International Students Handbook
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Welcome from the Principal

Dear Students

At St Hilda’s School, we are devoted to providing a first-class education aimed at developing your best qualities, broadening your horizons and preparing you for the ever-changing demands of a career and equipping you to meet and enjoy the challenges of life in the 21st century.

I hope that this will be the commencement of a positive and rewarding relationship between yourself and St Hilda’s School and that you will gain much in terms of spirit, character and intellect, enriching you with wisdom, perspective and compassion and inspires you to look enthusiastically towards your future life.

I look forward to welcoming you to our community.

Yours sincerely

Julie Wilson Reynolds
Principal

Key People

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Julie Wilson Reynolds</td>
<td>Principal</td>
<td><a href="mailto:principal@sthildas.qld.edu.au">principal@sthildas.qld.edu.au</a></td>
</tr>
<tr>
<td>Ms Wendy Lauman</td>
<td>Deputy Principal</td>
<td><a href="mailto:wlauaman@sthildas.qld.edu.au">wlauaman@sthildas.qld.edu.au</a></td>
</tr>
<tr>
<td>Mr Ross Boyle</td>
<td>Head of Learning and Teaching</td>
<td><a href="mailto:RBoyle@sthildas.qld.edu.au">RBoyle@sthildas.qld.edu.au</a></td>
</tr>
<tr>
<td>Mrs Annette Boyle</td>
<td>Head of Boarding</td>
<td><a href="mailto:anboyle@sthildas.qld.edu.au">anboyle@sthildas.qld.edu.au</a></td>
</tr>
<tr>
<td>Mrs Caroline Brodar</td>
<td>Head of Senior School</td>
<td><a href="mailto:CBrodar@sthildas.qld.edu.au">CBrodar@sthildas.qld.edu.au</a></td>
</tr>
<tr>
<td>Mrs Susan Sanburg</td>
<td>Head of Middle School</td>
<td><a href="mailto:ssanburg@sthildas.qld.edu.au">ssanburg@sthildas.qld.edu.au</a></td>
</tr>
<tr>
<td>Mrs Tracey Maynard</td>
<td>Head of Junior School</td>
<td><a href="mailto:tmaynard@sthildas.qld.edu.au">tmaynard@sthildas.qld.edu.au</a></td>
</tr>
<tr>
<td>Mrs Fleur Brooks</td>
<td>Head of Admissions</td>
<td><a href="mailto:fbrooks@sthildas.qld.edu.au">fbrooks@sthildas.qld.edu.au</a></td>
</tr>
<tr>
<td>Miss Kaitlin Barrell</td>
<td>International Connections Officer</td>
<td><a href="mailto:kbarrell@sthildas.qld.edu.au">kbarrell@sthildas.qld.edu.au</a></td>
</tr>
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Other Staff

For a complete directory of staff please visit our website at https://www.sthildas.qld.edu.au/staff-directory/
About

St Hilda’s students experience a range of learning programs which stimulate enquiry and creativity in an environment that is supportive of girls’ development, from Pre-Preparatory to Year 12.

In 1912, St Hilda’s opened its doors to 56 boarders and 23 daygirls. Today, the school is home to 1200 girls, including 185 boarders and is one of a small group of schools which continues to expand its boarding facilities.

This growth is testament to the care and warmth experienced in our boarding community and to the professionalism of our boarding staff.

Learning structures, strategies and communications are carefully planned throughout the school to ensure each student is well-known to staff and strong connections exist between the school and home.

Challenging and age-appropriate programs cater for the needs of the girls as they advance through the following stages of their education and development:

Registered CRICOS Courses

- Primary Years P-6
- Secondary Junior Years 7-10
- Secondary Senior Years 11-12

Sub-Schools

- Junior School: Pre-Prep to Year 6
- Middle School: Years 7 to 9
- Senior School: Years 10 to 12

Boarding

- Junior: Year 6 to Year 9
- Senior: Years 10 to 12

St Hilda’s is an Apple Distinguished School, offering an integrated iPad and MacBook Program from Pre-Prep to Year 12.

Mission and Vision

St Hilda’s School offers a rigorous learning environment, which is active, creative and innovative, targeted at developing the whole person.

St Hilda’s School Values

Love Compassion Forgiveness Hope Grace

Accommodation – Boarding or Pathway to Boarding via Homestay

St Hilda’s has been offering a caring community life for boarders for nearly a century. Boarders at St Hilda’s develop lifelong friendships, enjoy the support and good humour of those around them, develop skills that will equip them for independent living when they leave the security of the school environment and enjoy the many cultural and recreational opportunities that are available on the Gold Coast and in Brisbane.

Girls are cared for by staff including academic staff from the Day School, old girls of the School, qualified registered nurses, chaplain, counsellors and experienced boarding staff.

Boarding accommodation ranges from twin share areas to single rooms in the senior year. The School’s catering service endeavours to provide a familiar diet for girls from other countries.

As a renowned Boarding School we often experience times when our accommodation is at capacity. In these circumstances, we are able to offer a Pathway to Boarding via Homestay Accommodation for International Students. St Hilda’s School has a third party agreement with Australian Student Accommodation to provide the homestay placements, please visit their website at: http://australianstudentaccommodation.com.au/
Homestay fees and application process will be made available at the enquiry stage should a place in our Boarding School not be available in the first instance.

**Location**

St Hilda’s School is located at 52 High Street, Southport
Facilities

There are extensive facilities at St Hilda’s School to cater for the needs of every girl as she proceeds from Pre-Prep to Year 12.

The school is completely wireless with data projectors in every classroom.

There are two language classrooms and an EAL/D Learning Enhancement area. All classrooms have access to a television, DVD and video.

Design and Technology is taught in specialist areas. A large kitchen area caters for students of Food Technology in the Middle and Senior Schools. It is equipped with facilities for a class of 26. Two Design and Technology rooms cater for students undertaking practical work in these areas. A Multi-Media Laboratory is also used for courses in this area. The School Library contains a substantial online catalogue, audio-visual resources, video and sound editing equipment.

Senior Students are accommodated in the flagship building, opened in 2015, is the Jennifer Reeves Senior School Centre, where girls enjoy a 300-seat cafeteria opening onto gardens and lawns, a stage and DJ booth, a student-run café, two levels of ultra-modern classrooms and open-plan spaces, plus the Senior Library. This latest addition to teaching and learning facilities is fully equipped with latest technology, including film and sound recording, and is leading education design and development at a global level.

