INTERNATIONAL STUDENT HANDBOOK
January 2016

Dear Parents/Guardians

Thank you for your interest in seeking enrolment for your child at Clairvaux MacKillop College.

Please find enclosed the following:

- International Student Handbook
- Curriculum Handbook
- International Student Fees Schedule
- Uniform Price List
- Prospectus
- Enrolment Application Form

I ask that you return the completed application form to the College together with the Application fee of $150 so that we can process your application.

Please ensure that you’ve read the policy document and that all entry requirements are completed.

On receipt of the required information and the application fee, the Enrolment Officer, Fay Gomes Correia will be in touch with you to advise the next step in the process.

Yours sincerely,

[Signature]

Dr Andrea O’Brien
Principal
B.Ed., M.Ed., Grad.Dip.Arts, PhD
CLAIRVAUX MACKILLOP COLLEGE

Student Behaviour Support Plan

1. Mission Statement

“Jesus welcomed the crowds, spoke to them about the Kingdom of God, and healed those who needed it.” Luke 9:11

Our mission is to work actively as a Christian Learning Community.

At Clairvaux MacKillop College we are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith, and embrace the example of Jesus and the teaching of the Gospel. Our focus as educators is to implement effective learning and teaching strategies that value and respect the diverse needs, abilities and dignity of each person and the importance of fostering positive, respectful relationships. We understand that opportunities for quality learning experiences are inextricably linked to student behaviour. We need to develop an inclusive, welcoming environment which aligns pastoral programs, student behaviour support, social justice practices and curriculum, indicative of our supportive environment.

1.1. Rationale

At Clairvaux MacKillop College we understand that rapid and complex social changes contribute to uncertainty, insecurity and stress for families in the community and among students in our school. We acknowledge the very diverse range of personal, social, cultural, family and religious influences that can impact on relationships and behaviour, and the need to develop a shared understanding about behaviour support that is student-centred, relevant, age appropriate, supportive and embraces individual needs and abilities. At Clairvaux MacKillop College, we understand that individuals are moral beings, accountable for their decisions and responsible for their actions. The Student Behaviour Support Plan at Clairvaux MacKillop College therefore concentrates on the end purpose of behaviour support; that is, securing effective learning behaviour, and the development of the whole person.

2. Context Statement

Clairvaux MacKillop College is a co-educational Catholic Secondary College that seeks to develop a unique identity of faith, hope and love, based on the vision and person of Jesus Christ. Situated in Upper Mount Gravatt, the College takes its place responsibly in the local urban setting with a strong sense of identity reflecting the best ideals of Australian society while holding to a vision of Christian faith in the Catholic tradition. While programs are governed by the educational requirements of various secular authorities, they are founded on principles articulated in Church teaching and Archdiocesan Guidelines. The College has effective structures for planning, implementing, resourcing, evaluating and reporting on programs and provides opportunities for communication and forums for shared decision making. Policy is determined in consultation with staff and parents, is anchored in Mission, supported by documented procedures and processes, and kept relevant by review.
Our Mission Statement anchors practice, focusing our ethos on authentic relationships within the College community and outwards towards in its place in society with a view to contributing to the coming of the reign of God: A better future under God’s care. Operating within Brisbane Catholic Education, our mission is to work actively as a contemporary Christian Learning Community. We educate the whole human being in each of our students, physical, mental, social and spiritual, by integrating all academic and vocational programs with sound principles based on Gospel values. Students, teachers, parents and the wider community work together for the mission of the College. We reach out to families and parishes related to the College. Recognising that the family is the first place where faith can be nurtured, the College supports the vocation of parents and builds on their experience as the first and most influential educators.

Students experience successful learning in a safe and adequately resourced environment, where appropriately qualified teachers foster self-directed learning in all its forms, both within the classroom and beyond. Students thus acquire the knowledge, attitudes and skills that will enable them to develop fully as human beings; apply Christian values to the challenges of a rapidly developing world; remain life-long learners; and contribute to building a wider society that values spirituality, ethical behaviour and respect for human rights.

College programs enhance readiness to modify plans and opinions as a result of negotiating, think critically about social action, and factor in consequences and creative alternatives when making decisions. We seek to be innovative with a curriculum that addresses the needs, interests and abilities of our students. We teach for physical and intellectual health, clarity of mind and soul, awareness of human dignity, a sense of personal self-worth, the meaningfulness of life, and the value of one’s own decisions and actions, in order to be full participants in the society of the future. Religious Education will always be a part of the curriculum. In the Catholic view, education involves the whole human being, mind, body and soul. Our academic and vocational programs are therefore integrated with sound personal and social development and a range of co-curricular activities are offered in domains such as sport, performing arts, life skills and community service. Action for Social Justice, another dimension of Religious Life is incorporated into co-curricular activity. Student activities in favour of Catholic missions and social welfare organisations go beyond fundraising to teach the value of contributing to the well-being of the community. Valuable learning may be gained from working together in teams to plan practical events with available resources.

In particular, the mission statement implies that people have a capacity to learn, grow, heal and change, impact on one another in society, exert an influence for the common good, and accept people as they are without reducing all values systems to the interchangeable. This pursuit of social and spiritual values is compatible with multicultural society. A welcoming and inclusive community recognizes the importance of shared values, including our catholic faith, mutual respect and recognition that everyone has a valuable contribution to make.

The evangelisation dimension proper to the life of this Catholic secondary College is further realised in an active and coherent program of formation, which regularly occurs through dedicated Reflection days across all the year levels, and the traditional Catholic genre of the Retreat for Year 12. We believe that young people are strengthened and prepared for life by reflecting on their interior lives. Retreat is a time to experience the sacredness of life while reviewing one’s experience, including difficulties, with a view to forming a personal understanding of life and how it can be given a concerted direction for the better.
We aim to extend the faith life of everyone in the community. Our practice aims to reinforce familiar Catholic values for those families that espouse them, while also exerting an evangelising influence on all others who enter our community. The vision of life-long learning and on-going renewal of programs inspires our approach to in-service education opportunities for staff, of whom is required both professional competence and an awareness of the spiritual dimension of their work. All staff are involved in creating the religious quality of the College, embracing the work of College ideals across a spectrum of services with a spirit that builds the ethos of the school. The staff comprise a core of experienced teachers who have pursued ongoing in-service and taken personal interest in keeping professionally informed about recent curriculum growth. Some teachers have been at the College for many years but an increasing number of younger and graduate teachers are arriving. Classes are also actively supported by the special education and counselling services of the College.

Much of the effective content of the ethos is drawn from the essential character of our founding orders, the Christian Brothers of Edmund Rice and St Joseph Sisters of Mary MacKillop. The Christian Brothers opened Clairvaux College in the 1960s and the Sisters of St Joseph named their school after Mary MacKillop in the 1970s. Clairvaux MacKillop College was amalgamated in the mid-1980s. Today we are a community of students, parents and staff working together towards common goals.

This means that Clairvaux MacKillop College works:

- To be welcoming, open to, and supportive of each other.
- To encourage students to relate to one another and to others locally, nationally and internationally with justice, respect, compassion, forgiveness and patience.
- To educate today’s youth spiritually, intellectually, physically, socially, emotionally and morally.
- To offer curriculum that is suited to the needs, abilities and interests of the students.
- To provide encouragement and opportunity for each student to reach excellence as an individual.
- To foster in students the development of self-discipline, self motivation, responsibility and accountability.
- To develop attitudes and skills in students that will assist them to contribute positively to society.

3. Network of Care at Clairvaux MacKillop College

At Clairvaux MacKillop College we believe student behaviour is the shared responsibility of every member of the College community. We welcome and nurture supportive partnerships and open communication between staff, parents, students and other community and professional agencies that may be able to support students in need.
4. Clairvaux MacKillop College Code of Conduct

Clairvaux MacKillop College is a community that is guided by Christian Values. The College’s Code of Conduct was established by students, parents and staff as a series of tangible points for sustaining positive relationships and for acknowledging our responsibilities.

- To value and respect ourselves and others.
- To extend courtesy to all members of the College and wider community.
- To do our best in all things.
- To respect the rights of others as learners.
- To accept responsibility for our own actions and decisions.
- To enhance and strive to improve the good reputation of the College.
- To respect the property of ourselves and of others.
- To care for and respect our environment.

5. Expectations of Community Members

As a community we believe each person has rights and responsibilities that will enable learning and relationships to flourish.

