

Loreto College

International Student Handbook



**LORETO
COLLEGE**

Marryatville, South Australia

www.loreto.sa.edu.au

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Welcome to Loreto

It gives me great pleasure to welcome you to Loreto College Marryatville.

Loreto College educates strong, passionate and confident girls and young women.

I am committed to ensuring your child is supported, encouraged and enriched, so she develops the knowledge and skills required to make a difference – not only to her future world, but also to the lives of others.

From Early Learning to the Senior Years, Loreto College is a dynamic and inspiring environment that nurtures and builds confidence in all students. Firmly grounded by our rich past, we are focused on directing the future by providing an outstanding education for your daughter.

As an educator, I am passionate about the development of girls in becoming women of strength, spirit and integrity. With my background and commitment to girls' education, I believe that a girls' school environment is the best place for girls to be educated and it is proven through research that in such an environment girls learn to challenge gender stereotypes, develop a confident and articulate voice, develop leadership capacity in all forums, and be comfortable within themselves.

To then do this in a values-based school under the Loreto tradition means that we are developing young women who will not only have the capability to make a difference to their world, but they will do this from an ethical and moral framework.

There truly can be no better foundation to educate young women.

Dr Nicole Archard

PRINCIPAL

BA DipEd, MA, MEdLead, MTheolSt, PhD



Loreto College Contact Details

Loreto College

316 Portrush Road
MARRYATVILLE SA 5068
CRICOS Provider Number: 00629G

College Office

(8.00 am to 4.00 pm Monday-Friday)
T: 08 8334 4200
F: 08 8364 3153
E: principal@loreto.sa.edu.au

Boarding House Address

324 Portrush Road
MARRYATVILLE SA 5068
+61 08 83344250
E: boarding@loreto.sa.edu.au

Key Staff

Principal

Dr Nicole Archard

Deputy Principal/International Student Coordinator

Ms Penny Minchin
T: 08 8334 4271
E: penny.minchin@loreto.sa.edu.au

Director of Boarding (24 Hour International Emergency Contact)

Ms Rachel Hentschke
T: 08 8334 4249
M: 0438 411 104
E: andrea.assioti@loreto.sa.edu.au

Enrolments Manager

Mrs Franca Rossetto
T: 08 83344286
E: franca.rossetto@loreto.sa.edu.au

Important Telephone Numbers

Police, Fire, Ambulance – 000

Overseas Students Ombudsman

1300 362 072

Department of Immigration and Border Protection (DIBP)

Level 3 55 Currie Street
Adelaide SA 5000
T: 131 881

Making international calls for within Australia

0011 + country code (+61 for Australia) + area code (08 for Adelaide) + phone number

Loreto Values and Mission

Loreto College, Marryatville, is one of the top independent private schools in Adelaide. As 'a place for women' we have a vigorous belief in the capacity and responsibility of women to contribute significantly to society and to the church. This belief underpins the entire emphasis of our educational program at Loreto and it was Mary Ward's vision that 'women in time will come to do much' that has guided our College's mission of helping shape strong, passionate and confident young women.

Loreto Schools Australia Mission Statement

When Mary Ward founded the Institute of the Blessed Virgin Mary (IBVM) in 1609, she recognized the critical difference that the education of women could make to her troubled world, especially through the care and development of faith. Some 400 years later, the spirit of Mary Ward continues to inspire us to offer an Independent Catholic education which liberates, empowers and motivates students to use their gifts with confidence, creativity and generosity in loving and responsible service.

Loreto College, Marryatville, is one of seven IBVM independent private schools across Australia. Our sister Loreto schools can be found in New South Wales (Kirribilli & Normanhurst), Victoria (Toorak & Ballarat), Queensland (Coorparoo) and Western Australia (Nedlands & John XXXIII College). Our schools share strong ties, working together in a collaborative spirit of kinship and fulfilling Mary Ward's Loreto values.

All Loreto College schools in Australia share the same set of values:

Freedom

The qualities of freedom, justice and sincerity are at the core of Mary Ward's spirit. Her most profound understanding of freedom was grounded in her sense of personal relationship with God, her belief that each one of us, in our ordinary experience of life, has access to God's loving care. This is the truth that set us free. It is an inner freedom, accepting of self, open to others and trusting of life.

Justice

Justice, as Mary Ward describes it, involves personal integrity based on harmonious relationship with God, with other people and with the whole of creation. It is expressed in 'works of justice', in active participation in the struggle to bring about such harmony. We are challenged 'to be seekers of truth and doers of justice'.

Sincerity

Sincerity is our communication and relationship with others, an essential characteristic of the personal integrity Mary Ward envisaged. Her ideal was that 'we should be such as we appear and appear such as we are.'

Verity

Closely linked to sincerity is Mary Ward's concept of verity. For her it means integrity and truth, particularly the profound truth of who we are and what gives meaning to our lives, a truth that centres fundamentally on the gift of life and mystery of God.

Felicity

Felicity is an attitude of mind, a disposition of the heart which manifests itself in cheerfulness, good humour, joy, happiness, hope, optimism, friendliness, courtesy, positive thinking, inner peace, self-acceptance and courage.

ESOS Framework - Providing Quality Education and Protecting Your Rights

The Australian Government wants international students in Australia to have a safe, enjoyable and rewarding place to study.

Australia's laws promote quality education and consumer protection for international students. These laws are known as the ESOS framework and they include the Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2007.

Protection for International Students

As an international student on a student visa, you must study with an education provider and in a course that can be found on the Commonwealth Register of Institutions and Courses for International Students (CRICOS) at <http://cricos.deewr.gov.au>

CRICOS registration guarantees that the course and the education provider at which you study meet the high standards necessary for international students. Please check carefully that the details of your course including its location match the information on CRICOS.

Your Rights

The ESOS framework protects your rights, including:

- your right to get the education you paid for. The ESOS framework includes consumer protection that will allow you to receive a refund or to be placed in another course if Loreto College is unable to teach your course.
- The ESOS framework sets out the standards Australian education providers offering education services to international students must obey. These standards cover a range of information you have a right to know and services that must be offered, including:
 - orientation and access to support services to help you study and adjust to life in Australia
 - who the contact officer or officers is for international students
 - when your enrolment can be deferred, suspended or cancelled
 - what Loreto College's requirements are for satisfactory progress in the courses you study and what support is available if you are not progressing well
 - a complaints and appeals process.

Standard 7 does not allow another education provider to enrol a student who wants to transfer to their course, but has not completed six months of the initial course of study you plan to undertake in Australia. If you want to transfer beforehand you need the provider's permission.

If you are under 18, to ensure your safety, you will be granted a visa only if there are arrangements in place for your accommodation, support and welfare.

Your Responsibilities

As an international student on a student visa, you have responsibilities to:

- satisfy your student visa conditions
- maintain your Overseas Student Health Cover (OSHC) for the period of your stay
- meet the terms of the Written Agreement with Loreto College
- inform Loreto College if you change your address and contact details
- maintain satisfactory course progress
- if attendance is recorded for your course, follow your Loreto College's attendance policy, and
- if you are under 18, maintain your approved accommodation, support and general welfare arrangements.

Department of Immigration and Border Protection (DIBP)

The Australian Government's Department of Immigration and Border Protection provides comprehensive information about student visa requirements and the application process, as well as application document checklists to assist you with your application.

Visit <http://www.immi.gov.au/students/> for the latest information.

Department of Foreign Affairs and Trade

As well as links from the DIBP website the Department of Foreign Affairs and Trade website www.dfat.gov.au/embassies.html has a comprehensive list of Australian embassies, high commissions, consulates and representative offices around the world.

Application and Enrolment Process

Entry Requirements

International students applying to Loreto College must undertake studies on a full-time basis, be academically qualified for the proposed course, be proficient in English, and have the financial capacity to cover all expenses including return air fares and living costs and they must be of good health. Acceptance to Loreto College will be based on the below criteria:

- the number of positions available at the appropriate year level
- the resources of the College
- the student's academic records and English language proficiency level for the proposed course of study

Academic and English Language Requirements

The academic requirements are:

- Reception to Year 6 students – evidence of the student's application to school work and age appropriate achievement in the literacy and numeracy areas of the curriculum.
 - AEAS test results for students Year 4 to Year 6.
 - EPET Report (English Proficiency Evaluation Test) conducted by AIS (Adelaide International School)
- Years 7 to 11 – evidence of a pass level for the majority of core subject
 - AEAS test results
 - EPET Report (English Proficiency Evaluation Test) conducted by AIS (Adelaide International School)

Students will be considered for the year level appropriate to their previous learning experience and age. Students may be required to undertake intensive English Language study prior to their entry to mainstream study. The number of weeks, as recommended by the AEAS report, will be considered. Loreto will provide details of schools able to offer this service.

Application Documentation

International students applying to Loreto College are required to provide the following records showing satisfactory levels of academic achievement and English language skills appropriate the registered courses being offered:

- Copies of the student's two most recent school reports
- Details of the student's current co-curricular activities
- A short, handwritten introduction written by the student
- Copies of the students AEAS or EPET test results
- A reference from the current school Principal
- Copy of passport and birth certificate
- A copy of the student's visa (if granted)

All documents require **certified translated** copies, where applicable, with necessary costs to be met by the applicant.

Enrolment Process

Application

- Complete and sign the International Student Application for Admission form
- Pay the application fee of AUD \$95 (non-refundable)
- Provide documentation as outlined above and on the International Student Application for Admission form

Interview

- An initial interview with parents/guardian and student may be conducted either in person or on Skype
- For FFOS seeking permission to reside with their parents in Adelaide, and in line with CRICOS requirements, a home visit may be scheduled as part of the enrolment process.

Assessment

- Loreto College will assess the application including evaluation of reports and of English proficiency. The Principal will make the final decision on the acceptance of international students to the College.

Letter of Offer

- If successful, the Principal will forward a Letter of Offer of Place and other accompanying documents. It is important that parents and students understand the information outlined.
- Acceptance of the Offer of Place must be signed by both parents. This advises Loreto College that the student's parents/guardians agree to Loreto's provision of accommodation and welfare for the student (if applicable), and that they agree to the Terms and Conditions of Enrolment
- Payment of the non-refundable Enrolment Confirmation Fee of AUD\$675 plus a semester's fee and Overseas Student Health Cover (OSHC) for the proposed duration of their visit (if applicable) is required with the signed Acceptance of Admission
- Upon receipt of the signed Acceptance of Offer and payment of the associated fees, Loreto College will generate a Certificate of Enrolment (CoE) and a Confirmation of Appropriate and Welfare (CAAW) if applicable. These documents are required when applying for the Student Visa.

Visa and Travel Arrangements

- Once the Visa has been issued, a copy must be provided to the College.
- Travel arrangements to Adelaide can be made and once finalised, the parents or agent should send details of the travel arrangements to the College to ensure OSHC has been organised for the appropriate length of time.

