CHISHOLM
CATHOLIC COLLEGE

Music Family

Handbook

2027 Edition



Quick Reference

I need to...	What should I do?	Handbook
Report a lesson absence	Email the tutor.	3.6
Report a rehearsal absence	Email the relevant staff member listed in the Ensemble Contact Table.	4.6
Check my child's lesson time	View the Live Lesson Timetable.	3.2
Ask about student progress or repertoire	Contact your child's instrumental or vocal tutor.	9.2
Ask about instrument hire	Contact the Director of Music.	7.1 / 9.2
Report instrument damage, loss or a repair issue	Contact the Director of Music as soon as possible.	7.2 / 9.2
Ask about fees	Contact the College Accounts Office.	8.1 / 9.2
Withdraw from the programme	Contact the Director of Music.	8.2
Find performance details	Check the Music Events Calendar and the Consent2Go invitation.	5
Raise a concern	Contact the appropriate staff member as early as possible.	9.3

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Music Events Calendar

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1. Welcome to Chisholm Music

Welcome to the Chisholm Music Programme

The Chisholm Catholic College Music Programme offers students the opportunity to discover, develop and share their musical talents within a vibrant and supportive community.

Whether learning an instrument for the first time or pursuing advanced musical studies, students are encouraged to explore their potential through high-quality instrumental and vocal tuition, classroom music, ensemble participation and diverse performance opportunities.

Through these experiences, students develop confidence, friendships and skills that extend beyond the music classroom, enriching their time at Chisholm and creating lasting memories. Guided by the College values of Character, Learning and Compassion, the programme encourages students to strive for excellence while developing commitment, teamwork and service.

This handbook provides an overview of the opportunities, expectations and key information that support your family's participation in the Chisholm Music Programme. We hope it answers your questions and serves as a helpful reference throughout your child's musical journey at Chisholm.



2. The Chisholm Music Programme

The Chisholm Music Programme combines instrumental or vocal tuition, classroom music, ensemble participation and performance opportunities to provide students with a rich and connected musical education. Each component complements the others, allowing students to develop their individual skills while learning the value of collaboration, commitment and performance.

2.1 How the Programme Works

Instrumental or Vocal Tuition	**Classroom Music** (where required)
Core Ensemble Participation	**Performances**

Four connected components of the Chisholm Music Programme

Students participate in the components of the programme that apply to their year level, instrument or voice. Together, these experiences provide a well-rounded musical education and support each student's growth throughout their time at Chisholm.

2.2 Programme Pathways

The opportunities available to students naturally evolve as they progress through the College. The table below provides a general overview of the pathway through the Chisholm Music Programme.

Year level	Classroom Music	Instrumental or Vocal Tuition	Ensemble Pathway	Key Opportunities
Year 7	One semester for all students	Available through the programme	Year 7 Band (all instrumental students), Junior Choir, plus Guitar Ensemble or String Orchestra, as applicable	CPAF, Music Night and Grandparents Morning
Year 8	Music Specialist required	Continues	Year 8 Band, Junior Choir, Guitar Ensemble or String Orchestra, plus extension opportunities	CPAF, Music Night and Chamber Music Concert
Year 9	Music Specialist required	Continues	Year 9 Band, Senior Choir, Guitar Ensemble or String Orchestra, plus extension opportunities	Continuing opportunities
Year 10	Music Specialist optional	Continues	Concert Band, Senior Choir, Guitar Ensemble or String Orchestra, plus extension opportunities	Continuing opportunities, plus ABODA Festival, Music Camp and Music Tour
Years 11–12	Music ATAR optional	Continues	Senior core ensemble and extension opportunities	Continuing opportunities, plus Music ATAR Soirée, leadership opportunities and senior pathways

Individual pathways may vary according to a student's instrument or voice, musical development and the needs of the Music Programme.

Music scholarship recipients are required to study Music Specialist until the completion of Year 10.

2.3 Joining the Programme

Students entering high school are welcome to join the Chisholm Music Programme, whether they are learning an instrument for the first time or have previous musical experience. Entry pathways for students joining in later year levels depend on their previous musical experience and the needs of the Music Programme.

Expression of Interest → Instrument Trial Day → Instrument Allocation → Enrolment

- Placement is determined by student preference, instrument suitability, tutor availability and ensemble needs.
- Instrumental and vocal tuition is an annual enrolment and commitment.
- Year 6 recruitment information applies to students commencing Year 7.