A number of specialist Music rooms have been provided. There are two large practice/teaching rooms and a large number of practice and individual tuition rooms. Teaching rooms have access to electronic keyboards with IT links.

All students spend their break times in the landscaped courtyards, in shaded courtyard areas, the Jennifer Reeves cafeteria or in the areas specified near the school administration areas. Seating is provided as is climbing equipment for the younger girls.

All students benefit from the extensive sporting facilities that are provided. The school has a heated 50-metre pool and a large gymnasium complete with specialized gymnastic equipment to service the elite gymnastics program, tennis and basketball courts and a grass oval.

School Uniforms

St Hilda’s School uniform shop is located on campus for your convenience adjacent to Gate 2 entrance, via Cougal Street. Please go to the school website for opening hours and further information regarding Prices and uniform requirements https://www.sthildas.qld.edu.au/uniform-shop/

Where to find key information or assistance

Assistance with studies

- English language
  Mrs Kate Powell, EAL/D Teacher kpowell@sthildas.qld.edu.au
- Academic studies
  Head of Year or Head of Junior/Middle/Senior School
- Assignments
  Class Teacher, Head of Year or Head of Junior/Middle/Senior School
• Careers counselling  
Mrs Carol Baker, cbaker@sthildas.qld.edu.au

School Calendar
Up to date term dates can be found here https://www.sthildas.qld.edu.au/term-dates/

Timetable

### JUNIOR SCHOOL TIMETABLE 2019 – WEEKS A & B

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tr>
<td>PERIOD 1</td>
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<td>PERIOD 3</td>
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<td>LUNCH</td>
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<td>PERIOD 5</td>
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<td>PERIOD 6</td>
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<td>Year 3</td>
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### MIDDLE/SENIOR SCHOOL TIMETABLE 2019 – WEEKS A & B

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<td>YEAR 7</td>
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<td>YEAR 8</td>
<td>8 - CHP/TCE</td>
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<td>YEAR 9</td>
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<td>WEEK 1 B</td>
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<td>WEEK 2 A</td>
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<tr>
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<td>PERIOD 6</td>
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Assessment

There are no public subject specific school examinations in Queensland. State-wide moderation of student results ensures state-wide educational standards are maintained. Assessment of students is formative as well as summative. In Years Prep-10 assessment is criterion-based within School programs. In years 11 and 12, assessment is also criterion-based, but within State-based guidelines. Queensland Studies Authority subjects in Years 11 and 12 studies lead to a Queensland Senior Certificate and Tertiary Entrance Statement at the end of Year 12. Years 11-12 students can also access vocational subjects which offer alternative pathways to further study or employment.

Code of Conduct

Students must abide by the School's Code of Conduct and Rules and the terms and conditions specified in the Application for Admission and the Enrolment Agreement. Students shall attend all applicable lessons, classes, tests and examinations during a course as well as submitting all assignments that are applicable to their chosen subjects.

Students are required to start on the first day of each term and finish on the last day of each term so they are enrolled and participating in school life for the full year. Exception may only be made with the specific permission of the Principal.


Student Protection at St Hilda’s School

Statement of Commitment

Anglican schools support the rights of all children and young people and are committed to ensuring the safety and wellbeing of students attending an Anglican school.

Anglican schools will provide a safe and supportive living and learning environment for students and will ensure staff, volunteers and visitors model and encourage behaviours that uphold the dignity, safety and wellbeing of students.

Anglican schools will ensure they:

- provide an appropriate and timely response to all allegations of harm to a student resulting from the conduct, action or inaction of any person, including staff and volunteers;
- comply with all legislative obligations and student protection policy and procedural requirements; and
- support, wherever possible and appropriate, individuals affected by student protection matters, including students, parents, staff and volunteers.

Who can help?

If you are at any time feeling unsafe or fearful of being harmed or you are concerned for another student, we encourage you to speak with a trusted adult. This could be:

- A trusted teacher
- Principal, Dr Julie Wilson Reynolds
- One of the School’s Student Protection Officers, listed below:
Junior School
- Mrs Tracey Maynard, Head of Junior School
- Mrs Melissa Wilkins, Deputy Head of Junior School
- Mrs Katherine Holmes, Coordinator of Parent and Community Engagement

Middle/Senior School
- Ms Wendy Lauman, Deputy Principal
- Miss Cody Boles, School Counsellor
- Mrs Liz Giovas, School Counsellor
- Mrs Caroline Brodar, Head of Senior School

There are times when issues may arise which cause you concern but are not related to student protection. These concerns may include:

- Academic performance
- Friendship issues
- Stress and anxiety management

In these circumstances, we encourage you to speak with a trusted adult, such as your TC tutor or another trusted teacher, your Head of Year or the Head of Junior, Middle or Senior School.

You can read the Student Protection in Anglican Schools Policy and Procedures on the School website in the Quick Links \ Safeguarding Students Policies section. Website: www.sthildas.qld.edu.au.

Safeguarding Students Policies.
The following information is also available:

- Student Protection Officers
- A Guide for Parents and Students
- Student Protection in Anglican Schools Policy 2018
- Student Protection in Anglican Schools Procedures 2018
- Protocol for Dealing with Sexual Misconduct
- St Hilda’s School Community Code of Conduct Policy
- A Guide for volunteers and visitors to Anglican Schools – 4 page form
- Code of Conduct Volunteers
- St Hilda’s Students Code of Conduct Policy
- 2019 Cyber Safety and Digital Wellbeing Student Acceptable Use of Technology Agreement
- Cyber Safety for Parents: Internet Safe Training, Online Cyber-Safety Courses

Professional Counselling Service
St Hilda’s School provides initial professional counselling services with the School Psychologist to students and families. The School Psychologist is a member of the School’s Student Wellbeing Team, and consequently works within a team-based framework. Where ongoing or extensive counselling is required by a student, the School will provide referrals to external agencies.

School Psychologist appointments are generally booked during the hours of 8:00am – 4:30pm, Monday to Friday, and are available to all students from Junior, Middle and Senior schools.

