



ST HILDA'S SCHOOL  
GOLD COAST

# Junior School Handbook

2026

Junior School Handbook

Registered CRICOS Provider No. 00510M

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## Welcome

The Junior School Handbook aims to provide parents with information that pertains to the day-to-day operation of the Junior School. We hope it proves to be informative and assists parents in responding to the many questions that students tend to ask late in the evening or on a weekend when assistance is not readily available.

If at any time you have questions or concerns, please do not hesitate to contact a staff member. We look forward to meeting parents, both current and new members of the community, at the various functions which will be held during the course of the year.

At St Hilda's School, we embrace our Anglican traditions as a guiding influence, shaping a community that thrives in our dynamic, interconnected world. Our mission is straightforward – that is both intentional and transformative. It reflects our unwavering commitment to nurturing confident, capable, and compassionate girls and young women who act with courage, curiosity, and purpose to make a meaningful difference in the world.

Recognising the unique strengths of each student, we advocate for a personalised approach to education, offering diverse pathways for academic excellence, vocational education, and early tertiary study. Our curriculum is enriched by a variety of co-curricular and extra-curricular activities, ensuring a comprehensive and well-rounded educational experience.

The connections formed during a St Hilda's journey reach beyond the school gates, establishing lifelong bonds that empower our graduates to confidently navigate the world, establishing successful careers and fulfilling lives.

The Junior School Parent Handbook provides general details and links to essential information for you to support your daughter throughout her schooling in the Junior School.

## School Contacts

Junior School Reception	07 5577 7230
Health Centre	07 5577 7207
Music	07 5577 7235
Sport	07 5577 7280
Chaplain	07 5532 4922
Enrolments	07 5577 7232
Uniform Shop	07 5577 7374
Visitors' Reception	07 5532 4922

## Parent Lounge, Student Café and Helpful Links

Helpful links including a link to Parent Lounge, are available on the School [website – Parent Resources](#).

Parent Lounge in TASS enables parents/carers to provide and access information about their daughter that builds on the home and school partnership. Using the Parent Lounge, parents are able to:

- Access the Online School Calendar and Daily Notices to keep up to date with what's happening around the school.
- Review their child's student profile including timetables, attendance records, upcoming tasks, recent academic reports, and sick bay records.
- Update their own contact details and the contact and medical details for their children.
- View School Fee Accounts.
- Book Parent/Teacher Interviews.
- General Links for Guides and information.

## Term Dates

The School's Term Dates are published on the School [website – Term Dates](#).

## School Calendar

The School Calendar available via the School website is public view only. To view the full School Calendar, please log into Parent Lounge.



### School Colours

Blue, Gold, Red

### The School War Cry

Chinika Jumbah hoo  
Sara waka tom Sara waka hoo  
Simi dimi ha Simi dimi ha  
St Hilda's St Hilda's Ya

### The Homily of St Hilda

Trade with the gifts God has given you.  
Bend your minds to holy learning that you may escape the fretting moth of  
Littleness of mind that would wear out your souls.  
Brace your wills to action that they may not be the spoils of weak desire.  
Train your hearts and lips to song which gives courage to the soul.  
Being buffeted by trials, learn to laugh.  
Being reproved, give thanks.  
Having failed, determine to succeed.

# Philosophy and Ethos

## 1.1. Our School

St Hilda's School was named in honour of the 7<sup>th</sup> century Abbess of Whitby, renowned for her contribution to educating women and men. The School upholds the traditions of our Anglican faith while providing a distinctively Australian experience for boarders from Years 5 to 12 and daygirls from Pre-Preparatory to Year 12.

Our students and community are representative of the city of Gold Coast's cultural diversity.

## 1.2. Our Vision

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.

## 1.3. Our Mission

St Hilda's is an Anglican all-girls' school leading in education by offering holistic learning experiences, underpinned by our Anglican faith. We prepare young women to be innovative, resourceful, and collegial, to live our motto, Non Nobis Solum – Not for Ourselves Alone. St Hilda's School offers a rigorous learning environment, which is active, creative and innovative, targeted at developing the whole person.

## 1.4. Our Values

In support of our Mission, St Hilda's School sets its compass by an enduring faith in the Love, Compassion, Forgiveness, Hope and Grace of Jesus Christ.

## 1.5. Our Motto

Non Nobis Solum — Not for Ourselves Alone

## 1.6. Our Purpose

To share the values, knowledge, skills, voice, and faith to enrich our world by living our motto.

## 1.7. Governing Body of St Hilda's School

As a Diocesan-owned school, the governing body of the School is Diocesan Council. The members of the Diocesan Council are listed on the School [website – Governance](#). Diocesan Council delegates certain governance functions to the School Council via the School's Constitution.

In circumstances where the Directors of the Governing Body must be provided with a report about sexual abuse or likely sexual abuse the Diocesan Council has, pursuant to Section 366B of the Education (General Provisions) Act 2006 delegated that role to Mr Geoff McLay, Acting Director, Anglican Schools Commission within the diocese.

## 1.8. Strategic Plan

The future is full of opportunity for the young women of St Hilda's School who we are privileged to support, educate and inspire. Since 1912, our school and the community around us have shared the vision of a worldclass, active learning environment that embraces innovation and is enriched with faith and tradition. This Strategic Plan has been designed to extend this legacy, sharpening our focus on the whole of-person development and, importantly, to inspire the women of tomorrow. St Hilda's is the only girls' school in the Gold Coast region and we recognise the special environment we offer to our students and their families. The Strategic Plan guides our pathway to 2027 and captures our intent through five key platforms: Teaching and Learning, Faith, Culture, Connected Community, Sustainable Environment, Wellbeing and Growth. St Hilda's School and its students are ready for a future filled with change and opportunity. View the Strategic Plan on the School [Vision, Mission & Values - St Hilda's School](#).



### **1.9. Public Commitment**

Our Anglican schools, and education and care services are committed to promoting the safety, wellbeing and best interests of children, and to preventing, detecting and responding to child harm.

Every child has the right to be safe and feel safe.

As Anglican child safe organisations, we commit to:

- Implementing Queensland's 10 Child Safe Standards and the Universal Principle.
- Operating by Gospel values, which emphasise service, inclusivity, integrity, character, dignity, compassion and justice.
- Providing children with exceptional pastoral care.
- Providing care that is physically, emotionally, psychologically and culturally safe.
- Taking all responsible steps to protect children from exposure to harm.
- Empowering children to participate in decisions that affect them.
- Educating children about who to approach if they feel unsafe, or have concerns.
- Instructing our community members on how to respond to complaints, concerns, and breaches of our conduct expectations.
- Maintaining effective processes for responding to concerns of child harm.
- Listening, learning, and seeking to improve.

*Source: Anglican Church of Southern Queensland – Child Safe Anglican Education Policy v1.0 (01/01/2026)*

### **1.10. Child Safe Advocates**

The Child Safe Advocates for Junior School are:

- Ms Chan Welfare, Head of Junior School
- Ms Katherine Holmes, Deputy Head of Junior School
- Mrs Michelle Leftwich, Junior School Teacher
- Mrs Jacqui Pearson, Junior School Teacher
- Mrs Lisa Cleverly, Head of Athena and Director of Pre-Prep
- Miss Sophie Kruger, School Psychologist

*Other Child Safe Advocates are available throughout the school. Please refer to the school website and/or the Child Safe Advocate posters located around the school.*

There are times when issues may arise which cause you concern but are not related to student protection. These concerns may include:

- Academic performance
- Friendship issues
- Stress and anxiety management

In these circumstances, students are encourage to speak with a trusted adult, such as the Form Teacher or another trusted teacher or staff member.

Please view page 30 of this booklet in Dealing with a Concern for further information on who to contact and our school processes.

## Policies and Procedures

Our Anglican schools, and education and care services are committed to promoting the safety, wellbeing and best interests of children, and to preventing, detecting and responding to child harm. Every child has the right to be safe and feel safe. The Anglican Schools Commission (ASC) and St Hilda's School key policies and procedures are available on the School website. These include:

- Child Safe Anglican Education Policy
- Procedures: Child Safe Responses
- Procedures: Child Safe Operations
- Child Safe Action Plan: Operations
- Our Commitment: Conduct for Anglican Schools and Education & Care Services
- Creating Environments for Students to Thrive: An Induction Overview
- St Hilda's School Volunteer and Visitor Procedures Handbook
- Complaints Management in Anglican Education Policy; and Guidelines and Procedures
- Counselling Services in Anglican Schools Policy; and Guidelines
- Whistleblower Policy for Anglican Education; and Procedures
- Expectations of the School Community
- Cyber Safety and Digital Wellbeing Student Acceptable Use of Technology Agreement
- Privacy Policy

For a copy of any other School policies, for example the following, please view [Safeguarding Our Students - St Hilda's School](#)

- Behaviour Management Policy
- Bullying and Harassment Policy
- Expectations of Students Policy
- Communication Policy
- Critical Incident Policy

## Child Safe Action Plan

Child Safe Action Plans are a cornerstone of Child Safe Anglican Education and addresses each of the ten legislated Child Safe Standards, and within each Standard the Universal Principle, along with mandatory requirements related to child safety.

St Hilda's School, St Hilda's Aquatics Club (Sport and Recreation) and St Hilda's Foundation (Ammonite Grants) are within the scope of the St Hilda's School Child Safe Action Plan. The Child Safe Action Plan: Operations is available on the School [website](#).

## Expectations of the School Community

The Expectations of the School Community policy is available on the School website. The information below is an extract from this policy. Please read the full policy and other key documents including the Code of Conduct for Anglican Schools and Education & Care Services, on the School [website - Safeguarding our Students](#).

### 1.11. Policy Statement

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 purposes of this policy, School Community comprises the Principal, employees, coaches, volunteers, parents/carers, stepparents, relatives, friends, supporters, carers 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. The Expectations of the School Community is a policy by which parents and carers agree to be bound when they sign

the Enrolment Contract with the School. Although other family members or carers such as stepparents, relatives, friends and supporters of girls at the School are not a party to that Enrolment Contract, the Expectations of the School Community policy is a guide for them about 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 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.





## ST HILDA'S SCHOOL GOLD COAST

# The St Hilda's Way

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## Purpose

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The St Hilda's Way defines a St Hilda's School education that is both intentional and transformative. It reflects our unwavering commitment to nurturing confident, capable, and compassionate girls and young women who act with courage, curiosity, and purpose to make a meaningful difference in the world.

A St Hilda's School education is about holistic development. It embraces intellectual growth, the formation of character and the cultivation of social-emotional resilience with a global mindset. Anchored by our Anglican values, learning at St Hilda's School inspires each student to grow in wisdom, integrity, and faith.

This shared dream unites every member of our community, as together we guide each girl's journey of becoming her best self.

