Ipswich Girls' Grammar School including Ipswich Junior Grammar School International Student Handbook

The Board of Trustees of Ipswich Girls' Grammar trading as Ipswich Girls' Grammar School including Ipswich Junior Grammar School CRICOS Provider Code: 00533D

IPSWICH GIRLS' GRAMMAR SCHOOL

&

IPSWICH JUNIOR GRAMMAR SCHOOL

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Principal's Welcome

Welcome to Ipswich Girls' Grammar School and Ipswich Junior Grammar School

At Ipswich Girls' Grammar School and Ipswich Junior Grammar School (the School), we aim to educate students to become confident well-educated young men and women prepared for higher learning, global citizenship and life.

The School was established in 1892 and we are fortunate to have a proud history and many traditions. Our professional staff are committed to providing each student with a positive, personalised, holistic education within our safe, first-class learning environments.

The School is frequently commended for our students' high academic results, confidence, diligence, self-discipline and community service. These commendations are a consequence of contemporary, evidence-based learning and teaching programs, dedicated and talented teachers, the individual attention given to each student and the productive partnerships we enjoy with parents and Old Girls.

The School's tertiary entrance outcomes and literacy and numeracy results are continually among the best in Queensland.

As students progress through junior, middle and senior years, teachers use a combination of explicit and student-centered teaching and learning methods. We believe this approach best enables our students to become confident, independent learners equipped with 21st century skills that will empower them to transition to higher education and life beyond the School's gates.

At Ipswich Girls' Grammar School including Ipswich Junior Grammar School, we have high expectations for our students.

Our pastoral care programs teach students to be well-mannered and diligent in all that they do. They are also taught to respect themselves, their families, the local community and world in which they live. We guide students on how to be effective team members and, above all, expect them to maintain high moral and ethical standards, and display care and compassion for others.

Students come from many countries to study at the School. Our boarding students are amazing young women because they quickly learn how to be resilient, independent and caring individuals. The boarders support each other and are likewise supported by caring, professional staff in a safe, modern boarding house situated at the heart of the School. Students also have opportunities to travel to a range of Australian cities and internationally to Germany, China and Japan.

Your child will make friends for life at the School as they share the fun and excitement – and the trials and tribulations – of growing into a confident, well-educated young men and women.

Students will be supported by our family-orientated school community and over 16,000 Old Girls as they engage with academic, personal and social challenges during their adolescent years. The fun and fellowship associated with the junior and secondary years of schooling will be indelibly etched into their mind and heart and fond memories will be recounted for the rest of their life.

The School of choice for parents and guardians who want to provide their children with every opportunity to grow into confident well-educated young men and women. I encourage you to contact the School, visit us on Open Day, or arrange a personal tour so that we can show you the opportunities that we can offer your child.

I look forward to welcoming you to our wonderful school community.

Dr Peter Britton
Principal & CEO
B.Sc. (GU), Prof.Cert.IL (Hons1) (Melb), P/G Dip.Ed. (Qld), M.B.A. (Bond), Grad.Cert.Legal (QUT), M.Ed. (QUT), Ed.D. (QUT), Dip.PM (ITS), GAICD, P/C TCL (Dist), LTCL (T)(EC)(Dist), M.A.C.E., M.A.C.E.L., A.F.A.I.M

Ipswich Girls' Grammar School and Ipswich Junior Grammar School

Ipswich Girls' Grammar School and Ipswich Junior Grammar School, is one of the eight original Queensland Grammar Schools. In 1860, the Grammar Schools Act was put forward, committing government funding to towns after they had raised initial funding themselves, in order to establish several Grammar Schools throughout the state.

Our founding Headmistress, Miss Fanny Hunt, was the first woman to graduate in Science from Sydney University. Miss Hunt opened the School with 31 girls on 10 March 1892. The first student to be enrolled was Eleanor Greenham, who became the first Queensland-born woman to earn a degree in Medicine.

Since then, our School has played a significant role in the education of thousands of inspirational women who have pursued careers in health, law, engineering, information technology, politics and other challenging careers.

Recognising the many benefits of a coeducational experience in the formative years, the School expanded in the 1990's to include young boys up to Year 6 in Ipswich Junior Grammar School.

The School's original building is heritage-listed with the National Trust. Although it is now used primarily as an administration centre, the stately edifice continues to welcome students every day as the main entry point of the campus.

School Accreditation

Ipswich Girls' Grammar School and Ipswich Junior Grammar School is an approved school under the Accreditation of Non-State Schools Act, 2001 and the Education Services for Overseas Students Act (ESOS), 2000.

Ipswich Girls' Grammar School and Ipswich Junior Grammar School is bound by the National Code of Practice for Providers of Education and Training to Overseas Students 2018 under its registration on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). The CRICOS Provider Number is: 00533D.

Vision, Mission and Values

Vision Statement

Ipswich Girls' Grammar School and Ipswich Junior Grammar School focuses on excellence and nurturing every young woman, girl and boy to become confident, well-educated and prepared for higher learning, leadership and life.

Mission

Inspired by its proud history and traditions, Ipswich Girls' Grammar School including Ipswich Junior Grammar School aims to excel at providing each girl and young boy with a positive, personalised, all-round education by dedicated, professional staff in safe, first-class learning environments.

The core values guiding IGGS are:

Diligence	Staying focused until the goal is achieved
Excellence	Striving to achieve the highest standards possible
Respect	Acknowledging the worth of every person and what matters to each one
Co-operation & Teamwork	Sharing the vision and effort to make dreams become reality
Care & Compassion	Attending with sensitivity to the needs of others for the benefit of others as well as ourselves
Justice	Seeking to achieve what is right and what is fair
Integrity	Consistently demonstrating high moral and ethical standards

Our School Motto **Omnia Superat Diligentia - diligence overcomes all**

School Location and Environment

Our School's single campus is situated in extensive, landscaped grounds close to the centre of Ipswich - provincial capital of South-East Queensland.

Built on a gentle rise, the school is designed to enjoy fresh breezes and clear views, and is just a short walk from the train station, bus stops, shops and parks. Ipswich is a city easily accessible by road and rail.

East Ipswich is primarily a residential area, with some shops and other small businesses conveniently located to serve the local community's basic needs. Queen Victoria Parade and Chermside Road form part of the eastern gateway to the Central Business District where a greater number of services are available, such as banks, post office, retail stores, cinemas, hospitals, restaurants and cafes, library and art gallery.

Brisbane is less than an hour's drive east, the Gold Coast is about an hour's drive south, and the Sunshine Coast can be reached within two hours of driving north.

School Facilities and Resources and Services

Ipswich Girls' Grammar School's facilities include:

- a library with more than 80,000 titles in books, magazines and CD Rooms. The library has a computerised catalogue and students can access CD Rooms, the Internet, the school Intranet and online journals
- Personal Laptop Program for Years 7 to 12
- three computer classroom laboratories
- two computer rooms in the Business Education Department
- one Graphics studio with professional standard computers and software
- three Visual Art Studios, a dark room for photography and kiln for pottery making
- a Performing Arts Centre which houses a music classroom and associated music keyboard laboratory, four practice rooms, an Experiential space and two Drama spaces
- a two-court gymnasium where students have physical education classes and play indoor soccer, volleyball, basketball and badminton
- a fully equipped kitchen and textiles room for the subjects of Food and Textiles and Hospitality
- dedicated Mathematics classrooms
- special classrooms for students in Years 7 and 8 linked by a sunny courtyard
- four tertiary standard laboratories for Science and the senior subjects of Physics, Chemistry, Biology and Multi-strand Science
- an E-STEAM and Robotics workshop and studio
- Teaching Observatory for peer review
- Enrichment Department, used by ESL students and students who require learning support (see note below)
- Athletics Oval with 400-metre running track and a five-lane, 25-metre heated swimming pool which can be used throughout the year
- extensive gardens and school grounds for student use and recreational activities
- extensive sporting equipment
- outdoor netball, tennis and volleyball courts
- a modern Boarding House.

Further information about the extensive range of facilities for Ipswich Girls' Grammar School is available on the School website at https://iggs.qld.edu.au/why-iggs/academic-excellence/.

Ipswich Junior Grammar School's facilities include:

- Angela Geertsma Junior School Library
- Athletics Oval with 400-metre running track
- Canteen
- Dedicated Outside of School Hours Care (OSHC) space
- E-STEAM Bright Sparks workshop
- Fitness Centre and Human Movements Laboratory
- Five-lane, 25-metre heated, outdoor Swimming Pool
- Health Centre staffed by a registered nurse
- Marion Walker Sports Complex (Gymnasium)
- Mervyn S. Patterson Assembly Hall
- Netball, Tennis and Volleyball courts
- Outdoor amphitheatre
- Science laboratories
- Visual and Performing Arts Centre

Further information about the extensive range of facilities for Ipswich Junior Grammar School is available on the School website at https://juniorgrammar.com.au/why-ijgs/academic-achievement/.

Student Development and Care

We have qualified staff who understand the cognitive, emotional and behavioural patterns of children and young women. Their specialist training, diverse experience, access to extensive resources, and commitment to a professional code of conduct demonstrates the superior service available to help all students gain the most from their school experiences.

Services are free and accessible to all students and their families - every school day. Our Counsellors are essential threads of the School's communication and support networks. This ensures that information is readily shared between the staff caring for your child (without breaching confidentiality and privacy). At times when individual students are vulnerable, help comes from specialists and from classroom teachers in a co-ordinated way.

Life Skills and other personal development programs benefit from the up-to-date research and best practices the Counsellors provide to teachers and Level Coordinators. Transition periods are well-managed, such as moving into higher year levels and preparing for life after school. This is a great help to parents who are concerned about their child's readiness to cope with change.

For students with medical, psychological, learning or other special needs, the Counsellors work with the child's teachers to assess all the possibilities and resources available to help each child fulfil their potential despite their difficulties. Sometimes this involves close liaison with other specialists, e.g. paediatricians, occupational therapists or speech pathologists, and may also involve preparing and submitting confidential reports.

The School identifies and supports students at risk in these ways:

- Pastoral Care System
- Academic / Careers Counselling Program for Years 11 and 12
- Buddy system
- One on One interviews in all sections of the school
- PAP – Personal Academic Profile for all sections of the school
- Mentoring program Year 10 students

ESL Support for Overseas Students

Ipswich Girls' Grammar School and Ipswich Junior Grammar School provides an ESL teacher (English as a Second Language) to help students develop their competence in English. All students whose first language is not English incorporate ESL lessons into their learning program. Advice is available to students from the Dean of Studies, Dean of Students, or Head of Personalised Learning on the most suitable program for each individual student.

At the commencement of each year, ESL students, under the direction of the School's ESL Teacher, may undertake English Language Testing to ensure that the level of proficiency in English is still appropriate for their Year Level.

The recommendations of the staff listed in paragraph one above, should be followed when determining and evaluating student courses and programs. Students should be aware that English competence may influence their results in other subjects.

Courses

Full-time courses available at Ipswich Girls' Grammar School and Ipswich Junior Grammar School:
(Located at Cnr Queen Victoria Parade and Chermside Rd, East Ipswich, QLD)

CRICOS Course Code:	059965D	Course Name:	Primary School Studies Yrs P-6	Duration:	364 Weeks
CRICOS Course Code:	082950G	Course Name:	Junior Secondary School Studies Yrs 7-10	Duration:	208 Weeks
CRICOS Course Code:	082951G	Course Name:	Senior Secondary School Studies Yrs 11-12	Duration	104 Weeks

Educational Standards and Outcomes

Ipswich Girls' Grammar School and Ipswich Junior Grammar School is committed to providing and maintaining the highest professional standards in the delivery of its education programs. This includes safeguarding the welfare and interests of all students, providing adequate facilities and resources and using appropriate and effective methods of instruction.

Since 1892, the School has educated thousands of young women who have achieved the high standards required to undertake tertiary courses at Australian and overseas universities. Many of these students have gone on to enjoy very successful and often high-profile careers in medicine, science, the arts, politics, education, engineering, management, law, commerce, hospitality and tourism.

All subjects and courses offered to overseas students have stated educational outcomes as specified in the individual subject work programs. Curriculum Handbooks for Years 9, 10 and Years 11-12 each provide an overview of the subjects offered. The appropriate Curriculum Handbook is made available to overseas students to assist them in making suitable selections prior to their taking up the places. The Careers Counsellor is also available to discuss subject choices with overseas students before a course of study is chosen.

Marketing and Recruitment Integrity

The School promotes its programs with integrity, professionalism and accuracy, avoiding vague or misleading statements. Students are provided with accurate information about the courses offered and the facilities provided. This information does not include any false or misleading comparisons with any other institution or course.

Recruitment is conducted in an equally ethical and responsible manner. Appropriately qualified staff assess the extent to which the applicant is likely to achieve the outcomes of the course based on the applicant's level of English and academic results.

Ipswich Girls' Grammar School including Ipswich Junior Grammar School will not actively seek to recruit a student who is already enrolled with another registered provider or accept a student from an education agent if it is known or suspected at any time that the agent:

- engages in or has previously engaged in dishonest practices;
- deliberately attempts to recruit a student within the first six months of that student's study in their principal course with another provider;
- facilitates the enrolment of a student he/she believes will not comply with visa conditions, or is not a bona fide student, or
- provides immigration advice where he/she is not authorised to do so under the Migration Act 1958

A list of education agents with whom the school has a formal written agreement are listed on the School website at https://iggs.qld.edu.au/why-iggs/international/International-agents/ and is readily available to students and regulators.

School Life at Ipswich Girls' Grammar School and Ipswich Junior Grammar School

2020 Term Dates

Term 1	Monday 27 January	All new and returning boarders	10 weeks
Tuesday 28 January		Term 1 commences	
Friday 3 April		Term 1 concludes	
Term 2	Sunday 19 April	All boarders return	9 weeks
Monday 20 April		Term 2 commences	
Friday 19June		Term 2 concludes	
Term 3	Sunday 12 July	All boarders return	10 weeks
Monday 13 July		Term 3 commences	
Friday 18 September		Term 3 concludes	
Term 4	Monday 5 October	Queen's Birthday Holiday/ All boarders return	8 weeks
Tuesday 6 October		Term 4 commences	
Friday 20November		Year 12 students finish	
Friday 27 November		Term 4 concludes	

Attendance

Attendance is a serious matter, both for academic progress and to fulfil the requirements of your Australian student visa. Students are required to attend their lessons each day of the School week for the entire School day. International students who breach their attendance rate will be reported to the Department of Immigration and their visa may be cancelled.

If a student is absent from class a telephone call must be made to the Student Reception on 3454 4447 and a reason given for the absence. International students must have a compelling or compassionate reason to be absent from School for more than 2 days in a row otherwise the absence could be reported to the Department of Home Affairs.

The term dates are set one year in advance and must be adhered to. The School will not allow students to leave before the end of term or to return late from vacation unless there are exceptional circumstances.

Sample Class Timetable

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Roll Call - 8:15 - 8:25					
1	8:30 (9:20)	8:30 (9:20)	8:30 (9:20)	8:30 (9:20)	8:30 (9:20)
2	9:25 (10:15)	9:25 (10:15)	9:25 (10:15)	9:25 (10:15)	9:25 (10:15)
	10:15 **Morning Tea**	10:15 **Morning Tea**	10:15 **Morning Tea**	10:15 **Morning Tea**	10:15 **Morning Tea**
3	10:40 (11:30)	10:40 (11:30)	10:40 (11:30)	10:40 (11:30)	10:40 (11:30)
4	11:35 (12:25)	11:35 (12:25)	11:35 (12:25)	11:35 (12:25)	11:35 (12:25)
Lunch - Monday to Friday 12:25 - 1:10					
5	1:10 (2:00)	1:10 (2:00)	1:10 (2:00)	1:10 (2:00)	1:10 (2:00)
6	2:05 (2:55)	2:05 (2:55)	2:05 (2:55)	2:05 (2:55)	2:05 (2:55)

Students should be on campus by first bell at 8.15am and the day concludes at 2.55pm.

Curriculum and Academic

Teaching and Learning at the School maximises ATAR and QCE results.

Our school is committed to using the Dimensions of Learning, a comprehensive, proven teaching framework for K-12 which underpins curriculum and pedagogy. Dimensions of Learning emphasises higher order thinking and provides concrete strategies which will help students negotiate their senior subjects.

How does Dimensions of Learning work?

Dimensions of Learning is based on thoroughly researched teaching principles which;

- target the five types of thinking
- incorporate active teaching of the Habits of Mind: 16 intelligent behaviours which teach students what to do when they don't know the answer to a problem
- is an all-school approach, applying to all subjects and all year levels
- contends that assessment should focus on students' use of knowledge and complex reasoning processes rather than on their recall of information

Years 5 and 6

In Junior School our boys and girls thrive in an inspiring community guided by enthusiastic, highly experienced teachers who love what they do.

Junior Grammar's rigorous academic curriculum continues to focus on building numeracy and literacy skills. It also caters to a wide range of learning styles and interests including:

- E-STEAM (Entrepreneurship, Science, Technology, Engineering, the Arts and Mathematics) lessons from Prep to Year 6
- Higher Order Thinking Strategies based on the Dimensions of Learning Framework
- Designated problem-solving lessons from Year 2 to Year 6
- Specialist lessons taught by specialist teachers in specialist classrooms for Art, Drama, Music, Dance, Languages, Physical Education and Library
- Digital Technology

Opportunities for learning support and extension are available both in and out of the classroom.

In addition, our instrumental program sees every child in Years 3 to 6 learn a different instrument (provided by the School) each year, across keyboard, strings, brass and woodwind.

Each of our spacious classrooms has its own wet area and minicomputer laboratory with iPads and laptops for classroom use. The School also facilitates a 1:1 laptop program from Year 4. All rooms are air-conditioned, have interactive whiteboards and look out over the treetops of our Junior School rainforest.

Our boys and girls learn and adopt the Junior Grammar values. They are encouraged to follow School and classroom rules through a reward and House points system that is focused on positive reinforcement and the satisfaction of good behaviour and a job well done.

Years 7 and 8

Your daughter's first year at Girls' Grammar marks the exciting start of her secondary school adventure. To facilitate a smooth transition, she will take part in our fun and friendly School camp where she will form friendships and develop communication and organisational skills through physical activities and teamwork.

In Years 7 and 8, our rigorous curriculum focuses on English, Mathematics, Science, Humanities, Health and Physical Education, The Arts, Design & Technologies and Languages (German, Japanese or Chinese).

Using their individual laptops, our girls increasingly engage at their own academic level through learning programs, including maths online and Education Perfect challenges. We offer Learning Support in literacy and numeracy and Extension opportunities as well as a specialist teacher for our girls who have English as their second language.

Year 9

In your daughter's final Middle School year she is given more responsibility and leadership opportunities. We continue to build on her academic ability and offer camps and study tours to develop global citizenship and broaden her knowledge and skills.

IGGS' specialist teachers continue to provide rigorous, challenging academic curriculum and our Wellbeing Team offers strong pastoral care.

Electives are studied in composite classes with Year 10 girls as part of an enriched curriculum, designed to meet the interests and capacities of each girl.

Year 10

The first year of Senior School marks significant change as the girls access a rich array of electives that continue to develop their academic ability and allow them to experience platform learning aligned to many of the new senior subjects.

Alongside English, Mathematics, Science, History and Health and Physical Education subjects, we offer our girls a broad, balanced liberal education through electives including Big Ideas, Design: Food and Nutrition, Health, Music: The Digital Age, Accounting & Economics and Design: Industrial (Materials).

Through lesson experiences, home study, research, reflection and collaborative work, your daughter develops powerful ways of working and ways of thinking, emphasised by each discipline. Often, it is within this extended learning landscape that an IGGS girls' university, career and future aspirations start to take shape.

To nurture our girls as global citizens, we have school tours overseas to countries such as Japan, China, South-east Asia and New York and, closer to home in the far north of Queensland. The girls also learn from visiting study tours from China, Japan and Germany where our guest students share classes, conversations and culture for a week, month or term.

