SCHOOL HANDBOOK

CRICOS REGISTRATION

POLICIES

&

PROCEDURES

COLLATED BY: John Clarke UPDATED BY: John Clarke

Version # 2
Date: 15 March 2011

Location of Copies:

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1. CRICOS responsibilities and Written policy about code of ethics

Our Lady’s College is bound by the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 under its registration on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

In order to be registered on CRICOS Our Lady’s College is required to
a) have the principal purpose of providing education; and
b) clearly demonstrate capacity to provide education of a satisfactory standard.

Evidence of Our Lady’s College’s ability to meet these requirements is provided in
(i) the school’s Annual Report to Commonwealth and State governments, available at: www.ourladyscollege.qld.edu.au
(ii) Non State-Schools Accreditation Board documentation – the school’s Cyclical Review Report and NSSAB confirmation letter.

Our Lady’s College CRICOS Registration details:
CRICOS Provider No: 03272G
CRICOS Course Nos: 073907G, 073906J, 073905K, 073908G, 073909F
Period of CRICOS Registration: from 7/6/11
Our Lady’s College is registered to enrol a maximum of 10 Full Fee Paying Overseas Students (FFPOS).

The Principal Executive Officer (PEO) appearing on the CRICOS website (http://cricos.deewr.gov.au) in School Contact Details is:

Mrs Paula Goodwin  Principal

The following Staff members have access to PRISMS:

Basia Vreugdenburg  College Secretary

It is the responsibility of the following officer to notify the International Quality Unit (CRICOS) and all overseas students enrolled of any intention to relocate premises at least 20 days before the relocation.

NC D St 14.3

It is the responsibility of the following officer to advise the International Quality Unit (CRICOS) in writing of
a) any prospective changes to the ownership of the School as soon as

NC D St 15.1.a
practicable prior to the change taking effect, and
b) any prospective or actual change to a “high managerial agent” of the School as soon as practicable prior to the change taking effect, or within 10 working days where the change cannot be determined until it takes effect, and
c) any information on the new owner or high managerial agent as per section 9(6) of the ESOS Act

<table>
<thead>
<tr>
<th>Staff Member in this Role</th>
<th>Area of Responsibility for Overseas Students</th>
<th>Method to Contact / make Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelley Hamilton</td>
<td>Orientation on arrival</td>
<td>Email or via front office</td>
</tr>
<tr>
<td>Donna Martin</td>
<td>ESL Support</td>
<td>Email or via front office</td>
</tr>
<tr>
<td>Dona Archer, Danielle Moore</td>
<td>Other tutorial support</td>
<td>Email or via front office</td>
</tr>
<tr>
<td>Anthony Stevens</td>
<td>Academic and Careers Counselling</td>
<td>Email or via front office</td>
</tr>
<tr>
<td>Eva Fritz</td>
<td>Personal Counselling</td>
<td>Email or via front office</td>
</tr>
<tr>
<td>Basia Vreugdenburg</td>
<td>Monitoring of homestay / accommodation /care arrangements</td>
<td>Email or via front office</td>
</tr>
<tr>
<td>Shelley Hamilton</td>
<td>Complaints and appeals</td>
<td>Email or via front office</td>
</tr>
<tr>
<td>Basia Vreugdenburg</td>
<td>Visa / Passport issues</td>
<td>Email or via front office</td>
</tr>
<tr>
<td>Vince McDonald</td>
<td>OSHC</td>
<td>Email or via front office</td>
</tr>
</tbody>
</table>

Information about the roles of support services and staff in the School, including how to access services, is given to students:

- On arrival
- In handbook
The following staff member is responsible for keeping details in Section 1 and on the CRICOS website up to date:

| Basia Vreugdenburg | College Secretary |

Information in this section should be checked and updated whenever there is a change of staff member in the roles above.

**THIS SECTION WAS LAST UPDATED**  
BY Linda Brandenburg  
ON 14/5/12
### 2. Marketing information and practices

Our Lady’s College markets its education and training services ethically and in a professional manner to maintain the integrity and reputation of the international education industry.

Our Lady’s College’s marketing materials do not make false claims or provide misleading information about itself, its courses or course outcomes, including:

- Claims of associations between providers
- Employment outcomes associated with a course
- Automatic acceptance into another course
- Possible migration outcomes

The School’s Legal Entity Name and CRICOS Number appear on all School written marketing and other required materials, as below, including in electronic form, as required by the 2007 National Code in the following format:

**School Name: The Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane, trading as Our Lady’s College**

**CRICOS Number:** 03272G

This information is provided to students prior to enrolment and is provided in the following ways:

- On website
- In Handbook

See [Appendix 1](#) for copies of Our Lady’s College’s pre-enrolment and marketing materials

The following staff member / department is responsible for reviewing and updating marketing materials:

| Vince McDonald | Business Manager |

Information in this section should be checked and updated whenever there is a change of information in the Checklist, e.g., a change in course registration, in regulations relating to information in the checklist, or when new marketing materials are produced.

**THIS SECTION WAS LAST UPDATED**  **BY John Clarke**  **ON**  **15/3/11**

**MARKETING MATERIALS WERE LAST REVIEWED AND UPDATED**  **BY .................**  **ON --/--/--**
3. Checklist for Marketing information and practices

1. Registered Provider Name (legal entity name as registered on CRICOS) and CRICOS number are provided on: (NC D St 1)
   - school website
   - written marketing materials (printed and electronic)
   - any other materials listed below

   **THE FOLLOWING INFORMATION IS PROVIDED TO A STUDENT PRIOR TO ENROLMENT:**

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>HOW INFORMATION IS GIVEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Requirements For Acceptance Into A Course</strong></td>
<td></td>
</tr>
<tr>
<td>- Minimum level of English language proficiency (NC D St 2.1.a and E(OS)Reg 98 s6)</td>
<td>Website; student handbook</td>
</tr>
<tr>
<td>- educational qualifications (NC D St 2.1a and E(OS)Reg 98 s6)</td>
<td>Website; student handbook</td>
</tr>
<tr>
<td>- advice as to whether course credit is applicable (NC D St 12)</td>
<td>Website; student handbook</td>
</tr>
<tr>
<td><strong>3. Course information (NC D St 2.1.b)</strong></td>
<td></td>
</tr>
<tr>
<td>- course content and duration</td>
<td>Website; student handbook</td>
</tr>
<tr>
<td>- qualification / exit statement offered</td>
<td>Website; student handbook</td>
</tr>
<tr>
<td>- modes of study</td>
<td>Website; student handbook</td>
</tr>
<tr>
<td>- assessment methods</td>
<td>Website; student handbook</td>
</tr>
<tr>
<td><strong>4. Campus information (NC D St 2.1.c)</strong></td>
<td></td>
</tr>
<tr>
<td>- campus location</td>
<td>Website; student handbook</td>
</tr>
<tr>
<td>- general description of facilities, equipment, learning and library resources available to students</td>
<td>Website</td>
</tr>
<tr>
<td><strong>5. Arrangements with other providers (NC D St 2.1.d)</strong></td>
<td></td>
</tr>
<tr>
<td>- Details of any arrangements with another provider to provide the course or part of the course</td>
<td>Website; student handbook</td>
</tr>
<tr>
<td><strong>6. Fees information (NC D St 2.1.e)</strong></td>
<td></td>
</tr>
<tr>
<td>- indicative course-related fees</td>
<td>Website; student handbook</td>
</tr>
<tr>
<td>- advice for the potential for fees to change during the student’s course</td>
<td>Website; student handbook</td>
</tr>
<tr>
<td>7. Grounds on which a student’s enrolment may be deferred, suspended or cancelled (NC D St 2.1.f, see also NC D St 13)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>□ Deferment, suspension and cancellation policy</td>
<td>Student Handbook</td>
</tr>
<tr>
<td>□ Behavioural policy/Code of Conduct</td>
<td>Student Handbook</td>
</tr>
<tr>
<td>□ Information regarding ‘exclusion from class’ if applicable</td>
<td>Student Handbook</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Description of the ESOS framework (NC D St 2.1.g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ DEEWR description of the ESOS framework</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Relevant information on living in Australia (NC D St 2.1.h)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ indicative costs of living</td>
</tr>
<tr>
<td>□ accommodation options</td>
</tr>
<tr>
<td>□ where relevant, schooling obligations and options for dependants, including possibility of school fees</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Complaints and appeals policy (NC D St 8 and E(OS)Reg 98 s8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Provided to students prior to enrolment</td>
</tr>
<tr>
<td>□ Provided to students again after arrival</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Welfare and accommodation arrangements (NC D St 5 and E(OS)Reg 98 s9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Condition for under 18 year old students to maintain adequate welfare and accommodation arrangements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Student transfer request assessment policy (NC D St 7 and E(OS)Reg 98 s10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Policy must be available to staff and students (NC D St 7.2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Progress and Attendance Policy (NC D St 10 and St 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Documented course progress policy and intervention strategy must be available to staff and students (NC D St 10.2 &amp; 10.4)</td>
</tr>
</tbody>
</table>

- Documented attendance policy and procedures must be available to staff and students (NC D St 11.3) |

**Updated: 14 June 2011**
## 4. Policy about written entry requirements for registered courses

Our Lady’s College informs intending students of all requirements for acceptance into a course, and assesses applications for enrolment according to School procedures to determine appropriateness of educational qualifications, experience and English language proficiency for the course for which enrolment is sought.

This information is provided to students prior to enrolment and is provided in the following ways:

- Website
- Student Handbook

See also Point 6. below for School’s *Procedure for assessing student’s qualifications, and language proficiency*

See [below](#) for a copy of the School’s Policy about written entry requirements for registered courses

The following staff member / department is responsible for reviewing and updating written entry requirements and processes:

| Mrs Donna Martin | ESL Coordinator |

Information in this section should be checked and updated whenever there is a change in admissions procedures, English levels for entry to mainstream classes or in regulations about entry requirements or for entry requirements for AL 3 and 4 countries.

**THIS SECTION WAS LAST UPDATED** BY John Clarke ON 27/09/10

**POLICY ON ENTRY REQUIREMENTS WAS LAST UPDATED ON** BY .............. ON --/--/--

**POLICY ON ENTRY REQUIREMENTS**

1) Our Lady’s College will consider enrolment applications from students wishing to apply for a Student Visa, subject to compliance with minimum requirements and conditions set by the School, and with legislative requirements of the State of Queensland and the Commonwealth of Australia, including any requirements to undertake extra tuition to learn English to meet the English language proficiency standard needed to enter mainstream classes.

2) Applications for enrolment must be made on Application for International Enrolment Form. This must be correctly completed, and must be accompanied by the following documents to support the application:

---

**Updated: 14 June 2011**
o Copies of Student Report Cards from the previous 3 years of study, including a copy of the latest Student Report;

o A completed Reference Form from the student’s current or most recent school Principal is also required if student Report Cards do not record student behaviour or commitment to studies;

o A completed Subject Choices Form if appropriate;

o Appropriate proof of identity and age;

o Written evidence of proficiency in English as a second language

o Photocopy or scanned copy of passport page with name, photo identification, passport number and expiry date

[Other documents may also be required, e.g.,]

  o Completed Homestay Form

  o Enrolment Application Fee

3) Where the above documents are not in English, certified translations in English are required, with necessary costs to be met by the applicant.

4) An application for enrolment can only be processed when all of the above are in the hands of the Admissions Officer.

5) Applications from overseas students are processed according to established policy and procedures, and are dealt with on their merits.

6) Assessment procedures include an evaluation of reports from previous schools and of English language proficiency. In cases where report cards are not available or are inconclusive for any reason, the school may require relevant testing of the applicant to assess the application. Minimum academic and English language requirements are as follows:

**Academic Requirements**

Students must provide evidence of satisfactory academic performance appropriate to entry to the Year level requested on the Application for Enrolment or offered as an alternative point of entry by the school in a Letter of Offer.

  o A pass level or “C” grade or better for the majority of core subjects is required

**English Language Proficiency Requirements**

Our Lady’s College requires evidence of sufficient proficiency in English to successfully meet the
curriculum demands of the enrolled course. This is a requirement under the 2007 National Code of Practice, Section D Standard 2.

Evidence of English Language Assessment must meet the requirements of the Migration Regulations where required. In the case of AL4 applicants 16 years of age or older, as of 1 April, 2004, Migration Regulations must be met.

This evidence may be presented as evidence of previous study in English as the medium of instruction, or as results of an acceptable English language proficiency test. Where Migration Regulations do not apply, Our Lady’s College accepts results from the following test instruments:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>IELTS</th>
<th>NLLIA Bandscales</th>
<th>ISLPR</th>
<th>TOEFL</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 – 10</td>
<td>4.5</td>
<td>4</td>
<td>2 (average)</td>
<td>500</td>
<td>To be negotiated</td>
</tr>
<tr>
<td>11, 12</td>
<td>5.0</td>
<td>5</td>
<td>2+/3 (average)</td>
<td>550</td>
<td>To be negotiated</td>
</tr>
</tbody>
</table>

Students should note that if their language proficiency is below that outlined above, they may be required to undertake an intensive English language course before beginning mainstream studies.

Students wishing to enter the school below year 10 level are assessed individually based on the contents of their report cards and personal references, and may also be required to undertake a language proficiency test set by the school.
5. Statement regarding course credit

Our Lady’s College does not offer course credit and entry into any course is subject to the assessment of the school. This also applies to on-shore school transfers, either within the state or from interstate.

This information is provided to students prior to enrolment and is provided in the following ways:

- Website
- Student Handbook

The following staff member / department is responsible for reviewing and updating the School’s policy and statement about course credit:

| Mr Anthony Stevens | Assistant Principal Administration |

Information in this section should be checked and updated if there is a demand demonstrated in student applications and in response to any relevant changes in legislation.

**THIS SECTION WAS LAST UPDATED** BY John Clarke ON 27/09/10

**STATEMENT ON COURSE CREDIT LAST UPDATED** BY .................... ON --/--/--
6. Procedure for assessing student’s qualifications, and language proficiency

**Admissions Office**
- Check if placement is available
- Check documentation is complete
- Request any documentation outstanding
- Advise family if no placement available

- Create application file
- Indicate placements which might be available

**Application file circulated for assessment**
Ref: English language and academic entry requirements

**ESL teacher for assessment of ESL support required if student is from a culturally and linguistically diverse background**

**Assistant Principal**
- Administration for assessment of academic history and conduct

**Principal/ Deputy Principal**
- Application approved
- Application not approved
- Interview required

**Admissions Office**
- Confirm recommended placement is available
- Confirm documentation and consultation process is complete
- Follow up any academic or management requests
- Finalise documentation

**Completed enrolment application documents are received.**
These include:
- Completed enrolment application form
- Signed agreement all policies and conditions have been understood and accepted
- Completed medical information form
- Certified transcripts of academic records from last two years of schooling
- Certified evidence of date of birth
- Letter of recommendation or statement of student behaviour from previous school principal (if not included with academic records)
- Copy of passport details
- Copy of English language test/evidence English language proficiency
- Completed form for request for Special Assistance/Programs
- Completed accommodation application

**Advise outcome of application and complete enrolment process if application is accepted**

**THIS DIAGRAM WAS LAST UPDATED BY John Clarke ON 27/09/10**
7. Written refund policy

Our Lady’s College refunds course monies in accordance with requirements under Commonwealth and state legislation.

Information on the School’s refund policy is provided to students prior to enrolment and is part of the written agreement between the student and the school.

The Refund Policy appears in School documentation in
a) Pre-enrolment information (See Appendix 1)
b) the School’s Written Agreement (see Appendix 2)
c) Website

See below for a copy of the School’s Written refund policy.

The Business Manager is responsible for administering refund requests within the stated timeframe.

The following staff member / department is responsible for reviewing and updating the School Refund Policy for Overseas Students:

Vince McDonald
Business Manager

Information in this section should be checked and updated whenever there is a change of fee structure, information about payment of fees or refunds, or in regulations relating to fees or refunds.

THIS SECTION WAS LAST UPDATED BY John Clarke ON 27/09/10

THE REFUND POLICY WAS LAST UPDATED BY .................. ON --/--/--

Our Lady’s College Refund Policy

A copy of this policy is provided to the student (or parent(s)/legal guardian if the student is under 18) at a reasonable time prior to a written agreement being signed or an amount is paid for a registered course, whichever happens first.

1) This refund policy applies to all course monies paid to the school and includes any course monies paid to an education agent to be remitted to the school.

2) Fees for services paid to education agents by students (or parent(s)/legal guardian if the student is under 18) are not covered by this refund policy.

3) The application fee is non-refundable.
4) Payment of Course Fees and Refunds
   a. Fees are payable 12 months in advance.
   b. All fees must be paid in Australian dollars.
   c. If the student changes visa status (e.g. becomes a temporary or permanent resident) she will continue to pay full overseas student’s fees for the duration of that year.
   d. Refunds will be reimbursed in Australian dollars and the payment sent to the applicant’s home country unless otherwise requested in writing.
   e. Refunds will be paid to the person who enters into the written agreement unless the school receives written advice from the person who enters the written agreement to pay the refund to someone else.

5) All notification of withdrawal from a course, or applications for refunds, must be made in writing and submitted to the Business Manager.

6) Unsuccessful Enrolment/Visa Rejection
   a. The school will refund within four weeks all course monies paid where the student’s application for enrolment is refused by the school. [Applicable only if payment of fees has accompanied the application/enrolment form and lodgement of the written agreement.]
   b. The school will refund within four weeks all course monies paid where the student produces evidence that the application made by the student for a student visa has been rejected by the Australian immigration authorities.

7) Student Default
   a. Refunds for student default apply to tuition fees only. Course monies (excluding tuition fees) will be refunded on a pro rata basis proportional to the amount of time the student was studying in the course, except where a non-refundable payment on behalf of the student has been made.
   b. If the student does not provide written notice of withdrawal and does not start the course on the agreed starting date, only one term’s (or ten weeks) tuition fees will be refunded from the annual tuition fee.
   c. The school will refund within four weeks of the receipt of written notification of withdrawal by the student (or parent(s)/legal guardian if the student is under 18) tuition fees paid by or on behalf of the student less the amounts to be retained as agreed and detailed below.
      i. If written notice is received up to four weeks prior to commencement of the course, the school will be entitled to retain an administration fee of $350
      ii. If written notice is received less than four weeks prior to commencement of the course 70% of the tuition fee will be refunded.
      iii. If written notice is received within six months of the commencement date of the student’s
course, only one term’s (or ten weeks) tuition fees will be refunded from the annual tuition fee.
iv. If written notice is received more than six months after the commencement date of the student’s course no refund of tuition fees will be made.

d. No refund of tuition fees will be made where a student’s enrolment is cancelled for any of the following reasons;
Failure to maintain satisfactory course progress (visa condition 8202)
   i. Please see Our Lady’s College’s Course Progress and attendance policy
   ii. Failure to maintain satisfactory attendance (visa condition 8202)
       Please see Our Lady’s College’s Course Progress and attendance policy
   iii. Failure to maintain approved welfare and accommodation arrangements (visa condition 8532) Please see Welfare and Accommodation Policy
   iv. Failure to pay course fees
   v. Any behaviour identified as resulting in enrolment cancellation in Our Lady’s College’s Behaviour Policy/Code of Conduct.

8) School Default

[Any default by the school must be compliant with the provisions of the ESOS Act 2000 and the ESOS regulations 2001 (as amended).]

a. If for any reason the school is unable to offer a course, a full refund of fees paid will be made within 14 days of the agreed starting day.

b. If for any reason the school is unable to continue offering a course after student commencement, a full refund of fees paid, including for the portion of the course already taught, will be made within 14 days of the day the course ceased to be delivered.

9) This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia’s consumer protection laws.

10) Definitions

a. Course money – includes tuition fees, any amount received by the school for Overseas Student Health Cover (OSHC) and any other amount the student has to pay in order to undertake the course.
8. Policy and procedures for deferring, suspending or cancelling a student’s enrolment

Our Lady’s College provides information to intending students about the grounds on which an enrolment can be deferred, suspended or cancelled prior to enrolment and as part of the written agreement between the student and the school.

Information on the School’s policy for deferring, suspending or cancelling a student’s enrolment is provided to students prior to enrolment and is part of the written agreement between the student and the school.

The Policy for deferring, suspending or cancelling a student’s enrolment appears in School documentation in

a) Pre-enrolment information (See Appendix 1)
b) the School’s Written Agreement (see Appendix 2)
c) Website
d) Enrolment Information Package

See below for a copy of the School’s Policy on deferring, suspending or cancelling a student’s enrolment and Complaints and Appeals Policy

See Appendix 4 Student Handbook for a copy of the School’s Behaviour Policy

It is the role of the following staff members to undertake the these steps in the event of a student – initiated request for a deferment or suspension of enrolment

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Action</th>
<th>REF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Principal</td>
<td>Assess student application for deferment or suspension of study</td>
<td>NC D St 13.1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Approve or reject Student application for deferment or suspension of study</td>
<td>NC D St 13.1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Record and advise the student of the outcome of the Student application for deferment or suspension of study, and if the student request is granted, advise the student deferring or suspending his/her enrolment may affect his/her student visa</td>
<td>NC D St 13.1 St 13.3</td>
</tr>
<tr>
<td>College Secretary</td>
<td>Notify the Secretary of DEEWR via PRISMS as required under s19 of the ESOS Act where the student’s enrolment is deferred or temporarily suspended</td>
<td>NC D St 13.3.b</td>
</tr>
<tr>
<td>College Secretary</td>
<td>Ensure all records for all steps above are kept on the student’s file</td>
<td>NC D St 13.1</td>
</tr>
</tbody>
</table>

It is the role of the following staff members to undertake these steps in the event of a School – initiated suspension or cancellation of enrolment. There are two options here, depending on whether
or not there are extenuating circumstances.

<table>
<thead>
<tr>
<th>Deputy Principal</th>
<th>FIRST STEP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make the decision to or suspend or cancel a student’s enrolment based on the information about grounds for doing this provided in pre-enrolment information to the student, and assess if there are extenuating circumstances.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deputy Principal</th>
<th>OPTION 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ If there are <strong>not</strong> extenuating circumstances, inform the student in writing (a) the School intends to suspend or cancel his/her enrolment (b) the student has 20 days to access the School’s internal complaints and appeals process (c) deferment or suspension of enrolment may affect the student’s visa</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Deputy Principal</th>
<th>□ Supervise the student’s conditions of continuing enrolment and care arrangements, and process student’s appeal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Deputy Principal</th>
<th>□ Advise the student in writing of the outcome of the appeal process including reasons for the outcome</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Deputy Principal</th>
<th>□ If the outcome of the appeal favours the student, the School also comply with NC D St 8.5.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>College Secretary</th>
<th>□ If the outcome of the appeal upholds the School’s decision, the School then notifies DIAC via PRISMS that the student’s enrolment is suspended or cancelled and continues to check suitability of care arrangements until one of the criteria in NC D St 5.3a-d is met.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>College Secretary</th>
<th>OPTION 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ If there are <strong>extenuating</strong> circumstances relating to the welfare of the student, the School contacts DIAC to discuss the situation, or report suspension or cancellation of enrolment of the student via PRISMS with an explanation, or both, depending on the severity of the situation. (The student may still access the School’s Complaints and Appeals Process, but this can be done from offshore if necessary.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deputy Principal</th>
<th>□ Continue to check the suitability of the student’s</th>
</tr>
</thead>
</table>
care arrangements (if necessary) as per the conditions in NC Standard 5.3, unless it is necessary to advise DIAC via PRISMS that the School can no longer approve the care arrangements for the student.

*In this case, call the Student Compliance Section of the Brisbane Office of DIAC on (07) 3136 7532 before making this report via PRISMS, so DIAC is aware of the situation and can monitor student movements if necessary.*

| Deputy Principal | □ If the student accesses the School’s complaints and appeals process, advise the student in writing of the outcome of the appeal process, including details of reasons for the outcome | NC D St 13.1 St 8.1.d |
| College Secretary | IN ALL CASES
Record all outcomes and ensure all records for all steps above are kept on the student’s file | NC D St 13.1 St 8 |
| Deputy Principal | In the case of a school-initiated **suspension for longer than 28 days**, inform the student that this may affect their visa and contact DIAC ([studentcompliance.qld@immi.gov.au](mailto:studentcompliance.qld@immi.gov.au)) to discuss the situation. DIAC will advise if there is a need for the student to make an appointment for visa advice. |

Administrative documents relating to the School’s policy on deferring, suspending or cancelling a student’s enrolment are:

- □ Student application for deferment of commencement or suspension of studies
- □ School letter for informing student of intention to suspend or cancel enrolment
- □ School letter for informing student of intention to suspend or cancel enrolment in the case of extenuating circumstances

See Appendix 6 for copies of administrative documents

The following staff member / department is responsible for reviewing and updating the Policy on deferring, suspending or cancelling a student’s enrolment and related administrative documents:

| Shelley Hamilton | Deputy Principal |

Information in this section should be checked and updated whenever there is a change in regulations about Standards 8 and 13, or when existing policies need to be adapted or strengthened.
Our Lady’s College Deferment, Suspension and Cancellation Policy

1) Deferment of commencement of study requested by student
   
a) Our Lady’s College will only grant a deferment of commencement of studies for compassionate and compelling circumstances. These include but are not limited to:
   
i) illness, where a medical certificate states that the student was unable to attend classes  
ii) bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)  
iii) major political upheaval or natural disaster in the home country requiring emergency travel that has impacted on studies  
iv) a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists’ reports)

b) The final decision for assessing and granting a deferment of commencement of studies lies with the Deputy Principal.

c) Deferment will be recorded on PRISMS depending on the students CoE status.

2) Suspension of study requested by student

   a) Once the student has commenced the course, Our Lady’s College will only grant a suspension of study for compassionate and compelling circumstances. These include but are not limited to;  
i) illness, where a medical certificate states that the student was unable to attend classes  
ii) bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)  
iii) major political upheaval or natural disaster in the home country requiring emergency travel that has impacted on studies  
iv) a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists’ reports)

b) Suspensions will be recorded on PRISMS.

c) The period of suspension will not be included in attendance calculations.

d) The final decision for assessing and granting a suspension of studies lies with the Deputy Principal.

3) Assessing requests for deferment or suspension of studies

   a) Applications will be assessed on merit by the Deputy Principal.

   b) All applications for deferment or suspension will be considered within 10 working days.

4) Exclusion from class (1 – 28 days)

   a) Our Lady’s College may exclude a student from class studies on the grounds of misbehaviour by the student. Exclusion will occur as the result of any behaviour identified as resulting in exclusion in Our Lady’s College’s Student Behaviour Support Policy.
The Principal may suspend where behaviour includes:
• Persistent non compliance - Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended;
• Persistent disruption - Students who persistently disrupt and prevent the learning and teaching of others may be suspended;
• Breach of school’s Code of Student Conduct - Students who seriously breach the school’s published rules and regulations may be suspended.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons or illegal drugs.

Principals may suspend immediately any student whose behaviour includes the following:
• Possession of alcohol or a suspected illegal drug - Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs. Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also BCE’s Administration of Medication to Students Guidelines and Dealing with Drug Related Matters)
• Violence or threat of serious physical violence - Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community may be suspended immediately. The matter should also be reported through BCE Student Protection in accordance with their Guidelines.
• Possession of a weapon - Any student possessing a weapon or using or threatening to use any item or instrument as a weapon, may be suspended immediately. The matter should be reported to the police.

b) Excluded students must abide by the conditions of their exclusion from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Deputy Principal.

c) Where the student is provided with homework or other studies for the period of the exclusion, the student must continue to meet the academic requirements of the course.

d) Exclusions from class will not be recorded on PRISMS.

e) Periods of ‘exclusion from class’ will not be included in attendance calculations as per Our Lady’s College’s Course Progress and Attendance Policy

5) School initiated suspension of studies (28 days+)

a) Our Lady’s College may initiate a suspension of studies for a student on the grounds of misbehaviour by the student. Suspension will occur as the result of any behaviour identified as resulting in suspension in Our Lady’s College’s Student Behaviour Support Policy.

b) Suspended students must abide by the conditions of their suspension from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Deputy Principal.

c) Students who have been suspended for more than 28 days may need to contact DIAC
d) If special circumstances exist, the student must abide by the conditions of his or her suspension which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Deputy Principal.

e) Suspensions will be recorded on PRISMS.

f) The period of suspension will not be included in attendance calculations.

6) Cancellation of enrolment

a) Our Lady’s College will cancel the enrolment of a student under the following conditions;
   i) Failure to pay course fees
   ii) Failure to maintain approved welfare and accommodation arrangements (visa condition 8532)
   iii) Any behaviour identified as resulting in cancellation in Our Lady’s College’s Student Behaviour Support Policy.

Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long-term consequences for the student and the family. Students will not normally be excluded without a clearly-documented range of intervention strategies having been tried, and the root cause of the behaviour having been sought to be identified and addressed. Schools need to be aware of the equity issues applying to the exclusion of marginalised students.

Exclusion signals that the student’s behaviour has continued to be unacceptable despite the best efforts of the school. Exclusion should be applied only as a last resort. The Executive Director (or nominee) will not normally approve a recommendation for exclusion unless there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate intervention plans. The exception to this is when the student’s behaviour has been so extreme, such as the committing of a serious illegal act, that an immediate exclusion is judged to be necessary.

Where a serious breach of the student code of conduct has occurred, the Principal may give parents and students an understanding of a range of options open to them.

b) Our Lady’s College is required to report failure to maintain satisfactory course progress and failure to maintain satisfactory attendance to DIAC which will result in automatic cancellation.

7) Complaints and Appeals

a) Student requested deferment and suspension are not subject to Our Lady’s College’s Complaints and Appeals Policy.

b) Exclusion from class is subject to Our Lady’s College’s Complaints and Appeals Policy.

c) School initiated suspension, where the suspension is to be recorded in PRISMS, and cancellation are subject to Our Lady’s College’s Complaints and Appeals Policy.
d) For the duration of the appeals process, the student is required to maintain enrolment and attendance at all classes as normal. The Deputy Principal will determine if participation in studies will be in class or under a supervised arrangement outside of classes.

e) If students access Our Lady’s College’s complaints and appeals process regarding a school initiated suspension, where the suspension is recorded in PRISMS, or cancellation, the suspension or cancellation will not be reported in PRISMS until the complaints and appeals process is finalised, unless extenuating circumstances relating to the welfare of the student apply.

f) Extenuating circumstances include;
   i) the student refuses to maintain approved welfare and accommodation arrangements (for students under 18 years of age)
   ii) the student is missing
   iii) the student has medical concerns or severe depression or psychological issues which lead the school to fear for the student’s wellbeing
   iv) the student has engaged or threatened to engage in behaviour that is reasonably believed to endanger the student or others
   v) is at risk of committing a criminal offence, or
   vi) the student is the subject of investigation relating to criminal matters

g) The use of extenuating circumstances by Our Lady’s College to suspend or cancel a student’s enrolment prior to the completion of any complaints and appeals process will be supported by appropriate evidence.

h) The final decision for evaluating extenuating circumstances lies with the Deputy Principal.

8) Student Advice

a) Deferment, suspension and cancellation of enrolment can have an effect on a student’s visa as a result of changes to enrolment status. Students will be informed to contact the Department of Immigration for advice.

9) Definitions

a) Day – any day including weekends and public holidays in or out of term time
### 9. Transfer policy

<table>
<thead>
<tr>
<th>Our Lady’s College provides information to overseas students about the School’s transfer policy, which complies with commonwealth and state requirements. Because state legislation differs from commonwealth legislation on the matter on student transfer, letters of release, when issued, must provide prescribed information. Letters of Release are issued only in limited conditions (NC D St 7.3) in the first six months of a principal course if the student is under 18 years of age.</th>
</tr>
</thead>
</table>

Information about the School’s transfer policy is provided to students as part of the written agreement between the student and the school as a condition of enrolment.

The Transfer Policy appears in

a) Pre-enrolment information
b) the School’s Written Agreement
c) Website

See [below](#) for a copy of the School’s transfer policy, flow chart and letters for St. 7

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**CHECKLIST FOR STUDENT TRANSFER POLICY IN QUEENSLAND**

1. **For student transferring FROM School TO another provider and the student has NOT completed his/her course** (NC D St7; E(OS) Reg 98 s10.4)
   - Advise circumstances in which a transfer will be granted (NC D 7.2. a)
   - Advise circumstances considered as reasonable grounds for refusing student’s request, including when a transfer can be considered detrimental to student (NC D 7.2. c)
   - Advise that a student under 18yo cannot be given a letter of release for transferring from the principal course of study or preliminary packaged courses for a period of six months and conditions unless the criteria in NC D St 7.3 are met (NC D St 7.3)
   - Timeframe for assessing and responding to request for transfer, keeping in mind the 6 months restriction in St. 7 (NC D St 7.2.c)
   - Letter of release must be issued at no cost to the student (NC D St 7.4)
   - Letter of Release given to student must provide information about whether or not the student (E(OS)Reg 98 s10.4)
     - demonstrated a commitment to studies during the course
     - had a good attendance record for the course

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*Updated: 14 June 2011*
- paid all fees for the course

☐ advise the student he/she must contact DIAC to ask whether a new visa is required
   (NC D St 7.4)

☐ all records for requests for transfers and letters of release and outcomes to be kept on student’s file (NC D St 7.6)

(ii) For student transferring TO School FROM another provider, and the student has NOT completed the course (E(OS)Reg 98 s10.1.b)

☐ check in PRISMS if a student is currently enrolled with another provider (the School will need to give a Letter of Offer for the student to take to current provider to obtain a Letter of Release. (If student is under 18yo, an undertaking to take over welfare must be included with the Letter of Offer.) School MUST NOT create CoE until a Letter of Release from other provider is provided (NC D St 7.1.b)

☐ Letter of Release from current course is provided to the School which (if in Queensland) provides information about whether or not the student E(OS)Reg 98 s10.4 - demonstrated a commitment to studies during the course - had a good attendance record for the course - paid all fees for the course

(iii) In the event a student has completed another course, the School must not enrol the student unless it is satisfied the student has demonstrated a commitment to studies during the course, had a good attendance record for the course, and paid all fees for the course (E(OS)Reg 98 s10.2.a)

(NB: If the student is transferring from another state, the information required under state legislation may not automatically be included.)

It is the role of the following staff members to undertake these steps in the event of a student requesting to transfer FROM the School:

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Action</th>
<th>REF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Secretary</strong></td>
<td>Process student application for transfer within stated timeframe</td>
<td>NC D St 7.3</td>
</tr>
<tr>
<td></td>
<td>☐ check documentation is complete (there is a Letter of Offer from new registered institution, as well as any other requirements under NC D St 7.3 if student if under 18yo)</td>
<td></td>
</tr>
<tr>
<td><strong>Deputy Principal</strong></td>
<td>☐ if request is denied, provide letter giving grounds for refusal, based on transfer policy, and advise student she can access complaints and appeals process</td>
<td>NC D St 7.2, St 7.5, St 8</td>
</tr>
<tr>
<td><strong>Business Manager</strong></td>
<td>☐ check if refund is applicable</td>
<td></td>
</tr>
<tr>
<td><strong>College Secretary</strong></td>
<td>☐ if request is granted, provide Letter of Release at no cost with required information and advise student to contact DIAC</td>
<td>E(OS)Reg 98 s10, NC D St 7.4</td>
</tr>
<tr>
<td><strong>College Secretary</strong></td>
<td>□ File all documents relating to transfer request on student’s file</td>
<td>NC D St 7.6</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>It is the role of the following staff members to undertake these steps in the event of a student requesting to transfer TO the School</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College Secretary</strong></td>
<td>□ Check via PRISMS if student is already enrolled with another provider. Provide a Letter of Offer (and an undertaking to take over welfare student is under 18yo) if School agrees to accept student.</td>
<td>NC D St 7</td>
</tr>
<tr>
<td><strong>College Secretary</strong></td>
<td>□ Create CoE ONLY AFTER Letter of Release is received</td>
<td>NC D St 7.1</td>
</tr>
<tr>
<td><strong>College Secretary</strong></td>
<td>□ If student is from interstate, lodge Interstate Student Data Transfer Note</td>
<td><a href="http://www.mceetya.edu.au/mceetyadefault.asp?id=12095">http://www.mceetya.edu.au/mceetyadefault.asp?id=12095</a></td>
</tr>
<tr>
<td><strong>College Secretary</strong></td>
<td>□ File all documents relating to transfer request on student’s file</td>
<td>NC D St 7.6</td>
</tr>
</tbody>
</table>

Administrative documents relating to the School’s policy on student transfer are:

- □ Transfer request assessment flowchart
- □ Student application for Transfer (over 18 years of age must include Letter of Offer from new registered institution; under 18 years of age must include all three attachments:
  - Letter of Offer from new registered institution
  - permission from parent / legal custodian
  - confirmation new school/institution will undertake welfare)
- □ School’s letter to advise request is denied, giving grounds for refusal and advising of student’s right to appeal
- □ School’s Letter of Release, with
  - information about whether the student has demonstrated a commitment to studies during the course, had a good attendance record for the course, and paid all fees for the course
  - advice the student must contact DIAC to ask whether a new visa is required

See **below** for copies of administrative documents

The following staff member / department is responsible for reviewing and updating the Transfer Policy:

| Shelley Hamilton | Deputy Principal |

Information in this section should be checked and updated whenever there is a change to regulations.

**THIS SECTION WAS LAST UPDATED**  BY John Clarke  ON  27/9/10

**THE TRANSFER POLICY WAS LAST UPDATED**  BY  .................  ON  --/--/--

*Our Lady’s College Transfer Policy*

1) Overseas students are restricted from transferring from their principal course of study for a period of
six months. This restriction also applies to any course(s) packaged with their principal course of study.

2) Students can apply for a letter of release to enable them to transfer to another education provider. However, if a student is under 18 years of age, conditions apply.

3) Students under 18 years of age MUST also have;
   a) Written evidence that the student’s parent(s)/legal guardian supports the transfer
   b) Written confirmation that the new provider will accept responsibility for approving the student’s accommodation, support, and general welfare arrangements where the student is not living with a parent / legal guardian or a suitable nominated relative
   c) Evidence that the student is always in DIAC approved welfare and accommodation arrangements

4) Our Lady’s College will only provide a letter of release to students in the first six months of their principal course in the following circumstances:
   a) The student has changed welfare and accommodation arrangements and is no longer within a reasonable travelling time of the school
   b) It has been agreed by the school the student would be better placed in a course that is not available at Our Lady’s College.
   c) Any other reason stated in the policies of Our Lady’s College

5) Our Lady’s College will NOT provide a letter of release to students in the first six months of their principal course in the following circumstances:
   a) The student’s progress is likely to be academically disadvantaged
   b) Our Lady’s College is concerned that the student’s application to transfer is a consequence of the adverse influence of another party
   c) The student has not had sufficient time to settle into a new environment in order to make an informed decision about transfer
   d) The student has not accessed school support services which may assist with making adjustments to a new environment, including academic and personal counselling services

6) In order to apply for a letter of release, all students must first have a letter of offer from the receiving provider.

7) Applications to transfer to another registered provider may have visa implications. The student is advised to contact the Department of Immigration and Citizenship office as soon as possible to discuss any implications. The address of the nearest Office is:

   Ground Floor
   299 Adelaide Street
   Brisbane QLD 4000

   Other contact details are:  Tel: 131 881
   E: student.centre@immi.gov.au

8) It is a requirement under Queensland legislation that letters of release, whether provided by this School or by another registered provider, give information about whether the student has demonstrated a commitment to studies during the course, had a good attendance record for the
course, and paid all fees for the course.

9) All applications for transfer will be considered within 10 working days and the applicant notified of the decision.

10) Students whose request for transfer has been refused may appeal the decision in accordance with Our Lady’s College’s complaints and appeals policy. The complaints and appeals policy is available on the website.

**Student transfer request assessment flowchart**

- Student fills in transfer request within first six months of study at the principal course
  - If the student is under 18 they must also provide permission from their parent/legal guardian and, if applicable, a valid enrolment offer from the receiving provider stating that they will accept responsibility for the student’s accommodation and welfare arrangements

- The request is assessed by the provider in accordance with its transfer request policy

- Transfer request is granted
  - The provider must document the decision, provide a letter informing the student of its decision and advise of his or her right to appeal.
  - Student appeals
    - Appeal successful
      - The student is granted a letter of release and advised to contact DIAC. Letter of Release must have prescribed information. All documentation kept on file.
  - Appeal is unsuccessful
    - No change to enrolment. All documentation kept on file.

- Transfer request is denied.
  - Student does not appeal
Application for student transfer/letter of release

Please read the attached Student Transfer Request Assessment Policy before filling out this form to see if you meet the requirements to be granted a letter of release for transfer.

Student name:

Grade:

Current Address in Australia:

Address in home country:

Phone no:

Mobile Ph:

Email address:

Reason for transfer:

Please state why you wish to transfer to another school.

Attachments:

Attach a letter of offer from the institution to which you wish to transfer. If you are under 18 years of age and not in the care of a parent or suitable nominated relative, the letter of offer must also show that the institution will accept responsibility for approving your accommodation, support and general welfare arrangements.

If there are any gaps between school approved accommodation, support and general welfare arrangements please detail any DIAC approved interim arrangements.

If you are under 18 years of age, please attach a letter from your parents to indicate that you have their permission to transfer.
Attach any relevant supporting documentation.

This application will be assessed once all documentation has been received. The school may ask for more documentation if it requires it. Applications are usually processed in 10 working days.

<table>
<thead>
<tr>
<th>Student signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Letter of release**

Student name:

Grade:

Current Address:

Phone no:

Email address:

We have received your application for a letter of release. As the reasons stated in your application fall within the school’s Student Transfer Request Assessment Policy, the school is pleased to grant your request.

The following information is required by Queensland state legislation to be included in this letter.

While studying in [enter course name/Year levels] at Our Lady’s College from --/--/-- until --/--/-- , [name of student]

a) [give statement about whether or not student demonstrated a commitment to his/her studies]

b) [give statement about whether or not student had a good attendance record]

c) [give statement about whether or not student paid all fees for course]

You should be aware that your decision to transfer to a different education provider may have visa implications and you should contact the nearest Department of Immigration and Citizenship office as soon as possible to discuss this with them.

If you wish to seek a refund of fees, please refer to the school’s Refund Policy provided in/located at X and follow the appropriate procedure.

Our Lady’s College

Date:
Letter of refusal to release

Student name:
Grade:
Current Address:
Phone no:
Email address:

We have received your application for a letter of release. As the reasons stated in your application did not meet the school’s Student Transfer Request Assessment Policy, regrettably the school has refused to grant your application.

You have the right to appeal the school’s decision in accordance with the school’s Complaints and Appeals Policy which is available on our website.

If you choose to appeal, until the process is complete, you must continue to maintain your enrolment and attendance at all classes as normal.

Our Lady’s College

Date:
## 10. Complaints and appeals policy

Our Lady’s College has a Complaints and appeals process which complies with commonwealth and state requirements. Access to this process is available to an overseas students at any time, but is has prescribed conditions under Standards 10, 11 and 13. If the School’s Complaints and appeals process is invoked under any of these standards, provisions under Standard 5 will also be applicable if the student is under 18 years of age and the School has approved accommodation, support and welfare arrangements.

Copies of Our Lady’s College’s Complaints and appeals policy are provided to students prior to enrolment, is part of the written agreement between the student and the school and is again provided to students within seven days of commencement of studies.

The Complaints and appeals policy is provided to students

a) in Pre-enrolment information
b) the School’s Written Agreement
c) in Student Handbook
d) during Orientation
e) on Website

See below for a copy of the School’s Complaints and Appeals Policy

It is the role of the following staff members to undertake these steps in the event of a student accessing the School’s Complaints and appeals process

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Action</th>
<th>REF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attempting informal resolution of the problem</td>
<td>NC D St 8.1.a</td>
</tr>
<tr>
<td>To discuss academic / study problems</td>
<td>To discuss personal problems or problems adjusting to a new environment</td>
<td>To discuss accommodation problems</td>
</tr>
<tr>
<td>□ Assistant Principal Administration</td>
<td>□ Deputy Principal</td>
<td>□ Deputy Principal</td>
</tr>
<tr>
<td>□ Classroom teacher</td>
<td>□ Pastoral Care Teacher</td>
<td>□ Homestay Co-ordinator</td>
</tr>
<tr>
<td>□ ESL teacher</td>
<td>□ School Counsellor</td>
<td></td>
</tr>
<tr>
<td>□ Year Level Co-ordinator</td>
<td>□ Year Level Co-ordinator</td>
<td></td>
</tr>
<tr>
<td>□ School Careers Counsellor</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Deputy Principal</strong></td>
<td>□ If the problem is not resolved informally, advising the student to access the School’s internal complaints and appeals process</td>
<td>NC D St 8.1.a</td>
</tr>
<tr>
<td><strong>Deputy Principal</strong></td>
<td>□ Overseeing the School’s internal process as per the School’s policy</td>
<td>NC D St 8.1-5 E(OS)Reg 98 s8</td>
</tr>
</tbody>
</table>
and within required timelines

| Deputy Principal | □ Maintaining and monitoring the student’s enrolment (and care arrangements if under 18 years of age) whilst the complaints and appeal process is ongoing and making the student aware of the School’s obligation to do this. (See also 8. Policy and procedures for deferring, suspending or cancelling a student’s enrolment.) | NC D St 8.4 St 5 |
| Deputy Principal | □ If the student is not satisfied with the result or conduct of the internal complaints or appeals process, advising the student of his/her right to access the external appeals process at minimal or no cost, as well as the prescribed information in the *Education (Overseas Students) Regulation 1998 s 8.3a-c* | NC D St 8.3 E(OS)Reg 98 s8 |
| Deputy Principal | □ If necessary, overseeing the external process as per the School’s policy and within state timelines | NC D St 8.1 E(OS)Reg 98 s8 |

In the case of

a) notifying students who are at risk of failing to meet course progress requirements (Standard 10)
b) notifying students who are at risk of failing to meet attendance requirements (Standard 11)
c) suspending or cancelling a student’s enrolment (Standard 13)

it is the role of the following staff members to undertake these additional steps:

| Deputy Principal | □ When notifying the student of the School’s intention to report the student to DIAC as per requirements under Standards 10, 11 or 13 of the NC, also advising the student she has 20 working days to access the School’s Complaints and appeals process. | NC D St 10.6 St 11.6 St 13.4 |
| **College Secretary** | In the case of a) and b) above, notifying the student if she intends to access the school’s external appeals process, this must be done within *two weeks* of receiving written advice of the outcome of the internal process. | 

NC D  
St 10.7  
St 11.7  
St 13.3,4 |
| College Secretary | In the case of a) and b) above, if the student does not access the School’s Complaints and appeals process, withdraws from the process or the process is completed and results in a decision which supports the School, notifying the Secretary of DEEWR via PRISMS as soon as is practicable.  

NB: in the case of a) and b) above, if the internal or external appeals process is accessed, the student’s enrolment must be maintained until this process is completed, including welfare arrangements if applicable.  

In the case of c) above, see Section 8. *Policy and procedures for deferring, suspending or cancelling a student’s enrolment.* | NC D  
St 8.4  
St 5.2 |
| College Secretary | IN ALL CASES | NC D  
St 8.1.a & d  
St 8.5 |
| | □ Keeping written records of the complaint and all steps taken, and filing these on the student’s file, including:  
- copy of written complaint  
- copy of Letter of intention to report under Standards 10, 11 and 13 (if applicable)  
- copy of outcomes in writing, with reasons, provided to student (including outcomes for Standards 10, 11 and 13) | |
Administrative documents relating to the School’s Complaints and appeals process are:

- □ Proforma for recording responses and actions in relation to student complaints
- □ Letter advising student to access School’s internal Complaints and appeals process
- □ Letter advising student of outcomes of Complaints and appeals process and reasons for decisions made
- □ Letter giving student information about accessing the School’s external Complaints and appeals process

See below for a copy of the School’s Complaints and appeals policy

The following staff member / department is responsible for reviewing and updating the Complaints and appeals policy and processes:

Shelley Hamilton  
Deputy Principal

This policy should be checked and updated whenever there is a change in regulations about NC Standards 8 or related Standards (10,11 or 13), in Queensland legislation, or when existing policies need to be adapted or strengthened.

THIS SECTION LAST UPDATED BY John Clarke ON 27/9/10

THE COMPLAINTS AND APPEALS POLICY WAS LAST UPDATED

BY ................. ON --/--/--

Our Lady’s College Complaints and Appeals Policy

A copy of this policy will be provided to the student (or parent(s)/legal guardian if the student is under 18) at a reasonable time prior to a written agreement being signed or an amount is paid for a registered course, whichever happens first, and again within 7 days of the commencement of student attendance of the enrolled course.

1) Purpose

a) The purpose of Our Lady’s College’s Complaints and Appeals Policy is to provide a student or parent(s)/legal guardian with the opportunity to access procedures to facilitate the resolution of a dispute or complaint.

b) The internal complaints and appeals processes are conciliatory and non-legal.

2) Complaints against other students

a) Grievances brought by a student against another student will be dealt with under the school’s Behaviour Policy.

3) Informal Complaints Resolution
a) In the first instance, Our Lady’s College requests there is an attempt to informally resolve the issue through mediation/informal resolution of the complaint.

b) Students should contact the Year Coordinator in the first instance to attempt mediation/informal resolution of the complaint.

c) If the matter cannot be resolved through mediation, the matter will be referred to the Deputy Principal and Our Lady’s College’s internal formal complaints and appeals handling procedure will be followed.

4) Formal Complaints Handling Procedure

a) The process of this grievance procedure is confidential and any complaints or appeals are a matter between the parties concerned and those directly involved in the complaints handling process.

b) The student must notify the school in writing of the nature and details of the complaint or appeal.

c) Written complaints or appeals are to be lodged with the Principal/other.

d) Where the internal complaints and appeals process is being accessed because the student has received notice by the school that the school intends to report her for unsatisfactory course attendance, unsatisfactory course progress or suspension or cancellation of enrolment, the student has 20 working days from the date of receipt of notification in which to lodge a written appeal.

e) Complaints and appeals processes are available to students at no cost.

f) Each complainant has the opportunity to present her case to the Deputy Principal.

G) Students and / or the School may be accompanied and assisted by a support person at all relevant meetings.

h) The formal grievance process will commence within 10 working days of the lodgement of the complaint or appeal with the Deputy Principal.

i) Once the Deputy Principal has come to a decision regarding the complaint or appeal, the student will be informed in writing of the outcome and the reasons for the outcome, and a copy will be retained on the student’s file.

j) If the grievance procedure finds in favour of the student, Our Lady’s College will immediately implement the decision and any corrective and preventative action required, and advise the student of the outcome.

k) Our Lady’s College undertakes to finalise all grievance procedures within 10 working days.
For the duration of the appeals process, the student’s enrolment and attendance must be maintained.

5) External Appeals Processes

a) If the student is dissatisfied with the conduct or result of the complaints procedure, he/she may seek independent mediation through an external body at minimal or no cost.

b) Our Lady’s College recommends further complaints and appeals are directed to:

Dispute Resolution Branch  
Department of Justice and Attorney-General  
GPO Box 149  
Brisbane QLD 4001

Level 1  
Brisbane Magistrates Court  
363 George Street  
Brisbane QLD 4000

Tel: (07) 3239 6269  
Fax: (07) 3239 6284  
Outside Brisbane (Toll Free) 1800 017 288

(At present there is no fee for this service, but this may change.)

c) If a student is concerned about the actions of the school they may approach the chief executive of the Department of Education and Training who, under part 2, division 2 of the Education (Overseas Students) Act 1996, may suspend or cancel the registration of a provider of a course if a breach of the requirements of registration provision is proved. Concerns or complaints about the conduct of a registered provider should be addressed in writing to:

The Manager  
International Quality Unit (CRICOS)  
Training and International Quality  
LMB 527  
BRISBANE QLD 4001

6) Other legal redress

Nothing in the School’s Complaints and Appeals Policy negates the right of an overseas student to pursue other legal remedies.

7) Definitions

a) Working Day – any day other than a Saturday, Sunday or public holiday during term
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b)</strong></td>
<td><strong>Student</strong> – a student enrolled at <em>Our Lady’s College</em> or the parent(s)/legal guardian of a student where that student is under 18 years of age</td>
</tr>
<tr>
<td><strong>c)</strong></td>
<td><strong>Support person</strong> – for example, a friend/teacher/relative not involved in the grievance.</td>
</tr>
</tbody>
</table>
11. Welfare and accommodation policy

The 2007 National Code requires that intending students are provided with relevant information about accommodation options prior to enrolment.

If a student is under 18 years of age, the following visa condition applies:

(\url{http://www.immi.gov.au/students/visa-conditions-students.htm})

<table>
<thead>
<tr>
<th>No.</th>
<th>Subclasses</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8532</td>
<td>All (except 576)</td>
<td>If you have not turned 18 you must maintain adequate arrangements for your accommodation, support and general welfare for the duration of your stay in Australia. To maintain adequate arrangements for welfare you must stay in Australia with: your parent or legal custodian or a relative who has been nominated by your parents or custodian/s who is aged over 21 and is of good character or accommodation, support and general welfare arrangements that have been approved by your education provider. <strong>Note</strong>: You must not change those arrangements without the written approval of your education provider. If your welfare arrangements are approved by your education provider you must not travel to Australia until your welfare arrangements are due to commence.</td>
</tr>
</tbody>
</table>

See also: \url{http://www.immi.gov.au/business-services/education-providers/roles_responsibilities.htm#under18}

Our Lady’s College provides information about approved accommodation options to students in the form of a Welfare and accommodation policy.

See below for a copy of the School’s Welfare and accommodation policy

Information about Our Lady’s College’s Welfare and accommodation policy is provided to students

a) in Pre-enrolment information
b) the School’s Written Agreement  
c) in Student Handbook  
d) during Orientation  
e) on Website

<table>
<thead>
<tr>
<th>Our Lady’s College keeps up to date records of students’ current addresses as required.</th>
</tr>
</thead>
</table>

For each FFPOS under 18 years of age for whom the School has undertaken to approve accommodation, support and general welfare arrangements, there is a requirement to have documented procedures for checking the suitability of these arrangements. Additional Queensland legislation also applies.

Further information about Our Lady’s College’s administration of approved accommodation options and obligations for FFPOS under 18 years of age can be found as follows:

<table>
<thead>
<tr>
<th>OPTION</th>
<th>SEE</th>
<th>REF</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Homestay Program operated by Australian Catholic University</td>
<td>Appendix 5</td>
<td>E(OS)Reg 98 s9 <a href="http://www.bluecard.qld.edu.au">www.bluecard.qld.edu.au</a></td>
</tr>
</tbody>
</table>

It is the role of the following staff members to undertake these steps in administering the School’s welfare and accommodation policies and procedures:

(1) **IF STUDENT IS LIVING WITH ADULT RELATIVE APPROVED BY DIAC**

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Action</th>
<th>REF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deputy Principal</strong></td>
<td>Provide information about school requirements to student guardian as per <em>Procedures if student is living with a student guardian approved by DIAC</em>, below, and administer any requests to depart the country</td>
<td>NC D St 3.1.e <a href="http://www.immi.gov.au">www.immi.gov.au</a></td>
</tr>
</tbody>
</table>

(II) **IF THE SCHOOL IS CONFIRMING APPROVAL OF APPROPRIATE ACCOMMODATION AND WELFARE (i.e., PROVIDING THE CAAW LETTER FROM PRISMS)**

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Action</th>
<th>REF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Secretary</strong></td>
<td>Create the CAAW in PRISMS and advise student she cannot enter the country before the start date of approved arrangements</td>
<td>NC D St 5.1.a,b</td>
</tr>
<tr>
<td><strong>Deputy Principal</strong></td>
<td>* If a student under 18 years of age is changing or has changed living arrangements and the School has concerns about approval of the arrangements, where possible contact DIAC asap for further advice prior to reporting via PRISMS that the school no</td>
<td>NC D St 5.1.d</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Check suitability of student’s accommodation, support and general welfare arrangements, including in the case the student’s enrolment being suspended or cancelled by the School, as per requirements in Standard 5.3</td>
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</table>

*In this case, call the Student Compliance Section of the Brisbane Office of DIAC on (07) 3136 7532 before making this report via PRISMS, so DIAC is aware of the situation and can monitor student movements if necessary and provide further advice.*

NC D St 5.1.c
St 5.3

### PROCEDURES IF STUDENT IS LIVING WITH A STUDENT GUARDIAN APPROVED BY DIAC

1. If the student is accompanied by a student guardian, the adult visa holder who fulfils this role has the following visa condition:  

   **Departing Australia**

   You cannot leave Australia without the student for whom you are the guardian, unless you provide the department with evidence that:

   - there are compassionate or compelling circumstances for you to leave the country
   - you have made alternative arrangements for the student's accommodation, general welfare and support until your return.

   **Note:** If the student is less than 18 years, the alternative arrangements must be approved by the education provider.

If the student is being accompanied by an adult with a student guardian visa, this process applies:

- The School notifies the parent / visa holder *in the written agreement* that the School is aware of the visa condition regulating departure from the country, and that, in the event of there being compelling circumstances for leaving the country, the parent / visa holder should contact the school to discuss:
  a) the circumstances
  b) the accommodation and welfare arrangements that are intended for the student and
  c) the details and start and end dates of these arrangements

- If the School approves arrangements for the specified dates, then the School provides the parent / visa holder with a letter noting the circumstances given, and confirming that alternative arrangements for the accommodation and welfare of
the student have been approved by the school for the specified period of time, and advises the parent / visa holder to take this letter to DIAC before departure date to also seek DIAC approval. (If DIAC also approves, which will most likely be the case if the School is taking welfare over responsibility, a flag be placed into the DIAC database for the visa holder to confirm departure and re-entry within the dates given has been approved.)

☐ If the School will not or can not approve the proposed arrangements, and can not or will not approve alternative arrangements for any reason, the School advises the parent / visa holder the student must also depart the country. In this case it will be a School decision as to whether the period of time not attending classes will be treated as a School-initiated suspension of studies (see Section 8. Policy and procedures for deferring, suspending or cancelling a student’s enrolment) or will be recorded as an absence as per Standard 11 (see Section 18. Attendance policy and procedures for monitoring, intervention and reporting)

The following staff member / department is responsible for reviewing and updating the School accommodation and welfare policy and documents:

| Shelley Hamilton | Deputy Principal |

This policy should be checked and updated whenever there is a change in regulations about NC Standard 5, in DIAC regulations, in Queensland legislation, or when existing policies need to be adapted or strengthened.

