expertise are required to run these successful events and anyone with special skills or interests is asked to volunteer their services.

The Tuckshop is run by a Manager supported by parents who usually work in a team working one day a month. Volunteers are essential to the success of the Tuckshop.

Class Parent Representative (Primary) – Each Class has a number of parents who attend a meeting once per term with the Head of the Primary School to discuss issues of importance within the School. These parents act as a conduit to other parents within the Class. This group may also organise social get-togethers for families.

Class Parent Representatives liaise between parents and the class teacher. They have particular responsibilities such as hospitality, class helpers and activity organisers. Throughout the year, a class contact list is issued and updated to enhance the inclusion of new parents to the School.

Parents' Support Groups operate in the fields of The Arts, Sports, and Boarders' interests. They provide practical and financial help to the students involved in the particular activities and parents are encouraged to join these groups.

The Old Girls' Association encourages former students to maintain an active and supportive association with past students and foster continuing interest and contributions to the School and its future. Such involvement and fundraising include Old Girls' Day and providing assistance towards the school Building Fund and library resources for students. The Old Girls' Association (OGA) acts as a facilitator for reunions for all year groups to help and maintain contacts. Each year the Old Girls' Association awards a senior girl the coveted OGA Prize for outstanding leadership and achievement at St Margaret's.

The St Margaret's Anglican Girls' School Foundation Ltd acts as a fundraising body to support the capital programme of the School.

Child and Youth Protection Policy

This policy can be found on the St Margaret's School website at:

<http://www.stmargarets.qld.edu.au/uploads/pdf/Child%20and%20Youth%20Protection%20Policy.pdf>

Co-Curricular Activities Program

St Margaret's provides a balanced educational experience. All girls are encouraged to participate in our Co-Curricular and Extra-Curricular Programs, which covers a wide range of activities, including sporting and cultural disciplines.

Through these activities, each student has the opportunity to develop her potential - spiritually, socially, physically and culturally. It is our belief that all girls have the talent to succeed in many areas of activity.

Andrews Cup Competition (Primary)

Andrews Cup Competition is the Primary Interschool Sports Competition. All girls from Years 3 - 7 will have the opportunity to participate in a selection of eight of the different Andrews Cup sports. Artistic Gymnastics, Athletics, Swimming, for Years 4 - 7 and Cross Country, Netball, Softball, Tennis and Touch Football for Years 5-7.

Andrews Cup Events and Dates

Activities & Venues	Dates
Swimming Chandler Aquatic Centre	Thursday 15 March
Touch Football Kearney Springs, Toowoomba	Thursday 8 March <i>Wet weather day: Wednesday 27 March</i>
Tennis Shaw Park, University of Queensland	Thursday 8 March <i>Wet weather day: Wednesday 27 March</i>
Cross-country Grammar Arms Park, Brassall	Wednesday 10 May <i>There will be no wet weather day</i>
Athletics Griffith University, Gold Coast	Wednesday 19 July <i>There will be no wet weather day</i>
Netball QSAC, Nathan	<i>Wednesday 29 August</i> <i>Wet weather day: Monday 3 September</i>
Softball Downey Park, Windsor, Brisbane	Tuesday 23 October <i>Wet weather day: Monday 29 October</i>
Artistic Gymnastics Somerville House	Friday 2 November

Andrews Cup Code of Behaviour

This Code of Behaviour should be brought to the attention of players, parents, coaches and spectators.

1. Winning is a vital ingredient of any sporting tradition, but should not be placed more highly than the Spirit and enjoyment of the game or the development of appropriate behaviour related to losing or winning.
2. Good performances from either/any team should be acknowledged. Encourage your children to clap the opposition and their own players following a good performance.
3. The basis for all sport rests with encouragement of honest effort and the development of skills.
4. Children learn best from a good example being set.
5. Children should be taught and encouraged to play by the rules as laid down and abide by the referee's/umpire's decision.
6. Positive encouragement is valuable and appreciated – ridicule and harassment is not.
7. Over-zealous and loud support is often detrimental to the performance of children.
8. Outbursts questioning the decision of referees or umpires are unacceptable.
9. Games are played for the fun and benefit of children, not as a demonstration of their parent's previous sporting proficiencies or inefficiencies.
10. The needs and goals of the children should be the prime objective. If a positive, encouraging comment cannot be made – it is better to say nothing.

Team Selection Criteria – Primary School

- Full attendance is required for training before and after the trials, unless unavoidable circumstances. Any absences must be notified to the Coach as soon as possible.
- If an individual is unable to attend the nominated trials due to an unavoidable circumstance, she must provide written evidence, such as a medical certificate. In which case, performance during training will be considered.
- Selection is on performance during training, including skill and fitness level and performance at the trials.
- Teams/Squads will be announced as soon as possible after the final trial.
- Queries should be directed to the Coordinator of the Activity in the first instance and then to the Coordinator – Primary Activities.

QGSSSA Events and Dates

	Sport		Day	Dates
Core Sports	Swimming		Wednesday	March 7
	Cross Country		Saturday	May 26
		<i>Wet Weather Day</i>	Saturday	June 2
	Athletics		Friday	October 9
<i>Wet Weather Day</i>		Saturday	Tuesday 23	
Summer Fixtures	Softball	Open & Senior	Saturday	February 4, 11, 18, 25 March 4
		<i>Wet Weather Day</i>		March 10
		Years 8, 9 & 10	Thursday	October 25
			Tuesday	October 30
			Wednesday	November 7
	<i>Wet Weather Day</i>	Friday	November 2	
	Cricket	Wet weather date/s are including depending on nominations up to & including Round 8	Wednesday	February 8, 15, 22, 29 March 6 (Tues) March 7, 14, 21
	Badminton		Saturday	October 27 November 3
Autumn Fixtures	Basketball, Football & Touch		Friday	March 9, 16, 23 April 20, 27 May 4, 11, May 24 (Thursday)
Winter Fixtures	Hockey, Netball, Tennis & Volleyball		Saturday	July 21, 28 August 4, 11, 18, 25 September 1, 8
Gymnastics	Artistic Gymnastics		Thursday / Friday	May 3, 4
	Rhythmic Gymnastics		Friday	August 3

Community Code of Conduct

Ethical Statement

St Margaret's Anglican Girls School promotes values that are in keeping with the Christian ethos and the School's Mission in accordance with The Philosophy of the Society of the Sacred Advent for their schools:

To nurture the individual within a caring community so that each will realise his or her full potential to engender Christian values, encourage high academic standards and service to others so that all will have not only one goal, but also the inner strength 'to love one another as I have loved you' [St John 13:34].

All students, parents, teachers and staff have the right to be safe and feel safe in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety or wellbeing of others.

This Code of Conduct provides members of the School Community with guidelines for the effective development of positive relationships within the School Community and assists in promoting the values that are in keeping with the School's Mission.

Objectives

The School Community Code of Conduct sets clear standards of behaviour which are expected of members of the School Community in the School environment or when attending any School related function or activity at any other location.

The Code specifies the consequences for any member of the School Community who does not comply with these standards of behaviour.

Application

For the purpose of this Policy, 'School Community' comprises the Principal, staff, coaches, employees, parents, guardians, step-parents, relatives, friends, supporters, carers and invitees of the School, when in the School environment or when attending any school related function or activity at any other location.

Parents/guardians and students agree to be bound by the School Community Code of Conduct when parents/guardians sign the Enrolment Agreement with the School. Although stepparents, relatives, friends, supporters and carers of girls at the School are not a party to that Enrolment Agreement, this School Community Code of Conduct is a guide for them about expected standards of behaviour.

Principles

The following principles provide the framework for this Code of Conduct:

- Responsible citizenship involves appropriate participation in the civic life of the School.
- Active and engaged members of the Community are aware of their rights but, more importantly, accept responsibility for protecting their rights and the rights of others.
- Insults, disrespect and other hurtful acts are disruptive and are a direct contradiction of the School's Mission and Values.
- Members of the School Community have a responsibility to develop and maintain an environment where conflict and difference can be addressed in a manner characterised by respect, civility and dignity.

Parental Role

Parents/guardians play an important role in the education of their children and have a responsibility to support the efforts of the School in maintaining a safe and respectful learning environment for all students. Parents fulfil this responsibility when they:

- Show an active but non-invasive interest in their daughter’s school work and progress;
- Communicate regularly with the School;
- Help their daughter be neat, appropriately dressed and prepared for School;
- Ensure that their daughter attends School regularly and punctually;
- Promptly report to the School their daughter’s absence or late arrival;
- Become familiar with the School Community Code of Conduct and School Rules;
- Encourage and assist their daughter in following the standards of behaviour; and
- Work with the School in dealing with disciplinary issues involving their daughter.

Standards of Behaviour

School Community members must:

- Accept that the use of swearing, derogatory terms, sexual jokes, innuendo and other inappropriate language in the School environment or around students is not accepted;
- Ensure that their relationships with students are strictly in accordance with appropriate roles and that favouritism and special treatment are avoided;
- Ensure that physical contact with students is appropriate given the age of, and relationship with, the student such that questions of impropriety do not arise;
- Respect and comply with all applicable Commonwealth and State laws;
- Demonstrate honesty and integrity;
- Respect diversity in people, their ideas and opinions and treat others fairly regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the legal and moral rights of others and treat them with dignity, civility and respect at all times, and especially when there is a disagreement;
- Show proper care and regard for School property and the property of others;
- Take appropriate measures to help those in need;
- Support the School in the development of a Christ-centred learning community based on the Anglican ethos;
- Support the School’s Policies;
- Acknowledge that the Principal is responsible for implementing the School’s Policies;
- Work with the School to deal promptly with areas of concern;
- Acknowledge and affirm success in individual and School achievement; and
- Seek staff assistance, if necessary, to resolve conflict peacefully.

School Community members must not:

- Use any object (whether as a weapon or otherwise) to threaten or intimidate any other person;
- Cause injury to any person by the use of any such object;
- Verbally abuse, threaten or inflict bodily harm on another person by any physical aggression or encourage others to do so; or
- Be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs. The exception is when, in the normal course of events, the School provides hospitality to members or guests of the School Community in keeping with appropriate legal and hospitality regulations.

