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MIDDLE SCHOOL
STUDENT WELLBEING

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

Our Purpose
To share with girls the values, knowledge, skills, voice and faith to enrich our world by living our motto, Non Nobis Solum.

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.

**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.

Student Support
The Middle School seeks to respond to students’ needs to grow and change, to become independent and to develop into active and reflective participants in society. We aim to provide a welcoming, safe, supportive environment in which students are known and cared for whilst being encouraged to contribute and develop their diverse gifts and talents. Pastoral care is a vital component of student experience, shaping student attitudes, willingness and capacity to cope with their academic studies. In the Middle School, through a combination of structured activities and personal relationships, students are cared for by their Head of Year with the support of their subject teachers and Thrive Time Connect staff.

Heads of Year (HOY) are responsible for the overall care of the students in their year groups, working collaboratively with both parents and staff to ensure the pastoral and developmental needs of the students are met. They are key people to whom parents should contact in relation to matters of either an academic or pastoral nature. I encourage parents to keep their Head of Year informed of any issues or concerns.

Acting Head of Year 7: Mr Peter Shaw pshaw@sthildas.qld.edu.au
Head of Year 8: Mr Ben Andrews bandrews@sthildas.qld.edu.au
Head of Year 9: Miss Linda Stone lstone@sthildas.qld.edu.au

Transition
St Hilda's School seeks to offer students a successful introduction to their Middle School experience by organising a range of activities that helps them to make connections with others and their learning environment. Such activities stimulate positive feelings among students and lay a constructive foundation for the year to come. Transition activities include: year level meetings with key staff, sample lessons, spending a day in the Middle School and taking part in activities organised by the Student Leaders.
Orientation
We want to give new students the best possible foundation to help make their entry to Middle School a happy, successful, and productive experience. The Orientation program in the first week of the new school year provides an opportunity for students to get to know staff and other students, as well as making connections that are crucial to their success in Middle School. It helps to build community, to prepare students for the year ahead, and to celebrate the fact that we are here together, ready to begin the important work of teaching and learning. A variety of activities are incorporated into the program that focus on helping students to get to know one another, developing trust and a sense of class identity.

Peer support is "students helping students", relating on their level using age appropriate and meaningful vocabulary.

Middle Sisters: the Middle Sisters program offers support and information to Year 7 girls. This is an excellent vehicle for developing a sense of connectedness within the Middle School and assists the Year 8 Middle Sisters to develop skills related to relationships, leadership and citizenship.

Buddies: Students who are new to the School are assigned a Buddy. Buddies assist new students with their transition into school life by helping them to establish social networks, assisting them to find their way around the campus, and familiarising them with the way the School operates.

Student Ambassadors: Student ambassadors serve as hosts for prospective students and their families throughout the year, helping to answer any questions and assist visitors from a student’s perspective.

Student Leadership
A culture of leadership is encouraged through leadership positions that are structured to allow a number of girls to experience positions of responsibility and develop the skills needed to carry out these tasks in an effective manner. Leadership opportunities in the Middle School emphasize service to others, teamwork, taking initiative and developing responsibility.

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<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
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<tbody>
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<td>Student Council Representative</td>
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<td>Year Level Representative</td>
<td>Year Level Representative</td>
<td>House Leader</td>
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<td>House Representative</td>
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<td>Sports Leader</td>
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<td>Buddy</td>
<td>Buddy</td>
<td>Year Level Representative</td>
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<td>Chapel Warden</td>
<td>Student Ambassador</td>
<td>Buddy</td>
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<td></td>
<td>Middle Sister</td>
<td>Student Ambassador</td>
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<td>Chapel Warden</td>
<td>Student Academic Mentor</td>
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<td>Honour Guard</td>
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<td></td>
<td>Chapel Warden</td>
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<td></td>
<td></td>
<td>Committees: Creative Connections, Cultural Connections, Media Group, Environment</td>
</tr>
</tbody>
</table>
Focus Weeks
In the Middle School we strive to foster a culture of community service and involvement. The School's motto, Non Nobis Solum (Not for Ourselves Alone), echoes through the community spirit of the projects undertaken by the Middle School. Students explore the meaning of different values through focus weeks and undertake to identify and tackle issues through a range of activities that raise awareness and can make a difference to both individuals and communities.

Middle School Assembly
Middle School Assembly gives students and staff an opportunity to come together as a community so that we can share in each other's accomplishments and celebrate the gifts and talents of our girls. Student led assemblies are an important part of the Middle School culture as they provide an avenue for leadership through valuable learning experiences for the girls. Year 9 Leadership Team members are encouraged to play an active role in the planning, preparation and presenting of the assemblies, thereby giving them a platform for positive contribution to the tone of the Middle School.

The Code of Conduct and Expectations
St Hilda's is an Anglican school. Its motto, Non Nobis Solum (Not for Ourselves Alone) forms the basis on which regulations regarding behaviour are founded. Human relationships should be characterised by care and concern for the other person, whether a staff member or another student.
You can read the School's Code of Conduct and Expectations on the School website in the Quick Links, Safe Guarding Students Policies section.
Positive Relationships
The Middle School promotes a problem solving approach to behaviour management using restorative practices rather than a punitive system. This positive approach, seeks to build responsibility and bring about change in the behaviour and thinking of the students. Two key aspects to developing positive relationships and teaching responsible behaviours in the Middle School include proactive measures that increase motivation and cultivate student achievement, and taking action when misbehaviour occurs, to work towards resolution of the problem.