3. Instrumental and Vocal Tuition

Instrumental and vocal tuition lies at the heart of the Chisholm Music Programme. Through personalised lessons with experienced specialist tutors, students develop the technical skills, musical understanding and confidence needed to grow as independent musicians.

Each lesson is tailored to the individual student, helping them achieve their personal goals while supporting their learning in classroom music, ensembles and performances throughout the year.

3.1 Tuition at a Glance

Item	Information
Individual lessons	30-minute individual tuition
Years 7–10	32 lessons per year
Year 11	27 lessons per year
Year 12	24 lessons per year
Lesson time	During the school day
Scheduling	Rotating Live Lesson Timetable
Location	Music Centre
Tutor	Specialist instrumental or vocal tutor

3.2 The Live Lesson Timetable

Each instrumental and vocal tutor has a Live Lesson Timetable, which is shared with students and families by email. **Students should check their tutor's timetable the evening before or the morning of each lesson.**

Lesson times rotate throughout the term to minimise repeated disruption to the same classroom subject. While every effort is made to provide a consistent schedule, occasional changes may occur and will be reflected in the Live Lesson Timetable.

3.3 Attending a Lesson

1. Check your tutor's Live Lesson Timetable the evening before or morning of your lesson.
2. Bring your instrument, music and required equipment to school.
3. Upon arriving at school, place your instrument in the designated storage area within the Music Centre.
4. At the start of class, politely advise your classroom teacher of the time you will be leaving for your Music lesson, which is five minutes before the scheduled lesson time.
5. Sign in at the Music Centre.
6. Collect your instrument and attend the lesson punctually.
7. Sign out and return promptly to class.
8. After school, collect your instrument to take home for practice.

Students with lessons scheduled during recess or lunch may bring their food to the Music Centre. Where needed, they may briefly finish eating after the lesson before signing out and proceeding to class.

3.4 Coming Prepared

Students are expected to bring the following to every lesson:

- Their instrument and any required accessories or equipment, such as drumsticks or a bow;
- Required consumables, such as reeds, valve oil or rosin;
- Any required sheet music or music books, and their Music Record Book (see Section 8.1); and
- A pencil.

3.5 Practice and Progress

Musical progress happens not only during lessons, but also through consistent practice between lessons. Tutors provide personalised guidance and set achievable practice goals appropriate to each student's age, experience and stage of learning.

Consistent practice helps students reinforce new skills, prepare repertoire, build confidence and make the most of every lesson and rehearsal. Tutors use the Music Record Book to record practice goals, lesson priorities and other relevant information. Families are encouraged to review the Music Record Book regularly to support learning between lessons.

Practise regularly → Apply feedback → Build skills → Perform confidently



3.6 Lesson Attendance and Changes

Situation	What the family or student must do	What happens?
Student absent from school due to illness or injury	Email the tutor as soon as possible.	Lesson is normally forfeited. An alternative lesson may be offered at the tutor's discretion, subject to availability.
Student attends school but is temporarily unable to play	Attend the lesson.	The tutor will adapt the lesson where possible.
Known classroom assessment conflict	Notify the tutor at least one week in advance and arrange a lesson swap with another student, usually by email.	The student attends the alternative lesson time once the swap has been confirmed by the tutor.
College excursion or incursion	Notify the tutor as early as possible and arrange a lesson swap with another student, usually by email.	The student attends the alternative lesson time once the swap has been confirmed by the tutor.
Family holiday or appointment	Notify the tutor as early as possible.	Lesson is normally forfeited.
Extended absence (e.g. prolonged illness, injury or family travel)	Notify the Director of Music as early as possible.	The Music Department will consider individual circumstances and discuss any suitable arrangements.
Tutor or College cancellation	No action required.	The lesson will not count towards the student's annual lesson entitlement. It will be rescheduled, delivered by another tutor or adjusted on the family's account as appropriate.

Lesson swaps are subject to tutor approval and availability. Where a student is unable to arrange a swap, the original lesson may be forfeited.

Instrumental lessons continue during examination periods unless another arrangement has been approved.

Where ongoing attendance concerns arise, the Music Department will work with students and families to provide appropriate support. Continued non-attendance may result in a review of the student's participation in the Music Programme.

