Meridan Secondary Staff Guidelines

Contents

Meridan State College acknowledges the Kabi Kabi/Gubbi Gubbi people as the traditional custodians of Meridan Plains.

HOME

Assessment

Rationale and Purpose

Every student is expected to engage in and complete, to the best of their ability, all aspects of the learning and assessment within the subject or course of study that they have been enrolled in.

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment information has multiple uses, including:

- Provision of feedback to teachers, students and parents/carers
- Development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
- Refinement of quality teaching, by supporting teacher reflection and professional learning
- Provision of information for certification
- Measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

Process

Development of Curriculum Unit Summative Assessment
- All required assessment tasks need to be developed, calibrated, and endorsed prior to a unit commencing based on approved Unit Overview and Sequence Australian Curriculum Years 7-10 (Internal), QCAA Senior Syllabuses (External), and VET Training and Assessment Strategy (TAS).
- Assessment tasks need to be presented on agreed assessment templates and follow the Meridan State College Assessment Conditions Guidelines as outlined in the P-12 Curriculum Plan (Templates)
- Final copies of Senior assessment tasks need to be approved by the HOD and then forwarded to Admin Officer for uploading.

Full details regarding all assessment processes to be used at Meridan State College can be found in the Curriculum Plan.

Topics covered in the Curriculum plan include:
1.1   Gathering evidence of student achievement
1.2   Academic Integrity
1.3   Scaffolding
1.4   Due Dates
1.5   Authentication Strategies
1.6   Collecting and Storing Assessment Information
1.7   Internal Quality Assessment and Moderation
1.8   Communication and Status of Results
1.9   Appropriate Materials
1.10   Non-submission of a student response
1.11   Extensions
1.12   Missed Exams

Access Arrangements and Reasonable Adjustments

Further Information

Full details regarding all assessment processes to be used at Meridan State College can be found in the Curriculum Plan.

Assemblies

Rationale and Purpose

The primary purpose of assemblies in Secondary at Merdidan State College is to celebrate success and showcase excellence.

They also provide a platform for key leadership and support staff to make themselves known and readily identifiable to the student body (we try to avoid using assemblies as the vehicle for giving information, as this is done more effectively through mentor classes, student notices and other smaller groups and platforms).

Some information is provided via assemblies although this is typically a suppport option to reinforce messages.

Responsibilities

Assembly Manager:
- Secondary Assemblies - Admin
- Community Assemblies - Community Leaders
- Year level - Year Level DP

The Assembly Managers above are responsible for coordination agendas, set up, layout, AV equipment, student participation.

Assemblies Calendar 2021
- Assemblies Calendar 2021

Further Information
- College Calendar

Attendance

Rationale and Purpose

Each state school must implement an effective process for monitoring compulsory school attendance and participation, which is consistent with the Department of Education and Training policies and procedures including Managing Student Absences and Enforcing Enrolment and Attendance at State Schools.

MERIDAN
STATE COLLEGE

Every day counts
- All children should be enrolled at school and attend on every school day
- Schools should monitor, communicate and implement strategies to improve regular school attendance
- Truanting can place a student in unsafe situations and impact on their future employability and life choices
- Attendance at school is the responsibility of everyone in the community.

College Expectations
- Zero unexplained absences
- 95%+ attendance

Process - Daily Attendance Notification

Mentor Roll Marking 9.00am - 9.10am		
1	Absence Officer	Enter all absences received
2	Teachers	ID Attend - mark roll 9am
3	Absence officer	Ring class teachers if no roll 1st attempt Email details of unmarked rolls · part A P-6 to Primary Exec · part B 7-12 to 1733_HODS
4	Absence officer	Ring class if no roll 2nd attempt after 30mins Email teacher and cc DPs with details of class not marked
5	DP	Follow up
6	Absence Officer	SMS parents @ 9.30 (regardless of unmarked rolls)

Responsibilities

Absence Teacher Aide	Mentor Teacher	Class Teacher	Community Leader	Student Services HOD	Deputy Principal
• Collect all ID Attend information after mentor class and send SMS at 9.30am • Email unmarked rolls list to HODs • Emails CL 3 day absent report • Send absence letters for unexplained absences. • Put Daily Absence Report on staff notices • Watchlist Note: No late students are to go directly to class. Students must get a late pass. If not, they will be marked absent all day.	• Mark mentor class roll on ID Attend by 9.15am • Follow up unexplained absences • Further information: Mentor Teacher Core Responsibilities	• Mark ID Attend roll for every session • Discuss discrepancy with student when next in class. • Respond to inconsistencies • Advise Absence TA if data needs to be corrected or if student truant – ensure student makes up time and ID Attend and OneSchool marked unjustified. • Follow up with parents re: truancy. • Refer to CL if ongoing, persistent	• Monitor 3 day absences & liaise with absence TA as required. • Monitor % absent for students (weekly) • Monitor absence patterns. • Liaise with student / parent / class teacher / HOD as required. • Watchlist	• Monitor % absent and unexplained absences (weekly) • Discuss absentee concerns with CL / student / parent as required • Commence processes for enforcement of attendance and failure to participate	• Follow up on unexplained absences/ issues as required. • Manage enforcement of attendance and failure to participate processes

Further Information : DET Roll Marking in State Schools

HOME

Mentor Teacher Core Responsibilities

Student Management:
In the Secondary Campus the mentor teacher has a pivotal role in supporting student wellbeing and promoting student preparedness for learning on a daily basis. The scope of responsibilities required of the mentor teacher varies and is in response to student needs and developmental levels of students.

Mentoring responsibilities include:
• Conferencing with students about study plans and actions
• monitor wellbeing, attendance, uniform and learning material (BYOx, stationery etc)
• Reinforcing College core values and behaviour expectations
• Delivering specific mentor lessons (e.g. JET and SET Plan, Student Led Conference and Parent teacher Interviews preparation)
• Accurate roll marking
• Actively monitoring behaviour at assemblies and special events
• Referring concerns to CL's and/or DP

Administrative responsibilities include:
• Marking ID Attend
• Check Daily Absence Inconsistencies Report and follow up with students
• Checking uniform, assist student in resolving uniforming concern (remove item, issue reflection) and record ongoing breaches
• Ensuring students are informed of daily student notices and where appropriate facilitating discussion about key information from notices or assemblies
• Monitoring student attendance and advising CL/Year Level Deputy of any anomalies or concerns
• Collecting forms from students, advising students where to submit forms and/or maintaining a record of submissions

Staff:
• Inform Community Leader of possible "students at risk" or ongoing issues with wellbeing, attendance, uniform and learning material (BYOx, stationery etc)
• Share relevant information about students with relevant staff

Parent/Community:
• Participate in Parent Partnership evenings, enrolment and transition activities, Student Led Conferences/ Parent Teacher Interviews, JET/SET Plans, Report card distribution etc.
• Support celebration of student success within the College
• Build positive, professional relationships with parents, acting as the point of contact for parents in relation to student and school issues.

Behaviour Development

Rationale and Purpose

Meridan State College's vision is to inspire excellence and lifelong learning for its diverse and creative learners within a supportive environment.

Achieving high standards, maximising student achievement, building partnerships and fostering a positive culture are key elements of our One College, One Community approach to ensuring a safe, respectful and disciplined learning environment for students, staff, parents and other members of our school community.

Our College Student Code of Conduct is focussed on supporting and promoting the positive behaviours of all students while acknowledging that some students choose ineffective behaviours to meet their needs and that these behaviours need to be addressed within a framework of positive behaviour support.

Process

Full details around college behaviour development processes are outlined in the Student Code of Conduct.

Tiered Systems of Support

Meridan State College uses a tiered system of support as the foundation for our integrated approach to learning and behaviour. This tiered approach is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. As a result, staff match increasingly intensive interventions to the identified needs of groups and individual students.

