Enrolment Policy
Year 11
Parent and Student Guide
(for your records)
2015
QUEENSLAND ACADEMY for CREATIVE INDUSTRIES

OUR STORY

WORLD CLASS LEARNING ENVIRONMENT OF CHOICE FOR THE ASPIRATIONAL CREATIVE GENERATION

HIGH CHALLENGE
HIGH EXPECTATION
GLOBAL

CREATIVE
CLEVER

HIGH CARE

Learner Profile
Inquirers
Balanced
Creative

Nexus Paradigm
Success & Wellbeing
The Seven Needs

Engagement
Knowledgeable
Reflective
Communications

Our DNA
Our Approach

Empowerment
Effective Learners
Ethically & Socially Responsible

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

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

OUR VISION
“To be the world class learning environment of choice for the aspirational creative generation”
STUDENT NAME: ______________________________________________

This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at the Queensland Academy for Creative Industries.

The Academy administration has provided a copy of the Academy’s Responsible Behaviour Plan for Students and Student Dress Code to parents. The Responsible Behaviour Plan for Students outlines the Academy’s strategies for implementing the Code of School Behaviour as outlined in the document published by Education Queensland.

At the Queensland Academy for Creative Industries we expect that it is the -

**Responsibility of student to:**
- fulfil Academy Character Ideals
- commit to the philosophy and practice of the 5P’s for Success – Pride, Positivity, Persistence, Prepared, Principled
- attend the Academy regularly, on time, ready to learn and take part in Academy activities
- act at all times with respect and show tolerance towards other students and staff by demonstrating the Academy Character Ideals
- work to the utmost of ability
- respect and protect the Academy environment – physical social and emotional
- maintain a dedicated work effort that is reflected in all formal reports with a satisfactory or better rating
- maintain all homework and set work requirements at a satisfactory level or better
- wear the Academy uniform as intended and with pride.

**Responsibility of parents to:**
- support Academy’s policies and this enrolment agreement
- maintain open communication
- ensure attendance and punctuality is maximized and provide explanations for absence
- support the authority and discipline of the Academy enabling my child to achieve maturity, self discipline and self control.

**Responsibility of the Academy to:**
- develop each individual student’s potential as fully as possible
- inform parents and carers regularly about how their children are progressing
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set the highest standards in work and behaviour
- take reasonable steps to ensure the safety, happiness and self-confidence of all students
- be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the Academy community
- clearly articulate the Academy’s expectations regarding the Responsible Behaviour Plan for students and the Academy’s dress code policy
- set, mark and monitor homework regularly in keeping with the Academy’s set work policy
- contact parents and carers as soon as is possible if the Academy is concerned about the student’s work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner
- consult parents on any major issues affecting students
- treat students and parents with respect and tolerance.

I accept the expectations of the Queensland Academy for Creative Industries as stated in the policies that have been provided to me as follows:
- Responsible Behaviour Plan for Students
- Academy Uniform and Policy Standards 2014
- Information, Communication and Technologies Agreement 2014
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Social Networking Policy
- Respectful Relationships Policy.

I acknowledge that information about the school’s current programs and services has been provided to me.

On behalf of Queensland Academy for Creative Industries

........................................... Student Signature ...........................................

........................................... Parent/Caregiver Signature ...........................................
BACKGROUND

The Queensland Academy for Creative Industries caters for students in Years 10, 11 and 12, offering the International Baccalaureate Diploma (IB Diploma) program as the only curriculum framework in Years 11 and 12. Year 10 students complete a Pre-IB course of study that prepares them for the rigour and skill set required to successfully complete the IB Diploma. Students undergo a selective entry process prior to an offer of enrolment. The IB Diploma Program provides students with the opportunity of global University entry and in most cases advanced standing arrangements with universities. The IB Diploma Program is externally moderated to give assurance to Universities of the high quality of graduates.

RATIONALE

The Queensland Academy for Creative Industries recognises as its prime obligation the provision of this specialised educational program for students who, through rigorous testing, are judged to be well placed to achieve the IB Diploma.

This plan sets out the requirements for enrolment of students at the Queensland Academy for Creative Industries.

ENROLMENT CAPACITY OF THE ACADEMY

The Academy currently has the capacity to enrol up to 450 students across Years 10, 11 and 12.

Should this capacity change because of changes to occupancy capacity, this will be advertised through the approval and gazettal of an amended plan including the operative date for the new plan.

ENROLMENT POLICY

Under Chapter 8 of the Education (General Provisions) Act 2006 (the Act), a principal must enrol a student at a school the student is entitled to be enrolled at. Students enrolling at the Queensland Academy for Creative Industries must be eligible for general enrolment in State schools and must also satisfy the specific Enrolment Criteria of the Academy set out in this plan.

- **General enrolment requirements for State schools**
  Prior to assessment against the Enrolment Criteria the Academy Principal must be satisfied that the student meets the general enrolment requirements for State schools. A student must meet the general requirements set out in the Act (for example having an allocation of state schooling remaining, and/or in the case of mature aged students possessing a positive mature age student notice). The Academy Principal may also defer an enrolment decision to the Director-General if a student poses an unacceptable risk to the safety or well-being of the school community. Applicants who have been refused enrolment on the basis of the general enrolment requirements may pursue review rights under the Act as advised by the Academy Principal.

