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St Martins Lutheran College

Established 1982

Contact Persons

You are encouraged to contact St Martins Lutheran College if you have any questions or difficulties in regard to homestay. The following people will be happy to assist you:

- Homestay Coordinator - Rhonda Earl
- Administration - Caroll Cailler
- Curriculum - Damian Bradley
- Finance and Payments - Trudi Hepburn
- Principal - Dianne Eckermann
- Chinese Student Contact - Lester Chen
- German Student Contact - Heather Frost

Mission Statement

St Martins Lutheran College is a vibrant learning environment, challenging each student to strive for excellence in a caring Christian community.

Motto

“Grow in Christ – Growing the future”

The Logo

The College logo has the cross as the focus and the motivating force behind all that we do. The cross is intertwined with the triangle, which in our case symbolises several things

1. The Triune God - Father, Son and Holy Spirit
2. The St Martins Community - Church, Kindergarten and College
3. The Green Triangle - the name of the region

The intersecting blue waves represent the Blue Lake, which is a renowned feature of Mount Gambier, and the life giving water God provides.

Goals for our College Community

As part of the St Martins community of the St Martins Lutheran Church and the St Martins Kindergarten, our College is a community where:

- Personal acceptance is never in doubt
- Relationships are based on love, respect and servant leadership
- Proper authority is established in action and is respected
- It is orderly, calm and organised to be effective for learning
- Students grow to become responsible, respectful, reliable young adults
International Student Enrolment

St Martins Lutheran College is registered in the State of South Australia as St Martins Lutheran College in accordance with Section 3 of the Education Services for International Students (ESOS) Act of 2000 with the CRICOS St Martins Lutheran School Code of 03216D.

Courses Available at St Martins Lutheran College
St Martins Lutheran College (CRICOS 03216D) has 7 registered courses as follows:

<table>
<thead>
<tr>
<th>CRICOS No</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Course Level</th>
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<td>07786E</td>
<td>Junior Secondary Yrs 8 to 10</td>
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<td>03216D</td>
<td>074032B</td>
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<td>074035K</td>
<td>Senior Secondary One Semester</td>
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<td>074034M</td>
<td>Senior Secondary One Year</td>
<td></td>
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<td>074033A</td>
<td>Senior Secondary Yrs 11 to 12</td>
<td></td>
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Criteria for enrolment
Intending Overseas Students must be able to provide evidence of the following:

1) English Language requirements
   Students from China, Hong Kong and Taiwan should provide some evidence of their level of English Language ability. Students from Germany will be considered on their school reports. Acceptable tests include:
   - AEAS – readily available in Hong Kong, Guangzhou and Shanghai. Students will be considered for enrolment offers on a case by case basis.
   - IELTS – available in registered test centres. Students with an average score of 6 or more will be considered for direct entry to the mainstream.
   - English Language Waivers may be issued to students from China where the notarised school report shows a very high level (above 80) of English.

2) School reports
   School reports from the past year must be provided. Students will only be accepted if they are gaining pass grades or better in English, Mathematics, Science and at least one Humanities subject.

Application for enrolment
To proceed with the application process, international students are required to provide the following:

- Lodge an application form through a registered education agent, (contact the College by email to seek advice on the nearest available agent) or direct with the College
- Provide documentation which details the English level of the student and whether any intensive support is required
- Provide school reports from the past year
- Include a letter from the student detailing why they seek to be enrolled at our College
- A notarised birth certificate
- Payment of a non-refundable $250 booking fee
- St Martins Lutheran College will then consider enrolment on information provided, and if the application is successful, will send off electronically, via the Agent, a letter of offer. International students must:
  - Understand and accept the terms the College’s refund policy
• Understand that they will be tested on commencement of their course and that their course may be varied according to the results of that test.
• Understand that they must complete all class work, assignments, activities and assessments and achieve at least a minimum average of 55% in order to maintain satisfactory progress and that if they fail to do so they may be reported to the Australian Government.
• Understand that they must attend at least 80% of their course, and that if they fail to do so they may be reported to the Australian Government.
• Understand that they must maintain their learning resources (including internet and printing credits) to enable full participation in the learning program.
• Understand that they must wear the school uniform as required by the College.
• Understand that they must live in home stay accommodation approved by the College or with family members.
• Understand the need to provide the required period of notice before withdrawing from the College academic program or for seeking to change home stay.
• Understand that they cannot change their school during the course without a written letter of release from St Martins Lutheran College.
• Read the regulations of St Martins Lutheran College and agree to abide by them.
• Understand that their personal information may be shared with the Australian Government, and designated authorities. This information may include personal contact details, course enrolment details and changes, and circumstances of any suspected breach by the student of a student visa condition.
• Agree that St Martins Lutheran College can share information about their course and progress with their parents and recruiting agent.
• Acknowledge the College’s right to change its fees and conditions, cancel or defer courses, and to alter course timetables and class locations at any time without notice.

Upon receipt of the signed Letter of Offer, which needs to be signed by both parents, the College will then send an electronic Confirmation of Enrolment (eCoE), a Legal Guardian Confirmation letter, and Confirmation of Appropriate Accommodation and Welfare Arrangements (CAAW). These are required for the international student to apply for a Student Visa.

**Overseas Health Cover (OSHC)**
Australia has a special system of health cover for international students called Overseas Student Health Cover (OSHC). It will help you pay for medical or hospital care you may need while you’re studying in Australia; it will also contribute towards the cost of most prescription medicines and an ambulance in an emergency. When studying in Australia, you will need OSHC for yourself, and any family travelling with you, before you arrive. It is a requirement of your student visa that you maintain OSHC for the duration of your time on a student visa in Australia.

The international Student can now apply for their Student Visa. Please contact the Department of Immigration and Border protection (DIBP) for any queries or details on Visa requirements.