5.1. Student Expectations

<table>
<thead>
<tr>
<th>Student Commitment</th>
<th>Student Rights</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To value and respect ourselves and others</td>
<td>• To be treated with respect</td>
<td>• To treat others with respect</td>
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<tr>
<td></td>
<td></td>
<td>• To actively display right relationships</td>
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<td></td>
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<td>• To respect the characteristics and uniqueness of others</td>
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<tr>
<td>To extend courtesy to all members of the College and wider community</td>
<td>• To be treated with courtesy</td>
<td>• To treat others with courtesy</td>
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<td></td>
<td>• To be free from discrimination, intimidation, bullying and harassment from other members of the community, be it physical, emotional or ‘online’</td>
<td>• To refrain from bullying, intimidating or harassment</td>
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<td></td>
<td></td>
<td>• To listen to others and assist in times of difficulty or distress</td>
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<td>• To co-operate with staff and others adults</td>
</tr>
<tr>
<td>Student Commitment</td>
<td>Student Rights</td>
<td>Student Responsibilities</td>
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<tr>
<td>------------------------------------------</td>
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<tr>
<td>To do our best in all things</td>
<td>• To be provided with effective teaching and learning experiences</td>
<td>• To work consistently to the best of their ability by participating actively in class</td>
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<td></td>
<td>• To be provided with facilities and equipment that are safe and free from hazard</td>
<td>• To be prepared for all lessons</td>
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<td></td>
<td>• To be provided by parents, with safety equipment including hats, sunscreen and bike helmets</td>
<td>• To be punctual and attend all lessons</td>
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<tr>
<td>To respect the rights of others as learners</td>
<td>• To be provided with high quality learning experiences and opportunities</td>
<td>• To refrain from disrupting the learning process</td>
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<tr>
<td></td>
<td>• To learn at an appropriate level which meets their needs</td>
<td>• To participate fully in learning activities and experiences (curricular and co-curricular)</td>
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<tr>
<td>To accept responsibility for our own actions and decisions</td>
<td>• To have safety rules clearly explained and enforced</td>
<td>• To complete all assessment tasks and homework on time and to the best of your ability</td>
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<td>• To be instructed in evacuation and emergency procedures</td>
<td>• To ensure computer use supports learning and satisfies the conditions of College use</td>
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<td></td>
<td>• To have clear expectations of assessment timelines and procedures</td>
<td>• To prioritize school, work and family commitments</td>
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<tr>
<td>To enhance the good reputation of the College</td>
<td>• To be listened to</td>
<td>• To keep Student Diary up-to-date</td>
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<td>• To be extended courtesy</td>
<td>• To observe the Student Uniform Dress Code</td>
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<td>• To take home school correspondence</td>
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<td>• To demonstrate care and sensitivity in representing others in all forms of communication</td>
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<tr>
<td>To respect the property of ourselves and of others</td>
<td>• To be provided with a safe and accessible locker to store personal property and equipment</td>
<td>• To take care of personal and others property</td>
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<td></td>
<td>• To expect that your property and equipment will be well cared for</td>
<td>• To refrain from bringing inappropriate/undesirable property or equipment to school</td>
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<td></td>
<td>• To report vandalism or damage of College or student property, including computer equipment</td>
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<tr>
<td>To care for and respect our environment</td>
<td>• To work, learn and play in a clean and tidy environment</td>
<td>• To assist in maintaining a clean and tidy working, learning and playing environment</td>
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<td></td>
<td>• To be provided with materials/resources necessary for the Stewardship of the College environment</td>
<td>• To avoid ‘out of bounds’ areas</td>
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<td>• To wait safely at bus stops</td>
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</tbody>
</table>

**Preferred Classroom Management Practices:**
- Emphasise behaviour ownership through Responsible Thinking
- Least to most intrusive management style
- Establishing effective relationships
- Promote and support positive behaviour
  students from learning, or to violate the rights of others.

**Student Code of Conduct**
Emphasis on Right Relationships

**Pastoral Leader**
General disruptions and
A significant relationship exists between Pastoral and Curriculum Leaders, supporting staff and students.

**Curriculum Leader**
Subject-specific disruptions and behaviour, incl. failure to

**Support Strategies**
- Learning Support
- Peer Mentors
- Counselling
- Monitoring Cards
- At-Risk Support Meetings
- Behaviour and/or Academic Interventions

**Classroom Teacher Implementing the RTP**

**Classroom Management Plan**
- Clear classroom rules
- Effective Teaching & Learning (mixed ability, special needs)
- Seating plans
- Student work expectations and routines
- Use of Proactive Strategies (see Appendix 1)

**RTP Questions**
- Repeated disruptive behaviour
- Student chooses to go to RTC

**RTP Procedure**
- Incident recorded
- Plan completed
- Return to class following negotiation with Teacher

**Frequent Referral to RTC**
1. Letter home – identifying disruptions (3 referrals per cycle) by RTC via EarlyMark
2. Pastoral/Curriculum Leader notified – letter and call to parents requesting an Interview – mini-intervention (may include Counsellor)
3. Full Intervention – Behaviour or Academic – involving PL, CL, AP, DP, Counsellor,

**Severe Inappropriate Behaviour**
- Referral to AP/DP
- Community Service
- Student Contract/Agreement
- Referral to Principal
- ‘Send Homes’ or Suspension
7. The Responsible Thinking Process (RTP)

Clairvaux MacKillop College values an inclusive and collaborative approach to student behaviour management and support. As a College we are entrusted to nurture and support students in a safe, supportive and caring environment that is grounded in our Catholic faith. This support honours the dignity and uniqueness of each individual and values the collaborative efforts of students, parents and staff involved in the learning process.

Clairvaux MacKillop College has embraced a whole-school approach to behaviour management through the Responsible Thinking Process (RTP). The intent of this behaviour management process is to teach students how to think of ways to reach their goals without violating the rights of others. The underpinning beliefs being:

- Students have a right to learn and teachers have a right to teach.
- Students and staff have a right to feel safe at school.

Clairvaux MacKillop College is committed to the total wellbeing of its students: to foster students’ self-discipline, to be responsible and inner-directed, and to be able to choose freely in accordance with their conscience.

- The aim of student support is to help students recognise that their fundamental freedoms and rights are reciprocated by responsibility.

Through the Responsible Thinking Process, support is provided by way of The Responsible Thinking Classroom (RTC). Here, away from the disturbance of classroom procedures, students are given an opportunity to develop real understandings of their actions and to develop and accept responsibility for their own behaviours. With support they are encouraged in this supportive room to develop effective, positive and preventative plans of action to support behaviour.

The Responsible Thinking Process values the classroom and outdoor areas as safe learning environments for work and leisure. It protects the rights of other students to learn and feel safe at school, and the teacher’s right to teach without unacceptable disruption.

7.1. What to Expect with the RTP

The Responsible Thinking Process (RTP) is a program devised by Ed Ford based on Perceptual Control Theory (PCT) which explains how human beings act to control their perceptions in ways that are consistent with their standards and values. Through this process students are taught to monitor their own behaviour by taking responsibility for what they do; rather than telling students what to do, where the teacher does the thinking, we ask the student to consider their actions in relation to the established rules and expectations. This means teaching students how to think on their own and create their own effective plans for addressing perceived problems rather than someone else doing the thinking for them. At Clairvaux MacKillop College all teachers and students should be held accountable for respecting the rights of others. Students have to be taught this skill. Ill-considered punishment and rewards do not teach people to think, they become a method of control.

The intent of RTP is to teach students who are acting as a disturbance within the College environment, how to think of ways of reaching their goals without violating the rights of others.
The Responsible Thinking Process (RTP) is a non-punitive approach to behaviour management that fosters responsibility for actions and works to change and heal inappropriate behaviours. This may involve social skills training, academic and curriculum restructuring for individual students who may require learning support for an identified learning disability, proactive management and preventative teaching, individual programs and assessment. Our intention is to guide students in their learning and social development in a supportive environment that does not impinge on the rights of others to learn and teach.

*Clairvaux MacKillop College is committed to non-violent management of student behaviour. All forms of corporal punishment are expressly prohibited.*

**Step 1 of RTP Process**

For disruptions to learning in the classroom or for behaviours that compromise the health or safety of others in the school grounds and in transit to and from school, students will be asked a series of questions in a calm and respectful manner:

- What are you doing?
- What are the rules?
- What happens when you break the rules? (not essential)
- Is this what you want to happen? (not essential)
- Where do you want to be? Or, What do you want to do now? (not essential)
- What will happen if you disrupt again?

The key to helping students take responsibility for their own behaviour is to stick to the critical issues: what they did, the rules, where they want to be, and what will happen if they disrupt again. Lecturing students or telling them what they should do will frustrate their own desire to work things out themselves. Similarly, asking students why they act in a certain way most often encourages excuses and avoidance tactics. This process asks students to think about what they are doing in relation to the rules. This would include losing their right to remain where they are if they continue to violate the rights of others.

**Step 2 of RTP Process**

If students answer the questions and resume learning but later disrupt then they are again asked what they are doing and what they said would happen the next time they disrupted. In responding they are acknowledging that earlier they knew they were entering the Responsible Thinking Process.

At this point students are referred to the Responsible Thinking Classroom (RTC).