**THIS SECTION LAST UPDATED** BY John Clarke ON 27/9/10

**THE ACCOMMODATION AND WELFARE POLICY WAS LAST UPDATED**

**BY .................** ON --/--/--

---

**Our Lady’s College Accommodation and welfare policy**

Our Lady’s College approves the following accommodation options for overseas students:

☐ The student will live with a parent or relative as permitted by DIAC. In this case the School does not provide a welfare letter (CAAW) via PRISMS. The student’s family provides proof of relationship to DIAC for the purposes of visa application.

☐ The student will live in school approved accommodation and the School will generate the welfare letter (CAAW) via PRISMS to accompany the student’s Confirmation of Enrolment (CoE).

☐ School approved accommodation options for FFPOS under 18 years of age include:
  - Homestay Program operated by Australian Catholic University

☐ For School vacation periods, the following accommodation options are available to FFPOS under 18 years of age:
- Student returns home to parents
- Student continues to live in / is placed in Homestay arranged and approved by the school
- Student may spend vacation with friend’s family or relatives if all requirements are met in order to attain school approval
- Student may attend a supervised excursion, camp, etc., if all requirements are met in order to attain school approval

☐ If the School has taken responsibility for approving arrangements for student care and welfare, should the School not approve requests for changes to agreed arrangements, and the student refuses to maintain the approved and agreed arrangements, the School will advise the student this will be reported to DIAC via the pro forma letter in PRISMS and the student may have his/her visa cancelled. DIAC will contact the student directly to ensure visa implications are understood. This includes any requests by students under 18 years of age to attend “Schoolies Week” on completion of Year 12.

☐ Accommodation options for FFPOS 18 years and older include:

- Homestay Program operated by Australian Catholic University

☐ For School vacation periods, the following accommodation options are available to FFPOS 18 years or older:

- Student returns home to parents
- Student continues to live in / is placed in Homestay, details of which are recorded by the School
- Student may spend vacation with friend’s family or relatives, provided details are given
- Student may attend a supervised excursion, camp, etc., provided details are given
- Student may travel unaccompanied during vacation periods, provided details are given

☐ All students are required to notify the School of a change of address while enrolled in the course, and students who live in school approved accommodation must not change agreed arrangements without prior approval of the School.

*NB Homestay Programs operated by or approved by Our Lady’s College meet Queensland legislative requirements under Education (Overseas Students) Regulation 1998 s9 and the Commission for Children and Young People and Child Guardian as well as under Standard 5 of the National Code. These include

- Continuous dates for approved welfare arrangements
- Documented procedures for checking suitability of accommodation, support and general welfare arrangements
- Guidelines for selecting family and ensuring the family can provide a stable environment for the duration of the student’s enrolment at the school
- Criteria about accommodation services to be provided, and contract for arrangements about providing accommodation services
- Orientation program for families new to provision of homestay services
- Bluecard for adults living in the homestay other than overseas students
<p>| | |</p>
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<tbody>
<tr>
<td>o</td>
<td>Compliant Homestay risk management strategy, reviewed annually, undertaken by operator of the homestay program</td>
</tr>
</tbody>
</table>
12. Written agreements

Our Lady’s College enters written agreements with students about services to be provided, fees payable and information in relation to refunds of course money. See Appendix 2 for a copy of Our Lady’s College’s written agreement.

This information is provided to students in the following ways:

- On website
- In enrolment information

Written agreements may cover more than one course if courses are similar, all requirements are met and if information provided on course money payable covers all courses.

It is the role of the following staff members to undertake these steps in updating and keeping records of the School’s Written Agreements:

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Action</th>
<th>REF</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Secretary</td>
<td>A copy of a signed written agreement is kept on each student’s file. A PDF copy will be filed electronically.</td>
<td>s 21 ESOS Act 2000</td>
</tr>
<tr>
<td>College Secretary</td>
<td>If a written agreement needs to be updated, e.g., in the case of increase of school fees beyond the amount advised, attaching a signed amendment to the agreement to the original document kept on file.</td>
<td>NC D St 2.1.e</td>
</tr>
<tr>
<td>College Secretary</td>
<td>Retaining records of each accepted student who had enrolled in a course and who has paid any course money for a course provided by the School for two years after the student ceases to be accepted as a student. (Records do not need to be updated after the date of cessation.)</td>
<td>s 21 ESOS Act 2000</td>
</tr>
</tbody>
</table>

Information in this section should be checked and updated whenever there is a change to the local student admission form, conditions of enrolment, or policies or schedules relating to overseas students.

THIS SECTION LAST UPDATED BY John Clarke ON 27/9/10

THE WRITTEN AGREEMENT WAS LAST UPDATED BY ......... ON --/--/--

Our Lady’s College Written Agreement with Students

1. Student details

Updated: 14 June 2011
Student name: ___________________________________________
Address: ________________________________________________
________________________________________________________
________________________________________________________
Phone no: ________________________________________________
Fax no: _________________________________________________
Email address: __________________________________________

2. Parent(s)/legal guardian details:

Parent/Legal guardian name: ________________________________
Address: ________________________________________________
________________________________________________________
________________________________________________________
Phone no: ________________________________________________
Fax no: _________________________________________________
Email address: __________________________________________

3. Course enrolment

a. Course Type and Entry level
   [ ] Junior Secondary (7 – 10) Specify entry year __________
   [ ] Senior Secondary (11 – 12) Specify entry year __________

b. Course Start and End Date

   Course start date: ______________________________
   Course end date: _____________________________
4. Conditions on enrolment/preliminary requirements

a. Depending on the student’s English language ability, the student may be required to successfully complete an ELICOS course. [Schools would normally ask for evidence of the student’s English language ability e.g. English language test scores during the application process.]

b. As a condition of enrolment, the student agrees to abide by all school policies for the duration of their enrolment and to disclose any medical or health conditions that may affect studies or student welfare. Policies include:

- Accommodation Policy
- Complaints and Appeals Policy
- Course Progress and Attendance Policy
- Behaviour Policy/Code of Conduct
- Student Transfer Request Assessment Policy
- Deferment, Suspension and Cancellation Policy
- Refund Policy.

c. As a condition of enrolment, the student authorises Our Lady’s College to check visa entitlements electronically via VEVO on the Department of Immigration and Citizenship website: http://www.immi.gov.au/e_visa/vevo.htm.

5. Course fees and other charges (course monies)

a. Tuition Fees: A$16093 (Yrs 8-10), A$16,680 (Yr 11), A$16,713 per semester

b. Overseas Student Health Cover (OSHC): TBC per semester

c. Home stay fees (where applicable): TBC per semester

d. College Activities – A separate levy is charged for the cost of College Activities – A separate levy is charged for the cost of years 8 to 11 Camps, Year 11 Social, Year 12 Formal and Year 12 Retreat, Week of Excellence and final week activities. This levy is payable when the activity is undertaken.

e. Administration Fees: $694

6. Payment of Course Fees and Refunds

f. Fees are payable 12 months in advance.

g. All fees must be paid in Australian dollars.

h. If the student changes visa status (e.g. becomes a temporary or permanent resident) she will continue to pay full overseas student’s fees for the duration of that calendar year.

i. Refunds will be reimbursed in Australian dollars and the payment sent to the applicant’s home country unless otherwise requested in writing.
j. Refunds will be paid to the student or the person specified in the written agreement.

7. **Refund of course monies***

   a. Our Lady’s College’s refund policy applies to all course monies paid to the school.

   b. All notification of withdrawal from a course, or applications for refunds, must be made in writing and submitted to the College Business Manager.

   c. The school will refund within 28 days all course monies paid where the student’s application for enrolment is refused by the school or the student produces evidence that the application made by the student for a student visa has been rejected by the Australian immigration authorities.

   d. Refunds for student default apply to tuition fees only. Course monies (excluding tuition fees) will be refunded on a pro rata basis proportional to the amount of time the student was studying in the course, except where a non-refundable payment of behalf of the student has been made.

   e. If the student does not provide written notice of withdrawal and does not start the course on the agreed starting date, only one term’s (or ten weeks) tuition fees will be refunded from the annual tuition fee.

   f. The school will refund within 28 days of the receipt of written notification of withdrawal by the student (or parent(s)/legal guardian if the student is under 18) tuition fees paid by or on behalf of the student less the amounts to be retained as agreed and detailed below.

   i. If written notice is received up to 4 weeks prior to commencement of the course, the school will be entitled to retain an administration fee of $350.

   ii. If written notice is received less than 4 weeks prior to commencement of the course 70% of the tuition fee will be refunded.

   iii. If written notice is received within six months of the commencement date of the student’s course, only one term’s (or ten weeks) tuition fees will be refunded from the annual tuition fee.

   iv. If written notice is received more than six months after the commencement date of the student’s course no refund of tuition fees will be made.

   g. No refund of tuition fees will be made where a student’s enrolment is cancelled for any of the following reasons;

   i. Failure to maintain satisfactory course progress (visa condition 8202)

   ii. Failure to maintain satisfactory attendance (visa condition 8202)

   iii. Failure to maintain approved welfare and accommodation arrangements (visa condition 8532) [if applicable]

   iv. Failure to pay course fees

   v. Any behaviour identified as resulting in enrolment cancellation in Our Lady’s College’s Behaviour Policy. See website for details.

   h. In the unlikely event that Our Lady’s College is unable to deliver your course in full, you will be offered a full refund of all course money you have paid to date. The refund will be paid to
you within 2 weeks of the day on which the course ceased being provided.

i. This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia’s consumer protection laws.

For Our Lady’s College’s full refund policy, see website.

*This is a simplified version of the full sample refund policy for the purposes of the written agreement with students.

8. Welfare and accommodation requirements for students under the age of 18

Students under the age of 18 are required to maintain adequate welfare and accommodation requirements as a condition of their student visa.

Where a student under the age of 18 is not in the care of a parent or suitable relative, as defined by the Department of Immigration and Citizenship, their accommodation arrangements must be approved by the school.

Will the student in the care of a parent or suitable relative?

☐ Yes ☐ No

If no, type of accommodation school has approved for the student:

☐ Homestay
☐ Supervised Accommodation Service
☐ Other

Details of approved welfare and accommodation arrangements:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Dates for approval of welfare and accommodation arrangements:

From: ____________ To: ____________

[For more information, see Standard 5 – Younger students]

9. Change of Address
The student is obliged to notify the school of any change of address while enrolled at the school. This is to ensure that any notifications sent to the student advising of visa breaches are sent to the student’s current address.

Where Our Lady’s College has approved the student’s welfare and accommodation arrangements, the student requires both the school’s and the parent’s approval for any changes to welfare and accommodation arrangements.

10. Privacy

Information is collected on this form and during your enrolment in order to meet our obligations under the ESOS Act and the National Code 2007; to ensure student compliance with the conditions of their visas and their obligations under Australian immigration laws generally. The authority to collect this information is contained in the Education Services for Overseas Students Act 2000, the Education Services for Overseas Students Regulations 2001 and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007. Information collected about you on this form and during your enrolment can be provided, in certain circumstances, to the Australian Government and designated authorities and, if relevant, the Tuition Assurance Scheme and the ESOS Assurance Fund Manager. In other instances information collected on this form or during your enrolment can be disclosed without your consent where authorised or required by law.

For more information on privacy, please refer to Our Lady’s College’s Privacy Policy on the website.

11. Declaration

All students and parent(s)/legal guardian (if student is under 18 years of age) must read and sign this written agreement.

- I confirm I have received and understood information from the school regarding the following:
  - the course(s) in which I am to be enrolled
  - conditions on enrolment in the course(s)
  - all course and course-related fees
  - Our Lady’s College’s Refund Policy
  - the sharing of personal information
  - change of address obligations
  - grounds on which my enrolment may be deferred, suspended or cancelled
- I hereby declare that the information supplied by me is true and correct
- I agree to pay all fees owing and by the due date
- I have read, understood and agree to be bound by the above conditions of enrolment

<table>
<thead>
<tr>
<th>Signed (student)</th>
<th>Date</th>
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<tbody>
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<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signed (parent(s)/legal guardian)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. Policy about education agents, providing up to date materials and listing education agents on school website

Education agents are not engaged to formally represent Our Lady’s College.
The School responds to all enrolment enquiries and to applications for enrolment according to established procedures.
Individuals making enrolment enquiries or assisting in any way with enrolment applications are not remunerated for doing so.
If the School policy with regard to use of education agents changes in the future, the School is aware of its obligations under Standard 4 of the National Code of Practice for Registration Authorities and PROVIDERS OF Education and Training to Overseas Students 2007, and will at that time implement appropriate policies, procedures and agreements as required under the National Code.

See also Section 14. Processes for monitoring activities of Education agents below

This policy should be checked and updated whenever there is a change in regulations about NC Standard 4 or in DIAC regulations about activities of education agents, or when existing School policies regarding education agents need to be adapted or strengthened.

<table>
<thead>
<tr>
<th>THIS SECTION LAST UPDATED</th>
<th>BY John Clarke</th>
<th>ON 7/10/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE POLICY ON EDUCATION AGENTS WAS LAST UPDATED</td>
<td>BY .................</td>
<td>ON --/--/--</td>
</tr>
<tr>
<td>THE WRITTEN AGREEMENT FOR EDUCATION AGENTS WAS LAST UPDATED</td>
<td>BY .................</td>
<td>ON --/--/--</td>
</tr>
<tr>
<td>14. Processes for monitoring activities of education agents</td>
<td>NC D St 4</td>
<td></td>
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<td>Education agents are not engaged to formally represent Our Lady’s College so this section is not applicable.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
15. **Critical incident policy and procedures**

Our Lady’s College has a Critical Incident Policy and procedures that cover:

- Action to be taken in the event of a critical incident
- Follow up of the incident
- Records of the incident and action taken

Administrative documents relating to the School’s Critical Incident Policy are contained in the School Critical Incident Policy document.

See Appendix 8 for copies of this document.

Copies of these documents are located in the school as follows:

- website
- school’s electronic network
- office
- evacuation and lockdown plan in each classroom

Information about management of critical incidents is provided to staff in these ways:

- induction
- handbook
- electronic network

It is the role of the following staff members to undertake these responsibilities in relation to management of critical incidents involving overseas students:

<table>
<thead>
<tr>
<th>Name of Staff Member(s)</th>
<th>Area of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vince McDonald</td>
<td>i) risk assessment of hazards and situations which may require emergency action</td>
</tr>
<tr>
<td>Vince McDonald</td>
<td>ii) analysis of requirements to address these hazards</td>
</tr>
<tr>
<td>Paula Goodwin</td>
<td>iii) establishment of liaison with all relevant emergency services e.g. police, fire</td>
</tr>
<tr>
<td></td>
<td>brigade, ambulance, hospital, poisons information centre, community health services</td>
</tr>
<tr>
<td>Shelley Hamilton</td>
<td>iv) 24 hour access to contact details for all students and their families (for schools</td>
</tr>
<tr>
<td></td>
<td>with overseas students this will also include agents, homestay families, carers,</td>
</tr>
<tr>
<td></td>
<td>consular staff, embassies and interpreting services if necessary)</td>
</tr>
</tbody>
</table>
CRITICAL INCIDENT RESPONSE

Guidelines and Procedures for Brisbane Catholic Education Centre, Schools and Colleges
February 2006 Reviewed December 2007

FOREWORD

One would hope never to have to face a major crisis or Critical Incident in our schools, but it does happen in some of our schools at some time.

This document attempts to provide a planned but flexible response to a Critical Incident that will facilitate:

☐ Optimum response at time of incident
☐ Sense of cohesiveness, control and responsibility within the school community
☐ Return to normal routines as quickly as possible.

Should such a Critical Incident occur there are resources available to help you do this. The Wall Chart, which accompanies this manual, should be available to all staff and prominently displayed in the school or workplace.

Personnel in the Brisbane Catholic Education Centre may assist and support you; eg media management and counselling services are available at the time of the incident and for as long as necessary afterwards.
Although school-based, the processes of this document are also germane to the Brisbane Catholic Education Centre and should be applied. It is therefore necessary for the Brisbane Catholic Education Centre to have clearly identified response, communication and debriefing procedures.

It is hoped the following document will be of assistance in planning for and responding to the Critical Incident one hopes you will not have to face.

David J Hutton
Executive Director of Catholic Education
Archdiocese of Brisbane


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2. EFFECTS OF CRITICAL INCIDENTS

Critical Incidents are often typified by:

- rapid time sequences
- overwhelming of usual coping responses
- severe disruption of the functioning of individuals or communities
- perceptions of threat and helplessness and a turning to others for help.

The effects of such an incident quite normally may vary from person to person. Most members of the school community, if given appropriate support, can deal with these and get on with life. A few may require more specialised support.

People Who May Be Affected By Critical Incidents

When a Critical Incident affects a school community, those in that community will play various roles and encounter different experiences. The following model classifies the various groups of people who may be affected by the incident. This is a useful guide for school support personnel in identifying those who are most likely to need assistance.

- People directly exposed to incidents:
  - Those who suffer the full intensity of trauma including injuries, eg children, staff.

- Relatives and friends:
  - Those who are grieving for the injured and affected, eg families, children, staff.

- Helpers/recovery personnel:
  - Those who need help to maintain functional efficiency during the incident and to cope with the psychological effects, eg staff, school counsellors, administrators, emergency service personnel.

- School community:
  - Those in the school community affected but not directly involved, eg other parents, staff, students.

- People indirectly involved:
  - Others in the general community affected but not directly involved, eg those who could have been direct victims but were not because of chance or circumstances; those for whom stress is triggered as a result of the Critical Incident.

3. STAGES OF A CRITICAL INCIDENT RESPONSE

The best way to handle a Critical Incident is to be prepared. The importance of forward planning cannot be emphasized enough. The following pages document the different stages of a Critical Incident response and a summary can be found on page 11.

A. PRE-INCIDENT FORWARD PLANNING

It is expected that all Schools will develop policy, structures, procedures with clearly stated responsibilities for particular personnel to manage a Critical Incident. This Critical Incidents Response Plan must be reviewed annually with staff.

Such structures and procedures will include:

(i) Communication systems including
  - contact numbers for emergency services, BCEC personnel, local Counselling Critical Incident Response Team as appropriate
  - alternatives to telephones, electric bells and alarms (in event of disrupted electricity supply) eg. air horns, hand generated sirens
  - parent lists including - parent names, addresses and telephone numbers

These lists must be kept as current and accurate as possible.

(ii) Evacuation procedures.

(iii) Non-evacuation procedures especially (lock downs).

(iv) Hazard Identification and Risk Management Procedures.

(v) Media management processes (refer to Appendix B).
B. INCIDENT ASSESSMENT
This is the time when the incident is actually occurring and the main consideration at such a time is the safety of all involved.

The table below gives some examples of the different types of emergencies that could occur in a school and gives some indication of the procedures to be followed.

THREE LEVELS OF RESPONSE TO EMERGENCIES:

Non Critical Incidents
Critical Incidents
(Potential Harm)
Critical Incidents
(Actual Harm)

USE of SCHOOL WORKPLACE, HEALTH AND SAFETY PROCEDURES
USE of SCHOOL CRITICAL INCIDENT PLAN
USE of THE CRITICAL INCIDENT RESPONSE PLAN

Minor injuries and accidents eg.
- Sporting injuries
- Cooking burns
- Manual arts accidents
- Playground injuries

Potential harm may include:
- Bomb threat/Alert
- Storm/Flooding
- Death of student with cancer
- Family injured in car accident

Actual harm or serious risk of harm may include:
- Large School fire
- Explosion
- Road Accident (Major)
- Gun/Shooting Incident
- Chemical Spillage
- Death of Staff Member or Student
- Civil Disturbance
- School Invasion
- Bomb threat/Alert
- Gas Leak
- Building Failure

C. INCIDENT MANAGEMENT

After the safety of all involved has been established, the following steps should be taken.

Step 1: Account for and keep track of those involved (including witnesses).
Step 2: Take whatever action is necessary to ensure the continuing safety of all involved.
Step 3: Establish the basic facts to use in communicating with emergency services.
Step 4: Contact as appropriate:

• EMERGENCY SERVICES 000
Out of range mobile number 112 (for school camps, overrides no credit/no range).

POLICE PHONE:
AMBULANCE PHONE:
FIRE BRIGADE PHONE:

• BRISBANE CATHOLIC EDUCATION CENTRE
Contact BCEC making explicit that a Critical Incident has occurred and ask for any senior person
who is immediately available. That person will arrange for the others below to be contacted. Ensure that your mobile and school numbers are left.

**Deputy Executive Director** (who will advise Executive Director)
WORK PHONE: 3033 7656
A/HRS CONTACT PHONE: 0439 380 318

**Your Area Supervisor**
WORK PHONE: 3033 7657
A/HRS CONTACT PHONE: ___________ (add number)

**SEO Student Protection**
WORK PHONE: 3033 7459
A/HRS CONTACT PHONE: 0417 006 755

**Communication & Marketing**
WORK PHONE: 3033 7489
A/HRS CONTACT PHONE: 0408 787 076

**SCHOOLS**
Consider advising neighbouring schools & Parish worksites if appropriate. Support personnel may be requested from nearby schools to assist. (If needed, the Deputy Executive Director will arrange for an email to be sent to all schools alerting them to the incident.)

**Step 5:** Check the school's Critical Incident Response Plan to ensure roles and responsibilities are activated.

**Step 6:** Set up a critical response room/area (This will usually be the principal’s office).

**Step 7:** Coordinate a briefing session with appropriate personnel.

**Step 8:** Organise communication channels to make available the following: telephone, fax machines, mobile communication (phones, radio, etc). Allocate appropriate staff to tasks as required.

---

**D. POST-INCIDENT IMMEDIATE MANAGEMENT**

At this stage, consideration should be given to:

(i) Contacting Area Supervisor to double-check that all members of BCEC executive contact group have been informed. (See Appendix A).

(ii) Notifying carers of the welfare of students/staff.

(iii) Identifying a “holding area” for relatives to be intercepted and briefed about student/staff welfare. Ideally, relatives should be held in an area away from the “impact” site and students brought to them.

(iv) Identifying appropriate adults to brief the parents prior to contact with their children.

(v) Preparing a letter for these parents and friends.

(vi) Planning for students to leave the site with parents/caregivers.

(vii) Planning for those students who are unable to leave the site because parents/caregivers are unavailable.

(viii) Documenting the facts of the incident as known.

(ix) Preparing a statement for release to the media and/or facilitating a press conference with the Communications and Marketing team.

(x) Convening a meeting of all staff to provide the facts of the incident and to consult with them on short-term arrangements. Every attempt should be made to maintain normal routines, with sensitivity to those directly affected.

(xi) Arranging for staff to inform small groups of students of the facts of the incident and the short term arrangements.

(xii) Coordinating offers of assistance.

(xiii) Contacting State Emergency Services for assistance as needed. Phone: ___________ (insert own local number).
E. POST-INCIDENT SHORT TERM (WITHIN 24 HOURS)

At this stage, consideration should be given to:

(i) Coordinating counselling needs (determined in consultation with the Senior Education Officer – Guidance, Counselling and Student Protection Services).

Issues needing consideration are:

- identifying groups requiring counselling including those absent at the time of the incident
- allocating rooms for counsellors.

(ii) Updating and documenting the circumstances of the incident.

(iii) Writing and distributing letter for parent/community information (See appendix C).

(iv) Sharing updated information with staff/students/relatives and consulting regularly regarding decisions to be made. **NOTE:** Ensure that ALL STAFF are involved in communication, updating, debriefing including School Officers and Grounds staff.

(v) Advising the BCE Occupational Health and Safety Section of the Critical Incident.

(vi) Planning to return to normal routines as soon as possible.

(vii) Preparing, in consultation with the Communications and Marketing Team, further media releases.

F. POST INCIDENT LONG TERM (RECOVERY)

At this stage, the following steps should be taken as appropriate.

(i) Debriefing on a regular and ongoing basis.

(ii) Encouraging everyone to access support.

(iii) Preparing staff/students/relatives for possible short and long-term symptoms of post traumatic stress. (Consideration could be given to a “recovery room”).

(iv) Monitoring the behaviour of survivors to identify those who require follow-up.

(v) Monitoring the needs of all personnel.

(vi) Preparing report to Brisbane Catholic Education indicating date/place/time, situation, response etc. (See Appendix G).

(vii) Planning to support personnel who are off site because of injury or trauma.

(viii) Planning for the return of injured students/staff to the site. Consideration may be given to the reallocation of workloads.

(ix) Planning for formal and/or legal proceedings:

- funerals
- school gatherings / rituals / liturgical response
- inquests
- court hearings.

(x) Creating awareness in the school community that recovery may be a lengthy process (perhaps a number of years).

(xi) Accessing (where necessary and appropriate) specialist health providers eg (health, safety).

(xii) Recognising that different cultural groups deal with trauma in different ways and it is necessary to consult with significant members of the relevant groups to negotiate appropriate procedures.
STAGES OF A CRITICAL INCIDENT

A. BE PREPARED
B. SURVIVE
C. IMMEDIATELY
D. ONCE SAFETY ASSURED
E. WITHIN 24 HOURS
F. BEYOND 24 HOURS

Clearly stated policy including:
(1) Communication systems
(2) Clear role allocation
(3) Risk management procedures
(4) Evacuation procedures
(5) Non-evacuation procedures
(6) Help/gift register eg St Vincent de Paul
(7) Media management contact
(8) Involvement of community in rehearsals

Safety of all involved

(1) Account for everyone
(2) Ensure continuing safety
(3) Establish facts
(4) Contacts (see Column B)
(5) Refer to school’s Critical Incident Response Plan and create a checklist for the incident
(6) Set up critical response area
(7) Coordinate briefing session
(8) Organise communication channels
(9) Identify a key information and support person possibly the Area Supervisor or Communications and Marketing Manager

Plan to leave site
or
(4) Plan not to leave
(5) Document facts
(6) Prepare a communication strategy that includes a media plan and community communication plan
(7) Convene staff meeting
(8) Inform Students
(9) Activate “help/gift” register

Prepare for Counselling:
- allocate rooms
- identify groups
- SEO - Guidance, Counselling and Student Protection Services

(2) Update and document facts
(3) Share updated information
(4) Plan normal routines
(5) Facilitate a media conference/preparing additional media releases with Communications and Marketing Team and key information and support person. (KISP)
(6) Distribute letter for parents / community (See appendix C)

(1) Ongoing debriefing
(2) Encouraging everyone to access support
(3) Preparing for post traumatic stress
(4) Monitoring survivors
(5) Monitoring administration and care givers
(6) Preparing formal report for Brisbane Catholic Education Centre
(7) Supporting absent staff/students

(8) Planning for return of injured staff/students
(9) Planning for formal proceedings:
- inquests
- court
- funerals
- liturgies
(10) Creating awareness in community
(11) Accessing specialist health providers
(12) Recognising different cultural responses and needs
(13) Planning for a ‘closure’ event for those concerned.

Contacts

Emergency Services
Phone 000
Phone 112

Parish Priest
APPENDICES
Appendix A
• Guidelines for Critical Incidents
• Checklist for Principal
• Checklist for Counselling Critical Incident Response Team members
• SEO Guidance, Counselling and Student Protection Services
• Other Members of Response Team
Appendix B
• Guidelines for media relations when handling a Critical Incident
Appendix C
• Sample letters to parents from the Principal
Appendix D
• Sample email to all schools
Appendix E
• Sample Checklist for Critical Incident Response
Appendix F
• BCEC Communication Network
Appendix G
• Sample report proforma
Appendix H
• Draft Critical Incident Management Plan for adaptation by schools

APPENDIX A
RESPONSIBILITIES OF VARIOUS ROLE HOLDERS IN MANAGING A CRITICAL INCIDENT
Principal
In most school emergencies the Principal is the person in charge of the response.
GUIDELINES FOR CRITICAL INCIDENTS
It is expected that Principals have outlined a process of delegated authorities for decision making in their absence or incapacity.
(1) Guiding Principles for critical incidents:
□ The safety of staff and students and school visitors takes precedence
□ Accurate information is shared. All staff and students are included
□ Staff and students are supportive of one another
□ As far as possible decisions are preceded by consultation
□ Staff communicates needs to management
□ Management communicate needs to staff
□ The major objective is recovery.
These guiding principles will assist in the establishment of recovery. They reflect the two major elements of ownership and inclusion.

- Ownership, quite simply, is the feeling experienced by those closest to critical incidents. This feeling is legitimate and it is a part of the recovery process.
- The process of inclusion is ensuring that those with legitimate ownership are a part of the recovery.

(2) When a Critical Incident demands counselling which is beyond a school's capacity to cope, a request should be made to the Senior Education Officer, Guidance, Counselling & Student Protection Services - Brisbane Catholic Education Centre or the local Counselling Critical Incident Response Team.

(3) The Principal, in consultation with the Guidance Counselling team, is required to identify and document the people (students, staff, support staff, parents) who are likely to require counselling. This is done by groupings according to the level of involvement in the Critical Incident. For example:

- Group 1: Directly involved (participants or witnesses)
- Group 2: Students who are relatives, friends and associates of Group 1 people (but not members of Group 1)
- Group 3: Staff (professional and support) not already included
- Group 4: Parents/custodians of people directly involved in Critical Incident
- Group 5: Critical Incident management people from the school. (Include school administration, teachers.)

CHECKLIST FOR THE PRINCIPAL

- Refer to Critical Incident Response Plan booklet or wall chart
- Call one of the following who will ensure the others are fully briefed:
  - Deputy Executive Director
  - Area Supervisor
  - SEO Guidance, Counselling and Student Protection Services
  - Communications & Marketing
  - Most Senior Officer available
- Generate lists of people involved (see above)
  - Directly involved (participants or witnesses)
  - Students who are relatives/associates of above group
  - Staff not already included
  - Parents/custodians of people directly involved in Critical Incident
  - Critical Incident Response team at school
- Identify rooms for use by Counsellors as appropriate
- Prepare a statement of facts to be used only as a response to media requests
- Initiate a record of time, action, people involved and location etc as a preparation for a report
- Brief key staff on site on the incident and planned action

CHECKLIST FOR COUNSELLING CRITICAL INCIDENT RESPONSE TEAM MEMBERS

1. Senior Education Officer for Guidance, Counselling and Student Protection Services
On Site of Incident:

- Liaise with the Principal and Area Supervisor to ensure clear communication among all officers while on site of Critical Incident
- Act as a representative of the team to minimise interruption to their counselling time
- Provide counselling and support as part of the team

Other:

- Organise and facilitate regular follow-up team meetings relating to the specific incident
- Facilitate communication (information flow) to team members relative to the specific incident
- Write a report of the action taken by the team in relation to the incident
- Encourage team members to participate in the team debriefing

2. Other Members of Response Team

- Provide counselling and support to students, staff, (as appropriate) parents, bystanders and those directly and indirectly affected by a Critical Incident during and after its occurrence
- Participate in the team debriefing following an incident
- Provide debriefing to Critical Incident Response Team colleagues when necessary
- Participate in training sessions and professional development that team members decide are necessary and relevant to the building and maintenance of knowledge and skill in the area of Critical Incident management
- Participate regularly in Critical Response Team meetings
- Be available to schools for advice and training in developing Critical Incident Response Plans
- Liaise with other agencies to assist schools eg. ACCESS, CHYMS.

APPENDIX B

FACILITATING MEDIA

Step 1: Contact Communications and Marketing at Brisbane Catholic Education before speaking to any media during or after a Critical Incident. They will be able to assist you to facilitate media during this time period.

Staff should be advised that the Principal or delegated spokesperson will handle all media interactions.

Step 2: Courteously refer any media approaches to Communications and Marketing at BCEC and please feel free to distribute the following contact numbers.

COMMUNICATIONS AND MARKETING

Manager – Communications and Marketing
Phone 3033 7489
Mobile 0408 787 076
Communications and Marketing Officer
Phone 3033 7507

Step 3: It is important to be helpful with media whilst reminding them that the safety of the children and staff is our first priority. Students within school jurisdiction should not be
Co-operation from principals, teachers and Brisbane Catholic Education usually evokes a similar response from the media. The cultivation of cordial relations in good times should help ensure fair and balanced treatment in critical situations.

APPENDIX C
SAMPLE LETTER TO PARENTS - EXAMPLE 1 - (This should be modified to suit particular circumstances)

School Letterhead

Date

Dear Parents,

Yesterday, two of our Year Nine students were tragically killed and others injured during a sudden storm at the year Nine outdoor camp.

I regret to inform you that ________ and __________ have died. Other students were injured and their situation is being monitored.

Your sons and daughters may be affected by the deaths of our students and we have made some plans to provide support for them at school if needed. I will advise you further of these shortly.

It would be best for school routine to continue as normally as possible and students should attend school regularly.

Reactions of students will vary and may include crying, not wanting to talk, or wanting to talk, wanting to be alone, anger, lack of concentration, sleeping or eating problems. Should you or your child feel the need for professional help or counselling, please contact me or the school Counsellor, __________, who will be able to assist us during this time.

Please keep these students and their families in your thoughts and prayers at this difficult time.

Yours sincerely

Principal

This letter has five functions. It tells parents:

1. the facts
2. what the school has done
3. the school’s plans
4. how the children may react
5. how to get help

SAMPLE LETTER TO PARENTS - EXAMPLE 2 — (This should be modified to suit particular circumstances)

SCHOOL LETTERHEAD

16/04/02

Dear Parent/Caregiver,

It is with great sadness that I bring you the news that one of our Year 10 students, _________died yesterday/today/on Saturday/during the holidays.

We remember especially and pray for __________’s family and friends.

Today and over the coming weeks, you may be concerned about your child's reaction, or expressions of feelings about this unexpected loss. These reactions and feelings may be part of the grieving process.

Your child's behaviour may be different from normal. They may find it hard to concentrate and complete their schoolwork. They may be unusually quiet, or show displays of anger, or they may show very few reactions at all, particularly if they did not know __________. Following the death of a friend, the normal grief reactions can be very intense for children/adolescents. Each person experiences and copes with grief and trauma in different ways and intensities.

Your child may want to share his/her feelings with you. If your child shares his/her emotions and feelings with you, try to listen and to positively support them, even though this may be uncomfortable for you. If your child prefers to talk about this situation with friends, this is normal and is more likely to occur with young people.

Additional professional counselling has been made available at the school through a Support Centre that has been established. The school routine will continue as normal as possible. Your child may like to talk with a Counsellor, or Pastoral Care teacher, or Priest.

Such a loss can heighten a young person's emotions. The length of grieving can vary for each person. If
you have any concerns, please contact a Counsellor or Pastoral Care teacher at school. They are available for support.

In dealing with death, we need to remember and cherish the value and dignity of life. Please pray for ________, that he/she will be at peace with God, and that ________’s family will be comforted and strengthened by the love of God and their community.

God bless
Principal


APPENDIX D

SAMPLE EMAILS TO ALL SCHOOLS – sent by nominee of Deputy Executive Director

Initial advice email
Dear Colleagues,
Unfortunately we have a Critical Incident at [name of school] at the moment and are in the process of organising a response to it, with the help of the relevant staff. (briefly describe what has happened if needed).
As you would understand, the school is sensitively managing a complex situation. We would appreciate it if you could please refrain from making contact in the short term.
Thank you for your understanding and support and please keep the school in your prayers.
Regards,
Deputy Executive Director

Subsequent ‘all clear’ advice email
Dear Colleagues,
The previous advice regarding a Critical Incident at [name of school] is now rescinded. (briefly describe what has happened if needed).
As you would understand, the school will continue to sensitively manage this complex situation and we ask people to use their discretion in making contact in the short term.
Thank you for your understanding and support and please keep the school in your prayers.
Regards,
Deputy Executive Director

APPENDIX E

SAMPLE CHECKLIST FOR CRITICAL INCIDENT RESPONSE (by school-based staff)

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 July</td>
<td>Contact Parents and let them know that we offer support</td>
<td>Delegated amongst admin team</td>
</tr>
<tr>
<td>3 July</td>
<td>Compile a facts sheet</td>
<td>Principal</td>
</tr>
<tr>
<td>3 July</td>
<td>Call all school staff and let them know about the incident. Let them know that support is available from BCEC for counselling and media situations.</td>
<td>Delegated amongst admin team</td>
</tr>
<tr>
<td>3 July</td>
<td>Compile a list of key students and staff who may be most affected by the incident</td>
<td>Delegated amongst admin team</td>
</tr>
<tr>
<td>3 July</td>
<td>Ensure counselling is available immediately</td>
<td>Principal</td>
</tr>
</tbody>
</table>
Ray Reynolds  
Area Supervisor  
3 July  
Make a counsellor available to staff and students for next week and on an ongoing basis (Access)  
Ray Reynolds - Counselling  
3 July  
Identify rooms available for one to one counselling with counsellors  
Delegated amongst admin team  
3 July  
Ensure that media team is available on Monday and Tuesday  
Communications and Marketing Manager  
3 July  
Identify space for students and staff to retreat to with relaxation music, tea and coffee and tissues  
Delegated amongst admin team  
4 July  
Prepare a general letter to all parents  
Principal  
4 July  
Prepare a debrief and prayer for staff at end of week  
APRE  
4 July  
Prepare a statement and/or something for an assembly with students on morning of day after  
Delegated amongst admin team  
4 July  
Work with students to prepare Prayer  
APRE  
4 July  
Organise for students and staff to attend funeral  
Principal and Area Supervisor  
4 July  
Organise memory book from students to parents  
Delegated amongst admin team  
4 July  
Organise media support for students and staff around the time of the funeral and/or memorial service  
Communications and Marketing Manager and Area Supervisor  
4 July  
Organise time for formal debriefing of critical incident response team i.e. staff Admin team, Area Supervisor, Communications and Marketing and Guidance, Counselling and Student Protection Services  
Key Information and Liaison Person  
In the case of a police investigation organise for Employee Relations - John O’Dwyer to provide support to staff during this process  
Area Supervisor and Principal  

APPENDIX F  

BCEC Communication Network  
Whether in school time, out of hours or during vacation periods, the Principal contacts the most available senior BCE person.  
* This Senior Officer then assumes responsibility for ensuring contact with the Executive Director as well as all other BCEC Directors and other managers as needed. If a specific Director or Manager is not available, this senior officer makes contact with the next most senior officer available in that Directorate to act on the Director’s behalf, and to assume responsibility for
making contact with that Director or Manager.
* It is imperative that Senior Officers lead the process of network and communication with other
  senior officers, schools and/or agencies.
* The Deputy Executive Director or delegate will ensure that:
  □ BCEC staff and all school Principals are emailed to advise of critical incident in progress and to
    refrain from unnecessary contact.
  □ Subsequent cancelling of this advice occurs and that broad general details are supplied in
    confidence

APPENDIX G Sample Report Proforma

REPORT TO BRISBANE CATHOLIC EDUCATION

SCHOOL:
AUTHOR OF REPORT:
DATE OF REPORT:
DATE OF INCIDENT:
PLACE OF INCIDENT:_____________________________________________
_________________________________________________________________
_________________________________________________________________
TIME OF INCIDENT:__________________________________________________
SITUATION:_________________________________________________________
_________________________________________________________________
_________________________________________________________________
RESPONSE:__________________________________________________________
_________________________________________________________________
_________________________________________________________________
OTHER DETAILS AS NEEDED:___________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
AUTHOR SIGNATURE:__________________________________________________
AUTHOR CONTACT DETAILS:
□ TITLE/POSITION:
□ DIRECT PHONE:
□ MOBILE:
□ EMAIL:
### 16. Monitoring of course progress to complete course within expected duration (course progression)

(a) Monitoring of course progress to complete course within expected duration (course progression)

(b) Course progress policy and procedures for monitoring, intervention and reporting

(c) Attendance policy and procedures for monitoring, intervention and reporting

It is required under the National Code 2007 that Our Lady’s College must

- a) monitor the enrolment load of students to ensure they complete the course within the duration specified in their CoE, and do not exceed the allowable portion of online or distance learning, and ensure that any extensions granted to duration of study comply with conditions under Standard 9
- b) systematically monitor students’ course progress and attendance
- c) be proactive in notifying and counselling students at risk of failing to meet required course progress and/or attendance requirements, and
- d) report students who have breached course progress and/or attendance requirements under Section 19 of the ESOS Act

| NC D St 9 |
| NC D St 10 |
| NC D St 11 |

Our Lady’s College’s Course progress and attendance policy combines all requirements of Standards 9, 10 and 11 of the National Code 2007.

See below for a copy of Our Lady’s College’s Course Progress and attendance policy

In brief, Our Lady’s College’s Course progress and attendance policy states to achieve satisfactory course progress at Our Lady’s College, a student must

- Be in attendance for at least 80% of class lessons
- Achieve a pass level or “C” grade or better for the subject as required
- Attempt / Submit all assessment tasks for the course during period of attendance

When a student is identified at risk of not meeting course progress requirements, one or more of the following intervention strategies will be activated by the depending on the year level and support needs of the student:
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Contact for Junior School Students</th>
<th>Contact for Middle School Students</th>
<th>Contact for Senior School Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject tutorial support in class time</td>
<td>Pastoral Care Teacher</td>
<td>Pastoral Care Teacher</td>
<td>Pastoral Care Teacher</td>
</tr>
<tr>
<td>After hours tutorial support</td>
<td>Year Level Coordinator</td>
<td>Year Level Coordinator</td>
<td>Year Level Coordinator</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Pastoral Care Teacher</td>
<td>Pastoral Care Teacher</td>
<td>Pastoral Care Teacher</td>
</tr>
<tr>
<td>Additional ESL support</td>
<td>ESL Coordinator</td>
<td>ESL Coordinator</td>
<td>ESL Coordinator</td>
</tr>
<tr>
<td>Change of subject selection, or reducing course load (without affecting course duration)</td>
<td>Assistant Principal Administration</td>
<td>Assistant Principal Administration</td>
<td>Assistant Principal Administration</td>
</tr>
<tr>
<td>Counselling - academic skills</td>
<td>Year Level Coordinator</td>
<td>Year Level Coordinator</td>
<td>Assistant Principal Administration</td>
</tr>
<tr>
<td>Counselling – time management</td>
<td>College Counsellor</td>
<td>College Counsellor</td>
<td>College Counsellor</td>
</tr>
<tr>
<td>Counselling - personal</td>
<td>College Counsellor</td>
<td>College Counsellor</td>
<td>College Counsellor</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information about compliance with student visa conditions is provided to School staff and to students in these ways:

- □ On Website
- □ In Enrolment Information
- □ Staff Induction

Information about School policy requirements, intervention and support processes is provided to students and staff in the following ways:

- □ On Website
- □ In Enrolment Information
- □ Student Handbook

Administrative documents relating to the School’s policies and procedures related to course progress and attendance, including monitoring, intervention and reporting instances of non-compliance are

- □ Overseas student Referral Form for Intervention
- □ Letter of intention to report for unsatisfactory course progress
- □ Letter of intention to report for unsatisfactory attendance

See [Appendix 6](#) for copies of these documents
Diagrammatic Overview of School Monitoring Activities Standards 9, 10 & 11.

MONITORING AND INTERVENTION OF STUDENT ATTENDANCE, COURSE PROGRESSION AND PROGRESS

If student is assessed as not meeting School’s course progress requirements, the School’s intervention strategy is activated, aimed at assisting student to meet satisfactory course progress requirement by the end of the next study period (term/semester)

At a minimum, the intervention strategy must be activated where the student has failed or is deemed not yet competent in 50% or more of the units attempted in any study period. The strategy can be activated before this point but not after this point.

Student is advised of Course progress requirements and results are checked at end of each term/semester

Course progress is checked at the end of each term/semester

Student must at all times be in a position to complete the course within the expected duration specified in their CoE and not exceed the allowable amount of online or distance learning. Extension of duration of study can only occur in given circumstances. Ref. Standard 9 for details (not usually a need for this in a school setting.)

Attendance is checked and recorded daily, assessed for compliance at regular intervals and calculated over each term/semester

If attendance drops below 70 percent, student is deemed at risk of not attending for 80% of scheduled course contact hours and is contacted and counselled / offered support

If the student is assessed as not meeting course progress or attendance requirement, the School notifies the student in writing of its intention to report, and advises there are 20 working days to access the School’s complaints and appeals process. (Notice of the timeframe to access the external appeals process should also be giver – see also Section 10. Complaints and appeals policy)

MONITORING AND INTERVENTION OF STUDENT ATTENDANCE

If student is advised of attendance requirements and is contacted and counselled if absent for more than 5 consecutive days without approval, or if at risk of not meeting attendance requirements

Attendance is checked and recorded daily, assessed for compliance at regular intervals and calculated over each term/semester

If the student has chosen not to access the complaints and appeals processes, or the process is completed and results in a decision supporting the School, the School notifies DEEWR via PRISMS asap that the student is not achieving satisfactory attendance.

N.B. If the student is under 18 yo, and if the school has undertaken responsibility for approving care and welfare arrangements for the student, provisions under Standard 5.3 apply.

It is the role of the following staff members to undertake these actions in administering the School’s Course progression, progress and attendance policies and procedures

FOR COURSE PROGRESSION (St 9)

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Action</th>
<th>Time frame</th>
<th>REF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal Administration</td>
<td>Monitor the student’s course progression to ensure they will not need additional time</td>
<td>At the end of each study period (term/semester)</td>
<td>Outcome of NC D St 9, and provisions under St 9.1-5.</td>
</tr>
</tbody>
</table>
in order to complete their course, and meet any other requirements under Standard 9

<table>
<thead>
<tr>
<th>FOR COURSE PROGRESS (St 10)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assistant Principal Administration</strong></td>
<td>Determine staff roles and responsibilities for implementing School course progress policy, including requirements for achieving satisfactory course progress, activating intervention strategies and determining the point at which the student has failed to achieve satisfactory course progress</td>
</tr>
<tr>
<td><strong>Year Coordinator</strong></td>
<td>Checking school reports in each subject/unit to determine if student is meeting requirements as per School policy and advising Assistant Principal Administration if student is at the point of needing intervention</td>
</tr>
<tr>
<td><strong>College Counsellor</strong></td>
<td>Counselling student and arranging intervention strategies for student as needed to assist student meet course progress requirements</td>
</tr>
<tr>
<td><strong>College Counsellor</strong></td>
<td>Monitoring student response to intervention strategies</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Assistant Principal Administration</strong></td>
<td>Assessing whether student is meeting visa condition for satisfactory course progress, and if not, notifying the student in writing of a) School’s intention to report b) access to school’s appeals process must be within 20 working days (internal) and 10 days to access the external appeals process</td>
</tr>
<tr>
<td><strong>Principal Administration</strong></td>
<td>When the student is assessed as not being able to meet course progress requirements as per Standard 10, after the intervention strategies have been activated and progress re-assessed</td>
</tr>
<tr>
<td><strong>College Secretary</strong></td>
<td>Notifying DEEWR via PRISMS that the student is not achieving satisfactory course progress and following through with delivery of the Section 20 Notice</td>
</tr>
<tr>
<td><strong>Collage Secretary</strong></td>
<td>As soon as practicable at the point when a) the student has chosen not to access the School’s complaints and appeals process within the 20 day working period, or b) withdraws from the process, or c) the process is completed and results in a decision favouring the School</td>
</tr>
</tbody>
</table>

See also FAQ 11 “How does a School report a student for unsatisfactory course progress?” for Standard 10 in ISCA Transition Handbook: [www.isca.edu.au](http://www.isca.edu.au)
<p>| <strong>Assistant Principal Administration</strong> | Determine staff roles and responsibilities for implementing School attendance policy, including method and frequency of attendance calculations, and point of intervention | At time of policy creation, and when staff changes occur. | NC D St 11 |
| <strong>Pastoral Care Teacher</strong> | Recording attendance and advising Deputy Principal if student is absent more than 2 consecutive days without approval. | Daily, in accordance with school procedures | NC D St 11.1 St 11.3.b St 11.4 St 11.5 |
| <strong>Student Service Secretary</strong> | Calculating percentage attendance for each overseas student and advising Deputy Principal if student is approaching point of intervention | Every week | NC D St 11.3 St 11.5 |
| <strong>Deputy Principal</strong> | Contacting and counselling student where he/she has not attended for 2 consecutive days without approval, and / or if she is at risk of not meeting attendance requirements, and arrange any necessary support and/or follow up | When the prescribed intervention points of 50% or no. of consecutive absences have been reached | NC D St 11.3 St 11.4 |
| <strong>Deputy Principal</strong> | Assessing whether student is meeting visa condition for satisfactory attendance, and if not, whether the provisions under St 11.9 apply. If St 11.9 provisions do not apply, notifying the student in writing of | When the student is assessed as not being able to meet attendance requirements as per Standard 11. | NC D St 11.3 St 11.6 St 11.9 |</p>
<table>
<thead>
<tr>
<th>College Secretary</th>
<th>Notifying DEEWR via PRISMS that the student is not achieving satisfactory attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See also FAQ 12 “How does a School report a student for unsatisfactory course attendance?” for Standard 11 in ISCA Transition Handbook: <a href="http://www.isca.edu.au">www.isca.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>As soon as practicable at the point when d) the student has chosen not to access the School’s complaints and appeals process within the 20 day working period, or e) withdraws from the process, or f) the process is completed and results in a decision favouring the School</td>
</tr>
</tbody>
</table>

**NB** In the case of reporting a student under Standards 10 an 11, it is DIAC expectation that the School

a) understands that the Section 20 Notice is a legal document and should not be accompanied by other documentation

b) will ensure the Section 20 Notice is delivered to the student at the correct address, and the student clearly understands that he/she must report to a DIAC Office within 28 days

c) evidence of delivery and receipt of the Section 20 Notice is filed

d) continues to monitor accommodation and welfare arrangements as per Standard 5 if applicable

The following staff member / department is responsible for reviewing and updating the School Course progress and attendance policy and procedures:

**Anthony Stevens**  
Assistant Principal Administration

This policy and these procedures should be checked and updated whenever there is a change in regulations about NC Standards 9 and 10 or 11 or in DIAC regulations, or when existing policies need to be adapted or strengthened.
Our Lady’s College Course progress and attendance policy

1) Course Progress
   
   a) The school will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.
   
   b) The course progress of all students will be assessed at the end of each semester of enrolment.
   
   c) Students who have begun part way through a semester will be assessed after one full period of attendance.
   
   d) To demonstrate satisfactory course progress, students will need to achieve competency in at least 75% of units in any study period.
   
   e) If a student does not achieve competency in at least 60% of units studied in an assessment period, the Assistant Principal Administration meet with the student to develop an intervention strategy for academic improvement. This may include;
      i) additional supervised study periods
      ii) tutorial assistance
      iii) other intervention strategies as deemed necessary
   
   f) A copy of the student’s individual strategy and progress reports in achieving improvement will be forwarded to parents.
   
   g) The student’s individual strategy for academic improvement will be monitored over the following semester by Assistant Principal Administration and records of student response to the strategy will be kept.
   
   h) If the student does not improve sufficiently academically and achieve satisfactory course progress by the end of the next assessment period, Our Lady’s College will advise the student in writing of its intention to report the student for breach of visa condition 8202, and that she has 20 working days in which to access the school’s internal complaints and appeals process.
   
   i) The school will notify DEEWR via PRISMS of the student not achieving satisfactory course progress as soon as practicable where
      i) the student does not access the complaints and appeals process within 20 days,
ii) withdraws from the complaints and appeals process, or
iii) the complaints and appeals process results in favour of the school

2) Completion within expected duration of study (course progression)

a) As noted in 1.a., the school will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.

b) Part of the assessment of course progress at the end of each semester will include an assessment of whether the student’s progress is such that they are expected to complete their course within the expected duration of the course.

c) The school will only extend the duration of the student’s study where the student will not complete their course within the expected duration due to:
   i) compassionate or compelling circumstances
   ii) student participation in an intervention strategy as outlined in 1.e.
   iii) an approved deferment or suspension of study has been granted in accordance with Our Lady’s College’s Deferment, Suspension and Cancellation Policy.

d) Where the school decides to extend the duration of the student’s study, the school will report via PRISMS and/or issue a new COE if required.

3) Course attendance

a) Satisfactory course attendance is attendance of 80% of scheduled course contact hours.

b) Student attendance is:
   i) checked and recorded daily
   ii) assessed regularly
   iii) recorded and calculated over each semester.

c) Late arrival at school will be recorded and will be included in attendance calculations.

d) All absences from school should be accompanied by a medical certificate, an explanatory communication from the student’s carer or evidence that leave has been approved by the Principal.

e) Any absences longer than 5 consecutive days without approval will be investigated.

f) Student attendance will be monitored by Student Services Secretary every week over a semester to assess student attendance using the following method.
   i) Calculating the number of hours the student would have to be absent to fall below the attendance threshold for a semester e.g. number of study days x contact hours x 20%.[For example, an eight week semester with 5 contact hours a day would equal 200 contact hours. 20% of this is 40 hours.]
   ii) Any period of exclusion from class will not be included in student attendance calculations. [See Standard 13 – Deferring, suspending and cancelling enrolment for an explanation of this item]
g) Students at risk of breaching Our Lady’s College’s attendance requirements will be counselled and offered any necessary support when they have unexplained or unauthorised absences during any assessment period.

h) If the calculation at 3.f. indicates that the student has passed the attendance threshold for the study period, Our Lady’s College will advise the student of its intention to report the student for breach of visa condition 8202, and that he/she has 20 working days in which to access the school’s internal complaints and appeals process except in the circumstances outlined in 3.j.

i) The school will notify DEEWR via PRISMS of the student not achieving satisfactory course attendance as soon as practicable where:
   i) the student does not access the complaints and appeals process within 20 days
   ii) withdraws from the complaints and appeals process
   iii) the complaints and appeals process results in a decision for the school.

j) Students will not be reported for failing to meet the 80% threshold where:
   i) the student produces documentary evidence clearly demonstrating compassionate or compelling circumstances e.g., medical illness supported by a medical certificate, and
   ii) has not fallen below 70% attendance.

k) The method for calculating 70% attendance is the same as that outlined in 3.f. with the following change; number of study days x contact hours x 30%.

l) If a student is assessed as having nearly reached the threshold for 70% attendance, the Deputy Principal will assess whether a suspension of studies is in the interests of the student as per Our Lady’s College’s Deferment, Suspension and Cancellation Policy.

m) If the student does not obtain a suspension of studies under the Our Lady’s College’s Deferment, Suspension and Cancellation Policy, and falls below the 70% threshold for attendance, the process for reporting the student for unsatisfactory attendance (breach of visa condition 8202) will occur as outlined in 3.h. – 3.i

4) Definitions

a) Compassionate or compelling circumstances - circumstances beyond the control of the student that are having an impact on the student’s progress through a course. These could include:
   i) serious illness, where a medical certificate states that the student was unable to attend classes
   ii) bereavement of close family members such as parents or grandparents
   iii) major political upheaval or natural disaster in the home country requiring their emergency travel that has impacted on their studies
   iv) a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists’ reports)
   v) where the school was unable to offer a pre-requisite unit
vi) inability to begin studying on the course commencement date due to delay in receiving a student visa

For other circumstances to be considered as compassionate or compelling, evidence would need to be provided to show that these were having an impact on the student’s progress through a course.

b) *Expected duration* – the length of time it takes to complete the course studying full-time. This is the same as the registered course duration on CRICOS.

c) *School day* – any day for which the school has scheduled course contact hours
17. **Other intervention processes for overseas students**

In addition to the intervention processes identified in Sections 16, Our Lady’s College identifies and supports students at risk in these ways:

- Pastoral Care System
- Academic / Careers Counselling Program
- Buddy system
- Availability of Counsellor and ESL Teacher

Other....

All staff members involved in these processes are responsible for reporting to the appropriate staff member or the designated overseas student contact officer any overseas students identified as being at risk in the school *pastoral care/ academic counselling* program.

**THIS SECTION LAST UPDATED**  
BY John Clarke  
ON 6/10/10
## 18. Overseas student orientation program

It is a requirement under the National Code 2007 that Our Lady’s College must assist full fee paying overseas students to adjust to study and life in Australia through an age and culturally appropriate orientation program that includes information about:

- Student support services available to assist on the transition to life and study in a new environment
- Legal services
- Emergency and health services
- School facilities and resources
- Complaints and appeals processes
- School Course progress and Attendance policies (to meet relevant visa conditions)

Additionally, Our Lady’s College provides the following as required under Standard 6 of the National Code 2007:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to access services designed to assist students to meet course progress and attendance requirements</td>
<td>NC D St 6.2</td>
</tr>
<tr>
<td>Opportunity to access welfare related support services to assist with issues arising from meeting course progress and attendance requirements, accommodation or other issues arising during their study</td>
<td>NC D St 6.3</td>
</tr>
</tbody>
</table>

The following staff member / department is responsible for ensuring overseas students undertake the **School Orientation Program** as per Standard 6 .1.a-f.

<table>
<thead>
<tr>
<th>Staff Member / Department</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shelley Hamilton</strong></td>
<td><strong>Deputy Principal</strong></td>
</tr>
</tbody>
</table>

The following staff member / department is responsible for assisting students to meet **course progress** requirements, and to co-ordinate intervention strategies as necessary

<table>
<thead>
<tr>
<th>Staff Member / Department</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anthony Stevens</strong></td>
<td><strong>Assistant Principal Administration</strong></td>
</tr>
</tbody>
</table>

The following staff member / department is responsible for assisting students to meet **attendance** requirements, and to co-ordinate intervention strategies as necessary

<table>
<thead>
<tr>
<th>Staff Member / Department</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shelley Hamilton</strong></td>
<td><strong>Deputy Principal</strong></td>
</tr>
</tbody>
</table>

Documents / materials / activities used for the School’s Student Orientation Program are:

- Student Orientation Checklist
Student Handbook / arrival package

- Tour of school facilities
- Meeting key staff members
- Follow up meetings in first few weeks

Student Orientation Program materials are located

- On website
- In Student Handbook

The following staff member / department is responsible for reviewing and updating the School Overseas Student Orientation Program:

Shelley Hamilton  
Deputy Principal

This policy should be checked and updated whenever there is a change in regulations about NC Standard 6, or when existing policies need to be adapted or strengthened.