During this year our girls also have the opportunity to start vocation education and training coursework. Our VET Coordinator is a qualified trainer able to facilitate learning in a Certificate II in Hospitality (RTO 30310) within the daily timetable. IGGS's on-site Phoenix Function Room provides our VET girls with multiple, relevant opportunities for real-world experience to meet the practical demands of the certificate coursework.

Years 11 and 12

Whether our girls want to go onto further study at university, complete a VET program or pursue a career in sport or the Arts, we are here to support, nurture and inspire them to realise their dreams. In the senior years we provide an extensive academic curriculum, broad range of activities and an array of leadership opportunities all designed to develop your daughter's talents, skills and confidence.

We provide personalised one-to-one interviews twice per year for each and every student with a Head of House, Dean of Students or Careers Counsellor. These consultations are incorporated as part of our commitment to holistic education and also serve to review your daughter's academic progress towards the Queensland Certificate of Education (QCE) and tertiary entrance standards to ensure she is well equipped to achieve her goals and can step confidently beyond the school gate.

English for English as a Second Language (ESL) learners, an Authority subject, is available alongside specific support from an ESL teacher specialist.

During these years we continue to nurture our girls as global citizens with international and national study tour opportunities.

Co-Curricular Activities

The School's co-curricular program complements the academic program to extend the individual capacities and talents of each student.

They have been planned to engage a variety of interests – sporting, cultural, community service, competitive, non-competitive – to meet the diverse needs of our energetic and enthusiastic student community.

Co-curricular activities teach students the positives of being part of a team, sharing their sense of fun with others, and keeping mentally and physically active.

The House system presents all students with opportunities to compete in sporting and performing arts activity, with keen rivalry at various inter-house carnivals and events.

IGGS has five Houses named after former headmistresses: Armitage, Carter, Connell, Hunt and White.

Academic Requirements

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

For Primary School:

- Evidence of application to schoolwork and age-appropriate achievement in literacy and numeracy areas of the curriculum

For Year 7 to 12 students:

- A pass level or 'C' grade or better for the majority of core subject

Schooling in Queensland

Schooling in Queensland starts with a preparatory or Prep Year followed by 12 years of primary and secondary school. Assessment of students is formative as well as summative. In Years Prep to 10, assessment is criterion–based within School programs. In years 11 and 12 assessment is also criterion-based but within State-based guidelines.

Senior Assessment

Throughout years 11 and 12, students' complete assessment that goes towards their Australian Tertiary Admission Rank (ATAR).

Across Australia, the ATAR is a standard measure of a student's overall academic achievement in relation to that of other students. It is intended to assist tertiary institutions to select applicants into their courses.

The ATAR is a percentile rank, not a mark. This rank indicates a student's position relative to other students in their age group in any given year. It's expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05.

An ATAR of 80.00 does not mean a student got 80%. It indicates that the student placed in the top 20% of students in Queensland in their Year 12 age group.

(Source 'Queensland ATAR' QTAC)

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. Every young Queenslander must be registered with the Queensland Curriculum and Assessment Authority (QCAA) during the year before the young person's compulsory participation phase begins. Generally, schools will register young people in Year 10.

Learning options and requirements

The QCE offers flexibility in what is learnt, as well as where and when learning occurs. Students have a wide range of learning options: these can include senior school subjects, vocational education and training, workplace and community learning, as well as university subjects undertaken whilst at school.

To be awarded a QCE, students must have at least 20 credits in the required pattern, and fulfil literacy and numeracy requirements.

Planning for a QCE - SET Plan

A Senior Education and Training Plan (SET Plan) helps students structure their learning around their abilities, interests and ambitions. The plan is finalised by the end of Year 10 and is agreed between the student, their parents or carers and the school.

Monitoring progress - learning accounts

When a student is registered, the QCAA opens a learning account for them. The learning account records details of learning and results of any completed studies. Students are able to access their learning account through the Student Connect website.

Awarding a QCE

Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their certificate - their learning account remains open, regardless of their age, for a further seven (7) years or until the student enrols in a university course. The QCAA will award a QCE in the following July or December, once a person becomes eligible.

All students who finish Year 12 receive a transcript of their learning account in the form of a Senior Statement, which is issued in December of the year when Year 12 is completed.

After finishing Year 12, students who do not have a QCE and subsequently, become eligible for the awarding of a QCE will receive a Statement of Results. A Statement of Results is a cumulative transcript of their learning account. These will be issued every July and December.

Tertiary entrance and the QCE

The QCE is not compulsory for tertiary entrance. The requirements for a QCE are different from those for tertiary entrance. See the Tertiary Entrance section of this website for more information on pathways to tertiary study.

The statement includes the student's ATAR results. These are used to rank students for entrance to courses at universities, TAFEs and other tertiary institutions.

The information on Tertiary Entrance Statements is recognised by universities and tertiary providers interstate and internationally. Students may need a Tertiary Entrance Statement to enrol in study at institutions outside Queensland. For full details please see: https//www.qcaa.qld.ed.au/

In some cases, overseas students can apply for direct entry to the University of their choice. The School's Careers Counsellor can give advice on this. Information about tertiary entry is also available at www.qtac.edu.au/index.

Links to Queensland Universities are available at: http//www.studyqueensland.qld.edu.au/

Statement Regarding Course Credit

Ipswich Girls' Grammar School and Ipswich Junior Grammar School will assess all applications for entry into the School. Course credit may only be offered as outlined below:

- For students transferring from interstate up to Year 10, the school does not offer course credit and entry into any course is subject to the assessment by the school.
- Visa students enrolled with Ipswich Girls' Grammar School during the senior phase of learning will need to be registered for a learning account and may apply for credit for previous studies through the Queensland Studies Authority.

New boarders, especially younger girls, may find organisation of personal belongings to be a challenge. Girls need to be able to keep their wardrobe and drawers in a tidy condition. Knowing how to fold clothes and store belongings in an organised format is a helpful skill. It is also beneficial for girls to be proficient at bed making and personal laundry and ironing.

Boarders are encouraged to participate in social activities in order to develop a sense of belonging. Parents are encouraged to allow their daughter time to do this. They need to be reassured of parental love and support, but excessive contact with home can sometimes be counterproductive.

Cribb House is composed of five wings, each with its own bathroom, laundry and common room. Each dormitory wing has been named after a long serving member of the IGGS Board of Trustees:

- Tatham Wing
- Hargreaves Wing
- Wilson Wing
- Gill Wing
- Hancock Wing

Cribb House supervisors oversees the allocation of beds. In all Year levels the bed allocations are changed each term, so that every boarder has the opportunity to make new friends. Bed allocations are nonnegotiable. Girls may decorate their areas using bluetac.

Prep Study Time

Every boarder is required to take part in supervised Prep on Sunday to Thursday nights.

Prep is designed to encourage the development of lifelong, healthy study habits and maximise uninterrupted study time.

During allocated Prep times, girls will be supervised by Boarding Supervisors, along with the Head and Assistant Head of Boarding.

Years 11 to 12 girls will be expected to keep their doors open and phones out of reach on their pillow during this time, to allow supervisors to move freely between the rooms and provide academic support.

Girls who do not wish to continue to study after 8.30pm must remain quiet so that the girls choosing to study are not disturbed. Girls who return to Cribb House after 6.30pm in the evenings from sporting commitments are able to eat their dinner in the ground floor Common Room. They are then to make their way to the allocated study area to start their Prep.

Leave Procedures

Cribb House has a responsibility to ensure the safety and security of all boarders in our care. All leave requests must be submitted electronically through REACH from the student, a parent or guardian, and it is the responsibility of a parent or guardian to confirm all leave arrangements with the host and Cribb House.

Conditions of Leave

1. All leave from Cribb House is permitted by the Head of Boarding in the context of trust - that boarders go to the places and hosts who have been approved by their parent or guardian. It is impossible for boarding staff to follow every boarder and telephone every host family to check that boarders are behaving in an appropriate manner. However, as part of our duty of care, spot checks are conducted on a regular basis to ensure boarders are on leave with the host/friend confirmed by a parent or guardian.

2. If a boarder stays with a host who has not been approved by a parent or guardian or signs out to go to one place and goes somewhere else, this is seen as a severe breach of trust and is treated as a serious disciplinary situation. This includes returning to Cribb House with someone other than her approved host or by public transport which has not already been pre-arranged.

3. It is understood that parents/guardians will allow their daughter to take leave only under the care of people with similar standards of responsibility and behaviour to their own. It is important that you discuss your expectations and the expectations of Cribb House with such people. Apart from brothers and sisters, all nominated people must be over 21 years of age.

4. It should be understood that boarders who are involved in any school activity must give priority to their school commitment. If a student will miss a sporting commitment due to weekend leave, it is the student's responsibility to inform their coach.

5. *Students will not be permitted to leave the School unless their behaviour and application to study are satisfactory.*

6. For Years 5 to 10, hosts are to collect boarders from Cribb House. Years 11 and 12 travelling to hosts outside the Ipswich area may travel by taxi or train and must be dressed in correct school uniform.

7. In accordance with school policy, boarders are not permitted to travel in a car driven by another IGGS student. Boarders are also not permitted to travel in a car at any time, including to or from sporting activities, with a parent of a day girl unless prior permission in writing is received by Cribb House.

8. Taxis – It is expected that boarders will pay for taxis themselves. Should parents request a taxi voucher, one will be given to the boarder. The cost for this taxi trip will be added to the parent account. Taxi vouchers will only be issued to boarders once permission is given by parents on the leave form. If returning from leave in a taxi, a docket must be produced to the boarding staff.

9. Boarders are not permitted to use Ubers at any time.

10. Time missed from school – Permission must be obtained from Ms Rebecca Sullivan (Dean of Students) or Ms Wendy Mayes (Middle School Coordinator) for any leave or travel which involves boarders missing class time. These requests must be made in writing giving as much notice as possible.

11. It is essential that a parent or guardian complete a leave form on REACH by the following deadlines:

12. Weekend leave – no later than 9.00pm on the Wednesday prior to the weekend.

    - Week day leave – no later than 9.00pm on the day prior to leave.
    - Weekend day leave – no later than 9.00pm on the Wednesday prior to leave.

13. Private Parties:

- Parent permission is required for students to attend a private party. Parents are advised to contact the responsible adults running the party to confirm that supervision will be adequate. Parents must advise the Head of Boarding, in writing, on the Wednesday evening prior to the party to clarify that they are satisfied with all arrangements, including the level of supervision and transport. Failure to do so will jeopardise the student's leave.
- It is the parents' responsibility to arrange, and agree to, the transport to and from the party. Please liaise with leave hosts if you would prefer your child to stay overnight.
- The boarding bus will NOT transport students to or from private parties or party venues.

Please note:

When returning from leave – please avoid returning during meal times (5.15pm - 6.15pm) and Prep times (6.30pm - 8.30pm).

For School vacation periods, students under 18 years of age for whom the School has issued a CAAW will:

- *return home to parents, or*
- *student is placed in *UIL Homestay, details of which are organised and recorded by the School, or*
- *apply for approval to spend the vacation with relatives, or*
- *apply to attend a supervised excursion, camp, etc.., if all requirements are met in order to attain school approval.*

Note: Parents will be required to complete an International Student Travel Form four weeks prior to the School term break to provide information on travel plans for students during this period. This form will be emailed to parents by the Boarding House staff. All travel arrangements must be approved by the School.

Note: Students are not permitted to take time off outside of the School holiday dates. Approval must be granted by the School if a student is requesting to depart for holidays early, prior to the School term finishing or returning after the term has commenced. Only students with Compassionate or Compelling Circumstances as detailed in the Course Duration and Attendance Policy, will be permitted to take time off.

***UIL Homestay / private accommodation arrangements: School vacation periods only**

The Homestay arrangements approved by the School meet Queensland legislative requirements for child protection as well as Standard 5 of the 2018 National Code of Practice for Providers of Education and Training to Overseas Students.

Boarding House Daily Routine for Students

CRIBB HOUSE DAILY ROUTINE

Monday – Friday

7.00am	Wake up call
7.00-7.30am	Breakfast Full school uniform in the dining room
7.30-8.00am	Make bed Open windows/Lights and fans off Tidy room Year 6-8 allowed phones (in foyer only after completion of jobs)
8.00am	Leave for School Year 6-8 mobile phones to be handed in Year 9-11 collect mobile phones on the way to school ALL valuables to be locked in bedroom lockers
8.10am	First Bell
8.20am	Roll Call

Reminders..
Laptop in laptop bag, hat, books, PE uniform

2.55pm	Return to Boarding House Change out of uniform
3.15pm	Afternoon Tea in foyer Year 6-8 Mobile phones allowed
5.30-6.10pm	Dinner – good casual clothes, closed in shoes
6.30-7.30pm	SUNDAY prep all grades *NO SHOWERS PERMITTED DURING PREP*
6.30-8.30pm	MONDAY-THURSDAY prep all grades *NO SHOWERS PERMITTED DURING PREP*
8.30pm	Supper in the foyer
9.00pm	Year 6-8 mobile phones in WEDNESDAY – exeat applications due by 9.00pm ALL girls to be in own rooms with main lights out *NO SHOWERS PERMITTED AFTER 9.00pm*
9.15pm	Year 6-8 ALL LIGHTS OUT
9.30pm	Year 9-11 Mobile phones in
9.45pm	Year 9-10 Laptops in
10.00pm	Year 9-10 ALL LIGHTS OUT
10.15pm	Year 11 Laptops in
10.30pm	Year 11-12 ALL LIGHTS OUT

Friday and Saturday bedtimes at the discretion of supervisors
Saturday and Sunday breakfast is not compulsory

Monday to Friday Routine

	Year 5-8	Year 9	Year 10	Year 11	Year 12
Time	**Routine**	**Routine**	**Routine**	**Routine**	**Routine**
7.00am	Wake up	Wake up	Wake up	Wake up	Wake up
7.00-7.30am	Breakfast Full school uniform in the Dining Room	Breakfast Full school uniform in the Dining Room	Breakfast Full school uniform in the Dining Room	Breakfast Full school uniform in the Dining Room	Breakfast Not compulsory – must report to staff before 7.30am Full school uniform in the Dining Room
7.30-8.00am	Make bed Tidy room Mobile phones allowed	Make bed Tidy room	Make bed Tidy room	Make bed Tidy room	Make bed Tidy room
8.00am	Mobile phones to be handed in Leave for School	Leave for School Mobile phones can be collected on the way to school	Leave for School Mobile phones can be collected on the way to school	Leave for School Mobile phones can be collected on the way to school	Leave for School Mobile phones can be collected on the way to school
8.10am	First Bell	First Bell	First Bell	First Bell	First Bell
8.20am	Roll Call	Roll Call	Roll Call	Roll Call	Roll Call
2.55pm	Return to Cribb House Change out of uniform Afternoon Tea served in foyer Mobile phones allowed Shower before dinner	Return to Cribb House Change out of uniform Afternoon Tea served in foyer	Return to Cribb House Change out of uniform Afternoon Tea served in foyer	Return to Cribb House Change out of uniform Afternoon Tea served in foyer	Return to Cribb House Change out of uniform Afternoon Tea served in foyer
5.30-6.10pm	Dinner according to seating plan Good casual clothes Closed in shoes	Dinner according to seating plan Good casual clothes Closed in shoes	Dinner according to seating plan Good casual clothes Closed in shoes	Dinner according to seating plan Good casual clothes Closed in shoes No phones allowed in the dining room	Dinner according to seating plan Good casual clothes Closed in shoes No phones allowed in the dining room
6.30-8.30pm	Prep (Sunday 6.30-7.30pm) in the boarding house (Monday-Thursday 6.30-8.00pm) in the classrooms No showers permitted during this time No washing/drying	Prep (Sunday 6.30-7.30pm) in the boarding house (Monday-Thursday 6.30-8.30pm) in the classrooms No showers permitted during this time No washing/drying	Prep (Sunday 6.30-7.30pm) in the boarding house (Monday-Thursday 6.30-8.30pm) in the classrooms No showers permitted during this time No washing/drying	Prep (Sunday 6.30-7.30pm) (Monday-Thursday 6.30-8.30pm) No showers permitted during this time No washing/drying	Prep (Sunday 6.30-7.30pm) (Monday-Thursday 6.30-8.30pm) No showers permitted during this time No washing/drying
8.30-8.50pm	Mobile phones allowed Supper in the foyer	Mobile phones allowed Supper in the foyer	Mobile phones allowed Supper in the foyer	Supper in the foyer	Supper in the foyer
9.00pm	Mobile Phones and laptops to be handed in All students to be in their own rooms Main lights out No showers permitted after 9.00pm	All students to be in their own rooms Main lights out No showers permitted after 9.00pm	Main lights out No showers permitted after 9.00pm	Main lights out No showers permitted after 9.00pm	Main lights out No showers permitted after 9.00pm
9.15pm	All lights out				
9.30pm		Mobile Phones to be handed in	Mobile Phones to be handed in	Mobile Phones to be handed in	Mobile Phones to be handed in
9.45pm		Laptops to be handed in	Laptops to be handed in	To be in own room	To be in own room
10.00pm		All lights out	All lights out		
10.15pm					
10.30pm				All lights out	All lights out

Weekend Routine

Time	Saturday	Time	Sunday
From 5.30am	Sports girls rise (Term 3)		
From 6.30am	All other girls begin to rise	**From 6.30am**	Girls begin to rise
8.00-9.00am	Breakfast (not compulsory)	**8.30-9.30am**	Breakfast (not compulsory)
9.00am-12.30pm	Activities (including swimming during summer, visit to the park etc)	**9.00am-12.30pm**	Activities (including swimming during summer, visit to the park etc)
12.30-1.00pm	Lunch (compulsory) Only Yr 11 & 12 may sit outside the dining room (within eyesight of staff)	**12.30-1.00pm**	Lunch (compulsory) Only Yr 11 & 12 may sit outside the dining room (within eyesight of staff)
1.30-4.00pm	Activities (including shopping, swimming, movies, off campus outings)	**1.30-4.00pm**	Activities (including swimming, movies, outside games, visit to the park, off campus outings)
5.30-6.00pm	Dinner (compulsory)	**5.30-6.00pm**	Dinner (compulsory)
6.00-9.00pm	Activities (night swimming, movies, dances, in house activities)	**6.30-7.30pm**	Prep for all year levels (in the boarding house)
9.00pm	Year 5-8 Phones & Laptops to be handed in	**9.00pm**	Year 5-8 Phones & Laptops to be handed in
9.30pm	Year 9-10 Phones to be handed in	**9.00pm**	All girls to be in own rooms with main lights out
9.45pm	Year 9-10 Laptops to be handed in	**9.15pm**	Year 5-8 All lights out
From 9.00pm	Bedtime depending on night time activities	**9.30pm**	Year 9-12 Phones to be handed in
		9.45pm	Year 9-10 Laptops to be handed in
		10.00pm	Year 9-10 All lights out
		10.30pm	Year 11-12 All lights out

Student Services

Ipswich Girls' Grammar School and Ipswich Junior Grammar School ensures that students have access to:

Item		*Provider*
▪ orientation on arrival	-	*Head of Boarding*
▪ accommodation services	-	*Boarding House Staff*
▪ assistance with and information about their academic progress	-	*Dean of Studies* *Dean of Students* *Teacher in Charge of Enrichment*
▪ information regarding entry to further study	-	*Careers Counsellor*
▪ ongoing counselling as required in relation to health and personal matters	-	*School Nurse* *School Counsellor* *Dean of Students*
▪ a designated student officer who will assist the student to adjust to life and study at an Australian institution, and to help resolve problems	-	*Dean of Students* *Head of Boarding*
▪ a copy of the School's Pre-Enrolment Information and Policies for International Students ▪ a copy of the School's International Student Handbook	-	*Enrolments Registrar*

Change of Boarding Status and Contact Details

It is a condition of the student's visa to have permission from the Principal if she is considering changing her status from Boarder to Day Student in an approved welfare arrangement. Likewise, any change in status from Full Time Boarding to Weekly Boarding must be approved by the Principal. Permission must be requested in writing from the student's parent or guardian.

One Term's notice, in writing, is required of withdrawal of a student from either the Boarding House and/or the day school. In default of such, a full term's fees may be charged. This rule also applies to students wishing to change from Full Time Boarding to Weekly Boarding.

