



St. Gilgen  
International  
School | SALZBURG  
AUSTRIA

*Path of Excellence*



# Student and Parent Handbook



FOR DAY AND BOARDING STUDENTS



Once upon a time there was a king, who loved his daughter so much that he gave her hand in marriage to the only man who would promise to build her a palace in the most beautiful place in the world. Three brothers set forth to find this place. They wondered far and wide, searched high and low, but they could find nowhere beautiful enough for the princess. Then, one morning, just as the sun was rising, they spot-

ted a valley: green meadows, high mountains, dark woods, charming villages, and wonder! forgetting the beautiful princess, forgetting their home and land, these three brothers are still standing there today, above the lake – turned to stone, and they guard the delightful countryside which lies at their feet. if you should climb the first of the three – the Plombergstein – you too can enjoy the same wonderful view.

History of St. Gilgen (wolfgangsee.at)

# Head of School's Welcome

## THE SOURCE OF INSPIRATION

Welcome to the StGIS Community! In 2008 this school was built in one of the most naturally beautiful locations in the world. Today that school is a world-class international school, offering tuition in English with support for several mother tongue or additional languages. We have welcomed students and teachers from countries across the globe and are proud of our tradition of diversity and integration.

The challenges of the 21<sup>st</sup> century will be social and environmental. A good education prepares students to be independent thinkers, who are connected, caring, involved, ethical and responsible. We offer a rigorous IB (International Baccalaureate) inquiry based education to our local and international students. We stand by our values of excellence, integrity and passion! At StGIS we immerse students in real-life, hands-on projects, and we aim to develop the whole child with a healthy balance of academic, sporting, cultural and service activities. We stand by our website promise that "Every child has a talent and St Gilgen International School will discover it" Our students become well-rounded individuals, thoroughly prepared with the necessary skills for success at colleges and universities around the world. We are confident that our alumni will not only maintain a lifelong love of learning but use what they have learned here, to make a meaningful contribution, wherever life takes them.

We are extremely proud of our facilities. Your child will be well looked after in our spotless home-from-home Boarding Houses. Each house has House parents, who ensure a safe, cozy, family atmosphere. Classrooms offer state of the art modern equipment and technology. We have a purpose-built art garage for our creative young Picassos! The entire village of St Gilgen is our extended campus and our students enjoy the 'village life' participating in many local cultural events. We are also constantly evaluating and upgrading our campus in order to offer the most modern and progressive experience for our students and staff. Recent improvements include a controlled entrance for the main campus and the successful purchase of the new Traube Boarding House.

We offer generous scholarships to deserving students and our non-profit Foundation is served by volunteer executives and members. We truly love what we do and invite you to discover the 'Path of Excellence' here at StGIS.

Kind regards,

  
Martina Mötz,  
Head of School





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The content of this Handbook is current at the time of printing (December 2019). We reserve the right to change published procedures as circumstances or improvements dictate. A current version of this Handbook is available on the School Website ([www.stgis.at](http://www.stgis.at)) and will be periodically updated.

—▽—  
"EXPOSING YOURSELF TO  
VARIOUS CULTURES IS VITAL  
TO PERSONAL GROWTH! "





HAVE A LOOK AT  
[www.stgis.at/en/video-shortfilm](http://www.stgis.at/en/video-shortfilm)  
 OR FOLLOW US ON



"EVERY CHILD HAS  
 TALENT AND ST. GILGEN  
 INTERNATIONAL SCHOOL  
 WILL DEVELOP IT."

# Introduction



## THE PATH OF EXCELLENCE

St. Gilgen International School offers a world-class international education set in the culturally rich and beautiful village of St. Gilgen, Austria. Our school combines the traditional charm, security, and cultural heritage of a small village, with a dynamic and modern teaching and learning environment and an ambitious and globally minded school community. Set in one of the most stunning natural environments in the world, our location provides us with the sensational views of the lakes and mountains to inspire learning and adventurousness.

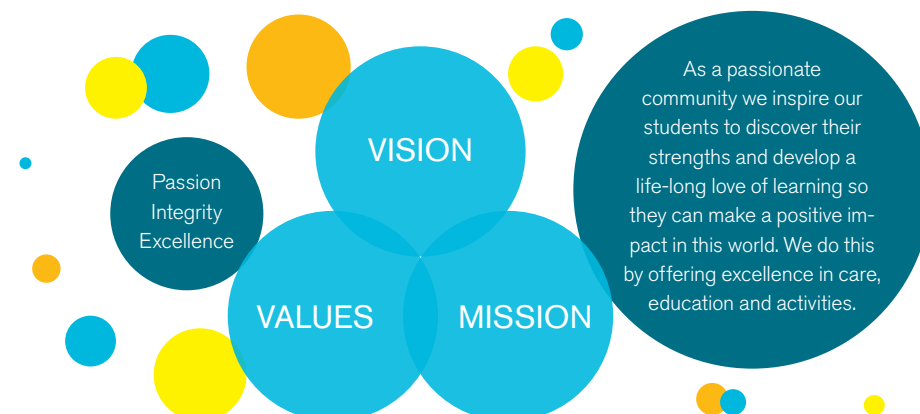
Throughout this handbook you will find everything you need to know to ensure the positive collaboration between parents, students and St. Gilgen International School. This introductory section includes all the key administrative information you need for a successful time at StGIS. It then unpacks some of the important information about what

you will encounter in-between. We structure this in line with our three promises; (I) Excellence in Care, (II) Excellence in Education, and (III) Excellence in Activities.

This handbook is supplemented by specific information available in our New Student Information Booklet (for new students) and our Boarding Handbook (for boarding students).

In addition, numerous policies have been either referred to or shown in part in this handbook. Should you have any questions regarding the school policies and details outlined in this section, please contact us ([info@stgis.at](mailto:info@stgis.at)).

Please refer to the secure area on the school website for a complete and updated list of school policies ([www.stgis.at](http://www.stgis.at)). Please check the website regularly for updates and new additions to the policies section.



# School Days and Terms



## HOW ARE THE SCHOOL DAYS AND TERMS ORGANISED?

The academic year extends from September until the end of June, with breaks in October, December/January, February and March/April. The overview calendar for each year will be published before the end of December for the next academic year, and the detailed calendar will be published on the website ([www.stgis.at](http://www.stgis.at)) before the beginning of each term. We observe all Austrian public holidays.

Daily, from Monday to Friday, school begins each morning at 08:00 for the first lesson and finishes at 17:30 each afternoon after

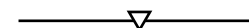
activity time. Friday is an exception as students complete their studies at 14:55.

In the case of boarding students, their day begins at around 6:30 and continues until curfew (age dependent) at around 22:30 in the evening. Boarding students are welcome and encouraged to stay during the weekends in order to partake in the weekend activity program.

Further information on the boarding routine and boarding specific policies and procedures can be found in the Boarding Handbook.



# Expectations

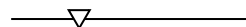


## WHAT DO WE EXPECT FROM STUDENTS AND PARENTS?

An important part of education is to lead students to take personal responsibility. Students and Staff live together in a small community and the school needs to be a

safe place in which consideration, respect for others and an awareness of the effects of our actions guide our rules.

### 1. EXPECTATIONS OF STUDENTS



#### Appearance

Students should always act as school ambassadors, with their appearance reflecting this role. School uniform, in its entirety, must be worn by all students during school hours and at designated events.