**THIS SECTION LAST UPDATED**  
1/10/10

**THE OVERSEAS STUDENTS ORIENTATION PROGRAM WAS LAST UPDATED**

BY .................  
ON  --/-

---

**Our Lady’s College: Overseas student orientation checklist**

Student Name:

Grade:

Arrival Date:

---

**Week 1 checklist**

Orientation and School Tour Week 1, Day 1

*Student has been introduced to:*

- Pastoral Care Teacher
□ Assistant Principal Administration
□ Homestay Coordinator
□ Student Counsellor
□ ESL Teacher
□ Student Buddy for Week 1 [insert name and Year Level of Student]

Staff member: ______________________

Date: ______________________

_Student has / understands:_

□ Mobile phone or how to use pay phone
□ Emergency contact number of staff member
□ Accommodation contact number
□ Emergency number for fire, police etc is 000 in Australia or 112 from a mobile ‘phone
□ How to travel to and from school
□ All school uniform requirements
□ How to seek assistance on and off campus
□ Bank account (if appropriate)

Staff member: ______________________

Date: ______________________

_Student has received information about:_

□ OSHC
□ Complaints and Appeals Processes
□ Available student support services
□ Legal services available to students
□ Student visa conditions relating to course progress and attendance
☐ Grounds for suspension or cancellation of enrolment
☐ School Calendar
☐ School Rules and Code of Conduct
☐ Subject selection, textbooks, etc
☐ Assessment policies and requirements
☐ Extra-curricular activities, clubs, etc

Staff member: __________________________
Date: __________________________

____________________________________

**Other Information/Activities:**

☐ Information about Cultural Awareness/Culture Shock/Adjusting to life in a new environment
☐ Orientation to local area – shops, recreational areas, etc

Staff Member: __________________________
Date: __________________________

**Student interviews to check adjustment:**

☐ End of Week 2

Staff Member: __________________________
Date: __________________________

☐ End of Week 4

Staff Member: __________________________
Date: __________________________

☐ End of Week 6
End of Week 8

End of Week 12
It is a requirement under the National Code 2007 that Our Lady’s College ensures that staff members who interact directly with full fee paying overseas students are aware of the School’s obligations under the ESOS framework and the potential implications for students arising from the exercise of the obligations.

Relevant information about the School’s obligations under the ESOS framework is provided to appropriate staff members in the following ways:

<table>
<thead>
<tr>
<th>TO</th>
<th>BY</th>
<th>HOW</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management Staff</td>
<td>Deputy Principal</td>
<td>Meeting</td>
<td>Beginning of each term</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>College Secretary</td>
<td>Meeting</td>
<td>Beginning of each term</td>
</tr>
<tr>
<td>Mainstream Teaching Staff</td>
<td>Deputy Principal</td>
<td>Meeting</td>
<td>Beginning of year and in induction meetings</td>
</tr>
<tr>
<td>ESL Support Staff</td>
<td>Deputy Principal</td>
<td>Meeting</td>
<td>Beginning of each term</td>
</tr>
<tr>
<td>Counselling and Student Support Staff</td>
<td>Deputy Principal</td>
<td>Meeting</td>
<td>Beginning of each term</td>
</tr>
<tr>
<td>Marketing Staff</td>
<td>Business Manager</td>
<td>Memo</td>
<td>Beginning of year</td>
</tr>
<tr>
<td>Accommodation Support Staff</td>
<td>Deputy Principal</td>
<td>Meeting</td>
<td>Beginning of each term</td>
</tr>
<tr>
<td>Staff responsible for monitoring compliance with visa conditions under ND D Standards 9, 10 and 11.</td>
<td>Deputy Principal</td>
<td>Meeting</td>
<td>Beginning of each term</td>
</tr>
</tbody>
</table>

The following staff member / department is responsible for informing new staff members who take up duties outside of staff information sessions of relevant obligations under the ESOS framework

Shelley Hamilton  
Deputy Principal

Materials / Resources for Staff Induction / Orientation to ESOS include:

- Websites listed in Appendices 8 and 9 (for Compliance and Resources)
- This Staff Handbook
The following staff member / department is responsible for reviewing and updating the School Staff Orientation/Induction to ESOS:

<table>
<thead>
<tr>
<th>Shelley Hamilton</th>
<th>Deputy Principal</th>
</tr>
</thead>
</table>

This policy should be checked and updated whenever there is a change in regulations about NC Standard 6, or when existing policies need to be adapted or strengthened.

**THIS SECTION LAST UPDATED**  
**BY John Clarke**  
**ON** 1/10/10

**THE STAFF INDUCTION/ ORIENTATION PROCESS WAS LAST UPDATED**  
**BY ....................**  
**ON **--/--**
## 20. Staff capabilities, educational resources and premises

Our Lady’s College is an accredited non-state school in Queensland and as such is subject to an appropriate quality assurance framework applying to registered courses, as is required under Standard 14 of Part D the National Code 2007.

The following staff member / department is responsible for staff recruitment, including recruitment of staff working with overseas students, and is aware of obligations under Standards 6 and 14 of Part D of the National Code 2007:

**Paula Goodwin**  
*Principal*

The following staff member / department is responsible for management of facilities, including facilities used by overseas students, and is aware of obligations under Standard 14 of the National Code 2007:

**Vince McDonald**  
*Business Manager*

The following staff member / department is responsible for management of resources, including resources used by overseas students, and is aware of obligations under Standard 14 of the National Code 2007:

**Vince McDonald**  
*Business Manager*

It is a requirement under the National Code 2007 that the School have sufficient student support personnel to meet the needs of overseas students enrolled at the School.

Our Lady’s College ensures staffing, facilities and resources meet the needs of overseas students enrolled at the School in the following ways:

- ESL Support – teachers and assistants
- Overseas Student Coordinator
- Homestay Coordinator
- Staff: Student ratios as prescribed by BCE
- College has Annual Action Plans for Annual Goals
- College has School Renewal and Strategic 5 Year Plan

The following staff member / department is responsible for reviewing and updating the School policy and procedures to ensure appropriate staffing, premises and resources for support of and course delivery to FFPOS:

**Paula Goodwin**  
*Principal*
This policy should be checked and updated whenever there is a change in regulations about NC Standard 14, or when existing policies need to be adapted or strengthened.

<table>
<thead>
<tr>
<th>THIS SECTION LAST UPDATED</th>
<th>BY Linda Brandenburg</th>
<th>ON 14/5/12</th>
</tr>
</thead>
</table>

| THE POLICY ON STAFFING, AND EDUCATIONAL RESOURCES AND PREMISES WAS LAST UPDATED | BY .................. | ON --/--/-- |
21. Appendices

1. Marketing / Pre Enrolment Materials 92
2. Written Agreement 93
3. Written Education Agency Agreement and other documents related to management of education agents 102
4. Student Handbook 103
5. Further Information attached: School Accommodation Options 265
6. Copies of Administrative Documents – Letters and Pro formas (excluding documents for management of education agents) 266
7. Checklist / Records of Other Documents and School Policies 278
8. Websites (Compliance) 366
9. Websites (Resources) 366
10. Acronyms 369
APPENDIX

1. Marketing / Pre-enrolment materials

List items/locations of marketing materials and attach current copies

- ........
- ........
- ........
- ........
- ........
- ........
2. Written agreement (Appendix 2)

Our Lady’s College Written Agreement with Students

1. Student details

Student name: _____________________________________________

Address: ________________________________________________

________________________________________________________________________

________________________________________________________________________

Phone no: _________________________________________________

Fax no: ___________________________________________________

Email address: ____________________________________________

2. Parent(s)/legal guardian details:

Parent/Legal guardian name: _____________________________________

Address: ___________________________________________________

________________________________________________________________________

________________________________________________________________________

Phone no: _________________________________________________

Fax no: ___________________________________________________

Email address:
3. Course enrolment

a. Course Type and Entry level

   Junior Secondary (7 – 10) Specify entry year

   Senior Secondary (11 – 12) Specify entry year

b. Course Start and End Date

   Course start date: ________________

   Course end date: ________________

4. Conditions on enrolment/preliminary requirements

   a. Depending on the student’s English language ability, the student may be required to successfully complete an ELICOS course. [Schools would normally ask for evidence of the student’s English language ability e.g. English language test scores during the application process.]

   b. As a condition of enrolment, the student agrees to abide by all school policies for the duration of their enrolment and to disclose any medical or health conditions that may affect studies or student welfare. Policies include:
c. As a condition of enrolment, the student authorises Our Lady’s College to check visa entitlements electronically via VEVO on the Department of Immigration and Citizenship website: http://www.immi.gov.au/e_visa/vevo.htm.

5. Course fees and other charges (course monies)]

a. Tuition Fees: A$16,093 (Yrs 8-10), A$16,680 (Yr 11), A$16,713 per semester

b. Overseas Student Health Cover (OSHC): A$X per semester

c. Home stay fees (where applicable): A$X per semester

d. College Activities – A separate levy is charged for the cost of College Activities – A separate levy is charged for the cost of years 8 to 11 Camps, Year 11 Social, Year 12 Formal and Year 12 Retreat, Week of Excellence and final week activities. This levy is payable when the activity is undertaken.

e. Administration Fees: $694

6. Payment of Course Fees and Refunds
k. Fees are payable 12 months in advance.

l. All fees must be paid in Australian dollars.

m. If the student changes visa status (e.g. becomes a temporary or permanent resident) she will continue to pay full overseas student’s fees for the duration of that calendar year.

n. Refunds will be reimbursed in Australian dollars and the payment sent to the applicant’s home country unless otherwise requested in writing.

o. Refunds will be paid to the student or the person specified in the written agreement.

7. Refund of course monies*

a. Our Lady’s College’s refund policy applies to all course monies paid to the school.

b. All notification of withdrawal from a course, or applications for refunds, must be made in writing and submitted to the College Business Manager.

c. The school will refund within 28 days all course monies paid where the student’s application for enrolment is refused by the school or the student produces evidence that the application made by the student for a student visa has been rejected by the Australian immigration authorities.

d. Refunds for student default apply to tuition fees only. Course monies (excluding tuition fees) will be refunded on a pro rata basis proportional to the amount of time the student was
studying in the course, except where a non-refundable payment of behalf of the student has been made.

e. If the student does not provide written notice of withdrawal and does not start the course on the agreed starting date, only one term’s (or ten weeks) tuition fees will be refunded from the annual tuition fee.

f. The school will refund within 28 days of the receipt of written notification of withdrawal by the student (or parent(s)/legal guardian if the student is under 18) tuition fees paid by or on behalf of the student less the amounts to be retained as agreed and detailed below.

v. If written notice is received up to 4 weeks prior to commencement of the course, the school will be entitled to retain an administration fee of $350.

vi. If written notice is received less than 4 weeks prior to commencement of the course 70% of the tuition fee will be refunded.

vii. If written notice is received within six months of the commencement date of the student’s course, only one term’s (or ten weeks) tuition fees will be refunded from the annual tuition fee.

viii. If written notice is received more than six months after the commencement date of the student’s course no refund of tuition fees will be made.

g. No refund of tuition fees will be made where a student’s enrolment is cancelled for any of the following reasons;

vi. Failure to maintain satisfactory course progress (visa condition 8202)

vii. Failure to maintain satisfactory attendance (visa condition 8202)

viii. Failure to maintain approved welfare and accommodation arrangements (visa condition 8532) [if applicable]

ix. Failure to pay course fees

x. Any behaviour identified as resulting in enrolment cancellation in Our Lady’s College’s Behaviour Policy. See website for details.
h. In the unlikely event that Our Lady’s College is unable to deliver your course in full, you will be offered a full refund of all course money you have paid to date. The refund will be paid to you within 2 weeks of the day on which the course ceased being provided.

i. This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia’s consumer protection laws.

For Our Lady’s College’s full refund policy, see website.

*This is a simplified version of the full sample refund policy for the purposes of the written agreement with students.

8. Welfare and accommodation requirements for students under the age of 18 [recommended inclusion]

Students under the age of 18 are required to maintain adequate welfare and accommodation requirements as a condition of their student visa.

Where a student under the age of 18 is not in the care of a parent or suitable relative, as defined by the Department of Immigration and Citizenship, their accommodation arrangements must be approved by the school.

Will the student in the care of a parent or suitable relative?

☐ ☐
If no, type of accommodation school has approved for the student:

- [ ] Homestay
- [ ] Supervised Accommodation Service
- [ ] Other

Details of approved welfare and accommodation arrangements:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Dates for approval of welfare and accommodation arrangements:

From: ____________  To: ____________

[For more information, see Standard 5 – Younger students]

9. Change of Address
The student is obliged to notify the school of any change of address while enrolled at the school. This is to ensure that any notifications sent to the student advising of visa breaches are sent to the student’s current address.

Where Our Lady’s College has approved the student’s welfare and accommodation arrangements, the student requires both the school’s and the parent’s approval for any changes to welfare and accommodation arrangements.

10. Privacy

Information is collected on this form and during your enrolment in order to meet our obligations under the ESOS Act and the National Code 2007; to ensure student compliance with the conditions of their visas and their obligations under Australian immigration laws generally. The authority to collect this information is contained in the Education Services for Overseas Students Act 2000, the Education Services for Overseas Students Regulations 2001 and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007. Information collected about you on this form and during your enrolment can be provided, in certain circumstances, to the Australian Government and designated authorities and, if relevant, the Tuition Assurance Scheme and the ESOS Assurance Fund Manager. In other instances information collected on this form or during your enrolment can be disclosed without your consent where authorised or required by law.

For more information on privacy, please refer to Our Lady’s College’s Privacy Policy on website.
11. Declaration

All students and parent(s)/legal guardian (if student is under 18 years of age) must read and sign this written agreement.

- I confirm I have received and understood information from the school regarding the following:
  - the course(s) in which I am to be enrolled
  - conditions on enrolment in the course(s)
  - all course and course-related fees
  - Our Lady's College's Refund Policy
  - the sharing of personal information
  - change of address obligations
  - grounds on which my enrolment may be deferred, suspended or cancelled
- I hereby declare that the information supplied by me is true and correct
- I agree to pay all fees owing and by the due date
- I have read, understood and agree to be bound by the above conditions of enrolment

Signed (student)  
[ ]  
[ ]  
Signed (parent(s)/legal guardian)  
[ ]  
[ ]
3. Written education agency agreement and other documents related to management of education agents (Appendix 3)

☐ No education agents are engaged by Our Lady’s College
4. Student handbook (Appendix 4)
Contents

Section 1: Welcome
Section 2: Pre Arrival
Section 3: Settling-in
Section 4: Studying at Our Lady’s College
Section 5: Social and Cultural
Appendices
How to use this Handbook

The information contained within this handbook has been colour-coded for your convenience in order of priority. Each page is colour-tagged according to its urgency or importance.

Example: Immediate Priority -

<table>
<thead>
<tr>
<th>Colour Code</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>“I need to know IMMEDIATELY!”</td>
</tr>
<tr>
<td>Orange</td>
<td>“I need to know by the first week!”</td>
</tr>
<tr>
<td>Yellow</td>
<td>“I need to know BEFORE classes begin!”</td>
</tr>
<tr>
<td>Green</td>
<td>“I need to know by the end of WEEK 4!”</td>
</tr>
<tr>
<td>Blue</td>
<td>“I need to know by the end of WEEK 6!”</td>
</tr>
<tr>
<td>Violet</td>
<td>“I need to go back and remind myself of this as I go through my study!”</td>
</tr>
</tbody>
</table>
SECTION 1

Welcome
Section 1: Welcome

Welcome
Mrs Paula Goodwin | Principal

Important Information & Emergency Contacts
Education Provider Main Contact Details
International Student Coordinator/Advisor
International Student 24 Hour Emergency Contact
Homestay Coordinator
Important Telephone Numbers
   Emergency Police, Fire, Ambulance
   DIAC
Medical Centres
Transport
Public Facilities
   Location of Automatic Teller Machines
   Location of Public Telephones
   Post Office

Application Step by Step Process Model

Things To Do
   Before Leaving Home
   Upon Arrival in Australia
Principal’s Welcome

It is my great pleasure to welcome you to Our Lady’s College. Since 1964, our College has opened its doors to girls from all backgrounds, celebrating the joy that comes from diversity. Our student community is ethnically diverse, with each culture contributing significantly to the overall mix.

Founded by the Sisters of St. Joseph, we take as our motto and challenge, “Ad Altiora” (Ever Higher). We follow the example of St Mary of the Cross MacKillop and hope to imbue in our girls the spirit of justice, compassion, integrity and service.

What we ask of all our students is an openness to the Spirit and a willingness to respect and support the Catholic ethos.

I trust that you will enjoy your association with our wonderful College community.

Paula Goodwin
Principal
**Important Information and Emergency Contacts:**

**Education Provider Main Contact Details:**
Our Lady’s College  
15 Chester Rd, Annerley, 4103  
Ph +61 7 3848 7462  
Fax +61 7 3848 8059  
www.ourladysofcollege.qld.edu.au

**International Student Coordinator/Advisor**  
[Insert name & contact details]

**International Student 24 Hour Emergency Contact**  
[Insert name & contact details]

**Homestay Coordinator**  
[Insert name & contact details]

**Emergency Telephone Numbers:**

Police, Fire, Ambulance – **000**

Department of Immigration and Citizenship (DIAC)  
Street address  
Ground Floor  
299 Adelaide Street  
Brisbane QLD 4000  
Counter hours  
9 am to 4 pm Monday to Friday  
**131 881**

**Medical Centres:**

Annerley Medical Centre, Ipswich Rd Annerley  
Ipswich Rd Medical Centre, Ipswich Rd Annerley  
Buranda Medical Centre, Ipswich Rd Buranda

**Transport:**

There are many forms of public transport in Brisbane including buses, trains and ferries. Our Lady’s College is easily accessible by buses and is a 15 minute walk from Fairfield Train Station.

For further information concerning timetables and routes, please ring:

Brisbane City Council :  **13 12 30**  
Park Ridge Transit:  **(07) 3802 1233**  
Brisbane Rail: **(07) 3235 5555**

You may find the Brisbane City Council website helpful in determining the best way to travel to and from college. Please visit:  
www.transinfo.qld.gov.au

**Public facilities:**

**Location of Automatic Teller Machines (ATMs)**

Westpac ATM – 200m Ipswich Rd  
CBA ATM – 500m Yeronga TAFE

**Location of Public Telephones**

Our Lady’s College Student Desk

**Post Office**

**Australia Post - Greenslopes**

700 Logan Road Shop 7 Greenslopes Mall, Greenslopes QLD 4120 13 76 78
**Application Step-by-Step Process Model:**

**STEP 1:** Student enquiry and application  
Via email, phone or fax

**STEP 2:** International admissions issues  
‘offer of place’

**STEP 3:** Student acceptance  
return signed forms and fees

**STEP 4:** International admissions issues electronic  
Confirmation of Enrolment (eCoE) and schedule health insurance (OSHC)

**STEP 5:** Student finalises visa conditions  
with Department of Immigration and Citizenship (DIAC)

**STEP 6:** Student makes travel and/or accommodation arrangements

**STEP 7:** Student arrives in Australia  
greeted at airport by representative from ACU

**STEP 8:** International student orientation  
registration and ID Cards

**STEP 9:** Student registers for OSHC card and  
sets up bank account, mobile phone, etc.

**STEP 10:** School orientation

**STEP 11:** Classes begin!

**Things to Do:**

**Before Leaving Home:**

✅
• Apply for passport .................................................................
• Arrange student visa ...........................................................
• Make contact with institution ..............................................
• Arrange for immunisations and medications from my doctor ..........
• Apply for a credit card and/or arrange sufficient funds ..................
• Confirm overseas access to your funds with your bank ......................
• Make travel arrangements ...................................................
• Arrange travel insurance .....................................................
• Advise institution of travel details ........................................
• Arrange accommodation through ACU ..................................
• Pack bags being sure to include the following:
  o Name and contact details of an institution representative ..............
  o Enough currency for taxis, buses, phone calls etc. in the event of an emergency ..... 
  o Important documents:
    ▪ THIS HANDBOOK! ..........................................................
    ▪ Passport .................................................................
    ▪ Letter of offer ............................................................
    ▪ eCoE ........................................................................
    ▪ Certified copies of qualifications & certificates .............................
    ▪ Travel insurance policy ...................................................
    ▪ ID cards, drivers licence, birth certificate (or copy)........................

NOTE: Make sure you leave any originals or copies of these documents safely with family in your home country in case of loss.
Upon Arrival in Australia:

- Call home
- Settle into accommodation
- Contact institution
- Purchase household items and food
- Attend international student orientation
- Get student ID card
- Advise health insurance company of address & get card
- Open a bank account
- Attend orientation sessions
- Get textbooks
- Start classes
- Apply for tax file number if seeking work
- Get involved in student life and associations (eg music, sporting and cultural clubs).
SECTION 2

Pre-Arrival
Section 2: Pre-Arrival

Application Step by Step Process Model

Introduction to Australia
- Introducing Brisbane
- Introducing Our Lady’s College

Arranging Visas
- DIAC
- DFAT
- Migration Agents
- Education Agents
- Visa Conditions

Arranging Travel
- Documents
- What to Bring
  - Seasonal Considerations
  - Clothing
  - Other Items You Might Need to Include
  - Bringing Your Computer
  - Mobile Phones & Laptops

On your Flight
- Entry into Australia
  - Australian Immigration
  - Baggage Claim
  - Detector Dogs
  - Australian Customs & Quarantine
  - Arrivals Hall

Getting from the Airport

Keeping in Contact

Accessing Money
- How Much to Bring
- Currency Exchange
- Electronic Transfer
- ATMs
- Credit Cards

Arranging Accommodation

Temporary Accommodation
- Hotels, Motels & Backpackers
- Staying with Friends or Family

Bringing My Family
- Issues to Consider

Child Care

Schools
- State Schools
- Independent Schools
Introduction to Australia

The Country

Australia is a natural wonderland of beautiful beaches, crystal blue waters, amazing ancient rock formations and pristine rainforests. Australia is the sixth largest country in the world and has the lowest population density per square kilometre.

Australia has 16 world heritage listed properties with its historic townships, bustling cities, vivid landscapes and exotic flora and fauna all adding to its unique appeal.

Much of Australia's exotic flora and fauna cannot be found anywhere else in the world and the lifestyle is one second to none.

Culture and Customs

The culture and customs consists of a rich tapestry of nationalities including traditions, legends, myths and folklore. The indigenous 'Dreaming' forms the base of tens of thousands of years of spiritual aboriginal art and culture.

Language

In Australia, English is the official language but over 200 different languages and dialects are spoken, including 45 Indigenous languages. The most commonly spoken languages (other than English) are Italian, Greek, Cantonese, Arabic, Vietnamese and Mandarin.
Introducing Brisbane

Brisbane is the capital of the state of Queensland. It has a population of about 2 million people, making it the third-largest city in Australia.

It's a positive attitude and creative confidence that makes Brisbane a genuine new-world city. Also, even though Brisbane is rapidly developing and forward-thinking, it maintains a youthful enthusiasm and has what is arguably the most vibrant, laid-back warm atmosphere of any east-coast capital city.

Gaining international exposure during the 1982 Commonwealth Games, the 1988 World Expo and the 2001 Goodwill Games, Brisbane's year-round warm climate, spectacular scenery and pleasant locals has been the draw-card for many domestic and international visitors, making Brisbane the fastest-growing city in Australia.

Introducing Our Lady’s College

Our Lady’s College is a Catholic Secondary College for girls administered by Brisbane Catholic Education. Founded by the Sisters of St. Joseph in 1964, we take as our motto and challenge, “Ad Altiora” (Ever Higher). We follow the example of Saint Mary of the Cross MacKillop and hope to imbue in our girls the spirit of justice, compassion, integrity and service. As our Mission Statement indicates, our College has a friendly and caring environment that values tradition, excellence and community. Our aim is to create independent, self-directed and reflective young women who can contribute positively to our ever changing world.

A special feature of our College is that our smaller size enables students and staff to get to know each other as individuals and to respond therefore to individual needs. In structured lessons each week, emphasis is given to a diverse and broad based education in the middle years, leading to a variety of senior school study options and pathways. The current teachings of the Catholic Church, particularly as they relate to young people of today, together with the study of scripture, ethics, morality and ritual are covered in Religious Education classes. A Pastoral Care Program provides our girls with opportunities for personal, interpersonal and social development while the extensive co-curricular program enables girls to actively participate in cultural and sporting activities.

Our Lady’s has a team of highly professional, experienced and dedicated staff. This is extremely important in ensuring that students attain the best possible academic results and are able to achieve their potential in whatever subjects or areas of study are chosen.
Arranging Visas:

Most international students wanting to study in Australia require a **student visa**. Some other visa holders are also eligible to study as international students in Australia. Many students apply for a visa themselves on-line or via the Australian Diplomatic Mission in their country. The visa application process can be complicated and for students from some countries it may better to submit an application with the assistance of an accredited agent due their familiarity and experience in the field. You should check with the education provider in Australia for their accredited agents in your country.

In order to apply for a visa you will need a **valid passport**, an **electronic Confirmation of Enrolment (eCoE)** and any **other documentation** required by the Australian diplomatic post with which you lodge your application. For example, if you are under 18 you must have a completed **CAAW form** to ensure your accommodation and welfare is approved by your education provider.

You must ensure to **allow enough time** for processing between lodging your application and the start of your academic program, as it can be a lengthy process depending on your country of origin.

**Department of Immigration and Citizenship (DIAC)**

The Australian Government’s Department of Immigration and Citizenship provides comprehensive information about student visa requirements and the application process, as well as application document checklists to assist you with your application. Visit [www.immi.gov.au/students/index.htm](http://www.immi.gov.au/students/index.htm) for the latest information.

**Department of Foreign Affairs and Trade (DFAT)**

As well as links from the DIAC website the Department of Foreign Affairs and Trade website [www.dfat.gov.au/embassies](http://www.dfat.gov.au/embassies) has a comprehensive list of Australian embassies, high commissions, consulates and representative offices around the world.

**Migration Agents**

A migration agent can assist you in submitting your visa application and communicate with DIAC on your behalf, but please note that **you do not need to use a migration agent** to lodge any kind of visa application.

**Education Agents**

Our Lady’s College does not deal with Education Agents. **Please Note: Although able to assist in completing education and visa applications, Education Agents are NOT licensed to provide migration advice.**

**Visa Conditions:**

If you are granted a visa, you must abide by its conditions. Failure to comply with these conditions could result in the cancellation of your visa. These conditions include (but are not limited to):

- Complete the course within the duration specific in the CoE
• Maintain satisfactory academic progress
• Maintain approved Overseas Student Health Cover (OSHC) while in Australia
• Remain with the principal education provider for 6 calendar months, unless issued a letter of release from the provider to attend another institution
• Notify your training provider of your Australian address and any subsequent changes of address within 7 days.

For a full list of mandatory and discretionary student visa conditions please visit www.immi.gov.au/students/visa-conditions-students
**Arranging Travel:**

You will need to make your own travel arrangements to Australia. Please try to arrive at least 1-2 weeks before the start of International Student Orientation to allow enough time for settling-in, adjusting to the climate and overcoming jet-lag.


You will be met at Brisbane International Airport by a representative from the Australian Catholic University.

**Documents**

You should prepare a folder of official documents to bring with you to Australia, including:

- Valid passport with Student Visa
- Offer of a place / admission letter from Our Lady’s College
- Confirmation of Enrolment (eCoE) issued by Our Lady’s College
- Receipts of payments (e.g. tuition fees, OSHC, bank statements etc.)
- Insurance policies
- Original or certified copies of your academic transcripts and qualifications
- Other personal identification documents, e.g. birth certificate, ID card, driver’s licence
- Medical records and/or prescriptions
- CAAW if you are under 18 years of age.

If you are travelling with your family you will need to include their documents as well. **Keep all documents in your carry-on luggage.** In case you lose the originals, make copies that can be left behind with family and sent to you.
What to Bring

Students are often surprised by how strict Australian Customs Services and quarantine can be. If you're in doubt about whether your goods are prohibited or not, **declare it anyway** on the Incoming Passenger Card which you will receive on the plane. Students have received on the spot fines for not declaring items. Visit the Australian Quarantine and Inspection Service (AQIS) homepage [www.aqis.gov.au](http://www.aqis.gov.au):

- Read “What can’t I take into Australia?”
- And also let your family and friends know “What can’t be mailed to Australia?”

Baggage allowances flying into Australia will vary according to your carrier, flight class and country of origin. Please check with your carrier prior to departure. Economy passengers are generally permitted 1 x checked luggage (35kg) and 1 x carry-on (7kg) for international flights, but only 20kg of checked luggage on domestic flights within Australia. This will significantly limit the amount of things you can bring, especially if you will fly within Australia to get to your final destination. Therefore, it is essential to think the packing process through very carefully. You will be able to purchase most things upon arrival in Australia but the price may be higher than in your own country.

Seasonal Considerations

Summer in Australia is from December to February, autumn from March to May, winter from June to August, and spring from September to November. For most of the country the hottest months are January and February.

If you arrive in June or July, the coldest months of the year, you may need to bring or buy winter clothing and blankets. You may also need to purchase a heating appliance once you arrive.

Clothing

You will be required to wear a school uniform to classes and other school activities. You will be able to purchase uniform items from the College.

**Other Items You Might Need to Include (most can also be purchased in Australia)**

- ✓ alarm clock
- ✓ bath towels, bed sheets, pillow cases
- ✓ dictionary (bilingual)
- ✓ small sewing kit
- ✓ music CDs or iPod
- ✓ sporting equipment
- ✓ toiletries
- ✓ umbrella
- ✓ scientific or graphics calculator
- ✓ camera
- ✓ spare spectacles or contact lenses
- ✓ your optical prescription
- ✓ photos of friends and family
- ✓ swimming costume
- ✓ small gifts from home

The standard voltage for electrical items in Australia is 240V. Electric plugs have three flat pins one of which is an earth pin. You may need to buy an adaptor or have the plugs changed when you arrive.

Note: In the picture, the red dot indicates that the switch is on and power is flowing through that socket.

**Bringing Your Computer**

Bringing a PC or laptop into Australia may be a little more complicated.
Items owned and used for more than 12 months prior to arrival are allowed in tax-free. Proof of the date of purchase and purchase price may be required. Computers which are less than 12 months old and over AUD$400 may attract Goods and Services tax (GST) at a rate of 10%. Consideration is given as to whether or not you intend to export the computer at the conclusion of your studies.

To satisfy the Customs Officer that you will be taking the computer out of Australia you should bring along a statutory declaration (a written declaration witnessed by the certifying authority in your country) stating that the computer is for use during your studies in Australia, and that you intend to take it back with you when you complete your studies. You may be required to give an undertaking under Section 162 to this effect and provide a cash security to Australia Customs upon arrival.

Mobile Phones & Laptops

If you are considering bringing a mobile phone, laptop, or any communication devices we suggest that you visit the Australian Communications and Media Authority www.acma.gov.au before making any purchases. Some students have brought in their own laptops with internal modems only to discover that they were unable to use their modem in Australia. Any external or built-in modems must be Austel Approved in order to function in Australia.

On Your Flight

Wear comfortable, layered clothing so that you are able to make adjustments according to the local weather. Remember – if you are flying from a northern hemisphere winter into the Australian summer it will be very HOT, so wear lightweight clothing underneath, and have a pair of sandals or lighter shoes in your hand luggage if you need cooler footwear. Alternatively, extra clothing may be required on-hand if flying into the Australian winter season.

Before landing in Australia passengers are given an Incoming Passenger Card to fill in. This is a legal document. **You must tick ✓ YES if you are carrying any food, plant material including wooden souvenirs, or animal products.** This includes fruit given to you during your flight. If you have items you don’t wish to declare, you can dispose of them in quarantine bins in the airport terminal. Don’t be afraid to ask airline staff if you have any questions. If you are carrying more than **AU$10,000** in cash, you must also declare this on your Incoming Passenger Card. It is **strongly recommended** however, that you do not carry large sums of cash but arrange for an electronic transfer of funds into your Australian bank account once it has been opened.

Entry into Australia

**Australian Immigration**

When you first arrive in Australia you will be required to make your way through Australian Immigration (follow the signs for Arriving Passengers as you leave the plane). An Immigration Officer will ask to see your completed Incoming Passenger Card (given to you on the plane) along with your passport and student visa evidence. The Immigration Officer will check your documents and may ask you a few questions about your plans for your stay in Australia.

**Baggage Claim**

Once you have passed through the immigration checks you will move to baggage claim (follow the signs) and collect your luggage. Check that nothing is missing or damaged. If something is missing or damaged go to the **Baggage Counter** and advise them of your problem. Staff at the Baggage Counter will help you to find your belongings or lodge a claim for damage.
Detector Dogs
You may see a Quarantine Detector Dog at the baggage carousel or while waiting in line to pass through immigration, screening luggage for food, plant material or animal products. If you see a detector dog working close to you, please place your bags on the floor for inspection. These dogs are not dangerous to humans and are trained to detect odours. Sometimes a dog will sit next to your bag if it sniffs a target odour. Sometimes dogs will detect odours left from food you have had in the bag previously. A quarantine officer may ask about the contents of your bag and check you are not carrying items that present a quarantine risk to Australia.

Australian Customs and Quarantine
Once you have your luggage you will go through Customs. Be careful about what you bring into Australia. Some items you might bring from overseas can carry pests and diseases that Australia doesn’t have. You must declare ALL food, meat, fruit, plants, seeds, wooden souvenirs, animal or plant materials or their derivatives.

Australia has strict quarantine laws and tough on-the-spot fines. Every piece of luggage is now screened or x-rayed by quarantine officers, detector dog teams and x-ray machines. If you fail to declare or dispose of any quarantine items, or make a false declaration, you will get caught. In addition to on-the-spot fines, you could be prosecuted and fined more than AU$60,000 and risk 10 years in prison. All international mail is also screened.

Some products may require treatment to make them safe. Items that are restricted because of the risk of pests and disease will be seized and destroyed by the Australian Quarantine and Inspection Service (AQIS).

For more detailed information about bringing in food, animals, plants, animal or plant materials or their derivatives visit www.daffa.gov.au/aqis.

Arrivals Hall
You will be able to leave the restricted area and enter the Arrivals Hall once you have cleared Customs. Here you will find a number of retail and food outlets along with public telephones, an information booth and money exchange facilities. If you arrive on a weekend, you may like to exchange money here as most banks are not open on Saturdays and Sundays. You will be met by a representative from Australian Catholic University on your arrival, who will have a sign with your name on it clearly visible as you enter the Arrivals Hall. In the event that you miss this representative, you should ring the Deputy Principal of Our Lady’s College on 0408 454 862.

Getting From the Airport:
You will be driven to your host family by the Australian Catholic University representative.

Keeping in Contact:
Before you leave home, you should provide your family and friends, and your education provider in Australia, with details of your flights to Australia and where you will be staying when you arrive. (Do not change these details without informing them.) Once you have arrived in Australia, you should then let your family and friends know that you have arrived safely. It is important to ALWAYS let someone know where you are and how to contact you by phone or by post.

You should advise Our Lady’s College of your arrival between 8am and 4pm on the first week day after you arrive in Brisbane.
Accessing Money:

You should read this section carefully, and discuss the issues raised in this section with the bank or financial institution in your home country before you leave. All banks operate differently and you should be aware of all fees, charges, ease of access to your funds, and safety of the way in which you will access those funds.

How Much to Bring

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 initial expenses. 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.

Currency Exchange

Only Australian currency can be used in Australia. If you have not brought some with you, you will need to do so as soon as possible after arrival. You can do this at the airport. Once you have arrived in Brisbane you can also change money at any bank or at currency exchanges in the Queen St Mall.

Electronic Transfer

You can transfer money into Australia by electronic telegraph or telegraphic transfer at any time. This is a fast option and will take approximately 48 hours, but the bank will charge a fee on every transaction.

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.

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.
Arranging Accommodation:

Our Lady’s College has an arrangement with the Australian Catholic University (ACU). ACU will arrange a homestay family for each Overseas student who attends Our Lady’s College.
SECTION 3

Settling-In
Section 3: Settling-in

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Lifestyle

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Living in Brisbane:

Weather and Seasons

Brisbane has a sub-tropical climate of warm humid summers and mild clear winters. Summer months are December to February with typical temperatures of between 20°–29°C. Winter months are June to August with typical temperatures between 10°–21°C.

Brisbane Yearly Temperature

Time Zones

Brisbane follows Australian Eastern Standard Time (AEST) which is GMT + 10 hours.

Lifestyle

Brisbane has an exciting array of cultural and recreational opportunities. The Queensland Cultural Centre houses the state museum and library and offers international musical concerts, theatrical productions and art exhibitions throughout the year. Water sports enthusiasts can enjoy scuba diving, white water rafting, surfing and swimming and for golfers, Brisbane provides some of the best golf courses in the world. The Gold Coast is only an hour away by bus or train and the Great Barrier Reef can be reached by aeroplane in just forty-five minutes.

Brisbane offers all the facilities and services expected in a large modern city yet it retains a relaxed easy pace of life without traffic congestion and pollution. With a wide diversity of cultural and ethnic backgrounds, Brisbane also offers the high level of personal freedom that comes with a truly multicultural society. The people of Brisbane are friendly and welcoming and will make you feel very much at home.
Services:

**Telephones**

**Calling Emergency Services**

In Australia dial **000** from any phone for **fire, police or ambulance** services. **112** may also be dialled from mobile phones. Dialling **112** will override key locks on mobile phones and therefore save time. Emergency Services operators answer this number quickly and to save time will say, “Police, Fire, or Ambulance”. If you are unsure of what emergency service you need tell the operator what the emergency is. You will then be connected to the appropriate service to assist. It is wise to think ahead with the most important information which will help them to respond. Where you are; (note street names and the closest intersection), what has happened and to whom; what their condition is. The operator may then ask you to stay on the phone until the emergency services arrive. In life threatening situations the operator may also give you some instructions to assist until the emergency unit arrives. If you are concerned about your English, remain calm and work with the operators who are very experienced with all cultures. (See also: Health – Emergencies)

**Public Telephones**

Australia has an extensive network of Public Phones throughout the country. They are easily recognized by the orange and blue Telstra emblem. The cost of local calls is 50 cents (AUD) with most phones accepting coins and prepaid telephone cards. Long distance call charges vary depending on time of day and distance.

Sundays are an excellent day to make interstate or international calls due to all day discount rates.

Pre Paid telephone cards offer competitive calling rates to all countries 24 hours per day.

Pre Paid Telephone Cards cost $5, $10, $20 and $50 and may be purchased at most newsagencies, post offices and convenience stores.

**Making Phone Calls within Australia**

- **To make international phone calls:**
  
  📞 Dial – international access code (**0011**) + the country code + the area code (if required) + phone number (when adding a country code to a number, any leading 0 (zero) on the area code following it is NOT dialled)
To make domestic phone calls:

- **Dial** – the area code + phone number

<table>
<thead>
<tr>
<th>Area Code</th>
<th>States</th>
</tr>
</thead>
<tbody>
<tr>
<td>(02)</td>
<td>ACT, NSW</td>
</tr>
<tr>
<td>(03)</td>
<td>VIC, TAS</td>
</tr>
<tr>
<td>(07)</td>
<td>QLD</td>
</tr>
<tr>
<td>(08)</td>
<td>SA, WA, NT</td>
</tr>
</tbody>
</table>


**Calling Australia from Overseas**

To contact Australia, first dial the international access code from that country (this will vary in each country), then Australia’s country code prefix (61) followed by the area code without the first zero (for instance Sydney would be 2 instead of 02), and then dial the required number.

**Example:** International access number +61 2 9999 3662
Mobile/Cell Phones

Before bringing your mobile phone to Australia check with the Australian Communications and Media Authority www.acma.gov.au to make sure it can operate here. Some countries, such as Japan and the USA, use mobile phone networks that are not available in Australia. If not, you can buy your mobile phone in Australia. Australian telecommunications providers offer a wide range of services which provide a mobile phone within the cost of using that service. There are many differences to the services provided. You should understand what deal you are accepting before signing a contract with a provider. For a comparison of mobile phone plans in Australia see: http://www.mobiles.com.au/mobile-phone-plans/


(Source: on-line search)

Computer & Internet Access

At Our Lady’s College, students will be issued with a laptop. This may be used at home, with homestay families organising internet access.
Australia Post

Australia Post is one of our nation’s largest communications, logistics and distribution businesses; and is committed to providing high quality mail and parcel services to all people within Australia.

Small Letters

The cost of posting a small letter for distribution in Australia is an AU$0.50 postage stamp which you affix to the envelope.

A small letter has the following characteristics:
- No larger than 130mm x 240mm
- No thicker than 5mm
- Maximum weight 250g.

Envelope Layout

Australia Post uses advanced letter sorting technology to read the address on each envelope electronically. These machines work best when address formats are structured in a consistent manner. That is why it is necessary to address your mail clearly and correctly. The information below demonstrates how.

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www.auspost.com.au

(Source: Australia Post)
Getting Around

Public Transport
There are many forms of public transport in Brisbane including buses, trains and ferries. Our Lady's College is easily accessible by buses and is a 15 minute walk from Fairfield Train Station.

For further information concerning timetables and routes, please ring:

Brisbane City Council: 13 12 30
Park Ridge Transit: (07) 3802 1233
Brisbane Rail: (07) 3235 5555

You may find the Brisbane City Council web site helpful in determining the best way to travel to and from college. Please visit: www.transinfo.qld.gov.au

Taxis
Both Yellow Cabs (phone 131924) and Black & White Cabs (phone 133222) service Brisbane and surrounding areas. Within the Brisbane CBD, taxi ranks are located near most major hotels.

Bicycles
Bicycles are a popular form of transport. If you are riding a bicycle, you (and your passenger if you have one) must wear an approved bicycle helmet. For information on bicycle rules, please visit: http://www.tmr.qld.gov.au/Safety/Queensland-Road-Rules/Bicycle-rules.aspx

Shopping

Where to Shop
There are many shopping areas scattered throughout Brisbane. Your host family will show you the closest ones. There are also many shops in the Brisbane Central Business District.

Business Hours

City Centre Shopping Hours

- Monday to Thursday - 8:30am to 5:30pm
- Friday - 8:30am to 9:00pm
- Saturday - 9:00am to 4:00pm some smaller shops close earlier
- Sunday - 10:30am to 4:00pm some smaller shops close

Brisbane Suburban Shopping Hours

- Monday to Friday - 8:30am to 5:30pm general shopping
  8:00am to 9:00pm major supermarkets
- Thursday - 8:30am to 9:00pm
- Saturday - 8:30am to 4:30pm
- Sunday - 9.00am to 5.00pm (hours vary)
How to Shop - Bargaining/Haggling

When shopping in Australia, you generally don’t bargain or barter (also called haggling) for the price of an item. The displayed price for items is fixed and if Australian GST (Goods & Services Tax) is applicable it will already be included in the displayed price. However, there are exceptions to this rule. There are places and circumstances in which it is perfectly acceptable to barter for the best price possible. These may include: at garage sales, community markets, second hand dealerships, or at electrical goods’ stores, furniture shops, or when purchasing a motor vehicle if you are offering to pay in cash, or have seen the item at a competitor store for a better price.

If you are paying by CASH and, if you are buying more than one item, you may have more bargaining power. Begin the bargaining process by asking:

"What’s the best price you can give me?"

Or at a garage sale, you might pick up several items whose combined total is $50 and say:

"I’ll offer you $30 for all of these."

Purchasing an Item

The most common methods of purchasing items are by cash or EFTPOS. EFTPOS (Electronic Funds Transfer at Point of Sale) allows you to use the card attached to your Australian bank account to make purchases and withdraw cash at the same time (at the retailer's discretion) from more than 103,000 merchants across Australia. Just swipe your keycard through the EFTPOS card reader, select your account type and enter your PIN number. EFTPOS is available at most supermarkets, petrol stations and retail outlets. Just look for the EFTPOS sign. You can choose to make the EFTPOS transaction from your savings account, cheque account or credit card. You receive a printed receipt after each purchase and the transaction appears on your statement.

Yellow Pages

The Yellow Pages are a telephone directory or section of a directory (usually printed on yellow paper) where business products and services are listed alphabetically. They are a GREAT time-saver and very useful when you are looking for specific products or services. "Let your fingers do the walking!" These books may be provided in rental properties, and are available at Post Offices around Australia. www.yellowpages.com.au
**Health:**

**Emergencies – Dial 000**

The Triple Zero (000) service is the quickest way to get the right emergency service to help you. It should be used to contact Police, Fire or Ambulance services in **life threatening or emergency situations only**. Emergency 000 lines should not be used for general medical assistance.

**Police**

In Australia police protect people and properties, detect and prevent crime, and preserve peace for everyone. They are not connected to the military or politics. The police can help you feel safe. In a **non-emergency situation** you can contact the local police station directly.

**Fire**

The fire brigade extinguishes fires, rescues people from fires in cars and buildings, and helps in situations where gas or chemicals become a danger. As soon as a fire starts call 000 no matter how small or large the fire may be.

**Ambulance**

Ambulances provide immediate medical attention and **emergency transportation to hospital**. Dial 000

**State Emergency Service**

The State Emergency Service (SES) is an emergency and rescue service dedicated to providing assistance in natural disasters, rescues, road crashes and extreme weather conditions. It is made up almost entirely of volunteers and operates in all States and Territories in Australia. For emergency assistance in a **FLOOD** or **STORM** dial 132 500.

**Lifeline**

Lifeline’s **13 11 14** service is staffed by trained volunteer telephone counsellors who are ready to take calls 24-hour a day, any day of the week from anywhere in Australia. These volunteers operate from Lifeline Centres in every State and Territory around Australia.

Anyone can call Lifeline. The service offers a counselling service that respects everyone’s right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. Lifeline telephone counsellors are ready to talk and listen no matter how big or how small the problem might seem. They are trained to offer emotional support in times of crisis or when callers may be feeling low or in need of advice.

**Poisons Information Line**

The poisons information line provides the public and health professionals with prompt, up-to-date and appropriate information, and advice to assist in the management of poisonings and suspected poisonings. The seriousness of a poisoning situation is assessed after a detailed history is obtained from the caller. Members of the public may be then given first aid instructions, information on possible symptoms, and advised on the need for assessment by a doctor or referral to hospital. The Australia-wide **Poisons Information Centres** have a common telephone number: **131 126**.

**Emergency Translation**

For translation service in an emergency situation dial **1300 655 010**
Overseas Student Health Cover (OSHC)

Overseas student health cover (OSHC) is insurance that provides cover for the costs of medical and hospital care which international students may need while in Australia and is mandatory for international student visa holders. OSHC will also cover the cost of emergency ambulance transport and most prescription drugs.

How do I get OSHC?

You may be or have been asked for an OSHC payment in the education offer package you receive from your chosen education provider, if they have a preferred provider agreement and don’t need to complete a formal application form. If not, you may need to complete an Application for OSHC which is available from registered OSHC providers and most educational institutions. Your local education adviser can lodge your OSHC form and payment at time of processing your enrolment to study in Australia.

Only Australian health funds that have signed an agreement with the Australian Government can provide OSHC. Most Australian education institutions have a preferred OSHC provider. Depending on the institution you will be attending you will be required to join one of these four registered health funds. You may choose to change your health fund at anytime, but will need to abide by the conditions of change of the health fund provider you are leaving.

OSHC Providers

<table>
<thead>
<tr>
<th>Provider</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medibank Private</td>
<td><a href="http://www.medibank.com.au">www.medibank.com.au</a></td>
</tr>
<tr>
<td>OSHC Worldcare</td>
<td><a href="http://www.oshcworldcare.com.au">www.oshcworldcare.com.au</a></td>
</tr>
<tr>
<td>BUPA OSHC</td>
<td><a href="http://www.overseasstudenthealth.com">www.overseasstudenthealth.com</a></td>
</tr>
<tr>
<td>Australian Health Management</td>
<td><a href="http://www.ahm.com.au">www.ahm.com.au</a></td>
</tr>
</tbody>
</table>

Students may also take out additional cover in the form of Extra OSHC and students who could not previously access OSHC may now be able to access Optional OSHC. Some students may be exempt from enrolling in the OSHC such as students from countries whose Governments may have Reciprocal Health Agreements for students in Australia. Note: only some reciprocal health agreements cover students in Australia, some will only cover visitors. You should determine if you are eligible before you apply for your visa to come to Australia.

Further information on OSHC can be found at:

If you come to Australia on a visa other than a student visa and undertake a short course of study of three months duration or less you will not be eligible for OSHC. It is wise to purchase travel or private medical insurance in this case.

What am I covered for?

OSHC provides a safety net for medical expenses for international students, similar to that provided to Australians through Medicare. Additionally, OSHC includes access to some private hospitals and day surgeries, ambulance cover and benefits for pharmaceuticals. [Include information from your preferred provider.]
How do I use my OSHC card?
If you need to visit a doctor or medical centre, show your card at the end of the visit. You will be charged the doctor’s fee and the government fee component of that may be processed by the medical centre. If the medical centre is not able to process the government fee, pay the total amount, keep the receipt and you can claim the government fee back from your OSHC provider.

How do I make a claim?
[Include information from your preferred provider.]

Renewal information
[If applicable, include information from your preferred provider.]

Types of Health Care in Australia

The Australian healthcare system is mixed. Responsibilities for healthcare are divided between the Federal and State governments, and both the public and the private sectors play a role. Government programs underpin the key aspects of healthcare. Medicare, which is funded out of general tax revenue, pays for hospital and medical services. Medicare covers all Australian citizens, pays the entire cost of treatment in a public hospital, and reimburses for visits to doctors.

Public System
The major provider of healthcare services in Australia is the Public Health System (Medicare). The Public Health System provides a comprehensive free-of-charge healthcare service for all Australian citizens covering both hospital-based and community-based medical services. Public hospitals are owned by the State. One of the problems with such a system is that waiting times in public hospitals can be extensive due to a shortage of healthcare professionals and facilities. See also: Attending an Australian hospital.

Private System
Private hospitals provide about a quarter of all hospital beds in Australia. Private medical practitioners provide most non-bed medical services and perform a large proportion of hospital services alongside salaried doctors. Most dental services are provided by private practitioners. For Australians who take out private health insurance a range of services can be covered, such as access to your own Doctor in a private hospital, and extra services such as dental, optical and physiotherapy.

Attending an Australian Hospital
Few private hospitals have emergency departments, so, in an emergency, most Australians rely on the public hospital system. If you attend an Emergency Department in a hospital you will be attended to immediately by a triage nurse for information about you, your cover, and your current health condition. The triage nurse will determine the urgency of your condition in comparison to others in need in the emergency room and it is likely that you will remain at the emergency room for several hours. Whether you are seen immediately by a Doctor, or have to wait, it is customary to keep you in the emergency room for several hours to monitor your condition before releasing you to go home, or admitting you to hospital in more severe cases.
There are extensive waiting times for elective surgeries at public hospitals, e.g. for orthopaedic surgery. One of the attractions of health insurance is the ability to bypass public hospital waiting lists and go through the private system.

Private hospitals are very expensive for treatment and hospitalisation. Your OSHC will cover some of the cost of some private hospitals but you will have to pay the difference.

Your health insurance (OSHC) covers the total cost of accommodation in a shared ward of a public hospital. It also pays for the 'schedule fee' for the doctor but you will have to pay the difference if the doctor's fee is higher than the 'schedule fee'.

See also: Public hospital waiting times.

**General Practitioners (GPs)**

In Australia you do not have to go to a hospital to see a doctor. You can see a doctor (also known as a GP – General Practitioner) in their private practice or medical centre, with part or the entire doctor’s fee being covered by Medicare or OSHC. **You must make an appointment to see a GP.** It is important to note that some GP surgeries will request full payment from you at the time of consultation and you will need to present the receipt to claim the rebate back from your health cover provider.
Medical Services

What do I do if I'm sick?
Choose a doctor from the list of medical facilities in this handbook or use the Yellow Pages and phone the GP’s surgery or medical centre to make an appointment. If you have woken in the morning feeling unwell and would like to see a doctor that day, you will need to phone the doctor’s surgery early in the morning (8:00am – 8:30am) for an appointment. Please note however, that it may not be possible to get an appointment on the same day - you may have to wait one or two days before you can see a doctor (in some regional areas of Australia it may be a week or two before you can get an appointment).

- Your International Student Advisor or homestay parent can help you find a doctor and accompany you to the appointment.

Seeing a Doctor
When you attend your appointment, the doctor will ask you questions about your health and may give you a brief physical examination, such as checking your breathing, your throat, ears etc. The doctor will then give you some advice regarding management of your illness, and may give you a prescription for some medication. If you have had, or need to take time off studies you will need to get a medical certificate from the doctor to provide to your education provider. If your illness is more serious or the doctor is unsure of a diagnosis she or he may refer you for further tests eg: blood tests or x-rays, or to see a specialist Doctor. It is important to note that if you are dissatisfied with the diagnosis or service of the Doctor you see, you have the right to obtain an opinion from another Doctor.

Public Hospital Waiting Times
If you cannot get an appointment with a GP and want to go to a public hospital to see a doctor, you may find a public hospital which has a general practice clinic attached. If not, and you attend an emergency room to see a Doctor, be prepared to wait a VERY long time. It is not uncommon to wait more than 3 hours, and at some hospitals you could wait as long as 5-6 hours to see a doctor. It is common practice for a doctor or a nurse to make an initial assessment of your condition when you first arrive to prioritise the emergencies in the hospital. You will be seen as soon as the most urgent patients have been attended to. It is also common to remain in the emergency room for some time after a doctor has attended to you before you are instructed you can leave. Emergency department rules may include keeping you a little longer to observe you and ensure that your condition does not change and it is safe to send you home with the recommended treatment. It is the same for all patients – international students and Australian citizens alike.
Pharmacies
GP surgeries do not have medications to dispense to you. You must take the prescription given to you by the doctor to a Pharmacy or Chemist to obtain the medication. You will need to provide the pharmacy with your OSHC card, your full name and address. You are able to walk in off the street to any pharmacy/chemist/drug store in Australia and will only have to wait a short while for your prescription medicine to be prepared.

Prescription Medication
Medication prescribed by your doctor is not free. You must pay the pharmacy. If the cost is more than *AU$30.70 you can claim the difference back from your OSHC provider. Many pharmacists will offer you the option of having a “generic” brand of medicine. If the prescription medicine the Doctor has prescribed is also made available by a company which produces generic brands at cheaper prices, this option will be offered to you. This is ONLY offered if the content of the medicine is exactly the same as that prescribed by your Doctor. It will, however, assist you to pay less for your medicine.

Over-the-Counter Medication
Pharmacies/chemists also provide a variety of over-the-counter medications useful for treating colds, headaches, allergies and the like which do not require a prescription. Ask the pharmacist on duty for advice regarding the best medication for your symptoms. Ensure that you advise the pharmacist of any other medications you may be taking.

Dental and Optical
Dental and optical health services are not covered by your OSHC unless you take out extra cover. If you need to see a dentist or optometrist you will need to make an appointment (see the Yellow Pages) and pay the full fee of this service.

Interpreter Services
We are lucky in Australia to have a variety of healthcare professionals from many different cultural backgrounds, so you may be able to see a doctor who speaks your first language. However, if you are having difficulties communicating with your doctor, the Translation and Interpreter Service (TIS) can be used. For more information visit www.immi.gov.au or phone 131 450

*2008 Applicable limit
Medical Facilities in Brisbane

An easy guide for medical information in Brisbane may be obtained at http://www.doctors-4u.com/brisbane/home.htm

Hospitals

The closest hospitals include:

- Princess Alexandra Hospital, Ipswich Rd, Woolloongabba
- Mater Hospital Raymond Terrace South Brisbane Catholic Education
- Greenslopes Private Hospital, Newdegate St, Greenslopes

Medical Centres

- Annerley Medical Centre, Ipswich Rd Annerley
- Ipswich Rd Medical Centre, Ipswich Rd Annerley
- Buranda Medical Centre, Ipswich Rd Buranda

Pathology

- Sullivan Nicolaides Pathology Collection Centre, 11 Waterton St Annerley

Pharmacies

- Ipswich Rd Medical Centre Pharmacy, Ipswich Rd Annerley
- Hardings Pharmacy, Ipswich Rd Annerley
- Chemist Warehouse, Ipswich Rd Annerley

General Health

Maintaining good health is of vital importance when studying abroad. While living in another environment is a good way to change a daily routine, it is important for students who are experiencing difficulties in their own country (relationship, health, emotional, substance abuse, etc.) not to expect a vacation from their problems. Going abroad is not a “geographic cure” for concerns and problems at home (that is, thinking that you can solve your personal dilemmas by moving from one place to another). Sometimes students feel that a change of venue will help them to move past their current problems. However, living and studying in a foreign environment frequently creates unexpected physical and emotional stress, which can exacerbate otherwise mild disorders.

It is important that all students are able to adjust to potentially dramatic changes in climate, diet, living, and study conditions that may seriously disrupt accustomed patterns of behavior. In particular, if students are concerned about their use of alcohol and other controlled drugs or if they have an emotional or physical health concern, they should address it honestly before making plans to travel and study abroad.

(Source: Education Abroad Program, UCLA)

Mental Health

You should speak with the College Counsellor if you find yourself suffering from such concerns as: homesickness, grief, bullying, stress, anxiety, relationships, etc. The Counsellor will recommend outside agencies to support you if necessary and/or desirable.

Physical Health

A big part of staying healthy involves eating healthy foods, and getting enough exercise for fitness and relaxation. Nutrition Australia provides some great information about healthy eating, exercise and lifestyle on its website www.nutritionaustralia.org.

- Exercise – do at least 30mins of moderate exercise a day
- Sleep – get at least 8-9 hours of sleep a night
- Nutrition – keep a balanced diet remembering to eat lots of vegetables and fruit everyday
- Binge drinking – limit your consumption of alcohol and avoid binge drinking.
  Binge drinking describes the habit of drinking to excess when you do drink, with little or no understanding of your limits to accommodate the amount of alcohol in your blood.

Sexual Health

Taking care of your sexual health means more than being free from sexually transmissible infections or diseases (STIs or STDs); it also means taking responsibility for your body, your health, your partner's health and your decisions about sex. Talk freely to your partner to ensure you are both ready for sex. **Always use condoms** as condoms are the only form of contraception that protects against STIs (Sexually Transmitted Infections) and unplanned pregnancy. But girls should also consider a form of contraception to ensure safety against an unplanned pregnancy. If you have any sexual health concerns consult your GP.

Alternative Therapies

*There is a range of alternative therapies in Brisbane. Please consult the internet for locations.*

Managing my Finances:

Setting up a Bank Account

You can choose to open an account in any **Bank, Credit Union or Building Society** in Australia. 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 the student ID card from your institution to prove you are a student and should have access to the benefits offered by a student bank account. For a comparison of accounts in banks throughout Australia see: [http://www.banks.com.au/personal/accounts/](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. At the time you are setting up your account you can request these services from your bank.