On receipt of the International Student’s Visa, the registered Travel Agent will organise your flight arrangements with you, and then notify the College. St Martins Lutheran College will organise a local Homestay family in Mount Gambier for the Student’s arrival.

**International Student 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 institution.
• Inform your institution if you change your address.
• Maintain satisfactory course progress.
• Follow St Martins Lutheran College attendance policy.
• If you are under 18, maintain your approved accommodation, support and general welfare arrangements.
Accommodation - Homestay
Overseas students attending St Martins Lutheran College must live in an approved Homestay situation or with family members while attending the College. For further information regarding Homestay, please refer to our Homestay Booklet on our website: www.stmartins.sa.edu.au

Attendance
- Students must be in Homeroom at the beginning of each day by 8.45am. A warning bell will ring at 8.40am.
- Absences must be advised by homestay parents either by a note prior to the day(s) absent, or, in the case of illness or unexpected absence, by phone or email on the morning of the absence. Office staff may contact homestay parents if an absence remains unexplained.
- Students feeling ill during the day should obtain a note from their teacher and report to the front office (Year R-6) or the Ark Office (Year 7-12)
- Punctuality and regular attendance at school and class are expected of all students. Students who do not attend regularly find it much harder to be successful in their studies. Absences are monitored and students may be identified for ongoing intervention strategies such as a support study program if their attendance does not improve.

Lateness
Students who are late to school without a reasonable, valid excuse on more than three occasions will be issued with a time-out notice. A punctuality / lateness assignment will be required to be completed during the time-out.

Boundaries (Out of Bounds)
Students are not permitted
- In buildings unsupervised during break times
- Any areas of the College not subject to teacher supervision.
- Other areas as defined from time to time by the principal or their representative.

Computer Network/Internet User Agreement
All students who are to have access to the St Martins College Network, Internet and USB drives agree to use that access in accordance with the directions, procedures and endorsements set out in the Computer Network/Internet user’s agreement. It is expected that at all times the computer facilities made available will be used responsibly and consistently with the objectives and ethos of St Martins Lutheran College. Students accessing St Martins network/internet will be deemed to have accepted the terms and conditions in the Computer Network/Internet agreement.

General Conduct
- Students are expected to contribute to the quality of the College environment by placing all rubbish in the bins provided and by not chewing gum at school.
- Maintaining respectful relationships with all students.
- Respecting the property of the school and others.

Homework
St Martins students are expected to complete homework on a regular basis. This requires a substantial commitment at Year 12. The following amounts of time are general guidelines for secondary students.
Yr 8: 60 mins per week day (Reflection/Reinforcement, Assignment Work & Reading)
Yr 9: 60 mins per week day (Reflection/Reinforcement, Assignment Work & Reading)
Yr 10: 90 mins per day (Reinforcement, Assignment Work, Planning, Preparation & Reading)
Yr 11: 10+ hrs. per week (Study Time, Reinforcement, Assignment Work, Planning, Reading & Preparation)
Yr 12: 15+ hrs. per week (Study Time, Reinforcement, Assignment Work, Planning, Reading & Preparation)
The Homework Centre
The College provides an after school Homework Centre for International students after school each Wednesday afternoon from 3:15pm to 4:30pm in the Community Room, which is part of the College Library. Afternoon tea is provided to all students, and teachers are available to provide assistance.

Library Opening Times
Before school: 8:30 – 8:45am
Lunch Times: Tuesday, Wednesday & Thursday 1:00 – 1:40pm
            Monday & Friday 1:00 – 1:20pm
After School: 3:15 – 4:00pm
Our library is open for student use from 8:30am to 4:00pm Monday to Friday, during school terms (excluding public holidays & student free days). Access is available to computers and study areas.

Secondary Lockers
All students in Years 7-12 will be allocated a locker and a combination lock. All students are required to keep their lockers locked, and the College accepts no responsibility for items which may go missing from unlocked lockers.

Sign In / Out Book
All students who arrive late or leave early are expected to sign in/out at the Ark office (Year 7-12 students). Students in Yrs 7-11 must present a yellow early leave slip signed by their home group teacher when signing out early.

Travelling to and from school
Students travel to school in a number of different ways. Some walk or ride a bike; some travel on the public buses that have a network around the city; others, who live a considerable distance from school travel by school bus; and some will travel by private car. Each Homestay family will have their own preferred method of transporting students to school. If they have other children attending the College they may transport students in a private car. If students need to catch the city bus the cost of the trip is $1.10 for each trip. School bus costs are similar.

Student Driver
At age 16 students are eligible to obtain a learner drivers licence: while St Martins does not encourage this as it places great responsibility on the homestay parents, it can be done if the following requirements are met.

- Written consent from birth parents/guardians.
- Willingness of the homestay parents to be a part of the process.
- Written agreement between the homestay parents and birth parents regarding duty of care, insurance and compensation for potential damages.
- Ability to cover cost of lessons and meet the learner licensing requirements (by students and/or family).

Students are permitted to own a motor vehicle whilst in homestay but all costs must be covered by the student/students family. Before driving to and from school grounds under a probationary licence, students must complete a St Martins Authorisation for Licenced Students to Travel to and from School by Private Vehicle form. The form must also be completed by the parents of any potential passengers that may travel with the driver.

Students driving themselves to school must be issued with a St Martins parking permit before they begin to drive to school. The application form can be obtained from the Ark office. Under no circumstances are students to drive other students to/from school or during the school day without written permission from both sets of parents. Student cars should be parked on the grassed area north of the main car park.
**Time Out**

Inappropriate yard or classroom behaviour may result in a student needing to attend ‘time out’ at lunch time. A white slip will be issued to the student with the details. Parents need to sign the white slip. It is expected that students will attend a time-out without being reminded or followed up. Non-attendance may result in an increase in timeout.