The college's restorative approach to student engagement and behaviour development incorporates this tiered system of supports. These supports build positive relationships, establish high expectations and both prevent and respond to conflict, harm and wrongdoing.

Preventative Strategies

Tier 1

All students in the college receive support for their social and behavioural development. The focus is on college implementation of Relational Pedagogies. This involves:

- purposeful creation, maintenance and repair of relationships between all members of our college community
- teaching behaviours in the setting they will be used
- being consistent when addressing behaviour, while taking developmental norms and behavioural function into account
- providing explicit re-teaching and reinforcement of desired behaviours
- analysing feedback data from the college community and behaviour data to inform policies and practices

Tier 2

Targeted supports for some students are more intense than those provided in Tier 1. Tier 2 supports provide more time and targeted interactions to enable students to meet the required behavioural expectations.

Tier 2 supports build on the explicit teaching and reinforcement provided in Tier 1. The types of interventions offered at this level will vary according to the needs of the individual student or groups of students, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the collegewide expectations
- supports will be implemented by classroom teachers working in conjunction with additional staff as required
- interventions are evidence-based and are matched to the student's needs
- communication with parents and families as partners in their children's education.

If the college data indicates that a significant proportion of students require targeted services, then a review of Tier 1 is recommended.

Tier 3
This tier incorporates individualised services for a small number of students who require the most intensive support our college can provide.

These intensive supports are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the teachings and supports provided at Tiers 1 and 2, becoming more individualised and more intensive in order for the student to be successful.

Tier 3 supports seek further investigations to identify the underlying reasons for a student's behaviour and should include strategies to:
- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the desired behaviour

Tier 3 supports exist along a continuum.

Many students can benefit from a personalised support plan that identifies unique strategies to help the student achieve success.

A smaller percentage of students may require a more comprehensive Individual Behaviour Support Plan (IBSP) or safety plan that includes a more thorough process for data collection, stakeholder consultation and problem solving.
A much smaller percentage of students may need a wraparound plan that includes personnel from outside agencies to further support problem solving.

If the college data indicates that a significant proportion of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and processes is recommended.

Examples of strategies and supports offered in a tiered approach to behaviour support:

Tier 1	Tier 2	Tier 3
Explicit teaching of school values, behaviour expectations and processes	Short term targeted interventions	Individualised interventions, including individual behaviour support plans
Consequences for appropriate and inappropriate behaviour choices	Restorative chats and conferences	Formal restorative conferences
Building community culture and engagement	Accessing appropriate support staff	Stakeholder planning with external agencies and multi-agency supports
Social and emotional learning	Parent contact	Complex case management
Relational pedagogies	Supported play	Risk assessments and safety plans

Responsibilities

As outlined in the diagrams above.

More information regarding Roles and Responsibilities is included in the School's Code of Conduct.

Pedagogy Coaches and Class Profiling

The college has invested in the provision of trained Classroom Profilers that are available to support teachers in their ongoing development and growth in using Essential Skills for Classroom Management (ESCM).

The effectiveness of using micro-skills for managing behaviour, which leads to more time spent teaching and learning, has been validated by the informed practice of numerous teachers across the state.

A core focus of the program is to provide teachers with non-judgmental data on how frequently/effectively they are using the essential skills (ESCMs).

Support is then provided to reflect on this and develop strategies to improve the use of ESCMs to ultimately increase the amount of time spent in "Learning" Conversation and less time in "Managing" Conversations.

The Essential Skills for Classroom Management are shown in the table below:

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

To find out more about Class Profiling, or request some support or coaching sessions, contact Jess Oram.

Relational Pedagogies

Pedagogy is a term commonly used in schools. It refers to the method in which teachers teach and encompasses the strategies teachers select to best support students to develop knowledge and skills.

The Relational Pedagogies approach treats relationships as the foundation of good classroom management, in which there is purposeful creation, maintenance and repair of relationships between students and teachers.

At Meridan State College, Relational Pedagogies integrate three existing elements: The New Art and Science of Teaching (ASOT) (Elements 38-40), Essential Skills for Classroom Management (ESCM), and Restorative Practices, into a single, cohesive and complementary set of actions that teachers embed into classroom practice.

The three tenets: *Connect before content*, *Connect before correct*, and *Be curious not furious,* underpin our relational ways of working.
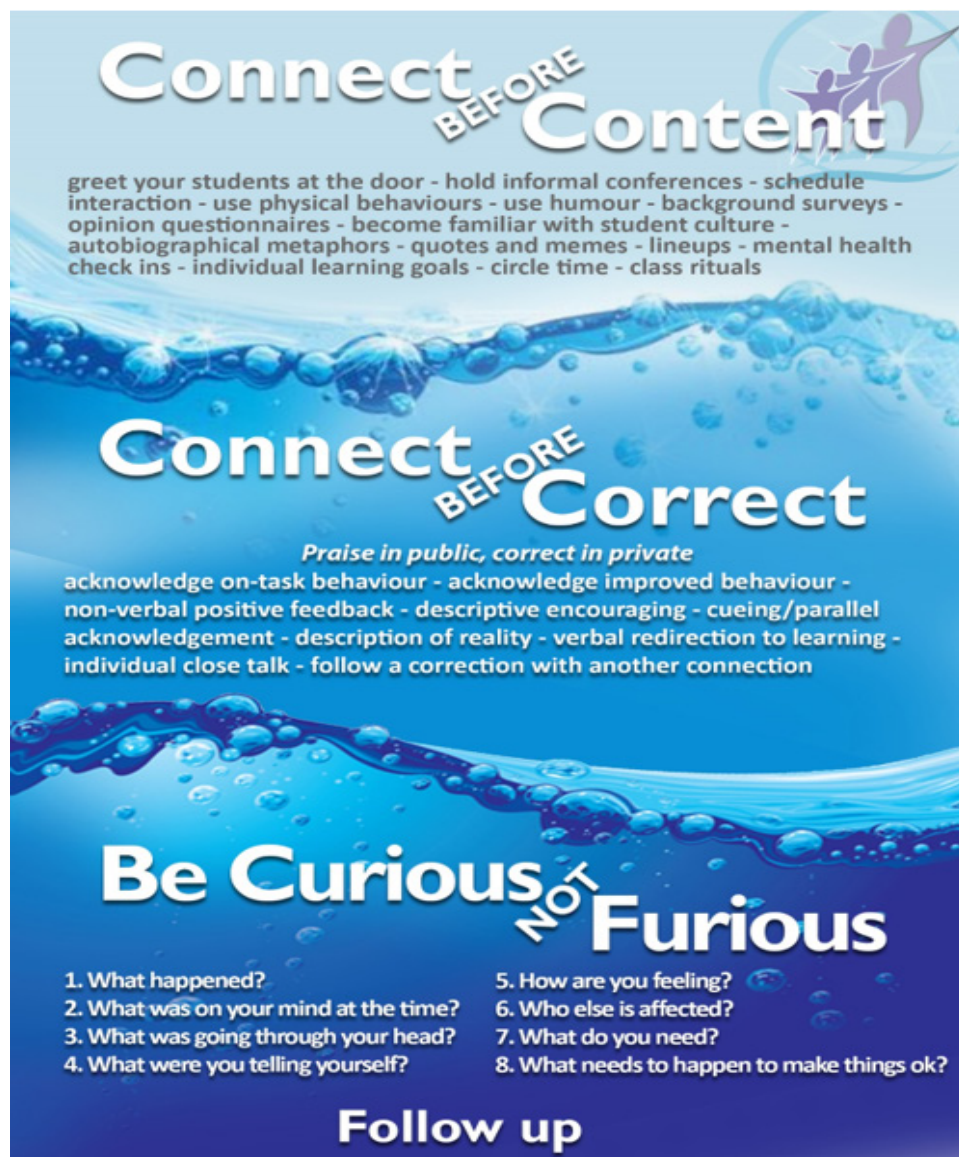
Restorative Practices

Restorative Practices assists teachers, students and parents to build, maintain and restore relationships.
It is a strategy that seeks to repair the damage that has been caused and does this by acknowledging the actions of those involved and to find a way to repair the harm so everyone can move on. It also helps students understand reasons behind positive behaviour choices and develop emotional intelligence through conversations.
This leads to greater long term Behaviour Development and helps build and maintain a supportive environment for our college community.