Spirit Awards
Spirit Awards are intended to support and motivate students to make positive choices about their learning and behaviour. By acknowledging efforts with academic achievement, work habits, leadership and involvement in school activities, we hope to encourage students to connect with others, contribute to our school community, and to feel capable. Students can be nominated for Spirit Awards in the following areas: Character, Learner and Community. Once a student receives three awards in any one area she receives a Spirit Certificate which is presented at Middle School Assembly.

Safeguarding our Students

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.

Speaking to a trusted adult
If students are at any time feeling unsafe or fearful of being harmed or they are concerned for another student, we encourage them to speak with a trusted adult. This could be a teacher, or one of the School’s Student Protection Officers as listed below, or the Interim Principal, Ms Wendy Lauman.

School Protection Officers:  Ms Wendy Lauman, Principal
Mrs Elizabeth Giovas, School Counsellor
Mrs Jaclyn Clancy, School Psychologist
Mrs Melissa Wilkins, Junior School
Ms Sheri Upasiri, Head of Middle School
Mrs Lisa Cleverly, Head of Athena & Director of Pre-Preparatory

You can read the School’s Child Protection Policy on the School website in the Quick Links Safeguarding Students Policies. The following information is also available:
Child Protection

- 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
- Cyber Safety and Digital Wellbeing Student Acceptable Use of Technology Agreement
- Cyber Safety for Parents: Internet Safe Training, Online Cyber-Safety Courses

School Culture

- St Hilda’s Students Code of Conduct Policy
- Cyber Safety and Digital Wellbeing Student Acceptable Use of Technology Agreement
- St Hilda’s Bullying and Harassment Policy
- St Hilda’s Bullying and Harassment Information for Students
- St Hilda’s Bullying and Harassment Information for Parents
- Complaints Management in Anglican Schools Policy
- Complaints Management in Anglican Schools Procedures
- Counselling Services in Anglican Schools Policy
- Counselling Services in Anglican Schools Guidelines
- Social Media Use Policy

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.

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 consists of in engaging with the School Psychologist.
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.

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

Mrs Elizabeth Giovas (Monday to Wednesday) - egiovas@sthildas.qld.edu.au
Mrs Jaclyn Clancy (Up to the end of Term 2 - Wednesday and Thursday). Following which Mrs Clancy will be available Monday to Friday - jclancy@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 pastoral care of the Middle 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 Visitor’s 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 Visitor’s Badge. You will need to leave the School via the Reception, ‘sign out’ and return your Visitor’s Badge.
ACADEMIC MATTERS

We believe that stimulating academic curiosity built on a framework of skills and knowledge is fundamental to our students’ positive intellectual and emotional growth. We seek to inspire and cultivate our students’ desire to learn, to question, to take risks and to accept responsibility. The Middle School seeks to respond to students’ needs to grow and change, to become independent and develop into active and reflective participants in society. The Heads of Faculty work in conjunction with the Head of Learning and Teaching to develop and refine the curriculum regularly to ensure that programs are contemporary and supported by research on girls’ learning.

Years 7 to 8 Curriculum
The curriculum for Years 7 and 8 is broad-based, requiring students to cover each of the Learning Areas.

All students study the same core subjects (except a language) with their class:
- English
- Mathematics
- Science
- Humanities
- Languages (French or Japanese)
- The Arts (Drama, Music, Visual & Media Arts)
- Technology (Coding & Digital Creation, Design & Technology, Hospitality)
- Health & Physical Education
- Religious Education
Year 9 Curriculum

In Year 9, the curriculum offers a broad range of subjects designed not only to meet the diverse needs of students, but also to provide a range of meaningful learning experiences that will challenge the way they think. The program consists of an exciting combination of core and elective subject offerings. The elective program provides many opportunities for girls to explore a range of subjects and thinking styles. In order to build deep understanding and allow for the development of skills, subjects will be studied over a two-year period in preparation for learning in Years 11 and 12.

**Core subjects**
- English
- Mathematics
- Science
- History
- Health & Physical Education
- Religious Education

**Elective subjects**
- Business, Finance & Management
- Design & Technology
- Drama
- English Literature
- French
- Geography
- Hospitality
- Japanese
- Media Arts
- Music
- Sport Science
- Visual Art

**Changing an Elective**
There are a number of considerations that need to be taken into account when changing an elective:
- the student must have written permission signed by her parents.
- the student needs to seek feedback from the subject teacher and the Head of Faculty with regards to her progress and any concerns or issues with the subject so they may be addressed.
- the student also needs to see the new subject teacher to determine what the next curriculum looks like, to understand the quality of the work she will need to achieve, and to find out what work she needs to make up.
- any change of elective will be at the discretion of the Head of Middle School in conjunction with the Head of Learning and Teaching and subject to the availability of a vacancy in that subject.