**Smoking, Drugs, Alcohol Use**

Smoking, Alcohol and the use or possession of drugs is strictly forbidden at the College. This applies also to travelling to and from school whilst wearing your school uniform, and while attending any school functions.

**Uniform**

As a condition of enrolment, all students at St Martins are expected to wear correct school uniform. The uniform should be neat and tidy at all times. The uniform committee endeavours to keep the uniform simple, practical and affordable, and items of uniform in a significant state of disrepair should not be worn to school. All items of uniform must be clearly labelled with the student’s name. All uniform items are to be purchased from the Uniform shop at the College, apart from school shoes.

<table>
<thead>
<tr>
<th>Formal Uniform</th>
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<tr>
<td><strong>Girls - Summer:</strong></td>
</tr>
<tr>
<td>Regulation dress (dress length below, on or just above the knee)</td>
</tr>
<tr>
<td>Regulation navy shorts or pants</td>
</tr>
<tr>
<td>Regulation shirt</td>
</tr>
<tr>
<td>White plain socks or College socks</td>
</tr>
<tr>
<td>Black lace up school shoes</td>
</tr>
<tr>
<td>Secondary students - Hats to be worn in Term 1, Term 4 &amp; part of Term 3 (commencing Sept 1)</td>
</tr>
<tr>
<td><strong>Girls - Winter:</strong></td>
</tr>
<tr>
<td>St Martins College tartan check kilt</td>
</tr>
<tr>
<td>Regulation navy pants</td>
</tr>
<tr>
<td>St Martins College school shirt &amp; St Martins College tie</td>
</tr>
<tr>
<td>St Martins College Senior jacket or wool pullover</td>
</tr>
<tr>
<td>Navy tights/socks or plain white socks or College socks</td>
</tr>
<tr>
<td>Black lace up school shoes</td>
</tr>
</tbody>
</table>

**Scarves –** navy blue only and not to be worn in class, only while outside.

Visible make-up and fingernail polish are not to be worn at school.

NB: Long sleeve shirt to be worn tucked in. Short sleeve shirts can be worn un-tucked during the summer terms. A singlet can be worn for extra warmth but must not be visible.
### Sport Uniform

The sport uniform will be worn on designated days and for all school sporting events including athletic carnivals, sports days, teams events etc.

<table>
<thead>
<tr>
<th>Girls:</th>
<th>Boys:</th>
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<tbody>
<tr>
<td>St Martins College polo-shirt</td>
<td>St Martins College polo-shirt</td>
</tr>
<tr>
<td>St Martins College sport shorts</td>
<td>St Martins College sport shorts</td>
</tr>
<tr>
<td>St Martins College socks</td>
<td>St Martins College socks</td>
</tr>
<tr>
<td>Appropriate supportive sports shoes (not casual / trend sand shoes)</td>
<td>Appropriate supportive sports shoes (not casual / trend sand shoes)</td>
</tr>
<tr>
<td>St Martins College rugby pullover</td>
<td>St Martins College rugby pullover</td>
</tr>
<tr>
<td>Navy trackpants</td>
<td>Navy trackpants</td>
</tr>
</tbody>
</table>

#### Grooming - Girls:
- Hair longer than shoulder length to be tied back. No hair of any length should be covering face, with natural highlights and styling. The Principal and Heads/Coordinator of School have the discretion to determine that a hair colour or style is unacceptable.
- No visible body piercings apart from one piercing in each ear lobe.

#### Grooming - Boys:
- No longer than collar length and not covering face, with natural highlights and styling. Clean shaven.
- No visible body piercings apart from one piercing in each ear lobe.

#### Jewellery - No jewellery may be worn except for:
- A watch.
- One only plain chain with a plain cross around the neck.
- One plain stud or sleepers (as a safety precaution) in the lower part of the lobe in each (or one) ear.
- Medic alert bracelets, plain hair ties, ribbons, headbands and hairclips in navy, red, black, brown.
- Rings, bracelets, wrist bands or bangles are not considered part of the school uniform and may be confiscated if worn.

#### Non Uniform Days

On non-uniform/casual days, students should dress neatly and modestly. Most forms of dress, jewellery and make up are acceptable, with the following exceptions:
- Thongs and slip ons are not acceptable. Closed in shoes should be worn for health and safety reasons.
- Singlet tops, muscle tops and crop tops are not acceptable. Tops should not be too revealing.
- Mottos, logos and slogans should be in good taste. Defaming expressions or symbols are not permitted.

The Principal and Heads/Coordinator of School have the discretion to determine that an item of clothing is not acceptable. The student will be removed from class until they can change into something more appropriate.

#### No Hat No Play

In support of the OHSW guidelines and the Health Education program of the College, including the Sun Smart Policy, the students of St Martins Lutheran College will wear the St Martins navy blue bucket or slouch hat for all outdoor activities conducted as part of the College curricula and co-curricula program. This includes all play times, physical education lessons and school sport in Term 1, Term 4 & part of Term 3 (commencing Sept 1).

Exceptions may be made for short bursts of intense activity (such as sprints, hurdles or long jump) providing the hat is replaced immediately after completion of the activity.

Parents are requested to supply a small tube of sun-block for each child's school bag, for application as necessary.
Travelling to Australia
Students will fly in to either Adelaide or Melbourne airport. They will then need to take another flight via Regional Express to fly to Mt Gambier or travel by bus (approximately 6 hours). When they arrive in Mt Gambier they will be met by the Homestay Coordinator who will take them to their homestay or the Homestay family will meet them at the airport also. The International Agency Coordinator will ensure all flight details are forwarded on and that the student is aware of pick up arrangements.

Settling In
The first 48 hours are very important and will have a lasting impression. Here are some ideas that may reduce ‘culture shock’ and help you to feel comfortable as soon as possible:

- talk to your hosts, show an interest, spend time getting to know them
- use a phone card to phone home, as your family and friends will be anxiously waiting to hear from you
- bring a small gift for your host. It is a nice thing to do and can be a topic of conversation if it is something that is from your home country.

