QUEENSLAND ACADEMY for CREATIVE INDUSTRIES

OUR STORY

High Challenge
Creative
World Class Learning Environment of Choice for the Aspirational Creative Generation
High Collaboration
Clever
Global
High Expectation

OUR DNA

Learner Profile
Knowledgeable
Thinkers
Balanced
Creative
Inquirers

Nexus Paradigm
Success & Wellbeing
Artful
Engaged
Character & Earned Authority

Empowerment
Entrepreneurial & Enterprising
Reflexive

OUR APPROACH

7th Seven News
Cultural
For 21st Century
Caring
Communicators

OUR GRADUATES

Global Influencers
Learning Inspired
Entrepreneurial & Enterprising
Ideas Architects
Ethically & Socially Responsible
Life Designers

The Pathmakers
whose creative intellect, skills and capabilities see them thrive and lead in the 21st Century Global Economy

OUR VISION

“To be the world class learning environment of choice for the aspirational creative generation”
THE QACI EFFECTIVE LEARNER

HIGHLY EFFECTIVE LEARNERS DO MORE THINGS THE SAME THAN THEY DO DIFFERENTLY.

MOTIVATION
You know why you are at QACI and have a purpose behind all you do.

GOAL ORIENTATION (G.R.O.W.T.H.)
You make clear plans and set goals—these are written down.

SELF EFFICACY
You are aware of your capabilities to organise and execute actions to attain the performance you are seeking.

CONTROL
You control internal factors (effort, ability, motivation) rather than rely on or blame external factors (luck, chance).

SELF-REGULATION
You control your interest attitude and effort towards each task.

LANGUAGE OF LEARNING
You understand and use the language of the subject and use this in setting goals, monitoring progress and participating in feedback and progress discussions.

METACOGNITION
You analyse, reflect upon and understand your learning processes. You identify the appropriate learning strategies in the right context.
The QACI Approach

- Trust Empowerment Capacity Building High Expectations
- Compliance Culture

INCREASE
- Pride: Demonstrated in our ownership of QACI & representation of ourselves
- Positivity: Demonstrated by our consistent productive and proactive outlook
- Persistence: Demonstrated by our continuous drive to succeed, achieve and advance
- Preparedness: Demonstrated through our readiness to participate and maximise every opportunity
- Principle: Demonstrated through our daily living of the character ideals.

DECREASE
- SELF
- UNDERSTANDING, TOLERANCE, INCLUSION
- RESPONSIBILITY
- TEAM
- COMMUNITY

ETHICAL CITIZENSHIP
### Earned Autonomy

<table>
<thead>
<tr>
<th>Key Elements required for Earned Autonomy</th>
<th>What does this look like at QACI?</th>
<th>How do I achieve more autonomy?</th>
</tr>
</thead>
</table>
| 1. An Accountability Framework           | The accountability frameworks we operate within at QACI are:  
- QACI Effective Learner  
- Character Ideals  
- Five Pillars for Success  
- ICT Expectations  
- Academic Honesty | You start as a Path-taker  
You walk the QACI talk  
You learn from good decisions as well as errors and mistakes  
You strive daily to be:  
- Prepared  
- Persistent  
- Positive  
- Proud  
- Principled | You always do your best to be true to our Character Ideals  
You reflect  
You look inside the mirror for answers, not outside it |
| 2. Qualifications, Skills and Knowledge   | As you grow at QACI you increase your understanding of our environment and develop your skills and understandings to operate within it.  
You get to make decisions and develop wisdom.  
You get to know yourself and others’ strengths and weaknesses other and build relationships and community | You become a Path-maker |
| 3. Performance Goals, Targets and Outcomes| You demonstrate and improve the quality of your outcomes:  
- Academic  
- Creative  
- Organisational  
- Ethical  
- Social  
- Health  
In achieving a life balance  
Our Graduate Attributes | |
The QACI Character

**An ethical person with ideals**

**Responsibility**
Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life, and take care of the environment.

**Honesty & Trustworthiness**
Be honest, sincere and seek the truth.

**Respect**
Treat others with consideration and regard, respect another person’s right to hold views and express these.

**Understanding, Tolerance and Inclusion:**
Be aware of others and their cultures, accept diversity within a democratic society, be included and include of others.

**Inquirers**
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**
They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**
They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

**Communicators**
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded**
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring**
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers**
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced**
They understand the importance of intellectual, physical and emotional balance to achieve personal wellbeing for themselves and others.

**Reflective**
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

A Learner with a global outlook studying the International Baccalaureate Diploma
## High Expectation, High Challenge, High Care and High Collaboration

<table>
<thead>
<tr>
<th>Our Pillars</th>
<th>Responsibilities</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparedness</strong></td>
<td>Be personally ready and organised to maximise learning and opportunities</td>
<td>Punctuality (8.40am at school/5min before class begins)</td>
</tr>
<tr>
<td></td>
<td>Be connected and engaged in QACI communication and conversation</td>
<td>Minimise absence and account for absences</td>
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<td></td>
<td></td>
<td>Have necessary resources to maximise learning</td>
</tr>
<tr>
<td><strong>Persistence</strong></td>
<td>Preparedness</td>
<td>Meet deadlines and returns</td>
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<tr>
<td><strong>Academic Commitment:</strong></td>
<td>Respect conventions of Academic honesty and copyright</td>
<td>Maximise the use of digital technology</td>
</tr>
<tr>
<td></td>
<td>Embrace the Effective Learner profile</td>
<td>Complete homework independently</td>
</tr>
<tr>
<td></td>
<td>Respecting conventions of academic and creative scholarship</td>
<td>Reflect on learning and plans for improvement</td>
</tr>
<tr>
<td></td>
<td>Maximising the power for learning of digital technologies</td>
<td>Revise class work regularly</td>
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<tr>
<td><strong>Positivity</strong></td>
<td>Collaborating with others in learning</td>
<td>Promote positivity</td>
</tr>
<tr>
<td></td>
<td>Contributing to QACI community and life beyond the classroom</td>
<td>Engage in QACI dialogue</td>
</tr>
<tr>
<td></td>
<td>Being familiar with the Graduate attributes and striving to acquire them</td>
<td>Take personal responsibility</td>
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<tr>
<td></td>
<td>Respecting the viewpoints of others</td>
<td>Support others</td>
</tr>
<tr>
<td></td>
<td>Be a GOOSE</td>
<td>Support Academy events</td>
</tr>
<tr>
<td><strong>Pride</strong></td>
<td>Representing the QACI’s brand and reputation at all times</td>
<td>Maintain a sense of time and place</td>
</tr>
<tr>
<td></td>
<td>Valuing personal integrity and your personal reputation</td>
<td>Maintain appropriate use of language and personal interactions</td>
</tr>
<tr>
<td></td>
<td>Promoting the academy</td>
<td></td>
</tr>
<tr>
<td><strong>Principled</strong></td>
<td>Accountable:</td>
<td>Understand and accept the student enrolment agreement</td>
</tr>
<tr>
<td></td>
<td>For decisions and actions</td>
<td>Maintain knowledge of policy</td>
</tr>
<tr>
<td></td>
<td>For maintaining currency of knowledge about processes, procedures and policy</td>
<td>Facilitate communication between Academy and home</td>
</tr>
<tr>
<td></td>
<td>For personal and academic outcomes</td>
<td></td>
</tr>
</tbody>
</table>
Our three house names each represent a different cultural or language group, thus reflecting our global perspective.

**E’veiller**: (French) means *awakened*

**Vivezza**: (Italian) means *liveliness*

**Matjiin**: (Australian aboriginal) means *create*

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**House Organisation**

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**House**

- **Matjiin**
- **Vivezza**
- **E’veiller**

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**House Administration Liaison**

<table>
<thead>
<tr>
<th>House</th>
<th>House Administration Liaison</th>
<th>House Spirit Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>E’veiller</td>
<td>Mrs Debbie Williamson</td>
<td>TBA</td>
</tr>
<tr>
<td>Vivezza</td>
<td>Mrs Karen Casey</td>
<td>Ms Melanie Osborne</td>
</tr>
<tr>
<td>Matjiin</td>
<td>Mr Glen Donald</td>
<td>TBA</td>
</tr>
</tbody>
</table>

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**PROACTIVE SUCCESS COACHING**

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**Building Trust**

- Lowering Compliance Culture

**8 Steps of Coaching**

- Growth Conversation

**Celebrating the Results**

- High Autonomy

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**Goals**

- What do you need to achieve?

**Reality**

- What is happening now?

**Options**

- What could you do?

**Will**

- What will you do?

**Tactics**

- How and when will you do it?

**Habits**

- How will sustain success?
Student Pyramid of Support

This pyramid provides a guide as to who to see for support, guidance or matters of a practical nature.

