



**IPSWICH GIRLS'
GRAMMAR SCHOOL**

&

IPSWICH JUNIOR GRAMMAR SCHOOL

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



TABLE OF CONTENTS

PRINCIPAL’S WELCOME TO IPSWICH GIRLS’ GRAMMAR SCHOOL AND IPSWICH JUNIOR GRAMMAR SCHOOL	4
IPSWICH GIRLS’ GRAMMAR SCHOOL INFORMATION	6
IPSWICH JUNIOR GRAMMAR SCHOOL INFORMATION.....	6
INTERNATIONAL STUDENT ENROLMENTS FOR IPSWICH GIRLS’ GRAMMAR SCHOOL & IPSWICH JUNIOR GRAMMAR SCHOOL	7
SCHOOL ACCREDITATION	9
STATEMENT REGARDING COURSE CREDIT	9
ESOS- YOUR RIGHTS AND RESPONSIBILITIES AS AN OVERSEAS STUDENT	9
MEDICAL SERVICES – OVERSEAS HEALTH COVER	9
STUDENT VISA INFORMATION.....	9
COURSES.....	10
ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)	10
ACADEMIC REQUIREMENTS	11
ESL SUPPORT FOR OVERSEAS STUDENTS	11
EDUCATIONAL STANDARDS AND OUTCOMES	11
MARKETING AND RECRUITMENT INTEGRITY	12
ATTENDANCE	12
COURSE PROGRESS.....	13
VISION, MISSION AND VALUES	14
HOUSE SYSTEM	14
CO-CURRICULAR ACTIVITIES	15
SCHOOL LOCATION AND ENVIRONMENT	15
SCHOOL FACILITIES AND RESOURCES AND SERVICES	16
STUDENT WELLBEING (IPSWICH GIRLS’ GRAMMAR SCHOOL)	17
STUDENT WELLBEING (IPSWICH JUNIOR GRAMMAR SCHOOL)	19
SCHOOL LIFE AT IPSWICH GIRLS’ GRAMMAR SCHOOL AND IPSWICH JUNIOR GRAMMAR SCHOOL	20
2023 TERM DATES	20
SAMPLE CLASS TIMETABLE	20
CURRICULUM – IPSWICH JUNIOR GRAMMAR SCHOOL	21
CURRICULUM – IPSWICH GIRLS’ GRAMMAR SCHOOL	22
SCHOOLING IN QUEENSLAND	25
PERSONALISED LEARNING – IPSWICH GIRLS’ GRAMMAR SCHOOL.....	27
PERSONALISED LEARNING – IPSWICH JUNIOR GRAMMAR SCHOOL	28
BOARDING HOUSE INFORMATION.....	30
BOARDING AT IPSWICH GIRLS’ GRAMMAR SCHOOL	31
LIFE IN CRIBB HOUSE AT IPSWICH GIRLS’ GRAMMAR SCHOOL	31
CHANGE OF BOARDING STATUS AND CONTACT DETAILS.....	33
IMPORTANT LINKS FOR BOARDING.....	33
STUDENT SERVICES.....	34
UNIFORMS	34
STATIONERY	36
TEXTBOOKS	36
SCHOOL UNIFORM POLICY	37
DIRECTORY OF SCHOOL STAFF.....	39
ABOUT IPSWICH	41
AUSTRALIAN CULTURE	41
GENERAL INFORMATION ABOUT BRISBANE	42
STUDENT’S RESPONSIBILITIES.....	44
CAMPUS MAP.....	45
INTERNATIONAL STUDENT POLICIES.....	47
ENTRY REQUIREMENTS POLICY.....	48
DEFERMENT, SUSPENSION AND CANCELLATION POLICY	52
COMPLAINTS AND APPEALS POLICY	57
SCHOOL CRITICAL INCIDENT POLICY.....	60
INTERNATIONAL STUDENT REFUND POLICY	65
STUDENT PROGRESS, ATTENDANCE AND COURSE DURATION POLICY	69
STUDENT TRANSFER REQUEST POLICY	74
ACCOMMODATION AND WELFARE POLICY.....	77

INTERNATIONAL STUDENT FORMS.....	82
STUDENT COMPLAINTS AND APPEALS FORM	83
DEFERMENT, SUSPENSION AND CANCELLATION FORM	85
INTERNATIONAL STUDENT REFUND FORM	87
STUDENT TRANSFER REQUEST APPLICATION FORM	89
INTERNATIONAL STUDENT TRAVEL FORM	91
SCHOOL POLICIES.....	93
STUDENT POLICIES.....	94
GENERAL POLICIES.....	94
BUSINESS SERVICES POLICIES	94
NEW STUDENT ORIENTATION CHECKLIST.....	95

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



The privilege of leading Ipswich Girls' Grammar School at this time, with some of our community's brightest and most impressive young women, is very exciting. At IGGS, we value individual strengths and talents, nurture students to work collaboratively towards a common goal, and encourage them to look outwards towards the world.

Our motto, *Omnia Superat Diligentia* – Diligence Overcomes All, is a powerful statement for our times. It embodies the importance of educating our students to become confident, well-educated young women prepared for higher learning, global citizenship, and life.

A forward-thinking, independent school for girls, we strive to prepare young women for a lifetime of learning, leadership, and purpose. An IGGS education is one that prepares young women to make a difference in the changing world in which we live.

Founded in 1892, the school has a proud history and many traditions. As part of our safe, first-class learning environment, our professional staff are committed to providing every girl with a positive, personalised, holistic education.

Diligence, Excellence, Respect, Integrity and Care are the five values we uphold.

They influence an IGGS girl's self-worth, her behaviour and the way she interacts with her peers and the wider community. In addition to developing strong moral and ethical values, our girls become responsible, capable, and global citizens who create their own opportunities for learning, leadership, and success.

At IGGS, we are focused on knowing each girl. We are experts in educating girls and with our caring, expert staff, we support our young women in achieving their personal goals and aspirations by encouraging them to set high standards for their learning and wellbeing.

Your daughter will make friends for life at IGGS as she shares the fun and excitement – and the trials and tribulations – of growing into a confident, well-educated young woman.

As she engages with academic, personal, and social challenges during her adolescent years, she will be supported by our family-oriented school community. She will indelibly bear the memories of the fun and fellowship of the secondary school years in her mind and heart forever.

Parents and guardians who want their daughters to grow into confident, well-educated young women choose Ipswich Girls' Grammar School.

I invite you to come and experience the energetic atmosphere of the girls, their teachers, and collective purpose that is IGGS at our Open Day, Discovery Tours or separately by appointment.

It is a privilege for me to join the Ipswich Junior Grammar community. The devoted, caring teachers at Junior Grammar have been providing exceptional learning experiences to boys and girls for over two decades.

Ipswich Junior Grammar School is the only co-educational Grammar primary school in south-east Queensland. Our aim is to provide a learning environment that is both rich and challenging, one that encourages curiosity while nurturing our students to become future leaders. We seek to build a culture where learning is held in high regard and attitude and effort are rewarded.

During the formative years, when children are developing essential life skills and building an emotional, physical and social foundation, we strongly believe in the virtues of co-education.

Our mission is to excel at providing each boy and girl with a positive, personalised, holistic education in a safe, first-class learning environment. We encourage our students to learn about the world with curiosity, to invent and create, and to acquire skills to adapt to their changing environment.

Playing together, learning together, and growing together is a priority at Junior Grammar.

This is an exciting time to be considering a Junior Grammar education for your child. The School's culture is inclusive, innovative and our caring and professional staff foster a positive learning environment for our boys and girls.

We invite you to experience the vibrancy of our staff, our community, and our students first-hand at our annual Open Day, Discovery Tours, or by appointment.

I look forward to showing you our School – a community of which we are very proud.

