



# ST HILDA'S SCHOOL GOLD COAST

<b>Type:</b> School Policy	<b>Name:</b> Expectations of the School Community Policy	<b>Policy No:</b> ADM3.01
<b>Implementation Date:</b> 2011	<b>Last Reviewed:</b> May 2024	<b>Next Review Date:</b> July 2026

## Expectations of the School Community Policy

St Hilda's School is a community founded on relationships of trust, respect, and shared purpose. In partnership with families, alumnae, the Anglican Church, and the wider world, we nurture young women who are globally connected and committed to service. Community policies foster inclusion, belonging, and collaboration, ensuring that all are welcomed and valued. In this way, our school lives out its motto, Non Nobis Solum – Not for Ourselves Alone, for the enrichment of the common good.

### Policy Statement

St Hilda's School is a place which promotes the School's Values:

*St Hilda's School aspires to develop confident, creative and articulate young women who are connected globally and strive to make a difference in their own community;*

in keeping with the School's Mission:

*St Hilda's School offers a rigorous learning environment, which is active, creative and innovative, targeted at developing the whole person.*

All students, parents/carers, teachers and staff have the right to be safe, and feel safe, in their School community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety and wellbeing of others or oneself. For the purpose of this policy, the School Community comprises the Principal, employees, coaches, volunteers, parents/carers, step-parents, relatives, friends, supporters and invitees of the School, who attend at the School, or elsewhere, for the purposes of visiting, viewing, participating, supporting or being present for any official, religious, sporting or social activity held by or for the benefit of the School and its students.

This policy sets clear standards of behaviour which are expected of members of the School Community. It specifies the consequences for any member of the School Community who does not comply with those standards of behaviour, whether those persons are on the School's property; liaising with or on behalf of the School via email, social media or other forms of communication; in transit; or at another location for the purpose of any School-authorized events or activities.

### Context

This policy applies to all employees (paid or unpaid, full time, part time, casual, volunteers) and others (such as parents/carers, clergy, contractors and consultants associated with the School) and students who fall in the scope of this policy.

Members of the whole School community including parents, guardians and carers are required to comply with this policy.

### Background

The following are the principles which provide the framework for this policy:

- All members of the School Community are to be treated with respect and dignity.
- Responsible citizenship involves appropriate participation in the civic life of the School Community. Active and engaged members are aware of their rights but, more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the School Community are expected to use non-violent means to resolve any conflict.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in the School Community and are a direct contradiction to the School's Mission and Values. Members of the School Community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterised by respect and civility to all others.

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

- show an active interest in their daughter's schoolwork and progress;
- communicate regularly with the School;
- help their daughter be neat, appropriately dressed and prepared for School;
- ensure that their daughter attends School regularly and on time;
- promptly report to the School their daughter's absence or late arrival;
- become familiar with this policy as well as:
  - Code of Conduct for Anglican Schools and Education & Care Services
  - Creating Environments for Students to Thrive
  - Expectations of Students Policy
- encourage and assist their daughter in following expectations of behaviour; and
- work with School staff in dealing with disciplinary issues including their children.

## **Scope**

The Expectations of the School Community Policy is intended to provide members of the School Community with guidelines for the effective development of positive relationships within the School Community and as expressed in the introduction, to assist in promoting the School's Values that are in keeping with the School's Mission.

This policy is a guide for all members of the School Community about the standards of behaviour which are acceptable in the School environment or when attending any official, religious, social or sporting function or activity of or relating to the School or in any location at which the School is represented.

This policy is something which parents/carers agree to be bound by when they sign the Enrolment Contract with the School. Although other family members or carers such as step-parents, relatives, friends and supporters of students at the School are not a party to that Enrolment Contract, the Expectations of the School Community Policy provides them with the expected standards of behaviour.

## ***Standards of Behaviour***

As a minimum, all members of the School Community are expected to behave with respect, civility and in the manner of a responsible citizen.