- **Principal**
  - Overall Duty of Care

- **Your House Administrator**
  - Matjiin Evieller Vivezza
  - Assessment extensions & related missed assessment approval
  - Subject/course changes
  - Intensive Behaviour Support or Serious issues
  - Attendance Patterns
  - Student Wellbeing

- **Specialist Support Staff**
  - School Based Youth Health Nurse
  - Guidence Officers
  - Chaplain
  - Targeted Behaviour Support & Intervention
  - Organisational or time management intervention

- **House Spirit Teacher**
  - House activities
  - House leadership

- **Success Coach**
  - Attendance monitoring
  - GROWTH conversations
  - Organisation & time management, monitoring & support
  - CAS Monitoring
  - Uniform accountability
  - Parent / Student / Teacher communication coordination

- **Teacher**
  - Class and subject specific support
  - Subject performance and achievement
  - Specific communication

- **Parents**
  - Communication
  - Attendance
  - Resourcing
  - Care

- **YOU**
  - The 5 P's
  - QACI Character Ideals
  - Self care
  - Diet
  - Sleep
  - Personal organisation
# Specialist Support Staff Roles

<table>
<thead>
<tr>
<th>WHO &amp; WHEN</th>
<th>HOW</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GUIDANCE OFFICER</strong>&lt;br&gt;(Two Guidance Officers)</td>
<td>Make an appointment through Client Services or email <a href="mailto:guidance@qaci.eq.edu.au">guidance@qaci.eq.edu.au</a></td>
<td>• Working directly with students and teachers, support personnel, family and other specialists / professionals&lt;br&gt;• Providing guidance and counselling services to students and their families&lt;br&gt;• Performing case management and referral services to optimize students’ access and engagement in education&lt;br&gt;• Preparing and implementing professional and personal skill development programs for administrators, teachers and parents&lt;br&gt;• Working collaboratively with other school-based support personnel to assess and address the needs of students&lt;br&gt;• Planning or assisting in planning support programs that can help students achieve positive outcomes&lt;br&gt;• Identifying factors that can be barriers to the learning and development of students&lt;br&gt;• Supporting the personal and social development of students&lt;br&gt;• Designing and implementing programs regarding education and career pathways&lt;br&gt;• Supporting students through tertiary application processes&lt;br&gt;• Providing career counselling through the year levels&lt;br&gt;• Supporting students with study organisation and management skills</td>
</tr>
<tr>
<td><strong>SCHOOL BASED YOUTH HEALTH NURSE</strong>&lt;br&gt;1 DAY PER WEEK</td>
<td>Make an appointment through Client Services or email <a href="mailto:hrosi4@eq.edu.au">hrosi4@eq.edu.au</a></td>
<td>• Providing support for the school curriculum, teaching and learning activities&lt;br&gt;• Supporting the planning, implementation and evaluation of health promotion activities&lt;br&gt;• Supporting the development of partnerships with relevant government and non-government agencies, and community members&lt;br&gt;• Supporting the development of a healthy school environment and ethos&lt;br&gt;• Providing advice and information about health education resources, including relevant Queensland Health policies and programs, and facilitating health related teacher in-service&lt;br&gt;• Advocating on behalf of young people on issues affecting their health and wellbeing&lt;br&gt;• Providing individual health consultations for student, parents and members of the school community&lt;br&gt;Some reasons for accessing services may include:&lt;br&gt;• Health concerns&lt;br&gt;• Nutrition and exercise&lt;br&gt;• Puberty&lt;br&gt;• Sexual health&lt;br&gt;• Relationships / peer pressure / bullying&lt;br&gt;• Smoking, alcohol and other drugs&lt;br&gt;• Help with health related assignment information&lt;br&gt;• Personal and family problems&lt;br&gt;• Overall anything that affects health and wellbeing</td>
</tr>
<tr>
<td><strong>SCHOOL CHAPLAIN</strong>&lt;br&gt;2 DAYS PER WEEK</td>
<td>Direct student self-referral&lt;br&gt;Note: if one to one meetings are ongoing then written parental consent is required.</td>
<td>Chaplains are present in schools at the invitation of the Principal, in consultation with the local community, and with the support of the P&amp;C Association. The partnership between the school and the Chaplaincy Service, supported by local churches, businesses and community organisations, provides a network of local support and assistance. These positive relationships help young people to face difficult issues, and provide hope, connection, meaning, and purpose.&lt;br&gt;• Providing spiritual, ethical, and personal support to school communities. (Parental and / or student written consent is required to participate in activities with spiritual or religious themes)&lt;br&gt;• Providing positive adult role models for students.&lt;br&gt;• A safe person for young people to connect with at school and provides a listening ear, caring presence, and a message of hope.&lt;br&gt;• Running positive, fun activities for students and assist in fostering supportive, caring school communities. (parental and or student written consent is required to participate in spiritual or religious activities)&lt;br&gt;• Working with other members of the school’s support team to care for students struggling with issues such as difficult relationships with other children or family members, poor self-esteem, family breakdown, and depression.&lt;br&gt;• The Chaplaincy Service is available to everyone in the school community regardless of their religious beliefs.</td>
</tr>
</tbody>
</table>
Your Rights and Responsibilities

The Queensland Academy for Creative Industries has a number of unique features that we believe will facilitate the outcomes we seek for our students and create a positive, supportive learning environment. We believe that by ensuring that all Academy members are focussed on developing an environment of Earned Autonomy and empowering students with the “4 Highs” through teaching, learning and everyday interaction, we will create a very positive and engaging environment which will maximise positive and ethical behaviour by all.

We aim to expose and encourage students in the values and opportunities that will enable them to develop sound judgment, make wise choices and respect others in the global community. We encourage students to create not only a better place of learning but a better world through intercultural, interpersonal understanding and respect.

There are inherent rights and responsibilities that come with being a student at the Queensland Academy for Creative Industries. Responsibilities are what we should do without being told. Some of these things we do for others and some of these we do for ourselves. A right is that to which we are entitled for as long as we accept our responsibilities.

<table>
<thead>
<tr>
<th>Rights and Responsibilities within our environment</th>
<th>Students have the right to:</th>
<th>Students have the responsibility to:</th>
</tr>
</thead>
</table>
| Meritocracy                                      | • expect the Academy to provide a high quality of education including a high standard of teaching and support and an engaging curriculum. | • participate actively in the learning environment by:  
  - engaging fully in lessons and experiences  
  - meeting workload expectations  
  - expressing their learning needs  
  - taking advantage of avenues of support and extension |
| Developing a Learner’s ability to make wise decisions | • enjoy the advantages of the International Baccalaureate Curriculum including the many opportunities it presents for students to demonstrate and to build on their positive qualities. | • maintain currency of knowledge in regard to Academy policies and procedures relevant to the International Baccalaureate.  
  • meet all challenges the IB presents—academic, creative and sporting—as well as a service and community responsibility, through the Creativity, Action, Service (CAS) requirement. |
| Enabling learners to explore their voice Recognizing and valuing difference | • be proud of the Academy’s reputation and share in the opportunities that being part of the Academy team provides. | • uphold the reputation of the Academy at all times and in a variety of contexts.  
  • not to purport to speak or act on behalf of the Academy unless explicitly authorised to do so. |
| Valuing individual and group endeavour | • access accurate, timely and sufficient information concerning study, including timetabling, assessment details, excursion information, fees and attendance requirements. | • maintain an awareness of subject information and course requirements.  
  • engage in Academy communication processes. |
|                                                  | • access quality and timely feedback on their learning and assessment progress. | • incorporate feedback into their learning and access support structures to maximize their performance. |
|                                                  | • expect the Academy to provide a safe and challenging environment  
  • participate in a healthy environment which promotes life balance | • act at all times in a way that respects the rights and privileges of others.  
  • respect Academy facilities and the property of others.  
  • respect and adhere to Academy policies including uniform, technology and assessment.  
  • make wise decisions when exposed to societal challenges. |
|                                                  | • enjoy an environment of trust, tolerance and understanding  
  • have their opinions and contributions respected in an environment of trust. | • respect the equity and diversity of all members of the Academy community  
  • show tolerance, inclusion and understanding  
  • treat all members of the Academy community with respect and dignity. |
|                                                  | • have intellectual property and copyright recognised | • respect and uphold principles of scholarly integrity, particularly with regards to our ‘Academic Honesty’ policy |
|                                                  | • have a role in the governance and direction of the Academy  
  • representation on decision-making bodies of the Academy either through direct election or by nomination through a recognised student body  
  • engage in conversation with peers and staff that will develop cultural understanding | • support Academy processes around decision making and provide input and feedback through recognized forums and structures  
  • participate in student leadership and governance activities |
### Overview of Responsible Behaviour Plan for Students

**Rewards & Benefits**
- Individualised opportunity
- Outstanding academic achievement
- Meritocracy
- Extraordinary growth & achievement

**Key Recipients**
- The Learner

**Key Support**
- Charter of Rights and Responsibilities
- Classroom teacher
- Success Coach
- Peer mentors
- Parent/Caregivers
- Student Development program

**Indicators**
- Lack of understanding of QACI culture in character ideals
- Minor or repeated negative behaviours
- Poor work ethic
- Failure to submit required work
- Unsociable behaviour

**Sample**
- Proactive/Preventative Strategies
  - Student Development & Support Program
  - Peer mentoring
  - Success Coaching Support
  - Engaging & responsive learning
  - Positive relationships
  - Engaging & challenging curriculum
  - Consistent & persistent high standards
  - Programs to support holistic growth

**Targeted Behaviour Support**
- Modify and Grow

**Indicators**
- Failure to positively address minor or repeated negative behaviours despite intervention using a range of strategies
- OR
  - Refusal to follow a reasonable direction
  - Failure to meet key assessment
  - Minor harassment/bullying
  - Minor truanting
  - IT Device or network misuse

**Sample**
- Proactive/Preventative Strategies
  - Guidance Support
  - House Team Support and case management
  - Review and progress meetings

**The QACI Responsible Behaviour Plan for Students is available in full on our Academy website**
Using G.R.O.W.T.H to feed forward your learning

Did you know? Research tells us that student achievement is influenced by

At QACI it is most important that a student is active in their learning.

A reflective learner = an effective learner.

We use the G.R.O.W.T.H. model as a common scaffold and language for turning our awareness into deliberate actions which feed forward our learning.

For each subject, within a week of receiving a report card, students will complete a G.R.O.W.T.H. plan.

This will be very deliberate and in the language of that subject.

This will be recorded in OneSchool and shared with your teachers in focussed conversations about how to improve your achievement through learning.

<table>
<thead>
<tr>
<th>G</th>
<th>R</th>
<th>O</th>
<th>W</th>
<th>T</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL</td>
<td>REALITY</td>
<td>OPTIONS</td>
<td>WILL</td>
<td>TACTICS</td>
<td>HABITS</td>
</tr>
<tr>
<td>What do you need to achieve?</td>
<td>What is happening now?</td>
<td>What could you do?</td>
<td>What will you do?</td>
<td>How and when will you do it?</td>
<td>How will you measure and sustain success?</td>
</tr>
<tr>
<td>What are your specific learning goals in that subject? Use the language of that subject.</td>
<td>What feedback have you received from your teacher? How do you know how you are progressing? What is working? What is missing? What are the specific skills, learning you need? What does the subject criteria tell you?</td>
<td>What are the options? List all that are possible.</td>
<td>Which of the options are the most effective? How do you know? What action will you count on? Why?</td>
<td>A specific commitment and plan. What support and skills are required for this plan? How will you organise? Where will you look for indicators of progress and success?</td>
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</table>

The Language of the subject and learning at QACI
GROWTH Plan & Reflection Recording in OneSchool

You will be required to complete a reflection and plan according to the format outlined below within one week of receipt of a Term or Semester report.