Dr Marie Perry

Principal

D.Ed; MEd; B.ED; Ad. Cert. HRD; Dip Man.

Ipswich Girls' Grammar School Information

Ipswich Girls' Grammar School has offered girls a first-class, independent, non-denominational education for over 130 years. We are one of eight original Grammar Schools in Queensland.

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. From our very first day, we have been deeply committed to innovation and excellence.

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. Ipswich Girls' Grammar has a history of strong and successful women, some of whom were pioneers in their chosen fields.

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.

We are an independent, non-denominational, all-girls boarding and day school in Ipswich, south east Queensland that has been offering outstanding secondary education for more than a century. We are highly regarded for our academic excellence and strong School spirit.

We share a campus with the co-educational Ipswich Junior Grammar School which caters for boys and girls from Kindy to Year 6. At Ipswich Girls' Grammar (IGGS), you can rest assured you are giving your daughter every opportunity to discover her true potential. Our mission is to excel at providing all our girls with a positive, personalised, holistic education delivered by professional, dedicated staff in a safe, first-class environment. Every IGGS girl is important to us. We know her name, her individual gifts and challenges, and her hopes and dreams.

Our girls are independent, well-educated and confident young women. They strive for their personal best in all that they do, as they prepare for higher learning, leadership and life in today's globalised world. Girls can join us in our Early Education Centre from the age of three, and move through the Junior, Middle and Senior Years on our expansive campus that overlooks the city of Ipswich and Bremer River.

Boarders from regional Australia and around the world enhance our vibrant School community. Girls come to us from Year 5 and are cared for in our modern, home-away-from-home boarding facility, Cribb House. Our School is a caring, family environment, energised with inspired and independent young women. [Join us.](#)

Ipswich Junior Grammar School Information

We offer boys and girls, siblings and friends the opportunity to begin their school experience together, in our three purpose-built School Centres – the Early Education Centre (Kindergarten and Pre-Prep), Foundation Centre (Prep and Year 1) and Mavis Parkinson Centre (Years 2 to 6).

Boys and girls can come to us in Kindy, from the age of three, and continue their journey through our Junior School to Year 6. At the end of Year 6, our girls can move to Ipswich Girls' Grammar School, our girls-only secondary school, located within the same grounds. Many of our boys choose to continue their education at our brother school, Ipswich Grammar School, from Year 7. At Junior Grammar every child is known, inspired and challenged.

We help our boys and girls discover their talents, and encourage them to be the best they can be. Smaller classes and individual learning programs give our students more attention in every lesson, every day.

Our dedicated teachers deliver an innovative and challenging curriculum and the care they invest in each student's academic and personal development sets us apart from other schools. We are a happy, inclusive school with a strong sense of family and community. [Join us.](#)

Ipswich Girls' Grammar School International Enrolments

At Ipswich Girls' Grammar School we believe our girls are part of a global community, and their actions will contribute to the progress and development of a fairer, protected world. With this in mind, we aim to develop responsible, world-ready young women who respect other cultures, human rights and the environment.

We have a multicultural student body and a curriculum that nurtures and prepares our girls as future global citizens.

With boarding available for girls from Year 5, we also welcome students from all over the world, with many joining us from Asia and neighbouring Pacific Islands.

We are proud of our cultural diversity and celebrate it with various opportunities for students to share their cultural heritage throughout the year.

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.

Educating confident young women for the world

Ipswich Girls' Grammar School is proud to have the trust of our many international parents to develop and nurture their daughter's academic and personal development in our vibrant, multicultural community.

IGGS girls benefit from highly experienced teachers, a rigorous academic curriculum and personalised learning. As an IGGS student, your daughter will have access to state-of-the-art facilities and resources and cutting-edge technology.

We also offer an extensive range of bespoke electives and more than 50 co-curricular activities.

Every IGGS girl is special to us. Girls who choose to study at IGGS have the opportunity to do so in a safe and nurturing environment, where their academic and personal wellbeing are our highest priorities.

Our recently renovated Cribb House is a modern, well-equipped home away from home for girls from all around the world who flourish in our stable, supportive boarding community.

At IGGS we encourage self-reliance and productive study habits to help our students make a smooth transition into higher education. Many of our girls go on to study at top universities and enjoy successful, high achieving careers.

Please click on [this Link](#) to complete the online enrolment application form or download a copy of the International Enrolment Application Form. Further information is also available at [this Link](#) for:

- Schedule of Fees for Full Fee Paying International Students
- Term Dates
- Years 7 to 9 Curriculum
- Years 10 to 12 Curriculum
- Entry Requirements Policy

Ipswich Junior Grammar School International Enrolments

As an independent, non-denominational Grammar school Junior Grammar attracts families from many different cultural backgrounds.

Junior Grammar strives to develop purposeful, world-ready boys and girls who respect other cultures, human rights and the environment.

Our curriculum reflects our aim to educate our boys and girls as informed global citizens and help them develop skills to actively engage and make our world a fairer, more sustainable place.

We frequently welcome various study tour groups from around the world, including our partner schools in Japan and China for the benefit of building new skills and promoting social and cultural understanding.

Junior Grammar also coordinates outbound study tour opportunities, providing invaluable, once-in-a-lifetime experiences to develop your child's confidence and independence.

Ipswich Junior Grammar School is south-east Queensland's only co-educational Grammar primary school, with girls-only boarding available from Year 5.

We warmly welcome International day students from Prep to Year 6 provided they are in the care of a parent or guardian.

Girls in Year 5 and 6 who require boarding are welcomed into our home-away-from-home boarding facility, Cribb House.

We are proud to have gained the trust of our many international parents to develop and nurture their child's academic and personal development in our vibrant, multicultural community.

Please click on [this Link](#) to complete the online enrolment application form or download a copy of the International Enrolment Application Form. Further information is also available at [this Link](#) for:

- Schedule of Fees for Full Fee Paying International Students
- Term Dates
- Junior School Curriculum
- Entry Requirements Policy

Important Information for Students:

- [Education Services for Overseas Students \(ESOS\) Student Factsheet](#)
- [Education Services for Overseas Students \(ESOS\) Legislative Framework](#)
- [Description of Education Services for Overseas Students \(ESOS\) Framework](#)
- [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)
- [Tuition Protection Brochure for Students](#)
- [Overseas Students Ombudsman](#)
- [Department of Home Affairs \(Immigration\)](#)
- [Study in Australia](#)
- [Discover the City of Ipswich](#)

Please visit [this Link](#) to view the School's International Student Policies, Forms and Handbooks.

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.

Statement Regarding Course Credit

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.

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.

Medical Services – Overseas Health Cover

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.

Courses

Full-time courses available only on campus 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

*International students are to complete the same course components as the domestic students for QCE.

English as an Additional Language or Dialect (EAL/D)

Applicants whose first language is other than Standard Australian English (SAE) will be required to undertake an English proficiency test.

The purpose of such assessment is to further explore whether the applicant's English language skills are appropriate for their nominated Year Level of entry and whether the level of support required fits within the level of staffing and resources the School is able to provide.

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

Please visit [this Link](#) to view the School's Entry Requirements Policy for International Students.

The following table shows the language requirements by Year Level according to the EALD Measurement Tools accepted by Ipswich Girls' Grammar School:

Year Level Year 7/8

IELTS Score 4.5

NLLIA Bandscale* 4.5

AEAS Score Each score is reviewed independently

Year Level Year 9/10

IELTS Score 5

NLLIA Bandscale* 5

AEAS Score Each score is reviewed independently

Year Level Year 11

IELTS Score 6

NLLIA Bandscale* 6

AEAS Score Each score is reviewed independently

*NLLIA Secondary Years ESL Bandscale

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

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. Students can seek advice from the following staff on the most suitable program for each individual student.