**Honours Program**
The Honours Program provides opportunities which allow for girls from Year 7 to Year 10 to study curriculums which offer learning environments and opportunities to challenge, extend and enrich girls who are capable and ready to embrace learning at a level beyond the standard curriculum. The program will benefit girls who have demonstrated both high achievement and a strong work ethic. Invitation to join the Honours Program will be based on the following: completed application form, prior academic achievement, NAPLAN results, teacher consultation and results achieved in external testing. Classes involved in the Honours Program are: English, Mathematics and Science.

**Class Placement**
The Class Placement Policy in the Middle School demands that classes reflect a diversity of skills and ability. Many considerations are taken into account to ensure productive classes, including: learning styles, academic strengths, learning support requirements, social dynamics, pastoral needs and the mix of current and new students. A number of staff contribute to the final lists, as it is necessary to ensure that all matters are considered. Parents are invited to participate in the process by providing relevant information in writing, but placements are ultimately the responsibility of the School administration.

**Assessment and Reporting**
Assessment is an ongoing and integral part of the teaching and learning process. Middle School students are assessed regularly in their subject areas. Assessment may take the form of tests, oral presentations, practical tasks, IT based presentations and written assignments. The purpose of Assessment and Reporting is to provide information to students, teachers and parents about a student’s learning.
Continuous Online Reporting
Parents have access to their daughter’s assessment feedback and results via the Continuous Online Reporting Program, which increases awareness of individual learning needs and provides ongoing feedback to students, parents and guardians.

Feedback is specific to an individual student’s progress and learning needs so that areas that need improvement can be identified. Continuous online reporting makes feedback available to parents in a secure online environment. Parents and guardians can view results for assessments without waiting until the end of the semester. The online assessment information is not designed to replace semester reports, but rather to complement them by providing continuous feedback in a more timely fashion.

End of Semester Report and End of Year Report
Academic reports are available to parents via Parent Lounge at the end of Semester 1 and Semester 2. Reports will provide information concerning the student’s progress within each subject.

These will include:
- the final result – A-E
- effort mark
- pastoral information
- boarding information
- co-curricular involvement
- distribution of Overall Results
- number of days absent

Students who are new to the School will receive an Interim Report at the end of Term 1.

Parent Information Evenings
A number of Parent Information sessions are scheduled throughout the year. At these sessions, staff provide parents with an overview of the curriculum, pastoral care structures and other relevant information that support student learning. This is also a valuable opportunity for parents to meet staff.

Parent Teacher Interviews
Parent Teacher interviews strengthen the connection between home and school, reflecting the strong commitment to authentic partnerships with families. They offer an important opportunity for parents to speak to their daughter's teacher to ascertain how she is progressing in her academic studies. Interviews are scheduled twice a year at the end of Term 1 and beginning of Term 4 and it is strongly recommended that parents and students attend these interviews. Bookings for Parent/Teacher Interviews are made online and notification of the times, login and password will be sent out prior to the dates of interviews. Should parents wish to discuss their daughter’s progress at any other time, they should contact the School to organise an appointment with relevant staff at a mutually convenient time.

NAPLAN
Each year students in Years 7 and 9 participate in the National Assessment Program – Literacy and Numeracy (NAPLAN). These national tests assess skills in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

Due to Government directive NAPLAN is cancelled for the 2020 year.
Assessment Schedule
The Assessment Schedule helps a student to manage her academic workload and other commitments. Heads of Faculty nominate the date an assessment is due for each subject in the Middle School curriculum. This information is collated and an Assessment Schedule is produced for each year level that will indicate the assessment task and the due date. Assessment Schedules are published on the website and are emailed to students.

Absence from Assessment
- If a student is absent for an assessment due to illness, the Head of Middle School should be notified immediately. The Head of Faculty will be notified. Students may be asked to provide a medical certificate upon their return.
- Other circumstances necessitating absence from the scheduled assessment should be explained in a letter or email from the parent/guardian and brought to the Head of Middle School on return to school. The Head of Middle School, in consultation with Head of Faculty, reserves the right to evaluate all such applications for an extension or special circumstances.
- In the Middle School, if a student is absent for a test, she should see her teacher, who will consult with the Head of Faculty, regarding rescheduling.
- Parents should not condone student absences (other than illness or emergency) during any assessment period.
- While the School adheres firmly to the principle that all students will complete all required assessment, the practicality and validity of delayed assessment will be closely monitored by the Head of Middle School and the Head of Faculty. The issue of fairness to all students will be an important guiding principle in such monitoring.

Submission of Assignments
- Deadlines for handing in assignments are published in the assessment schedule available at the beginning of each semester and are on the assignment task.
- Class time will be given for work on assignments.
- Progressive monitoring of student assignment work will occur.
- Computer or other IT issues are not a valid excuse for late submission. Emailing copies as attachments to one's own email address, saving in 'Dropbox' or regularly saving copies of assignments on external storage devices during the drafting process reduce the possibility of such issues.
- A student who is unable to hand in an assignment by the due time and date for any genuine reason/hardship (e.g. medical, bereavement, prolonged illness, family circumstances etc) should apply for special consideration from the HOF or HOMS. A medical certificate or other documentary evidence will be required.