Co-Curricular Activities

School Community members are expected to comply with the following principles when attending co-curricular activities:

- Young people are involved in co-curricular activities principally for their enjoyment;
- Young people should always be encouraged to abide by the rules;

- Young people should be taught that honest effort is as important as victory, so results are accepted without undue disappointment;
- Turn defeat into victory by helping young people work towards performance improvement and good sportsmanship. Never ridicule or yell at a person for making a mistake or for losing;
- Young people learn best by example. Applaud good performance by all participants in an activity;
- Do not publicly question the referee's or official's judgement and never his/her honesty;
- Support all efforts to remove verbal and physical abuse from co-curricular activities;
- Recognise the value and importance of volunteer coaches, managers and officials. They give of their time and resources to provide recreational activities for all students; and
- Do not approach a referee or official at any stage during or immediately after an event, except in appreciation.

Support Groups

Support Groups are sub-groups of the Parents and Friends Association and operate to enhance particular activities within the School Community by providing support and additional funding for equipment or resources for those activities.

Funds raised by a Support Group must be made available for resources for that activity. Annual fund-raising plans should be drawn up in association with the Coordinator of the activity so that all monies are accountable, dates booked on the School calendar and events agreed as appropriate for the School and that activity.

Support Group finances will be audited with the Parents and Friends Association annual audit.

All activities undertaken should be done so with the approval of the Principal in association with the Coordinator of the activity.

Guidelines for Support Groups are available from the Parents and Friends Association.

Responsibility for Guests

Any School Community member who invites a relative, friend, supporter, carer or other person to be present at any School related function or activity at any location must be responsible for that person and must ensure that they act at all times in a manner consistent with this Code of Conduct.

Compulsory School Events (Secondary)

Speech Night is a compulsory event for all Secondary students and Years 5 - 7 Primary students. In addition, it is a requirement that all secondary students attend a minimum of two (2) major events during the year, as per the annual schedule established at the commencement of the year. Requests for non-attendance must be provided in writing to the Head of Secondary School at least three (3) working days prior to the event.

Event / Venue	Date / Time	Attendance
QGSSSA Swimming Chandler Aquatic Centre	Wednesday 7 March 3.30-8.30pm	Year 12 & Year 8
QGSSSA Cross Country Rivermount, Yatala	Saturday 26 May 8.00am-12.00pm	Year 11 & Year 9
Classics in the Cathedral	Tuesday 14 August 6.00pm – 9.30pm	Year 12 & Year 10
Head of the River Kawana Waters	Saturday 25 August 8.30am-3.30pm	Year 10 & Year 9
QGSSSA Athletics State Athletics Centre, Nathan	Friday 19 October 8.30am-5.00pm	Year 11 & Year 8
QGSSSA Rhythmic Gymnastics Moreton Bay College	Friday 3 August 8am-3pm	Twelve x Year 10 students to assist with organisation and running of carnival.

Counsellors: Careers, Personal and VET

Careers Counsellor

The School provides the services of a full time Careers Counsellor who works with individual students to guide them in subject selection and career choices and also with year level groups to keep the students informed about opportunities that exist within their areas of interest and about trends within a broad range of industries. Primary students are also taught careers education at various stages of the primary school experience.

Advising the girls about preparation and requirements for aspects of life at work or at tertiary institutions is a key role of the Careers Counsellor who works with the students to assist them to develop skills that are essential to their success in the world beyond school. A great deal of time is spent with senior students relating to their academic performance in preparation of achieving the goals they have set for themselves and providing girls with the information they require for the courses or careers they wish to pursue.

Bookings with the Careers Counsellor are made via an appointment board outside the office for times when she is not available to speak directly with a student at the time you visit. Students are able to make appointments by using this appointment board and will be contacted with a suitable time to meet.

The Careers Counsellor is located in the Secondary School Library in The Eunice Science and Resource Centre.

Personal Counsellor or Chaplain(s)

The Personal Counsellor is available for appointments for all students (Secondary and Primary) to assist with any issues such as adjusting to boarding or being in a new school, grief, friendship difficulties, exam pressure, or difficulties at home. Counselling gives the opportunity to discuss concerns on a one to one basis (although some students prefer to bring a friend, which is also fine) with someone who will listen to your perspective and assist to look at your options.

Bookings with the Counsellor are usually made for an entire lesson, during class time. Your teacher will receive a note explaining your absence from the Counsellor.

To make an appointment:

- Heads of Year are able to refer you to the Personal Counsellor;
- If the matter is urgent and if you do not wish to first seek the support of your Head of Year, secondary students are able to make their own appointments through the Medical Centre.
- Your parents may also arrange an appointment by contacting the Counsellor on 3862 0709.
- Primary students may be referred to the Counsellor by the Head of the Primary School or parents may arrange an appointment by contacting the Counsellor on 3862 0709.

The Careers Counsellor is located in the Avoca Building.

VET (Vocational Education and Training)

Vocational Education and Training is a dynamic and fast growing area of education. VET offers students alternative or complementary pathways to postsecondary education.

By embarking on a VET experience students can gain a 'head start' on their career choice or area of interest at a certificate level as early as Year 10.

There are a huge range of VET options available. To explore their options, please make an appointment with our VET Co-ordinator who is located in the Secondary School Library in The Eunice Science and Resource Centre.

Detentions (Secondary Only)

School detentions are given rarely and are thus seen as a serious breach of expectations. A letter is sent home providing full details if a detention is given. Acknowledgment by parents of the receipt of this letter is required. Students whose behaviour or attendance is unsatisfactory are sometimes asked to present to teachers a record card indicating consistent attendance, punctuality and good behaviour.

Prefects are entitled to give detentions in the lunch hour for breach of uniform requirements (red slips). The instructions of Prefects and / or Seniors should be followed by younger students.

Inappropriate behaviour can be an indicator of a need for help and support and this is always available. Students are expected to behave well, work hard and cooperate readily. The close interest of parents, staff and older students is a great support to students.

Drafting Policy (Secondary Only)

The aim of this policy is to improve:

- Communication between teacher and student;
- The discipline of students regarding important timelines;
- Students' results overall.

As outlined in the Assignment Policy, all assignments and projects will have a draft included in the conditions of the assessment instrument.

Depending on the conditions of the assessment instrument, the draft can be used to give feedback to students on their progress thus far. An overall grade will not be ascertained at this point.

Drafting

The purpose of the draft is to:

- Allow the teacher to ascertain if the student is meeting expectations.
- To ascertain if the content of the assignment/ project is appropriate and detailed. Though the teacher will indicate errors with spelling, grammar and punctuation, they are not the primary editor of a student's work, and it is not their responsibility to proofread student's work in an exhaustive fashion. Their comments, therefore, will most frequently focus on helping students to refine the content of writing and assist in enhancing its overall quality.
- A student will be expected to use this feedback to improve the quality of their work.

Please note: The teacher's role is to provide feedback – not complete the task for the student.

Conferencing

As part of the drafting process a teacher may conference with a student about her assessment task. The emphasis is on a verbal dialogue whereby the teacher and student will discuss the work with the aim of improving the quality and scope of the final submission. It is the student's task to take notes from the discussion and use the feedback to improve her work.

E-News

The electronic newsletter is emailed to parents as a *newsletter link* on Thursday of each week. Any additional information required for Primary students or for daily or weekly activities for students is distributed to parents by notification in a letter sent home with students.

Early Departure from School

Term dates are issued well in advance, and parents are most strongly urged not to request permission for their daughters to leave before the end of term. Except for Year 12, all students must attend until the last day of the school year, and permission will not be given to leave earlier to go on holidays except in very special and unusual circumstances. If such circumstances do arise, parents should make written application to the Principal. It is important to note that early leave does not guarantee Special Provisions.

Evacuation and Lockdown Policy

Please be advised that this is the procedure for students, staff and visitors to follow while on campus.

Evacuation Procedure – During class time

Be aware of the evacuation procedure for each room in which you attend lessons. Check your room for the correct route to the designated assembly area.

1. When you hear the call to evacuate, remain seated and listen carefully to your teacher's instructions.
2. On being instructed to move, go quickly and quietly by the prescribed route to the assembly area. Do not take any belongings. Books are to be left on the desks in the classroom.
3. When you arrive at the assembly area, go directly to your Form area or Primary Class area and line up in a single line, in alphabetical order, facing your Form Teacher (Secondary) or Primary Teacher. This ensures that an accurate check can quickly be made to determine if anyone is missing. (Form Captains and Vice Captains are responsible for maintaining order and making a head count until the staff member arrives).
4. Please assist by remaining silent and listening carefully to instructions.
5. Do not leave the assembly area until the 'all clear' signal, after which you will be directed to do so.

Evacuation Procedure – At any other time

This could be – before school, between lessons, during assembly, recess or lunchtime etc.

- When you hear an evacuation call, remain calm. If a member of staff is present, listen for his or her instructions.
- Move quickly and quietly by the prescribed route, as identified on noticeboards in buildings, to the assembly area.
- When you arrive at the assembly area, go directly to your Form or Primary class area and line up in a single line, in alphabetical order, facing your Form/ Class Teacher. This ensures that an accurate check can quickly be made to determine if anyone is missing.
- Please assist by sitting down in a line and remaining silent and listening carefully to instructions.
- Do not leave the assembly area until the 'all clear' signal, after which you will be directed to do so.

Lock Down Procedure – During an electrical storm

1. Remain where you are inside the building whilst staff administer a building check.
2. Staff should check the immediate area - and only notify the office if a problem exists.
3. Listen for PA announcements.
Only if directed, move quickly to allocated areas.

Lock Down Procedure – Intruder drill in Classroom Hours

1. A specific alarm will sound in the event of an intruder followed by instructions indicating an Intruder Lock Down is required. Any student, teacher or member of staff not in a classroom or an office area at the time of the announcement should proceed immediately to the nearest classroom or office area. Please move quickly and calmly.
2. In classrooms with moveable desks, students will be asked to move the desks to form a solid flat surface obstructing the doorway. Teachers will ask students to lie quietly under the desks. Staff and students are to remain there until personally advised that the emergency is over. For classrooms without moveable desks teachers will ask students to move under the desks or to an area within the classroom away from windows and access points and away from areas where students would be visible to an intruder.
3. Students in the Health Centre will remain there under the direction of the Health Centre Supervisor.