4. Ensembles

Ensemble participation is a defining feature of the Chisholm Music Programme. While instrumental and vocal lessons develop individual skills, ensembles allow students to apply those skills through collaborative music-making.

By rehearsing and performing together, students develop musicianship, confidence, teamwork and a strong sense of belonging within the Music Department. For many students, their ensemble becomes one of the most rewarding and memorable parts of their musical journey.

4.1 Core and Extension Ensembles

Core Ensemble
A student's core ensemble is the primary ensemble connected to their instrument or voice, year level and stage of musical development. Participation in a core ensemble is an expected part of the Chisholm Music Programme.

Extension Ensemble
Extension ensembles provide additional opportunities for students to further develop their musicianship alongside other committed performers. Placement is by invitation or audition, based on musical development, instrumentation and ensemble needs.

Participation in an extension ensemble complements, but does not replace, participation in a student's core ensemble.

4.2 Core Ensemble Pathway

Every student has a place to belong.

Students	Core ensemble
All Year 7 instrumental students	Year 7 Band
Year 8 Music Specialist students	Year 8 Band
Year 9 Music Specialist students	Year 9 Band
Years 10–12 woodwind, brass, percussion and piano students	Concert Band
Years 7–12 string students (excluding Year 7 beginners)	String Orchestra
Guitar students	Guitar Ensemble
Years 7–8 voice students	Junior Choir
Years 9–12 voice students	Senior Choir

Year 7 beginner string students participate in Year 7 Band, while students with previous string experience may also participate in String Orchestra.

In some circumstances, the Music Department may place a student in an alternative ensemble where this is considered educationally appropriate.

4.3 Ensemble Categories

	Large Ensembles	Small Ensembles
Core	Year 7 Band Year 8 Band Year 9 Band Concert Band String Orchestra Junior Choir Senior Choir	Guitar Ensemble
Extension	Jazz Band 2 Jazz Band 1 Chisholm Voices Liturgy Ensemble	Flute Choir Clarinet Ensemble Saxophone Ensemble Saxophone Quartet Brass Ensemble Percussion Ensemble

Large and small ensembles are categorised by rehearsal duration rather than the number of students. Large ensembles generally rehearse for 50 minutes or longer, while small ensembles typically rehearse for 30 minutes, usually during lunchtime.

4.4 Rehearsal Times

Ensemble rehearsals take place before school, during lunchtime or after school. Rehearsal days and times are determined by the Music Department and may change from year to year to accommodate enrolments, staffing and the broader College timetable. Families should refer to the **current Rehearsal Schedule issued each term**.

Missed Assessments
Wherever possible, students should avoid scheduling missed assessments during an ensemble rehearsal. If this cannot be avoided, students are expected to join rehearsal as soon as their assessment has finished so they can participate for the remainder of the rehearsal.

4.5 Rehearsal Expectations

To make the most of every rehearsal, students are expected to:

- attend punctually;
- bring their instrument, music and a pencil;
- bring a water bottle;
- practise assigned music between rehearsals;
- follow the directions of the ensemble director;
- contribute positively to the ensemble; and
- assist with set-up and pack-up when required.

4.6 Reporting a Rehearsal Absence

If a student is unable to attend a rehearsal, a parent or guardian should notify the relevant staff member listed below by email as early as reasonably possible.

Ensemble	Notification should be sent to
Year 7 Band	Director of Music
Concert Band	Director of Music
Liturgy Ensemble	Director of Music
Jazz Band 2	Director of Music and Jazz Band 2 Director
Jazz Band 1	Director of Music and Jazz Band 1 Director
String Orchestra	Director of Music and String Orchestra Director
Junior Choir	Choir Coordinator and Junior Choir Director
Senior Choir	Choir Coordinator
Chisholm Voices	Choir Coordinator
All other small ensembles	Relevant ensemble director

4.7 Continued Participation

Regular attendance and positive engagement are essential to the success of every ensemble. Where ongoing attendance or participation concerns arise, the Music Department will work with students and families to provide appropriate support.

If concerns continue despite support and communication, the Music Department may review a student's ensemble placement or participation in the Music Programme.



5. Performances and Musical Opportunities

Performing is one of the most rewarding aspects of learning music. It provides students with the opportunity to share their progress, celebrate their achievements and experience the satisfaction of making music for an audience.

Throughout the year, students perform in a variety of settings that develop confidence, resilience and professionalism while contributing to the vibrant musical life of the College.