- **Enrolment Criteria**
  The student must also meet the Enrolment Criteria set out below. In order to be eligible for enrolment at the Academy a student must at a minimum:
  - demonstrate (via presentation of evidence at the time of application) that they:
    - have Australian Citizenship or are the child of an Australian citizen; or
    - have Permanent Resident status or are the child of an Australian citizen; or
    - are eligible under a Visa category; and
  - have reached the benchmark results on the Higher Ability Selection Test; and
  - have successfully completed an interview and/or audition, against the interview and/or audition criteria, and produced a portfolio and documentary evidence of school-based testing at their previous school; and
  - can meet the financial commitment of the program fees at the Academy.

The Academy Enrolment Eligibility Committee (the Committee) conducts relevant tests, interviews and auditions and provides advice to the Academy Principal about the student’s eligibility under the enrolment eligibility plan criteria. The Academy Principal will consider this advice when determining a student’s enrolment application.

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1 The Higher Ability Selection Test is a test developed and scored by the Australian Council for Educational Research (ACER). 2 Students wishing to study Music who cannot provide documentary evidence of having achieved up to Australian Music Examination Board (AMEB) Level 3 Theory will be required to undertake a 30 minute Music Theory Test.
**Processing of enrolment applications**

Enrolment applications are to be made to the Academy Principal who will consider the general enrolment requirements and the assessment advice from the Committee regarding the student’s performance against the enrolment criteria for the academy. Students will not be eligible for enrolment unless they have undergone assessment by the Committee.

Vacancies will be filled by a rank order. Students will be ranked for interview based on their achievement in the Higher Ability Selection Test (HAST). Students who meet the HAST benchmark will be offered an interview and required to present a specific portfolio and or audition for each of the creative subjects they wish to study. Students will then be ranked in order for each subject based on their HAST score combined with the outcome of their interview and portfolio. Some students may be placed on a waiting list if more than one round of selection is required in order to fill the annual quota of places. Should more than one round of entry (testing and interview) be required in any one year, the number of enrolment places remaining will be filled through the ranking process above but also include those students on the waiting list.

Where there are students who were considered by the Academy Principal to have met all enrolment criteria set out above, but who were not enrolled in the Year 10 intake due to the Academy’s capacity being reached, such students will be considered for an intake should vacancies arise in the school year. These vacancies will be filled through continuance of the rank order from the Higher Ability Selection Test results. Note: these intakes are not an option for Year 11 or 12 students.

The Committee has determined that the Academy may enrol up to ten (10) international fee paying students from the 2011 academic year. This international student capacity may be varied by the Academy Principal in consultation with Education Queensland International should the Academy’s capacity to enrol international students change over time.

In all cases the parent or student must meet the financial commitment of the program fees at the Academy. The Department reserves the right to suspend delivery of educational services should there be failure to pay the program fee.

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**QUEENSLAND ACADEMIES ENROLMENT ELIGIBILITY COMMITTEE**

The Enrolment Eligibility Committee consists of the Manager, Corporate Services, Queensland Academies Brand Division (chair); the Academy Principal; a representative of the Academy Parents and Citizens Association and an elected staff representative.

**REVIEW OF QUEENSLAND ACADEMIES ENROLMENT ELIGIBILITY COMMITTEE ASSESSMENTS**

Applicants who have been refused enrolment by the Academy Principal on the basis of a report by the Enrolment Eligibility Committee will be notified in writing of the reasons for the refusal by the Manager, Corporate Services, Queensland Academies Brand Division.

Applicants may seek a formal review of an unsuccessful assessment by making a written submission to the Regional Director, Metropolitan Region, Education Queensland. This submission should present evidence to substantiate a claim that the stated criteria have not been applied correctly or fairly.

The Regional Director will, where possible, decide the review and provide written advice to the applicant within 14 days of the applicant's submission. The Regional Director's decision on the review will be final.

**Review Date**

The Enrolment Eligibility Plan for the Queensland Academy for Creative Industries is operational from 1 December 2010 and will be reviewed triennially. This plan remains in effect until a new plan is approved to replace it and while it is under review.

All necessary amendments to this plan will be notified through the approval and gazettal of a new plan.

The provisions of the new plan will come into force either as of the date of gazettal or an operative date stated in the gazette notice.
A uniform was a specified component in the original establishment brief for the Queensland Academies. The uniform is consistent with the overall Queensland Academies brand and expectation held of the academies by Education Queensland and the wider community.

The uniform ensemble was designed by the foundation student cohort of the Academy.

The students of the Queensland Academy for Creative Industries have access to three uniforms with each recognising and reflecting a sense of time, place and occasion.

1. A day uniform;
2. A formal uniform
3. An active wear uniform

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 Uniform

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

Formal Uniform
- ¾ sleeve white pin striped blouse worn tucked in
- Charcoal dress slacks or dress skirt
- Black, sheer stockings or short white fold down 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
- Short sleeve blue pin striped blouse worn out as design ensuring professional modesty at all times
- Charcoal dress slacks or dress skirt
- Short white fold down socks or black sheer stockings
- Black leather lace up shoes – these are standard school shoes, not fashion 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.
Pillars of Success

- Pride: Demonstrated in their approach to the QACI and with the representation of it.
- Positivity: Demonstrated by their consistently productive and proactive approach to QACI.
- Persistence: Demonstrated by their continuous drive to succeed, achieve and advance, despite adversity.
- Prepared: Demonstrated through a readiness to participate and maximise every aspect of QACI life.
- Principled: Demonstrated through the complete adoption of the QACI character ideals.

In Practice – How does it look?