Daily Routine
It is important that students arrive at school by 8:10am to ensure they are ready and organised to commence class at 8:20am. Class rolls are marked at the start of each lesson. Students who arrive late to school must sign in at Middle School Centre. They will each be given a late slip which must be presented to the teacher on arrival to class. The school day finishes at 3:25pm.
# Middle School Timetable 2020 – 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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<tbody>
<tr>
<td>RECESS</td>
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<td>PERIOD 5</td>
<td>1.25 - 2.25</td>
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LUNCH 12.40 - 1.25 12.40 - 1.25 12.40 - 1.25 12.40 - 1.25 12.40 - 1.25
Support and Services

Tutorials
For students who would like additional assistance to enhance their confidence and to consolidate their learning, after school Tutorials are available. These include English, Mathematics, Science, Languages and the Homework Enhancement Learning Program (HELP). Students are emailed a schedule of Tutorials. These can be of great assistance in helping girls reach their academic goals.

Study Skills Handbook
Once students move from Junior School to Middle School, they will generally find that they have a greater number of subjects and hence teachers and this can be more demanding. The work will increase in difficulty and students are expected to be responsible for their learning and be more independent. Success in Middle School requires high motivation and effort, strong study skills, effective time management, and good test-taking strategies.

St Hilda’s School subscribes to the Study Skills Handbook (www.studyskillshandbook.com.au). Secondary students have access to 43 units which allow them to discover techniques to assist them to learn more efficiently and effectively.

To use the site student’s login with the School username and password. Details of the username and password are:

Username: sthildas
Password: 52success

Learning Enhancement
The St Hilda’s Learning Enhancement department aims to provide students with the opportunity to develop the necessary academic skills needed to ensure a positive school experience. Learning Enhancement staff are responsible for arranging testing of students and the development of appropriate programs for students with learning difficulties, including individual education programs for students eligible for special funding. They work to establish a close rapport with students and regularly communicate with subject teachers.

English as an Additional Language
English as an Additional Language (EAL) support is available in the forms of withdrawal (for new arrivals), support in class, or monitoring, according to each individual student's needs. Staff work closely with the classroom teacher to support learning, enabling the student to achieve success while discovering strategies and structures that accommodate their learning needs.

Student Diary
Each student is expected to use a School diary. The student diary is available in two formats; a hard version for purchase and an electronic version which students need to download.

Homework
Homework tasks are a valuable component of the Middle School curriculum. They are seen as an important aid to the learning process as they reinforce and extend the learning experience of the student. The conscientious completion of homework can have a positive impact on a student’s success in Middle School.
Students always have homework to complete, even if specific homework has not been set by a teacher. The following lists some ways that students can use homework time to become independent, self-directed learners.
- Reading
- Revising
- Reflecting
- Research
- Practising skills
- Completing assignment tasks and projects

Homework is assigned on a regular basis in the Middle School. The following times are a guide for each year level, with consideration given to the time students spend on other activities. Students are expected to allocate a minimum of 15 minutes each night to reading.

Year 7: 50 / 60 minutes per night
Year 8: 60 / 90 minutes per night
Year 9: 60 / 90 minutes per night

**Library**

Our library is not only an integral part of the academic experience of our girls, it also encourages independent study skills and a positive attitude towards life-long learning. It is designed to be a space for students to explore, learn, research, collaborate and create. The library staff works in close collaboration with the girls’ teachers to provide services, resources, time and space for completing homework, study and assignments. The Library enables the girls to more effectively engage with their academic work outside of class time. In addition the library takes an active role in the girls’ co-curricular life. Book club, movie screenings, competitions and author visits occur throughout the year. The library catalogue searches and provides access to both digital and print resources and is located on the St Hilda’s School website and on Blackboard or by using the link: Library Homepage. Students may borrow their own resources through the self-check machines, but are also encouraged to use the considerable experience of the library staff to facilitate more advanced use of library resources - both digital and physical.

**Library Hours**

Monday - Thursday 7am-6pm
Friday - 7am-5pm
Sunday - 2pm-5pm

**Boarders**

Monday - Thursday 7am-8pm
Friday - 7am-5pm
Sunday - 2pm-5pm
Getting Connected - Online
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.

Online Learning
At St Hilda’s, each subject uses the BlackBoard virtual learning environment for course management. As a web-based system, BlackBoard provides access to class materials, assessment information and other learning resources from home, school or any internet-enabled location. The iTunesU platform is also used by a number of subjects for the delivery of interactive class resources.

IT Problems
The IT department support students who are experiencing difficulties with technology such as being unable use their email or logon to the wireless network or BlackBoard. If students are having trouble using their iPad or Apps they can report to the IT Help Desk staff or see Mr Powell. Students are responsible for ensuring their iPad or Laptop is charged and ready for use in class. If they need to recharge it they can do so in class or bring it to the Middle School Centre.

Responsible Use of IT
iPads
Middle School students are required to bring their own iPad to school as they play a key role in helping the girls to manage their learning experiences. They will use a range of apps for different subjects; these are listed on the school website under Quick Links Student Resources. Students are responsible for the safe storage of their iPad during the school day (locker) and should take it home to charge the battery each evening so that it is ready for use the next day. Please check that your daughter’s iPad is labelled, including the charger.