1. You do this by going to One school (via the intranet) – Logging on using your EQ log on and password
2. Go into the My Education Plan tab
3. Choose Personal
4. Follow steps 1 to 5

**Step 1**
LEARNING SNAPSHOT
- For each subject you should:
  - Provide a reason for the result – this is the Reality below
  - In strategies for success record a reflection in the following format:
    - G – What is the goal for this next period?
    - OW – What are my strengths / weaknesses? (This is recorded in the ‘reason’)
    - TH – What tactics will I use & habits to achieve or continue?

**Step 2**
STRENGTHS
- After reflecting on all subjects and progress in general, record what your strengths are (subjects, skills, approaches, planning)

**Step 3**
INTERESTS
- Reflecting & re-interacting? What are your interests?
  - (whole of QACI & life beyond QACI)

**Step 4**
AREAS TO IMPROVE
- What are general areas to improve? (no more than 3) after reflecting on all the information below
  - Includes not only school work

**Step 5**
GOALS
- What are your overall “big goals” for the period (life, academic, family)?

Completed a GROWTH Plan

This is where you record

R - reality

Record your reflection in three headers and paragraphs (each section starts with the letters)

G –

OW –

TH –
Student Governance

School Council
“achieving the best learning outcomes for the school's students”

P & C
Association
meets
third Wednesday
of the month

Principal

Collegiate

Student Executive Board
Meets monthly with Principal
third Wednesday of the month

Matjiiin
3 House Managers
7 Success reps (Yr 10)

E’veiller
3 House Managers
7 Success reps (Yr 10)

Vivezza
3 House Managers
7 Success reps (Yr 10)

Student Congress
Major consultation and decision making body
- Facilitated by Year 11 House Managers
- Chaired and executive functions by a particular House each term
- Meets once per month – second Wednesday
- Reports to Assembly following Wednesday

STUDENT POPULATION
The International Baccalaureate Organisation’s Diploma Program is a demanding pre-university course of study that leads to examinations. It is designed for highly motivated students aged 16 to 19. The program has earned a reputation for rigorous learning and assessment, giving IB Diploma holders access to the world’s leading universities.

The program was born of efforts to establish a common curriculum and valid university entry credentials for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision: students should share an academic experience that would emphasise critical thinking, intercultural understanding and exposure to a variety of points of view.

The IBO’s goal is to provide students with the values and opportunities that will enable them to develop sound judgement make wise choices, and respect others in the global community. The program equips students with the skills and attitudes necessary for success in higher education and employment.

The program has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the centre of the hexagonal curriculum model.

The IBO’s international curriculum planners seek to ensure that the organisation’s educational aims are embodied in the structure and content of the program itself.

The Diploma Program is displayed in the shape of a hexagon with six academic areas or subject groups surrounding a core of requirements. Students study these subjects concurrently. Students are exposed to the two great traditions of learning: the humanities and the sciences.

QACI Graduate Attributes

- Global influencers
- Learning inspired
- Entrepreneurial and enterprising
- Ideas architect
- Life designers
- Ethically and socially responsive

The IB Learner Profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
## Major Milestones of Study at QACI

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 10</strong></td>
<td></td>
<td><strong>Confirm subjects &amp; SETPlan by Aug 1</strong></td>
<td><strong>Commence International Baccalaureate Diploma proper</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Year 10 Pre-IB Course</strong></td>
<td><strong>Confirmation of HL/SL Subject Level by end of Term</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>End of Term report</strong></td>
<td></td>
<td><strong>End of Term report</strong></td>
</tr>
</tbody>
</table>

### Overseas Language Tour Year 11

<table>
<thead>
<tr>
<th>Year 11</th>
<th><strong>IB 1</strong></th>
<th></th>
<th><strong>Student Leadership Selection</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Semi-formal</strong></td>
<td></td>
<td><strong>Sit final exams for anticipated subjects</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Nominate Extended Essay Topic</strong></td>
<td><strong>Major CAS Checkpoint</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Start Extended Essay</strong></td>
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<td></td>
<td></td>
<td><strong>Progress at Term 1 report</strong></td>
<td><strong>Progress at Sem 1 report</strong></td>
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</tbody>
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### Overseas Mandarin Language Tour Year 11/12

<table>
<thead>
<tr>
<th>Year 12</th>
<th><strong>IB 2</strong></th>
<th><strong>Final exams for IB</strong></th>
<th><strong>Graduation</strong></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>First 3 weeks of Term 3</strong></td>
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<td></td>
<td><strong>Extended Essay Due</strong></td>
<td><strong>Mock Exams</strong></td>
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<td><strong>Submissions Group 6</strong></td>
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<td><strong>Predicted IB Grades</strong></td>
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<td><strong>IB results in January</strong></td>
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<td><strong>Progress at Term 1 report</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Progress at the Sem 1 report</strong></td>
<td><strong>Progress at Sem 2 report</strong></td>
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</tbody>
</table>
Executive Summary for Parents and Students

February 2015 (updated from May 2015 Examination)

A student must engage in the full program of subjects from each of the six (6) groups. IB does allow some specific variations.

- A student must also complete requirements of
  - CAS – Creativity, Action, Service
  - EE – Extended Essay
  - TOK – Theory of Knowledge

Higher Level / Standard Level Subjects

- Of the six subjects studied a minimum of three (3) must be studied at Higher Level and the remainder at Standard Level. A maximum of four (4) can be taken at Higher Level.
- The difference in Higher / Standard Level is the number of teaching hours:
  - Higher Level – 240 hours per course
  - Standard Level – 150 hours per course
- Different Subject courses differentiate between the HL / SL in different ways in achieving this.
  - e.g. - core standard course in both with additional topics in HL.
  - the same topics in each but covered to a different depth.
  - differing assessment requirements.

Subject Gradings

- Achievement in each subject is rated from 1 to 7.
- HL / SL subjects are treated the same in the contribution to the total diploma score. i.e. A 6 rating in an SL subject is not worth less than a 6 rating in the equivalent HL subject.
- A maximum score of 45 can be achieved in a diploma.
  - 6 subjects x 7 score = 42 points
  - TOK + Extended Essay (See Diploma Points Matrix) 3 points
  - 45 points

Achieving the Diploma

A diploma will NOT be awarded to a candidate under the failing conditions below.

1. CAS requirements have not been met.
2. Candidate’s total points are fewer than 24.
3. An N has been given for Theory of Knowledge, Extended Essay or for a contributing subject.
4. A grade of E has been awarded for one or both of Theory of Knowledge and the Extended Essay.
5. There is a grade of 1 awarded in any subject / level.
6. Grade of 2 has been awarded three (3) or more times (HL or SL).
7. Grade of 3 or below has been awarded four (4) or more times (HL or SL)
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four (4) HL subjects, the three (3) highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two (2) SL subjects must gain at least 5 points at SL).
### Theory of Knowledge / Extended Essay Matrix

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B</td>
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<td>C</td>
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<tr>
<td>D</td>
<td>2</td>
<td>1</td>
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<td>0</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Failing condition</td>
</tr>
</tbody>
</table>
Examination Results

Examination results are available in early January following the November examination session. If requested by the student, results are made available to universities either in electronic format or as a transcript of grades, as appropriate. The results indicate the grade a candidate has been awarded for each subject, including the additional Diploma requirements of Theory of Knowledge and the Extended Essay. The results also indicate the completion of Creativity, Action, Service (CAS) and total number of points for the Diploma, if a Diploma has been awarded.

If a Diploma is not awarded, a student can achieve a Tertiary Rank based on his/her five best subjects—see page 15 for explanation of this process. Alternatively, IB offers retake opportunity:

1. A student can retake an IB exam or an Internal Assessment for most assessment pieces. In most cases he/she would only need to retake the part they were not successful. This occurs in the following year’s May IB exam session, except for Anticipated subjects which must be retaken in the next November session. Registration for a retake must be lodged by a school in January that year.

Conditions

1) Retake exams are at a cost to the student of approximately $US88 per subject
2) The student would be required to prepare for this retake independently and would not be re-enrolled as a student at the Academy e.g. participating in classes
3) The Academy would make textbooks available through special loan provisions
4) The student would sit the exam at the Academy on the date and time indicated in the IB Examination Calendar

2. Enquiry Upon Results—Only applies to External Assessment

If a student has concerns at their result for a particular subject it may be possible to request a re-mark by IB. However, there is a chance; the result may be dropped to a lower grade. Therefore we only recommend an enquiry when the result is close to the next upper grade boundaries.

For this to occur the following conditions must be satisfied:

i. The Academy must concur with the students concern based on the evidence available
ii. The candidate must pay costs associated with an Enquiry—approximately $US90 per candidate/subject

Such a request must be made in writing to the Principal by March 2 to allow for discussion and planning regarding best option. If the result is improved, there is no charge.

Options available:

Requests for Enquiry Upon Results will only be accepted from schools, not from individual candidates. In this case, the externally assessed components of a candidate’s work are normally re-marked by a senior examiner.
Academic Honesty Policy

Purpose:
The creation of an Academy culture of honesty and integrity is integral to our purpose of developing ‘ethical future path makers’ and is underpinned by the Academy character ideals of honesty, trustworthiness, respect and responsibility.

The presentation of authentic work is essential to good scholarship and practice. The Academic Honesty Policy explains expectations for honest academic practice on the part of students. It sets out the responsibilities of Academy staff in developing and promoting academic honesty, and penalising plagiarism and other forms of dishonesty.