The Homestay Parents will support the student on entry into school on the first day. School staff will match up new students with existing students to help with settling in.

Translators
While St Martins expects that International students will have reasonable spoken and written English we do have teachers of Chinese and German, both fluent in the respective languages.

Living in Mt Gambier (South Australia)
St Martins Lutheran College is located in Mt Gambier. Mt Gambier is the largest city in regional South Australia with a population of approximately 30,000 people within the city and surrounding areas. It is a 4.5 hour drive to both Adelaide, (the capital of South Australia) and Melbourne, (the capital of Victoria). Daily flights and passenger bus services operate between both Adelaide and Melbourne.

Climate and Landscape
Mt Gambier has a moderate climate with an average summer temperature of 26 degrees Celsius while the average winter temperature is 14 degrees Celsius. Four distinct seasons break up the year with long hot summer days, colourful autumns and cool winters. The landscape is lush and dappled with farmland, horticulture and pine plantations. There are nearby coastal regions supporting recreational activities and amateur and professional fishing. A nearby river system provides a peaceful environment as well as numerous leisure activities.

Shopping
Mt Gambier is well renowned for its excellent shopping facilities. The Main Street offers a wide range of specialty shops, restaurants and cafes. It is a great place to wander and enjoy the tranquillity of natural land features. Other large chain stores and specialty shops are situated nearby including Target and Mount Gambier Central Plaza. The newly developed Market Place shopping precinct offers over 25 specialty stores and eating outlets.

Recreation and Leisure Activities
Mt Gambier has a strong sporting culture in Australian Rules Football, Soccer, Hockey, Netball, Basketball, Tennis, Baseball, Softball and Swimming. Residents also enjoy mountain bike, motorbike, road cycling and BMX riding. Two swim centres provide opportunity for both leisure and competitive swimming. Karate and Taekwondo are also strong sports in the region. With the nearby coast and river system there is also the opportunity for fishing, canoeing, surfing and motor boating.

Cuisine
Australian families eat a wide variety of foods. Most evening meals will include meat such as lamb, beef, chicken or pork. Traditionally these would be served with potatoes, carrots and peas or beans but many families now include a much wider variety of foods as people from different parts of the world have moved to Australia and brought their preferred foods with them. Spaghetti, stir frys, noodles and rice are increasingly popular. Most homes have a barbecue for casual eating. The type of food cooked on barbecues has also changed with Australian tastes. Traditional choices such as chops or sausages are being replaced with marinated steaks and fresh seafood served with gourmet salads. Take away food is also increasingly common in Australian homes and includes a wide range of foods such hamburgers, fried chicken, Chinese, Indian and other Asian restaurants.

Australian Mealtimes
Breakfast tends to be light and is typically made up of milk and cereal, toast, or fruit with tea, coffee or juice. A cooked breakfast of porridge, or bacon and eggs may be offered. Vegemite, a brown spread made from yeast extract, is popular on toast. Lunch is eaten at school on school days and is served cold. Generally students eat fresh sandwiches or rolls, bakery goods or multicultural food such as sushi or noodles. The school canteen can provide hot meals but these need to be ordered in the morning. Typically Home stay families will provide a packed lunch from home. Dinner is the main meal of the day in Australia. Typical choices include roast meat with vegetables, pasta, pizza, a stir fry or barbecued meat. The meal is usually eaten at home.

Lifestyle
A big draw to the lifestyle is the climate and the opportunities for outdoor pursuits. The vast countryside and numerous beaches allow for a wide range of activities from water sports such as fishing, swimming, canoeing and surfing to exploring the outback while climbing or hiking. In the winter months snow skiing and snow activities are also very popular. Sport is important to most Australians, either playing or watching live or on television. Australians also love to eat out and enjoy a multicultural society through food and festivities. They enjoy produce and goods markets, touring, the theatre, movies and live music concerts.
Aim
To define the recruitment and enrolment of international students to St Martins.

Rationale
The College will actively recruit international students. These additional students add to the cultural diversity and experience of the College, bolster numbers to maintain the diversity of the curriculum and add to the income base of the College. 
All operations of the College in this area must be done within the requirements of the ESOS Act 2000 [Education & Training Services for Overseas Students].

Implementation
The College will actively promote internationally and recruit students from a range of countries using its own resources and the support of government agencies such as AEI and Education Adelaide. The College will maintain and service contracts with off shore education recruitment agencies and have representation at selected international education marketing exhibitions. The recruitment program will be spread across a range of Asian and European countries to ensure cultural diversity and to reduce the commercial risk of depending on any single country. A focus will be on China and Germany to complement the LOTE programs in the College.
Recruitment programs will target (in order of priority) long term enrolments and short term “study abroad” students.

Fees
The fees for full fee paying international students will be calculated to take account of fees charged for local students, Federal and State government subsidies for local students, agents’ commission, CRICOS registration fees and marketing costs. Fees for SACE assessment will be borne by the students.

Enrolment
International students will be offered enrolment where their current academic reports and demonstrated study background show they are likely to be successful in the academic program at the College. Where the students have limited English language background the application will be accompanied by the results of an approved English language test wherever this is possible. AEAS and IELTS will be preferred tests. In all cases the prevailing requirements are those defined by DIAC. The College will maintain registration for up to 20 fee paying international students in any one year.

Accommodation
International students will only be enrolled where they agree to live in College approved home stay or with direct relatives with resident status. Home stay accommodation will be managed by College staff.

English Language
Where a student applies for enrolment from another language centre or Australian School the student will be interviewed by the Head of School and their language level checked before an offer of enrolment is made to the student.

Guardianship
The Principal of the College will be guardian for all international students unless a relative of the student (as defined by DIBP) is a resident is nominated by the family.