Information for Commencement

- Enrolment Office will issue an Information Pack which provides day to day information about the College. It will also inform parents and students on how to purchase books and uniforms, and nomination forms for sport activities and/or music tuition. Health and consent information forms are also included.
- The Head of Boarding will send documentation and information for students entering the Boarding House.
- Upon arrival, the student will be provided with a current student buddy as part of the Orientation program.

Enrolment Policy

Loreto College is registered in South Australia in accordance with Education Services for Overseas Students (ESOS) Act 2000 with the CRICOS Provider Code 00629G. Loreto College caters for day students from Early Years to Year 12 and for boarders from Year 7 to Year 12.

A place at the College is confirmed once the Acceptance of Admission form is completed and the required fees paid are in full. In confirming their acceptance of a place for the student, parents/guardians:

- will support the student in her compliance with the directions of the College Staff and with the College rules in force at any time as outlined in the School Diary and other publications or as varied by the Principal or the Principal's Delegate from time to time.
- agree to comply with the payment terms in force from time to time as determined by the Loreto College. You have been supplied with and read the current fee rates and payments terms and agree to pay your accounts by the due date.

-
- agree to an initial and subsequent payment of fees for one semester in advance and by the due date shown on the College account.
 - accept that tuition fees are reviewed on an annual basis. The College reserves the right to change the fees from time to time and fees are subject to variation without notice.
 - understand the transfer of a student from Boarding to Day Girl status requires one full term's written notice to the Principal or the payment of one term's Boarding Fees in lieu of notice. Transfer is at the discretion of the Principal and subject to availability of day girl places.
 - agree to provide change of address and contact details as changes occur or upon College request every 6 months as required by legislation.
 - agree that the College reserves the right to amend its academic and other programs at any time without notice to parents. This may include the discontinuance of teaching subjects and other programs.
 - accept that the College reserves the right to suspend or expel a student for disciplinary purposes, without a refund of fees.

Conditions of Entry

- It is a requirement of the Australian Government, the Department of Immigration and the student visa that attendance is no less than 80% and that students are to meet the academic requirements of the courses they undertake.
- Overseas students must attend for the full duration of each term. Early departures will only be permitted for extraordinary circumstances and must be negotiated with the Principal.
- Once overseas students are accepted as boarders, they cannot later become day girls, unless they become Australian citizens or their visa category changes appropriately.

Living in Australia

Australia is one of the best places in the world in which to live while you learn. The standard of living is amongst the highest in the world, yet costs remain competitive. Australia is a natural wonderland of beautiful beaches, crystal blue waters, amazing ancient rock formations and pristine rainforests. Australia is the sixth largest country in the world and has the lowest population density per square kilometre. It has 16 world heritage listed properties with its historic townships, bustling cities, vivid landscapes and exotic flora and fauna all adding to its unique appeal. Much of Australia's exotic flora and fauna cannot be found anywhere else in the world and the lifestyle is second to none.

The Australian Government, Department Immigration and Citizenship Living in Australia web pages contain information and publications about life in Australia, and links to government settlement services including help learning English.

Adelaide

Adelaide is a sophisticated, modern and affordable place to live, work and study. Adelaide has all the hallmarks of a major urban centre with modern and classical architecture, a bustling retail hub and a multicultural population. Adelaide's classical architecture spans along North Terrace. The city has wide streets and central squares ringed by 900 hectares of lush parklands.

In every sense this layout sets the scene for modern day life in Adelaide. Traffic is rarely congested, people are relaxed and friendly, the air is clean and the public transport system can take you to the city's white, sandy beaches or the Adelaide Hills within half an hour. Adelaide is Australia's learning city – perfect for international students. Study Adelaide is a useful website www.studyadelaide.com for students considering study here.

Adelaide's Climate

Because of its Mediterranean climate, Adelaide has hot dry summers and wet cool winters. Be aware of the harshness of the sun in summer and always wear a hat, sunscreen and cover up, particularly in the middle of the day.

It does not snow in Adelaide but it does get cool and wet in winter. Umbrellas and waterproof jackets are essential when you are out and about in the winter months.

Seasons, Months, Conditions, Temperature

Summer	December-February	Mainly hot & dry	25° C – 35° C
Autumn	March-May	Mainly dry	20° C – 25° C
Winter	June-August	Cool & wet	10° C – 15° C
Spring	September-November	Little rain	20° C – 25° C

College Location

Loreto College is centrally located in Adelaide's leafy eastern suburbs, only 5 minutes by car from the city and 30 minutes from Adelaide International Airport. It is well serviced by public transport, providing access to both universities and other educational facilities. Loreto College is also within walking distance of two cosmopolitan shopping precincts: Norwood Parade and Burnside Village, both of which have many shops, banks, post offices as well as cafes and restaurants.

The Boarding House

International students attending Loreto College are accommodated in the Boarding House. Our Boarding House provides an excellent standard of accommodation with indoor and outdoor recreation spaces. Boarding is a unique experience in which to live, providing an opportunity to build a strong sense of community. The boarding community is made up of girls from Year 7 to Year 12 who come from regional, remote, interstate and international locations. We celebrate the diverse experiences and cultures that these girls bring to boarding.

The Boarding House is open every week in the school term, but closes for entire duration of all school holiday periods. If an international boarder is not returning home for the school holidays, and they do not have a suitable local contact as a short-term accommodation option, they will be placed with a Homestay family. The Head of Boarding must be informed of any Homestay requirements at least 4 weeks before the end of each term to ensure that suitable accommodation can be found.



Vacation Homestay

During the arrangement of Homestay, both a high standard of accommodation and the safety of the student is given high priority.

The following home stay guidelines and expectations are provided for intending families:

- Each student is to have her own room, bed and desk
- Students are not to share rooms with host family members and sharing arrangements will only be provided if the parents of the Student(s) so request
- The home must be clean and comfortable and the homestay hosts/guardians must reside at the premises and provide responsible supervision
- Students are to be given a key to the home or arrangements made so that the student can gain access to the home at reasonable times
- There must be adequate lighting for study purposes
- There must be heating in winter and some means of cooling in summer
- There must be access to a shared bathroom, with reasonable time allowed for showers
- There must be access to kitchen and laundry facilities or homestay hosts must provide all meals and laundry services
- There must be use of shared living areas of home
- In most instances, the homestay host is to provide 2 meals a day on weekdays and recess and lunch for the school day. Three meals should be provided on weekends/non-school days and in providing meals, the homestay host must be aware of and take account of cultural differences
- House rules are to be discussed and explained to the student (including friends visiting, use of phone and incoming calls, cleaning of room or other household tasks, meal times and rules for behaviour, manners and courtesy)
- Use of telephone and/or computer and internet facilities are to be at student's own expense
- Personal items and insurance are at the student's own risk
- There needs to be reasonable insurance cover provided by the homestay host in respect of homestay premises
- Students may change homestay premises only in certain circumstances

What to Bring

Students are often surprised by how strict Australian Customs Services and quarantine can be. If you're in doubt about whether your goods are prohibited or not, declare it anyway on the Incoming Passenger Card which you will receive on the plane. Students have received on the spot fines for not declaring items.

Visit the Australian Quarantine and Inspection Service (AQIS) homepage: www.aqis.gov.au

You must declare for inspection all food, plant material and animal products on arrival in Australia to ensure they are free of pests and diseases. Some products may require treatment to make them safe. Other items that pose pest and disease risks will be seized and destroyed by AQIS. You can dispose of high-risk items in quarantine bins in the airport terminal.

Baggage allowances flying into Australia will vary according to your carrier, flight class and country of origin. Please check with your carrier prior to departure. Economy passengers are generally permitted 1 x checked luggage (23kg) and 1 x carry on (7kg) for international flights, but only 20kg of checked luggage and 23kg overall on domestic flights within Australia. This will significantly limit the amount of things you can bring.

It is essential to think the packing process through very carefully. You will be able to purchase most things upon arrival in Australia but the price may be higher than in your own country. Please refer to the Boarders' Handbook on what, and what not, to bring.

Medical Facilities near Loreto College

Adelaide has high medical standards. The major public hospital nearby (5 minutes by car) is the Royal Adelaide Hospital. Private hospitals and 24hour clinics are also available nearby.

Money

You will need to make sure you have enough funds to support you when you first arrive. It is recommended that you have approximately AU\$500 to AU\$1000 available for the first two to three weeks to pay any initial purchases you might need. Loreto College will assist you to open a bank account at a local branch so that you can access online banking.

Please note that it is not safe to bring large sums of money with you! Lost credit cards can be replaced, but very few travel insurance companies will replace lost or stolen cash. Do not ask someone you have just met to handle your cash for you or to take your cash to make payments for you, not even someone who may indicate they are studying at the same education institution.

ATMs

Automatic Teller Machines are located everywhere (including at the airport) and you can immediately withdraw cash from your overseas bank account at ATMs displaying the Cirrus Logo (if your ATM card has international access). Check with your financial institution before leaving home.

Credit Cards

All major international credit cards are accepted in Australia but you must remember that repayments to many of these cards can only be made in the country where they were issued. Do not rely on being able to get a credit card once you arrive in Australia because this is very difficult due to credit and identification laws.

Australian Laws

Alcohol

People under the age of 18 are not permitted to consume alcohol in public. If you buy alcohol, or are given it at a licensed premise, both you and the person selling are committing an offence.

Some public areas are designated 'Dry Zones'. This means drinking is not permitted in these areas other than inside licensed establishments such as pubs or hotels.

There are heavy penalties for people who 'drink and drive'. The legal blood alcohol limit in South Australia is 0.05.

Drugs

There are severe penalties for illegal drug use or dealing drugs. Avoid being in any situation where illegal drugs are involved.

Smoking

It is an offence to lend, give or sell cigarettes or tobacco to anyone under 18 years of age. It is also illegal to buy cigarettes or tobacco for anyone under the age of 18. It is illegal to smoke in enclosed public areas.

Gambling

Young people under the age of 18 are not permitted to gamble. If you are under 18 you cannot enter gambling places, such as the casino or gaming areas in Hotels.

Nightclubs and entertainment venues

Anyone under the age of 18 is not allowed in a licensed entertainment venue after 9pm. It is an offence to provide false identification.

Stealing, vandalism

There are severe penalties for anyone involved in stealing, shoplifting or damaging public or private property. Penalties will vary depending on the severity of the crime.

Harassment and discrimination

Adelaide prides itself on being a multicultural and tolerant society. In Australia it is generally illegal to discriminate against anyone based on gender, sexuality, marital status, pregnancy, race, physical or intellectual impairment or age. Most educational institutions and many work places now have antidiscrimination policies in place.

