



Parents' Handbook

St Philomena School

Updated 2022-02

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Hours: 8.00am – 2.50pm **Office Hours:** 8.00am – 3.30pm

Introduction

St. Philomena School is a private Independent Catholic school for Prep through to Year 12 under the guidelines of the Australia and New Zealand District of the Society of St. Pius X. This handbook is provided as a reference for parents regarding school policy.

School's Vision

Spiritually vigorous Catholic young men and women who are intelligent, cultured, healthy, vocationally prepared, social minded and patriotic, formed by a well-rounded education.

School's Mission

To cooperate with Divine grace for the formation of the true and perfect Christian.

School's Philosophy

St. Philomena School provides children with a thorough Catholic education founded upon traditional principles. The school strives ultimately to form good Catholic citizens, men and women willing and able to work for the restoration of all things in Christ, freely submitting to the reign of Our Lord in spiritual, moral, intellectual, and physical realms.

The Catholic school exists to cultivate a soil in which the Faith and the love of God might grow. The teachers at St. Philomena School serve the end by helping form in the child lasting qualities of the mind and heart through exposure to the true, the good and the beautiful across the entire curriculum. In the study of literature and the humanities, they reveal to the child the nobility of the human soul, which is ever thirsting for the absolute, and all their effort as teachers is to awaken this same thirst in the child's own soul. Throughout the various disciplines, they draw the child to rectify and strengthen his natural faculties in harmony with his created good so that he might have the desire and the strength to embrace, freely and with confidence, the supreme Good, God Himself.

Learning is a profoundly human process, one best accomplished through patient, qualitative drawing out, rather than a mechanistic, quantitative filling up. The school will strive continuously to provide teachers and students with the best possible tools and resources. It will, however, be obvious that the love which the teacher has for the subject matter, his mastery of it, and his talent in communicating that knowledge and love, is what will spark a fire in the children, fostering in them a lifelong love of learning.

Collaboration Between the Family and the School

In the effort to provide a true Catholic formation at St. Philomena School, the cooperation between parents and school is needed. The school is striving to implement the laws of God and discipline of the Church, which are necessary for the sanctification of the soul, as well as for the proper intellectual development of the student. Parents must help the school in this effort; otherwise, all efforts will be in vain. Parents are asked, therefore, to observe the following:

1. **Communication of Necessary Information:** Parents are requested to provide any information concerning their child, such as health, which allows the school to fulfil its duty of care to each child.
2. **Spiritual Formation:** The child's religious attitude and practice will be learned primarily at home rather than at school. It is imperative, therefore, that parents provide a well-rounded and Catholic religious setting in the home.
3. **Regulating the Use of Electronic Media:** Television, electronic games, and recreational internet use not only impede the intellectual and spiritual progress of the student but pose potentially severe moral risks. By their nature, they work directly against the goal of education, which is, in part, to draw the child into reality. Parents are urged to minimise exposure to these media in the home to the greatest extent possible. Movies and TV should be thoroughly screened for content and spirit and should generally be forbidden on school nights. The School strongly discourages the use of social media. Students are not allowed to participate in online social networking on school computers, either at school or at home. Those who choose to participate in the cyber domain should bear in mind that the Wide World Web is an open and generally unsecured environment: true privacy does not exist there, and they must assume that all postings are instantaneous, global, and permanent.
4. **Resolution of Problems at the School:** If a child expresses any dissatisfaction or problem he may be having at school or with a teacher, parents are asked to withhold judgement until the "other side of the story" is obtained. The student should not immediately be believed to be in the right. The parents should, therefore, go directly to the teacher involved before making any judgements or doing anything else.
5. **Procedures Regarding Matters of Concern and Grievances:** This is the procedure you should follow, if as a parent, you wish to express a complaint or raise a matter of concern.
 - 1) If the complaint or matter of concern is about a member of staff, you must first speak directly to that member of staff.
 - 2) If the complaint or matter of concern is about a school policy, you must first speak to the member of staff responsible for the implementation of the policy or procedure. If the matter can be resolved to the satisfaction of all parties, no further steps are required.
 - 3) If a satisfactory resolution is not reached, the next step is to refer the matter to the appropriate School Head, being either Head of Primary or the Head of Secondary, who will attempt to resolve the matter.
 - 4) If a satisfactory resolution is still not reached, the next step is to refer the matter to the Principal who will attempt to resolve the matter.
 - 5) If the Principal is not able to resolve the matter to the satisfaction of all parties, the matter may be referred by any party to the District Superior of Australia of the Society of St Pius X in writing, with a copy to the Principal.

6. Discretion of Discussion: Parents are asked not to discuss with the student, or in his presence, any faults, difficulties, or problems, real or imagined, with the School or any of its staff. This only serves to make the child lose respect for school or staff.
7. Importance of the Father's involvement: As an extension of God's authority and Catholic hierarchy, and as heads of families, fathers must take an active interest in the education of their children, especially his child's progress. As St. Thomas Aquinas teaches, "It is obvious that the upbringing of a human child requires not only the mother's care for his nourishment, but much more the care of his father as guide and guardian, and under whom he progresses in goods both internal and external... On the father devolves the upbringing of the child." (IIa IIae q. 154, a. 2, c.) As their primary intellectual and moral guide, the father needs to realise that his children will be the reflection of his own thought and attitudes.

School Timetable

Primary School		Secondary School	
8.10am	First Bell	8.10am	First Bell
8.15am	Chapel/Prayers	8.15am-8.25am	Pastoral Care Class
8.20-10.30am	Classes	8.25-9.25am	Period 1
10.30-11.00am	Morning Tea	9.25-10:30am	Period 2
11.00am-12.30pm	Classes	10:30 – 11:00am	Morning Tea
12 noon	(Bell) Angelus	11:00-12:05pm	Period 3 (Angelus)
12.30-1.15pm	Lunch	12:05 – 1:10pm	Period 4
1.15-2.45pm	Classes	1:10 - 1:50pm	Lunch
		1:50 – 2:45pm	Period 5
<i>8.20am Tuesday</i>	<i>Primary School Mass</i>	<i>8.15am Thursday</i>	<i>Secondary School Mass</i>
<i>8.20am Friday</i>	<i>Primary School Mass</i>		
<i>9:00am Thursday</i>	<i>Whole School/Primary School Assembly (alternating weeks)</i>	<i>9:00am Thursday</i>	<i>Whole School/ Secondary Assembly/Homeroom (alternating weeks)</i>
<i>2:15pm Friday</i>	<i>Benediction</i>		

Spiritual Formation

Primary School

In the Primary School, all students are required to attend morning prayers in the chapel at the start of the school day at 8.15am. There are two Masses a week, some classes attending Mass on Tuesdays and the other classes on Fridays. These Masses are at 8.20am. On Fridays Benediction is scheduled at 2.15pm. During Lent, the Stations of the Cross replace Benediction on Fridays. All students are strongly encouraged to visit the Blessed Sacrament at least once a day; in addition to this each class has a guided visit to the Chapel once a week. Confessions are available during the weekly school Masses.

