



# INTERNATIONAL STUDENT HANDBOOK

(Including Policies)



Redlands College is a co-educational independent school in Wellington Point providing quality educational experiences within a Christ-centred environment for students in Prep to Year 12. Established in 1988, the school provides a quality education for students valuing respect for the individual, a commitment to excellence in all endeavours and the desire to strive to develop one's God-given abilities.

**Redlands Combined Independent College Inc. Trading as Redlands College**

**ABN 66 822 314 686**

**CRICOS 00923A**

38 Anson Road Wellington Point QLD 4160 P: +61 7 3286 0222 F: +61 7 3207 3799 [www.redlands.qld.edu.au](http://www.redlands.qld.edu.au)



## Principal's welcome

Thank you for considering a partnership with Redlands College in the education of your son or daughter. We invite you to explore this website, visit the College campus and speak with staff and students to understand the unique characteristics of our learning community.

Redlands College has been intentionally building a Christ-centred learning community of excellence for 30 years, focussing on developing a supportive, innovative and challenging educational environment in which all students can learn and be provided with opportunities to embrace their gifts and talents.

Redlands College seeks to form and educate students to be active participants in God's mission and His world. This journey of development incorporates a collaborative approach between staff and families in faith based education, and includes the provision of a broad suite of opportunities provided by passionate staff which invite students to grow in knowledge and character.

Redlands College is a stimulating learning community, with a strong academic focus and a passionate embrace of the arts and sport. I encourage you to consider the full range of opportunities at Redlands College for your child and I look forward to being involved in their learning journey.

**Dr Andrew Johnson, Principal** (*DMin, MEd, BEd, GradDipEd, BBus*)

## General Information

Redlands College is situated on an eight hectare site at Wellington Point close to rail and bus. We enjoy a mild climate, with cool bay breezes in summer. The College has a variety of specialised facilities to meet the needs of Junior, Middle and Senior school students. In addition, a number of larger facilities are shared by the whole school community, including a modern sports centre, 25m heated indoor swimming pool, two ovals, a large resource library, a number of computer labs as well as an expressive arts building, Science Centre and multi-purpose hall.

## Modern Facilities for Student Learning

Redlands College boasts well-equipped buildings that are architecturally designed to meet each student's needs within the Queensland climate. The College provides comfortable, air-conditioned classrooms each equipped with an interactive whiteboard or data projector.

Junior School students are provided with a multi-purpose laboratory and art room, undercover play area, oval and adventure playground. Meanwhile, the Junior School multipurpose hall (finished early 2011) encompasses a sports court, music rooms, learning support area and portable stage for College events.

In addition to air-conditioned general classrooms, Redlands College has also provided specialised facilities for Middle and Senior School students. These include a sound-proofed rehearsal room and additional music studios, fantastic Graphics facilities, two specialist Drama theatres, art studios with a kiln and art gallery, several computer laboratories, film and recording studios with editing facilities, a photographic dark room, a fully-equipped Home Economics kitchen and large sports oval. The tri-level Science building (finished early 2010) includes six specialised Science classrooms, four student investigation laboratories, two preparation and equipment rooms, a 160 seat lecture theatre, additional classrooms and IT, Science and Maths staffrooms.

Our multipurpose indoor Sports Centre contains three full basketball courts or four volleyball courts, a 25 metre indoor heated swimming pool, a well equipped gym as well as a dance studio (with dressing rooms). This is complimented by additional outdoor hard courts and the Senior oval.

The air-conditioned Library contains dedicated areas for Prep to Year 6 downstairs and Years 7 to 12 upstairs, providing a large selection of books along with electronic resources.





## Map of Campus



## OVERSEAS ENROLMENT OVERVIEW

Redlands College is bound by the National Code of Practice for Providers of Education and Training to Overseas Students 2018 under its registration on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)

For full information please refer to the relevant Redlands College International Students Policy – Appendix 2.

### ENROLMENT PROCESS (*See Entry Requirement (Enrolment Information) Policy – Appendix 2*)

- International student is sent all material relating to international enrolment;
- Application Form is returned to College (with requested documentation)
- Payment of \$400 AUD Application Fee;
- Interview is in person, via phone or skype;
- Documentary evidence of English level must be presented;
- English Test is required to be undertaken at time of interview;
- Student will be advised whether an offer of placement will be made.

### ENTRY REQUIREMENT (*See International Student – Entry Requirement (Enrolment Information) Policy – Appendix 2*)

Applications must be made on the approved Application Form (Application Form International Student).

Applications must be accompanied by the following documents:

Copy of the student school report card from the previous year of study, including a copy of the **Latest Student Report**

**Reference (International Student) Form** from current Principal required if student report cards do not record student behaviour or commitment to studies

Completed **Subject Choice Form (years 9 –12)**

**Proof of Identity and Age**

**Written Evidence of proficiency in English as a second language**

Students will be required to complete an English Assessment as part of the interview

**Application Fee \$400 AUD per student (non-tuition).**

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

An application for enrolment is deemed to be made when all of the above are in the hands of the Enrolments Officer.

## ASSESSMENT PROCEDURES

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

Age 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” Year Level or better for the majority of core subjects

### English Language Proficiency Requirements

1. Applicants are assessed individually 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.
2. If supplied, *Redlands College* will assess evidence of English language proficiency presented by a student at the time of application, but reserves the right to confirm the student’s English language proficiency through additional tests.
3. If not presenting appropriate evidence of English language proficiency at the time of application, *Redlands College* will assess the student’s application for entry based on satisfactory test results as follows:

Acceptable Test	Minimum Test Result	For Entry to
NLLIA (National Languages & Literacy Institute of Australia) from their IELTS Test	Level 4	Year 7
NLLIA from their IELTS Test	Level 4	Year 8
NLLIA from their IELTS Test	Level 5	Year 9
NLLIA from their IELTS Test	Level 5	Year 10
NLLIA from their IELTS Test	Level 6	Year 11

4. 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.
5. If undertaking an intensive English language course before beginning mainstream studies, English language proficiency will be reassessed at the conclusion of the language course to ensure the student’s level of proficiency is sufficient to allow them to commence their mainstream course.

## Procedure for assessing student's qualifications, and language proficiency

References: NC B St [2.2](#)

### Enrolments Office

- ☐ Check if placement is available
- ☐ Check documentation is complete
- ☐ Request any documentation outstanding
- ☐ Advise family if no placement available



- ☐ Create application file
- ☐ Indicate placements which might be available

**Application file circulated for assessment**  
REF: English language and academic entry Requirements - **granting of course credit**



Support teacher for assessment of ESL support required if student is from a culturally and linguistically diverse background

Appropriate Head of School/Academic Dean for assessment of academic history and conduct



### Principal/ Head of School

- ☐ Application approved
- ☐ Application not approved
- ☐ Interview required

### Enrolments Office

- ☐ Confirm recommended placement is available
- ☐ Confirm documentation and consultation process is complete
- ☐ Follow up any academic or management requests
- ☐ Finalise documentation



### Completed enrolment application documents are received. These include:

- ☐ Completed enrolment application form
- ☐ Signed agreement all policies and conditions have been understood and accepted
- ☐ Completed medical information form
- ☐ 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
- ☐ Completed form for request for Special Assistance/Programs
- ☐ Completed subject choices form
- ☐ Application for Course Credit

**Advise outcome of application and complete enrolment process if application is accepted**

## PAYMENT OF FEES; and CONDITIONS OF REFUND OF FEES & CHARGES

The following fees apply to international students. (Please note that fees may change during the course and all fees are payable in Australian Dollars):

Tuition	Non-Tuition
Enrolment Processing Fee A\$500	Stationery All Students A\$100 - A\$350 Per Semester Will vary individually depending on year level and subject choices
Tuition Fee Years 7 – 10 A\$11 550 Per Semester Years 11 - 12 A\$11 950 Per Semester	Uniforms Years 7 - 9 A\$985.00(Male) Years 7 - 9 A\$1 003.00 (Female) Years 10 - 12 A\$1 163.50 (Male) Years 10 - 12 A\$1 114.00 (Female) Minimum Start Pack costs
<b>Other Costs:</b> Compulsory Course Materials iPad Years 7 – 12 A\$1000 - A\$1200 Approximate cost of iPad and Case. iPads are to be replaced every two years. You can supply your own iPad. The above costing is approximate.	QCAA Moderation Fee Year 11 - 12 A\$453.35 Per Year
	Senior Formal Dinner A\$130
	OSHC – Health Cover Years 7 – 12 A\$600.00+ Per Year
<b>Other Costs:</b> Music Tuition - Will vary depending on tutor cost and instrument. Please ask for details of costs on application	<b>Other Costs:</b> Application Fee A\$400

### **Application Fee** **\$400 AUD per student**

The fee is payable upon lodgement of the application

### **Enrolment Processing Fee** **\$500 AUD per student**

The Enrolment Processing Fee of \$500 per student must be paid within two weeks of the offer being made and should accompany the other enrolment documents.

### **Tuition Fees** **As above**

Fees are payable one Term in advance and cover all curriculum related activities (including camps).

