



MERIDAN  
STATE COLLEGE

# Meridan State College Secondary Student Guidelines



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





## [Term Dates](#)

The Department of Education sets the term and school holiday dates for all Queensland state schools. For public holidays, show holidays and special holidays in Queensland, visit the Queensland Government website.

## [Lesson and Bell Times](#)

## [Event Calendar](#)





# Assemblies

Secondary assemblies are normally held on Tuesdays.

Students will rotate through a range of different assemblies to meet College and student needs including Secondary, Community, Sub-school, and Whole of College. Boys need to wear their ties for all Assemblies.



# Vision and Values



**'Igniting Minds, Empowering Futures'**

**COLLABORATION**  
**COURAGE**  
**COURTESY**  
**COMPASSION**

Meridan State College's Vision of Igniting Minds, Empowering Futures, is embedded in the culture through a range of approaches and strategies.

The school is committed to an ethos that exemplifies the values of **'Compassion'**, **'Courage'**, **'Collaboration'** and **'Courtesy'** in a supportive environment that is relevant and meaningful for the developmental stage of their students.

The **'4 Cs'** also underpin the behavioural expectations embedded at the school. Students engage in focused learning episodes around these values and they also provide a common language for recognising positive behaviours in classrooms and on assemblies, and through communication with parents.

Our College also has a 'Community' structure and all students and staff belong to one of the four Communities. The Communities are named after elite sports people (Bradman, Freeman, O'Neill and Rafter) who are known not only for their sporting prowess but also for their charity and humanitarian work. The Community structure provides vertical social groupings, a supportive environment and an enriched pastoral care program for students. It allows for greater staff, parent and student interaction and promotes positive relationship building across all sub schools for staff and students. This structure is supported by research which indicates that smaller groupings within a larger educational organisation have the potential to significantly enhance educational outcomes for students. It also promotes a deeper sense of belonging for all involved in our school community and pride in our College.

Meridan State College is founded on the core beliefs of building positive relationships with our entire school community, engaging in real teamwork and demonstrating a high level of professionalism in all that we do.



# Wellbeing and Student Support

To enable students to reach their potential, a range of structures are in place to support the social, emotional, cognitive, physical and behavioural wellbeing of students. This includes a range of services to support students in response to their needs. Essential to this is our Community Structure and the Staff Community Leaders.



The four Communities at Meridan are:



Community Leaders work with students in Community Groups to provide support to students, based around; improving educational outcomes, tracking attendance and performance, and case managing individual students.

In addition to the community leaders a number of other staff make up the Student Services Team:

- Guidance Officers (educational, personal and career counseling)
- Learning Support and Students with Disabilities HOSE (curriculum modification, individual programs, small group support)
- College Chaplain (mentoring, student support and welfare)
- School-Based Nurse (promotes health and wellbeing, provides health information and referral) and
- External Agencies via College Support Staff (Reconnect, SCILS, EPIC, Headspace, CYMHS, SKedLink).

This team provide monitoring and support for students with clearly identified needs.

Students or parents may 'self-refer' to College support staff by booking an appointment via the Client Services Office.

For more information see the MSC website's [Wellbeing page](#).







# Student Services Team

Meridan State College provides a range of student support services and access to internal and external support and wellbeing agencies.

Your teacher will always be the first port of call for any challenges they may encounter. Many students will not require any support beyond their teacher and possibly curriculum Head of Department (HOD) however we do have a number of other key staff that are ready to assist if required.

## **Head of Special Education Services**

Our HOSES manages all matters related to special education and leads a wonderful team of staff that offer specialised learning and support programs.

## **Guidance Officers**

Our Guidance Officers provide advice and support in areas including careers advise, post school pathways, social and emotional support, study skills and mediation.

## **Psychologist**

Students seeking support for psychology services must be referred via the College's Primary and Secondary Guidance Officers.

## **School Nurse**

Our school nurse is the best person to seek for any students with health question or concerns. Our school nurse also runs a number of programs for groups of students from year 7 – 12.

## **Year Level Coordinators**

Please contact the Year Level Coordinators to inform them of any social or wellbeing updates we need to know to support your children. Our Year Level Team are a great one-stop-shop if you are experiencing challenges across a number of areas or have any social/emotional concerns. They are able to assist with any number of concerns your child may have and will also know the key staff to refer your child to if necessary. They are also one of the people that will track your child progress in academic achievements, attendance, uniform and behaviour (both positive and negative).

## **Year Level Heads of Department**

Please contact the Year Level Heads of Department if there are any subject selection or pathway concerns. Year Level Coordinators and Year Level HODs work closely together with Mentor Teachers who are responsible for marking rolls and checking uniforms daily and assisting with the delivery of the pathways programs.





## Academic Support

Within the curriculum, subjects are grouped into faculties.

Each faculty is led by a Head of Department who provides strategic direction to ensure quality teaching and learning, and positive student outcomes.

Heads of Departments are responsible for curriculum as well as monitoring student performance and behaviour within subjects.

They have an important role in assessment, implementation and policy. After the subject/class teacher, they are the first port of call in relation to any subject-based concerns.

Classroom teachers and Heads of Department are integral in supporting each student to achieve to their potential in their chosen subjects.

Our year level Heads of Department work with year level cohorts to coordinate Student-led Conferences (7-9) and regular Performance Interviews (10-12).

The Secondary School Guidance Officers, Community Leaders, Principals and Deputy Principals are also integral to these processes.

## OUR STAFF





# Classroom Behaviour Common Expectations



## Meridan State College Secondary Expectations

COLLABORATION  
COURAGE  
COURTESY  
COMPASSION

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



# Classroom Behaviour Possible Consequences



Possible Behaviours	Possible Consequences / *Actions
<ul style="list-style-type: none"> <li>• Late for class</li> <li>• Use of phone without permission</li> <li>• Disruptive behaviour</li> <li>• Poor engagement</li> <li>• Incorrect uniform</li> <li>• Verbal misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Move seating</li> <li>• Confiscation of phone</li> <li>• Lunch time reflection</li> <li>• Student-Teacher Restorative chat</li> </ul>
<ul style="list-style-type: none"> <li>• Repeated behaviours</li> <li>• Anti-social behaviour</li> <li>• Refusal to participate in program of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Phone call home</li> <li>• Lunch/after school reflection</li> <li>• OneSchool incident report</li> </ul>
<ul style="list-style-type: none"> <li>• Repeated behaviours</li> <li>• Disruptive behaviour (high level)</li> <li>• Leaving class without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Buddy class</li> <li>• Parent-Teacher-Student Restorative Conference</li> <li>• Initial contact with CL (FYI)</li> </ul>
<ul style="list-style-type: none"> <li>• Repeated behaviours</li> <li>• Serious verbal misconduct</li> <li>• Physical misconduct</li> <li>• Ongoing refusal to participate in program of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to Community Leader for support (FYA)</li> <li>• Restorative Conference</li> <li>• Behaviour support plan</li> <li>• Suspension + Re-entry</li> </ul>