Character Ideals

- HONESTY & TRUSTWORTHINESS
- UNDERSTANDING, TOLERANCE, INCLUSION
- RESPECT
- RESPONSIBILITY

Ethical Citizenship

- Trust
- Empowerment
- Capacity Building

Increase

Compliance Culture

Decrease
### Responsibilities

<table>
<thead>
<tr>
<th>Preparedness</th>
<th>Responsibilities Unpacked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be personally ready and organised to maximise learning and opportunities</td>
<td>Meet deadlines and returns</td>
</tr>
<tr>
<td>Be connected and engaged in QACI communication and conversation</td>
<td>Has necessary technology charged and ready for use</td>
</tr>
<tr>
<td>Punctuality (8.40am at school/5min before class begins)</td>
<td>Uses the QACI website, OneSchool, intranet &amp; calendar proactively</td>
</tr>
<tr>
<td>Minimise absence and accounts for absences</td>
<td>Check communication in the 8.40–8.45am communication time.</td>
</tr>
<tr>
<td>Have necessary resources to maximise learning each class</td>
<td>Checks emails twice daily</td>
</tr>
<tr>
<td>Punctuality (8.40am at school/5min before class begins)</td>
<td></td>
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<tr>
<td>Meet deadlines and returns</td>
<td></td>
</tr>
<tr>
<td>Minimise absence and accounts for absences</td>
<td></td>
</tr>
<tr>
<td>Maintain time planner and diary</td>
<td></td>
</tr>
<tr>
<td>Have necessary resources to maximise learning each class</td>
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<tr>
<td>Checks emails twice daily</td>
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</table>

### Persistence

<table>
<thead>
<tr>
<th>Academic Commitment:</th>
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<tbody>
<tr>
<td>Actively participating in learning</td>
</tr>
<tr>
<td>Embracing the opportunities and ethos of the IB program</td>
</tr>
<tr>
<td>Moving towards intellectual and learning independence</td>
</tr>
<tr>
<td>Respecting conventions of academic and creative scholarship</td>
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<tr>
<td>Maximising the power for learning of digital technologies</td>
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<table>
<thead>
<tr>
<th>Responsibilities Unpacked</th>
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<tbody>
<tr>
<td>Respects conventions of Academic honesty and copyright</td>
</tr>
<tr>
<td>Completes homework independently</td>
</tr>
<tr>
<td>Reflects on academic outcomes and plans for improvement</td>
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<tr>
<td>Revise class work regularly</td>
</tr>
<tr>
<td>Maximise the use of digital technology</td>
</tr>
<tr>
<td>Assessment completed on time</td>
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<tr>
<td>Makes explicit goals for improvement</td>
</tr>
<tr>
<td>Fully prepare for examinations</td>
</tr>
<tr>
<td>Meets workload expectations</td>
</tr>
<tr>
<td>Seeks feedback, clarification and support</td>
</tr>
<tr>
<td>Monitors workload demands and expectations</td>
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<tr>
<td>Asks questions and seeks clarification</td>
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### Positivity

<table>
<thead>
<tr>
<th>Citizenship:</th>
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<tbody>
<tr>
<td>Collaborating with others in learning</td>
</tr>
<tr>
<td>Contributing to QACI community and life beyond the classroom</td>
</tr>
<tr>
<td>Being familiar with the Graduate attributes and striving to acquire them</td>
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<tr>
<td>Respecting the viewpoints of others</td>
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<tr>
<td>Looking after our environment and resources</td>
</tr>
<tr>
<td>Meritocracy</td>
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<table>
<thead>
<tr>
<th>Responsibilities Unpacked</th>
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<tbody>
<tr>
<td>Promotes positivity</td>
</tr>
<tr>
<td>Engages in QACI communication</td>
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<tr>
<td>Looks after our environment and resources</td>
</tr>
<tr>
<td>Takes personal responsibility for tidiness of classrooms and shared areas</td>
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<tr>
<td>Giving recognition where due</td>
</tr>
<tr>
<td>Supportive of others</td>
</tr>
<tr>
<td>Role models high expectation</td>
</tr>
<tr>
<td>Support Academy events</td>
</tr>
<tr>
<td>Celebrate successes of others</td>
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### Pride

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<thead>
<tr>
<th>Representation:</th>
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<tbody>
<tr>
<td>Contributing to and sharing QACI’s brand and reputation at all times</td>
</tr>
<tr>
<td>Valuing personal integrity and your personal reputation</td>
</tr>
<tr>
<td>Promoting the academy</td>
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<table>
<thead>
<tr>
<th>Responsibilities Unpacked</th>
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</thead>
<tbody>
<tr>
<td>Maintains a sense of time and place</td>
</tr>
<tr>
<td>Positive promotion of the Academy</td>
</tr>
<tr>
<td>Maintaining appropriate use of language and personal interactions</td>
</tr>
<tr>
<td>Appropriate and approved use of social network sites and multimedia</td>
</tr>
<tr>
<td>Reflects upon personal academic outcomes</td>
</tr>
<tr>
<td>Appropriate use of ICT as per ICT agreement</td>
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<tr>
<td>Wears the uniform complete and correct at all times</td>
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### Principled

<table>
<thead>
<tr>
<th>Accountability:</th>
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</thead>
<tbody>
<tr>
<td>For decisions and actions</td>
</tr>
<tr>
<td>For maintaining currency of knowledge about processes, procedures and policy</td>
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<tr>
<td>For personal and academic outcomes</td>
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<table>
<thead>
<tr>
<th>Responsibilities Unpacked</th>
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</thead>
<tbody>
<tr>
<td>Understands and accepts student enrolment agreement</td>
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<tr>
<td>Maintains knowledge regarding uniform and behaviour policy</td>
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<tr>
<td>Facilitates communication between Academy and home</td>
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<tr>
<td>Reflects upon personal academic outcomes</td>
</tr>
<tr>
<td>Appropriate use of ICT as per ICT agreement</td>
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<tr>
<td>Use of resources efficiently and ethically</td>
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</table>
Academy student use of the Library must not impact on other Library users. Time spent in the Library should be connected to assignment work only and the Library must NOT be used as a social space for QACI students.