Secondary School

In the Secondary School, all students attend Mass on Thursdays at 8.15am. Senior Secondary students see one of the three priests at the school every fortnight for spiritual direction. Students are encouraged to be part of the *Friends of St. Philomena*, a group which asks of them to be more generous in their spiritual life, including practising special devotions to our dear Patroness. All students are strongly encouraged to visit the Blessed Sacrament at least once each day. Confessions are available during the weekly school Masses.

Whole School

The whole school makes a special effort to honour our Blessed Mother with flowers before her statue during May, the month of Our Lady. We also celebrate the Feast of Corpus Christi with a beautiful procession and likewise for the feast of our holy Patroness, St. Philomena. On All Souls' the students visit the local cemetery to pray for the faithful departed.

Attendance

Full time attendance at school is compulsory. If a student is going to be absent, parents are required to call or email the school on or before the day of the absence and advise of the reason and duration of the absence.

In the case of foreseen absence, parents must provide the school with advance written notification. Whenever possible, parents should avoid making personal plans that will result in missed class time.

In order to avoid disrupting the schedule of class or of the school, retarding the child's academic progress, and sending conflicting messages to the children regarding the importance of academics and duty of state, families are expected to plan vacations around the school schedule. Absences for vacation taken during a school term are in no way encouraged by the school. Parents should contact the principal well in advance for very exceptional cases which are very rare and for very serious reasons. If approved, details will need to be communicated to the school and communicated to teaching staff.

Reasons which would justify a child's absence:

- Illness, including recovery from major illness, injury or medical condition.

- Urgent medical or dental treatment (Routine medical or other health appointments should be made either before or after school or during the school holidays).
- Bereavement.

Avoid keeping your child away from school for:

Birthdays, shopping, visiting family and friends, if they sleep in, looking after other children, minor check-ups or care such as haircuts.

Arrival

Students are to arrive at school no later than 8.10am. Active supervision of students by teachers begins at 8am. Until the first bell at 8.10am the Primary School wait at the Primary COLA, the Secondary Girls wait outside the 7/8 Girls room and the secondary boys wait at the Secondary School COLA.

Late Arrival

On-time arrival at school is a matter of justice toward teachers and students. Students who arrive after the second bell at 8.15am must go to the school office to receive a Late Note which the students are to take to their teacher.

Departure

School dismissal is at 2.45pm for Primary and Secondary schools. Students will wait in the Primary COLA for parents to collect their children using the roundabout as a pick up zone. This will be supervised by school staff. Parents are asked to follow the directions of all staff during the pick up and drop off procedures. Parents must pick up students promptly, and not later than 3:05pm.

Once a parent has arrived for pick-up, the student is considered under that parent's care and supervision. The cooperation of all parents is absolutely required to make the car park as safe as possible.

Leaving the School Grounds Early

Students are not permitted to leave the school grounds without notification from a parent. Parents must inform the school office in advance of any instance when a student needs to leave the school premises before the usual dismissal time. A parent or guardian must sign the Register at the office before the student leaves.

School Calendar

The school arranges the publication of the school calendar at the beginning of each school year and the calendar is issued to each school family. The information contained in the calendar is very comprehensive and includes term dates, religious holidays, etc. Please retain this calendar for the whole year.

First Aid

If a student is ill during a school day, their teacher will send them to the school office to be attended to and monitored. Parents may be contacted to collect their children. Please ensure

that parents' or guardians' contact details are kept up-to-date and that the school is able to contact at least one parent or emergency contact at any time.

Please note that the school does not supply paracetamol or other pain medication. Only medication that is on a student's written permission or medication plan can be administered.

Please do not send sick children to school. Keeping sick children at home prevents the spread of any communicable or infectious illnesses to other children, teachers and to other families in the school community.

If you are asked to collect your child due to illness or injury, please do so as a matter of urgency. In emergency situations, the school will contact emergency services as well as parents/guardians.

Homework and Assignment Policies

While set homework may not be given on a nightly basis by each subject teacher, students are expected to continue with their review of notes taken in class, revision of past work, and work on assignments each night as part of their homework routine.

Homework Objectives

- To reinforce what the child has learned during the day.
- To provide a link between teacher and parents.
- To develop a child's concentration skills and develop a work ethic.
- To establish consistent study patterns
- To develop independent learning and research skills.

Time Allocation for Homework and Assignments

The following offers a guide for parents:

- | | |
|-------------------|----------------------------|
| • Prep and Year 1 | Up to 30 minutes per night |
| • Years 2 & 3 | Up to 35 minutes per night |
| • Years 4 & 5 | Up to 40 minutes per night |
| • Years 6 | Up to 45 minutes per night |
| • Year 7 | 13 - 18 hours a fortnight |
| • Year 8 | 13 - 18 hours a fortnight |
| • Year 9 | 13 - 18 hours a fortnight |
| • Year 10 | 13 - 18 hours a fortnight |
| • Year 11 | Task Driven |
| • Year 12 | Task Driven |

Prior to testing periods, students may spend additional time in revising past work.

Students should spend some time each weekend on the completion of homework, or assignment and projects. In Years 11 and 12, this time will increase.

On some nights, the students may have homework and study that will take less time than the guidelines suggest. On the other hand, some students may spend more time on homework and study than the guidelines suggest. Parents should try to establish whether students are doing more than is required. It may be that the student is spending too much time on presentation or does not clearly understand what she is required to do in order to complete the task or review the subject notes. The Head of Secondary/Primary or teacher should be alerted to parent concerns.

Homework is classified as:

- Written tasks (set by the teacher and a time given for completion).
- Comprehension tasks (set by the teacher and a time given for completion).
- Reading (set by a teacher and a time given for completion).
- Reviewing notes taken in class (expected each day and may not be set by the teacher).
- Revision and study (expected each day and may not be set by the teacher). Revision tasks may be provided prior to tests and examinations.
- Research (may be set by the teacher or could be part of student work on an assignment).
- Practical learning (set by the teacher). This will cover practice problems in Mathematics, learning lines for Drama, learning facts and definitions, learning vocabulary etc.
- Assignment and projects (once set, students are expected to work consistently for completion by the due date).

Homework Process:

- Students (Year 5 - 12) must bring their Student Diary to each lesson.
- All set homework must be recorded in the Student Diary.
- Homework will be checked for completion by the teacher.
- There are a range of strategies that can be used to check/correct homework tasks.

Parent and Teacher Partnership:

- Parents can support their children by checking the Student Diaries for homework entries.
- Parents may provide assistance to their children by discussing homework tasks, reading drafts of assignments and offering suggestions for editing or content.
- Parents should telephone the teacher or Head of Secondary/Primary, if they have questions about homework, concerns about their child's homework completion, or concerns about the time spent on set homework and assignments.

Parents are asked not to do their children's homework for them. As a fundamentally dishonest circumvention of student duties, this would undermine both the teaching and learning processes and seriously impede the development of good study habits.

Uniform Policy

A school uniform acts as a visible sign of the unity of a student body striving to achieve a common goal. Bearing this in mind, the standard remains *uniformity*, not individuality or fashion. While the school strives to develop strong individuals, the well-formed student will

possess a true depth of character, and a personality strong from within, not defined from without. A uniform facilitates all of this by minimising the possibility of disordered, vain, or immodest self-expression that seeks primarily to draw attention to self. Beyond this, uniform dress reinforces a sense of solidarity and belonging, and eliminates the significant social pressures associated with style consciousness and competition. Far from a means of suppressing individual expression, willingness to submit to the uniform policy indicates humility and maturity.