## The significance of the St Hilda's Ammonite

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The ammonite is a significant emblem for the school, representing resilience, growth, and continuity. Our patron Saint, Hilda, was known as an educated woman who prioritised learning, community, and service. Hilda founded her Abbey in Whitby, in Yorkshire in the United Kingdom where the ammonite became an important part of her story.

The spiral shape of the ammonite symbolises learning as a continuous journey, reflecting the educational and personal development of students. This reflects the school's commitment to tradition while embracing change and innovation. Students grow through challenges, adapt to new experiences, and develop lifelong skills, much like the natural evolution seen in ammonites.

## The St Hilda's School Values

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*Love · Compassion · Forgiveness · Hope · Grace ·*



## Mobile Phones

Mobile phones can create a range of hazards when brought to school because:

- they are valuable items that can easily be lost, stolen or damaged in the School environment;
- using phones inappropriately to bully, intimidate or harass people can have serious consequences including Police involvement; and
- mobile phone usage in school disrupts learning for the phone user and for fellow students.

St Hilda's School acknowledges parents/carers may wish their child to carry a mobile phone for personal safety reasons; however, the right of a student to have access to a mobile phone at school must be in accordance with the School's Mobile Phone Policy.

- Mobile phones are brought to school at the owner's own risk. No liability will be accepted by the School in the event of loss, theft or damage of the phone.
- Mobile phones must only be used by students before or after School.
- Staff should be alerted and exceptions requested if a student has special circumstances requiring the use of their mobile phone during School hours (eg health issues).
- Mobile phones must not be used inappropriately. Refer to our Bullying and Harassment Policy – Students; Acceptable Use of Technology Policy; and Social Media Policy.
- Students should never photograph or record any person without their express permission.
- Students should not post photographs or videos of themselves or other students in school uniform on personal social media accounts.
- Reports of all incidents of misuse of mobile phones or other devices will be recorded and retained on the student's file.
- Parents/carers are to be informed that in cases of emergency, the School remains an appropriate point of contact to reach their child quickly.
- Junior School Students (Prep to Year 5) who bring a mobile phone to School are required to sign it into Junior School Reception before the start of the School day.
- Year 6 students are required to leave their phone in their bag from 8.20am to 3.25pm each day. Please ensure that it is turned off.
- Students can sign their phone out from Junior School Reception after School.
- All mobile devices such as smartwatches that allow message transmitting must be in locked school mode during 8.20am to 3.25pm.
- All messages for Junior School students are to go through the Junior School Reception.

## BYOD – Bring Your Own Device Program

Junior School students in Years 4 – 6 are required to bring their own Apple Macbook Air as they are a key tool for helping the girls to manage their learning experiences.

Students are responsible for the safe storage of their Macbook during the School Day in their classroom and should take it home to charge the battery each evening so that it is ready for use the next day. MacBooks must be labelled, including the charger and have a protective cover.

Students are not permitted to use their devices in the playground before and after School or during break times.

## Laptop Requirements Junior School

Laptop Type	Apple MacBook Air (M2, M3 or M4)
Operating System	MacOS 13 or later
RAM	Minimum: 8GB
Storage	Minimum: 256GB SSD
Wi-Fi	Minimum: 5.0 GHz capable (5GHz 802.11n)
Screen Size	Minimum: 13 inches
Battery	Minimum of 10 hours
Not Supported	Chromebook, Tablets, Android, Linux, Unix

## Uniform

### 1.12. Uniform Shop

The Uniform Shop opening hours during the School Term are as follows:

- Monday 7.30am-4.00pm
- Tuesday 7.30am-4.00pm
- Wednesday 7.30am-11.00am
- Thursday 7.30am-4.00pm
- Friday 7.30am-4.00pm

At the beginning of Terms 2, 3 and 4, the Uniform Shop opens 7.30am-4.00pm on the Pupil Free Day before term commences.

Should you have any queries, please contact our Uniform Shop via phone 07 5577 7374 or email [uniformshop@sthildas.qld.edu.au](mailto:uniformshop@sthildas.qld.edu.au).

### 1.13. Uniform Expectations

**All students are required to wear the uniform in its entirety.** Staff are vigilant in monitoring the wearing of the uniform and their effectiveness can be enhanced with the co-operation and support of parents. Details in regard to uniform and jewellery are contained in the Student Organiser however, as a reminder:

- Panama hats are to be worn to and from school each day with formal uniform and red hats are to be worn to and from school when students are in sports uniform. Hats should be worn during recess and lunchtimes for students to be compliant with uniform requirements and our sun safety policy.
- School shoes are black leather School shoes (Buckle/Velcro – Pre-Prep to Year 3 and Lace – Years 4-6) and heels are to be School approved height. No stacked heels are permissible. Shoes should be polished regularly.
- Sports shoes are to have non-marking soles for use on the sport courts. Expensive fashionable shoes are inappropriate and do not always stand the wear and tear of day-to-day activities or provide appropriate foot support when participating in sport.
- If hair is worn at a length that can be tied back then it should be secured with a navy blue ribbon or scrunchie. Fringes should not impede vision. Braided hair with coloured accessories is not permissible at any time. Hair should be of natural colour.

- Earrings are to be small sleepers, studs, pearls or small gemstones are permitted. Students who choose to have their ears pierced during the School term are to ensure that the earrings available to them are in keeping with School regulations. Only one earring per ear is permissible and located in the bottom of the lobe.
- Students are not to wear jewellery other than a watch. Watches should be plain.
- Nails must be short and clean. Nail polish is not acceptable.
- Year 6 students are required to wear the School Blazer over their Uniform in Terms 2 and 3 to and from School and to Assembly and Chapel.
- Students are permitted to wear their sports uniform to school on days that they have a sport lesson timetabled. All other school days, students must wear their formal day uniform.

### **Sports Uniform:**

The Physical Education uniform is available from the School Uniform Shop. It is worn with the white School socks and sport joggers that have appropriate soles and heel support for sport activity. Only soles that will not mark playing surfaces are permitted on the courts. Note: sports-branded street shoes should be avoided. A School sport cap/hat is required for all outdoor lessons. The School Tracksuit or School Jersey is to be worn during cooler weather. For Swimming lessons and House carnivals, the School Swimwear and House Swim Cap are to be worn. All other sport specific apparel is to be worn exclusively at those sport events or trainings outside class time unless permitted by the Head of Junior School.

### **Incomplete Uniform:**

Students may not discard parts of their uniform when travelling to and from school. If students accompany their parents into shops when travelling home from school, the full School uniform must be worn, including the hat.

### **Naming of Items:**

Every item that comes to school must be named, whether it be shoes, books, stationery, or other personal items. It is not possible to return lost property if it is not named. Second-hand uniforms purchased from the Uniform Shop must have the name of the current owner, not that of the previous owner.

### **1.14. Uniform Handbook**

The Uniform Handbook is available on the School [website – New Student Information](#).

### **1.15. Sun Safety**

We promote healthy behaviour in relation to issues around sun safety for the staff and students of St Hilda's School to protect them from skin damage caused by UV radiation from the sun.

Students are:

- to wear designated School hat to and from School, moving between classes, during breaks and outside activities;
- to maximise the use of available shade for outdoor activities; and
- encouraged to use SPF 30+ broad spectrum water-resistant sunscreen.

## Visitors and Volunteers

A **volunteer** is a person who is employed by another person (in this case St Hilda's School) and does not carry out any 'work' for the school for a financial reward (Source: Protecting Children and Young People in Anglican Education Policy). For St Hilda's School, 'work' can be defined as:

- Any activity carried out for the welfare of a school, or any other body organised to promote the welfare of the school.
- Any activity carried out for the welfare of the school at the request of the Principal or School Council.
- Providing any assistance in the work of school class activities internally or externally from the school.

An official **visitor** to a school is any person who visits the school on a one-off or regular basis to provide services (paid or unpaid) to the School. This includes contractors, consultants, and presenters of one-off programs.

Official visitors to St Hilda's School are required to read and complete the [Creating Environments for Students to Thrive](#) booklet, developed by the Anglican Schools Commission. This document informs visitors to St Hilda's School of their responsibilities for recognising and reporting information in relation to child protection.

Visitors are to read the document carefully, complete and sign as indicated, and return the document to their staff supervisor prior to their visit to the School. All volunteers in the Junior School require a Queensland Government Blue Card.

### **Blue Card Requirements**

All parent volunteers are required to hold a current Blue Card and complete the Volunteer Induction each school year before participating in school activities.

### **Steps to Register for a Blue Card (Parent Volunteers)**

1. **Register online** Complete the Blue Card application by registering online - [click here](#).
2. **Receive registration number** Once your application is submitted, you will be issued a **unique registration number**.
3. **Email your details** Email the following information to the Compliance team at [compliance@sthildas.qld.edu.au](mailto:compliance@sthildas.qld.edu.au) - Blue Card registration number and your date of birth
4. **Compliance confirmation** The Compliance team will link your registration and notify you once the process is finalised.
5. **Validity and cost** There is no cost to apply for a Blue Card, and it is valid for three years.

## Parental Involvement

Families are welcomed and encouraged to be active partners in their daughter's education. Our School has a vibrant and engaged parental body who enjoy taking part in the many community events. Some events which are very popular and not to be missed have included – Book Week and Grandparents Morning, Mother's Day Breakfast, Mother's Day Classic, Easter Celebrations and Christmas Carols.

Parent volunteers are valued in our School community. There are many avenues to volunteer including assisting with changing reading books, excursions and incursions. Please note all volunteers must undertake a volunteer induction and have a Blue Card prior to assisting at School.

The safety of our students is of utmost importance for the School. Procedures and policies relating to Child Protection require all volunteers working within Anglican Schools to undergo an induction relating to the responsibility they share in safeguarding students. Volunteer inductions are held twice a Term.

Available on the School website under Governance/Safeguarding Our Students is a range of policy and procedure documents to inform parents. As part of the St Hilda's School community all volunteers are required to read and acknowledge their understanding of their responsibilities as a volunteer. This includes parents and grandparents who assist with classroom activities, reading, School discos, excursions and the like.

We value the time parents volunteer with our girls and the strong community connections this time fosters. We know that parents share an appreciation of all that is being done to assist young people to feel safe and know that adults in their School will listen and report any matters of concern to those who can assist. If you have any questions or require any assistance in completing the above in order to volunteer, please do not hesitate to contact [JSReception@sthildas.qld.edu.au](mailto:JSReception@sthildas.qld.edu.au) or 5577 7230.

### PARENT SUPPORT GROUPS

St Hilda's School is made up of a strong community of not only wonderfully engaged students and staff but also enthusiastic parents, grandparents, friends and alumni, who give generously of their time and resources to support a wide range of School projects. It is a pleasure to introduce to you some of those community members who are active in formal Support Groups and to invite you to join a group of interest. Relevant support groups for Junior School are:

**Parents' and Friends' Association** - St Hilda's Parents' and Friends' Association provides a forum for the exchange of information between the Leadership team and parents. It also enables the School's Parent Support Groups to coordinate their events and fundraising activities.