**DURING QUT LIBRARY OPENING HOURS STUDENTS HAVE ACCESS TO:**

- The Library Help Desk on entry level
- Library catalogue at specified terminals
- Study tables, carrels, couches
- In Library use of newspapers, periodicals, reference material
- Publicly available Library databases
- Music Listening area and DVD Viewing area
- All printing services, including laminating, binding, etc, with the purchase of a value added photocopy card from Printing Services

**STUDENTS DO NOT HAVE ACCESS TO:**

- Group study rooms
- Teaching rooms
- Computer labs
- Internet
- Wireless network
- Library databases which are password protected

**BEHAVIOUR EXPECTATIONS**

The ‘Responsible Behaviour Plan’ applies when using QUT Library and the ‘Academy Character Ideals of Respect, Responsibility, Honesty and Trustworthiness and Understanding, Tolerance and Inclusion’ should guide students’ actions when using the Library. Remember, this is a public space and students are representing the Academy when attending the Library.

Any behaviour issues will be reported to QUT Security and to the Academy Dean of eLearning by the QUT Library Manager.

**BORROWING INFORMATION**

All items should be borrowed from the Loans Desk or Express Loans machine.

- Library cards **must** be presented to borrow items
- 10 standard loan items may be borrowed
- Loans are for 28 days plus 1 renewal, unless recalled for use by QUT full members

**NOT AVAILABLE FOR LOAN**

- Reference materials
- ‘Not for loan’ items
- Journals
- Course reserve collection
- External collection

**OVERDUES**

Individual students are responsible for fees for overdue items.

- Overdues will be notified by email when 1 day overdue
- At 8 days overdue a final email will be sent
- Replacement cost of $80.30 will be notified at 35 days overdue
- Billing notice will be sent at 42 days overdue

**ONLINE ACCESS TO QUT LIBRARY AND CITE/WRITE RESOURCES**

[www.library.qut.edu.au](http://www.library.qut.edu.au)
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
  - C.A.S. – Creativity, Action, Service
  - EE – Extended Essay
  - T.O.K. – 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.
  - 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.

\[
\begin{align*}
6 \text{ subjects} \times 7 \text{ score} &= 42 \text{ points} \\
\text{TOK + Extended Essay (See Diploma Points Matrix)} &= 3 \text{ points} \\
&= 45 \text{ points}
\end{align*}
\]

**ACHIEVING THE DIPLOMA**

A diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points or more.

Provided all of the following requirements are met:

- Numeric grades have been awarded in all six (6) subjects.
- An approved program of C.A.S. has been completed.
- An A to D grade in T.O.K. and Extended Essay. If a student gains an E grade in either (but not both) they must then achieve a score of 28 to attain the Diploma. If they gain an E in both T.O.K. and EE they will not receive the Diploma.
- No grade of 1 in any subject.
- No grade of 2 at Higher Level; Over 28 points no more than one grade 2 at Higher Level.
- No more than one grade of 2 at Standard Level; Over 28 points no more than two grade 2 at Standard Level.
- Overall, there are no more than three (3) grades 3 or below.
- At least 12 points have been gained on Higher Level subjects; Over 28 points at least 11 points at Higher Level (candidates studying four Higher Level subjects must gain at least 14 points at Higher Level).
- At least 9 points have been gained on Standard Level subjects; Over 28 at least 8 points at Standard Level (if only doing two Standard Level subjects, must gain at least 5 points at Standards Level).
- The Award Committee has not judged the candidate of malpractice.
BACKGROUND

Social networking sites (SNS) are like virtual communities, providing a social lifeline for today’s youth. Sites like MySpace, Tumblr, Twitter and Facebook 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.
- Diminished reputation or community standing

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.

- 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.
- Posting and communication includes but is not restricted to websites, social networking sites, email, mobile phone and video and should “Demonstrate respect for themselves, other members of the school community and the school environment” as per the Responsible Behaviour Plan.

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.

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 result in suspension or exclusion.

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

HOW CAN PARENTS SUPPORT THIS POLICY?

In regard to Social networking

- Encourage children to only upload pictures that you as their parents/guardians would be happy to see.
- Make sure they do not put any personal information on their profile such as phone number, personal email address, home or school addresses or other personally identifying information.
- Ask them to show you how to use a social networking site – getting involved will empower them to share the experience with you.
- Ensure they set their profile to private – but emphasise that a private profile is still public. Nothing on the internet is private or protected.
- Encourage them to limit friendship links to known friends.
- Regularly review your child’s profile.
- Negotiate an online contract.
- Make use of free web filters (eg Net Nanny)
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

**CERTAIN PERSONAL TECHNOLOGY DEVICES BANNED FROM SCHOOL**

Students are asked to consider not bringing valuable personal technology devices like cameras, digital video cameras or MP3 players to school unless required for a specific learning activity. If a device is a distraction or being used inappropriately it may be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

**CONFISCATION**

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office 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.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

**PERSONAL TECHNOLOGY DEVICE ETIQUETTE**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

**RECORDING VOICE AND IMAGES**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at the Queensland Academy for Creative Industries Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
TEXT COMMUNICATION

The sending of text messages that contain obscene 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 QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

ASSUMPTION OF CHEATING

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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.

SPECIAL CIRCUMSTANCES ARRANGEMENT

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

INAPPROPRIATE BEHAVIOUR OUTSIDE OF SCHOOL HOURS

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Personal Technology Devices Policy at QACI – Summary

If the answer to any of the following questions is 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 the device interrupt learning or your readiness for learning in anyway?