A Preparation Checklist

Before Leaving Home:

- Apply for passport
- Arrange student visa
- Arrange for immunisations and medications from doctor
- Apply for a credit card and/or arrange sufficient funds
- Confirm international access to your funds with your bank
- Make travel arrangements
- Arrange travel insurance
- Advise Loreto College of travel details
- Confirm accommodation arrangements
- Arrange transport from airport to accommodation (if applicable)
- Pack bags being sure to include the following:
 - Name and contact details of a Loreto College representative
 - Enough currency for taxis, buses, phone calls, etc in the event of an emergency

Important Documents:

- Passport
- Letter of offer
- eCoE
- Certified copies of qualifications and certificates
- Travel insurance policy
- ID cards, drivers licence, birth certificate (or copy)

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

Upon arrival in Australia

- Call home
- Settle into accommodation
- Attend international student orientation
- Get student ID card
- Advise health insurance company of address and obtain health card
- Open a bank account
- Get textbooks
- Start classes
- Get involved in student life (eg co-curricular activities are some of the best ways to get involved with local students)

College Routines

Students must arrive by 8:20 am each morning. Lessons are held between 8:30 am and 3.30pm Monday to Friday.

Senior School Lesson Times

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30	Home Room	Home Room	Home Room	Home Room	Home Room
8.40	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
9.30	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
10.20	RECESS	RECESS	RECESS	RECESS	RECESS
10.40	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
11.30	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
12.20	Lesson 5	Lesson 5 Assembly/ SEAD	Lesson 5	Lesson 5 SEAD	Lesson 5
1.10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1.50	Lesson 6	Lesson 6	Lesson 6	Lesson 6	Lesson 6
2.40	Lesson 7	Lesson 7	Lesson 7	Lesson 7	Lesson 7
3.30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Punctuality and Attendance

Attendance is mandatory, both for academic progress and to fulfill the requirements of your Australian student visa. Students are required to attend their lessons each day of the School week for the entire School day. International students who breach their attendance rate will be reported to the Department of Immigration and Border Protection (DIBP) and their visa may be cancelled. Please see attendance policy.

A Doctor's Certificate is required if a student is absent for more than one day.

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

All students are expected to be at school ready to go to morning Home Room Lesson at 8:30 am every school day and to attend all lessons punctually. Students should leave the Boarding House by 8:20 am. Any lateness must be explained to the Class Mentor Teacher who will take whatever action necessary. Any students who do not arrive in time for the start of the day by 8:30 am must report to the Student Services Office and sign in.

Notification of Absence

a) **Illness or lateness**

Boarding House staff will inform the school of any absences.

b) **Requests to leave early or arrive late**

Requests to leave early or arrive late for an appointment etc must be supported by a diary note or a letter addressed to the Head of Boarding who will initial the note and refer it to Receptionist and Student Services Officer or Leader of Student Wellbeing and Academic Care, if necessary.

Before leaving school and upon arrival back at school students must report to the Receptionist and Student Services Officer with their signed note and sign the IN/OUT book.

As a matter of courtesy students must advise teachers whose classes they miss and show them the signed note in advance if possible.

c) **Advance notice of absence**

If any student wishes to be absent from school and knows in advance the date of absence, a letter of request from a parent or guardian addressed to the Head of Boarding is required.

If the request is granted the parent or guardian will be notified by the Head of Boarding. The Head of Boarding will advise the Leader of Student Wellbeing and Academic Care and the Receptionist and Student Services Officer.

SACE at Loreto

What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE has been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (Year 11) and Stage 2 (Year 12).

How do students get the SACE?

To gain the SACE, students complete approximately two years of full-time study which most students spread over three years. There are two stages:

Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students complete in Year 10

Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a **C grade or better**.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice.

Year 11 - Additional Subjects

Biology
Business and Enterprise
Chemistry
Chinese
Community Studies
Design and Technology - Textiles
Drama
Economics
English
Food and Hospitality
French
Geography
Information Processing & Publishing
Italian
Legal Studies
Music
Nutrition
Physical Education
Physics
Psychology
Visual Arts

Year 12 - Additional Subjects

Biology
Business and Enterprise
Chemistry
Chinese
Design and Technology - Textiles
Drama
Economics
English
English Literary Studies
Food and Hospitality
French
Information Processing & Publishing
Integrated Learning
Italian
Legal Studies
General Mathematics
Mathematical Methods
Specialist Studies
Music – Ensemble Performance / Solo Performance
Modern History
Nutrition
Physical Education
Physics
Psychology
Religion Studies
Visual Arts - Art
Women's Studies
Workplace Practices

Protocol for Parent/Staff Communication

In keeping with the Loreto Mission Statement the College strives to develop a positive partnership between parents, staff and students; a partnership which promotes open communication based on respectful and courteous interactions. In order for this to happen it is essential that all parents are aware of the appropriate procedures which will facilitate positive interactions between all parties. We encourage parents to contact Head of Boarding when concerns arise.

Clothing, Uniform and Laundry

Essential Items for Boarding

Accessories

- Coat hangers (essential)
- Toiletries (including sunscreen)
- Tissues
- Umbrella
- Alarm clock (Years 7-10)

Bedding

Girls need a quilt, quilt cover, one pillow and their **own** bath towels (x2), **clearly marked**. These can be purchased by the Boarding House upon request, and the cost debited from your school account. For reasons of health, hygiene and infection control, sheets and mattress protectors are provided by a commercial laundry and collected every fortnight. The mattress protector provided must be fitted before the bed is made.

Laundry

Girls are responsible for personal laundry and encouraged to seek help from the boarding staff if required. Soap powder is provided. Girls are expected to show respect for one another's clothing by consulting boarding staff before removing another girl's clothes from a machine. Girls are urged to wash quilt covers and launder before school holidays. Each girl must provide her own named laundry basket.

Clothing

All articles of clothing are to be clearly named. This includes socks, underwear, uniforms and clothes worn outside school hours.

Uniform Requirements

Uniform regulations are stipulated by the College (refer to College diary) and will be upheld by Boarding House staff. All uniform requirements and school bags are available from the Uniform Shop.

Summer:

Uniform dresses (at least 2)
Black school shoes
Blazer
College straw hat
College socks (at least 2 pairs)
College hair ribbon

Winter:

College uniform shirts (at least 2)
Black school shoes
Tunic
College blazer
Jumper
Saxe blue tights or white College socks

Casual Clothing

In addition to the College uniform, girls require casual clothing. Neat, appropriate clothing is to be worn at all times. This is especially important when going outside the boarding precinct. It is an expectation that all girls change out of their College uniforms after school finishes.

Adelaide generally has a warm, sunny climate in summer and spring, but also has cold, wet days in winter. For most of the year, girls tend to wear light weight clothing, but we would advise girls to have a jacket and fleece top for the colder days. In the Boarding House, boarders also wear track pants, a T-shirt and a fleece top. Footwear inside tends to be slippers or flip flops (thongs). Please ensure your daughter has a range of clothing suitable for a variety of outings. Boarding House staff will also check that the girls are wearing clothes appropriate to the nature of the outing they are involved in.

Girls are asked to dress neatly and respectfully for Sunday Mass. Full College uniform is only required if boarders are rostered to do the readings. The following list of clothing provides a guide for parents as to what is needed and how much is needed.

Suggested list of casual clothing:

- Appropriate outfit for formal occasions and Mass
- Casual clothes for after school and weekends (Please do not bring too many)
- Shoes: school shoes, dress shoes, sneakers and sandals for casual wear.
- Rubber thongs for wearing to the bathroom. Warm slippers for cold weather
- Dressing gown, summer and winter nightwear
- Bathers, beach towel, sun glasses, sun hat for summer months

Due to the large number of items of clothing that go missing, it is essential that each girl has all her items clearly marked, including new items purchased during the year.

Guidelines for Casual Clothing

On designated casual days students must wear discreet, modest clothing which respects their own dignity and that of others in the College community. The guidelines below reflect the required standard:

- Unsuitable clothing includes pyjamas, onesies, including novelty onesies, low-cut, see-through or overly short garments (including tops, shorts and skirts);
- PE uniform must be worn for PE lessons;
- Jewellery, hair and make-up should not be excessive or extreme. (Hair should be tied back for practical lessons eg Art, Science, Home Economics, PE.)
- Closed shoes must be worn in laboratories and for PE lessons.
- Ugg boots (slippers) and thongs are unacceptable footwear for school.

Sun Protection

All students are reminded of the need to take great care when in the sun. Always wear a hat/use sunscreen. Loreto's Sun-Skin Protection Guidelines includes the following points:

- Wear appropriate clothing that protects the skin.
- Common sites of skin damage and skin cancer are the neck, ears, temples, face and nose.
- Students, staff and parents will be expected to wear a broad brimmed hat, or a bucket hat with a deep crown and brim width of 6cms whenever they are involved in outside activities. Students not wearing a hat will be expected to play/sit in the shade.
- In addition to school uniform, students will be encouraged to wear shirts with collars and at least elbow length sleeves, longer style shorts/skirts and rash vests or t-shirts for swimming, if using an outside pool.
- Students will be encouraged to apply a broad-spectrum, water resistant sunscreen with an SPF of 30+ to clean, dry skin, 15-20 minutes before going outdoors for lunch or curriculum activities.

Hot Weather Policy

In Terms 1 and 4 when the students normally wear summer uniforms, on days of 36 degrees or more, normal school routine will be maintained. All learning areas are air-conditioned.

1. With the exception of the Performing Arts Centre and the Science Laboratories, girls are permitted/ encouraged to carry water bottles with them to class and drink from them as needed.
2. All Physical Education lessons will be conducted indoors.
3. All sports training will be cancelled.
4. Teachers of Years R to 10 will issue no homework or strictly minimal amounts of homework. Teachers of Years 11 and 12 will do their best, within the constraints of their assessment timelines and course requirements, to keep homework to a minimum.

In Terms 2 and 3 when the students are expected to wear full winter uniform, on days of 25 degrees or more, they may choose to wear their summer uniform, including the hat.

Outdoor Events

Whole day and afternoon events will be cancelled if the forecast is for extreme weather (temperature of 36 ° and above, storms, heavy rain, or a severe weather warning is in place) on the Bureau of Meteorology website at 6.00pm on the day prior to the event. Students should come to school prepared for normal lessons.

Events planned prior to midday will take place as scheduled if deemed appropriate by the College. In the days leading up to an event, staff will closely monitor the Bureau of Meteorology forecasts. When possible the decision to cancel will be made 24 hours before the event. Students will be informed before they leave for the day. Some outdoor activities may be affected by other unfavourable weather conditions and similar advance warning will be provided where possible.

Wellbeing

Pastoral Care

The girls are supported in their daily lives by a team of experienced and supportive staff. We are committed to a partnership that maintains ongoing, open communication with parents and caregivers.

The boarding staff have a genuine interest in each girl and her personal development. Senior boarding supervisors are assigned to a particular year level providing guidance and support specific to the needs of the age group. Our dynamic residential staff team aim to provide a safe environment in which every girl has a happy and fulfilling year personally, spiritually and academically. As pastoral carers, we are vitally concerned about the cultural, family, social and emotional wellbeing of every boarder.