#### Safety

Students must respect prohibitions which are in place to maintain their safety. These include, staying within the bounds of the school and village unless correctly signed out, following all regulations concerning the recreational use of sports equipment and outdoor spaces (including the lake).

#### Conduct

Students are expected to show tolerance and respect at all times. Students must behave in an orderly manner in St. Gilgen, during school activities and when travelling to and from the school. Inappropriate physical contact between students is not allowed.

#### Substance Abuse

Students are not allowed to use or to be in possession of illegal drugs, or substances containing nicotine or alcohol (excepting a small number of official school events where responsible consumption of alcohol will be supervised for senior students). Students will comply with all drug and alcohol testing, random or otherwise.

#### Property

Mobile phones may be brought to school but must be switched off or left out of sight during all formal school commitments. Students must safeguard their personal possessions; the school is not responsible for the loss of valuables. Furthermore, students should not bring large sums of cash. Items deemed to be offensive or dangerous, such as guns, knives and laser pens, must not be brought to school.

#### General

Any action which offends against common sense or good manners is a breach of school rules.



## 2. EXPECTATIONS OF PARENTS

Be sure to stay in touch and to communicate often and early. We strive to foster an open and collaborative environment and value parent involvement at many levels. One of the best ways to be involved is to join the Parent Association ([pa@stgis.at](mailto:pa@stgis.at)).

### Communication

From the first contact, right through to graduation day, communication is a number one priority. There is always somebody on hand to listen, to answer your questions and to support. A few important numbers to note are below.

- **School Reception:**  
+43 (0) 6227 202 59  
([a.schleifer@stgis.at](mailto:a.schleifer@stgis.at))
- **Admissions Office:**  
+43 (0) 6227 202 59  
([admissions@stgis.at](mailto:admissions@stgis.at))
- **Business Administration:**  
+43 (0) 6227 202 59  
([n.lohse@stgis.at](mailto:n.lohse@stgis.at))
- **Nurses' Office:**  
+43 (0) 6227 20259 1711
- **School Doctor (Dr. Peter Kowatsch):**  
+43 (0) 6227 2307

Other staff may be contacted via e-mail using the first initial, dot, surname [@stgis.at](mailto:@stgis.at) (for example Joe Blogs could be contacted via [j.blogs@stgis.at](mailto:j.blogs@stgis.at)).

Should you have any formal complaints or critical feedback you may also send it via [feedback@stgis.at](mailto:feedback@stgis.at) for a swift resolution.

### Attendance

Another important support we need from parents is with respect to attendance. The school expects students to maintain a high attendance level throughout the year as there is a direct correlation between lower

attendance and lower attainment.

Above 97% is considered good attendance. In cases where attendance drops below 95%, parents will be notified.

Where attendance drops below 90% (the equivalent of nearly 20 school days missed), the school may require a meeting with parents to identify the reasons why so much time has been missed. Attendance of below 90% may mean that the student has to repeat the year, if the School feels the absences have impeded progress to a significant extent.

As a boarding school, we have extended holidays to allow students to spend time away from school and catch up with family and friends. It is the expectation of the school that during school days, all students are at school. The school recognises that it is difficult to schedule all out of school commitments during holiday time, but insists that parents do not plan events during term time to avoid the disruption to learning.

### Re-enrolment and Withdrawal

Finally, concerning re-enrolment and withdrawal: Those parents wishing to withdraw a student for the following academic year must inform the Head of School in writing before March 31<sup>st</sup>. If cancellation occurs after this deadline, fees in lieu are due for the first term of the following year.

If a student is to be withdrawn by parents during the school year, one term's written notice, addressed to the Head of School is required. If the required notice is not given, parents are liable for one term's fees. All existing enrolled students will automatically be re-enrolled for the next academic year without further notification being required.



"LIVING AND LEARNING LOCALLY  
- THINKING GLOBALLY."





—▽—  
 "YOUR CHILDREN WILL BE  
 HAPPY HERE, AND CARED FOR  
 AS IF THEY WERE OUR OWN."

# C



## EXCELLENCE IN CARE

At StGIS, Excellence in care means:

Fostering a love and appreciation of life, celebrating strengths and passions and embracing challenges. Nurturing tolerance, respect and appreciation of diversity in all its forms, based on the notion that we are more common than different. Inspiring and encouraging students to embrace their individuality, to be the very best version of their authentic selves so that they:

- Learn to cooperate and compromise with people from diverse backgrounds.
- Develop independence, resilience and self-discipline.
- Grow as conscientious and compassionate individuals, with a sense of responsibility both to those close to them and to the global community.
- Care more for themselves, their fellow man and the planet, on their own path to excellence.



"WE WILL HELP YOU DISCOVER  
YOUR PASSION AT StGIS"

The staff involved in ensuring students' well-being and flourishing are many: House Parents, Deputy House Parents, Residential Assistants, Mentor Tutors, Classroom Teachers, Activity Leaders, Nursing Team, Senior Leadership Team and Support Staff.

The structures involved are as numerous: The Movement and Wellbeing curriculum, our Social and Emotional Learning (SEL) curriculum delivered through the horizontally aligned Mentor Tutor system, the vertically aligned House system, our child protection and behavior policy, our assembly schedule, our reporting

process, our student inductions, our peer mentoring program and our medical functions. For this reason, it is essential to have specific people with a holistic overview of each child's development. It is difficult to describe a complex and dynamic model in words or in only two dimensions, however, the Mentor Tutor acts as the cornerstone between the students' home or boarding experience and their academic and activities experience, whilst the Head of Boarding & Student Life and House Parents maintain an overview of all pastoral related matters arising and provides guidance to associated staff.

#### Our students will

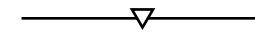
(I) learn to cooperate and compromise with people from diverse backgrounds

(II) develop independence, resilience and self-discipline

(III) grow as conscientious and compassionate individuals, with a sense of responsibility both to those close to them and to the global community

(IV) care for themselves and their fellow man and the planet, on their own path to excellence.

# Mentor Tutoring



MENTOR TUTOR ACTS AS THE KEY LINK  
BETWEEN THE STUDENT AND THE PARENTS

Care at St. Gilgen International School is the responsibility of every member of staff. Specific responsibility is designated to the Head of Boarding & Student Life and the team of House Parents and Mentor Tutors. Tutors get to know their tutees very well, monitoring their academic, co-curricular, social, emotional and physical development.

All students meet their tutors each daily. Mentor Tutors are also accessible once per week in the boarding houses. A tutor group will include students from a range of grades. Advice, support and guidance is provided

as necessary. Important physical and social health themes and topics are also delivered and discussed in these sessions. Most importantly, students and their Tutor agree and set regular targets, ensuring that students get the best from the many opportunities provided by the school.

The Mentor Tutor should be the first point of contact for any questions or concerns regarding your son or daughter's progress. However, all our staff welcome contact with parents by email or telephone to ensure the students in their care are happy and fulfilled.





# School Uniform

## HOW CAN I BE SURE THAT I AM PROPERLY DRESSED AT SCHOOL?

In StGIS, we are proud of our distinctive and attractive uniform. We believe in the importance of high standards of school uniform as a means of encouraging students to feel a sense of pride and purpose. High standards of uniform contribute to the ethos of

the school and it is the responsibility of all students and members of staff to ensure that students are always correctly dressed and look smart and formal. Please take note of the following points below.