The school relies on parents, students and staff to understand the purpose of uniforms and to comply with the intention of the regulations. Parents with questions or concerns should feel free to contact the school for clarification.

All students are required to wear the full and correct school uniform during the school and to and from school.

UNIFORM REQUIREMENTS

Primary School

All uniforms can be purchased through the School Uniform Shop on School Grounds.

GIRLS

FORMAL UNIFORM

Dress:	School formal dress.
Socks:	White turn down socks (no anklets) – (purchased outside the school).
Tights:	Maroon/Navy tights may be worn in Winter.
Shoes:	Black leather school shoes – lace up or buckle – (no black runners, jiffies, boots) (purchased outside the school).
Hat:	School formal hat.
Jumper:	Maroon jumper.
Jacket:	Navy Blue bomber jacket only to be worn over maroon jumper.
Bag:	School issued bag.
Play Hat:	Navy hat with wide brim.
Hair:	Black, navy or maroon bands, ties and clips. When hair reaches collar, it must be tied back securely. Fringes must not cover eyes. Artificial colouring is forbidden.
Earrings:	One solid metal stud/sleeper in each lower earlobe. No coloured stones

SPORTS UNIFORM

Polo:	Maroon Polo Shirt.
Skort:	Tartan Skort.
Socks:	School sport socks.
Sandshoes:	Any style of sandshoe/runner – (purchased outside the school).

BOYS**FORMAL UNIFORM**

Shirt:	Blue short sleeved Shirt.
Tie:	School Tie.
Shorts:	Navy school shorts.
Pants:	Navy long pants may be worn in Winter.
Socks:	School formal socks.
Shoes:	Black leather lace up school shoes (no casual variations, boots or runners).
Hat:	Navy school formal hat with emblem.
Jumper:	Maroon jumper.
Jacket:	Navy blue bomber jacket to be worn over maroon jumper.
Bag:	School issued bag.
Play Hat:	Navy hat with wide brim.

SPORTS UNIFORM

Polo:	Maroon Polo Shirt.
Shorts:	Navy School sports shorts.
Socks:	School sport socks.
Sandshoes:	Any style of sandshoe/runner (purchased outside the school).

Secondary School

All uniforms can be purchased through the School Uniform Shop on School Grounds.

GIRLS**FORMAL UNIFORM**

Blouse:	School issued white blouse with navy cross tie.
Skirt:	Navy pleated skirt
Socks:	White turn down socks (no anklets) – (purchased outside the school) Black
Shoes:	leather school shoes – lace up or buckle – (no black runners, jiffies, boots). (purchased outside the school)
Hat:	Navy school formal hat.
Jumper:	Navy jumper with emblem.
Blazer:	Maroon School Blazer.
Bag:	School issued bag.
Play Hat:	Navy bucket hat.
Hair:	Black, navy or maroon bands, ties and clips. When hair reaches collar, it must be tied back securely. Fringes must not cover eyes. Artificial colouring is forbidden.
Earrings:	One metal stud/sleeper in each lower earlobe. No coloured stones.

SPORTS UNIFORM

Polo:	Blue Polo Shirt.
Skort:	Navy Skort.
Socks:	White quarter crew sport socks (purchased outside the school).
Sandshoes:	Any style of runner – (purchased outside the school).

BOYS

FORMAL UNIFORM

Shirt:	White short sleeved Shirt.
Tie:	School Tie.
Shorts:	Grey school shorts.
Pants:	Grey long pants may be worn in Winter for Years 11 and 12.
Socks:	School formal socks.
Shoes:	Black leather lace up standard school shoes (no casual variations, boots or runners).
Hat:	Navy school formal hat.
Jumper:	Navy jumper with emblem.
Blazer:	Maroon School Blazer.
Bag:	School issued bag.
Play Hat:	Navy bucket hat.

SPORTS UNIFORM

Polo:	Navy and White Polo Shirt.
Shorts:	Navy School sports shorts.
Socks:	White quarter crew sport socks (purchased outside the school).
Sandshoes:	Any style of runner (purchased outside the school).

Accessories to the school uniform:

- Earrings – Plain studs or sleepers are allowed;
- Hair ties, hair bands, etc. – Navy Blue, Black or Maroon;
- No rings, bangles or other jewellery apart from a crucifix or religious medal;
- No make-up;
- No nail polish.

Make-up

Make-up and cosmetics are forbidden, with the exception of medicated bases prescribed by a doctor. In these cases, students must provide a note from the prescribing doctor. Fingernail polish – coloured or clear – is forbidden.

Hair

Fad hairstyles for boys or girls are forbidden. Boys must be clean-shaven, well-groomed, with hair cut traditionally, off the collar and ears. Girls are to keep their hair pulled back out of their faces. Any ribbons, hair bands, or other hair accessories are to be simple in design and colour (black, blue or maroon). Bright colours and/or big bows and flowers are not allowed. Hair, once at shoulder length, to be tied up in such a way that a hat can be worn normally.

Uniform Prices

www.stphilomena.qld.edu.au/uniform-shop/

General School Rules and Guidelines

Character training is an important part of the education at St. Philomena School. The school expects loyalty, respect and good manners from all students along with prompt, cheerful and habitual cooperation. Rules are kept to a minimum. Instead of rigidly enforcing a long list of rules, the school strives to develop an atmosphere in which students instinctively respond to a whole-school culture of respect and consideration. This school culture is fostered chiefly through the 'Five Core Responsibilities' and the 'Five Common Standards'.

FIVE CORE RESPONSIBILITIES

Teachers and students share five core responsibilities:

1. To obey the school rules.
2. To come prepared for work.
3. To allow teachers to teach.
4. To allow students to learn.
5. To respect the persons, properties and rights of others.

FIVE COMMON STANDARDS

Since teachers have different personalities and outlooks, there will always be some legitimatedifferences in their personal styles, methods and practices. To ensure uniformity across the board, however, all teachers include in their behaviour management plans certain expectationsthat are considered particularly important and useful. Because they are common to all teachersand to all students, these expectations are called the 'Common Classroom Standards' and are expressed as follows:

1. **Sit in your seat** (don't slouch, don't sprawl, don't rock on the chair, etc.)
2. **Stay in your seat** (don't swap places, don't wander around the room, etc.)
3. **Be silent** (students never call out but raise their hand and wait for permission to speak).
4. **Be prepared** (mentally and materially).
5. **Be polite** (especially by respecting others and respecting the learning process itself).

Forbidden items

Teachers will confiscate these and other inappropriate items:

- Mobile phones;
- Electronic devices, including but not limited to radios, CD players, iPods, CDs, DVD's and games;
- Books, magazines, pictures, comics, letters, notes, etc. of an immoral nature or inappropriate content;
- Any drugs or alcoholic beverages; including e-cigarettes, nicotine vaporisers and herbal vaporisers
- Any tobacco or smoking paraphernalia, including matches, lighters, etc.
- Weapons of any kind.

