St Margaret's
AGS
PER VOLAR SUNATA
2022 Parent HANDBOOK

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CONTACT DETAILS

Reception		3862 0777
Primary Reception		3862 0722
Primary Student Absentee Line		3862 0729
Primary School Facsimile		3262 5399
School Support Centre		3862 0819 / 0808
Secondary Student Absentee Line		3862 0730
Secondary School Facsimile		3862 0701
Principal	*Ms R Curtis*	3862 0761
Deputy Principal	*Ms K Gorrie*	3862 0771
Director - Business and Operations - SSA	*Mrs T Williams*	3862 0864
Assistant Director – Business & Operations	*Mrs R Morrison*	3862 0734
Business Manager Operations and Compliance – SSA	*Mrs L Saul*	3862 0779
Business Manager Finance – SSA	*Mr D Watt*	3373 5970
Dean of Academics	*Mrs C McCluskey*	3862 0873
Dean of Studies	*Mr C Dunn*	3862 0703
Dean of Students	*Ms N Townsend*	3862 0807
Head of Primary School	*Mrs A Drysdale*	3862 0876
Assistant Head of Primary - Curriculum	*Ms K Frewin*	3862 0875
Assistant Head of Primary – Wellbeing and Operations	*Ms A Box*	3862 0889
Head of Boarding	*Ms L Fowler*	3862 0811
School Chaplain	*The Rev J Dow*	3862 0716
Director of Philanthropy and Stakeholder Engagement	*Ms L Pickering*	3862 0884
Director of Sport	*Ms H Lobegeiger*	3862 0737
Head of Performance	*Mr B King*	3862 0746
Student Counsellor	*Ms S Stone*	3862 0709
Careers Counsellor	*Ms E Johnston*	3862 0710
International Pastoral Care Coordinator	*Mrs C Burton*	3862 0857
Head of Year 12	*Ms C Bloomer*	3862 0752
Head of Year 11	*Ms N Walker*	3862 0805
Head of Year 10	*Ms A. Jansen*	3862 0724
Head of Year 9	*Ms R Barber*	3862 0704
Head of Year 8	*Mr T Smithers*	3862 0880
Head of Year 7	*Ms K Montgomery*	3862 0836
Head of Faculty – eLearning and Research	*Ms K Daud*	3862 0723
Head of Faculty – English	*Ms A Layton*	3862 0741
Head of Faculty – Mathematics	*Ms V Strid*	3862 0712
Head of Faculty – Science	*Mr C Dunn*	3862 0748
Head of Faculty – Sociocultural Studies	*Ms L Brown*	3862 0756
Head of Faculty – Health & Physical Education	*Ms H Lobegeiger*	3862 0821
Head of Faculty – Global Studies	*Ms J Matheson*	3862 0714
Head of Faculty – Arts	*Mr A Walker*	3862 0755
Head of Faculty – Student Pathways	*Ms N Holley*	3862 0728
Head of Faculty – E-Learning, Research, Technology & Design	*Ms K Daud*	3862 0723
Boarding House Reception		3862 0800
Wellbeing Coordinator (Boarding)	*Ms H Calcino*	3862 0806
Head of Junior House (Boarding)	*Mrs A Crowe*	3862 0800
Head of Senior House (Boarding)	*Ms G Mataia*	3862 0800
Supervisor - Health Centre	*Ms B Parlane-Astle*	3862 0778
IT Help Desk		3862 0706

For all staff emails: (First initial)(Surname)@stmargarets.qld.edu.au
Example: kgorrie@stmargarets.qld.edu.au

St Margaret's

STATEMENT OF COMMITMENT

St Margaret's AGS supports the rights of children and young people and is committed to ensure the safety, welfare and wellbeing of students. St Margaret's is therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person, including that of employees.

This commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm.

In support of this commitment, St Margaret's AGS is dedicated to our Child and Youth Risk Management strategy which includes having relevant policies, procedures and training in place to effectively address the safety and wellbeing of students in our care.

ABOUT THE SCHOOL

History

St Margaret's Anglican Girls School was founded in 1895, by the Anglican Religious Community, the Sisters of the Society of the Sacred Advent. The school originally opened in a former boys' school, Eton High School, at Nundah, eventually moving to Ascot, its current location. Sister Emma was in charge of the school, and the Headmistress was Ms Caine. There were 23 boarders and four day pupils by 1902.

In 1907, the school moved to Toorak House and three years later moved again to Albion Heights. Two years later, the school became known as St Margaret's.

The school celebrated its 75th anniversary in 1970 with the opening of Toorak with its library, staff room and science laboratories. The Middle Block and the Commercial Room made way for Avoca and the Jackson Wing to accommodate the growing number of students in the 1970s and 1980s.

In 1995, the school's centenary year, the Philip Harris Sports Centre was built to provide new sporting facilities. In May 2003, then Minister for Education, Ms Anna Bligh, opened The Arts Centre. The Arts Centre supports the school's visual and performing arts program with facilities including three art studios, pottery area, and a display gallery.

In 2012, the Eunice Science and Resource Centre was opened and in 2018, a 120 seat collaborative lecture theatre opened in Jackson Wing.

On 26 August 2020, in the school's 125th year, the Sports Precinct, incorporating the new Philip Harris Gym, was officially opened by His Excellency the Honourable Paul de Jersey AC Governor of Queensland and dedicated by His Grace the Most Reverend Dr Phillip Aspinall. This was the largest building project completed in the school's history and saw almost one third of our campus redeveloped.

The School Badge

The St Margaret's badge reflects the school's history and traditions. Our girls proudly wear a shield of blue and silver. The blue represents devotion, and silver, purity. In the top right hand corner of the badge is the Guild Cross, which reinforces the school's link with the Society of the Sacred Advent. The Anglican faith on which the school is founded is reflected in the Bishop's mitre in the lower left corner. A band, symbolising strength and stability, supports the initials of the school.

Beneath the shield is the school motto Per Volar Sunata – *Born to Fly Upwards.*

The Anglican faith underpins all that we do at St Margaret's and is enacted daily by each member of the St Margaret's community as we interact with each other.

School Mission

In a supportive Christian environment, reflecting the philosophy of the Sisters of the Society of the Sacred Advent, St Margaret's Anglican Girls School aims to provide excellence in teaching and learning within a broad, balanced and flexible curriculum complemented by other school activities, preparing confident, compassionate, capable women able to contribute in a global community

Vision

St Margaret's vision is to always be an outstanding day and boarding school for girls.

Values

Spirit A St Margaret's girl will value and demonstrate an enthusiasm for the school, our heritage and our environment. The St Margaret's spirit is in all students and is there for life. It is a thread which connects St Margaret's girls with each other.

Faith A St Margaret's girl welcomes and embraces all in sharing the Christian message, the spirit of love through example, compassion, hope and charity. She demonstrates her faith by service to those members of the wider community who need assistance.

Integrity A St Margaret's girl is known for her honesty, trustworthiness, loyalty, courtesy, understanding, reliability and ethical behaviour.

Courage A St Margaret's girl has strength of character and confidence in doing what is right. She has the courage to embrace challenge and change.

Respect A St Margaret's girl has respect for herself and others. She understands that she is a member of a diverse community and she takes responsibility as a team member to care, support and cooperate with others.

Passion A St Margaret's girl has a positive outlook on life. She understands that commitment and persistence are necessary for learning and achievement.

St Margaret's Way

In 2016 St Margaret's introduced The St Margaret's Way as a whole school and community approach to a way of feeling and acting. It is based on the belief:

"We appreciate others and are aligned with and accountable for the St Margaret's ethos. Honesty, authenticity and positivity are all part of the St Margaret's Way."

The Key aspects are:

Appreciation

Self:

- We appreciate our strengths, acknowledge the good that we bring to our community and offer these unique qualities to others.
- We acknowledge our areas requiring development and embrace a mindset for continual improvement.
- We demonstrate respect for, and appreciation of, ourselves by always acting with integrity, consideration and compassion.

Community:

- We genuinely appreciate and acknowledge others in order to strengthen and support our community to be the best we can each day and to boost our relationships with peers, students, staff and parents boost our relationships with peers, students, staff and parents.
- We acknowledge each other with respect and ensure that all communication is based on this value, with no preconceptions regarding intent of behaviour.
- We appreciate those with whom we share the responsibility for creating a dynamic learning environment.

Alignment and Accountability

Self:

- We align ourselves with the values of St Margaret's and endeavour to fulfil the ethos and vision of the school.
- We are accountable to ourselves through the way we behave, fulfilling our positive role as student, teacher or parent.
- We take responsibility for our own actions and do not seek to place blame.

Community:

- As a community we operate through the six core values, thus ensuring a strong sense of cohesiveness through alignment and accountability to a common cause.
- We are aligned towards achieving our key goals - academically, pastorally and philanthropically - in order to ensure improved outcomes for all students.
- We actively choose to give of our best to all members of the community and in times of challenge, seek out solutions together.

Personalised Learning

Personalised learning at St Margaret's is an approach that places the needs, interests and learning styles of students at the centre. There is a commitment to exemplary teaching. There is a focus on providing students specific feedback that leads to the setting and monitoring of learning goals with an emphasis on empowering students, through reflection, to manage themselves. Our personalised learning environment, with an emphasis on intervention, enhancement and diverse opportunities, offers the flexibility to engage students through choice and authentic learning experiences.

This approach is enhanced by the Flyers Program and Supervised Study Sessions in the Secondary School.

Values Based Education

The St Margaret's community has identified six core values – *spirit, faith, passion, courage, integrity* and *respect* – as the values that bind us together and guide our daily actions. In the learning and teaching environment, St Margaret's students develop a deeper understanding of the importance of values in their life. Teachers, parents and members of the community come together to reinforce the way in which values, as part of our lifelong learning, support the development of our character and prepare us to accept our place in the world and the contribution we can make to the quality of life for others less fortunate than ourselves.

The work done by the Sisters of the Society of the Sacred Advent over the past 126 years continues to provide a clear and compelling framework for values education at St Margaret's.

1. A St Margaret's student understands the Christian principles in the Anglican tradition within a 21st century context.

2. A St Margaret's student will worship and celebrate the grace of God and in doing so will display support for the Anglican ethos of accepting social responsibility.

3. Care and compassion is taught to assist students to develop a sense of Christian character - to love and serve God and our neighbour. St Margaret's students should strive to be living examples of the Christian values and philosophy espoused by the Sisters of the Society of the Sacred Advent, and on which the school was founded.

4. Teaching the significance of respect and tolerance for all is important in the education of our students. This will assist the girls to develop their understanding of doing your best; accepting success and failure and understanding that failure in its rightful place is an important steppingstone to success.

5. Understanding the diverse nature of the world and valuing diversity adds to our appreciation of difference. The St Margaret's community celebrates cultural diversity.

6. A St Margaret's student will know the significance of honesty and trustworthiness as qualities that she should draw on to determine her actions. She will be true to herself in being honest at all times and will be recognised by others as someone who can be trusted. In this way, a St Margaret's student will be overtly supporting the ethos of the Anglican faith in the broader community.

7. Integrity and character in the life of our students is important and will help them develop and strengthen moral courage.

8. A St Margaret's student will learn to discriminate between what is right and wrong; what is just and unjust and will endeavour throughout her life to help others to transform unjust structures of society.

9. A St Margaret's student will develop respect for all and learn the importance of embracing a global perspective. Students are challenged to consider how they look at the world and what constitutes their worldview.

10. A St Margaret's student will understand how to be a leader in developing a balanced life that reflects self-care. This will involve students understanding five key principles of self-care:
    - Prayer - *meditation and reflection*
    - Outreach - *community and civic service*
    - Words - *reading and listening*
    - Equipping - *lifelong learning*
    - Relationships - *family, friends and colleagues.*

11. A St Margaret's student will display pride in her school and uphold the motto of *Per Volar Sunata.*

Teaching Staff

A St Margaret's teacher is focused on delivering an engaging and rigorous curriculum and the students are expected to exercise responsibility for their learning. Each teacher will support challenge and learning through offering students strategies for creative and critical thinking, and problem solving. A St Margaret's teacher is inspirational and will empower the learner and encourage a spirit of inquiry, as the necessary foundation of life-long learning. He/she will model the values of the School and will have high expectations of students demonstrating their commitment to these values. A St Margaret's teacher seeks to ensure that a student graduating from the school leaves with the abilities and confidence to contribute to society; therefore, they will be nurtured, encouraged and challenged from Pre-Preparatory to Year 12 so that she can graduate as a resilient and independent young woman.

Support Staff

A St Margaret's support staff member is a highly skilled and service-oriented professional committed to facilitating the timely and effective operation of the school. He/she takes pride in the quality of his/her work, ensuring attention to detail and accuracy. A St Margaret's support staff member demonstrates initiative in their role and is focussed on the needs of students. In his/her commitment to the school and in relationship with his/her colleagues, a St Margaret's support staff member exemplifies the values of the School.

Boarding House Staff

As an integral part of the boarding community, all members of the Boarding House staff are committed to provide a warm, friendly and safe environment for all boarding students. Through a focus on care and support, they aim to ensure a happy and engaging boarding experience for each student, encouraging the formation of a great sense of community and life-long friendship. A Boarding House staff member will model the values of the school and encourage all students to embody these values in their relationship with others.

Goals

GOAL ONE – STRENGTHENING THE ST MARGARET'S EXPERIENCE

St Margaret's is focused on increasing student engagement and resilience.

- Nurture a safe and inclusive culture of care and support by enhancing student wellbeing programs.
- Ensure a narrow and sharp focus on developing our students' global outlook; specifically, enabling resilient and responsible engagement in a multicultural and globalising world.
- Develop our careers and employability programs for Years 9-12 which helps students identify and develop the necessary skills to participate, thrive and lead in a global economy.
- Encourage the sporting, service and performance aspirations of students through a rich and relevant extra-curricular program.

GOAL TWO – FOCUSING ON ACADEMIC EXCELLENCE

St Margaret's is committed to providing opportunities for all students, PP-12, to achieve strong academic outcomes.

- Maintain a sharp and narrow focus on academic excellence.
- Nurture a learning culture that celebrates students' commitment to the school's values and ensures every student shows respect and aspires to academic achievement.
- Offer a differentiated approach for students to excel and enjoy learning and studying, ensuring they are well prepared for post-school life.

GOAL THREE – GROWING OUR STAFF

St Margaret's is dedicated to recruiting, engaging and developing the highest quality staff.

- Ensure a systematic process to guide and mentor staff through achieving their individual career and professional development plans.
- Nurture a learning community that celebrates creative ideas, active engagement and critical thinking.
- Further develop the Centre of Teaching and Learning Excellence (CETLE) for the benefit of our staff, and to enhance St Margaret's reputation as a leading school.
- Support staff engagement with the wider educational community and professional learning.

GOAL FOUR – LEADING IN EDCUATION

St Margaret's is intentional in increasing awareness of the school's points of difference and its commitment to leading educational practice.

- St Margaret's will be acknowledged as a school of choice for girls due to its strong academics, success in extra-curricular activities and its focus on the holistic wellbeing of our students.
- Communicate consistently the school's signature programs and distinctive identity.
- Develop programs which allow students to flourish and achieve success.
- Encourage, through celebration, our staff members as leaders in education.

GOAL FIVE – RESOURCING OUR FUTURE

St Margaret's is committed to building our resources to provide quality facilities and programs to best support our students for the future.

- Plan for the growth of St Margaret's through attention to effective enrolment strategies.
- Ensure the financial wellbeing of the school as fundamental to the achievement of our vision and educational goals.
- Develop and optimise facilities and grounds that are designed to benefit the St Margaret's current and future students.
- Ensure our resourcing is focused on futures thinking and innovation.

Principles Underpinning the Education of Girls

Girls' schools are dynamic and challenging places; they work towards the growth of the whole person. They prepare young women for a future where problem solving and decision making, healthy personal relationships, confidence and lifelong learning are important.

1. Girls in girls' schools achieve significantly stronger academic results.
2. Students are taken seriously and are given opportunities to voice their views.
3. Negative stereotypes about girls and women gain no acceptance.
4. Students dare to take intellectual risks because the classroom is an area for cooperative discovery.
5. Students see female role models and learn to expect successful outcomes from their own efforts.
6. All activities are open to the girls; they participate, influence and lead.
7. Students thrive and excel in collaborative teams.
8. Girls can work through the challenges of adolescence without the scrutiny of boys.
9. Girls' schools allow students to work out their relationships with each other in safety.
10. Girls have first place on the sports field, at the computers, in front of the microphone and in class.
11. There are no obstacles preventing girls from seeking a career in any area.
12. Student achievements are celebrated.

The House System

The House group is a combination of students from all year levels from Pre-Preparatory to Year 12. Students remain in the same House whilst at St Margaret's.

There are eight Houses, named after great authors in notable periods of literature. They are:

BEDE (yellow)	CHAUCER (red)
HERRICK (orange)	KENDALL (lime green)
LAWSON (light blue)	MILTON (emerald green)
SPENSER (royal blue)	TENNYSON (purple)

The House participates in sporting, cultural and community activities and this serves to strengthen the House identity. It provides an avenue to learn cooperation, develop teamwork, work for the good of the whole school and put personal ambitions after service to others. Older students have the responsibility of encouraging and leading the younger students. Activities across a range of age groups encourage the formation of friendships through different year levels and foster a sense of school community.

Fundraising for Charity

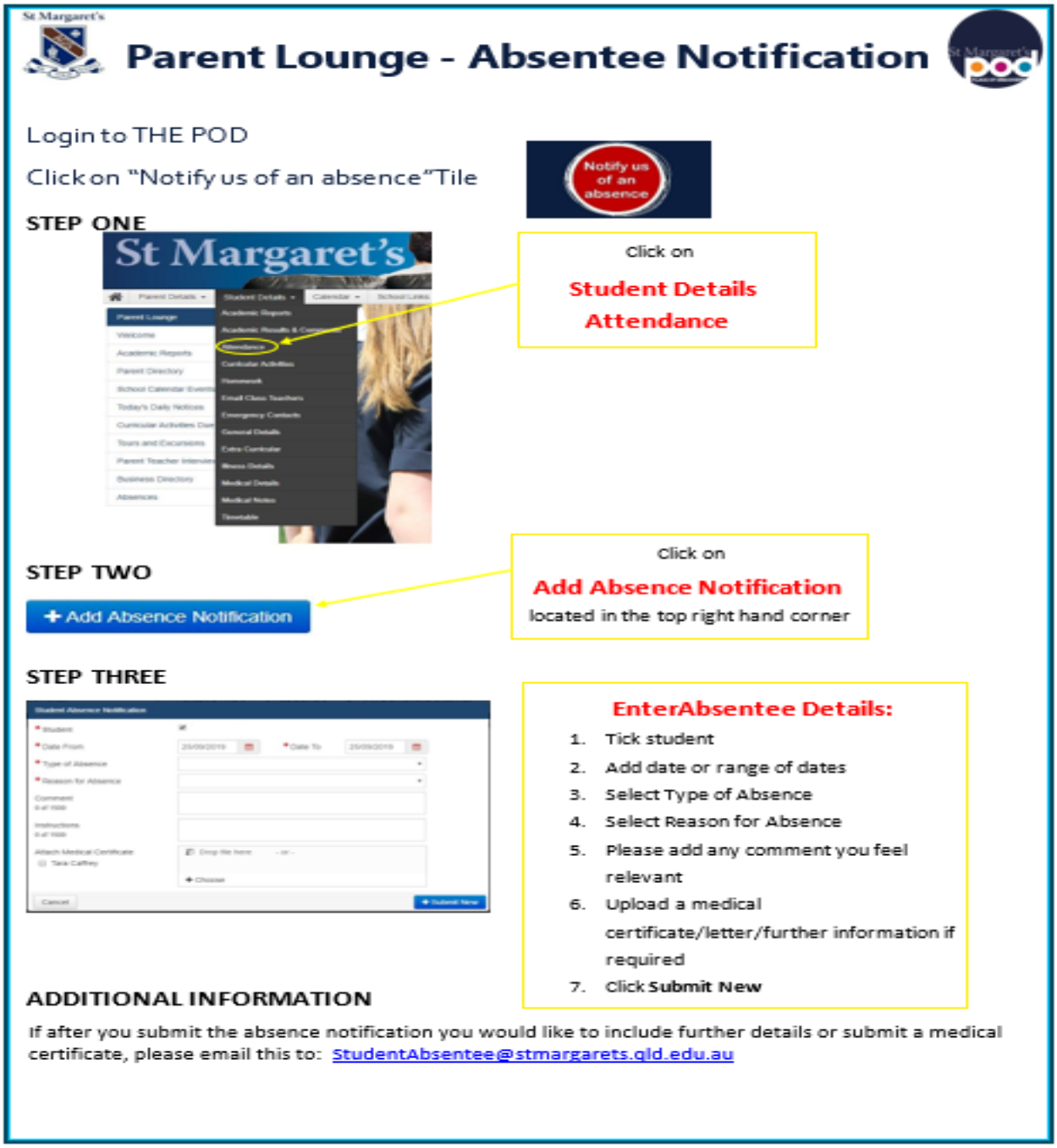
The Philanthropy Group is made up of selected senior students who undertake fundraising and awareness campaigns to support organisations and charities within the wider community. Fundraising is carried out during the year by way of special events, free dress days, donations, and interhouse carnival days. The Philanthropy Group also assists other humanitarian groups within the school to achieve their goals.