### 1. SCHOOL SHIRTS

Shirts for both boys and girls may now be supplied individually. Shirts must be **plain**

**white** and **well-fitted**. NO patterns, logos or other distinguishing features are permitted.

### 2. SCHOOL SHOES

Shoes for both boys and girls should now be supplied individually. Shoes must be **black leather** and **formal**. Large metal buckles,

colourful soles, high heels or other distinguishing features are NOT permitted.

### 3. SPORTS UNIFORM

Sports uniform should be worn for **all** active classes and sport related activities. We have a range of StGIS customised Adidas sports

clothing available for purchase in our uniform shop. NO other sports wear will be accepted.

### 4. TOP LAYERS - BLAZERS/OUTDOOR COATS

All students must wear a formal white shirt. If another layer is required it should be the school jumper or school blazer. No other jacket may be worn instead of a school jumper or blazer. In the winter or cooler weather conditions, students may wear a formal blue

or black overcoat over their school jumper. When walking to and from the boarding houses and restaurants around the village, the school badge must be seen on either the jumper or the blazer.

### 5. SCHOOL SKIRTS

School skirts are unique to StGIS so must be bought from the school shop. They should be modestly worn and as a guideline, no shorter than four fingers above the knee. Skirts must

always be worn with black or navy tights. As an alternative, girls can wear tailored navy trousers.



# School Uniform Shop



## I'VE MISPLACED MY BLAZER. WHAT NOW?

The School operates its own uniform shop on campus. Students can purchase ALL compulsory items of school uniform; Summer,

Winter and Sports. The uniform shop is open by appointment only.

FORMALWARE: TO BE PURCHASED FROM THE SCHOOL UNIFORM SHOP	
Girls	Boys
School blazer	School blazer
School navy blue V-neck jumper	School navy blue V-neck jumper
School skirt (green and navy kilt)	School trousers
School dirndl (SUMMER only - optional)	School tie
Dirndl blouse (SUMMER only - optional)	

FORMALWARE: TO BE SUPPLIED INDIVIDUALLY	
Girls	Boys
White blouse	White shirt
Black formal leather shoes	Black formal leather shoes
Navy blue or black tights	Black leather belt
Black, navy blue or grey scarf (optional)	Lederhosen with Strümpfe (optional)
Black /Navy Blue winter jacket	Black or navy-blue socks
Navy tailored trousers (NOT jeans/leggings)	Black, navy blue or grey scarf (optional)
	Black /Navy Blue winter jacket

SPORTSWARE: TO BE PURCHASED FROM THE SCHOOL UNIFORM SHOP	
Girls	Boys
Adidas sports t-shirt	Adidas sports t-shirt
Adidas sports leggings	Adidas sports long trousers
Adidas sports hoody	Adidas sports hoody
Adidas rain jacket	Adidas rain jacket
Adidas sports bag (optional)	Adidas sports shorts
Adidas sports cap (optional)	Adidas sports bag (optional)
	Adidas sports cap (optional)

SPORTSWARE: TO BE SUPPLIED INDIVIDUALLY	
Girls	Boys
Sports shoes (outdoor)	Sports shoes (outdoor)
Sports shoes (indoor)	Sports shoes (indoor)
Water bottle	Water bottle
Towel	Towel
Ski clothing and equipment (optional)	Ski clothing and equipment (optional)
Hiking boots (optional)	Hiking boots (optional)

### Please note the following:

- Excessive make up is not allowed. Jewellery should be minimal and tasteful: earrings should be studs only; rings, necklaces or bracelets which are discrete are permissible, but only one item of each at a time. Extremes of hairstyle are not permitted.
- During periods of extreme rain or snow students may arrive to school in outdoor footwear. These must be changed into formal school shoes upon arrival at school.
- School uniform is required to be worn until the day's activities are completed (unless other specialised clothing is required). At the end of formal teaching lessons students may change into their school sport uniform or any item of school clothing. Clothing should not be a mixture of informal and formal.
- Students may wear their own clothes during their free afternoons, in the evenings and on the weekends.
- Full school uniform (including blazers) is required for all formal school events.
- The school blazer does not have to be worn with the Dirndl.
- Shoes, not sandals, need to be worn over the summer months. Sandals are not part of the school uniform.
- Only black or navy-blue winter jackets will be permitted to be worn by students when they are wearing their formal school uniform – no ski jackets or other coats are to be worn.



# Safeguarding

READY, RESPECTFUL, SAFE

Within this section, please find the measures taken to ensure the safety and well-being of all members of our school community.

## 1. SIGNING IN AND OUT

### Authorized Leave

A period away from school. This may be an authorized absence during the week due to a medical appointment or family commitment for example. School commitments are published in advance through the school website.

Parents wishing to remove their children during normal weekday school time (e.g. for exceptional family occasions) should make the request a **minimum of 14 days in advance, via the school secretary**. Requests without reasonable validity will be unauthorized. Longer absences or unusual requests for absence will only be approved following consultation with the Head of Boarding & Student Life.

### General Conditions

- Students may exit on any weekend excepting those that are marked on

Further details are outlined in the school's child protection policy.

the school calendar as whole school weekends.

- In instances where a student is exiting to a third-party responsible adult (other family member or parents of a friend for instance) the school will require confirmation of the arrangements from both parties. This also applies to travelling home.
- If a student has an after-school imposition on Friday, the expectation would be that this is completed before an exeat. Impositions run from 15.00 - 16.00 on Fridays.
- Only emails coming from the registered parental contact on the school's official record will be acknowledged.
- Students are not permitted to travel in a car driven by another student except for siblings and with explicit permission.

## 2. TRAVEL ARRANGEMENTS (START, MID AND END OF TERM)

Term dates for the academic year are published on the school website. It is important that parents make transport plans taking account of these dates and timings. Arrival and departure arrangements must be communicated to the school via the school

secretary.

The school is happy to arrange shuttle transportation to and from Salzburg and Munich airports at an additional cost. If this service is required, please indicate it clearly.

## 3. ATTENDANCE, BOUNDARIES AND ROLL CALLS

All staff are responsible for accounting for students. The following guidelines exist to ensure an overview is always kept:

- Students' whereabouts are known during the normal school day, lessons, activities, school events, etc.
- Day students are welcome to visit the boarding houses but must always sign in and out with the member of staff on duty.

- Interaction between boarding houses is encouraged but visiting students of the opposite gender are not permitted above the ground floor social areas under any circumstances.
- Guests that are likely to enter the boarding house, including immediate family, must gain the permission of the House Parents in advance.



## 4. MEDICATION

For safe guarding reasons, students are not permitted to keep medications in their rooms for any reason, unless approved by the House Parent. This applies to natural remedies as well as prescription or over the counter medicines. All house staff need to be confident that they can identify the

ingredients in any medication in any language, in case of an emergency. Therefore, all medicines must be handed into house staff for safe keeping and administration. Please discuss any special medical circumstances with house staff or Health Centre staff in confidence and directly if needed.

## 5. ALCOHOL

During the school year a limited number of events are sanctioned at which alcohol may be served to our some of students. Every event will be fully supervised by our staff and consumption will be limited to a maximum of two standard drinks with relatively low alcohol content (beer and wine only). This program will be limited to Grade 11 & 12 students aged 16 or over. Parents **will be requested to sign a consent form.**

all students, regardless of their age:

- in school buildings, boarding houses or grounds
- when under the authority of the school in St. Gilgen or elsewhere during the week and at weekends
- in restaurants and other licensed premises and whenever prohibited by law
- whilst on school outings and trips.