Bank & ATM Locations in Brisbane
<table>
<thead>
<tr>
<th>BANK</th>
<th>WEBSITE</th>
<th>LOCAL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANZ</td>
<td><a href="http://www.anz.com.au">www.anz.com.au</a></td>
<td>Logan Rd Stones Corner</td>
</tr>
<tr>
<td>Commonwealth Bank</td>
<td><a href="http://www.commbank.com.au">www.commbank.com.au</a></td>
<td>Old Cleveland Rd Coorparoo</td>
</tr>
<tr>
<td>St George Bank</td>
<td><a href="http://www.stgeorge.com.au">www.stgeorge.com.au</a></td>
<td>Logan Rd Stones Corner</td>
</tr>
<tr>
<td>Heritage Building Society</td>
<td>secure.heritageonline.com.au</td>
<td>Indooroopilly Shopping Centre</td>
</tr>
</tbody>
</table>

(NB – this list is just a sample of some financial institutions in Australia)

Bank & ATM Locations near My Accommodation

Banking Hours

Most bank branches are open from **Monday to Friday, 9:00am to 4:00pm** (except on public holidays). Some branches have extended trading hours during the week and may be open Saturdays (check with your individual bank). **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.

**Bank Fees**

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. Any fees that apply to your accounts are fully disclosed in information leaflets and terms and conditions that your bank can provide before you open your account. **Some banks waive some fees if you are a full-time student.** 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.

**Accessing Money from My Account**

Bank accounts offer lots of options for accessing your money. Some of the most popular options are described below.

**ATMs (Automatic Telling Machines)**

ATMs can be used to withdraw cash from an account by using the ATM card which is available with most bank accounts. You can also use ATMs to get an account balance and transfer money into other accounts. Some ATMs also allow you to deposit cash and cheques into your account. Using the ATMs of your bank will generally cost less money than if you use another bank’s ATMs. Fees for using ATMs can vary between banks and between accounts.

See also: Using an ATM.

**EFTPOS**

Short for ‘Electronic Funds Transfer at Point Of Sale’, EFTPOS terminals can be found where goods or services are sold, for example, supermarkets, service stations, restaurants, doctors’ surgeries and gymnasiums. You can pay for goods and make payments through EFTPOS using your ATM card, rather than paying with cash. At some stores, when you use EFTPOS you can also withdraw cash from your account at the same time. You should be aware that there are some retailers who put limits on how much cash can be withdrawn which may be dependent on the amount which is spent in the store.

When paying by EFTPOS, you also use your PIN to access your account. The same rules apply about keeping the PIN confidential and never handing it over to anyone. Be careful no-one is looking over your shoulder when you enter your PIN. See: Using an ATM.

**Telephone Banking**

You can use telephone banking to transfer payments to and from accounts, get your account balances, get recent transaction information and pay bills. You will need to register to use telephone banking and will then be given a password or an identification number that allows you to access your accounts over the phone. It’s important never to give your password to anyone else.

**Internet Banking**

Internet banking allows you to view and check your accounts, review recent transactions, apply for loans and credit cards, or transfer money and pay bills – all on-line. Most banks offer Internet banking facilities, but you will need to register with your bank to gain access. You will then be given a password that allows you to use your accounts on-line. Never give this password to anyone else.

There are security issues that need to be considered when using Internet banking. It is recommended that you install and keep up-to-date anti-virus software and a firewall, update security patches and be suspicious of emails requesting you to hand over confidential information such as your Internet banking logon password. Your bank will never ask you for this information, especially in an email. In addition, many banks publish security guides on their websites and this provides important information on precautions that you can take to protect your information on-line. If you are unsure about any approach that appears to be from your bank to provide personal information. Refuse to provide that information until you can attend your nearest branch to discuss
the request over the counter with bank staff. There is no charge for discussing your banking options at a branch.

**Over-the-Counter Service**

You can also go into a branch of your bank and, with the assistance of bank staff, conduct transactions including withdrawals, deposits, transfers, and account balance checks. If you do not have a branch close by, you may be able to visit an agency of your branch, such as an Australia Post outlet, to conduct certain transactions. Bear in mind that over-the-counter transactions usually incur higher fees than electronic transactions.

**Paying Bills**

Most bank accounts offer lots of easy options for paying bills. Transaction accounts with cheque book facilities allow you to pay bills by cheque, and most transaction accounts and savings accounts allow you to pay bills electronically (e.g., using facilities such as telephone banking, Internet banking) and using direct debits.

A note of caution on direct debits – they are a convenient way to pay everyday bills, but always make sure you’ve got enough money in your account to cover the cost of the debit. If your pay or allowance goes into your account on a certain date, make sure your direct debit payments are scheduled to come out of your account after your pay goes in, or you might end up with an overdrawn account or a dishonoured payment – both can cost you money.

**Account Statements**

Most banks will provide regular statements for your accounts (just how regular can depend on the type of account). On request, banks will provide statements on a deposit account at more frequent intervals, but this may attract a fee. Bank statements are your record of everything that has happened in your account over a given period – the withdrawals, deposits and transfers that were made, and any bank fees and government taxes you were charged. Telephone and Internet banking can make it easy to check your statements, and some banks even offer ‘mini statements’ through their own ATMs.

Check your statements regularly to make sure you’ve got enough money in your account to cover your expenses and keep track of your spending, as well as make sure that all transactions made in your account are legitimate. Refer to your statements to see what fees you are paying on your bank accounts and why, and to see whether a few simple changes to your banking habits could help you to reduce the fees you pay (for example, using your own bank’s ATMs instead of other banks’ ATMs).

(Source: Australian Bankers’ Association Inc.)

**Using an ATM**

You will be given a PIN (Personal Identification Number) which you will enter into the ATM to access your account. It is the key to your account and it is important that you never tell anyone your PIN. A bank or reputable business will never ask you for your PIN. If anyone does, be suspicious, don’t hand it over and report the incident to the bank and the police. Be careful no-one is looking over your shoulder when you enter your PIN.

These general rules should be followed for **ATM safety**, especially at night:

- Minimise your time at the ATM by having your card ready when you approach the machine;
- Take a look around as you approach the ATM and if there’s anything suspicious, don’t use the machine at that time (report any suspicions to the police);
- If you don’t feel comfortable using a particular ATM, consider continuing on to another branch or using off-street ATMs;
- Do remember that EFTPOS can be used to withdraw cash at many other places, like supermarkets and service stations;
- If you simply want to check your account balance or transfer funds between accounts, telephone or Internet banking can be used instead of an ATM.

If your ATM or credit card is lost or stolen (or if your PIN has been revealed to another person), notify your bank immediately. This will enable your bank to put a stop on your card.
immediately so that no one else can use it and get access to your money. Most banks have a 24-hour telephone number for reporting lost cards – it’s a good idea to keep a record of this number handy at all times, just in case. If you don’t know the number, ask your bank.

(Source: Australian Bankers’ Association Inc.)

Safety When Carrying Money

The first and fundamental rule of safety when carry money is:

“Don’t carry large amounts of cash!”

The second is:

“Don’t advertise the fact that you are carrying money!”

- 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.
**Working in Australia**

**Permission To Work**

From 26 April 2008, people granted student visas will automatically receive permission to work with their visa grant. Most student visa holders will no longer need to apply separately in Australia for permission to work. Please note that you will NOT be able to work in Australian until the first official day of classes when the education provider will confirm your study commencement. Your education provider may do this automatically on the first official day of classes, or you may need to request that they do.

**Working While Studying**

1. You are not permitted to start work until you have commenced your course of study
2. You can work a maximum of 20 hours per week during the term and unlimited hours when your course is **not in session**.
3. The Department of Immigration and Citizenship (DIAC) considers your course to be ‘**in session**’:
   - for the duration of the advertised semesters (including periods when exams are being held)
   - if you have completed your studies and your Confirmation of Enrolment is still in effect
   - if you are undertaking another course, during a break from your main course and the points will be credited to your main course.

(Source: Department of Immigration and Citizenship)

For a full list of **mandatory** and **discretionary** student visa conditions please visit [www.immi.gov.au/students/index.htm](http://www.immi.gov.au/students/index.htm)

**Finding Work**

You may find it difficult to find work in Australia as you will be joining the general Australian population in your search; therefore you should not rely on income from employment when budgeting to pay for living expenses. There is no guarantee that employment companies will find work for you.

There are many different ways to find a job in Australia:

- **Newspapers**
- **University Job Boards**
- **Online** - try these online companies:
  - www.seek.com.au
  - www.careerone.com.au
Earning an Income

Taxes
Taxes are managed through the **Australian Taxation Office (ATO)**. The tax you pay depends on how much you earn.

**Getting a Tax File Number**
You must obtain a Tax File Number to be able to work in Australia. A tax file number (TFN) is your unique reference number to our tax system. When you start work, your employer will ask you to complete a tax file number declaration form. If you do not provide a TFN your employment will be taxed at the highest personal income tax rate, which will mean less money in your wages each week.

You can apply for your TFN online at [www.ato.gov.au](http://www.ato.gov.au), or phone 13 28 61, 8am to 6pm Monday to Friday. For the ATO translating and interpreter service phone: 13 14 50.

**Taxation Returns**
If you pay too much tax you are entitled to a refund. To get a refund you will need to lodge a tax return. You can lodge online using **e-tax** (free), by mailing a **paper tax return**, or by paying a **registered tax agent** to complete and lodge the return for you. If you lodge by e-tax your refund will normally be issued within 14 days.

- For a registered tax agent visit [www.tabd.gov.au](http://www.tabd.gov.au)
- Tax returns are lodged at the end of the Australian tax year – (1 July to 30 June).

**Superannuation**
If your monthly wage is more than AU$450, your employer must contribute an additional sum equal to 9% of your wage into a superannuation (pension) account for you. In most cases, you can access your contributions when you leave Australia permanently, although the contributions will be taxed.

To check your eligibility to claim your superannuation and to apply for your payment, visit: [www.ato.gov.au/departaustralia](http://www.ato.gov.au/departaustralia)
You will need to provide the details of your superannuation fund.

(Source: Australian Taxation Office)
Laws and Safety in Australia

Obeying the Law

One of the reasons we have such a wonderful lifestyle in Australia is due to our representative democracy, the separation of powers, and our respect for the rule of law. We have a lot of laws in Australia and as a result, society runs smoothly.

In being granted a visa to study in Australia, you signed a document (Australian Values Statement Temporary) agreeing to respect Australian values and obey the laws of Australia for the duration of your stay. Failure to comply with the laws of this land (including State and Territory laws) could result in a fine or the cancellation of your visa and possible deportation back home. If you are convicted of a serious crime, it could result in imprisonment. Nobody wants this to happen!

You can find a comprehensive outline of Australian law and the legal system at: www.australia.gov.au.

Legal Services & Advice

If you do break the law are arrested and need to attend a court appearance you will need legal representation to negotiate Australia’s complex legal system.
# Child Protection Laws

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Legislation</th>
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| Australian Capital Territory (Department of Disability, Housing and Community Services) | **Principal Acts:** Children and Young People Act 1999 (ACT)  
**Other relevant Acts:** Adoption Act 1993 (ACT)  
Human Rights Act 2004 (ACT)  
Human Rights Commission Act 2005 (ACT)  
Public Advocate Act 2005 (ACT)  
Family Law Act 1975 (Cth) |
| New South Wales (Department of Community Services) | **Principal Acts:** Children and Young Persons (Care and Protection) Act 1998 (NSW)  
**Other relevant Acts:** Children and Young Persons (Care and Protection) Amendment (Parental Responsibility Contracts) Act 2006 (NSW)  
Child Protection (Offenders Registration) Act 2000 (NSW)  
Crimes Act 1900 (NSW)  
Commission for Children and Young People Act 1998 (NSW)  
The Ombudsman Act 1974 (NSW)  
Family Law Act 1975 (Cth) |
| Northern Territory (Family and Children's Services, Department of Health and Community Services) | **Principal Acts:** Community Welfare Act 1983 (NT)  
Care and Protection of Children Draft Act (NT)(currently before Cabinet)  
**Other relevant Acts:** Information Act 2006 (NT)  
Disability Services Act 2004 (NT)  
Criminal Code Act 2006 (NT)  
Family Law Act 1975 (Cth) |
| Queensland (Department of Child Safety) | **Principal Acts:** Child Protection Act 1999 (Qld)  
**Other relevant Acts:** Commission for Children and Young People and Child Guardian Act 2000 (Qld)  
Education (General Provisions) Act 2006 (Qld)  
Public Health Act 2005 (Qld)  
Adoption of Children Act 1964 (Qld)  
Family Law Act 1975 (Cth) |
| South Australia (Families SA; Department for Families and Communities) | **Principal Acts:** Children's Protection Act 1993 (SA) |
Home Security

House-breaking is one of the most common crimes. Most house break-ins appear to be crimes of opportunity with entry gained through an open or unlocked window or door. Most intruders are looking for (and often find) a house left open or unlocked where they can get what they want with ease and make a quick getaway.

Some General Security Tips:

- Your house number should be clearly visible from the street in case of an emergency.
- Keep your front door locked when you are at the back of the house.
- Do not leave messages on the front door. It lets people know you are not home.
- Avoid having parcels left on the door step.
- If you have to have something delivered while you are out have the neighbours collect it.
- When out, leave a radio or television on or a light in the evening to give the impression you are home.
- Keep cash and valuables out of sight.
Home Security is an issue for you to consider when you are deciding on a place to live. Windows and doors should preferably have security screens or locks; doors should have dead-bolts, a security chain and a peep hole; and if the property has an alarm system – that would also make it an excellent choice.

**Contents Insurance**

It is recommended that if you are in a rental property that you obtain **Contents Insurance** for your belongings. This is a form of house insurance that insures the contents of the house. Landlords will usually have House Insurance but your belongings will not be covered. Contents insurance will replace your belongings if your house is robbed and your belongings are damaged or stolen, or you have a house fire and your belongings are destroyed or damaged. This may cost you up to $200 per year depending on the value of your belongings.

**Internet Safety & Security**

**Internet Access on Arrival**

Internet cafes are located in most major cities, or book a computer at a community library. You will also be able to

The internet has now become an essential business, social, entertainment and educational resource for most Australians. The increasing level of economic transactions on the internet is making it the focus of criminal activities. It is important that internet users protect themselves from falling prey to these activities. The following tips list some simple precautions you can take to minimise the chances of becoming a victim of online criminals.

1. **Install anti-virus and other security software,** such as anti-spyware and anti-spam software. Use and update this software regularly.

2. **Regularly download and install the latest security patches for your computer software,** including your web-browser. Use automatic software security updates where possible.

3. **Use a firewall** and make sure it is turned on. Firewalls help prevent unauthorised access to, and communications from, your computer.

4. **Delete suspect emails immediately.** Don't open these emails.

5. **Don't click on links in suspect emails.** Visiting websites through clicking on links in suspect emails may result in malware (malicious software), such as a 'trojan', being downloaded to your computer. This is a commonly used and effective means of compromising your computer.

6. **Only open an attachment to an email where the sender and the contents of the attachment are known to you.**

7. **Don't download files or applications from suspect websites.** The file or application could be malware. Sometimes the malware may even be falsely represented as e-security software designed to protect you.

8. **Use long and random passwords** for any application that provides access to your personal identity information, including logging onto your computer. Don't use dictionary words as a password. Ideally, the password should be eight or more characters in length. Change passwords regularly.
9. **Use a limited permission account for browsing the web, creating documents, reading email, and playing games.** If your operating system allows you to create a limited permission account, this can prevent malicious code from being installed onto your computer. A 'limited permission' account is an account that does not have 'Administrator' status.

(Source: Australian Communications and Media Authority)

**Personal Safety**

When you are out and about it is important to be alert and aware of your personal safety.

If you are **going out at night** remember:

- Think ahead - consider how you are going to get home - what about pre-booking a taxi or arranging transport with a friend or family member?
- Never hitch-hike.
- Make sure that you stay with your party and that someone knows where you are at all times.
- Make sure you have enough money to get home or to phone.
- Keep away from trouble - if you see any trouble or suspect that it might be about to start - move away from the scene if you can. The best thing you can do is to alert the police and keep away.
- Walk purposely and try to appear confident. Be wary of casual requests from strangers, like someone asking for a cigarette or change - they could have ulterior motives.
- Try not to carry your wallet in your back trouser pocket where it is vulnerable and in clear view.
- If you are socialising in a public place never leave your drink unattended. Read about Drink Spiking under ‘Alcohol, Smoking and Drugs’. 
If you are out and about:

- Be alert to your surroundings and the people around you, especially if you are alone or it is dark
- Whenever possible, travel with a friend or as part of a group
- Stay in well-lit areas as much as possible
- Walk confidently and at a steady pace
- Make eye contact with people when walking - let them know that you have noticed their presence
- Do not respond to conversation from strangers on the street or in a car - continue walking
- Be aware of your surroundings, and avoid using personal stereos or radios - you might not hear trouble approaching
- always keep your briefcase or bag in view and close to your body
- Be discrete with your cash or mobile phones
- When going to your car or home, have your keys in your hand and easily accessible
- Consider carrying a personal attack alarm
- If you do not have a mobile phone, make sure that you have a phone card or change to make a phone call, but remember - emergency 000 calls are free of charge.

(Source: Australian Federal Police)

Public Transport Safety

Travelling on public transport should be a safe and comfortable experience. Numerous security measures have been adopted to maximise the safety of travellers including: security officers, police, guards, help points, good lighting and security cameras. Most drivers also have two-way radios and can call for assistance.

Buses

Waiting for a bus:

- Avoid isolated bus stops
- Stand away from the curb until the bus arrives
- Don't open your purse or wallet while boarding the bus - have your money/pass already in hand
- At night, wait in well lit areas and near other people
- Check timetables to avoid long waits.

Riding on the bus:

- Sit as close to the bus driver as possible
- Stay alert and be aware of the people around you
- If someone bothers you, change seats and tell the driver
- Keep your purse/packages close by your side. Keep your wallet inside a front coat pocket
- Check your purse/wallet if someone is jostling, crowding or pushing you
• If you see any suspicious activity, inform the driver

Trains

Many of the same safety tips when travelling by bus apply for trains. In addition:

• Most suburban trains have security cameras installed or emergency alarms that will activate the cameras
• Carriages nearest the drivers are always left open and lit
• Try not to become isolated. If you find yourself left in a carriage on your own or with only one other person you may feel more comfortable to move to another carriage with other people or closer to the driver.

Taxis

Travelling by taxi is generally quite a safe method of public transport. To increase your confidence when travelling by taxi, consider the following suggestions:

• Phone for a taxi in preference to hailing one on the street. A record is kept by taxi companies of all bookings made
• You are entitled to choose the taxi/taxi driver of your preference. If a driver makes you feel uncomfortable you are within your rights to select another taxi
• Sit wherever you feel most comfortable. This may mean travelling in the back seat of the taxi;
• Specify to the driver the route you wish to take to reach your destination. Speak up if the driver takes a different route to the one you have specified or are familiar with
• Take note of the Taxi Company and fleet number. This will help in identifying the taxi if required. If you are walking a friend to catch a taxi, consider letting the driver know that you have noted these details e.g., "Look after my friend, Mr/Ms Yellow Cab No.436"
• Stay alert to your surroundings and limit your conversation to general topics
• If you don’t want your home address known, stop a few houses away from your destination

If the driver harasses you when travelling in a taxi your options include:

• Ask the driver to stop. You may choose to make up an excuse to do so;
• Leave the taxi when it stops at a traffic sign or lights
• Call out to someone on the street to attract attention and seek assistance. This may also cause the driver to stop
• Read out the fleet number and advise the driver you will report him/her if they don’t stop

(Source: Queensland Police Service)
Road Rules

If you are going to drive in Australia, no matter whether you are an experienced driver and have an international drivers’ licence or not, **YOU MUST KNOW THE ROAD RULES** before you attempt to drive (even 10metres)! Many lives are lost on Australian roads every year and international visitors are at high risk! If you come from a country where you drive on the opposite side of the road to Australia it is sometimes helpful to have a companion drive with you to ensure you both take note of traffic conditions and signs until you are more familiar with driving on the left side of the road. A handy tip is not to think of it as the other side of the road, but to think that the “white line” (or centre dividing line on the road) is on your side as the driver, just as it is in all countries. It is recommended that you take one or two driving lessons in Australia before you begin to drive here on your own.

Owning a Car

Registration:

Any motor vehicle you own must be registered before you drive it on the road. You must register it in your name and provide the State car registration board with your driver’s licence details and your residential address in Australia.

Insurance:

It is recommended that you have car insurance if you own a car, this will protect you if you have an accident that is your fault as it will help pay for any damage you may have caused to your car or another car.

Speed

There are very obvious reasons for having speeding and traffic rules. The risk of being involved in an accident increases with the speed a vehicle is being driven because there is less time to react, less control of the vehicle and the distance needed to stop is longer. The higher the speed a vehicle is travelling when it hits a pedestrian, the greater the chance of a fatality occurring. **Speed kills.**

Mobile Phones and Driving

The use of **mobile phones** when driving is dangerous, against the law if it's not hands-free, and potentially fatal. This applies to sending or receiving text messages as well as calls. Operating a mobile phone while driving makes you **nine times more likely to be killed** in a collision. Police actively target the use of mobile phones by motorists. Fines are considerable and demerit points penalties do apply. You should be aware of how to legally use a mobile phone while driving.

Demerit Points Scheme

The Demerit Points Scheme is a national program that allocates penalty points (demerits) for a range of driving offences. The scheme is designed to encourage safe and responsible driving. Along with financial penalties, demerit points provide a strong incentive to drive within the law. Different offences have a different number of demerit points. A complete list of all offences, demerit points and fines can be downloaded from the related links section.

(Source: Roads and Traffic Authority, NSW)

Licence Requirements

In most States/Territories of Australia if you hold a current driver licence from another country, you are allowed to drive on your overseas licence as long as:

You remain a temporary overseas visitor
Your overseas licence remains current 
You have not been disqualified from driving in that State or elsewhere and 
You have not had your licence suspended or cancelled or your visiting driver privileges withdrawn.

Most overseas visitors are not required to obtain an Australian licence if you comply with these conditions and can continue to prove your genuine visitor status to State Police if required.

Note: If you are a licence holder from New Zealand, you must obtain an Australian driver licence within three months of residing in Australia or you must stop driving.

When driving in NSW you must carry your overseas driver licence. Your licence must be written in English or, if the licence is not in English, you must either carry an English translation or an International Driving Permit. An International Driving Permit is not a license to drive. It should still be accompanied by a current driving license.

If you are a temporary overseas visitor and you wish to obtain an Australian licence seek advice from your local Police Station.

(Source: Roads and Traffic Authority, NSW)

Drinking Alcohol and Driving
If you are going to drink alcohol, don't drive. If you are going to drive, don't drink alcohol. Anything else is a risk, not only to you, but also to other motorists and pedestrians. Alcohol is involved in about one-third of all serious motor vehicle accidents. As the level of alcohol increases in your body, you have more risk of being involved in an accident. Driving with a blood-alcohol content above the legal limit is dangerous to others as well as yourself and severe legal penalties apply. If you are above the prescribed blood alcohol content level, as the level of alcohol in your body increases, so does the severity of your fine and/or jail term.

Blood Alcohol Concentration (BAC) Levels
The blood alcohol concentration (BAC) is the amount of alcohol in the bloodstream. A BAC of 0.05 means you have 0.05 grams of alcohol in every 100ml of your blood. As the liver metabolises
alcohol at around one standard drink per hour, the BAC level drops unless more alcohol is consumed. BAC is measured with a breathalyser, or by analysing a sample of blood.
Legal BAC Limits

There are legal limits as to the BAC level permissible if you are driving:

In Queensland it is an offence to drive a vehicle with a blood alcohol content greater than the specified legal limit. Blood alcohol concentration is referred to as a percentage. The relevant legal limit depends upon the type of driver licence held, and in some cases, the type of vehicle being driven.

Provisional and Learner Licences - A holder of a provisional or learner’s licence is prohibited from having any alcohol in their system whilst in control of a motor vehicle. In other words, a strict 0.00% limit applies. However, a holder of a provisional licence who is of age 25 or over is permitted to have a blood alcohol content of less than 0.05%.

Open Licence - An open licence holder is permitted to have a blood alcohol content of less than 0.05%. This means a blood alcohol content of less than 50mg of alcohol per 100ml of blood.

Special Cases - A strict 0.00% also applies to the drivers of trucks, buses, articulated vehicles, vehicles carrying dangerous goods, pilot vehicles, and taxis.

Factors Affecting your BAC

The more you drink, the higher your BAC. But two people who drink the same amount might register quite different BACs. There are many factors that will affect this, including:

- **Body size:** A smaller person will have a higher BAC than a larger person because the alcohol is concentrated in a smaller body mass.

- **Empty stomach:** Someone with an empty stomach will reach a higher BAC sooner than someone who has just eaten a meal. Food in the stomach slows down the rate at which alcohol passes into the bloodstream.

- **Body fat:** People with a lot of body fat tend to have higher BACs because alcohol is not absorbed into fatty tissue, so alcohol is concentrated in a smaller body mass.

- **Women:** After drinking the same amount of alcohol, a woman will almost always have a higher BAC than a male.

Because of all these variable factors, counting the number of standard drinks you consume can only give a rough guide to your BAC. For more detailed information about alcohol and how it effects you, please see the Australian Drug Foundation website: [www.druginfo.adf.org.au](http://www.druginfo.adf.org.au).

Drinking Limits Advice

To stay below 0.05 BAC, drivers are advised to limit their drinking to:

- **For men:** No more than two standard drinks in the first hour and no more than one standard drink every hour after that.

- **For women:** No more than one standard drink in the first hour and no more than one every hour after that.

Random Breath Testing (RBT)

Random breath testing of drivers for blood alcohol levels and drug use is common at any time of the day or night. Police officers have the right to stop any vehicle at any time and require the driver to
supply samples for screening. Any person driving a motor vehicle is required by law to have less than a specified amount of alcohol in their blood. If a driver exceeds the level which applies to them the driver has committed an offence.

Increased Risk of an Accident

It is safest not to drink alcohol at all if you are going to drive. The more alcohol you have in your body, the more risk you have of being involved in an accident.

- **At 0.05% Blood Alcohol Content (BAC),** your risk of being involved in a road accident is double that of a 0.00% reading.
- **At 0.1% BAC** your risk is more than seven times as high of being involved in a road accident, than at 0.00%.
- **At 0.15%** your risk increases to 25 times that of driving at 0.00%.

**DON’T DRINK & DRIVE!**

(Source: Australian Federal Police)

Alcohol, Smoking, & Drugs

**Alcohol**

Alcohol use is legal for those aged 18 years or over. There are laws governing how alcohol may be used in each State and Territory of Australia.

Young people (under 18 years of age) are committing an offence if they:
- consume alcohol or are in possession of alcohol in licensed premises or a public place.
- give alcohol to other people who are under 18 in a licensed premise or public place.
- send someone else who is under 18 to buy alcohol.
- use someone else’s ID to try to purchase alcohol or to gain entry to licensed premises.
- are being a public nuisance.
- possess, produce or supply illegal drugs (this includes growing cannabis).
- publish or possess a recipe for the production of a dangerous drug.
- possess equipment (e.g., a bong or cannabis pipe) used, or for use, with an illegal drug.
- drive a vehicle whilst being unlicensed, or the holder of a learner, probationary or provisional license and have a blood alcohol level greater than zero.
- sell tobacco to someone under 18 years of age.
- unlawfully give someone prescription drugs (unless you are a doctor or pharmacist).

**Standard Drinks**

The use of standard drinks can help people to monitor their alcohol consumption and exercise control over the amount they drink.

Different types of alcoholic drinks contain different amounts of pure alcohol. A standard drink is defined as one that contains 10 grams of pure alcohol.

These are all equal to approximately one standard drink:

A middy of beer (285ml) = a nip (30ml) of spirits = a small glass (100ml) of wine = a small glass (60ml) of fortified wine such as sherry.

Please keep in mind:

- Some hotels don't serve standard drinks - they might be bigger. Large wine glasses can hold two standard drinks - or even more!
- Drinks served at home often contain more alcohol than a standard drink.
- Cocktails can contain as many as five or six standard drinks, depending on the recipe.
- Pre mixed bottled drinks often contain more alcohol than a standard drink.

**Smoking**

Australian law makes it an offence to sell or supply tobacco products to a person under the age of 18 years. It is illegal for anyone under 18 to purchase tobacco products. There are also a number of laws regulating and restricting the advertising, promotion and packaging of tobacco products. Regulations have been introduced to restrict smoking in public areas such as shopping centres, hotels, restaurants and dining areas, and in some workplaces.  [Please include your State/Territory laws]
Drugs

Each State and Territory has laws governing the manufacture, possession, distribution and use of drugs, both legal and illegal. Drug laws in Australia distinguish between those who use drugs and those who supply or traffic drugs. The Federal Customs Act covers the importing of drugs, while each State has laws governing the manufacture, possession, distribution and use of drugs, both legal and illegal.

DANGER: Drink Spiking! Whether you are drinking alcohol or not, keep your drink close to you and watch it at all times. Drink spiking (putting extra alcohol or other drugs into a person’s drink without their knowledge) is an unfortunate risk to people who are out trying to have a good time. Drink spiking can happen to anyone: male or female, young or old whether they are drinking alcohol or not. Never accept an open container of drink if you did not see it being poured and if you suspect you or your friends have had a drink spiked, call 000 (zero zero zero) immediately to report it and get help.

(Source: Australian Drug Foundation)

Hitchhiking

A person who waves at unknown drivers from the side of the road to request a ride with a driver further along the road is called a Hitch-hiker. Hitchhiking is illegal in Queensland and Victoria. Elsewhere in Australia it is illegal to hitchhike on motorways (where pedestrians are prohibited and where cars are not allowed to stop). Some travel companies promote hitchhiking as an inexpensive means of travelling around Australia.

HOWEVER: Many crimes have been committed against innocent hitchhikers including violent personal crimes and abductions. You do not know anything about the person whose car you get into.

Our advice to you is: DON’T HITCHHIKE! It simply is not worth the risk.

Avoiding Dangerous Areas and Activities

It is important to always be alert and aware of your surroundings and to avoid dangerous areas and activities, particularly at night.

A public place can vary through the course of the day. It may be used by different groups of people at different times. It may be busy at certain times and isolated at others. It may be different during the day than it is at night. These differences can have a very different impact on the way you feel when you are in them. For example:

The street outside a hotel in the morning is likely to be used by people going to and from work or shopping. At night however, the people most likely to be on the street are hotel patrons. Alcohol consumption has now become a factor in these places, and for many (particularly for women), some areas may become less safe.

A shopping mall during the day has lots of different people using it. Once it closes, it is often isolated and usually dark.

A school between the hours of 8 am and 5 pm is usually lively and active. After 5 pm or during school holidays however, it may be isolated or dominated by particular groups of people. Being in a place when it is busy is very different from when the place is isolated. There is often no reason to be afraid, But – be alert, be aware, and be careful.
Making New Friends

There is no magic trick to making friends. And if you are in a foreign culture it can seem more difficult than usual to find people who you really “get along” with. **Be kind to yourself - remember that making friends takes time.** If you make the most of social opportunities during your life in Australia, just as you would back home, it will be quicker and easier for you to fit in, make friends and feel at home.

However you meet people, **remember to be careful.** When you meet someone new, be cautious until you get to know the person better and feel you can trust him or her. If a stranger starts talking to you, they are probably just being friendly. But be safe, and don’t give them any of your personal details like your full name, your phone number or your address. **With people you don’t know well; always arrange to meet them in a public place,** like a café or a park, instead of inviting them to your home or going to theirs, until you feel you have built a relationship with them, know more about them and feel comfortable with them.

Many international students spend time socialising with other students and people from their own country and culture while they’re in Australia. These people can make you feel accepted and you may be able to communicate much more easily with them than you can with the locals, particularly when you have just arrived. When everything around you is new and different, it can feel like a big relief to find people from your own country and cultural background. But remember, **you need to be careful at first,** until you get to know them better, just as you should with anyone else. Even though you may feel like you have a lot in common, **remain cautious until you feel you know them reasonably well and can trust them.** Crimes against international students are sometimes committed by people from their own culture.

If you have any concerns or questions about someone you have met, or want to talk to someone about Australian mannerisms and communication “norms” (widely acceptable behaviour), make an appointment to talk it over with your **International Student Advisor.**
Sexual Assault

Sexual assault is a criminal offence. It includes sexual harassment, unwanted touching, indecent assault and penetration of any kind. It is important to remember that it can happen to anyone and at any time but certain precautions may make it more difficult for a possible perpetrator:

- When socialising, be smart. Drink in a way that leaves you in control. Leaving drinks unattended leaves them open to being spiked quite easily.
- Walk with confidence and purpose.
- Avoid lonely or dark places.
- Be wary of strangers, whether they are on foot, in cars or at parties.
- Be aware of the people around you.
- Respect your intuition.
- If placed in a situation where you feel uncomfortable say "No!" loudly and with conviction.

What do I do if I am assaulted?

It is very difficult to tell someone that you have been sexually assaulted. It is important to remember that sexual assault is a serious crime and can happen to people regardless of their gender or sexuality. Your first point of contact, should be the Police or your closest Sexual Assault Service.

1. From a public phone or mobile phone, ring the police on 000.
2. Do not wash, shower, change clothes or clean up in any way until after talking to the police and going to the hospital. You could destroy vital evidence. Don't drink alcohol or take tranquillisers or other drugs as you will have to give a clear account of what has happened. Try to remember everything you can about your attacker.
3. Remember, you are the victim. You have nothing to feel guilty or ashamed about. Police officers are aware that a person who has been assaulted, sexually or otherwise, is likely to be suffering from emotional shock. They will do all they can to make things as easy as possible for you. It is likely they will provide a female police officer for a female victim. If not, you have the right to request one. You can also ask the police to contact a friend, family member, interpreter or religious adviser to be in attendance with you when you are dealing with the circumstances surrounding the report of assault.
4. You should speak to the College counsellor.
Social Activities

What is Schoolies Week?

If you are an international student attending high school in Australia you will hear a lot of talk about “Schoolies Week” which refers to the Australian tradition of high-school graduates (known as "Schoolies" or "Leavers") having week-long holidays following the end of their final exams in late November and early December.

Official schoolies events, which are drug and alcohol free, are held at many schoolies destinations, they include concerts, dances and parties. For all official events, attendees are required to be a registered schoolie and present schoolie ID on entry. This schoolies ID, which at some locations includes a photo, is given to schoolies upon registering, which requires the presentation of current school ID and incurs a small fee. At many destinations, the official events are held in fenced-off areas or in nightclubs to prevent the infiltration of tooles ("too old for schoolies", which are associated with the targeting of drunk teenagers for sex) and to maintain crowd control. Some events are free while others (often those held at nightclubs) incur an entry fee.

If you are a school leaver and choose to be a part of schoolies celebrations, here are some good safety tips to keep in mind:

Celebrate but watch your friends:

- Stay with friends and don't take chances. Remember there is safety in numbers.
- Plan ahead with your friends. Work out how you will share costs and how you will look out for each other.
- Book your own accommodation - don't expect that you can just stay with friends.
- Know where you are staying and how to get there.
- Before you go out, have a plan for getting home and tell someone where you are going.
- Negotiate a designated driver at the beginning of the evening and support them in their decision not to drink. During the week, take turns to be the designated driver.
- Stay clear of a driver who has been drinking or using drugs.
- Ask an official volunteer to walk you home if you are alone — don't walk home at night alone.

Always keep enough money for a phone call, taxi or public transport.
- Stranger danger still exists for adults — don't accept lifts from anyone you don't know, and don't stay at a stranger's place.
- Don't swim at night and don't swim at all if you are intoxicated or using drugs.
(Source: Queensland Government Schoolies Week)
SECTION 4

Studying at Our Lady’s College
Section 4: Studying at Our Lady’s College

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- Faculty/Course Orientation
- International Student ‘Code of Conduct’
- Academic Policies & Procedures
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- International Student Visa Conditions
  - Academic Progress
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Key Personnel
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- Academic Skills Advisor/s
- ESL Support Officer

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- English Language Support

Assessment & Reports

Library Services

Computer Labs
- How to Access Internet on Arrival

Health & Safety on Campus

My Student Survival Page
To Begin:

Arrive early

Australian education providers will provide an International Student Orientation before the commencement of classes and often before commencing local students attend an orientation. It is a requirement of the ESOS (Education Services for Overseas Students) Act 2001. Staff who run the orientation work hard to ensure that you as a student will be well equipped to achieve the best possible success in your studies. If you read through the pre-departure, arrival, and orientation manuals which the institution provides for you, you will see that there is a lot of information for you to understand and consider as you move through your studies. Although the manual will outline what you need to know, it is impossible to understand and recall everything. Once you are concentrating on your studies, you will feel less stressed if you are already comfortable with the institution, its staff and its services.

Arriving early to attend orientation gives you the chance to;

- See and talk to the most important people you will need to know at the institution.
  - International Office staff and their duties
  - Course or Academic Advisor
  - ESL Advisor
  - Student Services staff
  - Religious/Cultural/Ministry staff
  - Accommodation/Homestay Coordinator
  - Counsellors

- Enrol early which will help you to get your student card early. You will need your student card to open bank accounts, borrow books from the library, and more.

- Meet and get advice from your Academic or Course Advisor

- Find your way around the campus
  - Library
  - Computer rooms and facilities
  - Recreation and eating areas
  - Classrooms

- Meet other International students who may share your classes, share your concerns or fears. Knowing another face on campus as you become more comfortable with the routines can really help you avoid any feelings of isolation.

- Find your way around the public transport/ City/ to and from your accommodation.

- Feel as though you already know some of the things local students know before you get to meet them at orientation activities later.

What to Do First

Report to the College Office.

International Student Orientation

Contact the College prior to arrival to organise a personal orientation meeting.

Faculty/Course Orientation

You will then have time to meet other new students and to meet key personnel. This orientation day usually occurs on the day prior to the official start date but can be customised.

International Student ‘Code of Conduct’

You should read the Code of Conduct on the College website.
**Academic Policies & Procedures**
All policies appear on the College website.

**Complaints & Grievances**
The policy on Complaints and Grievances is available on the College website.

**International Student Visa Conditions**
For a full list of mandatory and discretionary student visa conditions please visit www.immi.gov.au/students/index.htm

**Academic Progress**
Please remember that you must meet minimum standards in order to satisfy the conditions of your visa. Poor academic performance will put your visa in jeopardy.

**Attendance**
Please remember that you must maintain an excellent attendance record in order to satisfy the conditions of your visa. Insufficient attendance will put your enrolment in jeopardy. Please see the College website for details of the policy.

**Current Address Details**
Students on an International Student Visa no longer need to keep DIAC informed of their home address in Australia, as DIAC will check these details with your education provider if required. Therefore you MUST maintain a current residential address on your student file AT ALL TIMES. Please visit the Student Desk to advise the College of any change in your address.

**Student Administration Information**

**Paying Fees**
All fees must be fully paid prior to commencement.

**Enrolment**
Please contact the office as early as possible to organise your enrolment.

**ID Cards**
Your ID card will be organised on the orientation day.

**Refund & Cancellation Policy**
This policy is available on the College website.

**Textbooks**
All textbooks will be supplied following the orientation day.
**Student Support Services**

**International Student Office**

**Key Personnel:**
Mrs Shelley Hamilton – Deputy Principal

**Academic Skills Assistance**

**Key Personnel:**
Mr Anthony Stevens – Assistant Principal Administration

**Campus Ministry/Pastoral Care**

**Key Personnel:**
Mrs Linda Brandenburg – Assistant Principal Religious Education

**Counselling**

**Key Personnel**
Mrs Eva Fritz – College Counsellor

**Disability Services**

**Key Personnel**
Mrs Donna Martin – Support Teacher Inclusive Education

**Ancillary Student Services**

**Student Accommodation Office:**
Australian Catholic University

**Key Personnel:**

**International Student Coordinator**
Mrs Shelley Hamilton
Accommodation / Homestay Coordinator
Australian Catholic University

Academic Skills Advisor/s
Mr Anthony Stevens

ESL Support Officer
Mrs Donna Martin
## Quick Guide to Key Personnel:

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**Campus & Facilities:**
Facilities are outlined on the website and a tour of the campus will occur on orientation day.

**Calendar of Events:**
*A calendar is available on the website.*

**Social Activities throughout the Semester / Year**
Activities will be advertised through student notices in Pastoral Care each morning.

**Subject Selection:**
Discussion of subject selection will occur with the Assistant Principal Administration on your orientation day.

**Timetables:**
A timetable will be generated for you and will be available following your discussion of subject selection.
**Academic Support & Expectations**

You will be given a student diary and handbook which contains the details of the following:

**Teaching & Learning in Australia**

Teaching and learning in Australia is designed to create lifelong learners with a passion for learning. You must be prepared to work to the best of your abilities, to ask questions when in difficulty and to show respect for your teachers.

**Keys to Academic Success**

Preparation, a willingness to ask questions, systematic revision, drafting and a willingness to take risks are some of the keys to academic success.

**Study Skills**

You will be given specific help in developing good study habits.

**Plagiarism**

It is VERY important to acknowledge the authorship of ideas and words that you use. How to acknowledge the work of others is detailed in the student diary.

**Resources**

The library has a multitude of resources (print and digital) and you will be introduced to the procedures for making the most of these during your orientation day.

**Tutoring**

Please consult the ESL Teacher for extra support.

**English Language Support**

The ESL Department will organise for extra support to cope with the difficulties associated with English as a Second Language.

**Assessment & Reports:**

Reports will be sent home at the end of Terms 1, 2 and 4.

**Library Services:**

As above.

**Computer Labs:**

Due to a wireless network and individual laptops there is little need for computer labs anymore.
**How to Access Internet on Arrival**
You will be shown how to access the internet with your laptop.

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**Health & Safety on Campus:**
Please see the Student Desk with any concerns.
My Student Survival Page

EMERGENCY  000 or 112 from my mobile (to override key locks)

Government Departments  
DIAC – Department of Immigration & Citizenship  
131 881  www.immi.gov.au

ATP – Australian Taxation Office  
Tax File Number: 132 861 www.ato.gov.au

Health Cover  
[Insert preferred provider, local office details etc.]

Institution 24hr Emergency  
[Insert details.]

My Important People & Places
SECTION 5

Social and Cultural
Section 5: Social and Cultural

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Adjusting to Life in Australia:

While living and studying abroad may be an exciting adventure, it can also present a range of challenges. Having decided to study and live in Australia you will be undertaking adjustments in many areas of your life including cultural, social and academic. It is also important to remember that while these changes are occurring you will be embarking upon a new semester of study (for many of you in a different language) and be away from your usual supports, networks and resources. Adjustment to a new country and culture is a process that occurs gradually and takes time. The values, beliefs, traditions and customs of your home country may vary greatly from those in Australia and adapting to the Australian way of life may take some time. This advice may help:

- **Listen, observe and ask questions**
  Adjustment to a new culture and way of life takes time. Allow yourself time to observe those around you and patterns of both verbal and non-verbal communication. Don’t be afraid to ask questions if there are things you do not understand as this will reduce the chance of confusion or misunderstandings.

- **Become involved**
  Make an effort to meet people and become involved in groups both on campus and in the wider community. Maintain an attitude of openness to new situations and experiences. Establishing friendships and joining groups is the best way to experience and learn about Australian culture and will certainly mean you have a richer and more enjoyable time here.

- **Try to maintain a sense of perspective**
  When confronted with difficulties remind yourself that living and studying abroad is a challenge and it is normal to feel stressed, overwhelmed and out of your depth at times. Try to recall or make a list of the reasons you initially wanted to study abroad in the first place, Also, listing positive events or changes within yourself that have occurred since you arrived may also assist with getting things in perspective.

- **Maintain some of the routines and rituals you may have had in your home country.**
  This can include small things such as continuing to drink a certain type of coffee or tea or eating specific foods. It may also include maintaining involvement in bigger events such as celebrating a national day in your country of origin with a group of friends.

- **Keep lines of communication open with those at home.**
  Communicating with those at home regularly about your experiences of study and life in Australia, through emails, telephones and letters, is vital. Not only does it help to keep you connected with important social supports, it also assists your friends and family to understand your experiences which will smooth the transition when you return home.

- **Sense of humour**
  Importantly, remember that living in a different culture means you will inevitably find yourself in a range of unusual and often confusing situations. Being able to laugh in these situations will remind you that it takes time to understand different cultures and that it is ok to make mistakes.

- **Ask for help**
Don’t be afraid to ask for assistance or support if you need it. In addition to the Counselling Service there are many organisations set up on campus to ensure you have a successful and enjoyable time in Australia.

➢ **Finally, relax and enjoy the journey!**

(Source: Macquarie University)
**Culture Shock:**

**Culture shock** is the feeling of being out of place in an unfamiliar environment. The initial excitement of moving to a new country often subsides when different cultural expectations challenge you to attend to daily responses and behaviours previously taken for granted. The potential stress of dealing with these persistent challenges can result in feelings of hostility and frustration with your host country as well as a profound longing for home.

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**OVERCOMING CULTURE SHOCK**

Once you realise you have culture shock, getting over it and moving on to better adjustment with the host culture will depend on you. It is you who must take some positive steps to feel better, and the sooner you take them, the better!

1. **Recognition:** First, you should remember that culture shock is a normal part of your adjustment and that you may have some of the symptoms. Some of your reactions may not be normal for you; you may be more emotional or more sensitive, or lose your sense of humour. Recognising your culture shock symptoms will help you learn about yourself as you work your way through it.
2. **Be objective:** Second, try to analyse objectively the differences you are finding between your home and your host country. Look for the reasons your host country does things differently. Remember that host customs and norms are (mostly) logical to them, just as your customs and norms at home are logical to you!

3. **Set goals:** Third, set some goals for yourself to redevelop your feeling of control in your life. These should be small tasks that you can accomplish each day. For example, if you do not feel like leaving your room, plan a short activity each day that will get you out. Go to a post office or store to buy something, ride a bus or go to a sports event. If you feel that language is your problem, set daily goals to learn more: study fifteen minutes a day; learn five new words a day; learn one new expression each day; watch a TV program in your new language for 30 minutes. Each goal that you achieve will give you more and more self-confidence that you can cope.

4. **Share your feelings:** Fourth, find local friends who are sympathetic and understanding. Talk to them about your feelings and specific situations. They can help you understand ideas from their cultural point of view.

(Source: Rotary International Youth Exchange)

**Australian Culture:**

**Social Customs**

**Greeting People**

When meeting someone for the first time, it is usual to shake the person's right hand with your right hand. People who do not know each other generally do not kiss or hug when meeting. When you first meet someone, it is polite not to talk about personal matters.

Many Australians **look at the eyes of the people** they are talking with. They consider this a sign of respect, and an indication that they are listening. Do not stare at the person for a long time.

You can address a new acquaintance using their title and family name. You may use their first name when they ask you to or use it in the introduction. In the workplace and among friends, most Australians tend to be informal and call each other by their first names.

**Clothing Customs**
The types of clothing that people wear reflect the diversity in our society just as much as the variation in climate. There are no laws or rules on clothing, but you must wear certain clothing for work situations. Most workplaces have dress standards.

Outside of the work situation, clothing is an individual choice; many people dress for comfort, for the social situation or the weather. Clubs, movie theatres and other places require patrons to be in neat, clean clothes and appropriate footwear.

Many Australians live close to the beach and the sea. On hot days, they may wear little clothing on the beach and surrounds. This does not mean that people who dress to go to the beach or swimming have low moral standards. It means that this is what we accept on and near our beaches.

People from other countries can choose to wear their national dress. They may be religious or customary items and include monks’ robe, a burqa, a hijab or a turban. As a tolerant society with people from many different cultures, clothing is a part of cultural beliefs and practices that is encouraged.

**Polite Behaviour**

'Please' and 'thank you' are words that are very helpful when dealing with other people, and buying goods or services. When asked if you would like something, like a cup of tea, it is polite to say, 'Yes please', or just 'please' if you would like it, or 'no, thank you' if you do not. When you receive something, it is polite to thank the person by saying 'thank you'. Australians tend to think that people who do not say 'please' or 'thank you' are being rude. Using these words will help in building a good relationship.

Sometimes a sensitive issue may come up in conversation. Not to talk may seem rude. It is more polite to say 'sorry, it is too hard to explain' than to ignore a question.

Australians often say, 'Excuse me' to get a person's attention and 'sorry' if we bump into them. We also say, 'Excuse me' or 'pardon me' if we burp or belch in public or a person's home.

You should always try to be on time for meetings and other visits. If you realise you are going to be late, try to contact the person to let them know. This is very important for visits to professionals as you may be charged money for being late or if you miss the appointment without notifying them before the appointment time.

Most Australians blow their noses into a handkerchief or tissue, not onto the footpath. This is also true for spitting. Many people will also say, 'Bless you' when you sneeze. This phrase has no religious intent.

**Australian Slang**

Much common word usage or 'slang' may seem strange to people new to Australia. Slang words start from many different sources. Some words are shortened versions of longer words. Many were expressions already used by migrants who came from the north of England. If you are unsure what an expression means, it is all right to ask the person who said it to explain. Some common expressions are:
• **Bring a plate** - when you are invited to a party and asked to 'bring a plate', this means to bring a dish of food to share with your host and other guests. Take the food to the party in any type of dish, not just a plate, and it is usually ready to serve. This is common for communal gatherings such as for school, work or a club. If you are unsure what to bring, you can ask the host.

• **BYO** - when an invitation to a party says 'BYO', this means 'bring your own' drink. If you do not drink alcohol, it is acceptable to bring juice, soft drink or soda, or water. Some restaurants are BYO. You can bring your own wine to these, although there is usually a charge for providing and cleaning glasses called 'corkage'.

• **Arvo** - This is short for afternoon. 'Drop by this arvo,' means please come and visit this afternoon.

• **Fortnight** - This term describes a period of two weeks.

• **Barbeque, BBQ, barbie** - outdoor cooking, usually of meat or seafood over a grill or hotplate using gas or coals. The host serves the meat with salads and bread rolls. It is common for a guest, when invited to a BBQ, to ask if they should bring anything.

• **Snag** - The raw type sausages usually cooked at a BBQ. They can be made of pork, beef or chicken.

• **Chook** - The term chook means a chicken, usually a hen.

• **Cuppa** - a cup of tea or coffee 'Drop by this arvo for a cuppa' means please come and visit this afternoon for a cup of tea or coffee.

• **Loo or dunny** - These are slang terms for toilet. If you are a guest in someone's house for the first time, it is usually polite to ask permission to use his or her toilet. 'May I use your toilet please?' Some people ask, 'Where's the loo?'

• **Fair dinkum** - honest, the truth. 'Fair dinkum?' when used as a question means, 'is it really true?'

• **To be crook** - to be sick or ill.

• **Flat out** - busy.

• **Shout** - to buy someone a drink. At a bar or a pub when a group of friends meet, it is usual for each person to 'shout a round', meaning buy everybody a drink. Each person takes a turn at buying a 'round'. It is also acceptable to say that you do not drink (alcohol) by saying that you are a 'teetotaller'. This also means you are not obliged to shout.

• **Bloke** - a man. Sometimes if you ask for help, you may get an answer to 'see that bloke over there'.

• **How ya goin?** 'How are you going?' means how are you, or how do you do? It does not mean what form of transport you are taking. Sometimes it can sound like 'ow-ya-goin-mate'.

For more information on Australian slang visit: [www.cultureandrecreation.gov.au/articles/slang](http://www.cultureandrecreation.gov.au/articles/slang)
Responding to an Invitation

- **What could I be invited to?** If you get an invitation to lunch, dinner, barbeque, party, wedding, birthday, or any type of event you will usually respond with a letter or phone call. The midday meal is called lunch, and the evening meal is called dinner or ‘tea’. ‘Tea’ can also mean a cup of tea or ‘cuppa’. If invited for tea, the time of the event is a good sign of whether your host means dinner or just a cup of tea. An invitation to tea, for anytime after 6pm (1800 hours) usually means dinner.

- **How are invitations made?** Invitations can be written or spoken. Written ones usually ask for RSVP, (which is *respondez s’il vous plait* in French) and means please reply. You should reply whether you intend to go or not. The invitation will tell you how to reply and when the reply is expected. Your host may be specific about how many people are invited. If your host invites the whole family, you should tell your host how many people would go. Usually a family is the parents and their children.

- **What if I do accept an invitation?** When you accept an invitation to a meal, it is also usual to tell the host what you cannot eat. It is perfectly okay to say that you are a vegetarian and do not eat meat or that you are Muslim or Jewish and do not eat pork. **It is not polite to arrive late** and you should make a telephone call to your host to explain if you are going to be late.

- **What if I cannot accept an invitation?** You may not always be able to accept an invitation. The best way to refuse is to say, ‘thank you, unfortunately I/we have other plans at that time’. To say that you are too busy may seem extremely rude, even if it is true. Once you accept an invitation, you should only cancel if something arises where you cannot go. You should also explain the reason to your host. To cancel because you got a better invitation from somewhere else can seem very rude, and can affect new friendships. Sometimes it is best not to accept an invitation right away and to ask your host whether they would mind if you check your plans and reply to them later.

(Source: Department of Immigration & Citizenship)
Tipping

Tipping is not generally expected or practiced in Australia. This is because throughout Australia, service industry staff are covered by minimum wage laws and therefore do not rely on tips for their income. However, it is acceptable to leave a small amount (perhaps 10%) should you feel you have received exceptional service.

Public Holidays & Special Celebrations:

Australians hold certain days each year as special days of national meaning. We may recognise the day with a holiday for everyone or we can celebrate the day as a nation with special events. Most States and Territories observe some of the public holidays on the same date. They have others on different dates or have some days that only their State or Territory celebrates. In larger cities, most shops, restaurants and public transport continue to operate on public holidays. In smaller towns, most shops and restaurants close.

New Year

Australians love to celebrate New Year. There are festivals, celebrations and parties all over the country to welcome in the New Year. Sydney Harbour and Sydney Harbour Bridge have become synonymous with New Year celebrations in Australia the fireworks display is considered to be one of the best in the world. January 1 is a public holiday.

Australia Day

Australia Day, January 26, is the day we as a people and place celebrate our nationhood. The day is a public holiday. The day marks the founding of the first settlement in our nation by European people.

Easter

Easter commemorates the resurrection (return to life) of Jesus Christ following his death by crucifixion. It is the most significant event of the Christian calendar.

In addition to its religious significance, Easter in Australia is enjoyed as a four-day holiday weekend starting on Good Friday and ending on Easter Monday. This extra-long weekend is an opportunity for Australians to take a mini-holiday, or get together with family and friends. Easter often coincides with school holidays, so many people with school aged children incorporate Easter into a longer family holiday. Easter is the busiest time for domestic air travel in Australia, and a very popular time for gatherings such as weddings and christenings.

Easter Traditions

- Shrove Tuesday or Pancake Day: Shrove Tuesday is the last day before Lent. In earlier days there were many foods that observant Christians would not eat during Lent such as meat and fish, eggs, and milky foods. So that no food was wasted,
families would have a feast on the shroving Tuesday, and eat up all the foods that wouldn’t last the forty days of Lent without going off.

Pancakes became associated with Shrove Tuesday because they were a dish that could use up perishable foodstuffs such as eggs, fats and milk, with just the addition of flour.

Many Australian groups and communities make and share pancakes on Shrove Tuesday. Selling pancakes to raise money for charity is also a popular activity.

- **Hot Cross Buns:** Hot cross buns are sweet, spiced buns made with dried fruit and leavened with yeast. A cross, the symbol of Christ, is placed on top of the buns, either with pastry or a simple mixture of flour and water. The buns are traditionally eaten on Good Friday; however in Australia they are available in bakeries and stores many weeks before Easter.

A recent variation on the traditional fruit bun has become popular in Australia. A chocolate version is made with the same spiced mixture, but cocoa is added to the dough and chocolate chips replace the dried fruit.

- **Easter Eggs:** Eggs, symbolising new life, have long been associated with the Easter festival. Chocolate Easter eggs are a favourite part of Easter in Australia. Some families and community groups organise Easter egg hunts for children in parks and recreational areas. Easter eggs are traditionally eaten on Easter Sunday, however stores start stocking Easter treats well before the Easter holiday period.

- **The Easter Bunny:** Early on Easter Sunday morning, the Easter Bunny ‘delivers’ chocolate Easter eggs to children in Australia, as he does in many parts of the world.

The rabbit and the hare have long been associated with fertility, and have therefore been associated with spring and spring festivals. The rabbit as a symbol of Easter seems to have originated in Germany where it was first recorded in writings in the 16th century. The first edible Easter bunnies, made from sugared pastry, were made in Germany in the 19th century.

**Anzac Day**

Anzac Day is on April 25 the day the Australian and New Zealand Army Corps (ANZAC) landed at Gallipoli in Turkey in 1915 during World War 1. This day is set apart to hold dear the memory of those who fought for our nation and those who lost their life to war. The day is a public holiday. We remember with ceremonies, wreath laying and military parades. You will find that many towns have an ANZAC Day parade and ceremony culminating in the laying of memorial wreaths at a monument or war memorial. These services can be very moving and a wonderful way of experiencing some Australian National pride, as the memories of our fallen soldiers are commemorated. Many Australians attend the National War Memorial in Canberra,
or a War Memorial in one of the Capital Cities around Australia for either the traditional “Dawn Service”, which commemorates the landing of the ANZACs at Gallipoli in the dark and dawning of that day, or another service usually commencing around mid-morning with a parade of returned armed forces representing all Australians who have fought in war. As Australia is such a multi-cultural country, these days it is common to see many other countries also represented in these parades.

ANZAC Day is the only day of the year where it may also be possible to attend an RSL (Returned Servicemen’s League) Club to experience a traditional game of “TWO-UP”. A game of chance played by the ANZACs where money is waged on the toss of three coins for a resulting combination of 2 out of 3 being either heads or tails. RSL clubs are crammed with returned soldiers and their families and friends on this day, the atmosphere is one of “mate-ship” and friendliness to all and the experience of a game of two-up is a memorable one.

Labor Day

Labor Day is celebrated on different dates throughout Australia. As elsewhere in the world, Labor Day originated in Australia as a means of giving ‘working people’ a day off and recognising the roots of trade unionist movements and workers’ rights.

Queen’s Birthday

The Queen's Birthday holiday celebrates the birthday of Queen Elizabeth II who is not only Queen of the United Kingdom but also Queen of Australia, where the Queen's Birthday is a public holiday celebrated on a Monday but on different dates. Having the Queen’s Birthday on a Monday, results in a three-day long weekend.

Melbourne Cup Day

The Melbourne Cup is a 2 mile international horse race run on the first Tuesday of November each year attracting the finest racehorses from around the world. Known as the “race that stops a Nation” due to a Public Holiday being declared in metropolitan Melbourne in its home State of Victoria, and most of the nation whether at work, school or home, stopping to watch the race broadcast on television. In other places, and mainly in the workplace, many people have a celebratory “Cup Day Breakfast”, lunch, party or barbeque to celebrate Melbourne Cup. It is traditional to run a “Cup Sweep” where everyone wagers an amount per horse to create a total prize pool. The names of the horses entering the race are drawn and matched one by one to the list of people wagering money. After the race is won, the prize pool is divided into amounts for 1st, 2nd, & 3rd, and usually a small amount for last place, or horses scratched due to injury just before the race. The Melbourne Cup forms part of the “Spring Racing Carnival” which attracts celebrities from around the world. Women dress in their best outfits; hats are definitely the order of any day, gentlemen in suits of all sorts, and assorted other costumes. It's a very colourful time to be in Melbourne.
Christmas

Christmas is celebrated in Australia on 25 December. Christmas is the celebration of the birth of Jesus Christ. Christians believe that Jesus is 'the son of God', the Messiah sent from Heaven to save the world.