**Step 3 of RTP Process**

The Responsible Thinking Classroom (RTC) is a supervised space where students are asked to reflect on their behaviour and to consider ways to prevent these from reoccurring. This culminates in the completion of a ‘Plan’ that documents their reflection and what they intend on doing to avoid repeating the disruption.
Staff in the RTC will assist by focussing on the following questions:

- **Think carefully about the disruption before you write your plan?**
- **How will the person know that you are serious about your plan?**

**Step 4 of RTP Process**

When the student approaches the person, be it the teacher or other adult, or another student, to negotiate their return to where they were disrupting, they should be given the time to explain how they are going to deal with the problem the next time it occurs. Negotiating is critical to building student-teacher relationships. If part of their plan is unacceptable, alternatives should be offered, though their plan should never be ignored or refused. Using questions help students think through their problems.

- Tell me about your plan?
- What will you do if you find yourself in this situation again?
- What might I see if you are following your plan successfully?
- What could make it difficult for you to complete your plan?
- If you are having difficulty with your plan, to whom will you go to for help?

**7.2. The Responsible Thinking Classroom (RTC)**

The Responsible Thinking Classroom (RTC) is where students go to create a plan designed to help them work through problems they are experiencing in following the rules and respecting the rights of others. Once the plan has been completed with the final approval of the RTC teacher, the student is ready to negotiate with the teacher for whom they misbehaved. The student is seeking to be readmitted to a particular classroom or program.

Through negotiation the student is given time to explain how the problem will be dealt with. If the teacher has any questions concerning the student’s plan this is the time to ask. If the plan is unacceptable, the students will be asked for alternatives. A calm and consistent approach are important elements to achieving a successful negotiation.

**Some Key Points**

- Students are referred to the RTC only for the class/subject they disrupted.
- Each time a student is referred to the RTC, the teacher in charge will stamp the student’s Diary, noting the date and the class from which the student has been referred.
- Student attendance in the RTC is monitored regularly.
- Parents will be notified where there is a concern or the need to arrange a Behaviour/Academic Intervention (Support) Meeting.
- Parents, relevant staff and other key persons involved with this student are invited to attend the Behaviour/Academic Intervention (Support) Meeting.

Further reading on the RTP is available at [http://www.responsiblethinking.com/index.htm](http://www.responsiblethinking.com/index.htm)

**8. The Role of the Teacher in Supporting Student Behaviour**

A ‘disruption’ is any behaviour that interferes with learning in the classroom or the peaceful enjoyment of the playground. Disruptions can fall in to two distinct categories: general classroom disruptions requiring the RTP questions, or automatic referrals for high level or unsafe situations.
8.1 Behaviours to be managed by the Classroom/Duty Teachers

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Disruptive in Classroom</strong></td>
<td>• Classroom Rules and Expectations</td>
</tr>
<tr>
<td>➢ Student choosing not to work</td>
<td>• Discussion with the student</td>
</tr>
<tr>
<td>➢ Student effort not shown</td>
<td>• Vivo (Years 7 and 8 only)</td>
</tr>
<tr>
<td>➢ Materials not brought to class</td>
<td>• Parent contact – Diary, letter, email, phone, interview</td>
</tr>
</tbody>
</table>

**General Classroom Disruption**

- Interfering with another person – ‘hands-off policy’
- Interfering with the property of another person
- Talking to others at inappropriate times
- Calling out to others
- Moving around unnecessarily
- Late to class (twice in 10 day cycle)
- Failure to bring PE uniform (3 Times note in diary)
- Minor computer infringement
- Disrupting in the RTC
- Not following previous plan

**Automatic Referrals**

- Talking/Disrupting under exam conditions
- Disrupting during assembly
- Interruption of the RTC Process
- Disruption in the RTC
- Refusal to follow the Process
- Unsafe behaviour (e.g. Failure to follow safety rules for that area)
- Not attending the RTC when referred
- Food or water fights
- Out of bounds
- Unsafe items at school
- Leaving school property (‘wagging’) without permission
- Deliberate absence from class (‘wagging’)
- Bullying/harassment
- Violence/fighting
- Rudeness and aggression to staff (Including swearing)
- Obscene language whether directed at staff or not
- Defiant or rude attitude
- Smoking, alcohol, drugs
- Damage or destruction of property, including graffiti
- Theft (incl. when on camps or excursions)
- Major incident resulting in suspension

*Monitoring Card – Behaviour and Academic Assessment Guidelines and Procedures (see Appendix 10)*
### 8.2 Behaviours to be managed by Home Room Teachers

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
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</thead>
<tbody>
<tr>
<td>• Incorrect uniform</td>
<td>• Discussion with the student</td>
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<tr>
<td>• No late note</td>
<td>• Provide loan of correct items if possible</td>
</tr>
<tr>
<td>• No letters of absence</td>
<td>• Parent contact – letter, email, phone, interview</td>
</tr>
<tr>
<td>• Misuse of Student Diary</td>
<td>• Incorrect Uniform Process (see Appendix 2)</td>
</tr>
<tr>
<td>• Punctuality</td>
<td>• Referral to relevant Pastoral Leader</td>
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</tbody>
</table>

### 8.3 Behaviours to be managed by Curriculum Leaders

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
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</thead>
<tbody>
<tr>
<td>• Persistent incomplete homework/classwork</td>
<td>• Discussion with the student</td>
</tr>
<tr>
<td>• Persistently not bringing the correct materials to class</td>
<td>• Student Peer Mentors (Year 7 and Year 8 only)</td>
</tr>
<tr>
<td>• Cheating in exams/assessment activities</td>
<td>• Parent contact – letter, email, phone, interview</td>
</tr>
<tr>
<td>• Non-attendance at Year 7-12 exams/assessment activities or completion of assessment</td>
<td>• Referral to RTC</td>
</tr>
<tr>
<td>• Repeated violation of subject area safety or security procedures; e.g. Computer Infringements (3), WHS Requirements, Industrial Arts, HPE, Home Economics, etc.</td>
<td>• Assessment Guidelines and Procedures (see Appendix 10)</td>
</tr>
<tr>
<td>• Deliberate misuse of College resources</td>
<td>• Monitoring Card – Academic</td>
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<td>• Academic Intervention (Support) Meeting</td>
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<td>• Learning Support</td>
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<td>• Referral to relevant Curriculum Leader</td>
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<td>• Referral to the relevant Assistant Principal</td>
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<td>• Referral to College Counsellor</td>
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<td>• Referral to Deputy Principal</td>
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### 8.4 Behaviours to be managed by Pastoral Leaders

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
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</thead>
<tbody>
<tr>
<td>• Incorrect uniform</td>
<td>• Student Peer Mentors (Years 7 and 8 only)</td>
</tr>
<tr>
<td>• Repeated/widespread misbehaviour</td>
<td>• Discussion with the Home Room Teacher</td>
</tr>
<tr>
<td>• Absent from class without permission</td>
<td>• Learning Support Teacher/Counsellor</td>
</tr>
<tr>
<td>• Misuse of lockers</td>
<td>• Parent contact – Diary, letter, email, phone, interview</td>
</tr>
<tr>
<td>• Bullying/harassing behaviour</td>
<td>• Incorrect Uniform Process (see Appendix 2)</td>
</tr>
<tr>
<td>• Physical fighting</td>
<td>• Confiscation of illegal objects</td>
</tr>
<tr>
<td>• Vandalism</td>
<td>• Monitoring Card – Behaviour</td>
</tr>
<tr>
<td>• Obscene language or abuse of a teacher or student</td>
<td>• Referral to RTC – incl. ‘Earn All’</td>
</tr>
<tr>
<td>• Smoking or possession of cigarettes</td>
<td>• Detention</td>
</tr>
<tr>
<td>• Truanting from school</td>
<td>• Behaviour Intervention (Support) Meeting</td>
</tr>
<tr>
<td>• Illegal objects at school</td>
<td>• Referral to the relevant APA</td>
</tr>
<tr>
<td>• Unsafe behaviour</td>
<td>• Referral to Deputy Principal</td>
</tr>
<tr>
<td>• Refusal to obey the direction of a staff member</td>
<td></td>
</tr>
<tr>
<td>• Non-attendance during Year 11 and 12 Exam period</td>
<td></td>
</tr>
</tbody>
</table>
### 8.5 Behaviours to be managed by the Deputy Principal/Assistant Principals

<table>
<thead>
<tr>
<th>STUDENT BEHAVIOUR</th>
<th>SUPPORT MECHANISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Alcohol/Drugs</td>
<td>- Learning Support/Counsellor</td>
</tr>
<tr>
<td>- Repeated obscene language or abuse of a teacher</td>
<td>- Referral to RTC – incl. ‘Earn All’</td>
</tr>
<tr>
<td>- Repeated fighting (physical)</td>
<td>- Parent contact via Diary, phone, email, letter, interview</td>
</tr>
<tr>
<td>- Repeated serious vandalism</td>
<td>- Detention</td>
</tr>
<tr>
<td>- Persistent bullying/harassment</td>
<td>- Academic or Behaviour Intervention (Support) Meeting</td>
</tr>
<tr>
<td>- Any serious matter referred by Curriculum Leader or Pastoral Leader</td>
<td>- Confiscation of illicit objects</td>
</tr>
<tr>
<td>- Confirmed breaches of assessment/assignment policy</td>
<td>- Internal or external suspension or ‘Send Home’ (after discussion with Principal)</td>
</tr>
<tr>
<td>- Serious matters pertaining to safety, eg. presence of weapons</td>
<td></td>
</tr>
</tbody>
</table>

### 8.6 Behaviours to be managed by the Principal

Any matters referred by Deputy Principal or Assistant Principals.
Uniform Dress Code at Clairvaux MacKillop College

Clairvaux MacKillop College adheres to a strict uniform code and expects all students to wear their College uniform with pride and diligence. Our expectations are:

1. The full and correct uniform is to be worn between home and school at all times.
2. Uniforms are to be clean, pressed and in good condition.
3. All items of uniform should be clearly and permanently marked with the student’s name.
4. School shoes should be clean and polished.