Management and support
Support for international students, additional to that provided to local students, will be provided through the International Student Coordinator, bilingual staff and the provision of ESL as a subject at year levels where the numbers of international students justifies a class being established.
Definitions

**AEI** is Australia Education International, a branch of the Federal Department of Education, Employment and Workplace Relations. AEI coordinates and supports the marketing of Australia as a study destination for international students. AEI, in-country representatives provide market intelligence and support to member providers.

**Education Adelaide** is the international education industry marketing arm of the SA Government.

**CRICOS** is the Commonwealth Register of Institutions providing Courses for Overseas Students.

**IELTS** – International English Language Testing System is a commercial and well recognized English language testing system.

**AEAS** – Australian Education Assessment System – this is a commercially provided test popular in Hong Kong but available in other Asian countries. The test covers English, Mathematics and General Reasoning skills.

To be reviewed: Annual reviews to be undertaken to make adjustments to fees and to ensure compliance with changes to legislation.
ANTI-HARASSMENT POLICY

Aim
To reduce the incidence of harassment at St Martins Lutheran College and to provide a procedure for dealing with harassment should it occur.

Rationale
Harassment affects a person’s well-being, self-confidence, work and relationships with others. It is totally against the ethos of the College and may also be against the law. We believe that all members of the school community have equal right:

- To be treated fairly by fellow students and staff (and therefore we all show respect for each other).
- To feel safe and secure (and therefore we will support and encourage others in their work).
- To learn and grow towards their full potential (and therefore we will support and encourage others in their work).
- To feel valued, accepted and cared for as unique individuals (and therefore we will listen to each other, encouraging self expression, and we will accept each other as we are).
- To have their own property (and therefore we will respect and protect the property of others).

Implementation
The following grievance procedure is to be covered at the beginning of each school year in all classes. The policy and grievance procedure are an essential part of orientation of staff and students.

Acting against harassment
If you are guilty of harassment, stop now!
If you witness harassment you can do something about it and thereby protect others.

- Change your friendship group if it becomes involved in bullying or hurting others.
- Report harassment, so that both bullies and victims can receive help.
- Speak out against bullying as witnessing bullying without comment provides support for the bully.

If you are being harassed, you can take action.

The aim of the following procedure is to stop harassment by helping you to resolve the situation with the harasser. It is best if the harassment can be stopped by working it out, through discussions, repentance, forgiveness and acceptance to restore positive relations.

Options
Act alone:
- You may choose to do nothing, however, harassment could continue.
- Approach the person who is harassing you and request that the offending behaviour stops.

Share the problem:
- Discuss the situation with a friend, parent, brother, sister, teacher, principal or anyone with whom you feel comfortable.
- Discuss the situation with the Chaplain

What next?
- You may simply wish to discuss the situation with one of the contact people listed above.
- If you wish, they will help you to consider appropriate action.
- You may wish to approach the person who is harassing you with one of these people or
- They may approach the harasser on your behalf.
- It may be useful to keep a written record of the incidents that occur and give a copy to the contact person. This will help you both clarify the issue and explain to the harasser that his/her behaviour is unacceptable.
Remember
Confidentiality will be respected at all times unless you say otherwise.
You may stop or start at any point in the grievance procedure. In all cases the person dealing with the complaint will not take any action without your permission.
Students may involve parents at any stage.
Solving the problem at school level is often easier and more efficient. However it must be realised that this anti-harassment policy is not just a school-based matter. It is based on the Federal Sex Discrimination Act, 1984. Consequently, ongoing harassment may lead to the involvement of the police if the problem cannot be resolved at the school level.

Outcomes of harassment
St Martins Lutheran College views harassment as a serious matter and offenders will be dealt with under the College behaviour management policy. However, the primary aim of any intervention will be to restore positive relationships, to heal hurt and to establish a renewed understanding of our life together in a Christian community.

Definitions
Harassment is ongoing and deliberate activity which negatively affects a person’s well being, self confidence, work or relationships with others. It is totally against the ethos of St Martins and may also be against the law. Harassment can be face to face, in writing, via a third person or through electronic means.
Harassment can include bullying, racism and sex based harassment.

Bullying includes:
- Physical bullying such as pushing, hitting, spitting, damaging the property of others.
- Verbal bullying, such as repeated ‘put downs’, name calling, ridiculing, threatening or spreading rumours.
- Gesture bullying, such as making rude or threatening signs
- Extortion bullying, such as demanding money, food or other belongings.

Racial harassment includes:
- Deliberate or repeated racist comments, gestures, or any other conduct which hurts people based on their nationality, country of origin, colour of skin, ancestry or any related beliefs or behaviours.

Sex-based harassment includes:
- Sexist harassment – behaviour which insists that gender stereotypes be maintained and exercised in the school or work place.
- Sexual harassment – sexual behaviour which is deliberate, uninvited, unwelcome, and usually repeated and which is perceived by the recipient to be embarrassing, offensive, demeaning or compromising.
- Sexual assault – a term which covers a number of criminal offences.

Harassment of any kind is unwanted and unwelcome.

References
SMLC behaviour management policy

Review Date and Specifications
To be reviewed January 2010
Aim
The aim of the student grievance policy is to establish a means by which student grievances may be addressed.

Rationale
It is the aim of the College that all students have the opportunity to learn in a safe and caring environment where reconciliation and forgiveness are at the centre of resolving conflict. At times students may have concerns about something at school which is affecting their well-being or ability to learn. It is helpful to have an established procedure for addressing such concerns.