**Women's Auxiliary** - St Hilda's Women's Auxiliary provides a social contact for all mothers within our School community. Parent coordinators from the Supporters of the Creative Arts, Rowers Supporters Group, the Old Girls' Association, St Hilda's Aquatics and other groups may also attend meetings. It is an opportunity for mothers to meet a number of staff and establish friendships with mothers from other class groups.

**Father's Club** - The Fathers' Project Club was established to undertake fundraising activities which would provide long-term benefits to the School and students. FPC provides an excellent opportunity to meet other fathers in the School and become involved in your daughter's important development years. Come along to a meeting and you will be welcomed by other fathers and senior staff.

**Boarder Parents Support Group** - The aims of the St Hilda's Boarder Parents Support Group (BPSG) are:

- To raise the profile of Boarders within the School
- To raise the profile of St Hilda's Boarding outside the School
- To encourage communication between Boarding families
- To support the Boarding staff

The BPSG works to enhance boarding facilities for our girls and to address any areas that could be improved through consultation with families and staff. Exchange of ideas aimed at enhancing the happiness and care of boarders comes from the active BPSG. The group meets at social functions, Chapel services and School celebrations throughout the year.

**Supporters of the Creative Arts (SOCA)** - The aim of Supporters of the Creative Arts is to assist and extend our Creative Arts programs with particular emphasis on student performance and the support of excellence. To provide this assistance, SOCA will:

- Promote and support events showcasing Music, Visual Art, Drama, Creative Writing and Dance
- Encourage wider student participation in the Creative Arts
- Assist in developing parental and community audiences for Creative Arts activities
- Represent Creative Arts students and parents at Parents and Friends' meetings
- Conduct fundraising events as required by the Creative Arts departments
- Assist in applying for government funding in support of Creative Arts events, activities and programs
- Affiliate with other School and community-based Arts organisations throughout Australia

**Sport Supporters Group (SSG)**

- Supporting sports, exceptional athletes and coaches. Support activities include providing assistance with day competition set-up.



## Community

The School is a place which promotes values that are in keeping with the School's Mission. All students, parents, teachers and staff have the right to be safe, and feel safe, in their School community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself. Expectations of the School Community 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, in transit or at another location for the purpose of any School-authorized events or activities.

Parents and guardians 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 fulfil this responsibility when they:

- Show an active interest in their daughter's School work and progress;
- Communicate regularly with the School;
- Assist their daughter to 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 the Expectations of the School Community Policy and School Rules;
- Encourage and assist their daughter in following the rules of behaviour;
- Work with School staff in dealing with disciplinary issues including their children.

***To read the complete Expectations of the School Community refer to the link on page 10.***

## Psychologist Service

The School Psychologist, takes a pro-active approach to student health and personal development, helping to assist staff and families as well as working with girls on an individual basis and providing referrals. Our School Psychologist is available for appointments on Thursday and Friday between 8.00am – 3.30pm. Parental/Guardian consent for a referral to the School Psychologist is necessary for all Junior School students.

## Chapel

St Hilda's is an Anglican School that embraces children and parents of other faiths. The Chapel life of the Junior School provides our students with an opportunity to join together in prayer and celebrate the Anglican faith. Students in Prep to Year 6 attend Chapel once a week. The students contribute to the services by selecting readings, writing prayers, dramatising biblical stories and singing hymns and songs of worship.

Religious Education is taught from Prep to Year 6 for about 60 minutes per week. The aim of these lessons is to teach the students about the Christian faith and its place in their lives. Teachers promote an awareness of other faiths and their contribution. We believe that Chapel and Religious Education lessons nurture in our students an awareness of all faiths and sensitivity to them, while focusing on the importance of respect and dignity of all people.

## School Chaplain

The School offers a Religious Education program which plays an important role in the pastoral care of the Junior School community. The Chaplains, Naomi Armstrong and Paul Alcorn, provide spiritual leadership for the School as well as organising Chapel services.

## Junior School Library

The Junior School Library is open in the morning from 8.00am - 8.15am, Monday to Friday. During these morning open times students are permitted to borrow and/or return books. The Library is open during lunch times and also after School until 4.30pm. The session after School is supervised by School Staff and is available for Years 4 to 6.

## Car Parking and Supervision

There are two car parks available for parents of Junior School students. The Pre-Prep-Year 2 car park accessible through Gate 13 off Whitby Street is for use by parents of students in Pre-Prep to Year 2. Drive-through drop-off, a collection point and a car park are also available at this gate.

The Year 3 - 6 car park accessible through Gate 10 off Whitby Street is for use by parents of students in Years 3 to 6. Drive-through drop-off, a collection point and a car park are available at this gate.

The welfare of our students is of prime importance; therefore, staff who patrol the two Junior School car parks do so with the intention of protecting all students.

If a teacher asks you to remove your vehicle from the no parking zones marked in the car parks (including the DROP OFF ZONE), please park in an approved parking bay or follow safety procedures. Staff direct movement of vehicles because it is deemed that your vehicle is causing an obstruction or preventing students and parents accessing their vehicle safely. It is never permissible under any circumstances to ignore or speak in a manner that is impolite or unacceptable in the School community.

The duty of all staff in the St Hilda's Junior School community is to protect the welfare of all of the students in their care. The responsibility of all parents is to respond in a manner that is appropriate and dignified and in keeping with a shared desire to protect the welfare of students.

Parents of students in Prep to Year 6 are requested to use the drive through to collect their daughters rather than park and walk in where possible. The School day finishes at 3.25pm; please allow your daughter time to walk to the pick-up area and time your arrival for between 3.35 and 3.45pm to avoid being sent around to drive through again.

Drive through Pick-Up Procedures:

- Clearly display the name sign on the dash board in your car on entering the Car Park. (These are distributed to students in the first week of Term 1)
- Students will be called to the pick-up area from the seated areas. Please drive slowly along the pick-up lane and collect your daughter as directed by staff and **do not leave your car.**
- Students are required to enter the car from the **passenger side of the vehicle only.**
- Parents will be requested to drive around again if their daughter is not in the pick-up area when called.

Car Park expectations:

- The drop off zone is a no-parking zone.
- Parents wishing to stop are to use the marked parking bays only.
- Engines should always be turned off when alighting from your vehicle.
- Mobile phones should not be used whilst your vehicle is in motion.
- The speed limit in the area is 15 kilometres per hour.

- Use the supervised crossing when crossing the road in the Pre-Prep to Year 2 Car Park area and follow the directions of the teacher supervising the crossing.
- Staff in attendance at the car park, are there to protect the welfare of the students using the car park. Therefore, if a staff member makes a request, please respond positively.
- Car parks reserved for parents dropping off/collecting their children from Carey Lane Early Learning Centre are not for use by Junior School Parents.

For parents with daughters in multiple year levels it is recommended that they arrange to collect all daughters at the car park provided for the youngest daughter. Parents are requested to not use other areas of the School to drop off or collect their daughter as these areas are unsupervised.

## Outside of School Hours Supervision

Staff members are rostered to supervise the girls prior to School commencing from 8.00am, during the morning tea and lunch breaks. In addition, staff patrol the Pre-Prep to Year 2 car park from 8.00 – 8.20am and the Pre-Prep to Year 2 and Years 3 to 6 car parks from 3.25-3.45pm. These staff can be identified easily as they wear Hi-Viz Vests.

Students who arrive at School prior to 8.00am should be supervised by their parents or booked into Before School Care. Any students in Prep to Year 3 not collected by 3.45pm will be taken to and booked into After School Care and charges will apply. Students in Years 4 – 6 remaining after 3.45pm will be taken to the Junior Library for supervision. At 4.30pm any student who has not been collected by their parent will be taken and booked into After School Care and charges will apply.

## Outside School Hours Care (OSHC)

Outside School Hours Care can be booked on a permanent (set days each week) or casual basis by booking and paying online through My St Hilda's. Bookings will be accepted provided there are places available and **OSHC registration forms have been completed** and submitted. All Junior School families are required to complete a registration form so that students can use the service in an emergency. The 2026 OSHC registration form can be completed [here](#).

### Before School Care

- 7.00am—8.00am @ \$22.50 per session

### After School Care

- 3.30pm—6.00pm \$40.00 for the afternoon or part thereof. (\$35 permanent term booking rate)

Students who are not collected by their parent from co-curricular clubs or sports training at the finishing time or from pick-up areas at 3.45pm will be accompanied to Outside of School Hours Care and booked in. Please note that Outside of School Hours Care charges will then apply. A late booking fee will apply to any booking made after 2.30pm.

### Vacation Care

- \$88.00 per day (exclusive of incursion and excursion costs)

### Late Fees

- **\$50.00 late fee** will apply from **6.01pm—6.15pm** with a further charge of **\$1.00** each minute thereafter.

### Fees

- If a student will not be attending OSHC on a day they have been booked, the School must be notified no later than 2.00pm. Failure to do so will result in a forfeit of fees.
- Payment of fees is through Debit Success. Payment can be arranged for fortnightly or monthly debits. Parents are required to return the Debit Success Form to the Junior School Reception or Pre-Preparatory Office prior to commencement at St Hilda's OSHC. Statements will be emailed to OSHC parents fortnightly.

**Contact Details** – Telephone: 5577 7230 or 0428 639 706 Email: [oshc@sthildas.qld.edu.au](mailto:oshc@sthildas.qld.edu.au)

## Attendance

St Hilda's School is committed to ensuring the safety and wellbeing of its students and complying with the requirements of the Queensland Education (General Provisions) Act 2006. Regular attendance at school is essential to assist students to maximise their potential. Daily attendance is necessary to ensure satisfactory progress, as well as successful academic and social outcomes. It is important that students, staff and parents or carers have a shared understanding of the importance of regular student attendance and St Hilda's School expectations.

All students have their attendance recorded every school day for Morning Roll Call and for all other lessons. St Hilda's School is proactive in identifying, notifying and assisting students who are at risk due to poor/inconsistent attendance. As part of our duty of care, we monitor attendance closely, and notify parents if a student is absent on any given day. Beyond that we also notify students, and their parents, if students are frequently absent and at risk of not meeting attendance requirements.

Each parent of a child who is of compulsory school age has the legal obligation to ensure their child is enrolled and attends a school, on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse. Students must not be kept away from school for minor reasons. Under the law, schools must monitor attendance of students and follow up with parents and carers any unexplained absences. From time to time, a student may be absent from their educational program. Parents need to comply with their compulsory schooling or compulsory participation phase obligation by providing a reasonable excuse for these absences. Parents should provide a reason for a student's absence before or on the day of the absence, or as soon as practicable.

Illness, medical appointments or compassionate or compelling circumstances are the only automatically acceptable reasons a student may be absent from St Hilda's School. We appreciate the support of our St Hilda's parents in partnering with us to ensure students are in classes learning and are not absent unless it is for one of the reasons listed above. Requests for a student to be absent for any other reason need to be in writing to the Head of Junior School. Not all requests for absence will be approved.