Failure to wear the College uniform correctly will be dealt with as a serious matter. If there is a genuine reason for a student not wearing the full, correct school uniform this should be noted by a parent/guardian in the Diary. If a student persists in not wearing the uniform correctly, contact with parents will be made.

Day Uniform

Compulsory Items

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Regulation maroon skirt</td>
<td>• Grey shorts or long pants</td>
</tr>
<tr>
<td>• Regulation blouse with girl’s College tie and</td>
<td>• College shirt with boy's College tie and</td>
</tr>
<tr>
<td>• College badge</td>
<td>College</td>
</tr>
<tr>
<td>• Regulation College socks or maroon stockings</td>
<td>• badge</td>
</tr>
<tr>
<td>• Traditional black, lace-up, leather shoes.</td>
<td>• Black leather belt with a modest buckle</td>
</tr>
<tr>
<td>Shoes should be kept clean and polished at all times. No slip-on style shoes are permitted. Refer to NOTE.</td>
<td>• Regulation College socks</td>
</tr>
<tr>
<td>• College formal hat</td>
<td>• Traditional black, lace-up, leather shoes.</td>
</tr>
<tr>
<td></td>
<td>Shoes should be kept clean and polished at all times. No slip on-style shoes are permitted. Refer to NOTE.</td>
</tr>
<tr>
<td></td>
<td>• College formal hat</td>
</tr>
</tbody>
</table>

The traditional lace-up school shoe is the only accepted footwear. Students must wear full-fitting, black traditional school shoes with lace up fronts that provide both a robust sole, good support for growing feet and a non-permeable, ‘polishable’ leather upper that protects the entire top of the foot. This does not include T-bars, black runners, ballet shoes and the like.

Hats

The College sports hat is to be worn at all times when students are playing sport either during class time or at breaks. This includes any playing of sports throughout the College grounds. The College formal hat must be worn to and from school, and during the day when moving around the College and during breaks.

Optional Items

- College jumper (no other jumper to be worn)
- College blazer (compulsory for leaders)
- Senior Tie - Year 12 only

T-Shirts

Visible T-shirts are NOT to be worn under the College shirt or sports shirt.
## Sports Uniform

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
</table>
| • Regulation maroon sports skort or College sports shorts  
• Maroon ‘runners’ or sports briefs or regulation maroon bike shorts  
• Regulation College sports shirt, socks and hat  
• Lace-up sports shoes that are predominantly white. Slip-on and canvas shoes are not permitted.  | • Regulation College sports shorts, shirt, socks and hat  
• Lace-up sports shoes that are predominantly white. Slip-on and canvas shoes are not permitted. |

### Additional Uniform Requirements

**College Sports Uniform**

**Tracksuit**
The College tracksuit is optional wear as a sports uniform item.

**Wearing of Sports Uniform**

**Formation and Junior Centre – Years 7-10**
- Thursday throughout the year
- Students must wear the day uniform on the days that Health and Physical Education lessons are timetabled (changing into their sport uniform prior to the lesson and at the end of the lesson.)

**Senior Centre – Years 11-12**
- Thursday during SECA Sport
- Students must wear the day uniform on the days that Health and Physical Education lessons are timetabled (changing into their sport uniform prior to the lesson and at the end of the lesson.)

### Hair

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
</table>
| • Hair is to be clean and neatly styled, not in the student’s face.  
• Hair must be of a natural appearance in colour.  
• Shoulder length hair is to be tied back. Hair ribbons must be in the College colours (Maroon and White); other hair fasteners are to be unobtrusive.  
• Extremes of hairstyle are not permitted, such as ‘dreadlocks’ and ‘corn-braids’.  | • Hair is to be clean, conservative and neatly styled not in the student’s face.  
• Hair must be of a natural colour.  
• Hair length must not go beyond the collar, nor should it go beyond the line of the eyebrow or over the ears.  
• Closely shaved hair is not permitted, ie. no lower than a blade 2 grade.  
• Cut-ins, tracks and other similar styles are not permitted.  
• Extremes of hairstyle are not permitted, such as ‘dreadlocks’ and ‘corn-braids’. |

### Make-up

Make-up of any type is not to be worn, this includes ‘foundation’. Students wearing make-up will be asked to remove it.
**Jewellery**

The following jewellery items are permitted to be worn:

- A Christian religious symbol on a chain - both symbol and chain are to be conservative.
- Girls may wear ONE pair of plain gold or silver studs or sleepers, worn on the earlobe only.

The following items are **NOT** permitted to be worn:

- Any earrings by boys
- For girls, the presence of stones and other earring designs (incl. pearls) or patterns. This includes the wearing of ‘clears’
- All other jewellery or fashion accessories
- Any facial and body piercings are not permitted

Tattoos are strictly forbidden. This is a non-negotiable expectation and may compromise continued enrolment.

**College Bag**

Two styles of the College bag are available. The College bag is to be used at all times. If it is in need of repair at any time, this should be done as quickly as possible and a note should be placed in the student’s diary to indicate that the bag is being repaired and approximately how long it will be until the bag is ready to use again.

It is important that the Uniform Dress Code is maintained by our students and supported by parents.
Mobile Phone Usage

Mobile phones and similar devices are an unavoidable part of our work today. We appreciate and understand that for many parents, the mobile phone is required for safety reasons, particularly when the student is travelling on public transport. However, mobile phones pose a challenge to sustain a safe learning environment for both students and staff.

Mobile phones also detract from sustaining positive relationships; too often do we see them being used to listen to music, to engage in social media, and for playing games.

Therefore, students who wish to carry a mobile phone to school must abide by the following expectations:

1. Mobile phones are not be used during school hours.
2. Mobile phones should be switched off and kept in the student’s locker – locked at all times.
3. Should a parent wish to contact their child during the school day for any reason the College prefers that the parents phone the Main Administration Building and the message can then be passed through to the student.

Students who do not follow these expectations will have their devices confiscated by a member of staff and the device will be kept in the Administration Office until a parent collects it.

As an alternative, students can take the option of undertaking a Five Day Mobile Phone Program as a means of regaining our trust in their use of the device. Parents of those students will receive a letter to inform them that their child has had their mobile phone confiscated and outline that they have decided to take this option. This involves the student handing their mobile phone to one of the School Officers in the Administration Office at the beginning of each day before Home Room begins and then collecting it at the end of the school day. After five successful days on the Program the student will resume normal expectations. Students may only undergo the Program once per term.

However, if a student chooses to take the Five Day Mobile Phone Program option but forgets or avoids bringing their mobile phone to the Administration Office, the student may be referred to RTC.

A second confiscation during the same term will result in the parents needing to come to the College to collect the phone.

The College seeks the cooperation and support of parents in re-affirming these regulations.
Acceptable Use Agreement for Computer and Internet Resources

The Acceptable Use Agreement outlines the appropriate use of the Clairvaux MacKillop College network and systems. Adherence is for the benefit of all users as well as for ensuring a safe digital environment.

The use of the College’s Network and related equipment is a privilege, not a right. Access to these services and equipment at Clairvaux MacKillop College are provided to students in order to support their educational and administrative needs. The College network and systems includes all computers within the College (including the Laptop Program devices), file servers, peripherals (printers, cameras, etc.) and web-based services (email, internet, Intranet and Moodle). It also extends to the use of students’ personal devices, such as mobile phones and iPODs.

This Agreement also refers to the use of mobile phones which, through advancements in technology, have become video and still cameras, as well as portable computers. This Agreement addresses the particular use of these technologies that has come to be referred to as ‘Cyberbullying’ (see No 4 below). The College will investigate and take action where this kind of bullying occurs in school and outside school when it causes significant harm to the relationships between students and/or teachers or is criminal in nature.

The College

At Clairvaux MacKillop College, staff take all reasonable measures to ensure that students use the computer network correctly. The College is committed to:

- Providing learning experiences that maximise the benefit of the network and the Internet to enrich and enhance classroom practices;
- Developing in students the relevant competencies to be effective and critical users of information and the relevant skills to use the Internet and other information communications technologies safely and responsibly;
- Minimising the potential for inappropriate use of the network through the installation of appropriate filtering and monitoring systems; and
- Teaching students the correct use of equipment and online etiquette including respecting the privacy of other students’ work, email procedures and the need to keep information private.