5.1 Performance Opportunities

Students may have the opportunity to participate in performances and events such as:

Music Department Concerts

- Music ATAR Soirée
- Music Night
- Chamber Music Concert

College Performances

- Opening Mass
- College Tours
- ANZAC Day
- Chisholm Day
- Grandparents Morning
- Year 12 Graduation
- Presentation Night

Festivals and Community Performances

- Catholic Performing Arts Festival (CPAF)
- ABODA Festival
- Community and other invited performances
- Workshops and masterclasses

Extended Programme Opportunities

- Music Camp
- Music Tour

While some performances take place during the school day, many occur in the evenings or on weekends. The term and week of each performance are published in the Music Events Calendar. Detailed information, including dates, call times, venues, uniform requirements and other event-specific arrangements, is communicated through Consent2Go.

For live solo CPAF performances, the Music Department will provide a notice confirming the performance details. Parents or guardians are responsible for arranging transport to and from the venue, as well as any accompanist fees or rehearsal costs associated with these performances.

5.2 Performance Expectations

Students are expected to participate in all scheduled performances of their ensembles, as these form an essential part of the Music Programme. Performances will be communicated through the Music Events Calendar and/or Consent2Go.

Students are expected to:

- attend rehearsals leading up to performances;
- arrive by the specified call time;
- bring their instruments, music and any other equipment;
- wear the required uniform;
- remain until dismissed by staff; and
- represent the College with courtesy and professionalism throughout the event.

5.3 Unable to Attend a Performance

If a student is unable to attend due to illness or exceptional circumstances, parents or guardians must notify the Director of Music as soon as possible.

Families are expected to consider performance commitments when arranging holidays, appointments and other activities.

The Music Department recognises that exceptional circumstances can arise and will consider each situation individually. Repeated unexplained absences from performances may result in a review of the student's participation in the Music Programme.

5.4 Music Camp, Tours and Leadership

Music Camp
Music Camp provides students with the opportunity to develop their musical skills through rehearsals, workshops and performances while building friendships and strengthening the Music Department community.
Participation, costs and event details are communicated separately.

Music Tour
The Chisholm Music Tour provides selected students with opportunities to perform, collaborate and represent the College both within Australia and internationally.

Music Tours are generally held every three years, giving students the opportunity to participate once during Years 10–12. Participation, costs and tour details are communicated separately.

Student Leadership
Senior students have the opportunity to apply for Music Captain positions in **Concert Band, Jazz Band 1, String Orchestra and Senior Choir**. Section Leaders are also appointed within ensembles, providing additional opportunities for student leadership.

Music Captains are awarded Full Colours, while Section Leaders receive Half Colours in recognition of their roles.

Leadership is demonstrated not only through formal positions, but also through commitment, encouragement, service and the positive example students set for others.

6. Student and Family Responsibilities

A successful music programme is built on a partnership between students, families and the Music Department. When everyone understands their role and works together, students are best supported to enjoy their music, achieve their goals and make the most of the opportunities available to them.

The table below outlines the shared responsibilities that help create a positive, supportive and rewarding experience for every student in the Chisholm Music Programme.

Music Department	Students	Families
Publish lesson schedules and programme information.	Check College email and the Live Lesson Timetable regularly.	Support regular attendance and punctuality.
Provide high-quality instrumental tuition and meaningful ensemble experiences.	Attend lessons, rehearsals and performances prepared and on time.	Notify absences promptly.
Communicate programme updates and event information.	Practise and prepare assigned work between lessons and rehearsals.	Encourage regular practice at home.
Provide a safe, supportive and well-organised learning environment.	Bring required instruments and music materials.	Ensure students have the required instrument and materials.
Support each student's musical and personal development.	Care for instruments, music and Music Department equipment.	Keep contact details current and advise of relevant changes.
Respond to enquiries and concerns in a timely manner.	Communicate respectfully with tutors and staff.	Contact the appropriate staff member when assistance is required.
Maintain accurate programme records and administration.	Represent the College positively at all Music Programme activities.	Meet financial and enrolment commitments.



7. Instruments and Equipment

Having the right instrument and equipment is an important part of every student's musical journey. Whether hiring an instrument through the College or using their own, students are encouraged to care for it responsibly and ensure it is ready for lessons, rehearsals and performances.