# Meridan Curriculum Overview

YEAR	Maths	English	Science	Humanities	The Arts	Business	Digital Technology	Design Technology		Health & Physical Education	Language (Other Than English)
								Industrial Design Technology	Creative Design		
YEAR 11	General Mathematics	English	Chemistry	Ancient History	Drama	Business (BB)	Digital Solutions	Design (DT)		Health Education	Latin
6	Mathematics Methods	Extended English	Biology	Geography	Drama	Legal Studies (LS)	Certificate II in Information, Digital Media & Technology	Certificate II in Engineering Pathways (EP)	Certificate II in Visual Communication (VO)	Certificate II in Hospitality (PH)	Certificate II in Physical Education
	Year 11/12 Mathematics	Science	Modern History	Music	Certificate II in Business (BB)	Certificate II in Tourism (TO)					
12	Extended Mathematics		Physics		Visual Arts Film, TV & New Media						
YEAR 10	Mathematics A	English	Chemistry	Geography	Drama	Business Studies	Digital Technology	Design Technology (DT)	Industrial Technology Pathways (IP)	Food Technology and Hospitality (FH)	Physical Education
9	Mathematics (MAT)	English (EN)	Science (SC)	Humanities and Social Sciences (HS)	Performing Arts (PA)		Digital Technology	Design Technologies	Industrial Technology Pathways (IP)	Food Technology and Hospitality (FH)	Health & Physical Education (HPE)
											Sports Academy* (SA)
8	Mathematics (MAT)	English (EN)	Science (SC)	Humanities and Social Sciences (HS)	Performing Arts (PA)		Digital Technology	Design Technologies	Industrial Technology Pathways (IP)	Food Technology and Hospitality (FH)	Health & Physical Education (HPE)
7	Mathematics (MAT)	English (EN)	Science (SC)	Humanities and Social Sciences (HS)	Performing Arts (PA)		Digital Technology	Design Technologies	Industrial Technology Pathways (IP)	Food Technology and Hospitality (FH)	Health & Physical Education (HPE)
6	Mathematics	English	Science	Humanities and Social Sciences	Performing Arts		Digital Technology	Design Technologies	Industrial Technology Pathways (IP)	Food Technology and Hospitality (FH)	Health & Physical Education (HPE)
5	Mathematics	English	Science	Humanities and Social Sciences	Performing Arts		Digital Technology	Design Technologies	Industrial Technology Pathways (IP)	Food Technology and Hospitality (FH)	Health & Physical Education (HPE)
4	Mathematics	English	Science	Humanities and Social Sciences	Performing Arts		Digital Technology	Design Technologies	Industrial Technology Pathways (IP)	Food Technology and Hospitality (FH)	Health & Physical Education (HPE)
3	Mathematics	English	Science	Humanities and Social Sciences	Performing Arts		Digital Technology	Design Technologies	Industrial Technology Pathways (IP)	Food Technology and Hospitality (FH)	Health & Physical Education (HPE)
2	Mathematics	English	Science	Humanities and Social Sciences	Performing Arts		Digital Technology	Design Technologies	Industrial Technology Pathways (IP)	Food Technology and Hospitality (FH)	Health & Physical Education (HPE)
1	Mathematics	English	Science	Humanities and Social Sciences	Performing Arts		Digital Technology	Design Technologies	Industrial Technology Pathways (IP)	Food Technology and Hospitality (FH)	Health & Physical Education (HPE)
PREP	Mathematics	English	Science	Humanities and Social Sciences	The Arts		Digital Technology	Design Technologies	Active Training Skills	Health & Physical Learning	Social and Personal Learning



# Class work / Bookwork

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

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
- 

Please note that **pen and paper resources must still be brought to all classes by all students**, even those who have taken up the laptop program.

## Homework

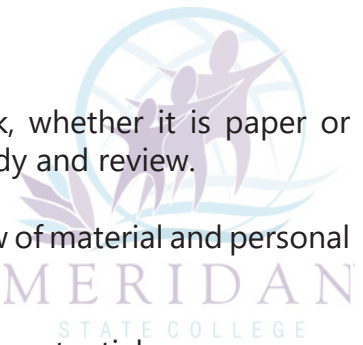
Regular participation in homework/study tasks and activities is expected by all students at Meridan SC and supports current educational legislative obligations.

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.

The key purpose of homework/study should be to ensure 'high quality learning and the desire to keep learning'.



### Homework will be:

- Set by the class teacher as appropriate to unit objectives
- 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.

### Student Responsibility:

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 need to 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.

### 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 students will be given homework tasks 2-3 times per week/per subject.

### Junior Secondary

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 Secondary

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.

### How Can Parents Help?

[Resources for parents](#)

### 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.



# Assessment

Assessment is any written, practical, oral or performance work that counts towards a task/units required demonstration of knowledge and must be completed.



## Student Responsibility

- Check individual assessment planners for due dates at the beginning of each term
- Develop a plan for completing tasks on time and recording due dates in their diaries
- Communicate any difficulties with completing the task to the class teacher before the due date
- Ask for assistance if required
- Attempt all tasks
- Complete and hand in work by the due date
- Use class time assigned for the completion of tasks efficiently
- Ensure work is original and sources are appropriately referenced

## Assessment Procedures

Meridan State College adheres to a non-completion policy requiring students to be engaged in assessment tasks and to complete all tasks unless exceptional circumstances prevail. At all times, students will be supported to complete key assessment tasks through scaffolding and sequenced learning experiences provided in class and through homework and personal study tasks.

## Handing in Assignments

- Assignments may be submitted to teachers on or before the due date in the following ways:
- To the teacher or Head of Department on the due date by 4:00pm; teachers will ask students to sign a class roll as proof of receipt
- To the Client Services Office on the due date by 3:45pm; students will be issued with a receipt for their assignment which must be kept as proof of submission
- In class to your teacher if you have your lesson scheduled on the day of the due date
- If students are not present at school for part of, or the entire day an assignment is due, they must provide a medical certificate
- No teacher will accept or forward assessment for another staff member.

## Failure to Submit

Failure to submit completed assessment items by the due date, without special consideration, will impact semester/term results. Failure to hand in a draft, as required by a teacher, on its due date means that students may be detained to complete the work after school.

In cases where assessment is not handed in on the due date, class teachers, in consultation with HOD's, HOSES and Community Leaders, will assess the task, based on evidence of student work observed in class prior to the due date and/or the partially completed drafts or assessment submitted. Students will still be required to complete the full assessment task.



Advance Notice



Students must advise the school of an unavoidable impending absence as soon as possible after they become aware of it. Documentary evidence must be supplied. The arrangements for completing the assessment and subsequent credit approval will be determined on an individual basis according to the documentary evidence provided.

### Unforeseen Circumstances

Should a student be absent on the day of an examination, client services must be contacted by the student, parent or guardian on the day of the test. This information will be passed on to the appropriate HOD. Contact must be made either during the absence, or on the first day of return to school. Wherever possible, make-up examinations will take place during the current block examination period. If appropriate, an alternate assessment may be set by the HOD. In both cases supporting evidence of the reason for the absence must be provided to the appropriate teacher immediately upon the student's return to school.

Evidence might include: medical certificate (compulsory in year 10, 11 and 12), or notification of selection in a representative team or parent letter in year 7 – 9.