Implementation
Students with a concern may
1. Approach the relevant person and try to resolve the issue.
2. Approach their home group teacher or another staff member for assistance to resolve issue informally
3. Commence the formal grievance procedure. This is a significant step and should not be taken lightly.
   3.1 Inform the Principal or relevant Head of School, who will keep all parties informed.
   3.2 An appointment will be made for the student to talk to the person concerned. The Principal, Head of School or another staff member whom the student trusts, will be present at the meeting. Where appropriate, a parent may also be present by negotiation.
   3.3 If the issue is not resolved immediately or within a reasonable time, make an appointment with the Principal or Head of School.
   3.4 The following may result from the meeting with the Principal or Head of School:
      • further discussion with the people involved
      • support for the student may be sought from both within and outside the school.
      • the situation is monitored both formally and informally
      • All parties will be kept informed
   3.5 If the student is still dissatisfied with the outcome of the meeting or there has been no change after a reasonable time, the student should speak with or write to the Principal or Head of School again, together with a parent, to air the continued concerns. If the school does not receive further expression then it is reasonable to assume the issue is resolved.
   3.6 It would be reasonable to expect that even if the matter seems to be resolved that the Principal or Head of School would continue to monitor the issue for some time to ensure all parties are satisfied.
   3.7 If however, after steps 3.1-3.4 you are still dissatisfied, then a round table discussion with a mediator to seek an alternative solution or course of action will be called.

Confidentiality
It is very important that grievances are kept confidential, and although at times students may wish to seek support from an advocates other than parents it is very important to do this wisely so that confidentiality is not compromised. Most often matters are resolved with a mutual understanding and consideration. Uncontrolled criticism of the school, teacher or another student can be unnecessarily destructive for all concerned.

Definitions
Grievance: A grievance is a strong concern about a person or the way something is being, or has been done. This strong concern may cause distress and/or affect a student’s ability to learn effectively in a safe environment.

References
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Review Date and Specifications
To be reviewed Semester 1 2015
ASSESSMENT AND REPORTING POLICY

Aim
To provide clear and regular feedback to students and parents on student progress and to ensure equity, fairness and compliance with external bodies in assessment practices.

Rationale
Assessment and reporting are integral components of the learning process. The main purposes of assessment include:

- To improve learning outcomes of all students
- To provide information about the extent to which the learning goals of the teaching program have been achieved
- To assist in making decisions about subsequent teaching and learning
- To provide feedback to students and parents

A range of assessment tasks are used at St Martins Lutheran College including developmental or formative tasks and major or summative tasks. Students will be exposed to a range of assessment methods including projects, group tasks, practical work, reports, oral presentations, essays and examinations. We also encourage students to engage in meaningful self-assessment.

Most student assessment is ongoing and classrooms based. Formal assessments measuring student achievement against established benchmarks such as NAPLAN tests, are held in years 3, 5, 7 and 9.

Implementation

Verifying work
It is the responsibility of each student to ensure the work they submit is authentic. Teachers need to be sure that work submitted is work that the student has done without undue help from other people. Teachers in the senior years need to be able to verify work for the SACE board. It is important that students submit work at various stages during its development.

Students are taught how to acknowledge their sources properly to avoid plagiarism. Consequences for plagiarized work include: resubmission of work; a score of zero; grades or marks withheld; disciplinary action. Partial plagiarism will result in penalties at the discretion of the teacher and Head of School.

Acceptable help for students includes:

- Discussing work with teachers or parents – Initiating ideas, developing plans
- Obtaining advice from teachers or parents – feedback, information
- Proof reading

Deadlines and submission of work
Reasonable deadlines are publicised by teachers for all tasks. Deadlines are important for several reasons, particularly to ensure fairness of the assessment practice.

Years 7-10
It is an expectation of all teachers that assignments are submitted on or before the due date. In exceptional circumstances a student may negotiate an extension with the teacher before the due date. A signed note from the parent briefly outlining the reasons for an extension is generally required.

Stage 1 and Stage 2
The SACE board policy for summative assessment states that assignments not submitted by the deadline shall receive zero marks or ‘not completed’. If, due to particular circumstances students are unable to meet a deadline, they should approach their teacher before the due date to request an exemption. They must show that they have actually commenced the work required.

In the event of an emergency or unforeseen circumstance the night before work is due parents are to notify the teacher of the circumstances and some allowance or extension may be made.
If a student is ill on the day an assignment is due the assignment must be submitted on the day the student returns to school. A medical certificate may be required.

If a student misses a test because of illness, the student will be required to complete the test on return to school. It may be necessary for the student to sit an alternative test or a scaled score may be allocated at the teacher’s discretion. The teacher will make a decision based on the need to be fair and equitable to all students in the class.

**Reporting**

**Middle/Secondary 7-12**

St Martins' teachers prepare end of term progress reports in terms one and three and full written reports at the end of each semester (term 2 and 4). The aim of the report is to provide parents and students with feedback on student progress, work habits and participation in College life. Parent Teacher Interviews are compulsory at the beginning of term 2 and mid-term 3.

Informal reporting through notes, telephone calls, emails or discussion may occur as necessary. Where practicable, primary and secondary school reporting periods will coincide.

**Feedback to Students**

**Purposes of feedback:**
- to facilitate learning;
- to see whether learning has taken place;
- to provide feedback to teachers … on how students are progressing, clarifying for the teacher … what can be done to improve, extend or enhance learning;
- to provide feedback to students concerning their own progress, clarifying for the student what he or she needs to do to improve, extend or enhance learning;
- to diagnose students’ needs or barriers to learning and help inform necessary changes to the curriculum unit or the teaching;
- alerting the student to possibilities which they may not have thought about.