The heat of early summer in Australia has an impact on the way that Australians celebrate Christmas and our English heritage also has an impact on some northern hemisphere Christmas traditions which are followed.

In the weeks leading up to Christmas houses are decorated; greetings cards sent out; carols sung; Christmas trees installed in homes, schools and public places; and children delight in anticipating a visit from Santa Claus. On Christmas Day family and friends gather to exchange gifts and enjoy special Christmas food. Australians are as likely to eat freshly caught seafood outdoors at a barbeque, as to have a traditional roast dinner around a dining table.

Many Australians spend Christmas out of doors, going to the beach for the day, or heading to camping grounds for a longer break over the Christmas holiday period. There are often places which have developed an international reputation for overseas visitors to spend Christmas Day in Australia. One such example is for visitors who are in Sydney at Christmas time to go to Bondi Beach where up to 40,000 people visit on Christmas Day.

**Carols by Candlelight** have become a huge Christmas tradition in Australia. Carols by Candlelight events today range from huge gatherings, which are televised live throughout the country, to smaller local community and church events.

Christmas in Australia is also associated with two major sporting events:

- **The Boxing Day Test**: December 26 is the opening day of the traditional 'Boxing Day Test' at the MCG (Melbourne Cricket Ground) between the Australian Cricket Team and an international touring side. It is the most anticipated cricket match each year in world cricket, and tickets are usually sold out months in advance.
- **The Sydney to Hobart Yacht Race**: the “Sydney-to-Hobart” is Australia’s most prestigious yachting race and on the calendar of international yacht racing, and begins 26 December in beautiful Sydney Harbour.

(Source: Australian Government – Culture and Recreation Portal)
**Sports & Recreation:**
There are many sporting and recreation groups around Brisbane. Speak with Mr Jim King, Head of Sport at Our Lady’s College, to explore possibilities.

**Clubs & Organisations:**
You can join service groups at Our Lady’s College including Liturgy Committee, Environment Committee, St Vincent de Paul, Benenson Society and Fair Trade. Speak to your Pastoral Care Teacher and listen for notices advertising meeting times.

**Entertainment:**
There are lots of entertainment options in Brisbane. Your host family will be able to help you to organise fun opportunities.

**Eating Out:**
Our Lady’s College is close to many fast food outlets (KFC, Sizzler etc) but these are not available during the school day. There are also many high quality restaurants in Brisbane. Again, your host family will help you with these.

**Religion & Faith:**
As a Catholic school, there will be liturgies and prayer services held at school throughout the year. There are also many churches throughout Brisbane. Please speak to Mrs Linda Brandenburg, Assistant Principal Religious Education, for specific detail.

**Where to Find Out What’s Going On:**
Please read the daily notices and ask questions.
Home Fire Safety:

International students are increasingly appearing in statistics related to fire incidents and deaths in Australia. Sadly, most of these fires are preventable. You can take some simple steps to reduce the risk of fire in your accommodation.

Follow the fire safety tips below to help you reduce the chance of fire in your accommodation:

**Smoke Alarms**

When you are sleeping you cannot smell smoke. Smoke alarms save lives. They wake you and alert you to the danger from smoke and fire. You MUST have a smoke alarm where you live, it is the law. All homes must have a smoke alarm on each level. Landlords are legally responsible for installation of alarms in rental properties. Tenants are responsible for testing and maintaining alarms. If you live on campus there will be a smoke alarm in your room. If you live off campus in a house or flat there must be a smoke alarm outside your bedroom.

Look after your smoke alarm, it can save your life.

- Test your smoke alarm monthly by pressing the test button.
- DON'T remove the battery
- DON'T take the smoke alarm down
- DON'T cover the smoke alarm
- Replace the battery in your smoke alarm yearly.
- Regularly vacuum over and around your smoke alarm to remove dust and debris to keep it clean.
- If there is no smoke alarm or it does not work report it to your landlord.
Electricity

The safe use of electricity assists in preventing house fires.

- **Improper use of power boards and double adaptors can lead to fires.**

  A double adaptor or a powerboard plugged into another double adaptor or powerboard creates a danger of overloading the system. For safety, use a single extension cord rather than joining shorter cords. Leaving an extension cord coiled while in use or placing a cord under floor coverings can cause overheating.
- **Be careful to keep electrical appliances away from water.**

  A hair dryer takes time to cool down. For safety, allow this to happen on a inflammable surface before storing it.

- **Computers, monitors and TVs can overheat and cause fires even when not in use.**

  They should be turned off after each session. Good air circulation is necessary around TVs and videos. TVs should be turned off at the set, not only with the remote control.

- **Light globes can become very hot.**

  It is dangerous to cover a lamp with any type of fabric. To dim a lamp it is recommended that a lower wattage globe is used.

**Heaters**

It’s nice to keep yourself warm in the cooler weather, but remember heaters are a major cause of house fires.

- Read and follow the operating instructions for your heater.
- All clothes and curtains should be at least one metre from the heater.
- Turn off all heaters before you leave your room or go to bed.
- Before you go to bed at night or leave your home, ensure heaters are turned off at their power source and fires are extinguished.
Candles, Oil Burners and Cigarettes

Candles, oil burners and cigarettes can all be dangerous fire hazards.

- Do not smoke in bed.
- Dampen cigarette butts before putting them in the rubbish.
- Make sure your candles are on properly designed candle holders.
- Don’t leave your room when a candle or oil burner is alight.
- Don’t go to sleep when a candle or oil burner is alight.
- Do not put candles or oil burners near windows; be careful, curtains can catch fire easily.

Cooking

Most house fires start in the kitchen.

- Prepare food only in the kitchen.
- Always stay in the kitchen while food is cooking.
- Hot oils and fats catch fire easily.
  - DO NOT use water to put out an oil fire.
  - Use a dry powder extinguisher, fire blanket or saucepan lid to extinguish, "If Safe To Do So”.
- Turn off the cooking appliance before you leave the room or go to bed.

Plan Your Escape

In a Fire:

1. Get down on the floor. Crawl to the door.
2. Get out of your room.
3. Close the door. This prevents smoke and fire from spreading
4. Alert others.
5. When outside stay out.
6. Call 000.
Sun Safety:

Australia has the highest rate of skin cancer in the world. In fact, one in every two Australians will be diagnosed with skin cancer at some point during their lifetime. The good news is, it can be prevented. By minimising your exposure to the sun’s damaging ultraviolet radiation (UVR), you can protect your skin and prevent the development of skin cancer.

Sun Protection

Skin cancer and skin damage are caused by being exposed to the sun’s harmful ultraviolet radiation (UVR). The key to preventing skin cancer is to protect your skin from the sun by practising sun safe behaviours.

There are six simple steps you can follow to reduce your risk of skin cancer and protect your skin:

1. Minimise your time in the sun between 10am and 3pm
2. Seek shade
3. Wear suitable clothing that provides good sun protection
4. Choose a broad brim, legionnaire-style or bucket-style hat that will protect your face, neck and ears
5. Wear UV protective sunglasses
6. Apply SPF 30+ broad spectrum, water-resistant sunscreen 20 minutes before you go out into the sun.

Beach Safety:

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

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

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

L Look at the safety signs - they help you identify potential dangers and daily conditions at the beach.
A Ask a surf lifesaver for some good advice - surf conditions can change quickly so talk to a surf lifesaver or lifeguard before entering the water.

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

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

And remember – NEVER

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

The Surf Environment

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

Surf Skills

Escaping From a Rip

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, 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 duckdive 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.

(Source: Surf Lifesaving Australia)

Bush & Outback Safety:

Australia has many extraordinary and beautiful places to explore. If you are going on a trip, travel with other people, make sure someone knows where you are at all times and stay on a road or a walking track.

In the Bush
Be prepared if you plan some time in our bushland. Plan your hike. Always tell someone where you are going and what time you expect to return. Let them know when you return safely.

- Check the weather forecast and be prepared for unexpected changes in weather.
- Check the length and degree of difficulty of your planned walk. Consider using a local guide when taking long or difficult walks.
- When walking or exploring outdoors drink plenty of water (allow at least one litre of water per hour of walking). Wear sturdy shoes and socks, a hat, sunscreen lotion, comfortable clothing and insect repellent. Other handy items for long bushwalks include food, warm clothing, first aid supplies, a torch and a map.
- **Never walk alone.** Read maps and signs carefully. Stay on the track and stay behind safety barriers.
- **Never dive** into a rock-pool, creek, lake or river. Stay away from cliff edges and waterfalls.
- Do not feed or play with native animals. You might get bitten or scratched.
- Limit your use of fire. Use a fuel stove for cooking and wear thermal clothing to keep warm. Never leave fires unattended or unconfined.
- Visit the ranger station or park information centre to obtain details on the best places to visit and any additional safety tips for that park.

**Advice for Motorists Caught in Bush Fires**

Bush fires are common occurrences in Australia during our often long hot summers. If you are in smoke and fire-affected areas, you should stay off the roads. If you must get in the car, put your headlights on, dress in protective clothing and footwear and make sure you take food and water - you could be stuck for long periods if your journey is blocked by road closures. Turn the car radio on and keep it tuned to local stations for bush fire updates.

- If you are caught in the middle of a bush fire, park the car immediately and remain calm
- Look for a clear area, preferably off the road. Areas clear of grass or bush are safest - they will not sustain fires of high intensity
- Do not leave the vehicle. Many people have lost their lives by exiting the vehicle only to be trapped on foot in the open. Your vehicle will help protect you from radiant heat, the chief danger
- Switch the ignition off. It is unlikely that a vehicle’s fuel tank will explode from the heat of a passing bush or grass fire
- Close all windows and vents or turn vents to recycle
- Put the headlights on so that the car is as visible as possible, especially to fire tankers
- Everyone must get down on the floor, below window height and cover all exposed skin with a wool or cotton blanket. Do not use synthetics, which may give off toxic vapours or melt
• Stay in the vehicle until the fire front has passed. Generally this will take between 30 seconds and one minute. During this time it will be hot, noisy and frightening. It will last a short time even though it may seem longer
• If you have water, drink it
• Never attempt to drive through smoke or flame. Crashes can occur when drivers run off the road, striking trees or other cars
• Once the fire front has passed, exit the vehicle and inspect it for damage before proceeding
• Do not proceed until you are satisfied that the fire has passed and that you are not likely to be trapped a second time
• Falling trees and branches are a hazard during and after intense fires. Do not park or drive under trees
• Exit the area as quickly as possible. Remember fire vehicles may be trying to enter the area and your presence may hinder fire fighting operations.

(Source: NRMA)

In the Outback

Australia’s outback is vast. Our remote wilderness areas have few towns and facilities, often with large distances between them, so be aware and plan your trip.

• When planning each day of travel spend some time to calculate how long it will take to drive between destinations. Be realistic about how far you can drive in a day.
• Inform family and friends or the local police of your travel plans. The local police can also provide helpful advice on facilities and road conditions.
• Always carry a current road map.
• Make sure your vehicle is in good working order and has been serviced recently.
• Use a four-wheel drive vehicle on unsealed roads in remote areas. Take extra care when driving these vehicles. For example, drive at reduced speeds on unsealed roads.
• Always carry a spare tyre, tools and water. If travelling to remote areas off major highways take extra food, water, fuel and tyres. Do not overload your vehicle and never carry spare fuel inside an enclosed vehicle.
• **If you have trouble with your vehicle, don't leave your vehicle because it will provide you with shade and protection from the heat. Wait for help to come to you.**
• Hire appropriate emergency communication equipment, such as a satellite phone or an Emergency Position Indicating Radio Beacon device (EPIRB).
• Obey road closure signs and stay on recognised routes.
• Fires in desert and bush areas can spread very quickly. If required, be prepared to evacuate the area immediately.
• Australian wildlife and livestock often graze on the roadside and can stray onto the road. Be very careful when driving at sunrise, sunset and at night, when animals are
most active. If an animal crosses in front of you brake gently, do not swerve wildly to avoid it.

- During daylight hours always drive with your headlights on low beam, as outback conditions can make it difficult to see oncoming vehicles.

(Source: Visit Victoria. com)
Storm Safety:

Storms can happen anywhere and at any time of the year. Storms are more common during storm season – from October to the end of April, but it is important to be aware all year round.

Severe storms can cause major damage. They may be accompanied by torrential rain, strong winds, large hailstones, loud thunder and lightning. Storms can cause flash flooding, unroof buildings, and damage trees and powerlines.

You can also be indirectly affected by storms even if your property is not damaged; such as loosing power, or access roads being cut.

The SES is responsible for managing the clean-up and helping people during and after a storm.

During a storm, there are some things you can do to stay safe:

- Stay indoors and away from windows.
- Unplug sensitive electrical devices like computers, televisions and video recorders.
- Listen to your radio for weather updates.
- Don’t use a landline telephone during an electrical storm

If you are caught outside during storm

- Get inside a vehicle or building if possible.
- If no shelter is available, crouch down, with your feet close together and head tucked in.
- If in a group – spread out, keeping people several metres apart.

Dangerous Animals & Plants:

Australia is home to a variety of native animals. Even if they seem friendly to you, do not touch or feed them - they are not used to close contact with humans and may hurt you

If you are visiting any of Australia's beautiful parks or forests:

- **Be wary of animals in their natural habitat.** Stay well back from goannas, crocodiles, snakes, dingoes, cassowaries, and also wild pigs, cattle, horses and buffaloes. People have been seriously injured or killed by wild animals. Be very careful about approaching any injured animal, such as kangaroos or possums. They are likely to bite and scratch if you attempt to touch or move them.
- **Never feed or play with wildlife.** Native animals are by nature timid, however, having been provided food from people, may become aggressive in pursuit of food.
You may get bitten or scratched. In addition, human foods may be harmful to native animals.

In the warm waters of Tropical Queensland:

- **Take care to avoid marine stingers.**
- **Do not enter water where crocodiles may live.**

### Bites and Stings

The majority of insects in Australia are not harmful to humans. Some insects bite and sting if they are threatened so it is best to avoid touching them if you want to avoid being stung or bitten.

The Australia-wide **Poisons Information Centres** have a common telephone number:

131 126.

Some people are allergic to certain insect bites or venom. In the case of an allergic reaction to bites or stings, medical attention should be sought immediately. Call a doctor or hospital for guidance, or 000.

### Anaphylaxis – allergic reactions

**Anaphylaxis is a severe allergic reaction** that can occur in sensitive individuals from exposure to any chemicals foreign to the body, including bites and stings, plants, or medications. Parts of the body, for example the face or throat swell up so much that the patient can’t breathe. In severe cases the patient may go into shock within a few minutes and the heart can stop. **For any patient who shows signs of anaphylaxis, call 000 for an ambulance, and have the patient taken immediately to the emergency department of the nearest hospital.**

### General First Aid for Bites and Stings

For bites or stings from these creatures seek first aid assistance straight away, stay calm, and as immobile as possible.

- all species of Australian snakes, including sea snakes
- funnel web spiders
- blue ringed octopus
- cone shell stings
For all other bites and stings: Seek or apply basic first aid.

Wash with soap and water and apply an antiseptic if available
Ensure that the patient's tetanus vaccination is up to date
Apply an ice-pack to reduce local pain and swelling
Pain relief may be required eg. paracetamol or an antihistamine (to reduce swelling, redness and itch)
The patient should seek medical advice if they develop any other symptoms or signs of infection.


(Source Queensland Health)
Appendices
Senior Handbook
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FROM THE PRINCIPAL

Dear Parents and Students,

This Handbook is designed to assist you in choosing an appropriate course of study for Years 11 and 12. At this level of education students are encouraged to be realistic in their choices, and more responsible for their own learning.

These pages contain information about options after senior schooling and how best to prepare for work or tertiary education. As well, there is specific information about each subject and advice on how best to choose subjects for Years 11 and 12.

This Handbook is part of a planned process of subject selection, and it is complemented by the student subject information sessions, a parent information evening, and discussions with teachers, subject co-ordinators, Pathways Coordinator and Guidance Counsellor. Outside sources of information such as the Career Information Service, Job Guide and QTAC guide will also assist you.

Our Lady’s College provides a wide choice of subjects at senior level. We cater for those students who aim to proceed to tertiary education, and also for those aiming to go to TAFE or to seek work at the end of Year 12. An interesting range of Authority-registered, SAS, and TAFE Certificate courses are provided to help facilitate this latter choice.

Years 11 and 12 are vital, challenging and exciting years of secondary school. Remember you are selecting subjects for a two-year course and need to consider realistically the options available with the aim of achieving a Queensland Certificate of Education (QCE) no matter what your chosen pathway might be.

Students, accept the guidance of your parents, and teachers, and use your own real knowledge about yourself in finding a course that is most suited to you. Choosing well will not only affect your results, but also how you feel about yourself.

Our College motto ‘Ad Altiora’ encourages students to strive ever higher in defining their gifts and using them to maximum potential. We hope our girls make subject and course decisions which will make the most of their special talents, interests and abilities.

Yours sincerely,

Claire McLaren

Claire McLaren
PRINCIPAL
THE COLLEGE VISION & MISSION STATEMENT

Our Lady’s College is a Catholic secondary college established in 1964 by the Sisters of St Joseph. It is a learning community dedicated to the education of young women. We seek to uphold the ideals of Mary MacKillop and to pursue excellence as embodied in the College motto, “Ad Altiora” – Ever Higher.

Our Vision

To create reflective, self-directed young women who live out Christ’s mission contributing positively to a changing world.

Our Mission

Our Lady’s College provides a Catholic education for young women in a caring environment that values tradition, excellence and community.

Our Priorities

Tradition
To promote faith learning that is lifelong and life-giving by proclaiming our Catholic beliefs and traditions.

To uphold the ideals of Mary MacKillop by providing an authentic experience of Catholic Christian Community which includes values of compassion, justice, integrity and service.

Excellence
To pursue excellence in all dimensions of College life by providing teaching and learning of a quality that encourages all students to achieve their full potential.

To provide a curriculum that is flexible and relevant to the needs of our students, so that they develop a passion for life and learning.

Community
To encourage in students a willingness to be responsible for their own actions and decisions.

To nurture the growth of relationships so that all members experience a sense of belonging in a supportive and inclusive community.

To develop an appreciation of our connectedness with the past and our responsibility as custodians of our school environment for the future.
Under the priority of community in Our Vision & Mission statement, we aim to:

- Encourage in students a willingness to be responsible for their own actions and decisions
- Nurture the growth of relationships so that all members experience a sense of belonging in a supportive and inclusive community.
- Develop an appreciation of our connectedness with the past and our responsibility as custodians of our school environment for the future.

It is the expression of this ethos and philosophy at Our Lady's College that is Pastoral Care. It is experienced whenever the people within our community interact to make positive choices about life.

Pastoral Care brings together all aspects of school life – academic, social, physical and spiritual. At its centre are quality relationships. Programs are in place to assist each girl to develop into the best person she can possibly be. An underlying principle of Pastoral Care is that each student is an individual with particular needs and it is the day to day care of each girl and their needs which is of paramount importance.

Aspects of personal and social development are covered in Pastoral Care programs. In Years 11 and 12 these programs are designed to prepare our girls for their future rights and responsibilities and include topics such as careers, leadership, self defence, community service, drugs, sexuality, relationships, leadership, financial management and safe driving.

At Our Lady's College, when your daughter is enrolled she is placed into a Pastoral Care group. This group meets every day for administration with their Pastoral Care teacher. There is one Pastoral Care lesson each week and it is during this time that a formal program is delivered. This teacher will come to know your daughter well so that she can be given the best care and support. This is particularly important at this time where your daughter is in transition from her compulsory to post compulsory education. The senior phase of learning will present many challenges and your daughter's Pastoral Care group can offer support and encouragement during the difficult times and as well as celebrate the good times of life.

In addition, your daughter will have two lessons of PCP (Pastoral Care Pathways) each week, providing a time to offer an extended Pastoral Care program.

As our senior students grow and develop, we hope to assist them to come to know themselves more, so they are ready to face the challenges that lie ahead. Pastoral Care helps us to achieve this goal.
THE SENIOR PHASE OF LEARNING


The White Paper outlines the Government’s future policy direction for education and training. It covered all stages of education from preschool through to middle and senior schooling, as well as vocational education and training, and employment.

The focus of the changes was to ensure young Queenslanders had the ability to achieve high-level qualifications and to continue learning throughout their lives.

To achieve this, the Queensland Government changed the compulsory school leaving requirements, to ensure young people after Year 10 continued to participate in education and training.

The New Law
The new law requires young people to stay at school until they complete Year 10 or until they turn 16, whichever comes first.

Then students will need to be EARNING OR LEARNING. That is, they will have to participate in education and training for a further two years or until they have:

- Been awarded a Queensland Certificate of Education (QCE), or
- Been issued with a Senior Statement, or
- Been awarded a Certificate III vocational qualification, or
- Turned 17.

Students who chose to enter full-time work after they have completed Year 10 or turned 16 will be exempt.

Young people will have more choice in their Senior Phase of Learning and therefore will be more engaged in their learning.
CHOOSING A PATHWAY...

What are your options after Year 10?

The end of Year 10 marks the completion of your compulsory education.

It is now you start post compulsory education. By law, you are required to be earning or learning for a further two years. It is referred to as the compulsory participation phase of your education.

In selecting a pathway or option, keep the following key points in mind:

Be realistic about your expectations;
Challenge yourself to optimize your talents and opportunities;
Be prepared to commit yourself to your choices; and
Maintain flexibility.

OPTION A – Continue your secondary education at Our Lady’s College

In choosing to continue with your secondary education, it is important to consider your motivation for doing so and your preferences once you have finished your schooling.

Preferences

1. Tertiary Entrance:

Tertiary Entrance is highly competitive. Unfortunately, there are not always tertiary places available for all who apply. However, we do ask you to note that there are thousands of tertiary places available. With this in mind we ask girls and their parents to be versatile in the possible career options, which a girl may consider. Please note that students not completing the requirements for an OP can also be issued with a RANK which can be used as an alternative to gain Tertiary entrance.

If this is your ambition you need to possess considerable commitment to home study. This should involve a minimum of three hours study every weeknight and at least five hours during the weekend.

2. Vocational Education and Training:
Further education and training is available through TAFE Colleges and other Registered Training Organisations (RTOs). Institutions such as Sarina Russo and the Academy of Beauty Therapy are examples of the many Registered Training Organisations that offer such training. Vocational Education and Training (VET) Courses available through TAFE Colleges and other RTOs are typically based on Nationally Recognised Training Packages, are industry specific providing specialised training, and are recognised nationally and internationally.

This process can begin at Our Lady’s College. Our Lady’s College is an RTO and is registered to deliver Certificate II in Business and Certificate II in Hospitality (Operations). Our Lady’s College has entered into a partnership arrangement with Bremer TAFE to deliver more Certificate II and III courses in a number of areas including Business, Art, IT, Childcare and Hairdressing. Full details of these are found later in this booklet.

Certificate II and III courses are not only the entry point to rewarding and well paying careers but are also the beginning of further study options available to students. Today there are many diploma and advanced diploma courses available through TAFE Colleges and other RTOs. Many of these qualifications can even gain credit if a student later transfers to a university course reducing the university study time.

Students wishing to enter into vocational education and training after year 12 are advised to select subjects in years 11 and 12 that they are interested in and feel they will do well in. Of particular importance are the choices made with regards to English and Mathematics. Usually VET courses require a sound achievement in English and Mathematics. It does not matter which Mathematics or English course, Authority or Authority Registered, is selected as long as a sound achievement is gained at the end of Year 12. If a Certificate in the career area a student is interested in is offered in years 11 and 12 at Our Lady’s College, students are advised to undertake that study. This will get them started on their career pathway while they are still at high school. All Authority and Authority Registered subjects are open to students intending to follow a VET pathway when leaving school. Results of all Certificates, Authority and Authority Registered courses will appear on the Queensland Certificate of Education and appear on your Senior Statement. A separate Certificate or Statement of Attainment will also be issued for each VET course studied.

3. Employment after Year 12:

Students may choose to study a mixture of Authority subjects, Authority-Registered subjects and Certificate courses. Study which is directly related to careers of interest or areas of personal interest is likely to be the most rewarding and the most likely to lead to successful entry into the workforce.

A School-Based Apprenticeship or Traineeship can be commenced whilst the student is still at school. This allows for the possibility of achievement of a Senior Statement, Certificate of Education whilst starting part time work and study in a career of particular interest.

**OPTION B – Leave school**

By Law (refer to page 6) students after Year 10 must be either earning or learning. Students who choose the option to leave school must be:
- Entering into full time employment, or
- Enrolled in further training at TAFE or another registered training provider.

This must be considered carefully. Early school leavers should be aware of the difficulties encountered securing full time permanent employment. We would advise you seek advice prior to making this decision. The “It Pays to Stay Program” [www.itpaystostay.com](http://www.itpaystostay.com) may provide useful information for you to consider.

**CHOOSING SENIOR SUBJECTS**

This section has been compiled to help students make informed decisions about their course of study for the Senior Phase of Learning.
The selection process requires students to make a number of key decisions which will be important for their futures. In making choices, you should consider subjects:

- Which you enjoy
- Which you are good at
- Which reflect your interests
- Which meet the needs or demands of your intended pathway
- Which keep your options open, and
- Which will develop skills, knowledge and attitudes useful throughout your life.

The First Steps…

1. **CONSIDER YOUR ABILITY AND INTERESTS**
   It is common knowledge that students will perform better and be more engaged with their learning if they have an interest in the subject and experience success. It is for this reason, before considering a career or choosing a pathway, that each girl with their parent should reflect on what it is they enjoy, what they are good at and what are their interests? These will provide a good basis and the foundations for establishing possible careers or future directions.

   The end of semester report will give some indication of a girl's strength and weaknesses.

   Your abilities and interests should help to inform your possible career pathways.

2. **FIND OUT ABOUT CAREER PATHWAYS**
   It is helpful to have a few career ideas in mind before choosing subjects. If you are uncertain at this time, seek advice in selecting subjects that will keep several career options open to you. The College Guidance Counsellor will be able to assist with suggestions of how to approach your career decision-making.

   You will need to research the relevant pathway to your chosen career or possible goals. What skills, knowledge and qualifications will you need?

   Once this is known, this will help to inform your course of study.

   The following resources are available to give information on subjects and courses needed for careers:

   **CAREERS**
   - The Career Information Service ([www.cis.qsa.qld.edu.au](http://www.cis.qsa.qld.edu.au)) is a website established by the Queensland Studies Authority (QSA) to make it easier for students to get information about courses of study, careers and employment. The website provides accurate, current and useful information about careers and pathways for students and parents.
   - The National Career Information system called myfuture. ([www.myfuture.edu.au](http://www.myfuture.edu.au))
- OZJAC is a career information database which provides the most up-to-date information on courses Australia-wide.
- Other career information, such as brochures from industry groups, shows pathways to jobs within these industries.

**COURSES**
- The Queensland Tertiary Admissions Centre (QTAC) Guide is useful for information on university courses and full-time diploma level TAFE courses.
- The Tertiary prerequisites book 2010, provided by QTAC to all Year 10 students, provides information on subjects required for entry to university and full-time TAFE Advanced Diploma and Diploma courses.
- Queensland TAFE ([www.tafe.net](http://www.tafe.net))

3. **CONSIDER THE SUBJECTS & COURSES THAT YOU NEED**

It is important to make note of any pre-requisites for future study or work. These need to be taken into account when selecting subjects for Year 11 & 12.

In addition, students seeking entrance into university should make note of any requirements regarding OP (Overall Position), Ranking and FP (Field Position).

4. **CONSIDER THE SUBJECTS & COURSES OFFERED BY THE COLLEGE**

Our Lady's College offers Authority Subjects, Authority Registered Subjects and Certificate course offered as Stand Alone VET delivered by Our Lady’s College staff.

All of the subjects and courses offered by the college will appear on the student’s Senior Statement issued at the completion of Year 12. In addition, they will all contribute credit towards attaining a Queensland Certificate of Education, if the minimum standard is achieved.

**Authority subjects.** These subjects, approved by the Queensland Studies Authority (QSA), are offered State-wide in Queensland secondary schools or colleges. Many of the Authority subjects are regarded as academically demanding, certainly more demanding than subjects at Year 10 level. This also applies to those subjects which have a practical component. Students not achieving at an expected level of achievement in a Year 10 subject may find related Authority subjects in Years 11 & 12 difficult to cope with. Authority subjects will be considered in the OP calculation.

**Authority Registered subjects and Stand Alone VET** do not contribute directly to the calculation of an OP but will allow students to achieve a ranking which provides entry into university courses.

**Authority Registered subjects** offered in this school are based on study area specification (SAS) developed by the Queensland Studies Authority to meet industry standards and specifications. As a result, they tend to place more emphasis on practical skills and knowledge, can develop specific skills relevant to employment.

**Stand Alone VET / Certificate Courses** use nationally recognised training package, therefore making it possible to attain a vocational certificate on completion. Students choosing these may be required to undertake structured work placement.
Read this handbook to find out more about each subject and course offered by Our Lady’s College.

Further information can be gathered by:
Talking to your teacher
Talking the Subject Coordinator
Listening to information presented during subject selection talks
Talking to students who are already studying the subject
Browsing books and materials used in the subjects.

5. REFER TO YOUR SET PLAN (Senior Educational & Training Plan)
All students are in the process of completing a SET plan. This plan is an individual learning plan of action to achieve success in the senior phase of learning. It acts as a map for the student. It will be a reference for each student to ensure they make informed decisions about their futures throughout their senior years.

6. ASK FOR HELP!!
How do you gain entry into university?

There are two methods:

- By obtaining an **OVERALL POSITION (OP)**. To be eligible for an OP, you need:
  1. Twenty semester units in Authority subjects over the four semesters of Year 11 & 12.
  2. At least three subjects must be studied in both Year 11 and 12, that is remain unchanged.
  3. You must sit for the Queensland Core Skills Test.

- Students (who are not eligible for an OP) gain entry into Tertiary courses on the basis of a **RANK**. This involves study of either some combination of the following:
  1. Authority Registered subjects
  2. Authority subjects
  3. VET certificate courses

**More information on Overall Position (OP)...**

Your OP is a state-wide rank order. It is determined by comparing your achievement with those of other OP eligible students. Levels of Achievement in your subjects are determined by matching your achievements with the criteria and standards given in the subject syllabuses. Levels of Achievement and OPs give different types of information about a student, so you cannot predict an OP from a set of Levels of Achievement. OPs are not calculated directly from Levels of Achievement, but there is a strong relationship between the two.

It is possible to get a high OP no matter what subjects you have studied. All subjects are weighted equally for the calculation of OPs. Students, of course, do different combinations of subjects. Because of this, scaling is necessary in order to provide compatibility between subjects; and to produce OPs, which do not depend on group characteristics but are a true indication of individual overall achievement.

**Field Positions** give additional rank orders which are supplementary to your OP. Eligibility for each field depends on the pattern of subjects studied.

The **Table of Subject Weights for Fields** is included in this handbook. (Refer to Appendix Two) It is important that you check to see if you will qualify for the Field Positions, which may be used in the final selection phase for places in tertiary courses in which you are interested. Note, however, that the majority of tertiary course placements are made without reference to field positions.

**Subject Achievement Indicators** (SAIs) are assigned by your school. They represent your position in a subject group, relative to other students in that group at school and are based on your achievement in each subject. An SAI is not a percentage and only has meaning when viewed in relation to the SAIs of other students in that subject at our school. As a student you have the right to know your position on the SAI scale. The college will advise you where and when you can view the rank order for your subjects. This will be late in November. SAIs will show the rank order and the gaps between students. It is your position relevant to other students which is most important.
SAIs are scaled using the QCS Test results of the group. The scaling process aims to make sure that students' individual OPs are affected by their individual achievements and not affected by their membership of a group. The QCS Test group performance is the common scale used to determine Overall Achievement for a student, not an individual students QCS test result.

Your OP is determined from your own individual results. Yet, students still feel that it could be helped along by attending a certain school, or by taking certain subjects. This is a myth. You receive Levels of Achievement and an OP, not your school. Achieving well is about you, not about where you should study. To get an OP1, you must be exceptional, one of the top 2% of students in the state.

*Most importantly Year 12 is about achieving to the best of your ability.* If you do that, then you should be proud of your results, whatever they are.

You must make sure that you check the prerequisite subjects specified by universities for entry to particular courses. These are listed in the *Tertiary Prerequisites 2010 - Selected Criteria for Entry to Universities and Colleges.*

**How do I gain entry into TAFE or other registered training providers?**

Certificate I and II courses
- Completion of Year 10 as minimum
- Passes in Mathematics/English
- Other requirements such as folios of work for some courses

Certificate III and IV courses
- Completion of Year 10 as minimum
- Passes in Mathematics/English
- Passes in other relevant subjects i.e. Art, IT
- Other requirements such as folios of work for some courses
- Completion of Certificate II courses in some instances

Advanced Diploma and Diploma Programs require:
- Completion of Year 12 as minimum
- Completion of Certificate IV courses
- If eligible for an OP, selected on this basis.
- If not eligible for an OP, selected on basis of achievement in subjects, QCS Test results, and other relevant experiences (RANK).

Advanced Certificates and Certificate Programs require:
- Direct applications to TAFE or other registered training providers (This can be organised by the college.)
- Year 10 students may apply for entry into some VET courses.
The Student Education Profile consists of two documents which together report on elements of your achievement.

These documents are the **SENIOR STATEMENT** and the **TERTIARY ENTRANCE STATEMENT**.

The **Senior Statement** is a record of your individual achievement over two years. It is issued by the Queensland Studies Authority. It will show all the Authority and Authority Registered subjects that you have studied and the units of each subject.

Your results in Authority and Authority Registered subjects will be shown as Levels of Achievement:

- VHA Very High Achievement
- HA High Achievement
- SA Sound Achievement
- LA Limited Achievement
- VLA Very Limited Achievement

This statement will also include the competencies gained in Stand Alone VET subjects and in those Authority subjects which have competencies embedded in them.

Your individual result in the QCS Test will be shown as an A (highest), B, C, D, or E (lowest).

It will also record all vocational education and training competencies/modules you have gained competency in with other registered training providers and show all completed vocational education and training certificates.

The **Tertiary Entrance Statement** contains information on how well you did in relation to all other eligible students around Queensland who qualified for an OP.

The Tertiary Entrance Statement is issued by the Queensland Studies Authority indicating your Overall Position (OP) and Field Position (FP).

Your Overall Position (OP) is a rank order given in bands from 1 to 25 (1 is the highest).
Your Field Positions (FP) is a rank order in a particular field. Each field is linked to particular knowledge and skills. It is given in bands from 1 to 10 (where 1 is the highest).

Queensland Certificate of Education (QCE)

As part of the Education and Training Reforms for the Future (ETRF), the government announced the introduction of a new senior schooling qualification – the Queensland Certificate of Education – for young people completing the senior phase of learning (Year 11 and 12)

For students to be awarded this qualification, they must have:

- Achieved the agreed amount of learning, that is a minimum of twenty (20) credits of study,
- to the required standard,
- and meet the minimum literacy and numeracy standards.

All students in Year 10 have been issued with a learning account. Each account has its own LUI (Learner Unique Identifier) and password. This is known only to the student and school administrator (Deputy Principal). This account will enable the student to keep track of their learning which will be banked periodically.

Students who do not receive this at the end of Year 12, can continue to bank learning achievements into their account until they meet the requirements to be awarded this qualification.

It is important to know that this qualification does not impact on the calculation of a student’s OP or FP. The procedures currently in place will remain the same.

(Refer to Appendix One for an overview of Queensland Certificate of Education)
Students in Year 11 & 12 study six subjects and / or courses.

All students must study a subject in the three areas of Religion, English and Mathematics.

**TICK ONE SUBJECT FROM EACH AREA**

<table>
<thead>
<tr>
<th>Queensland Studies Authority subjects (4 QCE credits)</th>
<th>Queensland Studies Authority Registered subjects (4 QCE credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study of Religion</td>
<td>Religion and Ethics</td>
</tr>
<tr>
<td>English</td>
<td>English Communication</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Prevocational Mathematics</td>
</tr>
<tr>
<td>Mathematics A</td>
<td></td>
</tr>
</tbody>
</table>

As well students do **THREE** elective subjects. These can be made up of Authority subjects, Authority Registered subjects or students may opt to study **ONE** Stand Alone VET course.

The subjects offered in 2009 and 2010 include the following (please note that the level of interest will determine if the course is offered):

**TICK THREE OF THE FOLLOWING BOXES**

<table>
<thead>
<tr>
<th>Queensland Studies Authority (QSA) subjects (4 QCE credits)</th>
<th>QSA REGISTERED subjects (4 QCE credits)</th>
<th>Stand Alone VET (Certificate III = 8 QCE credits; Certificate II = 4 QCE credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Creative Arts (Music Studies)</td>
<td>Southbank TAFE opportunities</td>
</tr>
<tr>
<td>Biology</td>
<td>Creative Arts (Visual Art Studies)</td>
<td></td>
</tr>
<tr>
<td>Business Communication &amp; Technologies (BCT)</td>
<td>Early Childhood Studies</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Hospitality</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Information &amp; Communication Technology</td>
<td></td>
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<tr>
<td>Health</td>
<td></td>
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<tr>
<td>Home Economics</td>
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<td>Japanese</td>
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<td>Legal Studies</td>
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<td>Modern History</td>
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<td>Music</td>
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<td>Physical Education</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Visual Art</td>
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</tbody>
</table>
Things to remember…
Before selecting subjects, students should read carefully the Course Outlines in this handbook. They should also note the following points:

1. If insufficient students opt for a given subject, it may not be offered.

2. The electives chosen for the curriculum each year will be arranged on "lines" and students will then be asked to select one subject from each "line". It is quite likely that two subjects, which a student wishes to take, may occur on the same "line". A choice will then have to be made between the two subjects.

3. Lines are structured according to student needs as indicated by the preliminary subject selection. Students are asked to think through their preliminary selections carefully, since these will influence line structure, but also need to understand that they may need some flexibility in making final subject choices.

4. All subjects selected in Year Eleven continue on to the end of Year Twelve. It may be possible, however, for a student to change subjects at certain stages during the two years - but only after approval has been given by the college administration.

5. Quota restrictions apply to all subjects and selection of an elective does not guarantee a place in the subject.

Advice on choice of subjects will be available from the Guidance Counsellor, at information nights at the college, from specialist teachers at interviews, and from members of the Administration.

It may be possible to explore the study of subjects not listed. Possibilities and flexibilities in the study of a Senior Course may be discussed with the Deputy Principal or Principal.
Outlines are provided for each subject and course.

Each outline provides the following information:

- A Category (Authority, Authority Registered or Stand Alone VET)
- Recommended Prior Study
- Course Overview
- Course Outline
- Assessment

The course outlines are divided into two sections.

SECTION ONE
The subjects and courses provided by Our Lady’s College. These include subjects and courses of the category Authority, Authority Registered and Stand Alone VET.

SECTION TWO
The courses provided by Southbank TAFE as external units of study which may be used to supplement the courses of study offered to students.
ACCOUNTING

Category: AUTHORITY

Recommended Prior Study: Elective Unit: A Solid Foundation to making Megabucks

Course Overview:
The study of accounting provides, not only a foundation in the discipline of accounting, preparing students for further education, training and employment, but also an understanding of the processes involved in using of accounting information to make effective decisions. The skills and attitudes granted in this course will prepare students for a variety of entry points to employment, in both employee and employer roles, as well as preparing them for continuing study at tertiary level.

Students are provided with the opportunities to develop skills in managing financial resources that they can apply in the business environment, and also on a personal level. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners.

Students will use information and communication technologies to enable them to apply the accounting process in business, their daily lives, and as members of society.

Course Outline: Studies comprise of Core and Electives. A choice is made from the following:

<table>
<thead>
<tr>
<th>Core Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS1</td>
</tr>
<tr>
<td>CS2</td>
</tr>
<tr>
<td>CS3</td>
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<tr>
<td>CS4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective studies – Recording and Controls</th>
<th>Elective studies – Reporting and Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES1</td>
<td>School-developed investigation, or independent investigation</td>
</tr>
<tr>
<td>ES2</td>
<td>Accounting for cash</td>
</tr>
<tr>
<td>ES3</td>
<td>Accounting for accounts receivable</td>
</tr>
<tr>
<td>ES4</td>
<td>Accounting for inventories</td>
</tr>
<tr>
<td>ES5</td>
<td>Accounting for non-current assets</td>
</tr>
<tr>
<td>ES6</td>
<td>Internal controls</td>
</tr>
<tr>
<td>ES7</td>
<td>Electronic business</td>
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</tbody>
</table>

Assessment:
Assignment; practical application; extended responses; objective short responses; non written presentations and research assignment will be the assessment techniques used to make judgements about the performance of each student.
BIOLOGY

Category: AUTHORITY

Recommended Prior Study: Junior science

Course Overview:
Biology is concerned with the study of the phenomenon of life in all its forms. It includes studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems.

The course helps students to:
- Develop insight into the scientific manner of investigating problems pertaining to the living world;
- Develop a deeper understanding and enhanced appreciation of the living world;
- Develop creative thinking abilities and apply knowledge to practical situations;
- Foresee the consequences for the living world of their own and society’s activities;
- Participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world.

Study of this subject should, then, be seen both as an integral part of a general education and as a useful preparation for scientific, medical and related vocations.

Course Outline:
The major topics of study are:
- Diversity of Organisms
- Plant Biology
- Ecosystems
- Populations and Communities
- Animal Biology
- Homeostasis
- Immunology
- Genetics
- Evolution

Assessment:
Students are asked to complete a variety of assessment tasks including:
1. Written examinations
2. Assignments
3. Experimental Investigations
4. Field Trip Reports
BUSINESS COMMUNICATION AND TECHNOLOGIES (BCT)

Category: AUTHORITY

Recommended Prior Study:

Students will receive 4 QCE credit points for a completed course of BCT or for a completed certificate. It is not possible for these points to be counted twice when attaining your Queensland Certificate of Education.

Course Overview:
Business Communication and Technologies is designed to equip students with the ability to communicate effectively and interact confidently through and within a business environment. The will also use a range of business information and technologies and handle a variety of business transactions. The students will also have the opportunity to develop skills to work in an effective team, develop personal and interpersonal communication skills essential for good staff and customer relations, and ultimately, the successful operations of a business.

To ensure meaningful vocational outcomes, students have the opportunity to achieve Certificate II in Business.

Course Outline:
Travel Context – computer operations (environments and routine), workplace safety, international business communication, financial records (petty cash).
Tourism and Hospitality Context – business environments, business communication, computer operations (spreadsheets), financial records (banking procedures).
Real Estate Context – managing workplace information, financial records (financial documents), computer operations (electronic presentations), business meetings, workteam communication.
Entertainment or Legal Context – organisational skills, computer operations (word processing advanced), financial records (bank reconciliation), industrial relations.

Units of competency covered in the course making up the BSB20107 Certificate II in Business:

- BSBCMN202A Organise and complete daily work activities
- BSBCMN203A Communicate in the workplace
- BSBCMN204A Work effectively with others
- BSBCMN205A Use business technology
- BSBCMN206A Process and maintain workplace information
- BSBCMN207A Prepare and maintain workplace information
- BSBCMN211A Participate in workplace safety procedures
- BSBCMN213A Produce simple word processed documents
- BSBCMN214A Create and use simple spreadsheets
- BSBCMN215A Participate in environmental work practices
- BSBADM304A Design and develop text documents
- BSBADM306A Create electronic presentations

Assessment:
A variety of assessment techniques will be used to test the course including practical tasks, response to stimulus material, extended written responses, procedural applications, objective tests, non-written presentations.
CHEMISTRY

Category: AUTHORITY

Recommended Prior Study:  Junior science

Course Overview:

The course seeks to help students see the relevance of Chemistry to their daily lives.

In doing so it aims to:
 a) Instil in students an appreciation of the scope and intricacy of the Universe and to feel the hand of God in that creation;
 b) Acquaint students with the language and fundamentals of chemical science, so that they develop an interest in, and an understanding of, the properties and structure of matter and the changes that occur in chemical reactions;
 c) Lead students to understand the role of chemical science in the society in which they live;
 d) Introduce students to some of the economic considerations that influence the development of industries and the use of alternative materials and processes;
 e) Develop in students, through laboratory work, manipulative skills and processes associated with sound scientific practice;
 f) Introduce students to the notion that beyond the presently accepted body of chemical knowledge there are areas of uncertainty where scientists may differ on questions of interpretation and thereby to emphasise that chemistry is a living and still developing science, which presents the challenges of unresolved problems.

Course Outline:

Several themes are developed concurrently in a variety of units and contexts over the two years of the course. These include:
 a) The structure of matter (elements, compounds, atomic and molecular structure, nuclear chemistry, chemical bonding);
 b) The properties of matter (solids, liquids, gases);
 c) Principles of chemical reactions (equilibrium, acid/base, rates, energy requirements, redox);
 d) Important reactions (Periodic Table, organic chemistry, substances of economic significance);
 e) Reacting quantities

Assessment:

For each semester, students are asked to complete a variety of assessment tasks over the two years. These include:
 1. Written examinations
 2. Assignments
 3. Experimental Investigations
CREATIVE ARTS – VISUAL ART STUDIES

**Category:** AUTHORITY-REGISTERED

**Recommended Prior Study:** A love for the Visual Arts

**Course Overview:**

Visual-arts studies is strand I of the Authority-Registered course Creative Arts. This strand allows students to explore the role of artist practitioner in the visual arts industries and to understand the different careers available in the industry. Students may take on the roles of maker, presenter, technician and manager within this industry and will be exposed to authentic visual arts industry practices.

The course should develop an appreciation in art, craft and design through hands-on experience and practice through the activities of the course. These activities are closely linked to the students’ own everyday experiences and to their environment as much as possible.

The aims of Visual Art Studies are:

- To encourage students to participate in art, craft and design activities which develop self esteem and provide a means of self expression;
- To encourage students to acquire knowledge and understanding of artistic processes and techniques;
- To encourage students to develop an appreciation of aesthetics in art, craft and design;
- To encourage the development of problem solving skills;
- To encourage students to acquire skills appropriate for producing commercially viable artworks.

**Course Outline:**

It is possible that this course could be run concurrently with the Authority subject - Art and therefore the areas of study could be similar. Units studied could include: Painting, Sculpture, Ceramics, Printmaking, Drawing, Jewellery and Graphic Design. Each unit of work runs for one term.

Semester 1, 2 and 3  - 2 Units per semester negotiated with the teacher
Semester 4  - 2 Major Units selected by the student

**Assessment:**

Each Semester:  * 2 Practical Folios
               * 1 Visual Diary
               * 1 Theory task

**QCE Credit Points:** 4 POINTS
CREATIVE ARTS – MUSIC STUDIES

CATEGORY: AUTHORITY-REGISTERED

RECOMMENDED PRIOR STUDY:
No formal study is required but a love of music.

COURSE OVERVIEW:

Music studies is strand F of the Authority-Registered course Creative Arts. This strand allows students to explore the role of artist practitioner in the music industry and to understand the different careers available in the industry. Students may take on the roles of maker, presenter, technician and manager within this industry and will be exposed to authentic music industry practices.

The objective of this course of study in Years 11 and 12 is to foster a sensitive and discriminating awareness of music in its aural, practical and notational aspects. The study of music is not merely concerned with the acquisition of a pre-determined body of knowledge, nor the mastery in performance, but rather with developing the individual’s role in and response to music in its broadest sense.

All students should have the opportunity to grow in musical knowledge, skills and appreciation so as to challenge their minds, stimulate their imaginations, bring joy and satisfaction to their lives and uplift their spirits.

MUSIC IS FOR LIFE!

COURSE OUTLINE:
This course strives to satisfy the students’ needs by:

- actively involving students in music-making, performance situations and developing vocal and instrumental skills;
- interesting students in the “wider world” of music through helping them become aware of all types of music, amateur and professional, on the local, national, and international scene;
- aiding them in realising possible personal goals by developing performance skills, be it in either the technical or performing area;
- providing for emotional satisfaction and personal development;
- promoting an interest and openness in approach to a wide variety of music styles.

ASSESSMENT:
Practical and written activities to monitor progress as music students encounter music in a variety of ways. They have an opportunity to perform music of all types, to create their own compositions, to listen and respond to music and to understand a variety of musical styles.

DRAMA

QCE CREDIT POINTS: 4 POINTS
CATEGORY: AUTHORITY

RECOMMENDED PRIOR STUDY: N/A

COURSE OVERVIEW:
Drama is about creativity and imagination. A student’s interpersonal skills, organisational skills and creative performance skills are enhanced as students create and shape dramatic action to communicate meaning or use acting techniques within and for a variety of styles and purposes.

Drama classes are mostly practical in nature.

COURSE OUTLINE:
Seven units are studied over the two years:
1. **Elements & Conventions of Drama**: Students explore the way character, tension and meaning are created in performance using differing styles of drama. This unit is an overview of year 9 and 10 drama.

2. **Shakespearean and Greek Tragedy**: Macbeth’, ‘Hamlet’ and “Medea” by Euripides are explored and performed. Scriptwriting is attempted at this stage.

3. **Comedy**: Comic acting conventions are practiced and comic scenes are rehearsed for presentation to an audience. Episodes of “Fawlty Towers” and other media are analysed.

4. **Australian Drama**: Further study of representations of women in Australian Drama are performed and presented in this first year 12 unit. The students learn scriptwriting skills and write their own scripts.

5. **Extended Study** – During this unit, students have the opportunity to devise their own play, one which involves the whole class and deals with material and addresses issues of the student’s collective choice.

6. **Auditions**: One Person Presentation. This task is the only individual performance task throughout the whole course.

7. In both Year 11 and Year 12 students will be taught the dramatic language and essay writing skills appropriate for Live Theatre Review Writing.

The course sequence is one of increasing difficulty and complexity in the performance demands it makes.

ASSESSMENT:
Over the two years, assessment tasks are of three kinds:
- Presenting Tasks – mostly pair/group rehearsed and polished presentations to an audience. students are assessed individually.
- Responding Tasks – written analysis and evaluation of live theatre performances and texts.
- Creating Tasks – making of creative work eg, script writing or scene design.
EARLY CHILDHOOD STUDIES

Category: AUTHORITY-REGISTERED

Recommended Prior Study:
No formal study is required but a love of children is highly recommended

Course Overview:

The objective of this course of study in Years 11 and 12 is for students to develop a respect for young children through:

- the awareness and understanding of their social, emotional physical, intellectual and language development
- an understanding of the nature of, and influences on, child development from birth to eight (8) years.
- practical skills in a care-giving role including team work and cooperative panning
- an understanding of early childhood environments and programs that facilitate all aspects of the development of young children.
- knowledge and skills essential to participation in the workforce, particularly the early childhood sector.
- knowledge and understanding of the role of parents, caregivers and early childhood professionals in providing suitable environments and programs

Course Outline:

This course is divided into core topics and units. The core topics explore the field and industry of Early Childhood, which is to promote the wellbeing of young children and a greater awareness of the importance of quality practices such as the value of play.

Year 11

- Introducing Early Childhood
- Understanding Growth and Development
- Social and Emotional Development of Children
- Physical Development of Children
- Accident Prevention and Safety

Year 12

- Physical Care of Children
- Career pathways working with young children
- Parenting
- Play in Early Childhood

Assessment:

Will be mostly practical, and include demonstrations, projects, presentations, orals etc. Written assessment may be conducted to assess underpinning knowledge and understanding as well as reasoning processes such as response to stimulus, short response items, reports and record books

QCE Credit Points:
4 POINTS
COURSE OVERVIEW:

A course of study in senior English aims to develop students’:
- knowledge of the relationship between language and culture
- awareness of the flexibility, diversity and dynamism of language
- understanding, appreciation and enjoyment of language and its uses in texts
- creative and critical engagement with texts, to explore the students’ world and worlds beyond their own
- ability to reflect on the ways language is used in a wide range of cultural contexts and social situations to shape meanings
- ability to use language appropriately, effectively, purposefully, aesthetically and critically to participate in communities and cultures, as well as to think, write and speak about texts
- participation in the diversity of Australian cultures and contribution to their enrichment
- participation in life-long learning as active citizens shaping the future.

COURSE OUTLINE:

The learning experiences in which students engage are carefully planned to develop and refine students’ knowledge about language and how it is used in a range of texts and situations within the Australian culture.

YEAR 11

Year 11 will build on the foundations laid by the Junior English program by presenting the students with a broad range of texts chosen for study, including short stories, play scripts, poetry, novels and media texts. As students work with texts, they gain understanding and control of textual features, as they create and evaluate meaning in text.

YEAR 12

Students are given the opportunity to engage with ideas, attitudes and values in a range of texts.
Work units in Year 12 are in all respects an extension of those undertaken in Year 11. Tasks undertaken become increasingly more complex and students are encouraged to become more independent learners.

**ASSESSMENT:**
Assessment in Year 11 is formative and includes four written and two spoken tasks covering a range of genres, eg. creative writing, analytical essays, reports and monologues.

Assessment in Year 12 is summative and items of assessment cover a range of genres and contexts and a variety of modes and task conditions to achieve a balanced assessment program. Usually students undertake four written and two spoken tasks in the course of the year.
COURSE OVERVIEW:
This course will appeal to those students for whom TAFE courses or immediate employment are the desired future paths. The subject seeks to provide students with practical communication skills - personal, social and vocational - necessary for their post-school requirements, particularly in the workplace. English Communication would be suitable for students who do not relish the intensive study of literature of Authority English and who wish to focus more on language skills.

COURSE OUTLINE:
English Communication endeavours to provide students with opportunities to increase their repertoire of communication skills. Activities in the course are designed to assist students to develop their language and literacy skills, to develop a range of abilities in language suited to the world of work, and to enable them to appreciate and enjoy texts from contemporary culture.

Fundamental to English Communication is the concept of language and literacy as social practice. Thus, skills are not taught in isolation but in a meaningful context with life-like or real-life experiences.

ASSESSMENT:
This will follow the guidelines set down by the Queensland Studies Authority for this Study Area Specification (SAS). Assessment is both written and spoken and includes letters, feature articles, monologues and multi-media presentations. Usually students undertake four written and four spoken tasks each year.
ENGLISH EXTENSION (LITERATURE)

CATEGORY : AUTHORITY

RECOMMENDED PRIOR STUDY:

Year 11 English (achieving a minimum of an A or B standard)

COURSE OVERVIEW:

English Extension (Literature) can only be studied by students in Year 12 who have already studied two semesters of Year 11 English. It must be studied concurrently with Senior English. The course is designed to offer more challenge than Senior English. The challenge of the subject includes expectations of accelerated independence, increased cognitive demands and assessment task requirements.

This subject offers different approaches to reading texts and explores the literary theories that underpin them. The texts students select for study may range across contemporary and historical literary fiction and non-fiction, film, television, hypertext and other contemporary and emerging literary genres.

COURSE OUTLINE

Learning experiences will ask students to apply their understanding of reading practices and the theories that underpin them by producing “readings” of particular texts, and “defending” their readings by analysing how the readings are related to specific approaches and reading practices. Students will produce complex transformations of texts by intervening in a text or part of a text, and rewriting it to reposition themselves or other readers. By the end of the course, students will be engaging in sharply focused and critically defensible ways of reading and evaluating texts.
ASSESSMENT
Assessment is both written and spoken. Students complete three major tasks, one of which has two aspects. Students are encouraged to present their assessment responses in any combination of print, hypertext/hypermedia or multimodal formats. There are no exams.
Category: AUTHORITY

Recommended Prior Study: No formal study is required, but strong communication skills are highly recommended.

Course Overview:
Health Education offers students the opportunity to develop the knowledge, attitudes, values and skills needed to participate effectively in the promotion of equitable health outcomes and assist them to reach their health potential, as well as promote the health for groups, communities and nations.

Through a course of study in Health Education, students should develop:

- a commitment to creating and maintaining a society that promotes health
- an understanding of the influences of diverse values, attitudes and beliefs on personal and group decisions and behaviour related to health
- an understanding of and commitment to equity, a respect for difference, and a critical awareness of the need for supportive physical and social environments in promoting health
- a belief that they can achieve better outcomes for themselves and others
- knowledge, skills and capacity for social response, which can facilitate informed decisions and actions to promote their own health and the health of individual groups and communities.
- a focus on promoting social responsibility to create nurturing social and physical environments.

Course Outline:
A two-year developmental course comprises of four sequential units divided into semesters:
1. Personal Health
2. Peer and Family Health
3. Community and Environmental Health
4. Health of Specific Populations

Learning experiences may include:
- The collection, analysis, and organisation of information through pamphlets, brochures, fact sheets or websites.
- The development, planning, organisation and carrying out of need based activities.
- Working with others and in teams.
- Research and evaluate current pamphlets, health campaigns, and the media in relation to specific health issues.
- Accessing information regarding services provided to support certain health issues and current health promotion strategies.

Assessment:
A variety of assessment techniques will be used to indicate actions. These will include.
- Essays
- Research Tasks
- Objective and/or Short Answer Questions
- Response to Stimulus
- Practical Exercises

QCE Credit Points: 4 POINTS
HOME ECONOMICS

Recommended Prior Study: N/A

Course Overview:
Senior Home Economics provides students with the opportunity to look at how the basic needs of society are met in a technological and changing world. It is a subject that enables students to critically think about what is happening in the world to enhance or deny the survival of the individual and the family. It offers students the opportunity to discover and further develop critical and creative capabilities that enhance individual and family wellbeing. It is a subject which combines theory components with practical activities. It provides a continuing pathway for those students who have enjoyed and succeeded in Home Economics at the middle phase level and wish to extend and deepen their studies in this area.

Why study Home Economics?
• Combines theory with practical activities
• Looks at contemporary societal issues
• Covers three main areas of study: Nutrition and Food, Textiles and Fashion and Individuals, families and community
• Develops critical thinking skills
• Develops reasoning ability and consumer skills
• Enhances creativity

Course Outline:
There are three areas of study in the course: Nutrition and Food, Textiles and Fashion and Individuals, families and community. Each core unit which must be studied for at least 1 semester over the two year course with the addition of one elective unit.