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 twofold:
1. 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
2. to promote a culture of school connectedness through valuing face-to-face interactions through the management of technologies.

I agree to be a responsible and ethical user of all digital technology, including the internet, and relevant electronic devices (e.g. mobile phone, smart watch, earpods, 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)
I have the responsibility to:

- bring portable devices (e.g. iPad, laptop) fully charged to school every day
- use the devices at school for educational purposes
- keep passwords for devices and online environments secure and private
- use school communication tools (e.g. email) for educational purposes
- store and organise work on the device and select names for files that are appropriate and respectful
- backup data from devices regularly
- 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
- 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
- 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
- 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
- report offensive or illegal content or threats
- 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
- 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:

- switching off my phone and storing it in my locked locker from the start of the school day, 8.20am, until the final bell, 3.25pm, to maximise learning time and minimise distractions in class and promote face-to-face connections during breaks
- only take my phone 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
- as part of an approved lesson, 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
- only make or answer calls or messages, when necessary, at my locker at the commencement of morning tea or lunch
Exceptions: The only exception will be where students use phones to monitor health conditions. This must be discussed and arranged with the Head of Year.

Earbuds and earphones: Students need to be able to listen to instructions and collaborate with others during class, and during breaks. Earbuds and earphones should be used with discretion with permission from the classroom teacher.

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.

Student Agreement:
I agree to comply with the rights and responsibilities set out in this agreement.

Breach of expectations
I understand that failure to meet these responsibilities will be regarded as a very serious matter, and that consequences established in the Student Code of Conduct will apply should I fail to meet these responsibilities.

……………………………………………………………………………………………………
Student name     Student signature       Date

Parent Support Statement I understand and will support the rights and responsibilities, to which my child has agreed.

……………………………………………………………………………………………………
Parent name     Parent signature            Date

Celebrating Success
Speech Day Awards
Awards reflect the 8 Australian Curriculum Learning Areas with individual subjects ‘weighted’ according to length of time the subject is studied as part of the curriculum.
Years 7, 8 and 9

**Academic Honours:** Presented to approximately the top 10% of students, according to the weighted total.

**Academic Merit:** Presented to the next 10% of students, according to the weighted total.

**Dux:** Presented to the student in Year 8 and Year 9 with the highest weighted total. In cases of ‘equal results’, the students’ portfolios of work will be taken into account and the Proxime Accessit will be awarded.

**Principal’s Awards**
Presented to students in Years 7 to 9 who have:
- shown considerable initiative in accepting high levels of personal responsibility for their learning
- participated in and contributed to the co-curricular life of the School
- displayed commitment to and support of the School ethos
- demonstrated service to others and a generosity of spirit
- shown dedication, teamwork and leadership.

**Caltex Best All Rounder:** Presented to a student in Year 7 who has demonstrated leadership qualities, dedication to her studies, commitment to school activities and concern for others in the community.

**Best All Round Girl:** Presented to a student in Year 8 who has demonstrated leadership qualities, dedication to her studies, commitment to school activities and concern for others in the community.

**Year 9**

**Religious Education Prize:** Presented to the student who has achieved an ‘A’ in Religious Education, with an Effort Rating of 5 and has demonstrated an exemplary commitment to Chapel services and Christian values.

**Academic Achievement:** Presented to the top-ranked student in each subject.

**Non Nobis Solum Award:** Presented to a student who applies herself consistently to her work and demonstrates a high standard of service, unselfishness and generosity of spirit in her interactions and leadership. This student supports the ethos and values of the School.
COMMUNICATION

The Middle School values the relationship it builds with families and the school community. Parents are kept up to date with information through a number of different channels.

**Parent Lounge**
School notices and correspondence are distributed to parents daily via email from St Hilda’s Correspondence and pertains to school events, excursions and activities and general notices. This information is also linked to the Correspondence portlet on Parent Lounge and remains available for the duration of the activity.

The interactive web-based portal, Parent Lounge, is the School’s primary means of communication between school and home. This is a secure, password-protected site and allows access to information such as:

- Student Details including Timetable, Medical Information and ‘Teachers’ contact information
- Student Reports
- Student Attendance details
- Extra-Curricular Information
- School Calendar/Events
- Correspondence
- Community News
- Newsletter
- Excursions
- Sport Information
- Parent Directory
- Parent Teacher Interviews (held per semester)
- Links to the School website and various documentation including online ordering

Parents who have questions regarding their details in Parent Lounge may contact the Head of Admissions enrolments@sthildas.qld.edu.au, and for forgotten username and/or password, please notify jmclean@sthildas.qld.edu.au.

**St Hilda’s Correspondence**
School notices and correspondence are distributed to parents via email from St Hilda’s Correspondence and pertains to school events, excursions and activities, and general notices. This information is also linked to the Correspondence portlet on Parent Lounge and remains available for the duration of the activity.

**SMS**
Student attendance and duty of care is a high priority at St Hilda’s School. Parents/Guardians are informed by mobile phone Short Message System (SMS) of any unexplained absences for their daughter. Parents may ‘reply’ by SMS. The message will arrive displaying the number 0416 906 250. Parents should store this number under ‘St Hilda’s School’. Parents may also use this number to send text messages to the School regarding student absences. The SMS system is also used for broadcasts to parents regarding impending bad weather, cancelled events etc.