**A checklist for good feedback …**

1. clear and unambiguous;
2. specific;
3. supportive, formative and developmental;
4. timely with opportunity to read it;
5. understood;
6. delivered in an appropriate environment

**Good daily feedback practice:**

1. helps clarify what good performance is (goals, criteria, expected standards); Students can only achieve goals or outcomes, if they understand them, assume some ownership of them and can assess progress. If students perceive the aims of an assessment task differently to teachers it can affect performance and their ability to use feedback.
2. facilitates the development of self-assessment (reflection) in learning; When well organized, self-assessment can lead to significant improvement in learning especially if integrated with teacher feedback. Self and peer assessment processes help develop the skills to make judgments against standards
3. delivers high quality information to students about their learning;
4. encourages teacher and student dialogue around learning; Discussion with the teacher helps students to develop understanding and correct misunderstandings and to get an immediate response to difficulties. Peer dialogue enhances learning as:
   - students who have just learned something are often able to explain it in a language and in a way that is more accessible that teachers’ explanations
o it exposes students to other perspectives on problems and alternative approaches and methods for addressing problems
o students develop detachment of judgment (of the work from themselves) which they are able to transfer to assessment of their own work
o it can encourage students to persist and
o it is sometimes easier to accept critique from peers

5. encourages positive motivational beliefs and self-esteem; Where feedback praises effort, strategic behaviour and progress related to the performance in context. However the extent of praise must be consistent with the level of performance otherwise students may be confused by mixed messages.

6. provides opportunities to close the gap between current and desired performance; Feedback is most useful when students have an opportunity to improve work by being able to resubmit the work or receiving feedback during the production process (e.g. comments on drafts) or apply the feedback to a subsequent piece of work. Also student can benefit from being given help to develop strategies to use feedback

7. provides information to teachers that can be used to help shape teaching. Frequent low stakes assessment (e.g. diagnostic testing) can provide feedback to students on their learning and information to teachers about students’ level of understanding and skill, so that teaching can be adjusted to help students close the gap.

(extracted from Nicol and Macfarlane, 2006, pp.207-214)

Developing a good Written Report
Definitions
SACE: South Australian Certificate of Education

References
SACE Board publications
Flinders University
> Learning and Teaching
> Curriculum and Teaching Resources
> Assessment

Review Date and Specifications
To be reviewed January 2015
Aim
To provide a safe learning and teaching environment where children can grow and develop to reach their potential.

Rationale
St Martins Lutheran College is committed to the safety and wellbeing of all children and young people in our community. We support the rights of the child and will act without hesitation to ensure a child safe environment is maintained at all times. We also support the rights and well-being of our staff and volunteers and encourage their active participation in building a secure environment for our school community.

Implementation
Child Safe policies at St Martins include:
- The volunteer handbook and induction process
- Staff code of conduct
- Sports code of conduct
- Staff recruitment
- St Martins Harassment policy
- St Martins cyber safe and computer use policies
- Reporting abuse and neglect
- The Lutheran Church Valuing Safe Communities policy

All staff are expected to be understand and abide by these policies. As part of teacher registration all teaching staff undertake a regular update of mandatory notification training. All volunteers are expected to undergo volunteer training and all staff are expected to attend Valuing Safe Communities training.

Definitions
1 Teachers and any other volunteer or employee in a school who works with children are mandated to notify suspected cases of abuse under Section 11 of the Children’s Protection Act 1993.

References
1 St Martins Child Safe environment : Risk Management policy
St Martins Code

Review Date and Specifications: To be reviewed: September 2016
COUNSELLING POLICY

Aim
To provide counselling services to the students of St Martins as part of its pastoral care program. This service is provided by the counsellor employed by St Martins.

Rationale
Students of all ages experience different things either at school or in the home life that may impact on their general wellness, social interactions, approach to learning or mental wellbeing. St Martins counselling service provides students with an opportunity to meet with a trained adult to talk, share and develop ways of moving forward.

Implementation
Students may be referred to the counsellor on their own accord, through a staff member or parent. Visits may be one off or part of a counselling plan or ‘ongoing catch ups.’

In using the counselling service there is a few key things to be aware of to protect all involved:
1. Records will be made of counselling sessions and because the counsellor is an employee those records belong to the school, not the counsellor.
2. The School is very conscious of the need for confidentiality between counsellor and student. However at times it may be necessary for the Counsellor to divulge the contents of discussions or records to the Principle if the Principal or the Counsellor considers it necessary for the student’s welfare to discharge the school’s duty of care to the student.
3. It is also possible that the Principal may need to disclose aspects of discussions with counsellors to others in order to assist the student.
4. Where a disclosure is made it would be limited to those who need to know, unless the student consents to some wider disclosure.

We emphasise that disclosures (if any) would be very limited. However if a student is not prepared to use the counselling services on the basis set out above the student will need to obtain counselling services from outside the school.

Definitions

References

Review Date and Specifications: To be reviewed: August 2017
SOCIAL MEDIA POLICY

Aim
The purpose of this Policy is to set standards of behaviour for the use of Social Media that are consistent with the broader values and expectations of the St Martins community.

Rationale
Community members at St Martins Lutheran College enjoy the opportunities and rewards that being a member of the school brings. It is therefore expected that everyone will uphold the Christian ethos of the school within the school, in the wider community and in all social media interactions. Students, parents and staff will not act in such a way that the image of the school is brought into disrepute, nor in a way that harms members of the school community.

Social media can be, when appropriately used, an effective educative and social tool and is commonly used by the St Martins community to express their views, comments and ideas on a whole range of issues. St Martins Lutheran College expects school community members to use social media in a respectful and responsible manner. Social media should not be used to insult, present offensive or inappropriate content or to misrepresent the school or any member of the school community.

Implementation
This Policy applies to students, parents and staff of St Martins Lutheran College.

Rights and Responsibilities
All members of the school community are expected to show respect to others, especially members of the school community and give due respect to the reputation and good name of the school.

When using social media, all members of the school community are expected to ensure that they:

- Respect the rights and confidentiality of others;
- Do not impersonate or falsely represent another person;
- Do not bully, intimidate, abuse, harass or threaten others;
- Do not make defamatory comments;
- Do not use offensive or threatening language or resort to personal abuse towards each other or members of the St Martins Lutheran College community;
- Do not post content that is hateful, threatening, pornographic or incites violence against others;
- Do not harm the reputation and good standing of St Martins Lutheran College or those within its community;
- Do not film, photograph or record members of the school community on school related activities without express permission of the school or post film, photographs or recordings on social media websites/online without express permission from the school.