### **English (ESL) Tuition Fees** **As determined**

Applicants requiring tuition in English as a second language shall meet the costs of such instruction, as determined from time-to-time by the College.



**School Uniform**

All students **must** wear the designated uniform at all times. There is a dress uniform and a sports uniform. The school operates a Uniform Shop where garments are sold, included in the non-tuition. Please see Uniform Shop Commencement List in Appendix.

**Sundry Extras Charges**

(Charges for non-curriculum activities in which the International student is a participant: e.g. Music Tuition).

**International Student Health Cover**

Compulsory Insurance. Student Guardian approved by DIAC must maintain International visitor health cover for yourself and any dependant children living with you in Australia. ([www.immi.gov.au](http://www.immi.gov.au)) Premium is payable in advance. The period of cover shall normally be twelve (12) months. This expense is part of the standard non-Tuition Fee.

A place at Redlands College shall not be deemed to be secured until all payments are made to the college. In the case of payment by personal cheque, upon the clearance of that cheque at the bank.

The College shall not issue a Letter of 'Confirmation of Enrolment for International Student' (see Appendix 3) until all enrolment processes are complete, and all fees are paid.

## STUDENT ATTENDANCE & ACADEMIC PERFORMANCE *(See Course Progress & Attendance Policy and Deferment, Suspension & Cancellation Policy – Appendix 2)*

Students at risk of breaching their visa conditions for non-attendance or poor academic performance will be counselled and warned in relation to their visa conditions.

## STUDENT ACCOMMODATION *(See Accommodation & Welfare Policy – Appendix 2)*

1. The College will not provide accommodation arrangements for international students.
2. The College expects parental support for the care and support of their child, in a suitable living environment.
3. The College prefers students to reside with their parent/s or a relative/ legal guardian.
4. The Australian Department of Immigration and Multi-Cultural and Indigenous Affairs (DIMIA) requires that accommodation for students of any age **must be approved by the Principal**.
5. Students wishing to move to a new address **must first** have the new location **approved by the Principal**. When approved by the Principal, the student shall inform the College in writing and complete appropriate forms advising of their new address prior to taking up residence at that new address.

## TRANSFER TO OR FROM OTHER EDUCATIONAL INSTITUTIONS *(See Transfer Policy – Appendix 2)*

International students wishing to transfer to another educational institution or school after one year will be provided with a 'Letter of Release' detailing attendance, adherence to financial obligations and an assessment of attitude and behaviour whilst a student at Redlands College.

Redlands College will not accept enrolment of a student from another school if that student does not have a 'Letter of Release' confirming that they have demonstrated commitment to their studies, have a good attendance record and have paid all required fees.

## STUDENT GRIEVANCES AND APPEALS *(See Complaints & Appeals Policy – See Appendix 2)*

Redlands College will have a fair and transparent process for dealing with student grievances/appeals. In the event that such grievances cannot be resolved internally, Redlands College will advise students of the appropriate bodies from which they can seek further assistance.

## Education Services for International Students (ESOS) *(See Appendix 1)*

A brief description of the ESOS framework and your rights and responsibilities is attached for your information. **The ESOS Framework** – provides quality education and protects your rights.

For more information: <https://www.aei.gov.au>

## INFORMATION & POLICIES

### Courses

All International students are eligible for the Queensland Tertiary Entrance Statement and the Queensland Studies Authority Senior Certificate at the end of year 12, provided all mandated requirements of the Queensland Studies Authority have been met. **The Vocational and Education & Training (VET) program is not available to international students.**

### Teaching Methods

Instruction is delivered via, but not limited to, class work, face to face, demonstrations, handbooks, tutorials and video/DVD and iPads.

### Student Attendance

Each day teachers manually mark the roll for their classes (between 20-28 students). The Student Receptionist bar-codes the information onto the computer system. All absences are cross-referenced with notified absences to the Public Reception. If student unaccounted for – class teacher will be contacted to confirm absence – then home is contacted (SMS or phone).

Student attendance letter generated if no contact established by telephone with home. A Record of Absences can be generated from the computer system for each student.

### International Student Attendance

Student Receptionist is required to fortnightly monitor the attendance of international students. Any continuous absences of 5 days or more will be reported to the Head of School.

### Student Records

A file is maintained for each student. The nature of the records kept include:

**Enrolment:** Documents relating to Enrolment Interview; past reports; Enrolment Agreement; Confirmation of Enrolment (CoE); passport information; Exit Certificate from previous school (if applicable).

**General:** Documents relating to the student's academic performance (reports; medical certificates; requests for assignment extensions; letters re absences). (Any information pertaining to the student).

**Contact Details:** Information in relation to student contact information is available through the computer records and must be kept up-to-date.

**Privacy:** Personal or sensitive information is confidential and is treated in accordance with the College's Privacy Policy.

### Satisfactory Academic Performance

Redlands College wants every student to achieve to the best of their ability. Satisfactory academic performance would be a Sound Achievement (depending on the student's ability). Any result below a Sound Achievement would be cause for concern. Any sudden decline or downward trend in a student's performance would also be cause for concern.

Evidence of poor performance may result in intervention. The kind of support provided will be based upon individual needs and circumstances and school resources. (*See Course Progress and Attendance Policy – Attached to the International Student Policy – Appendix 2*).

## STUDENT SUPPORT SERVICES

International students are made aware of the availability of support services offered:

*at*

The time of interview – by the Head of School (verbally)

*as*

Outlined in the International Student Policy Document (written)  
upon commencement at the College

*by*

Appointment with Head of School (verbally)

*and/or by*

contact made by the Chaplain (verbally).

### Support Staff

The table below clarifies the roles and responsibilities of the two main support staff for international students. Of course, international students have the same access to staff support via their Pastoral Care teacher, Dean of Year or Head of School.

#### ROLES & RESPONSIBILITIES OF SUPPORT STAFF

<b>Chaplain or Wellbeing Assistant</b> <i>Spiritual/Emotional/Pastoral Focus</i>	<b>Head of School</b> <i>Academic Focus</i>
Offer of assistance with settling in; Establishing and maintaining relationships; Providing spiritual support, guidance and counselling to students, and families where necessary	Assistance with academic offerings; and subject selection; Monitoring student academic performance; Oversee: Career advice; Assessment Calendar

### Orientation Programme

To date, international students have commenced at Redlands College at the beginning of Year 11. The first day of the new academic year the new students are met by the Dean of Year Level and escorted to the assembly area. This allows an Orientation Programme to be conducted specifically for each group. The Orientation programme is conducted by the Dean of Year Level. The purpose of the Orientation programme is mainly motivational and welcoming. Student timetable will be distributed. Specific instructions for each year level are given in the Getting Started @ Redlands College Handout.

The Orientation programme includes: introduction to teaching staff/chaplain; tours for new students of facilities (library, sports centre etc); discussions about the leadership role for Senior School students; expectations of senior students at the College; current year 12 students are available; advice from Head of School regarding coping with work loads etc.

### International Arrivals

The student will be met upon arrival (if required) by a representative of the College (along with the approved parent/s). Entry to Senior School involves a formal Orientation programme as outlined above. If the International student is entering any other year level then an appropriate Orientation Programme will be co-ordinated by the Enrolments Officer and the Student Contact Officer.

### Student Contact Officer

The Student Contact Officer for international students will be:

**Mr Rob Pattearson**  
Head of Senior School

Primarily, Mr Pattearson is available for assistance with academic offerings, subject selection; monitoring student academic performance; overseeing student progress, career advice and the assessment calendar.

Mr Pattearson's office is located in the Administration Building and appointments can be made via his executive assistant, Ms Jackie Bertram (currently). Mr Pattearson may also be contacted by telephone: 3286 0222 Fax: 3207 3799 or email: [rpattearson@redlands.qld.edu.au](mailto:rpattearson@redlands.qld.edu.au).

### In The Event of a Grievance or a Dispute

In the event of a dispute or grievance, students should first try to solve problems through the College's internal dispute resolution processes.





## Conflict Resolution

From time to time a student may experience difficulties or misunderstanding with a member of staff or another student. The College encourages the Scriptural principle that where there is a problem the person should be approached personally with a view to resolving the differences. Students may:

- Discuss the problem with the staff member or student – respectfully, privately, outside class. Staff are willing to listen.
- refer problems to the spiritual life teacher.
- discuss the situation with the Chaplain or confide in any teacher with whom they feel a rapport.
- appeal to the Dean of Year.