St. Philomena School Behaviour Management Policy

Commendable	<p>Student, Parent, Teacher</p> <p>Students are displaying Core Common Standards</p>
Level 1	<p>Students, Parent, Teacher</p> <p>Students must focus on developing virtuous habits</p>
Level 2	<p>Student, Parent, Teacher, Head of School</p> <p>Students must reflect on their character formation commitment to developing in virtue</p>
Level 3	<p>Student, Parent, Teacher, Head of School, Principal</p> <p>Students are displaying ongoing conduct that is counter to the character required of a St. Philomena student</p>
Level 4	<p>Student, Parent, Teacher, Head of School, Principal</p> <p>Urgent attention is required</p>

Student, Parent, Teacher

Students are displaying the Core Common Standards of St Philomena's Ongoing character development through the classical program to help develop the whole person.

Below are examples of commendations that students may receive:

- Affirm students who display the virtues of a St. Philomena student. These must be recorded on PC Schools
- Positive communication with parents by Teacher (email or phone)
- Positive reinforcement in front of peers
- Individual classroom incentives
- Public acknowledgement at assemblies
- St Philomena Catholic Character Awards
- Positive note in student organiser or class book.
- Certificates of Appreciation
- Other teacher strategies
- **Letters of Commendation** – after four (4) noted commendations in a Term, a letter will be sent to parents by the Head of School.

Level 1

Student, Parent, Teacher

Behaviours that are minor in nature but need correcting and occur infrequently.

First Occasion

- Classroom teacher will issue a verbal correction to the student
- Teacher Behaviour Strategies
- Reminder of expectations – Core Common Standards Matter of Concern recorded on PC Schools

Subsequent Occasion

- Classroom teacher will issue a verbal correction to the student.
- Diary Matters of Concern noted (communication with parents). Parents to sign note before next lesson. (For Years 5-12)
- Teacher – Student conference (Discussion of appropriate virtues that need to be focussed on). What is the habit the student will focus on developing?
- Student will complete a lunchtime detention (or equivalent)
- Affirmation (in student diary and on PC Schools recorded) if behaviour is corrected – needs to be consistently demonstrated over a week.

Level 2

Student, Parent, Teacher, Head of School

Significant Behaviour

- Teacher enters infraction into PC Schools for a one off significant incident
- Teacher/s and Head of School discuss student conduct
 - *Contact home – Head of School*
- *Deputy Principal notified via email*
- A significant behavioural breach will result in an automatic campus detention.
- Any 3 minor infractions in a Term will result in a Campus detention- Thursday, 1 hour (Secondary School)
- Targeted support process – Teachers/Head of School/Priest to work on a plan to improve habit formation in line with the Six virtues
- Affirmation (in student diary and recorded on PC Schools), if behaviour is corrected – must show improved conduct for at least a week

Level 3

Student, Parent, Teacher, Head of School, Principal

Continual inappropriate significant behaviour or an isolated behaviour that is serious in nature

- Teacher to Record behaviour/incident on PC Schools and send student to Head of School.
- Head of Secondary and Principal to discuss conduct
- Principal – contact home
- Targeted support process – Head of School/Principal/Priest

This level of behaviour will result in one or more of the following consequences:

- Temporary exclusion from the classroom
- Loss of privileges (eg: Sports teams)
- Friday detention (2 hour)
- In-school suspension (ISS)/Out-of-school suspension (OSS)

Level 4

Student, Parent, Teacher, Head of School, and Principal

- Serious behaviour issues that are negatively impacting on others or the School environment over a period, or isolated behaviour that is extremely offensive, dangerous, or damaging to people or property
- Refer Directly to the Principal
- Intervention meeting with Head of School and Principal
- Formal sanctions:
 - External Suspension
 - Expulsion

Secondary School Behaviour Expectations

In the Secondary School, behaviour management is divided into two main areas: inside the classroom and outside the classroom.

Inside the classroom, the behaviour of students is governed by the Five Common Classroom Standards which appear below.

Common Classroom Standards

Aims: spirit of self-control; habit of self-denial; habit of self-sacrifice, especially by learning to sacrifice one's own will cheerfully for the joyful common good.

Sit in your seat (*Common Standard One*)

- You are part of the school family. A special place has been assigned to you.
- Your teachers will ask you to sit in that place.

Stay in your seat (*Common Standard Two*)

- At the start of the lesson, you have a chance to fetch what you need.
- Your teachers will ask you not to leave your seat during the lesson.
- Your teachers may, at their discretion, allow you a short break between lessons.

Be silent (*Common Standard Three*)

- We cannot listen unless we make silence within ourselves. Inner silence is a condition for prayer and learning. This silence begins as you pass through the classroom door.
- Your teachers will ask you to raise your hand and to wait for your name before you speak in class.
- If your teachers allow a different dynamic for a particular learning activity, they will ask you to follow their directives for that particular activity.

Be prepared (*Common Standard Four*)

- You should not rely on others to be better prepared than you. They buy and bring their own equipment, and in fairness so should you.
- Your teachers will ask you not to borrow from other students.
- Your teachers will ask you to meet deadlines punctually.

Be polite (*Common Standard Five*)

- Know your place and put your heart in your work. This is true politeness.
- To help you as you mature into a polite and considerate adult, your teachers will ask you, among other things, to respect the following code:
 - Show great respect for what is not yours.
 - Especially in class, do not touch other people or their property.
 - Do not write on the whiteboard.
 - Do not throw anything round the room, including rubbish for the bin.
 - Even on hot days, make a sacrifice by eating and drinking only at the designated times and places. Eat and drink well at these times and do not bring food into class. (NB Water bottles are allowed in class.)
 - Watch your body-language because swaggering, slouching, sighing or rolling your eyes is also a way of answering back.
 - Do not call names.

Procedure for students who do not follow the Common Classroom Standards.

When an infringement occurs, the student will be given a Verbal Warning in all cases. Very often the Verbal Warning is sufficient but sometimes, when something ‘wrong’ has been done, the teacher may also ask the student to do something ‘right’ as an act of reparation and to show good-will. This may involve writing a reflection, or doing some extra work at home, or losing some recreation time to a detention (e.g. for completing homework that was not finished). These small acts of reparation are at the teacher’s discretion and are not detailed in the table below. For repeated infringements, the procedure is outlined in Table 1.

Offences	
Wrong uniform Repeated misbehaviour Absent from class without permission Bullying Harassment Physical fighting Vandalism Obscene language Verbal abuse of a teacher or student Smoking or possession of cigarettes Truancy from school Illegal objects at school Unsafe behaviour Refusal to obey the direction of a staff member Any serious matter referred by Curriculum Co-ordinators Breaches of assessment/assignment policy Serious matters pertaining to safety	These offences will be referred to the Head of Secondary who will deal with the individual cases in consultation with the School Principal. Parents and Forms Teachers will be kept informed.

Appointments and Contact with School Staff, Teachers or Administration

Parents may request meetings with any member of the school staff or administration. Such meetings should be scheduled in advance, by phone or email, through the school office.

Contact with Teachers

Parents should contact teachers regarding school matters by contacting the school office during regular school hours.

The school will not call teachers out of the classroom, or away from other supervisory duties to take calls during school hours. Teachers who receive messages relating to school matters will return phone calls during available free periods. Teachers will respond to messages left after hours at their earliest convenience.