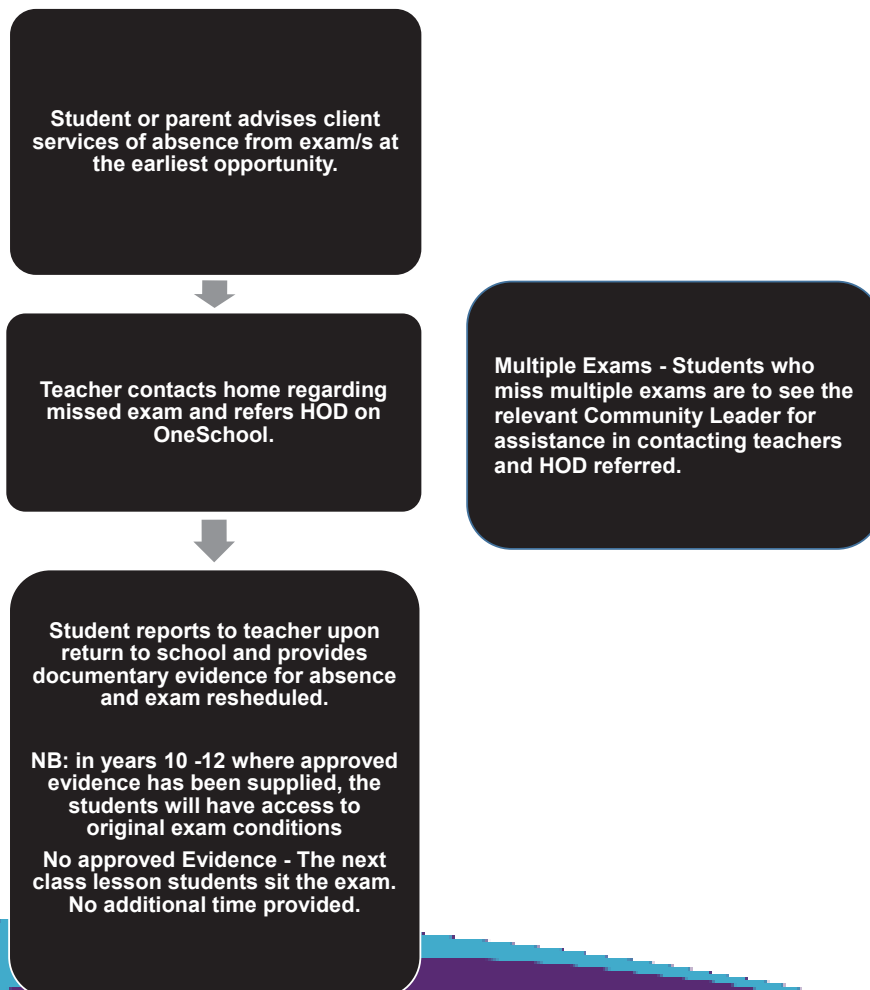
Students will sit the examination immediately upon return to school. The result will be recorded but noted as a late result and thus will not advantage a student's result.

Year 11 and 12 students who have missed multiple examinations during a block examination period should contact the relevant Community Leader to assist with exam rescheduling.

### Students on External Suspension

Students on suspension, at the discretion of the appropriate Community Leader and in consultation with the relevant HOD, will be given the opportunity to complete any examination as scheduled during their suspension period.

#### Procedure for Missed Examinations:

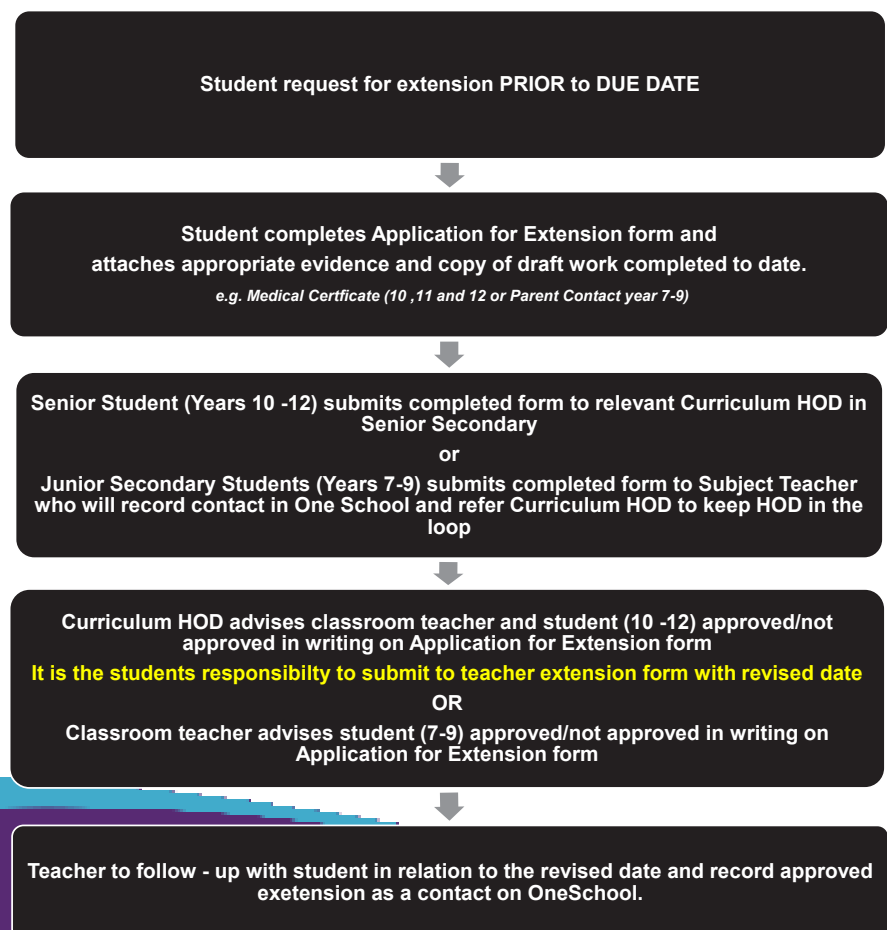


# Assignments and Projects (Late / Extensions)

All students should have at least a partially completed assessment task to submit on the due date. Timely submission of assessments is essential for students to demonstrate the mandatory curriculum aspects of the course and in order for feedback to be given. The work (even if incomplete) will be marked, commented upon, and credited towards the student's semester result. **An extension of time to complete an assessment task will be granted ONLY in cases of genuine prolonged illness\* or exceptional circumstances.** Parents/guardians who believe that their student/child has a case for an extension of time should **apply to the appropriate curriculum HOD (10 -12) or teacher (7 -9) PRIOR to the due date** to discuss relevant circumstances. Acceptable evidence, supported by documentation, must be presented to the HOD/teacher (any documentation must be accompanied by a completed '[Application for Extension – Assessment other than Examination](#)' form). Each case will be considered on its merit. The appropriate HOD/HODs (in consultation with the relevant Student Well-being HOD or DP where necessary) are the only people authorised by the Principal who can decide whether an extension of time will be permitted in years 10 -12. In years 7 -9 the teacher can consider the merits of an extension for individuals but only the Curriculum HOD can grant whole class extensions. The class teacher will also be asked to provide a relevant comment on the appropriateness of granting the extension. This may include student work completed to date (including draft) and work effort in class. This information will be entered into OneSchool. Students on suspension are required to submit assessment by the due date. The submission should be done electronically using Safe Assign or by email to the class teacher. These students will need to provide a hard copy to the teacher on the first day of their return to school. Failure to submit an item may result in the loss of credit for the semester. Students are required to submit the outstanding assessment item in order to receive credit for that semester. Technology failure is not considered an acceptable reason not to submit assessment tasks on the due date. Students are to ensure that all drafts of their work are backed up on multiple sources.