Lock Down Procedure – Intruder drill outside Classroom Hours

A specific statement will be made in the event of an intruder. Students and staff should proceed to the nearest classroom, office area or building and follow instructions by the person managing that area unless otherwise instructed.

If staff or students are caught in a danger area and unable to move away from the area, lie flat on the ground. Always try to remain calm and follow instructions.

When the Danger is over

Staff who are able to go to classrooms and office areas within the School to advise that there is an all clear will do so and an announcement over the PA system.

Due to the nature of such an incident the Principal will call the School together to debrief and to provide the students and staff with relevant information. At this time, the Principal will outline any further actions that are required by staff or students in the interests of their safety and wellbeing.

Guidelines For Behaviour & Expectations Of Students

Behaviour

Behaviour must always reflect the core values of St Margaret's and students who display irresponsible and unsafe behaviour such as use of abusive language, smoking, drinking of alcohol, academic dishonesty, stealing, harassment, bullying or injury (physical or emotional) of another, or behaviour that places a student or others at risk will be asked to explain their behaviour and will face serious consequences. In situations where students display behaviours of this nature and bring the School's name into disrepute, the parents/guardians will be asked to meet with the appropriate school staff depending on the seriousness of the behaviour.

The use, possession or selling of drugs and alcohol is illegal and places the lives of students at risk. The school adopts an uncompromising approach to this behaviour. In matters pertaining to this behaviour the police may be contacted. As these offences contradict the values, philosophy and practices of the School, students may be suspended or expelled. If there has been cause to suspend a student from School, the student is required to remain off the school grounds and should not be present at any School function unless at the specific request of the Principal.

Expectations

1. Regard yourself and other people with dignity and respect, and learn the importance of cooperating in a Christian community with diverse interests and traditions, but with a common concern for the wellbeing of all its members, and for the promotion of Christian values.
2. Take responsibility for your learning and display courage in trying to achieve your potential in all you do.
3. Take responsibility for your own progress by diligent and careful preparation for and participation in all the classes of which you are a member. Display passion for learning and enjoy the experiences you encounter on your journey of learning.
4. Learn to work effectively as a member of a group and welcome the opportunity to work with a broad range of students.
5. Wear the School uniform with pride. Display respect for your school by ensuring that your uniform is clean and complete. Wear your hat to and from school and at times during the day when outdoors.
6. Fulfil the commitment you make to the extracurricular program and other activities. Once you are committed to a sport, musical or any school activity group you must participate fully for the duration of the program. This means attendance at all training, games, rehearsals and meetings.
7. Uphold the good reputation of the School at all times.
8. Be inclusive and value diversity for the way that it enriches our lives.

Health Centre Policy

The Health Centre is primarily for the use of boarders and to provide emergency care in case of accident or injury. The Health Centre is staffed by qualified Registered Nurses and is open Monday to Friday from 6:30am – 9:00pm and on Weekends from 4:00pm – 8:00pm. There is a nurse on call outside of these hours. Day students who become unwell at school and are unable to remain at school will be sent home once parents/guardians are able to collect them from the Health Centre.

Parents are asked to advise the School of any *medical conditions* or allergies their daughters may have.

- All students (day and boarding) who are feeling unwell should only be going to the Health Centre during breaks unless they feel very unwell. In all cases the class room teacher must sign the student's handbook permitting them to attend the Health Centre.
- Any student who is unwell during either Morning Tea or Lunch must also have a teacher sign their handbook. Students should not be going to the Health Centre at the end of either Morning Tea or Lunch.
- Panadol cannot be given out to any students by teaching staff during the course of the school day.
- The Health Centre will not be issuing notes for students to be exempt from PE or Swimming. Boarders will need to see the Head / Deputy Head of Boarding for this and day students need a note from their parents.
- Students who are ill should not be attending school as they will potentially infect others and will find their own recuperation longer and more difficult.

Exclusion Times

Some diseases require exclusion from school. It should be noted that the periods of exclusion given below are minimum periods. The medical practitioner who is treating the child may increase them if convalescence is slow, but they are not to be shortened.

Minimum Exclusion Times as recommended by National Health & Medical Research Council

Disease	Period of Exclusion
Chicken Pox and Shingles	Exclude until fully recovered or at least 5 days after the eruption first appears. <i>(Some remaining scabs are not a reason for continued exclusion.)</i>
Conjunctivitis <i>(Acute infections)</i>	Exclude until discharge from eyes has stopped.
Cytomegalovirus Infection	Exclusion not necessary. (Secondary) Exclude until recovered or until receipt of a medical certificate. (Primary)
Diarrhoea <i>(campylobacter, cryptosporidium, giardia, rotavirus, salmonella, shigella, intestinal worms)</i>	Exclude until Diarrhoea has stopped.
Glandular Fever	Exclude until recovered or until receipt of a medical certificate.
Hand, Foot and Mouth Disease	Exclude until blisters have dried.
Haemophilus influenza type b <i>(Hib)</i>	Exclude until medical certificate of recovery is received.
Headlice	Exclude until day after proper treatment has been started.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the jaundice or illness started.
Hepatitis B	Exclusion not necessary.
Hepatitis C	Exclusion not necessary.
Herpes <i>(Cold sores)</i>	Exclude if child cannot comply with good hygiene practices while sores are weeping. <i>(Sores should be covered with a dressing where possible.)</i>
Human immune deficiency virus infection <i>(HIV/AIDS virus)</i>	Exclusion not necessary unless child has a secondary infection which requires exclusion in its own right.
Impetigo <i>(‘school sores’)</i>	Exclude until proper treatment has started. <i>(Sores on exposed skin should be covered with a watertight dressing.)</i>
Influenza and influenza type illnesses	Exclude until well.

Measles	Exclude for at least four days after rash has started.
Meningitis (<i>other than meningococcal infection</i>)	Exclude until well.
Meningococcal infection	Exclude until carrier eradication antibiotic course is completed.
Molluscum contagiosum	Exclusion not necessary.
Mumps	Exclude for nine days or until swelling has gone down.
Parvovirus (<i>erythema infectiosum</i> or 'Fifth Disease')	Exclusion not necessary.
Ringworm, Scabies, Pediculosis, Trachoma	Exclude until day after proper treatment has started.
Rubella (<i>German Measles</i>)	Exclude until fully recovered or for at least four days after the rash started.
SARS	Exclude until fully recovered.
Streptococcal infection (<i>including scarlet fever</i>)	Exclude until child has received antibiotic treatment for at least 24 hours and feels well.
Typhoid Fever (<i>including paratyphoid fever</i>)	Exclude until a medical certificate of recovery is received.
Whooping Cough (<i>Pertussis</i>)	Exclude for 21 days from onset or until child has taken 5 days of a 10 day course of antibiotics (<i>erythromycin</i>).

Immunisation Policy

St Margaret's supports the recommendation of the National Health and Medical Research Council (NHMRC), that all children should be immunised, unless there is a clear medical reason as to why this should not occur.

Australian Standard Vaccination Schedule (ASVS 8th Edition Handbook)

Age	National Immunisation Program (NIP) – Funded vaccines only
Birth	Hepatitis B
2 months	Diphtheria – tetanus – acellular pertussis – hepatitis b Haemophilus influenza Type B Oral Poliomyelitis
4 months	Diphtheria – tetanus – acellular pertussis – hepatitis b Haemophilus influenza Type B Oral Poliomyelitis
6 months	Diphtheria – tetanus – acellular pertussis - hepatitis b Oral Poliomyelitis
12 months	Haemophilus influenza Type B Measles, mumps, rubella Meningococcal C
4 years	Diphtheria – tetanus – acellular pertussis Oral Poliomyelitis Measles, mumps, rubella
13 years	HPV 1, 2 & 3, Hepatitis B ¹
15 years	Diphtheria – tetanus – acellular pertussis ¹

All immunisation information for the following diseases must be kept up to date for school records.

- Diphtheria/Tetanus/Whooping Cough (Triple Antigen)
- Poliomyelitis (Oral Polio Vaccine)
- Measles/Mumps/Rubella
- Boosters as required

School Based Vaccine Program

Year 8 Immunisation/s	20 March (8.30 - 10.30am)	Hepatitis B & HPV (1)
	19 June (8.30 – 10.30am)	Chicken Pox & HPV (2)
	6 November (8.30 – 10.30am)	Hepatitis B & HPV (3)
Year 10 Immunisation	8 August (1 – 3pm)	Boostrix

Homework Expectations

The purpose of homework in the Primary School:

- to revise skills (research indicates that up to 80% of information 'learned' is lost within 24 hours unless revision takes place in the same day);
- to provide opportunities to apply skills learned;
- to enable the teacher to determine how effectively the student can learn independently and/or with some assistance;
- to inform the parents about the student's ability to learn independently;
- to establish a routine for learning at home;
- to enhance and maintain the student's commitment to learning;
- to inform parent about curriculum content.

Primary

In the Primary School, there is a gradual increase of homework expectations from one year level to the next.

In Prep, Year 1 and Year 2, homework is not compulsory. However, the School issues home readers which is an essential part of home learning.

Homework in Years 3-7 is compulsory. It is expected that students in Years 3, 4 and 5 will do up to 30 minutes a night.

Homework in Years 6 and 7 lays the foundation for study practices in Secondary School. Students should spend from 45 minutes to 1 hour on homework each night.

There are a number of activities that are necessary during homework time for Years 6 and 7:

- Tonight Tasks – Spelling, Mathematics and/or English Tasks
- This week tasks – related to any of the KLAs
- Assignments – this type of work may form the basis of part of the homework for a specific length of time. A particular task may be set that is due in 2 to 4 weeks.

It is vital at all stages of development that students read both fiction and non-fiction texts.

If the set homework is not completed, it is requested that a note of explanation from a parent be supplied in the Student Diary.

Secondary

It is important for students to develop good home study habits, the ability to organise themselves effectively and to work independently.

Students in Years 8, 9 and 10 are encouraged to complete between 1-2 hours of homework each day.

Students in Years 11 and 12 between 2–3 hours of homework. Students are advised to plan their allocation of time each day to ensure that all homework is completed and some additional study is undertaken.