College Clinical Psychologist

To supplement the pastoral care programs offered by the boarding staff, the College Clinical Psychologist is also able to provide individual support for the girls. As a proactive measure and to assist the girls' transition to boarding, the College Clinical Psychologist meets with each student individually to discuss supports they may require within the College context. For ongoing support, the girls can request an appointment be made via a staff member or by emailing the College Clinical Psychologist directly.

Health Care Centre

If a boarding student is unwell before school, she should inform the senior supervisor on duty in the boarding house, who will then, if deemed necessary, give her a written pass to present to the College Nurse. Students are not to attend the Health Care Centre on their way to school without permission.

If a student becomes unwell or injured during the College day, the procedure is to sign out with their class teacher through utilisation of their College diary and present to the Student Services Office. Students must then sign out of the Senior School to the Health Care Centre located on the Junior School campus where care is provided by the College Nurse.

If a boarding student has been too unwell to attend school, or has spent considerable time in the Health Care Centre during the day, she will not be granted leave from the Boarding House that afternoon or evening.

Doctors

Should medical attention be required for a boarding student who is injured or unwell during the school day, the College Nurse will arrange an appropriate review with a General Practitioner. If possible, these consults are arranged for a time after school. Other after-hours medical appointments will be arranged by boarding staff with a locum doctor.

Medical Emergency

In the case of an emergency, your daughter will be transported to the emergency department of either the Royal Adelaide Hospital or the Women's and Children's Hospital. Parents will be contacted as soon as practicable in the case of a medical emergency.

Dental Clinic

At times, boarders may require dental treatment and appointments can be made with our local school dental clinic situated on the campus of the Linden Park Primary School, Highfield Avenue, Linden Park (08 8379 8707). Parents, boarding school staff or the College Nurse can arrange dental appointments to both public or private dental clinics as preferred.

Medical, Dental & Specialist Appointments

Times for any medical, dental or allied health appointments are to be discussed with senior boarding staff or the College Nurse. If a boarding student is going to an appointment, the name, address and telephone number of the practitioner must be left with staff.

Personal Medication

Each boarder is required to bring a labelled snap-lock sealed plastic bag containing her own supply of: Panadol, bandaids, throat lozenges, Nurofen/ Naprogesic for pain relief, Hay Fever medication (if required).

This must be handed in to the office on her arrival, and only administered by senior boarding staff.

Administration of Medication

The health and well-being of all our students is of the utmost importance to us. On arrival to the Boarding House girls are asked to hand all their medications in a labelled snap-lock plastic bag to senior boarding staff. It should contain the girl's preferred non-prescription medications. These and any prescribed medications, such as antibiotics, will be distributed from the office and a record kept in each girl's file. Asthma puffers and Epipens are of course, an exception, and girls using these medications are urged to carry them at all times.

For the safety and wellbeing of all boarders, medications must not be shared amongst students.

Parents must provide a list of any vitamin and/or mineral supplements that their daughter is using. Written permission for self-administration of these products must include the name of the products, how often they are taken and expiry dates of each supplement. For safety reasons, these supplements must only be kept in the girl's own room where no other girl has access. Homeopathic remedies are not permitted.

Health Care Plans

If your daughter has a medical condition such as diabetes, epilepsy, anaphylaxis or asthma please provide a Health Care Management Plan to the Head of Boarding. The care plan will be disseminated to appropriate College staff and a copy will be placed in the student's file in the Boarding House.

Allergies

Students with severe allergies/anaphylaxis requiring an Epipen and prescribed medication, must keep one Epipen with them at all times. Two other Epipens are to be supplied at the commencement of boarding. Initially, both are to be given to the College Nurse to catalogue. One Epipen is to be located at the Student Services Office in the Senior School and the other is to be located in the Boarding House. This will be organised by the College Nurse and the Head of Boarding at the beginning of the year.

International Student's Medication

International students need to be aware that any medication brought to the Boarding House from overseas is to be accompanied by a medical doctor's letter, with full details of the name of the medication, dosage, expiry date, and its purpose. This information must be written in English. International students will meet with the College Nurse and if necessary a doctor's appointment will be arranged.

Cyber Safety Services

Something has just happened to you on the internet or your mobile phone. What do you do?

You can tell a teacher, your parent or a friend or contact one of these organizations:

NetAlert Helpline: 1800 880176

www.austgov.au/net

Kids Helpline: 1800 551 800

www.kidshelp.com.au

Crime Stoppers: 1800 333 000

www.sa.crimestoppers.com.au

You have been harassed or bullied online. What can you do?

You can talk to parent, teacher, clinical psychologist or friend who will be able to provide further assistance. Visit a website like www.bullyingnoway.com.au for more help.

A person is chatting you up online and you want them to stop. You have seen something on the Internet or your mobile that has upset you or may be illegal. What can you do?

Share this with your parent, teacher, clinical psychologist or an adult friend as soon as possible or contact your local police for advice.

Policies and Guidelines

Australian Curriculum

The Australian Curriculum is the Reception to Year 10 curriculum framework for Catholic schools in South Australia and sets the expectations for what students are taught across the various learning areas; English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, Health and Physical Education, and Languages.

A rich, and multi-dimensional framework, the Australian Curriculum provides teaching staff with the flexibility to design interdisciplinary, inquiry-based learning opportunities that allow our students to experience a world beyond their own.

“The Australian Curriculum is designed to develop successful learners, confident and creative individuals, and active and informed citizens” (ACARA).

In addition to the Australian Curriculum, learning at Loreto is also informed by the Keeping Safe: Child Protection Curriculum, the Crossway Catholic Education curriculum and The Made in the Image of God Human Sexuality Education program for SA Catholic Schools.

South Australian Certificate of Education (SACE)

Students in the Senior Years complete the South Australian Certificate of Education. The South Australian Certificate of Education (SACE) is an internationally recognised qualification that provides a variety of study options for students, with the flexibility to find an ideal pathway to post-secondary education.

Assessment and Reporting Policy

Assessment at Loreto College is an integral part of the learning process, informing the planning of effective programs. The aim of assessment is to provide a supportive and positive approach that helps students to improve their learning and teachers to improve their teaching.

Principles of Guiding Assessment Practice

Assessment should be an integral part of teaching and learning and should be planned, continuous and consistent. Assessment procedures should also reflect current practices.

Assessment should:

- be a means of enhancing the students' learning;
- enable students to demonstrate their achievement;
- be both formative and summative;
- act as a feedback mechanism for developing curriculum and modifying teaching strategies;
- enable the teacher to check teaching objectives against learning requirements;
- be fair, accurate and consistent, with clear criteria provided in advance;
- monitor and evaluate appropriateness of curriculum provision;
- be differentiated to facilitate student learning;
- be designed to allow students to show evidence of knowledge, skills and understandings that highlight their strengths and to learn in ways that the teacher did not foresee;
- enable students with special educational needs to demonstrate their level of attainment with the application of special provisions as required;
- inform students, parents/caregivers and staff of a student's progress.

Examinations

Students in Years 10, 11 and 12 will be involved in examinations in a range of subjects. Students develop their capacity to prepare for examinations with the support of the relevant teaching staff.

Examination Schedule:

Year 10 – end of Term 3

Year 11 – end of Semester exams (Terms 2 and 4)

Year 12 – SACE Examination Period (Term 4)

Academic Responsibility

The College fosters a restorative approach and emphasis is placed on working with the student to assist them to be aware of and understand their decision-making process. Awareness of the impact their choices have on themselves and others is critical in leading them to be self-regulators of their behaviour. Academic Support Sessions are used to address breaches of expectations regarding learning.

An Academic Responsibility will be issued by the subject teacher in consultation with the Leader of Student Wellbeing and Academic Care. Before being issued with an Academic Responsibility, the student should have been given the opportunity to extend the deadline if necessary and to have received any additional support needed to complete the task. If a student has not submitted the assessment task on the due date and has not requested an extension a last chance deadline can be granted. This will be for a further twenty-four hours, or as stated by the teacher. The extension application form will be used to indicate that this last chance deadline has been granted.

Academic Responsibility takes place each Friday afternoon during term time between 3:40-4:40pm. Students are to meet at Student Services. The detention is supervised by one of the Leaders of Faculty on a rotating roster basis. Students are expected to work on the uncompleted task as determined by the subject teacher for the duration of the detention. However, if the student comes to the session having completed the required work, she is still expected to work for an hour during the session period. At the conclusion of the session the completed work is to be submitted to the Leader of Faculty on duty.

Academic Honesty

In order to understand academic honesty, students must be provided with a set of values and skills that promote personal integrity in keeping with the above statements from the Loreto Mission Statement by their teachers.

- Students need to understand what constitutes academic honesty and why it is essential to adhere to these guidelines.
- Students must be aware that there are laws protecting intellectual and creative expression.
- An awareness and understanding of the potential difficulties with group work must be developed so that students recognise the difference between working collaboratively versus allowing another student to copy her work.
- Students should appreciate that an authentic piece of work is based upon their individual and original ideas which acknowledges the work of others at all times.
- Students should practise the use of in-text referencing and provide a bibliography to acknowledge the ideas of others. It is recognised that this will be a developmental process from R-12.

Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts and technology. Students develop their imagination and ability to create through experimentation and manipulation of other people's work and ideas. To ensure authenticity of their work a student must use and develop their own creative ideas. It is unacceptable to use or develop an idea or work that appears in any form elsewhere without acknowledgment to the source. Using any part of another person's published or unpublished work must not be done without reference to the source. Students are recommended to consult with the referencing guidelines found on the College intranet.

Homework Guidelines

Research studies show that doing homework in moderation improves academic performance, for this reason homework plays an important role in the life of successful students. As well as providing opportunities to consolidate and extend the learning that occurs at school, a positive approach to homework develops important skills that remain with a person throughout their life:

- The ability to manage time and work commitments successfully;
- The ability to take responsibility for one's own learning;
- The ability to discipline oneself to achieve important goals;
- The ability to prioritise and carry through decisions about the use of time;
- The ability to apply oneself with regularity and consistency.

Recommended Time Allocation:

Year 7 & 8: should not exceed 60 minutes

Year 9: should not exceed 90 minutes

Year 10: approximately 2 hours x 5 days (4 weekdays + once per weekend)

Year 11 (SACE Stage 1): approximately 2 hours per week night x 4 and approximately 4 to 6 hours over the weekend

Year 12 (SACE Stage 2): approximately 3 to 4 hours per week night x 4 and approximately 4 to 6 hours over the weekend

Reporting

Reporting to parents and students takes many forms; both formal or informal. Informal reporting includes communication via email, telephone and student diary. Descriptive and interim reports and parent-teacher meetings comprise the College's formal methods of reporting. For Years R-10, descriptive reports will be provided at the end of each semester. For SACE Stage 1, the College provides one interim report and one descriptive report per semester per subject for each student. At Stage 2, students will receive two interim and one descriptive reports during each year.