Outside of sanctioned events, drinking, or being in possession of alcohol is prohibited for

Consequences for not meeting the expectations above are outlined in the school's alcohol policy.

## TESTING FOR ALCOHOL

The school reserves the right to test students for alcohol under the following circumstances:

1. Reasonable suspicion of intoxication
2. Safety assurance (random testing)

## 6. SMOKING

Smoking, or being in possession of cigarettes, e-cigarettes, devices like 'juul', tobacco or tobacco related items e.g. lighters, matches, cigarette papers or snus is prohibited when a

student is under the School's authority. Students caught with any of the above items can expect to face consequences and parents will be notified. Further details are available in the smoking policy

## 7. DRUGS/MIND ALTERING SUBSTANCES

Education on harmful substances is an important part of the School's Mentor Tutor curriculum. Pupils have talks by both House and year group. When talks take place, pupils have the opportunity to ask questions without the teachers in order to encourage as much information exchange as possible. Tutors and House staff will reinforce key messages.

If any student is found in possession of a suspected illegal drug, it will be taken from him or her. The Head of School will be immediately informed, and a member of the Senior Leadership Team will interview the student. The police may be consulted concerning the nature of the substance. If it is an illegal drug, the student will be isolated immediately, and his or her parents called. The Head of School will speak with them and the student can expect to be expelled.

A random testing procedure exists to deter pupils from misusing drugs, to identify pupils who have misused drugs and to absolve those who have been wrongly suspected of misusing drugs. Pupils who by their behaviour or their associations, give reasonable cause for suspicion that they might be misusing drugs will be required to take a drugs test normally via a urine sample.

Any student who tests positive for the presence of prohibited substances will be in violation of this policy and can expect to be expelled from the school.

A student who refuses or whose parents refuse to allow the student to take any drug test can expect to be expelled as such a stance would undermine the clear aims of our policy to ensure StGIS is free of drugs.

## 8. FOOD AND NUTRITION

All students must attend school meals. All students eat lunch in dining rooms in nearby local village restaurants. Meals are important times to come together and discuss aspects of the day in a relaxed and friendly environment. Food is both nutritious and seasonal, and ingredients are locally sourced where possible.

All students should be on time for meals and ensure that they have checked in with the Teacher on duty. Appropriate table manners must also be displayed. Phones are not to be used during mealtimes.

All students are expected to clear away their tables and leave their eating areas as they would wish to find them. If students require a vegetarian (or other special diet) the school should be informed in writing by parents.

The weekly meal plan is published in 7Days.

Parents/guardians should notify the school nurse in writing of any food allergies or any other medical condition.





# Expectations

JUST THREE LITTLE WORDS....

At StGIS you will be part of a community where there is an expectation and a willingness to try new things and make friends with new people. It's challenging and rewarding at

the same time. In this section you will find helpful advice on how to make the most of your time here at StGIS.

## BEHAVIOUR

Living together in a boarding house is not always easy and from time to time, young adults lack awareness of the impact their behaviour may have on others. House values and standards are well known and put in place to give everyone the best opportunity to enjoy living together peacefully.

We expect all members of our community to follow and abide by the three simple words that form the backbone of our behavior expectations at StGIS, namely;

1. Ready
2. Respectful
3. Safe

If boarders display unacceptable behaviour on a frequent basis, they are placed on Boarding Monitoring. This may include restricted movements around the school, a written reflection, loss of laptop, earlier bedtime, extra duties, etc.

Any student placed on Boarding Monitoring will have a brief meeting with the Head of Boarding & Student Life and their parents will be informed. If behaviour does not improve, more serious disciplinary actions may be explored. Further details are available in our behaviour policy.



## BOARDING HOUSES



Our boarding students are aligned vertically within our boarding houses; one house for boys, Grade 7-11, one for girls, Grade 7-11. There is also a Co-educational boarding house for our Senior Grade 12 students.

This vertical system creates a remarkable environment and allows students the best opportunity to grow and develop. It provides each student with the highest quality boarding experience possible. Younger students learn from and aspire to be like the older students and, our older students are trained to take on peer-mentoring roles. House values are based on traditional family values, where everyone shares a common goal, and everyone looks after each other.

When a student joins the school, they make this their home and build a strong affiliation with this house throughout their school life at St Gilgen. This provides each student with security and stability.

Friendly competition between houses is important in the development of the individual identities and characters of each House. Inter-house competitions are wide-ranging and are spread throughout the academic year. These provide students the opportunity to take part and represent their House.

A more detailed description of what life is like in the boarding houses can be found in the Boarding Handbook

## WEEKENDS



We have a healthy mix in boarding of students who come from a few hours away, and those from countries all over the world. The weekend programme seeks to find a balance between making the most of our stunning location, providing interesting and stimulating things for students to do, whilst also providing downtime, and a chance, especially for senior students, to catch up on work. The activities on offer are therefore a mix between outdoor education, culture, and the sort of things one might do at home on the weekend, for example shopping and cinema. This is also when sports tournaments take place, and the boarding students often form the mainstay of the teams, travelling all over Europe to represent their school.

Given our location, there is an expectation that boarding students here at the weekends will take part in the ski programme in the winter and should therefore come equipped. We offer Alpine (downhill) skiing and snowboarding, cross-country skiing, and, for the more advanced, ski touring and off-piste skiing. These weekends are interspersed with tobogganing, ice-skating, and other winter sports. In the summer, thoughts turn to mountain biking, hiking, watersports, and exploring the local area.

The regular weekend programme is advertised in advance, students sign up through their House parents. Day students are always welcome to join in.





—▽—

"OUR BOARDING HOUSES  
CREATE A FAMILY ATMOSPHERE  
THAT IS SAFE AND RELAXING"

# General Information

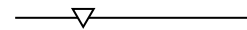


## WHAT ELSE MIGHT I NEED TO KNOW?

What follows in this section are some miscellaneous points regarding life in a boarding house. You should find the answer to

many of your queries. Remember your friendly house staff are always on hand to help and guide you.

## INTERNET, COMPUTER & PHONE USE IN HOUSES



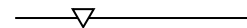
Every student needs their own personal computer for work use and reasonable private use (we recommend MacBook Pro). Additional personal computers, iPads and similar devices are only permitted for students with a requirement for special educational support programmes.

Computers are linked into the school system and are subject to certain rules in line with the Acceptable Use Policy. Students will be

briefed at the beginning of the school year regarding the importance of responsible internet use. It is acknowledged that social networking sites have advantages and disadvantages and usage will be monitored where possible. Students deemed to be using their computers excessively may well face tighter controls and have more limited access.

Further details are available in the school's IT policy.

## RELIGIOUS OBSERVANCE



St. Gilgen International School is a secular school where all world religions are respected. The opportunity to attend a Church Service

is a voluntary part of the weekend programme for Sunday mornings. In addition, arrangements can be made for Confirmation classes or other religious practice.

## MOBILE PHONES

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Mobile phones are a part of everyday life for most students and can be important tools to communicate within school and between family and friends and for safety and security. As long as they are used sensibly, they are permitted on the school campus. Mobile phones should be out of sight during lesson times and meal times. Research shows that even by having the phone nearby, performance can be affected.

## SECURITY

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All students have a lockable cupboard on school campus for personal and valuable items.