After approaching any two of the above and still not resolving the issue, discuss the matter with the Head of Senior School. Students should follow this process:

1. Speak to the person with whom there is a grievance. If this is unresolved or difficult to achieve, move to the next step. 2. The student should contact the appropriate staff member for an appointment to discuss the issue. <b>All requests for appointments should be made within 2 days of the request.</b>	
For Academic / Subject concerns	For Personal Problems
<div style="text-align: center;">   1<sup>st</sup>: Subject Teacher  ...  <i>Mr Rob Pattearson</i>  <i>Head of Senior School</i>  <i>Student Contact Officer</i>  ...  <i>For Appointment: Contact Executive Assistant</i>  <i>(Ms Jackie Bertram)</i> </div>	<div style="text-align: center;">   1<sup>st</sup>: Pastoral Care Teacher  ...  <i>Mr Mike Shepherd</i>  <i>Chaplain</i>  <i>For appointment:</i>  <i>Contact Chaplain</i>  OR  <i>Ms Joanne Woodward</i>  <i>Wellbeing Assistant</i>  <i>Appointments: Via Student Reception or</i>  <i>chaplains@redlands.qld.edu.au</i> </div>
3. Written notes of discussions will be kept for the student's record. 4. If there is no resolution, after following the above process, then the student should make an appointment to discuss the issue with <i>Mr Rob Pattearson, Head of Senior School</i> ). The student should take a written statement outlining any issues or concerns to this meeting. The <i>Head of Senior School</i> will refer to previous notes from the student's record. 5. If there is still no resolution, the student should make an appointment to discuss the issue with the Principal. 6. If there is a resolution, details will be noted on the student's record. If there is no resolution, the student will be made aware of other steps available to him/her, and his/her rights under legislation in the State of Queensland and the Commonwealth of Australia.	

**Policies and Procedures**

International Student Policy - See Appendix 2

- ◆ School Accommodation and Welfare Policy
- ◆ Behaviour Management Policy
- ◆ Complaints and Appeals Policy
- ◆ Student progress, attendance and course duration policy
- ◆ School Deferment, Suspension and Cancellation Policy
- ◆ Policy on Entry Requirements
- ◆ School Refund Policy
- ◆ Overseas Student Transfer Request Policy

The full versions are located at the back of this Handbook as attachments to the Redlands College International Student Policy document.

## WEBSITES OF INTEREST TO INTERNATIONAL STUDENTS

### ESOS Framework

Education Services for Overseas Students (ESOS) Framework (Commonwealth legislation)

<https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx>

[www.aph.gov.au](http://www.aph.gov.au)

(Federal Government website: Parliament)

[www.parliament.qld.gov.au](http://www.parliament.qld.gov.au)

(State Government website: information about schools, state emblems etc)

Queensland Curriculum and Assessment Authority (QCAA)

<http://www.qcaa.qld.edu.au/> (Search site for “visa students”)

- ☐ Queensland’s International Education and Training Strategy

<https://www.tiq.qld.gov.au/iet-strategy/>

- ☐ Study Queensland Website

[www.studyqueensland.qld.edu.au](http://www.studyqueensland.qld.edu.au)

- ☐ Study in Australia

<http://studyinaustralia.gov.au>

- ☐ Tourism Australia

<http://www.australia.com>

- ☐ Translating and Interpreting Service (TIS)

Phone: 131 450 (within Australia)

<http://www.tisnational.gov.au/>

(Redland City Website: Local information)

[www.redland.qld.gov.au](http://www.redland.qld.gov.au)

(Copies of the attached Redlands Visitors Guide available from  
Redlands Shire Council – 3829 8999)

## APPENDIX 1

### ESOS Framework



The Australian Government wants overseas students in Australia to have a safe, enjoyable and rewarding place to study. Australia's laws promote quality education and consumer protection for overseas students. These laws are known as the ESOS framework and they include the *Education Services for Overseas (ESOS) Act 2000* and the *National Code 2007*.

### **Protection for overseas students**

As an overseas student on a student visa, you must study with an education provider and in a course that can be found on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) at <http://cricos.dest.gov.au>. CRICOS registration guarantees that the course and the education provider at which you study meet the high standards necessary for overseas students. Please check carefully that the details of your course – including its location – match the information on CRICOS.

### **Your rights**

The ESOS framework protects your rights, including:

- your right to receive, before enrolling, current and accurate information about the courses, fees, modes of study and other information from your provider and your provider's agent. If you are under 18, to ensure your safety, you will be granted a visa only if there are arrangements in place for your accommodation, support and welfare.
- your right to sign a written agreement with your provider before or as you pay fees, setting out the services to be provided, fees payable and information about refunds of course money. You should keep a copy of your written agreement.
- your right to get the education you paid for. The ESOS framework includes consumer protection that will allow you to receive a refund or to be placed in another course if your provider is unable to teach your course.

The ESOS framework sets out the standards Australian education providers offering education services to overseas students must obey. These standards cover a range of information you have a right to know and services that must be offered, including:

- orientation and access to support services to help you study and adjust to life in Australia
- who the contact officer or officers is for overseas students
- if you can apply for course credit
- when your enrolment can be deferred, suspended or cancelled
- what your provider's requirements are for satisfactory progress in the courses you study and what support is available if you are not progressing well
- if attendance will be monitored for your course, and
- a complaints and appeals process.

One of the standards does not allow another education provider to enroll a student who wants to transfer to another course, but has not completed six months of the final course of study you plan to undertake in Australia. If you want to transfer before hand you need your provider's permission.

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

---

AEI contact: telephone 1300 363 079 (local call costs), email: [aei@dest.gov.au](mailto:aei@dest.gov.au) or visit the website: [aei.dest.gov.au](http://aei.dest.gov.au).



## Your responsibilities

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

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

## Contact details

Who?	Why?	How?
Your provider	For policies and procedures that affect you	<ul style="list-style-type: none"><li>• Speak with your provider.</li><li>• Go to your provider's website.</li></ul>
Department of Education Science and Training (DEST)	For your ESOS rights and responsibilities	<ul style="list-style-type: none"><li>• <a href="http://www.aei.dest.gov.au/ESOS">www.aei.dest.gov.au/ESOS</a></li><li>• ESOS Helpline +61 2 6240 5069</li><li>• Email <a href="mailto:esosmailbox@dest.gov.au">esosmailbox@dest.gov.au</a></li></ul>
Department of Immigration and Citizenship (DIAC)	For visa matters	<ul style="list-style-type: none"><li>• <a href="http://www.immi.gov.au">www.immi.gov.au</a></li><li>• Phone 131 881 in Australia</li><li>• Contact the DIAC office in your country.</li></ul>

## APPENDIX 2

### INTERNATIONAL STUDENT POLICY

- ◆ School Accommodation and Welfare Policy
- ◆ Behaviour Management Policy
- ◆ Complaints and Appeals Policy
- ◆ Student progress, attendance and course duration policy
- ◆ School Deferment, Suspension and Cancellation Policy
- ◆ Policy on Entry Requirements
- ◆ School Refund Policy
- ◆ Overseas Student Transfer Request Policy

## School accommodation and welfare policy

### Care for younger students under 18 years

*[Redlands Combined Independent College inc. t/a Redlands College]* is a CRICOS-registered provider which enrolls younger students under 18 years of age.

As part of its registration obligations *[Redlands College]* must satisfy Commonwealth and state legislation, as well as any other regulatory requirements, relating to child welfare and protection for any overseas student enrolled who is under 18 years of age.

These obligations include ensuring that all overseas students under 18 years of age are given age- and culturally-appropriate information on:

- who to contact in emergency situations, including contact number/s of a nominated staff member, and
- how to seek assistance and report any incident or allegation involving actual or alleged sexual, physical or other abuse.

*Redlands College* has documented procedures relating to child welfare and safety, and will implement these procedures in the event that there are any concerns for the welfare of a student under 18 years of age.

### Accommodation and care options for overseas students under 18 years

*Redlands College* approves the following accommodation and care options for overseas students: *[Delete any which do not apply]*

#### 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 completes Form 157N and provides proof of relationship to Department of Home Affairs (Immigration) at the time of visa application for approval of these arrangements. The Department of Home Affairs (Immigration) must also approve any further change of welfare arrangements.
- 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 590), all obligations and conditions of this visa must be met, including:
  - a) not leaving Australia without the nominating student unless there are compassionate and compelling circumstances and the School has first approved alternative welfare and accommodation arrangements for the student for the adult's period of absence, and
  - b) advising the Department of Home Affairs (Immigration) of any change of address, passport or other changes of circumstances.

*Redlands 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 a valid reason for travelling overseas, and the School is able to approve alternative accommodation and care arrangements for the student for the period of student guardian visa holder's absence, the School will provide documentation approving temporary care arrangements for the student to the student's guardian and for the Department of Home Affairs (Immigration) via PRISMS.

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.



REDLANDS COLLEGE

## **POLICY**

### **BEHAVIOUR MANAGEMENT**

---

**Redlands College exists for its students. This should not be seen as reducing the importance of staff, but rather highlights them as the crucial factor in the success or otherwise of the College.**

---

Each child is created unique, and in the image of God. They are created, as with all of our God's creations, perfect. They are given a free will to decide whether to practise good or evil. As the apostle John teaches they will all sin from time to time. Salvation, however, is available to each person through Jesus Christ. Acceptance of Him does not preclude the possibility of further sin.

The decisions that a person makes with regard to their actions are determined largely by their training. The main centre for this training is the home. We at school also have a responsibility to assist in the training of the child.

The aim of our discipline should be to develop the whole child - to assist and guide them to the fulfilment of their potential. As each child is unique, it is fallacious to expect that they can all be put into the same box. Those students with real creativity and leadership ability very often exhibit a "free spirit". These are ones who are likely to create difficulties in a class if we attempt to fit them into a neat box. This will only achieve the breaking of that spirit and lead to great frustration on the part of both teacher and student. Our challenge is to mould them without breaking that spirit. We need to guide their development, not stifle it.