Hymns

School Hymn – O Joyful Light

O Joyful Light, for in Thee only
In trust we seek, and seeking find a way,
Strength of the tempted, Brother of the lonely,
From out our darkness bringest Thou the day.

Lo, having Thee, we lose not one another,
Sundered, united, dying but to birth;
All worlds are one in Thee, O more than brother,
And one our family in Heaven and Earth.

So shine in us, our little love reproving,
That souls of all may kindle at the flame;
The whole world's hatred, broken by our loving,
Shall bow to Love, Thine everlasting Name.

Therefore to Thee be praises and thanksgiving,
To Father, Son, and Comforter Divine,
We lift our voice and sing, with all things living,
O Light of life, the glory that is Thine.

Advance Australia Fair

Australians all let us rejoice,
For we are young and free;
We've golden soil and wealth for toil;
Our home is girt by sea;
Our land abounds in nature's gifts
Of beauty rich and rare;
In history's page, let every stage
Advance Australia Fair.

In joyful strains then let us sing,
Advance Australia Fair.
Beneath our radiant Southern Cross
We'll toil with hearts and hands;
To make this Commonwealth of ours
Renowned of all the lands;
For those who've come across the seas
We've boundless plains to share;
With courage let us all combine
To Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair

St Margaret of Antioch Hymn

If Saint Margaret met a dragon
with its teeth and scaly hide,
then Saint Margaret met that dragon
with the Saviour by her side.
So we pray to face each challenge,
each injustice and each sin
with God's love as our protection
and the Spirit's power within.

If Saint Margaret fought a dragon
with its fiery, fatal breath,
then Saint Margaret beat that dragon
thanks to Jesus' awesome death.
So we put our trust in Jesus,
for he died to save his friends,
but death could not keep him captive
and his glory never ends.

If a girl defeats a dragon
in a legend or in fact,
then a girl can fight for justice
when God gives her strength to act.
So we pray for grace and courage
when we need to take a stand.
We will live as Jesus' people
in this school and in this land.

School War Cry

KUMATA KUMATA KIORA KIORA
ANTHROPOPAGI TARRAMATTA WATTAGI,
AUCHI KOLATA PER VOLAR SUNATA
WANGI KIATA, St Margaret's, St Margaret's.

International Program

‘All people smile in the same language’. (Unknown)

St Margaret’s values diversity and recognises that we live in a world that is so interconnected that it is relatively easy to bring people together across a range of perspectives and for a range of purposes. The interconnectedness of people around the world is important because it is through building international relationships that tolerance and understanding as well as appreciation of cultures other than our own, is built.

We believe that it is necessary for our students to understand that they live in a global community and that they will benefit by understanding the nature of that community and the part they may play in forging strong and enduring international relationships.

Promoting tolerance, gratitude for the worth of others, and appreciation that ‘difference’ is special, helps us to develop a deep respect for people from countries other than our own.

St Margaret’s believes that young people have the ability to create unique relationships with each other. Diversity is something we must come to terms with because it is through diversity that the world can become a more caring, inclusive and unique place.

Schools are able to play a significant role in fostering global relationships and at St Margaret’s we have developed an international program that embraces the values expressed in the philosophy.

Overview

Globalisation is a powerful force for increasing cultural exchanges and mutual understanding. The communication revolution through technology has led to an increased speed and depth of communication that enables people to respond more efficiently and to continue contact long after the physical visit has ended. In this way, international relationships may be more sustainable than they have ever been in the past and the chance of an enduring world peace heightened.

St Margaret’s will continue to promote globalisation of education through the range of programs described. In this way, our school will continue to contribute to the education of students from many parts of the world. It is hoped that by bringing young people from different nations together, tolerance, respect, understanding and appreciation of ‘things different’ and of the value of diversity will promote unity and foster the goal of world peace.

Exchange Program

Unique to Year 10 students, students have the opportunity, if selected, to travel to one of seven exchange schools in six countries and spend a term living either in a Boarding school or with a family and attending school each day. Two to three students are sent to each of the schools and in return St Margaret’s accepts the same number of students from each of our exchange schools. The program operates throughout the entire year with students travelling to schools overseas in all four terms and with St Margaret’s hosting students in each term.

Participating Schools

- Tokyo Jogakkan School - Tokyo, Japan
- Shawnigan Lake School - Vancouver Island, Canada
- Licensed Victuallers’ School – Berkshire, England
- Ursulinenschule - Bonn, Germany
- St Margaret’s College - Christchurch, New Zealand (Rowing)
- Nga Tawa Wellington Diocesan School for Girls – Marton, New Zealand
- St Anne’s Diocesan College – Hilton, South Africa
- Konan Elementary School - Kobe, Japan

Students who have participated in the exchange program often refer to the challenges they have encountered as life-changing experiences and always speak fondly about the enduring friendships they have developed.

Process for Students wishing to apply for Exchange

Interested students may collect the Exchange Program Forms to take home and complete with their parents:

- Meeting with interested students and parents in Week 2, Term 3. Compulsory attendance by all students and parents interested in exchange.
- Exchange Applications issued to parents at the Term 3 meeting.
- Exchange Application submitted by Week 1, Term 4.
- Students are short-listed from the applications.
- The process involves two rounds of interviews.

Once the student returns their signed Forms to the International Exchange Coordinator, the School will proceed with the process of selection. Applications from Year 9 students are called for in Term Three of the year prior to a Year 10 Exchange.

Social Responsibility Program – Antipodeans Program

The Social Responsibility Program led by the students, provides opportunities for students to participate in travel abroad to support international community programs.

International Tours - Sport and The Arts

The International Tour program provides the opportunity for students to participate in a broad range of sporting, musical and language based tours that take them to many parts of the world.

These tours provide unique learning experiences not only from the cultural point of view but also in terms of the level of competition and performance the students are exposed to as they participate in the sport, music and drama program.

Full Time International Students

St Margaret's has always welcomed international students to apply for one of the limited number of places available. Students are expected to demonstrate their willingness to become a member of the St Margaret's community and to fulfil the same expectations set down for all students.

There are support mechanisms in place to assist international students to develop their capability in spoken and written English and a strong level of monitoring in the pastoral care of the students.

Students who come to us from countries such as China, Taiwan, Korea, Japan, Germany, Sweden and the USA bring many wonderful perspectives to our school and teach us that life in other parts of the world, while certainly different, is at times more challenging than we know it to be in Australia.

We acknowledge the courage displayed by the students who come to us as full time international students for they have left their families, friends, school and culture behind and must face many challenges in adjusting to a new life without the support of their parents on a daily basis. The students set very high goals for themselves and work hard to achieve these.

The community of St Margaret's displays support for our international students in many ways but it is local St Margaret's girls who show genuine care and concern and engage our international girls in the life of the school thus helping them to settle more quickly into the life of the school and the local community.

International Tours - Language Based (Japan and Germany)

From the language learning perspective students are invited to join one of the trips to Japan or Germany offered on a two-year cycle. The tours are usually approximately four weeks in duration and are of enormous value to those students studying the language. Many of the students who have studied languages through to Year 10 are usually keen to continue the study of the language into the senior years but for some students, the decision to

continue the study of the language into Year 11 and 12 can be influenced by the experience of the tour and so this in itself is a valuable learning opportunity.

International Tour Groups to St Margaret's

St Margaret's enjoys the opportunity to host students from school tour groups who travel to Brisbane for short-term experiences usually for the duration of two weeks. The students who come to us from Kuki Senior High in Japan, are here for the short-term stays primarily to develop capability in spoken and written English and also to learn about Queensland/Australia.

The students spend most days at school participating in a language program for the first part of the day and then joining their host sister for classes in the afternoon. The girls are taken for a day trip to SeaWorld and Lone Pine.

The generosity of the St Margaret's families in offering to host the students has always been constant and it is amazing to see the depth of friendships that develop between the students from Japan and the St Margaret's families in such a short time.

Each year, a group of students from our exchange school, the Ursulinenschule in Bonn, Germany, accompanied by some of the young men from the boys' school in Bonn, visits St Margaret's for a period of approximately 10 days. These students spend approximately 8 weeks away from home touring around Australia and visit Melbourne, Sydney, Canberra, and the Great Barrier Reef prior to arriving at St Margaret's. Brisbane is the final stage of the tour.

The students spend some time in class at St Margaret's but generally take part in organised day trips to explore Brisbane, the Gold and Sunshine Coasts.

St Margaret's families host these students and the same depth of friendship and bonding seen in the relationships developed between the Japanese girls and the St Margaret's girls and families, is again evident with the German students.

The hosting arrangement is reciprocal for both Japan and Germany and when our girls travel to these countries on tour it is usually the families of the girls hosted by St Margaret's who will generally host our girls.

GAP Year

St Margaret's supports graduates who wish to apply to our participating exchange schools conducting GAP Programs. Interested students should meet with the Careers Counsellor to discuss the opportunities available for participation in a GAP program.

Resource Centre Services

The **Secondary Library** is open to all students at the following times:

Monday to Thursday	7:30am – 5:00pm
Friday	7:30am – 4:00pm

The **Primary Library** is open for Primary students at the following times:

Monday to Thursday	8:00am – 3:00pm
Tuesday and Wednesday	8:30am – 3:20pm
Friday	8:00am – 3:00pm

Photocopying

A photocopier is located in the Library. The cost of copying is 10 cents per sheet and change is available from the Desk.

Borrowing

Most books, magazines and audio-cassettes are available for loan, except Reference and 'frozen' books. Fiction books can be borrowed for two weeks and non-fiction books for one week. Other items are overnight loans, which must be returned by 9:00am the following day.

Computers and the Internet

There are several computers available for accessing CD ROMs and the internet, and others for searching the Library's catalogue. As stated in the Acceptable Use Policy, access to the internet on all school computers is for educational purposes only. Before using the computers, students need to sign the register at the loans desk. You can print from the internet, but please check with the Library staff before hitting the print button. Some documents are several pages long and much more than you can see on the screen. Printouts cost 10 cents per sheet.