It is important that students do not keep large sums of money on their person and everyone is encouraged to observe common sense security measures. All property and

To aid with communication, we strongly recommend students to have a phone capable of making and receiving calls within Austria – local SIM cards are available in the village. This is an important safety precaution for students going on trips or involved in after school activities, so that they can contact staff, and vice versa, in case of separation (there will not always be WiFi).

personal items should be respected. Students are expected to safeguard their own personal items and not take items that do not belong to them without asking. The school cannot take responsibility for any items going missing that have not been properly secured or locked away.

## NAMING PERSONAL ITEMS

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It is essential that all personal items are named. Do not forget socks, shoes and bags. Experience tells us that students are capable of misplacing almost anything but

items that are named are usually reunited with the owner quickly. All clothes should be labelled with sewn-in name tapes or with permanent pen.

## LOST PROPERTY AND INSURANCE

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If items are lost, this should be reported to the relevant Mentor Tutor or the school secretary. Reasonable steps will be taken to find them. However the School cannot be

responsible for any losses incurred on school premises. Parents are therefore advised to arrange for valuable items to be covered by an 'all risk' insurance policy.

## PERSONAL HYGIENE

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Taking the responsibility for one's personal hygiene is a basic, but important aspect for all students. Students are expected to be

well-presented and in clothes that are clean and tidy.

## FIRE AND EMERGENCY ARRANGEMENTS

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Every classroom and boarding house have a detailed evacuation plan. Students must familiarise themselves with all procedures. In addition, they should always be sensible

when using electrical appliances and remember to switch off as many appliances as possible during the day and at night. Regular practice drills will take place.







"YOUR CHILDREN ARE IN THE BEST ENVIRONMENT,  
WITH THE BEST AND MOST DEDICATED TEACHERS,  
TO THRIVE ACADEMICALLY, BECOME CONFIDENT  
LEARNERS AND CRITICAL THINKERS."

# E



EXCELLENCE  
IN EDUCATION

At StGIS, Excellence in Education means:

Inspiring our students and celebrating learning,  
inside the classroom and beyond.

# Learning for Life



BEING READY TO CONTRIBUTE POSITIVELY  
TO OUR COMPLEX AND RAPIDLY CHANGING WORLD

At St Gilgen International School, we have thought long and hard about what we consider to be central to Excellence in Education, and how we can provide this for all our students. To us, Excellence in Education focuses on:

## Celebrating

Celebrating that learning takes place all the time, everywhere and for everybody.

## Inspiring

Inspiring our students to develop the powerful knowledge, understanding, skills and personal aptitudes they need to:

- meet their future goals and live a good life
- have a deep appreciation of different people and places; drawing on this to contribute to 'a better and more peaceful world'
- be happy and healthy on their path of excellence

## How do we achieve this?

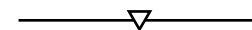
Through the enactment of our coherent and visible curriculum:

- **Grades 4/5 (Year 0):** An immersive introduction to international education at StGIS characterised by experiential interdisciplinary learning, and English language development.
- **Grades 6-10 (IB Middle Years Programme 1-5):** Our Middle Phase focussed on developing; deep knowledge and understanding through enquiry; key personal attributes; and effective approaches to learning.
- **Grades 11 and 12 (IB Diploma 1 and 2)** Our globally recognised, rigorous, externally assessed pre-university programme leading to graduation and the award of the International Baccalaureate Diploma.



"PASSIONATE TEACHERS COMMITTED  
TO SHARING THEIR KNOWLEDGE AND  
UNDERSTANDING WITH OUR STUDENTS"

# Learning Mantra



OUR SHARED LEARNING MANTRA,  
AND COMMON LANGUAGE FOR LEARNING

An excellent education requires young people to have strong foundational knowledge and skills, be able to ask and answer complex questions, and communicate their learning in a variety of ways.

## To Know

We expect our students to be **knowledgeable** and have a deep understanding of concepts, ideas and issues; moreover, we encourage them to develop self-knowledge, as we support and guide them to be **principled** and act with integrity and honesty.

## To Question

As **thinkers**, we encourage our students to question and challenge accepted knowledge and understanding and be prepared to discuss complex problems in an informed

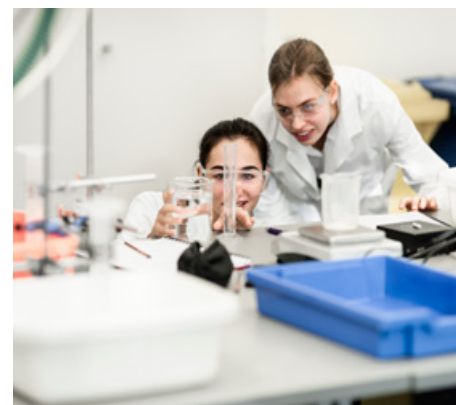
and respectful way. In this way, our students remain **open-minded**; able to appreciate and evaluate a range of points of view and come to shared understandings.

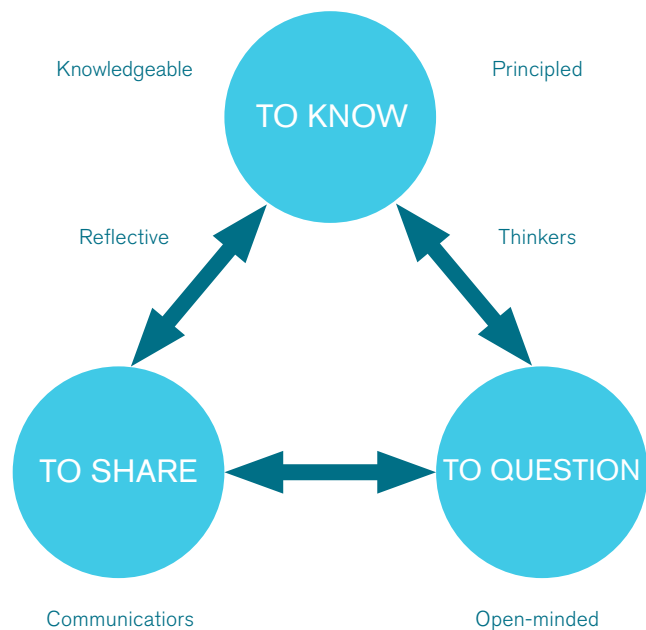
## To Share

As excellent **communicators**, our students are given opportunities to express their ideas and understanding in a wide range of safe authentic ways; this is their creative contribution to the '*conversation of mankind*'; it is a **reflective** process that helps to solidify their learning journey and personal development.

## With a consistent thread

*"Living and learning locally – thinking globally"*: To **know**, to **question**, and to **share** a deep understanding of our place in the world





### IB Approaches to Learning

1. Thinking skills
2. Communications skills
3. Social skills
4. Self-management skills
5. Research skills



### Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and right of people everywhere. We take responsibility for our actions and their consequences.

### Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### Balanced

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

### Reflective

We thoughtfully consider the world and our own ideals and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## WHAT IS THE OUTCOME?

Our students are successful graduates; young adults of **integrity** and **passion** who are always striving for **excellence**; destined to live a *good life*, and to contribute to a *better and more peaceful world*.

Moreover, our students exemplify and value the attributes of the IB Learner Profile, recognising that these characteristics will be central to their continued growth, ensuring that they are able to thrive and be successful.

### Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.





## GRADES 4/5 (YEAR 0)

Our Year 0 is a holistic, student-centred programme that relies on inquiry as the central approach to learning. Within the units of inquiry and in discreet subject areas (Mathematics and German), students develop the crucial skills they need to be prepared for their next phase of study, the Middle Years Programme (MYP). A significant focus during this phase at StGIS is English language.