It is essential that the child and the behaviour be separated. The behaviour may be bad but the child is good. In this way we can work in co-operation with the child to correct the behaviour, rather than working against them both.

#### **THE TEACHER AS A LEADER**

Each teacher is a leader of the students they teach. In seeking to teach Christianity, it is essential that this leadership be expressed in a Christian way. The principle expounded throughout the New Testament is that of a leadership which is not a "lording over" but rather a "sacrificial servant", i.e. not an authority "over" but an authority "with".

Social power - i.e. the power to exercise leadership within a group, may be seen to derive from several potential bases.

- A. LEGITIMATE POWER - "He/she has an expectation, considering his/her position that his/her suggestions will be carried out."
- B. EXPERT POWER - "I respect his/her competence and good judgement about



things with which he/she is more experienced than I".

- C. REFERENT POWER - "I admire him/her for personal qualities and want to act in a way that merits his/her respect and admiration."
- D. REWARD POWER - "He/she can give special help and benefits to those who co-operate."
- E. COERCIVE POWER - "He/she can apply pressure to penalise those who do not co-operate." The use of position, i.e. legitimate power, is effective but only for a short time and not if it is the only basis of power. Reward and coercive power are both ineffective and negative, particularly over the long term. **Only expert and referent power are effective and positive bases for social power.**

Applying these concepts to the teacher, teachers begin with legitimate power. Students accept that teachers have authority because of their position. This, however, can only be depended on for a short time.

All of us from time to time make use of reward and coercion to stamp our authority on a class. However, if we are to be successful teachers, we must develop in the expert and referent areas.

As far as expertise is concerned, we should be starting from a sound base. The students expect that we know more about the subject than they do and that we have expertise as teachers. If we demonstrate that either of these is not true, then we will lose this substantial and effective base of authority. This is not to say that a teacher must know everything, and we should certainly be prepared to admit to the students when we don't; however, such an opportunity should be turned to advantage by leading them towards the unknown knowledge - teaching them.

Referent power develops as students appreciate and respect the teacher's personal qualities. For example, the ability to admit errors or lack of knowledge, justice, fairness, mercy and probably most important of all, a love for each student. They are quite capable of detecting a lack of concern or a positive dislike for them. Many of them, because of home circumstances, will test vigorously whether or not the teacher really cares about them as individuals. The results of this testing will determine the extent of the teacher's referent power with the student. 'The magic of any superb teacher is empathy for each child and where each child is in his or her unique development'.

Increased effectiveness as leaders in the classroom then comes not from the issuing of rewards such as lollies or from punishments such as detention. Both of these become ineffective fairly quickly and therefore use becomes counter-productive. Real leadership comes from developing increased competence both with content material and techniques, and from developing character and conveying a genuine concern for the students - each and everyone of them.

**Acknowledgement:** These notes are based on in-service work conducted by Bob Pearson in June, 1989.

## **RESPECT**

The reasons that student behaviour, etc. may fall below our desired standard are many and varied; therefore any simplistic approach is doomed to fail. It is necessary to act in a number of areas in order to address the situation.

All staff, it is hoped, desire the same outcome but sometimes we experience a communication breakdown because we express ourselves in different ways and have a differing understanding of the same terms. For example - there is often some confusion in the use of the terms "discipline" and "punishment" and a tendency at times to use them synonymously. One may see the conveying of an instruction ("Get off the port racks.") or the naming of a student ("Fred, stop talking.") as discipline although there is no punishment involved. One may discipline without punishing. Likewise, if a punishment is arbitrary or unfair, it may not be legitimately regarded as discipline.

The question of "**having** respect for the teacher" may also easily be side-tracked into one of "**showing** respect for the teacher".

Example 1: A student always answered with "Yeh", "Nah" and other monosyllabic grunts - most - disrespectfully - although in other ways she demonstrated that, in fact, she did have respect for the teachers. Unfortunately, in her upbringing, she had never been taught the "social niceties" such as how to converse properly or answer politely. She needed to learn etiquette, not respect.

Example 2: We have had students who can be extremely polite, have the etiquette down pat, but with an extremely poor underlying attitude. They have little respect for staff, but can go through the forms quite well and gain commendation for their manners.

Our quest is, two-fold - to develop and encourage respect within the hearts of our students AND (not "or") to teach them how to express and show that respect. The latter without the former is for show only and is useless in the personal and attitudinal development of the student. Likewise the former without the latter creates a situation that can be difficult to bear and leads to a student who is socially inept.

In this regard the School Rules need to be used and discussed in the way in which they were designed, and understood in the light of the above. There are only 4 rules:-

1. **Respect for God**
2. **Respect for yourself**
3. **Respect for others**
4. **Respect for property.**

The rest of the document provides the guidelines as to how one should behave in order to carry out the above i.e. they are the etiquette. Therefore when a student hits another, he has not broken Rule 12C para iii Section g, but rather has demonstrated disrespect for the other student. When a student is asked to pick up a paper, it is teaching him a way to show respect for property and his environment. To concentrate on having rules for this and that - a set of "thou shalts and thou shalt nots" together with a list of the resulting

punishments - leads to legalism on the part of our students and to the need for a comprehensive set of laws covering every eventuality.

Success in addressing the issue of teaching the students to show respect largely depends on the consistency with which it is carried out by teachers. Showing respect does not mean that a student is not allowed to disagree with e.g. a punishment issued to them. It does, however, mean that we must train the student in the correct way to express that disagreement and resolve the conflict with the teacher, while still submitting to the teacher's authority.

The encouragement of an attitude of respect is more difficult to address. The issue of the leadership of the teacher as referred to above is crucial to this discussion. A teacher's authority (i.e. effective power) with a student is, in the long-term, dependent on having the student's respect.

This respect for the teacher depends on recognition of the teacher's expertise both with the subject matter and as a teacher; and also on the teacher's personal character as perceived by the student. The former will be developed by:

- A. adequate preparation for the class (assuming an adequate knowledge base for the subject),
- B. stamping one's authority on the class, particularly during the "trying out" period,
- C. demonstrating the ability to "teach".

The question of respect for the teacher based on personal character is a more difficult one. Before a child can afford this type of respect to a teacher, they must first learn respect for themselves and, in particular, feel that respect - or love and care - from the teacher. This is, one of the most significant distinctions of the Christian school and, indeed, of the teacher who "teaches Christianity".

A positive approach to the students will help to overcome the self-esteem difficulties faced by many of them. By building them up where they have achieved they will become more aware of their God-given abilities and of their value. The serendipity is that we as teachers will become more aware of our successes, rather than concentrating on the problems.

Qualities of character which will help to engender respect from the students are:-

- A. concern for the student - care about their individual needs and differences
- B. consistency - a lack of variation from day to day.
- C. fairness - be sure of the facts and give the students an opportunity to be heard.  
Excessive harshness will lead to resentment
- D. personal standards - does the teacher set the standard to which the students are expected to rise?

It should be noted that a teacher's individual style should not be changed unless it conflicts with the above. A teacher who does not feel comfortable with close contact with the students should not be expected to attempt this, nor should one who does be looked down upon. There is room for individual differences and tolerance should be shown

by those with different styles.

### **STANDARDS**

Student's standards are set by staff. We lead by example. The standards we expect from them are not told to them, they are shown to them. This applies:-

- A. in our dealings with each other - We should demonstrate mutual respect for each other. Conflicts should be resolved in the way expected of the students.
- B. the way we speak (to each other and to the students) - We should not talk down to them, or put them down. Our language should convey our care.
- C. our promptness to class - Staff are required to be at school 30 minutes before classes start i.e. 8:00 am. After breaks teachers should be at class when the second bell sounds.
- D. our dress - Staff are not required to wear a uniform, however they should adhere to the dress code.
- E. our attitude towards authority (school, government) - It is difficult to imagine how we can expect to develop respect for our authority if we fail to demonstrate respect for those in authority over us. Criticism of fellow staff members, or those in authority, to students should never occur.
- F. our Christian walk - The greatest preaching we do is by our example of Christ in action in our lives.
- G. our attitude towards school activities - The school's co-curricular activities provide an essential contribution to the development of our students. Through these areas we are able to further develop their abilities, cater for a wider range of individual differences and broaden their experiences and perspectives. These activities should not be considered as something, which may be started and then dropped or taken irregularly. This type of approach shows a poor example of dedication to the students.
- H. our approach to work and our responsibilities - Preparation for class, correct performance of playground duty, attention to cleanliness and tidiness in the classroom are all visible ways in which we teach students about the acceptance of responsibility. If we fail in these areas it becomes hypocritical of us to chastise them for their irresponsibility. Staff should, however, ensure that their approach to work is balanced. Overwork leading to burnout is of no value to anyone.

## **CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR**

The response to students who break rules or otherwise behave unacceptably should be measured carefully and be reflective of a genuine care and concern for the student. "The Responsible Thinking Process" as explained in Ed Ford's book "Discipline for Home and School Book 1" should be followed. The aim should be to engender self-discipline in the student. The use of punishments will cause resentment and will not correct the problems. Most correction should be addressed within the classroom. When necessary, the Responsible Thinking questions should be directed to a student to prevent a situation deteriorating. Often, firm, prompt action will be effective. In more serious cases, or where a student is persisting with disruption to the class, the student may need to be sent to the RTC.

