



ST HILDA'S SCHOOL  
GOLD COAST

# *International* STUDENTS HANDBOOK

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## Key People

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Ms Wendy Lauman Principal <a href="mailto:principal@sthildas.qld.edu.au">principal@sthildas.qld.edu.au</a>	Mrs Alma Loreaux Head of Learning and Teaching <a href="mailto:aloreaux@sthildas.qld.edu.au">aloreaux@sthildas.qld.edu.au</a>	Mrs Nicole Devlin Deputy Principal <a href="mailto:ndevlin@sthildas.qld.edu.au">ndevlin@sthildas.qld.edu.au</a>
Ms Sheri Upasiri Head of Students <a href="mailto:supasiri@sthildas.qld.edu.au">supasiri@sthildas.qld.edu.au</a>	Mrs Amanda Rigby Head of Boarding <a href="mailto:arigby@sthildas.qld.edu.au">arigby@sthildas.qld.edu.au</a>	Mrs Amanda Shuttlewood Head of Junior School <a href="mailto:ashuttlewood@sthildas.qld.edu.au">ashuttlewood@sthildas.qld.edu.au</a>
Miss Kaitlin Barrell Registrar <a href="mailto:kbarrell@sthildas.qld.edu.au">kbarrell@sthildas.qld.edu.au</a>		

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

## About St Hilda's School

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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

## 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/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 can 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.

Access our school map here: [www.sthildas.qld.edu.au/contact/](http://www.sthildas.qld.edu.au/contact/)



## 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.

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/>

Additionally, please refer to the School Uniform Handbook for a detailed description of uniform requirements

[https://sthildas.mymedia.delivery/wp-content/uploads/2021/04/Uniform-Handbook-2021\\_FINAL.pdf](https://sthildas.mymedia.delivery/wp-content/uploads/2021/04/Uniform-Handbook-2021_FINAL.pdf)



## Where to Find Key Information or Assistance

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### Assistance with Studies

- English language  
Mrs Kate Powell, EAL/D Teacher [kpowell@sthildas.qld.edu.au](mailto:kpowell@sthildas.qld.edu.au)
- Academic studies  
Head of Year or Head of Learning & Teaching
- Assignments  
Class Teacher, Head of Year or Head of Learning & Teaching
- Careers counselling  
Mrs Lorna Henderson, [lhenderson@sthildas.qld.edu.au](mailto:lhenderson@sthildas.qld.edu.au)

### School Calendar

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

## Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. To achieve a QCE a student needs to accrue 20 credits in a set pattern. At least 12 credits must come from completed Core courses (such as Authority subjects). An additional 8 credits can come from a combination of any approved courses. You must achieve a C, Pass or equivalent to receive QCE credits in a subject or course. Literacy and numeracy requirements must also be met. A QCE does not give you an Australian Tertiary Admission Rank (ATAR). ATARs are determined by the Queensland Tertiary Admissions Centre (QTAC) and are used for tertiary entrance only.

See <https://www.gcaa.qld.edu.au/senior/certificates-and-qualifications/qce/eligibility-requirements-for-further-information>

Australian Tertiary Admission Rank (ATAR) eligibility:

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.
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The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

See <https://www.qtac.edu.au/student-resources/atar> for further information.

## 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.

For the full Code of Conduct please see [https://sthildas.mymedia.delivery/wp-content/uploads/2021/09/PSD\\_Code\\_of\\_Conduct\\_Students-MAN0011E-V1-2021-240921-003-4.pdf](https://sthildas.mymedia.delivery/wp-content/uploads/2021/09/PSD_Code_of_Conduct_Students-MAN0011E-V1-2021-240921-003-4.pdf)

# Student Protection at St Hilda's School

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## Statement of Commitment

Anglican Schools and Education and Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven in a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God.
- Every child: loveable and loved, unique and unrepeatable.
- Outstanding education for the flourishing of people and the good of community.

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, where exceptional pastoral care is practiced.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm where it exists; and
- respond swiftly and appropriately to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.

## 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
- One of the School's Student Protection Officers, listed below:
  - Deputy Principal – Mrs Nicole Devlin
  - Head of Students, Research and Engagement – Ms Sheri Upasiri
  - School Psychologist – Mrs Jaclyn Clancy
  - School Counsellor – Mrs Liz Giovas
  - Head of Junior School – Mrs Amanda Shuttlewood
  - Deputy Head of Junior School – Mrs Melissa Wilkins
  - Coordinator of Student Initiatives – Ms Katherine Holmes
  - Head of Athena & Director of Pre-Preparatory – Mrs Lisa Cleverly



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
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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 via the following link:  
<https://www.sthildas.qld.edu.au/governance/safeguarding-students-policies/>

## Safeguarding Students Policies.

The following information is also available:

- [Student Protection Officers](#)
- [A Guide for Parents and Students](#)
- [Student Protection in Anglican Schools Policy 2020](#)
- [Student Protection in Anglican Schools Procedures 2019](#)
- [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.