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

At the Queensland Academy for Creative Industries our character ideals of

- Respect
- Responsibility
- Honesty & Trustworthiness
- Understanding, Tolerance & 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 including MSN, websites, blogs and text messaging subtle or overt.
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.

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

Three Step Student Self Help Guide

1. Stay cool – you do not have the problem.
   Ignore the behaviour.
   Or
   Be assertive – inform the offender to stop their behaviour.
   Calmly walk away. Do not fight back.

2. Ask for help:
   Peer mentor
   Teacher
   Success Coach
   Administration

   Reporting the bullying enables you to get support from someone you can trust!!!

3. Make a formal complaint.
   The Academy will investigate the matter and take action under our Respectful Relationships Policy and Responsible Behaviour Plan.

Helping Others

   Step 1: If you see someone being bullied, do not ignore it.
   Step 2: Discourage others from supporting or joining in.
       This is ‘passive’ bullying and doing nothing encourages bullying.
   Step 3: Support someone by being proactive, ie. Inform someone you can trust.

How can Parents Help?

   • Take an active interest in your child's social life.
   • Watch for signs of change in behaviour and disengagement.
   • Encourage resilience (ie. be assertive but not physical).
   • Help child develop strategies.
   • Model appropriate behaviours at home and external to the school.
   • Discuss bullying observations openly (eg. Media, football)

Action

   • Believe your child
   • Stay calm
   • Enquire what they have done already to deal with it.
   • Ask what outcome they would like.
   • Ask how you can support them and “walk beside them”
   • Empower and encourage.

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 & tolerance

   By discovering another’s story you will find a piece of you in that story.
INTRODUCTION

Effective partnerships between parents, students, the community and our Academy are important to educational success.

One part of that partnership is trust and openness. We need to be able to talk to each other when we have concerns, so that those issues can be resolved.

From time to time, you may have issues of concern relating to our Academy.

It is important that you share these with us.

Perhaps we haven’t explained something very well. We need to know this so that we can put things right.

Perhaps you don’t agree with a decision. We need to talk the issues through.

This should result in a better understanding of why we made that decision. We may need to reconsider our decision. Your contribution can help us to improve student outcomes.

We are committed to ensuring all parents and students have their concerns dealt with in a fair and equitable manner and there are processes and support structures in place to enable parents and students to work through any issues they may have.

HOW TO EXPRESS YOUR CONCERNS

We aim to provide a service that can be improved through your feedback.

We believe when there are concerns, that concerns which are dealt with by the people closest to the source of that concern achieve the best and most sustainable outcomes. They also build the strongest respectful positive relationships.

You can raise an issue with any member of our staff. Contact that person via a range of media or make an appointment to see them in person. Issues which you think are serious and cannot be discussed in the first instance with the person closest to the source should be raised with administration.

For issues which may constitute a more formal or serious complaint please refer to our comprehensive process and procedure available on our website.

Our staff are encouraged to deal positively and sincerely with your concerns. They will help you to take your concerns to the right place.

WHAT CAN YOU EXPECT

There are usually four phases in handling a concern. In most cases these can all be worked through quickly in one process.

1. Reception
2. Deciding how to proceed
3. Finding out about the matter
4. Making a decision

STUDENT PROTECTION OR HARM CONCERNS

If you have a concern or allegation of harm or suspected harm to a student by a school employee this should be reported directly to the Principal. This includes:
- bullying or behaving improperly towards a student.
- Sexual Misconduct including inappropriate relationships within or outside school hours.

Note: If the allegation involves the Principal it should be reported to the Assistant Regional Director, Metropolitan Region.

OUR COMMITMENT

We are committed to dealing positively with your concern. It helps us to learn how we can better do things for you.

We will try to make sure that your concern is resolved quickly.
Sometimes a complex matter will take time.

We will always ensure that you understand what we are doing and why it is happening.

FURTHER DETAILED INFORMATION

A comprehensive and detailed concern or complaint management process is available on our website. This process is consistent with Department guidelines.
In the operation of the Academy student information and images are used in a variety of ways and shared with organisations external to the Academy. This may be for the celebration of outcomes on the many occasions throughout the Academy year in which we publicly promote and share student endeavours, activities and achievements within the school and to the wider Academy community. This promotion often involves the use of photographs, images, sounds and copyright materials in print and digital media publications such as newspapers and Academy newsletters, or in displays in other media such as video, website, social media and broader digital media. The Academy Website and Queensland Academies Website showcases Academy information and events which also may include student images and student created digital content.

Communication with our community as per the information above, utilises a range of social media sites and platforms consistent with the Department of Education, Training and Employment Policy and Procedures.

The consent you have provided, to disclose Copyright Material, Image, Recording, Name or Personal Information, within the annual enrolment process has applied to:

- School websites: www.qaci.eq.edu.au & www.qa.eq.edu.au
  - The school websites are publicly accessible by all internet users. The school may share information, photographs and videos related to the school’s programs, activities and initiatives with users through its websites.

- School Facebook page: www.facebook.com/QACreativeIndustries and www.facebook.com/Queensland Academies
  - The school Facebook page is publicly accessible by all internet users. The school may share information, photographs and videos related to the school’s programs, activities and initiatives with users through its Facebook page.

- School YouTube Channel: www.youtube.com/qldacademies
  - The school YouTube channel is publicly accessible by all internet users. The school may share videos related to the school’s programs, activities and initiatives with users through its YouTube channel. The school does not permit users to download its videos uploaded to its YouTube channel. However third party applications may be used to overcome the school’s settings.