Parental/Guardian consent for a referral to the School Psychologist is necessary for all Junior School students. Formal parent permission is not required of students in the Middle and Senior School; however, it is the responsibility of the School Psychologist to determine whether or not a young person is capable of understanding and is aware of what their involvement in engaging with the School Psychologist consists of. Students should be informed of the limits to confidentiality prior to the beginning of a counselling service.
School Counsellors
The School Counsellors, who are available to all students and parents, take a pro-active approach to student health and personal development, helping to design programs in these areas as well as working with girls on an individual basis and providing referrals.

Miss Cody Boles (Monday, Tuesday, Thursday, Friday) – cboles@sthildas.qld.edu.au
Mrs Elizabeth Giovas (Monday-Wednesday) – egiovas@sthildas.qld.edu.au

Chapel
St Hilda’s School is a Christian community which upholds the values, traditions and teachings of the Anglican Church; therefore worship is an essential and integral part of the weekly rhythm within the School. Students come together to worship weekly as a Middle and Senior School community or with their individual year levels. Students are encouraged to contribute to the Chapel services as they are meant to be inclusive and participatory in nature.

School Chaplain
The School offers a Religious Education program which plays an important role in the Thrive Connect program for the Senior School community. The Chaplain, Fr Patrick Duckworth, provides spiritual leadership for the School as well as organising Chapel services.

Security
Duty of Care is of prime importance to the St Hilda’s staff. To ensure that our students are able to identify staff, all staff members wear a name badge. All visitors to the School are required to obtain a Visitors’ Badge to wear whilst on the premises. We ask, if you need to visit the School during the school day, you report to Reception in the James Building where you will be required to ‘sign in’ and obtain a Visitors’ Badge. You will need to leave the School via the Reception, ‘sign out’ and return your Visitor’s Badge.

Cyber Safety
For St Hilda’s Cyber Safety Information please refer to the below link
Cyber Safety for Parents: Internet Safe Training, Online Cyber-Safety Courses

Electronic Device Guidelines
As a communication device, mobile phones, when used appropriately, offer students and their parents many advantages in terms of ease of communication and a sense of personal safety. In order to maximize the learning opportunities for every student, the following guidelines are to be followed:

- Courtesy, consideration of and respect for others, at all times.
- Mobile phones must be switched off during lessons, tests, when stored in a locker and during any school activity or event. They should not be used in any manner or place that is disruptive to the normal routines of the School.
- They are brought to school, and used entirely at the owner's risk.
- Mobile phones are not to be used or taken into change rooms or toilets or used in any situation that may cause embarrassment or discomfort to fellow students, staff or visitors to the School.
- Using mobile phones to bully and threaten other students is unacceptable and will not be tolerated.
- The student who owns the phone will be held responsible for its use.

St Hilda’s School Cyber Safety and digital wellbeing
Student acceptable use of technology agreement
Digital technology, including mobile phones, laptops, iPads and smart devices, are a part of everyday life. St Hilda’s School recognizes student wellbeing and safety are essential for academic and social development. The aim of this agreement is to promote the wise and ethical use of digital technology in a way that provides access to its benefits for educational purposes and promotes a classroom climate that values engagement in learning through the management of screen time.

I agree to be a safe, responsible and ethical user of all digital technology, including the internet, and relevant electronic devices (e.g. mobile phone, smart watch, laptop, iPad), and will follow the expectations below:

I have the right to:
1. Engage positively install legally acquired applications and content (e.g. iTunes, Apps)
2. Choose consciously be safe when using digital technology (e.g. online safety, password protection)
3. Know my online world recognise online risks and how to manage them

I have the responsibility to:
1. bring portable devices (e.g. iPad, laptop) fully charged to school every day
2. use the devices at school for educational purposes
3. keep passwords for devices and online environments secure and private
4. use school communication tools (e.g. email) for educational purposes
5. store and organise work on the device and select names for files that are appropriate and respectful
7. backup data from devices regularly
8. respect and observe all laws pertaining to copyright, intellectual property, privacy and piracy by requesting permission to use images, text, audio and video, and attribute references appropriately
9. communicate with others, both inside and outside of school hours and in social situations, in a legally and socially appropriate manner that does not offend, insult, hurt, humiliate or intimidate another person
10. protect the privacy of others, only taking photos or recording sound or video for legitimate and agreed to purposes, and only when others are aware and formal consent has been provided
11. talk to a teacher or a trusted adult if I personally feel uncomfortable or unsafe online or if I see others participating in unsafe, inappropriate or hurtful online behaviour
12. report offensive or illegal content or threats
13. think carefully about the content I upload or post online, knowing that this is a personal reflection of who I am and can influence what people think of me
14. replace any school supplied devices that are lost, damaged or stolen

In addition, when I use my personal mobile phone I agree to be a safe, responsible and ethical user at all times by:

• only taking my device to class when a specific instruction has been given by a member of staff in advance that the device will be required for educational purposes
• at all other times keeping my device in my locked locker on silent only making or answering calls or messages outside of lesson times (except when approved as part of a lesson) to maximise learning time and minimise distractions
• only take and share photographs or sound or video recordings when others are aware the recording is taking place and have provided their formal consent as part of an approved lesson

Junior School: Students up to Year 5 who bring a mobile phone to school must hand the phone in to Student Reception. Students in Year 6 must keep the device locked in their locker throughout the day.

Boarders should also acquaint themselves with the Boarding Code of Conduct to familiarize themselves with the use of technology after school hours in Boarding.
The Thrive Program

It has long been acknowledged that wellbeing is more than the absence of physical or psychological illness. In broad terms, wellbeing can be described as the quality of a person’s life. Feeling good, experiencing pleasure and positive emotions and functioning well – our potential to flourish.

When we cultivate wellbeing, research suggests a number of positive outcomes, both socially and emotionally, as well as in relation to performance and productivity.

Research has found that school-based social and emotional learning is associated with improved social and emotional skills, behaviour and academic achievement (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Furthermore, within a recent study of 287 Australian schools, the highest academic scores occurred when mental health promotion was included in a school’s priorities (Allen, Kern, Vella-Brodrick, & Waters, 2017).

Given this, approaching wellbeing in schools isn’t a competing agenda, but rather, supports the infrastructure to enable students to function at their best and flourish.

At St Hilda’s, our wellbeing approach includes:

- A comprehensive, developmentally appropriate wellbeing curriculum.
- Integration of wellbeing within teacher methods and practice.
- Opportunity to practice the skills of wellbeing and build community wellbeing through the THRIVE CONNECT, THRIVE SUCCEED & THRIVE CONTRIBUTE PROGRAMS.