Mrs Jaclyn Clancy (Monday, Tuesday, Thursday, Friday) – [jclancy@sthildas.qld.edu.au](mailto:jclancy@sthildas.qld.edu.au)

Mrs Elizabeth Giovas (Monday-Wednesday) – [egiovas@sthildas.qld.edu.au](mailto:egiovas@sthildas.qld.edu.au)

Ms Angela Hodgkins (Thursday, Friday) - [ahodgkins@sthildas.qld.edu.au](mailto:ahodgkins@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

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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 to 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.



## 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.

**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 Nobis Solum (not for ourselves alone) influence our interactions in both our local community and with our global connections.

## School ID Card

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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

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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:

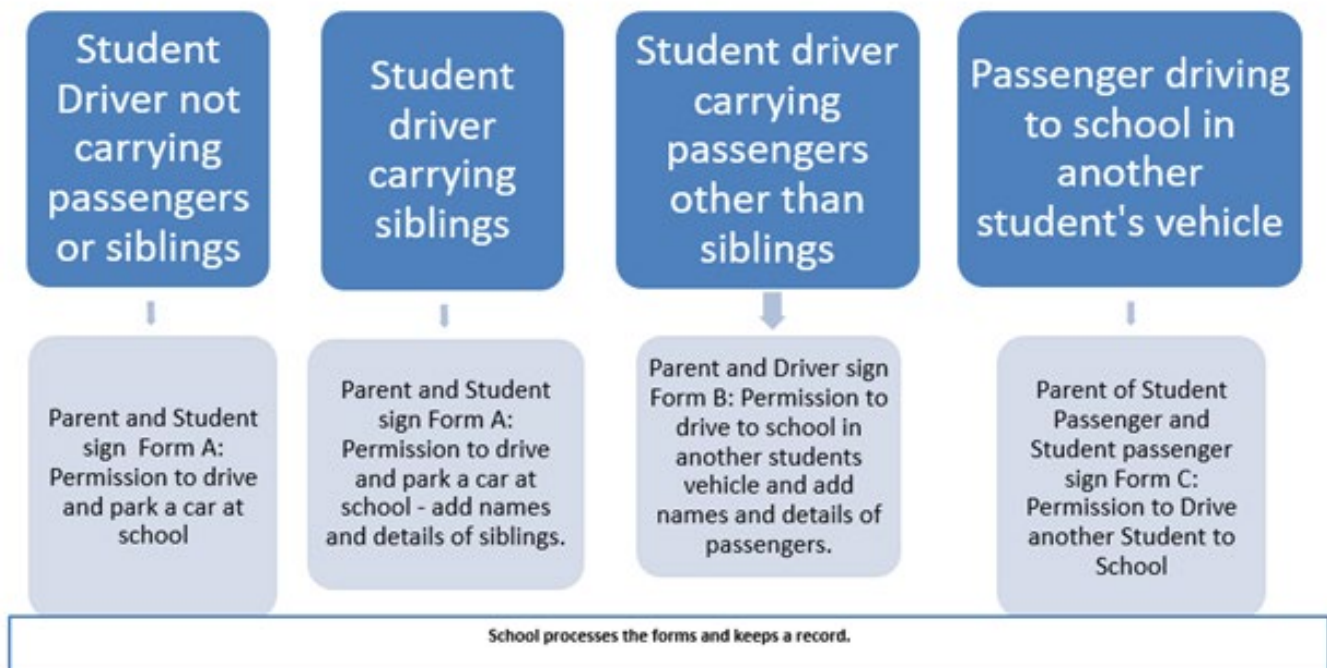
1. The following must be completed **before** driving to/from school:
  - a) Form A from parent/guardian.
  - b) Written authority from the Head of Senior School.
  - c) A separate letter of approval from parents of any passengers who are not siblings.
2. If parent/s wish their daughter to be driven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





## 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.

Please refer to the [Co-Curricular handbook](#) for more information



## Your Community

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### 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

- Taxi – Gold Coast Cabs. Download their app today <https://www.gccabs.com.au/>
- Shebah - deliver a safe transport option to women and children <https://www.shebah.com.au/>
- Public transport
  - [www.translink.com.au](http://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: <http://www.banks.com.au/personal/accounts/>

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 financial institution before leaving home. **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

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## 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 Registrar.