Middle and Senior School:

- Dean of Studies
- Head of Extension & Intervention
- Dean of Students
- Head of House

Junior School

- Deputy Principal
- Extension & Intervention

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.

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 [this Link](#) and is readily available to students and regulators.

Attendance

Please visit [this Link](#) to view the School's Student Progress, Attendance and Course Duration Policy.

Attendance is a serious matter 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 do not maintain satisfactory attendance may be reported to the Department of Immigration and their visa cancelled.

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 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/

Course Progress

Please visit [this Link](#) to view the School's Student Progress, Attendance and Course Duration Policy.

Course Progress is a serious matter to fulfil the requirements of your Australian student visa. International students who do not maintain satisfactory course progress may be reported to the Department of Immigration and their visa cancelled.

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:
<ul style="list-style-type: none"> • 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:
<ul style="list-style-type: none"> • 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:
<ul style="list-style-type: none"> • 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.

Vision, Mission and Values

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

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 Ipswich Girls' Grammar School and Ipswich Junior Grammar School 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
Integrity	Consistently demonstrating high moral and ethical standards
Care	Attending with sensitivity to the needs of others for the benefit of others as well as ourselves

House System

The House system was introduced to Ipswich Girls' Grammar School to provide a wider and fairer form of competition within the School, as opposed to Form Competition. All activities within the School such as debating, acting, singing and not just sport, could make use of the House competition, allowing more pupils to participate rather than just spectate.

The naming of the Houses presented a problem and voting by the girls brought forth a variety of suggestions. Finally, it was decided to use the names of past Headmistresses, as having an intimate relationship with this School and to this School only. Only three Houses were established at first – Hunt, White and Armitage – with Connell and Carter Houses established as the School grew.

The House system also applies to Ipswich Junior Grammar School students. Students continuing on to IGGS from IJGS for Year 7 until Year 12 are allocated the same House colour. Any family members that were enrolled as students and attended IGGS or IJGS, should they enrol their children at either School, they are allocated the same house as their parent to continue on with the rich tradition. Siblings are also allocated the same House colour.

House Title	Colour
Armitage	Yellow
Carter	Purple
Connell	Pink
Hunt	Red
White	White

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.

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 Chermiside 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.

Ipswich Girls' Grammar School's facilities include:

- 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: [Ipswich Girls' Grammar School](#).

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: [Ipswich Junior Grammar School](#).

Student Wellbeing (Ipswich Girls' Grammar School)

Ipswich Girls' Grammar School not only strives for academic excellence, we are also deeply committed to the positive health and wellbeing of all our girls.

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.

Through our comprehensive pastoral care program, we instil confidence and self-worth to ensure your daughter is an inspired, empowered young woman who respects herself and others.

Our dedication to pastoral care means your daughter will always have somewhere to go where she feels safe and someone to talk to whom she can trust.

We will know your daughter not only by name, but also by her needs, hopes and dreams.

A strong support network of Heads of House, Heads of School, House Group teachers, mentors and pastoral and career counsellors guide our girls and teach them life skills to succeed within our classrooms, the School community and as a global citizen.

Our Wellbeing Team, with their specialist training and access to extensive resources, supports your daughter's individual needs to help her gain the most from her school experience.

For students with medical, psychological, learning or other special needs, the our professional counsellors and learning support 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

Your daughter's personal and academic development is important to us.

For more information about our Wellbeing program please get in touch with our Dean of Students:

Ms Rebecca Sullivan

Dean of Students

Email: rsullivan@girlsgrammar.com.au

Life Skills Program

Above all, we want our girls to be happy.

Life Skills is our personal development program that develops skills to help our girls manage their own mental health and wellbeing. Classes are scheduled into each year level's academic timetable (weekly in Years 7 and 8, fortnightly in Years 9 to 12).

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.

We teach the power of positive and optimistic thinking, which is important when coping with difficult life events.

We aim to instil high self-esteem and worth in your daughter and help her become a responsible, confident, principled young woman.

Through various pursuits in our Middle School Life Skills Program, your daughter will learn about herself and others. She will undertake activities and attend camps to develop personal growth, a positive mindset and care for others.

Our Senior School Life Skills Program fosters independence, leadership and decision-making skills with a particular focus on career options, study skills and preparation for higher learning.

The IGGS Life Skills program is based on the seven steps of the Positive Psychology framework, designed to encourage positivity and optimism in our students and build resilience.

1. Relationships – Having close friends that are trustworthy and reliable.
2. Caring – Putting others first, to increase feelings of self-worth.
3. Exercise – Increasing mental wellbeing through regular exercise assists in maintaining a positive mindset.
4. Flow – Working towards important goals and being highly focused on the end result gives daily purpose, builds a sense of responsibility and increases self-esteem.
5. Strengths and virtues – Showing girls what their key strengths and virtues are helps them to develop confidence. Teenagers who know themselves and have self-belief are less likely to experience depression.
6. Positive thinking and gratitude – Bouncing back after a negative test result or loss in a sporting event through positive thinking builds resilience and a strength of character necessary in life after school.

Centre for Young Women's Health and Wellbeing

Our dedicated Health and Wellbeing Centre provides a space where our girls can take some time out and relax in a safe and caring environment with support always at hand, if needed.

The Centre offers a number of wellbeing programs including meditation and yoga sessions plus personal development, young women's health, motivational and career workshops.

We also create and coordinate opportunities for our girls to take part in humanitarian projects, fundraisers and community events throughout the school year. To date, our community service projects have supported Red Cross, Footprints in the Park, the Salvation Army, Ipswich Hospice and World Vision.

Student Counsellors

IGGS counsellors play a vital role in supporting our girls and helping them reach their individual potential.

Their primary focus is to provide confidential, non-judgmental support, and for our girls to feel they can talk to, and trust, someone about any aspect of their lives including emotional, school, family, adolescent and relationship issues. Services are free and accessible to all our girls and their families, every school day of the year.

Navigating the 7 Cs

The School's 7 Cs program has been created to develop and affirm a strong sense of self and confidence within each IGGS girl. Each 'C' is used as a signpost at different Year levels, underpinning the formation of character at that time but also connecting to the idea of the seven seas – the broad range of experiences that each girl will have in her quest to become a participating global citizen.

The signposts at each Year level are:

- Character (Year 7)
- Community (Year 8)
- Challenge (Year 9)
- Change (Year 10)
- Choice (Year 11)
- Citizenship (Year 12)
- Connection (Year 13)

Each of these rites of passage contribute to the confidence building that is so essential in a young woman's development, advancing the previous year's social and emotional learning. Each signpost, represented by a theme, is implemented through the IGGS Life Skills program, which is embedded into the girls' weekly curriculum.

Student Wellbeing (Ipswich Junior Grammar School)

At Junior Grammar we know a caring and stimulating environment enhances a student's efforts to do their best, whatever their age, stage or ability.

That is why Junior Grammar staff includes highly qualified classroom teachers, specialist teachers, a professional counsellor and registered nurses who understand the developmental needs of our young children.

Our staff work as a team to nurture your child's special talents and support their challenges and individual circumstances.

The one-on-one relationship between our class teachers and their students, along with smaller class sizes, ensures all our boys and girls get the care and attention they deserve. As a result, our students are happy, positive children who feel like they belong.

Our youngest learners are allocated a 'Big Buddy' from an older Junior Grammar year level to welcome and look out for them. Our older students look after our younger students, initiating opportunities to care for others in line with our School values.

Should your child become ill, hurt or upset we have a full-time, registered nurse on hand in our comprehensive Health Centre. Our nurses also take an active role in teaching the children about hygiene and other health related issues.

The School may liaise with other specialists, for example paediatricians, occupational therapists and speech pathologists to support individual students should the need arise.