### **Key points are:-**

- A. A generally disciplined classroom atmosphere will usually produce less difficulties. Children appreciate knowing their behaviour guidelines and limits and the consequences of exceeding those limits. It is, of course, important that the limits set are reasonable and enforced.
- B. Within the classroom, the atmosphere should be positive with the emphasis on relationships with the students, praise and encouragement, rather than criticism. Positive motivators produce positive results.
- C. Sarcasm and ridicule must be avoided.

### **Some specific points for creating the right atmosphere:-**

- A. Year 6 to 9 classes should line up outside the room prior to entry. This time should be used to check for uniform discrepancies, chewing gum, possession of necessary materials etc. It provides a good opportunity to achieve order before entry to the room
- B. A seating plan should be established for each class. This stamps the teacher's authority on the class and enables the isolation of students who may cause difficulties
- C. Do not speak to the class unless all students are paying attention
- D. Generally do not turn your back on the main body of the class, so that you can always observe all behaviour
- E. Clearly define your expectations to each class e.g. "work quietly" may mean "no talking at all" or "quiet conversation is permitted"
- F. Teachers should not permit students to hassle or debate over a teacher's instructions. Students should follow instructions immediately and without question. Any disagreement should occur respectfully later, on a one-to-one basis in private.
- G. Students should stand when the Headmaster or invited guest enters the classroom.

## Complaints and appeals policy

References: NC B St 5, [NC B St 6.1.6](#), NC B St 7, NC B St 8, NC B St 9, NC B St 10

<p><i>Redlands College</i> has a Complaints and appeals process and policy which complies with Commonwealth requirements.</p> <p>Access to this process is available to an overseas student at any time, and for any complaint or appeal the student makes regarding <i>Redlands College</i> having regard to the requirements under Standards 7, 8 and 9.</p> <p>If the School's Complaints and appeals process is invoked under any of these standards, provisions under Standard 5 will also be applicable if the student is under 18 years of age and the School has approved accommodation, support and welfare arrangements.</p>		<p>NC B St 5 NC B St 7 NC B St 8 NC B St 9 NC B St 10</p>
<p><b>Copies of <i>Redlands College's</i> Complaints and appeals policy are provided to students prior to enrolment and again during the student's orientation.</b></p> <p>Parents/students acknowledge that they have read this policy as part of the written agreement.</p> <p>The Complaints and appeals policy is provided to students in Pre-enrolment information</p> <p>a) in International Student Handbook and during Orientation and is again provided to students with seven days of commencement of studies</p>		
<p>It is the role of the following staff members to undertake these steps in the event of a student accessing the School's Complaints and appeals process</p>		
Staff Member	Action	REF
Attempting informal resolution of the problem		NC B St 10 St 10.2.1
<p>To discuss academic / study problems</p> <p>Classroom teacher</p> <p>SL teacher</p> <p>Year Level Co-ordinator</p> <p>Pathways Advisor</p>	<p>To discuss personal problems or problems adjusting to a new environment</p> <p>Pastoral Care Teacher</p> <p>Year Level Co-ordinator</p> <p>School Counsellor/Chaplain</p>	
<i>Head of School</i>	Ensuring the assessment of the complaint or appeal is conducted in a professional, fair and transparent manner	NC B St 10 St St 10.2.5
<i>Head of School</i>	If the problem is <u>not</u> resolved informally, advising the student to access the School's internal complaints and appeals process	NC B St 10 St St10.2.1
<i>Head of School</i>	<p>Overseeing the School's internal process as per the School's policy and within required timelines</p> <p>commencing assessment of a student's formal complaint or appeal within 10 working days</p> <p>finalising the outcome as soon as practicable and giving the student detailed reasons for the outcome in writing</p>	NC B St 10 St 10.2.3 St 10.2.6
<i>Head of School</i>	<p>Maintaining and monitoring the student's enrolment (and care arrangements if under 18 years of age) whilst the complaints and appeal process is ongoing and making the student aware of the School's obligation to do this.</p> <p>(See also <u>12. Policy and procedures for deferring, suspending or cancelling a student's enrolment.</u>)</p>	NC B St 10 NC B St 7 St 7.6 NC B St 8 St 8.14 NC B St 5

<i>Enrolments Officer</i>	<ul style="list-style-type: none"> <li>If the student is not satisfied with the result or conduct of the internal complaints or appeals process, advising the student within 10 working days of concluding the internal review process of his/her right to access the external appeals process provided by the Overseas Students Ombudsman at minimal or no cost</li> </ul>	NC B St 10 St 10.3
<i>Enrolments Officer</i>	<ul style="list-style-type: none"> <li>If necessary, overseeing the external process as per the School's policy and within stated timelines.</li> </ul>	NC B St 10
<p>In the case of</p> <p>a) Notifying students who have been refused transfer to another registered provider (Standard 7)</p> <p>b) notifying students who have been assessed as failing to meet course progress or attendance requirements (Standard 8)</p> <p>c) Notifying students of an intention to suspend or cancel their enrolment (Standard 9)</p> <p>it is the role of the following staff members to undertake these additional steps:</p>		NC B St 8 NC B St 9
<i>Head of School</i>	<ul style="list-style-type: none"> <li>When notifying the student of the School's: <ul style="list-style-type: none"> <li>decision to refuse a transfer to another registered provider under Standard 7,</li> <li>intention to report the student in PRISMS for failing to meet visa requirements under Standard 8, or</li> <li>intention to suspend or cancel the student's enrolment under Standard 9,</li> </ul> advise the student of his/her right to access the School's complaints and appeals process within 20 working days in accordance with Standard 10.</li> <li>If the student is not satisfied with the outcome of the internal complaints and appeals process, advising the student within 10 working days of receiving written advice of the outcome of their right to access the services of the <a href="#">Overseas Students Ombudsman</a>. OSO to be accessed in accordance with timeframes set in policy.</li> </ul>	NC B St 7 St 7.5 NC B St 8 St 8.13 NC B St 9 St 9.4
<i>Enrolments Officer</i>	<ul style="list-style-type: none"> <li>Ensuring the student's enrolment (and welfare arrangements, if applicable) will be maintained by the school, and nothing is changed in PRISMS until <ul style="list-style-type: none"> <li>for Standard 7: the appeal finds in favour of the student, or</li> <li>for Standard 8: the internal and external complaints processes have been completed and outcomes are in favour of the School, or</li> <li>For Standard 9: the internal appeal process is completed, unless the student's health or wellbeing, or the wellbeing of others, is likely to be at risk, or</li> <li>the student has chosen not to access the internal complaints and appeals processes within the 20 working days period, or</li> <li>the student has chosen not to access the</li> </ul> </li> </ul>	NC B St 7 St 7.6 NC B St 8 St 8.14 NC B St 9 St 9.6



	<p>external complaints and appeals process, or</p> <ul style="list-style-type: none"> <li>- the student withdraws from either the internal or external processes and has informed the school of this decision in writing.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Making any required changes in PRISMS as soon as practicable if the complaints and appeals process is completed, or student does not access <ul style="list-style-type: none"> <li>- the School's internal complaints and appeals process, or</li> <li>- the external complaints and appeals process, or</li> <li>- withdraws from either of these processes in writing,</li> </ul> <p>and advising the student he/she must contact Immigration to seek advice on whether a new student visa is required if enrolment is cancelled by the school.</p> </li> <li>• Immediately take any corrective or preventative action required if the complaints handling or appeals process finds in favour of the student, and advising the student of that action.</li> </ul>	<p>NC B St 7 St 7.4 NC B St 8 St 8.14 NC B St 9 St 9.5, NC B St 10 St 10.4</p>
	<p><b>IN ALL CASES</b></p> <ul style="list-style-type: none"> <li>• Keeping written records of the complaint and all steps taken, and filing these on the student's file, including: <ul style="list-style-type: none"> <li>- copy of written complaint</li> <li>- copy of any 'Letter of Intention' issued under Standards 8 and 9 (if applicable)</li> <li>- copy of any assessments, reasons and outcomes from complaints and appeals processes provided to the student for Standards 7*, 8 and 9</li> <li>- evidence of preventative or corrective action taken by the School (as necessary).</li> </ul> <p><i>*Records for Standard 7 must be kept on file for 2 years after the student ceases to be an accepted student.</i></p> </li> </ul>	<p>NC B St 10 St 10.2.6 St 10.2.7 NC B St 7 St 7.5 St 7.7 NC B St 8 St 8.13 NC B St 9 St 9.4</p>

## Student progress, attendance and course duration policy

This policy is available to staff and to students.