Descriptive Reports will:

- highlight students' strengths, learning challenges and strategies for improvement;
- provide a student achievement grade.

Interim Reports (SACE only) will:

- provide a progressive grade.

Parent-Teacher Meetings will:

- be scheduled on the College year calendar;
- take place once per semester;
- be arranged with individual teachers;
- be time limited interviews.

Assessment and Reporting Schedule

Year Group	Term 1	Term 2	Term 3	Term 4
12	Report: Grade Slip Week 10 PTN*	Report: Grades + Comment	Report: Grade Slip Week 3 PTN	Student References
11	Report: Grade Slip Week 10 PTN	Report: Grades + Comments	Report: Grade Slip Week 10 PTN	Report: Grades + Comments
7-10	Week 10 PTN	Report: Grades + Comments	Week 10 PTN	Report: Grades + Comments
R-6**	Week 10 PTN	Report: Grades + Comments	Week 3 PTN	Report: Grades + Comments

(*Parent Teacher Night, **Additional Reporting Mechanisms (such as Portfolios not included)

Personaly Responsibility Guidelines

BEHAVIOUR	THIS ACTION JEOPARDISES	PERSON RESPONSIBLE FOR INITIALLY DEALING WITH THIS	CONSEQUENCES FOR FIRST OCCURRENCES COULD INCLUDE	CONSEQUENCES FOR REPEATED OCCURRENCES COULD INCLUDE	RESPONSIBLE FOR REPEATED CONSEQUENCES
Absent from school without parental consent	Students' safety Students' learning Trust of people responsible for them	Leader of Student Wellbeing and Academic Care	Parents notified and informed of consequences e.g. internal suspension	Consequences negotiated at interview with parents and student.	LSWAC Deputy Principal
Consistent non-attendance at school functions	Broader development of the student, socially and as a team member. Relationship with peers	Class Mentor Teacher	Parents notified Discussion with student	Noted for school reference. Comment on Pastoral Care report.	LSWAC
Absent from lessons	Students' safety Students' learning Trust of people responsible for them	Subject teacher Person discovering the truant	Negotiated by subject teacher. Could include: <ul style="list-style-type: none"> Notifying parents by email or phone Personal Responsibility 	Interview with parents Letter from LSWAC or the Deputy Principal Student agreement Inform parents	LSWAC Deputy Principal
Cheating	Own learning Own integrity Standing within the class Grade in the subject	Teacher/LSWAC	Zero for the work Student discussion with the subject teacher, Class Mentor Teacher and LSWAC informed	Sit tests under controlled conditions Offer of counselling Inform parents	LSWAC/ Leader of Faculty Deputy Principal
Misuse of school/ others' property e.g. graffiti, borrowing without consent, vandalism.	Respect for property, environment and others.	The staff member who finds the student offending or who acts on report of it.	Discussion with staff member Restoration or compensation of property Community service/ detention Apology. Class Mentor Teacher informed	Forum between parties concerned More community service Cost of repairs Offer of counselling Interview with parents	LSWAC Deputy Principal

Inappropriate behaviour towards a staff member e.g. answering back, swearing, derogatory references	Mutual respect Community spirit	Staff member who observes the behaviour LSWAC	Written / verbal apology and/or detention Notify parents	Offer of counselling Student agreement Saturday Personal Responsibility Withdrawal from lesson until behaviour modified	Deputy Principal
Inappropriate communications (e.g. notes emails)	Respect for community	Staff member who observes behaviour	Verbal warning Discussion with teacher Could include notifying parents, detention, Community Service	Personal Responsibility Inform parents More Community Service	Class Mentor Teacher LSWAC Deputy Principal
Inappropriate behaviour in class e.g. constant chatting, rudeness, lateness	Own and others' learning Smooth running of lesson Respect for teacher and others	Subject Teacher	Reminder re expectations Indication of what might happen if behaviour continues	Contact parent via diary/ phone Student Agreement Personal Responsibility	Class Mentor Teacher LSWAC / Leader of Faculty Deputy Principal
Stealing	Trust and respect within the community	Staff member observing the behaviour LSWAC	Inform parents Restitution of money/ goods Personal apology Community Service	Interview with parents Offer of counselling. Loss of privileges e.g. banned from Tuckshop for specified time Police intervention	LSWAC Deputy Principal
Inappropriate wearing of the school uniform	School spirit Respect for self and the school community	Teacher who observes behaviour	Warning Slip Note to parents in diary	Uniform Personal Responsibility Letter to parents from Year Level Leader	Class Mentor Teacher LSWAC
Harassment	Physical and emotional safety of others' Others' learning Trust and respect within the community	Staff member who observes the behaviour Class Mentor Teacher LSWAC	Refer to Safe School Policy Inform parents Apology	Inform Deputy Principal Refer to Safe School Policy Interview with parents Undertake some training in identified key areas e.g. conflict resolution, social skills development	Deputy Principal
Unauthorised lateness and failure to follow school attendance procedures (e.g. leaving school grounds, failing to sign in or out, failure to provide parental notes)	Student safety Student learning School spirit Smooth running of school	Class Mentor Teacher LSWAC	Late slip Discussion with PC Teacher Lunchtime detention	Inform parents Personal Responsibility Loss of privileges Student Agreement	LSWAC Deputy Principal

Personal Responsibility Procedures

These guidelines are to be read and applied in conjunction with related student guidelines and procedures, specifically the Personal Responsibility Guidelines. The purpose of a Personal Responsibility Support Session is to ensure that all students at Loreto College accept responsibility for their behaviour and the expectations we have of them in relation to their personal conduct.

A Personal Responsibility Support Session may be given to a student from Years 7-12 who has failed to respect the rights of staff and fellow students, or failed to meet their responsibilities and expectations, as outlined in the Personal Responsibility Guidelines. A Personal Responsibility Support Session can be issued by a class mentor teacher, in consultation with the Leader of Student Wellbeing and Academic Care. It may also be issued to students by staff in charge of co-curricular activities as a consequence of non-attendance at practice or at a match/ competition/ performance if they have not followed the appropriate guidelines and expectations as a consequence of a breach of the Personal Responsibility Guidelines.

Personal Responsibility Support Sessions take place each Friday afternoon during term time between 3:40-4:40pm. Students are to meet at Student Services. The support session is supervised by a teaching staff member on a rotating roster basis. Students are expected to complete a Personal Responsibility Reflection and then work on a task as determined by the teacher for the duration of the support session.

Saturday Support Session

Supervised by the LSWAC, at a time that is determined by the Support Session supervisor. The student is to present at Student Services, in uniform, where they will be met by the Support Session supervisor.

Personal Responsibility Session

Uniform Support Session is issued for infringements of the uniform code as outlined in the College diary. The sessions Yr 7-10 are held on Tuesdays in room MW2:12 from 12:35 pm-1:05 pm; Yr 11 and 12 sessions are held Thursdays at 12:30 pm (report to LSWAC).

1st infringement	lunchtime support session
2nd infringement	lunchtime support session
3rd infringement	Friday Personal Responsibility Support Session 3:40 pm-4:40 pm

If a student has completed this cycle three times within a semester, a Saturday Support Session will be incurred. At the end of each semester the student will have the opportunity to begin with 0 infringements against their name. Failure to attend a lunchtime Support Session will incur an automatic Friday Personal Responsibility Support Session.

What is a Grievance Procedure and why do we have one?

At Loreto College we are committed to providing a safe and inclusive environment for everyone in the school community. We know that occasionally, someone may feel that they have not been listened to or that they have been treated unjustly. This may be a problem between students, students and staff, or staff and parents. This is called a grievance, or an issue or problem that you feel unhappy about and haven't been able to resolve in any other way. If this happens to you, there is a formal procedure you can follow to resolve the problem. There are some things you can try first, which may help. Read the following suggestions for some ideas. You may also like to read the Safe School Policy if the problem relates to bullying or harassment.

Resolving a Conflict Issue

- Speak to the person who is bothering you. You may like to have the support of a friend when you do this. Tell them how you feel about what has happened between you and let them know how their behaviour has affected you. Listen carefully to each other and together work towards a resolution.
- If you don't feel safe talking to the person, or you are unable to resolve the problem yourself, discuss the concern with a staff member you are comfortable talking to. This person may be the Clinical Psychologist, Class Mentor Teacher Subject Teacher or Leader of Student Wellbeing and Academic Care for example. He or she will discuss the issue with you, obtain the facts and help you work out what to do.

If you remain unhappy about the problem and feel that it still hasn't been resolved, you may choose to make a formal complaint using the Grievance Procedure.

How does the Grievance Procedure work?

The Grievance Procedure is a formal way of resolving a problem. It ensures that people in the school community know what to do when they have a problem that can't be resolved in any other way. It is a confidential and impartial process. This means that your concern will not be shared with anyone other than the key people involved (without your consent) and it will be dealt with fairly. The procedure will focus on the problem and not the personalities of the people involved.

What happens next?

1. Raise your concern with the appropriate Leader of Student Wellbeing and Academic Care. This person will record your concern and let you know how long it may take to follow up the issue. She/he will also discuss with you what you would like to happen to resolve the problem. This may include having a meeting with the person(s) concerned in order to reach an agreeable resolution (mediation), an apology and/or a formal warning for example. This discussion will help the Leader of Student Wellbeing and Academic Care to understand your feelings about the problem but it will not necessarily be the final way it is resolved.
2. The people involved will be individually interviewed and a written record of the discussion will be kept. Interviews of any witnesses may also be conducted separately.
3. Following the interviews, Leader of Student Wellbeing and Academic Care will advise you on the most appropriate course of action and make a decision about what needs to happen next. She/ He will inform both you and the other people involved.
4. If you or the other people involved are not satisfied with the outcome, you or they, may take the concern to the Deputy Principal/Principal.

Possible Outcomes

If after investigation, the grievance is found to be justified, possible resolution may involve:

- Mediation between the parties
- A written agreement between the parties
- An apology or
- Any other action as deemed appropriate by the Leader of Student Wellbeing and Academic Care in consultation with the Deputy Principal/ Principal.

If after investigation, the grievance is found not to be justified the student raising the concern may be:

- Referred to counselling
- Asked to apologise to the other person
- Given an official warning or
- Referred to the Deputy Principal/Principal.

Retreats/Reflection Days

Retreats and Reflection Days form an essential dimension of the spiritual development of students at Loreto College. It is a condition of their enrolment at the school that all students participate in these programs each year from Year 7 to Year 12. It is a compulsory requirement of the College.

At Loreto College, Retreats and Reflection Days are given top priority. This is evident through the suspension of lessons for their duration and the time and effort that is put into the planning and running of each by the College staff. Students and staff alike gain much from the experiences. They have the opportunity to get to know one another on a different and more personal level and to interact with their peers outside of their friendship groups in a relaxed and supportive environment. They also provide time away, for students, from the stresses of school life and time to reflect on their own personal and faith journey. Students are provided with time to examine who God is for them and what they're being called to do in life, as well as what their role in today's world is – how they can live a more just life now and when they have left school.