It is the student's responsibility to ensure that her contact details, i.e. Australian residential address and telephone numbers, are current at all times.

Enrolment at Ipswich Girls' Grammar School and Ipswich Junior Grammar School

Ipswich Girls' Grammar School and Ipswich Junior Grammar School enters into written agreements (International Enrolment Agreement) with students about services to be provided, fees payable and information in relation to refunds of fees paid. A copy of a signed written agreement is kept on each student's file.

All School Policies, including the Refund Policy, should be fully understood by the person signing an Agreement with the School, prior to signing the Agreement.

Enrolment at Ipswich Girls' Grammar School and Ipswich Junior Grammar School is conditional upon full participation in the complete range of the school curriculum and activities, as well as adherence to School Policies as detailed in this document and the School Handbook.

All students are required to wear full and correct school uniform during the school day and when travelling to and from the School.

Textbook Hire and Stationery

All textbooks for students in Years 7 to 12 are available through the Textbook Hire Scheme. This scheme is compulsory for students in these year levels. Orders are to be placed via the School's website and collection of the textbooks is from the 2ndhand Shop in January prior to school commencing for the year.

For students enrolling after December the year prior to their year of entry, textbooks will be available for collection from the Cottage Shop in January or on the student's first day of attendance at school.

Boarding student's textbooks will be packaged up and sent to the Boarding House before school beings for the year.

The purchase or hire of secondary school books incurs a levy, which the Australian Government pays, if the student is an Australian Citizen. Parents must reside in Queensland to be eligible. If the student is not an Australian Citizen this levy is to be paid by the student's family. The levy will be charged to the parent account. Replacement costs of lost or damaged textbooks will be charged to the parent account.

Cost of stationery requirements vary for each year level but students should allow approximately AUD$250. Textbook hire forms and stationery requirements with prices are available at: https://iggs.qld.edu.au/our-school/uniforms/ .

Excursions and School Camps

The costs for School Excursions and Camps are payable by the parent as the event occurs. Approximate costs for these items are:

Primary:	Years 5 and 6	**AU$300 per year**
Secondary:	Year 7	**AU$360 per year**
Secondary:	Year 11	**AU$250 per year**

Pocket Money (Allowance)

Boarding students require pocket money to cover such items as toiletries, stationery, postage, and personal expenses during the School term.

Homework Policy (Secondary)

At Ipswich Girls' Grammar School and Ipswich Junior Grammar School students are expected to attend their lessons each day and complete homework given by their teachers. While set homework may not be given on a nightly basis by each subject teacher, students are expected to continue with their review of notes taken in class, revision of past units and work on assignments each night as part of their homework routine.

What are the objectives in giving homework?

- To establish consistent study patterns;
- To reinforce subject matter learned in class;
- To develop research skills;
- To establish independent learning skills.

How much time should students spend on homework during weeknights?

The following offers a guide for parents and students.

Years 7 and 8	1 hour per night
Year 9	1½ hours per night
Year 10	2 hours per night
Year 11	3 or more hours per night
Year 12	3 or more hours per night

Prior to testing periods, students may spend additional time in revising past work.

Students should spend some time each weekend on the completion of homework, or assignment and projects. In Years 11 and 12 this time will increase.

On some nights the students may have homework and study that will take less time than the guidelines suggest. On the other hand, some students may spend more time on homework and study than the guidelines suggest.

Parents should try to establish whether students are doing more than is required. It may be that the student is spending too much time on presentation or does not clearly understand what she is required to do in order to complete the task or review the subject notes. The Head of Department or teacher should be alerted to parent concerns.

What is classified as homework?

- Written tasks (set by the teacher and a time given for completion).
- Comprehension tasks (set by the teacher and a time given for completion).
- Reading (set by a teacher and a time given for completion).
- Reviewing notes taken in class (expected each day and may not be set by the teacher).
- Revision and study (expected each day and may not be set by the teacher). Revision tasks may be provided prior to tests and examinations.
- Research (may be set by the teacher or could be part of student work on an assignment).
- Practical learning (set by the teacher). This will cover practice problems in Mathematics, learning lines for Drama, learning facts and definitions, learning vocabulary etc.
- Assignment and projects (once set, students are expected to work consistently for completion by the due date).

Homework Process:

- Students must bring their Student Diary to each lesson.
- All set homework must be recorded in the Student Diary.
- Homework will be check for completion by the teacher and corrected in class.

Parent and Teacher Partnership:

- Parents can support their daughters by checking the Student Diaries for homework entries.
- Parents may provide assistance to their daughters by discussing homework tasks, reading drafts of assignments and offering suggestions for editing or content.
- Parents should telephone the Head of Department or teacher if they have questions about homework, concerns about their daughter's homework completion or concerns about the time spent on set homework and assignment.

School Uniform Policy

Students must only wear the school-approved uniform including accessories.

All uniform items should be clean and in good repair.

Summer School Uniform:
- Short sleeve check dress
- White (Middle School), pale blue (Senior School) or navy (Year 12) tie
- Blue school hat
- White socks and plain black leather school shoes (lace-up with a low heel)
- IGGS school bag

Winter School Uniform:
- Short sleeve check dress (with tie) or over-shirt and navy trouser/check skirt
- School blazer
- Navy stockings and plain black school shoes
- Navy pullover or cardigan or pale blue pullover (boarders). The white sports pullover may be worn by students who have earned this privilege
- IGGS school bag; blue school hat

School Sports Uniform:
- Short sleeve pale blue polo shirt
- Navy blue IGGS sports shorts or check sports skirt or bike pants
- White sports shoes and IGGS sports socks
- IGGS sports cap, sun visor or bucket hat
- IGGS swimming togs and pale blue cap
- Year 12 students may wear the senior jersey with the sports uniform.

Hair, Make-up and Jewellery:
- Students who have shoulder length hair must have it neatly tied back with navy ties, or a plain navy-blue clip. Long fringes should be pinned back.
- Students who have short hair should not wear head bands or other forms of hair decoration such as clips or combs.
- Streaks and patches of dyed colour are not permitted.
- No student is allowed to wear makeup, including concealers, foundation, any form of eye shadow or eyeliner, or mascara.
- Students may wear colourless nail polish only.
- The only jewellery allowed is a watch and a single pair of plain, small gold or silver studs or sleepers.
- Tongue studs and nose studs are not allowed and students will be asked to remove them. Clear or flesh coloured tongue studs or nose studs are not to be worn. Studs may not be covered up.
- Other forms of body piercing, such as belly button piercings, are not acceptable if they will stop students from participating in any school activities, including Physical Education and Sport.

General:
- Students must wear full school uniform to school each day, including School and House badges. No other badges are permitted.
- Students must wear their school ties to school each day (white for Middle School, blue for Senior School, navy for Year 12s).
- The school hat must be worn to and from school each day and when students are attending excursions or school activities, unless directed otherwise.
- Students must carry IGGS school bags. No other type of bag is permitted. Sports bags must only be used for sports gear.

School Uniform Policy Continued.

- School shoes must be plain black leather (lace-up only). They should be polished regularly.
- The blazer must be worn to and from school each day during the winter months.
- Students must ensure that all uniform items are clean and in good repair.
- Hair, make up and jewellery rules must be followed.
- During cold days in the winter months, students may wear plain navy blue scarves and/or plain navy blue gloves. No other colours are permitted.
- The sports uniform must be worn for Physical Education classes, sports training and QGSSSA matches.
- All items of the sports uniform must be purchased at the Uniform Shop or the Second Hand Uniform Shop.
- All students must wear an IGGS sports cap, bucket hat or sun visor when participating in Physical Education classes, sports training and QGSSSA matches.

Requirements for Junior Grammar Uniforms may be issued on request.

Please refer to the Student Code of Conduct for details of the consequences of not complying with uniform requirements.

The compulsory uniform items and price list for Middle and Senior School girls are detailed below.

The Uniform Shop also sells non-compulsory items such as hair ties and special items for co-curricular activities. Students must only wear the school-approved uniform including accessories.

Please speak with the Uniform Shop staff to confirm the correct requirements and sizes for your daughters. Prices may increase over the Christmas break.

New Uniform Shop and Cottage Shop Information

New Uniforms

The Uniform Shop is open during the school term - Monday to Friday 12 noon – 3:30pm.

Location: Cottage at end of main drive
Staff: Mrs Karen Ferrett, Mrs Amanda Thomson
Telephone: +61 7 3454 4429
Email: uniformshop@girlsgrammar.com.au

Second Hand Uniforms

The Cottage Shop sells second-hand uniform items and co-ordinates the textbook hire scheme. It is currently open Monday to Friday 12 noon – 3:30pm during the school term.

Location: Cottage 2 at end of main drive (behind New Uniform Shop)
Staff: Mrs Deb Moore, Mrs Carole Alcorn
Telephone: +61 7 3454 4432
Email: cottageshop@girlsgrammar.com.au

New School Uniform Price List

YEARS 7-12

SUMMER UNIFORM (compulsory)	PRICE
IGGS Tartan Dress	$95 .00
Tie	$10 .00
IGGS Hat with Band	$92 .00
IGGS School Badge	$10 .00
White Socks (3 pack)	$16 .00

SPORT (compulsory)	PRICE
IGGS Sky Polo	$35 .00
IGGS Navy Shorts	$33 .00
IGGS Swimmers	$75 .00
House Polo	$24 .00
IGGS Sports Cap	$25 .00
Swim Cap - Sky	$10 .00
IGGS Sports Socks	$12 .00
IGGS House Bucket Hat	$20 .00
Prices are correct as at November 2017, and are subject to change	

WINTER ITEMS (compulsory)	PRICE
IGGS Blazer	$297 .00
IGGS Navy Pullover	$94 .00
IGGS Navy Vest (optional)	$83 .00
Pantyhose (navy opaque)	$9 .00

BAGS	PRICE
IGGS Carry Bag Books (compulsory)	$69 .00
IGGS Swimming Bag (optional)	$22 .00
Medium Sports Bag – IGGS	$25 .00

OTHER	PRICE
House Badge (compulsory)	$10 .00
Sun Safe Swim shirt (optional)	$54 .00
Hair Ribbon (per metre)	$0 .80
Scrunchies	$6 .00
IGGS Water Bottle	$7 .50

All uniform prices are correct as of March 2020 and are subject to change.

Note: Information regarding uniforms for ***Ipswich Junior Grammar School*** Students can be found at: https://juniorgrammar.com.au/community/uniforms/

Directory of School Staff

Girls' Grammar

Telephone 07 3454 4447

Facsimile 07 3454 4480

Absentee Line 07 3454 4415

Sports Line 07 3454 4445

General Enquiries: reception@girlsgrammar.com.au

Website: www.girlsgrammar.com.au

Junior Grammar

Telephone 07 3454 4547

Facsimile 07 3454 4486

Absentee Line 07 3454 4415

Health Centre

Telephone +61 7 3454 4431

Email: nurse@girlsgrammar.com.au

Emergency Contacts

Emergency Services – Police/Ambulance/Fire Brigade 000

Police Link 131 444

Boarding House Staff

Head of Boarding – Mrs Suzanne Coulter

Telephone +61 7 3454 4462

Mobile +61 400 016 197

Email: boarding@girlsgrammar.com.au

Assistant Head of Boarding - Ms Tina Jensen

Mobile +61 418 970 916

Email: boarding@girlsgrammar.com.au

Boarding Supervisors

Diane Healy: boarding@girlsgrammar.com.au

Kristine Myatt: boarding@girlsgrammar.com.au

Cribb House Reception

Telephone +61 7 3454 4451

Facsimile +61 7 3454 4482

Email: boarding@girlsgrammar.com.au

International Student Services

Commonwealth Ombudsman – Access for overseas students regarding employment rights and conditions.

Website: www.ombudsman.qld.gov.au

Phone: 1300 362 072

Education rights, Legal help, Health etc.…

Website: https://www.studyinaustralia.gov.au/

Department of Home Affairs (Immigration)-

Website: https://www.homeaffairs.gov.au/

Phone: 131 881

Key IGGS Staff

Principal & CEO, Dr Peter Britton	principal@girlsgrammar.com.au
Chief Financial Officer & Secretary to the Board, Mr David Lonergan	dlonergan@girlsgrammar.com.au
Deputy Principal, Mrs Jayne Acutt	jacutt@girlsgrammar.com.au
Dean of Students, Mrs Rebecca Sullivan	rsullivan@girlsgrammar.com.au
Dean of Studies, Mrs Ruth Lang	rlang@girlsgrammar.com.au
Middle School Coordinator, Ms Wendy Mayes	wmayes@girlsgrammar.com.au
School Counsellor, Ms Jacelyn Potts	counsellor@girlsgrammar.com.au
School Nurse, Mrs Carla Crethar	nurse@girlsgrammar.com.au
Careers Counsellor, Ms Lou Bromley	careers@girlsgrammar.com.au
Director of Enrolments & Community Relations, Mrs Stacey Hennelly	marketing@girlsgrammar.com.au
Head of Extension & Intervention, Mrs Louise Dixon	LDixon@girlsgrammar.com.au
Enrolments Registrar, Ms Fiona Rowell	registrar@girlsgrammar.com.au

Heads of House

Armitage - Miss Nicole Williams	armitage@girlsgrammar.com.au
Carter - Ms Jodie Hyde (Acting)	carter@girlsgrammar.com.au
Connell - Ms Elizabeth Shillito (Acting)	connell@girlsgrammar.com.au
Hunt - Mr Mark Hill	hunt@girlsgrammar.com.au
White - Ms Stacey Muller	white@girlsgrammar.com.au

ESOS- Your Rights and Responsibilities as an Overseas Student

The Australian Government is committed to ensuring you have an excellent education experience in Australia.

Their new fact sheet for international students contains important information about their rights and responsibilities while studying in Australia.

This fact sheet gives you information on:

- choosing and enrolling in a course of study
- support services available in Australia
- the rights and responsibilities of students on a student visa
- working in Australia
- making complaints and getting help.

About Ipswich

Ipswich is centrally located in the booming south east Queensland region of Australia. To the east is the capital city Brisbane, and to the west are the rural and agricultural areas of the Brisbane, Lockyer and Fassifern Valleys. The city is ideally positioned on the national road network - 40 minutes' drive from Brisbane, an hour's drive from the Gold Coast and 60 minutes' drive from domestic and international air and sea ports.

Ipswich comprises an area of 1090 square kilometres and has a population of 180,000 people. Ipswich enjoys a subtropical climate and is a safe, friendly and multicultural city. Residents come from 115 different ethnic backgrounds, speaking 84 languages.

As Queensland's oldest provincial city, Ipswich has a rich history. It is renowned for its architectural, natural and cultural heritage. Ipswich proudly preserves and still operates from many of its historical buildings and homes, with more than 6000 heritage-listed sites. Ipswich also has a range of charming townships within the western rural areas of the city, each with its own legitimate claims of historical significance.

Ipswich offers all the modern facilities and attractions of a progressive city. Attractions include the Ipswich Art Gallery, the Workshops Rail Museum, steam trains, more than 500 parks, wineries, cafes, restaurants, cinemas and shopping centres. If getting a birds eye view of the Ipswich region is something you fancy you can take a hot air balloon ride or a helicopter tour.

Ipswich is alive and **leading the way** in tourism, sport, industry, technology, education and residential development.

For more information about Ipswich City and its many places of interest, visit https://www.ipswich.qld.gov.au/

Average Temperatures in IPSWICH												
	Jan	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
Mean maximum temperature (°C)	32.1	31.2	29.9	27.3	24.7	22.0	21.5	23.0	26.0	28.5	29.9	31.4
Mean minimum temperature (°C)	20.5	20.3	18.3	15.6	12.8	8.7	8.3	8.4	11.4	14.6	17.3	19.4

Australian Culture

For information on Australian Culture, visit: https://immi.homeaffairs.gov.au/support-subsite/files/life-in-australia/lia_english_full.pdf

https://www.internationalstudent.com/study_australia/living_in_australia/people-culture/

https://www.studyinaustralia.gov.au/English/Why-Australia/facts-about-studying-in-australia

For information about **Queensland**, visit: https://www.studyinaustralia.gov.au/Destinations/queensland

https://www.studyqueensland.qld.gov.au/

https://www.iexplore.com/articles/travel-guides/australia-and-south-pacific/australia/queensland/history-and-culture

For information about **Ipswich**, visit: https://www.ipswich.qld.gov.au/

General Information about Brisbane

Brisbane is the capital city of Queensland. It boasts a warm and sunny climate ranging all year round, from an average of 10 degrees Celsius (°C) in winter to 30°C in summer.

Brisbane is Australia's third-largest city. While other capitals compete loudly in their endeavour to reach top billing in the status stakes, Brisbane quietly executes its evolution in true, casual Queensland style. There's no need to advertise the virtues, locals already know it's one of the most desirable places in Australia to live.

Brisbane's comprehensive transport network gives you the freedom to move - busways, trains, high-speed ferries and an excellent motorway system take you from the challenges of the classroom to the peace of our pristine environment.

You will be living in a safe and caring multicultural society within a politically stable and economically strong environment.

Queensland offers both modern, cosmopolitan cities and a stunning and diverse landscape that includes national parks, rainforests and reefs and some of the world's most beautiful beaches.

Interesting Facts:

- Population: 3.8 million people in Queensland
- Second largest State in Australia
- Fastest developing State in Australia
- Brisbane is in the top 8 of the most liveable cities in the world

Summer	December to February	$25^{O} – 32^{O}C$
Autumn	March to May	$18^{O} – 26^{O}C$
Winter	June to August	$10^{O} – 25^{O}C$
Spring	September to November	$20^{O} – 30^{O}C$

Visit www.visitbrisbane.com.au for a listing of events, shows, activities etc.

General Safety

While Australia is a very safe place to live there are some things you need to take note of:

Road safety: only cross the road when it is safe to do so.

Cross only when the traffic light is green or use a pedestrian crossing. Do NOT jaywalk!

Swimming and beaches: when swimming in the ocean, only swim between the flags on a patrolled beach. You can ask a lifeguard for help.

Smoking: smoking is not encouraged and not allowed in most places: “smoking is banned in all enclosed public places, workplaces and shared areas under amendments to the Tobacco Products Act”.

Student's Responsibilities

Students are responsible for their own belongings and must not allow others to use their belongings.

Useful Telephone Numbers

- Police: 000 Free Call
- Fire: 000 Free Call
- Ambulance: 000 Free Call
- Telephone Interpreter Service 131450
- Department of Immigration & Border Protection 131881
- Department of Education & Training (Queensland) 137468
- Telephone Directory Assistance: 1223

Money and Banking Information

Currency

The Australian currency is based on the decimal system, that is 100 cents = $1.

We also have:

Paper Notes	$5, $10, $20, $50, $100
Coins	5 cents, 10 cents, 20 cents, 50 cents, $1 and $2

Banking

To open a bank account you will need to show your passport. Ask the Boarding House staff for help.

Banks are open from Monday to Friday. Automatic Teller Machines (ATM) are located throughout the city and you can access them 24 hours per day.

Shopping

Larger supermarkets in Brisbane are open Monday to Sunday; some shops are open 24 hours per day. Smaller food stores may also be open 7 days per week. Brisbane will offer you a large variety of fresh fruit and vegetables at reasonable prices.

Postal Service

Posting a letter in Australia costs approximately $1.50. Posting letters overseas costs more according to how much the mail weighs.

Ask the Boarding staff on procedures regarding receiving and posting mail.

Public Transport

- For bus and train timetables contact **Translink** 131230, or www.translink.com.au , or download this app
- You can buy a student Go Card to travel in Brisbane by bus or train
- Buses: the nearest bus stop is directly outside the main School gate on Chermside Road
- Trains: the closest railway station is East Ipswich, 10 minute walk from the School.

Medical Services

Students who are studying on a Student Visa have already paid for health care through BUPA. You will receive a BUPA OSCH card. Carry the card with you. Once a student has visited and paid for a doctor's service, bring your invoice to admin staff to process your claim for refund.

Student Visa Information

Please note that this information has been provided by the Department of Home Affairs, Brisbane (Telephone 3360 5115 or 131 881).