St Hilda's School expects students to attend and participate in all classes, school activities/events, House Service Activities, Inter-House Sports carnivals and camps. Students are also expected to attend the various formal events in the St Hilda's School calendar.

## Absences

All student absences must be reported to St Hilda's School by 7.30am on the day of absence by text or email to:

- SMS: 0416 906 250
- St Hilda's App
- [absentees@sthildas.qld.edu.au](mailto:absentees@sthildas.qld.edu.au)

To notify the School of a student with an infectious disease, please email [compliance@sthildas.qld.edu.au](mailto:compliance@sthildas.qld.edu.au).

### 1.16. Late for School

It is important that students arrive at school by 8.10am to ensure they are ready and organised to commence class at 8.20am. Class rolls are marked at the start of each lesson. Students who arrive late to school must sign in at Junior School Reception.

### **1.17. Leaving School early**

Parents/carers must notify the school in advance, if their daughter needs to leave the school early (before 3.25pm) via:

- SMS: 0416 906 250
- St Hilda's App
- Student Organiser
- [absentees@sthildas.qld.edu.au](mailto:absentees@sthildas.qld.edu.au)

Parents collect and sign out their daughter from Junior School Reception. Permission will not be granted to leave prior to the end of the day for activities except for involvement in elite sport training, educational tuition, medical or specialist therapy appointments.

### **1.18. Leave of Absence**

Parents are required to write to the Head of Junior School requesting permission for a student to be absent from School during the term (for reasons other than illness) for two days or more. If permission is granted there will be a letter of confirmation sent to parents from the Head of Junior School noting the days of absence. Confirmation will be directed to the Form Teacher so she/he is also aware that your daughter will be absent during the term.

*Please note, frequent unexplained lateness and or absence, without reasonable excuse, will be addressed in accordance with the Education Act and the legal obligation 'of parents that a child of compulsory school age attends school on every day, for the educational program in which they are enrolled'.*

## **School Communication**

### **1.19. Parent Lounge**

The interactive web-based portal, Parent Lounge, is the School's primary means of communication between school and home. To access Parent Lounge, click [here](#) or visit the School website and navigate to the Parent Resources link in the footer. Parent Lounge is a secure, password-protected site and allows access to information such as:

- Student Details including Timetable, Medical Information and Teachers' contact information
- Student Reports
- Student Attendance details
- Extra-Curricular Information
- School Calendar/Events
- Correspondence
- Community News
- Fortnightly Newsletter
- Excursions
- Sport information
- Parent Directory
- Parent Teacher Interviews (held per semester)
- Links to the School website and various documentation including online ordering, etc.

Parents/Carers who have questions regarding their details in Parent Lounge may contact the Head of Enrolments – [enrolments@sthildas.qld.edu.au](mailto:enrolments@sthildas.qld.edu.au), and for forgotten username and/or password, please notify the School's ICT Department – [helpdesk@sthildas.qld.edu.au](mailto:helpdesk@sthildas.qld.edu.au).

### **1.20. St Hilda's Correspondence**

The School Newsletter is a fortnightly communication to parents and carers and students which is sent by email with a link to view. This communication includes a report from the Head of Junior School, report on activities past and coming up, messages from the Sport Department for the fortnight ahead, policy reminders, and save the dates.

### **1.21. SMS**

Student attendance and duty of care is a high priority at St Hilda's School. Parents/Carers are informed by mobile phone Short Message System (SMS) of any unexplained absences for their child. Parents/Carers may reply by SMS. The message will arrive displaying the number 0416 906 250. Parents/Carers should store this number under 'St Hilda's School'. Parents/Carers may also use this number to send text messages to the School regarding student absences. The SMS system is also used for broadcasts to parents/carers regarding impending bad weather, cancelled events etc.

### **1.22. St Hilda's App**

St Hilda's School also provides communication updates via the St Hilda's App. Visit the Apple/Android App Store, search St Hilda's School and download the FREE App. Once you have downloaded and opened the App, you will receive a prompt asking if you wish to receive Push Notifications. Respond 'Allow'. Before exploring the App and its many features, we strongly recommend that you begin by managing your Push Notifications/Subscriptions. This will allow you to select the information channels that are of interest to you. To do this, click the Settings button on the bottom right of the App home screen.

Once you have reached the Settings screen, click 'Subscriptions'. On the Subscriptions screen, you are able to check/uncheck the areas of the School from which you would like to receive notifications.

### **1.23. Student Organiser**

At the beginning of the School year, your daughter will receive a Student Organiser. The Student Organiser includes the following sections that must be signed by the student upon commencement of the year:

- Behaviour Standards
- Mobile Phones
- Uniform Expectations
- Cyber Safety Agreement (this policy is also to be signed by the student's parent/carer)

The Student Organiser is for student use in respect to homework details and also notes relevant to in-school activities. Students are required to bring the Organiser to school each day and to each lesson. Form Teachers will sight and sign the Organiser each day and parents are also required to sign the Organiser every night. Whilst it is used for communication between home and school, parents are asked not to include personal information of a private nature. Students can lose their Organiser and whilst they may often be returned the Organiser ceases to have the level of privacy required when personal information is open to viewing. It would be appreciated if parents do not fill the Organiser pages with writing as it means the intent of the Organiser is diminished and it causes stress for the student when she does not have the space to make her own notes.

### **1.24. Incursions and Excursions**

For students participating in class and sport incursions/excursions, an email will be sent to parents/carers from [excursions@sthildas.qld.edu.au](mailto:excursions@sthildas.qld.edu.au) which will include a hyperlink to Parent Lounge. The Excursion feature on Parent Lounge allows parents/carers to view detailed excursion information, including risk management and medical records, and 'accept' the excursion online.

### **1.25. Current Information**

Always keep the school advised of information that is helpful for the school and contributes to the wellbeing of your daughter, such as:

- major commitments that impact on study time or attendance
- conditions such as allergies, dyslexia
- illness
- major illness or situations within the family or close friends
- living arrangements such as sharing between households, family separations, parent travelling or working away
- court orders

## **Health Issues**

If your daughter is unwell, it is often most appropriate to keep her at home. A child who is sick will not be able to perform well at school and is likely to spread the illness to other children and staff. Please make arrangements to care for your daughter at home if she is not well.

Please do not send your daughter to school if she has:

1. Fever in the past 24 hours
2. Vomiting or diarrhoea in the past 24 hours
3. Strep throat
4. Bad cold, with very runny nose or bad cough
5. Contagious infections
6. Is otherwise obviously unwell
7. Cold or flu-like symptoms

Childhood illnesses are spread easily when children are in close contact in the School setting. When a child becomes unwell at school, parents will be contacted to collect her as soon as possible. Where it is not practical for your daughter to be collected straight away, your emergency contact will be required to collect her from school.

The School follows the guidelines set down by the National Health and Medical Research Council for the period of exclusion from School for infectious diseases.

It is important that the School records contain up-to-date details of your daughter's health needs. Parents are responsible to ensure that these records are regularly updated. In the case of students who suffer allergic reactions or are asthma sufferers, it is imperative that a medical support plan prepared by a GP is provided. This should identify all necessary steps to be taken in order to deal appropriately if an emergency should arise. Asthma plans must be updated annually.

### 1.26. Illness Exclusion Times

DISEASE OR CONDITIONS	EXCLUSION OF CASES
<b>Bronchiolitis and Bronchitis</b>	Exclude until appropriate medical treatment is given and the child is feeling well
<b>Chicken Pox</b>	Exclude until all lesions have crusted, and there are no moist sores and the child feels well
<b>Conjunctivitis</b>	Exclude children during the acute stage of the infection
<b>Croup</b>	Exclude until fully recovered
<b>Hand, foot and mouth disease</b>	Exclude child until all the blisters have dried
<b>Head Lice</b>	Readmit the day after appropriate treatment has commenced
<b>Influenza</b>	Excluded until the child feels well
<b>Measles</b>	Exclude from unimmunised children for at least four days after onset of rash
<b>Mumps</b>	Exclude for 9 days or until swelling goes down
<b>Ringworm</b>	Readmit the day after appropriate treatment has commenced
<b>Rotavirus</b>	Exclude until vomiting and diarrhoea has ceased
<b>Rubella (German Measles)</b>	Exclude until fully recovered
<b>School Sores(Impetigo)</b>	Readmit once appropriate treatment has commenced. Any sores on exposed surfaces should be properly covered with a dressing.
<b>Viral Gastroenteritis</b>	Exclude until diarrhoea has ceased
<b>Whooping Cough</b>	Exclude the child for five days after starting antibiotic treatment

### 1.27. Medication

Medication will only be administered to students where parents have completed the Student Medication Form. The form can be obtained from the Junior School Reception.

All medication supplied by parents/carers (including Panadol and Nurofen) must be in its original pharmaceutical packaging and labelled with the following:

- Child's name
- Name of the doctor
- Dosage

Medication must be left at Junior School Reception and no student is to have either liquid medication or tablets in her possession whilst at School.

### 1.28. Nut Allergy

A number of students in the Junior School have a severe allergy to peanuts and other nut-based products. Some of the students concerned can even have a reaction to people who have touched peanuts/nuts. We ask parents **not to include peanuts or nut products in lunchboxes**. St Hilda's School strives to be a nut free environment for the safety of all girls. We appreciate your co-operation in this matter, as it is our desire to keep all children safe whilst at School.

## Dealing with a Concern

Parents who wish to bring to the attention of their daughter's Form Teacher any issue associated with academic performance, homework, absence, illness, classroom/playground relationships or any other matter have a range of options available to them. These include:

- **Contacting the Form Teacher via the Student Organiser.** As the Organiser can become a public document and one that the student carries for the year it is recommended that the names of other students or any issue you believe may be of a private and confidential nature not be included. If this is the case, please use an alternative method of communication to contact your daughter's Form Teacher.
- **Emailing your daughter's Form Teacher.** Teachers usually access their emails prior to School commencing and if this is the case the Form Teacher will acknowledge receipt of the email and will investigate the issue or concern outlined. Often matters cannot be investigated immediately due to teaching and timetable demands. However, be assured that as soon as a suitable time is available the teacher will proceed with the investigation and respond to you via email, telephone or follow-up interview. If the matter involves more than one teacher, please address the email to the staff members concerned. If you would like to ensure that the Deputy or Head of Junior School is informed of the situation, please include her in the email group.

## Dealing with and Responding to Inappropriate Behaviour

It is most important that a perceived concern is reported and investigated as this often reveals that there are a range of circumstances associated with the incident and a parent may only have one perspective.

When a matter associated with student behaviour (toward another student and/or teacher) has been reported to a staff member, Deputy Head of Junior School or the Head of Junior School, various options are available to respond to and/or deal with the matter.