Elements of Academic Honesty:
An authentic piece of work is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, whether written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

Candidates must acknowledge:
- All ideas and work of other persons.
- Rendition of another person’s words presented in a new style and integrated grammatically into the writing.
- CD ROM, email messages, Web sites.
- Electronic media.
- Sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual.
- Verbatim (word for word) quotes.
- Works of art including music, film, dance, theatre arts, and visual arts.

Definitions
Malpractice: Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Program and examinations. In particular candidates must avoid any form of malpractice. The IBO defines malpractice as “Behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components”. Malpractice most commonly involves collusion or plagiarism.

Examples of malpractice include but are not confined to:
- Intentional plagiarism: Representing the ideas or work of another person as one’s own.
- Unintentional plagiarism: Careless paraphrasing and citing of source material such that improper or misleading credit is given.
- Collusion: Supporting malpractice by another student – allowing work to be copied, or submitted for assessment by someone else.
- Duplication of work: Presenting the same work for different assessment components in the IB.
- Other Misconduct: Any other behaviour that gains an unfair advantage e.g. cheating in an exam, falsifying a CAS record.

Collaboration
Permissible collaboration includes the following:
- Discussion with other students regarding issues raised by the assessment item.
- Discussion with other students regarding means by which to address the issues raised by the assessment item.
- Collaborate in the location of, and sharing, sources of information relevant to the item of assessment.

Impermissible collaboration – a student MUST NOT:
- Collaborate with other students or persons in the writing of all or part of the student’s submissions for the assessment item.
- Provide a copy of his or her work in respect of that item of assessment to another student.
Assessment Policy Guidelines

**Deadlines:**
There will always be a minimum of two (2) key dates for submissions:

1. Final draft/final monitoring date
2. Final submission date, for an assignment.

When an item is summative this is clearly labelled in all calendars as **IB Summative**.

Monitoring dates will be set so work in progress or drafts can be submitted for feedback and guidance.

**Calendars:**
Information and coordination of assessment will be communicated to students and the school community by three means.

1. **QACI Cal Academy Calendar** (coordinated by Principal). This will include:
   - All summative IB assessment dates
   - All final draft or final monitoring dates for formal IB summative work
   - Academy assessment submission and examination block periods.

2. **OneSchool Assessment Planner**. This individualised student planner will include:
   - All assessment that will contribute to end of semester reporting
   - All class-based assignment submissions and tests
   - All submissions and tests to be held in the assessment block – date indicated as **first day** of the corresponding block. The schedule will be released a minimum of two weeks prior to the assessment block
   - All summative IB assessment – Internal and External
   - **Final draft dates (only)** for summative IB assessment
   - All summative dates in the OneSchool Planner must match the QACI Cal Academy calendar.

3. **Assessment Block Schedule** (coordinated by Deputy Principal).
   - QACI has an assessment block for assignment submissions, orals and examinations at the end of Semesters 1 and 2
   - All submissions and examinations in the assessment block will be programmed, coordinated and published in advance by the Deputy Principal
   - A submission block is convened for **Year 12 only** at the end of Term 3.
Assessment Policy Guidelines

Absence from an Examination, Oral or Presentation

If a student is absent for a formal summative IB Assessment (examination, assignment or oral) the IB procedures will apply and be strictly complied with. Absence will require a medical certificate.

In-Class Assessment

If students are ill on the date of a formative assessment commitment or deadline:

1. Parents/carers should speak with the Principal or Deputy Principal to discuss relevant circumstances on or before the date of the assessment item, obtain a blue form and supply a medical certificate on the first day of return to school explaining the absence.
2. It is then the student's responsibility to contact the relevant teacher to make arrangements to complete the assessment item on the first day back at school or as soon as possible.
3. If the teacher receives a blue form, stating that the absence is legitimate and a valid result can be obtained from the late test, the student's result should be recorded as part of the overall semester's assessment and a note made on the profile explaining the circumstances.
4. If NO legitimate reason exists or the student as failed to follow the appropriate procedures a non-submit result or lowest mark should be recorded and included in the overall level of achievement. In this case, the completed assessment item should be viewed as a diagnostic tool for feedback purposes. A proforma letter counter-signed by the relevant member of the Administration should be sent to the parent within 48 hours.

In Assessment Block

The Academy has two designated assessment blocks per year

At the end of Semester 1
At the end of Semester 2

In as assessment block, the normal timetable is suspended and students are centrally programmed for assessment (exams, submission or orals) under conditions which seek to replicate final IB examination conditions, this developing procedural and exam wisdom.

For students who miss an exam during formal exam block, there will be NO provisions to sit that test under the same exam block conditions within that block (The only exception will be for students attending school approved commitments e.g. Young Scholars Program).

Upon reviewing the Semester 1 Mock exam block, we have updated the Assessment Policy. This concerns students' absences from an Exam, Oral or Presentation in a formal centrally coordinated assessment block reflecting the requirements of Summative IB exams.

Even though assessment is still formative, we believe it is important for students to develop examination wisdom as they progress towards the IB summative assessment. By enforcing the updated assessment policy during formal exam periods, students will develop the skills and understanding required for their IB exams.
Assessment Policy Guidelines

If a student misses an exam during a centrally coordinated assessment block, there are two likely scenarios.

1. **Legitimate Reason for absence**
   - Collect blue “Alternative Assessment Arrangements form” from Client Services
   - Complete form and attach documentation eg Medical certificate
   - Meet with House Administrator for approval
   - Student will receive a “N” (no penalty, legitimate absence) for this piece of assessment
   - Teacher will provide student with exam which is to be completed in student’s own time so that feedback for future learning can be attained. *(ie. **NO alternative arrangements will be made for student to complete the exam under exam conditions in the exam block**)*
   - Teacher will provide written feedback on student’s work but this will only be used for the purpose of learning and not for assessment or reporting. ie. the missed piece of assessment will **not** be counted for Semester reporting
   - End of semester level of achievement will be based on other evidence submitted / completed throughout the semester.
   - A comment will be made on the student’s report reflecting that situation.

2. **Non-Legitimate Reason for absence**
   (if there is no valid reason, fails to follow process OR produce documentation)
   - Student / parent will receive a letter from teacher indicating that assessment has not been completed.
   - The student MUST then make arrangements to obtain and complete the assessment item.
   - The student will then complete the assessment in his or her own time. *(ie. **NO alternative arrangements will be made for student to complete the exam under exam conditions in the exam block**)*
   - Teacher will provide written feedback on student’s work but this will only be used for the purpose of learning and not for assessment or reporting.
   - The student will receive the lowest possible result for that item of assessment (E or 0%) which will count towards their semester result because their absence was not legitimate.
   - End of semester level of achievement will be based on all evidence submitted / completed throughout the semester including this result (E or 0%) for this piece of assessment.
   - A comment will be made on the student’s report reflecting that situation.
Assessment Policy Guidelines

Monitoring and Drafts

Definition – Final Draft/ Final Monitoring: the last opportunity for a student to receive formal written feedback on a task before it is submitted for final grading.

Aims
- Provide information to parents as to the progress of their student on assessment
- To assist students in their organisation for completion of assessment by the due date and avoid last minute rushes and or subsequent failure to submit
- To achieve an outcome which is indicative of the student’s ability
- There may be more than one monitoring date but the Final Monitoring or Final Draft Date is critical in its importance to the assessment process.

How
All task sheets will indicate at least two major junctures:

1. Final Monitoring / Final Draft (as applicable to task):
   If a Final Draft is applicable, this is the last chance for formal, documented feedback from a teacher prior to submission for a final grade – this draft should demonstrate understanding of the expectations of the task, therefore be very close to the intended final outcome to maximise the opportunity for improvement

2. Final Submission deadline:
   The student cannot submit a task after this date and the assessment process is concluded.

Action Required if Student Fails to Meet Monitoring or Draft Deadline:
Teachers will make contact with parents of the student if a student does not submit sufficient evidence that the task expectations will be met by the final submission deadline.

Consequences for a student not submitting a Final Draft:
Notwithstanding documented illness or an extension to the Final Draft date, a student who fails to submit a final draft on the specified date will only receive formal written draft feedback based on material immediately available on the Final draft due date. A further opportunity to receive formal written feedback will not be available.

Extensions:

If a task is recorded on the OneSchool assessment calendar issued to students and an extension is required it must be obtained officially through House administrator (this includes final draft dates for summative IB assessment which will be recorded on the calendar). All other dates associated with an assessment item can be negotiated through the class teacher.

The above procedures also apply if the student is significantly late to school on the due date and misses the contact period with the teacher.

An extension may only be granted by the House administrator following the completion of the appropriate application form and will only be granted in justified circumstances under the Guidelines of the IBO. Applications must be made before the due date. Students should be prepared to show evidence of preparatory work.
Assessment Policy Guidelines

Final Submission Expectations

If a student and/or teacher are participating in a formal summative IB assigned task then IB procedures will override any Academy based procedures and must be strictly adhered to. Students must supply a medical certificate if absent on the due date of a summative IB task.

Submission Items:

- A submission will **not be accepted** without the cover sheet and the Ethical Practices code agreement.
- Submissions must be given in the specified session or lesson **directly to the teacher in that classroom**.
- Submissions will not be accepted by another teacher at a staffroom or be left for a teacher.

Emailing Submissions:

- If a student is required to submit electronically via email the responsibility is with the student to keep a record of transmission for proof of submission. The responsibility to ensure receipt lies with the student not the teacher or recipient.
- If students submit electronically, the assessment cover sheet, including the ethical practices agreement must also be submitted electronically.
- Students should print a hard copy of this transmission record.
- Students should not use programs (Hotmail), which will not provide such a record.

Absence on the due date

Supply a medical certificate to accompany the submission on the first day of return to school.