Copyright

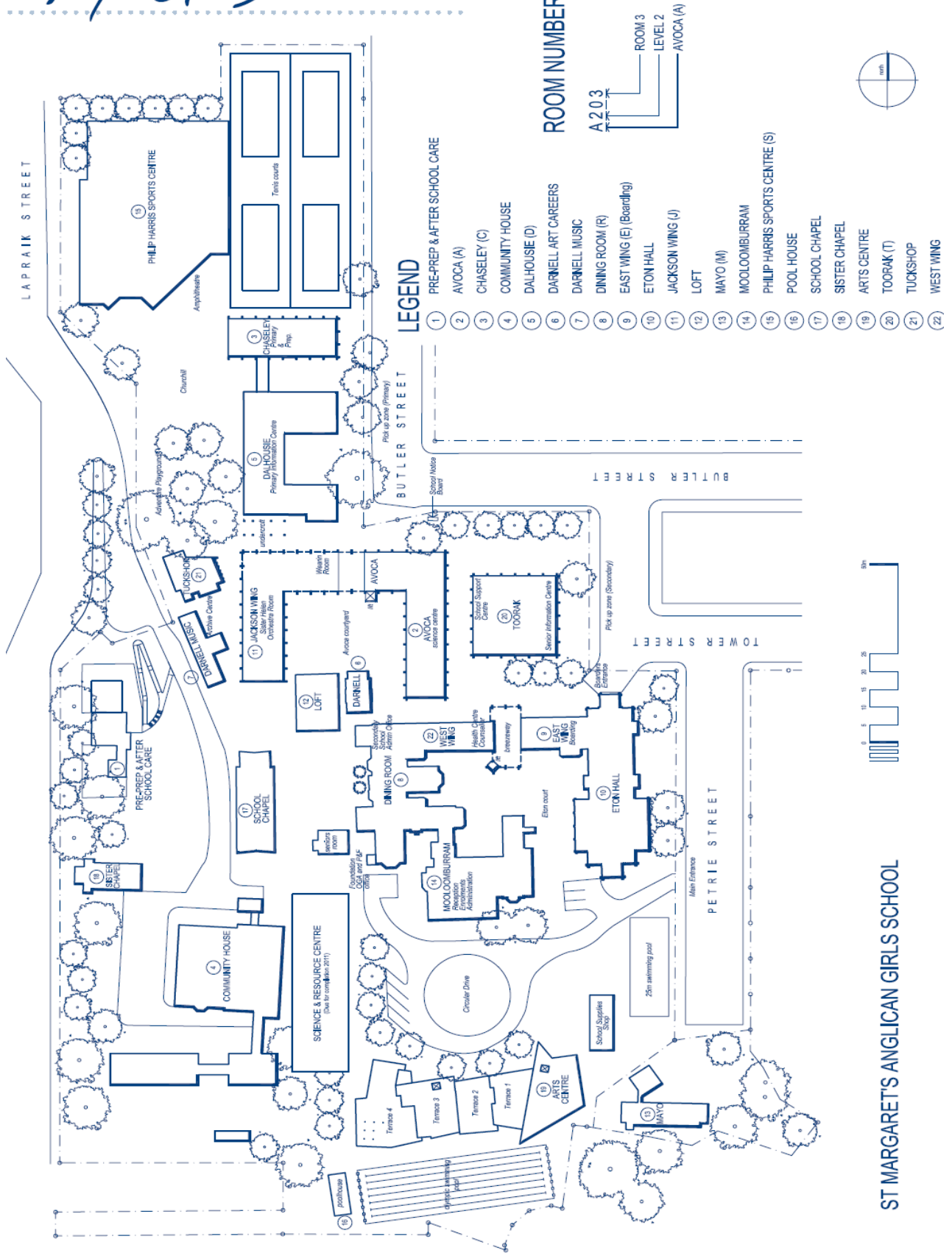
Copyright laws protect authors and publishers by giving them certain exclusive rights. These rights create a market for the products developed by the authors and publishers and allow authors and publishers to make a living from the use of their works. In addition, copyright laws provide an environment where the creative future of the nation is protected and promoted.

Unauthorised copying deprives authors and publishers of valuable income and reduces incentive to create new works. In all cases the user must only reprint, download, or copy information to fulfil academic needs. Copying or redistributing a person's work, for any purpose, without permission is a breach of copyright.

Etiquette

- Food, water bottles and drinks should not be brought into the Library.
- The Library is a place for quiet reading and research. Please have consideration for others and keep noise to a minimum.
- Classes coming into the Library Centre should wait outside until their teacher arrives.
- Individual students and small groups who come from a class to do research should report to the loans desk and sign in.

Map Of School



Pastoral Care

The philosophy of Pastoral Care at St Margaret's is based on the belief that we are all 'pastoral carers' and will endeavour to provide a high level of care and support for the girls within the context of the St Margaret's community.

All students are supported and nurtured by staff and usually settle in quickly to the routine of a new school year. New students are allocated a 'buddy' for support and assistance and teachers are aware of the needs of new students. Parents or students should advise the appropriate Classroom Teacher (Primary) or Head of Year (Secondary) if there are any concerns. Early advice can often prevent a problem developing. In addition to the planned personal development program, pastoral care should be considered to be the integration of personal development, academic, cultural, sport, spiritual and social dimensions of school life to achieve the holistic development of each student. This process involves students, teachers, parents and all members of the school family.

Research confirms our belief that that the school environment is a significant determinant of the emotional and social competence and wellbeing in students and teachers. A strong and supportive team of teachers and school staff, parents, students and members of the community who understand the value of a school environment that is caring and also challenging, will together sustain the quality of the school environment by continually teaching and encouraging students to fulfill school expectations and to live by the core values of the school.

The school is structured from an operational perspective to provide strong personal support for the students. Key staff play significant roles in support of students.

- The Primary School is led by the Head of the Primary School supported by a Head of Teaching and Learning, Coordinator of Planning and Organisation, Specialist Teachers, a Coordinator for the Extra-Curricular Program, Learning Support Teachers and the Personal Counsellor.
- The Secondary School is led by the Head of Senior Secondary School and is supported by Head of Teaching and Learning, Head of Boarding, Heads of Faculty, Heads of Year, Head of Sport, Head of Music, Form Teachers, Specialist Teachers, the Careers Counsellor, the Chaplains and the Personal Counsellor.

The Principal and the Deputy Principal support the Heads of School and all staff by ensuring the quality of programs developed by staff are supported with the appropriate physical and human resources.

Camps

The school camp program is an integral part of the educational experience from Years 3 - 10. It is part of the co-curricular program and complements and enhances the classroom curriculum. Students attend camps in Year Level groups and the dates are set in the school calendar. As the School aims to provide a holistic education, camps are an important means of supporting this philosophy. The aim is to develop independence, personal organisational skills and a sense of responsibility in each student. Challenges are provided in a controlled environment and students develop the ability to cooperate with others and to share and appreciate the value of teamwork.

Form Teacher

The Form Teacher plays a significant role in guiding students on a daily basis and in supporting their personal development and the fulfilment of school expectations. The Form Teacher works closely with the Head of Year to ensure that each student is developing sound homework and study skills and is socially and emotionally well. The Form Teacher will encourage the students to contribute to school life by participating in a range of activities within the Extra-Curricular Program.

Heads of Year

Each Year Level group from Years 8 - 12 is in the care of a Head of Year who keeps a close eye on the general academic progress and the levels of pastoral care required for students.

Boarding Students

In addition to the pastoral care provided on a daily basis to all students in the School, the Boarding students are supported in the context of a home environment by the Boarding Staff, who work closely with School Staff and in particular the Personal Counsellor, to ensure that our boarders are provided with the highest quality of care and support that we are able to provide them.

The Boarding House is a special community with a focus on all girls being happy, healthy and well-adjusted to life as a boarder. Teachers understand that boarders will have unique needs and endeavour to meet these needs within the academic and extra-curricular programs.

Day parents provide a wonderful level of support to our boarders and act as hosts when nominated by a boarding family to allow their daughter to take leave with them.

The following is an outline of the process for leave and outings that host parents are asked to follow in line with our duty of care policy.

Duty of Care

The Boarding House has a responsibility to ensure the safety and security of all boarders in our care. Consequently, *all* leave requests must be in writing from a parent or guardian. It is the responsibility of a parent or guardian to confirm all leave arrangements with the host. A host will not be required to confirm leave with the Boarding House. Telephone requests for leave by a parent or guardian will not be accepted.

Conditions of Leave

1. All leave from the Boarding House is permitted by the Head of Boarding / Deputy Head of Boarding in the context of trust - that boarders go to the places and hosts who have been approved by their parent or guardian and confirmed by the Head / Deputy Head of Boarding. It is impossible for boarding staff to follow every boarder and telephone every host family to check that boarders are behaving in an appropriate manner. However, as part of our Duty of Care, spot checks are conducted on a regular basis to ensure boarders are on leave with the host/friend confirmed by a parent or guardian. If a boarder stays with a host who has not been approved by a parent or guardian or signs out to go to one place and goes somewhere else, this is seen as a severe breach of this trust and is treated as a serious disciplinary situation. This includes returning to the Boarding House with someone other than her approved host or by public transport which has not already been pre-arranged.
2. It is understood that parents will only approve hosts for their daughters with similar standards of responsibility and behaviour to their own. It is important that you discuss your expectations and the expectations of the Boarding House with such people. Apart from brothers and sisters, all nominated people must be over 21 years of age.
3. No boarder may stay overnight at a University College unless the host is their sister and a parent or guardian has provided written approval on the Parent/Guardian Leave Request Form. Boarders may only travel in a car with a sibling if he or she is over 18 years of age. If a sibling is under 21 years of age, approval in writing is required from a parent or guardian. Parents or guardians will need to complete the Sibling Drivers section of the Leave Agreement.
4. It should be understood that girls who are involved in any school activity must provide priority to their school commitment; furthermore students will not be permitted to leave the School unless their conduct and application to study are satisfactory.
5. For all weekend leave, girls may depart and return in good casual clothes. It would be preferable if all hosts were to collect girls from the Boarding House. However, girls travelling to hosts outside the greater Brisbane area may travel by taxi to the Transit Centre only for connecting buses or trains or by taxi to the airport.
6. In accordance with School policy, boarders are not permitted to travel in a car driven by another student. Boarders are also not permitted to travel in a car at any time, including to or from sporting activities, with a parent of a day girl unless prior permission in writing is received by the Boarding House.