Overseas students are required to meet and maintain satisfactory course progress and attendance requirements under visa condition 8202 and under Standard 8 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

### 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 according to *Redlands College's* course assessment requirements.
- c) Students who have begun part way through a study period / semester will be assessed according to *Redlands College's* course assessment requirements after completing *[one full study period/semester]*.
- d) To demonstrate satisfactory course progress, students will need to have completed all assessment items, have achieved at least a "c" in 60% of subjects and have displayed good levels of engagement and effort as reported by at least 80% of teachers in each semester report.
- e) If at the end of a study period a student does not achieve satisfactory course progress as described above, the *Head of School* will formally contact the parent(s) to advise that the student is at risk of breaching the course progress requirement and that 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. *Mentoring*
  - iv. *Additional ESL support*
  - v. *Change of subject selection, or reducing course load (without affecting course duration)*
  - vi. *Counselling – time management*
  - vii. *Counselling -academic skills*
  - viii. *Counselling - personal*
  - ix. *other intervention strategies as deemed necessary*
- f) A copy of the student's individual strategy for academic improvement and any relevant progress reports will be forwarded to parents.
- g) The student's individual strategy for academic improvement will be monitored over the following study period by Head of School and records of student response to the strategy will be kept. Parents will be kept informed of the student's academic progress while the student is receiving formal intervention.
- h) If the student does not achieve satisfactory course progress by the end of the next study period, *Redlands 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. *[Insert timeframe for notifying student of intentional to report – e.g., recommended by International Quality Schools Unit]* The notification of intention to report will be

issued to the student prior to the commencement of the next semester.] 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 *Redlands College*, he/she may contact the Overseas Student Ombudsman at no cost. Please see *Redlands College's Complaints and Appeals Policy* for further details.

- i) The school will notify the ESOS agency 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 the student withdraws from the complaints and appeals process by notifying the *Principal of Redlands College* in writing, or
  - ii. the complaints and appeals process results in a decision 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 studies 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:
- d)
  - i. the student can provide evidence of compassionate or compelling circumstances (see Definitions below)
  - ii. the student has, or is, participating in an intervention strategy as outlined in 1.e.
  - iii. an approved deferment or suspension of study has been granted in accordance with *Redlands College's Deferment, Suspension and Cancellation Policy*.
- e) 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. In this case, the student will need to contact the Department of Home Affairs (Immigration) to seek advice on any potential impacts on their visa, including the need to obtain a new visa.

## **3. Monitoring Course attendance**

- a) Satisfactory course attendance is attendance of 80% of scheduled course contact hours. [NB the *National Code St 8 specifies a minimum attendance requirement of 80%, or under certain conditions, of 70% as outlined in St 8.15. School policy can require a higher minimum attendance rate.*]
- 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/Head of School.
- e) Any absences longer than *[5] consecutive* days without approval will be investigated. *5 days is the maximum allowed under NC St 8.6.4]*
- f) Student attendance will be monitored by Student Receptionist every week 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. Attendance for any period of exclusion from class will be assessed under *Redlands College's* Deferment, Suspension and Cancellation Policy.
- g) Parents of students at risk of breaching *Redlands College's* attendance requirements will be contacted by *[email / 'phone ]* and students will be counselled and offered any necessary support when they have absences totalling 10 % in any study period
- h) If the calculation at 3.f. indicates that the student has passed the attendance threshold for the study period, *Redlands College* will assess the student against the provisions of Item 3.i. (below). Where the student has failed to meet the minimum attendance requirement, and Item 3.i. does not apply, the school will promptly 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
- i) The school will notify the ESOS agency 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. the student withdraws from the complaints and appeals process by notifying the *Principal of Redlands College* in writing,
  - iii. the complaints and appeals process results in a decision in favour of 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%, or number of study days x number of days per week x 30%.*
- l) *If a student is assessed as having nearly reached the threshold of 70% attendance for a study period, [insert position] will assess whether a suspension of studies is in the interests of the student as per Redlands College's Deferment, Suspension and Cancellation Policy.*

- m) *If the student does not obtain a suspension of studies under the Redlands 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.h – 3.i.*

#### **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* - Redlands College defines a "study period" for the purposes of monitoring course attendance and progress as a *semester*.

## School Deferment, Suspension and Cancellation Policy

### 1. Communicating with families about changes in enrolment status

- a) All communications regarding changes to enrolment status will be made directly with students and parents, in accordance with the latest contact details provided to the school.
- b) Parents must therefore keep *Redlands College* informed of their current contact details, as per the conditions of the student visa.

## STUDENT-INITIATED CHANGES IN ENROLMENT

### 2. Deferment of commencement of study requested by student

- a) *Redlands 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 will be 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 that has impacted on expected commencement of studies
  - iv) a traumatic experience which has impacted on the student (where possible, these cases should be supported by police or psychologists' reports).
  - v) after undertaking ELICOS studies, the student has not/will not meet the English language benchmark required for entry into the desired course, and the school is willing to defer the student's commencement in the course until a later date when the required benchmark is achieved.
- b) All applications for deferment will be considered within 10 working days.
- c) The final decision for assessing and granting a deferment of commencement of studies lies with the Principal. Where a student's request to defer his/her commencement of studies is refused, the student has a right of appeal (see *Redlands College's* Complaints and Appeals policy).
- d) Deferment will be recorded on PRISMS within 14 days of being granted.

### 3. Suspension of study requested by student

- a) Once the student has commenced the course, *Redlands 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/will impact on studies
  - iv. a traumatic experience which has impacted on the student (where possible, these cases should be supported by police or psychologists' reports).

- iv. Student return to their home country to sit a university exam (or similar assessment) which impacts upon their education
- b) Where there is a significant issue impacting upon a student's attendance or course progress, it is essential that the student or parents contact the school as soon as possible to discuss the concern so that appropriate support can be put in place. Where deemed necessary, this may involve temporarily suspending the student's enrolment so that matters can be resolved without having a negative impact on the student's ability to satisfy their visa conditions.
- c) Temporary suspensions of study cannot exceed 6 months duration.
- d) Suspensions will be recorded on PRISMS within 14 days of being granted if the student is under 18 years of age, and within 31 days if the student is over 18 years of age.
- e) The period of suspension will not be included in attendance calculations.
- f) Applications will be assessed on merit by Head of School.
- g) As part of any assessment of a request to defer or temporarily suspend studies, the impact of the request on the student's ability to complete their intended course of study in accordance with their CoE/s and student visa will be considered. Any implications will be communicated to students.
- h) All applications for suspension will be considered within 10 working days.
- i) The final decision for assessing and granting a suspension of studies lies with the Head of School. Where a student's request to suspend studies is refused, the student has a right of appeal (see Redlands College's Complaints and Appeals policy).

#### **4. 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 Head of School. Please see *Redlands College's* Refund Policy
- b) A student will be deemed to have inactively notified *Redlands College* of cancellation of enrolment where:
  - i. the student has not yet finished his/her course/s of study with the school, and
  - ii. does not resume studies at the school within [14 days] after a holiday break, and
  - iii. the student has not previously provided the school with written notification of withdrawal.
- c) Student-initiated cancellation of enrolment, including "inactive" cancellation of enrolment in 4.b), above, is not subject to *Redlands College's* Complaints and Appeals Policy.

### **SCHOOL-INITIATED CHANGES IN ENROLMENT**

#### **5. School-initiated exclusion from class**

- a) *Redlands 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 *Redlands College's* Policy – Behaviour Management.
- b) Students may also be excluded from class for failure to pay fees that he/she was required to pay in order to undertake or continue the course, as stated in the written agreement.

- c) Where *Redlands College* intends to exclude a student from class it will first issue a letter which notifies the student and parents of this intention. The letter will provide details of the reason/s for the intended exclusion, as well as information about how to access *Redlands College* 's internal appeals process. Further information about the appeals process in the event of a school-initiated exclusion from class is outlined below.
- d) Excluded students must abide by the conditions of their exclusion from studies and must adhere to any welfare and accommodation arrangements in place, as determined by the Principal.
- e) 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.
- f) Exclusions from class will not be included in attendance calculations for the study period and will not be recorded on PRISMS.

#### **6. School-initiated suspension of studies**

- a) *Redlands 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 *Redlands College's Policy – Behaviour Management*
- b) Students may also be suspended for failure to pay fees that he/she was required to pay in order to undertake or continue the course, as stated in the student's written agreement.
- c) Where *Redlands College* intends to suspend the enrolment of a student, it will first issue a letter that notifies the student and parents of this intention. The letter will provide details of the reason/s for the intended suspension, as well as information about how to access *Redlands College's* internal appeals process. Further information about the appeals process in the event of a school-initiated suspension is outlined below.
- d) Suspended students must abide by the conditions of their suspension from studies and must adhere to any welfare and accommodation arrangements in place, as determined by the Head of School.
- e) Students who have been suspended for more than 28 days may need to contact Department of Immigration. (Please see contact details at: <https://www.homeaffairs.gov.au/about/contact/offices-locations> .)
- f) Suspensions will be recorded on PRISMS.
- g) The period of suspension will not be included in attendance calculations.