Meridan SC seeks to continue to develop our approaches to working restoratively when harm has been done between community members. Specially trained teachers are available to assist with this process to develop capacity amongst staff from an informal chat to a more formal conference.

See Mark Seijbel interview the leader in Restorative Practices, Marg Thorsborne here.

To find out more about working restoratively, or request some support, contact one of the staff below:
• **Kylie Beard**
• **Jess Oram**
• **student's Community Leader Team.**

Bookwork Guidelines

Rationale and Purpose
Bookwork refers to the record of the daily learning activities/class work, whether it is paper or electronic (e.g. Canvas).

Bookwork provides a reference for ongoing study and review. Well-presented and organised notes and diagrams allow for effective review of material and personal study. The intention of structured bookwork is to assist students in reaching their potential.

Bookwork encourages them to; take pride in their work; develop skills for effective presentation of learning tasks; and to obtain the skills necessary to organise information in an efficient manner, that allows reflection and personal study.

Process
The key purposes of classwork set for students in secondary school include:
- Recording and consolidating studies conducted in class
- Providing examples and scaffolding to support the completion of assessment tasks/assignments
- Recording research for use in completing assessment tasks/assignments
- Practising and extending learning through completion of activities and examples
- Magnifying the communicable link between home and school and
- Providing a resource to support students in personal study and reflection.

Responsibilities
Classroom Teacher
Support students in developing practices that ensure that they consistently bring to class all resources necessary to complete and record the set work. Provide a variety of options to support effective note taking.

Student
Keep well organised tidy notes and libraries of files/handouts to access in a timely fashion as required for clarification, revision or formative assessment.

Bring the following items to every lesson (including having these ready for practical lessons):
- Pens and writing paper resources must still be brought to all classes by all students, even those who have taken up the laptop program
- Calculators and other specialised equipment as outlined in the college Stationary lists
- Charged devices if participating in BYOx program (chargers can cause a significant trip hazard).

Further Information
- School Locker

Classroom Expectations

Meridan State College
Secondary Expectations

COLLABORATION
COURAGE
COURTESY
COMPASSION

Be Safe – Be Respectful – Be a Responsible Learner	
	On time
	Prepared and participate
	Positive attitude
	Considerate and respectful
	Follow teacher instruction
	Wear correct uniform at all times
	Phones switched off and out of sight
	Be safe

* Toilet passes
No student should be out of class without permission of staff. Students exiting class to access the toilet or other facilities should be recorded exiting the class via ID Attend. See video for how to record this.

HOME

Curriculum Planning

P-12 Curriculum, Assessment and Reporting @ MSC:

The Curriculum, Assessment and Reporting Plan is the mechanism for staff at Meridan State College to map P-12 Curriculum, Assessment and Reporting @ MSC:how they will implement (teach, assess and report on) the whole school curriculum across the eight learning areas and/or subjects in each year and/or band each learning area and/or subject in Prep to Year 12.

Every student succeeding is the shared vision of Queensland state schools. This strategy underpins regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.
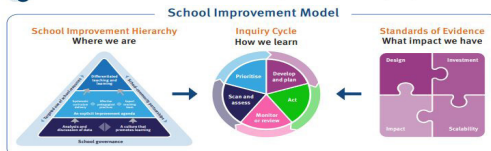
These goals and objectives are targeted through the Meridan State College:
- Explicit Improvement Agenda
- P-12 Curriculum, Assessment Reporting Plan (CARP)
- Pedagogy Framework

The Meridan State College P-12 Curriculum, Assessment Reporting Plan (MSC P-12 CARP) focuses on systematic curriculum delivery, assessment and reporting requirements across both Primary and Secondary campuses.
At Meridan State College we apply proven teaching and assessment practices and focus on improving student achievement. This is guided by the DET Every Student Succeeding - State Schools Strategy 2021-2025.

CURRICULUM PROVISION:

Systematic curriculum is essential to improving student learning and achievement.

Through this P-12 CARP the College also sets the platform to deliver the specific requirements of the DOE P-12 Curriculum, Assessment and Reporting Framework (CARF).
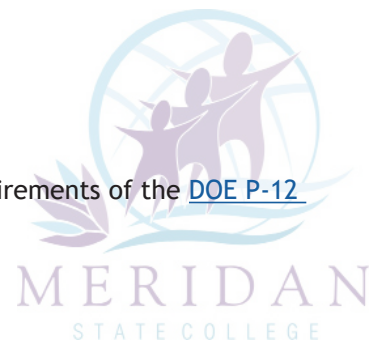
Systematic curriculum delivery:
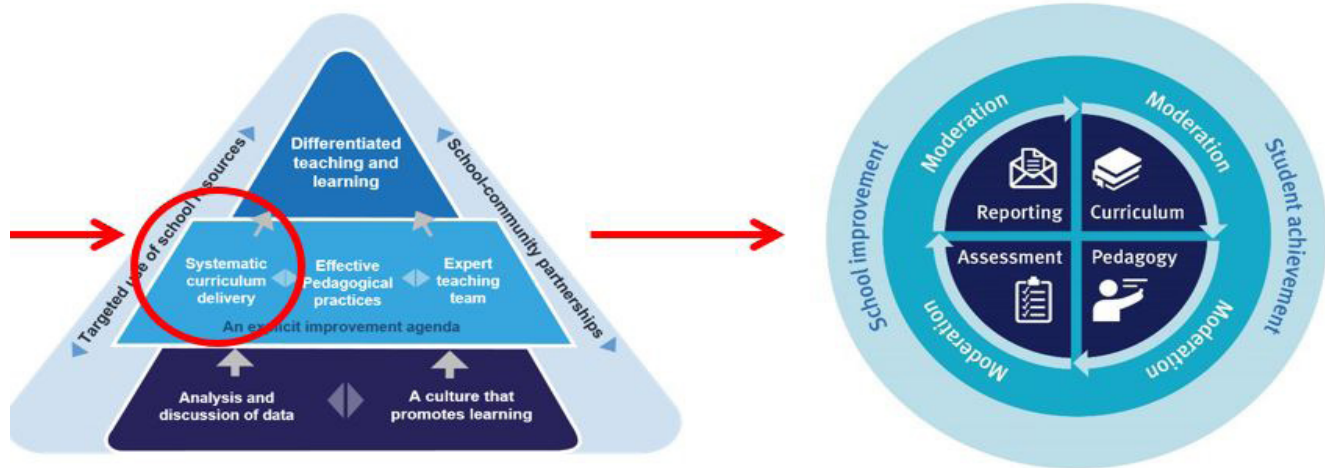
This is detailed further through the following areas of Primary, Junior Secondary and Senior Secondary:

Junior Secondary:

We implement (teach, assess and report on) the Australian Curriculum Version 8.

The Australian Curriculum consists of eight learning areas, seven general capabilities and three cross curriculum priorities.