Parents and Carers

The proper use of technology is the joint responsibility of students, parents and school staff. Parents and guardians should, therefore, share with the College the responsibility for setting and conveying standards for acceptable use when using electronic media and information sources. We recognise the necessity of close co-operation between the home and school in this area in order to provide the best possible educational opportunities for students. It is vitally important that the values espoused by the home and the school are in harmony, and that parents support the school in maintaining acceptable standards of use.
Students
As users of the Clairvaux MacKillop College network and systems, students have important responsibilities when accessing the computer network and Internet.

1. When using the school services students will:
   - ensure that communication through internet and email services is related to learning.
   - keep passwords confidential, and change them when prompted, or when known by another user. In creating a password use one that is not obvious or easily guessed.
   - log off at the end of each session to ensure that nobody else can use their eLearning account.
   - promptly tell their teacher if they suspect they have received spam (i.e. unsolicited email) or a message that is inappropriate or makes them feel uncomfortable.
   - seek advice if another user seeks excessive personal information, asks to be telephoned, offers gifts by email or wants to meet a student.
   - ensure that copyright permission is gained before electronically publishing the works or drawings of others and that the creator or author of any material published is always acknowledged.
   - keep personal information including names, addresses, photographs, credit card details and telephone numbers, of themselves or others, private.
   - ensure that school services are not used for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.

2. When using the College network or personal devices students will not:
   - disable settings for virus protection, spam and filtering that have been applied by the school and not attempt to evade them through use of proxy sites.
   - allow others to use their personal accounts.
   - deliberately use the electronic identity of another person to send messages to others or for any other purposes.
   - enter ‘chat’ or ‘social networking’ internet sites without the permission of a teacher.
   - use unauthorised programs or intentionally download unauthorised software, graphics or music that are not associated with the learning activity as directed by a staff member.
   - damage or disable computers, computer systems or networks.
   - disclose personal information about another person (including name, address, photos, phone numbers)
   - distribute or use information which is copyrighted without proper permission.
   - take photos or video of members of the school community without their consent.

3. When using school services students will never knowingly initiate or forward emails or other messages containing:
   - a message that was sent to them in confidence.
   - a computer virus or attachment that is capable of damaging recipients’ computers.
   - chain letters and hoax emails.
   - spam, e.g. unsolicited advertising material.

4. When using school services or non-school services students will never send or publish either through internet sites, e-mail or mobile phone messages:
   - unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments.
   - threatening, bullying or harassing material or make unreasonable demands.
   - sexually explicit or sexually suggestive material or correspondence.
   - false or defamatory information about a person or organisation.
   - the College name or crest without the written permission of the Principal.
Students need to be aware that all use of internet and email services can be monitored and traced to the accounts of specific users. The College reserves the right to capture, store and review all files stored on College and College accessed devices, the student’s internet browsing history and their emails across our network.

The misuse of College services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services. In some instances this may impact on the student’s enrolment in a computer-oriented subject.

Agreement Update
This Agreement will be updated as necessary. All attempts will be made to adhere to the above Agreement, but particular circumstances (such as technological advancements) may require the Principal to depart from the stated Agreement.

I have read the information above concerning the use of the College network and facilities at Clairvaux MacKillop College. I understand and agree with the Acceptable Use Agreement.

____________________________________   __________________________________________
Student Name                           Student Signature          Date

____________________________________   __________________________________________
Parents/Carer’s Name                   Parent/Carer’s Signature    Date
IMPORTANT PHONE NUMBERS

Emergency – Dial 000 (or 112 from mobile phones)
Tell the operator what you need – police, fire or ambulance. If you are calling from a mobile phone, you need to tell the operator the town and state you are calling from. Wait to be connected.

Lifeline – Dial 13 11 14
Lifeline provides access to crisis support, suicide prevention and mental health support services 24 hours per day, 7 days per week by staff trained in assisting people with anxiety, depression, loneliness, suffering abuse and trauma, physical or mental illness, suicidal thoughts or attempts and stress.

Kids Helpline – Dial 1800 551 800
Kids Helpline is Australia’s only 24 hour free, private and confidential, telephone and online counselling service specifically for young people aged between 5 and 25. You can talk about school or study worries, feeling angry, sad or confused, your family or a friend.

Poisons Information Line – Dial 13 11 26
For emergency advice if you suspect your or someone else may have been poisoned.

Emergency Translation Service – Dial 1300 655 010
For translation service in an emergency.

Translink – Dial 13 12 30
For bus, train and ferry timetable and route information

Cabs – Yellow – Dial 13 19 24
Cabs – Black and White – Dial 13 32 22

Making International Calls from Within Australia
Dial the international access code (0011) + the country code + the area code (if required) + phone number. When adding an area code to a number, do not use the first zero.

Clairvaux MacKillop College Office – Dial 3347 9200
Clairvaux MacKillop College Absentee Line – Dial 3347 9202
Entry Requirements Policy

1. Clairvaux MacKillop College will consider enrolment applications from students wishing to apply for a Student Visa, subject to compliance with minimum requirements and conditions set by the School, and with legislative requirements of the State of Queensland and the Commonwealth of Australia, including any requirements to undertake extra tuition to learn English to meet the English language proficiency standard needed to enter mainstream classes.

2. Applications for enrolment must be made on Enrolment Application. This must be correctly completed, and must be accompanied by the following documents to support the application:
   a) Copies of Student Report Cards from the previous 2 years of study, including a copy of the latest Student Report;
   b) A completed Reference Form from the student’s current or most recent school Principal is also required if student Report Cards do not record student behaviour or commitment to studies;
   c) Appropriate proof of identity and age;
   d) Written evidence of proficiency in English as a second language
   e) Photocopy or scanned copy of passport page with name, photo identification, passport number and expiry date
   f) Enrolment Application Fee

3. Where the above documents are not in English, certified translations in English are required, with necessary costs to be met by the applicant.

4. An application for enrolment can only be processed when all of the above are in the hands of the Admissions Officer.

5. Applications from overseas students are processed according to established policy and procedures, and are dealt with on their merits.

6. Assessment procedures include an evaluation of reports from previous schools and of English language proficiency. In cases where report cards are not available or are inconclusive for any reason, the school may require relevant testing of the applicant to assess the application.

Minimum academic and English language requirements are as follows:

**Academic Requirements**
1. Students must provide evidence of satisfactory academic performance appropriate to entry to the Year level requested on the Application for Enrolment or offered as an alternative point of entry by the school in a Letter of Offer.
   a) For Year 7 – 12 students:
      i) A pass level or “C” grade or better for the majority of core subjects

**English Language Proficiency Requirements**
1. Clairvaux MacKillop College requires evidence of sufficient proficiency in English to successfully meet the curriculum demands of the enrolled course. This is a requirement under the 2007 National Code of Practice, Section D Standard 2.
2. If applicable, the school can assess evidence of English language proficiency presented by a student at the time of application.

Alternatively, Clairvaux MacKillop College accepts results from the following test instruments:

<table>
<thead>
<tr>
<th>Years</th>
<th>IELTS (1-9)</th>
<th>TOEFL</th>
<th>ISLPR (1-5)</th>
<th>NLLIA BANDSCALES (1-8)</th>
<th>AEAS (1-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 7 – 9</td>
<td>--</td>
<td>--</td>
<td>2</td>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td>Year 10</td>
<td>4.5</td>
<td>400</td>
<td>2</td>
<td>4 (writing 5)</td>
<td>45</td>
</tr>
<tr>
<td>Year 11</td>
<td>5.0</td>
<td>450</td>
<td>2+</td>
<td>5 (writing 5)</td>
<td>56</td>
</tr>
<tr>
<td>Year 12</td>
<td>5.5</td>
<td>473</td>
<td>2+</td>
<td>5 (writing 5)</td>
<td>60</td>
</tr>
</tbody>
</table>
3. Students should note that if their language proficiency is below that outlined above, they may be required to undertake an intensive English language course before beginning mainstream studies.

4. Students wishing to enter the school below year 10 level are assessed individually if in Australia, based on the contents of their report cards and personal references, and may also be required to undertake a language proficiency test set by the school. Students wishing to enter the school below year 10 are assessed individually if overseas, using the services of AEAS (Australian Education Assessment Services) [www.aeas.com.au](http://www.aeas.com.au)

**Procedure for assessing student’s qualifications, and language proficiency**

**Enrolments Office**
- Check if placement is available
- Check documentation is complete
- Request any documentation outstanding
- Advise family if no placement available

**ESL teacher to assess for ESL support, testing for reading, speaking and writing.**

**Interview by Principal and ESL teacher.**

**Principal**
- Application approved
- Application not approved

**Enrolments Office**
- Confirm recommended placement is available
- Confirm documentation and consultation process is complete
- Follow up any academic or management requests

**Completed enrolment application documents are received.**

These include:
- Completed enrolment application form
- Signed agreement all policies and conditions have been understood and accepted
- Certified transcripts of academic records from last two years of schooling
- Certified evidence of date of birth
- Letter of recommendation or statement of student behaviour from previous school principal (if not included with academic records)
- Copy of passport details
- Copy of English language test/evidence English language proficiency

**Advise outcome of application and complete enrolment process if application is accepted**
School Deferment, Suspension and Cancellation Policy

The Policy below for deferring, suspending or cancelling a student’s enrolments is based on the ISCA 2007 National Code Transition handbook at www.isca.edu.au

1. **Deferred of commencement of study requested by student**
   a) **Clairvaux MacKillop College** will only grant a deferment of commencement of studies for compassionate and compelling circumstances. These include but are not limited to:
      i. illness, where a medical certificate states that the student was unable to attend classes
      ii. bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)
      iii. major political upheaval or natural disaster in the home country requiring emergency travel that has impacted on studies
      iv. a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists’ reports).

   b) The final decision for assessing and granting a deferment of commencement of studies lies with the Principal.

   c) Deferment will be recorded on PRISMS within 14 days of being granted.