Breach of this policy
A breach of this policy may also involve a breach of other St Martins Lutheran College policies, and should be read in conjunction with the:

Bullying and Harassment Policy
Acceptable Use Policy

A breach of this policy will be considered by the Principal or Delegate, such as Heads of School, or the IT Coordinator and will be dealt with on a case by case basis.

All reports of cyber bullying and other technology misuses will be investigated fully and may result in a notification to Police where the School is obliged to do so. Sanctions may include, but are not limited to, the loss of computer privileges, detention, suspension, or expulsion from the School. Students, Staff, Parents and Carers must be aware that in certain circumstances where a crime has been committed, they may be subject to a criminal investigation by Police over which the School will have no control.
Definitions

1. Social Media – refers to all social networking sites such as Facebook, Twitter, LinkedIn, Google+, Formspring, YouTube, MySpace, MSN, Stumbleupon and includes email and mobile devices

2. Members of the school community- all students, parents, carers and staff

References

Review Date and Specifications
To be reviewed : January 2015
INTERNATIONAL STUDENT TRANSFER BETWEEN SCHOOLS POLICY

Date April, 2015

Aim
To provide clarity about when and how students can transfer between schools and the processes involved.

Rationale
From time to time students and/or the school may find that education at another school may best suit the student. Transfers between schools must be in the best interests of the student and must meet visa requirements.

Implementation
International students are restricted from transferring from their principal course of study for a period of six months. This restriction also applies to any course(s) packaged with their principal course of study.

Students can apply for a letter of release to enable a transfer to another education provider. However, if a student is under 18 years of age, the application must be supported with:

a) Written evidence that the student’s parent(s)/legal guardian supports the transfer.

b) Written confirmation that the new provider will accept responsibility for approving the student’s accommodation, support, and general welfare arrangements where the student is not living with a parent/legal guardian or a suitable nominated relative.

c) Evidence that the student is always in DIBP approved welfare and accommodation arrangements.

St Martin’s Lutheran College will only provide a letter of release to students in the first six months of their principal course in the following circumstances:

a) The student has changed welfare and accommodation arrangements and is no longer within a reasonable travelling time of the School.

b) It has been agreed by the School the student would be better placed in a course that is not available at St Martin’s Lutheran College.

St Martin’s Lutheran College will NOT provide a letter of release to students in the first six months of their principal course in the following circumstances:

a) The student’s progress is likely to be academically disadvantaged.

b) St Martin’s Lutheran 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.
In order to apply for a letter of release, all students must first have a letter of offer from the receiving provider.

Applications to transfer to another registered provider may have visa implications. The student is advised to contact the Department of Immigration and Border Protection office as soon as possible to discuss any implications.

It is a requirement under South Australian legislation that letters of release, whether provided by this School or by another registered provider, give information about whether the student has demonstrated a commitment to studies during the course, had a good attendance record for the course, and paid all fees for the course.

All applications for transfer will be considered within 7 working days and the applicant notified of the decision.

Students whose request for transfer has been refused may appeal the decision in accordance with the St Martins Lutheran College Complaints and Appeals Procedures

Definitions

References
To be read in conjunction with the St Martins Lutheran College Complaints and Appeals Procedures

Review Date and Specifications
To be reviewed April 2018
Aim
That St Martins students are able to access appropriate VET courses to enable them to meet their educational goals

Rationale
St Martins College recognizes that VET courses require specific skills and specialized equipment and therefore it is the best use of community resources to support schools and other organizations with existing VET programs, in addition to the trade training program at St Martins Lutheran College.

Implementation
The College is committed to assisting students to participate in appropriate VET programs offered by other local schools and TAFE. VET courses offered in whole day or half day blocks are preferred. It may not be practical for students to attend courses offered within the normal timetable of another school unless the family can arrange for the student to be transported to and from their VET course in a timely manner.

All travel to and from VET courses is the responsibility of the student and family. St Martins College, and the secondary teachers, will accept that students may miss timetabled classes at St Martins in order to attend VET classes elsewhere. Teachers will support VET students by negotiating adequate procedures for the communication of work missed while the student is absent at VET classes or VET related work experience. Students are required to show initiative in approaching teachers in appropriate ways and at appropriate times in order to catch up on work missed while attending VET courses or related work experience. Being absent for VET is not a reason for failing to complete work in other SACE subjects based at St Martins. Keeping up with other subjects and submitting work on time is ultimately the responsibility of the student.

Most VET courses have charges for the course and/or materials. St Martins College will assist with VET course costs. The amount of this assistance will be up to a maximum of a Full Years Open Access course fee. In 2013 this was an amount of $1,340.00. Families are responsible for the balance of any costs associated with VET courses beyond the amount payable by the College. Where this represents undue hardship for the family the College may provide further financial assistance. A formal application for such assistance should be made to the Business Manager prior to the student commencing the course will be required. Generally, students undertake no more than one VET course per school year.

Families must contact the Business Manager to ascertain the precise amount of assistance, the VET billing procedure and any associated financial matters prior to the student commencing their VET course.

Students cannot commence VET courses unless all outstanding St Martins fees have been paid, or an agreement has been made with the bursar and principal for such fees to be paid.

If a student fails to complete a VET program, or leaves St Martins during the duration of a VET program, all VET costs incurred by the student are payable by the family. Where these are known by the date of the student’s departure, they will be included in the final statement; otherwise a separate bill will be forwarded.

Definitions
Vocational Education and Training: A way of experiencing the world of work in a range of occupations while still at school. It may involve a combination of
- Off the job learning at a school, TAFE or other provider
- On the job learning at one or more workplaces
- School based apprenticeships

References
Careers handbook