Loreto College acknowledges that there may be extenuating circumstances that prevent students from attending a Retreat or Reflection Day. Parents/Caregivers are required to notify the Principal officially, in writing, as soon as they are aware their daughter will not be able to attend.

If students are sick on the actual day of the Retreat or Reflection Day, parents/caregivers are asked to contact the College by telephone as soon as possible. Upon their daughter's return to school, parents/caregivers will be asked to provide a doctor's certificate as an explanation of their daughter's absence. The parents/caregivers will still be billed for the cost of the Retreat or Reflection day if the venues apply the charges for the numbers as booked.

Film Viewing Guidelines

The Australian Office of Film and Literature Classification Board uses the following classifications:

GENERAL - (Suitable for all ages)

This is a category which is considered suitable for all viewers.

The G classification symbol does not necessarily indicate that the film is one that children will enjoy. Some G films contain themes or story-lines that are of no interest to children.

Parents should feel confident that children can watch material in this classification without supervision.

Material classified G will not be harmful or disturbing to children. Whether or not the film is intended for children, the treatment of themes and other classifiable elements will be careful and discreet.

PARENTAL GUIDANCE

(Parental guidance recommended for persons under 15 years)

The PG classification signals to parents that material in this category contains depictions or references which could be confusing or upsetting, to children without adult guidance. Material classified PG will not be harmful or disturbing to children. Parents may choose to preview the material for their children; some may choose to watch the material with their children. Others might find it sufficient to be accessible during or after the viewing to discuss the content.

MATURE

(Recommended for mature audiences 15 years and over)

The Mature category is advisory and not legally restricted. However, material in this category cannot be recommended for those under 15 years. Films classified M contain material that is considered to be potentially harmful or disturbing to those under 15 years. Depictions and references to classifiable elements may contain detail. However, the impact will not be so strong as to require restriction.

15+ MATURE ACCOMPANIED

(Restriction applies to persons under the age of 15*)

*The MA category is legally restricted. Children under fifteen will not be allowed to see MA films in the cinema or hire them on video unless in the company of a parent or adult guardian.

Materials classified MA deals with issues or contains depictions which require a mature perspective. This is because the impact of individual elements or a combination of elements is considered likely to be harmful or disturbing to viewers under 15 years of age.

Our guidelines regarding film/documentary viewings in the day school is as follows:

1. Students at the College may be shown films/documentaries rated 'G' at any time provided that the content is integral to their learning program.
2. Students, 15 years and over, may be shown films/documentaries rated 'PG' provided that the content is integral to their learning program. A teacher/adult guardian would always be present and a minimum expectation would be that an educational discussion related to the film would be teacher directed. Approval must be sought from the Principal and consent from the parents of students under 15 years of age must be obtained.
3. Students, 15 years and over, may be shown films/documentaries rated 'M'. A teacher/adult guardian would always be present and a minimum expectation would be that an educational discussion related to the film would be teacher directed. The content of such programs would be integral to the student's learning program. Approval must be sought from the Principal and consent from parents of students under 18 years of age must be obtained.
4. Films/documentaries classified MA15+ may be shown to students who are 15 years and over. This classification is legally restricted. The restriction applies to students who are under 15 years. A teacher/adult guardian would always be present and a minimum expectation would be that an educational discussion related to the film would be teacher directed. The content of such programs would be integral to the student's learning program. Approval must be sought from the Principal and consent from parents of students under 18 years of age must be obtained.
5. Students who are absent from a class viewing or who wish to view material for an independent study may borrow films/documentaries in strict accordance with the above policy provided they have written permission from their parents and teacher. Under such circumstances a teacher or adult guardian must take responsibility for being present and providing commentary.
6. This rating policy applies equally to portions of films/documentaries used in orals by students/teachers.

This follows the Guidelines for viewing classifiable films and documentaries as outlined by the South Australian Commission for Catholic Schools, November 2010 for (CESA) Catholic Education South Australia).

Language Guideline R-12

Overview

These guidelines need to be read in conjunction with other school guidelines relating to Senior students, enrolments and assessment and reporting.

Philosophy

The vision of Mary Ward that women would, in time, come to achieve great things, be doers of justice and use their gifts to the fullest in order to benefit others. The Loreto ideals are reflected in the reference to the development of inquiring, knowledgeable, principled and caring young people who will create a better and more peaceful world. Effective communication is essential to the realization of these desired outcomes and is a key to global citizenship. Learning language is also central to the fundamental concepts of Australian Curriculum, particularly intercultural awareness and communication.

Language is, in essence, the means by which humans communicate. As individual users of language we express our thoughts, opinions and values and access those of others. We reflect on our language development and consciously work at improving our language proficiency. However, while language can be the tool of the individual, it is fundamentally the shared code of a group. There are multiple codes which give particular expression to the traditions, values and beliefs – the culture – of different groups. At Loreto, 'English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.' (ACARA) We believe that effective participation in many aspects of Australian life depends on effective communication in Standard Australian English.

Learning to access these codes or languages has numerous personal and educational benefits for the student. It opens the door to a balanced understanding and tolerance of difference, both in ways of expressing and what is expressed. The learning of language also benefits cognitive development in its requirement of lateral thinking, problem-solving skills, auditory acuity and memory.

Learners of other languages become open-minded risk-takers, as they come to occupy another and new space. From there, they are in a position to look at their first language from a different perspective and acquire fresh insights into it as a means of communication. Once outside the confines of the first language, the student is able to gain a heightened understanding of languages as complex systems rather than an accidental arrangement of elements.

We believe that since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating effective communication through the interrelated and interdependent language modes of listening, speaking, reading, viewing and writing. As communication in the world changes, we are committed to adapting language instruction to reflect the evolution of language in a modern world. There is continual reflection and review of national and international curricula and developments in education, linguistics and technology.

Language of Instruction

English is the language of instruction at Loreto College and is also the first language of the majority of our students. The focus of language is its application across the subject areas and throughout our evolving program of inquiry, which begins in the primary years through a transdisciplinary approach, and develops throughout later years. Each program provides an authentic context for learners to develop and use language. Wherever possible, language is taught through the context of inquiry based units.

The Australian Curriculum from Foundation to Year 10 includes Literacy as a General Capability across all subject areas. The ability to confidently and effectively communicate in Standard Australian English is the right of every Australian child.

Language is central to our students' active participation in Australian and international communities. In their first language, students can most effectively communicate their knowledge, values and feelings, and build effective relationships. Students at Loreto learn that language varies according to the context in which it is used.

Students communicate their receptive understanding and also produce their own texts. By analysing the conventions of language they learn how to manipulate language for different purposes and audiences. The communication modes they experience include: writing, speaking, viewing, listening, creating and presenting.

All Loreto students study language as a system so that they can apply and discuss their own and others' language decisions. The Australian Curriculum provides a scope and sequence for language concepts that are explicitly taught from Reception to Year 12. This national content is taught through the ACARA (Australian Curriculum) framework.

At Loreto, we acknowledge that all students develop language skills at different rates. There are practices in place to assist students whose skills fall beneath the appropriate benchmarks. Equally, students whose skills are in advance of their age are extended wherever possible.

Profiles and Placement

A 'Language Profile' is part of each student's Enrolment Package and is stored with other information in the student's personal file. This profile includes the following information:

- Student's first language
- Language/s spoken at home and with what degree of frequency
- Schooling outside Australia and language/s of instruction
- Language/s studied at the previous school/s
- Number of instruction hours per week in the language/s studied

Learning Support

Where the student's profile reveals a need for additional learning support in language acquisition, she is initially assessed, and funding and learning support is then sought from the Catholic Education Office. From this assessment, a report on the student's language ability is provided to the school, which includes actions that can be taken to support the student.

Where the student's Language Profile indicates that she may need support, or extension, additional information about her language competence is sought. This information is gathered at an informal interview with a member of the Languages Faculty and the Speech Pathologist and in collaboration with the student's parents. The student's levels of competence in oral, visual and written communication will be determined and she will then be placed in the most appropriate class available and her performance monitored.

Students who do not achieve a sufficient level in English are enrolled in the South Australian College of English until they are deemed able to take up studies at school and benefit from the school's language of instruction.

Each year, students in Years 3, 5, 7 and 9 are nationally assessed (NAPLAN) for literacy competence and their profiles are reviewed in light of the data. Monitoring of the performance of all students is undertaken as a matter of course.

Additional Languages

Acquisition of more than one language enriches personal growth and helps facilitate international understanding. At Loreto College, Marryatville:

- The study of two languages is compulsory from Reception until the end of Year 10.
- Chinese language lessons are compulsory from Reception until the end of Year 6.
The instruction time for this subject is 90 minutes per week.
- Students choose one of the languages (Chinese, French, Italian) to study continuously from Year 7 until the end of Year 9
- Students are encouraged to continue their study of two languages until the end of their secondary schooling and beyond.

Mother Tongue Support

International schools generally comprise students from linguistically and culturally diverse backgrounds many of whom relocate regularly and often live in several different countries throughout their school years.

We encourage parents and students to continue to speak in their mother tongue whenever possible. We believe that development of mother tongue language is crucial for cognitive development and in maintaining cultural identity. It enables our school community to develop our intercultural awareness and understanding, and enables students to maintain esteem for the language, literature and culture of their home country.

We strive to support our diverse population by developing our library resources for mother tongue support. As students with new languages and cultures enter our school, appropriate resources will be purchased. A variety of resources, in mother tongue languages, will continue to be purchased through our annual library budget.

We encourage parents to arrange for their children to attend mother tongue classes outside of school. Additionally, parents are invited into the classroom and to school events whenever possible to share their language and culture. Units of inquiry, in particular, provide special opportunities for parental and community involvement in the students' learning.

We are committed to providing a school environment that supports students in their mother tongue language and publicly acknowledge those students who are studying their mother tongue outside of normal school hours.

Safe School Policy

Loreto College is committed to providing a safe environment for all members of the School community. Our aim is to be a community that promotes care, respect and cooperation, and values diversity. We have been guided by the National Safe Schools' Framework in developing our Safe School Policy.

Rationale

- 1.1 Loreto College strives to be a community that promotes care, respect and cooperation, and values diversity.
- 1.2 Loreto College affirms the right of all members of the school community to feel physically and emotionally safe, secure and valued.
- 1.3 Loreto College acknowledges its responsibility to support the care and protection of children while they are at school or involved in school-organised activities.
- 1.4 Loreto College promotes models of behaviour between school personnel and students based on mutual respect and consideration.