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

2023 Term Dates

Term 1	Sunday 22 January	All new and returning boarders	10 weeks
Monday 23 January		Term 1 commences	
Friday 31 March		Term 1 concludes	
Term 2	Sunday 16 April	All boarders return	9 weeks
Monday 17 April		Term 2 commences	
Friday 16 June		Term 2 concludes	
Term 3	Sunday 9 July	All boarders return	10 weeks
Monday 10 July		Term 3 commences	
Friday 15 September		Term 3 concludes	
Term 4	Monday 2 October	Queen's Birthday Holiday/ All boarders return	8 weeks
Tuesday 3 October		Term 4 commences	
Friday 17 November		Year 12 students finish	
Friday 24 November		Term 4 concludes	

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.

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

Foundation Centre

As our young learners start their exciting formal learning adventure we support them every step of the way.

At Junior Grammar, Prep and some Year 1 students start in our warm and inviting Brockwell Gill Foundation Centre.

The Centre, which sits adjacent to our Mavis Parkinson Junior School Centre (Years 1 to 5), offers a safe, secure facility where your child can transition smoothly into their first years of formal schooling. Due to growth our Year 6 classes also occupy classrooms in the John Hancock Centre.

Our expert teaching staff are committed to knowing your child and meeting their needs every day. They love what they do and are proud to be part of your child's journey, watching them achieve and grow.

Our personalised approach to education ensures we are meeting the exact needs of our students and they are always making positive progress.

Our boys and girls are immersed in a fun and challenging academic curriculum that includes:

- Personalised Learning Plans
- Evidence based teaching practices - Phonological and phonemic approach to the teaching of reading
- Balanced literacy and numeracy programs
- Balanced and age appropriate pedagogies
- Specialist lessons for Chinese (Mandarin), Art, Drama, Music, Dance, E-STEAM (Entrepreneurship, Science, Technology, Engineering, the Arts and Mathematics), Physical Education and Library
- Dedicated digital and design technologies lessons and teacher
- An inclusion approach to Intervention and Extension

Children are explicitly provided with teaching and learning opportunities to understand School and wider expectations. Our School Pastoral Care Program is framed by our [School Values](#) with a strong focus on personal wellbeing. Our students' positive choices are recognised and encouraged through our daily positive practices.

The Foundation Centre is well resourced and has its own play spaces where our youngest School students forge friendships, build confidence and strive to be the best they can be.

We are proud of our supportive, family-friendly School community and welcome parents into our classrooms at any time.

Junior School Centre

Our purpose-built Mavis Parkinson Junior School is home to our boys and girls from various year levels, the Junior Grammar Reception and Administration, our comprehensive Angela Geertsma Junior Library and the Bright Sparks Workshop.

In Junior School our boys and girls continue to 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 Pre-Prep to Year 6
- Balanced and age appropriate pedagogies
- Opportunities to engage in Inquiry Based Units of Learning
- Specialist lessons for Chinese (Mandarin), German, Art, Drama, Music, Dance, E-STEAM (Entrepreneurship, Science, Technology, Engineering, the Arts and Mathematics), Physical Education and Library
- Dedicated digital and design technologies lessons and teacher

Opportunities for intervention and extension are available both within and beyond the classroom context.

In addition, our instrumental program sees every child in Years 3 to 5 learn a different instrument (provided by the School) each year, across keyboard, strings, brass and woodwind. Our Year 6 students engage in digital composition.

Each of our spacious classrooms in the Mavis Parkinson Junior School has its own wet area, iPads and laptops for classroom use. The School also facilitates a 1:1 laptop program for students in Years 4 to 6. All rooms are air-conditioned, have interactive BenQ boards 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.

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.

Curriculum – Ipswich Girls' Grammar School

Middle School

Our Middle School girls are happy, well-educated, considerate young women who have an abundance of opportunities to develop both academically and personally.

Your daughter receives special guidance through the transition from primary to secondary schooling and from co-education in the formative years to girls-only classes from Year 7.

Students who join us from other primary schools are placed in one of five Houses. Girls with relatives who attended the School are allocated to the same House. The cross-age nature of each House facilitates a nurturing relationship between girls across different ages, along with House spirit and a sense of belonging.

The IGGS rigorous academic curriculum strengthens essential learning skills, promotes connectivity and builds a solid foundation for further study.

Our Middle School Life Skills program, tailored to the needs of adolescent girls, enhances your daughter's resilience and provides her with tools to approach her social and emotional life in a positive, proactive manner.

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.

Senior School

Whatever your daughter's future goals and dreams may be, we are here to support her along the way.

In the Senior years, we aim to inspire, challenge and instill the confidence necessary to ensure your daughter is well equipped to thrive in her adult life.

Our Years 10, 11 and 12 girls are getting ready for the world outside secondary schooling. They move from Middle School to our Peter Phillips Senior School complex with our state-of-the-art, university-style KCC Lecture Theatre, just one of the facilities that prepares our girls for tertiary learning experiences.

Guidance for career paths is offered through our comprehensive Careers Education program. Through the program our girls develop the knowledge and skills they need to make informed decisions in their senior phase of learning and life beyond the School.

Recent changes to the senior assessment and tertiary entrance system are being addressed in our academic curriculum as we, and all Queensland secondary schools, transition to the new QCE and Senior Assessment and Tertiary Entrance system. In the new system most students will work towards an Australian Admissions Rank (ATAR) to access universities in Australia and overseas.

Our dedicated House Group teachers, specialist teachers, enrichment and learning support team and career and pastoral counsellors provide academic and emotional guidance and support.

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.

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)

The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. Every young Queenslanders [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 enrolls 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.edu.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.qtaa.edu.au/index.

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

Personalised Learning

At IGGS, we give your daughter more attention in every class, every day.

Your daughter's teachers will know her not only by name, but will also have an in-depth understanding of her individual needs and learning goals.

Each year, your daughter's academic progress is monitored through a range of standardised tests.

Her strengths and challenges are identified and addressed in her Personalised Academic Action Plan. The plan is regularly monitored and adjusted to ensure she is well-supported and making positive progress.

IGGS girls take an active role in their learning adventure, reviewing their progress, setting goals and deciding how they will meet their challenges.

Parents have access to their daughter's Plan, her 1:1 notes from her pastoral and academic interviews and regular parent and teacher meetings so together we form a strong and informed team to support your daughter and develop her true potential. Additionally, the School hosts Middle School and Senior School information sessions for parents in the first term every year.

Learning Support

At IGGS, your daughter won't slip through the cracks.

Our extensive range of tracking and diagnostic tests quickly identifies students who need extra support or challenges while on their learning journey.

Our dedicated Learning Support staff, under the leadership of our Head of Personalised Learning, cater for girls of all year levels who need learning support, have English as a second language or have the potential to be extended.

One-to-one and in small groups, specialist staff and tutors help students with literacy, effective communication skills, numeracy and learning how-to-learn strategies. This includes providing parents with ideas for how these strategies can be reinforced at home.

Girls needing extension opportunities remain engaged through classroom differentiation are invited into our co-curricular Challenge and Extension program.

Challenge and Extension – The IGGS Diligentia Program

Our Diligentia program offers our Gifted and Talented students the opportunity to test and showcase their skills.

All IGGS girls are invited to undertake further testing for entry into Diligentia. These tests are not mandatory. To be accepted, the student must be performing at least two years above her current year level of education Year 7 and 8 students must sit an Australian Council of Educational Research (ACER) test for entry into Diligentia. In Year 9, any girl who wishes to undertake the extension work is welcome.

Once in the program, the girls are offered support and guidance in undertaking external competitions, workshops and activities to further enhance their talents and overall development in a range of areas.

The groups meet at lunchtimes during the term.

Technology for Learning

Digital and internet technologies offer our girls huge learning potential and we encourage them to become empowered learners in an increasingly social and digital world.