- School Twitter Profile: www.twitter.com/QACICreative and www.twitter.com/QLDAcademies
  - The school Twitter profile is publicly accessible by all internet users. The school may share information, photographs and videos related to the school’s programs, activities and initiatives with users through its Twitter profile.

- Other:
  - Provide a short description, and the website address, of the other website/s:

1. P T Online (Online Parent Teacher Interview scheduling (as used in 2014)
   - Student Name, Parent Name, current subjects, Parent email address. Privacy Policy on website: www.ptonline.net.au

2. School Photographers – Master School Portraits (as used in 2014)
   - Student Name, Student ID Number, Year Level, Date of Birth – production of the student ID card.

3. ManageBac (as used in 2014) – see additional details which follow
   - Student Name, IB ID Number, Date of Birth, Country of Origin, Assessment Tasks in all subjects including CAS, TOK, Extended Essay

4. IBIS (International Baccalaureate Data Capture System) (as used in 2014)
   - Student Name, IB ID Number, Date of Birth, Country of Origin, Subject Selection

5. Vimeo Plus (as used in 2014) – see additional details which follow
   - Secure third party provider, video storage site accessible only via the QACI website page for the purposes of showcasing QACI product and promotional material

6. Use of Copyright material, image, recording or name on the Academy web including the web-based newsletter, Academy social media platforms and in hard copy publications which reveals identity.

7. Language Perfect (as used in 2014)
   - Student Name, Email address

8. Turnitin Anti Plagiarism Service and Grademark® Learning Management System.
   - Turnitin provides a means of strengthening the implementation of the Academy's policy on academic integrity. Turnitin is one of many resources that can help ensure that academic integrity is maintained.

9. Verso App Access - by students for class work via laptop or mobile devices - see additional details which follow.
**MANAGEBAC**
ManageBac is a web-based application for International Baccalaureate (‘IB’) schools to manage their assessment submissions in an online paperless system. It provides students with an organizational planning tool to manage their records in Creativity, Action and Service (‘CAS’), Extended Essay (‘EE’), Theory of Knowledge (‘ToK’), Orals & Internal Assessment (‘IA’) requirements for the Diploma program.

Ultimately ManageBac will enable:
- Students to track their CAS activities against the eight learning outcomes and provide required documentation with up to six types of evidence (i.e. photos, videos, certificates etc.).
- Students to journal their ToK experiences in one convenient location
- Students to submit IAs and other assessment online directly to their teacher without the need for hardcopy
- Students to run their assessment through Turnitin (a reference checking system) with no additional cost
- Teachers to view student progress at any time and download assessment submissions.
- Teachers to record oral interviews online and submit directly to IB
- Parent access to records

ManageBac is responsible for maintaining all student data in a safe and secure manner; however, if a hard copy is ever required it can be exported as a PDF. Additional information about ManageBac and their security systems can be found on their website [http://www.ManageBac.com/index.html](http://www.ManageBac.com/index.html)

**VIMEO PLUS**
Vimeo Plus is a platform which can host high definition video (up to 1080p). With QACI students producing a range of high quality video and multimedia content in subjects such as Film, Music and Visual Arts the standard the QACI website can not host the size of this material.

The Vimeo Plus has advanced privacy including domain level control QACI limits access directly to Vimeo Plus to key administrators and it is not publicly accessible directly. Videos and material stored in Vimeo Plus can only be accessed through the QACI web-site and viewed via the QACI website page only.

Vimeo Plus respects your videos and the right to decide who watches them. Privacy options allow QACI to upload videos and choose who can see them.

Private videos allow you to choose from the following options (and do not appear on any public listings or search results):
- People you choose allows you to individually choose Vimeo Plus users who are cleared to watch the video.
- Password protected videos will require a password that you choose. You can also embed this video on another site and it will ask for the password there.

**LANGUAGE PERFECT**
Language Perfect is an on-line language vocabulary tool that the Academy integrates into the language curriculum. It enables students to focus on vocabulary learning and applying vocabulary in context. Language Perfect allows teachers to monitor students' progress and pass feedback onto parents through a feature called the Control Panel.

**TURNITIN**
Turnitin antiplagiarism service and GradeMark® student learning management system.

Students are required by the Academy to submit their IB Extended Essay to Turnitin to check for any breaches of copyright which are identified electronically. Faculties may use this service for any assignment submission. This enables students to make informed adjustments to their work. Additionally, class teachers may ask students to submit assignments or classwork for teacher feedback or for final assignment submission through Turnitin Grade Mark Centre. Students retain full copyright of all works submitted in both cases. At first entry, students are required to individually create a user account which includes a click through agreement to the terms and conditions. Approval is sought for this click-through process and submission of student work to Turnitin, through the parent signature to this State School Consent Form.

Identifiers required for account creation: First name (or pseudonym), last name (or pseudonym), school email address. Web address: [http://turnitin.com/en_us/home](http://turnitin.com/en_us/home)

Turnitin Privacy Information and Australian Legal PDF can be found at: [http://www.turnitin.com/en_us/privacy-centre/overview](http://www.turnitin.com/en_us/privacy-centre/overview)

Student information and submissions to Turnitin are not available to the public and will not be published as a result of using the Turnitin service.

**VERSO**
Verso App Access by students for class work via laptop or mobile devices.

Learnology provides the Verso Application, which is an online application that assists Students and Teachers to share videos, information and other similar educational content online and interact with each other regarding such content.

Students may use the Verso Application by downloading the Application or by accessing a web browser version of the Verso Application and registering to use the Verso Application as a student. The Academy may provide the app via an Academy mobile device.