Aim

Our aim at Loreto College is to ensure the following outcomes through our policies and their implementation:

- 2.1 The School offers and is regarded as a safe and caring environment in which children can develop and reach their full potential.
- 2.2 Victimisation is actively discouraged within the School community, and its impact on individuals and the whole community is minimised.
- 2.3 Members of the School community are aware of school expectations and procedures to ensure incidents are reported and dealt with appropriately.

Policy statement

- 3.1 The School condemns any actions of victimisation.
- 3.2 The school will work in partnership with all members of the school community to achieve a safe school environment.
- 3.3 The School will monitor the physical environment and respond promptly to any reports that indicate risk to the safety of people on the school property.
- 3.4 The School will conduct comprehensive referee screening of applicants for employment, student teachers and volunteers before they become involved in school activities. Successful applicants for employment at Loreto College will be required to furnish a current working with children clearance letter (DCSI) and sign a declaration giving an assurance that he/she has not been subject to any allegations of improper conduct with children.
- 3.5 The school will establish and operate appropriate procedures for the reporting of all forms of victimisation, and ensure that these procedures are well understood and publicised within the school community.
- 3.6 Key principles of policy for dealing with alleged instances of victimisation;
 - The safety and care of the student and their family is the paramount consideration.
 - Confidentiality must be maintained, with communication limited to those people who need to be informed in order to resolve the issue. The identity of a person reporting the matter must not be revealed to any person without the complainant's knowledge and consent, unless it is required to be disclosed by law.

- Any concerns or allegations raised are listened to, treated seriously and addressed expeditiously through a proper and thorough investigation that is conducted fairly, having regard to the interests and needs of all involved and ensuring that due process and natural justice are afforded to all concerned.
- Responses by the school are guided by thorough, judicious investigation and due consideration, and not by emotion.
- The school has an ongoing duty of care to all students and not just the student(s) affected by the allegations.
- Where a complaint is found to be frivolous, unsubstantiated or vexatious, the complainant(s) will be interviewed, counselled and face consequences as appropriate.

3.7 In the case of alleged child abuse:

- Mandatory notification requirements will be followed.
- External authorities such as Families SA, the SA Police and the Teachers' Registration Board will be notified where appropriate, and the school will cooperate fully with any investigation conducted by such authorities.
- The Policy for Dealing with a Complaint of Sexual Misconduct Made against a Lay Staff Person or Voluntary Worker Employed by the Uniting Church in Australia and its Agencies will be followed where appropriate.
- Details regarding alleged abuse should be kept confidential for the sake of both the alleged victim and the alleged offender where possible. Exceptions would be where nondisclosure of information could pose a risk to the safety of other students or where authorities such as the SA Police or Families SA have advised the school that disclosure is proper and appropriate.

3.8 The School will implement suitable, age-appropriate educational programs designed to develop awareness and protective behaviours including those related to Cyber Bullying.

3.9 The School will seek to encourage connectedness within the school community.

3.10 The School will follow a systematic approach to handling reported instances of harassment and bullying, based primarily on the no blame approach in the first instance, and subsequently the principles of restorative justice.

3.11 Reported incidents of assault will be dealt with following the appropriate guidelines as breaches of the Student Management Guidelines.

3.12 The School will monitor the situation with regard to harassment and the general feelings of safety at school, and respond with action plans to overcome any problem identified.

3.13 The School will provide pastoral care that ensures support for both victims and those guilty of victimisation. Notwithstanding this wish to provide ongoing support, when offenders do not learn and implement more appropriate behaviours, planned disciplinary consequences will be applied according to the guidelines that may ultimately result in the expulsion of recalcitrant students.

3.14 The School will provide all mandated and other appropriate in-service training about bullying, violence, harassment and child protection issues, in-service training on implementation of the Student Management Policy and residential care training for boarding house staff.

Implementation

Every person in the school community has responsibilities in the implementation of this policy.

Students at Risk Policy

1. To achieve satisfactory course progress a student must achieve results which, projected as final Year 12 results, will achieve a SACE certificate.
 - a) Definitions:
 - i) Student at risk: A student is 'at risk' if she records a D, E (SACE) and/or below average effort score in any subject. A student is 'under review' if her current scores, projected as final Year 12 results, would fail to achieve the SACE certificate.
 - ii) Student with unsatisfactory course progress: A student has 'unsatisfactory course progress' if her current scores remain in the 'under review' category over two consecutive assessment or review periods despite intervention.
2. At each reporting period, results will be scanned to identify any students at risk.
 - a) Assessment scores for any student at risk will be brought to the attention of the International Student Coordinator, who will examine the scores to check whether the student should be under review.
 - b) Between reporting periods, any teacher may express concern at the progress of a student to the International Student Coordinator, who will investigate across other subjects to identify if there is reason to consider the student as under review.
 - c) The assessment results of a student under review will be checked at the next assessment period.
3. When a student is under review she will be interviewed by the International Student Coordinator.
 - a) At that meeting a management plan to address the issues of concern will be developed.
 - (i) A management plan may include adjustment/modification of the course of study if this is appropriate.
 - (ii) If the risk is considered serious, the plan will be a written agreement indicating:
 - expectations,
 - consequences of failure to meet expectations,
 - escalation of consequences as appropriate,
 - procedures for monitoring and communication with students, parents and staff.
 - b) The student and the student's parents/guardians will receive a written copy of any written management plan.
 - c) Regular meetings with the International Student Coordinator during the period under review will signal continuing concerns, which will be communicated to parents as outlined by the management plan.
4. When it is determined that a student has failed to meet course requirements the student will receive a formal letter from the Principal indicating failure to achieve satisfactory progress.

Complaints and Appeals Policy

The purpose of Loreto College's Complaints and Appeals Policy is to provide the opportunity to a student or parent/legal guardian to access procedures to facilitate the resolution of a dispute or complaint. These internal Complaints and Appeals process are conciliatory and non-legal.

Employees of Loreto College are responsible for managing the resolution of enquiries, concerns, complaints and disputes lodged by students, parents and members of the community. Staff will make every effort to resolve all enquiries, concerns, complaints and disputes promptly and in accordance with procedural fairness/natural justice principles.

The Principal is responsible for establishing and maintaining processes for the management and review of enquiries, concerns, complaints and disputes.

- In the first instance, Loreto College requires that there is an attempt to informally resolve the issue through mediation or informal resolution of the complaint.
- The process of this grievance procedure is confidential and any complaints will be handled promptly, confidentially and according to procedural fairness.
- If the student or parent/legal guardian remains dissatisfied with the outcome, Loreto College will advise of access to an independent external appeals process.
- Grievances brought by a student against another student will be dealt with under the College's Personal Responsibility Procedures.
- For conditions in relation to handling a complaint or appeal arising from the College's suspension or cancellation of a student's studies, please refer to the College's Deferral, Suspension and Cancellation Policy.
- A student may appeal against a decision:
 - (a) to refuse to allow a student to transfer to another educational provider; or
 - (b) to refuse an application for deferral or suspension of enrolment; or
 - (c) to suspend or cancel an enrolment;
 - (d) that she has failed to meet course requirements;
 - (e) that she has failed to meet attendance requirements.

Complaints and Appeals Procedure

- (i) Students should contact the International Student Coordinator or Head of Boarding in the first instance to attempt mediation/informal resolution of the complaint.
- (ii) If the matter cannot be resolved through an informal process, the matter is to be referred to the Principal.
- (iii) The student should notify the Principal in writing of the nature and details of the complaint.
- (iv) Each complainant has the opportunity to present her case to the Principal and may be accompanied and assisted by a support person.
- (v) The formal grievance process will commence within ten (10) working days of the lodgement of the complaint or appeal to the Principal.
- (vi) Once the Principal has made a decision regarding the complaint or appeal, the student/parent/legal guardian will be informed in writing of the outcome and reasons for the outcome.
- (vii) If the grievance procedure finds in favour of the student/parent/legal guardian/, Loreto College will immediately implement the decision and any corrective and preventative action required.
- (viii) If the grievance procedure does not find in favour of the student/parent/legal guardian, or the parent/legal guardian is dissatisfied with the result of the complaints procedure, Loreto College will advise of the external complaints and appeals process available at minimal cost.

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- (ix) Loreto College undertakes to finalise all grievance procedures within ten (15) working days.
 - (x) The student is required to maintain normal enrolment and attendance at all classes during the appeals process unless the College determines otherwise.

External appeals bodies:

- National Alternative Dispute Resolution Advisory Service at <https://www.ag.gov.au>
- Ombudsman in each state and territory
- Migration Review Tribunal

Accommodation and Welfare Policy

Loreto College is committed to the care and wellbeing of all students. As a condition of the Student Visa 500, full fee paying students under 18 years of age must maintain adequate welfare and accommodation arrangements at all times while a student studying in Australia. It is also a condition of enrolment at Loreto College that full fee paying students over 18 years of age also maintain accommodation arrangements approved by the College.

1. **Students studying with Loreto College have two accommodation options:**

- (a) Loreto College Boarding House
- (b) Live with parent/guardian or DIBP approved relative (no welfare responsibility by the School)

2. **Loreto College Boarding House**

- (a) The School offers international students who will not be residing with a parent during their enrolment at the School to attend the School as full time boarders. Boarding is offered from Year 7 to Year 12.
- (b) In this instance, the School will provide a letter confirming approval of appropriate accommodation and welfare (CAAW letter) with the Confirmation of Enrolment created in PRISMS. Students may not enter the country prior to the starting date of the approved welfare arrangements.
- (c) Boarding students must return home during each holiday period. However, where this is not possible, homestay arrangements can be organized.

3. **Living with parent / guardian or DIBP approved relative**

- (a) At the time of enrolment, all international students are required to provide the School or its Agent with details of their nominated Parent/Legal Guardian. The appointment of the nominated relative is the responsibility of the student's parents but must meet the following DIBP criteria:
 - (i) nominated relative must be one of the following: brother, sister, stepbrother, stepsister, step-parent, grandparent, step-grandparent, aunt, uncle, step-aunt, step-uncle, niece, nephew, step-niece, step nephew or spouse.
 - (ii) DIBP requires this guardian to be over 21 years old, an eligible relative and of good character.
- (b) In the case of a student living with an approved relative/guardian as defined by DIBP a Confirmation of Appropriate Accommodation and Welfare form (CAAW) is not required as the School is not responsible for the student's welfare. If the school has any concerns about the welfare of a student it will contact the parents/guardians in the first instance. If the School believes the student is in some kind of danger it will contact DIBP as a matter of urgency.
- (c) Where the parent/s of a student has been granted a Guardian Visa (or similar) for the purpose of caring for a student attending the School as a day student, the following visa conditions apply: (<https://www.homeaffairs.gov.au/trav/visa-1/590->)

(i) It is essential that the parent or nominated guardian:

- resides with that student at all times.
- must hold an appropriate visa enabling them to remain in Australia until the student is 18 years of age.
- provides the College with a copy of the parent's passport photo and visa page prior to the student commencing.
- advises the College of the student and parent's residential details, phone and email prior to the student commencing and thereafter within seven days of any change in these details.