Learning is interactive and builds on what students already know. Our students discover that a unit of inquiry will involve them in the exploration of an important idea, and that the teacher will be collecting evidence of how well they understand that idea. Students can expect to work in a variety of ways, including independently and in collaboration with others.

### Learning in the Primary Phases focuses on

- **Approaches to Learning** – the essential skills needed for successful learning
- **Concepts** – big ideas that have relevance within and across subject areas
- **Authentic Assessments** – meaningful tasks that replicate real-world challenges



- **Connecting Subjects** – interdisciplinary teaching and learning enables students to transfer knowledge, concepts and skills across different subject areas.

### At StGIS, the following courses are part of the Primary Phase

- English
- German
- World Studies
- Science
- Mathematics
- Movement and Well-being
- Art
- Music

### Inquiry Presentation

The Primary Phase culminates in a final inquiry that involves students identifying, investigating and offering solutions to a real-life issue. The Inquiry Presentation, which takes place at the end of Year 0, offers students an exciting opportunity to demonstrate independence and responsibility for their own learning.



## GRADES 6-10 (IB MYP YEARS 1-5)\*



The MYP (Middle Years Programme) framework of learning encourages StGIS students to engage in creative, critical and reflective thinking and empowers them for a lifetime of learning, both independently and in collaboration with others. Central to the MYP is fostering the development of intercultural understanding and global engagement, as well as participating actively and responsibly in a complex and changing world.

The MYP is specially designed for adolescents and their academic, social, emotional and cognitive phase of learning.

### Learning in the MYP focuses on

- **Approaches to Learning** – the essential skills needed for successful learning
- **Concepts** – big ideas that have relevance within and across subject areas
- **Global Contexts** – lenses through which students make connections with the real world
- **Service Learning** – meaningful action arising from the curriculum
- **Authentic Assessments** – real-life challenges and problems that students are presented with, often with a genuine audience in mind
- **Connecting Subjects** – interdisciplinary teaching and learning enables students to transfer knowledge, concepts and skills across different subject areas

### At StGIS, the following courses are part of the MYP

- Language and Literature (including English and German)
- Language Acquisition (for example; English, German or Spanish)

- Individuals and Societies (both integrated and discreet) \*
- Science (integrated and discreet)
- Mathematics
- Arts (Music, Art, Drama)
- Design (which includes both Product and Digital design)
- Movement and Well-being (Physical and Health Education)

The MYP culminates in an independent learning project. Students complete a significant piece of work over the course of their Grade 10 (final MYP year), encouraging them to consolidate their learning and reflect on the outcomes of their work.

For further details, including information on courses offered, please refer to our MYP Handbook (which will be published and updated annually from September 2020 onwards).



\*StGIS is currently an MYP candidate school, and not yet a fully authorized IB MYP school. We are in the final stages of applying for authorization, and hope to be fully confirmed as an MYP school by the IB for the 2021 to 22 school year.

\*integrated involves combining subjects into a holistic course (combined Humanities), whereas discreet entails teaching specific subject disciplines separately (such as History, Geography, Economics or Politics)

## GRADES 11+12 (IB DIPLOMA 1+2)



The IBDP is a rigorous two-year curriculum in the final years of high school, leading to an IB Diploma or individual IB Diploma course certificates. The IBDP encourages students across the world to become *“active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”*.

The student who satisfies the demands of the IBDP demonstrates a strong commitment to learning, both in terms of the mastery of subject content, and in the development of the skills and discipline necessary for success in a competitive world. As a result, the IBDP is widely respected and highly regarded by universities and employers around the world as they value students who:

- have excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally and ethically
- study at least two languages
- excel in traditional academic subjects
- explore the nature of knowledge th-

rough the programme's unique Theory of Knowledge course.

- have outstanding research and communication skills as evidenced in the Extended Essay.
- are creative, active and seek meaningful ways to serve those around them both in the local and global context. This is facilitated through the CAS (Creativity, Activity and Service) programme which is outlined in more detail in the Activities section.

The holistic nature of the IBDP is summarised in the DP model.

A broad course offering is available at StGIS, which provides students with the opportunity to develop the knowledge and skills necessary to pursue nearly all university and career pathways.

Full details, including information about the subjects and courses offered, is available in our IB Diploma Handbook which is published and updated annually.



## ADDITIONAL INFORMATION

### Assessment, Grades and Reports

Our approach to assessment focuses on the following key aspects:

- The assessment is authentic: this means it is linked to a real-world scenario and wherever possible, is prepared for a genuine and relevant audience. This type of assessment will vary significantly, from a formal report or research paper, to a musical composition.
- The assessment supports learning: this means that much of the assessment we do is frequent 'low-stakes' testing of what students know, understand and can do; normally by the teacher, in class, and often through well-conducted question and answer sessions.

We also appreciate that, particularly in the older grades (Grade 10 and above), more formal and traditional 'examination' style assessments are needed on occasions; with the Grade 10, 11 and 12 all having internal and external examinations each year.

We aim to report to parents regularly, and as necessary; this ongoing dialogue will normally be channelled through a student's Mentor Tutor. In addition, each student receives a formal school report four-times a year (normally October, December, Spring and Summer). This formal report includes feedback on a student's Approach to Learning (with A-D Work Habit grades) as well as their overall Achievement. As applicable, a student's Achievement is graded using the IB 1-7 grading system.

### Languages

As an IB World School, we place significant attention on the development of our students' language abilities. All students study at least two languages; English and German,

at a level appropriate to their stage and ability (from beginner to native speaker).

In addition, from Grade 6 onwards, students will normally be given the opportunity to study a third language (Spanish language acquisition). French is also an option for students from Grade 9 upwards. Moreover, from Grade 10 and above we facilitate mother-tongue study through our school support self-taught programme; this is an IB recognised study pathway and can form part of a student's final IB Diploma course combination and grade.

### English Languages Support

We recognise that for many of our students, English is not their first (or mother tongue) language, thus, a range of appropriate support mechanisms are in place to ensure progress is made and all students are able to access the curriculum. This starts with an evaluation during trial days and continues with further assessments at the start of each academic year and as necessary during the year. These evaluations help us identify English ability levels and target our support. The range of support available varies but might include:

- English language classes organised by level
- Additional English Support classes (normally instead of a 3rd language)
- Targeted in-class support
- Careful and appropriate differentiation by subject teachers, including allowances in assessments and homework

Beyond the Mentor Tutor; if parents should have specific questions related to English Language Support, they should contact the Student Support Coordinator and / or Head of English.

## Students with Learning Differences

In line with IB philosophy and expectations, we aim to ensure that (as far as possible within resource constraints) all our students can fairly access the curriculum. Thus, we have in place systems and resources to support students with mild learning differences such as dyslexia or dyscalculia. The support

offered will range from individualised 1 to 1 sessions and in-class support, to examination access arrangements. Again, beyond the Mentor Tutor, our Student Support Coordinator should be contacted if parents feel the need for guidance or information related to learning differences and their child.

## EXPECTATIONS AND COMMITMENTS

To support their learning, and to ensure they are able *“to KNOW, to QUESTION, and to SHARE”* successfully in all subjects: We expect StGIS students to be ready, respectful and safe in line with our behaviour policy.