Student visas are granted subject to a number of conditions. The conditions attached to your visa are shown on your visa label as a four-digit numerical code. The information below provides you with details of each condition. It is important that you read and understand the conditions attached to your visa.

If you do not comply with any one of the conditions attached to your visa, your visa may be cancelled and you will need to leave Australia.

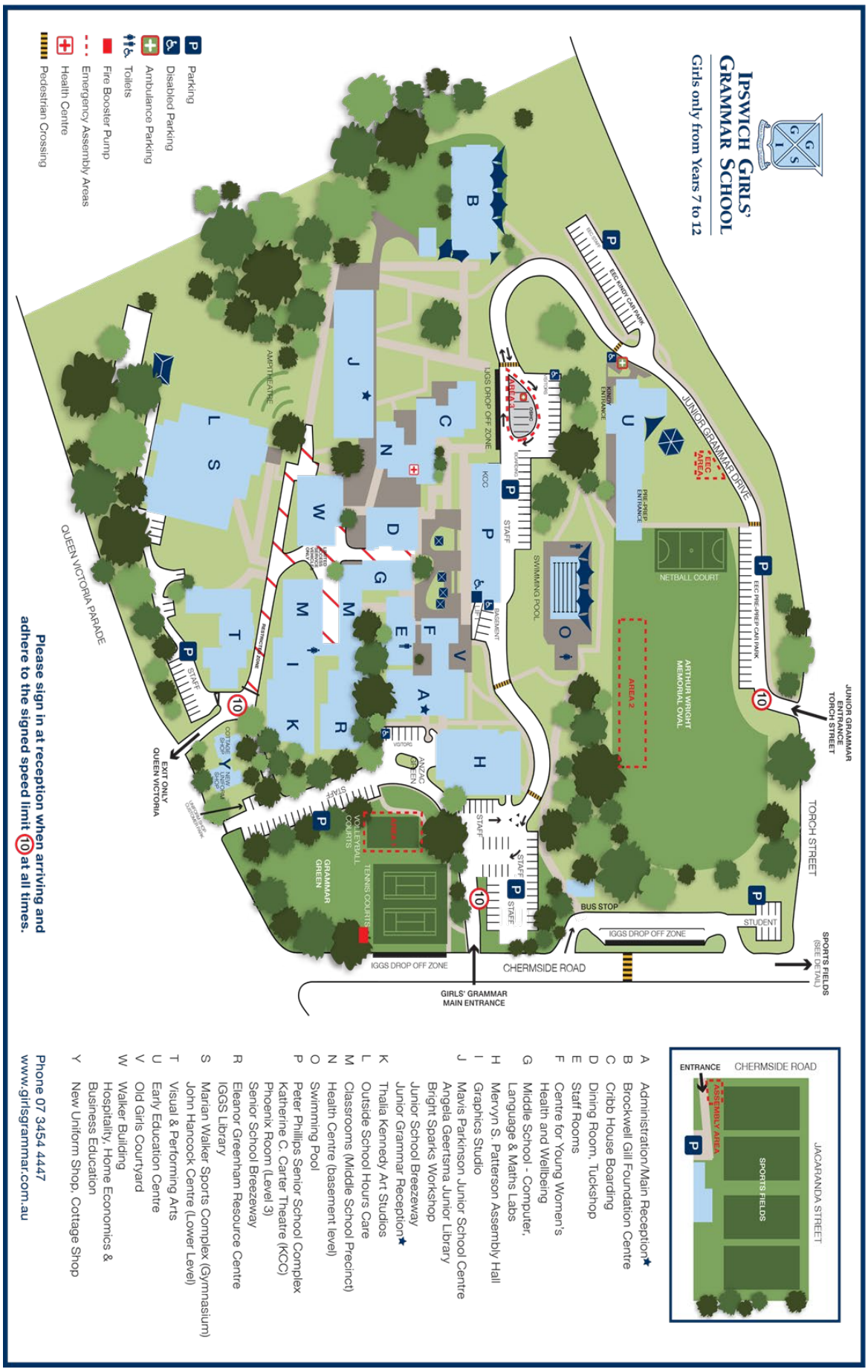
You are required to notify the School in writing of any change in your Australian contact details, for example:

- Your residential address in Australia
- Telephone number in Australia
- If your residency status in Australia changes

You must satisfy the course requirements which include:

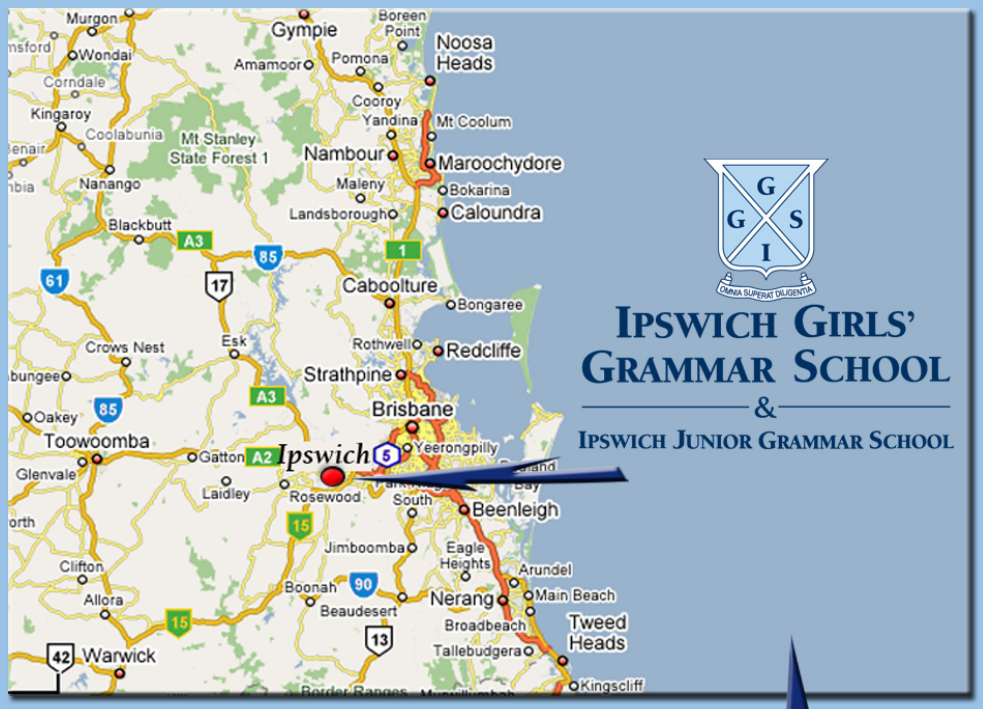
- You must remain enrolled in a registered course
- You must participate in at least 80% of scheduled classes
- You must achieve satisfactory academic results
- You must comply with the payment of fees to the School.

Campus Map



Ipswich Girls' Grammar School
Girls only from Years 7 to 12
Parking
Disabled Parking
Ambulance Parking
Toilets
Fire Booster Pump
Emergency Assembly Areas
Health Centre
Pedestrian Crossing
Please sign in at reception when arriving and adhere to the signed speed limit 10 at all times.
JUNIOR GRAMMAR DRIVE
JUNIOR GRAMMAR ENTRANCE TORCH STREET
TORCH STREET
CHERMSIDE ROAD
GIRLS' GRAMMAR MAIN ENTRANCE
QUEEN VICTORIA PARADE
EXIT ONLY QUEEN VICTORIA
SPORTS FIELDS (SEE DETAIL)
NETBALL COURT
ARTHUR WRIGHT MEMORIAL OVAL
AREA 2
SWIMMING POOL
IGGS DROP OFF ZONE
GRAMMAR GREEN
TENNIS COURTS
VOLLEYBALL COURTS
ANZAC GREEN
AMPITHEATRE
BUS STOP
STUDENT
STAFF
A Administration/Main Reception★
B Brockwell Gill Foundation Centre
C Cribb House Boarding
D Dining Room, Tuckshop
E Staff Rooms
F Centre for Young Women's Health and Wellbeing
G Middle School - Computer, Language & Maths Labs
H Mervyn S. Patterson Assembly Hall
I Graphics Studio
J Mavis Parkinson Junior School Centre
Angela Geertsma Junior Library
Bright Sparks Workshop
Junior School Breezeway
Junior Grammar Reception★
K Thalia Kennedy Art Studios
L Outside School Hours Care
M Classrooms (Middle School Precinct)
N Health Centre (basement level)
O Swimming Pool
P Peter Phillips Senior School Complex
Katherine C. Carter Theatre (KCC)
Phoenix Room (Level 3)
Senior School Breezeway
R Eleanor Greenham Resource Centre
IGGS Library
S Marian Walker Sports Complex (Gymnasium)
John Hancock Centre (Lower Level)
T Visual & Performing Arts
U Early Education Centre
V Old Girls Courtyard
W Walker Building
Hospitality, Home Economics & Business Education
Y New Uniform Shop, Cottage Shop
Phone 07 3454 4447
www.girlsgrammar.com.au
ENTRANCE
CHERMSIDE ROAD
JACARANDA STREET
ASSEMBLY AREA
SPORTS FIELDS

Ipswich is the heart of one of Australia's fastest growing regions located just an easy drive from Brisbane International Airport and the Gold and Sunshine Coasts.



IPSWICH GIRLS' GRAMMAR SCHOOL
&
IPSWICH JUNIOR GRAMMAR SCHOOL

IPSWICH GIRLS' GRAMMAR SCHOOL
&
IPSWICH JUNIOR GRAMMAR SCHOOL

International Student Policies

Entry Requirements Policy

International Student Program

IPSWICH GIRLS' GRAMMAR SCHOOL & IPSWICH JUNIOR GRAMMAR SCHOOL

Statement

Ipswich Girls' Grammar School including Ipswich Junior Grammar School (the School) 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 in the English language in order demonstrate the English language proficiency standard needed to enter mainstream classes.

A copy of this policy is located on the School's website and in the International Student Handbook at https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

Scope

This policy applies to school staff, agents, international students and their parents/legal guardians.

Responsibility

The Principal & CEO has the primary responsibility for this policy.

The following staff are responsible for ensuring compliance with this policy:

- Dean of Studies
- Head of Extension & Intervention
- Enrolments Registrar

Student Enrolment Application Process

Applications for enrolment must be made using the School's International Student Enrolment Application which is located on the School's website: https://iggs.qld.edu.au/enrol/international-enrolments/. This must be completed correctly, and must be accompanied by the following documents to support the application:

- Copies of Student Report Cards from the previous two years of study, including a copy of the latest Student Report in English
- A Reference 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
- Medical/Specialist Reports (if applicable)
- Student's OSHC Membership (if available)
- Letter of Offer from another registered provider if applicable
- If Boarding is required, this is to be indicated on page one of the International Student Enrolment Application under Enrolment Details
- Application for Course Credit if applicable
- Enrolment Application Fee: $110
- Application to the Queensland Assessment and Curriculum Authority (QCAA) for relaxation of completed Core requirements if applicable.

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

An application for enrolment can only be processed when all of the above documentation is received by the Enrolments Registrar.

Applications from overseas students are processed according to established policies and procedures and are evaluated on their merits.

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.

Documentation regarding the social and emotional wellbeing of a student is also required to support the enrolment application.

Onshore International Student Enrolment Application Process

Onshore applications for Years 11 to 12, where the student is transferring from another CRICOS registered provider, will only be considered where the transfer, if accepted, allows the student to achieve a successful study outcome at the end of the enrolment.

Offshore applications for enrolment in Years 11 to 12 will not be considered after Unit 1 in Year 11 course has commenced, unless the student can complete course assessment before the end of the of Year 11.

For other Year level applications, the School must receive a copy of the release letter from other CRICOS registered providers before accepting the payments from the applicant.

The School requires evidence that the applicant's academic ability and English proficiency is sufficient to successfully meet the entry and curriculum demands of the intended course. This is a requirement under the 2018 National Code of Practice, Part B Standard 2.

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 International Student Enrolment form or offered as an alternative point of entry by the School in a Letter of Offer.

For Junior School:

- Evidence of application to schoolwork and age-appropriate achievement in literacy and numeracy areas of the curriculum.

For Year 7 to 12 students:

- A pass level or "C" grade or better for the majority of core subjects. As stated on a certificated copy of the formal school academic report English must be included as one of the subjects.

English Language Proficiency Requirements

Applicants are assessed individually based on their report cards, personal references and may also be required to undertake a language proficiency test set by the School.

Documentation regarding the social and emotional wellbeing of a student is also required to support the enrolment application.

If supplied, the School will assess evidence of English language proficiency presented by a student at the time of application but reserves the right to confirm the student's English language proficiency through additional tests.

English language tests must include speaking, written, reading as a minimum with separate results for each component.

Formal English testing conducted within the last three months should be completed by an authorised testing organisation.

Test results must be certificated and presented on the testing organisation's letterhead, signed and dated by the Principal or similar authority.

If not presenting appropriate evidence of English language proficiency at the time of application, the School will assess the student's application for entry based on satisfactory test results as outlined in the table in this policy. Other English language test instruments may be considered on application.

Junior School	Year level of entry will be assessed based on the student's age, current Year level and education history including evidence of the student's dedication to schoolwork and age-appropriate achievement in literacy and numeracy areas of the curriculum.		
Year Level	**AEAS Score**	**IELTS Score (Overall)**	**NLLIA Bandscale**
7 and 8	Each score is reviewed independently	4.5	4.5
9 and 10	Each score is reviewed independently	5	5
Year 11	Each score is reviewed independently	6	6

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.

English language proficiency will be reassessed at the conclusion of the language course to ensure the student's level of proficiency is sufficient to allow them to commence their mainstream course.

Statement regarding Course Credit

The School does not offer course credit and entry into any course; it is subject to the assessment of the School. This also applies to on-shore school transfers, either within the state of Queensland or from interstate.

ESL Support for Overseas Students

Ipswich Girls' and Junior Grammar School provides an ESL (English as a Second Language) teacher to help students develop their competency in English. All students whose first language is not English incorporate ESL lessons into their learning program. Advice is available to students from the Dean of Studies or Head of Extension & Intervention on the most suitable program for each individual.

At the commencement of each year, all ESL students, under the direction of the School's ESL Teacher, may undertake English Language Testing to ensure that the level of proficiency in English is still appropriate for their Year level. Students should be aware that English competency may influence their results in other subjects.

Approved By: Dr Peter Britton Principal & CEO	**Date:** 13 March 2020
Maintained By: Enrolments Registrar	**Date:** 13 March 2020
Policy Review: Enrolments Registrar	**Date:** 13 March 2021

Deferment, Suspension and Cancellation Policy

International Student Program

Statement

Ipswich Girls' Grammar School including Ipswich Junior Grammar School (the School) is committed to providing clear and accurate information to enrolled students regarding deferment, suspension and cancellation of enrolment prior to commencement. Overseas students are required to meet and maintain satisfactory course progress and attendance requirements under visa condition 8202 in accordance with standard 8 of the National Code of Providers of Education and Training for Courses (the National Student Code).

The Deferment, Suspension and Cancellation Policy is available on the School website and in the International Student handbook at https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

If students wish to defer, suspend or cancel their enrolment, students are required to complete the Deferment, Suspension and Cancellation Form on the website and email it to principal@iggs.qld.edu.au .

Scope

This policy applies to school staff, international students and their parents/legal guardians.

Responsibility

The Principal & CEO has the primary responsibility for this policy.

The following staff are responsible for ensuring compliance with this policy:

- Deputy Principal
- Dean of Students
- Dean of Studies
- Head of Extension & Intervention
- Enrolments Registrar

Communicating with families about changes in enrolment status

All communications regarding changes to enrolment status will be made directly with students and parents, in accordance with the latest contact details provided to the School.

Parents must therefore keep the School informed of their current contact details, as per the conditions of the student visa.

Where relevant and where approved by the parents, the School may also share copies of correspondence with the child's education agent to help facilitate communication about any changes in enrolment status. However, the parents with whom the school has a formal written agreement are the primary contact for the School in such matters. The School will not act on any decision affecting the student's enrolment that is not made by the parents.

Student-Initiated changes in Enrolment

Deferment of commencement of study requested by student

The School will only grant a deferment of commencement of studies for compassionate and compelling circumstances. These include but are not limited to:

- Illness, where a medical certificate states that the student will be unable to attend classes.
- Bereavement of close family members such as parents or grandparents (where possible a death Certificate should be provided).
- Major political upheaval or natural disaster in the home country that has impacted on expected commencement of studies.
- A traumatic experience which has impacted on the student (where possible, these cases should be supported by police or psychologists' reports).
- After undertaking ELICOS studies, the student has not/will not meet the English language benchmark required for entry into the desired course, and the School is willing to defer the student's commencement in the course until a later date when the required benchmark is achieved.

All applications for deferment will be considered within five working days.

The final decision for assessing and granting a deferment of commencement of studies lies with the Principal & CEO. Where a student's request to defer his/her commencement of studies is refused, the student has a right of appeal (refer to the School's Complaints and Appeals policy which is available on the School website and in the International Student handbook at https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

Deferment will be recorded on PRISMS within 14 days of being granted.

Suspension of study requested by student

Once the student has commenced the course, the School will only grant a suspension of study for compassionate and compelling circumstances. These include but are not limited to:

- Illness, where a medical certificate states that the student was unable to attend classes.
- Bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided).
- Major political upheaval or natural disaster in the home country requiring emergency travel that has/will impact on studies.
- A traumatic experience which has impacted on the student (where possible, these cases should be supported by police or psychologists' reports).
- Student return to their home country to sit a university exam (or similar assessment) which impacts upon their education.

Where there is a significant issue impacting upon a student's attendance or course progress, it is essential that the student or parents contact the School as soon as possible to discuss the concern so that appropriate support can be put in place. Where deemed necessary, this may involve temporarily suspending the student's enrolment so that matters can be resolved without having a negative impact on the student's ability to satisfy their visa conditions.

Temporary suspensions of study cannot exceed six months duration.

Suspensions will be recorded on PRISMS within 14 days of being granted if the student is under 18 years of age, and within 31 days if the student is over 18 years of age.

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

Applications will be assessed on merit by the Principal & CEO and Dean of Studies.

Some examples of circumstances that are not considered compassionate and compelling at the School include:

- Requests for early departure or late return from vacation, including inability to secure cheap flights
- Leaving early or returning late from holidays in order to attend festivals in the student's home country
- Returning home to attend family gatherings that occur during term time.

As part of any assessment of a request to defer or temporarily suspend studies, the impact of the request on the student's ability to complete their intended course of study in accordance with their CoE/s and student visa will be considered. Any implications will be communicated to students.

All applications for suspension will be considered within five working days.

The final decision for assessing and granting a suspension of studies lies with the Principal & CEO. Where a student's request to suspend studies is refused, the student has a right of appeal (refer to the School's Complaints and Appeals policy which is available on the School website and in the International Student handbook at https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

Student-initiated cancellation of enrolment

All notification of withdrawal from a course, or applications for refunds, must be made in writing and submitted to the Principal & CEO. Please see the School's Refund Policy and Cancellation Policy for information regarding refunds and cancellation fees.

A student will be deemed to have inactively notified the School of cancellation of enrolment where:

- the student has not yet finished his/her course/s of study with the school, and
- does not resume studies at the school within 14 days after a holiday break, and
- the student has not previously provided the School with written notification of withdrawal.

Student-initiated cancellation of enrolment, including "inactive" cancellation of enrolment as detailed above, is not subject to the School's Complaints and Appeals Policy.

School-Initiated Changes in Enrolment

School-initiated exclusion from class

The School 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 the School's Student Code of Conduct and Behaviour Management Policy.

Students may also be excluded from class for failure to pay fees that he/she was required to pay in order to undertake or continue the course, as stated in the written agreement.

Where the School intends to exclude a student from class it will first issue a letter which notifies the student and parents of this intention. The letter will provide details of the reason/s for the intended exclusion, as well as information about how to access the School's internal appeals process. Further information about the appeals process in the event of a school-initiated exclusion from class is outlined below.