**Intellectual wellbeing** – associated with achievement and success. Informed by motivation and persistence to achieve.

**Emotional wellbeing** - relates to self-awareness and emotional regulation. Includes how well we cope, and is often reflected by the level of a person’s resilience. Our capacity to self-reflect.

**Physical Wellbeing** - associated with the extent to which we feel physically safe and healthy.

**Spiritual Wellbeing** – our sense of meaning and purpose. Includes our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

_THRIVE SUCCEED_

For students to succeed in any learning area, they must first be prepared with the mindsets, attitudes and attributes that lead to high achievement.

The Thrive / Succeed curriculum provides students with training and time to practice strategies to support their wellbeing.
Ethical Wellbeing – relates to how we deal with others. What we value in relationships should be the basis of our actions.

THRIVE CONNECT

Connecting with each other has been identified as one of the five essential elements of wellbeing. House based THRIVE / CONNECT groups consist of a small number of students from each year level, who meet twice a week with their Thrive Tutor. This allows for individual and small group relationships to develop between staff and students, thus providing opportunities to promote positive interactions and build a learning community.

Conversation in THRIVE CONNECT groups focuses on the “big three”: growth mindset, grit and wellbeing. Luke McKenna in his book THRIVE: Unlocking the Truth about Student Performance, validates research on directing students’ attention to what has significant, positive impact on learning and interactions.

THRIVE CONTRIBUTE

Students quickly form a sense of belonging and allegiance to their House, Year Level and Co-curricular groups. Friendly competition and a sense of fun pervades house events and supports our lively school culture. Throughout the year students have the opportunity to participate in, or trial for a wide range of cultural and sporting activities as well as participate in groups with a focus on social justice and reaching out to community.

Our School Values, Love, Compassion, Forgiveness, Hope and Grace, together with our Motto, Non Nobus Solum (not for ourselves alone) influence our interactions in both our local community and with our global connections.

School ID Card

Students are issued with an ID card. They use this card for borrowing from the library and signing in late or signing out early. All students must carry their ID card on them when at school.
Student Driver Policy

As more and more students are driving to school, the School has a responsibility to take all reasonable measures to ensure the safety and welfare of students. While we know that most young drivers are responsible and do make good decisions about their own safety and the safety of others, they are one of the most vulnerable road user groups. Travelling with teenage passengers adds to the risk for the young drivers.

Our Student Driver Guidelines outline what our School expects of student drivers and their passengers. A copy of the Guidelines can be obtained from the Head of Senior School. All student drivers and their parents/guardians must complete and sign the form and return it to School. If parents/guardians wish a student who is not a sibling to be a passenger in the car, both parents must come into the Senior School Centre and complete and sign the forms. The Head of Senior School must approve the request before a student can commence driving to School and/or transporting passengers.

STUDENT DRIVER AGREEMENT – YEAR 12 STUDENTS ONLY

For students driving to and from School and parking on the school grounds is a privilege, rather than a right, and all students who do so must be aware of the high level of duty of care that the School must exert in the protection of all of its students. Students who fail to abide by the procedures as outlined below may have this privilege denied.

PLEASE NOTE: Students and parents need to be aware that there is limited parking on the campus. Permission to drive does not guarantee a place in the carpark.

Student Driver Agreement:

1. The following must be completed before driving to/from school:
   a) Form A from parent/guardian.
   b) Written authority from the Head of Senior School.
   c) A separate letter of approval from parents of any passengers who are not siblings.

2. If parent/s wish their daughter to be driven to school by another student both sets of parents are expected to come into the Senior School Centre to complete and sign Form B & C acknowledging they are aware of the arrangement.

3. Under no circumstances may another student from St Hilda's (other than a sibling) travel as a passenger in a car driven by a St Hilda's student, to or from School without prior written approval.

4. Cars are to be parked only in the area designated for students behind the Netball courts. The carpark should be entered from Gate 7 on Cougal Street and exited via High Street, Southport. This also includes test block days and days when there is Saturday sport. There is no other parking on the School grounds for students and students must not drive or park anywhere else in the School grounds.

5. Cars are parked at their owner’s risk; the school is not responsible for any damage.

6. No other student is permitted to drive the car designated for that student.

7. Students will drive to and from school in a safe and responsible manner and adhere to road rules. This includes a speed limit of 5km/h within the school grounds.

8. Students who may have reason to leave school early (eg Medical Appointment) must have signed consent from their parent/guardians in their school diary and will need to sign out at Student Reception.

9. Students who struggle to arrive at school in time for lessons may lose their permission to drive to school

10. Students are not to return to cars at any time during the School day without permission from the Head of Senior School.

11. Details of any cars driven must be provided.

12. A copy of the student’s driver’s license will be kept on file.
13. Students who do not comply with School requirements may have the “Permission to drive and park a car at School” Withdrawn or suspended. (eg for fast, dangerous or careless driving, frequent late arrival, carrying unauthorized passengers, etc.)

**Student Drivers**

All applicants must read and obtain a copy of the Student Driver Agreement.

- **Student Driver not carrying passengers or siblings**
  - Parent and Student sign Form A: Permission to drive and park a car at school

- **Student driver carrying siblings**
  - Parent and Student sign Form A: Permission to drive and park a car at school - add names and details of siblings.

- **Student driver carrying passengers other than siblings**
  - Parent and Driver sign Form B: Permission to drive to school in another student's vehicle and add names and details of passengers.

- **Passenger driving to school in another student's vehicle**
  - Parent of Student Passenger and Student passenger sign Form C: Permission to Drive another Student to School

School processes the forms and keeps a record.

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**Co-curricular Activities**

The school places a high importance on the co-curricular program, because we believe it adds significantly to each student’s school experience, offering opportunities for personal growth and development. The co-curricular program is extensive and includes opportunities for girls to participate in both cultural and sporting activities. These activities help students to create meaningful connections through common experiences, encouraging a sense of belonging as well as school spirit. It is expected that students will involve themselves in at least one co-curricular activity each term.