7. It is essential that a parent or guardian complete a Parent/Guardian Leave Request Form and either fax or email to the fax number or email address listed below by the following deadlines:
 - Weekend Leave - no later than 7pm on Wednesday prior to the weekend.
 - Weekday Leave - no later than 8pm the previous night.Requests received after these deadlines will not be considered.
8. Telephone confirmation will not be accepted.

Permission to Drive

Senior students who have a Drivers Licence may only drive to and from school if they have special permission from the appropriate Head of Secondary School and have signed a contract to abide by certain conditions. *Students are not permitted to transport other students in their cars.* However, parents may seek permission from the Head of Secondary School for sisters to be transported to and from school by the older sibling as the driver.

Reporting

At St Margaret's students receive formal reports each year:

- Interim Report (Secondary School only) at the end of Term 1. This report is indicative only of academic progress.
- End of Semester Report at the end of Term 2. This is a full written report.
- End of Semester Report at the end of Term 4. This is a full written report.

Reporting is supplemented by Parent/Teacher Interviews which are held each year at the beginning of Terms 2 and 3 (Secondary School) and the beginning of Term 2 and end of Term 3 (Primary School). Boarder parents who are unable to attend Parent/Teacher interviews are invited to make use of Skype, email or phone calls to gain feedback on their daughter's progress.

Safe School Policy

A blueprint for the prevention of response to and procedure for any form of bullying behaviour at our school.

Ethical Statement

St Margaret's Anglican Girls School is committed to maintaining an environment that values the inherent worth and dignity of every individual; fosters tolerance, sensitivity, understanding and mutual respect and encourages its members to strive to reach their full potential.

This commitment has its foundation in The Philosophy of the Sisters of the Society of the Sacred Advent for their schools:

To nurture the individual within a caring community so that each will realise his or her full potential to engender Christian values, encourage high academic standards and service to others so that all will have not only one goal, but also the inner strength "to love one another as I have loved you" (St John 13:34).

All members of the School community should be able to pursue their goals, educational needs and working lives without intimidation or injury generated by intolerance and harassment.

The School is committed to endeavouring to ensure a healthy and safe working and learning environment that is free from discrimination and all forms of harassment, which are unacceptable behaviours and will not be tolerated under any circumstances.

Definition

Bullying is an imbalance of power and complex in nature. It is a form of harassment. It is a deliberate attempt to cause harm or pain to someone or can be a result of thoughtlessness. This type of behaviour is unwanted, unwelcome, unsolicited and usually persistent. It is possible that it may also be an isolated incident.

Bullying may be initiated by individuals and/or groups. It may be blatant or insidious.

Bullying behaviour is exemplified in many ways, including the following:

- **Physical** fighting, pushing, shoving, gestures or invasion of personal space, body language, "death stares"
- **Verbal** name calling, offensive language, slander (putting people down behind their backs), picking on people because of their race, sex or religious creed, taunts because of culture, race, religion, gender, appearance, sexuality or economic circumstances
- **Victimisation** stand-over tactics, picking on others, threats to "get people", where groups try to dominate others
- **Electronic** sending malicious e-mails, text messages, MSN, posting of offensive, hurtful or intimidating information on social networking sites
- **Social** exclusion, prejudice, gossip, spreading rumours

Actions to be taken in response to bullying behaviour:

Bullying behaviour may be identified by different groups:

- Known or suspected by a staff member
- Experienced directly by a student
- Witnessed by peers
- Reported by parent/s

Procedure

1. The Head of Year in Secondary or classroom teacher in Primary, should be alerted as soon as possible
2. The Head of Year or classroom teacher will conduct an initial investigation recording all events in writing.
3. The Head of Year or classroom teacher will alert the Head of Secondary or Primary School.

4. One or more of the six bullying interventions will be applied in consultation with parents and the School Counsellor. An interview will be conducted with the injured party and those accused of bullying behaviour if using intervention Methods 1, 2, 3 and 6.
5. Feedback regarding intervention to parents of both parties will be undertaken by the Head of Secondary or Primary School.

Bullying Interventions

At St Margaret's School, our procedures are strongly aligned to the research and strategies of Dr Ken Rigby, Australia's foremost authority on bullying. They are aimed at developing a culture which is completely unaccepting of any bullying behaviour and designed to equip teachers and students with the skills required to resolve issues as and when they occur.

Dr Rigby has developed six major approaches for bullying intervention. One or more of the interventions, applicable to the case of bullying, may be used to resolve situations involving bullying in its many forms.

1. **Strengthening the Victim**
Essentially training and empowering the target of bullying behaviour to respond effectively, thus sparing the target adult intervention which may provoke further or wider bullying behaviour. For example, when the bully makes a statement, look the bully in the eye and give a calm, nonchalant response without hostility:

Bully: You're such an idiot!
Injured party: Why do you think so? (Wait for answer)
Bully: Everybody hates you!
Injured party: That's interesting. Why do you think that? (Wait)
2. **Mediation**
Mediation can occur when two students (eg. bully and target) agree to seek help from a mediator, teacher or peer mediator to resolve the issue that is causing the conflict. Suitable for upper Primary School students onwards.
 - Each student explains the situation as they see it
 - The other students are required to listen without interruption and at the end summarise what has been said
 - Each student is then asked to make suggestions as to how the issue might be resolved
 - Each suggestion is examined and evaluated until agreement is reached on how to resolve the conflict.
3. **Restorative Practices**
Restorative practices are designed to restore damaged relationships between individuals or groups. They require that the 'offender' acknowledges wrong doing and the harm he or she has caused, and then act restoratively, eg through an apology and compensatory action.
4. **Support Group Method (no blame method)**
There are seven steps in the method beginning with an interview with the target, then holding a meeting with a group of students including with the bullies and other students (but not the target) and ending with meetings with the individuals who have taken part in the application of the methods:
 - Talking with the target
 - Convening a group meeting
 - Explaining the problem
 - Promoting shared responsibility
 - Asking for ideas
 - Passing the responsibility of the problem to the group
 - Final meeting to ascertain progress

5. Method of Shared Concern
 - On the basis of reports or observations, identify and interview suspected bullies one by one.
 - Interview the targeted student. Stress that no one is going to be punished. Discover more about the case. Gain the trust of the targeted student.
 - Meet suspected bullies again individually and ascertain progress.
 - Make an agreed plan to resolve the conflict with the co-operation of the target.
 - At a final meeting (targeted student now present) help the students to negotiate an acceptable solution.

6. Traditional Disciplinary Approach
 - Reiterate what has happened and state that it falls within the definition of bullying.
 - State that the school is unaccepting of the behaviour.
 - Indicate the nature of the sanction that will be applied.
 - Stress what will happen if the behaviour reoccurs.

From Rigby, K (2010) Bully Interventions in Schools: Six Basic Methods. Camberwell ACER

Consequences of Inappropriate Behaviour in the Secondary School

Whilst there are several approaches to bullying in situations where there is clear evidence and depending on the frequency and severity of the bullying the following process will be implemented. Should the initial infringement be severe, at the discretion of the Principal, it may be appropriate to bypass First Notification Procedures and implement Second or Third Notification Procedures.

First Notification

- Behaviour clearly identified with student to ensure absolute understanding of the issue.
- Student given opportunity to respond.
- If required, appropriate application of one of the bullying interventions (2, 3).
- Situation monitored by relevant member of staff.

Second Notification

- Procedures of first notification carried out.
- Meeting with parents by Head of Secondary or Primary School or the Deputy Principal.
- Student may be withdrawn for up to one week.
- Re-entry to school to be negotiated with school, students and parents.
- Consequences of further infringement clearly stated.

Third Notification

- Further meeting with parents by the Deputy Principal or Principal.
- Further withdrawal or possible exclusion at Principal's discretion.

Conclusion

The School is committed to this policy and its implementation and to ensuring a healthy and safe working and learning environment that is free from discrimination and harassment.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR IN THE PRIMARY SCHOOL

INAPPROPRIATE BEHAVIOUR ACTION PLAN – PRIMARY

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
PRESENTATION SLIP BEHAVIOUR			
<ul style="list-style-type: none"> Punctuality to school/class Homework not completed Incorrect wearing of uniform Untidy appearance 	<ul style="list-style-type: none"> Consistently not having correct equipment at school 	<ul style="list-style-type: none"> Persistent ignoring of blue presentation slip – no effort made to rectify 	<ul style="list-style-type: none"> Repeated level 3 behaviours
<i>CONSEQUENCES</i>			
<ul style="list-style-type: none"> Blue presentation slip to class teacher 	<ul style="list-style-type: none"> Blue presentation slip to class teacher. On receipt of three (3) such slips parents will be notified. 	<ul style="list-style-type: none"> Parents contacted by Primary Admin to assist with child's attitude and behaviour 	<ul style="list-style-type: none"> Parents contacted by Primary Admin to assist with child's attitude and behaviour
INAPPROPRIATE ACTIONS			
<ul style="list-style-type: none"> Calling out Talking / off task behaviour Unsafe behaviour Banned belongings at school Playing in toilets/on stairs Littering Playing/eating out of bounds Reacting to teasing Misuse of play equipment 	<ul style="list-style-type: none"> Repeated level 1 behaviour Deliberate physical contact Not following teacher direction Misuse of toilets/stairs Initiating/responding to name Calling/teasing/put downs Threatening behaviour Visiting tuckshop without permission 	<ul style="list-style-type: none"> Repeated level 2 behaviours Disrespectful behaviour towards adults Violent acts Encouraging others to disobey rules Swearing Harassing behaviours Refusal to complete tasks/school work Damage to school property/ deliberate vandalism Cheating 	<ul style="list-style-type: none"> Repeated level 3 behaviour Violent acts Verbal abuse to teachers Stealing Graffiti/defacing school property
<i>CONSEQUENCES</i>			
<ul style="list-style-type: none"> Verbal rule reminder 	<ul style="list-style-type: none"> Communication given to parents in diary Green/orange slip given Completion of reflection sheet 	<ul style="list-style-type: none"> Meeting involving Head of Primary/Head of Teaching & Learning and parents to develop appropriate consequences and personal behaviour plan 	<ul style="list-style-type: none"> Meeting involving Head of Primary/Head of Teaching & Learning and parents to develop appropriate consequences and personal behaviour plan Suitable consequence implemented by administration Behaviour contract if required Possible exclusion from school
SOCIAL INTERACTION – BEHAVIOURS			
<ul style="list-style-type: none"> Disrespectful behaviour to peers Name calling Damage to property Thoughtless language or inaction Excluding someone from activities or games 	<ul style="list-style-type: none"> Repeated level 1 behaviour Disrespectful behaviour to staff "one off" incident of harassing behaviour 	<ul style="list-style-type: none"> Repeated level 2 behaviours Bullying Harassing behaviours Refusal to complete tasks/school work Damage to school property Deliberate vandalism Cheating 	<ul style="list-style-type: none"> Repeated level 3 behaviours
<i>CONSEQUENCES</i>			
<ul style="list-style-type: none"> Verbal rule reminder 	<ul style="list-style-type: none"> Communication given to parents in diary Green/orange slip given Completion of reflection sheet or written apology 	<ul style="list-style-type: none"> Meeting involving Head of Primary/Head of Teaching & Learning and parents to develop appropriate consequences and personal behaviour plan 	<ul style="list-style-type: none"> Meeting involving Head of Primary/Head of Teaching & Learning and parents to develop appropriate consequences and personal behaviour plan