## Flow chart of procedures - extension for assessment:

MERIDAN STATE COLLEGE	
APPLICATION FOR EXTENSION – ASSESSMENT OTHER THAN EXAMINATION	
<b>PROCEDURES</b>	
<b>STUDENT TO COMPLETE</b>	
Name:	Date request submitted:
Mentor Class:	Subject:
Due date of assessment:	Type of Assessment: (e.g. Multi modal presentation)
Reason for extension:	
Documentary evidence attached:	YES / NO
Details: <i>*A Medical Certificate for any illness is required for students in years 10/11/12 *Curriculum HOD approval must be gained for students in years 10/11/12</i>	
Student's Signature:	Parent's Signature:
<b>TEACHER TO COMPLETE</b>	
Date request received:	
Work effort during set preparation time:	
Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Attention <input type="checkbox"/> Unacceptable <input type="checkbox"/>	
Comment:	
Number of lessons missed:	
Extension supported <input type="checkbox"/> Extension not supported <input type="checkbox"/>	
Reason:	
Teacher's Signature:	
<b>FACULTY HOD TO COMPLETE (Years 10 -12)</b>	
Approved <input type="checkbox"/>	Date Now Due:
Not Approved <input type="checkbox"/>	Action Taken:
Entered on OneSchool under contact <input type="checkbox"/>	Date received by teacher:
Curriculum HOD's Signature:	Date:



# Absences

All students/carers are responsible for providing explanations for their absences; parents/caregivers MUST provide explanation for absences by:

- Phoning Client Services for Students' Absentee Line 5490 2799 SMS Text Only 0429 784 249
- E-mail to [absences@meridansc.eq.edu.au](mailto:absences@meridansc.eq.edu.au)
- Letter or medical certificate handed in to the Client Services Office for Students
- Medical certificates are required for students who do not attend sub-school compulsory events such as sporting carnivals



An SMS text is sent daily to the designated parent/carer when their child is absent for Morning Mentor group session (MG). To apply for an extended absence (greater than 10 consecutive school days), you will need approval from the Principal prior to departure. An exemption form is to be submitted prior to the absence an exemption from schooling does not automatically mean an exemption from assessment items.

## Approved Absences

An approved absence is one involving illness or urgent family business, the circumstance of which must be clearly communicated to the Client Services Office.

## Unapproved Absences

All other types of absence (including family holidays) can affect a student's Youth and Family Allowance Payment. Leaving at first break, or arriving after a break, unless for approved reasons, will be considered as a ½ day unapproved absence. Part-time work, social arrangements, taking driving lessons, etc, are not approved reasons for absence.

Consequences of Unapproved Absences — All Students

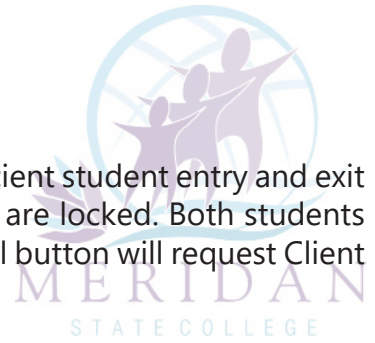
- 5 days or more unapproved absence per term — warning, parent contact and follow-up.
- 15 days or more unapproved absence in a semester — possible loss of subject credit for the semester.
- 20 days or more absence — approved or unapproved per semester — possible loss of accreditation for that semester unit — further absence will require upgraded documentation, e.g. certified medical certificates.
- Significant consecutive unapproved absences or a significant number of unapproved absences in a given time period may lead to cancellation of enrolment.

## Individual Lesson Absences

- **Class teachers** keep records of student attendance and investigate student absence. Where the absence is found to be unapproved (e.g. truancy), the class teacher sets appropriate consequences. (In most cases, students who miss entire lessons or part thereof will be required to make up missed time. Catch-up time may occur in break times or after school. Times will be determined by the relevant HOD/Coordinator, Community Leader or College administrator.
- **The Community Leader** will intervene when a student does not comply with the consequences set by the class teacher; or where a class teacher identifies that a student is persistently truanting the particular class, in turn the parent/carer will be informed.
- **Persistent absence** may result in cancellation of enrolment from Meridan State College at the discretion of the Secondary Principals and College Director.



# Early and Late Arrivals



## College Grounds

All College gates are opened each morning and afternoon to facilitate efficient student entry and exit to the grounds. To ensure student safety, during the school day all gates are locked. Both students and parents entry and exit is via the gate located near Client Services. A call button will request Client Services staff to unlock the gate for entry or exit.

## Early and Late Arrivals

Students are asked not to arrive at the College before 8:00am. The College does not provide any before school supervision. The College will not take responsibility for students who arrive before this time. Unless involved in an organised College activity, with teacher supervision, students are expected to sit in the Secondary School covered areas until the start time bell, when students need to move to class and prepare for the day. It is expected that students will depart the College grounds within 30 minutes of the conclusion of the school day, unless students are involved in an after College activity, with parental permission.

**Late Arrivals to College:** Students go straight to the Client Services Office self-service window to scan their IDcard to generate a late-arrival slip (late slip). Students are not to go directly to class. If they are later than 9am, parent/carer must send a text to the absence line 0429 784 249 or call 5490 2666 prior to student's arrival. Students who arrive late (without parental permission) will be issued with a detention. Office staff are not responsible to contact parents to validate reason for lateness. If students arrive during lesson time, they will not be admitted to class until the student has provided the subject teacher with a late slip. Any missed time will be made up with the class teacher.

**Early Departures from College:** Any student who is required to leave the College for any reason MUST use their IDcard to sign out via Client Services (self service window) before exiting the College grounds and must retain their leave pass as evidence of following the correct processes in case of being asked by other staff members. Senior Students not complying with the attendance expectations of the College will have their continuing enrolment at the College reviewed.

Parental permission via text to the absence line 0429 784 249 or a call to 5490 2666 is required for any student departing the College early. The self service desk will not validate the early departure without this process. For parents/carers who are collecting students from the Client Services Office, proof of parent/carer identity will be required before you are approved to leave College grounds. Parents are reminded to ensure that they sign out their child during the breaks only to avoid disruption to classes.

# Identification

Student Identification while in attendance at the College or at College Functions

Our safety strategy requires staff to be able to identify students in our College. Students are therefore obliged to carry their ID cards and official College timetables at all times.

If asked by any staff member or other authorised adult, students are required to produce these forms of identification.

## School hours



# Students on Alternate Programs

Students on alternate programs may not be required to be on site each day, e.g. school-based traineeships, participation at the SCTTTC. Any changes to individual timetables must be negotiated with the relevant year level Deputy and have alternate arrival and departure times approved by the parent/carer. The parent/carer must provide written notice confirming their acknowledgement of the alternate arrangements and students must sign in and out at the appropriate times at the Client Services Office.



If students are late to the College, or leave early and do not follow correct procedure regarding signing in and out, students will have a ½ day considered as an unapproved absence. The College accepts no responsibility for adjusting Youth Allowance attendance returns for students who fail to follow the correct procedures for attendance

## Medication

It is occasionally necessary for a student to have prescribed medication whilst at school. Should the student require medication, this process will be managed by the Teacher Aide at Client Services. The following procedures must be followed:

Parents MUST notify the College in writing

- Of a health condition requiring medication at school
- Their request for College personnel to administer prescribed medication or to assist in the management of a health condition
- Of any requests and/or guidelines from medical practitioners including potential side effects or adverse reactions.