Absences

When a student is absent, the School must be notified on the morning of the absence before 9:00am, but preferably before 8:20am. Notification can be completed through the absentee line or preferably through the Parent Lounge – Absentee Notification on the POD.

Primary Absentee Line – 3862 0729
primaryabsentees@stmargarets.qld.edu.au

Secondary Absentee Line – 3862 0730
studentabsentees@stmargarets.qld.edu.au



If after you submit the absence notification, you would like to include further details or submit a medical certificate, please email this to: StudentAbsentee@stmargarets.qld.edu.au

The School will contact parents/guardians if we have not been informed of your daughter's absence. When a Primary student returns from absence, she must produce for her Class Teacher an absence note stating the reason and date/s.

Parents need to recognise that there are certain legal responsibilities involved in attendance at the School. In particular, a student may not leave the school grounds for any purpose during the school day without a note from her parent/guardian or the Boarding House, stating the reason, this must be countersigned by her Form Teacher (Primary), or Head of Year (Secondary). The student must sign out at the Primary Office or at the School Support Office. **Leave of this type would normally only be for important medical reasons and appointments should be made carefully to ensure minimal class time is lost.**

If a Secondary student is ill and therefore absent from school on the day of a test, they are required to:

1. Contact the School by phone on 3862 0826 and leave a message for the Dean of Academics / Dean of Studies office
2. Make contact with the relevant Head of Faculty upon first day of return to school
3. Students in Years 11 and 12 must submit a Medical Certificate upon the first day of return to school. A Medical certificate is required in an attempt at equity and fairness for all students, so that no-one is unfairly advantaged by receiving extra time on assessment items; students in Years 7 to 10 must provide documentation to explain their absence but this may take the form of a parental letter
4. Documentation needs to be given directly to the Head of Faculty for the subject or to the Dean of Academics / Studies
5. Alternate arrangements will then be organised by the appropriate person
6. If an assignment is due on the day that a student is absent, then the Head of Faculty should be contacted by phone and arrangements made for the delivery of the assignment (e.g. via email, parent/sibling to deliver, posted, faxed)
7. Absence on the day is not necessarily an excuse for late submission.

Private Music Tuition Times

Students in Pre-Prep to Year 10 may come out of class to attend their instrumental/voice lesson. However, students must not miss the same lesson twice in any five-week period. Teachers/students are required to fill in the appropriate time on the Absence from Class for Music Lesson form. This will allow students and teachers to keep an accurate record of class lessons missed. Students are required to have this sheet signed by the classroom teacher of the lesson being missed prior to the lesson being given.

Lesson times may be kept at the same time each week if the lesson occurs before or after school, during lunchtime or assembly. However, first priority for these times is given to Years 11 and 12 students as they are not permitted to attend lessons during scheduled class time.

Students in Years 11 and 12 must not come out of scheduled school classes for private music tuition. Lessons for these students must be given before or after school or during lunchtime or assembly.

Academic Awards - Primary

The Spirit of St Margaret's Citizenship Award

Teachers from each year level and Specialist Teachers nominate a student in each class whom they believe would be a worthy recipient of this award. The Spirit of St Margaret's Citizenship Award is awarded to a student in each class in Years 5 and 6 who exemplifies the school values and the philosophy of The St Margaret's Way – spirit, faith, respect, integrity, courage and passion – at all times.

Awards are also presented for sport and musical achievements.

Determination of Honours & Commendation Awards

Commendation Award

Commendations are awarded in recognition of exceptional engagement in learning across the range of subject areas to students in Years 5&6. Students who achieve the highest overall Attitude to Learning results across all subject areas on student reports are considered for commendation awards. Calculations of commendation awards involve the weighting of subjects relevant to the number of curriculum hours calculated.

All students are ranked in their year level and an appropriate cut-off point is determined.

Honours Award
These will be awarded to each year level (Years 5-6). These will be presented to those students who received the highest overall grade calculation across subjects based on a weighted 15-point scale. Students receiving an Honours Award need to have achieved nothing less than an overall grade of A- across Terms 1, 2 and 3 in both English and Mathematics and nothing less than a B- in all other subjects. Calculations of Honours Awards involve the weighting of subjects relevant to the number of curriculum hours allocated. Students are ranked according to their overall grade calculation and Honours Awards are presented to students who achieve the highest result calculation. These awards also include Honours memorial prizes. Students receiving an Honours Award are ineligible for a Commendation Award.

Determination of the Dux and Proximate Accessit of the Primary School
The Dux of the Primary School is the most prestigious Honours award and shall be presented to a Year 6 student who has attained the highest overall grade calculation, as per the Honours Awards calculation (nothing less than an overall grade of A- across Terms 1, 2 and 3, in both English and Mathematics and nothing less than a B- in all other subjects.) The Proxime Accessit to the Dux of the Primary School is the Year 6 student who is second to the Dux, having attained the next overall grade Honours Awards calculation in the Year 6 cohort. The recipients of the Dux and the Proxime Accessit shall remain confidential until the presentation on Speech Night.

Academic Awards - Secondary

Academic Assemblies
Academic pockets/progress certificates

Academic pockets are awarded at the end of each semester to recognise very high academic achievement during that semester. They are based on a student's Grade Point Average (GPA). These awards are calculated using the results of all subjects which are studied for three or more lessons a week. In Years 7 and 8 the Arts subjects that are studied for 2 lessons a week are included in the calculation for Academic Pocket Awards. These pockets are presented at the Academic Assembly held at the beginning of the following semester to students who achieve GPAs of at least 13.

Progress Certificates are given, in recognition of significant academic progress, to students whose GPAs have improved by one whole point from one semester to the next.

Speech Night
Determination of Honours Awards
Honours awards are given for excellent academic achievement based on results from Terms 1, 2 and 3 of a given year. In Years 7-10, students who achieve a Grade Point Average of 13 or above with no overall result lower than a B, will receive an Honours award. These awards are calculated using the results of all subjects which are studied for three or more lessons a week. In Year 7 where some subjects are studied on a rotational basis, only those subjects studied in the first rotation are used in the calculation of these awards. In Year 8, the Arts subjects that are studied for 2 lessons a week are included in the calculation for Honours Awards. In Year 11 and 12, Honours awards are based on the grades awarded using the provisional subject results for the internal summative assessments in each subject. The Year 11 and 12 Honours are calculated using the results of the students' top 5 subjects from Semester One.

Determination of Commendation Awards
Year 7
Commendation awards are given in recognition of excellent engagement in learning. They are based on the level of application demonstrated in class and at home, as well as the attitude displayed in all contexts. The Attitude to Learning result is recorded on the report card. In Year 7, these awards are calculated using the results of all subjects (except Science of Learning). To receive a Commendation Award a student needs to receive an average score of 4.5 or higher over Terms 1, 2 and 3. Students who receive an Honours award are not eligible for a Commendation award.

Year 8-12
Commendation awards are given in recognition of excellent engagement in learning. They are based on the level of application demonstrated in class and at home, as well as the attitude displayed in all contexts. The Attitude to Learning result is recorded on the report card. These awards are calculated using the results of all subjects. To receive a Commendation a student needs to receive an average score of 4.5 or higher over Terms 1, 2 and 3. Students who receive an Honours award are not eligible for a Commendation award.

Determination of Year 10 Subject Prizes
A subject prize is awarded to a Year 10 student who receives the highest subject result based on three terms of work. If more than one student receives the highest subject result the decision is made by the Head of Faculty in consultation with the year level teachers to review the collection of assessment and make a judgement based on the quality of the assessment folio to deem who should receive the prize. To receive a subject prize all assessments must be completed.

Determination of Internal Year 12 Subject Prizes
A Year 12 Internal Assessment Subject Prize is awarded at Speech Night to the student who receives the highest provisional subject result based on the internal assessments. Note that percentage results are used in determining these awards for the Maths and Science Subjects. If more than one student receives the highest internal subject result from Unit 3 and 4, the cumulative result from Unit 1 and 2 in that subject will be used to determine the prize winner. To receive a subject prize all internal assessments must be completed.

Determination of the Internal Assessment Dux of the School and the Proxime Accessit to the Dux of the School
The Internal Assessment Dux of St Margaret's Anglican Girls School will be awarded at Speech Night. This award is presented to the student in Year 12 who has attained the highest internal assessment subject results across 5 subjects. The Proxime Accessit to the Dux of the School is awarded to the student who has attained the next highest internal assessment subject results in that Year 12 cohort. The determination of these awards is based on students' subject results at the completion of the summative internal assessment period for Unit 3 and 4. This subject result will be calculated by adding together the three internal assessment results for 5 subject results. To be considered for the awards, students must complete all three assessments for five subjects. Subjects are not weighted. In order to distinguish candidates for the final award results from Unit 1 and 2 may be considered. If it is not possible to distinguish between two students both shall be awarded the Internal Assessment Dux or Proxime Accessit to the Dux prize. The decision as to the Internal Assessment Dux and the Proxime Accessit to the Dux of the School shall remain confidential until the presentation at Speech Night.

Scholars' Assembly
Determination of QCE Subject Prizes
A QCE subject prize will be awarded for each subject to the student who receives the highest overall subject result. This result is based on the overall subject result out of 100 which is calculated by the QCAA by adding together the internal and external assessment marks. If more than one student receives the highest subject result more than one QCE subject prize will be awarded. To receive a subject prize all assessments must be completed. These will be presented at the Scholar's Assembly in the following year.

Determination of the QCE Dux of the School and the Proxime Accessit to the Dux of the School
The QCE Dux of St Margaret's Anglican Girls School will be awarded at the Scholars' Assembly in the year following graduation. The award is presented to the student in Year 12 who has attained the highest overall academic result for Units 3 and 4 in that Year 12 cohort. The Proxime Accessit to the Dux of the School is the student who has attained the next highest overall academic result for Units 3 and 4 in that Year 12 cohort. The determination of these awards is based on students' subject results which are calculated by the Queensland Curriculum and Assessment Authority by adding together a student's three internal and one external assessment results. Only the top 5 subject results will be considered for the calculation of the Dux and the Proxime Accessit. To be considered for the awards, students must complete all four assessments for five subjects. Subjects are not weighted. If it is not possible to distinguish between two students both shall be awarded the Dux prize. The decision as to the Dux and the Proxime Accessit to the Dux of the School shall remain confidential until the presentation at the Scholars' Assembly.

Academic Honesty Policy

The aim of this policy is to ensure that the administrative processes concerning academic learning create an optimal environment to facilitate student success and allow staff to operate from a platform of best educational practice. The policy has been developed in accordance with Queensland Curriculum and Assessment Authority (QCAA) guidelines, to ensure accountability of assessment and processes are transparent and clearly communicated to all stakeholders. This policy ensures that students are aware of the meaning and consequences of practices relating to academic integrity.

Academic Integrity
Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way (QCE and QCIA policy and procedures handbook). St Margaret's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Submission of a Student Response
Students are expected to submit assessment on or before the due date. All assessment will have conditions clearly stated on the task including the due date, checkpoints, where applicable, and instructions about the submission of work.

For performance and product responses, evidence may be recorded during rehearsal or photographed respectively. Written assignments in Years 10-12 will be required to be submitted via the School's *Turnitin* site.

Late Submission of a Student Response
When a student submits a response to an assessment after the due date indicated on the assessment, a judgment should be made using evidence available on or before the due date. This evidence may include planning materials, class work, collected drafts, rehearsal notes or photographs of work.

An extension may be requested if there are valid grounds to do so. A student must apply to the Head of Faculty by completing a *Request for an Extension* form. This form can be accessed from the St Margaret's POD and must be submitted with relevant documentation prior to the due date. A medical certificate must be supplied in Years 10-12 in the event of illness. If a request for more than one extension is required, a student must apply to the Dean of Studies (Years 7-9) or Dean of Academics (Years 10-12) by completing a *Request for an Extension* form and further consultation may be required.

Non-submission of a Student Response
When a student does not submit a response to an assessment instrument, a standard can only be awarded where evidence has been demonstrated. This evidence may include planning materials, class work, collected drafts, rehearsal notes or photographs of work. An assessment cannot be awarded a lesser mark if there is no evidence for it. The teacher must notify the HOF and the parents immediately of a non-submission.

Non-submission may have implications on the number of units of credit granted for a level of achievement in a subject and the number of units of credit recorded on a Senior Statement for students in Years 11 and 12.

Access Arrangements and Reasonable Adjustments (AARA)
St Margaret's is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

The school follows the AARA application process as outlined by the Queensland Curriculum and Assessment Authority (QCAA). The St Margaret's principle manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation outlined in the school Assessment Policy.

Students and parents/carers must contact the Dean of Academics as soon as possible and submit the relevant supporting documentation.

Drafting
Drafting is a key checkpoint. A draft is a preliminary version of a response to an assessment task. It should contain most of the features of the final response. A draft is a point-in-time demonstration of a student's learning and their understanding of the assessment task requirements.

The draft response that a student submits to a teacher should be developed over a period of time after a process of practicing (e.g. their presentation or performance), reflecting and editing. Teachers can use a student's draft response to confirm that a student's assessment is their own work, as the draft shows the progression of a student's thinking.

Types of drafts differ depending on the subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission.

Submission of a draft is compulsory. If a draft is not submitted, parents will be notified and teachers will arrange for collaboration of relevant work to act as a draft.

Feedback on a draft is:

- Provided on a maximum of one draft of each student's response;
- A consultative process that indicates aspects of the response to be improved or further developed;
- Delivered in a consistent manner and format for all students and may include conferencing, written or recorded feedback;
- Provided within one week of a submission of a draft.

Examinations
To ensure equity and examination security, no examinations will be allowed prior to scheduled examination times for Years 7-11. If for any reason students are absent for scheduled in-class examinations, they must negotiate alternative arrangements with the Head of Faculty. In the case of illness, students are to complete the missed exam form on the POD, providing a medical certificate in Years 10-11, or a letter from a Parent / Carer in Years 7-9.

Students are required to bring into an exam room only the authorised equipment permitted for the exam by the teacher. The authorised equipment is stated on the front cover of the exam and may be checked before, during and after the exam. Students will be asked to deposit any electronic devices including a mobile phone, a smart watch and iPod and other unauthorised materials in a place designated by the teacher or exam supervisor.

Authentication of student responses
Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. St Margaret's uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.
In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Referencing
The style of referencing to be used at St Margaret's is the Harvard system. Resources to assist students to reference correctly can be accessed on the Libraries page of the POD.

Plagiarism
Plagiarism occurs when a student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).

Responses that are not the student's own cannot be used to make a judgement. When a teacher establishes that the authorship of student work cannot be established or a response is not entirely a student's own work the HOF is notified. They then consult with the appropriate Dean to look at the student work. Students who are involved are interviewed by the HOF and Dean to determine the authorship issue. From this the Dean and HOF will decide on the appropriate action, this may include but is not limited to:
- The student being given an opportunity to demonstrate that the submitted response is their own work.
- The student is given an opportunity to rewrite the section to make it their own work in supervised conditions.
- Common work redacted and results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.
If the student is unable to verify their own work a Not-Rated (NR) is awarded. See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2).

In Years 7 – 9, the student may be given an additional opportunity to demonstrate their knowledge under supervised conditions in a further assessment.

Anti-Bullying Policy

ETHICAL STATEMENT

St Margaret's Anglican Girls School is committed to maintaining an environment that: values the inherent worth and dignity of every individual; fosters tolerance, sensitivity, understanding and mutual respect; and encourages its members to strive to reach their full potential.

This commitment has its foundation in The Philosophy of the Sisters of the Society of the Sacred Advent for their schools:

> *To nurture the individual within a caring community so that each will realise his or her full potential to engender Christian values, encourage high academic standards and service to others so that all will have not only one goal, but also the inner strength "to love one another as I have loved you" (St John 13:34).*

All members of the School community must be able to pursue their goals, educational needs and working lives without intimidation or injury generated by intolerance and harassment.

The School is committed to ensuring a healthy and safe working and learning environment that is free from discrimination and all forms of harassment, which are unacceptable behaviours and will not be tolerated under any circumstances.

DEFINITION

Bullying has been defined as repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons" (Rigby, 2007).

Bullying may be overt (that is behavior visible to others) or covert (that is behavior is not visible to others).

Common forms of bullying have been categorised as:

- **Physical bullying:** including hitting, kicking, tripping, pinching, and pushing or damaging the property of another person.
- **Verbal bullying**: including name-calling, insulting, teasing, intimidating, making homophobic or racist remarks, or verbally abusing another person.
- **Psychological or social bullying:** designed to harm another person's social reputation and/or cause this person humiliation, including lying and spreading rumours, hurtful mimicking behaviour, playing nasty jokes designed to cause embarrassment and humiliation, damaging someone's social reputation or social acceptance, encouraging others to socially exclude another person, mobbing, and making negative facial or physical gestures, menacing or contemptuous looks, towards another person.
- **Cyberbullying**: including behaviours such as harassing another person via a mobile phone or internet-based social networking site, setting up a defamatory personal website or deliberately excluding someone from interacting within social networking spaces.

Conflict or fights between equals and single incidents are not defined a bullying. (Australian Research Alliance for Children and Youth, 2014)

PROCEDURES

Action for Staff to take

1. Watch for early signs of distress in students.
2. Report all incidents or suspected incidents to the Head of Year or Dean of Students or Head of Primary School.
3. Offer the target immediate support and help.
4. Include appropriate learning activities to counter bullying in your lessons, taking time to discuss this policy in year level or form time groups.

Action for Parents/Guardians to take

1. Watch for signs of distress in your child. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment has gone missing, etc.
2. Take an active interest in your child's social life.
3. If you think students from the school are bullying your child, contact the Head of Year or Head of Primary/Dean of Students.
4. Talk openly and often with your daughter, listen to her concerns in an understanding way.
5. Contact the School for additional support and strategies that will help your daughter.

Action for Students to take

1. Students are encouraged to report all incidents of bullying to a trusted teacher or their Head of Year, Form Teacher, Academic Advisor or classroom teacher, even if the student is not directly involved.
2. Students sometimes need support to deal with certain incidents that involve aggression and conflict resolution; therefore, they should speak with a member of the School's staff, in confidence.
3. Offer support to students who are being bullied and show the student/s doing the bullying that it is wrong and unacceptable.
4. Talk with your friends and foster healthy, positive relationships.