Excluded students must abide by the conditions of their exclusion from studies and must adhere to any welfare and accommodation arrangements in place, as determined by the Principal & CEO and Dean of Studies.

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.

Exclusions from class will not be included in attendance calculations for the study period and will not be recorded on PRISMS.

School-initiated suspension of studies

The School 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 the School's Student Code of Conduct and Behaviour Management Policy.

Students may also be suspended for failure to pay fees that he/she was required to pay in order to undertake or continue the course, as stated in the student's written agreement.

Where the School intends to suspend the enrolment of a student, it will first issue a letter that notifies the student and parents of this intention. The letter will provide details of the reason/s for the intended suspension, as well as information about how to access the School's internal appeals process. Further information about the appeals process in the event of a school-initiated suspension is outlined below.

Suspended students must abide by the conditions of their suspension from studies and must adhere to any welfare and accommodation arrangements in place, as determined by the Principal & CEO and Dean of Students.

Students who have been suspended for more than 28 days may need to contact Department of Immigration. (Please see contact details at: https://immi.homeaffairs.gov.au/help-support/contact-us .)

Suspensions will be recorded on PRISMS.

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

School-initiated cancellation of enrolment

The School will cancel the enrolment of a student under the following conditions:

- Any breach of an agreed condition of enrolment as outlined in the student's written agreement, including failure to disclose a pre-existing condition requiring a high degree of specialised support or care
- Failure to pay course fees
- Failure to maintain approved welfare and accommodation arrangements (visa condition 8532) (Alternatively schools may decide that they will not cancel enrolment for this reason)
- Any behaviour identified as resulting in cancellation in the School's Student Code of Conduct and Behaviour Management Policy.

Where the School intends to cancel the enrolment of a student it will first issue a letter which notifies the student and parents of this intention. The letter will also provide details of the reason/s for the intended cancellation, as well as information about how to access the School's internal appeals process.

Further information about the appeals process in the event of a school-initiated cancellation is outlined below.

The School is required to report any confirmed breach of course progress and attendance requirements to the Department of Immigration. Where a student is reported for breach of visa condition, his/her enrolment at The School will be cancelled and this may impact on the student's visa. Further information can be found in The School's Student Progress, Attendance and Course Duration Policy.

For the duration of the internal appeals process, the School will maintain the student's enrolment and the student will attend classes as normal. The Dean of Studies will determine if participation in studies will be in class or under a supervised arrangement outside of classes.

If a student decides to access the School's complaints and appeals process because they have been notified of a school initiated suspension or cancellation of enrolment under Standard 9, the change in enrolment status will not be reported in PRISMS until the internal complaints and appeals process is finalised, unless extenuating circumstances relating to the welfare of the student apply (see Definitions below).

Where extenuating circumstances are deemed to exist, a student may still access the complaints and appeals process, but the School need not await the outcome of this process before changing the student's enrolment status in PRISMS. If the School has issued a CAAW for such a student, welfare provisions under Standard 5.6 are applicable.

The use of extenuating circumstances by the School to suspend or cancel a student's enrolment prior to the completion of any complaints and appeals process will be supported by appropriate evidence.

The final decision for evaluating extenuating circumstances lies with the [insert position].

Student to seek information from Department of Immigration

Deferment, suspension and cancellation of enrolment can have an effect on a student's visa as a result of changes to enrolment status. Students can visit the Department of Home Affairs (Immigration) Website https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500 for further information about their visa conditions and obligations.

Definitions

Day – any day including weekends and public holidays in or out of term time

Extenuating circumstances - if the student's health or wellbeing, or the wellbeing of others, is likely to be at risk.

Examples include:

- The student refuses to maintain approved welfare and accommodation arrangements (for students under 18 years of age)
- The student is missing
- The student has medical concerns or severe depression or psychological issues which lead the School to fear for the student's wellbeing
- The student has engaged or threatened to engage in behaviour that is reasonably believed to endanger the student or others
- Is at risk of committing a criminal offence, or
- The student is the subject of investigation relating to criminal matters.

Approved By: Dr Peter Britton Principal & CEO	**Date:** 13 March 2020
Maintained By: Enrolments Registrar	**Date:** 13 March 2020
Policy Review: Enrolments Registrar	**Date:** 13 March 2021

Complaints and Appeals Policy

International Student Program

Statement

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, and again during orientation or within seven days of the commencement of student attendance of the enrolled course.

The Complaints and Appeals Policy is available in the International Student Handbook and on the School's website: https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/.

Scope

This policy applies to school staff, agents, international students and their parents/legal guardians.

Responsibility

The Principal & CEO has the primary responsibility for this policy.

The following staff are responsible for ensuring compliance with this policy:
- Deputy Principal
- Enrolments Registrar

Purpose

The purpose of Ipswich Girls' Grammar School and Ipswich Junior Grammar School's (the School) 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 involving the School, or an education agent or third party engaged by the School to deliver a service on behalf of the School.

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

Complaints against other students

Grievances brought by a student against another student will be dealt with under the School's Behaviour Policy/Code of Conduct.

Informal Complaints Resolution

- In the first instance, the School requests an attempt is made to informally resolve the issue through mediation/informal resolution of the complaint.

- Students should contact the student's teacher/Head of House in the first instance to attempt mediation/informal resolution of the complaint.

- If the matter cannot be resolved through mediation, the matter will be referred to the Principal & CEO and the School's internal formal complaints and appeals handling procedure will be followed.

Formal Internal Complaints Handling and Appeals Process

- 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.

- The student must notify the School in writing of the nature and details of the complaint or appeal. Students are required to complete the Complaints and Appeals Form located on the School website at https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ and email to Principal@iggs.qld.edu.au .

- Written complaints or appeals are to be lodged with the Principal & CEO.

- 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 him/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.

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

- Each complainant has the opportunity to present his/her case to the Principal & CEO.

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

- The formal internal complaints and appeals process will commence within ten working days of lodgement of the complaint or appeal with the Principal & CEO and will be finalised within five working days or as soon as practicable.

- For the duration of the internal complaints and appeals process the student's enrolment will be maintained, as required under the National Code of Practice for Providers of Education and Training to Overseas Students 2018 and the student must continue to attend classes.

However, if the Principal & CEO deems that the student's health or well-being, or the well-being of others is at risk he/she may decide to suspend or cancel the student's enrolment before the complaints and appeals process has been accessed or fully completed. In such cases, the student may still lodge a complaint or appeal, even if the student is offshore.

- Once the Principal & CEO 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.

- If the complaints and appeals procedure finds in favour of the student, the School will immediately implement the decision and any corrective and preventative action required and advise the student of the outcome and action taken.

- Where the outcome of a complaint or appeal is not in the student's favour, the School will advise the student within ten working days of concluding the internal review of the student's right to access the external appeals process.

- However, the School is only obliged to await the outcome of an external appeal if the matter relates to a breach of course progress or attendance requirements. For all other issues, the School may take action (including making changes to the student's enrolment status in PRISMS) in accordance with the outcome of the internal appeal.

External Appeals Processes

- If the student is dissatisfied with the conduct or result of the internal complaints and appeals procedure, he/she may contact and/or seek redress through the Overseas Students Ombudsman at no cost. Please see: http://www.ombudsman.gov.au/How-we-can-help/overseas-students or phone 1300 362 072 for more information.

- If the student wishes to appeal a decision made by the School that relates to being reported for a breach of course progress or attendance requirement (under Standard 8), the student must lodge this appeal with the Overseas Student Ombudsman's office within ten working days of being notified of the outcome of his/her internal appeal.

- If the student wishes to appeal a decision made by the School that relates to:

- refusal to approve a transfer application (under Standard 7), or
- suspension or cancellation of the student's enrolment (under Standard 9)

- any choice to lodge an external appeal with the Overseas Student Ombudsman is at the student's discretion. The School need not await the outcome of any external appeal lodged, before implementing the outcome of the internal appeal.

Other legal redress

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

Definitions

- **Working Day** – any day other than a Saturday, Sunday or public holiday during term time

- **Student** – a student enrolled at the School or the parent(s)/legal guardian of a student where that student is under 18 years of age

- **Support person** – for example, a friend/teacher/relative not involved in the grievance.

Approved By: Dr Peter Britton Principal & CEO	**Date:** 13 March 2020
Maintained By: Enrolments Registrar	**Date:** 13 March 2020
Policy Review: Enrolments Registrar	**Date:** 13 March 2021

School Critical Incident Policy

International Student Program

Statement

Ipswich Girls' Grammar School including Ipswich Junior Grammar School (the School) recognises the duty of care owed to its students and that planning for the management of a critical incident is essential.

The School Critical Incident Policy is available in the International Student Handbook and on the School's website: https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/.

Scope

This policy applies to school staff, international students and their parents/legal guardians.

Responsibility

The Principal & CEO has the primary responsibility for this policy.

The following staff are responsible for ensuring compliance with this policy:

- Principal & CEO
- Deputy Principal
- Dean of Students
- Dean of Studies
- Head of Boarding

Definition of a critical incident

A critical incident is a traumatic event, or the threat of such (within or outside Australia) which causes extreme stress, fear or injury that may affect the student's ability to undertake or complete their course. This may include but is not limited to:

- Serious injury, illness or death of a student or staff
- Students or staff lost or injured on an excursion
- A missing student
- Severe verbal or psychological aggression
- Physical assault
- Student or staff witnessing a serious accident or incident of violence
- Natural disaster e.g. earthquake, flood, windstorm, hailstorm or extremes of temperature
- Fire, bomb threat, explosion, gas or chemical hazard
- Social issues e.g. drug use, sexual assault

Critical Incident Key Staff Contacts

The School has senior staff members who are assigned as Key Critical Incident Contacts to assist the Principal & CEO in the prevention and management of critical incidents at the School, or off campus in the case of an overseas student for whom the School has undertaken care responsibilities.

The Principal & CEO is the first point of contact in the event of a critical incident.

The Critical Incident Key Staff Contacts also includes:

- Principal & CEO
- Deputy Principal
- Dean of Students
- Head of Boarding
- Assistant Head of Boarding
- School Counsellor
- School Nurse
- Directory of Enrolments & Community Relations
- Manager of International Exchanges & Marketing

Please note: Critical Incident Contacts may change based on the nature of the incident.

The responsibilities of the committee include:

Risk assessment of hazards and situations which may require emergency action

- Analysis of requirements to address these hazards
- Establishment of liaison with all relevant emergency services e.g. police, fire brigade, ambulance, hospital, poisons information centre, community health services
- 24-hour access to contact details for all students and their families and emergency contacts provided by the student's family (for schools with overseas students this will also include agents, homestay families, carers, consular staff, embassies and interpreting services if necessary)
- 24-hour access to contact details for all relevant staff members needed in the event of a critical incident e.g. school counsellor, welfare officer, legal services, school security
- Development of a critical incident plan for each critical incident identified, including arranging emergency or alternative accommodation arrangements if necessary
- Dissemination of planned procedures
- Organisation of practice drills
- Regular review of the critical incident plan
- Assisting with implementation of the critical incident plan
- Arranging appropriate staff development
- Budget allocation for emergencies
- Ensuring written records of any critical incident and remedial action taken by the School are kept on file for at least two years after the student ceases to be enrolled.

Critical Incident Plans

All critical incident plans assign responsibilities among relevant staff members; cover all the actions to be taken and timelines for doing so.

Immediate Action (within 24 hours)

- Identify the nature of the critical incident
- Notification of the critical incident to the Principal & CEO
- Implement the appropriate management plan or action strategy, including arranging emergency or alternative accommodation arrangements if necessary
- Assignment of duties and resources to school staff
- Seeking advice and help from any necessary emergency services/hospital/medical services
- Dissemination of information to parents and family members
- Completion of a critical incident report
- Media response if required (see below)
- Assess the need for support and counselling for those directly and indirectly involved

Additional Action (48 – 72 hours)

- Assess the need for support and counselling for those directly and indirectly involved (ongoing)
- Provide staff and students, parents/family members with factual information as appropriate
- Restore normal functioning and school delivery

Follow-up – monitoring, support, evaluation

- Identification of any other people who may be affected by critical incident and access of support services for affected community members
- Maintain contact with any injured/affected parties
- Provision of accurate information to staff and students where appropriate
- Evaluation of critical incident management
- Be aware of any possible longer term disturbances e.g. inquests, legal proceedings

Resources

The nature of critical incidents is such that resources cannot always be provided in anticipation of events. The critical incident committee uses its discretion to provide adequate resources – both physical and personnel – to meet the needs of specific situations. Staff will be reimbursed for any out-of-pocket expenses.

Managing the Media

- Manage access of the media to the scene, and to staff, students and relatives
- The Principal & CEO should normally handle all initial media calls
- Determine what the official School response will be
- All facts should be checked before speaking to the media
- If accurate information is unavailable or the issue is of a sensitive nature, explain that questions cannot be answered at this time
- Avoid implying blame or fault for any part of the incident as this can have significant legal implications
- The Principal & CEO may delegate media liaison to another member of staff

Evaluation and review of management plan

After every critical incident, a meeting of the critical incident key staff members will be held to evaluate the critical incident report and the effectiveness of the management plan and to make modifications if required. If appropriate this process will incorporate feedback from all staff, students and local community representatives.

Example of a critical incident plan - injury to overseas student

Immediate Action (within 24 hours)

Identify the nature of the critical incident

The person, who is initially notified of the incident, be that the Principal & CEO or Deputy Principal or Dean of Students or Head of Boarding, should get as much information as possible regarding the nature of the critical incident.

Where did the injury occur? On campus or off?

- How severe is the nature of the injury?
- Where is the student now?
- Is the student in hospital?
- Has an ambulance been called?
- Is an interpreter required?
- The information should be documented for further reference.
- Notification of the critical incident to the Principal & CEO
- The person who is initially notified of the incident should notify the Principal & CEO immediately.

Assignment of duties to school staff

- The Principal & CEO will identify the staff member responsible for any immediate action.
- The incident will then be referred to the identified staff member.
- The responsible staff member should keep in close contact with the critical incident team leader and any other staff members as required.

Implement the appropriate management plan or action strategy

If the student is on campus

- Ensure appropriate intervention to minimise additional injury
- Provide first aid where necessary
- Ascertain seriousness of injury
- Call ambulance if required
- If ambulance is required, accompany student to hospital
- Ascertain seriousness of injury from hospital staff
- If ambulance is not required accompany student to relevant medical service e.g. doctor

If the student is off campus

- If situation appears serious, call an ambulance and either meet the ambulance at the student's location or at the hospital
- Otherwise go to location of student
- Provide first aid where necessary
- Ascertain seriousness of injury
- Call ambulance if required
- If ambulance is required, accompany student to hospital
- Ascertain seriousness of injury from hospital staff
- If ambulance is not required accompany student to relevant medical service e.g. doctor

If the student has already been taken to hospital

- Go to hospital
- Ascertain seriousness of injury from hospital staff

Dissemination of information to parents and family members

- When there are a number of people to contact such as when a student is in a homestay, the School should attempt to simultaneously contact all parties.
- Contact the parents/legal guardian of the student
- Contact the carer of the student e.g. they may be living with a relative
- Contact any emergency contacts provided by the student's family
- Contact the homestay family of the student
- Completion of a critical incident report (Please refer to the Critical Incident Report Form, International Student Program)
- Media response if required
- Inform the Principal & CEO of any relevant factual information to be conveyed to the media liaison.
- Assess the need for support and counselling for those directly and indirectly involved
- If the student is seriously injured or requires hospitalisation, the School should enlist aid of overseas consular staff to assist the family if they are travelling to Australia, with interpreting services to aid in communication with the relevant medical services and with counselling services if required.
- The School should assess whether other staff and students have been affected by the incident and provide support and counselling as required.
- The school should also contact Department of Home Affairs (Immigration) and inform them of the incident.

Additional Action (48 – 72 hours)

- Assess the need for support and counselling for those directly and indirectly involved (ongoing)
- Provide staff and students with factual information as appropriate:
- Depending on the nature of the incident, it may be appropriate for the Principal & CEO to address the School's staff and students, informing them of the facts of the incident and the condition of the student concerned.
- Restore normal functioning and school delivery:
- Where the incident occurred on school premises, there will be other procedures to follow in relation to any possible safety issues and the School's legal obligations. The Principal & CEO should identify the appropriate staff member to follow up these issues.

Follow-up – monitoring, support, evaluation

- Identification of any other people who may be affected by critical incident and access of support services for affected community members:
- The effects of traumatic incidents can be delayed in some people; the School needs to be aware of any emerging need for support and/or counselling.
- Maintain contact with any injured/affected parties

If the student is in hospital for some time, the School needs to maintain contact with the student and their family:

- Support and assistance for the student and family
- Depending on the condition of the student, the School could provide schoolwork for the student to enable them to remain in touch with school activities
- Discuss with the family any required changes to the enrolment of the student e.g. suspension or cancellation of enrolment and make any changes required on PRISMS
  Provision of accurate information to staff and students where appropriate:

Depending on the nature of the incident, it may be appropriate for the Principal & CEO to address the School and inform them of the facts of the incident and the condition of the student concerned.

Evaluation of critical incident management:

- The Principal & CEO should be held to evaluate the critical incident report and the effectiveness of the management plan and to make modifications if required.
- Be aware of any possible longer-term effects on the School and student wellbeing e.g. inquests, legal proceedings.

Approved By: Dr Peter Britton Principal & CEO	**Date:** 13 March 2020
Maintained By: Enrolments Registrar	**Date:** 13 March 2020
Policy Review: Enrolments Registrar	**Date:** 13 March 2021

International Student Refund Policy

International Student Program

IPSWICH GIRLS' GRAMMAR SCHOOL & IPSWICH JUNIOR GRAMMAR SCHOOL

Statement

A copy of Ipswich Girls' Grammar School including Ipswich Junior Grammar School's (the School) Refund 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 as well as comprising part of student's written agreement.

The International Student Refund Policy is available on the School website and in the International Student handbook at https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

Scope

This policy applies to school staff, agents, international students and their parents/legal guardians.

Responsibility

The Principal & CEO has the primary responsibility for this policy.

The following staff are responsible for ensuring compliance with this policy:

- Deputy Principal
- Chief Financial Officer/Secretary to the Board of Trustees
- Accounts Payable/Purchasing
- Enrolments Registrar

This policy outlines refunds applicable to course fees paid to the School

Any service fees a student (or parent(s)/legal guardian if the student is under 18) pays directly to a third party are not within the scope of this refund policy.

The enrolment application fee is non-refundable.

Payment of Course Fees and Refunds

- Fees are payable according to the School's 2020 Fee Payment Policy on the website: https://iggs.qld.edu.au/enrol/fees/
- An itemised list of school fees is provided in the School's written agreement *[as per NC Standard 3.3.4]*
- All fees must be paid in Australian dollars unless requested otherwise. Refunds will be reimbursed in the same currency as fees were received.
- 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**.**

All course withdrawal notifications, or applications for refunds, must be made in writing and submitted to the Principal & CEO at principal@iggs.qld.edu.au.

Students must complete the International Student Refund Request Form when applying for a refund. This form is located on the School website at:

https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

Student default because of visa refusal

If a student produces evidence of visa refusal (or provides permission for the School to verify visa refusal with the Department of Immigration) and fails to start a course on, or withdraws from the course on or before the agreed starting day, the School will refund within four weeks of receiving a written claim from the student the total amount of course fees received by the School before the student's default day, minus the lesser of:

- 5% of the amount of course fees received, or
- AUD 500.

If a student whose visa has been refused withdraws from the course after it has commenced, the School will retain the amount of tuition fees proportionate to the amount of the course the student has undertaken and will refund of any unused tuition fees* received by the School with respect to the student within the period of four weeks after the day of student default.

**Calculation of the refund due in this case is prescribed by a legislative instrument (s.10 of Education Services for Overseas Students (Calculation of Refund) Specification 2014).*

Student change of visa status

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

Student default

Any amount owing under this section will be paid within four weeks of receiving a written claim from the student (or parent(s)/legal guardian if the student is under18).

Non-tuition fees

Non-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.

Non-commencement with no notification of withdrawal

If the student does not provide written notice of withdrawal and does not start the course on the agreed starting date, one term's tuition fees will be retained from tuition fees received by the School.