School Fees

The School has four (4) Terms in the academic year. Fee statements are issued each Term for Prep to Year 11. The Year 12 tuition fees will have three accounting periods in the academic year (January, April and July). Details of the fees and other charges and levies are specified in the Current Fee Schedule which can be located on the School website. Fees can be paid online by selecting the Online Fees Payment option of the Members menu from the School website.

School Hours

Students should arrive no later than 8.10am and must be in academic class for roll marking at 8.20am.

Late to School

If you arrive at school after the start of Lesson 1, report to the Primary Office or School Support to complete a Late Slip. You will then be recorded as late. Take the Late Slip to your Class Teacher (Primary) or your lesson teacher (Secondary). Students who are late must bring a note from the parent/guardian to explain the reason for the lateness. This note needs to be received, no later than the next school day.

Bell Times

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1A 8.20-9.05	Lesson 1A 8.20-9.05	Lesson 1A 8.20-9.05	Lesson 1A 8.20-9.05	Lesson 1A 8.20-9.05
Lesson 1B 9.05-9.50	Lesson 1B 9.05-9.50	Lesson 1B 9.05-9.50	Lesson 1B 9.05-9.50	Lesson 1B 9.05-9.50
Form 9.50-10.25	Assembly 9.50-10.25	Year Level 9.50-10.25	House /Chapel 9.50-10.25	Form 9.50-10.05
<i>Morning Tea</i> 10.25-10.50	<i>Morning Tea</i> 10.25-10.50	<i>Morning Tea</i> 10.25-10.50	<i>Morning Tea</i> 10.25-10.50	<i>Morning Tea</i> 10.05-10.30
Lesson 2A 10.50-11.35	Lesson 2A 10.50-11.35	Lesson 2A 10.50-11.35	Lesson 2A 10.50-11.35	Lesson 2A 10.30-11.15
Lesson 2B 11.35-12.20	Lesson 2B 11.35-12.20	Lesson 2B 11.35-12.20	Lesson 2B 11.35-12.20	Lesson 2B 11.15-12.00
Lesson 3 12.20-1.05	Lesson 3 12.20-1.05	Lesson 3 12.20-1.05	Lesson 3 12.20-1.05	Lesson 3 12.00-12.45
<i>Lunch</i> 1.05-1.50	<i>Lunch</i> 1.05-1.50	<i>Lunch</i> 1.05-1.50	<i>Lunch</i> 1.05-1.50	<i>Lunch</i> 12.45-1.30
Lesson 4A 1.50-2.35	Lesson 4A 1.50-2.35	Lesson 4A 1.50-2.35	Lesson 4A 1.50-2.35	Lesson 4A 1.30-2.15
Lesson 4B 2.35-3.20	Lesson 4B 2.35-3.20	Lesson 4B 2.35-3.20	Lesson 4B 2.35-3.20	Lesson 4B 2.15- 3.00

School Insurance

Students are covered by the School under Student Accident Insurance with Willis Australia Ltd. Coverage is 24 hours, 365 days a year, worldwide, excluding non-Medicare medical expenses which are recoverable from other sources. A copy of policy details can be provided upon request.

Please note, this policy is an accident protection plan and does not relate in any way to insurance coverage for students' personal property brought to school or taken on school excursions. Personal property owned by the student but held at the School, such as musical instruments are not covered by any school insurance policy.

School Supplies Shop Opening Times

Monday, Wednesday, Thursday 8am-3pm

Tuesday 10am-5pm

Friday 7.30am-2.30pm

Phone: 07 3862 0776

Fax: 07 3862 4497

Email: suppliesshop@stmargarets.qld.edu.au

School Special Provisions Policy

Special Provisions at St Margaret's exists on two levels: informal school-based policy and the formal Queensland Tertiary Admissions Centre (QTAC).

The Queensland Studies authority (QSA) allows Special Provisions at the discretion of the school. School-based Special Provisions may be allowed for the following:

- Illness
- Injury
- Bereavement
- Family or personal problems
- Any other issue which may hinder a student to produce less than their usual standard of work.

School-based Special Provisions may include one or all of the following:

- Extension of time
- Alternative assessment item
- Cancellation of assessment item
- Oral rather than written submission
- Use of computer
- Use of scribe

Queensland Tertiary Admissions Centre (QTAC) Special Provisions policy involves students making a formal application (forms available at QTAC website) for consideration for courses that their current Overall Position (OP) will not allow them to access. It is important to note that the granting of Special Provisions by QTAC will not change a student's OP.

The application for Special Provisions to QTAC would be considered for the following:

- Circumstances relating to equal opportunity, for example: ethnic, cultural, gender or language demands and expectations
- Disability and Health, for example: visual and hearing impairment, speaking, reading and writing difficulties, difficulties with physical mobility, psychological or affective disorders including anxiety or depression, effects of medication and any other severe or chronic medical condition

- Compassionate or other circumstances, for example: effects of surgery, trauma, bereavement, neglect, abuse, violence, relocation, divorce or any other unanticipated circumstances.

It is also important to note that documentary evidence will need to be attached to the QTAC Special Provisions application and that whilst the school can assist with providing documentation; the onus is on the student and parents to make application to QTAC.

Student Leadership

School Captains: Betsy Rutledge & Harriet Adcock
Primary School Captains: Lucinda Crouch & Annabelle Poth

Secondary Captains

Boarder Captains	Meg Grieve & Hilary Wood
Sports Captains	Kate Savage & Rebecca Taylor
Arts Captains	Anna Fryer & Courtney Moore
Sacristans	Hannah Fryer, Tanya Bell & Jessica Holmes
Cultural & Community Captains	Rachael Augustyn & Natalie Charlton
International Captains	Lin Choi & Haruka Udagawa
Prefects	Harriet Adcock, Maddison Bowyer, Natalie Charlton, Prudence Edwards, Lucinda Everson, Anna Fryer, Claudia Gunn, Courtney Moore, Jessica Peacock, Betsy Rutledge, Hannah Savage, Madeline Schlyder, Evangeline Shaw, Isabelle Slipper, Gemma Tapp, Hilary Wood

Secondary House Captains

Bede (<i>yellow</i>)	Kate Flint & Lucy Warriner
Chaucer (<i>red</i>)	Amy Biggs-Tsoubos & Katie Elmer
Herrick (<i>orange</i>)	Olivia Modin & Grace Harris
Kendall (<i>lime green</i>)	Georgia Bloxsom & Claudia Gunn
Lawson (<i>light blue</i>)	Dana Sherwood & Amelia Viner
Milton (<i>emerald green</i>)	Prudence Edwards & Caitlin Page
Spenser (<i>royal blue</i>)	Lucinda Everson & Evangeline Shaw
Tennyson (<i>purple</i>)	Eloise Bowman & Madeline Schlyder

Tuckshop

The Tuckshop is open every day at recess and lunchtime. The Tuckshop is available to the Primary students for lunch only whereby they order via a basket system. Orders from each class are taken to and collected from the Tuckshop by Monitors. Year 7 students may go directly to the Tuckshop at lunchtime as no basket system is used.

Uniform and Hair Policy

The uniform is practical and economical but is also a way of showing one's loyalty to the School and it should be worn proudly. Uniforms should always be clean, pressed and tidy. All school uniform items must fit well and be clearly named. Parental support of school policy and uniform expectations is appreciated.

1. The Middy is worn to and from school, at assemblies and school ceremonies and when a school represents the School in public.
 - A school collar badge holds the collar in place and should be worn at all times.

- The middie skirt length is between the knee and mid-calf.
 - Beige ankle socks or stockings (for Years 11 and 12) should be worn and brown shoes must be cleaned regularly.
 - The hat should always be worn outside the school grounds. Students are asked to wear their hats to protect them from the sun when in the school grounds, at recess and lunch.
 - School jumpers or blazers may be worn over the middie.
2. Brown leather school shoes or white joggers may be worn with the sports uniform. Leather shoes should be cleaned daily. Sports Uniforms for Interschool Competitions vary according to the sport. For HPE practical lessons and for training sessions, the sports uniform is the navy sports shirt with either the navy sports skirt or shorts worn with beige ankle socks and white sandshoes. If a girl is at sports practice, she may travel in private transport only, in sports uniform before 7.30am or after 4.30pm. Only the official St Margaret's sports cap is to be worn.
 3. Years 1 and 2 may wear their sports uniform in Term 1 and Term 4. Years 1-3 students may wear their sports uniform, with brown shoes, to and from school on HPE days.

Year 12 Seniors' Tops are not school uniform.

Tracksuits may be worn, with the navy polo shirt, in cold weather.

Hair Ribbons may be white, plain navy blue or brown only with the middie, and white with the church dress. Ribbons are used to secure long hair.

School Bags are obtainable in several sizes.