Action for the School to take if the investigation shows that the matter involved criminal liability, the school will:

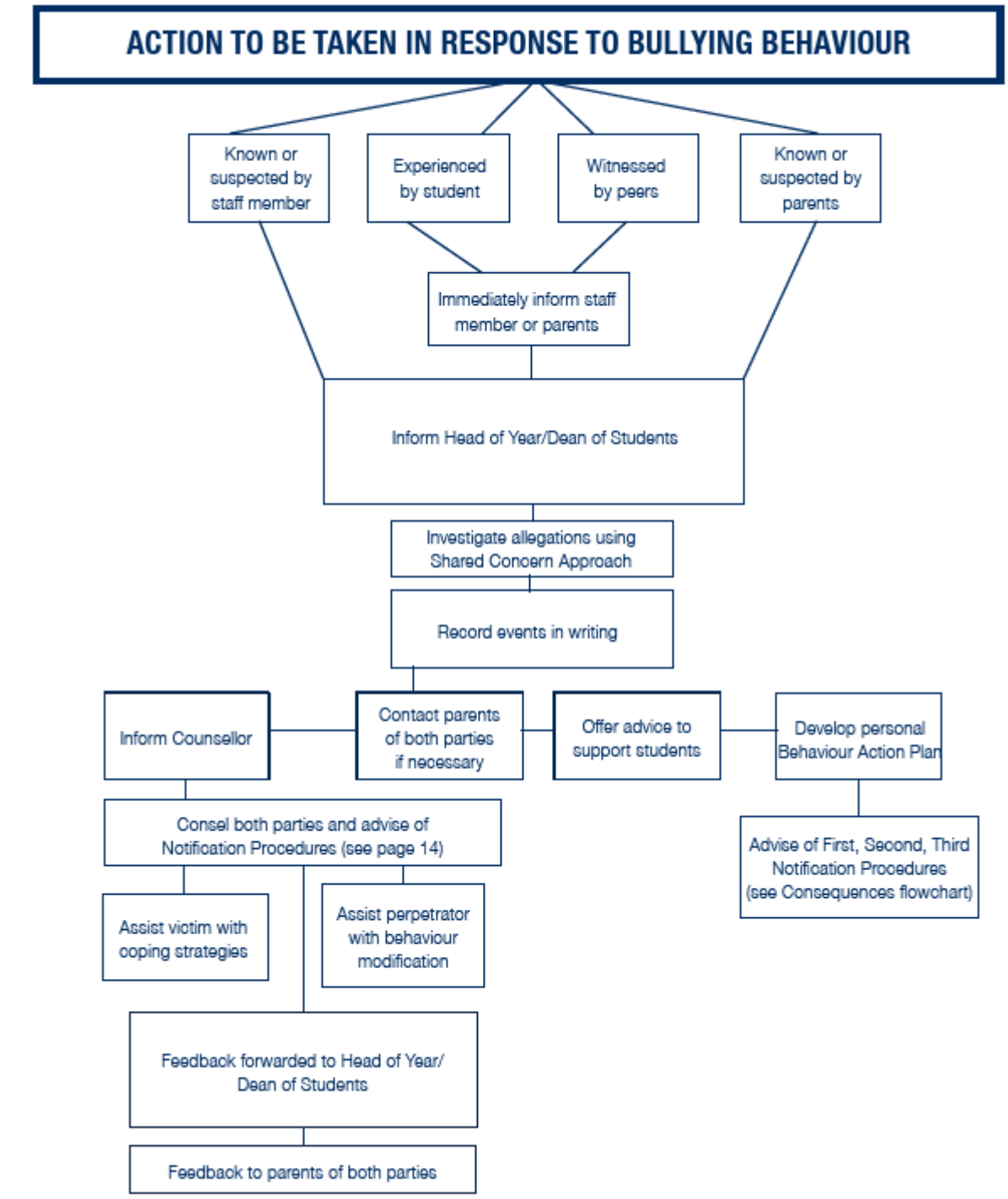
a) Advise the victim and their parents of their capacity to make a formal complaint to the Queensland Police Service;
b) The School will assist fully in any Queensland Police Service investigation;
c) If the victim or their parents are reluctant to pursue criminal liability, the School will formally advise the student and their parents of School's limited powers going forward to monitor the matter;

If the investigation shows that the matter involves civil liability the School will:

a) Advise the victim and their parents to retain their own lawyers for independent advice if they wish to pursue the bully;
b) If appropriate, instruct the School's lawyers for specific advices and the School's rights to pursue the matter; and
c) Advise the School's insurance broker of the possible legal action;

Upon resolution of the complaint the School will:

a) Counsel all students in the School's bullying policy, respecting the confidentiality of the victim and their complaint; and
b) Reassess the School's Supportive School Environment Policy and the Laptop Handbook.



Should the initial infringement be severe, at the discretion of the Principal, it may be appropriate to bypass First Notification Procedures and implement Second Notification Procedures.

CONSEQUENCES OF BULLYING BEHAVIOUR IN SECONDARY SCHOOL

First Notification

Behaviour clearly identified with student to ensure an absolute understanding of the issue using Shared Concern Approach

Student given opportunity to respond

Student counselled on appropriate and acceptable behaviours and a commitment to change is then expected

Situation monitored by Teachers, Counsellor, Head of Year, and Dean of Students

Mediation between students arranged if appropriate

Legal implications of harassment clearly stated

School will contact parents and confirm this has been done

Student advised to inform parents

Consequences of subsequent infringement clearly stated

Second Notification

Procedures for First Notification carried out

Meeting with parents, Head of Year and Dean of Students and where appropriate Student Counsellor

Student withdrawn for up to one week

Re-entry into school negotiated with school, student and parents

Consequences of further infringement clearly stated

Third Notification

Behaviour clearly identified with student to ensure an absolute understanding of the issue

Student given opportunity to respond

Meeting with parents, Dean of Students and Principal

Legal implications of harassment stated

Student withdrawn or excluded permanently from school

CONSEQUENCES OF BULLYING BEHAVIOUR IN PRIMARY SCHOOL

First Notification

Behaviour clearly identified with student to ensure an absolute understanding of the issue using Shared Concern Approach

Student given opportunity to respond

Student counselled on appropriate and acceptable behaviours and a commitment to change is then expected

Situation monitored by Teachers, Counsellor, Primary Leadership team

Mediation between students arranged if appropriate

Parents advised

Behaviour modification plan established and monitored

Second Notification

Procedures for First Notification carried out

Meeting with parents, Head of Primary and where appropriate Student Counsellor, Chaplain

In school or out of school withdrawal

Re-entry into school negotiated with school, student and parents

Consequences of further infringement clearly stated

Third Notification

Behaviour clearly identified with student to ensure an absolute understanding of the issue

Student given opportunity to respond

Meeting with parents, Head of Primary, Principal and where appropriate Councellor, Chaplain

Legal implications of harassment stated

Out of school suspension, withdrawal or exclusion

Routines and Expectations

Students are taught and encouraged to use the following positive behaviours through good manners and the Manners Matter process.

Manners Matter - The golden rule of good manners is "consider others!"

Think carefully about how your actions could affect those around you.

- Use the magic words 'please' and 'thank you'
- Greet parents and visitors properly – look at them, smile and say 'hello', use their name if you kı
- Be helpful without being asked
- Don't interrupt when someone is speaking
- Wait your turn
- Listen when others are speaking.
- Hold the door open for anybody who may be behind you.
- Stand back and let people through a doorway or gateway – don't barge through.
- "May I" sounds a lot nicer that "I want".
- Be on time and apologise if you are not.
- When visitors come to your classroom, stand up and greet them.
- Be aware of others on the stairs.

Students who demonstrate inappropriate behaviour will be supported in the development of correct behaviour through the Behaviour Action Plan.

BEHAVIOUR ACTION PLAN – PRIMARY

Level 1	Level 2	Level 3	Level 4
Presentation Slip Unexpected Behaviour			
• Punctuality to school/class • Homework not completed • Incorrect wearing of uniform • Untidy appearance	• Repeated level 1 behaviours • Consistently not having correct equipment at school	• Persistent ignoring of presentation slip – no effort made to rectify	• Repeated level 3 behaviours
Consequences			
• Blue presentation slip to class teacher	• Blue presentation slip to class teacher. On receipt of three (3) such slips parents will be notified.	• Parents contacted by Primary admin to assist with child's attitude and behaviour	• Parents contacted by Primary admin to assist with child's attitude and behavior
Unexpected Behaviours			
Disrespectful Behaviours • Calling out • Talking / off task behaviour • Banned belongings at school • Playing in toilets/on stairs • Littering • Playing/eating out of bounds • Misuse of play equipment • Visiting tuck shop without permission **Unsafe Behaviours**	• Repeated disrespectful behavior x 3 • Not following teacher direction • Misuse of toilets/stairs • Repeated unsafe behaviour	• Repeated level 2 behaviours • Disrespectful behaviour towards others • Encouraging others to disobey rules • Swearing • Refusal to complete tasks/school work • Cheating	• Repeated level 3 behaviour • Verbal abuse to others • Stealing • Graffiti/defacing school property • Damage to school property/ deliberate vandalism
Consequences			
• Verbal rule reminder	• Orange reminder slip given/parent contacted by teacher • Completion of reflection sheet/social story	• Meeting with leadership member of Primary and parent contact to develop appropriate consequences	• Meeting involving Head of Primary and parents to develop appropriate consequences and personal behaviour plan • Suitable consequence implemented by administration Behaviour contract if required • Possible in-house exclusion from class
Social Interaction – Unexpected Behaviours			
• Disrespectful behaviour to peers • Name calling • Thoughtless language or interaction • Excluding someone from activities or games • Initiating/responding to name calling/teasing/ putdowns	• Repeated level 1 behaviour • Disrespectful behaviour to others • First incident of harassing behaviour • Deliberate physical contact • Threatening behaviour	• Repeated level 2 behaviours • Repeated harassing behaviours • Violent acts (including physical)	• Repeated level 3 behaviours • Bullying (see flow diagram)

Consequences			
• Verbal rule reminder – verbal and/or written apology	• Orange Reminder slip given • Completion of reflection sheet or written apology	• Meeting involving Head of Primary and parents to develop appropriate consequences and personal behaviour plan	• Meeting involving Head of Primary and parents to develop appropriate consequences and personal behaviour plan Suitable consequence implemented by administration Behaviour contract if required Possible in-house exclusion from class
Use of Technology - Unexpected Behaviours			
Mobile Phone/Apple Watches • Allowing others to use mobile phone • Not placing mobile phone in phone box • Not switching mobile phones off before placing in phone box	• Repeated level 1 behaviours • Accessing emails and messages during the school day via Apple Watches, school laptops or via TEAMS • Not placing the correct phone in the phone box	• Repeated level 2 behaviours • Accessing someone else's online account • Using someone else's account to send inappropriate messages/images	• Repeated level 3 behaviours • Using own device to engage in inappropriate behaviour
Technology Etiquette • Taking photos of people without their permission • Repeatedly sending invitations to join groups	• Repeated level 1 behaviours • Taking photos of girls in their school uniform • Encouraging/pressuring someone to get inappropriate apps	• Repeated level 2 behaviours • Taking and/or using someone else's phone	• Repeated level 3 behaviours • Taking or damaging someone else's device
Social Media • Watching/sharing apps using mobile phone or Apple watch with other students before or after school	• Repeated level 1 behaviours • Watching apps during school time	• Repeated level 2 behaviours • Watching/sharing inappropriate apps e.g. Tik Tok	• Repeated level 3 behaviours • Using social media to transmit inappropriate content and/or harmful information

Online Bullying – in addition to Social Interactions - Behaviours • Inappropriate posts/text messages	• Repeated level 1 behaviours • Excluding students online	• Repeated level 2 behaviours • Posting/reposting of any photos/videos of St. Margaret's girls in uniform and/or teachers • Posting/reposting of any photo/video of people without their permission	• Repeated level 3 behaviours • Repeated harassing/bullying behaviour online
Consequences			
• Phone or Apple watch confiscated for the day and returned at the end of school	• Orange reminder slip given • Phone or Apple watch confiscated for the day and returned at the end of school	• Meeting involving Head of Primary and/or parents to develop appropriate consequences with the possibility of the mobile device being banned for a mutually agreed period of time	• Meeting involving Head of Primary and/or parents to develop appropriate consequences • Banning of mobile device at school for the rest of the year. • Possible exclusion from school

Please note: a reminder slip (blue/orange) is a way for a student to take responsibility for her/his inappropriate actions by informing her/his parent/s. The slip provides the detail for parents to discuss the actions together with their child. The parent is required to sign the form and the child returns it to the class teacher, so the teacher knows the parent is aware and a discussion has occurred. There is no requirement to discuss the action further with the teacher, as a discussion between the teacher and child occurred before the slip was issued. Decisions regarding consequences of behaviour may ultimately be at the discretion of the Head of Primary.

Bell Times – Secondary

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1A 8:20 - 9:05	**Lesson 1A** 8:20 - 9:05	**Lesson 1A** 8:20 - 9:05	**Lesson 1A** 8:20 - 9:05	**Lesson 1A** 8:20 - 9:05
Lesson 1B 9:05 - 9:50	**Lesson 1B** 9:05 - 9:50	**Lesson 1B** 9:05 - 9:50	**Lesson 1B** 9:05 - 9:50	**Lesson 1B** 9:05 - 9:50
Form (Years 7 & 8) 9:50 - 10:25 **(Years 9 -12) Academic Advising and Morning Tea** 9:50 - 10:50	**Assembly** 9:50 - 10:25	**Lesson 1C** 9:50 - 10:35	**Year Level Assembly** 9:50 - 10:25	**Form (Years 7 & 8)** 9:50 - 10:05 **(Years 9 -12) Academic Advising and Morning Tea** 9:50 - 10:30
Morning Tea 10:25 - 10:50	**Morning Tea** 10:25 - 10:50	**Morning Tea** 10:35 - 10:55	**Morning Tea** 10:25 - 10:50	**Morning Tea** 10:05- 10:30
Lesson 2A 10:50 - 11:35	**Lesson 2A** 10:50 - 11:35	**Lesson 2A** 10:55 - 11:40	**Lesson 2A** 10:50 - 11:35	**Lesson 2A** 10:30 - 11:15
Lesson 2B 11:35 - 12:20	**Lesson 2B** 11:35 - 12:20	**Lesson 2B** 11:40 - 12:25	**Lesson 2B** 11:35 - 12:20	**Lesson 2B** 11:15 - 12:00
Lesson 3 12:20 - 1:05	**Lesson 3** 12:20 - 1:05	**Lesson 3** 12:25 - 1:10	**Lesson 3** 12:20 - 1:05	**Lesson 3** 12:00 - 12:45
Lunch 1:05 - 1:50	**Lunch** 1:05 - 1:50	**Lunch** 1:10 - 1:50	**Lunch** 1:05 - 1:50	**Lunch** 12:45 - 1:30
Lesson 4A 1:50 - 2:35	**Lesson 4A** 1:50 - 2:35	**Lesson 4A** 1:50 - 2:35	**Lesson 4A** 1:50 - 2:35	**Lesson 4A** 1:30 - 2:15
Lesson 4B 2:35 - 3:20	**Lesson 4B** 2:35 - 3:20	**Lesson 4B** 2:35 - 3:20	**Lesson 4B** 2:35 - 3:20	**Lesson 4B** 2:15 - 3:00

School Community Code of Conduct

St Margaret's Anglican Girls School promotes values that are in keeping with the Christian ethos and the School's Mission in accordance with The Philosophy of the Society of the Sacred Advent for their schools:

> *To nurture the individual within a caring community so that each will realise his or her full potential to engender Christian values, encourage high academic standards and service to others so that all will have not only one goal, but also the inner strength "to love one another as I have loved you" [St John 13:34].*

All students, parents, teachers and staff have the right to be safe and feel safe in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety or wellbeing of others.

This Code of Conduct provides members of the School Community with guidelines for the effective development of positive relationships within the School Community and assists in promoting the values that are in keeping with the School's Mission.

INTENT

This School Community Code of Conduct sets clear standards of behaviour which are expected of members of the School Community in the School environment or when attending any School related function or activity at any other location.

There's a way in which we strive to do things at St Margaret's; a way in which we seek to treat people throughout our community. This is the St Margaret's Way, underpinned by our school values.

The expected behaviour of all in our school community should reflect the school's six core of faith, integrity, courage, respect and passion.

The Code specifies the consequences for any member of the School Community who does not comply with these standards of behaviour.

SCOPE

For the purpose of this Policy 'School Community' comprises the council members, staff, coaches, employees, students, parents, guardians, step-parents, relatives, friends, supporters, carers, contractors and invitees of the School, when in the School environment or when attending any School related function or activity at any other location.

Parents/guardians and students agree to be bound by the School Community Code of Conduct when parents/guardians sign the Enrolment Agreement with the School. Although other members of the community are not a party to that Enrolment Agreement, this School Community Code of Conduct is a guide for them about expected standards of behaviour.

GUIDING PRINCIPLES

The following principles provide the framework for this Code of Conduct:

- Responsible citizenship involves appropriate participation in the civic life of the School. Active and engaged members of the Community are aware of their rights but, more importantly, accept responsibility for protecting their rights and the rights of others.
- Insults, disrespectful and hurtful acts are disruptive and are a direct contradiction of the School's Mission and Values.
- Members of the School Community have a responsibility to develop and maintain an environment where conflict and difference can be addressed in a manner characterised by respect, civility and dignity.

PARENTAL ROLE

Parents/guardians play an important role in the education of their children and have a responsibility to support the efforts of the School in maintaining a safe and respectful learning environment for all students. Parents fulfil this responsibility when they:

- Show an active but non-invasive interest in their daughter's school work and progress;
- Communicate regularly with the School;
- Help their daughter be neat, appropriately dressed and prepared for School;
- Ensure that their daughter attends School regularly and punctually;
- Promptly report to the School their daughter's absence or late arrival;
- Become familiar with the School Community Code of Conduct and School Rules;
- Encourage and assist their daughter in following the standards of behaviour;
- Work with the School in dealing with disciplinary issues involving their daughter; and
- Engage in respectful communication with school teachers and other school employees.

STANDARDS OF BEHAVIOUR

School Community members must:

Support the School in the development of a Christ-centred learning community based on the Anglican ethos;

- Support the School in the development of a Christ-centred learning community based on the Anglican ethos;
- Accept that the use of swearing, derogatory terms, sexual jokes, innuendo and other inappropriate language in the School environment or around students will not be tolerated;
- Ensure that their relationships with students are strictly in accordance with appropriate roles and that favouritism and special treatment are avoided;
- Ensure that physical contact with students is appropriate given the age of, and relationship with, the student such that questions of impropriety do not arise;
- Respect and comply with all applicable Commonwealth and State laws;
- Demonstrate honesty and integrity;
- Respect diversity in people, their ideas and opinions and treat others fairly regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the legal and moral rights of all members of the community and beyond and treat them with dignity, civility and respect at all times, and especially when there is a disagreement;
- Show proper care and regard for School property and the property of others;
- Take appropriate measures to help those in need;
- Adhere to and support the School's policies;
- Acknowledge that the Principal is responsible for implementing the School's policies;
- Work with the School to deal promptly with areas of concern;
- Acknowledge and affirm success in individual and School achievement; and
- Seek staff assistance, if necessary, to resolve conflict peacefully.

School Community members must not:

- Use inappropriate language in any context;
- Use any object (whether as a weapon or otherwise) to threaten or intimidate any other person;
- Cause injury to any person by the use of any such object;
- Verbally abuse, threaten or inflict bodily harm on another person by any physical aggression or encourage others to do so; or
- Be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs. The exception is when, in the normal course of events, the School provides or permits hospitality to members or guests of the School Community in keeping with appropriate legal and hospitality regulations.
- Cause harm to or behave inappropriately with any student or member of the community. Harm, to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing (Child Protection Act, 1999). If there is a reasonable suspicion that a child has suffered, is suffering or is at unacceptable risk of significant harm, this must be reported to a Student Protection Officer, and the Student Protection in Anglican Schools Policy and Student Protection in Anglican School Procedures will be followed.

EXTRA-CURRICULAR ACTIVITIES

School Community members are expected to comply with the following principles when attending extra-curricular activities:

- Young people are involved in extra-curricular activities principally for their enjoyment;
- Young people should always be encouraged to abide by the rules;
- Young people should be taught that honest effort is as important as victory, so results are accepted without undue disappointment;
- Turn defeat into victory by helping young people work towards performance improvement and good sportsmanship. Never ridicule or yell at a person for making a mistake or for losing a game or match;
- Young people learn best by example. Applaud good performance by all participants in an activity;
- Do not publicly question the referee's or official's judgement and never his/her honesty;
- Support all efforts to remove verbal and physical abuse from extra-curricularactivities;
- Recognise the value and importance of volunteer coaches, managers and officials. They give of their time and resources to provide recreational activities for all students; and
- Do not approach a referee or official at any stage during or immediately after an event, except in appreciation.

RESPONSIBILITY FOR GUESTS

Any School Community member who invites a relative, friend, supporter, carer or other person to be present at any school related function or activity at any location must be responsible for that person and must ensure that they act at all times in a manner consistent with this Code of Conduct.

BREACHES OF THIS CODE OF CONDUCT

The consequences to a member of the School Community for breaching this Code of Conduct will be determined by the Principal in accordance with the St Margaret's AGS Complaints Procedures and Practices Policy and may include one or more of the following:

- The School may ban any member of the school community from attending any Extra - curricular activity;
- The School may ban any member of the school community from being on the School grounds in general;
- The School may direct that a person may only communicate with members of staff through a nominated school representative;
- In the case of extreme or prolonged breach of this Code of Conduct by a member of the school community, the School may terminate the enrolment of the child of that parent; and
- The School may take such other steps as it may in its reasonable discretion determine appropriate according to the nature of the breach.