If the matter is of a minor nature it will be dealt with by the Form and/or Specialist Teacher. In some instances where it is deemed necessary the staff member will also take the option of informing the Deputy Head of Junior School about the situation. Once an incident has been investigated parents will be contacted if the matter is considered to be of a serious nature. The students involved in the incident will be made aware of the outcome and will be informed of any steps to be taken to ensure the inappropriate behaviour does not re-occur.

In dealing with an issue the privacy and dignity of all of the individuals involved is respected. If a situation is deemed to be of a serious nature parents will always be informed. Any remediation behaviour will be at the discretion of the Head of Junior School and in keeping with the fact that St Hilda's is a Christian School whose ethos demands gentleness, tolerance and respect for all members of the community. It is most important that adults remember that we are dealing with children and that they do make mistakes and on occasions make wrong choices. However, the intent is not necessarily premeditated and can be the result of a spur of the moment decision or reaction.

If a similar incident occurs involving the same student/group of students, then the School will act to protect the welfare of a student or students. In this situation the following procedure will be undertaken:

- A member of the Junior School Leadership Team will investigate the situation ensuring that all involved in the incident have an opportunity to express their perspectives in relation to the incident.
- If there is evidence to confirm that one student or group of students was responsible for the incident, then parents will be informed, and a follow-up interview will be conducted by a member of the Junior School Leadership Team.
- In order to stress that inappropriate playground behaviour that compromises the wellbeing of other students is unacceptable the offending student will have her access to the playground withdrawn. If the matter occurs in the classroom and the behaviour is detrimental to the learning of other students, then the student will be withdrawn for a period of time.

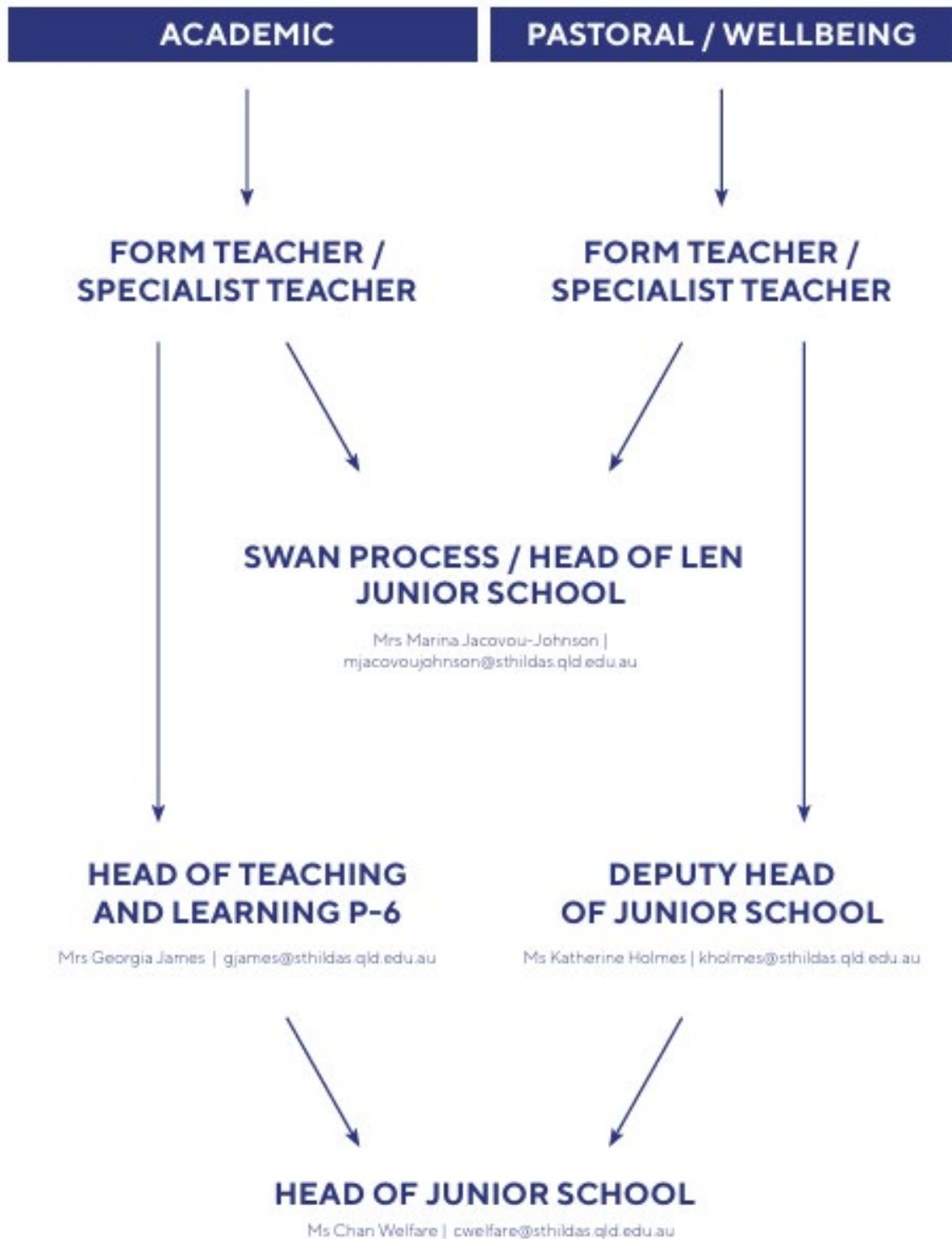
- Please know that St Hilda's School has a zero tolerance for any form of bullying behaviour and any such matter will be dealt with appropriately.



# Communication Flowchart



## COMMUNICATION FLOW CHART



## Daily Routine

**School Day:** 8.20am – 3.25pm (Pre-Prep to Year 6)

**Office:** 8.00am – 4.30pm

**Before and After School Care:** 7.00am – 8.15am and 3.30pm – 6.00pm

It is important that students arrive at school by 8:10am to ensure they are ready and organised to commence class at 8:20am. Class rolls are marked at the start of each lesson. Students who arrive late to school must sign in at Junior School Reception. They will each be given a late stamp which must be presented to the teacher on arrival to class. The school day finishes at 3:25pm.



## Junior School Timetable – Weeks A & B

Junior School lesson times and breaks are indicated on the daily timetable below. All girls are able to arrive to School from 8.00am and are expected to be at School by 8.10am preparing for the day ahead.

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>ROLL CALL</b>	8.20am-8.35am	8.20am-8.35am	8.20am-8.35am	8.20am-8.35am	8.20am-8.35am
<b>1</b>	8.35am-9.30am	8.35am-9.30am	8.35am-9.30am	8.35am-9.30am	8.35am-9.30am
<b>2</b>	9.30am-10.25am	9.30am-10.25am	9.30am-10.25am	9.30am-10.25am	9.30am-10.25am
<b>RECESS</b>	10.25am-11.00am	10.25am-11.00am	10.25am-11.00am	10.25am-11.00am	10.25am-11.00am
<b>3</b>	11.00am-11.55am	11.00am-11.55am	11.00am-11.55am	11.00am-11.55am	11.00am-11.55am
<b>4</b>	11.55am-12.50pm	11.55am-12.50pm	11.55am-12.50pm	11.55am-12.50pm	11.55am-12.50pm
<b>LUNCH</b>	12.50pm-1.30pm	12.50pm-1.30pm	12.50pm-1.30pm	12.50pm-1.30pm	12.50pm-1.30pm
<b>5</b>	1.30pm-2.25pm	1.30pm-2.25pm	1.30pm-2.25pm	1.30pm-2.25pm	1.30pm-2.25pm
<b>6</b>	2.25pm-3.20pm <b>Week A House Meeting</b>	2.25pm-3.20pm	2.25pm-3.20pm <b>Weeks A &amp; B Years 3-6 Chapel</b>	2.25pm-3.20pm <b>Weeks A &amp; B Prep – Year 2 Chapel</b>	2.25pm-3.20pm <b>Week A Prep -6 Assembly</b>
<b>ROLL CALL</b>	3.20-3.25pm	3.20-3.25pm	3.20-3.25pm	3.20-3.25pm	3.20-3.25pm

## Student Life

### 1.29. The House System

The House system is an integral part of school life at St Hilda's School. House events are a great way for girls to get to know each other across different year levels and extend their friendship groups, as well as developing a range of skills and providing opportunities for student leadership. Every new student is assigned to a House. Students with existing family connections will be placed in the same House as their family. Students attend House meetings held twice a term.

The Junior School Houses are:

- Acacia (Sky Blue)
- Grevillea (Purple)
- Tristania (Emerald Green)

Students quickly form an allegiance to their House and a sense of fun and friendly competition is part of all house events. All of these events contribute enormously to school spirit. Students attend and represent their House in various events throughout the year:

### 1.30. Co-Curricular Activities

The school places high importance on the co-curricular program, because it adds significantly to each student's school experience, offering opportunities for personal growth and development. The co-curricular program is extensive and includes opportunities for girls to participate in both cultural and sporting activities. These activities help students to create meaningful connections through common experiences, encouraging a sense of belonging as well as school spirit. Details regarding the Extra and Co-curricular Activities offerings in Junior School can be obtained through the School Website.

### 1.31. Sport Overview

Sport aims to develop each girl's potential through quality sporting competition and social interaction within a supportive environment. The Junior School offers many opportunities for the girls to participate in sport. These include:

- House Carnivals
- Selection to attend District sporting trials
- Andrews Cup (Years 2 – 6 Core Sports/Years 4-6 Team Sports)
- Club Netball (Year 1 – 6)
- Club Touch (Years 3 – 6)
- Net Set Go Netball (Years 1 and 2)
- Auskick (Prep – Year 6)
- Tennis (Pure Tennis)
- Gymnastics (Delta Gymnastics)
- Swimming (St Hilda's Aquatics Club)

Further information about sport can be obtained from the Website or by contacting St Hilda's Junior School Sport Co-ordinator, Mrs Olivia Blair [oblair@sthildas.qld.edu.au](mailto:oblair@sthildas.qld.edu.au). Her office is located in the MPC.

### 1.32. Andrews Cup

The Andrews Cup is an association of ten independent Primary Girls' Schools who participate in a sporting competition. These Schools include – St Hilda's School, Somerville House, St Margaret's School, St Aidan's School, Moreton Bay College, Clayfield College, The Glennie School, Toowoomba Anglican Grammar and Preparatory School, Fairholme College and Ipswich Junior Grammar School. Students can trial for selection to represent St Hilda's School through trial days and/or performance at House Carnivals. Training for these sports occurs before or after School. Sports included in the competition include –

- Swimming, Athletics, Cross Country and Gymnastics (Years 2 – 6)
- Touch, Football, Tennis, Netball, Cricket (Years 4 – 6) Basketball (Year 5 and 6 only), Soccer

### **1.33. Music**

Music is an integral part of life at St Hilda's School, with opportunities for individual and group participation. Students are invited to participate in various performance opportunities held throughout the year. These include the Gala Concert, Twilight Concerts, Sing Out, musical productions, and in Eisteddfod competitions. There is a wide variety of ensembles, bands and choirs in which to participate. Rehearsal times are before and after School and include Years 2 and 3 Choir, Years 4 – 6 Choir, Years 4 – 6 Vocal Ensemble (Auditioned Choir), Junior String Ensemble and Junior Concert Band.