**Sport Overview**

Sport aims to develop young women’s potential through quality sporting competition and social interaction within a supportive environment.
QGSSSA (Queensland Girls' Secondary Schools Sports Association)

Students who excel in the House events may be selected to represent the School in the QGSSSA competitions and from these competitions girls have the opportunity to progress to district, regional and state competitions. Selection for QGSSSA teams is based on attendance at training and performance at lead up meets. This association aims to provide member schools with opportunities for young women to meet and enjoy life’s challenges through quality sporting opportunities and social interactions. Some sports also give students the option of participation in local club competitions to enhance their involvement. Information regarding sport can be located on the school calendar and is advertised via email to students by the Sports Administration staff.

Other schools involved in QGSSSA include: Brisbane Girls Grammar School, Brisbane State High, Clayfield College, Ipswich Girls Grammar School, Moreton Bay College, St Aidan's Anglican Girls’ School, St Margaret's Anglican Girls’ School, St Peter's Lutheran College and Somerville House.

Term 1: QGSSSA Swimming
Term 2: QGSSSA Cross Country
Term 4: QGSSSA Athletics

Term 2: Artistic Gymnastics
Terms 2 & 3: Rhythmic Gymnastics

Fixtures:
Autumn: Basketball, Soccer, Touch
Winter: Volleyball, Tennis, Netball, Hockey
Summer: Softball, Badminton

BSRA (Brisbane Schools Rowing Association)

St Hilda's competes in the BSRA regatta competition. Girls can start rowing in Year 8 and continue right through to Year 12.

Term 3: BSRA Rowing

Cultural Opportunities

Involvement in cultural activities encourages participation and accommodates students’ interests that can augment academic success, enhance self-confidence, as well as enriching and building the community life of the School.

Music

Music is an integral part of life at St Hilda's, with opportunities for individual and group participation. Students are invited to participate in various performance opportunities held throughout the year. These include the Gala Concert, Twilight concerts, Sing Out, musical productions and participation in Eisteddfod competitions. Every second year the School stages a School Musical which alternates with the presentation of the House Musicals.
There is a wide variety of ensembles, bands and choirs in which to participate. Rehearsal times are before and after school or at lunchtime. Entry to some groups is by audition or invitation only. Musicians and groups may be called upon to perform at School Assemblies, Chapel Services, Speech Day, special school events, lunchtime recital series as well as in the wider community.

- Senior Choir
- Senza Ragazzi
- Senior String Ensemble
- Chamber Music Ensembles
- Big Band
- Rhythm and Blues Band
- Senior Concert Band
- Senior School Concert Band

A co-curricular Presentation evening at the end of the year enables the community to celebrate the contributions and achievements of the girls.

**Drama**

St Hilda’s has a long established tradition with Drama. The Senior School Production is performed in Term 3 of House Musical years. Auditions for this production are open to students in Years 10 to 12. There is scope for students to be actively involved in all facets of a production, including performance, technical (lighting, sound), backstage, set design, publicity, photography, costumes and make-up. Further opportunities are available for students to develop their skills and interests in Drama through after school workshops and master classes run by both St Hilda’s staff and professional artists.

**Debating**

Inter-school Debating gives students the opportunity to hone their communications skills, develop cogent arguments and gain confidence in addressing an audience.

**Clubs**

There are a range of clubs that cater for the different interests of the girls.

- Art Club provides students with the opportunity to explore creative ideas.
- St Hilda’s Book Club fosters a love of reading and provides a fun way for students to socialise together with other book lovers

Students can also show a commitment to community service.

- Amnesty International raises awareness regarding violations of human rights.
- International Groups.
- Rosie’s Friends on the Street Volunteering (only for Year 12 Students)
YOUR COMMUNITY

Being connected
Students are provided with a user account allowing access to the school network, email and storage on the student server. Student iPads, will be connected to the School’s wireless network to access relevant class resources. Access to email is via the iPad email app and through the Outlook email portal https://email.sthildas.qld.edu.au/exchange

Our library and the student hubs offer a mix of computers and printing facilities for student use.

Getting around
Transport
- Public transport
  - www.translink.com.au

Shopping
Most stores in Australia are open between the hours of 9.00am to 5.00pm Monday to Friday and 9.00am to 4.00pm on Saturday and from 10.00 to 4.00pm on Sundays.

The major shopping centres close to St Hilda’s School are Australia Fair Shopping Centre (5 minutes’ walk) or Pacific Fair Shopping Centre.

Banking and Money
You will need to make sure you have enough funds to support you when you first arrive. It is recommended that you have approximately AU$1500 to AU$2000 available for the first two to three weeks to pay for temporary accommodation and transport. You should bring most of this money as either Traveller’s Cheques or on an international credit card. Traveller’s cheques can be cashed at any bank or currency exchange in Australia.

Please note that it is not safe to bring large sums of money with you! Lost credit cards or traveller’s cheques can be replaced, but very few travel insurance companies will replace lost or stolen cash. Do not ask someone you have just met to handle your cash for you or to take your cash to make payments for you. Not even someone who may indicate they are studying at the same education institution.

You may need to establish an Australian bank account and you can choose to open an account in any Bank, Credit Union or Building Society. Do your research to get the best deal.

To open a bank account you will need:
- your passport (with arrival date stamped by Australian immigration)
- student ID card
- money to deposit into the account (this can be as little as $10)

Anyone who wishes to open a bank account in Australia must show several pieces of personal identification which are allotted a points system. 100 points of identification is required to establish your identity as the person who will be named in the account. Your passport and proof of your arrival date in Australia will be acceptable as 100 points IF you open an account within six weeks of arrival in Australia. After this time you will be required to produce additional documentation.

As a student you will be able to open an account with special student benefits. Many banks have ‘Student Accounts’ which contain no or minimal fees for transactions that might normally be attached to regular savings accounts. You will also require your student ID card. For a comparison of accounts in banks throughout Australia see:


Most people in Australia enjoy the convenience of Internet banking and/or Telephone banking, which enables them to manage their money, pay bills etc. from home/School. At the time you are setting up your account you can request these services from your bank.

Banks are generally open from 9.30am to 4.00pm, Mondays to Thursday and from 9.30am to 5.00pm on Fridays. ATMs

Automatic Teller Machines are located everywhere (including at the airport) and you can immediately withdraw cash from your overseas bank account at ATMs displaying the Cirrus Logo (if your ATM card has international access). Check this with your
ATMs remain open 24 hours a day. However, you should be aware of your personal safety if accessing cash from an ATM at night in quiet areas where there are not a lot of people around.