This is established through three broad underpinnings:
• The wellbeing of individuals, families and communities is explored through an inquiry process that explores a variety of points of view, including social/cultural, political/legal, historical, environmental, technological, economic and ethical.
• Purposeful and informed decision making and action as citizens and consumers will influence the creation of preferred futures.
• A range of practical skills is essential for resourceful, creative and innovative design and production.

Assessment:
Evidence will be gathered using a number of techniques including:
• Multiple choice and short answer tests
• Research Essays
• Practical Performance Journals and Projects in textiles and food with accompanying documentation such as justifications and evaluation

Career Pathways:
This is a subject valuable for students wishing to pursue careers in childcare, teaching, nursing, social work, medicine, pharmacy, food technology, retailing, textile industries etc.
HOSPITALITY

CATEGORY: AUTHORITY-REGISTERED

RECOMMENDED PRIOR STUDY:
No formal study is required

COURSE OVERVIEW:
Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the industry. It is designed to provide an understanding of the role of the hospitality industry as well as the structure, scope and operation of related activities. The hospitality industry provides the context and standards in which students not only learn to understand the industry’s workplace culture and practices, but also develop the skills, processes and attitudes crucial for making valid decisions about future career paths.

COURSE OUTLINE:
Students studying hospitality will collect, analyse, organise and evaluate the quality and validity of information. They will plan and organise activities, and have opportunities to propose and implement solutions to hospitality-related issues, individually and in teams, particularly with regard to the performance of practical tasks. They will be involved in the communication of ideas in a variety of formats and for a variety of audiences. Opportunities will also exist for the development of some mathematical skills, especially those associated with estimating, costing and portioning. As part of their learning and classroom experiences, students will have opportunities to employ technologies used in the hospitality industry.

Students studying hospitality will approach this course in two separate parts:

- **Certificate 1 qualification delivered over two semesters in year 11.**
  Units students will be studying include: Work with colleagues and customers, Work in a socially diverse environment, Follow health, safety and security procedures, Develop and update hospitality industry knowledge, Follow workplace hygiene procedures
  **BAR COURSE:** Process financial transaction, Clean and tidy bar areas, Operate a bar, Provide responsible service of alcohol

- **SAS delivered over two semesters in year 12.**
  Units students will be studying include:
  **Hospitality and Food Production – the beginnings.**
  **Unit description:** This is a foundation unit to develop skills of food production in a hospitality context culminating in an event such as a soup drive.
  **Study Area Core:** The hospitality industry, Communication for the hospitality industry, Cultural awareness for the hospitality industry, Workplace health, hygiene and safety procedures in the hospitality industry, Hospitality event management. **Elective:** Food Production

**Hospitality Food and initial beverage service**
**Unit description:** This is a foundation unit to develop skills of beverage production and service in a hospitality context, culminating in an event such as a teacher’s morning tea.
**Study Area Core:** The hospitality industry, Communication for the hospitality industry, Cultural awareness for the hospitality industry, Workplace health, hygiene and safety procedures in the hospitality industry **Elective:** Food and beverage service, Food production, Beverage production

ASSESSMENT:
Evidence will be gathered using a number of techniques including: practical observation, folios of work, written tests, case studies, assignments. Some practical assessment will occur at functions which may be conducted out of school hours.
INFORMATION & COMMUNICATION TECHNOLOGY

CATEGORY: AUTHORITY REGISTERED
Recommended Prior Study:
No formal study is required but an interest in computers is highly desirable

COURSE OVERVIEW:
Computers are an integral part of today's work, study and leisure, and students must know how to use them effectively, efficiently and ethically. Most social environments involve the use of information and communications technology in some form for entertainment, educational and recreational purposes. Because technology changes so rapidly, the specific knowledge, processes and skills associated with working with information and communications technology should be periodically updated. Students should concentrate on developing abilities that are not software or system specific and be able and willing to adapt to change.

Information & Communications Technology is concerned with using information and communications technologies (ICTs) to provide practical solutions to real life or simulated real-life problems. Its student-centred approach promotes confident, competent and self-motivated users and consumers of ICTs. By using a task-oriented approach instead of a tool-oriented approach, emphasis is placed on using ICTs to solve problems or complete tasks. Through undertaking a study in Information & Communications Technology, students should develop important, transferable skills for using a computer as a problem-solving and communication tool.

COURSE OUTLINE:
In Information & Communications Technology the students are given the opportunity to complete a Certificate II in Information Technology. This qualification provides the foundation of knowledge and skills required to work in the information technology industry. It also provides foundation employment and general computing skills, which enable participation in the information technology environment. To achieve the qualification, students must achieve competencies in the prerequisite unit of competency, all eight core and five elective units of competency as described below.

<table>
<thead>
<tr>
<th>PREREQUISITE Competency</th>
<th>ELECTIVE Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operate a personal computer</td>
<td>Receive and process oral and written communication</td>
</tr>
<tr>
<td>Follow workplace safety procedures</td>
<td>Install software applications</td>
</tr>
<tr>
<td>Design organisational documents using computing packages</td>
<td>Maintain inventories for equipment, software and documentation</td>
</tr>
<tr>
<td>Operate computer hardware</td>
<td>Interact with clients</td>
</tr>
<tr>
<td>Operate computing packages</td>
<td>Apply problem solving techniques to routine malfunctions</td>
</tr>
<tr>
<td>Integrate commercial computing packages</td>
<td>Connect hardware peripherals</td>
</tr>
<tr>
<td>Use a Computer Operating System</td>
<td>Record client support requirements</td>
</tr>
<tr>
<td>Work effectively in an IT environment</td>
<td>Maintain system integrity</td>
</tr>
<tr>
<td>Communicate in the workplace</td>
<td>Detect and protect from spam and destructive software</td>
</tr>
<tr>
<td></td>
<td>Maintain equipment and consumables</td>
</tr>
<tr>
<td></td>
<td>Work individually or as a team member to achieve organisational goals</td>
</tr>
<tr>
<td></td>
<td>Capture a digital image</td>
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<tr>
<td></td>
<td>Access and use the internet</td>
</tr>
</tbody>
</table>

ASSessment:
Assessment in Information & Communications Technology includes but is not limited to practical tasks, multimedia or single media presentations, product design, development and construction projects, case study reports, research projects, simulations, integrated or thematic tasks, or any combination of these approaches.
JAPANESE

CATEGORY: AUTHORITY
RECOMMENDED PRIOR STUDY:
Students are required to have studied Japanese from Years 8-10 (or equivalent).

QCE CREDIT POINTS:
4 POINTS

COURSE OVERVIEW:
The study of languages is an integral part of general education. By studying a language other than English, students learn critical thinking skills such as the ability to analyse, make predictions, and draw logical conclusions. Other benefits of studying languages include the acquisition of socio-cultural understanding and appreciation, self-confidence, interpersonal skills and a greater awareness of life beyond one’s immediate environment.

The primary aim of Japanese in Years 11 and 12 is for students to develop practical communication skills that will assist them as a visitor to Japan and enable them to interact with people visiting Australia from Japan. In addition, students have the opportunity to develop language skills that will enhance their employment prospects. The skills acquired through studying Japanese can assist students to more fully participate in Australia’s multicultural society, and hopefully encourage students to pursue opportunities to travel, live and/or work internationally.

COURSE OUTLINE:
The two-year Japanese course comprises 8 units of study across 4 broad topics – Family and Community; Leisure, Recreation and Human Creativity; School and Post-School Options; and Social Issues.

Within this context, students will learn, develop and practise practical skills for communicating in Japanese across a broad range of subject matter. This includes communicating about themselves, their family, their lifestyle in Brisbane, annual events and celebrations in Australia and Japan, popular leisure pursuits in Australia and Japan, school-life, part-time jobs, post-school goals and ambitions, and social issues such as environmental problems, technology and current events.

A major focus of the course is for students to gain a greater understanding of life in Japan, by breaking down common stereotypes and focusing on the similarities between teenagers in Japan and Australia. To this end, language skills are taught within units that are based on important socio-cultural topics.

ASSESSMENT:
The four macroskills of language learning (Comprehending – Listening, Reading and Conveying meaning – speaking, writing) are given equal emphasis in Japanese. As such, each of these skills is assessed separately at intervals throughout the year. On a summative basis, each macro skill is assessed a minimum of 2 times per year.

Assessment tasks may include reading and analysing a magazine article, recipe, menu or letter; writing a personal diary entry, letter, or current events report; listening to a news report, weather forecast, speech or public announcement; presenting a speech about a fictional trip to Japan, undertaking a mock job interview or engaging in discussions with friends to make social arrangements or compare opinions on social issues.
LEGAL STUDIES

Category: AUTHORITY

Recommended Prior Study: N/A

Course Overview:
Legal Studies encourages students to understand the impact of the law, the legal system and legal processes in their daily lives. The subject also motivates students to make constructive assessments and informed commentaries on the law, its system and processes.

It is not the principal intention of Legal Studies to prepare students for entry to tertiary law courses, although Legal Studies will provide a basic outline which will be of benefit to any student who continues with further studies in law.

Course Outline:
There are 8 units studied across the 2 years.

The Legal System:
Functions and Features of Law, Safeguards against the abuse of power, Case Law and Parliament Law.

Criminal Law:
Criminal Offences and Defences, Conviction, Punishment and Sentencing Police Powers Prisons and Sentencing. (An excursion to the Supreme and District Courts is undertaken during this unit.)

Contract Law:
Binding Agreements, Methods of Dispute Resolution

Family Law:
Rights and Responsibilities of Parents, Guardians and Children Legal Capacity, Marriage and Divorce, Wills and Intestacy

Tort:
Negligence and Defamation, Compensation for Injury

Technology and The Law:
Cyber Crime, Technology and its impact on Defamation Intellectual Property and the impact of Piracy, Genetics and DNA developments

Independent Study:
Students will investigate a controversial legal issue or problem facing Australia – and prepare an in-depth report on that issue.

Overview of the Law:
Students will be prompted to rethink why we have Laws? The concept of “Liberal Democracy” is taught. Topics such as ‘Social Change and the Law’ and ‘Avenues for Law Reform’ are considered and evaluated.

Assessment:
Assessment techniques include short answer tests, essays, assignments and non-written presentations.

QCE Credit Points: 4 POINTS
MATHEMATICS A

Category: AUTHORITY

Recommended Prior Study:
Students need to have completed a Grade 10 Mathematics course.

Course Overview:
Mathematics A is a course designed for those students who wish to continue their mathematical studies in Year 11 and Year 12, but do not wish to follow a pure mathematics course. The course focuses on Finance, Geometry, Probability and Statistics all necessary elements for life in our modern society. It is an Authority subject and therefore will count towards an OP score.

Students should check to see if Mathematics A is acceptable by courses they are interested in at University.

Having completed the course of study, students of the subject Mathematics A should:

• be able to recognise when problems in their everyday life are suitable for mathematical analysis and solution;
• be able to attempt such analysis or solution with confidence;
• be aware of the diverse applications of mathematics;
• have positive attitudes towards the learning of and practice of mathematics;
• comprehend mathematical information, which is presented in a variety of forms.

Course Outline:

<table>
<thead>
<tr>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Managing Money</td>
</tr>
<tr>
<td>• Elements of Applied Geometry</td>
</tr>
<tr>
<td>• Linking Two and Three dimensions</td>
</tr>
<tr>
<td>• Maps and Compasses</td>
</tr>
<tr>
<td>• Navigation or Land Measurement</td>
</tr>
<tr>
<td>• Data Exploration and Analysis</td>
</tr>
<tr>
<td>• Inferential Statistics</td>
</tr>
<tr>
<td>• Operations Research</td>
</tr>
<tr>
<td>• Networks and Queuing</td>
</tr>
<tr>
<td>• Statistics in the Real World</td>
</tr>
<tr>
<td>• Mathematics of Chance</td>
</tr>
</tbody>
</table>

Assessment:
Assessment for Mathematics A is in the form of supervised tests (two per semester) and assignments (one per semester). The assessment instruments are marked against criteria in three areas, namely, knowledge and procedures, modelling and problem solving, and communication and justification.
MATHEMATICS B

Category: AUTHORITY

Recommended Prior Study:
Students need to have achieved a B Level in Year 10 Mathematics. Students with a Sound Achievement in Mathematics will need to seek advice from their teachers.

Course Overview:
While recognising the need for Mathematics to be studied as an important tool in the physical sciences and to a lesser extent, the biological and social sciences, we endeavour to give parallel emphasis to the study of mathematics as an important subject in its own right, as in recent years the range of careers requiring advanced levels of mathematics has expanded dramatically.
Having completed the course of study, students of the subject Mathematics B should:

- be able to recognise when problems are suitable for mathematical analysis and solution, and be able to attempt such analysis or solution with confidence;
- be aware of the uncertain nature of their world and be able to use mathematics to assist in making informed decisions in life-related solutions;
- comprehend mathematical information which is presented in a variety of forms;
- communicate mathematical information in a variety of forms.

Course Outline:

TOPICS

- Functions I & II
- Periodic functions and applications I & II
- Exponential and logarithmic functions and applications I, II & III.
- Applied statistical analysis I & II
- Integration I & II
- Rate of change I & II
- Optimisation
- Optimisation using derivatives

Assessment:
Assessment for Mathematics B is in the form of supervised tests (two per semester) and assignments (one per semester). The assessment instruments are marked against criteria in three areas, namely, knowledge and procedures, modelling and problem solving and communication and justification.
LEARNING THROUGH STUDYING MODERN HISTORY

Why is our modern world the way it is today? This is the complex question that students who study Modern History grapple with throughout this course. By learning about the processes of change and continuity that have shaped today’s world and the roles people have played in those processes, they will begin to formulate their own answer to this question. They will look at different societies around the world during the 20th century and examine their reactions to the various pressures, conditions and events that have induced change.

As well, there is a particular focus on values. In historical studies, students will encounter different values, investigate their origins and study their impact on human affairs. In so doing, they will begin to decide which values might guide us in building a more democratic, just and ecologically sustainable world for all people.

While there is an important place for expository teaching and text-based teaching and learning in Modern History, the main approach is through student inquiry. Using this approach, students will identify historical issues for investigation, develop research questions and reach conclusions or make judgments about them. The inquiry process provides opportunities for students to continue to develop their historical skills and apply them in a much more critical manner.

COURSE OUTLINE:

1. STUDIES OF CONFLICT
   1. The Balance of World Power in 1901
   2. World War One and the Treaty of Versailles
   3. The League of Nations
   4. Hitler and Nazi Germany
   5. The Balance of World Power since 1945

2. STUDIES OF POWER
   1. The Nature of World Conflict: 1900-1945
   2. The United Nations
   3. The Cold War
   4. The Arab-Israeli Conflict
   5. The Post-Cold War Era

3. NATIONAL HISTORY
   1. Australia in 1901
   2. Australian Foreign Policy: 1901-2000
   3. The Vietnam War
   4. Indigenous Australia’s Struggle for Justice
   5. Australia today

4. STUDIES OF HOPE
   1. Philosophical Basis of Non-Violent Resistance: Gandhi & Indian Independence
   2. The End of Apartheid in South Africa
   3. Civil Rights in the USA
   4. Power, Conflict and Hope

ASSESSMENT:
1. Response to stimulus test
2. Written research task
3. Multi-modal presentation
4. Extended written response to historical evidence
5. Objective and short answer test
MUSIC

CATEGORY: AUTHORITY

RECOMMENDED PRIOR STUDY: Level 5 or above in musicianship skills gained through either Junior Music or outside study is highly recommended

COURSE OVERVIEW

The objective of this course of study in Years 11 and 12 is to explore, discuss and manipulate the elements of music through aural and visual analysis, composition and performance. This study of music delves into the history of music, and the relationship between the elements of music, its influence on society and the role the musician plays in musical expression.

All students should have the opportunity to grow in musical knowledge, skills and appreciation so as to challenge their minds, stimulate their imaginations, bring joy and satisfaction to their lives and uplift their spirits.

COURSE OUTLINE:

This course strives to satisfy the students’ needs by:

- enjoy and value music
- engage confidently in music-making whether at home or in the wider community
- develop higher-order thinking skills
- apply audiation through an exploration of the musical elements to analyse repertoire, compose and perform
- understand socio-cultural influences and critically evaluate music across a variety of contexts, genres and styles
- employ a variety of music-related technologies such as instruments, computer software, turntables.

ASSESSMENT:

Practical and written assessment designed to develop students’ knowledge and understanding of the elements of music. Students have the opportunity to explore, discuss and manipulate the elements of music from a variety of eras and genres, through composition, performance and aural and visual analysis.
PHYSICAL EDUCATION

Category: AUTHORITY

Recommended Prior Study: Junior HPE, Year 10 HPE Extension

COURSE OVERVIEW:
Physical Education involves the study of physical activity and engages students as intelligent performers, learning IN, ABOUT and THROUGH physical activity. Learning experiences in Physical Education are designed to allow students to develop as increasingly self-directed, interdependent and independent learners. The course is composed of four (4) physical activities that serve as both a source of content and data and also as a medium for learning.

COURSE OUTLINE:
All four (4) activities are introduced in Year 11 and revisited in Year 12. They are selected from the following: Netball, Tennis, Volleyball, Futsal, Martial Arts, Dance Aerobics, Lifesaving, Orienteering and European Handball.

The activities are explored through the following content areas:
- Learning Physical Skills - Skill Acquisition
- Biological Basis of Training
- Physical Activity in Australian Society

ASSESSMENT:
Physical education assessment involves rational and creative thought related to their personal experiences integrated with the study of physical activity. Results are formalised in three criteria based on a student’s evidence of Acquiring, Applying and Evaluating information, understandings and skills. This allows them to make decisions, solve problems, justify solutions and produce appropriate and skilled physical performances.

Formative assessment will occur in Year 11 and due to the developmental nature of the subject, summative assessment will occur in Year 12.

Assessment instruments include:
- Written tests
- Written reports and essays
- Oral presentations
- Journals
- Physical performance testing in all four (4) practical activities.
PHYSICS

CATEGORY: AUTHORITY

RECOMMENDED PRIOR STUDY: Junior Science

COURSE OVERVIEW:
Physics examines some of our attempts to understand the Universe, particularly through a study of matter and energy and their interaction. This study is seen to be particularly important in helping students interpret and understand the pressure placed on our society by Physics-derived technologies.

During the course it is intended that students gain knowledge, understanding and appreciation of:-
   a) The grandeur of God’s creation;
   b) The fundamental laws, concepts and models used in Physics;
   c) The method of empirical science;
   d) The expression of natural laws in mathematical form;
   e) Examples of physical principles involved in the application of science in the home, industry, commerce and recreation;
   f) The achievements of Physics and the limitations of some current models;
   g) Physical principles, which have led to the development of some modern technologies.

COURSE OUTLINE:
Mathematical techniques and manipulative skills with various laboratory apparatus are developed over the two years.
Students study 8 units in a variety of contexts, over the course. These units develop understanding of the following seminar areas.

   a) Forces and Motion
   b) Energy and Momentum
   c) Cosmology
   d) Wave Motion (includes Light and Sound)
   e) Electricity and Electronics
   f) Magnetism and Electromagnetism
   g) Atomic and Nuclear Physics
   h) Medical Physics

ASSESSMENT:
For each Semester, students are asked to complete a variety of assessment tasks including
   1. Writing examinations
   2. Assignments
   3. Experimental Investigations

QCE CREDIT POINTS: 4 POINTS
PREVOCATIONAL MATHEMATICS

Category: AUTHORITY-REGISTERED

Recommended Prior Study:
Students need to have completed a Grade 10 Core Mathematics course.

Course Overview:
Prevocational Mathematics is a course designed to cater for a broad range of skills, attitudes and needs of students. It covers the topics of number, data, location and time, measurement and finance. These are integrated into teaching and learning contexts which have relevance for the student. This course fosters cooperation, and is supportive, enjoyable and non-competitive. It allows students to develop a positive attitude towards the use of mathematics.

This course is designed to improve the confidence of students giving them time to discover how to solve problems, discuss, guess at answers, take chances, try things out, be wrong, and most importantly experience success. It is workplace mathematics to prepare students for the work force. They develop skills to work both independently and in groups.

During the course of study, students should:
- Build confidence and experience success when using mathematics in everyday contexts.
- Improve their preparedness for entry to work, apprenticeships, traineeships, or further study by developing their numeracy.
- Develop skills such as using a calculator, identifying, measuring, locating, interpreting, estimating, applying, communicating, explaining, problem solving, making informed decisions, and working cooperatively with others and in teams.
- Be able to organise mathematical ideas and represent them in a number of ways such as objects and pictures, numbers and symbols, rules, diagrams and maps, graphs, tables and texts.
- Be able to present findings orally and in writing.
- Be able to use relevant technologies.
- Be able to make informed decisions.

Course Outline:
The five topics are:
Mathematics for interpreting society: number
Mathematics for interpreting society: data
Mathematics for personal organisation: location and time
Mathematics for practical purposes: measurement
Mathematics for personal organisation: finance.

These topics are not studied in isolation but are combined and presented in a context relevant and meaningful to the student. Examples of units studied include:

<table>
<thead>
<tr>
<th>Year 11 -</th>
<th>Year 12 -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travelling in Australia Are you a good Sport?</td>
<td>Consumer Issues – Mobile Phone Earning Money</td>
</tr>
<tr>
<td>Consumer Issues – Mobile Phone</td>
<td>Consumer Issues – Credit Card</td>
</tr>
<tr>
<td>Planning a Room</td>
<td>Consumer Issues – Loan</td>
</tr>
<tr>
<td>Adventures Overseas</td>
<td>Consumer Issues – Buying a Car</td>
</tr>
<tr>
<td>Can you stick to a budget?</td>
<td></td>
</tr>
</tbody>
</table>

Assessment:
Assessment for Prevocational Mathematics is varied and takes the form of worksheets, assignments, extended tasks, oral presentations, media reports and field research. Students are assessed in the four criteria of knowing, applying, explaining and affective. Affective objectives are concerned with attitudes, values and feelings. They are essential to the aims of the course but are not summatively assessed.
RECREATION

CATEGORY: AUTHORITY-REGISTERED

RECOMMENDED PRIOR STUDY:
No formal study is required

QCE CREDIT POINTS: 4 POINTS

COURSE OVERVIEW:

The objective of this course of study in years 11 and 12 is for students to acquire, through recreation activities, skills and abilities that lead to better prospects of employment. The course aims to help the students:

- demonstrate the ability to select and use information to enhance learning in, about and through physical activity
- demonstrate active participation in physical contexts
- develop a responsible attitude towards the safety, health and wellbeing of self and others in physical activity, recreation and work-related situations
- take responsibility for the organization, development and implementation of their learning experiences within a framework provided by the teacher
- demonstrate performances in physical activities that reflect knowledge and understanding, attitudes and values, and a range of physical, personal, interpersonal and vocational skills

COURSE OUTLINE:

The course is progressively developed and integrated in units of work through key learning experiences gained in the study of core areas that include:

- Recreation, you and the community
- Physical activity and healthy lifestyle
- Safety, risk awareness and health concerns
- Interpersonal and group dynamics

Units of work will be developed around a range of possible recreation activities such as:

- Futsal
- Martial Arts
- Volleyball
- Australian Rules
- Squash
- Lawn Bowls
- Netball
- Touch football
- Lifesaving
- Aerobics
- Golf
- Creative Dance

ASSESSMENT:

Student achievement within the course will be determined by information gathered about a student’s ability to acquire, apply and evaluate aspects related to the core areas as demonstrated by their physical performances and presentation of work through short response tests, extended written responses, response to stimulus material or presentations.
RELIGION AND ETHICS

Category: AUTHORITY-REGISTERED

Recommended Prior Study: N/A

Course Overview:
To be fully participative members of groups within contemporary society, students need to be able to search for meaning through the personal, relational and spiritual dimensions of religious and ethical experience in their own and others' lives. The study area specification in Religion and Ethics has been developed to assist students from various cultural, social, linguistic and economic backgrounds to learn and reflect on these things.

The terms ‘religion’ and ‘spirituality’ are used in various ways with numerous meanings by different sections of society. In the context of this document, religion is understood as a faith tradition based on a common understanding of beliefs and practice, and spirituality refers to the transcendent reality that connects all humanity. The term ‘ethics’ refers to systematic approaches to making good decisions for oneself and for society as a whole. This course does not contribute to an Overall Position (OP).

Course Outline:
Year 11
1. Australian Scene
2. Origins, Purpose and Destiny
3. Spirituality and Ritual
4. Sacred Stories

Year 12
1. Religions of the World
2. Ethics and Morality
3. Life Choices

Assessment:
Assessment includes: Biographies, essays, oral presentations, group presentations, Response to stimulus (Year 12) and both written and non-written research assignment.
The study of a range of religions and the understanding of alternative ways of viewing reality may make valuable contributions to cross-cultural harmony and mutual enrichment. Ignorance of the integrity of the worldview of others may lead to rejection or prejudice against them. Belief systems, religious and otherwise, are, and will continue to be, significant factors in the search for solutions to some of humanity’s pressing problems, as well as in the development of human creativity and striving for perfection.

By the means of a number of inter-related activities, students will be helped to understand:

* their own patterns of belief and the traditions of which they are a part, and the ways in which these contribute to the shaping of their lives and the interpreting of their experiences;
* those aspects of human experience which have promoted, and continue to promote, the development and acceptance of religious interpretations of life;
* the different religious views which they are likely to meet in the communities to which they belong;
* some ways of studying religion as an element of human societies, using categories such as the ritual, mythological, doctrinal, ethical, social, experiential and material dimensions.

The study of religion may assist in the development of the students’ understanding of the ways in which belief is formed. Such belief systems influence both individuals and cultures. Consequently such belief systems are well deserving of study in some depth by maturing students. Students will also draw on their own experience to come to appreciate how and what they and others believe. Study of Religion contributes to the calculation of an O.P.

**Course Outline:**

Study of Religion is comprised of core components integrated with elective topics that explore specific matter or religion phenomenon.

**Core Components include:**

- Australian religious perspectives
- World religions
- The nature and significance of religion

**Elective Topics – study may include:**

- Religion and state relationships
- Ritual
- Sacred texts
- Ultimate questions
- Religion values and ethics

**Assessment:**

Assessment in Years 11-12 involves items such as, oral presentations, endographic investigation, response to stimulus essays and research assignments.
**Category:** AUTHORITY

**Recommended Prior Study:** A love for the Visual Arts

**Course Overview:**
The Senior Art course enables students to give visual form to thoughts, feelings, ideas and beliefs. It aims to develop the students’ ability to interpret, to respond to and communicate their experiences. Through Art, students learn to be visually literate. This enhances their capacity to think, create and question and provide skills to interpret and express ideas. Consequently, Art is a valuable preparation for many tertiary courses, including fine arts, design and history courses. The Senior Art course provides the opportunity to develop material for folios required for selection/entry into Art courses.

**Course Outline:**

<table>
<thead>
<tr>
<th>YEAR 11 UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observing Reality</td>
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<tr>
<td>2. Scape</td>
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<tr>
<td>3. Self &amp; Identity</td>
</tr>
<tr>
<td>4. Power</td>
</tr>
<tr>
<td>YEAR 12 UNITS</td>
</tr>
<tr>
<td>1. Spirituality</td>
</tr>
<tr>
<td>2. The Intrinsic</td>
</tr>
<tr>
<td>3. Personal Extension</td>
</tr>
</tbody>
</table>

Some of the media that could be included in this course are drawing, painting, print making, jewellery-making, ceramics, sculpture, digital imaging and installation.

**Assessment:**

Art involves **making** and **appraising**.

**Making** is the production of artworks. In art, the formulation of concepts and the creating and thinking processes are as significant as the final product.

**Appraising** is the appreciation of artworks. Students demonstrate their achievement by describing, analysing, interpreting and evaluating information. This is done through researching, developing and resolving ideas to produce an individual response. This could include a combination of essays, critiques and oral presentations.

**SECTION TWO**
Courses offered by South Bank TAFE
STEP Program

The courses following will be delivered by Southbank staff at their Southbank Campus. INITIAL APPLICATIONS close Friday 20th August, 2010

Students who study approved units outside of Our Lady’s College would spend a whole day each week at the relevant study centre for the course. This course would normally replace a subject at school and students would use this free time to catch up on any work missed whilst away offsite studying their Certificate or Diploma.

What is STEP?

Southbank Institute of Technology developed a program which offers units within selected Diploma programs to school students in years 11 and 12. This program is known as STEP: Southbank Tertiary Entrance Program. STEP commenced in 2009 with great success and the program is currently in full swing. STEP students are offered an on-campus experience, integrating with current Southbank students and have the opportunity to complete an entire STEP Diploma post senior school, with a confirmed entry and credit into the Diploma they have been studying.

Confirmed Entry

Upon completion of Year 12, STEP students will be offered a confirmed entry with credit towards the Diploma they have been studying at school. STEP students will therefore know in Year 11 they have a guaranteed place at Southbank Institute of Technology, post senior schooling and have the ability to bypass the QTAC process at the end of Year 12. Therefore, students will not be required to apply through QTAC for enrolment into the Diploma they have been studying. This is a great benefit for STEP students, knowing in Year 11 when they choose their Diploma of choice, that they have a guaranteed entry into Southbank Institute.

Affordable

STEP offers students a more affordable option; students pay no tuition fees, only material costs (e.g. text books, stationery, uniforms). If a STEP student transitions to university after completing their Diploma of choice

• it is likely to diminish their HEC fees due to reduced time at university
• students will graduate with both a Diploma and university qualification in near to the equivalent time it takes to complete a university award.

University Pathways and Credit Arrangements

Since STEP forms part of a student’s high school curriculum, students will be accumulating credit towards their Queensland Certificate of Education (QCE) as well as undertaking a Diploma qualification.

The pathways developed by Southbank Institute of Technology and university partners provide a quality, highly focused learning experience for STEP students. These pathways combine the complementary strengths of both institutions. The majority of Diplomas offered will provide pathways and credit to university programs.

The Diploma programs offered in 2010 included the following options:

- Diploma Building Design & Technology
- Diploma Interior Technology
- Diploma Nursing
- Diploma Laboratory Technology
- Diploma Children’s Services
- Diploma Fitness
- Diploma Graphic Design
- Diploma Visual Arts
- Diploma Information Technology (Website Development)
- Diploma Accounting
- Diploma/Advanced Diploma Hospitality
- Diploma Beauty Therapy
- Diploma Justice (Aboriginal and Torres Strait Islander students only)
- Diploma Community Services Work
- Diploma Events
- Diploma Tourism
- Diploma Interactive Digital Media (Games)
- Diploma Justice Administration
- Diploma Business
Partnerships with Schools

Partnership with Schools (PWS) is now in its sixth year and continues to allow students to complete a range of industry-focused vocational qualifications as part of their Year 11 and 12 studies.

Students can complete full Certificate II or III qualifications in as little as one day a week over one or two years. All programs contribute toward a student’s Queensland Certificate of Education (QCE) and provide valuable alternative pathways to the workforce or higher education.

Students completing a PWS program gain direct entry to higher level Metropolitan South Institute of TAFE Certificate/Diploma programs post Year 12 and can then articulate directly to University study.

Students pay for materials and textbooks where applicable and an administration fee when studying at an MSIT campus. Students must remain enrolled and attend a secondary school until the end of the program to be eligible for this concession.

PWS training is delivered from three of MSIT’s major campuses.

Alexandra Hills
Windemere Road, Alexandra Hills
Loganlea
50–68 Armstrong Road, Meadowbrook
Mt Gravatt
1030 Cavendish Road, Mt Gravatt

Who is eligible to apply?
MSIT offers high school students in Years 11 and 12 the opportunity to apply. Study must be identified in the student’s SET Plan.

Student Commitment
Students should only consider PWS programs if they can commit to weekly attendance over the duration of their program. A successful outcome cannot be achieved if attendance is not a first priority.

Students must ensure transport and other school commitments do not interrupt their TAFE day.

Expression of Interest – via school
Contact Ms Geraghty, Acting Pathways Coordinator to complete an expression of interest (EOI) and verification of set plan study.

EOIs open mid-July and close on 20 August 2010 and can only be lodged by Our Lady’s College.

PWS will confirm with the school that an application has been received. Program details including day and program cost will then be confirmed.
<table>
<thead>
<tr>
<th>Subject/Field</th>
<th>Required Courses</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language and Literature</td>
<td>English Literature (20 credits)</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Education</td>
<td>-</td>
</tr>
<tr>
<td>Science</td>
<td>Science Education</td>
<td>-</td>
</tr>
<tr>
<td>History</td>
<td>History Education</td>
<td>-</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics Education</td>
<td>-</td>
</tr>
</tbody>
</table>

To be eligible for the QCE, students must complete 20 credits.
## TABLE OF SUBJECT WEIGHTS FOR USE IN YEAR 12, 2012

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>NA</td>
<td>4</td>
</tr>
<tr>
<td>English Extension</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>NA</td>
<td>4</td>
</tr>
<tr>
<td>Modern History</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>NA</td>
<td>2</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>NA</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Accounting</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Business Communication and Technologies</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Visual Art</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>NA</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>NA</td>
<td>3</td>
</tr>
<tr>
<td>Health Education</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Drama</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>NA</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X 4 SEM.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUALIFY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Highlight the subjects you have chosen, and the weights for each field.
Add the total weights vertically for each field (i.e. A.B.C. etc).
Multiply by the number of semesters you will study each subject (usually 4).
You are eligible for any field where you total 60 or more.

**FIELD A**
- Extended written expression involving complex analysis and synthesis of ideas.

**FIELD B**
- Short written communication involving reading comprehension and expression in English or a foreign language.

**FIELD C**
- Basic numeracy involving simple calculations and graphical and tabular interpretation.

**FIELD D**
- Solving complex problems involving mathematical symbols and abstractions.

**FIELD E**
- Substantial practical performance involving physical or creative arts or expressive skills.
Acknowledgements

This project could not have been completed if it were not for all the wonderful international student resources that have been developed to support international students and programs throughout Australia. This is specifically to acknowledge the International Student Handbooks and online support services developed by the following education providers from whom examples of ‘best practice’ were sought:

Australian National University  Study Victoria
Central Queensland University  TAFE NSW
Charles Darwin University  TAFE Queensland
Curtin University of Technology  TAFE South Australia
Griffith University  University of Adelaide
Education and Training International WA  University of Melbourne
La Trobe University  University of New South Wales
Macquarie University  University of Queensland
Monash University  University of South Australia
Education Queensland International  University of Sydney
Queensland University of Technology  University of Tasmania
Southbank Institute of Technology  University of Wollongong
Study Queensland
5. Further Information attached: School accommodation options (Appendix 5)

<table>
<thead>
<tr>
<th>Homestay Program Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Procedures for checking and monitoring suitability of arrangements</td>
</tr>
<tr>
<td>- Guidelines for approval of host families:</td>
</tr>
<tr>
<td>- selection</td>
</tr>
<tr>
<td>- ensuring the family can provide a stable environment for the duration of the student’s course</td>
</tr>
<tr>
<td>- criteria for accommodation services to be provided</td>
</tr>
<tr>
<td>- orientation for members of an approved family if family has not previously hosted an overseas student</td>
</tr>
<tr>
<td>- Requirements under Commission for Children Young People and Child Guardian:</td>
</tr>
<tr>
<td>- Blue cards</td>
</tr>
<tr>
<td>- Risk Management Strategy (Operator of Program)</td>
</tr>
</tbody>
</table>
### 6. Copies of administrative documents – letters and pro formas (excluding documents for management of education agents) (Appendix 6)

- *Student application for deferment of commencement or suspension of studies*
- *School letter for informing student of intention to suspend or cancel enrolment*
- *School letter for informing student of intention to suspend or cancel enrolment in the case of extenuating circumstances*
- *Student application for Letter of Release*
- *School’s Letter of Release*
- *Letter of intention to report for unsatisfactory course progress*
- *Letter of intention to report for unsatisfactory attendance*
- *Pro forma for Critical Incident Report (See p. 71)*
- *Student Orientation Program Checklist (See p. 88)*
- Pro forma for recording responses and actions in relation to student complaints
- Letter advising student to access School’s internal Complaints and appeals process
- Letter advising student of outcomes of Complaints and appeals process and reasons for decisions made
- Letter giving student information about accessing the School’s external Complaints and appeals process
- Sample of Student Orientation Information
- Overseas Student Referral Form for Intervention
Student application for deferment of commencement or suspension of studies

Please read the attached Deferment, Suspension and Cancellation Policy before filling out this form to see if you meet the requirements to be granted a deferment of commencement or suspension of studies.

Student name:

Grade:

Current Address in Australia:

Address in home country:

Phone no:

Mobile Ph:

Email address:

I am applying for

☐ A deferment of commencement of studies

☐ A suspension of studies

Please state why you wish to defer/suspend your studies.

Attachments:

Attach any relevant supporting documentation.

This form will be assessed once all documentation has been received. The school may ask for more documentation if required. Applications are usually processed in XX working days.
Deferment and suspension of enrolment can have an effect on a student’s visa as a result of changes to enrolment status. Please contact the Department of Immigration on 131 881 or contact the local DIAC office to see if this will affect you.

Students who have not yet commenced their studies at Our Lady’s College will also need to contact DIAC in case there is any effect on their student visa as a result of changes to enrolment or CoE status.

_________________________  _______________________
Student signature                     Date
School letter for informing student of intention to suspend or cancel enrolment

Student name:
Grade:
Current Address:
Phone no:
Email address:

This letter is to inform you that Our Lady’s College intends to
☐ Suspend your enrolment for ___ days/weeks/months
☐ Cancel your enrolment

This is due to:

Deferment, suspension and cancellation of enrolment can have an effect on a student’s visa as a result of changes to enrolment status. Please contact the Department of Immigration on 131 881 or contact the local DIAC office to see if this will affect you.

You have 20 working days in which to appeal the school’s decision in accordance with the school’s Complaints and Appeals Policy attached/available on website.
Our Lady’s College

☐ School letter for informing student of intention to suspend or cancel enrolment in the case of extenuating circumstances

Student name:

Grade:

Current Address:

Phone no:

Email address:

This letter is to inform you that Our Lady’s College intends to

☐ Suspend your enrolment for ☐ days/weeks/months

☐ Cancel your enrolment

This is due to:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Suspension and cancellation of enrolment can have an effect on a student’s visa as a result of changes to enrolment status. Please contact the Department of Immigration on 131 881 or contact the local DIAC office to see if this will affect you.

You have 20 working days in which to appeal the school’s decision in accordance with the school’s Complaints and Appeals Policy attached/available in XXXX.

However, Our Lady’s College has determined that extenuating circumstances apply in this case. [Insert details]

For this reason your enrolment will be suspended / cancelled immediately. This will not affect your ability to access the complaints and appeals processes of the school.

Our Lady’s College
Student application for Letter of Release

Please read the attached Student Transfer Request Assessment Policy before filling out this form to see if you meet the requirements to be granted a letter of release for transfer.

Student name:
Grade:
Current Address in Australia:
Address in home country:
Phone no:
Mobile Ph:
Email address:

Reason for transfer:
Please state why you wish to transfer to another school.

Attachments:
Attach a letter of offer from the institution to which you wish to transfer. If you are under 18 years of age and not in the care of a parent or suitable nominated relative, the letter of offer must also show that the institution will accept responsibility for approving your accommodation, support and general welfare arrangements.

If there are any gaps between school approved accommodation, support and general welfare arrangements please detail any DIAC approved interim arrangements.

If you are under 18 years of age, please attach a letter from your parents to indicate that you have their permission to transfer.
Attach any relevant supporting documentation.

This application will be assessed once all documentation has been received. The school may ask for more documentation if it requires it. Applications are usually processed in 20 working days.

_______________________   ___________________
Student signature        Date
Application for student transfer/letter of release

Please read the attached Student Transfer Request Assessment Policy before filling out this form to see if you meet the requirements to be granted a letter of release for transfer.

Student name:

Grade:

Current Address in Australia:

Address in home country:

Phone no:

Mobile Ph:

Email address:

Reason for transfer:

Please state why you wish to transfer to another school.

Attachments:

Attach a letter of offer from the institution to which you wish to transfer. If you are under 18 years of age and not in the care of a parent or suitable nominated relative, the letter of offer must also show that the institution will accept responsibility for approving your accommodation, support and general welfare arrangements.

If there are any gaps between school approved accommodation, support and general welfare arrangements please detail any DIAC approved interim arrangements.

If you are under 18 years of age, please attach a letter from your parents to indicate that you have their permission to transfer

Attach any relevant supporting documentation.
This application will be assessed once all documentation has been received. The school may ask for more documentation if it requires it. Applications are usually processed in 20 working days.

__________________________  ______________________
Student signature                      Date
School’s Letter of release

Student name:

Grade:

Current Address:

Phone no:

Email address:

We have received your application for a letter of release. As the reasons stated in your application fall within the school’s Student Transfer Request Assessment Policy, the school is pleased to grant your request.

You should be aware that your decision to transfer to a different education provider may have visa implications and you should contact the nearest Department of Immigration and Citizenship office as soon as possible to discuss this with them.

If you wish to seek a refund of fees, please refer to the school’s Refund Policy provided in/located on the website and follow the appropriate procedure.

Our Lady’s College

Date:
□ Letter of intention to report for unsatisfactory attendance

Student name:

Grade:

Current Address:

Phone no:

Email address:

This letter is to inform you that under section 20 of the Education Services for Overseas Students Act 2000 (ESOS Act), Our Lady’s College intends to report you to the Department of Immigration and Citizenship for unsatisfactory attendance.

Under the Migration Act 1958, student visa condition 8202 requires student visa holders to:
• maintain enrolment in a ‘registered course’
• attend classes, and
• achieve a satisfactory academic result

According to our records, you have not achieved satisfactory course attendance as defined in the National Code of the ESOS Act and/or the school’s Course Progress and Attendance Policy available on the website.

You have 20 days in which to appeal the school’s decision in accordance with the school’s Complaints and Appeals Policy available on the website.

Our Lady’s College

Date:
Letter of intention to report for unsatisfactory course progress

Student name:

Grade:

Current Address:

Phone no:

Email address:

This letter is to inform you that under section 20 of the Education Services for Overseas Students Act 2000 (ESOS Act), Our Lady’s College intends to report you to the Department of Immigration and Citizenship for unsatisfactory course progress.

Under the Migration Act 1958, student visa condition 8202 requires student visa holders to:

- maintain enrolment in a ‘registered course’
- attend classes, and
- achieve a satisfactory academic result

According to our records, you have not achieved satisfactory course progress as defined in the National Code of the ESOS Act.

You have 20 days in which to appeal the school’s decision in accordance with the school’s Complaints and Appeals Policy available on the website.

Our Lady’s College

Date:
## 7. Checklist / Records of other documents (Appendix 7)

<table>
<thead>
<tr>
<th>DOCUMENT</th>
<th>REFERENCE</th>
<th>LOCATION / ATTACHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Evidence of Australian Residency and business registration</td>
<td>NC C.6</td>
<td></td>
</tr>
<tr>
<td>□ Copy of accreditation certificate or letter which shows the full legal</td>
<td>NC C.6</td>
<td></td>
</tr>
<tr>
<td>entity and the trading name, and period of accreditation of the institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Course Registration Submission</td>
<td>NC C 7,8,10</td>
<td></td>
</tr>
<tr>
<td>□ sample of marketing material for each course (should include course</td>
<td>NC D St 2.1</td>
<td></td>
</tr>
<tr>
<td>description and statement about learning and assessment strategies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ sample student timetable for each course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ copy of annual school calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ details of any work-based training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ advice in writing to the CRICOS SRA of all providers involved in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>providing a registered course, and copy of written agreements with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>any RTO’s if school is not an RTO (and overseas students are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>undertaking VET components delivered by an RTO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Tuition Assurance Membership if the school is NOT in receipt of</td>
<td>ESOS Act 2000</td>
<td></td>
</tr>
<tr>
<td>Commonwealth Funding</td>
<td>s9, s22</td>
<td></td>
</tr>
<tr>
<td>□ Evidence of</td>
<td>ESOS Act 2000</td>
<td></td>
</tr>
<tr>
<td>a) having the principal purpose of providing education; and</td>
<td>s9 &amp; s9A</td>
<td></td>
</tr>
<tr>
<td>b) clearly demonstrating capacity to provide education of a satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>standard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 8. Master copies of School policies (Appendix 8)

<table>
<thead>
<tr>
<th>Policy</th>
<th>Reference</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLICY ABOUT WRITTEN ENTRY REQUIREMENTS FOR REGISTERED COURSES</td>
<td>NC D St 2.a, E(OS)Reg 98 s6</td>
<td></td>
</tr>
<tr>
<td>WRITTEN REFUND POLICY</td>
<td>NC D St 2.1.e, St 3.1.c, St 3.2, E(OS)Reg 98 s7</td>
<td></td>
</tr>
<tr>
<td>POLICY ON DEFERRING, SUSPENDING OR CANCELLING A STUDENT’S ENROLMENT</td>
<td>NC D St 2.1.f, NC D St 5, NC D St 13</td>
<td></td>
</tr>
<tr>
<td>TRANSFER POLICY</td>
<td>NC D St 7, E(OS)Reg 98 s10</td>
<td></td>
</tr>
<tr>
<td>COMPLAINTS AND APPEALS POLICY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WELFARE AND ACCOMODATION POLICY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRITICAL INCIDENT POLICY</td>
<td>NC D St 6.4</td>
<td></td>
</tr>
<tr>
<td>COURSE PROGRESS AND ATTENDANCE POLICY</td>
<td>NC D St 9, 10, 11</td>
<td></td>
</tr>
<tr>
<td>STUDENT BEHAVIOUS SUPPORT POLICY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
POLICY ON ENTRY REQUIREMENTS

1) Our Lady’s College will consider enrolment applications from students wishing to apply for a Student Visa, subject to compliance with minimum requirements and conditions set by the School, and with legislative requirements of the State of Queensland and the Commonwealth of Australia, including any requirements to undertake extra tuition to learn English to meet the English language proficiency standard needed to enter mainstream classes.

2) Applications for enrolment must be made on Application for International Enrolment Form. This must be correctly completed, and must be accompanied by the following documents to support the application:
   - Copies of Student Report Cards from the previous 3 years of study, including a copy of the latest Student Report;
   - A completed Reference Form from the student’s current or most recent school Principal is also required if student Report Cards do not record student behaviour or commitment to studies;
   - A completed Subject Choices Form if appropriate;
   - Appropriate proof of identity and age;
   - Written evidence of proficiency in English as a second language
   - Photocopy or scanned copy of passport page with name, photo identification, passport number and expiry date

   [Other documents may also be required, e.g.,]
   - Completed Homestay Form
   - Enrolment Application Fee

3) Where the above documents are not in English, certified translations in English are required, with necessary costs to be met by the applicant.

4) An application for enrolment can only be processed when all of the above are in the hands of the Admissions Officer.

5) Applications from overseas students are processed according to established policy and procedures, and are dealt with on their merits.

6) Assessment procedures include an evaluation of reports from previous schools and of English language proficiency. In cases where report cards are not available or are inconclusive for any reason, the school may require relevant testing of the applicant to assess the application.
Minimum academic and English language requirements are as follows:

**Academic Requirements**

Students must provide evidence of satisfactory academic performance appropriate to entry to the Year level requested on the Application for Enrolment or offered as an alternative point of entry by the school in a Letter of Offer.

- A pass level or “C” grade or better for the majority of core subjects is required

**English Language Proficiency Requirements**

Our Lady’s College requires evidence of sufficient proficiency in English to successfully meet the curriculum demands of the enrolled course. This is a requirement under the 2007 National Code of Practice, Section D Standard 2.

Evidence of English Language Assessment must meet the requirements of the Migration Regulations where required. In the case of AL4 applicants 16 years of age or older, as of 1 April, 2004, Migration Regulations must be met.

This evidence may be presented as evidence of previous study in English as the medium of instruction, or as results of an acceptable English language proficiency test. Where Migration Regulations do not apply, Our Lady’s College accepts results from the following test instruments:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>IELTS</th>
<th>NLLIA Bandscales</th>
<th>ISLPR</th>
<th>TOEFL</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 – 10</td>
<td>4.5</td>
<td>4</td>
<td>2 (average)</td>
<td>500</td>
<td>To be negotiated</td>
</tr>
<tr>
<td>11, 12</td>
<td>5.0</td>
<td>5</td>
<td>2+/3 (average)</td>
<td>550</td>
<td>To be negotiated</td>
</tr>
</tbody>
</table>

Students should note that if their language proficiency is below that outlined above, they may be required to undertake an intensive English language course before beginning mainstream studies.

Students wishing to enter the school below year 10 level are assessed individually based on the contents of their report cards and personal references, and may also be required to undertake a language proficiency test set by the school.
Our Lady’s College Refund Policy

A copy of this policy is provided to the student (or parent(s)/legal guardian if the student is under 18) at a reasonable time prior to a written agreement being signed or an amount is paid for a registered course, whichever happens first.

1) This refund policy applies to all course monies paid to the school and includes any course monies paid to an education agent to be remitted to the school.

2) Fees for services paid to education agents by students (or parent(s)/legal guardian if the student is under 18) are not covered by this refund policy.

3) The application fee is non-refundable.

4) Payment of Course Fees and Refunds
   p. Fees are payable 12 months in advance.
   q. All fees must be paid in Australian dollars.
   r. If the student changes visa status (e.g. becomes a temporary or permanent resident) she will continue to pay full overseas student’s fees for the duration of that year.
   s. Refunds will be reimbursed in Australian dollars and the payment sent to the applicant’s home country unless otherwise requested in writing.
   t. Refunds will be paid to the person who enters into the written agreement unless the school receives written advice from the person who enters the written agreement to pay the refund to someone else.

5) All notification of withdrawal from a course, or applications for refunds, must be made in writing and submitted to the Business Manager.

6) Unsuccessful Enrolment/Visa Rejection
   c. The school will refund within four weeks all course monies paid where the student’s application for enrolment is refused by the school. [Applicable only if payment of fees has accompanied the application/enrolment form and lodgement of the written agreement.]
   d. The school will refund within four weeks all course monies paid where the student produces evidence that the application made by the student for a student visa has been rejected by the Australian immigration authorities.
7) Student Default

e. Refunds for student default apply to tuition fees only. Course monies (excluding tuition fees) will be refunded on a pro rata basis proportional to the amount of time the student was studying in the course, except where a non-refundable payment on behalf of the student has been made.

f. If the student does not provide written notice of withdrawal and does not start the course on the agreed starting date, only one term’s (or ten weeks) tuition fees will be refunded from the annual tuition fee.

g. The school will refund within four weeks of the receipt of written notification of withdrawal by the student (or parent(s)/legal guardian if the student is under 18) tuition fees paid by or on behalf of the student less the amounts to be retained as agreed and detailed below.
   v. If written notice is received up to four weeks prior to commencement of the course, the school will be entitled to retain an administration fee of $350
   vi. If written notice is received less than four weeks prior to commencement of the course 70% of the tuition fee will be refunded.
   vii. If written notice is received within six months of the commencement date of the student’s course, only one term’s (or ten weeks) tuition fees will be refunded from the annual tuition fee.
   viii. If written notice is received more than six months after the commencement date of the student’s course no refund of tuition fees will be made.

h. No refund of tuition fees will be made where a student’s enrolment is cancelled for any of the following reasons;
Failure to maintain satisfactory course progress (visa condition 8202)

   vi. Please see Our Lady’s College’s Course Progress and attendance policy
   vii. Failure to maintain satisfactory attendance (visa condition 8202) Please see Our Lady’s College’s Course Progress and attendance policy
   viii. Failure to maintain approved welfare and accommodation arrangements (visa condition 8532) Please see Welfare and Accommodation Policy
   ix. Failure to pay course fees
   x. Any behaviour identified as resulting in enrolment cancellation in Our Lady’s College’s Behaviour Policy/Code of Conduct.

8) School Default

[Any default by the school must be compliant with the provisions of the ESOS Act 2000 and the ESOS regulations 2001 (as amended).]

c. If for any reason the school is unable to offer a course, a full refund of fees paid will be made within 14 days of the agreed starting day.

d. If for any reason the school is unable to continue offering a course after student commencement, a full refund of fees paid, including for the portion of the course already taught, will be made within 14 days of the day the course ceased to be delivered.
9) This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia’s consumer protection laws.

10) Definitions

b. *Course money* – includes tuition fees, any amount received by the school for Overseas Student Health Cover (OSHC) and any other amount the student has to pay in order to undertake the course.
Our Lady’s College Deferment, Suspension and Cancellation Policy

1) Deferment of commencement of study requested by student
   a) Our Lady’s College will only grant a deferment of commencement of studies for compassionate and compelling circumstances. These include but are not limited to:
      i) illness, where a medical certificate states that the student was unable to attend classes
      ii) bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)
      iii) major political upheaval or natural disaster in the home country requiring emergency travel that has impacted on studies
      iv) a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists’ reports)
   b) The final decision for assessing and granting a deferment of commencement of studies lies with the Deputy Principal.
   c) Deferment will be recorded on PRISMS depending on the students CoE status.

2) Suspension of study requested by student
   a) Once the student has commenced the course, Our Lady’s College will only grant a suspension of study for compassionate and compelling circumstances. These include but are not limited to;
      i) illness, where a medical certificate states that the student was unable to attend classes
      ii) bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)
      iii) major political upheaval or natural disaster in the home country requiring emergency travel that has impacted on studies
      iv) a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists’ reports)
   b) Suspensions will be recorded on PRISMS.
   c) The period of suspension will not be included in attendance calculations.
   d) The final decision for assessing and granting a suspension of studies lies with the Deputy Principal.

3) Assessing requests for deferment or suspension of studies
   a) Applications will be assessed on merit by the Deputy Principal.
   b) All applications for deferment or suspension will be considered within 10 working days.
4) **Exclusion from class (1 – 28 days)**

a) Our Lady’s College may exclude a student from class studies on the grounds of misbehaviour by the student. Exclusion will occur as the result of any behaviour identified as resulting in exclusion in Our Lady’s College’s Student Behaviour Support Policy.

   The Principal may suspend where behaviour includes:
   - Persistent non compliance - Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended;
   - Persistent disruption - Students who persistently disrupt and prevent the learning and teaching of others may be suspended;
   - Breach of school’s Code of Student Conduct - Students who seriously breach the school’s published rules and regulations may be suspended.

   In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons or illegal drugs. Principals may suspend immediately any student whose behaviour includes the following:
   - Possession of alcohol or a suspected illegal drug - Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs. Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also BCE’s Administration of Medication to Students Guidelines and Dealing with Drug Related Matters)
   - Violence or threat of serious physical violence - Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community may be suspended immediately. The matter should also be reported through BCE Student Protection in accordance with their Guidelines.
   - Possession of a weapon - Any student possessing a weapon or using or threatening to use any item or instrument as a weapon, may be suspended immediately. The matter should be reported to the police.

b) Excluded students must abide by the conditions of their exclusion from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Deputy Principal.

c) Where the student is provided with homework or other studies for the period of the exclusion, the student must continue to meet the academic requirements of the course.

d) Exclusions from class will not be recorded on PRISMS.

e) Periods of ‘exclusion from class’ will not be included in attendance calculations as per Our Lady’s College’s Course Progress and Attendance Policy

5) **School initiated suspension of studies (28 days +)**
(a) Our Lady’s College may initiate a suspension of studies for a student on the grounds of misbehaviour by the student. Suspension will occur as the result of any behaviour identified as resulting in suspension in Our Lady’s College’s Student Behaviour Support Policy.

(b) Suspended students must abide by the conditions of their suspension from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Deputy Principal.

(c) Students who have been suspended for more than 28 days may need to contact DIAC.

(d) If special circumstances exist, the student must abide by the conditions of his or her suspension which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Deputy Principal.

(e) Suspensions will be recorded on PRISMS.

(f) The period of suspension will not be included in attendance calculations.

6) Cancellation of enrolment

(a) Our Lady’s College will cancel the enrolment of a student under the following conditions:

i) Failure to pay course fees

ii) Failure to maintain approved welfare and accommodation arrangements (visa condition 8532)

iii) Any behaviour identified as resulting in cancellation in Our Lady’s College’s Student Behaviour Support Policy.

Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long-term consequences for the student and the family. Students will not normally be excluded without a clearly-documented range of intervention strategies having been tried, and the root cause of the behaviour having been sought to be identified and addressed. Schools need to be aware of the equity issues applying to the exclusion of marginalised students.

Exclusion signals that the student’s behaviour has continued to be unacceptable despite the best efforts of the school. Exclusion should be applied only as a last resort. The Executive Director (or nominee) will not normally approve a recommendation for exclusion unless there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate intervention plans. The exception to this is when the student’s behaviour has been so extreme, such as the committing of a serious illegal act, that an immediate exclusion is judged to be necessary.

Where a serious breach of the student code of conduct has occurred, the Principal may give parents and students an understanding of a range of options open to them.
b) Our Lady’s College is required to report failure to maintain satisfactory course progress and failure to maintain satisfactory attendance to DIAC which will result in automatic cancellation.

7) Complaints and Appeals

a) Student requested deferment and suspension are not subject to Our Lady’s College’s Complaints and Appeals Policy.

b) Exclusion from class is subject to Our Lady’s College’s Complaints and Appeals Policy.

c) School initiated suspension, where the suspension is to be recorded in PRISMS, and cancellation are subject to Our Lady’s College’s Complaints and Appeals Policy.

d) For the duration of the appeals process, the student is required to maintain enrolment and attendance at all classes as normal. The Deputy Principal will determine if participation in studies will be in class or under a supervised arrangement outside of classes.

e) If students access Our Lady’s College’s complaints and appeals process regarding a school initiated suspension, where the suspension is recorded in PRISMS, or cancellation, the suspension or cancellation will not be reported in PRISMS until the complaints and appeals process is finalised, unless extenuating circumstances relating to the welfare of the student apply.

f) Extenuating circumstances include;
   i) the student refuses to maintain approved welfare and accommodation arrangements (for students under 18 years of age)
   ii) the student is missing
   iii) the student has medical concerns or severe depression or psychological issues which lead the school to fear for the student’s wellbeing
   iv) the student has engaged or threatened to engage in behaviour that is reasonably believed to endanger the student or others
   v) is at risk of committing a criminal offence, or
   vi) the student is the subject of investigation relating to criminal matters

g) The use of extenuating circumstances by Our Lady’s College to suspend or cancel a student’s enrolment prior to the completion of any complaints and appeals process will be supported by appropriate evidence.

h) The final decision for evaluating extenuating circumstances lies with the Deputy Principal.