When implementing the Australian Curriculum:
- o   We consider government priorities
- o   We teach Languages from Years 5 to 8
- o   Where appropriate, within the learning areas, we embed Aboriginal and Torres Strait Islander histories and cultures using the Australian Curriculum cross-curriculum priority
- o   We use Standard Australian English as the basis for teaching, including the teaching of spelling
- o   We teach Queensland Modern Cursive Script
- o   We use the Australian Curriculum learning areas and/or subjects to provide electives in Yr 9 & 10

The College has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations across the year levels.

The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum and other approved curriculum.

Our plan for curriculum delivery has been refined collaboratively to provide a shared vision for curriculum practice across our P-12 context.

The Meridan State College Curriculum, Assessment and Reporting Plan aligns with departmental requirements by providing an overview of the three levels of planning including:

Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum plan	Year and/or Band plans	Unit plans
Plan to implement (teach, assess and report on) each learning area and/or subject using appropriate implementation approaches in Prep to Year 10	Plan to ensure effective coverage of all aspects of the relevant achievement standards for each learning area and/or subject in each year and/or band in Prep to Year 10	Plan to forefront summative assessment, gather evidence against targeted aspects of the relevant achievement standards, and detail aligned curriculum and pedagogy for each learning area and/or subject
Responds to diverse needs of the school community and the school improvement focus	Responds to the diverse needs of all students in the cohort, and assessment and reporting data	Responds to the diverse needs of all students in the class

As required, the three levels of planning align vertically and horizontally; with each level providing a greater degree of detail to inform teaching and learning.

Meridan's plan for Curriculum Delivery is available on the College Website and available for sharing with parents/carers, students and the wider school community.

Rationale and Purpose
The process and protocols for Curriculum Planning at Meridan State College aim to:
- Provide teachers and students with a sharp, clear and explicit focus to drive the learning activities for curriculum units that will allow for a deep uncluttered focus
- Present and store the required information in a consistent easy to access format across teaching areas and teams
- Ensure curriculum coverage and alignment with Australian Curriculum, QCAA and other school priorities through the planning teaching, assessment and reporting phases
- Enable teaching teams to work collaboratively to minimise administrative workloads and promote quality teaching.

Process
The overall approach to curriculum and detailed curriculum planning consideration at Meridan State College are outlined in the P-12 Curriculum Framework.

The planning processes and protocols required, occurs in distinct tiers:
- Tier 1 - College Overview (College Executive Teams & the P-12 Curriculum Team) and Faculty/KLA Curriculum and Assessment Overview (7-12)
- Tier 2 - Year Level Curriculum Map, TAS or Work Program
- Tier 3 - Unit Planning and Assessment

The documentation for these tiers is outlined on the following page.

The required practices for assessment in this process are outlined in the Assessment section of these teacher guidelines.

Responsibilities
Head of Department
- Delegate faculty member planning responsibilities and identify time-lines for each subject
- Provide support through planning and resourcing and required documentation
- Approve and upload to Sharepoint final copies of Unit Overviews and Sequence and Assessment Tasks
- Maintain up to date tier 2 and 3 faculty curriculum maps in spreadsheet on Sharepoint.
- Lead and support creation and accreditation of Senior Work Programs and TASS.

Teacher
- Develop **Subject Unit Overviews** and **Sequences** and **Assessment Task** (Tier 3) in line with faculty roles, responsibilities and timelines
- Modify the Subject Unit Overviews and Sequences to suit personal strengths as a teacher, class needs and time available
- Work collaboratively via P4C / P4D to develop resources, activities, projects required for the implementation and delivery of these unit curriculum plans
- Save plans (ie. Overview, Sequenced Assessment) and resources in Sharepoint.

Further Information
- P-12 Curriculum Plan
- Key College Curriculum Documents
- Unit Overview Template

Secondary Curriculum Documents
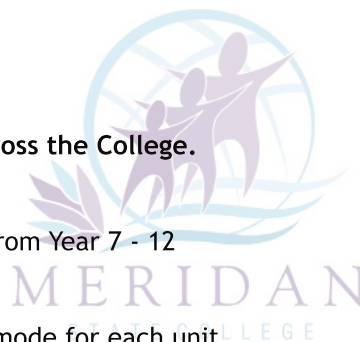
Tier 1
P-12 Curriculum Map
Faculty / Year Overviews

P-12 Curriculum Map details the subject offered across the College.

Curriculum and Assessment Overview:
Each KLA/Faculty Area collates the assessment data from Year 7 - 12 by:
- Unit Name
- The assessment Technique, Type and mode for each unit
- Conditions

Tier 2
Year 7-10 or Year Band Plans

Curriculum Map:
- Year 7 - 10 Map tracks the Achievement Standards, Content Descriptors and/or Elaborations to successfully address all components of the Australian Curriculum
- Endorsed Teaching and Learning Plans (TLAPS)
- Approved study plans for Applied Subjects
- VET Subjects - QCAA approved Training and Assessment Strategies

Tier 3
Unit Intent and Teaching and Learning Plans

Class Unit Overview and Sequence
Subject Unit Overview and Sequences are modified to suit a specific teacher and class and include:
- Australian Curriculum links
- Unit Outline
- Key Assessment Tasks
- Sequence of Learning
- Resources and Differentiation
- Targeted teaching and Learning intentions
- Homework and Readings
- Formative Assessment, Moderation and Feedback (2020)
- CARA'S (2020)
- Summative Assessment Task
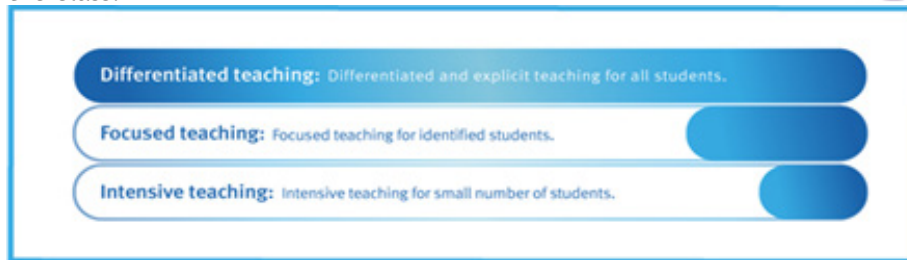- Assessment Exemplars
- Unit Outline

Differentiation

Differentiated Teaching

Teachers are required to adapt curriculum programs and assessment tasks to meet the needs of their classes and individuals within the class.

Differentiated teaching: Differentiated and explicit teaching for all students.

Focused teaching: Focused teaching for identified students.

Intensive teaching: Intensive teaching for small number of students.

The Meridan State College Curriculum Differentiation Guidelines has been created to promote planned and strategic differentiated curriculum through:

- Content: what teachers teach
- Process: how students learn
- Product: how students demonstrate what they know
- Learning Environment: how the learning is structured and how the classroom works and feels.

Process

To differentiate the content, process, product and environment, Meridan SC enacts the following inquiry process:

1. Scan and Assess student data
2. Prioritise student needs
3. Develop and Plan for equitable access
4. Act
5. Review using Assessment and Reporting

Content	Process
Differentiation Placemat Differentiated Curriculum Planning Flexible groupings (use One School) Gradual release model of teaching and learning	Learning goals, success criteria and proficiency scales (DQ1) Individualised Feedback (DQ2) Explicit Teaching (DQ3) Practicing and deepening knowledge (DQ4) Teaching strategies are linked directly to student's learning needs (DQ6)
Product	**Environment (DQ9)**
Flexible assessment options (formative and summative) (DQ5)	Communication of high expectations to individual students (DQ10) Opportunities for student choice (DQ7) High levels of student engagement (DQ7) Adaptable environments with efficient transitions (DQ8) Flexi-Learning

More information and recomendation for the steps in this process is provided in the MSC Curriculum Differentiation Guidelines.