7.1 Instrument Hire

Topic	Information
Availability	Selected woodwind, brass and orchestral string instruments, subject to availability
Instruments not available for hire	Percussion, piano, guitar and bass guitar
Hire agreement	Required before an instrument is issued
Hire period	Annual, unless otherwise advised
Return	Required when the hire period ends, the student withdraws from the programme, or the Music Department requests the instrument.
Larger instruments	Where practical, a second instrument for home use may be provided for larger instruments such as tuba and double bass.
Department-requested alternative instruments	Where the Music Department requests that a student also play an alternative instrument, such as bass clarinet, tenor saxophone or baritone saxophone, the hire fee for the additional instrument is waived.

7.2 Student Responsibilities

Students who hire a College instrument are expected to care for it throughout the hire period. Normal wear and tear is managed by the College, but families may be responsible for repair or replacement costs resulting from negligence, misuse or loss.

Students must:

- transport and store instruments safely;
- keep instruments and accessories clean and in good condition;
- report faults, damage or loss promptly to the Music Department;
- avoid arranging repairs without Music Department approval; and
- return all hired instruments and accessories when requested.

7.3 Personally Owned Instruments and Consumables

Purchasing an instrument is an exciting milestone in a student's musical journey. While the College's instrument hire service provides an excellent starting point, families are encouraged to seek advice from the Music Department before purchasing an instrument to help ensure it is suitable for the student's age, stage of learning and long-term musical development.
As students progress, the Music Department may recommend moving to a more advanced instrument or an alternative instrument where this best supports the student's musical development and the needs of the programme.

Families are responsible for:

- servicing and insuring personally owned instruments;
- purchasing and replacing consumables such as reeds, strings, valve oil and rosin, as required; and
- providing any tutor-recommended music books or equipment, such as drumsticks.

Individual reeds are available for purchase from the Music Department for cash.



8. Fees, Enrolment and Withdrawal

This chapter outlines tuition fees, additional charges, annual enrolment arrangements and scholarship information for families participating in the Chisholm Music Programme.

8.1 2027 Tuition Fees

Instrumental and vocal tuition is charged at $40 per 30-minute lesson, with the annual tuition fee determined by the number of lessons provided at each year level.

Year Level	30-Minute Lessons per Year	Fee per Lesson	Annual Tuition Fee
Years 7–10	32	$40	$1,280
Year 11	27	$40	$1,080
Year 12	24	$40	$960

Music Programme fees are invoiced separately from College school fees. Invoices cover the full year's tuition and are typically issued in March. For any enquiries regarding invoices or payments, families should contact the College Accounts Office.

Instrument Hire and Additional Charges

Item	Annual Fee
Instrument Hire (where applicable)	$200
Music Record Book	$10

These fees apply to the 2027 school year and are reviewed annually.

8.2 Annual Enrolment

Instrumental and vocal tuition is based on annual enrolment, allowing students, tutors and ensembles to learn, rehearse and perform together throughout the school year while enabling the Music Department to plan staffing, timetables and performances effectively.

Students enrolling in the Chisholm Music Programme should note that:

- **enrolment is for the full school year;**
- students may withdraw by the end of **Term 1, Week 1** without incurring the remaining annual tuition fees;
- **after that date, the annual tuition fee remains payable unless the College approves an alternative arrangement due to exceptional circumstances;**
- students not intending to continue in the following year should advise the Music Department during the annual enrolment or subject-selection process;
- withdrawal requests must be submitted in writing to the Director of Music; and
- hired instruments must be returned when participation ends.

8.3 Scholarships

Music scholarships recognise students who demonstrate musical ability, commitment and the potential to make a positive contribution to the Chisholm Music Programme.

Scholarships:

- provide full or partial financial support towards instrumental or vocal tuition;
- are awarded through the College's application and audition process;
- require recipients to meet the participation and performance expectations outlined in their Scholarship Agreement; and
- are reviewed annually.

Scholarship recipients are required to study Music Specialist until the completion of Year 10, participate in their allocated core ensemble and meet the expectations outlined in their Scholarship Agreement. Music ATAR and participation in a College choir are strongly encouraged for non-voice scholarship recipients, but are not required.

The conditions of a student's Scholarship Agreement take precedence over the general information contained in this handbook.

8.4 Financial Concerns

Families experiencing difficulty meeting Music Programme costs are encouraged to contact the College as early as possible. Early communication allows the College to discuss available options and provide appropriate support where possible.