2. **Suspension of study requested by student**
   a) Once the student has commenced the course, **Clairvaux MacKillop College** will only grant a suspension of study for compassionate and compelling circumstances. These include but are not limited to:
      i. illness, where a medical certificate states that the student was unable to attend classes
      ii. bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)
      iii. major political upheaval or natural disaster in the home country requiring emergency travel that has impacted on studies
      iv. a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists’ reports).

   b) Suspensions will be recorded on PRISMS within 14 days of being granted.

   c) The period of suspension will not be included in attendance calculations.

   d) The final decision for assessing and granting a suspension of studies lies with the Principal.

3. **Student initiated cancellation of enrolment**
   a) All notification of withdrawal from a course, or applications for refunds, must be made in writing and submitted to the Enrolments Officer. Please see Clairvaux MacKillop College’s Refund Policy for information regarding refunds.

4. **Assessing requests for deferment or suspension of studies**
   a) Applications will be assessed on merit by the Principal.

   b) All applications for deferment or suspension will be considered within 14 working days.

5. **School initiated exclusion from class (1–28 days)**
   a) **Clairvaux MacKillop College** may exclude a student from class studies on the grounds of misbehaviour by the student. Exclusion will occur as the result of any behaviour identified as resulting in exclusion in **Clairvaux MacKillop College’s Behaviour Policy/Code of Conduct**.(Refer to Student HandBook).

   b) Excluded students must abide by the conditions of their exclusion from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Principal.

   c) Where the student is provided with homework or other studies for the period of the exclusion, the student must continue to meet the academic requirements of the course.

   d) Exclusions from class will not be recorded on PRISMS.

   e) Periods of ‘exclusion from class’ for up to 5 days will not be included in attendance calculations as per **Clairvaux MacKillop College’s Course Progress and Attendance Policy**.
6. **School initiated suspension of studies (28 days +)**
   a) *Clairvaux MacKillop College* may initiate a suspension of studies for a student on the grounds of misbehaviour by the student. Suspension will occur as the result of any behaviour identified as resulting in suspension in *Clairvaux MacKillop College’s* Behaviour Policy/Code of Conduct.
   b) Suspended students must abide by the conditions of their suspension from studies which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Principal.
   c) Students who have been suspended for more than 28 days may need to contact Department of Immigration. (Please see contact details at: [http://www.immi.gov.au/contacts/australia/index.htm](http://www.immi.gov.au/contacts/australia/index.htm).)
   d) If special circumstances exist, the student must abide by the conditions of his or her suspension which will depend on the welfare and accommodation arrangements in place for each student and which will be determined by the Principal.
   e) Suspensions will be recorded on PRISMS.
   f) The period of suspension will not be included in attendance calculations.

7. **School initiated cancellation of enrolment**
   a) *Clairvaux MacKillop College* will cancel the enrolment of a student under the following conditions:
      i. Failure to pay course fees
      ii. Failure to maintain approved welfare and accommodation arrangements (visa condition 8532)
      iii. Any behaviour identified as resulting in cancellation in *Clairvaux MacKillop College’s* Behaviour Policy/Code of Conduct. (See Student Handbook)
   b) *Clairvaux MacKillop College* is required to report failure to maintain satisfactory course progress and failure to maintain satisfactory attendance to Department of Immigration, which may impact on a student’s visa.

School initiated cancellation of enrolment is subject to *Clairvaux MacKillop College’s* Complaints and Appeals Policy. Please see below.

8. **Complaints and Appeals**
   a) Student requests for deferment, and suspension and cancellation of enrolment are not subject to *Clairvaux MacKillop College’s* Complaints and Appeals Policy.
   b) Exclusion from class is subject to *Clairvaux MacKillop College’s* Complaints and Appeals Policy.
   c) School initiated suspension, where the suspension is to be recorded in PRISMS, and cancellation are subject to *Clairvaux MacKillop College’s* Complaints and Appeals Policy.
   d) For the duration of the internal appeals process, the student will remain enrolled and must attend classes as normal. The Principal will determine if participation in studies will be in class or under a supervised arrangement outside of classes.
   e) If students access *Clairvaux MacKillop College’s* complaints and appeals process regarding a school initiated suspension, where the suspension is recorded in PRISMS, or cancellation, the suspension or cancellation will not be reported in PRISMS until the internal complaints and appeals process is finalised, unless extenuating circumstances relating to the welfare of the student apply.
   f) Extenuating circumstances include:
      i. the student refuses to maintain approved welfare and accommodation arrangements (for students under 18 years of age)
      ii. the student is missing
      iii. the student has medical concerns or severe depression or psychological issues which lead the school to fear for the student’s wellbeing
      iv. the student has engaged or threatened to engage in behaviour that is reasonably believed to endanger the student or others
      v. is at risk of committing a criminal offence, or
      vi. the student is the subject of investigation relating to criminal matters.
   g) The use of extenuating circumstances by *Clairvaux MacKillop College* to suspend or cancel a student’s enrolment prior to the completion of any complaints and appeals process will be supported by appropriate evidence.
   h) The final decision for evaluating extenuating circumstances lies with the Principal.
9. **Student to seek information from Department of Immigration**
   a) Deferment, suspension and cancellation of enrolment can have an effect on a student’s visa as a result of changes to enrolment status. Students will be informed to contact the Department of Immigration for advice. Please see [www.immi.gov.au/students/](http://www.immi.gov.au/students/).

10. **Definitions**
   a) **Day** – any day including weekends and public holidays in or out of term time

### School Student Transfer Request Policy

*The following is based on the policy provided in the ISCA Transition handbook (checked by DEEWR and Department of Immigration) ([www.isca.edu.au](http://www.isca.edu.au))*

1. Overseas students are restricted from transferring from their principal course of study for a period of six months. This restriction also applies to any course(s) packaged with their principal course of study. Exceptions to this restriction are:
   a) If the student’s course or school becomes unregistered
   b) The school has a government sanction imposed on its registration
   c) A government sponsor (if applicable) considers a transfer to be in the student’s best interests
   d) If the student is granted a Letter of Release.

2. Students can apply to the Enrolments Officer for a Letter of Release at no charge to enable them to transfer to another education provider. However, if a student has not completed the first six months of the principal course of study or is under 18 years of age, conditions apply.

3. **Clairvaux MacKillop College** will only provide a letter of release to students before completing the first six months of their principal course in the following circumstances:
   a) The student has changed welfare and accommodation arrangements and is no longer within a reasonable travelling time of the school
   b) It has been agreed by the school the student would be better placed in a course that is not available at Clairvaux MacKillop College.
   c) Any other reason stated in the policies of Clairvaux MacKillop College.

4. Students under 18 years of age MUST also have:
   a) Written evidence that the student’s parent(s)/legal guardian supports the transfer
   b) Written confirmation that the new provider will accept responsibility for approving the student’s accommodation, support, and general welfare arrangements where the student is not living with a parent / legal guardian or a suitable nominated relative
   c) Evidence that the student is always in Department of Immigration approved welfare and accommodation arrangements.

5. **Clairvaux MacKillop College** will NOT provide a letter of release to students before completing the first six months of their principal course in the following circumstances:
   a) The student’s progress is likely to be academically disadvantaged
   b) **Clairvaux MacKillop College** is concerned that the student’s application to transfer is a consequence of the adverse influence of another party
   c) The student has not had sufficient time to settle into a new environment in order to make an informed decision about transfer
   d) The student has not accessed school support services which may assist with making adjustments to a new environment, including academic and personal counselling services
   e) School fees have not been paid for the current study period.

6. In order to apply for a letter of release, all students must first have a letter of offer from the receiving provider.
7. An Application for student transfer/letter of release can be obtained from the Enrolments Officer and handed back when completed with the Letter of Offer from the new provider.

8. Applications to transfer to another registered provider may have visa implications. The student is advised to contact the Department of Immigration office as soon as possible to discuss any implications. The address of the nearest Office is: Ground Floor, 299 Adelaide Street, Brisbane 4000. Postal Address is: GPO Box 9984, Brisbane 4001.