#### **7. School-initiated cancellation of enrolment**

- a) *Redlands College* will cancel the enrolment of a student under the following conditions:
  - i) Any breach of an agreed condition of enrolment as outlined in the student's written agreement, including failure to disclose a pre-existing condition requiring a high degree of specialised support or care
  - ii) Failure to pay course fees
  - iii) Failure to maintain approved welfare and accommodation arrangements (visa condition 8532)



iv) Any behaviour identified as resulting in cancellation in Redlands College's Policy – Behaviour Management

- b) Where *Redlands College* intends to cancel the enrolment of a student it will first issue a letter which notifies the student and parents of this intention. The letter will also provide details of the reason/s for the intended cancellation, as well as information about how to access *Redlands College's* internal appeals process. Further information about the appeals process in the event of a school-initiated cancellation is outlined below.
- c) *Redlands College* is required to report any confirmed breach of course progress and attendance requirements to the Department of Immigration. Where a student is reported for breach of visa condition, his/her enrolment at *Redlands College* will be cancelled and this may impact on the student's visa. Further information can be found in *Redlands College's* Course Progress and Attendance Policy.
- c) For the duration of the internal appeals process, *Redlands College* will maintain the student's enrolment and the student will attend classes as normal. The Head of School will determine if participation in studies will be in class or under a supervised arrangement outside of classes.
- d) If a student decides to access *Redlands College's* complaints and appeals process because they have been notified of a school initiated suspension or cancellation of enrolment under Standard 9, the change in enrolment status 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 (see Definitions below).
- e) Where extenuating circumstances are deemed to exist, a student may still access the complaints and appeals process, but *Redlands College* need not await the outcome of this process before changing the student's enrolment status in PRISMS.
- f) The use of extenuating circumstances by *Redlands 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.
- g) The final decision for evaluating extenuating circumstances lies with the Principal.

#### **8. 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 can visit the Department of Home Affairs (Immigration) Website <https://www.homeaffairs.gov.au/Trav/Stud> for further information about their visa conditions and obligations.

#### **9. Definitions**

- a) Day – any day including weekends and public holidays in or out of term time
- b) Extenuating circumstances - if the student's health or wellbeing, or the wellbeing of others, is likely to be at risk.

Examples include:

- the student refuses to maintain approved welfare and accommodation arrangements (for students under 18 years of age)

- the student is missing
- the student has medical concerns or severe depression or psychological issues which lead the school to fear for the student's wellbeing
- the student has engaged or threatened to engage in behaviour that is reasonably believed to endanger the student or others
- is at risk of committing a criminal offence, or
- the student is the subject of investigation relating to criminal matters.

## Policy on Entry Requirements

2. *Redlands 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.
3. Applications for enrolment must be made on Application Form – International Students. 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) A completed Subject Choices Form if appropriate;
  - d) Appropriate proof of identity and age;
  - e) Written evidence of proficiency in English as a second language
  - f) Photocopy or scanned copy of passport page with name, photo identification, passport number and expiry date
  - g) Letter of Offer from another registered provider if applicable
  - h) Enrolment Application Fee
  - i) Application to the Queensland Assessment and Curriculum Authority (QCAA) for relaxation of completed Core requirements if applicable.
4. Where the above documents are not in English, certified translations in English are required, with necessary costs to be met by the applicant.
5. An application for enrolment can only be processed when all of the above are in the hands of the Enrolments Officer.
6. Applications from overseas students are processed according to established policy and procedures, and are dealt with on their merits.
7. 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.
8. Onshore applications for Years 11-12, where the student is transferring from another CRICOS registered provider, will only be considered where the transfer, if accepted, allows the student to achieve a successful study outcome at the end of the enrolment.
9. Offshore applications for enrolment in Years 11-12 will not be considered after the Yr 11 course has commenced/ unless the student can complete course assessment before the end of the first semester of Year 11.

*Redlands College* requires evidence that the applicant's academic ability and English proficiency is sufficient to successfully meet the entry and curriculum demands of the intended course. This is a requirement under the 2018 National Code of Practice, Part B Standard 2.

Minimum academic and English language requirements are as follows

### Academic Requirements

2. 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” Year Level or better for the majority of core subjects

### English Language Proficiency Requirements

6. Applicants are assessed individually 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.

7. If supplied, *Redlands College* will assess evidence of English language proficiency presented by a student at the time of application, but reserves the right to confirm the student’s English language proficiency through additional tests.

8. If not presenting appropriate evidence of English language proficiency at the time of application, *Redlands College* will assess the student’s application for entry based on satisfactory test results as follows:

Acceptable Test	Minimum Test Result	For Entry to
NLLIA (National Languages & Literacy Institute of Australia) from their IELTS Test	Level 4	Year 7
NLLIA from their IELTS Test	Level 4	Year 8
NLLIA from their IELTS Test	Level 5	Year 9
NLLIA from their IELTS Test	Level 5	Year 10
NLLIA from their IELTS Test	Level 6	Year 11

9. 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.

10. If undertaking an intensive English language course before beginning mainstream studies, English language proficiency will be reassessed at the conclusion of the language course to ensure the student’s level of proficiency is sufficient to allow them to commence their mainstream course.

### Overseas Student Transfer Request Policy

*Redlands College's* Overseas student transfer policy and processes apply to:

- overseas students requesting to transfer prior to completing the first six months of their first registered school sector course or

#### Overseas students requesting to transfer prior to completing the first six months of their first registered school sector course:

1. Overseas students are restricted from transferring from their first registered school sector course of study for a period of six months. This restriction also applies to any course(s) packaged with their first registered school sector 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 release in PRISMS.
2. Students can apply to be released by submitting a Student Transfer Request Application 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 first registered school sector course of study or is under 18 years of age, conditions apply.
3. *Redlands College* will only release a student before completing the first six months of their first registered school sector 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) The student will be reported because they are unable to achieve satisfactory course progress at the level they are studying, even after engaging with *Redlands College's* intervention strategy to assist them in accordance with Standard 8 (Overseas student visa requirements).
  - c) The student provides evidence of compassionate or compelling circumstances.
  - d) *Redlands College* fails to deliver the course as outlined in the written agreement.
  - e) The student provides evidence that their reasonable expectations about their current course are not being met.
  - f) The student provides evidence that he / she was misled by *Redlands College* and the course is therefore unsuitable to his/her needs and/or study objectives.
  - g) An appeal (internal or external) on another matter results in a decision or recommendation to release the student.
  - h) Any other reason stated in the policies of *Redlands 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 application
  - b) Written confirmation that the receiving provider will accept responsibility for and communicate with the student about approving the student's accommodation, support, and general welfare arrangements from the proposed date of release where the student is not living with a parent / legal guardian or a suitable nominated relative
5. *Redlands College* will NOT agree to the transfer before the student completes the first six months of their first registered school sector course in the following circumstances:
  - a) The student's progress is likely to be academically disadvantaged
  - b) *Redlands 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 term/semester.
- 6. To apply for transfer to another provider, students need to:
  - a) Complete an Application for Student Transfer Form available from Enrolments Officer
  - b) Give this completed application form and a valid offer of enrolment from another provider to Head of School for assessment.
  - c) If under 18 years of age, attach written confirmation of the parent/s or legal guardian/s support for the transfer to the nominated provider.  
In this case, the valid offer of enrolment must also confirm the new provider's acceptance of responsibility for approving the student's accommodation, support and general welfare arrangements from the proposed date of the student's release from *Redlands College*, in accordance with Standard 5 (Younger overseas students) of the 2018 National Code of Practice for Providers of Education and Training for Overseas Students.
- 7. *Redlands College* will assess the student's transfer request application and notify the student of a decision within 10 working days.
- 8. If *Redlands College* grants the student's transfer request, the student will be notified and the decision will be reported to the Department of Home Affairs (Immigration) via PRISMS.
- 9. If *Redlands College* intends to refuse the student's transfer application request, *Redlands College* will provide the student with reasons for refusal in writing and include a copy of *Redlands College* 's complaints and appeals policy (available – International Student Handbook). The student has the right to access *Redlands College* 's complaints and appeals process and has 20 working days to do this. The student's transfer request application will only be finalised in PRISMS after one of the following occurs:
  - a) the student confirms in writing they choose not to access *Redlands College* 's complaints and appeals process, or
  - b) the student confirms in writing they withdraw from any appeals process they have commenced, or
  - c) the appeals process is completed and a decision has been made in favour of the student or *Redlands College*.
- 10. Applications to transfer to another registered provider may have visa implications. The student is advised to contact the Department of Home Affairs (Immigration) office as soon as possible to discuss any implications. The address of the nearest Office is: *[Insert contact details as appropriate. See <https://www.homeaffairs.gov.au/about/contact/offices-locations/australia> for street addresses of Department of Home Affairs (Immigration) Offices in Brisbane and regional centres.]* Alternatively, students can contact the Department of Home Affairs (Immigration):  
<https://www.homeaffairs.gov.au/about/contact/make-enquiry>.