Parents should not contact teachers at their homes or at parish functions (or in other social settings) regarding school matters.

Child Protection

Protection from All Forms of Harm

Every student is entitled to protection from all forms of harm.

St Philomena School recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of the children within our School will always be a primary consideration.

We expect our students to show respect to our staff, other students and volunteers and to comply with safe practices and we expect all employees to ensure that their behaviour towards, and relationships with, students reflect proper standards of care for students, and are not unlawful. The School will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

What does the School mean by harm?

Recent Queensland legislation defines harm as:

Any detrimental effect of a significant nature on the child's physical, psychological or emotional well-being. It is immaterial how the harm is caused.

Harm can be caused by:

- Physical, psychological or emotional abuse or neglect;
- Physical neglect and/or inadequate supervision;
- Sexual abuse or exploitation;
- Domestic or family violence.

FOR STUDENTS

Remember – the most important thing is that you feel safe and free from harm. You must tell someone you are being harmed or afraid that you will be harmed.

Who should I tell if I am feeling unsafe at school or home?

Any forms of harm are unacceptable and will not be tolerated. If a child is experiencing harm or if they believe they are likely to experience any form of harm (this includes any behaviour by a staff member, which is inappropriate) they should report the matter to either:

- Miss Hannah Sloane (Primary)
- Mr Michael Macahilig (Secondary)
- Fr Anthony McNamara (Director)
- A trusted member of staff

What will happen if I report what is happening to a staff member?

If the concern is worrying you but not causing immediate harm, then the member of staff will discuss with you ways to solve your problem. If the concern is serious and the member of staff believes that you are being harmed or in danger of being harmed, he or she will report it to the Principal.

What if I don't want it reported to the Principal?

The staff member will try to keep your concerns confidential as much as possible. However, if staff is aware or reasonably suspects that harm has been caused by anyone to a student of the school then the law says the matter must be reported to the Principal and then it may have to be reported to the police. If the staff member has to report what you have told them to someone else he or she will explain to you exactly what will happen next.

If you know or suspect that another student is being harmed or is likely to be harmed, then you should report your suspicions to one of the persons listed above.

How does the School protect students from harm?

The School has a comprehensive Child Protection Policy, which covers the actions to be taken if a member of staff or a parent of the School becomes aware or reasonably suspects that harm has been done to a student of the School by other staff, people outside the School or by other students.

What should a parent do if you become aware or reasonably suspect that harm has been caused to a student of the School by a member of staff, someone outside of the School or by other students?

You should report your concerns to the Principal or to any other member of School staff.

What will happen next?

If you report your concerns to a member of staff other than the Principal, the member of staff will report it to the Principal immediately, or if the subject of the complaint is the Principal then the member of staff will report to a Director

What will the Principal or the Director do?

If the Principal or Director receives a report of harm or suspected harm to a student of the School and he/she becomes aware of the harm having been caused or reasonably suspects the harm to have been caused then it will be reported to police immediately if the harm relates to sexual abuse; or to the Department of Communities if appropriate; or it may be dealt with internally if the matter does not require mandatory reporting to an outside body.

What happens about confidentiality?

Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. It is the School's policy that confidentiality between the School and parents will be respected as much as possible and any concerns raised by parents will not rebound adversely on their children.

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. However, the School is unable to promise absolute confidentiality since the steps of the Policy will require disclosing, internally and externally, certain details involved in responding to the report. State authorities can compel people to give evidence about actions under the Policy and to produce documents. You would be fully informed if information you provided was to be passed on to a third party.

Any action, which needed to be taken under staff disciplinary procedures as a result of an allegation not requiring police intervention, would be handled confidentially within the School.

How will the School help my child?

The Principal will ensure that the following things are done to reduce the chance of harm occurring:

- Ensure that each staff member understands and fulfils their obligations under this Policy and the Policy for reporting abuse.
- Ensure that there is an acceptable reference for each staff member engaged since the commencement of this protocol, from his or her previous employer.
- Ensure that each staff member and volunteer (who is not a parent) who has contact with children has a current positive suitability notice issued by the Commissioner for Children and Young People.

If the Principal receives a report of harm to your child, he/she will support the child by:

- responding rapidly and diligently to the report;
- reassuring the student;
- protecting the child's confidentiality as much as possible;
- offering continuous support; and
- providing counselling if requested.

Emergency Procedures

The school has policies for evacuation and lock-down. Should you wish to see a copy of these please see the administration office. Regular drills are run by the Workplace Health and Safety (WHS) team to ensure staff and students are kept up-to-date on emergency procedures.

If the children need to be evacuated from the property, a shuttle service, using the school bus and staff vehicles, and if necessary, emergency services, will take children to a designated safe collection point.

Parents will be notified of this by the school once the safety of the children is secured. Teaching and administration staff have been trained in basic first aid and will use these skills to attend to any injuries.

Fee Collection and Payment Policy

Fees and Levies collected at St Philomena School are used for the following purposes which are aligned to the Vision and Mission of the school to:

- Provide teaching, administrative, classroom support and facilities
- Provide essential resources, materials, facilities and equipment
- Assist with providing activities such as sports and excursions
- Support the School building program
- Maintain buildings, grounds and other facilities

For those families experiencing genuine temporary inability to pay fees, we are committed to providing support to ensure that enrolment is not compromised. Please contact the Principal, Business Manager or member of the finance team for further information concerning the hardship application process.

School Fee and Levy Collection Process

1. School fees and levies are charged on a term basis and sent out just after the start of term, in accordance with the School Fees Schedule (<https://www.stphilomena.qld.edu.au/fee-schedule/>).
2. Fees are due to be paid on the last day of the month following the invoice date. The due date will be noted on the invoice.
3. Where a parent/guardian believes financial circumstances have arisen that will prevent or delay the payment of the school fee account, a variety of options are available:
 - a. *Extension of Time*
If an extension is required, please contact the school finance office prior to the due date.
 - b. *Payment Plan*
Payment of the school fee and levy account by regular instalments. All payment plans must ensure that the account is cleared by the last day of the school year or as negotiated with the Principal and / or Business Manager. As the payment plan is a concession, not an entitlement, and is costly to manage; families on payment plans must utilize the direct debit system in place at the school – currently EziDebit.
 - c. *Hardship Discounts*
In cases of financial hardship an application may be made for hardship discount.
 - i. To assist families in hardship, St Philomena School offers 6 Hardship Discounts every 6 months which can be applied for in January for Terms 1 & 2 and in June for Terms 3 & 4. All applications received by 31 January and 30 June will be considered and the Hardship Discounts awarded to those families in most need. Families will need to reapply if they are to be considered for the next round. Hardship Discounts are as follows:

Term 1&2

 - 2 X Family tuition fees discounted by 80%
 - 2 X Family tuition fees discounted by 50%
 - 2 X Family tuition fees discounted by 30%

Term 3&4

 - 2 X Family tuition fees discounted by 80%
 - 2 X Family tuition fees discounted by 50%
 - 2 X Family tuition fees discounted by 30%

All matters are dealt with on a confidential basis.