RIGHT OF APPEAL

The *St Margaret's AGS Complaints Policy* 'right of appeal' will apply to any decision made by the Principal under this Code of Conduct. The Policy is accessible on, and can be downloaded from, the School's website.

Compulsory School Events (Secondary)

Speech Night is a compulsory event for all Secondary students and Years 5 - 6 Primary students. In addition, it is a requirement that all Secondary students attend a minimum of two (2) major events during the year, as per the annual schedule established at the commencement of the year. Requests for non-attendance must be provided in writing to the Dean of Students at least three (3) working days prior to the event.

Event	Date - 2022	Compulsory Attendance*
QGSSSA Swimming	Wednesday 2 March	Years 7 and 12
QGSSSA Cross Country	Saturday 14 May	Years 8 and 10
QGSSSA Rhythmic Gymnastics	Friday 5 August	Selected Year 10 Students
QGSSSA Athletics	Thursday 15 September	Year 9 and 11

*Transport to all events will be provided by the school

Counsellors

Careers Counsellor
The School provides the services of a full-time Careers Counsellor who works with individual students to guide them in subject selection and career choices. The Careers Counsellor works with year level groups to keep the students informed about opportunities that exist within their areas of interest and about trends within a broad range of industries.
Advising the girls about preparation and requirements for aspects of life at work or at tertiary institutions is a key role of the Careers Counsellor who works with the students and their academic advisors to assist them to develop skills that are essential to their success in the world beyond school. A great deal of time is spent with senior students relating to their academic performance in preparation of achieving the goals they have set for themselves and providing girls with the information they require for the courses or careers they wish to pursue.

Bookings with the Careers Counsellor can be made via email.

Student Counsellor
The role of the Student Counsellor is to provide a confidential support and counselling service to students and their parents/guardians. The Student Counsellor is available to support students from Pre-Prep to Year 12 with a variety of issues, including: relationship difficulties, anxiety, depression, grief and loss, exam stress, adjusting to boarding, and transitioning to a new school. Support may be provided on an individual, group or family basis to develop positive and practical strategies in addressing concerns.

The Student Counsellor is available for consultation during the school day for students.

To make an appointment:

- Students may self-refer by contacting the Student Counsellor directly (i.e. via email, or in person)
- Heads of Year, Dean of Students or other staff may make referrals to the Student Counsellor
- Parents may also arrange appointments by contacting the Student Counsellor directly.

Head of Faculty – Student Pathways and Futures
The Head of Faculty – Student Pathways and Futures has a pivotal role in helping students navigate their pathway from school to university to university and/or work. This role is responsible for the quality of service provided to students in the areas of careers, employability preparation and transition activities.

The Head of Faculty – Student Pathways and Futures provides comprehensive careers and employability advise to current students, delivers school-based events to build career awareness, including mentoring opportunities and individually manages students on the portfolio pathway.

Detentions (Secondary Only)

Afternoon or Saturday School detentions are seen as a serious breach of expectations. A letter is sent home providing full details if a detention is given. Acknowledgment by parents of the receipt of this letter is required. Students whose behaviour or attendance is unsatisfactory are sometimes asked to present to teachers a progress card indicating consistent attendance, punctuality and good behaviour.

A Head of Year may give detentions in the lunch hour for breach of uniform requirements. Please note: the instructions of all Staff, Prefects and / or Seniors should also be followed by younger students.

Inappropriate behaviour can be an indicator of a need for help and support and this is always available. Students are expected to behave well, work hard and cooperate readily. The close interest of parents, staff and older students is a great support to students.

eNews (Newsletter)

The eNews is an electronic newsletter which is released via the POD on Thursday of each week. Any additional information required for Primary students or for daily or weekly activities for students is distributed to parents by notification in a letter sent home with students.

Early Departure from School Prior to Term End

Term dates are issued well in advance, and parents are most strongly urged not to request permission for their daughters to leave before the end of term. All students must attend until the last day of the school year, and permission will not be given to leave earlier to go on holidays except in very special and unusual circumstances. If such circumstances do arise, parents should make written application to the Head of Primary School or the Dean of Students for Secondary students by emailing studentleave@stmargarets.qld.edu.au

Year 12 students are not required to attend school after their final QCAA external assessment. All external assessments begin in Week 4 of Term 4 and run through until Week 7. Year 12 Boarding students must leave the Boarding house 24 hours following their final external assessment.

Evacuation Procedure

Evacuation Procedure – During Class Time

Be aware of the evacuation procedure for each room in which you attend lessons. Check your room for the correct route to the designated assembly area.

1. When you hear an evacuation call, remain calm. If a member of staff is present, listen for his or her instructions.
2. Move quickly and quietly by the prescribed route, as identified on noticeboards in buildings, to the assembly area.
3. When you arrive at the assembly area, go directly to your year level area and sit in a single line, in alphabetical order, facing your Head of Year. This ensures that an ACCURATE check can quickly be made to determine if anyone is missing.
4. Please assist by sitting down in a line and remaining SILENT and listening carefully to instructions.
5. Do no leave the assembly area until the 'all clear' signal, after which you will be directed to do so

Evacuation Procedure – At Any Other Time

This could be – before school, between lessons, during assembly, recess or lunchtime etc.

1. When you hear an evacuation call, remain calm. If a member of staff is present, listen for his or her instructions.
2. Move quickly and quietly by the prescribed route, as identified on noticeboards in buildings, to the assembly area.
3. When you arrive at the assembly area, go directly to your year level area and sit in a single line, in alphabetical order, facing your Head of Year. This ensures that an ACCURATE check can quickly be made to determine if anyone is missing.
4. Please assist by sitting down in a line and remaining SILENT and listening carefully to instructions.
5. Do no leave the assembly area until the 'all clear' signal, after which you will be directed to do so

Procedure – During an Electrical Storm

1. Remain where you are inside the building while staff carry out a building check.
2. Staff should check the immediate area – and only notify the office if a problem exits.
3. Listen for PA announcements.
4. Only if directed, move quickly to allocated areas.

Procedure - Lockdown

In Classroom Hours

1. A PA announcement will be made in the event of an intruder. Any student, teacher or member of staff not in a classroom or office area at the time of the announcement should proceed immediately to the nearest classroom or office area. Please move quickly and calmly. Students in the Heather Centre will remain there under the direction of the Health Centre Supervisor.
2. In classrooms with moveable desks, students will be asked to move the desks to form a solid flat surface obstruction the doorway. Teachers will ask students to lie quietly under the desks. Staff and students are to remain there until advised that the emergency is over. For classrooms without moveable desks, teachers will ask students to move under the desks or to an area within the classroom away from windows and access points and away from areas where students would be visible to an intruder.

Outside Classroom Hours

A specific statement will be made in the event of an intruder. Students and staff should proceed to the nearest classroom, office area or building and follow instructions by the person managing the area until otherwise instructed. If staff or students are caught in a danger area and unable to move away from the area, lie flat on the ground. Always try to remain calm and follow instructions.

When the Danger is Over
Staff who are able to go to classrooms and office areas within the school to advise that there is an all clear will do so and make an announcement over the PA system.

Due to the nature of such an incident the Principal will call the school together to debrief and to provide the students and staff with relevant information. At this time the Principal will outline any further actions that are required by staff or students in the interests of their safety and wellbeing.

Lock Down Policy and Procedure

INTENT

St Margaret's is implementing this policy to ensure that students and staff are safe in situations where there is a hazard in the school grounds or outside the school that requires students and staff to be locked within buildings for their own safety.

SCOPE

This policy applies to employees, volunteers, parents/carers/students, and people visiting the school site. It covers the procedures and personnel responsibilities when the school is required to go into lockdown.

GUIDELINES

The St Margaret's Lock-down Policy applies when students and staff need to be locked within buildings for their own safety. This will usually occur if there is a dangerous intruder on school grounds, but may also occur in some circumstances in the event of a hazardous situation such as a chemical spill or extreme weather event, which makes it dangerous for students, staff and visitors to be outside.

Copies of this policy will be disseminated via the school and staff handbooks and via notices in the library and other appropriate areas around the school.

The Deputy Principal, or another member of school staff designated by the Principal, will schedule at least one practice lock-down drill per year and will be responsible to ensure all staff members are clear about the procedure before the practice drill takes place.

Teachers will remind students of the lock-down procedure during the first Year Level Assembly each semester.

PROCEDURE

In the event of an emergency, the Principal will make the decision, in consultation with police when deemed necessary, with regard to whether the campus needs to be locked down.

If the decision is made to lockdown:

- A public address system will be activated, and the following announcement will be given by the Deputy Principal:

    - *Activate lock-down procedures immediately.*
    - *All students, staff, and registered guests please proceed to the nearest classroom.*
    - *Staff secure your rooms and students.*
    - *An intruder is located (location given) and is wearing (description) OR the reason for the lockdown is… (where it is appropriate to give such information).*
    - *Authorities have been notified and are en-route.*
    - *REPEAT: Activate lock down procedures immediately. All students, staff, and registered guests please proceed to the nearest classroom.*

Lock down procedures

1. In the event of a building lock-down, it is mandatory that all students and adults remain in the classroom. Students and adults who are in the hallway are to move into the closest occupied room.
2. Staff members who are not teaching at the start of lock-down should go to the nearest building.
3. Staff should check hallways for students and visitors not matching the intruder description and direct them to the nearest room.
4. No persons, students or otherwise, are to be allowed to enter a classroom after the Lockdown Signal has ceased. Note that a student may be the cause of the lockdown.
5. Teachers closest to main doors are to ensure they are closed and locked.
6. Close windows and blinds in the classroom and lock the door, if possible.
7. Position students against the door-wall in the most non-visible corner, seated.
8. Do not allow students to use the classroom phone if there is one available.
9. Remind students and adults to remain quiet and turn off all electronic devices, including mobile phones.
10. Remain in this position until "all clear" is announced.

11. Once the 'all clear' is announced Primary students are to report to the Atrium and Secondary Students are to report to their Year Level Areas where Form Teachers and Academic Advisors will mark the roll. They are to inform the Deputy Principal's Executive Assistant once this is done as well as the status of all students. A member of the SLT will attend each of these areas.
12. Contact parents about the time and place to pick up their child, if appropriate, (see below).

For Parents

Information about the school's lock-down procedures will be disseminated to all parents via the student and/or parent handbooks and on the website, in the following form:

- Usually a lock-down situation will be declared on the recommendation of police or emergency personnel. If this occurs, parents will be notified as soon as it is practical to do so. However, parents are requested not to come to the school, as students will not be released to parents during lockdown.
- Parents are also asked not to call the school as this may tie up emergency lines that must remain open.
- Parents should not expect their child to call them, nor should they call student mobiles, as the lock-down situation requires silence in order not to alert an intruder to the presence of students and staff in classrooms.
- If your child needs to be collected early or if your child's stay at school is extended beyond the regular time, you will receive information about the time and place to pick up your child via SMS and email.

Extra-Curricular Activities Program

St Margaret's provides a balanced educational experience. All girls are encouraged to participate in our Co-Curricular and Extra-Curricular Programs, which cover a wide range of activities, including sporting and cultural disciplines.

Through these activities, each student has the opportunity to develop her potential - spiritually, socially, physically and culturally. It is our belief that all girls have the talent to succeed in many areas of activity.

Sport

Andrews Cup Sport
St Margaret's Primary School competes with 9 other schools in the Queensland Girls Primary Independent Schools referred to as Andrews Cup. The interschool competition includes 10 sports and sporting events are held during the school week as listed below.

Andrews Cup Events and Dates

Activities & Venues	Dates
Swimming Sleeman Sports Centre, Chandler	Monday 7 March
Touch Football Owen Park, Southport	Tuesday 15 March
Tennis UQ Tennis Centre	Tuesday 15 March
Cross-country Toowoomba	Tuesday 31 May
Football Toowoomba	Tuesday 7 June
Netball Downey Park	Wednesday 27 July
Athletics QSAC, Nathan	Thursday 18 August
Cricket Valley District, Ashgrove	Wednesday 19 October
Artistic Gymnastics Somerville House	Thursday 3 November
Basketball Coomera Indoor Sports Centre	Thursday 3 November

Andrews Cup is the primary interschool sports competition (all year round).

Andrews Cup sports available for:

- Girls in Years 2 to 6 can participate in athletics, swimming, cross country and gymnastics.
- Years 4 to 6 can participate in netball, tennis, touch football, soccer, cricket and basketball.

Some important point to note:

- All girls are eligible to try out for these sports (voluntary).
- Selection processes are in place for all Andrews Cup sports.
- Once **selected** in a team or squad, girls **must** commit to attending training sessions.

Selection Criteria for Andrews Cup

1. Full attendance is required for training before and after trails, unless unavoidable circumstances. Any absences must be notified to the Primary Activities Coordinator as soon as possible.
2. If an individual is unable to attend the nominated trails due to an unavoidable circumstance, she must provide written evidence, such as a medical certificate. In which case, past performance during Health and Physical Education lessons will be taken into consideration.
3. Selection is based on performance during trials and training sessions. This includes attitude, skill and fitness levels. Performance during Health and Physical Education lessons is also taken into consideration.
4. Squads/teams will be announced as soon as possible after the final trial.
5. If a student should have any queries regarding final selection, they should request to speak to the Primary Activities Coordinator of the Primary Health and Physical Education teacher.

Please note, once **selected** in a team or squad, girls m**ust** commit to attending training sessions.

Selection Process for City District Sport

For all City Districts sports, the school is **limited** in the number of students we are able to send.

The Primary Activities Coordinator and the Primary Health and Physical Education teacher are the two official selectors in the primary school.

Swimming, cross country and athletics are selected based on times/distances. These times/distances are taken from Andrews Cup competitions and trials, which are completed prior to the nomination due date for City Districts. City Districts do have qualifying times/distances that need to be met throughout all sports.

For all team sports, we take into consideration a student's level of participation in the sport outside of school. Performances during Andrews Cup training sessions and Health and Physical Education lessons are also a part of the selection process.

Interhouse Swimming/Athletics Carnival Selection Criteria for Events – Primary School

1. Times and distances for each student are recorded during Health and Physical Education lessons prior to the carnival date.
2. Students trailing for selection in the Andrews Cup swimming and athletics teams will have additional times and distances recorded.
3. Within each House and age group, students are allocated events based on times and distances recorded during Health and Physical education lesions and Andrews Cup trials. The student with the best time/distance for an event will be selected as the 'A' competitor.
4. Results from the previous year's carnivals will not be taken into account when selecting students for the current year.

Andrews Cup Code of Behaviour

This Code of Behaviour should be brought to the attention of players, parents, coaches and spectators.

1. Winning is an important ingredient of any sporting tradition but should not be placed more highly than the spirit and enjoyment of the game or the development of appropriate behavior related to losing or winning.
2. Good performances from either/any team should be acknowledged. Encourage your children to clap the opposition and their own players following a good performance.
3. The basis for all sport rests with encouragement of hones effort and the development of skills.
4. Children earn best from a good example being set.
5. Children should be taught and encouraged to play by the rules as laid down and abide by the referee's/umpire's decision.
6. Positive encouragement is valuable and appreciated – ridicule and harassment is not.
7. Over-zealous and loud support is often detrimental to the performance of children.
8. **Outbursts questioning the decision of referees or umpires are unacceptable**.
9. Games are played for the fun and benefit of children, not as a demonstration of their parent's previous sporting

proficiencies or inefficiencies.

10. **The needs and goals of the children should be the prime objective. If a positive, encouraging comment cannot be made – it is better to say nothing**.

St Margaret's Primary Sport POD Page

Primary sport information is accessible via the POD primary sport group pages. Additional and specific information for Andrews Cup and other sports played outside these associations, is available by joining each specific sport group page. The POD is accessible through the School App and notifications can be received via smart phone through changes to your settings under your parent profile. Information on how to do this can be found on the Parent POD Support page.

Club & Sports Overview

Sport	No Cost/ User paid	Term Available	Pre prep	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Andrews Cup Athletics	No Cost	2 and 3								
Andrews Cup Basketball	No Cost	3 and 4								
Andrews Cup Cricket	No Cost	3 and 4								
Andrews Cup Cross Country	No Cost	1 and 2								
Andrews Cup Gymnastics	No Cost	3 and 4								
Andrews Cup Netball	No Cost	2 and 3								
Andrews Cup Swimming	No Cost	4 and 1								
Andrews Cup Tennis	No Cost	1								
Andrews Cup Touch	No Cost	1								
Andrews Soccer	No Cost	1 and 2								
Clubs	**No Cost/ User paid**	**Term Available**	**Pre prep**	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Debating	No Cost	2 and 3								
Garden Club (D)	No Cost	1,2,3 and 4								
Japanese Club	No Cost	2								
Robotics	No Cost				Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
Strategy Club (D)	No Cost	1 and 4								
Writing Club (D)	No Cost	3 and 4								
Chess Club	User Paid	1,2,3 and 4								
Club Netball	User Paid	1,2 and 3								
French	User Paid	1,2,3 and 4								
Learn to Swim	User Paid	1,2,3 and 4								
Little Moves Dance	User Paid	1,2,3 and 4								
Magnettes Netball	User Paid	4								
Mandarin	User Paid	1,2,3 and 4								
Rise Tennis	User Paid	1,2,3 and 4								
Skipping	User Paid	1,2,3 and 4								
Swim Club	User Paid	1,2,3 and 4								
Water Polo Club	User Paid	4 and 1								

When: Sport – before and after school

Clubs – before, during (D), after school

QGSSSA Events and Dates

	Sport		Day	Dates
Core Sports	*Swimming*		*Wednesday*	*2 March*
	Cross Country		*Saturday*	*14 May*
	Athletics		*Thursday*	*15 September*
	Cricket		*Wednesday*	*2, 9, 16, 23 Feb*
				1 (Tues), 9,16,23,26 (Sat) March
	Badminton		*Saturday*	*8 October (Senior)* *15 October (Junior)*
Autumn Fixtures	*Basketball, Football & Touch*		*Fridays*	*11,18,25 March*
				22,29 April
				6,12 (Thurs),20,27 May
Winter Fixtures	*Hockey, Netball, Tennis & Volleyball*		*Saturdays*	*16,23,30 July*
				6,13,20,27 August
				3,10 September
Gymnastics	*Artistic Gymnastics*		*Tuesday*	*29 March*
	Rhythmic Gymnastics		*Friday*	*5 August*

The Arts

St Margaret's secondary school extra-curricular opportunities include many after school activities within the Arts.

In Visual Art three activities occur weekly. They are: smART Club, Art Workshop and Digital Art Club. smART club is advertised at the beginning of each term, the school sources jewelers, photographers, silk screen printers and other artists who offer art activities in a relaxed atmosphere. Sign on and payment forms are available from art staff and through the e news at the beginning of each term. Art Workshop is free, students are encouraged to work on personal projects, participate in skills development or catch up on Art class work. Digital Art Club is also a free activity that provides students with opportunities to explore digital art mediums, including photography, animation, film, still and moving image editing programs and augmented reality and virtual reality technologies and software.

In Term Three, the biennial MAYO Festival will take place, at which the girls will have the opportunity to participate as volunteers, creating festival art projects, and perform as part of one of our audition-based dance and performance ensembles. In Term Four, girls in Years 7-11 will be able to audition for our 2022 School Musical, with rehearsals commencing that term. More details about these opportunities will be provided to students throughout 2022 by the Head of Faculty – Arts and Design, Mr Adrian Walker.

Music

The Music Department at St Margaret's Anglican Girls School believes that music makes a profound contribution to personal, social and cultural identity. It aims to inspire students to make music an integral part of their lives, whether that is as a leisure pursuit or as a career. The school believes that through a wide range of learning experiences and a varied choice of repertoire, students may enrich their lives and develop a lifelong love of music.
There are many opportunities to be become involved in the Music Program at St Margaret's. Individual private lessons are available to students for all musical instruments. Students may also choose to join one of the many music ensembles on offer (please refer to the music ensemble timetable). The ensembles are offered in a sequential, developmental manner that encourage skill development from beginner level all the way through to advanced. A variety of musical tastes are catered for with a wide range of musical ensembles on offer that perform repertoire ranging from classical to jazz to contemporary.