OR

The student should send the submission to school with a friend or relative

OR

The parent/guardian should speak to the House administrator on the day to explain the circumstances and make arrangements for submission if the request is approved

Failure to Submit / Late Submissions / Incomplete Submissions:

- **No submission / late submission**
  
  Unless covered by written approvals from the House administrator, late or non-submitted work will be awarded the lowest possible grade/mark
  
- **Incomplete Assignments**

Note - A submission shall be deemed incomplete if:

- It is not completed to the specifications as per criteria sheet
- Evidence does not exist to indicate that all sections have been attempted.

Unless covered by written approval by the House administrator the student will be given a result based on the incomplete work submitted on the due date. The student will be expected to complete the task in full but will not be given credit for this additional work.
# Student Assessment Policy Advice and Responsibility

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<tr>
<th>Responsibilities</th>
<th>Resources</th>
<th>Sites</th>
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</thead>
<tbody>
<tr>
<td><strong>Calendars</strong></td>
<td>QACI Cal on QACI website which contains:</td>
<td>QACI Cal on website</td>
</tr>
<tr>
<td>• Create Personal Calendar: Record dates for all assessment dates (drafts, final submissions and exams)</td>
<td>✓ Summative IB deadlines and exams</td>
<td>iCal or diary or program of preference</td>
</tr>
<tr>
<td></td>
<td>✓ Final Draft Dates for Summative IB Assessment</td>
<td>OneSchool – Academic</td>
</tr>
<tr>
<td></td>
<td>✓ Assessment Block dates</td>
<td>QACI Central – Success Tips</td>
</tr>
<tr>
<td></td>
<td>OneSchool Assessment Planner – issued through Success Group</td>
<td></td>
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<tr>
<td></td>
<td>Assessment Block Schedule – released 3 weeks prior to Assessment Block</td>
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<tr>
<td><strong>Planning</strong></td>
<td>Subject course overviews and term planners</td>
<td>Blackboard subject sites</td>
</tr>
<tr>
<td>• Plan to meet deadlines</td>
<td>Time Budget Calculator</td>
<td>✓ Course Overviews</td>
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<td></td>
<td>Priority placemat</td>
<td>✓ Time Budget Calculator</td>
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<td></td>
<td>Weekly Planner</td>
<td>✓ Priority Placemat</td>
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<td></td>
<td></td>
<td>✓ Weekly Planner templates</td>
</tr>
<tr>
<td><strong>Protocols and Procedure</strong></td>
<td>QACI Student Handbook</td>
<td>QACI Student Handbook Sections: Assessment Notification / Submission</td>
</tr>
<tr>
<td>• Submit work on time using correct protocols for all assessment types (orals, presentations, exams)</td>
<td>QACI Academic Honesty Policy</td>
<td>Protocols and Procedures</td>
</tr>
<tr>
<td>• Familiarise self with what constitutes: individual and group malpractice and academic honesty/dishonesty</td>
<td>IB Academic Honesty Policy</td>
<td>Blackboard</td>
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<tr>
<td><strong>Study Skill Development</strong></td>
<td>Graphic Organiser template</td>
<td>QACI Central – Success Tips</td>
</tr>
<tr>
<td>• Revise work learnt consistently</td>
<td>Topic summary folder</td>
<td>✓ Graphic Organiser</td>
</tr>
<tr>
<td>• Use subject specific strategies suggested by teacher – topic summaries, quizzes, chunking, online sites, etc.</td>
<td>Exam revision – practice revision questions/IB questions/papers as advised by teachers</td>
<td>✓ Blackboard subject sites</td>
</tr>
<tr>
<td>• Familiarise self with assessment criteria: refer to IB exemplar assessment and check against criteria</td>
<td>Subject checklists</td>
<td>✓ Topic Notes</td>
</tr>
<tr>
<td>• Attend tutorials and ask for assistance as required</td>
<td>Feedback from teachers</td>
<td>✓ Practice questions</td>
</tr>
<tr>
<td>• Catch up on missed work</td>
<td></td>
<td>✓ Subject Checklists</td>
</tr>
<tr>
<td><strong>Progress Analysis and Reflection</strong></td>
<td>Topic Maps or Prep Plans or Subject Checklists</td>
<td>Blackboard</td>
</tr>
<tr>
<td>• Maintain traffic light topic maps to map level of confidence with each topic</td>
<td>After each reporting juncture, reflect on results and strategies for improving Complete GROWTH reflections on OneSchool</td>
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<td>OneSchool - Personal</td>
</tr>
<tr>
<td><strong>Problem Resolution</strong></td>
<td>Alternative Assessment Arrangements form (‘blue form’)</td>
<td>QACI Student Handbook Section: Assessment Communication – Absence from an Examination, Oral or Presentation Blackboard</td>
</tr>
</tbody>
</table>
Creativity, action, service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student’s Diploma Program experience and is a mandatory part of the IB Core. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. The three strands of CAS, which are often interwoven with particular activities, are characterised as follows:

**Creativity**: The Arts, and other experiences that involve creative thinking.

**Action**: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

**Service**: an unpaid and voluntary exchange with learning benefits for the student that respects the rights, dignity and autonomy of all those involved.

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes.

All CAS activities need to meet these four criteria:

- real purposeful activities, with significant outcomes
- personal challenge through tasks that extend the student and are achievable
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection and evidence for outcomes and personal learning

The emphasis is on experiential learning through real tasks that have real consequences, providing evidence of participation, and then reflecting on these experiences over the time of the activity.

**Responsibilities of Students**

Students are required to:

- Complete a CAS Proposal Form at the beginning of their CAS experience and set personal goals for what they hope to do.
- Participate in 6 substantial activities and a leadership project. The activities need to demonstrate a balance across the three strands and address all the CAS Learning Outcomes. The project must cover at least two of the three strands of CAS – creativity, action and service and the leadership project.
- For each of the activities students need to:
  - Complete an activity summary and gain approval for the activity from the Success Coach
  - Engage a supervisor who monitors the activity/project and completes the Supervisor Report
  - Complete the activities/project in the spirit of CAS
  - Reflect on what they have learned and provide evidence of participation (Managebac).

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<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>Student Requirements</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
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<td>CAS Introduction</td>
<td>Managbac login</td>
<td>CAS handbook</td>
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<td>Term 4</td>
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</tr>
<tr>
<td>Year 10</td>
<td>Introduction to Managebac</td>
<td>Students complete CAS proposal in hardcopy and upload onto Managebac</td>
<td>CAS Proposal Form Managebac</td>
</tr>
<tr>
<td>Term 4</td>
<td>CAS Proposal</td>
<td>Students discuss proposal with Success Coach</td>
<td>Approved Proposal and hardcopy/Managebac</td>
</tr>
<tr>
<td>Year 10</td>
<td>CAS Proposal Approval</td>
<td>Students discuss proposal with Success Coach</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>CAS Proposal complete</td>
<td></td>
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</tr>
<tr>
<td>Year 11</td>
<td>Major Project commenced</td>
<td></td>
<td>Managebac</td>
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<tr>
<td>Semester 1</td>
<td></td>
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<tr>
<td></td>
<td>Two activities completed</td>
<td>Activities finalised including:</td>
<td>Managebac</td>
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<td>- reflections and evidence on Managebac</td>
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<td></td>
<td>- Supervisor reports</td>
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<tr>
<td></td>
<td>CAS reporting</td>
<td>Meet with Success Coach to discuss progress and check evidence/reflections on Managebac</td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>Major project completed</td>
<td>Project finalised including:</td>
<td>Managebac</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td>- reflections and evidence on Managebac</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Supervisor report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four activities completed</td>
<td>Activities finalised including:</td>
<td>Managebac</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reflections and evidence on Managebac</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Supervisor reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CAS reporting</td>
<td>Meet with Success Coach to discuss progress and check evidence/reflections on Managebac</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>Remaining two activities</td>
<td></td>
<td>Managebac</td>
</tr>
<tr>
<td>Semester 1</td>
<td>completed</td>
<td>Activities finalised including:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Reflections and evidence on Managebac</td>
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<tr>
<td></td>
<td>CAS sign-off</td>
<td></td>
<td>Managebac</td>
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<tr>
<td></td>
<td></td>
<td>- Supervisor reports</td>
<td></td>
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<tr>
<td></td>
<td>Final CAS reporting</td>
<td></td>
<td>Semester 1 Academic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Success Coach report on CAS completion</td>
<td></td>
</tr>
</tbody>
</table>


• A comprehensive annual calendar will be formulated which clearly shows periods of assessment and activity for students and allows for long term planning. All students should be familiar with this so they can appreciate and accommodate the demands on upon them at different times of the year.

• **All class homework (excluding set assessment tasks) will be set on a weekly cycle around a centrally nominated lesson for that class. The weekly set homework lessons are designated and identified in the timetable week grid.**

  This ensures that students have autonomy and flexibility over their time in a week and that work for several subjects is not expected on the one day.

  o Teachers may provide a guide to scaffold the completion of the work within the weekly cycle
  o Time required to complete longer term assessment tasks **must** be factored into the weekly homework cycle and time considerations

• If a student develops a pattern to failing to meet homework requirements this will be communicated to the parent as soon as possible. A rating for homework is indicated in each student report.