4. Recovery of unpaid fees. In fairness to families who pay their school fees regularly and on time, the School will follow up all overdue school fee accounts.
 - a. Statements are sent out monthly to all families with balances on their accounts.
 - b. Families behind in their agreed payment plans will be contacted by the admin department to discuss options to catch-up.
 - c. If satisfactory arrangements have not been reached, the account may be sent to the schools Debt Collection agency. In serious cases, where there is clear capacity to pay outstanding fees, legal options may be pursued by the college and/or enrollment cancelled.
 - d. Legal costs, direct debit rejection fees and any debt collection costs or other costs incurred will be at the family's expense.
 - e. As the school incurs additional costs for BSDE subjects and the school bus, only students of families with fully paid-up school fees will be eligible to enroll or re-enroll in BSDE and/or included on the roll for the school bus. By fully paid-up school fees we mean:
 - i. Either: all the prior year's invoices must be fully paid on 31 January
 - ii. Or: families on a formal payment plan, signed by the Principal or Business Manager, must be up-to-date with their payments on 31 January.

Agreed Payment Plans

As mentioned above, our school offers families the opportunity of paying the school fee account by regular instalments over the course of the year. All Agreed Payment Plans must be organised to include a regular schedule that will clear the school fees account by the last day of the school year. Any extensions to an Agreed Payment Plan must be negotiated with the Principal and/or Business Manager. To establish an Agreed Payment Plan, forms are available from the school administration office.

Late Start Enrolment

New students entering St Philomena School after the commencement of the term may be charged on a pro-rata basis for the remaining weeks of the term where appropriate at the Principal's and/or School Business Manager's discretion.

Withdrawal of Enrolment

A full term's notice, in writing, is required for any changes to your child's attendance. Failure to give a term's notice will result in you being billed for one term's fees in lieu thereof or your Enrolment Bond being forfeited.

Should a child be expelled or suspended from school the current term's fees remain payable.

We offer no refund on levies for non-participation, except in cases where a family has applied for an exemption and it has been approved.

All activities charged are considered mandatory school activities, so the request for an exemption must be deemed reasonable. If the school has incurred any expenses in relation to the activity prior to the exemption being applied for, families will be charged for these.

Student text books, library books and laptops and all accessories are to be returned to the School.

Extended Leave/Holding an enrolment place

Fees will be payable for the whole term in which extended leave is taken. For a reduction in fees a written request must be made to the Principal at the time of notification and may be granted at the Principal's discretion. Consideration will be given to the length of the break, the nature of the leave, the time the student has been at the college, the number of previous leave occurrences, and the existence of student waiting lists.

Learning Support

The St Philomena School Learning Support department provides support for students with disabilities and significant learning difficulties from Prep onwards. Support for students is provided by both a Learning Support Teacher and Learning Support Teacher Aide. The Learning Support Teacher provides both support to teachers to enable students with disabilities to access the curriculum in the regular classroom setting as well providing custom interventions within the Learning Support Classroom. The teacher aides within the school support teachers and students in a variety of settings.

Classroom teachers are continually monitoring student progress within the classroom and adjusting strategies accordingly. Where there is a need for additional support identified the classroom teacher will send a referral to the Learning Support department which helps to effectively target further support. Classroom teachers will speak with parents if they feel additional support requirements are necessary and the Learning Support Department will also communicate with parents when their child is receiving support outside the classroom. Meetings to discuss child specific goals for students with identified disabilities are also held with the Learning Support Department and the Classroom Teachers.

Excursions

From time to time excursions (and incursions) will be arranged to benefit the students and enhance their learning experiences. Often there will be a small cost associated with the excursion (or incursion). These costs will be invoiced in advance at the beginning of the term and adjusted at the end of the term for excursions / incursions attended.

Consent forms are sent out to families at the beginning of the year covering the whole year. Students without properly completed consent forms on file will not be able to participate in the event. Parents will be notified via email, in advance, of upcoming excursions / incursions and the cost associated with the event. Attendance is usually compulsory.

Lost Property

Articles of lost property that have been found on the school grounds are kept at the school office. PLEASE ensure that all items of uniform and other student property are labelled clearly with the student's name.

Any items not retrieved from the lost property at the end of term may go to the second-hand sales at the uniform shop.

Medication

All prescribed medication that students require during the day must be taken to the school office on arrival at school in the morning. Written permission or relevant form from the office must accompany the medication. The medication will be administered by the administration staff. Students should not carry their own medication with them – except for asthma inhalers or epipens where necessary.

Asthma and other life endangering illnesses. A doctor's health care plan MUST be lodged at the school office for any student with asthma or other life endangering illnesses, such as severe allergies, requiring urgent medication.

Reporting

In the Primary School reports are sent home to parents at the end of the 1st Semester and 2nd Semester. Parent/Teacher Interviews are held at the end of Terms 1 and 3. It is compulsory for parents to attend Parent/Teacher Interviews in Term 1. Interviews in Term 3 are at the request of the teacher or parents. The front office will communicate with parents about arranging times for interviews on the days scheduled in the School's calendar.

In the Secondary School reports are sent home at the end of each semester. These reports include an overall grade, pieces of assessment, an achievement graph allowing parents to see where their child ranks within the cohort. This graph is done by grade only, student results are private. Each subject teacher will provide an overview of what your child has studied, the areas they have good control in, areas that need attention and recommendations for future success. Year 12 students do not receive a school report at the end of semester 2.

Secondary Parent/Teacher Interviews are held at the end of Terms 1 and beginning of term 3. These interviews are at the request of the teacher or the parents. Teachers requesting an interview will be indicated by a red flag beside their name during the booking process. Parents can request interviews by using the online booking system via the link emailed to parents for each interview session. The front office will communicate with parents about the arranging of times for interviews on the days scheduled in the School's calendar.

Bus Route

Time	Route
7:25am	Depart Blunder Rd, Oxley Ridge (Translink Stop 67 Aldi-Chemist Warehouse)
7:30am	Depart Blunder Rd, Durack (At Storage King, before Inala Ave)
7:40am	Depart Stapylton Rd, Forest Lake (At Heathwood Park)
7:50am	Depart Conifer St near Silvertop St, Hillcrest (Translink Stop)
8:00am	Arrive St Philomena School (Koplick Rd, Park Ridge)
Time	Route
2:50pm	Children on the bus and roll-call
2:55pm	Depart St Philomena School (Koplick Rd, Park Ridge)
3:20pm	Depart Silvertop St near Conifer St, Hillcrest (Translink Stop)
3:30pm	Depart Stapylton Rd, Forest Lake (Opposite Heathwood Park)
3:40pm	Depart Blunder Rd, Durack (Opposite Storage King, after Inala Ave)
3:45pm	Arrive Our Lady of Lourdes (St Clements Rd, Oxley)

PLEASE NOTE:

- The chartered bus operates each school day Monday to Friday.
- All times are approximate. Schedule subject to some variations because of traffic conditions.
- Parents are to be at their stop 5 minutes prior to these times.
- Parents are to refrain from asking the driver to pick or drop their child at a different stop than one of those allotted.

Regular Bus Passengers

***Irrespective of Bus Stop Location*

1st child \$420 2nd child \$200 3rd child \$200 4th child \$200 5th child + No charge

FEES

These fees will be charged on your term invoice. The above fees are heavily subsidized by the school and seats are limited. For this reason, preference is given to families already taking the bus and those families not falling behind in the payment of their school fees/ formal payment plans.