Parents MUST also

- Provide medication in original labelled container to staff member
- Ensure the medication is not out of date and has an original pharmacy label with the student's name, dosage and time to be taken
- Notify the College in writing when a change of dosage is required. This instruction must be accompanied by a letter from a medical practitioner
- Advise the College in writing and collect the medication when it is no longer required at school

N.B. Non-prescribed medication, such as analgesics and over the counter medication, cannot be administered to students.

## Lost Property

The Lost Property box which is located at Client Services. All unmarked lost property will be held in the Lost Property box until collected. Unclaimed items will be recycled at the end of each term.

## Illness or Injury at College

If students are ill in class, their teacher will send them with a note to Client Services. It will be decided whether the student can return to class, or if the student should go home. Contact with home will be made by the Client Services staff. If it is out of class time, students may proceed to Client Services themselves. It is their responsibility to report any injury/illness to Client Services if it occurs at College or at a College / Sub school event and a teacher has not witnessed the event.





# Uniform

## Sports Uniform Days

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Sport	Sport	<b>Formal</b>	Sport	Sport
Year 8	Sport	Sport	<b>Formal</b>	Sport	Sport
Year 9	Sport	Sport	<b>Formal</b>	Sport	Sport
Year 10-12	<b>Formal</b>	<b>Formal</b>	<b>Formal</b>	<b>Formal</b>	<b>Formal</b>

## Uniform Expectations

Students are required to wear their full uniform each school day and for all formal occasions such as excursions, awards ceremonies, College photos and other College or public functions.

- A College black jumper with the College logo or College windbreaker jacket are the only approved jumper/jacket to be worn. Year 11 & 12 students may also wear their senior jackets.
- Students who are members of the Sports, Academic, Dance and STEM academies may wear the academy shirt except at formal occasions.
- The integrity of the College uniform must be maintained (e.g. skirt length may not be adjusted, no rips in shorts or stockings, sleeves unrolled etc).
- Students are to be well groomed and wear the uniform appropriately e.g. buttons done up, ties tied properly.
- Boys' belts are to be plain and free from large buckles or studs.
- Students with visible tattoos are required to have them completely covered with a flesh coloured bandage whilst in College uniform.
- Beanies, gloves and scarves are not part of the College uniform.
- The College dress code DOES NOT include any other item of clothing or accessory, other than that included in the list of uniform items.

## Footwear

- Due to Workplace Health and Safety regulations, students' footwear must provide adequate protection and cover the entire foot.
- Students attending this College must wear black shoes (100% black, no other colour) that are fully enclosed.
- Slip on shoes. 'high tops' or boots are not appropriate.
- Shoelaces must be black.
- Primary Students - Short white socks must be visible.
- Secondary Students - Short white or black socks must be visible.
- Joggers are preferable as regular physical activity is part of the College's curriculum.





## Jewellery

- Students may wear no more than two small pairs of plain sleepers or studs (silver or gold) in the ears only and a watch.
- All other items of jewellery, such as rings, necklaces, bracelets, medallions, anklets are not permitted.
- A small CLEAR nose stud is acceptable. Other forms of facial/external piercing (including tongue and eyebrow piercing) are not permitted. These items will be removed and collected from the students.
- If medical medallions are required, a medical certificate must be provided to the College. No other accessories may be worn.
- Medi-alert necklaces, or necklaces approved as religiously or culturally significant must be worn inside the student's collar due to Workplace Health and Safety requirements. Culturally significant jewellery must be approved by Year level DP.
- Students wearing jewellery that does not comply with this policy will be instructed to remove the non-compliant item/s and place them away (e.g. in their bag) for safekeeping. Ongoing non-compliance behaviour will be subject to intervention as per Non Compliance with Student Dress Code (below).

## Hair

The College has a requirement to ensure Workplace Health and Safety requirements are met at all times. This includes:

- Students are required to keep their hair neat and tidy so as NOT to interfere with their learning and to reduce the transfer of head lice; hairstyles should be kept well back out of eyes so as not to obscure vision.
- Students are required to tie their hair up if hair length is at or below the collar, when given as a direct instruction by a teacher.
- A hair net may be required for some activities.
- Hair accessories MUST be in College colours – calypso blue, purple or black. The uniform supplier sells the approved College scrunchie in these colours and elaborate flowers or coloured community hairbands should not be worn.
- Hair colour is to be of natural tones: - brown, black, blonde and auburn i.e. not bright, multi-coloured (such as pink, blue, green, etc)
- Shaved tracks or mohawk haircuts are not permitted.

## Make Up

- Subtle, minimal makeup that has a more natural look is permitted for secondary students. The purpose for the use of subtle light makeup (light foundation) is to conceal blemishes on the skin.
- Light application of mascara is permitted for secondary students only.
- Excessive heavy eye liner, heavy mascara and eye lash extensions, as identified by year level deputies, will not be permitted.

## Other

Students are to be well groomed and wear the uniform appropriately e.g. buttons done up, ties tied properly etc. Coloured nail polish is NOT acceptable and must not be worn to the College. Students will be asked to remove nail polish and make-up. Acrylic nails are NOT accepted. Teachers will serve a 24 hour notice to remove acrylic nails. Non-compliance with this requirement can include detention, prevention of the student from attending or participating in any College activity that, in the reasonable opinion of the College Principal, is not part of the essential education program of the College. The integrity of the College uniform must be maintained (e.g. skirt length may not be adjusted, no rips in shorts or stockings, sleeves unrolled etc). Students must use a Meridan State College bag with logo to carry their belongings. Handbags are NOT acceptable.



## 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 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 (including after school).
- Prevention of the student from attending, or participating in any College activity that, in the reasonable opinion of the College 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.

## Non Uniform/Casual Clothes Days

Non uniform days may occur as a fundraising activity. Students who do not wish to participate in the fundraising activity must wear their school uniform. Students wishing to participate in the fundraising activity are expected to come to the College dressed in such a fashion that:

- is suitable and appropriate,
- will allow individuals to fully participate in the set activities for that day,
- is inoffensive,
- is sun safe.

Specifically, this means:

- substantial footwear should be worn, the foot should be fully enclosed,
- clothing will not bear words or messages which may be offensive to others,
- no singlets/tank tops/sleeveless ensembles,
- girl's skirts must be of reasonable length,
- make up as per College guidelines,
- no jewellery as per dress code due to Workplace Health and Safety regulations.

# Student Dress Code

*Students who are transgender or intersex will be permitted to wear the uniform of their choosing. Medical evidence may be requested by a Principal.*



# ICT NETWORK AND EQUIPMENT



## Student Usage of Internet, Intranet and Extranet

In order to maintain a safe and supportive learning environment, students need to accept the responsibility that comes with being given access to these resources, and understand that this access will be removed if not used appropriately. With the possible move towards Bring Your Own Device (BYOx) the following policies may be subject to change. Students will be notified of any changes made prior to their implementation. 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.

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 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, encyclopedias, 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
- seek teacher's approval where they wish to use a mobile device under special circumstances (secondary students only).
- Using personal 'hotspots' is not permitted at school.

Students must not attempt to access systems for which they are not authorised, share or let others use their unique username and passwords, or disclose passwords to anyone (even in periods of absence). If the Department reasonably suspects someone of using the Information Communication Technology (ICT) network and facilities in a manner that constitutes a crime, the Department will refer the matter to the Queensland Police Service.