By clicking the ‘I accept’ button or otherwise confirming acceptance of these terms of use, the Student agrees that it has read, understood and will be bound by these terms of use. Students will not be asked for their email address and initials may be used in preference to first name and last name in the account creation process.

The Student will retain ownership of any Intellectual Property the Student may have in respect of the Class Content and the User Data. Full terms and conditions can be accessed via the following link: [http://versoapp.com/terms](http://versoapp.com/terms)
The Student Resource Scheme (SRS) is a resource scheme which involves parents making a contribution towards the resources which enhance the learning experiences and opportunities of their student.

The SRS is endorsed by the P&C Association annually but administered by the Academy.

The SRS applies to:

- Annual loan of texts (long term loan)
- Access to class sets of texts (access and short term loan)
- Library collections
- Specialised equipment, materials and consumable materials
- Photocopied workbooks and handouts
- **Specialist sessional artists e.g. composer in residence, native language speakers**
- Nominated consumable items provided to students
  
  Example: Security card, ID card, annual Academic competition participation
- Commercially published subject specific workbooks and texts which students keep, annual subscriptions to on-line resources.

The SRS does not apply to:

- Excursions, performances and camps
- Private tuition
- General stationery and consumables
- Graphics calculator
- Uniform items

**Under the SRS the set fee for 2015 is: $585.00**

(A full outline of resources provided is outlined in the attached year level list.)

**Notes:**

- All parents must complete and return the attached form indicating their intention for 2015
- A number of repayment options are available for the settlement of this fee, however, the fee must be settled in full by the end of Term 3 each year
- The Parent/Caregiver in joining the scheme transfers the government allowance to the Academy
- Membership of the scheme is not available in part
- All students are required to provide his/her own requisites as per the Year level lists provided.
**Student Resource Scheme**

**Year 11**

**STATIONERY** – Students will be required to supply their own stationery as specified.

Generic Items for use over three years across all subjects:
- 6 A4 ring binders
- 6 sets ring binder dividers
- A4 clear plastic pockets
- 8 A4 display folders
- Blank recordable DVDs and CDs
- 1 USB stick (8GB) in addition to that provided in the laptop package (16GB)
- General stationery and writing implements