Further information about extra-curricular music opportunities may be found at: https://www.stmargarets.qld.edu.au/beyond-the-classroom/music

Music Concert Dates 2022

MAYO Festival	Saturday 30 July
Classics in the Cathedral	Friday 27 May in St John's Cathedral

Monday	Tuesday	Wednesday	Thursday	Friday
BEFORE SCHOOL	**BEFORE SCHOOL**	**BEFORE SCHOOL**	**BEFORE SCHOOL**	
Flute Ensemble 7.15am - 8.15am (J101) Dr Syntageros **Brass Ensemble** 7.15am - 8.15am (J102) Mr Mackenzie **Chamber Strings sectional** 7.15am - 8.15am (SHOR) Mr Ng	***Amati* Strings** 7.15am - 8.15am (SHOR) Mr Ng **Clarinet Ensemble** 7.15am - 8.15am (J101) Dr Syntageros ***Tutti* Strings** 7.30am - 8.15am (Chaseley Music) Ms Rayner	**Chaseley Concert Band** 7.15am - 8.15am (SHOR) Dr Syntageros **Stage Band** 7.15am - 8.15am (J101) Mr Mackenzie	**Jackson Wind Ensemble** 7.15am - 8.15am (SHOR) Dr Syntageros ***Sculthorpe* String Quartet** 7.15am - 8.15am (Chaseley Music) Mr Ng ***Beath* String Quartet** 7.45am – 8.15am (J004) Ms Rayner	**Saxophone Ensemble** 7.15am - 8.15am (J101) Dr Syntageros
LUNCHTIME	**LUNCHTIME**	**LUNCHTIME**	**LUNCHTIME**	
	Serenata 1.15pm - 1.45pm (Chaseley Music) Ms Brennan ***Elayne Jones* Percussion Ensemble** 1.15pm - 1.45pm (SHOR) Ms Fung	***Drum Circle*** 1:10pm - 1:50pm (BSG) Dr Syntageros *Sessions will not be held every week. Please check the POD/Music Newsletter for session times.	**Belle Voci** 1.15pm - 1.45pm (Chaseley Music) Ms Brennan	
AFTER SCHOOL	**AFTER SCHOOL**	**AFTER SCHOOL**	**AFTER SCHOOL**	
Junior Rock Band 3.30pm - 4.30pm (J002/J003) Mr Gillespie	***Stradivari* Strings** 3.30pm - 4.30pm (SHOR) Mr Ng ***Chamber* Strings** 4.30pm - 5.30pm (SHOR) Mr Ng **Primary Chorale** 3.30pm - 4.30pm (Chaseley Music) Ms Brennan **Senior Rock Band** 3.30pm - 4.30pm (J002/J003) Mr Gillespie	**Sister Helen Wind Symphony** 3.30pm - 5.00pm (SHOR) Dr Syntageros **Highly Strung** 3.30pm - 4.15pm (J002/J003) Mr Gillespie	**Encorah** 3.30pm - 4.30pm (SHOR) Ms Taylor **Volare** 4.30pm - 5.00pm (ACF) Ms Taylor **Exultate** 4.30pm - 5.30pm (SHOR) Ms Brennan	

ENSEMBLES UNDERLINED ARE CORE ENSEMBLES. Students must be a member of a core ensemble to be eligible for involvement in smaller specialist ensembles (with the exception of Secondary Rock Bands).

SHOR = Sister Helen Orchestra Room, ACF = Arts Centre Foyer; J = Jackson Building; BSG = Barley Sugar Garden

Guidelines for Behaviour & Expectations of Students

Behaviour must always reflect the core values of St Margaret's through The St Margaret's Way. Students who display irresponsible and unsafe behaviour such as use of abusive language, vaping, smoking, drinking of alcohol, academic dishonesty, stealing, harassment, bullying or injury (physical or emotional) of another, or behaviour that places a student or others at risk will be asked to explain their behaviour and will face serious consequences. In situations where students display behaviours of this nature and bring the school's name into disrepute, the parents/guardians will be asked to meet with the appropriate school staff.
The use, possession or selling of drugs and alcohol is illegal and places the lives of students at risk. The school adopts an uncompromising approach to this behaviour. In matters pertaining to this behaviour the police may be contacted.

As these offences contradict the values, philosophy and practices of the school, students may be suspended or expelled.

Expectations

1. Students should always adhere to the principles of the St Margaret's Way. Students should regard themselves wand other people with dignity and respect and learn the importance of cooperating in a Christian community with diverse interests and traditions, but with a common concern for the wellbeing of all its members, and for the promotion of Christian values.
2. Students are to take responsibility for their learning and display courage in trying to achieve their potential in all they do.
3. Students are to take responsibility for their own progress by diligent and careful preparation for and participation in all the classes, display passion for learning and enjoy the experiences encountered on the journey of learning.
4. Students are to learn to work effectively as a member of a group and welcome the opportunity to work with a broad range of students. Students are to be inclusive and value diversity for the way that it enriches our lives.
5. Students are to wear the school uniform with pride, displaying respect for the school by ensuring that their uniform is clean and complete. Hats are to be worn to and from school and during break times.
6. Students are not to chew gum whilst in their school uniform.
7. Students are not permitted to take food or other beverages to classes.
8. Students are not permitted to listen to music during class time. Headphones are also not permitted unless part of a learning activity as directed by the teacher.
9. Students are expected to check their school email account each weekday to ensure they are receiving all necessary communications. If emails require a response, then they are to ensure this is done within 48 hours.
10. It is the student's responsibility to check the POD and / or OneNote when absent, in order to check work missed from classes.
11. Students are not permitted to engage in online communications (eg email, Microsoft Teams messenging etc) during class time
12. Students will not engage in online behaviour that will bring the school's name into disrepute. This includes posting inappropriate photos or videos of self or others in school uniform. Students may not post photos or videos of staff to social media platforms at any time.
13. It is important that students fulfil the commitment made to extra-curricular program and other activities. Once committed to a sporting, musical or any school activity group, students are to participate fully for the duration of the program. This means attendance at all training, games, rehearsals and meetings.
14. Students are to uphold the good reputation of the school at all times.

Health Centre Guidelines for Students

The primary role of the Health Centre is to provide health care for boarding students. However, during school hours the Health Centre also provides health care for both day students and staff. The Health Centre is staffed by qualified registered nurses and is open Monday to Friday from 6:30am – 9:00pm and on weekends from 4:00pm – 8:00pm. There is a nurse on-call outside of the Health Centre opening hours.

Parents are asked to advise the School of any *medical conditions* or allergies their daughters may have.

- All students (day and boarding) who are feeling unwell should only report to the Health Centre during break times if possible. During class time the attending teacher must sign the student's handbook permitting them to attend the Health Centre.
- Students may not report to the Health Centre at the end of either morning tea or lunch. If a student feels unwell at this time, they are to seek permission to go to the Health Centre from their teachers in those lessons immediately following the break times.
- Excuse notes for HPE and swimming will be issued to boarding students at the discretion of the on-duty nurse. Day students require a note from their parents.
- No medication is to be given out to students by teaching staff. In the circumstance of a student and staff member attending a school excursion or school camp, the staff member must refer to medical details completed prior to

camp/excursion or contact the student's parents for authorisation.

- Students who are ill should not be attending school as they will potentially infect others and will find their own recuperation longer and more difficult.

Exclusion Times

Some diseases require exclusion from school. It should be noted that the periods of exclusion given below are minimum periods. The medical practitioner who is treating the child may increase them if convalescence is slow, but they are not to be shortened.

Minimum Exclusion Times as recommended by National Health & Medical Research Council

Disease	Period of Exclusion
Chicken Pox and Shingles	Exclude until fully recovered and all blisters have dried – this is usually at least 5 days after the eruption first appears. *(Some remaining scabs are not a reason for continued exclusion.)*
Conjunctivitis *(Acute infections)*	Exclude until discharge from eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis.
Cytomegalovirus Infection	Exclusion not necessary. (Secondary) Exclude until recovered or until receipt of a medical certificate. (Primary)
Diarrhoea *(campylobacter, cryptosporidium, giardia, rotavirus, salmonella, shigella, intestinal worms)*	Exclude until 24hrs after Diarrhoea has stopped.
Glandular Fever	Exclude until recovered or until receipt of a medical certificate.
Hand, Foot and Mouth Disease	Exclude until blisters have dried.
Haemophilus influenza type b *(Hib)*	Exclude until medical certificate of recovery is received.
Headlice	Exclude until day after proper treatment has been started.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the jaundice or illness started.
Hepatitis B	Exclusion not necessary.
Hepatitis C	Exclusion not necessary.
Herpes *(Cold sores)*	Exclude if child cannot comply with good hygiene practices while sores are weeping. *(Sores should be covered with a dressing where possible.)*
Human immune deficiency virus infection *(HIV/AIDS virus)*	Exclusion not necessary unless child has a secondary infection which requires exclusion in its own right.
Impetigo *('school sores')*	Exclude until appropriate antibiotic treatment has started. *(Sores on exposed skin should be covered with a watertight dressing.)*
Influenza and influenza type illnesses	Exclude until well.
Measles	Exclude for at least four days after rash has started.
Meningitis *(other than meningococcal infection)*	Exclude until well.
Meningococcal infection	Exclude until carrier eradication antibiotic course is completed.
Molluscum contagioscum	Exclusion not necessary.
Mumps	Exclude for nine days or until swelling has gone down.
Norovirus	Exclude until there has been no vomiting or loose bowel motion for 48hrs.
Parvovirus *('Fifth Disease')*	Exclusion not necessarily once rash appears.
Ringworm, Scabies, Pediculosis, Trachoma	Exclude until day after proper treatment has started. *(Infections on exposed skin should be covered with a watertight dressing.)*
Rubella *(German Measles)*	Exclude until fully recovered or for at least four days after the rash started.
SARS	Exclude until fully recovered.
Streptococcal infection *(including scarlet fever)*	Exclude until child has received antibiotic treatment for at least 24 hours and feels well.
Typhoid Fever *(including paratyphoid fever)*	Exclude until a medical certificate of recovery is received.
Whooping Cough *(Pertussis)*	Exclude for 21 days from onset or until child has taken 5 days of a 10 day course of antibiotics *(erythromycin).*

Immunisation Policy

St Margaret's supports the recommendation of the National Health and Medical Research Council (NHMRC), that all children should be immunised, unless there is a clear medical reason as to why this should not occur.

Australian Standard Vaccination Schedule (The Australian Immunisation Handbook 10th Edition)

Age	National Immunisation Program (NIP) – Funded vaccines only
Birth	Hepatitis B
2 months	Diphtheria – tetanus – acellular pertussis – hepatitis b Haemophilus influenza Type B Inactivated Poliomyelitis Pneumococcal conjugate Rotavirus
4 months	Diphtheria – tetanus – acellular pertussis – hepatitis b Haemophilus influenza Type B Inactivated Poliomyelitis Pneumococcal conjugate Rotavirus
6 months	Diphtheria – tetanus – acellular pertussis - hepatitis b Inactivated Poliomyelitis Pneumococcal conjugate Rotavirus
12 months	Haemophilus influenza Type B Measles, mumps, rubella Meningococcal C
18 months	Measles, mumps, rubella and varicella (chickenpox)
4 years	Diphtheria – tetanus – acellular pertussis Inactivated Poliomyelitis Measles, mumps, rubella *(to be given if 18months vaccine missed)*
10-15years *(As per state/territory vaccination programs)*	Varicella (chickenpox) Human papillomavirus (HPV) Diphtheria – tetanus – acellular pertussis

All immunisation information for the following diseases must be kept up to date for school records.

- Diphtheria/Tetanus/Whooping Cough (Triple Antigen)
- Poliomyelitis (Oral Polio Vaccine)
- Measles/Mumps/Rubella
- Boosters as required

School Based Vaccine Program

(Service provided by Brisbane City Council for QLD Health's School Based Vaccine Program)

Year 7 Immunisations	Monday 14 March (1.00pm)	HPV (1) / Boostrix
Year 10 Immunisations	Wednesday 7 September (1.00pm)	Meningococcal ACWY
Year 7 Immunisations	Friday 21 October (1.30pm)	HPV (2)

Home Study Expectations

Primary

The purpose of home learning in the primary school is based on researched evidence which shows that it is most effective when it takes the form of short, frequent learning experiences.

Homework comprises two approaches that evidence indicates are effective for learning:

- Multiple exposures / Spaced Practice
- Previewing [Home Preview]

Multiple exposures / spaced practice presents the student with more opportunities to experience, connect with and elaborate on skills and knowledge to enhance mastery and fluency. Students have access to a range of online digital resources which provide interesting and effective ways to practice and master English and mathematical skills. These digital resources provide students with immediate feedback allowing them to accurately monitor their progress.

Previewing – Home Preview is preparation at home, preparation where the student previews the next topic to be studied in class either tomorrow or the next week. Students might be required to find three interesting things about the topic and/or identify two questions. **Big Talk** is discussing and modelling the use of vocabulary, ideas and understanding in relation to the writing stimulus.

Home Preview and Big Talk are perfect opportunities for adults to engage in discussions about writing tasks and/or topics of study. The adult's role is to foster questioning and encourage dialogue. It does not have to be a set time: it could be at the dinner table or in the car. By engaging in this dialogue with your child, you are helping them to be prepared for their classroom learning.

Prep
(10 minutes nightly)
Students are required to read their Home Reading book which is provided at their independent reading level. This means that the text is able to be read fluently, that is, with at least 95% accuracy. This form of reading enables students to develop fluent reading habits, not struggling reading habits. Students should read for ten minutes each night.

Years 1 and 2
(15 minutes nightly, plus additional time for reading)
Home learning includes literacy [spelling and reading] and numeracy [number facts] practice which elaborates on knowledge and skills learnt in class. Home reading books are provided at a student's independent reading level. This means that the text is able to be read fluently, that is, with at least 95% accuracy. This form of reading enables students to develop fluent reading habits, not struggling reading habits. Students should read for 10 minutes each night.

Accelerated Reading Program [AR]
All students in Years 3-6 use this program which assists teachers to monitor student's comprehension of texts read, records minutes per day that students are reading and also provides data which outlines the number of words read. This program enables students to access books at their readability level and can also motivate students towards attaining term goals related to the amount of reading. In order to achieve the goal, set each term, students are required to engage in 15 – 20 minutes of AR reading each day.

Years 3 and 4
(20 minutes nightly, plus additional time for reading and necessary musical instrument practice).

Weekly: literacy and numeracy mastery homework tasks are set and are to be completed along with subject specific revision work when required.
Nightly: AR home reading is compulsory.
Musical Instrument: students are required to practice their musical instrument to ensure mastery of learned instrumental skills.

Years 5 and 6
(30 minutes nightly, plus additional time for reading and necessary musical instrument practice).

Weekly: literacy and numeracy mastery homework tasks are set and are to be completed along with subject specific revision work when required.
Nightly: AR home reading is compulsory.
Musical Instrument: students are required to practice their musical instrument to ensure mastery of learned instrumental skills.

In preparing students for the academic rigor of secondary school, students in Years 5 and 6 who fail to complete any aspect of homework will be issued with a presentation slip. If a child receives 3 or more presentation slips for homework, parents will be notified as per the Behaviour Action plan.

Secondary

It is important for students to develop good home study habits which assist them to organise themselves effectively and work independently. Students in Years 7 and 8 are expected to complete approximately one and a half hours of homework five times a week. In Years 9 and 10, they should be aiming for two hours of homework five times a week. Students in Years 11 and 12 will find it beneficial to do two to three hours of homework five or six times a week. These times are approximate and only given as a guide. At the beginning of secondary school, the demands on a student can be exhausting and in that context homework may be less in the first semester of Year 7. Conversely there may be times of the year, particularly in the higher grades, where a greater focus is required.

The emphasis should be on the development of productive learning behaviours. To this end students are advised to create a schedule which allows them to plan their allocation of time, manage their commitments and develop effective habits.

When homework tasks are not assigned for a subject, this time should be allocated to study and review. Failure to complete homework may result in an academic engagement room to catch up on incomplete work.

The SSS Program: Supervised Study Sessions

St Margaret's Supervised Study Sessions provides the opportunity for day students, 12 years and over, to work within the safety of the school and complete their homework under the supervision of tutors. The sessions operate Monday - Thursday, commencing at 5pm in the senior library.

How it works
Tutors supervise the study/homework sessions in the senior library from Monday to Thursday every week of term (apart from the first and last weeks of each term). The sessions run from 5pm to 7.30pm, with students having the option of purchasing dinner from the boarding house for $10.00 (at approximately 6pm).
Parents can feel comfortable knowing that their daughters are completing their homework and assignments under supervision, in a safe environment.

For students attending these sessions after an afternoon of sport, transport is available to and from Windsor Park. For those staying on after school to attend the homework sessions, the senior library is open up until 5pm prior to the commencement of the study sessions.

How to book
While the study sessions are free of charge, bookings are essential and must be made by 9am on the day to ensure a place is available. To book, parents will need to login to Flexischools and select 'Supervised Study Sessions'. Bookings are limited to 25 participants each night and when a session is full no more bookings can be made. If dinner is required, payment must be paid at the time of the booking and this option selected in Flexischools.

The Small Print
Students whose parents have not arrived by the conclusion of the session will wait in the boarding house reception and a late fee of $10 per 10 minutes or part thereof will be charged, which will need to be settled prior to the student attending further sessions. Students who are frequently collected late will no longer be able to take part in the sessions. While attending SSS, students are to treat this as a classroom environment and follow instructions as directed by tutors.

Enquiries
If you wish to enquire about Supervised Study Sessions, please call Reception on (07) 3862 0777 or email Reception@stmargarets.qld.edu.au

Hymns

School Hymn – O Joyful Light
O Joyful Light, for in Thee only
In trust we seek, and seeking find a way,
Strength of the tempted, Brother of the lonely,
From out our darkness bringest Thou the day.

Lo, having Thee, we lose not one another,
Sundered, united, dying but to birth;
All worlds are one in Thee, O more than brother,
And one our family in Heaven and Earth.

So shine in us, our little love reproving,
That souls of all may kindle at the flame;
The whole world's hatred, broken by our loving,
Shall bow to Love, Thine everlasting Name.

Therefore to Thee be praises and thanksgiving,
To Father, Son, and Comforter Divine,
We lift our voice and sing, with all things living,
O Light of life, the glory that is Thine.

St Margaret of Antioch Hymn
If Saint Margaret met a dragon
with its teeth and scaly hide,
then Saint Margaret met that dragon
with the Saviour by her side.
So we pray to face each challenge,
each injustice and each sin
with God's love as our protection
and the Spirit's power within.

If Saint Margaret fought a dragon
with its fiery, fatal breath,
then Saint Margaret beat that dragon
thanks to Jesus' awesome death.
So we put our trust in Jesus,
for he died to save his friends,
but death could not keep him captive
and his glory never ends.

If a girl defeats a dragon
in a legend or in fact,
then a girl can fight for justice
when God gives her strength to act.
So we pray for grace and courage
when we need to take a stand.
We will live as Jesus' people
in this school and in this land.

Advance Australia Fair
Australians all let us rejoice,
For we are young and free;
We've golden soil and wealth for toil;
Our home is girt by sea;
Our land abounds in nature's gifts
Of beauty rich and rare;
In history's page, let every stage
Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.

Beneath our radiant Southern Cross
We'll toil with hearts and hands;
To make this Commonwealth of ours
Renowned of all the lands;
For those who've come across the seas
We've boundless plains to share;
With courage let us all combine
To Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair

School War Cry
KUMATA KUMATA KIORA KIORA
ANTHROPOPAGI TARRAMATTA WATTAGI,
AUCHI KOLATA PER VOLAR SUNATA
WANGI KIATA, St Margaret's, St Margaret's.

International Program

'All people smile in the same language' (Unknown)

St Margaret's values diversity and recognises that we live in a world that is so interconnected that it is relatively easy to bring people together across a range of perspectives and for a range of purposes. The interconnectedness of people around the world is important because it is through building international relationships that tolerance and understanding as well as appreciation of cultures other than our own, is built.

We believe that it is necessary for our students to understand that they live in a global community and that they will benefit by understanding the nature of that community and the part they may play in forging strong and enduring international relationships.

Promoting tolerance, gratitude for the worth of others, and appreciation that 'difference' is special, helps us to develop a deep respect for people from countries other than our own.

St Margaret's believes that young people have the ability to create unique relationships with each other because it is through diversity that the world can become a more caring, inclusive and unique place.

Schools are able to play a significant role in fostering global relationships and at St Margaret's we have developed an international program that embraces the values expressed in the philosophy.