   Other contact details for Department of Immigration are:
   Tel: 131 881 and Email: student.centre@immi.gov.au

9. If a letter of release is provided by this School it will give information about whether the student has demonstrated a commitment to studies during the course, had a good attendance record for the course, and paid all fees for the course.

10. All applications for transfer will be considered within 14 working days and the applicant notified of the decision.

11. Students whose request for transfer has been refused will be notified in writing of the reasons for refusal and may appeal the decision in accordance with Clairvaux MacKillop College’s complaints and appeals policy. The complaints and appeals policy is available on page.

The sample documents below relating to Standard 7, including the flowchart for assessment of transfer requests, are from the Independent Schools Council of Australia (ISCA) National Code 2007 Transition handbook for non-government schools enrolling full-fee paying overseas students, at: www.isca.edu.au.
Student Transfer Request Assessment Flowchart

Student fills in transfer request before completing the first six months of study of the principal course

If the student is under 18 they must also provide permission from their parent/legal guardian and, if applicable, a valid enrolment offer from the receiving provider stating that they will accept responsibility for the student’s accommodation and welfare arrangements

The request is assessed by the provider in accordance with its transfer request policy

Transfer request is granted

Transfer request is denied.

The provider must document the decision, provide a letter informing the student of its decision and advise of his or her right to appeal.

Student appeals

Appeal successful

The student is granted a letter of release and advised to contact Department of Immigration. Letter of Release must have prescribed information. All documentation kept on file. Updates made to PRISMS as for Student Cancellation and Default.

Appeal is unsuccessful

No change to enrolment. All documentation kept on file.

Student does not appeal
Course Progress and Attendance Policy

[The School Course Progress and Attendance Policy below is from the Independent Schools Council of Australia (ISCA) National Code 2007 Transition handbook for non-government schools enrolling full-fee paying overseas students, at www.isca.edu.au.]

This policy is available to staff and to students.

1. Course Progress

   a) The school will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.

   b) The course progress of all students will be assessed at the end of each study period (semester) of enrolment.

   c) Students who have begun part way through a semester will be assessed after one full study period.

   d) To demonstrate satisfactory course progress, students will need to maintain a passing grade © in all subjects.

   e) If a student does not achieve competency, the Principal will formally contact the parent(s) to advise there will be a meeting with the student to develop an intervention strategy for academic improvement. This may include:

      i. After hours tutorial support
      ii. Subject tutorial support in class time
      iii. Additional ESL support
      iv. Change of subject selection, or reducing course load (without affecting course duration)
      v. other intervention strategies as deemed necessary (an intervention strategy will be implemented where the student has failed or is deemed not yet competent in 50% or more of the units attended in any study period.

   f) A copy of the student’s individual strategy and progress reports in achieving improvement will be forwarded to parents.

   g) The student’s individual strategy for academic improvement will be monitored over the following study period by the Deputy Principal and records of student response to the strategy will be kept.

   h) If the student does not improve sufficiently academically and achieve satisfactory course progress by the end of the next study period, Clairvaux MacKillop College will advise the student in writing of its intention to report the student for breach of visa condition 8202, and that he/she has 20 working days in which to access the school’s internal complaints and appeals process. Following the outcome of the internal process, if the student wishes to complain or lodge an external appeal about a decision made or action taken by Clairvaux MacKillop College, he/she may contact the Overseas Student Ombudsman at no cost. This must be done within 14 days. Please see Clairvaux MacKillop College’s Complaints and Appeals Policy for further details.

   i) The school will notify the National ESOS Authority via PRISMS of the student not achieving satisfactory course progress as soon as practicable where:

      i. the student does not access the complaints and appeals process within 20 days, or
      ii. withdraws from the complaints and appeals process, or
      iii. the complaints and appeals process results in favour of the school
2. **Completion within expected duration of study**
   a) As noted in 1.a., the school will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.

   b) Part of the assessment of course progress at the end of each semester will include an assessment of whether the student’s progress is such that they are expected to complete their course within the expected duration of the course.

   c) The school will only extend the duration of the student’s study where it is clear the student will not be able to complete their course by the expected date because of:
      i. compassionate or compelling circumstances (see Definitions below)
      ii. student participation in an intervention strategy as outlined in 1.e.
      iii. an approved deferment or suspension of study has been granted in accordance with Clairvaux MacKillop College’s Deferment, Suspension and Cancellation Policy.

   d) Where the school decides to extend the duration of the student’s study, the school will report this change via PRISMS within 14 days and/or issue a new COE if required.

3. **Monitoring Course attendance**
   a) Satisfactory course attendance is attendance of 80% of scheduled course contact hours. [NB the National Code St 11 specifies a minimum attendance requirement of 80%, or under certain conditions, of 70% as outlined in St 11.9.]

   b) Student attendance is:
      i. checked and recorded daily
      ii. assessed regularly
      iii. recorded and calculated over each study period.

   c) Late arrival at school will be recorded and will be included in attendance calculations.

   d) All absences from school will be included in absentee calculations and should be accompanied by a medical certificate, an explanatory communication from the student’s carer or evidence that leave has been approved by the Principal.

   e) Any absences longer than [5] consecutive days without approval will be investigated. [5 days is the maximum allowed under NC St 11.4]

   f) Student attendance will be monitored by Deputy Principal every 2 weeks over a study period to assess student attendance using the following method:
      i. Calculating the number of hours the student would have to be absent to fall below the attendance threshold for a study period e.g. number of study days x contact hours x 20%. [For example, a 20 week study period with 5 contact hours a day would equal 500 contact hours. 20% of this is 100 hours.]
      ii. Any period of exclusion from class will not be [insert which is applicable] included in student attendance calculations. [See School Deferment, Suspension and Cancellation Policy points 5 and 6.]

   g) Parents of students at risk of breaching Clairvaux MacKillop College’s attendance requirements will be contacted by [email / letter] and students will be counselled and offered any necessary support when they have absences totalling 20% any study period.

   h) If the calculation at 3.f. indicates that the student has passed the attendance threshold for the study period, Clairvaux MacKillop College will advise the student of its intention to report the student for breach of visa condition 8202, and that he/she has 20 working days in which to access the school’s internal complaints and appeals process except in the circumstances outlined in 3.i.
i) The school will notify the National ESOS Authority via PRISMS of the student not achieving satisfactory course attendance as soon as practicable where:

i. the student does not access the complaints and appeals process within 20 days
ii. withdraws from the complaints and appeals process
iii. the complaints and appeals process results in a decision for the school.

j) Students will not be reported for failing to meet the 80% attendance threshold for a study period where:

i. the student produces documentary evidence clearly demonstrating compassionate or compelling circumstances e.g., medical illness supported by a medical certificate or as per Definition, below, and
ii. the student’s attendance has not fallen below 70% for the study period.

k) The method for calculating 70% attendance is the same as that outlined in 3.f. with the following change; number of study days x contact hours x 30%.

l) If a student is assessed as having nearly reached the threshold of 70% attendance for a study period, the Deputy Principal will assess whether a suspension of studies is in the interests of the student as per Clairvaux MacKillop College’s Deferment, Suspension and Cancellation Policy.

m) If the student does not obtain a suspension of studies under the Clairvaux MacKillop College’s Deferment, Suspension and Cancellation Policy, and falls below the 70% threshold for attendance for the study period, the process for reporting the student for unsatisfactory attendance (breach of visa condition 8202) will occur as outlined in 3.k – 3.l.

4. Definitions

a) Compassionate or compelling circumstances - circumstances beyond the control of the student that are having an impact on the student’s progress through a course. These could include:

i. serious illness, where a medical certificate states that the student was unable to attend classes
ii. bereavement of close family members such as parents or grandparents (with evidence of death a certificate if possible)
iii. major political upheaval or natural disaster in the home country requiring their emergency travel that has impacted on their studies
iv. a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists’ reports)
v. where the school was unable to offer a pre-requisite unit
vi. inability to begin studying on the course commencement date due to delay in receiving a student visa.

For other circumstances to be considered as compassionate or compelling, evidence would need to be provided to show that these were having an impact on the student’s progress through a course.

b) Expected duration – the length of time it takes to complete the course studying full-time. This is the same as the registered course duration on CRICOS.

c) School day – any day for which the school has scheduled course contact hours.

d) Study period – a discrete period of study within a course which cannot exceed 24 weeks. Clairvaux MacKillop College defines a “study period” for the purposes of monitoring course attendance and progress as a semester.
Refund Policy

A copy of this policy is provided to the student (or parent(s)/legal guardian if the student is under 18) at a reasonable time prior to a written agreement being signed.