There is an ATM near to Boarding House Reception, behind the Senior School Library.

Credit Cards
All major international credit cards are accepted in Australia but you must remember that repayments to many of these cards can only be made in the country where they were issued. Do not rely on being able to get a credit card once you arrive in Australia because this is very difficult due to credit and identification laws.

Banking
Bank Fees are the price you pay for the products and services that banks offer. Different banks charge different fees for different products and services, and the best way to find out what fees apply is simply to ask your bank. The way you do your banking may also affect the fees that apply for example: internet banking rather than walking into a branch. If you don’t understand any fee which has been charged, contact your bank.

Safety When Carrying Money
Whilst the Gold Coast and most of Australia are safe places, do not carry large amounts of cash and don’t advertise the fact that you are carrying money. Some rules to follow to ensure your safety.

- Divide your cash into different locations on your person (front pocket, coat pocket, shoes, etc.).
- Keep your wallet in one of your front pockets at all times.
- Do not carry cash in a backpack or back pocket.
- Sew a small money pocket into the cuff of a trouser, sleeve of a shirt or even a bra.
- Divide your bank/credit cards and keep them in separate locations.
- Do not place money or valuables in lockers.
- Be very careful how you carry your handbag, and never leave it open for someone to slip their hand inside.
ADJUSTING TO A NEW ENVIRONMENT

Culture Shock
What is it?
When you study abroad, your daily routine, culture, and the attitudes of people around you are no longer familiar. The process of recognizing, understanding, and adapting to these changes is called culture shock.

Who can help?
We encourage you to speak to your peers, teachers or seek assistance from boarding staff, homestay family and the school counsellors.

Asking for help

If you are having problems with your studies
Speak with your class teacher, Head of Year or Head of Sub School

If you are having problems in your accommodation
If you are in boarding, speak with your house mother or Head of Boarding.
If you are in homestay, speak with your Head of Year or International Connections Officer.

If you are having problems with other students, feel lonely or unhappy
Speak with any teacher, Head of Year, School counsellor or Head of Sub School

If you are not feeling well
Advise your teacher and present to the Schools Health Centre

If you are not feeling safe
- Bullying
- Abuse
Speak to any of the schools Student Protection Officers (SPO)

Junior School
- Mrs Tracey Maynard, Head of Junior School
- Mrs Melissa Wilkins, Deputy Head of Junior School
- Mrs Katherine Holmes, Coordinator of Parent and Community Engagement

Middle Senior School
- Ms Wendy Lauman, Deputy Principal
- Miss Cody Boles, School Counsellor
- Mrs Liz Giovas, School Counsellor
- Mrs Caroline Brodar, Head of Senior School
If you think you have an addiction
Speak to any of the school’s Student Protection Officers (SPO)

Junior School
- Mrs Tracey Maynard, Head of Junior School
- Mrs Melissa Wilkins, Deputy Head of Junior School
- Mrs Katherine Holmes, Coordinator of Parent and Community Engagement

Middle Senior School
- Ms Wendy Lauman, Deputy Principal
- Miss Cody Boles, School Counsellor
- Mrs Liz Giovas, School Counsellor
- Mrs Caroline Brodar, Head of Senior School
LIVING SAFELY IN AUSTRALIA

Emergency contacts

- ICE (24 hour contact number for student’s mobile phone for school in case of emergency)
- 000 for emergency services
- 112 for emergency services if calling from a mobile phone without a sim card or pin number

How to report harm or abuse

What is Harm?
The Child Protection Act 1999 defines harm as any detrimental effect of a significant nature on a child’s physical, psychological or emotional wellbeing and can include harm to an unborn child after he or she is born. Harm can be caused by physical abuse, psychological or emotional abuse, neglect and sexual abuse or exploitation. Harm can also result from a single incident or several different incidents that take place over time (also known as cumulative harm). Any action or inaction by an individual that harms a child or unborn child or places a child or unborn child at significant risk of harm is NOT acceptable.

What is abuse?
There are four different types of child abuse.

Physical abuse occurs when a child has suffered, or is at risk of suffering, non-accidental physical trauma or injury.

Emotional or psychological abuse occurs when a child’s social, emotional, cognitive or intellectual development is impaired or threatened and may include emotional deprivation due to persistent rejection, hostility, teasing or bullying, yelling, criticism and exposure to domestic and family violence.

Neglect occurs when a parent or other caregiver doesn’t adequately provide for a child’s needs. This may include the child’s need for food, clothing, hygiene, supervision, housing or healthcare/treatment or precautions to ensure the child’s safety.

Sexual abuse includes sexual behaviour involving a child and another person where the other person bribes, coerces, exploits, threatens or is violent toward the child, the child has less power than the other person or there is a significant disparity between the child and the other person in terms of intellectual capacity or maturity.

Sexual abuse can happen suddenly or after a period of grooming. Sexual abusers and victims often know each other for significant periods of time before the first abuse incident. Research by Professor Stephen Smallbone indicates that grooming typically involves a graduation from attention giving and non-sexual touching to increasingly more intimate behaviours. Much of this will appear ambiguous, both to the victim and others who may observe it.

Who you can tell
If you are at any time feeling unsafe or fearful of being harmed or you are concerned for another student, we encourage you to speak with a trusted adult. This could be:

- A trusted teacher
- Principal, Dr Julie Wilson Reynolds
- One of the School’s Student Protection Officers, listed below:

Junior School

- Mrs Tracey Maynard, Head of Junior School
- Mrs Melissa Wilkins, Deputy Head of Junior School
- Mrs Katherine Holmes, Coordinator of Parent and Community Engagement

Middle Senior School

- Ms Wendy Lauman, Deputy Principal
- Miss Cody Boles, School Counsellor
- Mrs Liz Giovas, School Counsellor
Keeping safe outdoors

Sun Safe

Please be aware of the dangers of sunburn and do not stay in the sun for long periods of time without protection.

The Gold Coast has some beautiful beaches; however the beach is one area where it is very easy to become sunburnt in a very short space of time. It is worthwhile remembering that as well as being exposed to direct sunlight, you are also receiving reflected sunlight from the water and the sand, trebling the intensity. It is essential to apply sunscreen often. While swimming at the beach, pay particular attention to warning signs and always swim ‘between the flags’ in patrolled areas.