Further Information

- MSC Differentiation Guidelines
- Differentiation Placemat

Homework/Study

Rationale and Purpose

Regular participation in homework/study tasks and activities is expected by all students at Meridan State College and supports current educational legislative obligations.

Consistent and purposeful homework/study is an essential component of the learning process. The benefits of homework/study include promotion of self-discipline and personal organisational skills, revision and consolidation of classroom learning and preparation for study in higher year levels/tertiary organisations. All of these are important elements of lifelong learning.

Process

Homework will be
- Set by the class teacher as appropriate to unit objectives and monitored
- Regularly and purposefully set and may include set class work not completed and assessment tasks
- Personal study, revision of daily classwork, wider reading, extra practice exercises, research and drafting
- Directly related to materials and concepts being studied in class
- Set with a due date for completion
- Checked by the teacher regularly. Feedback given to support student progress through the term and at the end of semester reporting.

Responsibilities

Teacher

Homework should be given regularly each week to students by class teachers. The purpose, benefits and expectations of all homework should be clearly communicated to both students and their parents/carers.

Homework in the 21st Century should be about:
- **Choice** - Students should be given a level of freedom and autonomy to choose how and when to extend their learning outside of the classroom
- **Appropriate Design** - Purposeful activities/tasks that support the continuance of their learning experiences in the classroom
- **Individualisation - One size doesn't fit all** - Homework should be customised to the specific needs of each student to foster curiosity and deep learning
- **Sharing** - Homework should not be graded but shared. Participation in homework activities should allow students to speak about what they have learnt, liked and struggled with. The collaborative and sharing process of homework should aim to provide feedback to the students, parents and teacher about what students currently know, what they need to know for the future and how to go about finding out
- **Assessment Work** - Identifying the requirements for upcoming exams for assignments and the provision of explicitly taught strategies to maximize student performance.

Student

Students are expected to take ownership of their learning and develop a level of control and autonomy in the choice of learning environment, subject matter, approach, and/or pace.

Students can take responsibility for their own learning by
- **Being aware** of the school's homework/study policy
- **Discussing** with their parents or caregivers homework/study expectations
- **Accepting responsibility** for the completion of homework tasks within set time frames as well as to the best of their ability
- **Following up** on comments made by teachers
- **Seeking assistance** when difficulties arise
- **Organising their time** to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

HOME

Recommended Allocation of Homework/Study

Students on the Secondary Campus at Meridan State College have a range of subjects that they typically experience 2-3 times per week.

It is therefore likely that sutdents will be given homework tasks 2-3 times per week/per subject.

Middle Phase of Learning

Homework in Year 7 could be up to but generally not more than 3-4 hours per week.

Homework in Year 8 and Year 9 could be up to but generally not more than 5 hours per week.

Senior Phase of Learning

In Years 10, 11 and 12 the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

Further Information
- How Parents Can Help

Glossary

Homework
Teacher set tasks/activities for the purpose of preparing for an upcoming lesson or reinforcing knowledge or skills previously taught in the classroom.

Study
Student set tasks/activities that assist with understanding concepts taught in class.

Studying may include making flashcards, taking detailed notes, making outlines and reading.

Study is also the time allocated to preparing for assessment such as an exam, assignments or practical pieces of work.
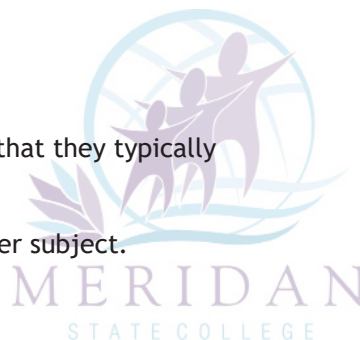
ICT - Student Devices

Participation in the BYOx program

Students at Meridan State College are encouraged to participate in the BYOx device program.

The BYOx device program allows Year 4 to Year 12 students to bring approved devices to school on the condition they are connected to the school network for learning. The security of these devices is the responsibility of the student. Information about Meridan's BYOx program, including the BYOx student charter can be found on the Meridan State College website.

Upon enrolment in a Queensland Government School, parental or carer permission is sought to give the student(s) access to the internet and school network.

The responsibilities for students using mobile devices or other devices at our college or during college activities differ between primary and secondary sub-schools.

At Meridan State College, it is acceptable for Year 4-6 students to use BYOx devices and for Secondary students to use BYOx and other devices for:

- assigned class work and assignments set by teachers when given permission to do so
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet or internet for educational purposes as supervised and approved by the college
- conducting general research for college activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to college work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment

Responsibilities

- be courteous, considerate and respectful of others when using a BYOx or mobile device
- place mobile devices out of sight and out of reach during classes, unless the device is being used in a teacher directed activity to enhance learning (secondary students only)
- seek teacher's approval where they wish to use a mobile device under special circumstances (secondary students only).

It is unacceptable for students at Meridan State College to use BYOx or mobile devices to:

- behave unlawfully
- access technology in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- listen to, view or use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and Internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by staff.

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Further Information:
- BYOx Program
- Student Code of Conduct

International Program

International Student Program

Meridan State College is a CRICOS accredited school within the EQI Program.

Meridan State College can enrol up to a total of 30 ISP students with our program annually.

Understanding the ISP Program

Meridan State College has successfully run the Study Tour Program since 2011 and in 2019 we received our official EQI Accreditation to now enrol up to 30 ISP students which are commonly referred to as 'long term' students. There are three typical student enrolment classifications:

ISP Program Study Abroad Program: This is where students will study for a period of 3-12 months at a time and live with a Meridan State College International EQI approved Homestay family. These students are not typically traced through QCAA with their academic results as the average time frame for a study abroad enrolment is 6 months.

Graduate Program: This is where an International student will complete a minimum of 2 years schooling within their EQI program and then graduate with Meridan State College. They can then go on to pursue a University Pathway. These students are all tracked through QCAA and must have full reporting provided by their teachers. This will also include our Primary students.

Study Tour Groups: This is where Meridan College will accept study tour groups from South Korea and Taiwan. These groups will range from 15-40 students and stay between 2-3 weeks. These students integrate into our Junior Secondary classes with their allocated Meridan buddies and follow their set 2-3 week program including specialised English lessons, dance lesson, music classes and sport lessons.

Broad Program International Student Program Visa Requirements/EQI Policies & Procedures:
- All International students must maintain a 95% attendance rate each term
- All International students must maintain a C Grade average in all their classes
- All International students must adhere to their EQI curfew guidelines
- All International students must maintain satisfactory behaviour within the program or be issued with a warning letter. If students are issued with two warning letters they can then be referred to EQI with the intent to cancel their enrolment.
- All International students must live with an approved EQI Meridan State College Homestay Family.
- International students are not permitted to drink alcohol, smoke or use illegal drugs during their stay.
- If International students are reported for drug use they will be sent home within 48 hours and forfeit their tuition fees paid to EQI.
- All travel and overnight stays and non-routine activity must be approved by the Principal or delegate.
- ISP students can also gain part time employment during their stay and work up to 20 hours a fortnight during school hours and extended hours during school holidays.