4. As a spectator at an extra-curricular event, wear the middie with pride and display support for the spirit of the School.
5. Tying the Lace - The lace should be tied at the neck and the collar secured with the School Badge. The House Badge should be worn on the left side of the white collar.
6. Brown leather school shoes and beige ankle socks must be worn with the school uniform.
7. Chapel Dress – (white with embroidered pocket badge) is worn at Speech Night, Year 7 and prize winners at Primary Speech Day, Choir performances and some other special events.
8. If students' hair falls below the collar it is tied back with white, plain navy or plain brown ribbons. Headbands of any form are not permitted. Only small, plain brown or navy clips should be used. **Students' hair must remain its natural colour.** Unless short, hair is to be worn in a ponytail or plait. Hair is not to be worn as a bun.
9. It is **not acceptable** to wear jewellery, nail polish or make-up with the school uniform. Students may wear a watch; a small religious medal on a chain, as long as it is not visible under the school uniform; one pair of small, plain gold or silver studs, or the school pearl earrings, one per ear lobe, worn in the normal position on the lobe of the ear. A red slip will be issued for uniform breaches. Three red slips will result in a Thursday detention. Green slips will be issued for a consistently good standard of uniform Prizes are awarded at the end of term.
10. St Margaret's bags are for school use.
11. Sun Safety – We are a registered Sun Smart school. Our Sun Smart policy is very important to us. Students are encouraged to wear their sun hats/ Panama's to protect them from the sun when outdoors. Primary students must wear sun shirts when in the pool. We actively encourage Sun Smart initiatives throughout all year levels.
12. Free Dress Day – Dress Code

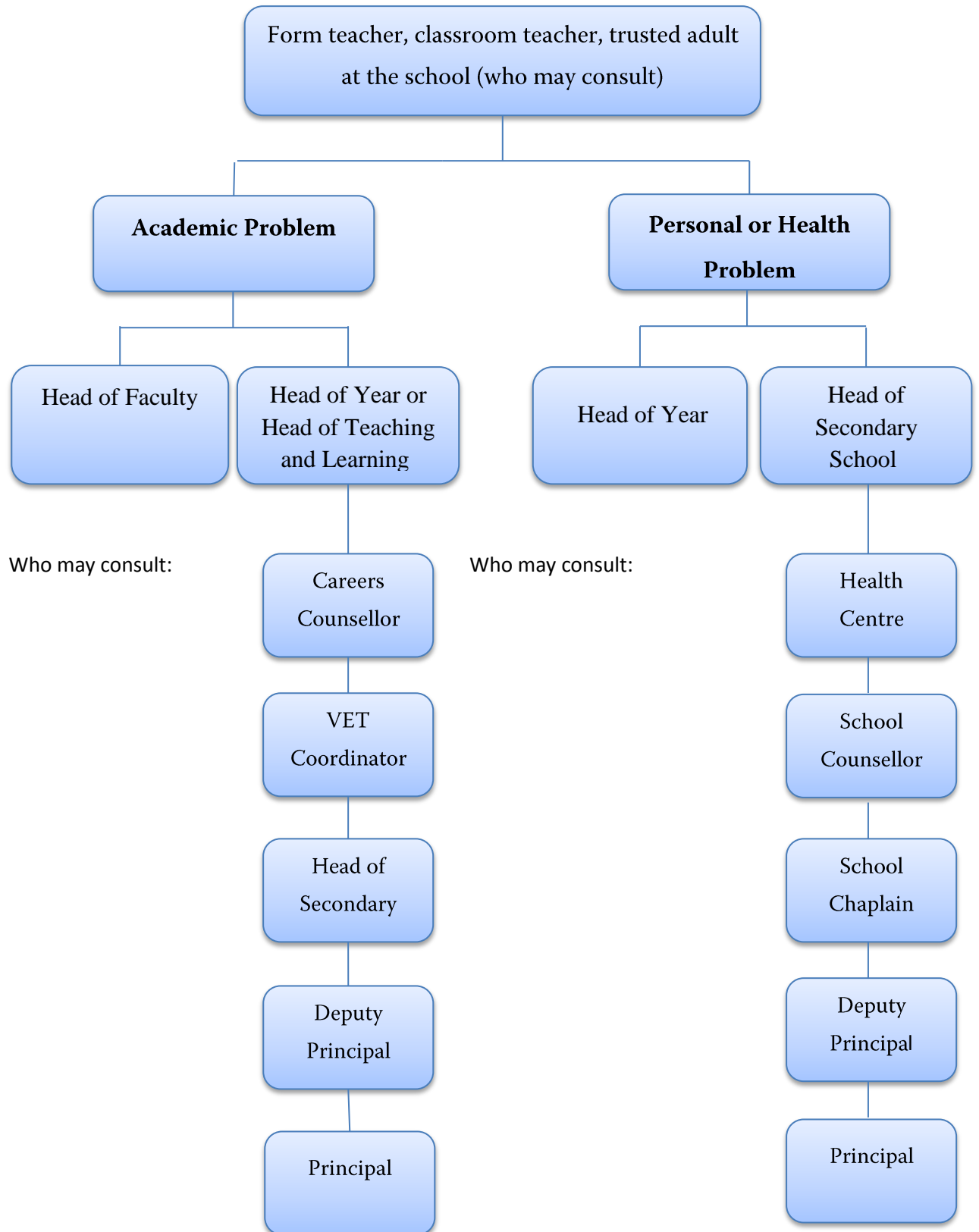
The basic principles are: Being Sun-Smart, being safe, and respecting the ethos of the School.

This means:

- No exposed shoulders
- No low necklines or exposed midriffs
- Hair tied back for practical lessons
- Footwear should be enclosed – flat-heeled shoes, sneakers, boots, or sandals with an ankle strap. Definitely no thongs.
- Skirts, tailored shorts and dresses should be of a reasonable length for modesty.
- Clothing must be clean and in good repair. Ripped jeans are not acceptable
- Shorts must be at least mid-thigh in length.

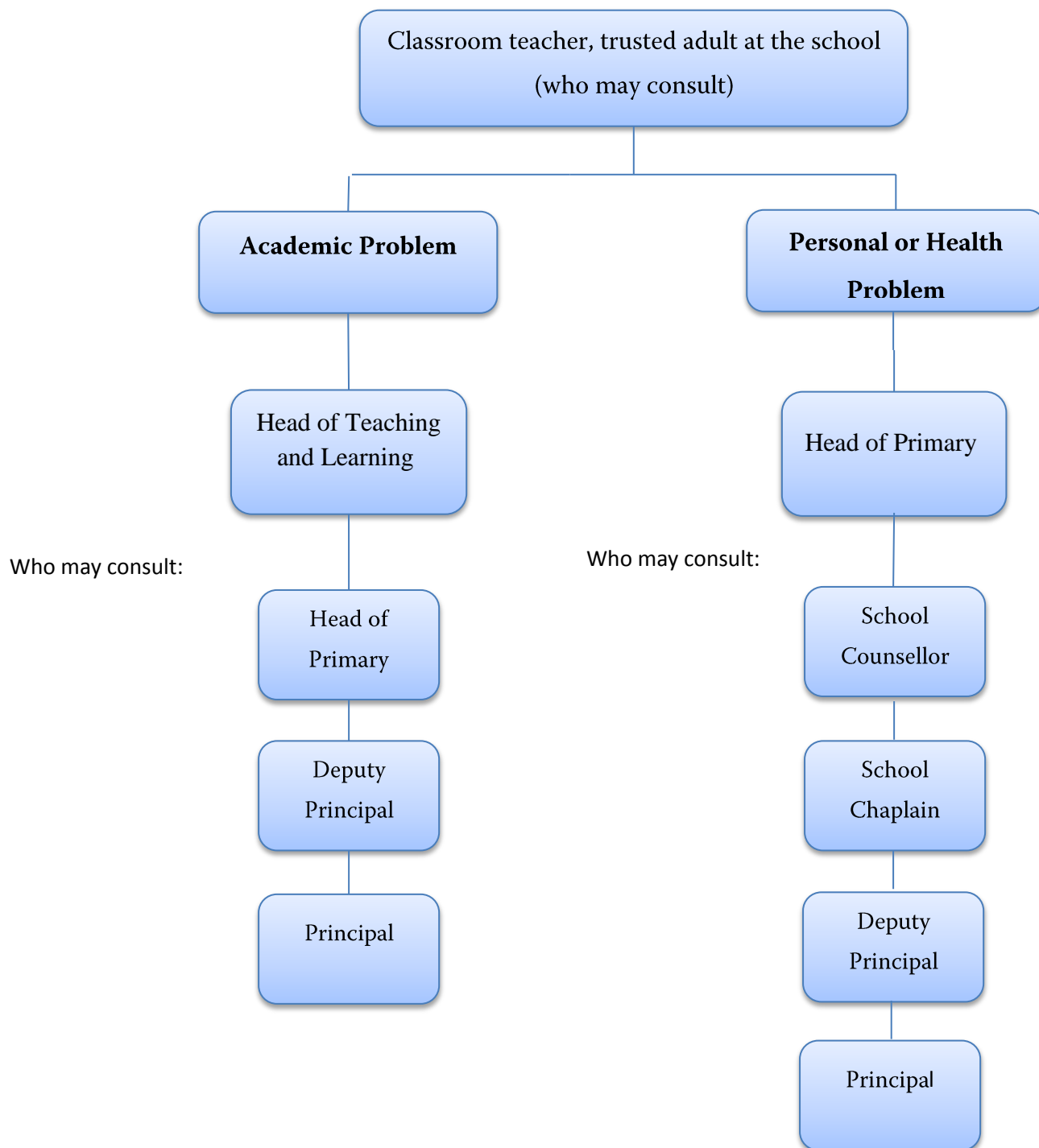
Who do I see if I have a problem? (Secondary)

- In an emergency a student must inform the first available teacher.
- Depending on the seriousness of the problem, parents will always be contacted except where the matter is referred, at the Principal's discretion, to Children's Services.



Who Do I see if I have a Problem? (Primary)

- In an emergency a student must inform the first available teacher
- Depending on the seriousness of the problem, parents will always be contacted except where the matter is referred, at the Principal's discretion, to Children's Services.



Withdrawal of Student Enrolment

Parents are required to give one term's notice in writing prior to the withdrawal of a student otherwise a term's fees will be payable in lieu of notice. If the required notice period is not given the enrolment deposit will be forfeited for enrolments prior to 1 January 2004 from 1 January 2004, enrolment fees are non-refundable.