Overview
Globalisation is a powerful force for increasing cultural exchanges and mutual understanding. The communication revolution through technology has led to an increased speed and depth of communication that enables people to respond more efficiently and to continue contact long after the physical visit has ended. In this way, international relationships may be more sustainable than they have ever been in the past and the chance of an enduring world peace heightened.

St Margaret's will continue to promote globalisation of education through the range of programs described. In this way, our school will continue to contribute to the education of students from many parts of the world. It is hoped that by bringing young people from different nations together, tolerance, respect, understanding and appreciation of 'things different' and of the value of diversity will promote unity and foster the goal of world peace.

Global Exchange Program
This exciting program offers Year 10 girls the opportunity to study abroad in one of our eleven sister schools in South Africa, New Zealand, Germany, Japan, USA and Canada, as well as the rewarding experience of hosting a student from overseas. The Global Exchange Program strengthens the international focus of school activities and provides opportunities for overseas, rural and city students to experience the cultural, geographic and economic diversity that is a unique strength of Australia. This program is purely a cultural exchange with no academic outcome.

Several students travel to each of the schools and in return St Margaret's accepts the same number of students from our sister schools. The program operates throughout the school year with students travelling to overseas schools and in turn, hosting their partners in alternate terms.

Participating Schools
- Shawnigan Lake School - Vancouver Island, Canada
- Ursulinenschule - Hersel, Germany
- St Margaret's College - Christchurch, New Zealand
- Nga Tawa Wellington Diocesan School for Girls - Marton, New Zealand
- St Anne's Diocesan College - Hilton, South Africa
- Konan Girls' High School - Kobe, Japan
- Crofton House – Vancouver, Canada
- Pensionnat du Saint-Nom-de-Marie, Montreal, Canada
- St Mary's Diocesan School for Girls, Kloof, South Africa
- Chatham Hall, Chatham, Virginia, USA
- Augusta Preparatory Day School, Augusta, Georgia, USA

Students who have participated in the exchange program encounter life-changing experiences which in turn strengthen self-confidence and self-reliance. Life-long friendships are formed with many of the exchange students and their partners, and families benefit from the global connections they make.

Unfortunately, due to the COVID-19 travel restrictions, we are still assessing whether our Global Exchange Program will proceed in 2022.
For more information on the program, please refer to the Global Exchange Brochure (www.stmargarets.qld.edu.au).

International Tours - Language Based (China and France)
From the language learning perspective students are invited to join one of the trips to China or France offered on a two-year cycle. The tours are approximately two weeks in duration and are of enormous value to students studying a language. Many students continue their language studies through Years 11 and 12 and participation in the tours often influences this continuation through this valuable learning opportunity.

International Tour Groups to St Margaret's
St Margaret's enjoys the opportunity to host students from school tour groups who travel to Brisbane for short-term experiences whether for one day, or for an immersion stay of two to six weeks. The students who come to us from Konan Girls High School, Kobe, Japan, stay for short-term immersion, primarily to develop capability in spoken and written English and also to learn about Queensland and Australia.

The generosity of the St Margaret's families in hosting the students is greatly appreciated and the depth of friendships that develop between the students from Konan and St Margaret's is attributed to that generosity as well as the enthusiasm of the students, to learn from each other.

International Students
For all international students please refer to policies and procedures in the International Student Handbook (www.stmargarets.qld.edu.au).

Learning Enhancement Program

Learning Enhancement is defined as the school's commitment to ensuring that each student is given the opportunities necessary for her to make meaningful progress in learning. As such Learning Enhancement is relevant to all students although it is of particular importance to those with specific needs, either for enrichment, extension, support or modifications.

Objectives
1. To give students an understanding of the beliefs and behaviours which result in effective learning
2. To identify students with a specific learning need, whether relating to a disability, health or circumstance
3. To ensure that students with a disability are appropriately supported
4. To ensure that the learning needs of students are regularly reviewed
5. To ensure that there is an effective communication process between staff, parents and students
6. To maintain the motivation, interest and engagement in learning of students regardless of their demonstrated ability

English as an Additional Language
Students in P-Semester 1, Year 10, who have English as their second language are supported through modifications in the classroom as well as where appropriate, individual or small group EAL tuition. In Years 9-12, students are able to select EAL as a subject.

Learning Support
Students in Years Prep – 12 who are identified as requiring support as a consequence of a learning difficulty, will be supported through classroom adjustments, intervention strategies and differentiated curriculum delivery. The support offered is related directly to the learning in the classroom. The aim is to provide opportunities for the students to experience success and enhanced self-esteem through accessing the classroom curriculum.

St Margaret's offers students with specific and identified learning needs an individualised learning plan. Students needs will be identified through an external or internal process. There are three types of learning plans.

i. Diagnostic Learning Plan (DLP)

A Diagnostic Learning Plan is put in place for students with diagnosed disabilities or learning needs which meet the criteria under the Disability Act. This diagnosis comes from an external source in the form of a report, which is then reflected in the adjustments and provisions made for the student in the learning plan. A student on a DLP will potentially remain on this type of plan throughout her schooling career.

ii. Learning Support Plan (LSP)

Students who have identified needs which impact upon their capacity to engage effectively in learning will be placed on a Learning Support Plan. These students do not meet the criteria under the Disability Act for having a recognised disability. The types of needs these students have include (but are not limited to):

- Chronic health problems – mental or physical (diagnosed by the relevant health professional externally)
- Difficult family / home circumstances (internal or externally identified)
- Learning needs that fall outside the category of diagnosis (can be identified externally or internally)
- Identified gaps in learning.

iii. Flyers Program

Altered Learning Plans are put in place for students who are entitled to an alteration in their program due to high level (State, National or Equivalent) commitments in either sporting or cultural endeavours. These are identified internally. This may involve:

- Exemption from an elective
- Exemption from core HPE
- Reduced subject load
- Alterations to assessment.

Modifications to assessment and its delivery in the Secondary School is guided by the Assessment and Reasonable Adjustment (AARA) policy from the Queensland Curriculum and Assessment Authority.

Academic Enrichment Program

Students identified as needing academic extension may be invited to participate in extra-curricular and curricular programs offered to extend their talents. These include Days of Excellence, Opti-Minds and Future Problem Solving. In-class enrichment programs (Years Prep – 10) and Flyers' Days are some of the opportunities available to talented students. Provision for students is maintained, reviewed, evaluated and modified as the students mature and progress from year to year.

Year 6 – 7 Transition Program

As a Pre-Prep – Year 12 school, we have the capacity to provide a pathway for the smooth transition of our Year 6 Students to Secondary School. The Transition Program allows the students who are current Year 6 students to gain insight to some aspects of the Secondary School prior to moving into Year 7. The Year 6 girls are invited to a Year 7 Immersion Day in October. This experience allows the Year 6s to see the type of work completed in Year 7 as well as meet some teachers and ask questions about the types of experiences they will enjoy as Secondary students.

In addition to this internal transition program, all prospective Year 7 students attend a Transition Day and Welcome Day at St Margaret's during Term 4 in the year preceding entry to Year 7. This provides an opportunity to bring together students who are current Year 6 St Margaret's students and Year 6 students from other Primary schools, to meet their Form class teacher and Head of Year, and to learn a little about our school prior to their commencement in Year 7.

Map of School

Mobile Phone and other Mobile Devices Policy

INTENT

Mobile devices are a feature of society, and are in widespread use, allowing convenient communication and connectedness. Such communication must be acknowledged, whilst also ensuring that good educational practice is not compromised. However, the use of mobile phones and other smart devices, including smartwatches and tablets at school can:

- Be disruptive to learning;
- Discourage positive socialising and verbal communication;
- Pose risks of theft, invasion of privacy and the safety of students, and
- Increase the risk of students receiving unwanted bullying and harassment or unwanted offensive material.

This Policy intends to provide guidelines for the use of mobile phones and other mobile devices at St Margaret's Anglican Girls School by students and staff.

The purpose of this Policy is to:

- Ensure that students use mobile phones and other personal 'smart' devices including smartwatches appropriately and responsibly on school premises and at school related activities.
- Make students aware of legal requirements and socially acceptable behaviours related to the use of such devices.
- Outline the School's requirements with regard to acceptable use of these devices by students during the school day.
- Outline student responsibilities with regard to the security of their equipment; and
- Outline the consequences if students breach the guidelines.

This Policy should read in conjunction with the School's *Anti-Bullying Policy*, the School's *Responsible Use of Information Technology Policy and Guidelines for Behaviour and Expectations*.

SCOPE

This Policy applies to all students while they are on the school campus, involved in school related activities off campus or are wearing the school uniform.

STUDENT GUIDELINES

a. Students are permitted to carry a mobile phone to school, at their own risk. In the Secondary School, mobile phones must be kept locked in the student's locker. A mobile phone should not be left in an unattended bag. During in-class testing and block exams all mobile devices including smart watches will be switched off and left in the care of supervising teacher at the front of the classroom, to ensure validity of testing. Staff need to be vigilant that all devices are handed in under these circumstances.
   All mobile phones brought to school by students in the Primary School must be placed in the allocated box at the beginning of the school day. This box will then be stored in the Primary School Office.

b. To promote punctuality and safety, students are not permitted to access their devices between lessons when there is not a scheduled break.
   Secondary students are allowed to access their mobiles phones only at their locker during morning tea and lunch (not during Academic Advising times). During these times students in the Secondary School are only allowed to access their mobiles in case of emergency (for eg. texting parents to advise sports training cancelled) but this use should be limited and not promote anti-social behaviour.

c. Devices are not to be used for texting for social interaction, social media, internet access or photographs/video.

d. In the Primary School, students must go to the Primary School office to request to make a telephone call on the school phone if it is necessary during the school day. Conversations on mobile phones, or on the telephone in the Primary School Office, are not considered to be acceptable reasons for lateness to class.

e. St Margaret's as an employer takes seriously its responsibility to protect staff members from inappropriate and malicious on-line references. Therefore, any posting of inappropriate images of staff or references to a staff member, will automatically lead to suspension from school.

f. Inappropriate use of a mobile phone during the school day will result in confiscation of the phone. The confiscated item will be labelled with the student's name and handed in at the Head of Year or Primary School Office at the first possible opportunity, to be collected at the end of the school day. Any negotiations for earlier return of the confiscated item are to be conducted only with the Dean of Students or Head of Primary School.

g. No school resources will be allocated to finding a phone that is lost or allegedly stolen.

h. Significant or repeated misuse of a mobile phone may result in suspension or other consequences as outlined by the Responsible Use of Technology Policy. Parents will be notified of this infringement to school policy.

i. If at any time a staff member has cause to suspect a mobile device is being used inappropriately, they have the right to confiscate it immediately pending investigation of the matter.

j. In regard to any matter whereby the school believes there may be material which is of a bullying, sexual, racial or violent nature **or** where the school or students of the school may be brought into disrepute, the school reserves the right to permit specified staff to inspect any school-owned devices, including but not limited to; cameras, video recorders and computers.

k. Students will not engage in online behaviour that will bring the school's name into disrepute. This includes posting inappropriate photos or videos of self or others in school uniform and posting other students in uniform without their permission. Inappropriate refers to the following:
   - Rude gestures
   - Dancing provocatively
   - Swearing; or
   - Using offensive captions

   Students may not post photos or videos of staff to social media platforms at any time.

l. If students are wearing and listening to mobile devices while travelling to and from school, they have an added responsibility to be aware of traffic and other people around them. It is recommended that they do not wear earphones in both ears while travelling to remain alert to auditory warnings.

STAFF SUPERVISORY ROLE

- Ensure classroom and playground supervision is diligent.
- Students should seek approval and notify staff if there is a student need to use a mobile phone for educational purposes (Mobile phone exemptions may be negotiated with the Dean of Students).
- Ensure students are aware of and understand what is required with regards to the use of mobile phones and other 'smart' devices.
- Student mobile phones are to be placed in lockers upon arrival at school.
- Student messages may be checked in the locker area during morning tea and lunch but students are not to loiter in the locker area.
- Know what the consequences are for not using these devices appropriately i.e. confiscation and given to Heads of Year or Head of Primary.

CONSEQUENCES FOR BREACHING RULES

Students breaching the Policy will incur disciplinary action commensurate with the nature of the breach. Unauthorised use will result in confiscation for the rest of the school day. In Primary years and Year 7 a reflective conversation will be organised on their first offence. For repeated offences in the Primary school, please refer to the Use of Technology - Behaviours and Consequences in the Primary Behaviour Action Plan found in the parent handbook. In Years 8 to 12 the below consequences will be given depending on the nature of the offence.

Consequences for minor infringements may include:

- Lunch time detention
- Afternoon detention
- Withdrawal of privilege for a period of time

Please note serious, offensive, derogatory, disrespectful, discriminative, or bringing the school into disrepute will result in:

- Suspension; or
- Termination of enrolment; and/or
- Police action

Pastoral Care

The philosophy of Pastoral Care at St Margaret's is based on the belief that we are all 'pastoral carers' and will endeavour to provide a high level of care and support for the girls within the context of the St Margaret's community.

All students are supported and nurtured by staff and usually settle in quickly to the routine of a new school year. New students are allocated a 'buddy' Student mentor for support and assistance and teachers are aware of the needs of new students. Parents or students should advise the appropriate Classroom Teacher (Primary) or Head of Year (Secondary) if there are any concerns. Early advice can often prevent a problem developing. In addition to the planned personal development program, pastoral care should be considered to be the integration of personal development, academic, cultural, sport, spiritual and social dimensions of school life to achieve the holistic development of each student. This process involves students, teachers, parents and all members of the school family.

Research confirms our belief that that the school environment is a significant determinant of the emotional and social competence and wellbeing in students and teachers. A strong and supportive team of teachers and school staff, parents, students and members of the community who understand the value of a school environment that is caring and also challenging, will together sustain the quality of the school environment by continually teaching and encouraging students to fulfill school expectations and to live by the core values of the school.

The school is structured from an operational perspective to provide strong personal support for the students. Key staff play significant roles in support of students.

- The Primary School is led by the Head of the Primary School supported by the Heads of Teaching and Learning, Coordinator of Planning and Organisation, Specialist Teachers, a Coordinator for the Extra-Curricular Program, Learning Support Teachers and the Personal Counsellor.

- The Secondary School is led by the Dean of Students, Dean of Academics and the Dean of Studies supported by the Head of Boarding, Heads of Faculty, Heads of Year, Head of Sport, Head of Music, Form Teachers, Academic Advisor, Specialist Teachers, the Careers Counsellor, the Chaplain and the Personal Counsellor.

The Principal and the Deputy Principal supports all staff by ensuring the quality of programs developed by staff are supported with the appropriate physical and human resources.

Camps
The school camp program is an integral part of the educational experience from Years 3 - 10. It is part of the co-curricular program and complements and enhances the classroom curriculum. Students attend camps in Year Level groups and the dates are set in the school calendar. As the School aims to provide a holistic education, camps are an important means of supporting this philosophy. The aim is to develop independence, personal organisational skills and a sense of responsibility in each student. Challenges are provided in a controlled environment and students develop the ability to cooperate with others and to share and appreciate the value of teamwork.

Form Teacher / Academic Advisor
The Form Teacher (Yr 7 & Yr 8) and Academic Advisor (Yrs 9-12) plays a significant role in guiding students on a daily basis and in supporting their personal development and the fulfilment of school expectations. The Form Teacher/Academic Advisor works closely with the Head of Year to ensure that each student is developing sound homework and study skills and is socially and emotionally well. The Form Teacher/Academic Advisor will encourage the students to contribute to school life by participating in a range of activities within the Extra-Curricular Program.

Heads of Year
Each Year Level group from Years 7 - 12 is in the care of a Head of Year who keeps a close eye on the general academic progress and the levels of pastoral care required for students.

Boarding Students
In addition to the pastoral care provided on a daily basis to all students in the School, the Boarding students are

supported in the context of a home environment by the Boarding Staff, who work closely with School Staff and in particular the Student Counsellor, to ensure that our boarders are provided with the highest quality of care and support that we are able to provide them.

The Boarding House is a special community with a focus on all girls being happy, healthy and well-adjusted to life as a boarder. Teachers understand that boarders will have unique needs and endeavour to meet these needs within the academic and extra-curricular programs.

Day parents provide a wonderful level of support to our boarders and act as hosts when nominated by a boarding family to allow their daughter to take leave with them.

The following is an outline of the process for leave and outings that host parents are asked to follow in line with our duty of care policy.

Duty of Care

The Boarding House has a responsibility to ensure the safety and security of all boarders in our care. Consequently, ***all leave requests*** must be submitted by a parent or guardian through the online leave system, Reach. It is the responsibility of a parent or guardian to confirm all leave arrangements with the host. A host will not be required to confirm leave with the Boarding House. Telephone requests for leave by a parent or guardian will not be accepted.

Conditions of Leave

1. All leave from the Boarding House is permitted by the Head of Boarding / Deputy Head of Boarding in the context of trust - that boarders go to the places and hosts who have been approved by their parent or guardian and confirmed by the Head / Deputy Head of Boarding. It is impossible for boarding staff to follow every boarder and telephone every host family to check that boarders are behaving in an appropriate manner. However, as part of our Duty of Care, spot checks are conducted on a regular basis to ensure boarders are on leave with the host/friend confirmed by a parent or guardian. If a boarder stays with a host who has not been approved by a parent or guardian or signs out to go to one place and goes somewhere else, this is seen as a severe breach of this trust and is treated as a serious disciplinary situation. This includes returning to the Boarding House with someone other than her approved host or by public transport which has not already been pre-arranged.

2. It is understood that parents will only approve hosts for their daughters with similar standards of responsibility and behaviour to their own. It is important that you discuss your expectations and the expectations of the Boarding House with such people. Apart from brothers and sisters, all nominated people must be over 21 years of age.

3. No boarder may stay overnight at a University College unless the host is their sister and a parent or guardian has provided written approval on the Parent/Guardian Leave Request Form.

4. Boarders may only travel in a car with a sibling if he or she is over 18 years of age. If a sibling is under 21 years of age, approval in writing is required from a parent or guardian. Parents or guardians will need to complete the Sibling Drivers section of the Leave Agreement.

5. It should be understood that girls who are involved in any school activity must provide priority to their school commitment; furthermore, students will not be permitted to leave the School unless their conduct and application to study are satisfactory.

6. For all weekend leave, girls may depart and return in good casual clothes. It would be preferable if all hosts were to collect girls from the Boarding House. However, girls travelling to hosts outside the greater Brisbane area may travel by taxi to the Transit Centre only for connecting buses or trains or by taxi to the airport.

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

8. It is essential that a parent or guardian complete the online leave system, Reach by the following deadlines:
   - Weekend Leave - no later than 7pm on Wednesday prior to the weekend.
   - Weekday Leave - no later than 8pm the previous night**.**

   Requests received after these deadlines, will not be considered.

9. Telephone confirmation will not be accepted.

Permission to Drive

Senior students who have a Driver's License may only drive to and from school if they have special permission from the Dean of Students and have signed a contract to abide by certain conditions. *Students are not permitted to transport other students in their cars*. However, parents may seek permission from the Dean of Students for sisters to be transported to and from school by the older sibling as the driver. The Permission to Drive form can be found on the Students Year Level pages on the POD under Important Documents

Reporting

At St Margaret's reporting is continuous. After each assessment piece, results and comments are reported to students through Learning Analytics and to parents through the Parent Lounge. These results are used to formulate overall results for subjects studied. A summary of these overall results is uploaded into Parent Lounge at the end of each semester.

Reporting is supplemented by parent teacher interviews. Interviews are held in Term 1 and Term 3.

In Term 1, interviews are with Form Teachers (Years 7 – 8), Academic Advisors (Years 9-12) and Subject Teachers (Year 12).

In Term 3, with Classroom Teachers (Years 7 – 11).

In person and online interview sessions will be offered.

Grade Point Average (GPA)
A Grade Point Average (GPA) is included in the Academic Report at the end of each semester. This provides an overall view of a student's progress in a single semester. The GPA for each semester will be shown via a graph over time e.g. Semester 1 2022, Semester 2 2022, etc. The graph allows a student's academic achievement to be tracked over the duration of study at St Margaret's. This allows the student, parents and the school to more effectively monitor academic performance over time, thus fostering the implementation of strategies for improvement.

The calculation of a student's GPA is based on a student's overall result in a subject and the number of lessons per week in Years 7 and 8. For Years 9-12 the GPA is calculated on overall results only with no weighting of subjects.

Resource Centre and Library

The **Secondary Library** is open to all secondary students at the following times:

Monday to Thursday	7:30am – 5:00pm
Friday	7:30am – 4:00pm

The **Primary Library** is located on Level One of the Dalhousie Building in the Primary School

Photocopying
A networked colour photocopier is located in the print room for use at all times.