8) Student Advice

a) Deferment, suspension and cancellation of enrolment can have an effect on a student’s visa as a result of changes to enrolment status. Students will be informed to contact the Department of Immigration for advice.
9) **Definitions**

   a) Day – *any day including weekends and public holidays in or out of term time*
**Our Lady’s College Transfer Policy**

1) Overseas students are restricted from transferring from their principal course of study for a period of six months. This restriction also applies to any course(s) packaged with their principal course of study.

2) Students can apply for a letter of release to enable them to transfer to another education provider. However, if a student is under 18 years of age, conditions apply.

3) Students under 18 years of age MUST also have;
   a) Written evidence that the student’s parent(s)/legal guardian supports the transfer
   b) Written confirmation that the new provider will accept responsibility for approving the student’s accommodation, support, and general welfare arrangements where the student is not living with a parent / legal guardian or a suitable nominated relative
   c) Evidence that the student is always in DIAC approved welfare and accommodation arrangements

4) Our Lady’s College will only provide a letter of release to students in the first six months of their principal course in the following circumstances:
   a) The student has changed welfare and accommodation arrangements and is no longer within a reasonable travelling time of the school
   b) It has been agreed by the school the student would be better placed in a course that is not available at Our Lady’s College.
   c) Any other reason stated in the policies of Our Lady’s College

5) Our Lady’s College will NOT provide a letter of release to students in the first six months of their principal course in the following circumstances:
   a) The student’s progress is likely to be academically disadvantaged
   b) Our Lady’s College is concerned that the student’s application to transfer is a consequence of the adverse influence of another party
   c) The student has not had sufficient time to settle into a new environment in order to make an informed decision about transfer
   d) The student has not accessed school support services which may assist with making adjustments to a new environment, including academic and personal counselling services

6) In order to apply for a letter of release, all students must first have a letter of offer from the receiving provider.

7) Applications to transfer to another registered provider may have visa implications. The student is advised to contact the Department of Immigration and Citizenship office as soon as possible to discuss any implications. The address of the nearest Office is:

   Ground Floor
   299 Adelaide Street
   Brisbane QLD 4000

   Other contact details are: Tel: 131 881
8) It is a requirement under Queensland legislation that letters of release, whether provided by this School or by another registered provider, give information about whether the student has demonstrated a commitment to studies during the course, had a good attendance record for the course, and paid all fees for the course.

9) All applications for transfer will be considered within 10 working days and the applicant notified of the decision.

10) Students whose request for transfer has been refused may appeal the decision in accordance with Our Lady’s College’s complaints and appeals policy. The complaints and appeals policy is available on the website.
Our Lady’s College Complaints and Appeals Policy

A copy of this policy will be provided to the student (or parent(s)/legal guardian if the student is under 18) at a reasonable time prior to a written agreement being signed or an amount is paid for a registered course, whichever happens first, and again within 7 days of the commencement of student attendance of the enrolled course.

1) Purpose

a) The purpose of Our Lady’s College’s Complaints and Appeals Policy is to provide a student or parent(s)/legal guardian with the opportunity to access procedures to facilitate the resolution of a dispute or complaint.

b) The internal complaints and appeals processes are conciliatory and non-legal.

2) Complaints against other students

a) Grievances brought by a student against another student will be dealt with under the school’s Behaviour Policy.

3) Informal Complaints Resolution

a) In the first instance, Our Lady’s College requests there is an attempt to informally resolve the issue through mediation/informal resolution of the complaint.

b) Students should contact the Year Coordinator in the first instance to attempt mediation/informal resolution of the complaint.

c) If the matter cannot be resolved through mediation, the matter will be referred to the Deputy Principal and Our Lady’s College’s internal formal complaints and appeals handling procedure will be followed.

4) Formal Complaints Handling Procedure

a) The process of this grievance procedure is confidential and any complaints or appeals are a matter between the parties concerned and those directly involved in the complaints handling process.

b) The student must notify the school in writing of the nature and details of the complaint or appeal.

c) Written complaints or appeals are to be lodged with the Principal/other.

d) Where the internal complaints and appeals process is being accessed because the student has received notice by the school that the school intends to report her for unsatisfactory course attendance, unsatisfactory
course progress or suspension or cancellation of enrolment, the student has 20 working days from the date of receipt of notification in which to lodge a written appeal.

e) Complaints and appeals processes are available to students at no cost.

f) Each complainant has the opportunity to present her case to the Deputy Principal.

g) Students and / or the School may be accompanied and assisted by a support person at all relevant meetings.

h) The formal grievance process will commence within 10 working days of the lodgement of the complaint or appeal with the Deputy Principal.

i) Once the Deputy Principal has come to a decision regarding the complaint or appeal, the student will be informed in writing of the outcome and the reasons for the outcome, and a copy will be retained on the student’s file.

j) If the grievance procedure finds in favour of the student, Our Lady’s College will immediately implement the decision and any corrective and preventative action required, and advise the student of the outcome.

k) Our Lady’s College undertakes to finalise all grievance procedures within 10 working days.

l) For the duration of the appeals process, the student’s enrolment and attendance must be maintained.

5) External Appeals Processes

a) If the student is dissatisfied with the conduct or result of the complaints procedure, he/she may seek independent mediation through an external body at minimal or no cost.

b) Our Lady’s College recommends further complaints and appeals are directed to:

Dispute Resolution Branch  
Department of Justice and Attorney-General  
GPO Box 149  
Brisbane QLD 4001

Level 1  
Brisbane Magistrates Court  
363 George Street  
Brisbane QLD 4000

Tel: (07) 3239 6269  
Fax: (07) 3239 6284
c) If a student is concerned about the actions of the school they may approach the chief executive of the Department of Education and Training who, under part 2, division 2 of the Education (Overseas Students) Act 1996, may suspend or cancel the registration of a provider of a course if a breach of the requirements of registration provision is proved. Concerns or complaints about the conduct of a registered provider should be addressed in writing to:

The Manager
International Quality Unit (CRICOS)
Training and International Quality
LMB 527
BRISBANE QLD 4001

6) Other legal redress

Nothing in the School’s Complaints and Appeals Policy negates the right of an overseas student to pursue other legal remedies.

7) Definitions

a) Working Day – any day other than a Saturday, Sunday or public holiday during term time

b) Student – a student enrolled at Our Lady’s College or the parent(s)/legal guardian of a student where that student is under 18 years of age

c) Support person – for example, a friend/teacher/relative not involved in the grievance.
Our Lady’s College Accommodation and welfare policy

Our Lady’s College approves the following accommodation options for overseas students:

☐ The student will live with a parent or relative as permitted by DIAC. In this case the School does not provide a welfare letter (CAAW) via PRISMS. The student’s family provides proof of relationship to DIAC for the purposes of visa application.

☐ The student will live in school approved accommodation and the School will generate the welfare letter (CAAW) via PRISMS to accompany the student’s Confirmation of Enrolment (CoE).

☐ School approved accommodation options for FFPOS under 18 years of age include:

- Homestay Program operated by Australian Catholic University

☐ For School vacation periods, the following accommodation options are available to FFPOS under 18 years of age: [Delete any which do not apply]

- Student returns home to parents
- Student continues to live in / is placed in Homestay arranged and approved by the school
- Student may spend vacation with friend’s family or relatives if all requirements are met
  in order to attain school approval
- Student may attend a supervised excursion, camp, etc., if all requirements are met in
  order to attain school approval

☐ If the School has taken responsibility for approving arrangements for student care and welfare, should the School not approve requests for changes to agreed arrangements, and the student refuses to maintain the approved and agreed arrangements, the School will advise the student this will be reported to DIAC via the pro forma letter in PRISMS and the student may have his/her visa cancelled. DIAC will contact the student directly to ensure visa implications are understood. This includes any requests by students under 18 years of age to attend “Schoolies Week” on completion of Year 12.

☐ Accommodation options for FFPOS 18 years and older include:

- Homestay Program operated by Australian Catholic University
For School vacation periods, the following accommodation options are available to FFPOS 18 years or older:

- Student returns home to parents
- Student continues to live in / is placed in Homestay, details of which are recorded by the School
- Student may spend vacation with friend’s family or relatives, provided details are given
- Student may attend a supervised excursion, camp, etc., provided details are given
- Student may travel unaccompanied during vacation periods, provided details are given

All students are required to notify the School of a change of address while enrolled in the course, and students who live in school approved accommodation must not change agreed arrangements without prior approval of the School.

*NB Homestay Programs operated by or approved by Our Lady’s College meet Queensland legislative requirements under Education (Overseas Students) Regulation 1998 s9 and the Commission for Children and Young People and Child Guardian as well as under Standard 5 of the National Code. These include

- Continuous dates for approved welfare arrangements
- Documented procedures for checking suitability of accommodation, support and general welfare arrangements
- Guidelines for selecting family and ensuring the family can provide a stable environment for the duration of the student’s enrolment at the school
- Criteria about accommodation services to be provided, and contract for arrangements about providing accommodation services
- Orientation program for families new to provision of homestay services
- Bluecard for adults living in the homestay other than overseas students
- Compliant Homestay risk management strategy, reviewed annually, undertaken by operator of the homestay program
CRITICAL INCIDENT RESPONSE
Guidelines and Procedures for Brisbane Catholic Education Centre, Schools and Colleges
February 2006 Reviewed December 2007

FOREWORD
One would hope never to have to face a major crisis or Critical Incident in our schools, but it does happen in some of our schools at some time. This document attempts to provide a planned but flexible response to a Critical Incident that will facilitate:

- Optimum response at time of incident
- Sense of cohesiveness, control and responsibility within the school community
- Return to normal routines as quickly as possible.

Should such a Critical Incident occur there are resources available to help you do this. The Wall Chart, which accompanies this manual, should be available to all staff and prominently displayed in the school or workplace.

Personnel in the Brisbane Catholic Education Centre may assist and support you; eg media management and counselling services are available at the time of the incident and for as long as necessary afterwards.

Although school-based, the processes of this document are also germane to the Brisbane Catholic Education Centre and should be applied. It is therefore necessary for the Brisbane Catholic Education Centre to have clearly identified response, communication and debriefing procedures.

It is hoped the following document will be of assistance in planning for and responding to the Critical Incident one hopes you will not have to face.

David J Hutton
Executive Director of Catholic Education
Archdiocese of Brisbane

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1. DEFINITION OF A CRITICAL INCIDENT
A Critical Incident is any event or circumstance that causes people to experience uncharacteristically strong emotional or psychological distress which has the potential to interfere with their ability to function either at the time of the event or later.

Examples of Critical Incidents could be:
(i) School based:
- fire
- bus accidents
- laboratory accidents
- serious playground/sporting accidents
- murder, suicide
- extreme physical violence
- sudden death of staff member or student or family
- severe unexpected safety hazards
- situations requiring lock down.

(ii) Community based (not necessarily directly affecting the school but indirectly because of the personal links between school and the community):
- natural disasters (cyclones, bushfires, floods)
- industrial accidents (mine cave-ins, factory explosions, gas leak)
- public transport tragedies
- murders, kidnappings, suicides.

2. EFFECTS OF CRITICAL INCIDENTS
Critical Incidents are often typified by:
- rapid time sequences
- overwhelming of usual coping responses
- severe disruption of the functioning of individuals or communities
- perceptions of threat and helplessness and a turning to others for help.
The effects of such an incident quite normally may vary from person to person. Most members of the school community, if given appropriate support, can deal with these and get on with life. A few may require more specialised support.

People Who May Be Affected By Critical Incidents
When a Critical Incident affects a school community, those in that community will play various roles and encounter different experiences. The following model classifies the various groups of people who may be affected by the incident. This is a useful guide for school support personnel in identifying those who are most likely to need assistance.
- People directly exposed to incidents:
  - Those who suffer the full intensity of trauma including injuries, eg children, staff.
- Relatives and friends:
  - Those who are grieving for the injured and affected, eg families, children, staff.
- Helpers/recovery personnel:
  - Those who need help to maintain functional efficiency during the incident and to cope with the psychological effects, eg staff, school counsellors, administrators, emergency service personnel.
- School community:
  - Those in the school community affected but not directly involved, eg other parents, staff, students.
- People indirectly involved:
  - Others in the general community affected but not directly involved, eg those who could have been direct victims but were not because of chance or circumstances; those for whom stress is triggered as a result of the Critical Incident.
3. STAGES OF A CRITICAL INCIDENT RESPONSE

The best way to handle a Critical Incident is to be prepared. The importance of forward planning cannot be emphasized enough. The following pages document the different stages of a Critical Incident response and a summary can be found on page 11.

A. PRE-INCIDENT FORWARD PLANNING

It is expected that all Schools will develop policy, structures, procedures with clearly stated responsibilities for particular personnel to manage a Critical Incident. This Critical Incidents Response Plan must be reviewed annually with staff.

Such structures and procedures will include:

(i) Communication systems including
- contact numbers for emergency services, BCEC personnel, local Counselling Critical Incident Response Team as appropriate
- alternatives to telephones, electric bells and alarms (in event of disrupted electricity supply) eg. air horns, hand generated sirens
- parent lists including - parent names, addresses and telephone numbers

These lists must be kept as current and accurate as possible.

(ii) Evacuation procedures,

(iii) Non-evacuation procedures especially (lock downs).

(iv) Hazard Identification and Risk Management Procedures.

(v) Media management processes (refer to Appendix B).

B. INCIDENT ASSESSMENT

This is the time when the incident is actually occurring and the main consideration at such a time is the safety of all involved.

The table below gives some examples of the different types of emergencies that could occur in a school and gives some indication of the procedures to be followed.

THREE LEVELS OF RESPONSE TO EMERGENCIES:

Non Critical Incidents

Critical Incidents
(Potential Harm)

Critical Incidents
(Actual Harm)

USE of SCHOOL WORKPLACE, HEALTH AND SAFETY PROCEDURES
USE of SCHOOL CRITICAL INCIDENT PLAN
USE of THE CRITICAL INCIDENT RESPONSE PLAN

Minor injuries and accidents eg.
- Sporting injuries
- Cooking burns
- Manual arts accidents
- Playground injuries

Potential harm may include:
- Bomb threat/Alert
- Storm/Flooding
- Death of student with cancer
- Family injured in car accident

Actual harm or serious risk of harm may include:
- Large School fire
- Explosion
- Road Accident (Major)
C. INCIDENT MANAGEMENT

After the safety of all involved has been established, the following steps should be taken.

**Step 1:** Account for and keep track of those involved (including witnesses).

**Step 2:** Take whatever action is necessary to ensure the continuing safety of all involved.

**Step 3:** Establish the basic facts to use in communicating with emergency services.

**Step 4:** Contact as appropriate:
- **EMERGENCY SERVICES 000**
- **Out of range mobile number 112** (for school camps, overrides no credit/no range).

**POLICE PHONE:**

**AMBULANCE PHONE:**

**FIRE BRIGADE PHONE:**

- **BRISBANE CATHOLIC EDUCATION CENTRE**

Contact BCEC making explicit that a Critical Incident has occurred and ask for any senior person who is immediately available. **That person will arrange for the others below to be contacted.** Ensure that your mobile and school numbers are left.

**Deputy Executive Director** (who will advise Executive Director)

WORK PHONE: 30337656
A/HRS CONTACT PHONE: 0439 380 318

**Your Area Supervisor**

WORK PHONE: 3033 7657
A/HRS CONTACT PHONE: ____________ (add number)

**SEO Student Protection**

WORK PHONE: 3033 7459
A/HRS CONTACT PHONE: 0417 006 755

**Communication & Marketing**

WORK PHONE: 3033 7489
A/HRS CONTACT PHONE: 0408 787 076

**SCHOOLS**

Consider advising neighbouring schools & Parish worksites if appropriate. Support personnel may be requested from nearby schools to assist.

(If needed, the Deputy Executive Director will arrange for an email to be sent to all schools alerting them to the incident.)

**Step 5:** Check the school's Critical Incident Response Plan to ensure roles and responsibilities are activated.

**Step 6:** Set up a critical response room/area (This will usually be the principal’s office).

**Step 7:** Coordinate a briefing session with appropriate personnel.

**Step 8:** Organise communication channels to make available the following: telephone, fax machines, mobile communication (phones, radio, etc). Allocate appropriate staff to tasks as required.
(i) Contacting Area Supervisor to double-check that all members of BCEC executive contact group have been informed. (See Appendix A).
(ii) Notifying carers of the welfare of students/staff.
(iii) Identifying a “holding area” for relatives to be intercepted and briefed about student/staff welfare. Ideally, relatives should be held in an area away from the “impact” site and students brought to them.
(iv) Identifying appropriate adults to brief the parents prior to contact with their children.
(v) Preparing a letter for these parents and friends.
(vi) Planning for students to leave the site with parents/caregivers.
(vii) Planning for those students who are unable to leave the site because parents/caregivers are unavailable.
(viii) Documenting the facts of the incident as known.
(ix) Preparing a statement for release to the media and/or facilitating a press conference with the Communications and Marketing team.
(x) Convening a meeting of all staff to provide the facts of the incident and to consult with them on short-term arrangements. Every attempt should be made to maintain normal routines, with sensitivity to those directly affected.
(xi) Arranging for staff to inform small groups of students of the facts of the incident and the short term arrangements.
(xii) Coordinating offers of assistance.
(xiii) Contacting State Emergency Services for assistance as needed. Phone: ___________
(xiv) Reporting to the Division of Workplace, Health and Safety (Brisbane Catholic Education) any serious bodily injury or dangerous event where hospitalisation will occur for 24 hours or more. Phone: 3033 7534.
(xv) Advising BCE Building Services Phone: 3033 7560.
(xvi) Advising other school or Parish worksites immediate to your location.

**Critical Incident Response Guidelines Brisbane Catholic Education – February 2006 Reviewed December 2007**

**E. POST-INCIDENT SHORT TERM (WITHIN 24 HOURS)**

At this stage, consideration should be given to:

(i) Coordinating counselling needs (determined in consultation with the Senior Education Officer – Guidance, Counselling and Student Protection Services).

Issues needing consideration are:

- identifying groups requiring counselling including those absent at the time of the incident
- allocating rooms for counsellors.

(ii) Updating and documenting the circumstances of the incident.

(iii) Writing and distributing letter for parent/community information (See appendix C).

(iv) Sharing updated information with staff/students/relatives and consulting regularly regarding decisions to be made. **NOTE:** Ensure that ALL STAFF are involved in communication, updating, debriefing including School Officers and Grounds staff.

(v) Advising the BCE Occupational Health and Safety Section of the Critical Incident.

(vi) Planning to return to normal routines as soon as possible.

(vii) Preparing, in consultation with the Communications and Marketing Team, further media releases.

**F. POST INCIDENT LONG TERM (RECOVERY)**

At this stage, the following steps should be taken as appropriate.

(i) Debriefing on a regular and ongoing basis.

(ii) Encouraging everyone to access support.
(iii) Preparing staff/students/relatives for possible short and long-term symptoms of post traumatic stress. (Consideration could be given to a "recovery room").
(iv) Monitoring the behaviour of survivors to identify those who require follow-up.
(v) Monitoring the needs of all personnel.
(vi) Preparing report to Brisbane Catholic Education indicating date/place/time, situation, response etc. (See Appendix G).
(vii) Planning to support personnel who are off site because of injury or trauma.
(viii) Planning for the return of injured students/staff to the site. Consideration may be given to the reallocation of workloads.
(ix) Planning for formal and/or legal proceedings:
- funerals
- school gatherings / rituals / liturgical response
- inquests
- court hearings.
(x) Creating awareness in the school community that recovery may be a lengthy process (perhaps a number of years).
(xi) Accessing (where necessary and appropriate) specialist health providers eg (health, safety).
(xii) Recognising that different cultural groups deal with trauma in different ways and it is necessary to consult with significant members of the relevant groups to negotiate appropriate procedures.


BRISBANE CATHOLIC EDUCATION - PROCEDURES FOR RESPONDING TO CRITICAL INCIDENTS

STAGES OF A CRITICAL INCIDENT

A. BE PREPARED
B. SURVIVE
C. IMMEDIATELY
D. ONCE SAFETY ASSURED
E. WITHIN 24 HOURS
F. BEYOND 24 HOURS

Clearly stated policy including:
(1) Communication systems
(2) Clear role allocation
(3) Risk management procedures
(4) Evacuation procedures
(5) Non-evacuation procedures
(6) Help/gift register eg St Vincent de Paul
(7) Media management contact
(8) Involvement of community in rehearsals

Safety of all involved

(1) Account for everyone
(2) Ensure continuing safety
(3) Establish facts
(4) Contacts (see Column B)
(5) Refer to school's Critical Incident Response Plan and create a checklist for the incident
(6) Set up critical response area
(7) Coordinate briefing session
(8) Organise communication channels
(9) Identify a key information and support person possibly the Area Supervisor or Communications and Marketing Manager
(1) Notify relatives
(2) Identify "holding and briefing" area
(3) Plan to leave site
or
(4) Plan not to leave
(5) Document facts
(6) Prepare a communication strategy that includes a media plan and community communication plan
(7) Convene staff meeting
(8) Inform Students
(9) Activate “help/gift” register
(1) Prepare for Counselling:
- allocate rooms
- identify groups
- SEO - Guidance, Counselling and Student Protection Services
(2) Update and document facts
(3) Share updated information
(4) Plan normal routines
(5) Facilitate a media conference/preparing additional media releases with Communications and Marketing Team and key information and support person. (KISP)
(6) Distribute letter for parents / community (See appendix C)
(1) Ongoing debriefing
(2) Encouraging everyone to access support
(3) Preparing for post traumatic stress
(4) Monitoring survivors
(5) Monitoring administration and care givers
(6) Preparing formal report for Brisbane Catholic Education Centre
(7) Supporting absent staff/students
(8) Planning for return of injured staff/students
(9) Planning for formal proceedings:
- inquests
- court
- funerals
- liturgies
(10) Creating awareness in community
(11) Accessing specialist health providers
(12) Recognising different cultural responses and needs
(13) Planning for a ‘closure’ event for those concerned.

Contacts
Emergency Services
Phone 000
Phone 112
Parish Priest
Phone

Brisbane Catholic Education:
Deputy Executive Director
Phone 3033 7656
0439 380 318
Area Supervisor
Phone 3033 7657
SEO Student Protection
Phone 3033 7459
0417 006 755
Building Services
Phone 3033 7560
Communications and Marketing
Phone 0408 787 076
WH&S
Phone 3033 7534
SES
Phone

Reviewed December 2007

APPENDICES

Appendix A
• Guidelines for Critical Incidents
• Checklist for Principal
• Checklist for Counselling Critical Incident Response Team members
• SEO Guidance, Counselling and Student Protection Services
• Other Members of Response Team

Appendix B
• Guidelines for media relations when handling a Critical Incident

Appendix C
• Sample letters to parents from the Principal

Appendix D
• Sample email to all schools

Appendix E
APPENDIX A

RESPONSIBILITIES OF VARIOUS ROLE HOLDERS IN MANAGING A CRITICAL INCIDENT

Principal
In most school emergencies the Principal is the person in charge of the response.

GUIDELINES FOR CRITICAL INCIDENTS
It is expected that Principals have outlined a process of delegated authorities for decision making in their absence or incapacity.

(1) Guiding Principles for critical incidents:
   □ The safety of staff and students and school visitors takes precedence
   □ Accurate information is shared. All staff and students are included
   □ Staff and students are supportive of one another
   □ As far as possible decisions are preceded by consultation
   □ Staff communicates needs to management
   □ Management communicate needs to staff
   □ The major objective is recovery.

These guiding principles will assist in the establishment of recovery. They reflect the two major elements of ownership and inclusion.

□ Ownership, quite simply, is the feeling experienced by those closest to critical incidents. This feeling is legitimate and it is a part of the recovery process.

□ The process of inclusion is ensuring that those with legitimate ownership are a part of the recovery.

(2) When a Critical Incident demands counselling which is beyond a school's capacity to cope, a request should be made to the Senior Education Officer, Guidance, Counselling & Student Protection Services - Brisbane Catholic Education Centre or the local Counselling Critical Incident Response Team.

(3) The Principal, in consultation with the Guidance Counselling team, is required to identify and document the people (students, staff, support staff, parents) who are likely to require counselling. This is done by groupings according to the level of involvement in the Critical Incident. For example:
   □ Group 1: Directly involved (participants or witnesses)
   □ Group 2: Students who are relatives, friends and associates of Group 1 people (but not members of Group 1)
   □ Group 3: Staff (professional and support) not already included
   □ Group 4: Parents/custodians of people directly involved in Critical Incident
   □ Group 5: Critical Incident management people from the school. (Include school administration, teachers.)

Checklist for the Principal

•
•
•
•
•
Refer to Critical Incident Response Plan booklet or wall chart

**Call one of the following who will ensure the others are fully briefed:**
- Deputy Executive Director
- Area Supervisor
- SEO Guidance, Counselling and Student Protection Services
- Communications & Marketing
- Most Senior Officer available

Generate lists of people involved (see above)
- Directly involved (participants or witnesses)
- Students who are relatives/associates of above group
- Staff not already included
- Parents/custodians of people directly involved in Critical Incident
- Critical Incident Response team at school

Identify rooms for use by Counsellors as appropriate

Prepare a statement of facts to be used only as a response to media requests

Initiate a record of time, action, people involved and location etc as a preparation for a report

Brief key staff on site on the incident and planned action

---

**CHECKLIST FOR COUNSELLING CRITICAL INCIDENT RESPONSE TEAM MEMBERS**

1. Senior Education Officer for Guidance, Counselling and Student Protection Services
   **On Site of Incident:**
   - Liaise with the Principal and Area Supervisor to ensure clear communication among all officers while on site of Critical Incident
   - Act as a representative of the team to minimise interruption to their counselling time
   - Provide counselling and support as part of the team

   **Other:**
   - Organise and facilitate regular follow-up team meetings relating to the specific incident
   - Facilitate communication (information flow) to team members relative to the specific incident
   - Write a report of the action taken by the team in relation to the incident
   - Encourage team members to participate in the team debriefing

2. Other Members of Response Team
Provide counselling and support to students, staff, (as appropriate) parents, bystanders and those directly and indirectly affected by a Critical Incident during and after its occurrence

Participate in the team debriefing following an incident

Participate to Critical Incident Response Team colleagues when necessary

Participate in training sessions and professional development that team members decide are necessary and relevant to the building and maintenance of knowledge and skill in the area of Critical Incident management

Participate regularly in Critical Response Team meetings

Be available to schools for advice and training in developing Critical Incident Response Plans

Liaise with other agencies to assist schools e.g. ACCESS, CHYMS.


APPENDIX B

FACILITATING MEDIA

Step 1: Contact Communications and Marketing at Brisbane Catholic Education before speaking to any media during or after a Critical Incident. They will be able to assist you to facilitate media during this time period.

Staff should be advised that the Principal or delegated spokesperson will handle all media interactions.

Step 2: Courteously refer any media approaches to Communications and Marketing at BCEC and please feel free to distribute the following contact numbers.

COMMUNICATIONS AND MARKETING
Manager – Communications and Marketing
Phone 3033 7489
Mobile 0408 787 076
Communications and Marketing Officer
Phone 3033 7507

Step 3: It is important to be helpful with media whilst reminding them that the safety of the children and staff is our first priority. Students within school jurisdiction should not be interviewed by the media without the presence of their parents or their consent.

Co-operation from principals, teachers and Brisbane Catholic Education usually evokes a similar response from the media. The cultivation of cordial relations in good times should help ensure fair and balanced treatment in critical situations.


APPENDIX C

SAMPLE LETTER TO PARENTS - EXAMPLE 1 – (This should be modified to suit particular circumstances)

School Letterhead
Date
Dear Parents,

Yesterday, two of our Year Nine students were tragically killed and others injured during a sudden storm at the year Nine outdoor camp.

I regret to inform you that ____________ and _____________ have died. Other students were injured and their situation is being monitored.

Your sons and daughters may be affected by the deaths of our students and we have made some plans to provide support for them at school if needed. I will advise you further of these shortly. It would be best for school routine to continue as normally as possible and students should attend school regularly.

Reactions of students will vary and may include crying, not wanting to talk, or wanting to talk, wanting to be alone, anger, lack of concentration, sleeping or eating problems. Should you or your child feel the need for professional help or counselling, please contact me or the school Counsellor, ___________, who will be able to assist us during this time.

Please keep these students and their families in your thoughts and prayers at this difficult time.

Yours sincerely
Principal

This letter has five functions. It tells parents:
1. the facts
2. what the school has done
3. the school’s plans
4. how the children may react
5. how to get help

SAMPLE LETTER TO PARENTS - EXAMPLE 2 — (This should be modified to suit particular circumstances)

SCHOOL LETTERHEAD
16/04/02
Dear Parent/Caregiver,

It is with great sadness that I bring you the news that one of our Year 10 students, _______died yesterday/today/on Saturday/during the holidays.

We remember especially and pray for __________'s family and friends.

Today and over the coming weeks, you may be concerned about your child's reaction, or expressions of feelings about this unexpected loss. These reactions and feelings may be part of the grieving process.

Your child's behaviour may be different from normal. They may find it hard to concentrate and complete their schoolwork. They may be unusually quiet, or show displays of anger, or they may show very few reactions at all, particularly if they did not know_______. Following the death of a friend, the normal grief reactions can be very intense for children/adolescents. Each person experiences and copes with grief and trauma in different ways and intensities.

Your child may want to share his/her feelings with you. If your child shares his/her emotions and feelings with you, try to listen and to positively support them, even though this may be uncomfortable for you. If your child prefers to talk about this situation with friends, this is normal and is more likely to occur with young people.

Additional professional counselling has been made available at the school through a Support Centre that has been established. The school routine will continue as normal as possible. Your child may like to talk with a Counsellor, or Pastoral Care teacher, or Priest.

Such a loss can heighten a young person's emotions. The length of grieving can vary for each person. If you have any concerns, please contact a Counsellor or Pastoral Care teacher at school. They are available for support.

In dealing with death, we need to remember and cherish the value and dignity of life. Please pray for_______, that he/she will be at peace with God, and that ______’s family will be comforted and strengthened by the love of God and their community.

God bless

Principal

APPENDIX D

SAMPLE EMAILS TO ALL SCHOOLS — sent by nominee of Deputy Executive Director

Initial advice email

Dear Colleagues,

Unfortunately we have a Critical Incident at [name of school] at the moment and are in the process of organising a response to it, with the help of the relevant staff. (briefly describe what has happened if needed).

As you would understand, the school is sensitively managing a complex situation. We would appreciate it if you could please refrain from making contact in the short term.

Thank you for your understanding and support and please keep the school in your prayers.

Regards,

Deputy Executive Director

Subsequent ‘all clear’ advice email

Dear Colleagues,
The previous advice regarding a Critical Incident at [name of school] is now rescinded. (briefly describe what has happened if needed).

As you would understand, the school will continue to sensitively manage this complex situation and we ask people to use their discretion in making contact in the short term.

Thank you for your understanding and support and please keep the school in your prayers.

Regards,
Deputy Executive Director

APPENDIX E

SAMPLE CHECKLIST FOR CRITICAL INCIDENT RESPONSE (by school-based staff)

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Responsibility</th>
<th>Task</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 July</td>
<td>Contact Parents and let them know that we offer support</td>
<td>Delegated amongst admin team</td>
<td>3 July – ongoing</td>
<td></td>
</tr>
<tr>
<td>3 July</td>
<td>Compile a facts sheet</td>
<td>Principal</td>
<td>3 July - ongoing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Call all school staff and let them know about the incident. Let them</td>
<td>Delegated amongst admin team</td>
<td>Call the Parish Priest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>know that support is available from BCEC for counselling and media</td>
<td></td>
<td>3 July</td>
<td></td>
</tr>
<tr>
<td></td>
<td>situations.</td>
<td></td>
<td>Make a counsellor available to staff and students for next week and on an ongoing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>basis (Access)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ray Reynolds</td>
<td>Identify rooms available for one to one counselling with counsellors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Area Supervisor</td>
<td>Ensure that media team is available on Monday and Tuesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communications and Marketing Manager</td>
<td>Identify space for students and staff to retreat to with relaxation music, tea and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ensure that media team is available on Monday and Tuesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prepare a general letter to all parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal</td>
<td>Prepare a general letter to all parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communications and Marketing</td>
<td>Prepare a debrief and prayer for staff at end of week</td>
<td></td>
</tr>
</tbody>
</table>


APRE
4 July
Prepare a statement and/or something for an assembly with students on morning of day after
Delegated amongst admin team
4 July
Work with students to prepare Prayer
APRE
4 July
Organise for students and staff to attend funeral
Principal and Area Supervisor
4 July
Organise memory book from students to parents
Delegated amongst admin team
4 July
Organise media support for students and staff around the time of the funeral and/or memorial service
Communications and Marketing Manager and Area Supervisor
4 July
Organise time for formal debriefing of critical incident response team i.e. staff Admin team, Area
Supervisor, Communications and Marketing and Guidance, Counselling and Student Protection
Services
Key Information and Liaison Person
In the case of a police investigation organise for Employee Relations - John O'Dwyer to provide
support to staff during this process
Area Supervisor and Principal

APPENDIX F
BCEC Communication Network
Whether in school time, out of hours or during vacation periods, the Principal contacts the
most available senior BCE person.

* This Senior Officer then assumes responsibility for ensuring contact with the Executive
Director as well as all other BCEC Directors and other managers as needed. If a specific
Director or Manager is not available, this senior officer makes contact with the next most
senior officer available in that Directorate to act on the Director’s behalf, and to assume
responsibility for making contact with that Director or Manager.

* It is imperative that Senior Officers lead the process of network and communication with
other senior officers, schools and/or agencies.

* The Deputy Executive Director or delegate will ensure that:
  □ BCEC staff and all school Principals are emailed to advise of critical incident in progress
  and to refrain from unnecessary contact.
  □ Subsequent cancelling of this advice occurs and that broad general details are supplied in
    confidence

APPENDIX G Sample Report Proforma
REPORT TO BRISBANE CATHOLIC EDUCATION
SCHOOL:
AUTHOR OF REPORT:
DATE OF REPORT:
DATE OF INCIDENT:
PLACE OF INCIDENT:

TIME OF INCIDENT:
SITUATION:
RESPONSE: _______________________________________________________

OTHER DETAILS AS NEEDED: _________________________________________

AUTHOR SIGNATURE: _______________________________________________

AUTHOR CONTACT DETAILS:
- TITLE/POSITION: ____________________________
- DIRECT PHONE: ____________________________
- MOBILE: ________________________________
- EMAIL: ________________________________

Our Lady’s College Course progress and attendance policy

5) Course Progress

a) The school will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.

b) The course progress of all students will be assessed at the end of each semester of enrolment.

c) Students who have begun part way through a semester will be assessed after one full period of attendance.

d) To demonstrate satisfactory course progress, students will need to achieve competency in at least 75% of units in any study period.

e) If a student does not achieve competency in at least 60% of units studied in an assessment period, the Assistant Principal Administration meet with the student to develop an intervention strategy for academic improvement. This may include;
   i) additional supervised study periods
   ii) tutorial assistance
   iii) other intervention strategies as deemed necessary

f) A copy of the student’s individual strategy and progress reports in achieving improvement will be forwarded to parents.

g) The student’s individual strategy for academic improvement will be monitored over the following semester by Assistant Principal Administration and records of student response to the strategy will be kept.

h) If the student does not improve sufficiently academically and achieve satisfactory course progress by the end of the next assessment period, Our Lady’s College will advise the student in writing of its intention to report the student for breach of visa condition 8202, and that she has 20 working days in which to access the school’s internal complaints and appeals process.

i) The school will notify DEEWR via PRISMS of the student not achieving satisfactory course progress as soon as practicable where
   i) the student does not access the complaints and appeals process within 20 days, or
   ii) withdraws from the complaints and appeals process, or
   iii) the complaints and appeals process results in favour of the school

6) Completion within expected duration of study (course progression)

a) As noted in 1.a., the school will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.
b) Part of the assessment of course progress at the end of each semester will include an assessment of whether the student’s progress is such that they are expected to complete their course within the expected duration of the course.

c) The school will only extend the duration of the student’s study where the student will not complete their course within the expected duration due to:
   i) compassionate or compelling circumstances
   ii) student participation in an intervention strategy as outlined in 1.e.
   iii) an approved deferment or suspension of study has been granted in accordance with Our Lady’s College’s Deferment, Suspension and Cancellation Policy.

d) Where the school decides to extend the duration of the student’s study, the school will report via PRISMS and/or issue a new COE if required.

7) Course attendance

a) Satisfactory course attendance is attendance of 80% of scheduled course contact hours.

b) Student attendance is:
   i) checked and recorded daily
   ii) assessed regularly
   iii) recorded and calculated over each semester.

c) Late arrival at school will be recorded and will be included in attendance calculations.

d) All absences from school should be accompanied by a medical certificate, an explanatory communication from the student’s carer or evidence that leave has been approved by the Principal.

e) Any absences longer than 5 consecutive days without approval will be investigated.

f) Student attendance will be monitored by Student Services Secretary every week over a semester to assess student attendance using the following method.
   i) Calculating the number of hours the student would have to be absent to fall below the attendance threshold for a semester e.g. number of study days x contact hours x 20%. [For example, an eight week semester with 5 contact hours a day would equal 200 contact hours. 20% of this is 40 hours.]
   ii) Any period of exclusion from class will not be included in student attendance calculations. [See Standard 13 – Deferring, suspending and cancelling enrolment for an explanation of this item]

g) Students at risk of breaching Our Lady’s College’s attendance requirements will be counselled and offered any necessary support when they have unexplained or unauthorised absences during any assessment period.
h) If the calculation at 3.f. indicates that the student has passed the attendance threshold for the study period, Our Lady’s College will advise the student of its intention to report the student for breach of visa condition 8202, and that he/she has 20 working days in which to access the school’s internal complaints and appeals process except in the circumstances outlined in 3.j.

i) The school will notify DEEWR via PRISMS of the student not achieving satisfactory course attendance as soon as practicable where:
   i) the student does not access the complaints and appeals process within 20 days
   ii) withdraws from the complaints and appeals process
   iii) the complaints and appeals process results in a decision for the school.

j) Students will not be reported for failing to meet the 80% threshold where:
   i) the student produces documentary evidence clearly demonstrating compassionate or compelling circumstances e.g., medical illness supported by a medical certificate, and
   ii) has not fallen below 70% attendance.

k) The method for calculating 70% attendance is the same as that outlined in 3.f. with the following change; number of study days x contact hours x 30%.

l) If a student is assessed as having nearly reached the threshold for 70% attendance, the Deputy Principal will assess whether a suspension of studies is in the interests of the student as per Our Lady’s College’s Deferment, Suspension and Cancellation Policy.

m) If the student does not obtain a suspension of studies under the Our Lady’s College’s Deferment, Suspension and Cancellation Policy, and falls below the 70% threshold for attendance, the process for reporting the student for unsatisfactory attendance (breach of visa condition 8202) will occur as outlined in 3.h. – 3.i

8) Definitions
   a) Compassionate or compelling circumstances - circumstances beyond the control of the student that are having an impact on the student’s progress through a course. These could include:
      i) serious illness, where a medical certificate states that the student was unable to attend classes
      ii) bereavement of close family members such as parents or grandparents
      iii) major political upheaval or natural disaster in the home country requiring their emergency travel that has impacted on their studies
      iv) a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists’ reports)
      v) where the school was unable to offer a pre-requisite unit
      vi) inability to begin studying on the course commencement date due to delay in receiving a student visa
For other circumstances to be considered as compassionate or compelling, evidence would need to be provided to show that these were having an impact on the student’s progress through a course.

b) *Expected duration* – the length of time it takes to complete the course studying full-time. This is the same as the registered course duration on CRICOS.

c) *School day* – any day for which the school has scheduled course contact hours
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1.0 Introduction
Our Lady’s College is a Catholic secondary college established in 1964 by the Sisters of St Joseph. It is a learning community dedicated to the education of young women. We seek to uphold the ideals of Mary MacKillop and to pursue excellence as embodied in the College motto, “Ad Altiora” – Ever Higher. The College provides an authentic experience of Catholic Christian community which includes the Josephite values of compassion, justice, integrity and service.

Our Lady’s College also values an inclusive approach to student support. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values. The community believes that a shared value base is an important prerequisite for promoting positive behaviour and in responding effectively to discipline problems when they occur; values underpin practices.

Learning abilities and life skills are both important and complementary, and children and young people should have opportunities to develop different kinds of abilities and experience success within multiple contexts. The experiences children and young people gain throughout their education must provide them with the life skills required to equip them to participate safely, purposefully and positively in an increasingly complex world. We believe that we have a key role to play in nurturing the core skills of young women to support them through childhood and in later life.
2.0 College Mission Statement

Our Lady’s College provides a Catholic education for young women in a caring environment that values tradition, excellence and community. Our vision is to create reflective, self-directed young women who live out Christ’s mission contributing positively to a changing world.

Our priorities are as follows:

2.1 Tradition

- To promote faith learning that is lifelong and life-giving by proclaiming our Catholic beliefs and traditions.
- To uphold the ideals of Mary MacKillop by providing an authentic experience of Catholic Christian Community which includes values of compassion, justice, integrity and service.

2.2 Excellence

- To pursue excellence in all dimensions of College life by providing teaching and learning of a quality that encourages all students to achieve their full potential.
- To provide a curriculum that is flexible and relevant to the needs of our students, so that they develop a passion for life and learning.

2.3 Community

- To encourage in students a willingness to be responsible for their own actions and decisions.
- To nurture the growth of relationships so that all members experience a sense of belonging in a supportive and inclusive community.
- To develop an appreciation of our connectedness with the past and our responsibility as custodians of our school environment for the future.
3.0 **Rationale**

This Student Behaviour Support Plan focuses on enhancing a positive school ethos and promoting effective learning by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour
- Processes, rules and sanctions to deal with unacceptable behaviour.

We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values. As Catholic educators, we hold fundamental beliefs that are foundations to our work with students, parents and colleagues; and therefore we value:

3.1 **Our Catholic Christian tradition**
We are a pilgrim people, journeying together, our story is never fully written, so our plans are never fully realised; we are constantly drawing upon our tradition and being called into new ways of growing and renewing ourselves as church and community.

3.2 **Dignity and justice for all**
All persons are created equal and human dignity is inviolable. Our educational efforts should confirm the belief that everyone is unique, that individual distinctions enrich and enliven our world and that the individual has both rights and responsibilities.

3.3 **Catholic Christian community**
A community in communion does not exist for itself but is empowered by the Spirit to be at the service of others; an evangelising and joyful presence in the world.

3.4 **High quality learning**
Education shall impart in the learner a zest for life, the courage to tackle it, and a desire by students to use and extend what they learn. Critical judgement in different areas of learning should be developed by testing expression and performance against identifiable standards.

3.5 **Collaboration and subsidiarity**
Catholic educators make use of a ‘shared wisdom’ in arriving at decisions and attempt to locate decision-making at the grass roots level where appropriate.

3.6 **Creativity**
We look for creative, flexible, and future oriented responses that best address the needs of students, the local community, system, and government.

3.7 **Stewardship**
Education should view individuals as moral beings, accountable for their decisions.
and responsible for their actions, with an ability to seek what is true and to do what is right.

3.8 A mutual accountability
As an educational community, we report on the outcomes of our work and the degree to which our intentions are realised. *(Brisbane Catholic Education Strategic Renewal Framework 2007-2011)*

4.0 Context Statement

Our Lady’s College is an Archdiocesan Secondary College for girls, established by the Sisters of St Joseph in 1964. It is situated in the Brisbane inner–city suburb of Annerley. The college has a current capacity to enrol 450 students. Many parents have chosen the school specifically because of its small size, seeking a school where their daughters will be known as individuals, and not be lost in the anonymity of a large college. Many parents seeking single-sex education, whose sons attend St Laurence’s College or Villanova College, choose to send their daughters to Our Lady’s College.

While the college is situated in the suburb of Annerley, the majority of the students come from outlying southern suburbs of Brisbane, accessing the school by train or bus. The students mostly come from working class families and a large number (approximately 35%) are from non-English speaking backgrounds. The mix of cultures in the college community is a source of pride and lends a rich diversity to classroom interactions and shared experiences. Enrolments are drawn from as many as 24 different Primary Schools Catholic and State and 18 different parishes.

Situated within the Catholic Parish of Annerley/Ekibin, the college is bordered on one side by Mary Immaculate Church, Mary Immaculate Primary School and the parish hall MaryMac Centre, Ipswich Road. Adjacent to the College off Ferndale Street are the Parish Office, the Mary MacKillop Centre and residential properties owned by the Archdiocese. The formal entrance to Our Lady’s College is located on Chester Road where the main building is flanked by housing properties owned by the College for future development. The College forms part of a Catholic precinct.

Our Lady’s College is a learning community dedicated to the education of young women. It seeks to uphold the ideals of Mary MacKillop and to pursue excellence as embodied in the College motto, “Ad Altiora” – Ever Higher. The Catholic Christian tradition is central to the school’s philosophy. The College aims to create reflective, self-directed young women who live out Christ’s mission, contributing positively to a changing world where the dignity of each individual is respected. In the quest for social justice for all people, the College fosters an attitude of questioning of the prevailing culture of our time and place. The College identifies itself as a learning community, promoting quality lifelong learning in a caring environment that values tradition, excellence and community.

This ministry is expressed at Our Lady’s College in working towards:
- Bringing about an integration of faith, life and culture through educating the whole person – physically, socially, emotionally, intellectually and spiritually – and ensuring a balance between individual and societal needs.

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• All staff attending to the education and formation of young people, assisting in the development of community, and giving expression to the values and wisdom inherent in the Gospel message of Jesus and its expression in the Catholic faith tradition.
• A commitment to working with parents, the first educators, in collaborative partnership for the betterment of the Catholic education of their children.
• Being a place of faith, hope and love and where our policies endeavour to give accessibility to all, especially the marginalised.

• Reflecting, incorporating and modelling the key elements of our Mission Statements as we –
  o Respect and support the individual gifts, talents and needs of each member of the school community;
  o Demonstrate sacredness for life and the environment, health and safety throughout the whole school site;
  o Provide educational support to assist the growth of each person;
  o Recognise the stages of development of students and reflect these stages in its facilities and educational programs;
  o Nurture the growth of relationships so that all members experience a sense of belonging, support and inclusiveness;
  o Ensure welcoming and inviting aspects of the school are evident in the architecture and planned environment;
  o Promote faith learning that is lifelong and life-giving and proclaims our Catholic beliefs and teachings;
  o Uphold and live out the values of Mary MacKillop through the promotion of justice, compassion, integrity and service;
  o Encourage the use of its facilities in out of school hours by the parish and members of the local community;
  o Construct a place to gather and celebrate as a school and community – a sacred space, courtyard, assembly area or outside setting;
  o Develop relationships with the wider community that are of mutual benefit to the wider community and the school.

The College has a strong commitment to educational equity acknowledging that equity means fair treatment for all. As such, all students will therefore have equitable access to educational programs and human and material resources eg the !;! Laptop program introduced in 2010. Teachers will ensure that the particular needs of the following groups of students are met: female students; Aboriginal students; Torres Strait Islander students; students from non-English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; students with other religious backgrounds and students from low socioeconomic backgrounds.

Learning contexts and community needs and aspirations should also be considered when selecting subject matter. In choosing appropriate learning experiences teachers introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences offered encourage the participation of students with disabilities and accommodate different learning styles.
It is desirable that the resource materials chosen recognise and value the contributions of both females and males to society and include the social experiences of both. Resource materials also reflect the cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

Efforts are being made to identify, investigate and remove barriers to equal opportunity. This may involve being proactive in finding out about the best ways to meet the special needs, in terms of learning and assessment of particular students. The variety of assessment techniques in the work programs should allow students of all backgrounds to demonstrate their knowledge and skills in a subject in relation to the criteria and standards stated in each syllabus.

5.0 Design Process

A collaborative process was used in the development of this policy that involved:

- A general introduction to all staff as an agenda item at a staff meeting on 30 July 2009;
- The formation of a working party consisting of interested teachers but inclusive of the Pastoral Deputy Principal, the Year Co-ordinators, Counsellor and the Learning Support Co-ordinator;
- Meetings during 2009/10 of this group to write both the Student Behaviour Code and the Student Behaviour Support Plan;
- Presentation of these documents to the College Leadership Team for feedback;
- Implementation of these amendments;
- Presentation of the policy and plan to staff, the School Board for ratification and to the Parents and Friends organisation;
- Publication of the Student Behaviour Support Plan and the Student Behaviour Code to all stakeholders on the College website;
- Inclusion of the Student Behaviour Code into the 2010 diary.
6.0 Beliefs about behaviour and learning

The College recognises the various developmental stages of a student in its delivery of a formal and informal curriculum. In so doing the staff of the College believes that there is:

- recognition that the primary task of the College is learning and teaching;
- involvement of all in the college community in the overall process of teaching and learning;
- a recognition that students’ needs vary and hence, pedagogy will vary to meet different needs;
- learning that is active and ongoing;
- learning that empowers students to take ownership of their lives and the directions that these may take;
- a recognition and respect for the origins and ethnicity of all in the College community;
- respect for language that is inclusive and cognizant of all in the community;
- acknowledgement of achievement of students in sport, academia, the spiritual/religious life of the community and in wider community service;
- consideration is given to educational philosophies that enhance and promote individual and group teaching and learning: including Middle Schooling and Outcomes Education;
- consideration of the personal developmental stages of students and the societal influences on them, recognizing their growth, religious backgrounds and transitions through the various stages of their schooling;
- acknowledgment of the contribution that can be offered by all students in all year levels (representation in a range of activities, student leadership roles);
- promotion of collaborative “right relationships’ within the school and with the wider community;
- honouring and celebrating the cultural heritage of all students and the diversity of cultures that exists with the school community.
7.0 Code of Expected Student Conduct

The community at Our Lady’s College strives to:
- Provide a just and positive environment for the development of the student within the College and the general community.
- Encourage responsibility for personal decision making and actions with respect for the rights and welfare of all.
- Develop a sense of pride in oneself and the College community, striving for spiritual, intellectual, physical and cultural excellence.

<table>
<thead>
<tr>
<th>CODE OF EXPECTED STUDENT BEHAVIOUR</th>
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<tbody>
<tr>
<td>As members of the Our Lady’s College community we endeavour to:</td>
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<tr>
<td>- look to Our Lady and Blessed Mary MacKillop as models of Christian living;</td>
</tr>
<tr>
<td>- uphold the value and dignity of every person;</td>
</tr>
<tr>
<td>- maintain the good name and traditions of the College in the wider community;</td>
</tr>
<tr>
<td>- follow all College guidelines, procedures and policies.</td>
</tr>
</tbody>
</table>

RESPECT AND CARE FOR OURSELVES BY:
All students are encouraged to
- respect themselves and others at school and in the community;
- be honest, truthful and trustworthy;
- be self-disciplined;
- be resilient;
- value the opportunity of education;
- set and work towards personal goals which are realistic and achievable.

RESPECT AND CARE FOR OUR RELATIONSHIPS WITH OTHERS BY:
As members of the Our Lady’s College community we believe that
- in our interactions with others we are kind, just, compassionate and inclusive;
- we have the responsibility to lead by good example;
- we demonstrate our acceptance of others and are supportive and encouraging of them;
our caring behaviour will reflect the respect we have for the person and property of all.

RESPECT AND CARE FOR OUR COMMUNITY BY:
The students of Our Lady’s College will
- be aware that their actions reflect on them and their College;
- observe all community expectations in their actions eg public transport expectations and respect for the environment;
- follow College uniform guidelines;
- show courtesy and respect towards those within the College and wider community.

RESPECT AND CARE FOR OUR LEARNING BY:
Each student will
- allow all students the opportunity to learn and teachers to teach;
- show personal responsibility for learning;
- participate and co-operate in class;
- show respect and courtesy towards College staff, students and visitors;
- be punctual and arrive at class with all materials needed for learning.

RESPECT FOR OUR FAITH TRADITION BY:
We expect that students will
- appreciate the need for an atmosphere of quiet reflection leading to prayer;
- participate in community prayer, feast days, liturgy and spiritual formation opportunities;
- follow Church customs and practices with dignity, respecting the sacred space.
8.0 Roles, rights and responsibilities of the members of the College community

The College community is made of individuals and groups of people holding a variety of roles. Figure 1 illustrates the various levels of interactions that members of the community have with each other. It is essential that all role holders operate within a Catholic Christian ethos as interactions between students, between students and staff, and between staff have a directly influence the creation of ‘right relationships’. These create an atmosphere of care and respect that pervades the culture of the school.

Figure 1
All Staff have a role in ensuring effective student behaviour support by:
- creating a nurturing and ordered learning environment which is learner centred, supportive, co-operative and aligned with relevant curriculum policies, documents and practices;
- collaboratively developing and implementing quality curriculum programs and appropriate pedagogy; evaluating the effectiveness of these programs; assessing and reporting student progress and learning outcomes; and reporting these to students, parents and the community;
- implementing effective, adaptive, inclusive and equitable practices and teaching strategies;
- proactively and collaboratively engaging in professional renewal practices to enhance student outcomes;
- providing effective supervision of students.

Students have a responsibility to:
- respect themselves and others at school and in the community;
- be honest, truthful and trustworthy;
- be self-disciplined;
- value the opportunity of education;
- set and work towards personal goals which are realistic and achievable;
- in their interactions with others be kind, just, compassionate and inclusive;
- lead by good example;
- demonstrate their acceptance of others and be supportive and encouraging of them;
- be caring in their behaviour to reflect the respect they have for the person and property of all;
- be aware that their actions reflect on them and their College;
- observe all community expectations in their actions eg public transport expectations and respect for the environment;
- follow College uniform guidelines;
- show courtesy and respect towards those within the College and wider community;
- allow all students the opportunity to learn and teachers to teach;
- show personal responsibility for learning;
- participate and co-operate in class;
- show respect and courtesy towards College staff, students and visitors;
- be punctual and arrive at class with all materials needed for learning;
- appreciate the need for an atmosphere of quiet reflection leading to prayer;
- participate in community prayer, feast days, liturgy and spiritual formation opportunities; follow Church customs and practices with dignity, respecting the sacred space.

Students have a right to:
- a safe and supportive environment;
- an education inclusive of a variety of learning experiences;
- access to programs encouraging Faith Formation;
- dignity and rights without prejudice to considerations such as race, sex, physical characteristics, age or ancestry:
• programs which foster an appreciation of diversity in cultures and beliefs;
• programs which allow for all educational needs and are designed to be implemented to accommodate for various levels of support.

9.0 Celebrations

The following are celebrations of learning and behavior within the College:
• Mary MacKillop Awards are awarded at full school assembly each fortnight to a girl at each year level who in her school life is witness to the qualities valued by our community. It particularly focuses on her application to her studies and/or her relationship with others where she has exemplified the qualities demonstrated in the teachings of Mary MacKillop. Such qualities may include: concern for others, being of service to others or to the school, assisting others with their work, active participation in College events.
• A Certificate of Outstanding Work Practices is awarded at end of terms one, two and three to recognize those students who apply themselves with outstanding diligence to their classwork.
• Diligence Awards are given out at the end of each year and recognize those students who consistently demonstrate exemplary application to their studies. The expected standard of work will demonstrate effort, hard work and persistence.
• Outstanding Diligence Awards are presented to students in Year 12 who have received a Diligence Award for each of their five years at the College.
• End of Year Academic Awards to recognise outstanding achievements and practices at all year levels.
• Sporting Awards given at both full school assemblies and at end of year functions such as the Awards Night.
• Special Ceremonies such as the Year 12 Graduation, Leader’s Breakfast, Formal and Social.
• Special Acknowledgements at fortnightly Year Level Assemblies.

10.0 Three dimensional approach to preventative strategies

10.1 Dimension 1—Proactive—Whole School
The strategies that will be utilized are as follows:
• engaging the whole community in the development of the Student Behaviour Support Policy and the overall process of learning and teaching;
• encouraging practices which ensure engagement of students in learning—learning that is active and ongoing;
• ensuring that the quality of all relationships in the community are benefited by positive interactions to develop a sense of community;
• pastoral care is of paramount importance in both the structure and decision making in the College;
• all school programs and policies ensure:
  o that the varying needs of all students are met,
  o that students are empowered to take ownership of their lives and the directions that these may take,
  o recognition of and respect for the origins and ethnicity of all,
  o acknowledgment of the achievement of students in sport, academia, the spiritual/religious life of the community and in wider community service
  o consideration of the personal developmental stages of students and the societal influences on them, recognizing their growth, religious backgrounds and transitions through the various stages of their schooling,
  o acknowledgment of the contribution that can be offered by all students in all year levels (representation in a range of activities, student leadership roles),
  o celebration of the cultural heritage of all students and the diversity of cultures that exists with the school community.

The following members of the community will ensure that these strategies are implemented within the College:
• College Leadership team
• Pastoral Co-ordinators
• Curriculum Co-ordinators
• Support staff—Guidance Counsellor, Campus Minister, Learning Support Co-ordinator
• Other teaching staff
• Ancillary staff
• Parents
• Students

10.2 Dimension 2—Responsive—Small group
The strategies that will be utilized are as follows:
• The implementation of a pastoral approach to care within the College through the formation of a Pastoral team which includes the Deputy Principal, year level Pastoral Co-ordinators and the Counsellor;
• Regular meetings of this group to ensure that all decisions and practices in regards to behaviour support are in line with the ethos, vision and mission and policies of the College. These meetings should also inform the group of the current issues involving student support and behaviour in the College;
• Pastoral Care lessons once a week which are age appropriate and developmentally sequenced to ensure social skills training and strategies to promote healthy lifestyles and positive behaviours and problem solving skills;
• Ongoing review of curriculum practices and structures to ensure appropriate pedagogy is being incorporated into the learning and teaching within the College;
• The formation of a Curriculum group including the Assistant Principal Administration and the Curriculum Co-ordinators to meet regularly to discuss these issues.

The following members of the community will ensure that these strategies are implemented within the College:
• College Leadership team
• Pastoral Co-ordinators
• Curriculum Co-ordinators
• Support staff—Guidance Counsellor, Learning Support Co-ordinator
• Other teaching staff
• Parents
• Students

10.3 Dimension 3—Reactive—Individual
The strategies that will be utilized are as follows:
• Individualized student behaviour interventions (see appendix 1). This will include a structure and course of action whereby the student, teacher, Pastoral Co-ordinator, Counsellor, Deputy Principal and parents are involved in a behaviour modification process. This may only require a discussion with a teacher in the first instance but may progress to the implementation of an Individual Student Behaviour Plan (see Appendix 2) and in a rare situation to either suspension or exclusion;
• Discussions with the classroom teacher to ascertain reasons for inappropriate student behavior, eg environment, pedagogy, learning needs;
• Functional student behaviour assessment.