Every IGGs student is provided with an Acer pen-enabled personal device as part of our 1:1 laptop program.

Ready access to technology means our girls are highly engaged in learning and more creative in the work they produce.

They communicate more with teachers and curriculum materials are easier to access. Ultimately, they are equipping themselves with 21st century skills that will empower them to transition to higher education and life beyond the School's gates.

We recognise that with growing access to technology, there is a need for vigilance around its proper use and as such all students are required to abide by the Appropriate Use of Technology policy.

Personalised Learning – Ipswich Junior Grammar School

Personalised Learning

At Junior Grammar we focus on your child in every lesson, every day. We foster an 'I can!' attitude that leads to greater success in learning.

Our dedicated teachers guide our boys and girls through an academically rigorous but fun and engaging curriculum, designed not only to achieve high quality academic experiences but nurture resilience, respect and responsibility.

Warm and vibrant classrooms foster a safe environment where your child can thrive. Classroom behaviour is well managed and our boys and girls have opportunities for extension, or learning support, as they navigate through their learning adventure.

Individual Learning Plans

At Junior Grammar, your child won't slip through the cracks.

Our positive, personalised approach to learning includes a Personalised Learning Plan for each and every one of our students.

Your child's Personalised Learning Plan is crafted from a range of standardised tests, formative and summative assessments and classroom observations that identify areas of strength and areas for improvement.

The Plan is shared with your child, and you as parents, so we all work as a team to support your child as they progress and reach their learning goals.

Regular monitoring ensures early identification of learning difficulties and gifted and talented behaviours, so learning and programs can be tailored to ensure your child is moving forward and achieving their goals.

Junior Grammar employs specialised teaching staff to provide our boys and girls with individualised learning and support where needed, and work closely with classroom teachers to facilitate positive learning outcomes.

Our Intervention and Extension opportunities benefits your child's whole class as students can continue at a regular pace with little disruption from our boys and girls who need extra help or stimulation.

Intervention

At Junior Grammar, your child has an extensive range of opportunities and resources to help them realise their true potential despite any challenges.

A dedicated Intervention and Extension teacher guides our students who need extra help with literacy and numeracy.

The child, their parents and teacher form a strong learning team and parents are provided with ideas for how strategies can be practiced and reinforced at home to boost their effectiveness.

Challenge and Extension

Our boys and girls are challenged and extended through our rigorous academic curriculum and extensive range of intellectual co-curricular activities.

For boys and girls needing greater academic challenges, literacy and numeracy groups cater for their learning needs and ensure they meet their Personalised Learning Plan goals — to develop each individual's true potential.

We also have mixed-ability group activities so the children can learn different learning strategies from each other.

Additional learning and support opportunities for Gifted and Talented students, such as participation in Days of Excellence Programs, are also provided.

Technology for Learning

Digital technologies offer your child huge learning potential. At Junior Grammar we encourage all our boys and girls to become empowered learners in an increasingly social and digital world.

Our integrated e-learning opportunities are enhanced with a dedicated Junior Grammar Computer Lab and interactive whiteboards in each classroom. The School provides classroom sets of iPads and laptops in the younger years and facilitates a 1:1 laptop program from Year 4.

Through our Bright Sparks Workshop, we offer the latest in digital, robotics and virtual reality technology with extensive resources including BeeBots robotics, virtual reality and green screen play.

All our students, from Prep to Year 6, learn skills in robotics and coding to encourage the embedding of our E-STEAM program as part of a balanced curriculum.

Ready access to technology means our boys and girls are highly engaged in learning and more creative in the work they produce.

We also host regular cyber safety workshops for both students and parents.



Welcome to Cribb House

As Head of Boarding, I and the dedicated boarding team, welcome you to Cribb House, the home of Ipswich Girls' and Junior Grammar School's boarding community.

The School has a proud history of providing a highly valued boarding program to students from diverse local and international backgrounds.

At IGGS and JGS, we seek to alleviate any anxiety around sending your daughter to boarding school. While we cannot replace your daughter's actual home, we work to ensure the best experience for your daughter and your family, providing a supportive environment and the tools to thrive academically, socially and creatively.

As part of the Cribb House community, your daughter will:

- Build social skills and form strong, lifelong friendships through shared experiences and interests.
- Foster healthy study habits through structured study sessions and understand the importance of time management, ensuring she is well placed to succeed at university or in her chosen field after high school. Additional support is available to students who find managing their study load challenging.
- Participate in the extensive range of co-curricular programs offered by the School, including sport, the arts and academic extension programs. Arrangements are made to support boarders in attending their extra-curricular school commitments and balancing their academic load.
- Develop leadership skills, supporting her peers and acting as a role model to younger students.
- Expand her understanding of the world, as she is exposed to a range of people from diverse cultures and backgrounds.
- Experience personal growth and develop qualities such as cooperation, independence, confidence and negotiation
- Learn the importance of many life-skills, including managing finances, maintaining personal belongings and room, and taking responsibility for their own laundering needs. This will help your daughter to become independent and self-reliant, assisting her with the transition to life after school

Welcome to our close-knit community of IGGS and JGS boarders. We look forward to working in partnership with you and your daughter to ensure her time at Cribb House is fulfilling.

It is an honour to be entrusted with the care of such vibrant, energetic and compassionate future leaders.

Ms Rebecca Jones
Head of Boarding

Boarding at IGGS

Cribb House offers a vibrant, multi-cultural community, with both international students and girls from around Australia calling IGGS boarding home.

This exposure to other cultures is an enriching experience for students and our boarders learn tolerance of self and others. Boarding life provides an opportunity for development of character, self-discipline, positive study habits and leadership, whilst nurturing lifelong friendships.

Cribb House is a very busy place with a warm, supportive and caring atmosphere. We aim to instill within the boarders the values of respect, consideration, trust and honesty which complement the core values of the School – Diligence, Excellence, Respect, Integrity and Care.

As in any community, certain guidelines are essential and the viewpoints of others must be considered. We do expect a high degree of self-discipline and respect for others in our boarding community. To achieve this, girls must have respect for our School traditions and values.

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

Life in Cribb House at Ipswich Girls' Grammar School

Life in Cribb House

Cribb House is home to a vibrant community of young women. The Cribb House team manage the day-to-day operation of the boarding house, while providing a safe, supportive environment for all students.

Recently renovated, Cribb House stands in the middle of our campus and overlooks the city of Ipswich and the School's extensive, landscaped grounds.

Our girls eat healthy meals planned by our nutritionist and made freshly in our Dining Hall each day.

Your daughter's health and wellbeing are paramount, and our dedicated teachers, psychologist, nutritionist, registered nurse and experienced boarding supervisors and staff are all on hand to take good care of her.

Accommodation

Cribb House is composed of five wings, each with its own bathroom, laundry and common room. Each dormitory wing is named after a long serving member of the IGGS Board of Trustees, linking our current boarders with our School's rich history.

To ensure boarders meet as many of their peers as possible and to strengthen connections in our boarding family, room allocations are changed each term.

Meals

Coming together to share a meal helps our boarders connect with each other, strengthen relationships, and build a sense of community. Meeting in the dining room to share stories from the day is a long-held tradition at IGGS.

Led by a qualified chef and overseen by a nutritionist, the Cribb House kitchen provides our boarders with nutritious meals and snacks.

Arrangements are made to accommodate boarders who miss meal-time in the boarding house due to extra-curricular activities or appointments.

Supervised Study aka “Prep”

All students at IGGS are supported to be lifelong learners. Supervised Prep sessions in Cribb House help our boarders achieve this.

Your daughter will have academic support and access to resident staff each evening to assist her with homework over a nightly supervised study session.

Prep helps our boarders develop healthy study habits and maximise their dedicated study time. This impacts students’ academic achievements and helps them learn to effectively manage their time to cope with competing demands and deadlines.