• **Every student will be required to maintain a Time Budget Planner** which clearly accounts for their commitments

  o This will be kept on the desktop of their laptop and monitored by the Success Coach.
  o A fortnightly placemat template is also provided for mapping commitments and priorities each cycle.
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>Before School</td>
<td>Before School</td>
<td>Staff Meeting</td>
<td>Before School</td>
</tr>
</tbody>
</table>

**Students arrive no later than 8.40 and communication check**

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Period 1</th>
<th>Period 1</th>
<th>Period 1</th>
<th>Period 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Due</td>
<td>Homework Due</td>
<td>Homework Due</td>
<td>Homework Due</td>
<td>Homework Due</td>
</tr>
<tr>
<td>Line 3</td>
<td>Line 2</td>
<td>Line 3</td>
<td>Line 5</td>
<td>Line 6</td>
</tr>
</tbody>
</table>

| 10 min Break                    | 10 min Break                    | 10 min Break                    | 10 min Break                    | 10 min Break                    |

**Success**

| 10.05 – 10.15                   | 10.05 – 10.15                   | 10.05 – 10.15                   | 10.05 – 10.15                   | 10.05 – 10.15                   |

<table>
<thead>
<tr>
<th>Period 2</th>
<th>Period 2</th>
<th>Period 2</th>
<th>Period 2</th>
<th>Period 2</th>
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</thead>
<tbody>
<tr>
<td>Homework Due</td>
<td>Homework Due</td>
<td>Homework Due</td>
<td>TOK</td>
<td>TOK</td>
</tr>
<tr>
<td>10.05 – 11.15</td>
<td>10.15 – 11.25</td>
<td>10.15 – 11.25</td>
<td>10.15 – 11.25</td>
<td>10.15 – 11.25</td>
</tr>
<tr>
<td>Line 4</td>
<td>Line 3</td>
<td>Line 5</td>
<td>Line 2</td>
<td>Line 2</td>
</tr>
</tbody>
</table>

| Morning Recess                  | Recess                           | Recess                           | Recess                           | Recess                           |

| Recess                          | Period 3                        | Period 3                        | Period 3                        | Period 3                        |
| 11.25 – 12.35                   | 11.45 – 12.55                   | 12.35 – 1.45                    | 12.35 – 1.45                    | 12.35 – 1.45                    |
| Line 2                          | Line 5                          | Line 1                          | Line 6                          | Line 1                          |

| 5 min Break                     | 5 min Break                     | 5 min Break                     | 5 min Break                     | 5 min Break                     |

| Period 4                        | Assembly                        | Period 4                        | Period 4                        | Period 4                        |
| 12.35 – 1.45                   | 2.40 – 3.10                     | 1.50 – 3.00                     | 1.50 – 3.00                     | 1.50 – 3.00                     |
| Line 4                          | Line 3                          | Line 6                          | Line 4                          | Line 3                          |

| 20 min Break                    | 20 min Break                    | 20 min Break                    | 20 min Break                    | 20 min Break                    |

| Extra Lesson / Shadow Lesson    | Extended Essay / Extended Success| Extra Lesson / Shadow Lesson    | Extra Lesson / Shadow Lesson    | Extra Lesson / Shadow Lesson    |
| 3.20 – 4.30                     | 3.10 – 4.00                     | 3.20 – 4.30                     | 3.20 – 4.30                     | 3.20 – 4.30                     |

**Homework operates on a weekly checking cycle as indicated P1 M-F & P2 Tuesday.**

**Extra lesson:** Some targeted subjects will have four (4) lessons per week which are recorded on your timetable.

**Shadow lesson:** This is where a period 1 lesson in a subject is placed in a 3.20 - 4.30 period to give two back to back lessons in that subject on that day and a long focussed block of time. It means you start at 10.05 on the day you would normally have that morning lesson in that subject.

**What is the communication check period?**

This is the time that you must ensure you check morning notices on the intranet and check emails.

*Extended Success / Lecture Series / Extended Essay – Extended Success occurs fortnightly alternating with the Lecture Series or Extended Essay team meetings (Extended Essay – even weeks / Extended Success – odd weeks).*
Our day structure is set up to maximise the amount of learning time we have as well as accommodate the many rehearsals, meetings, access to QUT resources and libraries and access to the gym and physical activity.

To this end we have one recess time each day except Tuesday. This is also the same length as a lesson to allow for flexibility and maximisation of resources if required on site (a lesson may be swapped for the recess time if needed).

At recess we provide clear minimum times for activities so that students have time to have a bite to eat etc. and meet the needs of the group they are part of within the overall 11.30 to 12.40 recess break.

This takes the form of:  

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.30 - 11.40 am</td>
<td>Students time</td>
</tr>
<tr>
<td>11.40 - 12.30 pm</td>
<td>Activity time (maximum 50 minutes)</td>
</tr>
<tr>
<td>12.30 - 12.35 pm</td>
<td>Student Time</td>
</tr>
</tbody>
</table>

If students have the appropriate parent approval they may leave the building at recess to access the gym, QUT libraries or park (no shops) and they must be back in the building by 12.30 pm.
Each student is expected to have an active QACI Time Budget Planner on their laptop desktop.
Absolutely key to all we do at QACI is TRUST

The Academy is committed to the principles of the ‘eSmart Schools’ National Framework to ensure we all embrace ‘Smart, Safe and Responsible’ use of ICT. As an Academy student at an ‘eSmart School’, the application of trust, wise decision making and a sense of time and place in the use of ICT at the Academy is of paramount importance.

As part of a large system network (Education Queensland) we all have to abide by some important protocols. In the use of ICT at QACI “ignorance” will not be accepted as an excuse for misuse.

Remember you have signed an ICT agreement for the use of your laptop at QACI. Below are essential guidelines YOU have RESPONSIBILITY for ensuring EVERYDAY.

Acceptable Use – Access to the EQ wireless network must be in accordance with the guidelines. It is unacceptable to use personal mobile broadband, inappropriate or unlicensed software, games, movies, music or TV programs on your laptop to use while at the Academy, or violate laws regarding sending inappropriate emails or copyright. Keep your own authorised programs on your external hard drive for use at home. You should not post anything online that reflects negatively upon the Education Department, the Academy, other students or teachers.

Privileges – The use of the Network is a privilege, not a right, and inappropriate use may result in restriction or termination of that privilege. You are given administration rights to your laptop under strict conditions outlined in the ICT Agreement forms.

Protocols so we all benefit:

1. Time and place. Respect the classroom environment and activity. Are you using your device appropriately according to the lesson requirements?
2. Be polite and respectful in all communication and use of the device. All emails are scanned by the Department for inappropriate content.
3. Software updates are distributed remotely so your laptop must be accessible to the technician on the network at all times. You must not alter the Academy image installed on your laptop.
4. We only get a certain amount of bandwidth. Listening to or sharing Internet music, sending large pictures, music or video files across the network, or any process that would max out bandwidth capabilities diminishes the true intent and capability of the device.
5. Communication is essential for an effective team. Check your email before 8.45am each and throughout the day during recess breaks.
6. ‘Blackboard/eLearn’ is your access to online class material and interaction. You should regularly access your subject virtual classrooms and respond to all emails sent via Blackboard regarding updates and activities.
7. Respect security of your system and others (passwords etc.) – every student should be able to rely on this. A deliberate breach of security will be treated the same as theft.
8. Use your external drive at home and Time Machine program to backup each evening. If data is lost because you have not backed up to your external drive, we cannot help.
9. Students must use the QUT Harvard Referencing System for all assignments. Be aware of copyright rules relating to any creative product you publish in your subject area and follow QUT Cite/Write guidelines for referencing. For advice regarding copyright issues, see IRC staff, your teacher and online sources.

Intentional misuse or taking a decision to bypass expectations will unfortunately result in immediate withdrawal of the right to use the device on our network.

Remember the concept of “private” does not exist in the cyber world. Anything you do on your laptop is accessible both to Education system monitors, through QACI internal processes and to anyone you communicate with. Take care to protect both your reputation and integrity. Always consider the ‘Smart, Safe and Responsible’ use of ICT.
Personal Technology Devices Policy at QACI - Summary

If the answer to any of the following questions in YES then your use of the device is not acceptable within our environment or community:

Will your use of the device breach trust?
Is your use of the device unethical?
Is your use of the device illegal?
Will your use of the device offend or harass another person(s)?
Will your use of the device misrepresent an individual or our Academy?
Will your use of the device interrupt learning or your readiness for learning in any way?

If the answer could be YES then reconsider the decision you are about to make.

Breaches of the Policy

• Permitted personal technology devices used contrary to QACI policy on Academy premises will be confiscated by Academy staff. They will be made available for collection from Client Services at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent/carer.

• The sending of text messages that contain language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to Queensland Police Service. Students receiving such text messages at Academy should ensure they keep the message as evidence and bring the matter to the attention of Academy administration.

• Students should note that recording of dissemination of images that are considered indecent (such as nudity or sexual acts involving children) is against the law and if detected by the Academy will result in a referral to Queensland Police Service.

Recording Private Conversations and the Invasion of Privacy Act 1971

• It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation.’

• It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

• Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

• All breaches will be considered under our Academy Responsible Behaviour Plan for Students.

The full policy is available within the QACI Responsible Behaviour Plan for Students on our website.
Use of Social Networking Sites and Web Based Communication

Social networking sites (SNS) are like virtual communities, providing a social lifeline for today’s youth. Sites like MySpace, Bebo and Xanga allow users/members to create an online profile or web page. Members can then post personal information, photographs, blogs, music clips and other information about their interests online. A big part of customising their space is to upload photos or images. Most sites also have a blog where users can write their thoughts, encourage others to join in and post comments.

What are the dangers?
Social networking sites hold significant appeal for young people. Whilst such sites provide opportunities for self-expression and identity formation, they also pose risks.

These include:

- Posting inappropriate content. Risks arise when young people give out information that is too personal or allows others to know who they are or where they live.
- Exposure to anti-social or illegal material.
- Being targeted by sex offenders.
- Cyber bullying.
- Identity theft – many people within social networking sites encourage users to join their space or view their profile by encouraging them to click on links that ask for username and passwords. This allows others to gain access to their passwords and other private information.

Use of the Queensland Academy for Creative Industries brand on public sites:
The reputation and standing of the Queensland Academy for Creative Industries brand, represented by name in written texts, by the Academy logo or the Academy uniform, can have both a positive and negative impact on all students and staff who attend the Academy, have attended or those who aspire to attend the Academy.

Any conduct or behaviour deliberate or not intended which may bring the brand into disrepute or portray the Academy community in a negative manner, or place another person at risk, is unacceptable and incongruent with the Queensland Academy for Creative Industries character ideals of

Respect
Responsibility
Honesty and Trustworthiness
Understanding, Tolerance and Inclusion

The posting or communication of any image or text which can be identified as or associated with the Queensland Academy for Creative Industries without the written approval of the Principal will be viewed as a serious breach of the Queensland Academy for Creative Industries Responsible Behaviour Plan for students and the Education Queensland Code of School Behaviour, specifically: “Demonstrate respect for themselves, other members of the school community and the school environment”.