### **1.34. Drama**

St Hilda's School has a long-established tradition with Drama. Drama is taught in the curriculum and offered through a variety of activities after School including Junior School Co-curricular Drama Troupe club facilitated in conjunction with the Australian Acting Academy. Additional activities may also include Springfest and Winterfest, Drama Club, Workshops and Extra Subject Speech and Drama Lessons.

### **1.35. Art**

Art is taught in the curriculum and encompasses both Visual and Media Arts. In addition, a variety of activities are offered after school and may include Create Festival Workshops and Art Clubs.

### **1.36. The Outdoor Education Program**

Outdoor Education adds an important dimension to the learning and personal development of each student and continues to be an integral part of the Junior School experience. Through challenge, at a personal and team level, the girls experience enhanced self-esteem and confidence, improved communication skills and a greater sense of community with both their peers and teachers. Outdoor Education enhances the girls' perception of what they are capable of, whilst developing their understanding of how their actions affect themselves, others and the environment. Students from Years 3 to 6 take part in an outdoor education experience each year, where they are introduced to a carefully structured and sequenced combination of activities.

- Year 3 – Tyalgum Ridge
- Year 4 – Lake Ainsworth
- Year 5 – Tallebudgera Camp
- Year 6 – Canberra Educational Camp

### **1.37. Homework**

Homework is set by the teachers to enable the students to practise and revise day-to-day work. As homework is undertaken in the home it is the parents' responsibility to monitor effort and completion. Teachers are responsible for marking completed work that is submitted. Homework is required to be completed by all students.

Homework consists of:

- Prep – Year 2 – English and Mathematics activities of reading, sight words, spelling words, and number revision.
- Years 3 – 6 – English and Mathematics activities. It is also recommended that students complete 10 minutes instrumental music practice each day.

Any parent who has concerns regarding homework should speak to their daughter's Form Teacher.

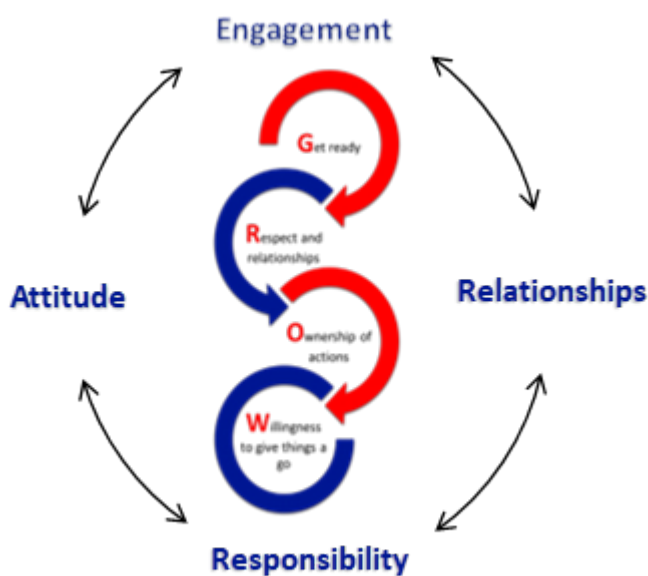
### **1.38. Class Placement**

The class placement in the Junior School requires that classes reflect a diversity of skills and ability. Many elements are considered to ensure productive classes, including learning styles, academic strengths, learning support requirements, social dynamics, pastoral needs and the mix of current and new students. A number of staff contribute to the final class lists, as it is necessary to ensure that all matters are carefully balanced. The decision regarding student class placement is the responsibility of the School Administration.

## Student Wellbeing

St Hilda’s School - Junior School, develops active and mindful learners who understand and manage themselves, their relationships, learning and work. We provide an enriching culture and environment that promotes wellbeing, care, efficacy and resilience. Students are encouraged to develop an appreciation of their behaviour and understand how to facilitate safe, healthy, and compassionate relationships.

Furthermore, we aim for students to develop a strong sense of self whilst also confidently being able to manage, navigate and understand the social self. Inspired by the Values of Hope, Love, Compassion, Forgiveness and Grace and with allegiance to the School Motto – ‘Not for Ourselves Alone’ our students will engage, relate, connect and grow.



**Our approach to Wellbeing in the Junior School encompasses the below guided by our framework as pictured –**

- 🌱 A comprehensive, developmentally appropriate wellbeing curriculum through the Kimochis and You Can Do It programs.**
- 🌱 Integration of wellbeing within teacher methods and practice as guided by the framework.**
- 🌱 Opportunity to practice the skills of wellbeing and build community wellbeing through interaction with each other and the wider community.**

## Purpose...

G R O W	<b>Get ready...</b>
	<b>Engagement</b> – organisation, exploring, creative, curious, commitment
	<b>Respect for yourself and others...</b>
	<b>Relationships</b> – School Values, connectedness, respect, understanding, empathy, gratitude, honesty, restorative practices
	<b>Ownership of actions...</b>
	<b>Responsibility</b> – understanding, decision-making, flexible, thinking, managing, feeling, communication, self-efficacy
	<b>Willingness to give things a go...</b>
	<b>Attitude</b> – grit, resilience, perseverance, compassion, positivity, mindfulness, growth mindset



## Behaviour Management

Behaviour management in the Junior School is embedded as part of the Wellbeing Framework and is focused on promoting positive interactions and personal growth to assist and guide each student to develop their decision making skills. Young children of Junior School age make mistakes and, at times, poor decisions in different situations. The Junior School behaviour management practices focus on a restorative structure where students are assisted to:

- Identify situations they are involved in
- Identify their decision and reactions
- Identify the impact on themselves and others from their actions
- take ownership of their actions and identify different positive choices they should have made at the time and will make in the future

Clear expectations regarding behaviour are explained to the students at the start of each term and during the term as needed. Students are also made aware that there is a zero tolerance for bullying in the Junior School and incidences where this may be present are managed swiftly and thoroughly. Intervention is dependent on the level of behaviour exhibited and can be guided by Form Teachers or in more serious cases a team approach is adopted including parents to support further growth and development. Further information regarding the Junior School behaviour management practices will be shared with our community at the start of each year.



We recognise and value the importance of social and emotional skills and equipping the students with the skills necessary to connect, relate and grow. Guided by the General Capabilities from ACARA the students of the Junior School will be explicitly taught the required skills to enable understanding of each other and themselves.

Pre-Prep and Prep students engage with the Kimochis program and learn explicitly about feelings. They learn to understand different feelings and the impact of these feelings on others.

Year 1-6 students engage with the program You Can Do It which allows them to develop a deeper understanding of relationships, dealing with conflict, self-confidence, organisation, emotional well-being and resilience just to name a few.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability>

Both programs are scaffolded to provide a development of skills as the students progress through the Junior School.

Additionally, and importantly, as each student plays a vital role in the Junior School community, they all share an understanding of the following responsibilities and their association with the Junior School Wellbeing Framework. These responsibilities are communicated by Form Teachers, through Assemblies and Chapels and are interwoven into everyday life as a student of the Junior School.

<b>LEARNER ACTIONS</b>	<b>MY RESPONSIBILITY</b>
<p><b>G – Get Ready!</b></p> <p><b>Engagement</b></p> <p><b>As a learner I will be effectively engaged to optimise my learning.</b></p>	<p><u>I have the responsibility:</u></p> <p>to co-operate with teachers and other students</p> <p>to organise myself maintaining a tidy desk, work area and locker</p> <p>to put up my hand to speak – and not call out</p> <p>to allow others to express opinions, ideas etc.</p> <p>to use “excuse me” when required</p> <p>when late, to proceed to teacher and explain</p> <p>to listen attentively to the person speaking</p> <p>to be honest</p>
<p><b>R – Respect for yourself and others.</b></p> <p><b>Relationships</b></p> <p><b>As a learner I will treat others with respect and to be respectful in my actions and words.</b></p>	<p><u>I have the responsibility:</u></p> <p>to treat all members of the School community with respect</p> <p>to respect others' personal space and privacy</p> <p>to include, rather than exclude, members from groups/group work</p> <p>to make a conscious effort to join a group/activity</p> <p>not to bully – verbal or non-verbal or cyber bullying</p> <p>to offer my seat to adults and to stand aside to allow adults to proceed</p> <p>to respect the authority of teachers</p> <p>to comply with any reasonable instruction</p> <p>to maintain freedom of speech subject to the rights of others, as long as this is done in a civil and polite manner</p> <p>to contribute positively to decisions made about me, my class, my year level or the whole School</p> <p>when having a conversation, to acknowledge and focus on the speaker</p>
<p><b>O - Ownership of actions.</b></p> <p><b>Responsibility</b></p> <p><b>As a learner I will be safe and act responsibly whilst owning my actions.</b></p>	<p><u>I have the responsibility:</u></p> <p>not to threaten, hit, hurt or embarrass anyone in any way</p> <p>to avoid involvement in activities which could be dangerous to myself or others</p> <p>to report any inappropriate behaviour that threatens the personal safety of others</p> <p>to observe all class and sports safety rules and use equipment safely</p> <p>to be sun safe</p> <p>to participate safely in the approved educational apps and websites as required</p> <p>not to interfere with, steal, damage or destroy the property of others</p> <p>to politely request the use of any student’s property should I wish to use it, and to respect her decision</p> <p>to never to graffiti anywhere</p>
<p><b>W - Willingness to give things a go.</b></p> <p><b>Attitude</b></p> <p><b>As a learner I will be optimistic, resilient and show perseverance.</b></p>	<p><u>I have the responsibility:</u></p> <p>to display grit, perseverance and determination when challenges occur</p> <p>to make an effort to be resilient and positive when confronted with problematic and/or new situations</p> <p>to demonstrate compassion towards others</p> <p>to exhibit mindfulness and growth mindset principals</p>

Each class, Prep to Year 6, is under the guidance of a Form Teacher. The Form Teacher is responsible for teaching a selection of the academic program as well as providing ongoing pastoral care for the students. Pastoral Care in the Junior School is not taught or dealt with in isolation but is an ongoing care and concern for the welfare of the students. At the beginning of each day 15 minutes is allocated to organisational needs and enables the smooth running of the day. Students are supported during this period to organise themselves, to prepare for the day and to address any concerns associated with equipment left at home or family issues that arose prior to departure for school.

During the course of the day, all teachers, including specialists, provide the necessary pastoral support to allow the students to participate fully in the school's programs. Any issues that arise in specialist lessons are always reported to the Form Teacher.