**Excursions**
For students who are invited to participate in an excursion, an email will be sent to the parents from excursions@sthildas.qld.edu.au, which will include a hyperlink to Parent Lounge. The Excursion feature on Parent Lounge allows parents to view detailed excursion information, including risk management and medical records, and ‘accept’ the excursion online.
APPS
The St Hilda’s School app is designed to provide parents with information on a variety of topics, including events and daily happenings at school. Postings are made on a daily basis, providing parents with up-to-date information.

Visit the Apple/Android App Store, search St Hilda’s School and download the FREE App. Once you have downloaded and opened the App, you will receive a prompt asking if you wish to receive Push Notifications. Respond ‘Allow’.

Before exploring the App and its many features, we strongly recommend that you begin by managing your Push Notifications/Subscriptions. This will allow you to select the information channels that are of interest to you. To do this, click the Settings button on the bottom right of the App home screen.

Once you have reached the Settings screen, click ‘Subscriptions’. On the Subscriptions screen, you are able to check/uncheck the areas of the School from which you would like receive notifications.

Events
The Excursions module on Parent Lounge also facilitates Event invitations, RSVPs and payments. Parent invitations will be emailed from events@sthildas.qld.edu.au and parents can RSVP, select options and make payments via Excursion portlet on Parent Lounge.

Student Café
Parents have access to Parent Lounge which enables them to see a range of information in relation to their daughters. Students have access to Student Café. This allows them to access their timetabled classes, school based events, activities and sports fixtures. Students will be able to see upcoming excursions which they have been invited to attend. They will also be able to see whether you have accepted the invitation using Parent Lounge.

Newsletter
Please stay in touch with happenings at St Hilda’s School by reading The Newsletter, which is published on the website each month. Please check the daily correspondence email and Parent Lounge for further updates regarding activities as well as the many other links on the website.

Current Information
Always keep the School advised of information that is helpful for the school and contributes to the wellbeing of your daughter, such as:
- major commitments that impact on study time or attendance
- conditions such as allergies, asthma
- illness
- major illness or situations within the family or close friends
- living arrangements such as sharing between households, family separations, parent travelling or working away
- court orders
Change of Address

- If your personal contact details change, such as address, email contact, or telephone number, please advise the Middle School Centre of this as soon as possible. We require current contact details for parents at all times.

Absent from School

If your daughter is unable to attend School for an unexpected reason or they have a significant appointment, parents are requested to contact Middle School Centre on: 55 777 373, or email: absentees@sthildas.qld.edu.au or SMS: 0416 906 250, stating the reason for the absence and expected date/time of return.

The Middle School Centre will provide students with a permission slip to show their Class Teacher to enable them to leave class. Students must then be signed out at Middle School Centre by a parent or guardian. The best entrance for the Middle School Centre is Gate 4, off Cougal Street with parking near the bus stop. Please note these arrangements will enable parents and students to work more directly with the Middle School Centre and have a central point of contact in terms of student absences and wellbeing.

Absences during the School Day

Where possible, students should not leave School during the school day. However, if they have a significant appointment, the School should be advised in writing, in advance.

Day Girls should bring an explanatory note signed by a parent to Middle School Centre before school, or the parent should email absentees@sthildas.qld.edu.au or text the Absentee Line 0416 906 250 in advance. Middle School Centre will provide students with a permission slip to show their Class Teacher to enable them to leave class. Students must then be signed out at Middle School Centre by a parent or guardian.

Where parents are unable to collect their daughter for an appointment and give this permission to another person, they must provide the School with:

- written permission (handwritten note, email or text as above), stating the full name of the person permitted to collect their daughter, and
- the person permitted to collect their daughter must verify their ID (e.g. Drivers Licence) at Middle School Centre, before the student will be released into their care.
- the student must be signed out at Middle School Centre by the approved person.

Day Girls who present at Middle School Centre and request to leave the School without advance notice, will be required to seek permission of the Head of Middle School.
Boarder Parents should email or fax the information to Boarders’ Reception. Boarders will then collect a permission slip from Boarding Administration to give to their class teacher to enable them to leave class. They will then sign out from Boarders’ Reception to the care of a parent or approved host.

**Extended Leave of Absence**
Regular and punctual attendance at school is essential for students to maximise their educational opportunities. If your daughter requires an extended leave of absence from the academic program please send the request by email to the Head of Middle School. Parents of Boarders should also contact the Boarding House. Please note that it is your daughter’s responsibility to communicate with her teachers regarding work that will be missed and any assessment that may be due.

**Illness at School**
*Students are requested not to ring parents before assessment by a nurse at the Health Centre.*

**Permission to attend the Health Centre - Day Girls and Boarders:**
- If a student needs to visit the Health Centre, she is to obtain permission from the Class Teacher who will make a note in the Student Diary, including date, time and signature.
- If the student does not have a *Student Diary* the teacher is to send her to Student Reception where she will be given a *Permission Slip* noted with the date and time and signature, and the student is to present this at the Health Centre.
- When the student is ready to return to class, Health Centre staff will stamp the *Student Diary*, or the *Permission Slip* with the date and time of arrival and departure and sign.
- If a student goes directly to the Health Centre without a signed *Student Diary* or *Permission Slip*, she is to be sent back to class.