*Posting and communication*: includes but is not restricted to websites, social networking sites, email, mobile phone and video.

Negatively Representing a Member of the QACI Community on Public Sites:
Any conduct or communication on the Internet or social media site which negatively portrays or diminishes the standing or reputation of an individual or group who attend the Academy, have attended the Academy or aspire to attend the Academy will be viewed as a very serious breach of the Academy Character Ideals and will warrant the most serious consequences under the Queensland Academy for Creative Industries Responsible Behaviour Plan for students. This action may be judged to be cyber bullying.

Breaches and Consequences:
Following a thorough investigation and dependent on the intent and nature of the breach, a first offence may result in a student's suspension from the Academy.

Any action which targets another student or staff member will lead to serious consequences under the QACI Responsible Behaviour Plan and may be deferred to the police.

Any action which is illegal will be referred to Queensland Police Services in addition to serious consequences under the Queensland Academy for Creative Industries Responsible Behaviour Plan for Students.
Appearance and Uniform Expectations

Expectations and Standards
Our community, past and present take pride in our image and reputation. Our reputation is one of cleverness and creativity with an aspiration to be world class in every endeavour.

We foster a positive reputation in the education, corporate, arts and wider community as a team and as individuals through not only what we achieve academically and creatively but how we are seen, received and perceived on a daily basis. Our uniform shows recognition of time, place and occasion.

Our uniform and presentation, sends a very important message about our standards, values and our sense of belonging and alignment.

As a community and team who have pride in our Academy and each other. We stand on each other’s shoulder to see further.

To achieve this
The specified uniform is to be worn in its entirety and may not be modified in any way.
The uniform must be worn neatly at all times and in a manner consistent with the intent of the uniform and time and place.
Wearing items other than specified in the approved uniform components is not acceptable.

Formal Uniform
- Our formal uniform is our showcase outfit.
- The wearing of the uniform reflects the time and place and reflects the significance of occasion.
- It is expected that students will wear their full formal attire at the Academy on:
  - assembly day
  - at specified Academy events, special assemblies or highlighted days of significance
- A student may choose to wear the formal uniform on days in additional to that specified but in doing so it must be consistent with the guidelines for the wearing of the formal uniform at that time.

Day Uniform
- Our day uniform presents a smart, practical outfit which is aligned with our creative, innovative image and suitable for our climate and indoor learning environment
- The day uniform can be worn any day of the week except those specified for the formal uniform.

Active Uniform – Optional Item
The active uniform may not be required by all students. A student will be required to have and wear the active uniform if they are a member of an Academy team or an Academy facilitated event or activity where this is specified. The active wear is only to be worn for the duration of the event or activity. If this activity is before school or facilitated as an after school event they are permitted to wear the active uniform to or from home, whichever the case may be. The uniform comprises:
- The Academy active wear shirt
- Navy blue Canterbury rugger shorts.

A hat must be worn for sun safety in outdoor activities.

Uniform Details - Boys

Formal

Components
- Long sleeve pinstriped, white shirt worn tucked in and with sleeves down
- Long charcoal trouser
- Charcoal jacket
- Black leather lace up shoes – these are standard school shoes
- Black belt with silver buckle
- Academy tie
- Black short socks

Specific Expectations
- The formal uniform must be worn in entirety to assembly, specified events or highlighted days of significance.
- The jacket must be worn in public (external to the academy) during cooler months (term 2 and 3).
- The wearing of the jacket is optional outside situations listed above.

Day Uniform

Components
- Blue pin striped short sleeve shirt worn tucked in
- Long charcoal, trouser with short black socks
- Black leather lace up shoes – these are standard school shoes
- Black belt with silver buckle
- Academy tie (optional)
- Charcoal jacket (to be worn in public, external to the Academy, during cooler months term 2 and 3).

Optional components to compliment the stated uniforms
- Charcoal embroidered pullover or vest
Appearance and Uniform Expectations

Uniform Details - Girls

**Formal**

**Components**
- ¾ sleeve white pin striped blouse worn tucked in
- Charcoal dress slacks or dress skirt
- Black, sheer stockings or short white roll over socks
- Black leather lace up shoes – these are standard school shoes, not fashion shoes
- Charcoal jacket
- Academy scarf or tie
- Academy supplied hair ribbons if necessary

**Specific Expectations**
- The formal uniform must be worn in entirety to assembly,
- For specified events or highlighted days of significance black sheer stockings will be required.
- The jacket must be worn in public (external to the Academy) during cooler months (term 2 and 3).
- The wearing of the jacket is optional outside situations listed above.

**Day Uniform**

**Components**
- Short sleeve blue pin striped blouse worn out as design ensuring professional modesty at all times
- Charcoal dress slacks or dress skirt
- Short white rollover socks or black sheer stockings
- Black leather lace up shoes
- Scarf or tie optional
- Charcoal jacket (to be worn in public, external to the Academy, during cooler months term 2 and 3).

**Optional components to compliment the stated uniforms**
- Charcoal embroidered pullover, cardigan or vest

**Personal Presentation Protocols**

**Out of Uniform:**
In exceptional circumstances if a student is unable to wear the complete uniform, that meets the specified occasion, they must be prepared to present to a staff member, upon enquiry, a short written note of acknowledgement from a parent/caregiver. This will be monitored closely and exploitation of these principles and protocols underpinning the guidelines of our uniform will be referred to the Administration team for advice or redirection.

**Makeup (including nail polish):**
Whilst makeup is not specifically banned, the use of make-up should be absolutely minimal (if it is obviously noticeable then it is an indicator that there is overuse) and should not detract from the uniform or how students are perceived within the wider community. Judgments on makeup will not seek to restrict individuality but reflect appropriateness of time and place, in this case the Academy vision, purpose, setting and the expectations of the Academy community.

**Hair Colour and Styles:**
Whilst hair colouring or a specific hair style is not specifically banned, the colouring or style should be natural and not detract from the uniform or how students are perceived within the wider community. Judgments on hair colouring or styles will not seek to restrict individuality but reflect appropriateness of time and place, in this case the Academy vision, purpose, setting and the expectations of the Academy community.

**Jewellery:**
The following pieces of jewellery are acceptable at the Academy:
- A wrist watch
- 2 small metallic studs or sleepers per ear
- A plain, small ring
- A necklace of sentimental or religious significance if worn under the uniform, out of view.

Additional visible piercings, spacers and/or large items of jewellery are not approved.

**Theatre Blacks Protocols**
- Students must arrive and leave the Academy in uniform.
- Theatre blacks are not to be worn in part with the uniform in public or in the Academy.
- Period 1 & 3 Theatre lessons
  - Students must have changed before the lesson and be ready to commence the lesson in their blacks as per the scheduled lesson or success start time.
  - Students will change out of blacks before the scheduled end of the lesson and must report to the next lesson in full uniform.
- Period 2
  - Students will have the start of lesson to change into blacks.
  - They can attend success in their blacks, in order to maximise time in Period 2 and Success. They must change out of blacks as soon as possible during recess.
- Period 4
  - Students will have the start of the lesson to change into blacks.
  - Students must change out of their blacks as soon after the 3.10pm end of the lesson and must not leave the Academy in their blacks.
Respectful Relationships

Beliefs:
At the Queensland Academy for Creative Industries our character ideals of:

- **Respect**
- **Responsibility**
- **Honesty and Trustworthiness**
- **Understanding, Tolerance and Inclusion**

allow no room for antisocial behaviours such as harassment or bullying in any form.

For our collaborative learning environment to be effective, allowing students to realise their potential we need to be able to:

*“Show the Me Behind the Mask”*

and feel totally comfortable to do so.

Our community celebrates diversity and individual differences and harnesses the flow of ideas and interactions between diverse but likeminded individuals to create dynamic processes and learning.

**There is no place for judgement in such an environment**

Creative individuals and knowledge workers respond well to environments based on solid values, clear ideals, open communication and fair treatment.

At the Queensland Academy for Creative Industries we believe every individual within our community and our community as a collective must work together to protect our beliefs.

Our Commitment:
We believe there must be open communication about bullying and harassment and as individuals and an organisation we commit to follow up on any identification of these negative and antisocial behaviours.

**We believe that for any individual to ignore bullying is to become part of the problem**

Definition:
Bullying is repeated violence, physical or psychological, against a victim unable to defend herself/himself.

Bullying involves an initial desire to hurt, this desire is expressed in action, someone is hurt, the action is directed by a more powerful person or group, it is without justification, it is typically repeated, and it is done so with evident gratification.

It may look like:

- Teasing and name-calling
- Threats
- Assaults
- Property damage and theft
- Gestures
- Cyber bullying

Bullying affects us all:
In an environment which values relationships so strongly and relies on peer collaboration and engagement bullying does not occur in isolation from learning itself.

**Relationships and Engagement = Achievement**

Bullying damages relationships and engagement and thus our future potential even if we are not directly involved.

As individuals and a community we should:

**Ask often**

*Is what I am about to do going to make another person’s day worse?*

*If the answer is YES it is not QACI behaviour.*

- Show the sense of the Goose.
- Reflect often – develop understanding and tolerance
- By discovering another’s story you will find a piece of you in that story.

**Protect your right to be safe and happy.**

If you are being harassed or bullied in any way you should report this to a teacher and or your parents.

*This includes Cyberbullying.*
Emergency Procedures

Common sense should prevail in all circumstances

Remember: There is no such thing as a false alarm

**EVACUATION**

The sounding of the Academy alarm will initiate an evacuation.

- You must stand and move out of the room quietly.
- All belongings must remain where they are.
- You must move with your class to the assembly point via the route which has been designated in evacuation rehearsals.

**FOLLOW YOUR TEACHER’S INSTRUCTIONS FULLY AND IMMEDIATELY**

**At the Assembly Point:**

- Line up in Success Groups (one line per group). Remain standing.
- Answer your name only when the roll is marked.
- Be seated when your Success Coach acknowledges your roll is completed.
- Remain silent and await further direction.