Non-Commencement with notification of withdrawal:

If the School receives written notification of withdrawal by the student (or parent(s)/legal guardian if the student is under 18) four or more weeks prior to commencement, the School will refund the amount of tuition fees received less an enrolment application fee of $110.

If the School receives written notification of withdrawal by the student (or parent(s)/legal guardian if the student is under 18) less than four weeks prior to commencement of the course, the School will refund 50 % of the tuition fee.

Refunds after commencement of a course

If tuition fees for up to one study period have been received in advance: Where the student (or parent(s)/legal guardian if the student is under 18) notifies the School in writing of withdrawal before completing the relevant study period, no tuition fees will be refunded.

If tuition fees for more than one study period have been received in advance: If fees for more than one study period have been received in advance, and the School receives written notification of withdrawal by the student (or parent(s)/legal guardian if the student is under 18), the School will refund the amount of unused tuition fees less one term's fees, provided that at least one term's written notice of withdrawal has been received.

NB: Where less than one term's notice of withdrawal is received, the School will refund the amount of unused tuition fees less two term's fees.

Refunds in the event of a provider-initiated cancellation of enrolment

Please note: Policies for International Students including the International Student handbook are available on the School's website at https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

Please refer to the School's Deferment, Suspension and Cancellation Policy and the International Student Handbook for further information.

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).
- Failure to maintain satisfactory attendance (visa condition 8202).
- Failure to maintain approved welfare and accommodation arrangements (visa condition 8532).
- Failure to pay course fees.
- Any behaviour identified as resulting in enrolment cancellation in the School's Student Code of Conduct and Behaviour Management Policy.

Any refund in the case of cancellation of a student's enrolment for failure to maintain the School's agreed conditions of enrolment as outlined in the student's written agreement, including failure to disclose a pre-existing condition requiring a high degree of specialised support or care, will be at the discretion of the School.

Provider default

Any default by the School must be compliant with the current provisions of the ESOS Act 2000 and the ESOS Regulations 2019.

- If for any reason the School is unable to offer a course on an agreed starting day, and the student for some reason cannot be placed or refuses placement in an alternative course arranged by the School, a full refund of any unused tuition fees* received by the School with respect to the student will be made within 14 days of the agreed course starting day.

- If for any reason the School is unable to continue offering a course after the student commences a course, and the student for some reason cannot be placed or refuses placement in an alternative course arranged by the School, a full refund of any unused tuition fees* received by the School with respect to the student will be made within 14 days of the School's default day.

In the event that the School is unable to fulfil its obligations of providing an agreeable alternative course for the student, or a refund, the student will receive assistance from the Australian government's Tuition Protection Service. For information on the TPS, please see: https://tps.gov.au/StaticContent/Get/StudentInformation.

*Calculation of the refund due in this case is prescribed by a legislative instrument (s.7 of Education Services for Overseas Students (Calculation of Refund) Specification 2014). http://www.comlaw.gov.au/Details/F2014L00907.

This written agreement, and the right to make complaints and seek appeals of decisions and action under various processes, does not affect the rights of the student to take action under the Australian Consumer Law if the Australian Consumer Law applies.

Definitions

Non-tuition fees – fees not directly related to provision of the student's course, including:

- **Refundable Security Deposit (one-off fee payable on the acceptance of a placement offer)*
- *Overseas Student Health Cover*
- *Uniforms*
- *Textbook Refundable Bond (Years 7 to 12)*
- *QCAA Fees (Year 11 and 12 only)*
- *Stationery*
- *Year Level Camps*
- *Boarding Fees (Weekly and Full-time)*
- *Boarders Activity Levy (Weekly and Full-time)*

Tuition Fees **-** fees directly related to the provision of the student's course, including:

- *Day Student Fees*
- *Annual IT Levy*
- *Instrumental Program Levy (Prep to Year 6 only)*
- **Confirmation Fee (one-off fee payable on the acceptance of a placement offer)*
- *Year Level Textbook Hire (Years 7 to 12)*
- *Non-resident of QLD Textbook Levy (Years 7 to 12)*
- *Hospitality Levy (Years 9-11)*
- *Excursions/competitions/subject camps (Years 7 to 12)*
- *Confirmation Fee*

Course fees - the sum of tuition fees and non-tuition fees received by the School in order for the student to undertake the course.

Term – 10 weeks

Semester – 1 Study Period (2 x school terms)

Approved By: **Dr Peter Britton** **Principal & CEO**	**Date:** 13 March 2020
Maintained By: **Enrolments Registrar**	**Date:** 13 March 2020
Policy Review: **Enrolments Registrar**	**Date:** 13 March 2021

Student Progress, Attendance and Course Duration Policy

International Student Program

Statement

This policy is available to staff and to students. Overseas students are required to meet and maintain satisfactory course progress and attendance requirements under visa condition 8202 and under Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018. A copy of this policy is located on the School's website and in the International Student Handbook at https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

Scope

This policy applies to school staff, international students and their parents/legal guardians.

Responsibility

The Principal & CEO has the primary responsibility for this policy.

The following staff are responsible for ensuring compliance with this policy:

- Deputy Principal
- Dean of Students
- Dean of Studies
- Head of Extension & Intervention
- Enrolments Registrar

Course Progress

Ipswich Girls' Grammar School including Ipswich Junior Grammar School (the School) will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.

The course progress of all students will be assessed at the end of each study period (semester) of enrolment according to the School's course assessment requirements. Students who have begun part way through a semester will be assessed according to the School's course assessment requirements after completing one full study period (semester).

To demonstrate satisfactory course progress, students will need to progress as appropriate for the registered course in any study period (semester):

Ipswich Junior Grammar School – Prep to Year 6:
• Be on track to complete their course of study in the timeframe of their visa • Evidence of application to school work and age-appropriate achievement in literacy and numeracy areas of the curriculum
Ipswich Girls' Grammar School – Years 7 to 10:
• Be on track to complete their course of study in the timeframe of their visa • Achieve a 'C' results in at least 50% of subjects in any study period (semester) • Demonstrate they are working to their ability
For Senior Secondary Years 11 & 12 – full duration:
• To demonstrate satisfactory course progress for the Senior Secondary Course, students must progressively accrue sufficient credit in Units in Years 11 and 12 to remain eligible for a Queensland Certificate of Education (QCE). • Students must achieve a satisfactory result in Unit 1 and Unit 2. Units 3 and 4 are treated as a pair and the student must achieve at least a pass (C grade or higher) across the 4 summative assessment pieces. The ATAR is calculated from the result in Units 3 and 4.

If at the end of a study period a student does not achieve satisfactory course progress as described above, the Dean of Studies will formally contact the parent(s) to advise that the student is at risk of breaching the course progress requirement and that there will be a meeting with the Dean of Studies and Head of Extension & Intervention to develop an intervention strategy for academic improvement. This may include:

- After hours tutorial support
- Subject tutorial support in class time
- Mentoring
- Additional ESL support
- Change of subject selection, or reducing course load (without affecting course duration)
- Counselling - time management
- Counselling - academic skills
- Counselling - personal
- Other intervention strategies as deemed necessary

A copy of the student's individual strategy for academic improvement and any relevant progress reports will be forwarded to parents.

The student's individual strategy for academic improvement will be monitored over the following study period (semester) by the Dean of Studies and records of student response to the strategy will be kept. Parents will be kept informed of the student's academic progress while the student is receiving formal intervention.

If the student does not achieve satisfactory course progress by the end of the next study period (semester), the School will advise the student in writing 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.

The notification of intention to report will be issued to the student prior to the commencement of the next semester. Following the outcome of the internal process, if the student wishes to complain or lodge an external appeal about a decision made or action taken by the School, he/she may contact the Overseas Student Ombudsman at no cost. This must be done within ten working days. Please refer to the School's Complaints and Appeals Policy for further details.

The School will notify the ESOS agency via PRISMS of the student not achieving satisfactory course progress as soon as practicable where:

- the student does not access the complaints and appeals process within 20 days, or the student withdraws from the complaints and appeals process by notifying the Principal & CEO of the School in writing, or
- the complaints and appeals process results in a decision in favour of the School.

Completion within expected duration of study

The School will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.

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 studies within the expected duration of the course.

The School will only extend the duration of the student's study where it is clear the student will not be able to complete their course by the expected date because:

- The student can provide evidence of compassionate or compelling circumstances (see Definitions below)
- The student has, or is, participating in an intervention strategy as outlined on page two of this policy
- An approved deferment or suspension of study has been granted in accordance with the School's Deferment, Suspension and Cancellation Policy.

Where the School decides to extend the duration of the student's study, the School will report this change via PRISMS within 14 days and/or issue a new COE if required. In this case, the student will need to contact the Department of Home Affairs (Immigration) to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

Monitoring Course attendance

Satisfactory course attendance is attendance of 80% of scheduled course contact hours. (NB the National Code St 8 specifies a minimum attendance requirement of 80%, or under certain conditions, of 70% as outlined in St 8.15).

Student attendance is:

- Checked and recorded daily
- Assessed regularly
- Recorded and calculated over each study period.

Late arrival at school will be recorded and will be included in attendance calculations. If a student is late to class five times, it will be recorded as one day absent.

All absences from school will be included in absentee calculations and should be accompanied by a medical certificate, an explanatory communication from the student's carer or evidence that leave has been approved by the Dean of Students.

If a student is away on a test day, they will need to provide a medical certificate on their return.

Students are not permitted to take time off outside of the School holiday dates. Approval must be granted by the School if a student is requesting to depart for holidays early, prior to the School term finishing or returning after the term has commenced. Only students with Compassionate or Compelling Circumstances as detailed in this policy, will be permitted to take time off.

Any absences longer than two consecutive days without approval will be investigated.

Student attendance will be monitored by the Enrolments Registrar every five days over a study period to assess student attendance using the following method*:*

- Example calculation: a 20-week study period with 5 days a week would equal 100 school days. 20% of this is 20 school days.

Attendance for any period of exclusion from class will be assessed in accordance with the School's Deferment, Suspension and Cancellation Policy.

Where a student is only enrolled for part of the term, the calculation would be made for that portion of time the student was enrolled in the course.

Parents of students at risk of breaching the School's attendance requirements will be contacted by email or phone and students will be counselled and offered any necessary support when they have absences totalling 90% in any study period.

Student Attendance Calculations (Explanation):

First Warning Letter	Attendance falls between 86%-90% in the term	Student issued a First Warning Letter advising that he/she is at risk of breaching their student visa conditions due to unsatisfactory attendance.
Second Warning Letter	Attendance falls between 81%-85% in the term	Student issued a Second Warning Letter advising that he/she is at risk of breaching student visa conditions due to unsatisfactory attendance.
Third Warning Letter	Attendance falls below 80% but remains at or above 70% in the School term	Intention to Report letter for unsatisfactory attendance will be issued to the student. The student can access the internal complaints and appeals process. Refer to the School Complaints and Appeals Policy on our website: https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/

If the calculation for student attendance displayed on page three indicates that the student has passed the attendance threshold for the study period, the School will assess the student against the provisions below.

Where the student has failed to meet the minimum attendance requirement, and the below provisions does not apply, the School will promptly 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.

Provisions

The School will notify the ESOS agency via PRISMS of the student not achieving satisfactory course attendance as soon as practicable where:

- the student does not access the complaints and appeals process within 20 days,
- the student withdraws from the complaints and appeals process by notifying the Principal & CEO in writing,
- the complaints and appeals process results in a decision in favor of the School.

Students will not be reported for failing to meet the 80% attendance threshold for a study period where:

- the student produces documentary evidence clearly demonstrating compassionate or compelling circumstances e.g., medical illness supported by a medical certificate or as per the Definition, below, and
- the student's attendance has not fallen below 70% for the study period.

The method for calculating 70% attendance is the number of study days x number of days per week x 30%.

If a student is assessed as having nearly reached the threshold of 70% attendance for a study period, the Dean of Students and Dean of Studies will assess whether a suspension of studies is in the interests of the student as per the School's Deferment, Suspension and Cancellation Policy.

If the student does not obtain a suspension of studies under the School's Deferment, Suspension and Cancellation Policy, and falls below the 70% threshold for attendance for the study period, the process for reporting the student for unsatisfactory attendance (breach of visa condition 8202) will occur as outlined above.

Definitions

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:

- serious illness, where a medical certificate states that the student was unable to attend classes
- bereavement of close family members such as parents or grandparents (with evidence of death a certificate if possible)
- major political upheaval or natural disaster in the home country requiring their emergency travel that has impacted on their studies
- a traumatic experience which has impacted on the student (these cases should be where possible supported by police or a psychologist reports)
- where the School was unable to offer a pre-requisite unit
- 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.

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.

Study period:

- for the purpose of monitoring attendance, a study period is a semester
- for the purpose of monitoring course progress in a Primary School or Junior Secondary School course, a study period is a semester
- for the purpose of monitoring course progress in a Senior Secondary School course, a study period is a Unit of a subject or course of study (i.e., Unit 1 or Unit 2 in Year 11 or Units 3 and 4 in Year 12)

Learning Options:

The range of subjects and programs as outlined in Learning Options 1.2.2 of the Queensland Curriculum and Assessment Authority (QCAA) QCE and QCE and QCIA Handbook 2019. Please visit www.qcaa.qld.edu.au for further information.

Approved By: Dr Peter Britton Principal & CEO	**Date:** 13 March 2020
Maintained By: Enrolments Registrar	**Date:** 13 March 2020
Policy Review: Enrolments Registrar	**Date:** 13 March 2021

Student Transfer Request Policy

International Student Program

Statement

Ipswich Girls' Grammar School including Ipswich Junior Grammar School (the School) Overseas Student Transfer Policy and processes apply to:

- overseas students requesting to transfer prior to completing the first six months of their first registered school sector course or
- where the student has completed the first six months of their enrolment in their first registered school sector course and wishes to transfer but the provider holds welfare responsibility via a CAAW.

A copy of this policy is located on the School's website and in the International Student Handbook at https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

Scope

This policy applies to school staff, agents, international students and their parents/legal guardians.

Responsibility

The Principal & CEO has the primary responsibility for this policy.

The following staff are responsible for ensuring compliance with this policy:
- Deputy Principal
- Dean of Students
- Enrolments Registrar

Overseas students requesting to transfer prior to completing the first six months of their first registered school sector course:

Overseas students are restricted from transferring from their first registered school sector course of study for a period of six months. This restriction also applies to any course(s) packaged with their first registered school sector course of study. Exceptions to this restriction are:

- If the student's course or school becomes unregistered
- The school has a government sanction imposed on its registration
- A government sponsor (if applicable) considers a transfer to be in the student's best interests
- If the student is granted a release in PRISMS.

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

The School will only release a student before completing the first six months of their first registered school sector course in the following circumstances:

- The student has changed welfare and accommodation arrangements and is no longer within a reasonable travelling time of the School.
- The student will be reported because they are unable to achieve satisfactory course progress at the level they are studying, even after engaging with the School intervention strategy to assist them in accordance with Standard 8 (overseas student visa requirements).
- The student provides evidence of compassionate or compelling circumstances.
- The School fails to deliver the course as outlined in the written agreement.
- The student provides evidence that their reasonable expectations about their current course are not being met.
- The student provides evidence that he/she was misled by the School or an education or migration agent regarding the School or its course and the course is therefore unsuitable to his/her needs and/or study objectives.
- An appeal (internal or external) on another matter results in a decision or recommendation to release the student.
- Any other reason stated in the policies of the School.

Students under 18 years of age MUST also have:

- Written evidence that the student's parent(s)/legal guardian supports the transfer application.
- Written confirmation that the receiving provider will accept responsibility for and communicate with the student about approving the student's accommodation, support, and general welfare arrangements from the proposed date of release where the student is not living with a parent/legal guardian or a suitable nominated relative.

The School will NOT agree to the transfer before the student completes the first six months of their first registered school sector course in the following circumstances:

- The student's progress is likely to be academically disadvantaged.
- The School is concerned that the student's application to transfer is a consequence of the adverse influence of another party.
- The student has not had sufficient time to settle into a new environment in order to make an informed decision about transfer.
- The student has not accessed school support services which may assist with making adjustments to a new environment, including academic and personal counselling services.
- School fees have not been paid for the current term/semester.

To apply for transfer to another provider, students need to:

- Complete an Application for the Student Transfer Form available from the School website: https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/.
- The completed application form and a valid offer of enrolment from another provider should be provided to the Enrolments Registrar or alternatively you can email the documentation to enrolment@girlsgrammar.com.au . The completed application form and valid offer of enrolment will be assessed by the School Principal.
- If under 18 years of age, attach written confirmation of the parent/s or legal guardian/s support for the transfer to the nominated provider.

In this case, the valid offer of enrolment must also confirm the new provider's acceptance of responsibility for approving the student's accommodation, support and general welfare arrangements from the proposed date of the student's release from the School, in accordance with Standard 5 (Younger overseas students) of the 2018 National Code of Practice for Providers of Education and Training for Overseas Students.

The School will assess the student's transfer request application and notify the student of a decision within five working days.

If the School grants the student's transfer request, the student will be notified and the decision will be reported to the Department of Home Affairs (Immigration) via PRISMS.

If the School intends to refuse the student's transfer application request, the School will provide the student with reasons for refusal in writing and include a copy of the School's complaints and appeals policy available at:

https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/.

The student has the right to access the School's complaints and appeals process and has 20 working days to do this. The student's transfer request application will only be finalised in PRISMS after one of the following occurs:

- The student confirms in writing they choose not to access the School 's complaints and appeals process, or
- The student confirms in writing they withdraw from any appeals process they have commenced, or
- The appeals process is completed and a decision has been made in favour of the student or the School.

Applications to transfer to another registered provider may have visa implications. The student is advised to contact the Department of Home Affairs (Immigration) office as soon as possible to discuss any implications: https://immi.homeaffairs.gov.au/help-support/contact-us .

Students who are no longer subject to the transfer restriction but the School holds the welfare responsibility via a CAAW

Students under 18 years of age MUST have:

- Written evidence that the student's parent(s)/legal guardian supports the transfer application
- Written confirmation that the receiving provider will accept responsibility for and communicate with the student about approving the student's accommodation, support, and general welfare arrangements from the proposed date of release where the student is not living with a parent / legal guardian or a suitable nominated relative.

To apply for transfer to another provider, students need to:

- Complete an Application for Student Transfer Form available from the School website: https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/.
- The completed application form and a valid offer of enrolment from another provider can be emailed to the Enrolments Registrar and will be provided to the Principal & CEO for assessment and response within five working days.
- If under 18 years of age, attach written confirmation of support for the transfer to the nominated provider by a parent/s or legal guardian/s.

In this case, the valid offer of enrolment must confirm acceptance of responsibility for approving the student's accommodation, support and general welfare arrangements from the proposed date of the student's release from the School in accordance with Standard 5 (Younger overseas students) of the 2018 National Code of Practice for Providers of Education and Training for Overseas Students.

The School will negotiate the welfare transfer date with the receiving provider and will advise the student of the welfare transfer date within five working days.

Transfers to another registered provider may have visa implications. The student is advised to contact the Department of Home Affairs (Immigration) office as soon as possible to discuss any implications: https://immi.homeaffairs.gov.au/help-support/contact-us.

Approved By: Dr Peter Britton Principal & CEO	**Date:** 13 March 2020
Maintained By: Enrolments Registrar	**Date:** 13 March 2020
Policy Review: Enrolments Registrar	**Date:** 13 March 2021

Accommodation and Welfare Policy

International Student Program

Statement

Ipswich Girls' Grammar School including Ipswich Junior Grammar School (the School) Overseas Student Transfer Policy and processes apply to:

- overseas students requesting to transfer prior to completing the first six months of their first registered school sector course; or
- where the student has completed the first six months of their enrolment in their first registered school sector course and wishes to transfer but the provider holds welfare responsibility via a CAAW.

The Accommodation and Welfare Policy is available on the School website and in the International Student handbook at https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

Scope

This policy applies to school staff, agents, international students and their parents/legal guardians.

Responsibility

The Principal & CEO has the primary responsibility for this policy.