The following members of the community will ensure that these strategies are implemented within the College:
• College Leadership team
• Pastoral Co-ordinators
• Support staff—Guidance Counsellor, Campus Minister, Learning Support Co-ordinator
• Teaching staff
• Parents
• Students
11.0 Consequences for a breach of the Code of Student Conduct

Rules and sanctions within this Student Behaviour Support Plan clearly recognises pastoral care as the distinctive feature from which the ethos of the College emerges. The Brisbane Catholic Education Student Behaviour Support Regulations and Guidelines make clear that, in every case where formal disciplinary sanction is under consideration, the impact on the student’s education and wellbeing must be carefully assessed. The more serious the sanction under consideration, the more carefully must the College assess whether all other reasonable steps to deal with the situation have been taken and whether the proposed action is in fact in the best interests of the student and the College.

The rules and sanctions contained within this code:
• are cooperatively formulated, positive in orientation and purposeful;
• are just and reasonable and convey a sense of forgiveness;
• encompass a range of options that are related to the misdemeanour;
• are supportive and enforceable;
• contribute to the development of justice in the school;
• foster responsibility for actions;
• positively contribute to changing, healing and restorative practices.

These rules and sanctions also take into consideration:
• the age and stage of development of students;
• the capacity of students to understand what is required of them, and why;
• the particular circumstances of life the student is currently experiencing;
• the need for the adequate supervision of students;
• the implications of various policy options for the physical and psychological wellbeing of students;
• the implications of various policy options for the legal rights and responsibilities of teachers;
• the degree and extent to which parents/caregivers have been informed of the student’s progress.

Consequences for problem behaviour will be determined by individual need and situation. The initial consideration is: does the behaviour require a consequence? If so, what effect will the consequence have now and over time? Shifting away from reliance on negative consequences to addressing problem behaviour is difficult. On a broad level it will require ongoing examination of some well-established educational practices. On a personal level it will require individual reflection on the students own behaviours. Both can result in a more appropriate use of consequences to build skills with long-term utility for students.

Teachers will consider the following strategies in applying consequences to inappropriate behaviours:
• Predetermined consequences may be ineffective and incompatible with cause of the problem behaviour—consideration as to whether consistent responses may prove problematic when they do not help the student to use more appropriate behaviours at any given moment.
• Provision of immediate, powerful, and consistent reinforcement when a student is behaving more appropriately
• Consideration of whether the consequence is instructive or only suppressive. Does the consequence actually help the person to learn an alternative behaviour the next time the same or a similar situation arises?
• A continuance of gathering ongoing assessment information to understand the conditions under which behaviour occurs and does not occur. Understanding the conditions under which behaviour occurs can help shift the focus to prevention and instruction and reduce the need for consequences which serve as punishment.

11.1 Detention
11.1.1 Definition
A ‘detention’ is any relatively short period when a student is:
• Required to remain at school, or in a particular classroom, in student’s ‘non-class’ time (recess, lunchtime, recreation time, after school) or
• Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time-out).

11.1.2 Detention Purpose
Whilst detention can be used as a form of community service the opportunity also exists during a detention to use that time to repair relationships, use restorative practices, make plans for appropriate behaviour, and rehearse alternative behaviours. A detention should be constructive and age-appropriate. It can signal to a student that their inappropriate behaviour will be met with an immediate consequence. Detentions can be a deterrent to problem behaviour. A student could be delayed from enjoying pleasant recreational activities (recess, lunchtime, recreation time or after school) or from participating in normal classes (time-out or time-in). At a more serious level, ‘time-out’ from the classroom may be a form of ‘in school suspension’ in another classroom or under the supervision of a member of the leadership team or another staff member. If the Principal of the College or their delegate (Pastoral/Curriculum Co-ordinator), is satisfied that a student has behaved in an unacceptable manner, they may impose a detention on that student.

When a member of the College staff employs detention as a method of discipline, they must ensure the following:
• It is an appropriate method of discipline;
• That the detention itself is age-appropriate and that the student is adequately supervised for the entire period of detention (what is adequate will depend on the student’s age, stage of development, and any special needs);
• The student’s safety and welfare needs are being addressed. The student is given appropriate access to food, access to drink facilities and access to toileting facilities;
• Where it is intended to detain the student after normal school hours, notification is given to the parents/caregivers of the student, and the school is informed of the arrangements in place for the student’s travel from school to home.
11.1.3 Detention Guidelines
A member of the teaching staff or school leadership team must supervise detentions. Where students are detained at school before or after school hours, it is necessary to notify parents/caregivers and give adequate notice by using a detention slip proforma (see Appendix 3). If detention will jeopardise a student’s safe transport home, it is appropriate to postpone the detention until alternative arrangements can be negotiated with the student's parents/caregivers.

The following guidelines for detentions will be followed by all staff:
• Detention should be one stage in an explicit support plan involving fair warning systems that all students and their parents/caregivers understand. The procedure and the organisation of the procedure should be well thought out beforehand;
• The detention place or room should be reasonably comfortable and appropriate to the activity planned;
• The student should be readily observable and supervised by a member of the teaching staff or school leadership team;
• The student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way;
• Interaction between a student and the supervising teacher should be emotionally neutral; the aim should be for the student to devise a plan that negotiates appropriate behaviour in class.

11.2 Suspension
The Principal of a Brisbane Catholic Education School may suspend full-time or part-time a student from that school for a period up to 10 school days or part thereof, if satisfied that a student has behaved in an unacceptable manner, or whose attendance the Principal believes poses an unacceptable risk to members of the school community. A suspension could take place in school or out of school. In the event of the absence of the Principal from the school, the Acting Principal has the same authority to suspend. The Principal may delegate this authority to members of the school’s leadership team such as Deputy Principal, Assistant Principal Administration or the Assistant Principal Religious Education.

11.2.1 Suspension Definition
Suspension is the temporary, full-time or part-time withdrawal of a student’s right to attend school and school related functions for a defined period of time:
• Any single suspension cannot exceed ten school days without being referred to the Deputy Executive Director;
• Indefinite suspension, where the student is continually re-suspended for the maximum period, should not occur;
• Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspension should not exceed more than ten school days;
• By mutually agreeable arrangements, a student’s enrolment may be suspended whilst the student attends an alternative education program.

Suspension may occur if so decided by the school Principal after he/she has:
• Ensured that all appropriate and available student support strategies and discipline options have been applied and documented;
• Ensured that all appropriate support personnel available, within the school system and externally, have been involved;
• Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension;
• As far as practical, provided to the student and/or parent/caregivers a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future;
• Recorded all actions taken in appropriate school files or BCE database.

Principals may suspend, consistent with these procedures, where behaviour includes:
• Persistent non compliance - Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended;
• Persistent disruption - Students who persistently disrupt and prevent the learning and teaching of others may be suspended;
• Breach of school’s Code of Student Conduct - Students who seriously breach the school’s published rules and regulations may be suspended.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons or illegal drugs. Principals may suspend immediately any student whose behaviour includes the following:
• Possession of alcohol or a suspected illegal drug - Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs. Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also BCE’s Administration of Medication to Students Guidelines and Dealing with Drug Related Matters)
• Violence or threat of serious physical violence - Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community may be suspended immediately. The matter should also be reported through BCE Student Protection in accordance with their Guidelines.
• Possession of a weapon - Any student possessing a weapon or using or threatening to use any item or instrument as a weapon, may be suspended immediately. The matter should be reported to the police.

11.2.2 Suspension Purpose
Suspension is imposed as a disciplinary measure and for no other reason. The purpose is to:
• Signal that the student’s present behaviour is not acceptable;
• Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources and set in motion a plan for assisting the student to demonstrate appropriate behaviour;
• Establish a negotiation process for the student’s re-entry to the school, based on the student’s achieving some explicit goals related to improved behaviour;
• Ensure that the student’s parents/caregivers are aware of the seriousness of the student’s unacceptable behaviour and are involved in the process of negotiation for re-entry;
• Protect the right of staff to work in a safe and professional environment and the right of other students to learn without being unduly disrupted or put at risk.

The College is not obliged to provide a student with schoolwork during suspension. It is recommended that schools provide such work, however, if they consider it appropriate to do so. Parents/caregivers have responsibility for their children while they are under suspension. Parents/caregivers need to know that their child may not attend school and school-related functions and that they have a responsibility to provide appropriate supervision. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (by, for example, continuing to send the child to school) the Principal should inform the Area Supervisor, who may approve an alternative intervention.
Suspension is not to be used as punishment for poor attendance. Re-admission procedures should be formally stated in the school’s Student Behaviour Support Plan, and need to be reinforced.

11.2.3 Suspension Procedure
The processes associated with suspension are often subject to close scrutiny. It is important therefore that all processes be carried out in a way that conforms to the Student Behaviour Support Regulation and Guidelines, with accuracy and attention to all aspects of the process.

11.2.4 Suspension documentation for a full day or longer:
As soon as practical after a day or longer suspension takes place, the Principal will ensure a report is written on the background and reasons for suspension, with the period of suspension clearly specified. A copy of the Principal’s letter to the parents/caregivers and their letter to the student should be attached to the report. (See Appendices 4 and 5) Copies of the report and attached letter should be placed on the school file and placed in the student’s file. For less than a day suspension, a note should be made in the student’s file. For a suspension of one or two days, reporting remains in the school. For a suspension of longer than two days, Principals should notify the Area Supervisor.

11.2.5 Student Information Database Entry:
The Principal will arrange for details of the suspension to be entered into the Student Information Database. The suspension data will be held in Brisbane Catholic Education’s database. The system will generate automatic templates for the Principal to use in compiling a report and sending a letter to parents/caregivers. A copy of this may be sent to the Guidance Counsellor and the Area Supervisor. The Principal may ask the Guidance Counsellor for assistance in re-entry procedures.

11.2.6 Suspension Decision
The Principal will inform the student and parents/caregivers of the grounds on which suspension is being considered. The student and parents’/caregivers’ will be given the opportunity to respond:
• Where possible, the student/parents/caregivers response should be considered before a decision to suspend is made.
• Where deemed appropriate, the Area Supervisor will be advised of the decision to suspend by the principal.
• The decision to suspend must be taken by the Principal or authorised delegate.

11.2.7 Notification to Parents/Caregivers for a day or more Suspension
• A student will not be sent out of school before the end of the school day without notification being made to a parent/caregiver and, if necessary, agreement reached about arrangements for the collection of the student from school.
• Though interviews may take place by phone, notification of suspension must be made to parents/caregivers in writing. An oral communication, even face-to-face, is not sufficient in itself. The letter must be delivered by some safe method; the onus of proof of the delivery rests with the Principal. The use of a child messenger is not always considered to be a reliable way of forwarding the letter. It is often useful to telephone the parents/caregivers and to follow up the phone call with a letter.
• In all cases, the notification will:
  o Indicate the reasons for the suspension
  o Advise the length of the suspension, the expected return date, and the conditions to be met to enable return
  o Outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension
  o Request a parental conference at the school
  o Parents/caregivers should be referred to the school’s published Student Behaviour Support Code.

11.2.8 Suspension Re-entry
As part of the re-entry process, the Principal or authorised delegate will convene a meeting with the student and the parent/caregivers to discuss the basis of maximising successful reintegration into the school before the student’s return to school. In extenuating circumstances this meeting may take place over the phone. The aims of the parental conference are to:
• Ensure that the parents understand the seriousness of the student’s unacceptable behaviour and the need for disciplinary action;
• Encourage a mutually-supportive position between the school and the student’s parents for the action that the school is taking, and
• Devise a mutually-acceptable plan, conditions and follow-up evaluation for the student’s re-entry to school.

Usually the re-entry meeting will take place in the school and will be mediated by the Principal. If, despite the school’s requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal will refer the matter to the Area Supervisor. Alternative steps may need to be taken to facilitate the student’s return to school or the Area Supervisor in consultation with the Deputy Executive Director may consider commencing proceedings for exclusion.

11.3 Exclusion
In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to the Deputy Executive Director, recommending the exclusion of a student from a Brisbane Catholic Education school. The Deputy Executive Director will in turn forward this submission with his/her own recommendation to the Executive Director for decision:
• A Principal may not exclude a student on his or her own authority.
• A decision to exclude from a Brisbane Catholic Education school can only be made by the Executive Director on recommendation from the Principal through the Area Supervisor and Deputy Executive Director.
• In cases where consideration is being given to recommending an exclusion from a Brisbane Catholic Education school, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

11.3.1 Exclusion Definition
Exclusion is the complete withdrawal of a student’s right to attend a particular school and school related-functions, on the authority of the Executive Director (or nominee). Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school unless the student has been specifically prohibited by the Executive Director from attending any Brisbane Catholic Education school.
11.3.2 Exclusion Purpose
The purpose of exclusion is to:
• Signal that the student's behaviour is not accepted in the school because it seriously interferes with the long-term safety and wellbeing of other students and staff;
• Remove the student from an established environment in which severely unacceptable behaviour patterns have become entrenched;
• Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs;
• Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

11.3.3 Exclusion Guidelines
Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long-term consequences for the student and the family. Students will not normally be excluded without a clearly-documented range of intervention strategies having been tried, and the root cause of the behaviour having been sought to be identified and addressed. Schools need to be aware of the equity issues applying to the exclusion of marginalised students.

Exclusion signals that the student's behaviour has continued to be unacceptable despite the best efforts of the school. Exclusion should be applied only as a last resort. The Executive Director (or nominee) will not normally approve a recommendation for exclusion unless there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate intervention plans. The exception to this is when the student's behaviour has been so extreme, such as the committing of a serious illegal act, that an immediate exclusion is judged to be necessary.

Where a serious breach of the student code of conduct has occurred, the Principal may give parents and students an understanding of a range of options open to them. Students can be excluded from a particular school only through the procedures outlined below.
The procedures apply both to students of compulsory school age and to those beyond it. Parents/caregivers have a right to know the processes involved in exclusion as well as be acquainted with their right to withdraw their student from the school. Where a parent/
caregiver exercises the right to move their student to a new school prior to the application of exclusion, then it is expected that the Principal or delegate will facilitate the transition to the new school.

The Principal will:
• Consult with the Area Supervisor
• Place the student on suspension for the maximum period of ten school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service
• Notify the student and the parents or caregivers that the initial period of suspension will be for ten days, but that exclusion from the school is being considered, giving reasons for the possible action and allowing seven school days for the student, parents or caregivers to respond
• Provide the parents or caregivers, or student where the student is living independently, with a copy of all the documentation on which the recommendation to exclude is based (taking account of the need to protect the anonymity and privacy of possible complainants and/or witnesses). The Principal is entitled to use discretion to remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent to respond to the recommendation to exclude. This consideration will be unique in each case and guidance should be sought from the Area Supervisor.
• Consider any response from the student and parents/caregivers before proceeding further.
• Request a meeting with the student’s parents/caregivers to discuss the process and the reasons for the recommendation.
• Provide the parents/caregivers with information on the implications of this action, their right to appeal, and the appropriate procedures for submitting an appeal.
• Forward a submission to the Deputy Executive Director detailing the reasons, the action taken to moderate the student’s behaviour (where appropriate), a copy of all required documentation, and any response from the student, parents/caregivers.

Suspension, as part of an application for exclusion, will be entered into the Student Information data system and a letter template will be electronically generated from the system. A Student Information data system and electronic letter template is available for this purpose. This will be forwarded via the Area Supervisor to the Deputy Executive Director for consideration, and forwarding to the Executive Director (or nominee) for determination.

The Executive Director (or nominee) will consider the application for exclusion and may:
• Consult with the Principal and Area Supervisor
• Provide an opportunity for the student and the student’s parents/caregivers to be consulted, by a designated person/s.
While consideration of exclusion from a Brisbane Catholic Education school is being made, the student will remain on suspension. A decision will be made as soon as practicable following the submission reaching the Executive Director.

12.0 Process for Appeals

Parents/caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents/caregivers, or students living independently, may appeal a suspension longer than three days to the Area Supervisor.

Parents or students living independently may appeal an exclusion to the Executive Director.

The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent/caregiver or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals process. Alternative options to respond will be considered.

Appeals are made to:
• The Principal of the school about a decision to suspend a student for less than three days,
• The Area Supervisor about a decision to suspend a student for more than three days from a particular school; or
• The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school.

In an appeal against suspension the Area Supervisor will:
• Deal with the appeal within two school weeks of its lodgment
• Ensure that communication lines are maintained with the person or persons making the appeal, and that they are continually informed of the progress of the appeal
• Review all relevant material
• Ensure that appropriate material has been made available to the student and parents or caregivers
• Discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate
• Advise in writing all the parties of the decision and the specific reasons for reaching the decision.

Where an appeal against a suspension is upheld, the Area Supervisor will decide what an appropriate determination in this instance is. The process for exclusion is that the student will be suspended pending exclusion and an application for exclusion will be made by the Principal to the Executive Director. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents to notify them.

In an appeal against exclusion the Executive Director will appoint a suitable person or persons to review the decision. He / she will:
• Deal with the appeal within four school weeks of its lodgment (in cases where a parent/caregiver or independent student is receiving assistance for making an appeal, an extension of time may be necessary)
• Ensure that communication lines are maintained with the person or persons making the appeal, and that they are kept aware of the progress of the appeal;
• Review all relevant material;
• Ensure that appropriate material has been made available to the student and his or her parents/caregivers;
• Advise all the parties in writing of the outcome of the appeal and the specific reasons for reaching the decision.

If the appeal to the Executive Director is successful, consideration may need to be given to the re-instatement of the student’s enrolment and the conditions on which it might be considered through discussion involving the Principal, Area Supervisor and the parents/caregivers. Each situation is different, so the time frame for investigation and decision making will be different. It is understood that in practice Principals are in regular contact with Area Supervisors about suspensions and potential exclusions and seek their advice. In extenuating circumstances, any variation by a Principal to the above processes and procedures would need to be negotiated with their Area Supervisor.
13.0 Links to other Resources

13.1 General
http://resources.sai-iowa.org/bd/index.html  This resource provides information on whole school issues of behaviour management, with three models used to demonstrate the foundational concepts: control theory (Glasser), positive behaviour support and positive discipline.

http://www.behaviour4learning.ac.uk/index.aspx  The resource rich site contains research-based ideas on positive approaches to behaviour management in schools, links to current news items on behaviour and practical examples of programs in action.

http://www.fultonpublishers.co.uk/resource.asp  Free online resources for school staff covering topics on behaviour management, specialist interventions and curriculum modification.


http://falcon.jmu.edu/~ramseyil/disciplinebib.htm  A complete bibliography of school and classroom management publications, with specific references to Discipline with Dignity, Cooperative Discipline, Assertive Discipline, Reality Therapy and Discipline (Glasser) and Teacher Effectiveness Training.

http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/index.php  Special Connections is a website created through the University of Kansas to provide school staff with tools and resources to support students. Included in this section is a focus on understanding behaviour from varying perspectives: behavioural, ecological, biophysical and psychodynamic.

http://www.emtech.net/learning_theories.htm  A comprehensive resource page which provides information on common learning (behaviour) theories sourced from leading researchers across the world. The site contains information on behaviourism, cognitive-behaviourism and social learning theories.

13.2 Evidence-Based Practice

http://www.aare.edu.au/index.htm  Australian Association for Research in Education (AARE) facilitates contact between educational researchers, and encourages and works towards the development of all aspects of educational research.


http://cecp.air.org/guide/actionguide/Chapter_2.asp  The Center for Effective Collaboration and Practice offer this chapter on “Building a Schoolwide Foundation.” This web-based resource describes four key components and strategies of an effective schoolwide plan that can be used to prevent school violence.

http://eduscapes.com/tap/evidence.html  Evidence-based Practice and Educational Technology is a US site that provides an easy-to-read introduction to the concept of evidence-based education. This site has a particular focus on technology, literacy and diversity in education.

http://www.campbellcollaboration.org/ECG/titles.asp  The Campbell Collaboration is an international network of scholars, policy makers, practitioners, funders, students, and others who are interested in effective methods of education and training.


http://www.promisingpractices.net/  The Promising Practices Network (PPN) is dedicated to providing quality evidence-based information about what works to improve the lives of children, youth, and families. The PPN site features summaries of programs and practices that are proven to improve outcomes for children. All of the information on the site has been carefully screened for scientific rigor, relevance, and clarity.

http://www.ppbi.org.au/  Peacebuilders is a school and community-based violence-reduction/crime prevention program. Several schools in Queensland have implemented Peacebuilders as a whole-school behaviour support program.


13.3 Whole School Programs
http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm In 2004 the Department of Education and Training in Victoria undertook research into factors that contributed to schools being perceived as ‘safe’. This site gives a short summary of the findings and links to the several school case studies.

http://www.friendlyschools.com.au/materials/whole-school/index.php Friendly Schools and Families program is an Australian whole-school bullying-reduction resource package, including six school booklets, a training CD ROM and a Parent Guide. The program has a strong evidence-base, and has been developed by staff from Edith Cowan University in collaboration with staff from several Perth schools.

http://www.standards.dfes.gov.uk/primary/publications/banda/940043/940043/940043_03cpcd173505modd.pdf This booklet is part of a series on behaviour support developed for the Primary National Strategy from the Department for Education and Skills in the United Kingdom. The focus of this training module is to guide the development and review of a whole-school behaviour and attendance policy.


13.4 Supporting Social and Emotional Development
http://www.thymple.com/2004/papers.htm Papers from the Sydney Symposium of Social Psychology in 2004. The focus of this symposium was ostracism, social exclusion, rejection, and bullying. The resources available on the website provide comprehensive research summaries into common school issues related to behaviour and social development.

http://www.coedu.usf.edu/laser/products.html Linking Academic Scholars to Educational Resources (LASER) website has a set of Research to Practice briefs that will serve as a tool for educators in addressing critical areas of concern in teaching and learning. The authors are LASER scholars who have conducted research on these various topics.

http://www.emu.gov.au/agd/WWW/nchome.nsf/Page/Publications_All_Publications_Early_Intervention_Youth_Mentoring_You th_Mentoring_Programs Link to the Australian Government research project on a range of Early Intervention Youth Mentoring Programmes. The project involved a national audit and review of mentoring programmes around Australia in order to:
- Provide a national profile of mentoring programmes for young offenders
- Identify models and good practice
- Identify key crime prevention outcomes from youth mentoring

http://challengingbehavior.fmhi.usf.edu/text.pdf This provides visitors with a research synthesis on effective intervention procedures for students with challenging behaviour. Five specific intervention procedures are reviewed:
1. Positive Behaviour Support
2. Stimulant Medication Use
3. Applied Behaviour Analysis
4. Classroom Preventative Practices
5. Social and Emotional Learning Programs


http://www.aiifs.gov.au/ftp/pubs/cpv/3/report3-chapter5.pdf Australian research on the group of children who appeared to be low risk during childhood, but who nevertheless went on to engage in persistent antisocial behaviour during adolescence. Their across-time pathways, and the factors which may have contributed to a change in pathways, are investigated.

http://www.auseninet.com/journal/vol4iss3/cowling.pdf This paper describes an innovative response to increasing understanding and enhancing effective responses in school settings towards young people with disruptive behaviours.

http://www.futureofchildren.org/usr_doc/vol5no2ART7.pdf This article uses data from the a longitudinal study in the United States to spotlight the outcomes for students with social-emotional disorders, both while they were in secondary school and in the early years afterward.

http://www.k12.wa.us/SpecialEd/pubdocs/hostpractices.pdf This downloadable booklet is a summary of ‘best practice’ in teaching students with severe emotional and behavioural disorders. A background to the history of the disorder causes of misbehaviour, proactive interventions and practical teaching strategies.

13.5 Classroom Strategies and Interventions

http://challengingbehavior.fmhi.usf.edu/monitoring.html#data Centre for Evidence-Based Practice: Young Children with Challenging Behaviour site section on monitoring outcomes of behavioural interventions and collecting data. This site offers case studies and downloadable resources.

http://www.ces.ncsu.edu/depts/fcs/human/pubs/aggression.html This site from North Carolina State University provides an easy-to-read guide on managing aggression in children. The different forms aggression may take as children grow older are explored and strategies for interventions are compared.

http://www.vanderbilt.edu/csetel/ Link to free modules from the Centre on the Social and Emotional Foundations of Learning. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature.
http://cecp.air.org/fba/default.asp This website link takes visitors to the Centre for Effective Collaboration and Practice. This specific section of that site provides a training program and resources for conducting a functional behaviour assessment.

http://www.csun.edu/cod/cont/2001/proceedings/0309ccummings.htm Information on this site provides a conference paper on the integration of technology into data collection systems for classroom teachers. Ideas on the use of PDAs in the classroom are discussed.

http://www.lblesd.k12.or.us/student/behavior/events/pbs2004.php The homepage of the 2004 Positive Behaviour Support Conference, this site contains PowerPoint presentations and PDF files on:
• Teaching social skills
• Check-in – check out program interventions for students at-risk
• Strategies for improving student attendance.

http://www.schoolbehavior.com/ A rich resource site for teachers and school-based staff supporting students with high behavioural needs. Information on common teaching strategies, sample data collection forms and links to research articles are provided.

http://www.uea.ac.uk/care/nasc/Rewards_and_Sanctions/R&S_Page3.html This link takes visitors to a comprehensive website detailing common classroom strategies for making effective use of reinforcement and consequences. Questionnaires, data collection tools and data summaries from a research project conducted for schools in one district.

http://behaviorassociates.org/presentations.html Site that contains several PowerPoint presentations by Dr Geoffrey Colvin on topics relating to the classroom management of severe and chronic problem behaviour.
• Managing the Cycle of Serious Acting-Out Behaviour (July, 2005)
• The Administrator as Instructional Leader (July, 2005)
• Preventing and Defusing Problem Behaviour in the Classroom (June, 2005)
• Understanding and Managing Severe Problem Behaviour (April, 2005)
• Academic Underachievement Problem Behaviour (April, 2005)
• Severe Problem Behaviour (April, 2005)
• MS Instructional Survey (March, 2005)
• Classroom Management Systems (March, 2005)
• Self-evaluation Principals Role (March, 2005)
• Principal as Instructional Leader (March, 2005)

13.6 References


QCEC (2001) Inclusive Practices in Queensland Schools


United Nations Published Handbook on Restorative Justice http://www.restorativejustice.org/

14.0 Apendices

14.1 Appendix 1

Teacher checklist
To be completed after every lesson and put in Deputy Principal/Year Coordinators pigeonhole.

Teacher name: __________________

Date: ________ Period:____

Classwork**
Completed □ not completed □

Homework**
Completed □ not completed □
not seen but says is completed □
N/A □

Books/equipment
All present □ items missing □
had to go to locker □ Unable to do class activities because of missing items □

Behaviour - tick any of the following behaviours that were exhibited
Rude tone or body language ☐
Lack of courtesy ☐
Lack of respect ☐
Lack of consideration for others ☐
Answering back ☐
Refusal to do what teacher asked ☐
Disrupting others’ learning ☐
Refusal to do work ☐
Asking to go to sickbay ☐
Asking to go to toilet ☐
Asking to sit outside ☐
Asking to go get a drink ☐
Given timeout less than 10 minutes ☐
Given timeout more than 10 minutes ☐

**Details of non completed classwork and homework to be attached.**
### Areas of Concern

<table>
<thead>
<tr>
<th>Behaviour/s Targeted</th>
<th>Strategies to Minimize Behaviour/s</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoidance of the classroom</td>
<td>XXXXX will not be given permission to go to the toilet or sickbay during class time – unless in an emergency. XXXXX is to go to the toilet BEFORE class.</td>
<td>If XXXXX goes to the sickbay, she will be assessed by the admin staff to ensure she is physically well. The cumulative amount of time spent at sickbay will be made up by XXXXX in one designated afternoon per week.</td>
</tr>
<tr>
<td>On-task time is limited</td>
<td>XXXXX is to check class equipment required for the following day <em>the night before</em> and pack her school bag ready for the morning. School diary, which must be with XXXXX at all times, is to be used for regular contact between XXXXX’s teachers and parents. XXXXX will be given a movement slip to go back to her locker to retrieve her diary/books/equipment if she has not brought them with her to class.</td>
<td>The cumulative amount of time spent at the locker DURING class (noted by the teacher on the movement slip) will be added to XXXXX’s ‘make-up’ time.</td>
</tr>
<tr>
<td>Doesn’t hand in homework</td>
<td>All homework is to be entered in the school diary, which must be kept clean and free of graffiti. If XXXXX doesn’t understand her homework tasks, she is to seek assistance from her teachers. XXXXX is to take home the correct books to ensure she is able to complete her homework as per her diary.</td>
<td>If homework is completed XXXXX should be praised. All teachers are to place a list of unfinished homework in the Year Co-ordinators pigeon hole. XXXXX is to re-complete this homework at home under her parents’ supervision. Year Co-ordinator will email parents re: confirming homework has/n’t been handed in.</td>
</tr>
<tr>
<td>Quality of work does not match XXXXX’s expectations</td>
<td>XXXXX must attempt all set work in each class. If XXXXX finds the work overwhelming, she can use her traffic lights ‘time-out’ option.</td>
<td>All teachers are to place a list of unfinished set class work in the Year Co-ordinators pigeon hole.</td>
</tr>
</tbody>
</table>
| capabilities | • Time out is 5 minutes maximum. | • XXXXX is to complete unfinished class work at home under her parents’ supervision.  
• Year Co-ordinator will email parents daily re: set class work to be completed. |
| Rewarding appropriate behaviour | • XXXXX is to be rewarded for efforts in following the above plan  
• Criteria for rewards:  
  • (1) When XXXXX completes set homework tasks on the day it was given ie., when no homework tasks are left in the Year Co-ordinators pigeon hole for an ENTIRE day, OR  
  • (2) When XXXXX is not required to finish off set class work at home, OR  
  • (2) When XXXXX is not late for class, does not go to the toilet/locker/office/sickbay DURING class time for an ENTIRE day | • XXXXX will receive daily rewards of her choice (provided by her parents), when she has achieved the rewards criteria  
• XXXXX may achieve a larger bonus reward (provided by her parents) if she successfully attends one whole week of school without requiring to complete unfinished homework at home, as well as unfinished set class work at home, as well as not attending her designated after school ‘make-up time’. |
| SUMMARY | • The focus of this plan is:  
  1. To help XXXXX remain the classroom for the WHOLE lesson by restricting opportunities to go to the toilet and sickbay  
  2. To engage XXXXX in the curriculum by:  
  3. ensuring she has the necessary books and equipment to complete classroom tasks  
  4. requiring XXXXX to complete set class work and homework  
  5. providing XXXXX with a time-out option to help her manage her emotions  
  6. ‘Make-up’ will be held on Mondays, and consist of:  
  7. making up missed time in the classroom lost to time spent at the locker/toilet/sickbay |
This Behaviour Support Management Plan is a short-term trial only, it is not a long-term solution

I have discussed this plan and agree with its implementation:

Student’s Signature__________________________________________ Date:______________

Co-signed by:

Parent____________________________________________________

Counsellor________________________________ Deputy Principal__________________________

Date for Review: 21st May 2010
### DETENTION SLIP

<table>
<thead>
<tr>
<th>Date: __________________________</th>
<th>Student: __________________________</th>
</tr>
</thead>
</table>

I have given your daughter a detention to help her modify the following recurring infringements or inappropriate behaviour.

- Uniform infringement (hat, jewellery, other) ____________________________________________
- Lateness
- Incomplete work (homework, assignment, other) _________________________________________
- Unacceptable behavior
- Mobile Phone

#### Details of Detention:

<table>
<thead>
<tr>
<th>Day: ___________________________</th>
<th>Pastoral Co-ordinator: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: __________________________</td>
<td></td>
</tr>
<tr>
<td>Time: __________________________</td>
<td></td>
</tr>
<tr>
<td>Location of Detention: __________________________</td>
<td></td>
</tr>
</tbody>
</table>

Please sign and return this form to the Pastoral Co-ordinator noted above.

Parent/Guardian Signature: __________________________

**Transport arrangements for the day of detention**  
- [x] bus  
- [ ] pickup  
- [ ] train  
- [ ] walk
Dear STUDENT

Re: Your Suspension from Our Lady’s College

You are suspended from Our Lady’s College commencing on 12th October 2009 for 2 days, under Section 29 of the Education (General Provisions) Act 1989.

The grounds for your suspension are;
- Breach of The Safe and Supportive School Policy

In making my decision, I considered the following information;
- Video footage on ‘You Tube’ & ‘Facebook’ accounts
- Visual reporting of incident
- Information from you

On the basis of this information, I decided that the facts are;
Your behaviour has breached the College Behaviour Expectations demonstrating the following behaviours
- Lack of respect for the College reputation
- Breach of College Behaviour Policy in regards to the use of mobile phones within the College
- Failure to obtain permission from other students before posting a video of them on the internet.

While you are suspended, your parent or caregivers are responsible for you and you are prohibited from attending this school. You may not attend classes or take part in school activities.

You should contact Mrs Shelley Hamilton on 3848 7462 to discuss anything you do not understand in this letter, you will be required to attend an interview on Wednesday 14th October 2009 at 8.30am to discuss the conditions of your return to the College.

Parents / caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension or exclusion.

Yours sincerely

Paula Goodwin
Principal
Dear PARENT/CAREGIVER

Please find attached a copy of the letter sent to XXX concerning a notice of suspension from Our Lady’s College.

You are invited to express your views about the behaviour of your child and the decision to suspend your child. Information you provide may lead to a reconsideration of the decision.

Whilst XXX is suspended, you are responsible for her and she is prohibited from attending this school or school functions.

As a usual part of the procedure for return of a student from suspension, you are requested to attend a parental conference to develop a mutually acceptable plan and conditions for XXX’s re-entry to the school at 8.30am Wednesday 14th October 2009. Please advise if this is unsuitable so that an alternative time may be negotiated.

If there is anything you do not understand in this letter, please contact me.

Yours sincerely

Paula Goodwin
Principal
In order to maintain fair and reasonable standards of conduct by students, teachers, officials, coaches, spectators, parents and guardians; to protect their respective rights, the rights of the public and the integrity of Interschool Sport; and to provide a safe environment for participating in the sport; all competitions shall be conducted in accordance with the Codes of Behaviour. All players, students, coordinators, teachers, coaches, parents, guardians and spectators shall comply with these codes.

A. Code of Behaviour for Students:
1. At all times present a positive image of your school to the public.
2. Applaud good performance and efforts by all players.
3. Congratulate all players on their performance regardless of the game’s outcome.
4. Deliberately distracting or intimidating a player during a match is not acceptable or permitted.
5. Accept that persons outside the court are not in a good position to judge if line calls made by officials or players are correct.
6. Respect the decisions of officials and teachers and obey all instructions given.
7. Control your temper. Physical abuse, verbal abuse, audible obscenities, visible obscenities or threatening behaviour to any person is not acceptable or permitted.
8. During or in connection with any competition, do not engage in any activity that is unlawful and do not engage in any acts of discrimination or sexual harassment, abuse or vilification.
9. Respect and take proper care of all school resources and facilities at all times.
10. Obey and respect your school uniform and dress code.
11. Do not use, possess or be under the influence of alcohol, cigarettes or other drugs at any time whilst on school property or participating in interschool sport.

B. Code of Behaviour for Parents, Guardians, Coaches, Umpires, Referees, Teachers, Spectators:
1. Remember that students play sport for their enjoyment, not yours.
2. Encourage students to participate, do not force them.
3. Focus on the students efforts and performance rather than on winning.
4. Never ridicule or yell at a student for making a mistake or losing a game.
5. Remember that students learn best by example. Applaud good play by all players.
6. Be aware of the rules that apply to the particular competition.
7. Encourage students to always participate according to the rules.
8. Deliberately distracting or intimidating a player is not acceptable or permitted.
9. Accept that persons outside the court are not in a good position to judge if line calls made by officials or players are correct.
10. If there is any problem during a match with the players, referee/umpire, other parents, coaches, team managers or spectators, call for the Sport Coordinator / Venue Convener to resolve the matter.
11. Respect the decisions of officials and administrators, making all appeals through the proper process and accepting the final decision; and teach students to do likewise.
12. Control your temper. Physical abuse, verbal abuse, audible obscenities, visible obscenities or threatening behaviour to any person is not acceptable or permitted.
13. If you are unable to watch your daughter compete without becoming involved in disagreements with players, officials and other non-participants, stay away from the court where your daughter is playing.
14. Do not use, possess or be under the influence of alcohol, cigarettes or other drugs at any time whilst on school property or at interschool sport venues.
15. Condemn the use of performance enhancing drugs. The use of performance enhancing drugs and doping practices is contrary to the ethics of sport and is potentially harmful to the health of athletes.
16. During or in connection with any competition, do not engage in any activity that is unlawful and do not engage in any acts of discrimination or sexual harassment, abuse or vilification.
17. Show appreciation of the efforts of officials and administrators. The majority are volunteers and without them there would be no competitions in which your daughter could compete.
OUR LADY’S COLLEGE
ANNERLEY
Students Driving to and from School Policy

Rationale
Brisbane Catholic Education has a very clear policy (Administrative Handbook, November 2003 Item 214.4) in relation to students driving to school and instructs Colleges to have clear guidelines on students driving to/from school, school events and parking motor vehicles which take into account legal requirements and particular circumstances of the school. These guidelines are required to be published to both parents and students.

Guidelines
1. Students intending to drive to school must firstly seek permission from the Principal.
2. Parent/Guardian must contact the Principal either in person or in writing indicating their approval for their daughter to drive and /or for other siblings to be present in the vehicle.
3. Written communication from the parents of the driver and the passenger/s must be received if there is to be a situation when passengers are to be in a car driven by a student.
4. Student drivers are expected to follow all road rules and adhere to college conduct guidelines and expectations.
5. Student drivers must register by signing in on an information sheet which provides identification of: car owners; car registration number, make and model of vehicle; driver; passengers and parental permission to be a driver/passenger.
6. Students will not be permitted to go to their cars during the school day.
7. Students must park on public roads surrounding the College as no parking is available on college grounds for students or staff.
8. The College will arrange transport for school organised activities during regular school hours. Where necessary a hire bus or public transport will be made available to all students.
9. Outside of College hours it is the parents’ responsibility to arrange transport unless otherwise stated.
10. Transport arrangements will always be indicated on the activity or excursion letter and permission slip.

Our Lady’s College can in no way be responsible for students whose parents allow them to drive to school or to be passengers in cars driven by other students. Our Lady’s College accepts no liability for personal injury or damage to vehicles. Claims arising out of accident or injury in a private vehicle would be dependent upon the owner’s insurance and on the application of common law principles.

Claire McLaren
Principal
July 2010

14.8 Appendix 8
Our Lady’s College
Assessment Policy

POLICY

Assessment of student learning is key to ensuring sound teaching practice at Our Lady’s College. Guidelines are established for the conduct of assessment to ensure a consistent and equitable approach for all students across all subject areas.

RATIONALE

Assessment is a recognised practice intended to measure the success of the teaching and learning process. It is integral to and supportive of that process.

Assessment is that part of the educational process that identifies what learning has occurred, pointing to the milestones that have been reached and providing the foundation for deliberate planning of further learning.

As stated in our Mission statement, Our Lady’s College is committed to providing a curriculum which is relevant and flexible. This includes the manner in which we conduct any assessment.

Practices and procedures provide staff and students with guidelines for the conduct of assessment to ensure there is equity. Assessment promotes a consistent and common approach across all Key Learning areas.

All students, in the Senior Phase of Learning must meet the substantive requirements (mandatory aspects) of the syllabus for Authority and Authority Registered subjects. This is a directive issued by the Queensland Studies Authority to promote consistency in standards and expectations across the State of Queensland. This is essential to protect the integrity of the Queensland Certificate of Education and the Senior Statement.

PRACTICES

The following guidelines have been established at Our Lady’s College to inform procedures.

Submission of Assessment
Absent for Assessment
Authentication of Student Work
Application for Extension
Block Testing

14.9 Appendix 9

Acceptable Use of Information & Communications
Technology Resources

Information & Communication Technology (ICT) has become of critical importance to schools in facilitating and supporting learning, teaching and other administrative activities for teachers, students, parents and administrators.

Our Lady’s College has established significant computing and communication resources to support these activities. These resources include:
• All network services, computer equipment and software, owned, leased or used under license by Brisbane Catholic Education Centre & the College;
• Computer facilities maintained by other bodies but available for use through an agreement or agreements with Brisbane Catholic Education.

Our Lady’s College is bound by legislation and good stewardship of resources to ensure the appropriate use of its ICT. Increased legislation relating to ICT is requiring all organisations to review their internal policies and procedures to ensure compliance.

ICT resources are supplied in line with the following principles:
• access to ICT is provided subject to need and availability of resources;
• privacy, confidentiality and respect of the personal rights of others is maintained;
• the importance of the cost-efficient use of the ICT is recognised;
• users engage in ethical, legal and responsible use of ICT.

The Conditions of Use of ICT Resources have been developed to inform users of their rights, responsibilities and obligations when using ICT resources, consistent with Brisbane Catholic Education’s requirements that all such resources are used in an ethical, legal and responsible manner.

Policy Update
This policy will be updated as necessary. All attempts will be made to adhere to the above policy, but particular circumstances (such as technological advancements) may require the Principal to depart from the stated policy.

Conditions of Use of Our Lady’s College ICT Resources

i. By accessing and using the ICT resources provided by Our Lady's College, you are agreeing to abide by this Conditions of Use of ICT Resources statement.
ii. These conditions apply to all Our Lady’s College ICT resources, regardless of how they are accessed. This includes access at all installed computers, through users own hardware (for example, personal laptops, PDAs or other similar technology) whether wired or wireless, or remote access over the internet through users’ own resources.

iii. While staff and students (in particular, ICT staff engaged by individual schools) may be called upon in the course of their duties to undertake activities beyond those permitted by the terms of this Agreement, it is expected that any such activities undertaken must be done in accordance with the spirit of this statement.

Ethical, Legal and Responsible Use of ICT Resources

iv. Our Lady’s College requires all users of its ICT resources to do so in an ethical, legal and responsible manner.

v. Users of Our Lady’s College ICT resources must be aware that use of these resources are subject to the full range of laws that apply to the internet, communications and to the use of computers, and Our Lady’s College policies. Such law and principles includes users’ obligations in relation to copyright, intellectual property, breach of confidence, defamation, privacy, bullying/harassment, vilification and anti-discrimination legislation, the creation of contractual obligations, and other civil and criminal laws.

vi. Our Lady’s College’s ICT resources must not be used for unauthorised commercial activities or unauthorised personal gain. Actions performed using Our Lady’s College ICT resources must comply with the terms of any licence agreed to for the use of software programs and other online resources.

Copyright and Intellectual Property Rights

vii. Users must not, through the use of Our Lady’s College ICT resources, copy, download, store or transmit material which infringes copyright or the intellectual property rights of others without appropriate approval. Such material includes music files, movies, videos or any other form of media.

viii. Users should be aware that actions performed using computer and network resources, regardless of any disclaimers that might be made, ultimately reflect on our educational institution and community as a whole. This is particularly relevant where users post or submit material in a way that makes it publicly available over the internet.

Security and Privacy

ix. Users have a role to play in ensuring the security and privacy of information transmitted by use of the ICT resources. Users are issued with unique usernames and passwords, which should be kept strictly confidential at all times.

x. Users must protect systems, information and accounts by:

• Choosing a secure password which is changed regularly (a secure password is one that is difficult to guess, for example, containing a combination of letters and numbers and not simply a name or date of birth)
• Using access to ICT resources only as authorised;
• Respecting the privacy and confidentiality of information that they may come across through access to the resources;
• Only downloading, installing or using authorised software;
• Reporting any breach or prospective breach of network security to the appropriate technical personnel or the ICT Services Help Desk;

xi. Unacceptable conduct by users which could result in a breach of security or privacy includes:
• Disclosing your username and password details to another person;
• Disclosing other private or confidential information to unauthorised persons;
• Gaining unauthorised access to any systems by any means;
• Using Our Lady’s College ICT resources to attack or compromise another system or network;
• Downloading, installing or using unauthorised software programs;
• Deliberately installing computer viruses or other malicious programs;
• Accessing or intercepting others’ electronic communications without permission.

xii. Users should not, as a general rule, display personal information about themselves in a way that is publicly available. Where such disclosure is made through authorised avenues (for example, by the use of email or an official website), users should be aware that invasions of privacy may sometimes occur and it is outside Our Lady’s College’s control to prevent such instances from occurring.

xiii. Users are reminded that email should not be used to send sensitive and confidential information.

xiv. Users must, however, be aware that the operation and maintenance of ICT systems often requires the backup and caching of data, the logging of activity and the monitoring of general usage patterns and as such, complete confidentiality and privacy cannot be guaranteed.

Our Lady’s College may also be required to inspect or provide copies of electronic communications where required to by law, or where the investigation of possible misuses of ICT resources is required.

Additional Conditions Relating to Specific Resources

xv. The uses of the following resources are subject to additional conditions of use, which must be read in conjunction with this document (see appendix 1, 2 and 3):
• Email;
• World Wide Web;
• Web Publishing Tools.

Breaches of these Conditions of Use

xvi. The breach of these Conditions of Use will be taken seriously and may result in disciplinary action being taken.

xvii. Examples of possible consequences range from loss or restriction of access to ICT resources, to formal disciplinary action for breach of School Discipline policy (students) or Code of Conduct (staff).
Cases of serious, deliberate, and/or criminal breach will be referred to external authorities and may result in civil or criminal proceedings.
Our Lady’s College
Student and Parent
Laptop Computer Guidelines

1. Education Purposes
   a. Students are to use their laptop computer for educational purposes.
   b. The laptop computer comes pre-installed with all the necessary software for student use. College
      authorised software takes priority when stored on the laptop computer.
   c. Non educational software or data should be stored on a student’s private home computer.
   d. The College reserves the right to carry out software, hardware and data inspections of laptop
      computers at anytime.

2. Student Responsibilities
   a. The laptop computers are covered by insurance; however each student is responsible to keep
      their laptop computer secure.
   b. Laptops are to be kept clean and free from graffiti and stickers.
   c. It is the student’s responsibility to charge their laptop computer at home each evening. A
      limited number of spare batteries and charging facilities will be available; however a cost may be
      involved for the use of these services.
   d. Students are not to remove any identification labels from their laptop computer.
   e. While at school and not in use, laptop computers are to be carried in the protective sleeve
      between classes and placed in the student’s locker during break times if not in use.
   f. While travelling to and from school, laptop computers are to be carried in the protective sleeve
      and placed in the student’s school bag.
   g. The software loaded on the laptop computers is licensed to the College. Students are not
      permitted to copy, transfer or delete software.
   h. Laptops may only be used by the student at school or at home. The laptop should not be used
      by any other student or family member except for the parent or guardian when assisting.

3. Data Backup and Software Upgrading
   a. Students are responsible for the backup of all data via their own personal means.
   b. Students are responsible to ensure that all software is kept up to date. (eg. Operating System
      and installed Virus Software).

4. Technical Support
   a. Students will be given full local administrator rights of their laptop computer.
   b. Students will be trained on how to support and maintain their laptop computer by Dell at the
      time they are issued their laptop computer.
c. At the time of issue students will be given a telephone number to contact for technical support relating to their laptop computer.
d. In the event of a software malfunction students may contact the College ICLT Department for assistance. However, students are responsible for the re-imaging of their laptop computer as per their training provided by Dell.

5. Use of the College Wireless Network and Internet Access
a. The use of the College Wireless Network and all associated infrastructure are available for educational use with student laptop computers.
b. The internet during school hours is only to be accessed through the College Wireless Network.
c. The downloading of large files is not permitted due to bandwidth restrictions.
d. Students are not to remove the virus software provided and replace it with another type of virus software.
e. Specific network settings are not to be removed or altered as this could affect the laptop computers ability to connect to the College Wireless Network.

6. Loss, Theft and Repairs
a. All instances of loss, damage or theft must be reported to the College ICT Support personnel as soon as possible.
b. All instances of loss, damage or theft are the responsibility of the student. The cost of repairs and replacement could be up to $1,000. Claims made for such instances will attract an excess of $150 payable by the parent/student for each instance under the comprehensive insurance agreement.
c. Student laptop computers are covered by a four year warranty. This warranty covers the normal wear and tear issues related to the normal use of their laptop computer. This warranty does not cover accidental/malicious damage, loss or theft.
d. In the event of a hardware malfunction a report must be made to the College as soon as possible for the warranty repair to be organised. All minor hardware malfunctions are covered by a next business day guarantee organised through Dell.
e. In the event of a major malfunction the student will be issued with a ‘swap’ machine to enable their studies to continue and for their laptop computer to be sent away for repair, on the return of their laptop computer the student will return the ‘swap’ machine and they will be reissued their original laptop computer.

7. Assessment and Homework
a. Students are encouraged to use their laptop computer for homework and assessment tasks. However, the loss of data or hardware malfunction cannot be grounds for the appeal of any assessment task or homework.

8. Classroom Usage
a. Student laptop computers are to be brought to school each day, however the classroom teacher will manage the use of the laptop computers in the classroom.
b. No student is to take out or use a laptop computer without the permission of the classroom teacher.
c. When in use, the laptop should be placed on a table or desk, not on laps. The laptop should not be carried around whilst the screen is open.

9. Ownership
a. Students have use of the laptop computer whilst they are enrolled at the College. When leaving the College, students are to return the laptop computer and accessories in good order.

14.10 Appendix 10

Our Lady’s College
Safe and Supportive Environment Policy

Policy statement
Everyone at Our Lady’s College has the right to feel safe and supported. Bullying, harassment and violence of any form will not be tolerated by any members of our community – students, parents or staff.

This policy sets out our approach to help the College and our community address issues of bullying, harassment, and violence to ensure the provision of a safe and supportive learning environment for all.

Rationale
In our Mission Statement we state that we aim to:
• encourage in students a willingness to be responsible for their own actions and decisions
• nurture the growth of relationships so that all members experience a sense of belonging in a supportive and inclusive community

As such we have a responsibility to provide an environment which protects the emotional, psychological and physical wellbeing of all members of our College community. The College seeks to continue building a pro-active and supportive environment in which all members of the College community understand that bullying, harassment and violence are wrong and that individuals have the responsibility to report such incidents when they become aware of them.

Guidelines
Rights and Responsibilities of members of our College community
All members have the right to:
• feel safe, secure and valued within the community
• experience positive and respectful relationships between all members of the community
• learn and socialise in a supportive, caring and inclusive environment

All members share the responsibility to:
• maintain a safe school environment
• promote a positive culture and uphold the dignity of others
• respect differences between peoples and promote tolerance and inclusion of all
• to refrain from bullying, harassing and violent behaviours
• respond to bullying, harassing and violent behaviours and report the actions or situation to an adult

Definitions of bullying, harassment and violence

Bullying:
• is a deliberate intention to cause distress to another
• causes distress for the recipient. This distress may be physical, psychological or social or involve damage to reputation or property
• is directed towards a specific person or group
• is evident where there is a repeated pattern of attacks
• is evident where there is an imbalance of power between those bullying and the recipient
• is evident where behaviour is unreasonable and unjustifiable
• is evident when the recipient usually finds it difficult to leave or avoid the bullying situation without personal cost
• can be done by one person or a group
• can be done in person, by manipulating others to take part, or by electronic means such as e-mail, SMS messages or chat rooms

Bullying behaviours:
Include:
• direct physical attacks
• name calling, belittling, insulting someone
• making racist remarks
• trying to damage someone’s reputation by spreading rumours
• using verbal or non-verbal put downs
• playing practical jokes
• damaging or hiding property
• using physical intimidation such as blocking the walk or bumping someone
• encouraging other to socially exclude the recipient
• cyber bullying
• accusing someone of things they haven’t done

Bullying is not
• a disagreement between students where both have the same power
• mutual conflict where both parties are upset and usually both want a resolution to the problem
• social rejection where someone decides not to be friends with someone anymore. Only when social rejection involves deliberate and repeated attempts to cause a specific student distress is it categorised as bullying.

**Harassment**
• unwanted and one-sided words or actions towards another that demean, annoy, alarm or abuse
• name calling, belittling, insulting someone
• making racist remarks
• threatening violence
• trying to damage someone’s reputation by spreading rumours
• using verbal or non-verbal put downs
• may be deliberate or unintentional
• may involve a single incident or an ongoing pattern of behaviour
• where harassment is part of an ongoing pattern of behaviour where intentional acts are repeated over time and there is a power imbalance between the perpetrator and the recipient this may also be defined as bullying
• may be verbal, written, via SMS, email or chat rooms

**Violence**
• includes hitting, slapping, pinching, biting, punching, hair pulling, thumping, Chinese burns, tripping, kicking, wrestling, throwing
• where such acts are repeated over time and there is a power imbalance between the perpetrator and the recipient this may also be defined as bullying

**Actions to be taken**
Acts of bullying, harassment and violence by **staff against students** are incorporated in the BCE Student Protection Policy.

Acts of bullying, harassment and violence by **staff against staff** are incorporated in the BCE Workplace Bullying and Harassment Policy.

Acts of bullying, harassment and violence by **student against staff** are incorporated in the BCE Student Behaviour Support Policy and the Our Lady's College Supporting Documentation.

Acts of bullying, harassment and violence by **student against student** are to be acted on as per the flowchart below.
Action to be taken in response to bullying, harassment and violence of students towards students

- **Known or suspected by staff member**
  - If bullying or harassment contact parents of both parties
  - If not bullying, harassment or violence, deal with as appropriate
  - Inform Pastoral Care Coordinator

- **Experienced by student**
  - Investigate and document allegations
  - Inform counsellor
  - Counsellor mediates between parties to reach a restorative solution
  - Counsellor assists perpetrator with behaviour modification
  - Counsellor contacts parents where necessary
  - Feedback to Pastoral Care Coordinator
  - Pastoral Care Coordinator confirms issue is resolved with target and perpetrator
  - Pastoral Care Coordinator provides feedback to parents of both parties
  - DP informed of outcome

- **Witnessed by peers**
  - Immediately inform staff member or parents
  - If violence, immediately report to DP/Principal
  - Category 3 harm to be reported as per BCE Child Protection Policy
  - Parents of perpetrator contacted to collect daughter from school
  - Perpetrator has period of suspension from school to reflect on actions as determined by Principal
  - Perpetrator and parents have interview with Principal
  - Perpetrator works with counsellor on anger management strategies etc to reach restorative solution

- **Known or suspected by parents**
  - DP informed of outcome
  - Consultation with parents to discuss options such as involvement of external counselling
### 9. Websites (Compliance)

- **International Quality Unit (CRICOS)**

- **Education Services for Overseas Students (ESOS) Framework (Commonwealth legislation)**

- **PRISMS**

  PRISMS User Guide

- **Department of Immigration and Citizenship**

- **Education (Overseas Students) Regulation 1998 (Queensland legislation)**

- **Commission for Children Young People and Child Guardian (Queensland legislation)**

### 10. Websites (Other)

- **Independent Schools Council of Australia National Code 2007 Transition handbook for non-government schools enrolling full-fee paying overseas students**
  [www.isca.edu.au](http://www.isca.edu.au)

- **ISANA National Code Support Program On-line Tutorial 2007**

- **Other ISANA resources:** [www.isana.org.au](http://www.isana.org.au)
  
  For Students:
  
  Animations to explain the National Code

  For Institutions:

  Orientation Guide Template - The Rainbow Guide (Template for Student Handbook)
- AEI Agents Training Course
  Website: [http://www.pieronline.org/eatc/](http://www.pieronline.org/eatc/)

- AEI Country Education Profiles
  Website

- AEI Online Living in Australia Guide

- AEI – Getting Started Internationally: Tips for Schools Entering the International Market

- Australian Curriculum Assessment and Certification Authority
  Website: [http://acaca.org.au](http://acaca.org.au)

- Australian Qualifications Framework
  Website: [http://www.aqf.edu.au/](http://www.aqf.edu.au/)

- Austrade
  Website: [http://www.austrade.gov.au](http://www.austrade.gov.au)

- Changing Schools in Australia (ACACA)
  Website: [http://acaca.bos.nsw.edu.au](http://acaca.bos.nsw.edu.au)

- Department of Foreign Affairs and Trade

- Department of Justice and Attorney-General – Mediation Services

- DEEWR eligibility for temporary visa holders helpline (for determining Australian Government financial assistance for school programmes)
  Phone: 1 800 677 027 (Option 2 and Option 2 again)

- DIAC approved agents for eVisa

- Guidelines to the National Privacy Principles for Organisations
IDP – Guide for students
Website: http://www.idp.com/about_idp/publications/publication_orders.aspx

Interstate Student Data Transfer Note
Website:

Migration Agents Registration Authority
Website: https://www.mara.gov.au/

Overseas Student Health Cover (OSHC)

NEAS Australia
Website: http://www.neas.org.au/home/

Privacy Manual for Non-Government Schools
Website: http://www.isca.edu.au

QSA links for visa students (QCE procedures)

Study Queensland Website
www.studyqueensland.qld.edu.au
(Industry Portal includes PD resources such as Critical Incident Workshop presentation and Workbook – search “Document Library for Professional Development”)

Study in Australia
Website: http://studyinaustralia.gov.au

Tourism Australia
Website: http://www.australia.com

Translating and Interpreting Service (TIS)
Phone: 131 450 (within Australia)
11. Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>DIAC</td>
<td>Department of Immigration and Citizenship <a href="http://www.immi.gov.au">www.immi.gov.au</a></td>
</tr>
<tr>
<td>EATC</td>
<td>Education Agents Training Course <a href="http://www.pieronline.org/eatc/">http://www.pieronline.org/eatc/</a></td>
</tr>
<tr>
<td>eCoE</td>
<td>electronic Confirmation of Enrolment or Confirmation of Enrolment</td>
</tr>
<tr>
<td>ELICOS</td>
<td>English Language Intensive Course for Overseas Students</td>
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<tr>
<td>ELT</td>
<td>English Language Training</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>ESOS (Act)</td>
<td>Education Services for Overseas Students (Act) see ESOS Framework</td>
</tr>
<tr>
<td>FFPOS</td>
<td>Full Fee Paying Overseas Students – now not used as a DEEWR term.</td>
</tr>
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<td>ISQ</td>
<td>Independent Schools Queensland <a href="http://www.aisq.qld.edu.au">www.aisq.qld.edu.au</a> and <a href="http://www.aisq.qld.edu.au/international">www.aisq.qld.edu.au/international</a></td>
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<td>Language Other Than English</td>
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<td>Queensland Education and Training International. Provides support and information to industry via StudyQueensland website: <a href="http://www.studyqueensland.qld.edu.au">www.studyqueensland.qld.edu.au</a></td>
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<tr>
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<td>Teaching of English to Speakers of Other Languages</td>
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<td>TOEFL</td>
<td>Test of English as a Foreign Language <a href="http://www.toefl.org">www.toefl.org</a></td>
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