Tutoring is available for students who would like extra support to achieve their academic goals.

Leisure Time

Boarders at IGGS are encouraged to enjoy a balance of academic studies, extra-curricular activities and rest and relaxation. Leisure time forms an important part of life at Cribb House.

At the end of the school day, boarders have personal time to rest, play sport, read, talk with friends and wind down.

Ipswich is a dynamic town offering the feel of a small community while being close to major entertainment precincts and natural attractions. Boarders enjoy visiting Brisbane city, South Bank Parklands — home to many cultural spaces including the State Library, Queensland Museum, Queensland Art Gallery and Gallery of Modern Art and the Queensland Performing Arts Centre — and the Gold Coast. In our own backyard there is also much to explore, with walking trails, local markets and shopping centres close by.

Boarders are encouraged to immerse themselves in social activities and planned events to help build their sense of belonging.

While at Cribb House, students can relax and socialise with friends in common areas. These consist of lounges, TV, DVD player, fridge and microwave, as well as access to board games. Cribb House has access to Disney+, Netflix and Prime.

Personal Responsibility

All students at IGGS are encouraged to be independent and self-reliant. Cribb House staff support boarders in this journey. Boarders are asked to do their own washing, keep their rooms neat and contribute to weekly chores.

Our new boarders, and particularly our youngest boarders, are assisted by staff to learn these skills. Boarders enjoy learning these new life skills and look forward to sharing them with their family when they visit home.

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.

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.

Important Links for Boarding

If you require further information on Cribb Boarding please visit the links below.

Our Boarding Handbook contains important information about Cribb House including daily routines, the Boarding Code of Conduct and leave procedures. For more information, please contact the Head of Boarding, at rmjones@iggs.qld.edu.au.

- [Boarding at IGGS \(Cribb House\)](#)
- [Boarding Handbook](#)
- [International Student Travel Form](#)
- [Welfare and Accommodation Policy](#)

Student Services

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

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

Uniforms

The Uniform Shop and Cottage Shop are located in the two cottages overlooking our Grammar Green, at the front of the School.

Visitors can park in the main car park accessible via Chermside Road.

Orders can be made [online via flexischools](#). Students in Years 2 to 12 can collect items during the Uniform Shop opening hours. Online orders will be delivered to students in Prep and Year 1.

Second hand uniform items remain available from The Cottage Shop. Due to an oversupply, however, second hand uniforms are not being accepted for sale at this time.

Please contact our Uniform Shops directly for assistance.

The Cottage Shop – For second-hand uniforms, book bags, stationery, workbooks and Years 7 to 12 textbooks.

Tel: +61 (07) 3454 4432

School term hours:

- Monday to Friday 12.00pm to 3.30pm

New Uniforms

Tel: +61 (07) 3454 4429

School term hours:

- Monday to Friday 12.00pm to 3.30pm

Uniforms

Each day, Ipswich Girls' Grammar students must wear the IGGS dress.

School hats are worn to and from school and when wearing the uniform in public.

The School Badge is worn on the lower part of the left collar (over the heart). The House badge is worn on the lower part of the right collar.

Girls in Years 7 to Year 9 wear white ties. Years 10 and 11, pale blue ties and girls in Year 12 wear navy ties.

School shoes must be plain, standard black leather lace up shoes with a 2-3cm heel and polished regularly and worn with white socks (or navy stockings in winter).

The IGGS Sports Uniform must be worn for Physical Education lessons and sports training. It is not to be worn to or from school unless special permission is given.

IGGS Blazers are worn in the winter months.

For more details on how to wear your IGGS uniform, please view our Uniform Code and Price List. Please note, purchasing limits apply from November through to the end of January.

[IGGS 2022 Uniform Code & Price List](#)

For assistance or enquiries please contact our Uniform Shop: Tel: +61 (07) 3454 4429

Email: uniformshop@girlsgrammar.com.au

Second Hand Uniforms

Previously owned uniforms in good condition may be purchased from the Cottage Shop.

Current parents may sell school uniform garments on a consignment basis by taking the items to the Cottage Shop. For more details and to submit items please read and complete the attached [Seller Consignment Form](#) and return it, with the items, to the Cottage Shop Coordinator.

If you are a returning seller, please complete the [Return Seller Consignment Form](#) and return to the Cottage Shop Coordinator with the items for sale.

Cottage Shop Coordinator

Telephone: +61 (07) 3454 4432

Email: uniformshop@girlsgrammar.com.au

Order Online

Uniform orders can now be placed online through www.flexischools.com.au.

Orders for students in Years 2 to 12 can be collected from the Uniform Shop each day during term time between 12.00pm and 3.00pm.

To place an online order, just follow these instructions:

- Visit www.flexischools.com.au
- Click Register Now! and enter your email
- You will be emailed a link to the online form. Choose your own username and password and enter your contact details
- For each child, click 'Add a student' and follow the prompts to place an order.

For assistance or enquiries please contact our Uniform Shop Coordinator: Telephone: +61 (07) 3454 4429 or email: uniformshop@girlsgrammar.com.au.

Stationery

Our stationery lists can be ordered directly from our supplier Sequel Books. To view stationery lists for Years 7 to 12, please visit: [Sequel Books - IGGS](#).

If there are any enquiries about a student's stationery requirements please contact the Cottage Shop on +61 7 3454 4432 or email uniformshop@girlsgrammar.com.au.

For new students enrolling throughout the year, stationery requirements may be ordered online and delivered to the School for the student to collect or purchased from their preferred retailer.

It is the School's expectation that every child arrives at School on their first day with all of the appropriate stationery.

Textbooks

All textbooks for students in Years 7 to 12 are available through the compulsory Textbook Hire Scheme. Textbooks must be collected from the Senior Library.

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.

If you have any queries please contact the Cottage Shop on +61 7 3454 4432.

Please visit [this Link](#) for information on Uniforms and Textbooks for **Ipswich Junior Grammar School**.

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.

Ipswich Girls' Grammar School

Telephone: 07 3454 4447

Absentee Line: 07 3454 4415

Sports Line: 07 3454 4445

General Enquiries: reception@girlsgrammar.com.au

Website: Ipswich Girls' Grammar School

Boarding House Staff

Head of Boarding: Mrs Rebecca M Jones

Telephone: +61 7 3454 4462

Mobile: +61 402 040 936

Email: rmjones@iggs.qld.edu.au

Ipswich Junior Grammar School

Telephone: 07 3454 4547

Absentee Line: 07 3454 4415

General Enquiries: reception@juniorgrammar.com.au

Website: Ipswich Junior Grammar School

Assistant Head of Boarding: Ms Tina Jensen

Mobile: +61 418 970 916

Email: tjensen@iggs.qld.edu.au

Health Centre

Telephone: +61 7 3454 4431

Email: nurse@iggs.qld.edu.au

Residential Boarding Supervisor: Kayleigh Lovell

Kayleigh Lovell: boardinghouse@iggs.qld.edu.au

Telephone: +61 7 3454 4451

Email: boardinghouse@iggs.qld.edu.au

Emergency Contacts

Emergency Services: Police/Ambulance/Fire Brigade 000

Police Link: 131 444

Cribb House Reception

Telephone: +61 7 3454 4451

Email: boardinghouse@iggs.qld.edu.au

International Student Services – Important Links.