The following staff are responsible for ensuring compliance with this policy:
- Deputy Principal
- Dean of Students
- Head of Boarding
- Enrolments Registrar

Care for younger students under 18 years

The school is a CRICOS-registered provider which enrols younger students under 18 years of age.

As part of the registration obligations the school must satisfy Commonwealth and State legislation, as well as any other regulatory requirements, relating to child welfare and protection for any overseas student enrolled who is under 18 years of age.

This includes requirements under:

- the Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Child Protection Act 1999
- the Education (Non-State Schools Accreditation) Regulation 2017

These obligations include ensuring that all overseas students under 18 years of age are given age-and culturally-appropriate information on:

- who to contact in emergency situations, including contact number/s of a nominated staff member, and
- how to seek assistance and report any incident or allegation involving actual or alleged sexual, physical or other abuse.

The School has documented procedures relating to child welfare and safety, and will implement these procedures in the event that there are any concerns for the welfare of a student under 18 years of age.

In addition to the School's responsibilities under the 2018 National Code, ESOS legislation and Queensland child protection legislation, there are student visa conditions and prescribed responsibilities that apply to enrolment of younger overseas students under the age of 18 years. These include:

- Student visa condition 8532
- Education Provider responsibilities required by the Department of Immigration

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

Please visit this link to review student visa conditions:
https://immi.homeaffairs.gov.au/visas/already-have-a-visa/check-visa-details-and-conditions/see-your-visa-conditions

ondition number	ho this applies to	Description
8532	*All students*	*Students younger than 18 years of age, must have accommodation and support, and the general welfare must be maintained for the duration of the student's stay in Australia.* *To maintain the student welfare, students must stay in Australia with:* • *student parent or legal custodian* *or* • *a relative who has been nominated by the student's parents or custodians who is aged over 21 and is of good character* *or* • *have accommodation, support and general welfare arrangements in place that have been approved by the School – Boarding House* *Students must not change arrangements without the written approval Ipswich Girls' Grammar School including Ipswich Junior Grammar School.* *If the student welfare arrangements are approved by the School students must not travel to Australia until the welfare arrangements start.*

Responsibilities for ALL overseas students under 18 years of age

The School keeps up to date records of students' current contact details as required.

Contact details required for an accepted student of a registered provider, under s19(1)(a) of the ESOS Act 2000 are prescribed in s9(a) and (f) of the ESOS Regs 2019 are:

(a) the student's residential address, phone number and email address;
(f) if the student is less than 18 years old:
- the name, residential address, phone number and email address of a person other than the provider who has legal authority to act on the student's behalf; and
- the relationship of the person to the student (for example, parent or guardian)

Accommodation and care options for overseas students under 18 years

The School approves the following accommodation and care options for overseas students:

The student will live with a parent or relative approved by the Department of Immigration.

The Student Guardian Visa (subclass 590) is issued for the same length of time as the nominating student or until the student turns 18 years of age.

Responsibilities of the student guardian visa holder are currently outlined on the webpages:

https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-590#HowTo
and
https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500/welfare-arrangements-students-under-18 .

In this case:

- The School does **not** provide a welfare letter (CAAW) via PRISMS. The student's family completes Form 157N and provides proof of relationship to Department of Home Affairs (Immigration) at the time of visa application for approval of these arrangements. The Department of Home Affairs (Immigration) must also approve any further change of welfare arrangements.

- If the adult responsible for the welfare, accommodation and other support arrangements for a student under 18 years holds a Student guardian Visa (subclass 590), all obligations and conditions of this visa must be met, including:

- not leaving Australia without the nominating student unless there are compassionate and compelling circumstances and the School has first approved alternative welfare and accommodation arrangements for the student for the adult's period of absence, and
- advising the Department of Home Affairs (Immigration) of any change of address, passport or other changes of circumstances.

The School requires holders of Student Guardian Visas to:

- Maintain Overseas Visitor Health Cover for themselves and any dependent children living with them in Australia
- Immediately advise the School of any change to address or contact details
- Immediately advise the School if there are any compassionate or compelling reasons to travel overseas or not be at home for an extended period of time to care for the student.

If the student is being accompanied by an adult with a student guardian visa and the school becomes aware that the guardian intends to leave the country without the student the following applies:

- The School notifies the parent / visa holder by letter 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:

    - The circumstances
    - Approved accommodation for the student – Boarding House during school term and UIL approved homestay during school holiday periods
    - The details and start and end dates of these arrangements.

If there is a valid reason for travelling overseas, and the School is able to approve alternative accommodation and care arrangements for the student for the period of student guardian visa holder's absence, the School will provide documentation approving temporary care arrangements for the student to the student's guardian and for the Department of Home Affairs (Immigration) via PRISMS.

If there is not a valid reason for travelling overseas, or if the School is not able to approve alternative accommodation and care arrangements for the student for the period of student guardian visa holder's absence, the student will need to travel overseas with the holder of the student guardian visa. In this case, the School will advise if compulsory attendance requirements will or will not be affected by the student's absence.

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

Accommodation options that may be approved by the School for full fee paying 500 (formerly 571) visa subclass students under 18 years of age include*:*

- School Boarding House

The School will maintain approval of accommodation and care arrangements until:

- The student completes the course and departs Australia
- The student turns 18 years
- Any appeals processes in relation to the school's intentions to cancel the student's enrolment has been finalised (including suspensions, cancellations, course progress and attendance)
- The student has alternative welfare arrangements approved by another registered provider
- A parent or nominated relative approved by the Department of Home Affairs (Immigration) assumes care of the student
- The school has notified the Department of Home Affairs (Immigration) that it is no longer able to approve the student's welfare arrangements and has taken the required action after not being able to contact the student.

Any accommodation, welfare and other support arrangements for the student must be approved by the School, including arrangements provided by third parties.

Accommodation and care arrangements are checked prior to approval and at least every six months thereafter to ensure they are appropriate to the student's age and needs.

Any adults involved in or providing accommodation and welfare arrangements to the student have a blue card as appropriate. Please visit https://www.bluecard.qld.gov.au/ for further information on blue cards.

Any changes to approved arrangements must also be approved by the school.

If a student cannot be located and the School has concerns for his/her welfare, the School will contact the student's parents/legal guardian and notify the police and any other relevant authorities.

If a student for whom the School has issued a CAAW refuses to maintain approved arrangements, the School will report this to the Department of Home Affairs (Immigration) and advise the student to contact the Department of Home Affairs (Immigration) to ensure visa implications are understood: https://immi.homeaffairs.gov.au/help-support/contact-us .

In the event of a significant or critical welfare issue involving the student, and if determined necessary by the school, a parent, legal guardian or approved relative agrees to travel to a designated location within two days to assume care of the student until the situation has been resolved to the school's satisfaction.

If a parent / nominated guardian wishes to assume welfare responsibility, the parent / nominated guardian must notify the School as soon as practicable of their intentions and must provide the school with written evidence of a guardian visa grant.

For School vacation periods, students under 18 years of age for whom the School has issued a CAAW will:

- return home to parents, or
- student is place in *UIL Homestay, details of which are organised and recorded by the School, or
- apply for approval to spend the vacation with relatives, or
- apply to attend a supervised excursion, camp, etc., if all requirements are met in order to attain school approval.

Note: Parents will be required to complete an International Student Travel Form four weeks prior to the School term break to provide information on travel plans for students during this period. This form will be emailed to parents by the Boarding House staff. All travel arrangements must be approved by the School.

Note: Students are not permitted to take time off outside of the School holiday dates. Approval must be granted by the School if a student is requesting to depart for holidays early, prior to the School term finishing or returning after the term has commenced. Only students with Compassionate or Compelling Circumstances as detailed in the Course Duration and Attendance Policy, will be permitted to take time off.

***UIL Homestay / private accommodation arrangements: School vacation periods only**

The Homestay arrangements approved by the School meet Queensland legislative requirements for child protection as well as Standard 5 of the 2018 National Code of Practice for Providers of Education and Training to Overseas Students.

These include:

- Continuous dates for approved welfare arrangements
- Documented procedures for checking suitability of accommodation, support and general welfare arrangements before a student is placed in an approved arrangement, and at least every six months thereafter, covering:
- Guidelines for selecting, screening and monitoring each family and ensuring the family can provide age appropriate care and facilities 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
- Compliant Homestay risk management strategy, reviewed annually, undertaken by the School/operator of the homestay program
- Students/homestay families have been advised of emergency contacts for the School during the vacation care/temporary accommodation placement
- Blue cards as required for adults living in the homestay/private arrangement, other than overseas

Approved By: Dr Peter Britton Principal & CEO	**Date:** 13 March 2020
Maintained By: Enrolments Registrar	**Date:** 13 March 2020
Policy Review: Enrolments Registrar	**Date:** 13 March 2021

IPSWICH GIRLS' GRAMMAR SCHOOL
&
IPSWICH JUNIOR GRAMMAR SCHOOL

International Student Forms

Student Complaints and Appeals Form

International Student Program

Please use this form for

- Appeals against academic assessment;
- Appeals against the notification of intention to cancel CoEs
- Appeals against the result of an application for special consideration in relation to an individual student;
- Appeals against the application for suspension/deferment/cancellation of enrolment;
- General complaints

Please note: The Principal & CEO will consider your concerns within ten working days and will arrange a meeting with you or respond to you in writing. You will be notified of the outcome of your request, and the reasons for any School decisions, within five working days.

Important Information:

- The Complaints and Appeals Policy and Form can be accessed on our website: shttps://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .
- You should read the policy and procedures carefully to establish your eligibility for a Complaint or Appeal.
- Any request for a student's Complaint or Appeal must be made in writing using this form.
- Before your Complaint or Appeal Form will be considered you must complete all the sections below and attach documents relevant to your application.
- The completed form can be emailed to the Principal & CEO at principal@iggs.qld.edu.au or handed in to the Enrolments Registrar in the Enrolments Office located in the main administration building.

Attachments: Please ensure you attach any relevant supporting documentation.

Please note: This form will be assessed once all documentation has been received. The School may ask for more documentation if required.

Contact Details						
Student Name:						
Year Level:			**House:**			
Ipswich Girls' Grammar Boarder:	☐ **No**	☐ **Yes**	**Cribb House** **Chermside Road & Queen Victoria Parade** **Ipswich QLD 4305**			
If you have ticked No for boarding please provide current Address in Australia:	**Street Address:**					
	Suburb:		**Postcode:**		**State:**	
Address in home country:						
Home Phone No:			**Mobile Phone No:**			
Email Address:						

Details of the Complaint:

Details of the Appeal:

Student Declaration

I declare the information provided in this application is true and correct and I have read and understood the information regarding the Complaints and Appeals Process of the School.

_____	_____	_____
Student Name	**Student Signature**	**Date**
_____	_____	_____
Parent 1 Name	**Parent 1 Signature**	**Date**
_____	_____	_____
Parent 2 Name	**Parent 2 Signature**	**Date**

Office Use Only

Outcome: **Approved** □ **Not Approved** □

Received: _____ **Date:** _____ / ____ / _____

Processed by: _____ **Date:** _____ / ____ / _____

Staff Signature: _____ **Date:** _____ / ____ / _____

Position: _____ **Date:** _____ / ____ / _____

Deferment, Suspension and Cancellation Form

International Student Program

Please read the Deferment, Suspension and Cancellation Policy before filling out this application form to see if you meet the requirements to be granted a deferment of commencement or suspension of studies. The Deferment, Suspension and Cancellation Policy can be accessed on Ipswich Girls' Grammar School including Ipswich Junior Grammar School's (the School) website: https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

Please complete the following information below:

STUDENT DETAILS	
Student Name:	
Year:	
Current Address in Australia:	
Parent Name:	
Address in Home Country:	
Phone Number:	
Mobile Phone:	
Email Address:	

I am applying for (Please Tick ✓):
(Attachments: Please ensure you attach any relevant supporting documentation)

☐ A deferment of commencement of studies

☐ A suspension of studies

Please state why you wish to defer/suspend your studies:

Please note: 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 five working days.

Students are required to maintain the condition of their visa, including maintaining enrolment in a registered course of study. Deferment, suspension and non-commencement of enrolment can have an effect on a student's visa as a result of changes to enrolment status.

The Department of Home Affairs (Immigration) website http://www.border.gov.au/Trav/Stud/More provides further detail regarding the conditions of the visa and obligations of students.

Students who have not yet commenced their studies at the School will also need to contact Department of Home Affairs (Immigration) in case there is any effect on their student visa as a result of changes to enrolment or CoE status.

Please see contact details at: http://www.border.gov.au/about/contact/offices-locations .

The completed form can be emailed to enrolment@girlsgrammar.com.au or given to the Enrolments Registrar located on level one of the main administration building.

Student Declaration

I declare the information provided in this application is accurate and I have read and understood the information regarding the Complaints and Appeals Process of the School.

_____	_____	_____
Student Name	**Student Signature**	**Date**
_____	_____	_____
Parent 1 Name	**Parent 1 Signature**	**Date**
_____	_____	_____
Parent 2 Name	**Parent 2 Signature**	**Date**

Office Use Only

Refund: **Approved** □ **Not Approved** □

Comments: (if applicable):

……

……

Received: _____ **Date:** __ / __ / ____

Processed by: _____ **Date:** __ / __ / ____

Staff Signature: _____ **Date:** __ / __ / ____

Position: _____ **Date:** __ / __ / ____

International Student Refund Form

International Student Program

Please read the International Student Refund Policy before filling out this application form to request a refund. The refund form and refund Policy can be accessed on our website: https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

Please note: Please tick ✓ to indicate you have read and understood the following:

- ☐ Fee refunds will be provided in accordance with the School's Refund Policy and Procedure
- ☐ Please read the policy carefully to establish your eligibility for a fee refund
- ☐ Before your application for a fee refund will be considered, you must complete all the sections below and attach required documents relevant to your application

STUDENT DETAILS	
Student Name:	
Year:	
Current Address in Australia:	
Parent Name:	
Address in Home Country:	
Phone Number:	
Mobile Phone:	
Email Address:	

Please indicate below the reason for the refund (Please tick ✓):

- ☐ Withdrawal from the course
- ☐ Cancellation of enrolment
- ☐ The School cancels the course or unable to provide the course
- ☐ Other (Please specify): _____

Account Details for the refund

Mr / Mrs / Ms:			
Address:			
Country:		**Postcode:**	
Telephone (Country Area Code if applicable)		**Mobile (Country Area Code if applicable)**	
Email Address:			
Payment Details			
Name of Bank:			
Account Name:			
Account Number:			
BSB Number:			
Swift Code (If not in Australia):			

The completed form can be emailed to registrar@girlsgrammar.com.au.

The completed form can be emailed to enrolment@girlsgrammar.com.au or given to the Enrolments Registrar at the Enrolments Office located in the main administration building on level 1 of the School.

Student Declaration

I declare the information provided in this application is accurate and I have read and understood the information regarding the Complaints and Appeals Process of the School.

_____	_____	_____
Student Name	**Student Signature**	**Date**
_____	_____	_____
Parent 1 Name	**Parent 1 Signature**	**Date**
_____	_____	_____
Parent 2 Name	**Parent 2 Signature**	**Date**

Office Use Only

Refund: **Approved** □ **Not Approved** □

Comments: (if applicable):

……

……

……

Received: _____ **Date:** __ / __ / ____

Processed by: _____ **Date:** __ / __ / ____

Staff Signature: _____ **Date:** __ / __ / ____

Position: _____ **Date:** __ / __ / ____

Student Transfer Request Application Form

International Student Program

Please read the attached Student Transfer Request Assessment Policy before filling out this application form to request a transfer to another education provider, if you have not yet completed the first six months of your first School sector course OR if you are under 18 years of age. The Student Transfer Request Form and Student Transfer Policy can be accessed on our website: https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ . There is no cost to students to submit this form to the School.

Contact Details						
Student Name:						
Year Level:			**House:**			
Ipswich Girls' Grammar Boarder:	☐ **No**	☐ **Yes**	**Cribb House** **Chermside Road & Queen Victoria Parade** **Ipswich QLD 4305**			
If you have ticked No for boarding please provide current Address in Australia:	**Street Address:**					
	Suburb:		**Postcode:**		**State:**	
Address in home country:						
Home Phone No:			**Mobile Phone No:**			
Email Address:						

Please indicate if any of the following apply (Please Tick ✓):

- ☐ I have not yet completed the first six months of my first School sector course
- ☐ I am under 18 years of age
- ☐ I have completed the first six months of my first School sector course
- ☐ I am over 18 years of age

Please note: if you have completed the first six months of first School sector course AND you are over 18 years of age, you do not need to use this form.

Reason(s) for transfer: _____

If you **have not yet completed the first six months of your first School sector course**, please provide details of the reason or reasons why you wish to transfer to another education provider.

i. Please indicate if any of the following apply and attach evidence where requested.
   - ☐ You are providing evidence (attached) that you / your family have changed welfare and accommodation arrangements and these are no longer within a reasonable travelling time from the School.
   - ☐ The School supports your decision to apply for a course that is not offered by this School.
   - ☐ You have received notice you will be reported because you are unable to achieve satisfactory course progress, even after receiving support from the School to assist you, in accordance with Standard 8 (Overseas student visa requirements) of the 2018 National Code of Practice for Providers of Education and Training for Overseas Students.
   - ☐ You are providing evidence (attached) of compassionate or compelling circumstances.

- ☐ The School is unable to deliver the course in which you are enrolled as outlined in the written agreement.
- ☐ You are providing evidence (attached) that your reasonable expectations about your current course are not being met.
- ☐ You are providing evidence (attached) that you were misled by the School or an education or migration agent regarding the School or its course and the course is therefore unsuitable to your needs and/or study objectives.
- ☐ An appeal decision (internal or external) on another matter has been made or recommended in favour of your release from enrolment at the School.

ii. Please provide details of any other reason, with evidence if applicable, for why you wish to transfer to another education provider.

Enrolment offer from another registered provider

- ☐ Attach a valid enrolment offer / letter of offer from the education provider to which you wish to transfer.

If you are under 18 years of age

- ☐ If you are under 18 years of age and not in the care of a parent or suitable nominated relative, the valid enrolment offer / letter of offer you are providing must also show that the receiving education provider will accept responsibility for approving your accommodation, support and general welfare arrangements from the date of your proposed release.
- ☐ If you are under 18 years of age, attach written confirmation from your parents or legal guardian showing that you have their support to transfer.

Attach any other relevant documentation as evidence to support your application.

Your application will be assessed once all documentation has been received within five working days. The School may ask for further documentation if it requires it.

The completed form can be emailed to enrolment@girlsgrammar.com.au or given to the Enrolments Registrar at the Enrolments Office located in the main administration building of the School.

Student Declaration

I declare the information provided in this application is accurate and I have read and understood the information regarding the Complaints and Appeals Process of the School.

_____	_____	_____
Student Name	**Student Signature**	**Date**
_____	_____	_____
Parent 1 Name	**Parent 1 Signature**	**Date**
_____	_____	_____
Parent 2 Name	**Parent 2 Signature**	**Date**

Office Use Only

Outcome: **Approved** ☐ **Not Approved** ☐

Received: _____ **Date:** _____ / ____ / _____

Processed by: _____ **Date:** _____ / ____ / _____

Staff Signature: _____ **Date:** _____ / ____ / _____

Position: _____ **Date:** _____ / ____ / _____

International Student Travel Form

(Vacation Period)

International Student Program

IPSWICH GIRLS' GRAMMAR SCHOOL & IPSWICH JUNIOR GRAMMAR SCHOOL

Vacation Period Dates

Term:		School Holiday Dates	Start Date		Finish Date	

Return/Recommencement Dates

All boarders must return on		Term:		Recommences	

Please note:

- This form must be completed by the parents of the student and returned via email with all relevant documentation i.e. Airline ticket by the due date (4 weeks prior to the relevant term ending) to:
- Mrs Tina Jensen, Assistant Head of Boarding: TJensen@girlsgrammar.com.au
- If the student is not returning home but staying with relatives or parents written permission must be emailed to enrolment@girlsgrammar.com.au for approval.