Beach Safety

Understanding the ocean is very important - the more you know about how waves, wind and tides affect conditions in the water, the better able you are to keep yourself safe, or even rescue others, from danger. Recognising danger signs and awareness of surf conditions is an essential part of lifesaving.

Remember the F-L-A-G-S and Stay Safe

F Find the flags and swim between them - the red and yellow flags mark the safest place to swim at the beach.

L Look at the safety signs - they help you identify potential dangers and daily conditions at the beach.

A Ask a surf lifesaver for some good advice - surf conditions can change quickly so talk to a surf lifesaver or lifeguard before entering the water.

G Get a friend to swim with you - so you can look out for each other's safety and get help if needed. Children should always be supervised by an adult.

S Stick your hand up for help - if you get into trouble in the water, stay calm, and raise your arm to signal for help. Float with a current or rip - don't try and swim against it.

And remember – NEVER

Never swim at unpatrolled beaches
Never swim at night
Never swim under the influence of alcohol
Never run and dive into the water
Never swim directly after a meal

Rips

A rip is a strong current running out to sea. Rips are the cause of most rescues performed at beaches. A rip usually occurs when a channel forms between the shore and a sandbar, and large waves have built up water which then returns to sea, causing a drag effect. The larger the surf the stronger the rip. Rips are dangerous as they can carry a weak or tired swimmer out into deep water.

Identifying a Rip

The following features will alert you to the presence of a rip:

• darker colour, indicating deeper water
- murky brown water caused by sand stirred up off the bottom
- smoother surface with much smaller waves, alongside white water (broken waves)
- waves breaking further out to sea on both sides of the rip
- debris floating out to sea
- a rippled look, when the water around is generally calm

If you are caught in a rip Don't Panic - stay calm

If you are a strong swimmer, swim at a 45 degree angle across the rip and in the same direction as the current until you reach the breaking wave zone, then return to shore

If you are a weak or tired swimmer, float with the current, don't fight it. Swim parallel to the shore for about 30 - 40m until you reach the breaking wave zone, then swim back to shore or signal for help.

Remember to stay calm and conserve your energy.

Negotiating the Surf

Before entering the surf, always make note of a landmark such as a building or headland that can be seen from the water and used as a guide for maintaining a fixed position. Also check the depth of any gutter and the height of any sandbank before diving under waves – this will help prevent spinal injury.

When going out through the surf, negotiate the shallows by a high hurdle type of stride until the breakers reach your waist or until your progress is slowed.

Waves of any size and force should not be fought against and should be negotiated by diving underneath, giving you time to reach the bottom and lie as flat as possible on the sand while the wave passes over.

Your hands can be dug into the sand in front at arm's length for stability and as a pull forward when ready to surface.

If the water is deep enough, bring your knees up under your body so you can get a good push off the bottom, like an uncoiling spring. This gives added force to your next dive. Repeat this process until in chest-deep water, and then start swimming.

If a broken wave approaches when the water is not too deep, dive down and run or crawl along the bottom. In deep water, do not use extra energy trying to reach the bottom; instead duck dive to just below the turbulence. Wait for the wash to pass and then push or kick to the surface (off the bottom, if possible).

Stick to your predetermined path on the swim out.

Check your position by occasionally raising your head for a quick look when swimming on top of a swell.

Personal health and safety

Doctors and Medical Centres & OSHC
The Gold Coast has high medical standards. Major public hospitals include the Gold Coast Hospital at Southport and the Tweed Heads Hospital. Private hospitals and 24-hour clinics are available.

It is a condition of your student visa that you purchase Overseas Student Health Cover for the duration of your visa. You will need to buy Overseas Student Health Cover prior to coming to Australia. This is a necessary step to obtain your student visa from an Australian visa issue office and have health cover when you arrive.

Please ensure you take your OSHC card with you to doctors appointments as this will help cover some of the cost.
Medical Centres nearby

Allamanda Private Hospital
21 Spendelove Ave, Southport QLD 4215
(07) 5532 6444

Pindara Private Hospital
Allchurch Avenue, Benowa QLD 4217
(07) 5588 9888
KEY POLICIES, FORMS & OTHER INFORMATION

Accommodation and Welfare Policy
Please click here for policy (all Policies can be found here: https://www.sthildas.qld.edu.au/admissions/international-student-policies/)

What you need to know
It is a condition of your student visa that appropriate welfare arrangements are in place for the length of the student visa or until you turn 18. Students must either be accompanied by a parent or legal custodian, or live in the School Boarding House or Homestay. Please refer to the School’s Welfare and Accommodation Policy in this regard.

Homestay – Information & Key People

Australian Student Accommodation
Milena Malic
Homestay Manager
+61 7 5527 8688
info@studymatch.com.au

1. **How is the homestay family chosen?**
   A homestay application form is completed by parents giving a profile of the student. Homestay families are required to transport students to and from school. They will provide four meals a day and also access to the internet.

2. **Who makes the homestay placements?**
   St Hilda’s School has a third party agreement with Australian Student Accommodation who choose the homestay family for the student. Australian Student Accommodation currently has over 1000 great families offering Homestay accommodation. These families have been interviewed, assessed and trained. We provide students with a one page profile of their family before arrival (including photos of the families and homes).

3. **Single or twin-shared rooms?**
   More often than not a student will have their own room. There may be occasions when a homestay family has a larger bedroom with twin beds for sharing. Each student should have their own desk for study.