As a minimum, all School Community members must:

- respect and comply with all applicable Commonwealth and State laws and directions;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is a disagreement;

- respect and treat others fairly, regardless of:
  - sex;
  - relationship status (means whether a person is single, married, married to another person, but living separately and apart from the other person, divorced, widowed, a de facto partner or a civil partner);
  - pregnancy or potential pregnancy;
  - parental status (whether or not a person is a parent);
  - breastfeeding;
  - age;
  - race (includes colour, descent or ancestry, ethnicity or ethnic origin, and nationality or national origin)
  - impairment (refer to Anti-Discrimination Policy; Disabilities Policy);
  - religious belief (holding or not holding a religious belief) or activity (engaging in, not engaging in or refusing to engage in a lawful religious activity);
  - political belief or activity;
  - trade union activity;
  - lawful sexual activity;
  - gender identity (where a person identifies, or has identified, as a member of the opposite sex by living or seeking to live as a member of that sex, or is of indeterminate sex and seeks to live as a member of a particular sex);
  - sexuality (heterosexuality, homosexuality or bisexuality) or sexual orientation;
  - intersex status (the status of having physical, hormonal or genetic features that are neither wholly female nor wholly male, or a combination of female and male, or neither female nor male);
  - family responsibilities (responsibilities to care for or support a dependent child or other member of immediate family in need of care or support);
  - criminal record;
  - medical record;
  - social origin; or
  - association with, or relation to, a person identified on the basis of any of these attributes.
- respect the legal and moral rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority; and
- respect the needs of others to work in an environment of learning and teaching.

### **General Conduct**

School Community members are expected to:

1. Support the Principal and School staff in the development of a Christ-centred learning community based upon an Anglican ethos;
2. Support the School's policies;
3. Acknowledge that the Principal has the ultimate responsibility to implement these policies;
4. Work with the School teaching staff to deal promptly with areas of concern;
5. Treat all members of the School Community with respect and courtesy; and
6. Acknowledge and affirm success in individual and School achievement.

### **Physical Safety**

In particular, all School Community members must not:

- use any object (whether as a weapon or otherwise) or action including verbal or physical methods to threaten or intimidate any other person; or
- cause injury to any person by the use of any such object. All School Community members must not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs. The exception(s) is when, in the normal course of events,

the School is providing hospitality to members or guests of the School community and is in keeping with appropriate legal and hospitality regulations.

All School Community members must:

- not cause, inflict or encourage others to verbally abuse, threaten or inflict bodily harm on another person by any physical aggression;
- seek staff assistance, if necessary, to resolve conflict peacefully.

### ***Co-Curricular Activities***

This section of the Expectations of the School Community Policy addresses specifically attendance at co-curricular activities including sport and club activities. The following are statements of principle with which School Community members are expected to comply:

1. Remember, young people are involved in co-curricular activities principally for their enjoyment.
2. Students should always be encouraged to play and engage in activities in accordance to the laws.
3. Young people should be taught that honest effort is as important as victory, so the results of each game or activity are accepted without undue disappointment.
4. Turn defeat into victory by helping young people work towards skill improvement and good sportsmanship. Never ridicule or yell at any student for making a mistake or losing a game.
5. Remember that young people learn best by example. Applaud good play by both the School team and by members of the opposing team.
6. Do not publicly question the referee or game official's judgement and never their honesty.
7. Support all efforts to remove verbal and physical abuse from co-curricular activities.
8. Recognise the value and importance of volunteers, coaches, managers and referees. They give of their time and resources to provide recreational activities for all students.
9. Do not approach a referee or game official at any stage during or immediately after a fixture.

### ***Responsibility for Other Community Members***

Any parent or School Community member who invites a relative, friend, support, carer or other person to be present at any official sporting, cultural or social activity held by or for the benefit of the School and its students must at all times be responsible for that person and ensure they act at all times in a manner consistent with the Expectations of the School Community Policy.

### ***Breach of this Expectations of the School Community Policy***

The consequences to a member of the School Community for breaching the Expectations of the School Community Policy will be as determined at the Principal's absolute discretion. These consequences include any one or more of the following:

1. The School may ban any member of the School Community from attending any co-curricular activity.
2. The School may ban any member of the School Community from being on the School grounds in general.
3. The School may direct that any parent may only communicate with members of teaching staff through a nominated School representative.
4. In the case of extreme or prolonged breach of the Expectations of the School Community Policy by a parent/carer, the School may:
  - a) terminate the enrolment of the child of that parent/carer,
  - b) take such other steps as it may in its reasonable discretion determine appropriate according to the nature of the breach.