### Specifically, students will

- Come to classes ready to learn; appropriately dressed in school uniform and properly equipped (stationery, calculators etc.)
- Approach lessons and learning with a positive attitude and growth mindset, accepting that making mistakes and growing is part of the process
- Respect all members of our learning community; behaving in a way that supports learning and allows others to learn; an excellent attitude and approach to learning is non-negotiable.
- Be fully committed to all learning opportunities, completing assignments on time and to the best of their ability (this includes out-of-class learning – homework).
- Have excellent attendance, and to take responsibility for catching up with any work or learning missed through absence.
- Strictly adhere to our academic honesty guidelines and policies.
- Actively engage with all relevant communications and information related to

learning (published in our weekly 7-days bulletin or circulated via email or other messaging facilities such as Managebac).

### We commit to

- Ensuring the overall curriculum, units of work and lessons are well planned and challenging
- Setting and grading authentic assessments that are aligned with IB guidelines and which support learning in the class and beyond (for homework)
- Providing guidance and feedback to support each student with their learning
- Maintaining a safe and nurturing learning environment
- Reporting honestly and constructively on student effort, progress and attainment including providing attainment and Work Habits grades at designated times throughout the year.
- Communicating regularly with necessary parties about our students' learning including Mentor Tutors and Parents

### Parents can help by

- Reading relevant policies and other communication so that they are well informed about what is happening in school and in classrooms.
- Engaging their son/daughter in a conversation about their learning.

- Carefully reviewing the formal school reports (normally published four times a year) and discussing these with their son/daughter.
- Attending Parent-STUDENT-Teacher consultations, normally held at the end

of each term.

- Maintaining a dialogue with their son/daughter's Mentor Tutor, to keep up-to-date with their progress and achievements.

## DOCUMENTS AND POLICIES

The following documents and policies (all available online through the Parent Portal section of the school website) provide more detail on specific aspects of curriculum and learning at St Gilgen International School, and should be read and referenced as necessary:

1. Academic Honesty Policy
2. Access to Teaching and Learning Policy
3. Assessment and Reporting Guide
4. Curriculum, Teaching and Learning at StGIS

5. Homework Guidelines
6. Language Policy
7. IB Diploma Programme Handbook
8. IB Middle Years Programme Handbook
9. Year 0 (Primary) Handbook

### References

- StGIS policies as detailed above
- Programme Standards and Practices (IB)
- DP: From Principles to Practice (IB)
- MYP: From Principles to Practice (IB)







"YOUR CHILDREN WILL BE ON THE JOURNEY OF A LIFETIME, AND THEY WILL GROW EXPONENTIALLY AS THEY EXPERIENCE THE OUTSTANDING RANGE OF ACTIVITIES AVAILABLE TO THEM."

# A



EXCELLENCE  
IN ACTIVITIES

At StGIS, Excellence in Activities means:

Giving all students the chance to find where their passions and talents lie, and empowering them to excel at them.



# Activities at StGIS

## DISCOVER YOUR TALENTS

The activities programme at St Gilgen International School, inspired by our stunning surroundings, really sets us apart. On the shore of a lake and at the foot of a mountain, students have unparalleled opportunities to engage with the outdoors, and benefit from the leadership and resilience these experiences can build. Students may participate in mountain biking, climbing, kayaking, canoeing, sailing, waterskiing, rowing and paddle boarding in the summer; and ski touring, cross-country skiing, alpine skiing / snowboarding, and snowshoeing in the winter. Our ski race team trains extensively and competes against other schools.

We also offer more traditional sports, fielding competitive boys and girls teams in basketball and football, as well as playing volleyball (both indoor and outdoor), tennis, squash and running. In the arts, students collaborate

across grades to put on theatre productions, instrumental and choral concerts, and regular shows of the output from design and art classes.

Students have multiple opportunities to engage with service in the local community, whether through fundraising initiatives, our whole community service days (where we help the village to pack away and prepare for the coming winter), or volunteering at the retirement home, homeless shelter, or animal welfare charity. We particularly encourage students to champion causes that are close to their own hearts as part of our CAS (creativity, activity and service) programme, which forms part of for assessment for the International Baccalaureate Diploma Programme; recent projects have raised money for orphanages in Malawi and schools in Syria.



## WEEKDAY ACTIVITIES

Weekday activities run on Monday, Tuesday and Wednesday afternoons. On Mondays and Tuesdays the activity slot runs between 4 PM and 6 PM; on Wednesdays, between 2:30 PM and 6 PM. Individual activity times may vary depending on transport. Students pick their activities four times a year, in September, October half term (when the clocks change), January and April. The options are published in advance to parents and students, who then sign up in conjunction with their Mentor Tutor to guide their choices and ensure a balance in their extracurricular pursuits. Whilst we try to give students their first choice where possible, spaces are limited on some activities, and therefore students also list a second and third choice.

### Purpose

The purpose of the activities programme is to provide enrichment to students' lives, to help create well-rounded individuals with a variety of interests. Within this, it is anticipated that some will pursue a particular activity to the highest level as part of our specialist programme, whilst others take the chance to experience things they could not try anywhere else. It promotes physical health and well-being, which in turn improves mental health and academic performance. It is therefore expected that students in grades 7 to 10 will participate in activities three times a week; for students in grades six and below, activities are optional, although we find they are some of our most enthusiastic participants. Students in grade 11 are required to do two activities per week, one of which must be on the long Wednesday afternoon; those in grade 12 just one activity in the first term.

### External activities

The expectations apply equally to day and boarding students, but we recognize that some students may have pursuits already arranged outside of school, for example horseriding, private tennis lessons, or musical instrument tuition. Students may therefore complete an external activities form, countersigned by their parents and Mentor Tutor, which confirms their participation in such activities.

### Commitment

We encourage students to try new things, therefore if after the first week they find something is not what they thought it would be like, it is possible to change activities, subject to space being available. After this point, students are expected to remain with an activity until the next sign up. Commitment is particularly important for our sporting teams and arts productions, and both choir and orchestra are year-round commitments. Students signing up for sporting teams are also committing to then play in the fixtures, which usually take place on a Saturday, and can involve overnight trips away to other schools. Those signing up to the productions recognise that as the final event approaches, full-day weekend rehearsals may be necessary to perfect the final show.

### Scholarships

Scholarship students are expected to give back to the school community in the area where their talents lie; thus those on sporting scholarships would be expected to represent the school in these areas, and musicians to take part in orchestral rehearsals and performances.

## WEEKEND ACTIVITIES

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Our weekend programme strikes a balance between stretching our students with new physical and cultural experiences and providing those who board full-time with us more of a “home from home”. Although the programme is initially aimed at boarding students, day students are always welcome and encouraged to participate. The weekends are the time when we can put on day-long activities, so are well suited to outdoor education. In the summer months, this means mountain biking, hiking and watersports; in the winter, alpine, cross-country and ski touring, snowshoeing and ice skating. These

are interspersed with cultural opportunities, both in the immediate surroundings, and in the larger cities within reach of a day trip, for example Munich and Linz. Past trips have included the BMW Museum, the ARS Electronica, and the Eagle's Nest.

### Boarding Students

Our boarding students furthermore have regular trips to Salzburg for shopping (both for fun and for essentials), cinema and restaurants, as well as termly house trips, such as laser tag or Mountain karting, which bring the boarding community closer together.



## Trips and Expeditions

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### OPPORTUNITIES

We believe in the value of educational trips to enable our students to see and experience the world first hand. Each year we offer various opportunities for students to supplement their learning by seeing things in context. These range from day trips to visit local high-lights to multi-day overseas trips and may be broken down into three categories; curriculum trips, optional trips and expeditions.