Borrowing
All resources are available for loan, except teacher reference and 'frozen' books. Both fiction and non-fiction books can be borrowed for two weeks. Other items are overnight loans, which must be returned by 9.00am the following day.

Tutorial Room Bookings
Students are able to book both small and large tutorial rooms for quiet individual or small group study. Students are requested to see staff at the library for availability of these spaces.

Copyright
Copyright laws protect authors and publishers by giving them certain exclusive rights. These rights create a market for the products developed by the authors and publishers and allow authors and publishers to make a living from the use of their works. In addition, copyright laws provide an environment where the creative future of the nation is protected and promoted.

Unauthorised copying deprives authors and publishers of valuable income and reduces incentive to create new works. In all cases the user must only reprint, download, or copy information to fulfil academic needs. Copying or redistributing a person's work, for any purpose, without permission is a breach of copyright.

Etiquette
Food, water bottles, drinks and school bags should not be brought in the Resource Centre. The Resource Centre is a place of learning. Students undertaking research require consideration by others and noise should be kept to a minimum. Individual students and small groups who come from a class to do research should report to the loans desk to check what area they are booked into.

Responsible Use of Technology Policy

INTENT

St Margaret's Anglican Girls School provides information technology (IT) resources to support its function and activities and is committed to ensuring that these resources are used in a transparent and accountable manner. All members of the school community have a responsibility to use its IT resources consistent with this commitment.

The School recognises that the presence in the learning environment of these technologies (some provided partly or wholly by the School and some privately owned by staff, students and other members of the school community), can also facilitate anti-social, inappropriate, and even illegal, material and activities. The School has the dual responsibility to maximise the benefits of these technologies, while at the same time to minimise and manage the risks.

This Policy is intended to provide guidelines for use of technology by students at St Margaret's Anglican Girls School.

SCOPE

St Margaret's Anglican Girls School will develop and maintain rigorous and effective cyber-safe practices which aim to maximise the benefits of the information technology to student learning and to the effective operation of the school, whilst minimising and managing any risks.

Students are offered access to a full range of technologies including email, internet and wireless provisions on the understanding that they will not exploit this use.

This Policy is applicable to:

- Students, including visiting students to the school on Global Exchange Programs.

Information technology (IT) resources means any IT resource or facility provided by the school to assist or support learning and teaching, research, administrative and business activities and includes:

- School computers and computer networks, including wireless networks;
- IT communication equipment, software and data;
- Electronic mail and internet services;
- Telecommunications equipment including mobile devices and services;

Unacceptable Material includes in any format that is one of the following:

- unlawful, including breaches of federal or state legislation;
- copyright material which is not available under an applicable licence or permission;
- sexually explicit or pornographic;
- violent, as judged against accepted community standards for material on public display in a workplace or learning environment;
- defamatory, harassing or abusive, including personal observations using unacceptable or offensive language;
- spreading or inciting hatred;
- offensive, as judged against accepted community standards for material on public display in a workplace or learning environment;
- contain discriminatory material, on the basis of gender, race, religious or political beliefs;
- involve gambling of any kind;

GUIDELINES

The following guidelines and management procedures are adopted to monitor the student use of information technology resources:

I. No student may use the school information technology resources in any circumstances unless the appropriate Use Agreement has been signed and returned to the school. Use Agreements apply to the use of privately-owned/leased ICT devices/equipment on the school site, or at/for any school-related activity, regardless of its location. This includes off-site access to the school network from school or privately-owned/leased equipment.

II. St Margaret's Anglican Girls School Use Agreements will cover all students and other special visitors to the school such as Global Exchange Students.

III. Use of the information technology resources by students and other approved users at St Margaret's Anglican Girls School is to be limited to educational and personal use appropriate in the school environment, as defined in individual Use Agreements.

IV. Signed Use Agreements, such as the Student Laptop Charter, will be filed in a secure place, and an appropriate system devised which facilitates confirmation as to who is authorised to make use of the internet and ICT devices/equipment.

V. The School reserves the right to monitor, access and review emails sent and received on the School's computer/s and/or using network facilities at all times.

VI. The School reserves the right to permit specified staff to monitor, access and review school- owned or personal devices brought onto school property, including but not limited to: cameras, video recorders, computers, mobile phones or mobile phone apps. In regard to any matter whereby the school believes there may be material which is of a bullying, sexual, racial or violent nature or where the school or students of the school may be brought into disrepute, this inspection may also extend to social networking sites that are not privately listed e.g. Facebook and Instragram. Posting inappropriate photos or videos of self and/or others in school uniform is not permitted.

VII. Students may not post photos or videos of staff to social media platforms at any time.

VIII. Issues relating to privacy and confidentiality, such as sighting student or staff information, reasons for collecting data and the secure storage of personal details and information (including images), will be subject to the provisions of any relevant State or Commonwealth legislation.

IX. Any apparent breach of the Responsible Use of Technology will be taken seriously, and students will be dealt with under *the Student Guidelines and Behavioural Expectations*. If illegal material or activities are suspected, the matter may be reported to the relevant law enforcement agency.

More information for Students and Parents regarding Use of Technology at St Margaret's

Internet Use

The internet contains a vast array of learning material and activities of varying quality and content. The school will exercise all care in protecting students from inappropriate material (age appropriate), but the final responsibility must lie with students in:

- Not actively seeking out such material.
- Acting appropriately should inappropriate material be accidentally viewed.
- Ensuring students do not reveal personal information and images.

Users will not deliberately enter or remain on any site that has any of the following:

- Nudity, obscene language or sexual discussion intended to provoke a sexual response
- Violence
- Encouragement to commit a crime
- Information on making or using weapons, booby traps, dangerous practical jokes or 'revenge' methods
- Material which encourages or enables the breaking of copyright.

If a student encounters any such site, they must immediately turn off or close the screen (not the computer itself) and notify a teacher. When using online resources that are not owned by the school, students must not reveal personal information or images about themselves. Students must not establish or maintain anonymous social networking pages that break the sites' 'Conditions of Use'. Pages that harass, bully, claim to be someone else or contain inappropriate material (see General Guidelines) may not be set up.

Email
All email communications between students and teachers will be through the school email account. Independent email servers should not be used for school purposes. Remember, email is written communication. If you would not say it in a letter or face to face, do not say it in an email. All emails should be respectfully formatted, including polite salutations.

Email users must not:

- Send offensive mail
- Send large attachments
- Send unsolicited mail to multiple recipients

Cameras and Audio Recording
Photographs, video and audio recordings are very useful in the modern learning environment. However, students must adhere to the following:

- Such devices must not be used in inappropriate areas such as change rooms or toilets
- Students must not photograph, video or record other individuals without their consent
- Photographs, videos or audio recordings must not be published or shared with others without the consent of all persons depicted in the background or included in conversations
- Students must not use recording devices in any manner breaching the Anti-Bullying Policy
- Students will not engage in online behavior that will bring the school's name into disrepute. This includes posting inappropriate photos or videos of self or others in school uniform. Students may not post photos or videos of staff to social media platforms at any time.

Laptop User Charter
The laptop bag, charger and stylus supplied by the school remain the property of the school. Graffiti on the laptops or laptop bags in not acceptable and will be considered wilful damage to school property. Permanently marking or causing damage to the equipment will result in costs being charged to the parent account for replacement equipment.

School Fees

The School has four (4) terms in the academic year. Fee statements are issued each term for Pre-Prep to Year 11. The Year 12 tuition fees are issued over the first three terms (January, April and July). Details of the fees and charges are specified in the Current Fee Schedule which can be located on the School website. The school accepts payments termly or annually. Please refer to the school website for payment methods.

School Hours

Students should arrive no later than 8.10am and must be in academic class for roll marking at 8.20am.

Late Arrival during school day

If students arrive at school after the start of Lesson 1A, they must report to the Primary Office or School Support to be recorded as late and complete a late slip. Students must take this late slip to their lesson teacher. Students who are late must bring a note from the parent/guardian to explain the reason for the lateness. This note needs to be received no later than the next school day.

Early Departure during School day

If a student needs to leave school prior to the end of the school day, parents are required to communicate with the HOY (Secondary School) or Class Teacher (Primary School) via email or written note. When leaving the school, students must sign out at School Support (Secondary School) or the Primary Office.

School Insurance

The School has in place Student Accident Insurance. Further details of the policy including claim forms can be found on the School website.

Please note, this policy is a Personal Accident Policy and does not relate in any way to insurance coverage for students' personal property brought to school or taken on school excursions. Personal property owned by the student but held at the School, such as musical instruments are not covered by any school insurance policy.

School Supplies Shop - Opening Times

Monday, Tuesday, Thursday and Friday	8am – 2pm
Wednesday	10am – 5pm
Closed Public Holidays	

Phone: 07 3862 0776
Fax: 07 3862 4497
Email: suppliesshop@stmargarets.qld.edu.au

Further details on the School Supplies Shop, including Uniform Lists can be found on the School website.

Student Leadership

School Captains: Ruby Greenup, Holly Marchant
Primary School Captains: Allegra Pople, Isobel Stobie

Secondary Captains

Boarder Captains	Gabriella Henzell, Lily Shann
Sports Captains	Kate Bloomfield, Amelia Butler-Wood
Music Captains	Eva Matyear, Ella Woods
Sacristans	Georgia Brown, Verity House, Jessica Norvill, Grace Reilly
Prefects (including School Captains)	Kate Bloomfield, Amelia Butler-Wood, Ella Counsell, Antoinette Earnshaw, Imogen Elliott, Ella Gouldthorp, Ruby Greenup, Gabriella Henzell, Charlotte Hoey, Annabel Lauder, Isabel Leggett, Stephanie Licina, Holly Marchant, Emi McBride, Poppy McPherson, Emily Millar, Faith Phillips, Mia Reinhardt, Lily Shann, Josephine Spooner, Elyne Tighe, Ella Woods

Secondary House Captains

Bede *(yellow)*	Abigail George, Greta Howes
Chaucer *(red)*	Sydney Crawford, Millie Nucifora
Herrick *(orange)*	Lucy Damman, Ziggi Norris
Kendall *(lime green)*	Isabella Martin, Georgina Reddacliff
Lawson *(light blue)*	Albertine Antelme, Alexandra Cattanach
Milton *(emerald green)*	Ella Steinberg, Brooke Walker
Spenser *(royal blue)*	Zsa Zsa Janosi, Ava Tarabay
Tennyson *(purple)*	Elizabeth Harris, Ruby Winten

Student Protection Policy

St Margaret's Anglican School Statement of Commitment

St Margaret's supports the rights of children and are committed to ensure the safety, welfare and wellbeing of students. St Margaret's is therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person including that of employees.

This commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behavior that upholds the dignity and protection of students from harm.

In support of this commitment, St Margaret's is dedicated to our Child and Youth Risk Management Strategy which includes having relevant policies, procedures and training in place to effectively address the safety and wellbeing of students in their care.

Parents should refer to the Student Protection in Anglican Schools Policy and the Student Protection in Anglican Schools Procedures. This can be accessed at: https://www.stmargarets.qld.edu.au/discover-st-margaret-s/student-protection

The St Margaret's Child and Youth Risk Management Strategy can also be found on the St Margaret's School website at: https://www.stmargarets.qld.edu.au/discover-st-margaret-s/student-protection

Student Protection Officers

St Margaret's AGS is committed to:

- promoting and striving to provide a safe, supportive and ethical environment for the wellbeing and holistic development of students; and
- providing a safe secure nurturing environment in which all its students may grow and learn.

Student Protection Officers are persons designated as liaison people to whom students may refer if they are not feeling safe; or to whom they make complaints of harm, inappropriate behaviour or physical/sexual abuse.

The St Margaret's Student Protection Officers are:

- Deputy Principal - Karen Gorrie
- Head of Boarding - Lesa Fowler
- Head of Primary School - Angela Drysdale
- Head of Year 11 – Nicole Walker
- Dean of Students - Nikki Townsend
- Assistant Head of Primary – Curriculum – Kate Frewin
- Dean of Academics – Caitlin McCluskey
- Guidance Counsellor - Sharon Stone

Substance Misuse Policy

INTENT

This Policy intends to outline principles relating to the School's Drug Education Program, the Referral and Counselling approaches and the intervention strategies adopted to minimise the risk and harm caused by Substance Misuse.

It is the policy of St Margaret's Anglican Girls' School that tobacco, nicotine products, alcohol and drugs, other than those medically prescribed which are legally obtained for the student, are not to be used or be in the possession of students on school property or at any school function / event.

SCOPE

This Policy applies all students at St Margaret's Anglican Girls School, and extends to staff and parents by providing guidelines as to the School's course of action regarding Substance Misuse.

There are three inter-related components to this Policy, namely:

- Education;
- Referral and Counselling; and
- Intervention.

EDUCATION

The aims of the Education Program are to:

1. critically question the normalisation of recreational drug use and social expectations;
2. encourage our young women to make informed and responsible decisions about the use of alcohol, tobacco and other drugs;
3. promote an integrated approach to living that embraces the physical, mental, spiritual and social aspects of life;
4. treat all students fairly; and
5. involve students, parents, teachers and the wider community.

The education component of this policy has been framed within the wider context of encouraging and assisting students to adopt a healthy lifestyle.
Since direct and indirect exposure to alcohol, tobacco and drugs is inevitable in modern society, the school will strive to provide students with information which is accurate and relevant as well as the opportunity to develop personal skills to enable them to make responsible and informed decisions about issues related to their health and personal safety.
The education program extends to parents and staff. It is the responsibility of all parents and staff of the School to treat the use of drugs as a serious problem and through both work and action, support the school policy at all times.

Students
As part of the Pastoral Care program and through core HPE, the School has developed a Drug Education Program with classes on the topic designed to provide information which is accurate and relevant as well as developing the personal skills to enable students to make responsible and informed decisions about issues relating to their health and legal responsibilities.

Parents
Parents will be informed about the School's Drug Education Program and other related issues.

Staff
Staff play an important role in the area of delivering up-to-date and relevant education programs.

REFERRAL AND COUNSELLING

The pastoral care system that exists in the School provides a structure for referral and counselling. The Chaplain and School Counsellor provide specialist support for students, parents and staff and will work closely with the parent/s together with the Heads of Year and the Dean of Students / Head of Primary.

The School will also draw on the expertise of outside agencies as it is felt needed.

INTERVENTION

General Principles

a) All staff have legal and professional responsibilities to respond to information about, and incidents involving, students' use or possession of legal or illegal drugs on School property or at attendance at a school related function/event.

b) When staff suspect or are advised that a student has used or possesses a drug, it is necessary to establish and respond to the student's health and safety status.

c) The incident, the student(s) and the substance must be referred immediately to the Principal, or in the absence of the Principal directly to a member of the Senior Leadership Team.

d) The Principal will immediately report the incident to police if illegal drugs or any utensil used in connection with any illegal drug is located.

e) The Principal will identify an appropriate staff member to be responsible for managing the incident. This person will be responsible for collecting information, co-ordinating subsequent actions, maintaining written records and the debriefing of students, parents and staff involved.

f) The Principal will advise, the Deputy Principal, Dean of Students, Head of Primary, Chaplain or School Counsellor that an incident has occurred and nominate one of these persons as a student and family support person if required.

g) The person nominated to manage the incident will not be the same person as the person nominated as the support person.

h) The Principal will permit staff to inspect property belonging to the school (eg lockers, desks) without parental/guardian consent if there are reasonable grounds to suspect that illegal drugs or associated items are contained within.

i) All searches will be undertaken discreetly taking into account the student's age and with care for the student's property.

j) All searches will be undertaken by a staff member with a witness (staff member) of the same gender as the student. The student will not be touched during the course of the search.

k) Staff members will ask students to open personal property themselves for inspection.

l) Students will not be deprived permanently of confiscated property (that is property that is not permitted at school but is not illegal). Such property will be returned either directly to the student or to a parent/guardian as deemed appropriate by the Principal or her/his delegate.

m) The consequences detailed below are a guide only and the particular consequence applicable on each occasion shall be a matter for the absolute discretion of the Principal and may be greater or less than any of the consequences detailed. Students under suspension may be required to complete an educative and/or service program.

Smoking (including Vaping)

Smoking is not allowed on school property or at school events (including camps) or by any student in school uniform. Where there are reasonable grounds to believe that a student on School property or at a School event, or in school uniform in a public place or in view of members of the public is in possession of tobacco, the Principal shall be entitled to carry out all, or any of the following steps or any other steps the Principal considers reasonable and necessary to enforce this policy and to maintain proper order and discipline in the School.

Procedures

a) Arrange for a search of the student's locker and personal effects and seize any tobacco or implements related to smoking. This search will be conducted under the conditions outlined in Section 6 (i) as outlined in this policy.
b) Retain any tobacco or implements related to smoking tobacco found in the students possession, which will be returned to the parent/guardian at the conclusion of all relevant inquiries. A signed receipt will be obtained and filed on the student's personal file.
c) Notify the parents / legal guardians.

Consequences

First occasion: Suspension for not less than 2 days .
Any subsequent occasion: Further suspension for not less than 5 days or expulsion.

Alcohol

Where there are reasonable grounds to believe that a student on School property or at a School event, or in school uniform in a public place or in view of members of the public is in possession of alcohol not related to a religious service or ceremony, the Principal shall be entitled to carry out all, or any of the following steps or any other steps the Principal considers reasonable and necessary to enforce this policy and to maintain proper order and discipline in the School.

Procedures

a) Arrange for a search of the student's locker and personal effects and seize any alcohol. This search will be conducted under the conditions outlined in Section 6 (i) as outlined in this policy.
b) Retain any alcohol found in the possession of the student, which will be handed over to a parent /guardian at the completion of all relevant inquiries. A signed receipt will be obtained and filed on the student's personal file.
c) Notify the parents / legal guardians.
d) Hold a meeting with the parents to discuss appropriate action.
e) If, in the reasonable opinion of the Principal, a student's health may be affected by the alcohol in question, the Principal shall be entitled to seek medical advice and if she believes it necessary send a student for medical treatment.
f) The school reserves the right to undertake random breath testing at school events as a condition of entry.

Consequences

First Occasion: Suspension for not less than 2 days.
Any subsequent occasion: Further suspension for not less than 5 days or expulsion.
If alcohol is not found but there is sufficient information such as reliable witnesses and evidence such as student behaviour to suggest that the student has used alcohol then the parents will be contacted and further action (such as the consequences listed above) taken at the discretion of the Principal.

Legal Drugs

Where there are reasonable grounds to believe that a student on School property or at a School event or in school uniform, is in possession of pharmaceutical drugs or performance enhancing drugs for non-medical use other than as prescribed, the Principal shall be entitled to carry out all, or any part of the undermentioned steps or any other steps the Principal considers reasonable and necessary to enforce this policy and to maintain proper order and discipline in the School.

Procedures

a) Arrange for a search of the student's locker and personal effects and seize any suspected drugs and associated packaging. This search will be conducted under the conditions outlined in Section 6 (i) as outlined in this policy.
b) Retain any drugs and packaging found in the possession of the Student, which will be handed over to a parent/guardian or police if appropriate or required by law. If property is returned to a parent/guardian, a signed receipt will be obtained and filed on the student's personal file.
c) The Principal is to immediately notify the police if reasonable grounds exist to believe that the prescribed drugs have been or are to be used in an illegal or medically dangerous manner.
d) Notify the parents/legal guardians.
e) Hold a meeting with the parents to discuss appropriate action.
f) If, in the reasonable opinion of the Principal, a student's health may be affected by the drug in question, the Principal shall be entitled to seek medical advice and if she believes it necessary send a student for medical treatment.

Consequence
First Occasion: Suspension for not less than two days during which time the student must begin a process of rehabilitation.
Any subsequent occasion: Further suspension of no less than 5 days or possible expulsion.
If a substance is not found but there is sufficient information such as reliable witnesses and evidence such as student behaviour to suggest that the student has used a substance or possessed a substance or items then the parents will be contacted and further action taken at the discretion of the Principal.

Illegal Drugs
Where there are reasonable grounds to believe that a student on School property or at a School event or in school uniform, is in possession of illegal drugs or items associated with illegal drug use and/or manufacture, the Principal shall be entitled to carry out all, or any part of the undermentioned steps or any other steps the Principal considers reasonable and necessary to enforce this policy and to maintain proper order and discipline in the School.