**Health Centre Attendance:**
- Upon arrival at the Health Centre, a nurse will assess the student and advise if she is to be collected from the Health Centre.
- If a student’s temperature is above 38 degrees, she MUST go home with a parent/guardian.
- If her temperature is below 38 degrees, parents will be contacted for further advice. If other symptoms/concerns, the student MUST be sent home.
- Health Centre staff can observe a student for short periods until a parent is able to collect her. Parents must arrange suitable collection and medical attention.
- Day Girls will only be permitted to rest in the Health Centre should the Sister recommend this course of action, for the duration of 1 lesson, after which they must return to class or be collected by a parent to recuperate at home.

**Late to School**
If students are late to school they need to report to Middle School Centre where they will be provided with a late slip.

**Contacting your Daughter during the School Day**
Please try to make individual plans with your daughter before the school day begins to avoid anxiety and last-minute scheduling. Should you need to reach your daughter during the day, please contact the Middle School Centre.
STUDENT LIFE

Student Involvement
Studies show that student involvement in school life reaps a number of benefits. Involved students build stronger support networks and enhance skill sets such as teamwork, organisation and leadership. As a member of the Middle School community students are expected to be involved in a number of aspects of school life.
- Attend and participate in House events
- Participate in co-curricular activities
- Participate in outdoor education experiences
- Support school events such as the Fete, QGSSSA events
- Support school fundraising and/or awareness projects

The House System
The House system is an integral part of school life at St Hilda’s. House events are a great way for girls to get to know each other across different year levels and extend their friendship groups, as well as developing a range of skills and providing opportunities for student leadership. Every new student is assigned to a House. Students with existing family connections will be placed in that House. Students attend House meetings held every alternate Friday after Middle School Assembly.

The Middle and Senior School Houses are:
- Banksia (red)
- Karragaroo (gold)
- Melaleuca (blue)

Students quickly form an allegiance to their House and a sense of fun and friendly competition pervades house events. All of these events contribute enormously to school spirit. Students attend and represent their House in various events throughout the year:
- Sport: Swimming, Cross Country, Athletics
- Cultural: Plays, Debating, Dance and Music

The House Chapel and Dinner is a special event that enables the girls to come together to acknowledge the contribution in Term 4 the House Seniors and to celebrate the year.
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
Cricket

Terms 1 & 2: Basketball, Soccer, Touch

Term 2: QGSSSA Cross Country

Term 2: Artistic Gymnastics

Term 3: Volleyball, Tennis, Netball, Hockey

Term 3: Rhythmic Gymnastics

Term 3: QGSSSA Athletics

Term 4: 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. Year 7 participate in a Learn to Row program held in November which enables the girls to experience rowing before making sporting choices for Year 8.

Terms 2 & 3: BSRA Rowing

A Co-curricular Awards evening at the end of the year enables the sporting community to celebrate the achievements of the girls.
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
- Middle School Concert Band

The year culminates with a Co-Curricular Awards evening that acknowledges the girls’ contributions and achievements.

Drama
St Hilda’s has a long established tradition with Drama. Auditions for the Middle School Production are open to students in Years 7 to 9. 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.
- The Science Club is for students who want to have fun exploring science.
- Art Club provides students with the opportunity to explore creative ideas.
- Environment Club caters for students interested in the environment and sustainability.
- 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.
- The student2student program works by matching students who need to improve their reading with peer buddies who help and encourage them with their reading.
- International Groups.

Other activities include: Readers’ Cup Challenge, Maths Olympiad, Opti-Minds and Science Trivia Challenge.

For more detailed information please refer to the Co-curricular, Extra Curricular & Service Activities Handbook.

TSS Connection
Young adolescents are strongly driven by the need for interpersonal involvement. Social interaction opportunities with TSS enhance communication and builds community connections. Years 7 and 8 are involved in activity afternoons which provide avenues for the girls to interact with the boys from TSS in a social context, strengthening the connections between the two schools.

Year 9 Dance Classes
The Year 9 dance classes provide valuable benefits for the girls including new friendships, increased confidence, and the development of skills. This social interaction with TSS also helps to build connections between the two schools. The dance classes are conducted by an outside provider and are scheduled during Terms 2 and 3. Parents are invited to attend the final dance class and supper.
The Connection Breakfast
The Connection Breakfast is a Middle School tradition that is organised by Year 9 students and takes place at the end of the year. This culminating event is an important rite of passage as the girls prepare for their transition to Senior School. The School draws on its former school leaders as motivational speakers for the event. These former students have been able to provide valuable practical advice based on their experiences.

Challenge Week
Students from Years 7 to 9 take part in Challenge Week each year, where they are introduced to a carefully structured and sequenced combination of outdoor education experiences.

Outdoor Education adds an important dimension to students' learning and personal development and continues to be an integral part of the Middle School experience. Through challenge, at a personal and team level, the girls experience enhanced self-esteem and confidence, improved communication skills and a greater sense of community with both their peers and teachers. Outdoor Education enhances the girls' perception of what they are capable of, whilst developing their understanding of how their actions affect themselves, others and the environment.