### Curriculum trips

Curriculum trips are an integral part of the student learning experience, reinforcing the work covered during lessons. The cost of these is included within the school fees, since they usually run within normal curriculum time. Examples would include a trip to the Haus der Natur (Science Museum in Salzburg) to reinforce the content of a science lesson, or to the art galleries in Munich for senior art students to study key works. Parental permission is requested by email for trips that involve a late return, an early departure or overnight stay, or leaving Austria, but not usually for those that take place locally within the confines of the school day. Please help us in our planning by responding to such requests promptly.

### Optional trips

Occasionally our committed teaching staff will identify exceptional opportunities for enrichment that fall outside the scope of the curriculum. These may take place during school holidays and are not included within school fees. Parents will be contacted

well in advance to gauge interest; trips will unfortunately not be able to run if there are insufficient participants. Recent examples include a multidisciplinary trip to Sarajevo, looking at language, history and politics, and language trips to Spain, but the only real limit is the imagination.

### Expeditions

As the pinnacle of our outdoor education and service programmes, we run multi-day expeditions which bring together all the skills the students have learnt during weekday and weekend activities in a more challenging environment. These are not included within school fees, so the cost is borne by parents; information will be sent out well in advance to gauge interest.

### Safety

All of our trips and activities are fully risk assessed and delivered by highly trained professionals. We are proud that many of our teaching staff are qualified in sports and outdoor education, and we run a comprehensive programme of training to keep their skills up to date; where necessary, we supplement their expertise with local professionals. All students are put through the All-round Swimmer qualification, and also have the chance to learn first aid and life-saving themselves. Please help us to keep your children safe by keeping the school updated as to any changes in their health (medication, allergies, asthma etc.).

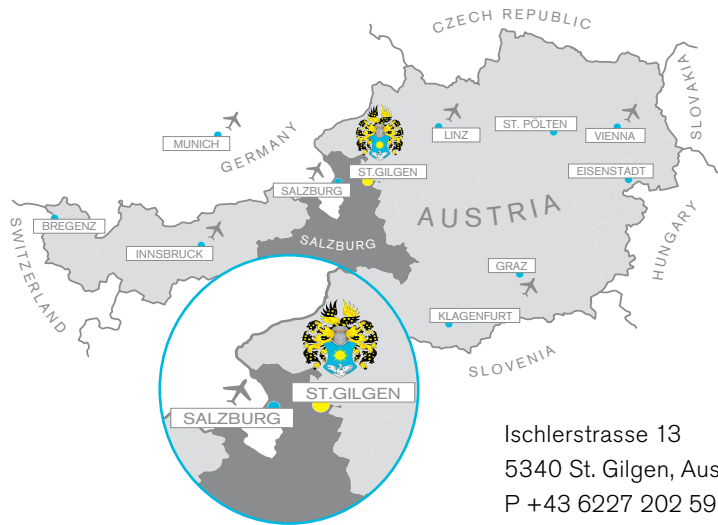


# Closing Remarks

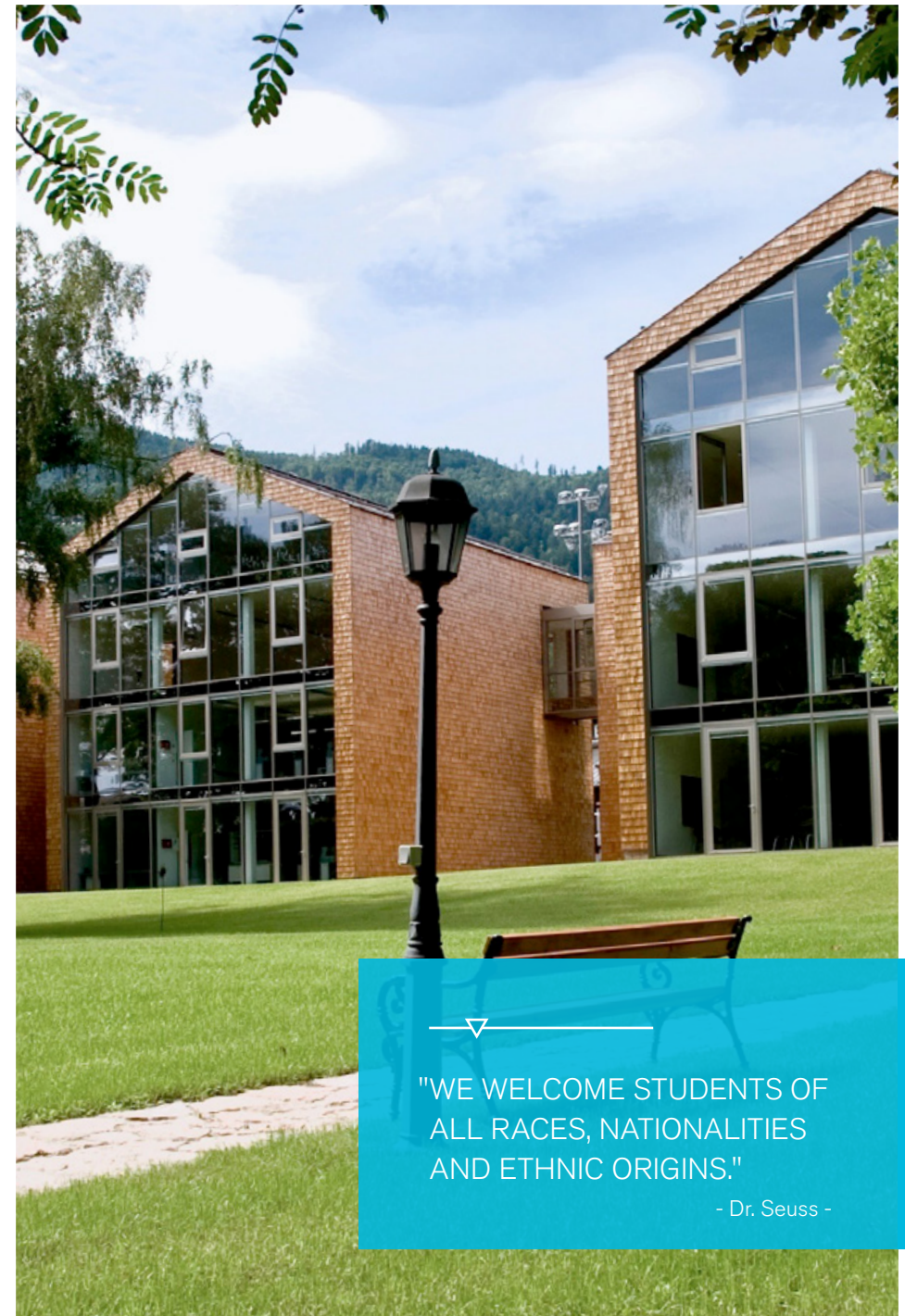
YOU ARE OFF TO GREAT PLACES. TODAY IS YOUR DAY. YOUR MOUNTAIN IS WAITING, SO GET ON YOUR WAY!

Details in this handbook are as comprehensive as possible. Nonetheless, there may be exceptional circumstances which are unforeseen. Parents and students are encouraged to

communicate regularly and openly with house teams regarding any additional requests or queries. We will do our best to accommodate and advise accordingly.



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"WE WELCOME STUDENTS OF  
ALL RACES, NATIONALITIES  
AND ETHNIC ORIGINS."

- Dr. Seuss -



# St. Gilgen International School

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