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

Website: [Ombudsman \(Qld\)](http://Ombudsman (Qld))

Phone: 1300 362 072

Education rights, Legal help, Health:

Website: Study Australia

Department of Home Affairs (Immigration):

Website: Department of Home Affairs

Phone: 131 881

Key IGGS Staff

Principal, Dr Marie Perry	principal@iggs.qld.edu.au
Chief Financial Officer & Secretary to the Board, Mrs Tanya Knight	tkemp@iggs.qld.edu.au
Deputy Principal, Mrs Lynda Wall	llwall@iggs.qld.edu.au
Dean of Students, Mrs Rebecca Sullivan	rsullivan@iggs.qld.edu.au
Dean of Studies, Mrs Nardine Price	mprice@iggs.qld.edu.au
Middle School Coordinator, Ms Wendy Mayes	wmayes@iggs.qld.edu.au
School Counsellor, Ms Samara Thompson	counsellor@iggs.qld.edu.au
School Nurse, Mrs Carla Crethar	nurse@iggs.qld.edu.au
Careers Counsellor, Ms Michelle Carter	careers@iggs.qld.edu.au
Director of Enrolments & Community Relations, Mrs T'aire Olsen	marketing@iggs.qld.edu.au
International Marketing Manager (Asia Region) Mr Donghai Cui	dcui@iggs.qld.edu.au
Head of Extension & Intervention, Ms Louise Grosvenor	lgrosvenor@iggs.qld.edu.au
Enrolments Registrar, Ms Fiona Rowell	registrar@iggs.qld.edu.au

Heads of House

Armitage - Ms Nicole Williams	armitage@iggs.qld.edu.au
Carter – Ms Katie Buxton (Acting)	carter@iggs.qld.edu.au
Connell – Ms Grace Godsell (Acting)	connell@iggs.qld.edu.au
Hunt - Mr Mark Hill	hunt@iggs.qld.edu.au
White - Ms Stacey Muller	white@iggs.qld.edu.au

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

25⁰ – 32⁰C



Autumn

March to May

18⁰ – 26⁰C



Winter

June to August

10⁰ – 25⁰C



Spring

September to November

20⁰ – 30⁰C

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.

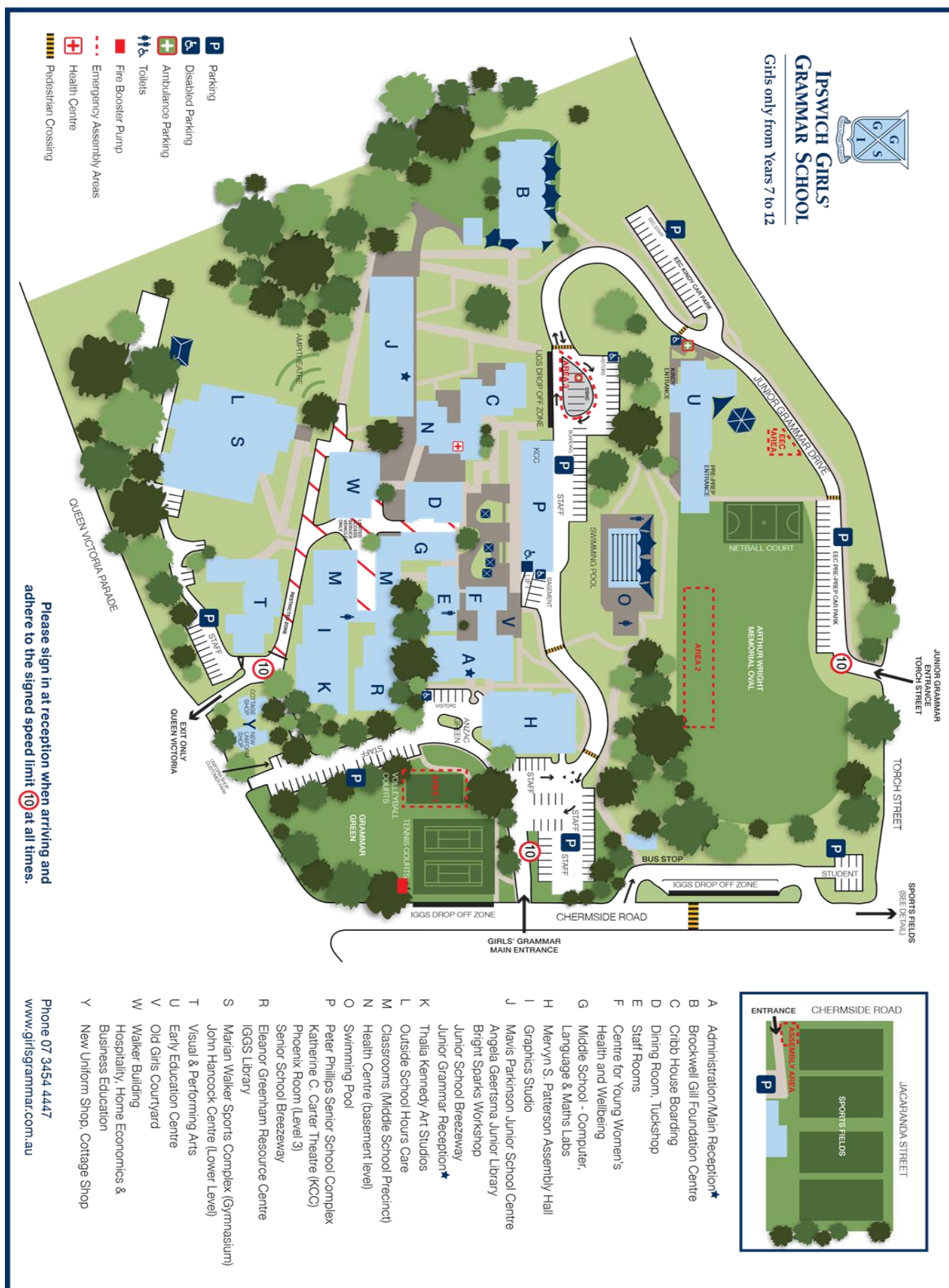
Postal Service

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

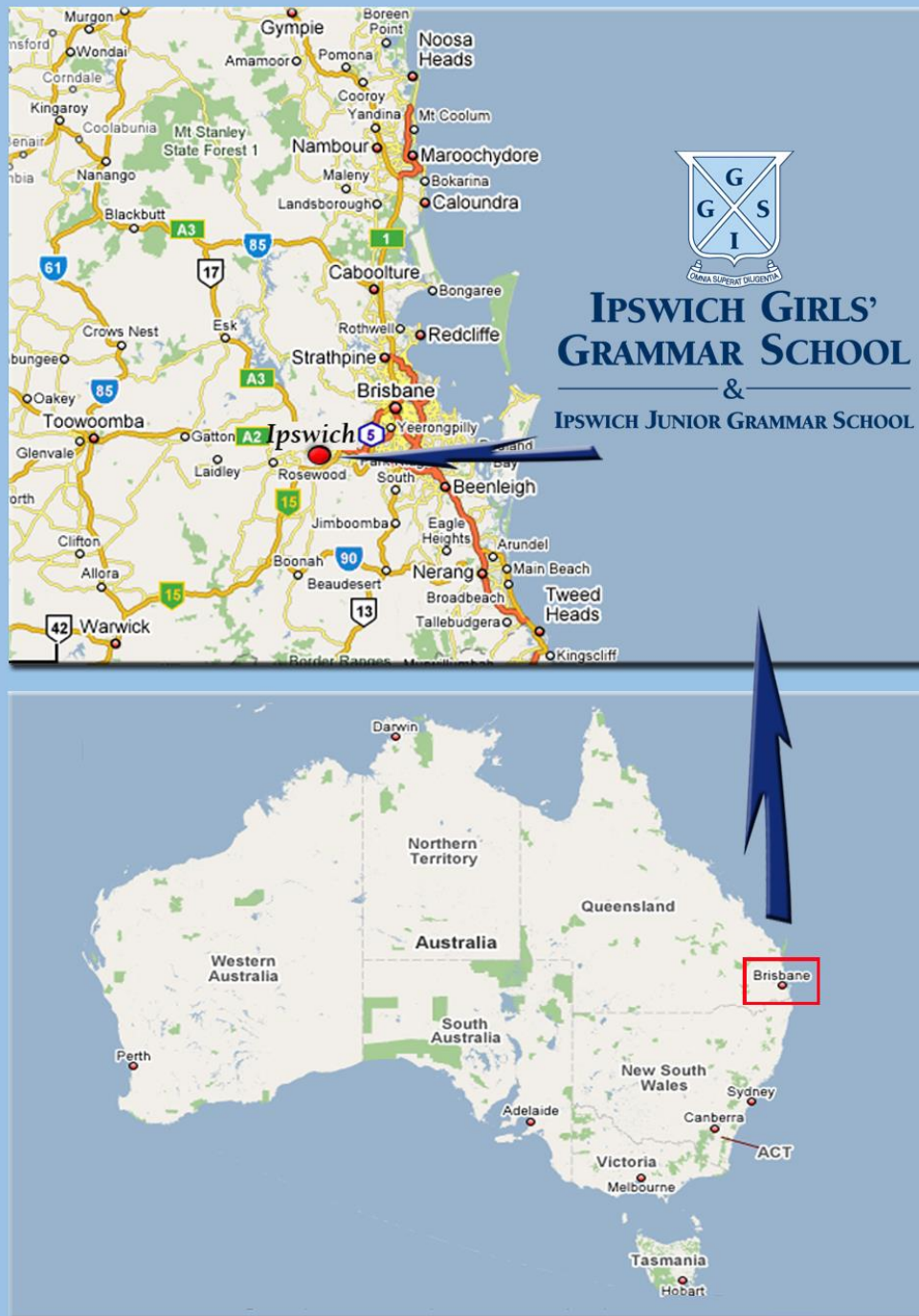
Ask the Boarding staff on procedures regarding receiving and posting mail.