Year 7 – Lake Moogerah
Year 8 – Woodford
Year 9 – Kenilworth

Due to Government directive all Outdoor Education programs are cancelled for the 2020 year.
EXPECTATIONS & RESPONSIBILITIES

Uniform
Wearing the school uniform correctly contributes greatly to the tone of the School. It encourages students to not only take pride in their appearance and their school but helps to promote a sense of belonging.

- The uniform should be clean and worn mid-knee.
- Shoes must be black leather lace up style, clean and polished.
- Blazers are the outer wear in cooler weather; jumpers may be worn underneath. Jumpers cannot be worn as the outer garment when arriving or leaving the school grounds.
- Blazers are expected to be worn on Tuesdays for Whole School Assemblies and Chapels.
- Hair that is shoulder length or longer must be tied back with a navy ribbon or navy scrunchie. coloured hairclips and elastics are not to be worn.
- All students are expected to wear their panama hat to and from school, as well as at morning tea and lunch.
- Jewellery: only sleepers/studs and a watch can be worn with the School Uniform. Small sleepers, or small stud earrings 0.5cm in diameter (silver/gold/pearl or with a small gem stone) only are to be worn
- and only one in the lobe of each ear is permitted. Other items may be confiscated and held by teachers until the end of term.
- Coloured nail polish and makeup, including eyeliner and foundation must not be worn. Nails must be
- kept clean and well-shaped and are to be of a natural length and colour.

After School
- If girls accompany their parents into shops when travelling home from school, the full school uniform must be worn, including the hat.

Sports Uniform
- The sports uniform is worn with the white school socks and sport joggers that have appropriate soles and heel support for sport activity. Only soles that will not mark playing surfaces are permitted on the courts.
- A school sport cap is required for all outdoor lessons.
- The school tracksuit is only worn with the sports uniform during cooler weather.
- For swimming lessons, the school swimming costume or navy/black swimmers and house swim cap are to be worn.
- All other sport specific apparel is to be worn exclusively at those sport events or trainings outside class time

Sport During the Day
The sports uniform may only be worn when a student has a timetabled HPE lesson. Students are to change into and out of the sports uniform at break times before or following their HPE lesson so they are not wearing their sports uniform for more than 2 periods. Full School uniform must be worn to Chapel and Assembly.

Early Morning / Late Afternoon Sports Practice
Full school uniform must be worn to and from school each day, except when attending early morning practices. Students wearing sports uniform to school for early morning practices, are required to bring
their full summer or winter uniform to school to change into for classes. Girls who go to sports training after school that finishes before 4.00pm must change into school uniform before going home. Those who attend a training session that finishes after 4.00pm may go home in sports uniform.

**School Bags**
Students are required to use a St Hilda’s school bag. No other bag is permitted. There is a range available to suit your daughter’s needs at the Uniform Shop.

**Uniform Shop**
The Uniform Shop offers parents the convenience of purchasing the school and sports uniform on site; there are also second-hand uniform options available. To ensure that your daughter’s clothing and other items are clearly marked the Uniform Shop provides an embroidery service. Opening Hours are currently:

Monday – Friday 7.30am to 1:30pm

(Please check web page or call 5577 7374 to confirm times)
The Uniform Shop will be open for extended hours during each return to school period.

**Uniform Borrowing**
The Middle School Centre holds a small supply of uniform items that students are able to borrow in an emergency. Items need to be washed and returned to the Middle School Centre as soon as possible.

**Naming of Items**
Please make sure that all uniform items, personal belongings and school equipment are clearly marked with your daughter’s name as this can help us return mislaid items to the rightful owners.

**Lost Property**
Students who have lost an item should check the lost property located at Student Reception, and then advise the MSC if they are unable to find the item.

**Lockers**
All students are assigned a locker for which they are expected to provide a lock. Spare keys will be kept in the MSC. Students are responsible for keeping their lockers tidy and making sure that their belongings are kept secure. It is strongly recommended that the girls do not bring valuables to School; however, if it is necessary these should be given to the MSC for safe-keeping.
ID Cards
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.

JR Cafeteria
Students may access JR Cafeteria facilities before school (from 7:00am) and during scheduled morning tea and lunch time breaks. Morning tea and lunch can be pre-ordered online. EFTPOS facilities are available.

Tuckshop Voucher
Students who forget their morning tea or lunch are able to obtain a voucher from the Middle School Centre. This voucher entitles them to a choice of limited items e.g. sandwich and fruit. The money owing needs to be repaid to the Middle School Centre the next school day.

Peanut Allergy
Some students in the School have a severe allergy to peanuts and other nut based products. The students concerned can even have a reaction to people who have touched peanuts/nuts. As a result we ask parents not to send peanuts or nut products to school.

Transport
A number of bus services are available to transport students to and from the School. Also available is the Gold Coast Light Rail Service on Nerang Street. St Hilda’s bus services will be operating Monday to Friday during term time, on North and South bound routes, within an hour’s reach of the School. For all enquiries and bookings: busservices@sthildas.qld.edu.au