## 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 SC website.



# Electronic Devices and Mobile Phone Policy



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

Mobile phones are not considered part of the BYO device framework for learning at Meridan State College. The College, based on research about the learning of students, endorses a phone-free environment to enhance the learning, development and welfare of our students. There are only limited and very specific times where phones may be used for educational purposes within the classroom. Therefore, all secondary students enrolled at Meridan State College will be allocated a YONDR pouch. Once students are on school grounds, they are expected to have their phone switched off and secured in their YONDR pouch until they leave the grounds. The YONDR pouch is considered part of the school uniform, and therefore all students must carry their YONDR pouch, even if they do not own a phone. A mobile phone may only be used as an optional learning tool when determined by the teacher to be appropriate. Primary students are not to take mobile devices with them to the classroom or playground precincts and are asked to hand such devices to staff at client services to be securely held for the day.

## **It is unacceptable for students at Meridan State College to use BYOx 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.



# Assessment Year 7-12

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgment 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 profession 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 ACARA Years 7-10 (Internal), QCAA Senior Syllabus (External), and VET Training and Assessment Strategy (TAS).
- Assessment tasks need to be presented on agreed assessment templates
- Final copies of Senior assessment tasks need to be approved by the HOD and then forwarded to AO for uploading.

**The following details what is covered/included:**

- 1.1 Gathering evidence of student achievement**
- 1.2 Academic Integrity**
- 1.3 Scaffolding**
- 1.4 Due Dates**
- 1.5 Authentication Strategies**
- 1.6 Checkpoints**
- 1.7 Drafts**
- 1.8 Managing Response Lengths**
- 1.9 Collecting and Storing Assessment Information**
- 1.10 Internal Quality Assurance**
- 1.11 Communication and Status of Results**
- 1.12 Appropriate Materials**
- 1.13 Non-submission of a student response**
- 1.14 Extensions**
- 1.15 Missed Exams**
- 1.16 Access Arrangements and Reasonable Adjustments**



## 1.1 Gathering evidence of student achievement

### Rationale and Purpose

Schools are responsible for gathering evidence of student achievement on or before the due date for summative internal assessment instruments in all subjects for all units.

### Process

All class teachers are required to gather evidence before students submit or complete assessment tasks. Effective strategies for gathering evidence of student achievement may include:

- photocopying class work
- formalised submission of checkpoint activities/drafts
- rehearsal notes
- photographs of work
- teacher observations

### Responsibilities

Students:

- Are expected to participate fully to the best of their ability in all class activities and learning experiences
- Are expected to develop evidence of their learning throughout the unit of work
- Are expected to demonstrate/show evidence of their learning to the teacher when asked
- Are expected to submit checkpoint activities/tasks and final assessment by the due dates and times established for the course of study.

## 1.2 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) - have responsibility for promoting and maintaining academic integrity.

MSC and key stakeholders aim to conduct all academic responsibilities with integrity and uphold high standards of professional conduct as outlined in the QCAA QCE and QCIA policy and procedures handbook.

### 1.2.1 Promoting Academic Integrity

- develop and regularly review school assessment policies and procedures ensuring alignment with QCAA/EQ policies
- consistently apply policies to develop academic integrity and minimise academic misconduct
- develop assessment that enables identification of individual work
- model academic integrity, e.g. by practising appropriate research, referencing, and adherence to copyright laws as a school community
- communicate the school's expectations for academic integrity and policies for academic misconduct clearly to students and parents/carers
- use QCAA-developed resources and school-developed programs to help students and teachers understand the importance of academic integrity.
- editing — refining their own work
- checking — self-assessing compliance with academic integrity guidelines before submitting responses.

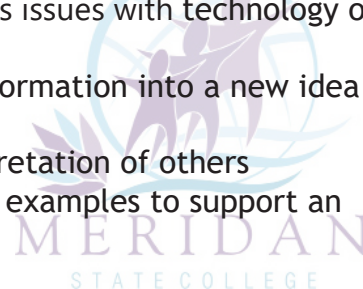
### Responsibilities

Students are able to demonstrate what they know and can do by the due date when they understand:

- forward planning - understanding the components of a task and how long each component might take to complete



- Time management - implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances
- note-taking and summarising - synthesising research or gathering information into a new idea or summary
- referencing - appropriately acknowledging the ideas, work or interpretation of others
- choosing appropriate examples - selecting appropriate quotes or examples to support an argument or communicate meaning
- editing - refining their own work
- checking - self-assessing compliance with academic integrity guidelines before submitting responses.



### 1.2.2 Understanding Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Types of academic misconduct and examples of students' behaviour may include:

Type of Misconduct	Examples
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• 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.</li> </ul>
Collusion	When: <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>
Contract cheating/significant contribution of help	A student: <ul style="list-style-type: none"> <li>• arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response</li> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>
Copying work	A student: <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam</li> <li>• copies another student's work during an exam</li> </ul>
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment</li> <li>• makes any attempt to give or receive access to secure assessment materials</li> </ul>
Fabricating	A student: <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references</li> </ul>
Impersonation	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.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas)
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.



## Responsibilities

- All stakeholders (Students/Teachers/HODS/Admin/Parents) are required to understand what constitutes academic misconduct and the possible consequences.
- All stakeholders should employ proactive strategies to ensure academic misconduct does not occur (e.g. Electronic submission of assessment through plagiarism software)

### Possible Consequences Examples only:

- Students may be interviewed to identify authorship of work suspected of not being authentic.
- Breach of academic integrity may result in the student's summative piece of work being discounted as the main source of summative assessment. It may also result in the use of other evidence to determine a final grade for the piece of assessment
- Students may face disciplinary consequences
- In VET courses where evidence of competency is gathered throughout the delivery of the course, students may be asked to provide additional evidence to ensure validity and authorship of evidence submitted (eg submitted written responses may be verified by additional verba I questioning if a breach of academic integrity is suspected). Additionally, students may be asked by their trainer/assessor to repeat practical assessments or work placements where there is concern over academic integrity.

## 1.3 Scaffolding

### 1.3.1 Scaffolding for Teaching and Learning

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.

#### Process

To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses at various grade levels for the purpose of demonstrating to students the match of the exemplar to the appropriate assessment criteria/performance descriptors. (it is not the intent of this is to demonstrate a singular model response).
- using visual frameworks or graphic organisers to plan responses.

### 1.3.2 Scaffolding for Assessment Instruments

#### Rationale and Purpose

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.



## Process

Scaffolding may include:

- providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- providing prompts and cues for students about the requirements for their response.

## Responsibilities

Students are expected to develop an understanding of scaffolding techniques and utilise them to ensure assessment accurately reflects their capability.

## 1.4 Due Dates

### Rationale and Purpose

A due date for assessment is established for the following reasons:

- To ensure that assessment delivery aligns with syllabus requirements
- Provide sufficient working time for students to complete the task
- Allow for internal quality assurance processes
- Enable timelines for QCAA quality assurance processes to be met
- Ensure assessment timelines can be clearly communicated to teachers, students and parents/carers
- Ensure assessment timelines are consistently applied.

In VET courses a due date is particularly important for:

- Allowing validation of assessment tools
- Allowing industry review of processes and practices
- Allowing timely updating of centralised data collection
- Allowing issuance of qualifications in a structured and systematic way

### Process

Assessment dates are set at the beginning of each semester or unit of work after being confirmed by HOD and DP.

They are then communicated to all stakeholders via a range of communication channels.