1. This policy outlines refunds applicable to course fees paid to the school.
2. Any service fees a student (or parent(s)/legal guardian if the student is under 18) pays directly to a third party are not within the scope of this refund policy.
3. The Enrolment Application Fee and Enrolment Confirmation Fee are non-refundable.
4. Payment of Course Fees and Refunds
   a) Fees are payable according to Clairvaux Mackillop College’s Fees Policy.
   b) An itemised list of school fees is provided in the school’s written agreement and schedule of fees. [NC Standard 3.1.b]
   c) All fees must be paid in Australian dollars unless otherwise approved. Refunds will be reimbursed in the same currency as fees were received.
   d) Refunds will be paid to the person who enters into the written agreement unless the school receives written advice from the person who enters the written agreement to pay the refund to someone else.
5. All notification of withdrawal from a course, or applications for refunds, must be made in writing and submitted to the Enrolments Officer.
6. Student default because of visa refusal
   If a student produces evidence of visa refusal (or provides permission for the school to verify visa refusal with the Department of Immigration) and fails to start a course on, or withdraws from the course on or before the agreed starting day, the school will refund within four weeks of receiving a written claim from the student the total amount of course fees received by the school before the student’s default day. If a student whose visa has been refused withdraws from the course after it has commenced, the school will retain the amount of tuition fees proportionate to the amount of the course the student has undertaken and will refund of any unused tuition fees* received by the school with respect to the student within the period of four weeks after the day of student default.
   *Calculation of the refund due in this case is prescribed by a legislative instrument (s.10 of Education Services for Overseas Students (Calculation of Refund) Specification 2014).
7. Student default
   a) Any amount owing under this section will be paid within 4 weeks of receiving a written claim from the student (or parent(s)/legal guardian if the student is under 18).
   b) If the student, does not provide written notice of withdrawal, and does not start the course on the agreed starting date, a refund may be granted on a case by case basis.
   c) If tuition fees for up to two semesters have been received in advance by the school and the school receives written notification of withdrawal by the student (or parent(s)/legal guardian if the student is under 18), the school will:
      i. Retain an Administration Fee of $750 and Enrolment Fee of $250 and refund the balance of the tuition fees if written notice is received up to four weeks prior to commencement of the course.
      ii. Refund 80 % of the tuition fees received if written notice is received less than four weeks prior to commencement of the course.
      iii. Refund 50 % of any tuition fees received, if written notice is received before one (1) semester of the payment period has passed.
      iv. No refund if written notice is received after 1 semester of the payment period has passed.
   d) If tuition fees have been received for more than two semester’s, refund provisions under (c) will apply for the first two semesters and any balance of unused tuition fees after this will be refunded.
e) No refund of tuition fees will be made where a student’s enrolment is cancelled for any of the following reasons:
   i. Failure to maintain satisfactory course progress (visa condition 8202).
      Please see Clairvaux MacKillop Course Progress and Attendance Policy
   ii. Failure to maintain satisfactory attendance (visa condition 8202).
      Please see Clairvaux MacKillop Course Progress and Attendance Policy
   iii. Failure to pay course fees.

8. Provider default

[Any default by the school must be compliant with the current provisions of the ESOS Act 2000 and the ESOS regulations 2001 (as amended).]

   a) If for any reason the school is unable to offer a course on an agreed starting day for the course, and the student for some reason cannot be placed or refuses placement in an alternative course arranged by the school, a full refund of any unused tuition fees* received by the school with respect to the student will be made within 14 days of the agreed course starting day.
   b) If for any reason the school is unable to continue offering a course after the student commences a course, and the student for some reason cannot be placed or refuses placement in an alternative course arranged by the school, a full refund of any unused tuition fees* received by the school with respect to the student will be made within 14 days of the school’s default day.
   c) In the event that the school is unable to fulfil its obligations of providing an agreeable alternative course for the student, or a refund, the student will receive assistance from the Australian government’s Tuition Protection Service. For information on the TPS, please see: https://tps.gov.au/StaticContent/Get/StudentInformation.

*Calculation of the refund due in this case is prescribed by a legislative instrument (s.7 of Education Services for Overseas Students (Calculation of Refund) Specification 2014).

9. This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia’s consumer protection laws.

Definitions

a. Non-tuition fees – fees not directly related to provision of the student’s course, including [Overseas Student Health Cover, Qld Studies Authority Levy]
b. Tuition fees – fees directly related to the provision of the student’s course
c. Course fees – the sum of tuition fees and non-tuition fees received by the school in respect of the student in order for the student to undertake the course.
d. Study period – One Semester

Complaints and Appeals Policy and Procedure

A copy of this policy will be provided to the student (or parent(s)/legal guardian if the student is under 18) at a reasonable time prior to a written agreement being and again within 7 days of the commencement of student attendance of the enrolled course.

1. Purpose

   a) The purpose of Clairvaux MacKillop College’s Complaints and Appeals Policy is to provide a student or parent(s)/legal guardian with the opportunity to access procedures to facilitate the resolution of a dispute or complaint.
   b) The internal complaints and appeals processes are conciliatory and non-legal.

2. Complaints against other students

   a) Grievances brought by a student against another student will be dealt with under the school’s Behaviour Policy/Code of Conduct.
3. **Informal Complaints Resolution**
   a) In the first instance, Clairvaux MacKillop College requests there is an attempt to informally resolve the issue through mediation/informal resolution of the complaint.
   b) Students should contact the Deputy Principal in the first instance to attempt mediation/informal resolution of the complaint.
   c) If the matter cannot be resolved through mediation, the matter will be referred to the Principal and Clairvaux MacKillop College's internal formal complaints and appeals handling procedure will be followed.

4. **Formal Complaints Handling Procedure**
   a) The process of this grievance procedure is confidential and any complaints or appeals are a matter between the parties concerned and those directly involved in the complaints handling process.
   b) The student must notify the school in writing of the nature and details of the complaint or appeal.
   c) Written complaints or appeals are to be lodged with the Principal.
   d) Where the internal complaints and appeals process is being accessed because the student has received notice by the school that the school intends to report him/her for unsatisfactory course attendance, unsatisfactory course progress or suspension or cancellation of enrolment, the student has 20 working days from the date of receipt of notification in which to lodge a written appeal.
   e) Complaints and appeals processes are available to students at no cost.
   f) Each complainant has the opportunity to present his/her case to the Principal.
   g) Students and/or the School may be accompanied and assisted by a support person at all relevant meetings.
   h) The formal grievance process will commence within 10 working days of the lodgement of the complaint or appeal with the Principal.
   i) Once the Principal has come to a decision regarding the complaint or appeal, the student will be informed in writing of the outcome and the reasons for the outcome, and a copy will be retained on the student’s file.
   j) If the grievance procedure finds in favour of the student, Clairvaux MacKillop College will immediately implement the decision and any corrective and preventative action required, and advise the student of the outcome.
   k) Clairvaux MacKillop College undertakes to finalise all grievance procedures within 14 working days.
   l) For the duration of the appeals process, the student’s enrolment and attendance must be maintained.

5. **External Appeals Processes**
   a) If the student is dissatisfied with the conduct or result of the complaints procedure, he/she may seek redress through an external body at minimal or no cost. The external appeals process needs to be accessed with 14 working days.
   b) If the student wishes to complain or to lodge an external appeal about a decision made or action taken by Clairvaux MacKillop College, he/she may contact the Overseas Students Ombudsman at no cost. The Overseas Students Ombudsman offers a free and independent service for overseas students. Please see: [www.oso.gov.au](http://www.oso.gov.au) or phone 1300 362 072 for more information.

6. **Other legal redress**
   a) Nothing in the School's Complaints and Appeals Policy negates the right of an overseas student to pursue other legal remedies.

7. **Definitions**
   a) **Working Day** – any day other than a Saturday, Sunday or public holiday during term time
   b) **Student** – a student enrolled at Clairvaux MacKillop College or the parent(s)/legal guardian of a student where that student is under 18 years of age
   c) **Support person** – for example, a friend/teacher/relative not involved in the grievance.
Accommodation and Welfare Policy

Clairvaux MacKillop College approves the following accommodation and care options for overseas students:

1. **The student will live with a parent or relative approved by the Department of Immigration.**

   In this case:
   
i. The School does **not** provide a welfare letter (CAAW) via PRISMS. The student’s family provides proof of relationship to Department of Immigration for the purposes of visa application.
   
   ii. If the adult responsible for the welfare, accommodation and other support arrangements for a student under 18 years holds a **Student Guardian visa (subclass 580)**, all obligations and conditions of this visa must be met, including:
       
       o not leaving Australia without the nominating student unless the School has first approved alternative welfare and accommodation arrangements for the student for the adult’s period of absence, and
       
       o advising the Department of Immigration of any change of address, passport or other changes of circumstances.

**STUDENT GUARDIAN VISAS**

*Clairvaux MacKillop College* requires holders of Student Guardian Visas to:

   i. maintain Overseas Visitor Health Cover for themselves and any dependent children living with them in Australia
   
   ii. immediately advise the School of any change to address or contact details
   
   iii. immediately advise the School if there are any compassionate or compelling reasons to travel overseas or not be at home for an extended period of time to care for the student.

If there is not a valid reason for travelling overseas, or if the School is not able to approve alternative accommodation and care arrangements for the student for the period of student guardian visa holder’s absence, the student will need to travel overseas with the holder of the student guardian visa. In this case, the School will advise if compulsory attendance requirements will or will not be affected by the student’s absence.