Please refer to EQI website for further information of EQI Policies & Procedures.

https://eqi.com.au/for-students/policies-procedures

Academic Reporting/Monitoring: All International students must receive a report card upon completion of their EQI program. If you have an International in your class that you feel is at risk of passing please alert the HOD International Peter Lawrence and Fleur Parker to make them aware so they can implement the appropriate measures. Peter Lawrence can also assist teaching staff with assessment and exam modifications is required. International students can be approved to use a dictionary or phone for translation purposes in their exams if agreed upon earlier with their class teacher.

https://eqi.com.au/for-students/policies-procedures/course-progress

Behaviour: If an International student behaves inappropriately within your classroom please notify Fleu Parker and HOD so we can take the appropriate measures.

https://eqi.com.au/for-students/policies-procedures/behaviour-management

Critical Incidents/Medical Emergencies: If an International student is in your care for an excursion or camp and is injured or experiences a medical emergency please follow Meridan State College protocol and then ensure you contact the International Emergency Phone 0428 645 258 so Fleur Parker (ISC) can assist you and action the Meridan State College International Critical Incident Policy. If you have an International student that has any medical issues or learning difficulties you will be personally advised prior to their arrival at Meridan State College. If you are made aware of a drug incident involving an International student please inform the Secondary School Principal Mark Seijbel immediately on 0477 762 188.

https://eqi.com.au/for-students/policies-procedures/EQI-incident-management-procedure

Integration: One of the most difficult aspects of the ISP is for the students to Integrate into an Australian school and make new friends. If you have International in your class please ensure they are seated next to an Australian student and in the first few weeks of the term please ask they to sit at the front and do your best to speak slower for the students.

International Team Contacts:

Fleur Parker: International Student & Homestay Coordinator
Extension: 724/ Mobile 0472 842 874
Email: fpark0@eq.edu.au

Peter Lawrence: HOD International
Extension: 780
Email: plaw11@eq.edu.au

Danielle Fullerton: EAL/D International Teacher
Extension: 732
Email: dfull51@eq.edu.au

Mandy White: Deputy Principal International
Extension: 621
Email: mwhit445@eq.edu.au

Mark Seijbel: Secondary School Principal
Extension: 609 Mobile: 0477 762 188
Email: mseij1@eq.edu.au

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Parent Engagement

Rationale and Purpose

Curriculum reporting processes at Meridan State College are aligned with the curriculum and designed to provide parents, families and students themselves with information about the achievement of curriculum intentions and progress over time.

Open communication concerning student progress is encouraged throughout the school year.

The preferred method for initial communication is via phone call.

Interviews with teachers may be arranged at any time throughout the school year to discuss the student's achievement levels, effort or behaviour. We believe that true partnership can only be achieved when the communication between home and school is free-flowing.

Throughout the year there are a range of age approriate reflection and formal reporting activities:

- **Parent Teacher Interviews**

Parents are given verbal information from the class teacher related to achievement, effort and behaviour in all subject areas. The class teacher shares work samples, assessment pieces, diagnostic tests and other data sources to support and provide further clarification to the information they share with parents. The class teacher will also share learning goals for focus in the upcoming term.

- **Student Led Conferences**

Student leads discussion and reflection with parents and core teachers to set goals for improving performance and developing strategies to achieve this.

- **Student Pathway Interviews**

Students and parents/carers will meet with a member of the Secondary School Leadership Team to review the student's overall progress, pathway to success and education and career planning. These interviews typically revolve around subject choices and how this fits with the Junior or Senior Education and Training Plans (JETP and SETP respectively) to support students making the appropriate decisions to suit their career aspirations and capabilities. Students are also required to complete a reflection sheet prior to this interview.

- **Student Performance Interviews**

Involve students, parents and members of the staff leadership and student management teams, meeting to review student progress and ongoing improvement planning in relation to "being on track" for learning goals and career pathways as identified in the JETP and SETP. These interviews provide a meaningful way of sharing information about student strengths and achievements as well as clearly highlighting areas for future attention related to achieving targeted goals and outcomes.

- **Interim Report Cards**

These reports provide a rating for achievement, effort and behaviour and are based on formative assessment activities and/or preliminary pieces of summative assessment.

- **Semester Report Cards**

These reports provided detailed comments and/or 5 point scale ratings for achievement, effort and behaviour related to each Subject Area studied that semester based on summative assessment.

- **Deputy Principal Emails**

Each DP has responsibility for a year level and will send home regular emails each Term to review progress and communicate key activities and events.

- **Project Culminating Events**

These are held at the end of a Project Based Learning task, focusing on specific Key Learning Areas targeted in the project. These are typically held towards the end of the term. Students demonstrate levels of understanding and achievement through performances and demonstration of products. Parents are invited to participate.

- **Meridan SC Awards Night**

Recognises and showcases outstanding performance in both curricular and extra-curricular areas. The 5 point scales and standards used in the formal written report cards form the criteria for many of these awards.

- **Recognition of Excellence Assemblies**

Held each semester, these assemblies recognise excellence in Academic, Behaviour & Effort outcomes.

Reporting

Rationale and Purpose

Schools report to parents on student achievement against the relevant achievement standards for each learning area/subject.

Reporting is part of communicating with parents and building the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents, so they understand:

- The learning expectations for the student
- The student's achievement against expected standards
- How well the student is engaging with the expected learning.

Process

Meridan State College reports to parents four times a year:

- Interim Report (End of Term 1 and Term 3)
- End of Semester 1 Report
- End of Semester 2 Report – Years 7 to 11 only

Reporting is completed through OneSchool for curriculum offerings, VET subjects, Other Learning Areas (OLAs) and extra-curricular activities. Report cards do not contain comments.

Achievement for curriculum offerings:

- Provide a grade for academic achievement (A-E)
- When there is insufficient evidence to make a judgement in the reporting period an "N" may be awarded. This usually only occurs when a student has recently arrived at the school or has had extended absences. Approval must be sought from Year Level deputy.

Achievement for VET subjects:

- Provide a rating based on student progress (WTC -Working towards competency, CA-Competency Achieved)
- If you are assigning the grade of Withdrawn or Competency Not Achieved, then this must be approved through year level DP

Effort and Behaviour

- Provide a rating based on the five point scale below:
    - Excellent
    - Very Good
    - Satisfactory
    - Needs Attention
    - Unacceptable

For consistency across the College, use the Meridan Behaviour and Effort Matrix to make a judgement.

Other reporting information

- Homework and Parent Teacher Interviews fields are not reported on
- When there is insufficient evidence to make a judgement in the reporting period an "N" may be awarded. This usually only occurs when a student has recently arrived at the school or has had extended absences. Approval must be sought from Year Level deputy.
- Completed reports are emailed by staff as PDF documents to respective faculty Head of Department by the due date.
- Report cards are delivered electronically to parents via email or QParents.

Responsibilities

Teachers – curriculum reporting
HODs – approval of faculty reporting
Year level deputies – approval of year level reporting
DP IT – reporting administrator
Principal – approval of secondary reporting

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Where can I find more information about reporting requirements in Queensland State Schools?
https://education.qld.gov.au/curriculum/stages-of-schooling/p-12

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JET Plan

Junior Education and Training Plan (JET) -

Rationale and Purpose

At Meridan students select four elective in Year 10 in addition to two compulsory subjects of English and Mathematics. The JET plan is designed to support students in completing the Subject Selection process for Year 10 in an informed, considered manner based around potential pathways and an understanding of their interests and learning characteristics.