(Examples include: Canvas, emails, assessment task sheets, Training and Assessment Strategy project dates). Change of assessment date can only occur after consultation and confirmation by HOD and relevant DP.

In the event of an assessment change of date occurring all key stakeholders need to be advised. (Students/Parents)

### Responsibilities

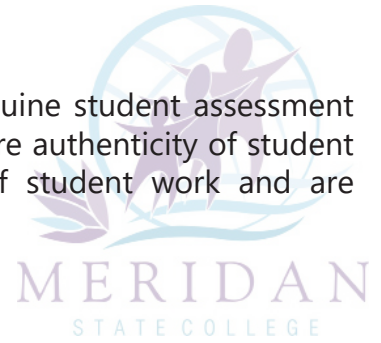
Students are expected to adhere to all assessment due dates.

Submission of tasks can be submitted no later than 5:00pm on the day it is due (or unless otherwise specifically stated).



## 1.5 Authentication Strategies

Accurate judgments of student achievement can only be made on genuine student assessment responses. Schools and teachers should have strategies in place to ensure authenticity of student responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.



### Process

Strategies for establishing authorship.

When developing an assessment instrument, schools should consider how student authorship of final responses will be established. Teachers may:

- set an assessment task that requires each student to produce a unique response
- vary assessment tasks each year so students are unable to use other students' responses from previous years
- set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software, if available
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Trainers/Assessors need to collect performance evidence in line with the approved course TAS, to determine satisfactory completion of tasks. Through the use of MSC approved templates for evidence gathering, Trainers/Assessors are able to establish authorship of final responses by receiving signed documentation from students (electronically or otherwise). Trainers/Assessors are also able to verify this evidence through the use of checkpoint evidence.

### Responsibilities

Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by the College, such as to: sign a declaration of authenticity
- submit draft by the due date.

Parents/Carers:

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



### Inability to establish authorship

To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards.

Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, schools:

- provide an opportunity for the student to demonstrate that the submitted response is their own work
- make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards, syllabus standards or benchmarked against assessor instructions in VET.

### Administering external assessments

All stakeholders are to abide by the expectations outlined in the External Assessment - Administration Guide and report any instance of suspected or observed academic misconduct the School external assessment (SEA) coordinators as soon as possible.

## 1.6 Checkpoints

### Rationale and Purpose

To monitor the work of students as part of a developmental process.

### Process

Teachers may use defined checkpoints to:

- clarify assessment expectations for students (e.g. task requirements, how judgments are made)
- discuss progress towards the task completion
- help students develop strategies to submit assessment by the due date
- gather evidence on or before the due date
- provide points of intervention, if needed
- embed authentication strategies

Faculty HODs will identify how many and what type of checkpoint are required. This will be determined by factors such as year level, complexity and type of assessment, subject/course.

## 1.7 Drafts

A draft is a preliminary version of a student's response to a task. A draft can be used both to provide focused feedback on a response and to authenticate student work.

A draft can be used to provide feedback on a response as well as to authenticate student work. Drafts may be created in a variety of formats and modes:

- a student may prepare several written drafts when developing and refining a response to the topic and then submit their best, complete or near complete draft for teacher feedback, e.g. in Ancient History



- a student presenting a spoken task practises in class and receives feedback on the draft in the mode of the response e.g. in English
- a spoken/signed task students practise a performance in class and are given teacher feedback on a dress rehearsal, e.g. in Drama or Dance.

Drafting allows teachers to monitor student work. Before submitting the complete or near complete draft in the mode required by the syllabus for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher.

### 1.7.1 Non-submission of Draft

#### Rationale and Purpose

Non-submission of a draft is a failure of a student to meet the college's participation expectations. Failure to submit a draft compromises the ability for the teacher to authenticate student work when it comes to grading the final submission.

#### Process

Students are required to participate in the course of instruction and the non-submission of a complete or near complete draft is considered a classroom behaviour issue.

A minor behaviour incident will be created and contact made with home. A detention may be assigned to complete the required work.

#### Responsibilities

Students:

- Meet due dates for drafts
- Submit completed drafts in the correct mode when required. A completed draft meets all requirements of the task sheet.

### 1.7.2 Providing Feedback

Teachers provide feedback on a maximum of one draft of each student's response. Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.

Feedback on a draft must not

- compromise the authenticity of student work.
- introduce new ideas, language or research to improve the quality of student responses
- edit or correct all errors in a draft.

Teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft. Feedback will be provided to students on completed or near completed drafts at checkpoint 2 (or equivalent).

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards.





## Responsibilities

Students:

- complete responses during the designated class time to ensure teachers are able to 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
- submit the final response using plagiarism-detection software where required
- participate in interviews during and after the development of the final response if required.
- Students are expected to understand the nature and type of feedback teachers are permitted to give
- then expected to act upon the feedback provided in order to maximise their assessment results by the due date.

## 1.8 Managing response length

### Rationale and Purpose

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count.

This information is provided to:

- indicate the depth of the response required
- support students to develop skills in managing the length, scope and scale of their responses appropriately
- ensure equity of conditions for all students
- ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement
- ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.

## Responsibilities

Students:

- respond to feedback to manage the length of their response, considering advice at checkpoint/sand draft
- develop a response of the required length
- document the length of their response using a word count, page count or time.
- Be aware of inclusions and exclusions as per QCM guidelines below.
- State the word count at the required part of the assessment item

## Process

If the response exceeds the length required by the syllabus, the teacher will mark only up to the required length, excluding evidence over the prescribed limit, and annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.



Elements to be included in or excluded from the word length or page count of a written response are provided in the following table.



	Word length	Page count
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>all words in the text of the response</li> <li>title, headings and subheadings</li> <li>tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>quotations</li> <li>footnotes and endnotes (unless used for bibliographical purposes)</li> </ul>	<ul style="list-style-type: none"> <li>all pages that are used as evidence when marking a response</li> </ul>
<b>Exclusions</b>	<ul style="list-style-type: none"> <li>title pages</li> <li>contents pages</li> <li>abstract</li> <li>visual elements associated with the genre*</li> <li>raw or processed data in tables, figures and diagrams</li> <li>numbers, symbols, equations and calculations</li> <li>bibliography</li> <li>reference list</li> <li>appendixes<sup>†</sup></li> <li>page numbers</li> <li>in-text citations</li> </ul>	<ul style="list-style-type: none"> <li>title pages</li> <li>contents pages</li> <li>abstract</li> <li>bibliography</li> <li>reference list</li> <li>appendixes<sup>†</sup></li> <li>blank pages</li> </ul>

\* For example, by-lines, banners, captions and call-outs used in genre-related written responses

<sup>†</sup>Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Elements to be included in or excluded from the duration of a non-written response are provided in the following table.

	Response length — duration	Notes
Inclusions	<ul style="list-style-type: none"> <li>Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music</li> <li>Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation</li> </ul>	See 'After assessment is submitted'
Exclusions	Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.	The exclusions for written responses do not apply as they are not relevant to a timed response.



## 1.9 Collecting and Storing Assessment Information

To consistently collect and store assessment information including assessment instruments, student work and results that:

- includes when, where, who and how this is to happen
- allows the College to meet requirements of the syllabus and quality assurance processes
- includes maintaining this information for the required length of time.