RULES

1. NO CHILD is to enter the bus without the driver's permission.
2. NO BODY PARTS are to protrude from the windows of the bus, at any time.
3. ALL PASSENGERS are to remain seated at all times.
4. NO FOOD or DRINK is to be consumed.
5. Any claim for DAMAGE caused by student behavior will be the responsibility of the parent/ carer of the student concerned.
6. NO PERSONAL ELECTRONIC DEVICES, such as, iPods, laptops, iPads, tablets, handheld game machines, etc. Such items will be confiscated.
7. Mobile phones can only be used out of serious necessity, such as, in an emergency or parents need to be contacted urgently.
8. ALL PASSENGERS must follow the Queensland Transport Code of Behavior <http://www.tmr.qld.gov.au/buscode> distributed to each family.

If any of these rules are broken, the Principal will give serious consideration to the child being prohibited on the bus from the remainder of the term.

Mobiles and Electronic Devices

Some students need to bring a mobile phone to school for their safety or to contact parents out of school hours. Mobile phones are not permitted for use during school hours. Students are required to hand their mobiles in at the school office for safekeeping upon arrival and collect them after school. Any student found to be in possession of a mobile phone during the school day without having handed it to the school office will be removed from class, their parents notified and a 3 day suspension will be given.

Ipods, MP3 players, personal laptops, tablets, handheld game machines, and other electronic devices are not to be brought to school.

Carpark

The considerable increase over the years in cars using the car park during drop-off and pick-up times has put some strain on the car park. In order to address the problems caused by increased traffic, during the peak drop-off times, 7.55-8.10am, and pick-up times, 2.45-3.05pm, we ask that parents leave as soon as possible after dropping off or picking up their children.

Children must be dropped off or picked up at the roundabout. Staff supervising the drop off/pick up zone will only permit a certain number of vehicles to enter the roundabout. Vehicles are to come to a complete stop, children are to disembark and move towards the Primary COLA or Secondary school. Once all students have left the drop off zone a teacher will indicate that it is safe for the vehicle to venture away from the roundabout. Those dropping students at school must stay in the vehicle for the safety of themselves and others.

Parents are advised there is to be no overtaking on the school roundabout, patience and common sense is important to the safety of our children and staff.

Out of the same concern for safety, we ask that children not cross through the bottom car park near the entrance of the school. If their car is parked on the far side of this car park, they are to use the pedestrian crossing or walk around the car park's perimeter on the other side so that they are not moving through cars which are entering or leaving parking spaces.



Appendix 2 QCE Assessment Guidelines for Students, 2022

All assessment at St. Philomena for Year 11 and 12 is in line with the policies and procedures of the QCAA. The information for Students Regarding Senior School Assessment outlined in this document is taken from the QCE and QCIA Policy and Procedure Handbook v1.2.

Principles and attributes of assessment

All assessment at St. Philomena for Units 1-4 is:

- aligned with QCAA curriculum and reflects what is taught and learned
- accessible, so that each student is given the opportunity to demonstrate what they know and can do;
- reliable, so that assessment results are consistent, dependable or repeatable.

Assessment in General Subjects: Units 1&2

All assessment tasks at St. Philomena for Unit 1 and 2 subjects are developed to allow students to experience the assessment types used in Units 3&4. The assessment tasks are developed to ensure that each unit objective is assessed at least once. The assessment techniques will differ between subjects and are relevant to each syllabus.

Assessment in General Subjects: Units 3&4

Students complete a total of four summative assessments —three internal and one external for each subject. The exception to this is Latin, which has only one final external assessment.

Confirmed results from the internal assessments are combined with the result from the external assessment, which is developed and marked by the QCAA, to produce the overall subject result. External assessment results are not privileged over summative internal assessment results. Schools develop three summative internal assessments, which must be endorsed before they are administered to students. St. Philomena will submit provisional marks to the QCAA and summative internal assessment results are externally confirmed by QCAA assessors.

Instrument Specific Marking Guides (ISGM)

Each QCAA syllabus provides an instrument-specific marking guide (ISMG) for each summative internal assessment instrument. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

St. Philomena school cannot change or modify an ISMG for use with summative internal assessment for Units 3 & 4.

Each ISMG groups assessment objectives into criteria. An assessment objective may appear in multiple criteria, or in a single criterion of an assessment instrument. Year 11 assessment is marked using an ISMG based on the corresponding Year 12 assessment item and modified to suit Year 11 content.

External Assessment

There is one external assessment for each QCAA subject. These are worth between 25-50% of the overall result depending on the subject. The exception to this is Latin, where the exam is worth 100%. They are common to all schools and are administered by schools under the same conditions at the same time and on the same day. All external exams are developed and marked by the QCAA according to a commonly applied marking scheme (not an ISMG). All exams at the end of Unit 2 will use this marking scheme and be structured in the same way as the Unit 4 external exams.

Assessment Techniques

Assessment Techniques	Purpose
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Examination	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
Extended Response	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
Investigation	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
Project	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

ACADEMIC INTEGRITY

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning—including the Queensland Curriculum and Assessment Authority (QCAA)—are responsible for promoting and maintaining academic integrity.

St. Philomena school is committed to promoting academic integrity as we;

- emphasise the importance of ethical academic conduct and scholarship
- ensure robust processes are in place to support sound academic practice
- ensure teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity
- explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images
- communicate the consequences and implications of academic misconduct clearly throughout the school community.

Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. The types of misconduct and examples listed in the table below are not exhaustive.

Type of Misconduct Examples	Examples
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on their body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student.
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment
Copying Work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	<p>A student or other person:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.
Impersonation	<p>A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.</p>
Misconduct during a supervised assessment	<p>A student distracts and/or disrupts others in an assessment room.</p>
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).</p>

Self plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant Contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Consequences for Plagiarism, Collusion, Contract Cheating, Copying work, Fabricating, Impersonation include but are not limited to:

- Students cannot be rated on work that is not their own. If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.
- Where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be rated.
- Where a student is found to have plagiarised the entire task, it will be treated as a non submission. In both cases, consequences will be applied.

Consequences for Cheating while under supervised conditions (including exams and external exams), Copying work, Disclosing or receiving information about an assessment, Misconduct during an exam, or Impersonation

- When a student is suspected of or observed participating in an act of academic misconduct, students will be permitted to complete the assessment despite the alleged incident of misconduct if possible.
- Serious incidents that are unable to be reasonably managed by the exam supervisor or the external assessment supervisor (eg disrupting other students) may result in the student being excluded from the assessment room.
- Where a teacher suspects that a proportion of the assessment task is not the student's original work (ie written by a tutor) ,please speak with the Deputy Principal

Some possible outcomes include:

- Comparison of task with draft
- Asking student to sit with teacher and verbally demonstrate their understanding of the topic OR rewriting under teacher supervised conditions part of the topic
- Only marking sections of the assessment written by the student Teachers will need to clearly mark assessment explaining how they arrived at their decision for the purpose of Confirmation.

Drafting

Drafts should be a student's fully completed assessment task. There is minimal benefit gained from handing in work that is not completed. Students are allowed only one draft for an assessment (where drafts are applicable).