Outstanding fees are managed through the College's normal accounts and financial-support processes. Any effect on future enrolment or programme participation will be determined by the College in accordance with its approved procedures.



9. Communication, Contacts and Support

Clear and timely communication helps students and families remain informed throughout the year. The tables below explain how programme information is shared and who to contact when assistance is required.

9.1 How Information is Shared

Communication Channel	Purpose
Email	Primary communication with students and families.
Live Lesson Timetable	Current lesson times and approved lesson changes.
Rehearsal Schedule	Current rehearsal days, times and locations for each term.
Music Events Calendar	Term and week of planned performances and major Music Department events.
Consent2Go	Event-specific dates, permissions, call times, venues, uniform requirements and other arrangements.
SEQTA	Classroom Music information, assessments and reports.
Music Record Book	Tutor feedback, practice goals and lesson notes.

9.2 Who to Contact

Enquiry	Contact
General Music Programme enquiries	Music Administration Assistant
Lesson timetable or attendance administration	Music Administration Assistant
Instrument or voice-specific questions, lesson content, repertoire or student progress	Instrumental or vocal tutor
Ensemble rehearsals or performances	Relevant ensemble director
Programme participation, placement or withdrawal	Director of Music
Instrument hire	Director of Music
Instrument damage, loss or repair	Director of Music
Fees and billing	College Accounts Office
Classroom Music	Relevant classroom music teacher

9.3 Raising a Concern

If you have a question or concern, we encourage you to contact the appropriate member of staff as early as possible. Open and timely communication allows most matters to be resolved quickly and helps ensure students receive the support they need.

The Music Department is committed to working collaboratively with students and families to achieve positive outcomes. Where required, matters may be referred to the appropriate College staff member in accordance with College procedures.

10. Frequently Asked Questions

The following answers address some of the questions most commonly asked by students and families. For further assistance, please contact the Music Department.

Can beginners join the Chisholm Music Programme?
Students of all experience levels are welcome to apply to join the Chisholm Music Programme. Entry pathways and available opportunities vary according to a student's year level, previous musical experience and the needs of the programme.

Can my child continue lessons with an external tutor?
Yes. Students may continue learning with an external tutor while participating in the Chisholm Music Programme. Families wishing to do so should contact the Director of Music to discuss the most appropriate pathway.

Can my child learn more than one instrument?
Students may apply to learn a second instrument from the beginning of their enrolment in the programme. Approval depends on tutor availability, ensemble requirements and the student's existing commitments.

How much should my child practise?
Regular practice is one of the most important factors in musical progress. Your child's tutor will provide personalised practice goals based on their age, experience and stage of learning. Refer to **Section 3.5 – Practice and Progress**.

What happens if my child misses a lesson?
If your child is unable to attend a lesson due to illness, please notify the tutor as early as possible. An alternative lesson may be offered at the tutor's discretion and subject to availability, but cannot be guaranteed. For full details, refer to **Section 3.6 – Lesson Attendance and Changes**.

What happens if our family is going on holiday during term?
Please notify the tutor as early as possible. Lessons missed due to family holidays are normally forfeited. If your child will be absent for an extended period, please also notify the Director of Music. For further information, refer to **Section 3.6 – Lesson Attendance and Changes**.

Is ensemble participation required?
Yes. Students receiving instrumental or vocal tuition through the Chisholm Music Programme are expected to participate in their allocated core ensemble. Extension ensembles complement, but do not replace, a student's core ensemble. Further information is available in **Chapter 4 – Ensembles**.

Are performances required?
Students are expected to participate in all performances associated with their ensemble. These performances form an important part of the Chisholm Music Programme and provide valuable educational and performance experience. Refer to **Section 5.2 – Performance Expectations**.

Can my child withdraw from the programme during the year?
The Chisholm Music Programme is based on annual enrolment. Students may withdraw by the end of **Term 1, Week 1** without incurring the remaining annual tuition fees. Withdrawals after this date are subject to the conditions outlined in **Section 8.2 – Annual Enrolment**.

Contact Us

If you have any questions about the Chisholm Music Programme, we'd be pleased to assist.

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Music Events Calendar 2027
Student Code of Conduct
Parent and Carer Code of Conduct

Music Family Handbook
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Thank you for being part of the Chisholm Music Programme. We look forward to sharing your family's musical journey.