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**, speak to any of the school's Student Protection Officers (SPO):

### Junior School

- Mrs Amanda Shuttlewood, 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, Principal
- Mrs Jaclyn Clancy, School Psychologist
- Ms Sheri Upasiri, Dean of Students
- Mrs Nicole Devlin, Deputy Principal

If you think you **have an addiction**, speak to any of the school's Student Protection Officers (SPO)

### Junior School

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

### Middle Senior School

- Mrs Liz Giovas, School Counsellor
- Angela Hodgkins, School Psychologist
- Mrs Nicole Devlin, Deputy Principal
- Mrs Jaclyn Clancy, School Psychologist
- Ms Sheri Upasiri, Head of Students (Research and Engagement)

## 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<sup>1</sup> 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

- One of the School's Student Protection Officers, listed below:

#### Junior School

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

#### Middle Senior School

- Mrs Liz Giovas, School Counsellor
- Angela Hodgkins, School Psychologist
- Mrs Caroline Brodar, Head of Senior School
- Mrs Jaclyn Clancy, School Psychologist
- Ms Sheri Upasiri, Head of Students (Research and Engagement)

## Keeping safe outdoors

### *Sun Safety*

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.



### **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

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### 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.

## Key Policies, Forms & Other Information

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### 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](mailto: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 Amanda Rigby

Tel: + 61 7 0420 372 499

Email: [arigby@sthildas.qld.edu.au](mailto:arigby@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 about 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 Amanda Shuttlewood	<a href="mailto:ashuttlewood@sthildas.qld.edu.au">ashuttlewood@sthildas.qld.edu.au</a>
Head of Students (Research and Engagement)	Ms Sheri Upasiri	<a href="mailto:supasiri@sthildas.qld.edu.au">supasiri@sthildas.qld.edu.au</a>

### Emergency Contact – After School Hours

Before and after School, please telephone +61 7 5577 7219:

Head of Boarding	Mrs Amanda Rigby	<a href="mailto:arigby@sthildas.qld.edu.au">arigby@sthildas.qld.edu.au</a>
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## Accommodation & Travel Requests

- Change of Homestay requests to be send to Registrar via email – [kbarrell@sthildas.qld.edu.au](mailto: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 Registrar for Homestay girls and via Boarding leave application for Boarding Students

## Deferment, Suspension or Cancellation Policy

Please click [here](#) for policy (all Policies can be found here:

<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 Registrar

## Course Progress and Attendance 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*

- **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 Learning and Teaching
- Head of Sub School
- Registrar

## 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](mailto:fees@sthildas.qld.edu.au)

### *Key People*

- Principal, Ms Wendy Lauman [wlauman@sthildas.qld.edu.au](mailto:wlauman@sthildas.qld.edu.au)
- Finance Office [fees@sthildas.qld.edu.au](mailto: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. 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/How-we-can-help/overseas-students>

### *Key People*

- Principal, Mrs Wendy Lauman [wlauman@sthildas.qld.edu.au](mailto:wlauman@sthildas.qld.edu.au)

## Student Transfer Request Policy

Please click [here](#) for policy

All Policies can be found here: [www.sthildas.qld.edu.au/admissions/international-student-policies/](http://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?**

Registrar

### *Key People*

- Principal, Mrs Wendy Lauman [wlauman@sthildas.qld.edu.au](mailto:wlauman@sthildas.qld.edu.au)
- Head of Learning and Teaching, Mrs Alma Loreaux [aloreaux@sthildas.qld.edu.au](mailto:aloreaux@sthildas.qld.edu.au)
- Application for Student Transfer Request form/letter can be obtained from Registrar.

## Other Mandatory Information

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### Student Visas

- For information about your student visa and visa conditions, see: [www.homeaffairs.gov.au/trav/stud/more/visa-conditions/visa-conditions-students](http://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: <https://immi.homeaffairs.gov.au/visas/already-have-a-visa/check-visa-details-and-conditions/see-your-visa-conditions#>

### Tuition Protections (TPS)

- Brochure for students: <https://internationaleducation.gov.au/Regulatory-Information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/ESOS-Review/Documents/TPSStudentBrochure03.pdf>

### 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: <https://www.homeaffairs.gov.au/trav/visa-1/500-?modal=/visas/supporting/Pages/500/Overseas-Student-Health-Cover.aspx>

### Working in Australia

- For information about working in Australia with a student visa, see:
  - <https://www.fairwork.gov.au/>
  - <https://www.fairwork.gov.au/find-help-for/visa-holders-and-migrants>
  - <https://www.fairwork.gov.au/about-us/our-role/corporate/open-letter-to-international-students>
  - <https://www.homeaffairs.gov.au/Trav/Stud/More/Work-conditions-for-Student-visa-holders>

### Other Forms

- Change of Contact Details must be emailed to [enrolments@sthildas.qld.edu.au](mailto: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

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During your orientation you will meet KEY PEOPLE and learn THINGS YOU NEED TO KNOW about 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.