Drafts may also be used as evidence of student learning where a student fails to submit assessment. Teachers will keep evidence of drafts or have access to drafts until the final submission has been made.

Word Lengths

	Word Length	Page Count
Inclusions	All words in the text of the response <ul style="list-style-type: none"> • Title, headings, and subheadings • Tables, figures, maps and diagrams containing information other than raw or processed data • Quotations • Footnotes and endnotes (unless used for bibliographical purposes) 	All pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • Title page • Contents page • Abstract • Raw or processed data in tables, figures and diagrams • Equations • Bibliography • Reference list • Appendixes* • Page numbers • In text citations 	<ul style="list-style-type: none"> • Title page • Contents page • Abstract • Bibliography • Reference list • Appendixes*

*Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

When a student's work exceeds the word or page count, the work will be returned to the student without any commentary. The student then has 24 hours in order to resubmit edited work (without assistance) in line with required word/page counts. The student should not be rewriting the assessment task. They should merely be removing content, which may include rephrasing/summarising points.

DUE DATES

Due dates are published in the QCE Assessment Timelines at the start of the year. Teachers aim to balance due dates across assessment weeks to allow for the appropriate teaching time for each topic in their subject. In Year 12 the nature of the assessment task is directed by the QCAA.

If a student is seeking an extension to an assessment task, they are to complete the Request for Extension form and submit, with evidence, to the Head of Secondary or the Deputy Principal. There are two different ways that an extension may be requested:

1. An extension is requested before the due date as the student foresees, with good reason, that they will not be able to complete the assessment before the due date.
2. A student is absent with good reason on the due date itself (work to be submitted), or on an exam day. In this case, they can submit work with the assistance of a parent or other family member. If they are unable to submit the task a medical certificate **must** be provided, failure to do so will mean the school cannot accept the work and the student will be given an E. This means they will not get a credit for that Unit for their QCE. If a student does have a medical certificate, they will submit the work based on the extension set out by the Head of Secondary/ Deputy Principal. If the student needs to complete an IA (exam) it will be completed on the first day, they return to school.

Reasons for requesting extensions may include, but are not limited to:

Not Acceptable	Acceptable
<ul style="list-style-type: none"> • Family holiday • Lost/faulty USB • Computer/printer faults • Teacher absence • Assistance at home • Drivers' licence • Paid employment • Sporting commitments (apart from school representative sports) • External suspension 	<ul style="list-style-type: none"> • Illness either temporary or ongoing, with supporting documentation ie medical certificates • Family circumstances of which the school is aware i.e., bereavement • Surgery/medical procedure with supporting documentation

Note concerning medical certificates: Certificate needs to state the reason/s why the student is unable to participate in assessment. For instance, a student with a broken toe is unlikely to need to miss exams the following week.

Authenticating Student Responses

For each assessment in every subject, the teacher will outline the authentication requirement for that task. Naturally, what is required for authentication is dependent on the nature of the assessment.

Students should:

- complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses
- participate in authentication processes as required by schools, such as to-sign a declaration of authenticity
- submit a draft, where required
- submit the final response using plagiarism-detection software, where required
- participate in interviews during and after the development of the final response.

Parents/carers can:

- support the efforts of teachers and students to authenticate student responses by ensuring that students are aware of and follow the guidelines for drafting and providing feedback on a draft student response.

Access Arrangements and Reasonable Adjustments (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment.

Access arrangements and reasonable adjustments (AARA) are designed to assist these students. AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. The school will use the information from the QCE and QCIA Policy and Procedure Handbook v1.2 to inform their decisions about appropriate adjustments and arrangements for General and Senior External Examination assessments. Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed. The Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate, where possible, discrimination against people with disabilities.

Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training. The application of AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments. Below are examples of AARA adaptations which may be made for students undertaking assessment at St Philomena School. In all cases, please consult with the Deputy Principal if at any stage you believe you may be eligible for AARA.

AARA may include, but is not limited to:

Eligibility Category	Examples of possible AARA
<i>Alternative Format Papers</i>	<p>Examples include</p> <ul style="list-style-type: none"> • braille • A4 to A3 enlargement • electronic format • large print papers • black-and-white materials
<i>Assistive Technology</i>	<p>Examples include:</p> <ul style="list-style-type: none"> • amplification system • speech-to-text application • magnification application. <p>The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p>
Medication	Only prescribed medication may be taken into the assessment room in a clear container
Extra Time	Additional working time at the rate of five minutes per half hour of examination assessment time.
Physical Equipment and Environment	<p>examples include:</p> <ul style="list-style-type: none"> • specialised desk or chair • cushion or pillow • crutches • heat or cold pack • towel • lighting • ventilation • temperature • other physical aid
Social/Emotional	<ul style="list-style-type: none"> • Alternative venue • Varied seating • Assistance • Rest breaks
Extension	<p>An extension to the due date for submission or completion of an:</p> <ul style="list-style-type: none"> • extended response project or • performance or • non-examination
<i>Comparable Assessment</i>	An alternative comparable assessment that has not previously been administered to students in the subject cohort may be administered on a different date.



Year 7-10 Assessment Guidelines for Students,

Assessment Overview

Assessment in a Classical curriculum strives for mastery of learning. All your assessment will be cumulative (that means that you should always be ready to answer questions from any unit of work you have studied throughout the year). Each subject will have either weekly or fortnightly cumulative quizzes. It is important that when you get feedback from any assessment that you review and focus on any areas of learning that you did not master in the assessment task. Summative assessment tasks are those assessments that will appear on your end of semester reports.

Assessment Information

The nature and types of assessment tasks will vary according to the subject. Consistent across all subjects are the following:

1. Students will be given a minimum of one weeks' notice prior to any summative assessment task.
2. Students must write all homework and assessment due dates in their school diaries.
3. Students must have all work printed and ready for submission prior to the commencement of the lesson. If a student needs to use school facilities for printing, they must print the day before the due date. There is no guarantee a student will be able to access a printer on the due date. Failure to hand in assessment task on the due date will result in an academic detention (even as a result on an inability to print on the day). Students will be able to submit after the due date, however they will lose 10% of the mark for each day the assessment is late for up to 3 days. After 3 days the student will be awarded 0%.
4. If a student has an unforeseen illness or family emergency that has severely impacted on their ability to submit the assessment task, they must speak directly with their teacher at least one day before the task is due. The teacher may grant an extension for up to 3 days. Any extension of more than 3 days will need the approval of the Head of Secondary. No extensions will be granted on the due date.
5. All work submitted by students must be their own. Plagiarism is an extremely serious academic transgression and will result in an automatic after-school detention, 0% result and immediate referral to the Head of Secondary.
6. Students found to have cheated on an assessment task will be issued an automatic after-school detention, 0% result and immediate referral to the Head of Secondary.
7. All summative tasks completed by students will be returned to them with specific feedback on areas of success and areas for improvement within 2 weeks.
8. Students will be sent home with their assessment result and feedback which they must discuss with their parents. Both the parent and the student must sign the assessment task to confirm that this discussion has taken place. Students must show this to their teacher.
9. Students must reflect on areas which they must revise to fill in gaps in their learning identified in the feedback from the teacher. They must be ready for their next opportunity to show they have mastered these areas when they are next assessed.