Procedures
a) Conduct a search of the student's locker and personal effects and seize any suspected drugs or illegal items. This search will be conducted under the conditions outlined in Section 6 (i) as outlined in this policy.
b) All drugs and items seized must be sealed individually in clear clip seal bags and secured in a locked receptacle in the Principal's office.
c) If the illegal drugs and/or associated items are located immediately notify the police and the Chair of School Council to this effect.
d) Notify the relevant parents/legal guardians.
e) Hold a meeting with the parents to discuss appropriate action.
f) If, in the reasonable opinion of the Principal, a student's health may be affected by the drug in question, the Principal shall be entitled to seek medical advice and if she believes it necessary send a student for medical treatment.
g) The school reserves the right to undertake random drug testing at school events as a condition of entry.

Consequence
Immediate suspension until such time that the police investigation is finalised and probable expulsion.
If an illegal drug or an item is not found but there is sufficient information such as reliable witnesses and evidence such as student behaviour to suggest that the student has used an illegal drug or possessed an illegal drug or an item then the parents or police will be contacted and further action taken including probably expulsion.
If the police investigation leads to an official caution or to legal proceedings commencing in relation to an offence under the Drugs Misuse Act 1986, the student will be expelled.

Students under the influence of alcohol or a drug
Where there are reasonable grounds to believe that a student on school property or at a school event or in school uniform is under the influence of alcohol or a drug, the Principal shall be entitled to carry out any or all of the undermentioned steps or any other steps the Principal considers reasonable and necessary to enforce this policy and to maintain proper order and discipline in the School.

Procedures
a) Where the Principal reasonably believes that a student is so affected by alcohol or a drug as to require medical treatment, the Principal may treat it as a medical emergency.
b) If there are no reasonable concerns for the health of the student, the Principal will contact the student's parents/guardians and arrange for the immediate and safe departure of the student from School property.
c) The Principal may authorise a search of the student's locker and personal effects and seize any suspected drugs or alcohol. This search will be conducted under the conditions outlined in Section 6 (i) as outlined in this policy.
d) Retain any drugs or alcohol seized which may be handed over to medical personnel for identification and aid in treatment of any medical condition, or to either the parents or the police if appropriate or required by law.
e) Hold a meeting with the parents to discuss appropriate action.

Consequences
Probable expulsion.

Distribution of alcohol / drugs between students
Where there are reasonable grounds to believe that a student has been distributing drugs or alcohol on School property, at a school event or in school uniform, the Principal shall be entitled to carry out any or all of the undermentioned steps or any other steps the Principal considers reasonable and necessary to enforce this policy and to maintain proper order and discipline in the School.

Procedure

a) Conduct a search of the student's locker and personal effects and seize any suspected drugs or alcohol. This search will be conducted under the conditions outlined in Section 6 (i) as outlined in this policy.
b) Secure any drugs or alcohol.
c) Notify the students' parents/legal guardians and police.
d) Hold a meeting with the parents to discuss appropriate action.

Consequences

Probable expulsion

It should be noted that even the act of offering to supply an illegal drug or a prescribed drug for non-medical purposes is seen by police as a serious offence.

Distribution to a student of alcohol or drugs by a non-student

Where there are reasonable grounds to believe that a non-student has been distributing drugs or alcohol on school property at a school event or in school uniform, the Principal shall be entitled to carry out all, or any part of the undermentioned steps or any other steps the Principal considers reasonable and necessary to enforce this policy and to maintain proper order and discipline in the School.

Procedures

a) Have such a person removed from the School's property.
b) Seek the advice and assistance of the police.
c) Contact the parents of any student/s involved.

RIGHTS AND RESPONSIBILITIES OF STAFF

When staff, other than members of the Educational Leadership Team, become aware of incidents which have the capacity to constitute an offence (either criminal or in breach of school policy) and they speak to students to substantiate their belief, they inadvertently become part of the investigation process. Their actions from this point onwards may assist police in the investigation of these incidents or hamper further investigations.

To ensure that investigations are not hampered in any way, it will be necessary to ensure the rights of the student are considered. This means that in any conversations with students, staff must not threaten, promise or offer inducements to students in order to secure their participation in any interview or to secure an admission.

If on reasonable grounds a belief is formed that the activity is one of a criminal nature, staff should not, where possible undertake, an interview with any students suspected of involvement.

The above advice was provided by State Crime Operations Command, Queensland Police Service.

Support Groups

St Margaret's is blessed with a large body of helpful supporters who assist the School in many ways. Working within these groups provides an easy and comfortable way for parents to assist with support of their daughters' interests and to meet other parents and staff.

Parents are invited to volunteer for any of these services and helpers are always welcome.

The Parents and Friends Association (P&F) meets regularly during the year in the Arts Centre Foyer. Each month the President of the P&F and the Principal report to the meeting and there are often interesting guest speakers. Money is raised through special events coordinated by the Parents' & Friends', including the P&F Race Day, and are used for many purposes in the School such as landscaping projects, support group projects and specialised sporting equipment.

Individual Support Groups are formed each year to organise events. Many different types of expertise are required to run theses successful events and anyone with special skills or interests is asked to volunteer their services.

Class Parent Representative (Primary) – Each Class has a number of parents who attend a meeting once per term with the Head of the Primary School to discuss issues of importance within the School. These parents act as a conduit to other parents within the class. This group may also organise social get-togethers for families.

Class Parent Representatives liaise between parents and the class teacher. They have particular responsibilities such as hospitality, class helpers and activity organisers. Throughout the year, a class contact list is issued and updated to enhance the inclusion of new parents to the School.

Parents' Support Groups operate in the fields of The Arts, Sports, and Boarders' interests. They provide practical and financial help to the students involved in the particular activities and parents are encouraged to join these groups. Support Groups do not play a role in determining curriculum or the organisation and implementation of practices, rehearsals or training sessions.

The Old Girls' Association encourages former students to maintain an active and supportive association with past students and foster continuing interest and contributions to the School and its future. Such involvement and fundraising include Old Girls' Day and providing assistance towards the school Building Fund and library resources for students. The Old Girls' Association (OGA) acts as a facilitator for reunions for all year groups to help and maintain contacts. Each year the Old Girls' Association awards a senior girl the coveted OGA Prize for outstanding leadership and achievement at St Margaret's.

The St Margaret's Anglican Girls School Foundation Ltd acts as a fundraising body to support the capital program of the School.

Transport

Getting to St Margaret's

Train

Albion Rail Station is only 1km from the School.

Bus

Belbaker Bus Charter (www.belbaker.com.au) operates two bus runs, exclusively for St Margaret's students and staff, morning and afternoons (school days). The service costs $4.80 each way (for both bus routes). For students using the service from Bretts Wharf the cost is $3.50 each way. Further information on the routes, times and purchase of tickets can be found on the St Margaret's website.

- Route #1 services: The Gap, Bardon, Ashgrove, Newmarket, Bardon, Wilston, The Grange, Gordon Park, Wavell Heights, Nundah, Wooloowin, Eagle Junction
- Route #2 services: Bulimba, Hawthorne, Norman Park, Churchie, New Farm, Hamilton, Ascot

Students are able to use their Student Card to purchase their daily bus ticket. The Gap and Bulimba buses are fitted with a Samsung phone which will scan your child's student card, and this will charge your Flexischools account for an individual

bus trip. Importantly, funds must be available on the student card and the student card must be linked to your Flexischools account. To set up your account, please refer to the instructions on the website or call Flexischools on 1300 361 769.

Tuckshop

The Tuckshop is open every day at recess and lunchtime and offers a variety of healthy food options. Online ordering for the tuckshop is available through the Flexischools website. For your convenience, online ordering is available via Flexischools (www.flexischools) which you can access from your computer or mobile phone by registering an account. Orders must be placed by 8.30am on the day you would like to purchase.

Students in Years 6-12 are also able to order from the tuckshop using their Student Card. Importantly, funds must be available on the student card and the student card must be linked to your Flexischools account. To set up your account, please refer to the instructions on the website or call Flexischools on 1300 361 769.

Orders must be placed by 8.00am on the day you would like to purchase. For any late orders between 8am and 9.30am, please phone Flexischools on 1300 361 769 where a limited menu will be available.

Uniform and Hair Policy

UNIFORM POLICY

MIDDY: The Middy should be clean, ironed and buttoned at the waist and laces tied. The collar should be secured with the School badge. The House badge is worn on the left side of the collar. The middy is to be worn at all assemblies, chapels and Services, regardless of any HPE lessons that may occur prior to such events.

BLAZERS All Students may wear a blazer in the cooler months, however it is compulsory for students for Years 10 to 12. When representing the school, Years 10 to 12 students are required to wear their blazer. In winter Years 10 to 12 students must wear their blazer to and from school. The Dean of Students will announce when to wear and when not to wear the blazer.

SPORTS UNIFORM: Students may only travel in their sports uniform if being transported by car directly from home to a sports practice before 7:30am or leaving a sports practice after 4:30pm to travel home directly by car. When training, students are expected to wear their correct training gear. Students are not permitted to wear their sports HPE uniform at shopping centres or any other public venues.

HPE UNIFORM (for HPE classes): With the exception of HPE swimming lessons, when students should change into and out of swimming gear at the beginning and end of the lesson, girls are to change into their HPE uniform in the break immediately before their HPE lesson and back into the middy in the break immediately following the HPE lesson. Brown leather shoes are to be worn to and from HPE lessons. Joggers should be worn during HPE lessons. It is not appropriate for girls to wear 'bike pants' around the campus at any time. The sports skirt or shorts are to be worn over the top of 'bike pants' unless participating in HPE or sport.

CHURCH DRESS: The Church dress must be worn for Years 7 - 12 students at Speech Night including Years 5 and 6 prize winners and optional for other Year 5 and 6 students. In addition to this the Year 12 students are required to wear the Church dress to the Thanksgiving Service as well as the Valedictory Dinner. Year 6 students wear their Church dress at their final Year 6 Chapel Service.

TRACKSUITS: The tracksuit top and bottom can be worn separately. The tracksuit top can be worn with the sports uniform but, not the middy. The tracksuit bottoms can also be worn with sport shirt and school jumper.
PANAMA: Students are to wear the Panama to and from school and during morning tea and lunch. If a student is dressed in their middy in public (e.g. shopping centres) the Panama must be worn. Panamas should be named, clean and in good condition. Students do not wear their Panama after dark.

SHOES: Brown leather shoes and beige ankle socks (folded down) must be worn with the school uniform. Shoes must be fully on the foot, polished and laces done up. Joggers and beige socks are to be worn only when participating in a physical activity.

HAIR: If a student's hair falls below the collar it is to be tied back (in a ponytail or plait, no buns) with white, plain navy or plain brown ribbons. Navy blue satin headbands may be worn which should be purchased from the School Supply Shop. Only small, plain brown or navy clips should be used. Students' hair must be a conservative style and remain a natural colour. Hair should be brushed and tidy to enable the correct wearing of the Panama.

JEWELLERY: Students may wear; a watch, a small religious medal on a chain, as long as it is not visible under the school uniform, one pair of small, plain gold or silver studs or the school pearl earrings, one per ear lobe, worn in the normal position on the lobe of the ear. Sleepers are not to be worn. No other visual piercings are permitted. Inappropriate jewellery will be confiscated and handed back to the student at the end of the day.

SUNGLASSES: Only St Margaret's sunglasses are permitted to be worn with the school uniform. These can be purchased from the School Supply Shop.

NAIL POLISH AND MAKEUP: It is not acceptable to wear nail polish, fake nails, eye lash extensions or make-up with the school uniform.

SENIOR JERSEY: Senior students may wear their jersey with their sports uniform and tracksuit pants at times when the wearing of the sports uniform is allowed.

FREE DRESS DAY: Students need to be sun smart and respect the ethos of the School; no exposed shoulders, midriffs or low necklines. Hair is to be tied back for all lessons. Footwear should be enclosed, flat-heeled shoes. No thongs. Clothing should be of a reasonable length for modesty and in good repair. Offensive logos or messages on clothing or ripped jeans are not appropriate. Students are permitted to wear their correct P.E. uniform instead of free dress on these days and they are still expected to donate.

The Year 6 shirt can only be worn on Free Dress Days and Activities Day.

Years 1 and 2 may wear their sports uniform in Term 1 and Term 4. Years 1-3 students may wear their sports uniform, with brown shoes, to and from school on HPE Days.

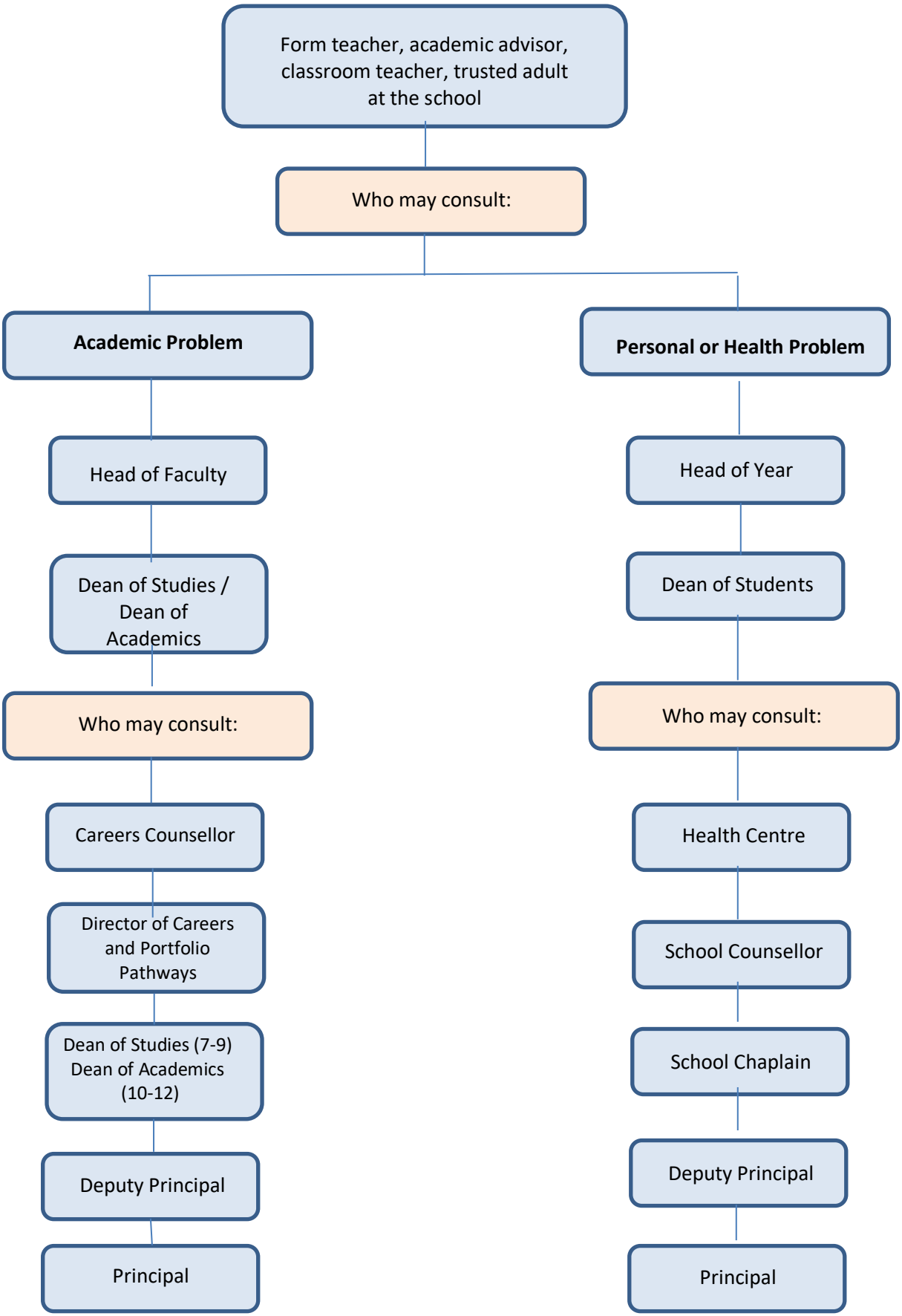
Students will be given a lunchtime detention if they are not wearing the correct uniform. If students do not attend their lunchtime detention, they will be given an afternoon detention. If a student receives three (3) lunchtime detentions in one term, they will be issued with an afternoon detention.

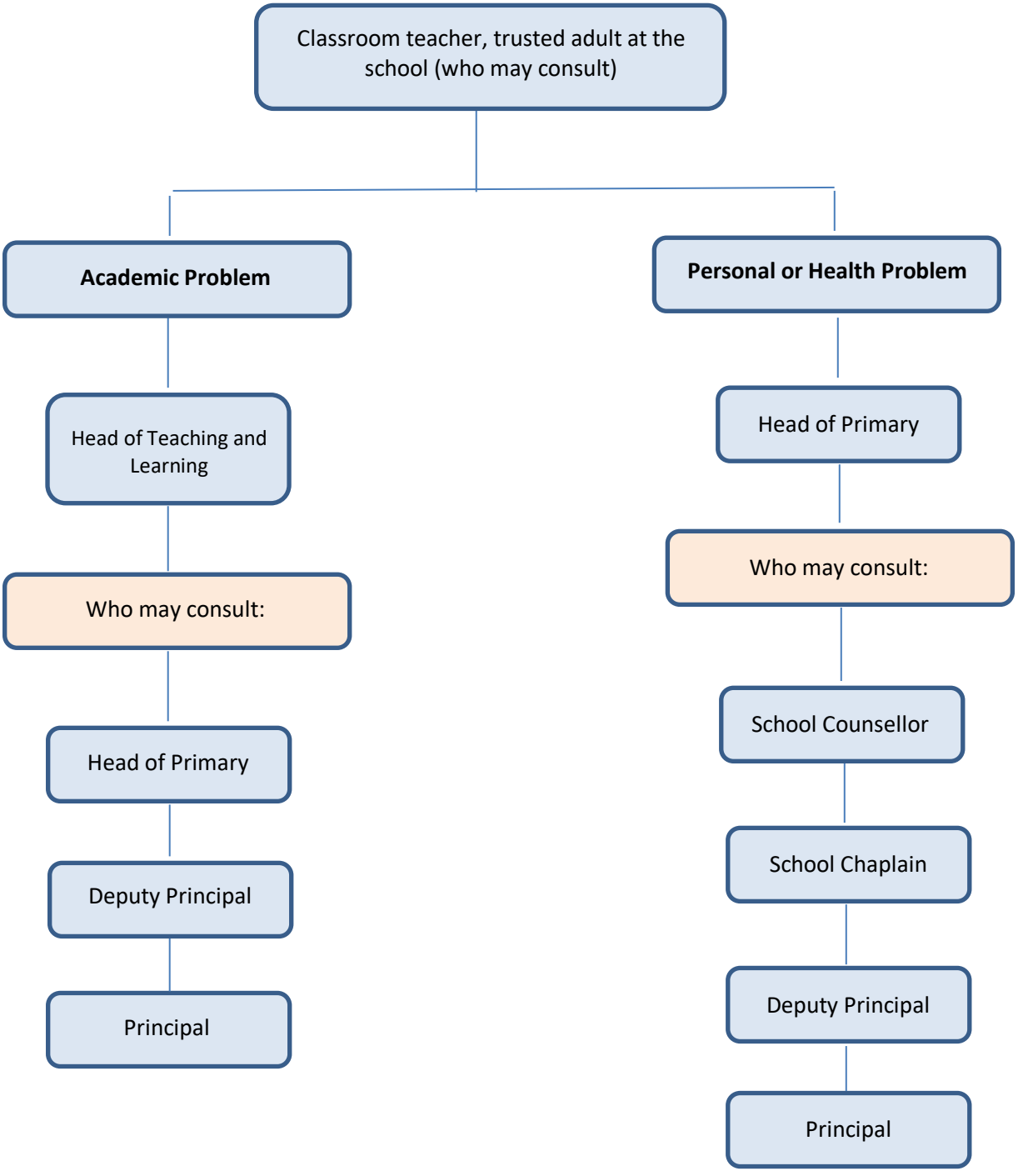
Withdrawal of Student Enrolment

Parents are required to give one term's notice in writing prior to the withdrawal of a student otherwise a term's fees will be payable in lieu of notice.

Who do I see if I have a problem? (Secondary)

- In an emergency a student must inform the first available teacher.
- Depending on the seriousness of the problem, parents will always be contacted except where the matter is referred, at the Principal's discretion, to the Department of Child Safety or the police.



Who Do I see if I have a Problem? (Primary)

- In an emergency a student must inform the first available teacher
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