The day's structure also allows for a second form session at the conclusion of the day. At this time any concerns related to homework, after school activities and/or matters associated with departure are addressed by the Form Teacher.

In addition to the social and emotional programs outlined above, students in all year levels, Prep to Year 6, engage in Health and Physical Education lessons covering a range of concepts that relate to the Australian Curriculum. Aspects of this curriculum are also taught during House Meetings, Assembly, Chapel, Class Buddies and Religious Education lessons and during incursions such as Life Education, Protective Behaviours, internet safety and other presentations to the students.

The Chaplain and Chapel Leader provide spiritual leadership for the School as well as organising Chapel services. The Junior School Psychologist, who is available to all students, take a pro-active approach to student health and personal development, helping to design programs in these areas as well as working with students on an individual basis where required.



## Academic Matters

Each of the students at St Hilda's Junior School is unique, with individual talents to be nurtured. She brings with her many hopes and aspirations which will contribute towards shaping her future. Our curriculum program and the dedication displayed by every teacher reflects our desire to support each girl through the formative years of her education, to provide opportunities for her to achieve her personal best in academic, sporting, musical and cultural arenas as well as assisting her to realise her dreams. Fanning the inner sparks of possibility leads to flames of achievement.

Using the Australian Curriculum as the basis of our teaching in the core subjects of English, Mathematics, Humanities and Social Sciences (HaSS), Science and Technologies and providing an extensive and well-developed specialist curriculum program, the girls undertake studies in the following learning areas:

**Preparatory:** English, Mathematics, Humanities and Social Sciences (HaSS), Science, Technologies, French and Japanese, Visual Art, Music, Library, Health and Physical Education, Gymnastics and Religious Education, P-2 Technologies and special related projects.

**Years 1 – 6:** English, Mathematics, Humanities and Social Sciences (HaSS), Science, Technologies, French, Japanese (Year 6), Drama (Years 2-6), Visual Art, Music, Instrumental Music (Years 3 - 6), Dance (Year 1, 3 and 5) Library, Health and Physical Education and Religious Education. Additionally, girls in Years 1 and 2 participate in Chess lessons, Years 3-6 Technologies and special related projects.

### 1.39. Assessment And Reporting

Assessment is an ongoing and integral part of the teaching and learning process. Junior School students are assessed regularly in their subject areas. Assessment may take the form of tests, oral presentations, practical tasks, IT based presentations and written assignments. The purpose of Assessment and Reporting is to provide information to students, teachers and parents about a student's learning.

Academic reports are available to parents via Parent Lounge at the end of Semester 1 and Semester 2. Reports will provide information concerning the student's progress within each subject, including an assessment grade or an overall grade, an effort rating (1 to 5 effort rating scale with 1 indicating a need for assistance to 5 which indicates excellence) and teacher's comment. Grades (A to E) will also reflect the student's achievement within the different focus areas of each subject. Students will receive an Interim Effort Rating Report at the end of Term 1 and 3 which details a student's effort with different subjects.

### 1.40. Parent Information Sessions

A number of Parent Information sessions are scheduled throughout the year. At these sessions, staff provide parents with an overview of the curriculum, pastoral care structures and other relevant information that support student learning. This is also a valuable opportunity for parents to meet staff.

### 1.41. Parent Teacher Interviews

Parent Teacher interviews strengthen the connection between home and school, reflecting the strong commitment to authentic partnerships with families. They offer an important opportunity for parents to speak to their daughter's teacher to ascertain how she is progressing in her academic studies. Interviews are scheduled twice a year at the end of Terms 1 and 3 and it is strongly recommended that parents attend these interviews. On occasions, students are also invited to attend. Bookings for Parent/Teacher Interviews are

made online and notification of the times, login and password will be sent out prior to the dates of interviews. Should parents wish to discuss their daughter's progress at any other time, they should contact the Form Teacher or the School to organise an appointment with relevant staff at a mutually convenient time.

#### **1.42. NAPLAN**

Each year students in Years 3 and 5 participate in the National Assessment Program – Literacy and Numeracy (NAPLAN). These national tests assess skills in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. This testing is held in March each year.

## **Learning Enhancement**

#### **1.43. SWAN Process**

At St Hilda's School we believe that every girl is unique, with a wide range of abilities, interests and learning styles. Classroom teachers differentiate their curriculum to cater for the specific needs of the students.

Our curriculum is complemented by a variety of targeted programs and co-curricular activities aimed at providing each student with the opportunity to experience the joy of striving to reach her potential.

At St Hilda's School we use a multi-disciplinary approach when identifying the special needs of students.

In the Junior School there are a number of avenues available to students who need additional support. These include:

- Small group withdrawal for literacy and numeracy
- In class teacher and teacher aide support
- Reading programs
- Phonological awareness program for Prep students
- After school Homework Club
- Individual Education Program for students who are eligible for special funding

A student who is identified as needing additional support will be considered within the Junior School SWAN process. This process ensures full consideration is given to meeting the needs of each student.

#### **1.44. Enrichment Programs**

Students who excel in their academic subjects are catered for through the differentiated curriculum, extension and enrichment activities. They are also invited to participate in various events including Da Vinci Decathlon, Ethics and Maths Olympiad and ICAS Competitions.

#### **1.45. English as an Additional Language/Dialect**

English as an Additional Language (EAL/D) support is available in the forms of withdrawal (for new arrivals), support in class, or monitoring, according to students' needs. Staff work closely with the classroom teacher to support learning, enabling the student to achieve success while discovering strategies and structures that accommodate their learning needs.

## Student Leadership

A culture of leadership is encouraged through leadership positions that are structured to allow a number of girls to experience positions of responsibility and to develop the skills needed to carry out these tasks in an effective manner. Leadership opportunities in the Junior School emphasise service to others, teamwork, taking initiative and developing responsibility.

**JUNIOR SCHOOL CAPTAIN**

**JUNIOR SCHOOL  
VICE CAPTAIN**

**NON NOBIS  
SOLUM CAPTAIN**

**ACACIA  
HOUSE CAPTAIN**

**GREVILLEA  
HOUSE CAPTAIN**

**TRISTANIA  
HOUSE CAPTAIN**

**NON NOBIS  
SOLUM CAPTAIN**

**HOUSE  
VICE CAPTAIN**

**HOUSE  
VICE CAPTAIN**

**HOUSE  
VICE CAPTAIN**

**NON NOBIS  
SOLUM CAPTAIN**

**HOUSE  
VICE CAPTAIN**

**HOUSE  
VICE CAPTAIN**

**HOUSE  
VICE CAPTAIN**

- The above Junior School Student Leadership positions are a one-year appointment.
- All students in the Year 5 cohort are eligible for consideration to be appointed to a leadership position. Staff and students (Year 5 only) express support for the student/s they consider demonstrate the skills and capabilities required to undertake successfully one of the roles listed above.

### Other Leadership Positions

#### Captains of Music

- 2 - Year 6 students per year

#### Captains of Performing Arts

- 2 - Year 6 students per year

#### Captains of Visual Arts

- 2 - Year 6 students per year

#### Cultural Connections Captains

- 2 - Year 6 students per year

## Captain Positions Elected Once the School Year Commences

### Captains of Sport

- A Year 6 student for each of the Andrews Cup Sports

### Non Nobis Solum (one year appointment)

- Class Representatives (Years 3 - 6) will be elected at the commencement of each year

### Form Captains

- Years 5 and 6: Two students will be elected per semester
- Years 3 and 4: Two-Three students will be elected per term

### Chapel Wardens

- Year 5: Four to Six students per year

### Library Monitors

- Year 5: 10 students per year

All students will have the opportunity to hold a position of responsibility in either Year 3 or 4.



## Junior School Awards

### G.R.O.W. Awards

#### Prep to year 6

The G.R.O.W Awards embody the essence of our social and emotional framework within the Junior School. Students may be eligible for an engagement, relationships, responsibility or attitude award to acknowledge their growth over the semester.

#### **Engagement Award**

G – getting ready (engagement)

The student has demonstrated ...

- a well organised approach and is prepared for her learning
- initiative and problem solving in order to engage more productively
- curiosity and taken steps to approach her learning with creativity

#### **Relationships Award**

R – respect and relationships (relationships)

The student has demonstrated ...

- respect, empathy and understanding towards others
- an ability to collaborate and communicate well with others
- an approach to conflict with a restorative attitude
- honesty and gratitude

#### **Responsibility Award**

O – ownership of actions (responsibility)

The student has demonstrated ...

- an ability to manage feelings and accept responsibility
- compassion for others
- an ability to be reflective of actions

#### **Attitude Award**

W – willingness to give things a go (attitude)

The student has demonstrated ...

- a growth mindset
- a willingness to be challenged
- perseverance, grit and determination
- a positive attitude

### End of Semester Assemblies

#### Prep to year 2

At the conclusion of each semester, an assembly is held to celebrate learning and/or personal achievements of students.

#### **Spirit/Endeavour Certificate**

Form teachers and specialist teachers may award Spirit or Endeavour certificates to students who fulfil the criteria below.

<b>Junior School Spirit Certificate (Prep – Year 2)</b>	<b>Junior School Endeavour Certificate (Prep – Year 2)</b>
<p>Student has demonstrated by her behaviour a generosity of spirit and positive attitude toward peers, staff and visitors.</p> <p>This could include-</p> <ul style="list-style-type: none"> <li>• demonstrating compassion, respect, co-operation, courtesy, good grace, dignity and/or kindness</li> <li>• being prepared to be of service to others and willing to accept responsibility and volunteer appropriately</li> <li>• being a role model for other students</li> <li>• demonstrating the ability to organise and work in groups both effectively and harmoniously</li> <li>• demonstrating a commitment to the school community through participation in a range of activities including music, sport, community service, fund raising and House activities</li> </ul>	<p>Student has demonstrated effort, excellence or improvement in her work habits and skills.</p> <p>This could include-</p> <ul style="list-style-type: none"> <li>• demonstrating effort</li> <li>• demonstrating enthusiasm, a positive attitude and an application to task</li> <li>• improvement in academic standard or high academic achievement</li> <li>• improvement in work practice eg. time management, organisation, focus, independence</li> <li>• accepting new challenges and being prepared to take risks in learning</li> </ul>

## **End of Semester Assemblies**

### **YEAR 3 - 6**

At the conclusion of each semester, the following awards are presented:

- Junior School Scholar Award
- Junior School Scholar Badge (Semester 2 only / Years 5 and 6)
- English – Outstanding Progress Award
- Mathematics - Outstanding Progress Award
- Creative Arts Certificate for contribution in Music, Drama and/or Visual/Media Arts (Semester 2 only / Year 6)
- Certificate of Sport for contribution and commitment in the sporting arena (Semester 2 only / Years 5 and 6)
- Junior School Music Cup (Semester 2 only / Years 3-6)
- Junior School Sports Girl of the Year (Semester 2 only / Years 3-6)
- House Service Award for ongoing contribution and service to the House (Semester 2 only / Years 3-6)

## **Junior School Scholar Award**

### **YEARS 3 – 6**

Student has achieved an A standard in the following subjects/areas during the semester:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Other subjects – at least three of Languages, Art, Drama, Music, HPE, Technologies

## **English Outstanding Progress Award**

### **YEAR 3 - 6**

In recognition of outstanding academic progress, these students will have showed significant development in one or more of the following areas.