### Responsibilities

Students:

Students need to submit their response to an assessment task by the due date and time that meets all of the conditions listed on the assessment sheet as well as documented teacher communication. Conditions could include:

- Length
- File type and naming conventions
- Location
- Processes for submitting assessment

## 1.10 Internal Quality Assurance

### Rationale and Purpose

Quality assurance processes are conducted within or across learning areas for:

- assessment instruments before being submitted for endorsement and/or being administered with students
- making judgments about student work contributing to reporting and results, e.g. moderation, cross -marking

All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.

Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA. Overview of quality assurance processes for QCAA internal assessment

Subject	Unit 1	Unit 2	Unit 3	Unit 4
Applied	School quality management system		Study plan approval + School quality management system	
Applied (Essential)	School quality management system		Endorsement + Applied quality assurance	
General	School quality management system		Endorsement + Confirmation	

## 1.11 Communication and Status of Results

### Rationale and Purpose

For senior students:

- all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process
- results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA quality assurance processes

Senior students will receive interim report cards during Year 11 and 12 indicating progress results. Students in Years 7-10 will receive an interim report and end of semester report for each semester of the year.



## 1.12 Appropriate Materials

Ensure that submissions provided to the QCAA or any other external organisation/community as part of quality assurance processes does not contain materials that may offend, humiliate or intimidate employees working for, or on behalf of, the QCAA or other organisation/community stakeholder.

### Responsibilities

Student:

- Consider the appropriateness of responses when producing materials for assessment in subjects with regard to social comment, imagery, appropriate language and other as deemed by the subject/faculty.

## 1.13 Non-submission of a student response

### Rationale and Purpose

In circumstances where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence of student work collected for the purposes of authentication, during the assessment preparation period.

### Process

When a student does not submit a response to an assessment instrument on or before the due date set by the College, a result should be awarded using evidence available on or before the due date and communicated to key stakeholders.

For students who are enrolled in a QCAA subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be awarded as the grade in OneSchool and entered in the Student Management system by the date published in the SEP calendar. Failure to submit an item may result in the loss of credit for the unit/s.

In Years 7-10, In cases where assessment is not handed in on the due date, class teachers, in consultation with HOD's, HOSES and Year Level Coordinators, will assess the task, based on evidence of student work observed in class prior to the due date and/or the partially completed drafts or assessment submitted. Students will still be required to complete the full assessment task.

Technology failure is an unacceptable reason to not meet assessment due dates.

Year 7 - 10 students who fail to submit assessment items may be subject to disciplinary consequences. For example, referral to the Head of Department and afterschool detentions until outstanding work is completed.

Year 11-12 students who fail to submit assessment items by the due date will be referred to the Year Level Head of Department to commence the first alert process and/or other consequences.



## 1.14 Extensions

### Rationale and Purpose

In Year 11 and Year 12, students will not be granted extensions unless accompanied by an associated AARA. Work collected prior to the due date will be used to calculate the results unless approved AARA is in place. Refer to AARA Section 1.16.

In Years 7-10, all students should have at least a partially completed assessment task to submit on the due date. Timely submission of assessments is essential for students to demonstrate the mandatory curriculum aspects of the course and in order for feedback to be given. The work (even if incomplete) will be marked, commented upon, and credited towards the student's semester result.

### Process

Parents/guardians who believe that their student/child has a case for an extension of time should apply to the appropriate curriculum HOD prior to the due date to discuss relevant circumstances.

**An extension of time to complete an assessment task will be granted only in cases of genuine prolonged illness or exceptional circumstances.**

Acceptable evidence, supported by documentation, must be presented to the HOD with a completed '**Application for Extension -Assessment other than Examination**' form. For students who are requesting extensions across multiple subjects, the application should go to the Year Level HOD.

Each case will be considered on its merit. The appropriate HOD/HODs are the only people authorised by the Principal to decide whether an extension of time will be permitted. The class teacher may be asked to provide a relevant comment on the appropriateness of granting an extension. This may include student work completed to date (including draft) and work effort in class. This information will be entered into OneSchool.

Students on suspension are required to submit assessment by the due date.

The submission should be done electronically.

## 1.15 Missed Examinations

### Rationale and Purpose

In Year 11 and Year 12, students will not have an opportunity to sit a missed exam (comparable assessment) at a later date unless accompanied by an approved AARA. Refer to AARA Section 1.16

### Process

The following information relates to students in Years 7-10.

#### *Advance Notice*

Students must advise the school of an unavoidable impending absence as soon as possible after they become aware of it. Documentary evidence must be supplied.

The arrangements for completing the assessment will be determined on an individual basis according to the documentary evidence provided.



Please note: in Year 11 and 12, absence on the day of an examination due to arrangements made of the parent's/carer's own choosing (eg holiday, sporting events) are not eligible for provisions under AARA.



### *Unforeseen Circumstances*

Should a student be absent on the day of an examination, client services must be contacted by the student, parent or guardian on the day of the exam. This information will be passed on to the appropriate HOD. Wherever possible, make-up examinations will take place during the current block examination period. If appropriate, an alternate assessment may be set by the HOD.

In all cases supporting evidence of the reason for the absence must be provided to the appropriate teacher /HOD immediately upon the student's return to school. Evidence might include: medical certificate, or notification of selection in a representative team or parent letter in Year 7 - 10.

Students will sit the examination immediately upon return to school. The result will be recorded but noted as a late result and thus will not advantage a student's result.

### **Students on Suspension**

Students on suspension, at the discretion of the appropriate Year Level HOD, Year Level Coordinator or Deputy Principal, and in consultation with the relevant HOD, will be given the opportunity to complete any examination as scheduled during their suspension period.

## **1.16 Access Arrangements and Reasonable Adjustments (AARA)**

### *Rationale and Purpose*

Meridan State College is committed to reducing barriers to success for all students.

AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

### *Process*

The college follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

The college principal manages approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate.





AARA applications may be applied for:

- Long-term and chronic conditions
- Short-term conditions and temporary injuries
- Illness and misadventure.

Students are not eligible for AARA on the following grounds:

- 1.16.1 Unfamiliarity with the English language**
- 1.16.2 Teacher absence or other teacher-related issues**
- 1.16.3 Matters that the student could have avoided**
- 1.16.4 Matters of the student's or parent's/carer's own choosing**
- 1.16.5 Matters that the school could have avoided**

Copies of the confidential medical report template, confidential student statement and other supporting documentation are available from the QCAA website

<https://www.qcaa.gld.edu.au/senior/assessment/aara/apply-for-aara>

Some common AARA include:

- alternative exam conditions, e.g. extra time, rest breaks and/or separate venues
- alternative-format papers, e.g. A4 to A3 enlargement, black-and-white materials
- assistive technology, e.g. screen reader and speech recognition application, magnification application
- a reader and/or scribe
- extensions to due dates
- the opportunity to undertake a comparable assessment for examinations missed due to short-term sickness or misadventure.

Schools must apply to the QCAA for the following adjustments.

Type of assessment	Adjustment
Summative assessment - internal examination	<ul style="list-style-type: none"> <li>• Extra time</li> <li>• Rest breaks</li> </ul>
Summative external assessment of Senior External examination	<ul style="list-style-type: none"> <li>• Extra time</li> <li>• Rest breaks</li> <li>• Alternative format papers</li> <li>• Assistance</li> <li>• Assistive technology, including the use of a computer</li> <li>• A reader and/or scribe</li> <li>• Variation to venue</li> <li>• Any adjustments not identified as principal-reported in the table in the Handbook Section 6.4.4 Possible AARA</li> </ul>