TERM 2

1. Term 1 academic data (Tracked) distributed to all Year 9 core class teachers via email by Week 2 Term 2
2. Student data distributed to students via email (mail merge) Week 2 Term 2
3. Deputy Principal visits to all Year 9 classes:
   a. Term 1 academic data discussion (including behaviour and effort) with classes
   b. Focus on student work ethic and need to maintain academic performance
   c. Mentor Teachers to follow up in class e.g. one on one conversations based on Student Progress Card, class focus on effort with reward systems, etc.
4. Unpack overview of Year 10 structure and subject selection process at Year 9 Assembly (Week 3, Term 2, Junior Secondary Under croft TBC)

TERM 3

1. Students to review Track Ed Term 2 data in Mentor Class, Week 1 in preparation for Parent Teacher interviews
2. Follow up micro-lessons delivered during Mentor in Week 3 (Year Level Assembly) and 5 of Term 3
3. Students and parents attend Parent/Teacher interviews - **Week 3 Term 3**
4. Students and parents attend Subject Selection Evening - **Week 5 Term 3**
5. Students review subject selection options (emailed to students and parents by DP by Week 4, Term 3) and use subject information available on website to assist choices
6. Email sent home to advise parents that:
   a. Process is underway
   b. Parents encouraged to check selections and to review at home
   c. Instructions how to access on OneSchool attached to email
   d. Notice also placed on Facebook
7. Week 8, Term 3 (Wednesday, Thursday and Friday) students engage in JET planning interviews. Process will be one class allocated to each session who will be nominated an interviewer who will conduct the JET plan interview
8. Students finalise subject selection entries on One School at home or at break times/before school using school devices
9. Due date for subject selections to be entered is **Friday 10 September 2021** (Friday of Week 9)
10. Students who have not completed their subject selections will be advised by Year 9 DP in week 10 of Term 3. Final opportunity for this data to be entered
11. **Friday 17 September 2021** (end of Term 3) subject selections finalised and any students who have not completed process will be placed into available classes during timetabling process.

SET Plan

Rationale and Purpose

State schools ensure that students in Year 10 develop a Senior education and training plan (SET plan) in partnership with their parents. The SET plan maps out a student's education and training plan of action to achieve their Intended Learning Option (ILO) through the compulsory participation phase. Students are supported to acquire the skills and knowledge to develop their SET plan and to revise it during their studies.

SET planning helps students:

- Structure their learning in Years 11 and 12 around their abilities, interests and ambitions
- Think about their education, training and career options after Year 12
- Set and achieve their learning goals in Years 11 and 12 and beyond
- Consider flexible and coordinated pathway options in their course of senior study (if applicable)
- Communicate with their parents/carers about their post-school plans.

Process

Students complete their SET plan interview in person with their parents/carers and a member of the secondary leadership team.

The interviews are conducted on the Thursday and Friday before the Term 3 Exam Block. Interviews are for 30 minutes and are booked by parents through the online booking system. Year 10's do not attend school during the SET plan interview days.

In preparation for the SET plan interview, students complete the following sections in OneSchool:

- Intended Learning
- Personal - Learning Snapshot
- Personal - Strengths, Areas to Improve,
- Personal – Goals, Interests
- Subject Selections

Changes to the agreed and signed SET plan occur through the relevant year level DP.

Responsibilities
Mentor Teacher – support students in preparation for their SET plan documentation and interview
Members of leadership team – conduct SET plan interviews
HOD- provide DP Year 10 relevant subject information for transition to Year 11
Guidance Officers – interview Year 10 students about career choices
DP HR – provide subject lines and open subject selection
DP Year 10 – overall organisation of SET plan process

Student Recognition

Rationale and Purpose

In the Secondary School at Meridan SC we seek to celebrate excellence and implement a consistent approach to positively reinforce the behaviours we work to develop in our students, in line with our College Vision and Values.

As such staff are committed to encouraging all students to achieve high standards, continuously improve and have the skills to be independent and resilient lifelong learners.

Providing opportunities for every student to access and engage in learning experiences focused on the core curriculum is an essential part of supporting all students to achieve to their potential. In line with the DETE P-12 Curriculum, Assessment and Reporting Framework, Meridan State College adopts a whole college approach to supporting student learning. Through this, we seek to:
* promote a strategic and cohesive response to diverse learning needs
* promote consistent practices in a culture of ongoing improvement
* set and maintain high expectations for evert student
* monitor student progress with multi-layered analysis and discussion of student achievement data and
* support student learning with quality teaching focused on improving the achievement of every student.

The core focus of this formal student recognition framework is on promoting engagement and ownership of learning. Staff, parents and students at Meridan State College have developed a set of key protocols and recognition strategies targeted at specific behaviours embedded in our College Vision and Values.

Currently our recognition strategies focus on the building of Excellence and Supportive Environments.

The student recognition awards integral to these guidelines are:
* General Positive Behaviour Recognition (Postcards)
* Academic Excellence Awards
* Behaviour and Effort Excellence Awards
* Attendance Awards
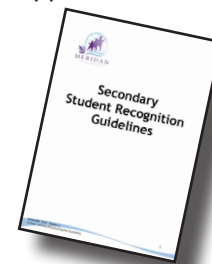
Process
The full details and procedure for each award is outlined in the Student Recognition Guidelines document.

Teachers to issue postcards and awards as per the guidlines.

Responsibilities
* Teacher: Postcards, Awards (JS: each week, SS: 1 every 5 weeks)
* Community Leaders: Issue Awards and Excellence Awards on Year level Assemblies
* JS and SS HODs: Identify, organise and present Excellence Awards - Present Gold standard on Assemblies

Further Information
* Student Recognition Guidelines

Subject Changes

SUBJECT CHANGES

YEAR LEVELS 7—10	YEAL LEVEL 11—12

Dates for Subject changes

• Term 1 - In first 2 week • Term 2 - In special circumstances • Term 3 - In first 2 weeks • Term 4 - In special circumstances	• Yr 11 Term 1 - In first 2 weeks • Yr 11 Term 2 - Week 6 general subjects only • Yr 11 Term 3 - First 2 wks for VET and applied subjects only • Yr 11 Term 4 - First 2 weeks general subjects only • No subject changes in Yr 12 unless required for a QCE or medical / special circumstances

All Subject Changes

• Form completed by Student • Teachers/HOD/Parent signed • Student meet with Deputy Principal	• Form completed by Student • Teachers/HOD/Parent signed • Student meet with Deputy Principal

Deputy Principal

• Subject change made in OneSchool • HOD/Teacher/SDCS operator notified • Timetable issued to student	• Subject change made in OneSchool • HOD/Teacher/Systems management operator notified • Timetable issued to student

HOD's

• Sign subject change form • Notified of actual subject change • Collect final semester result • Advise SDCS operator of LOA and Rank (11,12)	• Sign subject change form • Notified of actual subject change • Confirm final unit result • Advise System Management operator of LOA

Teacher

• Signs Subject Change Form • Advised of subject changes • Does not accept students into class unless on class list or if they produce new timetable	• Signs Subject Change Form • Advised of subject changes • Does not accept students into class unless on class list or if they produce new timetable

SYSTEMS MANAGEMENT

• Receives form from DP • Advises Finance • System management updated within QCAA timelines	• Receives form from DP • Advises Finance • SM update within QCAA calendar timelines

Finance

• Advised of subject changes by systems management operator • Adjust student account	• Advised of subject changes by Systems Management operator • Adjust student account

Student

• Completes subject change form • Gets signatures from HOD/Teacher/Parent • Meets with Deputy Principal • Collects new timetable	• Completes subject change form • Gets signatures from HOD/Teacher/Parent • Meets with Deputy Principal • Collects new timetable

Further Information:

In some circumstances the subject changes will occur without the form being signed by the teacher/HOD. In these situations discussions have occurred directly with the Deputy Principal.

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Tutorials

Rationale and Purpose

The staff at Meridan State College are committed to encouraging all students to achieve high standards, continuous improvement and skill development to promote independent and resilient lifelong learning. Providing opportunities for students to access a range of co-curricular activities including the Secondary Campus Tutorial Program is seen as an essential part of supporting all students to achieve to their potential.

The purpose of the Secondary Campus Tutorial Program is to provide students with opportunities to improve their performance through access to additional time and teacher support across the range of curriculum areas.

Four types of tutorials are offered:
- Collaborative study sessions where students work together on class and assessment tasks for key learning areas of English, Junior Secondary Mathematics, Junior Secondary Science, Humanities and LOTE. These sessions will be facilitated by a range of teachers. Students are encouraged to identify areas they require assistance with during this time.
- Elective subject tutorials run by specialist staff e.g. Arts, senior Mathematics subjects, senior Science subjects, Business and Technology, Health and Physical Education, Creative Design and Industrial Technology.
- Specific tutorials linked to specific programs or subjects.