## **Right of Appeal**

The Anglican Schools Commission Complaints Management in Anglican Education Policy, and Procedures and Guidelines will apply to any decision made by the Principal under the Expectations of the School Community Policy.

## **Related documents**

- **St Hilda's School**
  - [Boarding – Expectations of Boarders Policy](#)
  - [Expectations of Students Policy](#)
  - Junior School, Middle School and Senior School Student Organiser (refer to Communication Flowcharts)
  
- **Anglican Schools Commission**
  - [Code of Conduct for Anglican Schools and Education & Care Services](#)
  - [Complaints Management in Anglican Education Policy](#)
  - [Complaints Management in Anglican Education Guidelines and Procedures](#)
  - [Creating Environments for Students to Thrive](#)

## **Resource**

The School will ensure that there are adequate resources (financial, skill and time) to ensure compliance with the legislative environment.

## **The School Council**

The School Council will ensure that it is focused on the development of key policies that will enable clear implementation of this policy. Resources will be available for the Principal to develop programs. The School Council ensures there are policies to support the needs of all students who are part of the school community.

## **The Principal**

This policy will be implemented after approval of the School Council. The Principal will be responsible for the leading of a respectful and inclusive culture, the ongoing professional development of staff and the dissemination of Anglican Church and government materials to meet the objectives of the policy. The Principal will report to the School Council on the operations of the policy and the needs that may emerge from appropriate evaluation. The Principal will ensure programs fall within budget guidelines.

## **Evaluation**

A continual review will be conducted and reviewed for breaches of compliance and in line with current legislative requirements. Appropriate training, processes and practices will be developed or modified to meet the review conclusions.

## **Policy Management**

The School may, from time to time, review and update this document to take account of new laws and technology, changes to the School's operations and practices and to make sure it remains appropriate to the changing school environment.

## **Document Control**

Version	Description	Date
V1.0	Document created 2011; Biennial reviews 2021	2021
V2.0	Removed repetition of staff/employees – first paragraph; added volunteers	01/07/2022
V2.1	Change title of this policy from Code of Conduct – School Community to Expectations of the School Community Policy. Changed reference to Code of Conduct – Students Policy; Code of Conduct – School Community Policy; and Boarding – Boarder Code of Conduct Policy; to new titles, Expectations of Students Policy; Expectations of the School Community Policy; Boarding – Expectations of Boarders Policy.	02/11/2022

	Removed reference to superseded Complaints Handling Policy/Guidelines and Procedures which has been renamed to Processes and Guidance for Managing Complaints (Administration procedure); added reference to Communication Flowcharts. Updated Distribution Checklist.	
V3.0	Document reviewed and updated including: <ul style="list-style-type: none"> <li>• Reference documents: <ul style="list-style-type: none"> <li>◦ Removed Processes and Guidance for Managing Complaints (deemed null in July 2023); added Anglican Schools Commission – Complaints Management in Anglican Education Policy and Guidelines and Procedures</li> </ul> </li> <li>• Minor edits provided by Principal and Deputy Principal – Head of Junior School.</li> </ul>	21/05/2024
V3.1	Updated document location and staff position titles in Document Checklist section, changed Staff Portal to Ammonite and footer reference. Added preamble. Content of policy not reviewed – cyclical review due in July 2026.	16/12/2025

### Distribution Checklist

No.	Recipient	Responsible	✓
1	Document location: St Hilda's SharePoint> OneDrive>Documents>General>Policies and Procedures\3. Administration	EA to the Deputy Principal	✓
2	Ammonite – PDF format, all St Hilda's staff access	EA to the Deputy Principal	✓
3	St Hilda's School website sthildas.qld.edu.au	St Hilda's School marketing team <a href="mailto:marketing@sthildas.qld.edu.au">marketing@sthildas.qld.edu.au</a>	✓
4	Printed form: <ul style="list-style-type: none"> <li>• Principal's office</li> </ul>	EA to the Deputy Principal	✓