**In the event of an evacuation outside normal class times** – (e.g. lunchtime) All students will move to the evacuation assembly area by the safest and quickest, most practical route.

**LOCKDOWN**

**Lockdown Procedure:**

This will be used to secure places within a building to prevent a potential threat of harm or injury to students by persons, weather, toxic spills etc.

**What Is a Potential Threat**

a) Dangerous Person  
b) Toxic spill (e.g. Chemical truck accident in vicinity of school)  
c) Bad weather

A Lockdown will be indicated by the announcement of lockdown through the school public address system, which is different to evacuation.

**Lockdown Procedures**

This will be used to secure places within a building to prevent a potential threat of harm or injury to students by persons, weather, toxic spills etc.

- All persons without exception are to remain in their rooms.
- All windows and doors, external and internal, will be closed by the supervising teachers.
- Students outside rooms or during recess breaks are to move to the nearest available rooms.
- Students will sit on the floor out of sight and away from windows.
- No student will be permitted to leave the room until the all clear is signalled.

**All clear is signalled by a formal announcement.**

- Upon all clear students will move as per an evacuation.

**NB:** If the lockdown occurs during a break and if safe to do so, students will move to their Success Group rooms, where they will meet their Success Coach for roll marking.

If circumstances do not allow for this to occur, students move into the nearest available classroom.
What to do When
Your responsibilities within our team

Subject Changes
If you wish to change a subject, a Subject Change form must be obtained from Client Services. You will then be required to get several signatures before submitting it to the relevant House Administrator for approval.

No subject changes will occur for Year 10 after August 1 Term 3.
A request to change to a subject which required an audition/portfolio for entry to QACI will require the same before a subject change is facilitated.

Entry to and exit from the Academy
Students should enter/exit through the main level 2 foyer.

Punctuality and Absences
• Students are expected to be at the Academy by 8.40am each day.
• Absence: If you are absent, the Academy must be formally notified within one day of your return to school.
This can be achieved by your parent:
  o Phoning the absence line (07 3552 9360)
  o Emailing admin@qaci.eq.edu.au
  o Presenting a signed note to your Success Coach at roll marking.

Consistent and high attendance is critical to academic success. Students are required to maintain a minimum attendance of 95%.

Late Arrival / Early Departure
• If arriving late (after the commencement of the day at 8.45am) you must present to Client Services and register with ID Attend. More than two late arrivals in a week will result in a letter being sent to parents.
• If you are required to depart the Academy early (before the formal conclusion of lessons) a letter of approval from parents must be presented to Client Services as soon as you arrive at the Academy.
  o When departing, you must register with ID Attend at Client Services. This will be reconciled against the approval note submitted earlier.

Leaving the Academy
Students are not permitted to leave the Academy unless approved within the Recess Activities Program. Students must leave via Level 2 exit and leave their ID card with the supervisor on duty. Your ID card must be collected when you return via the same entrance. You must return no later than 12.30pm. No leave will be granted on Tuesday lunch breaks.

Approval is not given to access the Urban Village during recesses.
If a Year 12 student has an independent period before or after a recess, and wishes to access areas outside the Academy for genuine study purposes, they must sign out and obtain an attendance slip from Client Services. You must sign back in.

Remaining at the Academy after hours
If a student wishes to remain at the Academy to work independently (this does not include formal classes, extra-curricular activities and rehearsals supervised by a staff member) you must leave your ID card in the register at Client Services.

When you leave the Academy you must collect your card as an indication of departure. The latest you can remain at the Academy, without specific approval, is 6:00pm.

Accessing the Academy out of hours
If a student wishes to access the Academy out of normal hours 7.00am to 6.00pm then application must be made to the Principal with relevant parent approvals. Forms for this purpose are available on the intranet site (documents). If wishing to use the Academy on a weekend these documents must be submitted to Karen Larkin, by the close of business Wednesday before the nominated weekend.

Security
Students are issued with a security swipe card. Use of this card is recorded on a data base. You should not lend your card to another student. If you lose your card you must report this immediately and you will need to purchase a replacement at a cost of $15.

Security read switches must not be bypassed or deactivated for any reason.

Aerosols
As we work in an air-conditioned environment at QACI, aerosols quickly spread through the airspace compromising comfort and health. The use of aerosols can also potentially set off the fire alarm system. QACI is an aerosol free building.

Student ID cards
The Academy will provide you with a Student Identification Card as part of your Student and Resource Scheme. Replacement cards are available for order upon payment of $10 through Client Services.

Labelling your equipment and clothing
Please ensure the following items are clearly identified with your name so items can be promptly returned to you.
1. All uniform items (including theatre blacks)
2. IT device, chargers, external hard drives
3. All texts issued to you (record your name in the borrowers section).

At the end of the year you are responsible for returning the exact text you were issued with. If you return another student’s after a mix up then you are still liable for the one you were issued with.

Morning notices and email
These are key to our communication and coordination.
All students are expected to access notices before 8.45am via the Academy intranet and to check and clear their email twice a day by 8.45am and then soon after 3.10pm.

You feel ill or are injured
• Inform your class teacher or teacher on duty who will notify Client Services and arrange for the necessary attention. Outside class times students should report directly to Client Services.
• Minor accidents or illness will be treated at the Academy. In cases where medical treatment may be required the ambulance will be called and at the same time every effort made to contact your parents or emergency contacts.
• Students suffering illness will have their parents contacted and be required to be collected from the Academy if their illness has not improved within 30 minutes.
What to do When

Your responsibilities within our team

QACI - Cal
You have access to the Academy calendar in real time on your laptop via our Website.
The whole Academy calendar is available on the website – QACI - Cal. It is the single point of truth for all events and Summative IB assessment.

ICT Support
ICT support is available from the Apple Angels or the Technician on Level 7.
The IT service desk on Level 7 is open: 8.15am to 8.40am
11.40am to 12.30pm (Except Tuesday)
Students should not leave class to seek support unless it is deemed absolutely essential to that lesson by the teacher. A note from the teacher will need to confirm this.

Refectory
The refectory is open from 7.45am to 8.40am before Academy and at each recess.

Formal Day
- On Tuesday our Academy conducts a Formal Assembly.
- Full formal uniform must be worn on this day including the Academy blazer.

Medication at school
- Any medication to be issued to students while at the Academy must:
  a) be brought into the Academy by the parent/caregiver;
  b) be removed from the Academy by the parent/caregiver for holiday periods etc.

**Students will not be issued with medication in bulk under any circumstances.**

- Medication will only be issued to students at the Academy when:
  a) An “Administration of Medication” form has been completed in full by the parent / caregiver;
  b) A photocopy of the medication label or the original is provided stating
     - the name of the student
     - dosage and medication times
     - medical authority has been provided in writing from a doctor or qualified practitioner. This may apply for cough mixtures, analgesics and the like.

- Students will be required to take the medication in the presence of, and observed, by the staff administering.
- A record of the time, date and dosage will be maintained on each occasion a student takes medication. This will be completed at the time a student takes the medication.

**Verbal authorisation will not be accepted.**

These strict processes are required to ensure the safety of the individual receiving medication and the safety of all our students.

A student bringing medication to school outside these guidelines may be considered in breach of Workplace Health & Safety Regulations, Education Queensland Guidelines and the Queensland Academy for Creative Industries Plan for Responsible Behaviour of Students.

Facilities and Room Information
- Students can access rooms at recesses provided they accept responsibility for ensuring that the room is left in immaculate condition ready for the next class.
- Level 6 is a quiet study area.
- Level 5 can be used for group activities.
- **There are some rooms in which food cannot be eaten at any time.**

These are specialist rooms with specialised equipment.

These include:
- The Theatre and Gallery (water only)
- Level 3 All rooms
- Level 5 Laboratory and Art studios
- Level 6 Music recording studio and practice rooms
- Level 7 IRC

Students must only be in these rooms if genuinely utilising the specific resource for that subject. They are not for general use or congregation.

QUT Bus Service 391
QACI students have privileged access to the QUT bus service which operates between Kelvin Grove and Garden Point campuses. A pass must be shown and is available from Client Services

QUT Libraries
QACI students have privileged access to all QUT libraries. These can be accessed at any time and at recess during a school day, with the associated permissions. In using the QUT library you must always carry your QUT library card.

Car Parking
There is no car parking available in the QACI car park unless specifically made available for an event. There is limited car parking available in the Kelvin Grove Urban village but please be aware of restrictions and metering. In attending major events and performances at QACI it is advisable to leave ample time to allow for parking.

Student Drop-off / Pick-up
A drop off / loading zone area is available adjacent to the Academy in Blamey Street. Students are not to be dropped off in the internal QACI car park due to Workplace Health and Safety concerns. Parents may apply for a drop off permit if a student has a long term or short term disability or illness requiring this support.
When you see geese flying along in “V” formation, you might consider what science has discovered as to why they fly that way. As each bird flaps its wings, it creates an up lift for the bird immediately following. By flying in “V” formation, the whole flock adds at least 71 percent greater flying range than if each bird flew on its own.

**People who share a common direction and sense of community can get where they are going more quickly and easily because they are travelling on the thrust of one another.**

When a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone - and quickly gets back into formation to take advantage of the lifting power of the bird in front.

**If we have as much sense as a goose, we will stay in formation with those people who are headed the same way we are.**

When the head goose gets tired, it rotates back in the wing and another goose flies point.

**It is sensible to take turns doing demanding jobs, whether with people or with geese flying south.**

Geese honk from behind to encourage those up front to keep up their speed.

**What messages do we give when we honk from behind?**

Finally - and this is most important – when a goose gets sick or is wounded by gunshot, and falls out of formation, two other geese fall out with that goose and follow it down to lend help and protection. They stay with the goose until it is able to fly or dies; and only then do they launch out on their own, or with another formation to catch up with their group.

**If we have the sense of a goose, we will stand by each other like that.**

(Source Unknown)