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 Chermide Road
- Trains: the closest railway station is East Ipswich, 10 minute walk from the School.



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.





International Student Policies

Entry Requirements Policy

International Student Program

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 to 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 [IGGS International Student Policies and Forms](#).

Scope

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

Responsibility

The Principal 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: [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 Marie Perry Principal	Date: 16 January 2023
Maintained By: Enrolments Registrar	Date: 16 January 2023
Policy Review: Enrolments Registrar	Date: 16 January 2024

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 [IGGS International Student 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 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. 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 [IGGS International Student 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 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. 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 [IGGS International Student 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. 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 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 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 Principal.

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 Marie Perry Principal	Date: 16 January 2023
Maintained By: Enrolments Registrar	Date: 16 January 2023
Policy Review: Enrolments Registrar	Date: 16 January 2024

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: [IGGS International Student Policies and Forms](#).

Scope

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

Responsibility

The Principal 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 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 [International Student Policies and Forms](#) and email to Principal@iggs.qld.edu.au.
- Written complaints or appeals are to be lodged with the Principal.
- 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.
- 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 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 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 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 Marie Perry Principal	Date: 16 January 2023
Maintained By: Enrolments Registrar	Date: 16 January 2023
Policy Review: Enrolments Registrar	Date: 16 January 2024



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: [IGGS International Student Policies and Forms](#).

Scope

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

Responsibility

The Principal has the primary responsibility for this policy.

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

- Principal
- 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 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 is the first point of contact in the event of a critical incident.

The Critical Incident Key Staff Contacts also includes:

- Principal
- 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
- 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 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 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 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
- The person who is initially notified of the incident should notify the Principal immediately.

Assignment of duties to school staff

- The Principal 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 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 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 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 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 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 Marie Perry Principal	Date: 16 January 2023
Maintained By: Enrolments Registrar	Date: 16 January 2023
Policy Review: Enrolments Registrar	Date: 16 January 2024

International Student Refund Policy

International Student Program

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 [IGGS International Student Policies and Forms](#).

Scope

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

Responsibility

The Principal 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 2023 Fee Payment Policy on the website: [IGGS Student 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 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:

[IGGS International Student 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 under 18).

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 [IGGS International Student 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 Marie Perry Principal	Date: 16 January 2023
Maintained By: Enrolments Registrar	Date: 16 January 2023
Policy Review: Enrolments Registrar	Date: 16 January 2023

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 [IGGS International Student Policies and Forms](#).

Scope

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

Responsibility

The Principal 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:
<ul style="list-style-type: none">• 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:
<ul style="list-style-type: none">• 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:
<ul style="list-style-type: none">• 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 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 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 Marie Perry Principal	Date: 16 January 2023
Maintained By: Enrolments Registrar	Date: 16 January 2023
Policy Review: Enrolments Registrar	Date: 16 January 2024



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 [IGGS International Student Policies and Forms](#).

Scope

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

Responsibility

The Principal 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: [IGGS International Student 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:

[IGGS International Student 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: [IGGS International Student 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 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 Marie Perry Principal	Date: 16 January 2023
Maintained By: Enrolments Registrar	Date: 16 January 2023
Policy Review: Enrolments Registrar	Date: 16 January 2024

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 [IGGS International Student Policies and Forms](#).

Scope

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

Responsibility

The Principal 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 enrolls 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		
Condition number	Who this applies to	Description
8532	All students	<p><i>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.</i></p> <p><i>To maintain the student welfare, students must stay in Australia with:</i></p> <ul style="list-style-type: none"> • <i>student parent or legal custodian</i> <i>or</i> • <i>a relative who has been nominated by the student's parents or custodians who is aged over 21 and is of good character</i> <i>or</i> • <i>have accommodation, support and general welfare arrangements in place that have been approved by the School – Boarding House</i> <p><i>Students must not change arrangements without the written approval Ipswich Girls' Grammar School including Ipswich Junior Grammar School.</i></p> <p><i>If the student welfare arrangements are approved by the School students must not travel to Australia until the welfare arrangements start.</i></p>

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 [Blue Card Services](#) 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.

Students 18 years and older

It is a condition of enrolment that Students 18 years and older must maintain School approved accommodation arrangements:

- Boarding House

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.

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 Marie Perry Principal	Date: 16 January 2023
Maintained By: Enrolments Registrar	Date: 16 January 2023
Policy Review: Enrolments Registrar	Date: 16 January 2024



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 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: [IGGS International Student 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 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:	<input type="checkbox"/> No	<input type="checkbox"/> 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 <input type="checkbox"/>	Not Approved <input type="checkbox"/>
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: [IGGS International Student 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:

[International Student 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: [IGGS International Student 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:	<input type="checkbox"/> No	<input type="checkbox"/> 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



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 [IGGS International Student 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:			

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



**IPSWICH GIRLS'
GRAMMAR SCHOOL**
— & —
IPSWICH JUNIOR GRAMMAR SCHOOL

School Policies



Please visit the links below to review Ipswich Girls Grammar School and Ipswich Junior Grammar School's policies

Ipswich Girls' and Junior Grammar School has a number of policies and procedures in place, which underpin our operations and comply with various Acts and Legislative requirements.

A full outline of School policies is available on request. Please direct requests to: reception@girlsgrammar.com.au

Student Policies

- **Child Protection Policy**
- **Student Code of Conduct and Behaviour Management Policy**
- **Bullying and Harassment Policy**
- **Pocket Award Summary**
- **Acceptable Use of Technology Agreement – Years 7 to 12**
- **1:1 Device Program: Behaviour Management Policy/Process**

General Policies

- **Complaint Handling Policy and Procedure**
- **Parent Code of Conduct**
- **Privacy Policy**
- **Standard Collection Notice**

Business Services Policies

- **Fee Payment Policy**
- **Security Policy**
- **Pricing Policy**
- **Refund Policy**



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.

Student Name

Student Signature

Date



**IPSWICH GIRLS'
GRAMMAR SCHOOL**
— & —
IPSWICH JUNIOR GRAMMAR SCHOOL

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