(ii) Parents/guardians are not permitted to depart Australia without the student for who they are the guardian unless they have provided the department evidence that:

- there are compassionate or compelling circumstances to leave the country, and
- alternative arrangements have been made for the student's accommodation, general welfare and support until the parent/guardian's return that fit within the rules provided by DIBP. Note that if the student is less than 18 years, the alternative arrangements must be approved by the education provider subject to DIBP conditions. In this situation, the International Students Coordinator must be notified.

4. **Termination, Suspension or Cancellation of Enrolment**

(a) In the case of termination, suspension or cancellation of enrolment, the student must reside in the Loreto College Boarding House, or approved parent/guardian until the enrolment status of the student is finalised.

(i) When a student enrolment is terminated, suspended or cancelled, Loreto College will notify the parent or approved relative, or the Welfare Guardian in writing of this revised enrolment status. Loreto College will maintain on going contact with these parties, to ensure that the conditions of Standard 5 of the National Code are being met.

(ii) If during this revised enrolment status period, a student elects to reside with their parent or approved relative in Australia, the parent or approved relative must collect the student from the Loreto College campus, provide written details of residential address while living in Australia and agree to meet with a Loreto College staff member in the residence at prescribed intervals until the enrolment status of the student is finalised.

Deferral, Suspension and Cancellation of Enrolment Policy

Purpose

The intent of this Policy is to communicate the principle and procedures relating to the deferral, suspension and cancellation of courses for international students.

Procedure

1. If a student's enrolment is deferred, suspended or cancelled, their visa status may be affected.
2. Students wishing to defer or temporarily suspend their enrolment from Loreto College may only do so when there are compelling or compassionate circumstances. Compelling or compassionate circumstances may include, but are not limited to:
 - (i) serious illness
 - (ii) serious illness or death of a family member necessitating a return to the student's home country
 - (iii) serious injury
 - (iv) natural disaster
3. The process to be followed:
 - (a) Students must submit a written request to defer or temporarily suspend their studies, together with documentary evidence verifying their situation (for example, a medical certificate), to the College Enrolment Manager.
 - (b) Loreto College will assess the application and make a decision within seven business days.
 - (c) Loreto College will notify the student in writing of its intention to cancel or suspend their enrolment if applicable.
 - (i) If an international student's application for deferral or suspension is approved, Loreto College will notify the Department of Immigration and Border Protection (DIBP).
 - (ii) A student whose application for deferral or suspension is refused may appeal the decision in accordance with the Complaints and Appeals Procedure.
4. Suspension or cancellation of enrolment by Loreto College
 - (a) Loreto College has the right to cancel or suspend a student's enrolment in the following circumstances:
 - (i) if a student submits fraudulent documents to gain admission to Loreto College
 - (ii) if a student does not maintain satisfactory course progress in accordance with the Course Progress Policy Guideline for international students
 - (iii) if a student does not maintain satisfactory attendance in accordance with the Attendance Policy Guideline for international students
 - (iv) if the student behaves in a way which could potentially bring the College into disrepute
 - (v) if a student behaves in a way that is a threat to their own health and safety and/or a threat to the health and safety of another student or staff member.

(b) If the student has received two formal warnings from the College for disobeying College rules. A formal warning will be issued if a student:

- (i) disobeys any College rules as set out in the Student Diary;
- (ii) knowingly engages in material plagiarism, cheating or academic misconduct;
- (iii) engages in any form of harassment (racial, sexual or verbal) or bullying towards another student or staff member; misuses or wilfully damages School facilities, equipment or property.
- (iv) Loreto College will notify the student in writing of its intention to suspend or cancel their enrolment.
- (v) A student who is informed of the intention of the College to suspend or cancel the enrolment, may appeal the decision in accordance with the Complaints and Appeals Procedure.

International Students Refund Policy

1. Scope
 - (a) This Refund Policy applies to all course monies and includes any course monies paid to an education agent to be remitted to the School.
 - (b) Fees for services paid to education agents by students (or parents if the student is under 18) are not covered by this Refund Policy.
 - (c) The application fee and acceptance fee are non-refundable.
2. Payment of Course Fees and Refunds
 - a) Fees are payable according to the College's official invoice.
 - b) All fees must be paid in Australian dollars.
 - c) If the student changes visa status (e.g. becomes a temporary or permanent resident), she will be refunded, on written application, the prorata amount from the time she changes visa status.
 - d) Refunds will be reimbursed in Australian dollars and the payment sent to the applicant's home country unless otherwise requested in writing.
3. All cancellation of enrolments and requests for refund must be made in writing to the Principal, Loreto College. Cancellations will take effect from the date the letter is received.
4. Where the student produces evidence that the application made by the student for a student visa has been rejected by the Department of Immigration and Border Protection, the College will refund within 28 days all fees pre-paid, less an AU\$770 administration fee.
5. Withdrawal after accepting a place at Loreto College
 - (a) If the student does not provide written notice of withdrawal and does not start the course on the agreed starting date, one Term's fees will be deducted from the fees pre-paid.
 - (b) The College will refund within 28 days of the receipt of written notification of cancellation of enrolment by the student (or parent(s)/legal guardian if the student is under 18) any fees pre-paid by or on behalf of the student less the amounts to be retained as agreed and detailed below:
 - (i) If written notice is received up to one Term prior to commencement of the course, the College will be entitled to retain the application and enrolment fee.
 - (ii) If written notice is received less than one Term prior to the commencement of the course, one Term of the course tuition fee will be retained.
 - (iii) If written notice is received after the commencement date, one Term's notice in writing to the Principal is required. If a Term's notice is not given, a Term's tuition fees will be charged in lieu of notice.
 - (iv) No amount of pre-paid tuition fees will be refunded if written notice is received more than six months after the commencement of the student's course.

(c) No refund of tuition fees will be made where a student's enrolment is cancelled for any of the following reasons:

- (i) Failure to maintain satisfactory course progress (visa condition 8202)
- (ii) Failure to maintain satisfactory attendance (visa condition 8202)
- (iii) Failure to maintain approved welfare and accommodation arrangements (visa condition 8532)
- (iv) Failure to pay course fees
- (v) Any behaviour identified as resulting in enrolment cancellation in Loreto College's Behaviour Policy/Code of Conduct.

6. College Default

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

7. This agreement and the availability of the complaints and appeals processes do not remove the right of the student to take action under Australia's consumer protection laws.

Transfer Between Registered Providers Policy

1. International students are restricted from transferring from their principal course of study for a period of six months. This restriction also applies to any course(s) packaged with their principal course of study.
2. Students can apply for a letter of release to enable them to transfer to another education provider. However, if a student is under 18 years of age, the application must be supported with:
 - (a) Written evidence that the student's parent(s)/legal guardian supports the transfer.
 - (b) Written confirmation that the new provider will accept responsibility for approving the student's accommodation, support, and general welfare arrangements where the student is not living with a parent/legal guardian or a suitable nominated relative.
 - (c) Evidence that the student is always in DIBP approved welfare and accommodation arrangements.
3. Loreto College will only provide a letter of release to students in the first six months of their principal course in the following circumstances:
 - (a) The student has changed welfare and accommodation arrangements and is no longer within a reasonable travelling time of the College.
 - (b) It has been agreed by the College that the student would be better placed in a course that is not available at Loreto College.
4. Loreto College will NOT provide a letter of release to students in the first six months of their principal course in the following circumstances:
 - (a) The student's progress is likely to be academically disadvantaged.
 - (b) Loreto College is concerned that the student's application to transfer is a consequence of the adverse influence of another party.
 - (c) The student has not had sufficient time to settle into a new environment in order to make an informed decision about transfer.
 - (d) The student has not accessed school support services which may assist with making adjustments to a new environment, including academic and personal counselling services.
5. In order to apply for a letter of release, all students must first have a letter of offer from the receiving provider.
6. Applications to transfer to another registered provider may have visa implications. The student is advised to contact the Department of Immigration and Border Protection office as soon as possible to discuss any implications.
7. It is a requirement under South Australian legislation that letters of release, whether provided by this College or by another registered provider, give information about whether the student has demonstrated a commitment to studies during the course, had a good attendance record for the course, and paid all fees for the course.
8. All applications for transfer will be considered within seven working days and the applicant notified of the decision.
9. Students whose request for transfer has been refused may appeal the decision in accordance with the Loreto College Complaints and Appeals Procedures.

Critical Incident Policy

Purpose

To ensure that Loreto College provides an appropriate response and level of support to all international students following a critical incident. Loreto College aims to provide a safe and supportive environment for all students, employees, parents and visitors.

Definition of Terms

A Critical Incident, as defined in the National Code 2007 is 'a traumatic event, or the threat of such (within or outside of Australia), which causes extreme stress, fear or injury'.

Procedure

Critical incidents by their very nature are disruptive events that can have serious effects on people. Loreto College's Emergency and Critical Incident Policy has been developed to enable the College to respond promptly and effectively to situations that are likely to cause trauma to individuals and the College in general. The Policy allows the College to manage the situation professionally and minimize the potential adverse effects of the incident.

Response to specific incidents is always at the discretion of the Principal who will assess the situation and determine the best possible response given the unique situation of the incident. The College has also established a network of persons who form the Critical Incident Management Team.

Drills for fire evacuation and school lockdowns are carried out regularly at school and within the boarding house to help students manage such events. The procedures are reviewed with the students by their homeroom teacher, boarding staff member and International Student Coordinator to ensure that students are aware of the evacuation points and drills when studying at Loreto College.

College Contacts When I Need Help

So that we can help you and make your time at Loreto College a pleasant and safe experience, you may contact one of the persons below to assist and direct you.

Contact Person	Location	How can they assist
Class Mentor Teacher	Classroom	Any queries/concerns Will help or direct you as appropriate
Leader of Student Wellbeing and Academic Support (LSWAC)	Leader of Student Wellbeing and Academic Support Office near classrooms	Academic and wellbeing matters. Will help or direct you as appropriate
Deputy Principal and International Student Coordinator	Acacias Building, ground floor	Will only be involved in serious matters after consultation with LSWAC or Homeroom Teacher. CRICOS requirements Student appeals Alleged/actual incidents of abuse
Head of Learning and Innovation	Mary Ward Building, first floor, near middle stairs	Matters relating to your course and/or subject selection
Head of Boarding	Boarding House	Boarding Related matters Alleged/actual incidents of abuse
Clinical Psychologist	Junior School Main Building, ground floor	Wellbeing matters Alleged/actual incidents of abuse
Enrolments Manager	Acacias Building, first floor	Enrolments Visa/Passport Boarding/guardian matters



LORETO COLLEGE

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**A Catholic day and boarding
school for girls from Early
Learning to Year 12**

Established 1905

CRICOS No. 00629G

**WE WELCOME EXPRESSIONS
OF GRATITUDE:**

gratitude@loreto.sa.edu.au