The student has demonstrated:

- an improvement in A-E English assessment tasks
- a significant improvement in spelling
- a significant improvement in reading
- a significant improvement in writing skills.
- 

## **Mathematics Outstanding Progress Award**

### **YEAR 3 - 6**

In recognition of outstanding academic progress, these students will have showed significant development in one or more of the following areas.

The student has demonstrated:

- an improvement in A-E Mathematics assessment tasks
- a significant improvement in numeracy skills.

## **Creative Arts Certificate – (Year 6)**

To be awarded a Creative Arts Certificate a student has:

- achieved an A standard in at least two of the following areas - Visual and Media Arts, Drama and/or Music
- demonstrated a consistent attitude, focus and commitment in at least two of the following areas – Visual and Media Arts, Drama and/or Music
- been generous with her talents.

## **Certificate of Sport – (Years 4, 5 & 6)**

To be awarded a Certificate of Sport a student has:

- demonstrated a high standard of appropriate skills in a range of sports
- represented St Hilda’s School in at least four Andrews Cup competitions

or

- represented St Hilda’s School in at least two Andrews Cup competitions and compete in a representative team (Qualified for the Schools’ based Regional, State or National level Team)

## **Junior School Music Cup – (Year 6)**

The Junior School Music Cup is presented to the Year 6 student who has demonstrated a high level of skill, leadership, responsibility, musicianship and commitment to Junior School Music.

## **Arietta Cup – (Year 6)**

Presented to a Year 6 student who displays a positive attitude, reliability, intelligence and artistry in Junior School music curricular and co-curricular programs.

## **Junior School Sports Girl of the Year – (Year 6)**

Junior School Sports Girl of the Year is presented to a Year 6 student who has demonstrated a high level of skill, leadership, responsibility, sportsmanship and commitment to Junior School sport.

## House Service Award – (Years 3 – 6)

Awarded to up to four recipients per House excluding existing Captains.

To be presented with a House Service Award a student has to:

- consistently demonstrated a commitment to the House, without thought or expectation of reward,
- consistently demonstrated a genuine willingness to contribute to a team effort for the benefit of the members of the House and in support of the House staff,
- participated actively in all House activities and sporting events demonstrating a willingness to strive to achieve a personal best for the benefit of the House.

## Speech Day Awards

At the conclusion of each academic year, a Junior School Speech Day assembly is held to recognise the achievements of girls in a number of significant and traditional awards. This event is held during the final two weeks of the school year and will include the presentation of the following awards.

Year Level	awards
Year 1	<ul style="list-style-type: none"><li>• Junior School Merit Award</li><li>• Principal's Award</li></ul>
Year 2	<ul style="list-style-type: none"><li>• Junior School Merit Award</li><li>• Principal's Award</li></ul>
Year 3	<ul style="list-style-type: none"><li>• Junior School Merit Award</li><li>• Academic Honours Award</li><li>• Principal's Award</li></ul>
Year 4	<ul style="list-style-type: none"><li>• Junior School Merit Award</li><li>• Academic Honours Award</li><li>• Principal's Award</li></ul>
Year 5	<ul style="list-style-type: none"><li>• Junior School Merit Award</li><li>• Academic Honours Award</li><li>• Principal's Award</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Junior School Merit Award</li><li>• Academic Honours Award</li><li>• Junior School Scholar Award</li><li>• Principal's Award</li><li>• Non Nobis Solum Award</li><li>• Best All Round Girl</li><li>• Dux of Junior School</li></ul>

## Junior School Merit

Academic Merit is awarded to students in Years 1 to 6 who have demonstrated a consistent effort rating of either a 4 or 5 and have achieved a high level of performance in the four key learning areas of English, Mathematics, Science, Humanities and Social Sciences.

## Academic Honours

Academic Honours Awards are presented to students in Years 3 to 6 who have demonstrated a consistent commitment to excellence in their studies. Through their efforts and application, the students have attained A-grades in the 4 key learning areas of English, Mathematics, Science and Humanities and Social Sciences.

### **Junior School Scholar Badge**

Students in Years 5 and 6 who are awarded a Scholar's Award in Semester one and two will be presented with a Junior School Scholar Badge.

### **Principal's Award**

The Principal's Award is presented to student/s in Years 1 - 6 who has:

- shown considerable initiative in accepting high levels of personal responsibility for their learning
- participated in and contributed to the co-curricular life of the School
- displayed commitment to and support of the School ethos
- demonstrated service to others and a generosity of spirit
- shown dedication and teamwork.

### **Junior School Vice Captain Award**

- In recognition of the outstanding leadership provided by the Junior School Vice-Captain

### **Junior School Captain Award**

- In recognition of the outstanding leadership provided by the Junior School Captain

### **Non Nobis Solum Award**

Awarded to a student in Year 6 who has demonstrated consistently:

- a willingness to embrace fellow students with sincerity,
- empathy, sensitivity and compassion towards those with whom she works and plays,
- a commitment to the school community through participation in a range of activities which could include expressive arts, sport, community service, fundraising and House activities,
- good grace, dignity and kindness and by her manner and behaviour is deemed by all she meets to be a fine role model for fellow students in the Junior School.

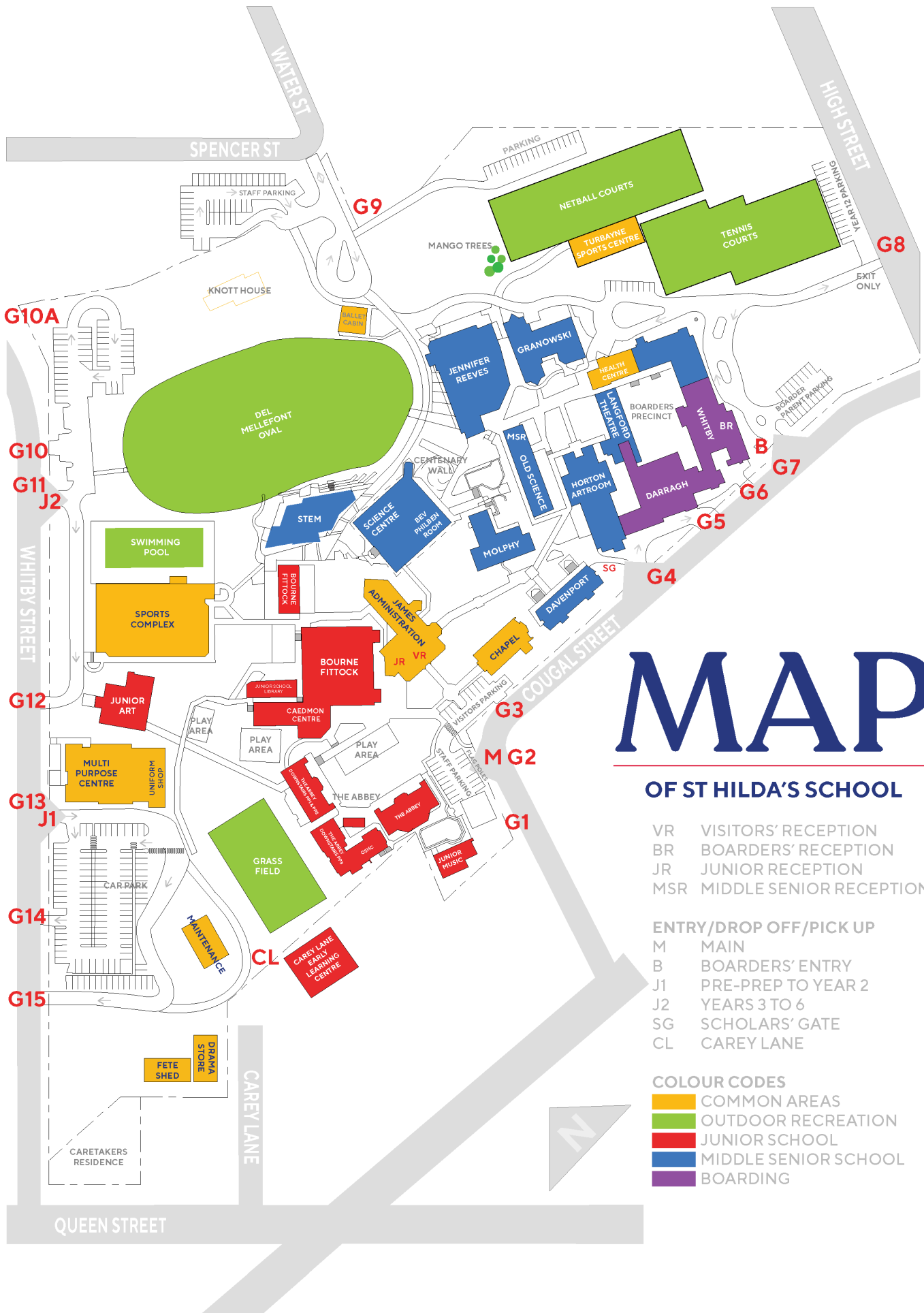
### **Best All Round Girl**

The Best All Round Girl Award is presented to the student in Year 6 who has:

- received a Creative Arts Certificate
- received a Certificate of Sport
- been awarded an Academic Honours/Merit Certificate
- demonstrated consideration of others and a willingness to share her talents and time
- demonstrated the St Hilda's School motto *Not for Ourselves Alone* in her manner and behaviour in the classroom, on the sporting field and in cultural pursuits.

### **Dux of Junior School**

The Dux of Junior School Award is presented to the student who has achieved the highest academic results in the cohort. Students from the Honours and Year 6 classes are eligible for Dux. Data to determine the results are drawn from external standardised testing and internal assessment.



# MAP

## OF ST HILDA'S SCHOOL

- VR VISITORS' RECEPTION
- BR BOARDERS' RECEPTION
- JR JUNIOR RECEPTION
- MSR MIDDLE SENIOR RECEPTION

- ENTRY/DROP OFF/PICK UP**
- M MAIN
  - B BOARDERS' ENTRY
  - J1 PRE-PREP TO YEAR 2
  - J2 YEARS 3 TO 6
  - SG SCHOLARS' GATE
  - CL CAREY LANE

- COLOUR CODES**
- COMMON AREAS
  - OUTDOOR RECREATION
  - JUNIOR SCHOOL
  - MIDDLE SENIOR SCHOOL
  - BOARDING



ST HILDA'S SCHOOL  
GOLD COAST

# Non Nobis Solum

- Not for Ourselves Alone -