All students have the opportunity to access additional support which includes individual and group study options covering both vocational and academic subjects. Students can access this independently or via recommendations from class teachers. Attendance at these sessions will remain the responsibility of the student.

Process

- Collaborative study sessions will be offered weekly after school, dates will be communicated via Student Space (Sharepoint). Teachers will supervise these sessions on a roster basis. Tutorials will be open to all students Years 7–12.
- Elective subject tutorials will offered at various times. Time and specific venues will be advertised in Student Notices.
- Specific tutorial programs will be advertised to students via assemblies, daily notices, newsletters and individual invitation and offered at various times throughout the year. Currently programs which will be offered during Terms 2 and 3 will include Meridan Maths Masters.
- Independent study opportunities where students can access the Resource Centre or Secondary Campus Computer Labs to complete independent work.

Responsibilities

Teachers are responsible for contributing to the supervision of collaborative study sessions as part of the faculty team. Heads of Department are responsible for coordinating staff for study session rosters.
The full statement of responsibilities required for the success of this program are outline in the Tutorial Program Guidelines.

Further Information

- Tutorial Program Guidelines
- Resource Centre Opening Hours: Monday-Friday 8am – 4pm. Please note, there is limited ICT availability during school hours.

Uniform

Rationale and Purpose

Under the Education (General Provisions) Act 2006, a Principal may develop a dress code to apply when students are attending, or representing the College.

The Student Dress Code has been endorsed by the Meridan State College Parents and Citizens Association. The College seeks full support from parents to ensure that their child abides by every aspect of the Student Dress Code every day. As part of the enrolment agreement parents agree to adhere to the Student Dress Code.

The Student Dress Code is advocated by our College for the following reasons:-
It promotes:
- an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the College
- a safe environment for learning by enabling ready identification of students and non-students at the College
- community values, expectations and perceptions of the College: and
- mutual respect among students through minimising visible evidence of economic, class or social differences.

It encourages:
- the positive link between dress standards, College discipline and College spirit
- students to have a sense of personal pride in their own appearance
- identification with the College and fosters a sense of belonging; and
- students in the Secondary School to focus on dress standards/requirements of a workplace.

Process

Out of Uniform Procedures

Students unable to wear an item of the uniform with a reasonable excuse must provide a note from a parent **and will be required to go to ancillary and change** into the correct uniform item from a clean, well-maintained uniform pool prior to the commencement of the College day.
- The student's own article of clothing will be held until the exchanged article is returned at the end of the school day
- Where the uniform item is unavailable, and the student's dress is deemed appropriate, the student will be issued with a Uniform Pass indicating that they have followed protocols and that the uniform item was unavailable
- The College gives consideration to families to meet the uniform requirements by assisting and supporting them through our Support Services.

Non Compliance with Student Dress Code

Under the Education (General Provisions) Act 2006, permitted sanctions for non compliance of the dress code can include one of the following:
- Reflection session/s
- Prevention of the student from attending, or participating in any College activity that, in the reasonable opinion of the Executive Principal, is not part of the essential education program of the College
- Prevention of the student attending or participating in any activity where the student is representing the College.

Responsibilities
- Mentor Teachers - send students out of uniform to ancillary to get changed (or hand in caps, jumpers etc and present receipt upon return).
- Class Teachers - as for mentor teachers, but if during class time - students will need to make up time.
- Community Leaders / HODs / DPs - as above and support teachers with non-compliance issues.

Further Information
- College Uniform Policy

Staff Absence Procedures

There are two types of absences: Unplanned and Planned Absences

Each absence type has its own procedures and it is important to follow these procedures so that there are no communication breakdowns.

Unplanned Absences – Prior to commencement of the working day

An unplanned absence is typically where a staff member is unable to make it in to work as a result of personal sickness, family sickness, or an unexpected event that was not known about the previous work day.
In this situation:

Step 1: Call the absentee line or text the absentee line on the morning of the absence before 6:30am.
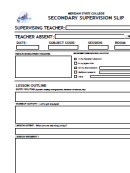The absentee number is: 0459 842 330
Leave the following Details:
- Name
- Date of absence
- Reason for absence
- How long you expect to be away
- Leave type (if known) e.g. sick leave, sick family, bereavement etc.
- Indicate the method by which supervisions will be sent (preferred method is email)

Supervision Slip

Step 2: Email supervisions for class to: supers@meridansc.eq.edu.au

Step 3: If you have not received confirmation that your absence has been received by 7:15am please resend the message.

Step 4: If the unplanned absence extends to three days or more a medical certificate will be required by the College. Upon your return to school please give the medical to the HR Deputy.

NB: In some circumstances what begins as a short term absence may turn into a longer term absence. If you believe there is a possibility that your absence may require 5 days or more away from school please call the HR Deputy to discuss leave options. It is best to do this as early as possible so that appropriate backfilling can occur to minimise disruption to students in classes.

Unplanned Absences – After commencement of the working day

If for some reason you need to leave it becomes necessary to leave during the day due to sudden onset of illness or family illness then it is important to:

Step 1: Contact the absentee number and advise of situation: Mob: 0459 842 330
If phone is not answered contact HR Deputy or HOD Operations. If neither is available contact your HOD or please see the nearest HOD in your staffroom to advise of the situation.

Step 2: If possible give directions for remaining class supervisions to HOD or available staff member.

Step 3: HR AO will contact Client Services to advise you are leaving the College so that in the event of an emergency the College is aware that you are no longer on Campus.
Do not leave the college unless you have confirmed arrangements for your class.

Please note that while an unplanned absence after the commencement of the working day is sometimes not avoidable, it can place considerable stress on staff who need to organise or pick up late supervisions. It is much better if you are feeling unwell the day before to take the extra day as sick leave, if you have the leave available, rather than trying to soldier on and having to leave throughout the day. Similarly, please allow sufficient time for specialist appointments if taking part day absences so that not making it back in time can be avoided.

* Please note that where possible personal appointments should be made outside normal school working hours.

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Planned Absences

A planned absence is any absence that is foreseen at least 24hrs beforehand.

Examples of planned absences may include:
- Staff attending a work related excursion or PD event
- Needing to attend a specialist appointment
- Attending networking meetings
- Panel Days

In any of these situations it is important that the following steps have occurred:

Step 1:
(1) If it is an excursion, PD event, meeting absence or any other work related appointment, ensure that your absence has been approved by the Exec. Team & appropriate paperwork has been completed. To confirm a planned absence email the HR Deputy and ensure the subject line reads as:

Planned Absence – Staff name

If this has been done the absence should appear in the College Calendar for any approved VSR or Professional Development Activity. For meetings or work related appointments please confirm by checking the Secondary Teacher Absences Calendar (located in the Secondary School tab on One Portal). In general, please check that the absence is noted correctly at least 24 hours prior or the Friday prior if it is scheduled for the first day of the school week.

(2) If the planned absence is for a personal appointment of any kind then it is imperative that you communicate this directly with the HR Deputy only.

This is necessary so that the HR Deputy:
- Has an accurate understanding of the nature of the proposed absence
- Can advise of the most appropriate leave to be recorded
- Can appropriately balance and support the needs of the individual and the College
- Can plan and organise appropriate backfilling of your position
- Can maintain accurate records of college absence

 Supervision Slip

Step 2: Email supervisions for class to: supers@meridansc.eq.edu.au

Step 3: If you have not received confirmation of your absence by 7:15am please resend the message.

Step 4: If the planned absence extends to three days due to sickness or family sickness a medical certificate will be required by the College. Upon your return to school please give the medical to the HR Deputy.