- A copy of the Student Progress, Attendance and Course Duration Policy and the Accommodation and Welfare Policy are available in the International Student Handbook and on the website at https://iggs.qld.edu.au/why-iggs/international/international-policies-and-forms/ .

Please note: Students are not permitted to take time off outside of the school holiday dates. Approval must be granted by the school if a student is requesting to depart for holidays early, prior to the school term finishing or returning after the term has commenced. Only students with Compassionate or Compelling Circumstances as detailed in this policy, will be permitted to take time off.

Section A: Please complete the following student details:

Student Name:			
Date of Birth:		Student Mobile Number:	

Section B: Please complete this section if you are staying with parents or relatives in Australia or require homestay placement during the school holidays.

Do you require homestay placement during the school holidays? YES □ (Cribb Boarding House staff will organise homestay placement with a UIL Approved Homestay and advise you of the homestay details when confirmed).

Please note: Written permission is required from your parents if you are not returning to your home country during the school holidays. You will also need to provide the contact information as requested in the below table.

Contact name:		Mobile Number:	
Relationship to Student:		Email:	
Is this person over 21 Years:	Yes / No	Dates of stay:	
Address:			

SAMPLE

Section C: All sections below must be completed. A copy of the airline ticket and itinerary must be provided and attached to this form.

Flight Details – Departing Brisbane					
Departure Date:		**Departure Time:**		**Flight Number:**	
Airline name:					
Flight Details – Arriving in Brisbane					
Departure Date:		**Departure Time:**		**Flight Number:**	
Airline name:					

Section D: Please complete this section if you require airport transfers or have organised alternative travel arrangements to and from Brisbane Airport.

Please note: Cribb Boarding House staff will organise the airport transfers. Prices start from $55.

Will you need an airport transfer **to** Brisbane airport? Yes □ No □ Will you need an airport transfer **from** Brisbane airport? Yes □ No □

If 'No' – how will you get to the airport? _____

If 'No' – how will you get to the Boarding House? _____

Please note: if a parent or relative is arranging the student pickup from the Boarding House or drop off to the Boarding House, the parent or relative will need to formally sign the student in or out of the Boarding House. Please see the Boarding House staff on arrival. Please provide details of the parent or relative below.

Contact name		**Mobile Number**	
Relationship to Student		**Is this person over 21 Years**	Yes / No
Dates of stay			
Address			

Section D: Parent Verification

I verify that the information I have provided on this form is complete and accurate, providing false or misleading information may result in the deferment, suspension or cancellation of enrolment.

_____	_____	_____
Parent 1 Name	**Parent 1 Signature**	**Date**
_____	_____	_____
Parent 2 Name	**Parent 2 Signature**	**Date**

Section E: Ipswich Girls' Grammar School including Ipswich Junior Grammar School Approval Outcome:

Approved □ **Not Approved** □

Mrs Rebecca Sullivan
Dean of Students

_____ _____
Signature **Date**

SAMPLE

IPSWICH GIRLS' GRAMMAR SCHOOL
&
IPSWICH JUNIOR GRAMMAR SCHOOL

School Policies

Child Protection Policy

Purpose:	The purpose of this policy is to provide a policy as part of Ipswich Girls' Grammar School written processes about how the school will respond to harm, or allegations or harm, to students under 18 years old, and the appropriate conduct of the school's staff and students, to comply with accreditation requirements.
Scope:	Students and employees, including full-time, part-time, permanent, fixed- term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at IGGS and covers information about the reporting of harm and abuse.
References: **Related Policies**	• *Child Protection Act 1999 (Qld)* • *Education (General Provisions) Act 2006 (Qld)* • *Education (General Provisions) Regulation 2017 (Qld)* • *Education (Accreditation of Non-State Schools) Act 2017 (Qld)* • *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)* • *Working with Children (Risk Management and Screening) Act 2000 (Qld)* • *Working with Children (Risk Management and Screening) Regulations 2011 (Qld)* • Ipswich Girls' Grammar School Complaints Handling Policy • Ipswich Girls' Grammar School Complaints Handling Procedure • Ipswich Girls' Grammar School Child Risk Management Strategy (for the *Working with Children (Risk Management and Screening) Act* 2000 (Qld)) • Ipswich Girls' Grammar School Work Health and Safety Policy (for the *Work Health and Safety Act* 2011 (Qld))

Definitions

- **Section 9 of the *Child Protection Act* 1999 - "Harm"**, to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.

1. It is immaterial how the harm is caused.
2. Harm can be caused by—

a) physical, psychological or emotional abuse or neglect; or
b) sexual abuse or exploitation.

3. Harm can be caused by—

a) a single act, omission or circumstance; or
b) a series or combination of acts, omissions or circumstances.

- **Section 10 of the Child Protection Act 1999- A "child in need of protection"** is a student who-

a) has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and
b) does not have a parent able and willing to protect the child from the harm.

- **Section 364 of the *Education (General Provisions) Act* 2006 - "Sexual abuse"**, in relation to a relevant person, includes sexual behaviour involving the relevant person and another person in the following circumstances –

(a) the other person bribes, coerces, exploits, threatens or is violent toward the relevant person;

(b) the relevant person has less power than the other person;

(c) there is a significant disparity between the relevant person and the other person in intellectual capacity or maturity

Health and Safety

The School has written processes in place to enable it to comply with the requirements of the Work Health & Safety Act 2011 (Qld) and the Working with Children (Risk Management and Screening) Act 2000 (Qld).

Responding to Reports of Harm

When the school receives any information alleging 'harm'[1] to a student (other than harm arising from physical or sexual abuse) it will deal with the situation compassionately and fairly so as to minimise any likely harm to the extent it reasonably can. This is set out in the school's Child Risk Management Strategy. Information relating to physical or sexual abuse is handled under obligations to report set out in this policy[2].

Conduct of Staff and Students

All staff, contractors and volunteers must ensure that their behaviour towards and relationships with students reflect proper standards of care for students. Staff, contractors and volunteers must not cause harm to students[2].

Reporting Inappropriate Behaviour

If a student considers the behaviour of a staff member to be inappropriate, the student should report the behaviour to:-

- Rebecca Sullivan (Dean of Students) or Nicolee Eiby (Head of Junior School) or
- Jayne Acutt (Deputy Principal)[3].

Dealing with Report of Inappropriate Behaviour

A staff member who receives a report of inappropriate behaviour must report it to the Principal. Where the Principal is the subject of the report of inappropriate behaviour, the staff member must inform a member of the school's governing body[4]. Reports will be dealt with under the school's Dispute Resolution/Complaints Handling Policy.

Reporting Sexual Abuse[5]

Section 366 of the *Education (General Provisions) Act* 2006 states that if a staff member becomes aware, or reasonably suspects in the course of their employment at the school, that any of the following has been sexually abused by another person:

a) a student under 18 years attending the school;

b) a pre-preparatory aged child registered in a pre-preparatory learning program at the school;

c) a person with a disability who:-

i. under section 420(2) of the *Education (General Provisions) Act* 2006 is being provided with special education at the school; and

---

[1] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(7):* the definition of 'harm' for this regulation is the same as in section 9 of the *Child Protection Act 1999 (Qld)* [2] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(1)*

[2] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(1)*

[3] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(2) and s.16(3)*

[4] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(2)*

[5] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(2)(c)*

ii. is not enrolled in the preparatory year at the school

then the staff member must give a written report about the abuse or suspected abuse to the Principal or to a director of the school's governing body immediately.

The School's Principal or the director of the school's governing body must immediately give a copy of the report to a police officer.

If the first person who becomes aware or reasonably suspects sexual abuse is the school's Principal, the Principal must give a written report about the abuse, or suspected abuse to a police officer immediately and must also give a copy of the report to a director of the school's governing body.

A report under this section must include the following particulars:-

a) the name of the person giving the report (the ***first person***);
b) the student's name and sex;
c) details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused by another person;
d) details of the abuse or suspected abuse;
e) any of the following information of which the first person is aware:-

i. the student's age;
ii. the identity of the person who has abused, or is suspected to have abused, the student;
iii. the identity of anyone else who may have information about the abuse or suspected abuse[6].

Reporting Likely Sexual Abuse [7]

Section 366A of the *Education (General Provisions) Act* 2006 states that if a staff member reasonably suspects in the course of their employment at the school, that any of the following is likely to be sexually abused by another person:-

a) a student under 18 years attending the school;
b) a pre-preparatory aged child registered in a pre-preparatory learning program at the school;
c) a person with a disability who:-

i. under section 420(2) of the *Education (General Provisions) Act* 2006 is being provided with special education at the school; and
ii. is not enrolled in the preparatory year at the school

then the staff member must give a written report about the suspicion to the Principal or to a director of the school's governing body immediately.

The school's Principal or the director of the school's governing body must immediately give a copy of the report to a police officer.

If the first person who reasonably suspects likely sexual abuse is the school's Principal, the Principal must give a written report about the suspicion to a police officer immediately and must also give a copy of the report to a director of the school's governing body.

A report under this section must include the following particulars:-

a) the name of the person giving the report (the ***first person***);
b) the student's name and sex;

[6] *Education (General Provisions) Regulation 2017 (Qld) s.68*
[7] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(2)(c)*

c) details of the basis for the first person reasonably suspecting that the student is likely to be sexually abused by another person;
d) any of the following information of which the first person is aware:-

i. the student's age;
ii. the identity of the person who has abused, or is suspected to be likely to abuse, the student;
iii. the identity of anyone else who may have information about suspected likelihood of abuse[8].

Reporting Physical and Sexual Abuse[9]
Under Section 13E (3) of the *Child Protection Act* 1999, if a doctor, a registered nurse or a teacher forms a 'reportable suspicion' about a child in the course of their engagement in their profession, they must make a written report.

A **reportable suspicion** about a child is a reasonable suspicion that the child: -
a) has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and
b) may not have a parent able and willing to protect the child from the harm.

The doctor, nurse or teacher must give a written report to the Chief Executive of the Department of Communities, Child Safety and Disability Services (or other department administering the *Child Protection Act* 1999). The doctor, nurse or teacher should give a copy of the report to the Principal.

A report under this section must include the following particulars:-
a) state the basis on which the person has formed the reportable suspicion; and
b) include the information prescribed by regulation, to the extent of the person's knowledge[10].

Awareness
The school will inform staff, students and parents of its processes relating to the health, safety and conduct of staff and students in communications to them and it will publish these processes on its website[11].

The communication methods utilised by IGGS to inform the School community are:- • School newsletters
- School assemblies
- Staff meetings
- Student Handbook
- Staff Handbook
- School Intranet.

Training
The school will train its staff in processes relating to the health, safety and conduct of staff and students on their induction and will refresh training annually[13].

[8] *Education (General Provisions) Regulation 2017 (Qld) s.69*
[9] *Education (Accreditation of Non- State Schools) Regulation 2017 (Qld) s.16(2)(d)*
[10] See Child Protection Regulation 2011 (Qld) s.10 "Information to be included in report to chief executive".
[11] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(a)* [13] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(c)* [14] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(d)*

Implementing the Processes

The school will ensure it is implementing processes relating to the health, safety and conduct of staff and students by auditing compliance with the processes annually[14].

Accessibility of Processes

Processes relating to the health, safety and conduct of staff and students are accessible on the school website and will be available on request from the school administration[12].

Complaints Procedure

Suggestions of non-compliance with the school's processes may be submitted as complaints under IGGS Resolution Policy and Procedure.[13]

[12] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(4)(b)*

[13] *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s.16(5) and s.16(6)*

11.1 Code of Conduct - Students

Introduction
Inspired by its proud history and traditions, Ipswich Girls' Grammar School including Ipswich Junior Grammar School aims to excel at providing each girl and young boy with a positive, personalised, all-round education by dedicated, professional staff in safe, first-class learning environments.

As a school which provides a total educational experience, we will be recognised as the benchmark for: ▪ setting high standards of student behaviour
▪ academic and co-curricular excellence
▪ innovative curriculum
▪ a safe but challenging learning environment where students can take risks without fear of failure
▪ providing social and emotional learning to maximise academic outcomes
▪ providing leadership opportunities for girls.

Our Student Code of Conduct provides all members of our community a common accountability framework which governs all school based relationships. The underlying purpose of the Code of Conduct is to outline for students and staff their rights to work in a positive, secure and orderly environment and the right of parents to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

The Code of Conduct is designed to represent the expectations of the School and clearly establish quality behavioural guidelines, investigative procedures and consequences for inappropriate behaviour. The Student Code of Conduct outlines acceptable student behaviour as well as appropriate disciplinary measures. The School encourages its students to take responsibility for their actions and value their contribution to the School's learning environment. Where possible, consequences will have a clear educative value in order to bring about a change in behaviour.

General Objectives
At IGGS, teachers aim to:
▪ Promote positive behaviour in all situations.
▪ Understand each behaviour problem, its source and any contributing factors.
▪ Generate and implement solutions to behaviour problems.
▪ Communicate effectively behavioural concerns and management with senior staff.

Rights and Responsibilities
All members of our school community accept that they have certain rights and responsibilities.

Rights:
▪ To feel secure and to be safe in a caring and supportive environment.
▪ To expect that school rules are fair and consistently implemented.
▪ To be valued for their individuality.
▪ To be treated with fairness, courtesy and respect at all times.
▪ To learn without disruption.
▪ To be free to express their own opinions.

Responsibilities:
▪ To treat each other with fairness, courtesy and respect at all times.
▪ To support and model the school rules.
▪ To listen to the views of others and accept that they may be different from their own.
▪ To communicate openly and seek to build and maintain positive relationships with all other members.
▪ To develop self-responsibility.
▪ To keep the school environment safe, clean and pleasant.

Behaviour Management

Introduction

Three frameworks underpin the Behaviour Management approach at Ipswich Girls' Grammar School:

1. Positive Psychology – *Happiness is derived from Engagement (using character strengths to meet challenges, Meaning (serving something greater) and Positive Emotion (pleasure).*
2. The Glasser Model of Discipline – *Teachers hold the key to good discipline.*
3. Dimensions of Learning (DOL).

It is through positive and respectful relationships that students participate in planned, engaging lessons in well-managed classrooms. Within this environment, teaching, learning and student wellbeing flourish.

Purpose

In implementing a consistent, fair and staged behaviour management plan, staff and students at IGGS will be able to exercise their right to teach, and learn, without disruption. The behaviour management plan will assist both staff and students to achieve the following goals:

- Student connectedness to the school (DOL)
- Development of self-discipline in students (DOL, Glasser, Pos Psychology)
- Promotion and recognition of positive student behaviour (DOL, Glasser, Pos Psychology)
- Use of positive behaviour management procedures to elicit best possible outcomes for student (DOL, Glasser, Pos Psychology)
- Teacher modelling of expected social values and behaviour in regard to others (DOL, Pos Psychology)
- Positive, caring and respectful student/peer relationships, student/teacher relationships and teacher/teacher relationships (DOL, Pos Psychology)
- Clearly articulated procedures to follow when addressing student misbehaviour (Glasser)
- Consistent implementation by all staff of the School's Behaviour Management Plan (Glasser).

To achieve these goals, the following principles will be adhered to:

- A strong focus on the enhancement of student engagement with learning (DOL)
- The use of cooperative learning and other relational teaching strategies (DOL, Pos Psychology)
- The establishment of a positive classroom climate (DOL, Glasser, Pos Psychology)
- The teaching of protective behaviours (Pos Psychology)
- Good choices produce good behaviour. Bad choices produce bad behaviour. Teachers must always try to help students make good choices (Glasser)
- The teaching of social and emotional skills (Pos Psychology)
- A focus on student wellbeing and student ownership (Pos Psychology)
- Early intervention and targeted support (Glasser, Pos Psychology)
- Partnerships with family and community.

Glasser suggests that teachers should:

1. Stress student responsibility.
2. Establish rules that lead to success.
3. Accept no excuses.
4. Call for value judgement.
5. Suggest suitable alternatives.
6. Invoke reasonable consequences
7. Be persistent.
8. Carry out continual review.

Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. This field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work and play.

Positive Psychology has three central concerns: positive emotions, positive individual traits, and positive institutions. Understanding positive emotions entails the study of contentment with the past, happiness in the present, and hope for the future. Understanding positive individual traits consists of the study of strengths and virtues, such as the capacity for love and work, courage, compassion, resilience, creativity, curiosity, integrity, self-knowledge, moderation, self-control, and wisdom. Understanding positive institutions entails the study of the strengths that foster better communities, such as justice, responsibility, civility, parenting, nurturance, work ethic, leadership, teamwork, purpose, and tolerance.

Implicit in the *Dimensions of Learning* framework, are five basic assumptions:

1. Instruction must reflect the best of what we know about how learning occurs.
2. Learning involves a complex system of interactive processes that include various types of thinking – represented by the five dimensions:

- Attitudes and Perceptions
- Acquire and Integrate Knowledge
- Extend and Refine Knowledge
- Use Knowledge Meaningfully
- Habits of Mind

3. Curriculum programs should include the explicit teaching of attitudes, perceptions and mental habits that facilitate learning.

4. A comprehensive approach to instruction includes both teacher directed and student directed instruction.

5. Assessment should focus on students' use of knowledge and complex reasoning processes rather than on their recall of information.

In general, effective behaviour management strategies employed by staff at IGGS will enable the development and maintenance of positive interpersonal relationships and provide students with a fair and consistent approach to consequences when behaviours contravene the right of teachers to teach and students to learn without disruption.

Consequences outlined in the Behaviour Management Plan will escalate depending on the nature and severity of the misbehaviour. Behaviour management measures will move through the following four phases:

Preventive measures – it is expected that teachers at IGGS prepare lessons that are well thought out and engaging with attention to curriculum and adherence to DOL principles. In doing this, there will be fewer reasons for students to be off task, bored or not engaged.

Supportive measures – when students reveal signs of disconnection in either the relationship with their teacher or the curriculum, a plan should be put into place to monitor and support those students and rebuild the relationship.

Corrective measures – when unacceptable behaviour interferes with classroom dynamics and the teaching and learning process, consistent consequences will be employed by the teacher.

Adaptive measures – when students fail to respond to the staged approach to consequences that have been applied consistently and fairly, various agreements between the school and parents/student will be employed in which set conditions have to be adhered to. If failure to adhere to these provisions occur, the student may be excluded from the school community for a period of time or permanently.

Last Reviewed	January 2020
Due for Review	January 2021

New Student Orientation Checklist

This checklist has been prepared to help in the orientation of all new students, in compliance with Standard 6 of the National Code 2018. New student orientation will be carried out by the School Staff.

Stage 1 – Orientation and School Tour
Students are introduced

Stage 2- Documents given to the Student
The student should be given the following documents:

- International Student Handbook
- Boarders Handbook
- School pocket calendar
- School timetable
- Bus timetables (if applicable)
- Booklists
- Uniform List
- Code of Conduct
- Emergency contact numbers

Stage 3 – Orientation meeting
All new students for a face-to-face orientation to explain the following:

- OSHC
- ID Cards & use of School buses, buying tickets, safety on buses
- Attendance
- Course progress and assessment
- Co-Curricular Activities
- ESL Support
- Boarding Rules and Leave Procedures
- Boarding Daily Routine and Prep time
- UIL Approved Homestay during school breaks and completion of the Student Travel Form
- Student career counselor and nurse
- Child Protection Policy
- Informing students of policies and forms listed in the International Student Handbook including Student Transfer Policy.
- Complaints and Appeals (Grievance) Policy
- Emergency Procedures
- Pastoral Care
- Uniform code & uniform fittings

Stage 4
Take students to classroom and introduce to the class teacher.

Orientation carried out by (Staff Member) _____ Date _____

I have been given/explained all of the above and I have understood everything.

_____ _____ Date _____

Student Name **Student Signature**

Cnr Queen Victoria Pde & Chermside Rd, East Ipswich, Qld 4305 Australia
PO Box 16, Ipswich, Qld 4305 Australia Phone: +61 7 3454 4447 Fax: +61 7 3454 4480
Website: www.girlsgrammar.com.au Email: admin@iggs.qld.edu.au
CRICOS number: 00533D

Omnia Superat Diligentia – Diligence overcomes all