:

### School 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 as well as comprising part of student's written agreement.**

1. This policy outlines refunds applicable to course fees paid to the school
2. The Application fee is non-refundable.
3. Payment of Course Fees and Refunds
  - a) Fees are payable according to *the International Student Enrolment Agreement*.
  - b) An itemised list of school fees is provided in the school's written agreement *[as per NC Standard 3.3.4]*
  - c) All fees must be paid in Australian dollars unless requested otherwise. 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.
4. All notification of withdrawal from a course, or applications for refunds, must be made in writing and submitted to Principal.
5. Student default because of visa refusal
  - a) 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
  - b) 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).*
6. **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) Non-tuition fees will be refunded on a pro rata basis proportional to the amount of time the student was studying in the course, except where a non-refundable payment on behalf of the student has been made].
  - c) If the student, does not provide written notice of withdrawal, and does not start the course on the agreed starting date, 10 weeks of tuition fees will be retained from tuition fees received by the school and the remainder will be refunded].
  - d) If tuition fees for up to two study periods 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 Application fee of \$400AUD and Enrolment Processing fee of \$500AUD 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 60 % of any tuition fees received, if written notice is received **before** one (1) study period the payment period has passed.*
- iv. *Refund 50% if written notice is received **after** 1 study period of the payment period has passed.*
- e) If tuition fees have been received for more than two study periods, refund provisions under (d) will apply for the first two study periods and any balance of unused tuition fees after this will be refunded.
- f) 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 [*School Policy on College Website*]
  - ii. Failure to maintain satisfactory attendance (visa condition 8202).  
Please see [*School Policy on College Website*]
  - iii. Failure to maintain approved welfare and accommodation arrangements (visa condition 8532).
  - iv. Failure to pay course fees.
  - v. Any behaviour identified as resulting in enrolment cancellation in *Redlands College's* Behaviour Policy/ Redlands College's Middle School or Senior School Rules and Policy – School Rules. Please see College website.
- g) If *Redlands College's* cancels a student's enrolment for failure to maintain agreed conditions as outlined in the student's written agreement, including failure to disclose a pre-existing condition requiring a high degree of specialised support or care, any refund of tuition fees will be at the discretion of the school

**(h) Refunds in the event of a provider initiated cancellation of enrolment:**

- i. No refund of tuition fees will be made where a student's enrolment is cancelled for any of the following reasons:
  - Failure to maintain satisfactory course progress (visa condition 8202). Please see [*School Policy on College website*]
  - Failure to maintain satisfactory attendance (visa condition 8202). Please see [*School Policy on College website*]
  - Failure to maintain approved welfare and accommodation arrangements (visa condition 8532).
  - Failure to pay course fees.
  - Any behaviour identified as resulting in enrolment cancellation in *Redlands College's* Behaviour Policy Please see [*Redlands College's Middle School or Senior School Rules and Policy – School Rules*] Please see the *International Student Handbook*
- ii. Any refund in the case of cancellation of a student's enrolment for failure to maintain Redlands College's agreed conditions of enrolment as outlined in the student's written agreement, including failure to disclose a pre-existing condition requiring a high degree of specialised support or care, will be at the discretion of the school.

7. This written agreement, and the right to make complaints and seek appeals of decisions and action under various processes, does not affect the rights of the student to take action under the Australian Consumer



Law if the Australian Consumer Law applies.

Definitions

- a. **Non-tuition fees** – fees not directly related to provision of the student’s course, including Application Fee, Stationery, Uniforms and OSHC Health Cover
- b. **Tuition fees** – fees directly related to the provision of the student’s course, including Enrolment Processing Fee, Tuition Fees and Compulsory Course Materials (eg. iPad)
- 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 school semester (or two terms)**



REDLANDS COLLEGE

# Uniform Shop Order Form Prep to Year 12

Issued October 2018

STUDENT NAME: \_\_\_\_\_ ☐ DELIVER TO CLASSROOM (Available to Junior School Year Prep – 5 only)

YEAR LEVEL: \_\_\_\_\_ All Middle/Senior students please collect orders from the Uniform Shop during open hours (see below)

ITEM *Optional	SIZE (please circle)	PRICE \$	QTY	TOTAL
<b>HATS</b>				
Junior multipurpose hat (Navy) Yr P - 5	XS S M L XL	40.00		
Middle/Senior formal boys Akubra (Grey) Yr 6 - 12	53 54 55 56 57 58 59 60 61 62 63 64 cm	110.00		
Middle/Senior formal girls hat (White) Yr 6 - 12	53 54 55 56 57 58 59 60 61 62 63 cm	80.00		
Sporting house bucket hat Yr 4 - 12 (with toggle) Please circle size and house	XS: ≤55cm S: ≤57cm M: ≤59cm L: 60cm+ Finnegan Pamphlett Parsons Thompson	23.00		
Senior School Sport cap Yr 10 - 12 only	One size - adjustable	20.00		
<b>BOYS</b>				
Junior formal shirt (sky blue/gold) Yr P - 5	2 4 6 8 10 12 14	37.00		
Junior elasticised shorts Yr P - 1 only	2 4 6 8 10 12	29.00		
Junior trousers with elasticised back* Yr Prep - 5	4 6 8 10 12 14	37.00		
Middle formal shirt (mid blue) Yr 6 - 9	10 12 14 16 18 20 22	41.00		
Middle tie (Blue w/ thin blue stripe) Yr 6 - 9	<i>Worn Term 2 and 3 and awards/photos</i>	25.00		
Senior formal shirt (white) Yr 10 - 12	12 14 16 18 20 22 24 26	44.00		
Senior tie (Navy with large gold stripe) Yr 10 - 12	<i>Worn Term 2 and 3 and awards/photos</i>	25.00		
All school navy shorts with belt hoops Yr 2 - 12	57 62 67 72 77 82 87 92 97 102 107 112 cm	43.00		
Middle/Senior trousers Yr 6 - 12. Optional for Middle boys*. Compulsory for Yr 10 - 12 in Term 2 & 3.	62 67 72 77 82 87 92 97 102 107 112 cm	58.00		
All school black leather belt Yr 2 - 12	57 62 67 72 77 82 87 92 97 102 107 112 cm	20.00		
All school navy knee-high sock Yr P - 12	8-12 (Prep) 13-3 3-7 7-10 11-14 (shoe size)	10.00		
Navy trouser sock (only for trousers) Yr 6-12	3-7 7-10 11-14 (shoe size)	10.00		
Male Sport TEAM shorts* (team competition only)	12C 14C XS S M L	39.00		
<b>GIRLS</b>				
Junior dress Yr P - 5	2 4 6 8 10 12 (\$74) 14 16 (\$79)			
Junior sport skort Yr P - 3 (Optional 4-5)	4 6 8 10 12 14 16	45.00		
Junior girls navy cotton tights* Yr P - 5	4-6 yr 7-10 yr 11-14 yr	13.95		
Middle formal blouse (mid blue) Yr 6 - 9	4 6 8 10 12 14 16 18 20 22 24 26	41.00		
Middle tiebow (blue w/ thin blue stripes) Yr 6 - 9	<i>Worn all year</i>	25.00		
Senior formal blouse (white) Yr 10 - 12	8 10 12 14 16 18 20 22 24 26	44.00		
Senior tiebow (dark navy with crest) Yr 10 - 12	<i>Worn all year</i>	25.00		
Middle/Senior formal dress skirt Yr 6 - 12	6 8 10 12 14 16 18 20 22 24 26	73.00		
Middle/Senior Optional girls sport skirt* Yr 6 - 12	8 10 12 14 16 S M L	43.00		
Ladies 70 denier stockings* beige or navy	Sml Average Tall Extra tall beige / navy	9.00		
All School girls white dress sock Yr P - 12	8-12 (Prep) 13-3 3-7 7-10 11-14 (shoe size)	10.00		
All School navy girls bike shorts* (undergarment)	8C 10C 12C 8A 10A 12A 14A 16A	19.50		
Female Sport TEAM bike pants* (competition only)	10C 12C 14C L8 L10 L12 L14 L16 L18 L20	39.00		
<b>UNISEX</b>				
All School multi-purpose jumper* Yr P - 12 (with gold/sky stripe on sleeves)	6 8 10 12 14 16 (\$70.00) 18 20 22 (\$80.00) 24 26 28 (\$85.00)	70.00		
Junior/Middle Gabero Dress Jacket* Yr P - 9	8 10 12 14 16 S M	75.00		
All School sport polo shirt Yr P - 12	2 4 6 8 10 12 14 16 (C) S M L XL 2XL (A)	44.00		
All School sport short - Boys Yr P - 12 Girls Yr 4-12	4 6 8 10 12 14 16 (C) S M L XL 2XL (A)	37.00		
All School sport socks	8-12(Prep) 13-3 3-7 7-10 11-14 14-17 (shoe sz)	10.00		
All School team socks* (soccer/hockey etc)	3-7 7-10 11-14 (shoe size)	10.00		
All School Sporting House polo Yr 4 - 12 <i>Please circle size and house.</i>	8 10 12 14 S M L XL XXL Finnegan Pamphlett Parsons Thompson	29.00		
Junior fleecy track top* (sport uniform only) Yr P - 5	4 6 8 10 12 14 16	65.00		
Junior fleecy trackpant* (sport uniform only) P - 5	4 6 8 10 12 14 16	45.00		
				PTO→

Shop-front trading hours are Mon to Fri, 8.00-9.30 am, then 12.45-3.30 pm during term time.

Uniform Shop Coordinator – Jo Johnson 3286 0223 [uniformshop@redlands.qld.edu.au](mailto:uniformshop@redlands.qld.edu.au)

Order online: <https://shop.redlands.qld.edu.au>