4. **How much pocket money do you suggest per week?**
   Approximately AUD $50.00

Boarding – Information & Key People
Reception: 07 5577 7370
Senior House Duty Manager: 07 5577 7390
Junior House Duty Manager: 07 5577 7388
Mrs Annette Boyle
Tel: + 61 7 0414 484242
Email: aboyle@sthildas.qld.edu.au

Living with a Relative – Information & Key People
Emergency Contact – During School Hours
If you or a parent needs to contact the School urgently with regard to a student, please telephone +61 7 5532 4922 and speak to the appropriate Head of School
Head of Junior School (Prep to Year 6)  | Mrs Tracy Maynard  | tmaynard@sthildas.qld.edu.au
---|---|---
Head of Middle School (Years 7 to 9)  | Mrs Susan Sanburg  | ssanburg@sthildas.qld.edu.au
---|---|---
Head of Senior School (Years 10 to 12)  | Mrs Caroline Brodar  | cbrodar@sthildas.qld.edu.au
---|---|---
**Emergency Contact – After School Hours**
Before and after School, please telephone +61 7 5577 7219:
---|---|---
Head of Boarding  | Mrs Annette Boyle  | aboyle@sthildas.qld.edu.au
---|---|---
**Accommodation & travel requests**
- Change of Homestay requests to be send to International Connection Officer via email – kbarrell@sthildas.qld.edu.au
- Leave Requests are to be emailed to your Head of Sub school for approval
- End of Term Travel must be submitted to International Connections Officer for Homestay girls and via Boarding leave application for Boarding Students

**Deferment, Suspension or Cancellation Policy**
Please click [here](https://www.sthildas.qld.edu.au/admissions/international-student-policies/) for policy (all Policies can be found here: [https://www.sthildas.qld.edu.au/admissions/international-student-policies/](https://www.sthildas.qld.edu.au/admissions/international-student-policies/))

**What is included in this document**
- Deferring or suspending my studies
- Cancelling my enrolment
- What exclusion from school means
- Complaints and appeals process

**Forms**
- Application for Deferment of Commencement or Suspension of Studies can be obtained from the Head of Sub School and International Connections Officer

**Course Progress and Attendance Policy**
Please click [here](https://www.sthildas.qld.edu.au/admissions/international-student-policies/) for policy (all Policies can be found here: [https://www.sthildas.qld.edu.au/admissions/international-student-policies/](https://www.sthildas.qld.edu.au/admissions/international-student-policies/))

**What you need to know**
- **Why Course Progress and Attendance is import for your student visa**
  Overseas students are required to meet and maintain satisfactory course progress and attendance requirements under visa condition 8202 and under Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018
- **What are the Course Progress requirements?**
  To demonstrate satisfactory course progress, students will need to achieve a satisfactory level (C grade) in 65% of the subjects studied in any semester
- **What are the Course attendance requirements?**
  Satisfactory course attendance is attendance of 80% of scheduled course contact hours.
What are Compassionate or compelling circumstances?
Compassionate or compelling circumstances - circumstances beyond the control of the student that are having an impact on the student's progress through a course.

Key People
- Head of Teaching and Learning
- Head of Sub School
- Deputy Principal
- International Connections Officer

International Tuition and Boarding Fees and Refunds Policy
Please click here for International Tuition and Boarding Fees and Refund Policy (all Policies can be found here: https://www.sthildas.qld.edu.au/admissions/international-student-policies/)

What you need to know
- Payment of course fees
  Tuition and Boarding and Homestay Fees are charged by the semester. There are two semesters per year. Yearly payment is acceptable.
- What if I default?
  Students will not be permitted to commence a new semester while all or part of the previous semester’s fees remain unpaid, unless approved arrangements apply in writing and are maintained.
- How do I ask for a refund?
  Refund requests must be made in writing to fees@sthildas.qld.edu.au

Key People
- Deputy Principal, Mrs Wendy Lauman wlauman@sthildas.qld.edu.au
- Finance Office fees@sthildas.qld.edu.au

Complaints and Appeals Policy
Please click here for policy (all Policies can be found here: https://www.sthildas.qld.edu.au/admissions/international-student-policies/)

What you need to know
- How do I make a complaint or appeal?
  In the first instance, St Hilda’s School requests there is an attempt to informally resolve the issue. If this is unsatisfactory or does not result in a resolution of the matter, St Hilda’s School’s internal formal complaints handling procedure will be followed b) Students should contact i) for academic issues: the student's teacher or Head of Learning and Teaching ii) for boarding issues: the Head of Boarding iii) for homestay issues: the CEO of Study Match t/a Australian Student Accommodation in the first instance to attempt mediation/informal resolution of the complaint.
- Who do I see?
  For Formal Complaints Handling and Appeals Procedure
  The student must notify the School in writing of the nature and details of the complaint or appeal. c) Written complaints or appeals are to be lodged with the Principal
- What if I am not happy with the response?
  If the student is dissatisfied with the conduct or result of the internal complaints and appeals procedure, she may contact and / or seek redress through the Overseas Students Ombudsman at no cost. Please see: http://www.ombudsman.gov.au/about/overseas-students or phone 1300 362 072 for more information.
Key People
- Deputy Principal, Mrs Wendy Lauman wlauman@sthildas.qld.edu.au

Student Transfer Request Policy
Please click here for policy (all Policies can be found here: https://www.sthildas.qld.edu.au/admissions/international-student-policies/)

What you need to know
- When can I transfer?
  International students are restricted from transferring from their first registered school sector course of study for a period of six months.

- What do I need to do?
  Students can apply to be released by submitting a Student Transfer Request Application at no charge to enable them to transfer to another education provider. However, if a student has not completed the first six months of the first registered school sector course of study or is under 18 years of age, conditions apply.

- Who can help me?
  International Connections Officer

Key People
- Deputy Principal, Mrs Wendy Lauman wlauman@sthildas.qld.edu.au
- Head of Learning and Teaching, Mr Ross Boyle rboyle@sthildas.qld.edu.au

Forms
- Application for Student Transfer Request form/letter can be obtained from International Connections Officer
Other mandatory information

Student Visas

- For information about your student visa and visa conditions, see:
  - https://www.homeaffairs.gov.au/trav/visa-1/500-
  - https://www.homeaffairs.gov.au/trav/stud/more/visa-conditions/visa-conditions-students
- If you are under 18 years of age, you must maintain the welfare arrangements approved for you by the Department of Home Affairs. For information on this, see:

Tuition Protections (TPS)

- Brochure for students

Overseas Students Health Cover (OSHC)

- It is a visa condition to have OSHC for the full duration of your student visa. For more information, see:

Working in Australia

- For information about working in Australia with a student visa, see:

Other Forms

- Change of Contact Details must be emailed to enrolments@sthildas.qld.edu.au
- Change of Subject Form is located at the Middle and Senior School Centres
- Request for appointment with teachers/staff is made via email to that teacher/staff member

ORIENTATION

During your orientation you will meet KEY PEOPLE and learn THINGS YOU NEED TO KNOW about your St Hilda’s, your community, keeping safe and living and learning in a new environment.

The best way to learn things you need to know is to ask questions.