### SUBJECT SPECIFIC PROVISION & REQUIREMENTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Specific Stationery Required to be Purchased</th>
<th>Texts and Resources Supplied by the Student Resource Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>English HL/SL</td>
<td>ß 2 A4 binder books (128 page, stapled)</td>
<td>ß Stolen (Jane Harrison)</td>
</tr>
<tr>
<td></td>
<td>ß Dictionary</td>
<td>ß The Stolen Children – Their Stories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Carmel Bird editor)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Random House 1998 $25.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ß I explain a few things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Farrar, Strous and Giroux 2007 $22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ß Sardines and Oranges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Banipal 2005 $30.00</td>
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<tr>
<td></td>
<td></td>
<td>ß The Old Gringo (Carlos Fuentes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Farrar, Strous and Giroux 2007 $23.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ß Blood Wedding (Lorca)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nick Hern Books 2008 $10.00</td>
</tr>
<tr>
<td>Mathematics SL</td>
<td>ß 3 A4 grid books (128 page, stapled)</td>
<td>ß Exam Preparation and Practice Guide SL</td>
</tr>
<tr>
<td></td>
<td>ß Texas TI’Nspire CX Model NON-CAS Calculator $175.00, Available from the Academy</td>
<td>(Haese et al)</td>
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<tr>
<td></td>
<td></td>
<td>ß Annual subscription to IB Maths.com</td>
</tr>
<tr>
<td></td>
<td>ß Ruler 30cm (clear)</td>
<td>$5.00</td>
</tr>
<tr>
<td></td>
<td>ß 1 Exercise book (64 page)</td>
<td>ß Maths SL 3rd Ed – Online Site License</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$40.00 for 2 year course</td>
</tr>
<tr>
<td>Mathematical Studies</td>
<td>ß 3 A4 grid books (128 page, stapled)</td>
<td>ß Exam Preparation and Practice Guide Mathematical Studies SL (Haese et al)</td>
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<tr>
<td></td>
<td>ß Texas TI’Nspire NON-CAS Calculator $175.00, Available from the Academy</td>
<td>Haese &amp; Harris 2010 $26.00</td>
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<tr>
<td></td>
<td></td>
<td>ß Annual subscription to IB Maths.com</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$5.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ß Maths Studies 3rd Ed – Online Site License</td>
</tr>
<tr>
<td></td>
<td>ß A4 plastic document wallet (button closure)</td>
<td>$40.00 for 2 year course</td>
</tr>
<tr>
<td>Subject</td>
<td>Specific Stationery Required to be Purchased</td>
<td>Texts and Resources Supplied by the Student Resource Scheme</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Business and Management SL** | 2 A4 binder book (128 page, stapled)                                                                      | Business and Management (Hoang) IBID Press  2007  $60.00  
 IB Prepared Business & Management SL (Bossard & Lomine) International Baccalaureate 2011  $26.00 |
| **Business and Management HL** | 2 A4 binder book (128 page, stapled)                                                                      | 2014 Edition Business Management Course Companion (Digital) (Lomine, Muchena & Pierce) Oxford University Press 2014  $60.00 |
| **Biology**                  | 1 A4 binder book (128 pages, stapled) or lecture pad                                                   | Oxford IB Biology Course Companion (2014 ed.) (Allott and Mindorff) (Continuation from Year 10) Oxford University Press 2014  $60.00 |
| **Chemistry**                | 1 A4 binder book (128 page, stapled)                                                                      | Oxford IB Chemistry Course Companion (2014 ed.) (Bylikin, Horner, Murphy and Tarcy) Oxford University Press 2014  $60.00 |
| **Environmental Systems and Societies** | 1 A4 binder book (128 pages, stapled) or lecture pad                                                | Environmental Systems and Societies for the IB Diploma (Davis and Nagle) Pearson Education 2010  $60.00  
Environmental Science Student Workbook Biozone 2013  $31.00 (Continuation from Year 10)  
Environmental Systems and Societies SL: OSC IB Revision Guide (Palmer) OSC 2010  $38.00 |
| **Design Technology**        | 1 A4 visual diary (Oxlades A4 Diary) 2 black liner pens (0.5mm or finer) 0.5mm mechanical pencil (e.g. pacer) | International Baccalaureate Design and Technology Diploma Course (Metcalf and Metcalf) IBID Press 2011  $55.00  
Classroom References: Various Texts, Models & Subject Area Specific DVDs  
Drawing, Modeling & Testing Equipment  
Consumable Art and Model Making Supplies  
IB Design Technology OSC IB Revision Guide (Smith and Alder) OSC 2011  $40.00 |
| **Film**                     | 1 A4 binder book (128 page, stapled) 1 A4 visual diary (Oxlades A4 Diary) 1 quality set of felt pens 1 quality set of coloured pencils 3 fine, black liner pens | Film Art – an Introduction (Bordwell) McGraw-Hill 2012  $77.00  
Film Directing Shot by Shot (Katz) Michael Weise Productions 1991  $30.00  
Classroom DVDs set texts $55.00 |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Specific Stationery Required to be Purchased</th>
<th>Texts and Resources Supplied by the Student Resource Scheme</th>
</tr>
</thead>
</table>
| Visual Arts  | ß 1 A4 hardcover, bound, acid free visual diary (Oxlades A4 Diary)  
ß 3 fine, black liner pens  
ß 2B/4B/6B graphite pencils (not pacers)  
ß 1 quality set of coloured pencils  
ß External storage device for Art specifically (necessary for back up of student work for final assessment)  
ß 4GB (minimum) SD card for use with Digital Cameras | Class Sets:  
ß Writing About Art (5th ed.) (Sayle)  
Pearson Education  2006 $33.00  
ß Art Connections (Darby and Aland)  
Heinemann  1998 $50.00  
ß Art and Design. Book Two (Buckner)  
McGraw-Hill  1996 $61.00  
ß Art Now. Book One (Williams and Simpson)  
McGraw-Hill  1996 $61.00  
ß Art Now. Book Two (Williams and Simpson)  
McGraw-Hill  1996 $61.00  
Macmillan Education  2001 $56.00  
ß Consumable Art Supplies |
| Theatre      | ß 2 A4 hardcover, bound, visual diary (Oxlades A4 Diary)  
ß Students will need to purchase a simple ‘drama blacks’ outfit to include:  
- black long pants that are loose, comfortable and will allow for a full range of movement (these must not be hipsters, denim or ‘figure-hugging’)  
- a black t-shirt (with no logo)  
- black tights or bike pants (with no logo)  
- thick black socks  
- towel (labeled with student name)  
- water bottle (labeled with student name)  
- hair ties for long hair  
1 set is essential, but a couple of shirts at least may be a hygiene consideration | Class Sets:  
ß Springboards – Australian Drama 2 (Gadaloff)  
Jacaranda  1998 $52.00  
ß Acting in Person and in Style in Australia (Crawford and Wimmer)  
McGraw-Hill  2002 $68.00  
ß A Director Prepares (Bogart)  
Routledge  2001 $55.00  
ß Viewpoints (Bogart and Landau)  
Theatre Communication Group  2005 $35.00  
ß The Theatre : a Concise History (Hartnoll and Brater)  
Thames and Hudson  1998 $16.00  
ß Shakespeare : the illustrated and updated edition (Bryson)  
HarperCollins  2009 $28.00  
ß The Director at Work (Benedetti)  
Prentice-Hall  1985 $50.00  
ß Workshop Sessional artists |
| Music        | ß 1 pad of Craigscore manuscript  
ß 1 personal set of headphones (hygiene reasons)  
ß Students are required to purchase Logic Pro X Software from the Apple App Store $250.00 | ß The Enjoyment of Music 9th Edition (K. Forney)  
Norton  2003 $80.00  
ß Composer in Residence Tutoring |
| French Abinitio | ß 2 A4 binder book (128 page, stapled)  
ß 1 French-English dictionary (Oxford or Collins) | ß Encore Tricolore 4 (Mascie-Taylor and Honnor)  
Nelson Thornes  2001 $59.00  
ß Encore Tricolore 4 Examination Grammar in Action: student workbook  
Nelson Thornes  2005 $12.00  
ß Australian Language Competition $15.00  
ß Native Speaker Specialist Tutorial and Support |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Specific Stationery Required to be Purchased</th>
<th>Texts and Resources Supplied by the Student Resource Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Abinitio</td>
<td>ß 1 A4 binder book (128 page, stapled)</td>
<td>ß IB 1 Course (Digital)</td>
</tr>
<tr>
<td></td>
<td>ß 1 A4 Exercise book (98 page, stapled)</td>
<td>ß Australian Language Competition</td>
</tr>
<tr>
<td></td>
<td>ß 1 mini English-Spanish dictionary</td>
<td>ß $15.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ß Native Speaker Specialist Tutorial and Support</td>
</tr>
<tr>
<td>Mandarin Abinitio</td>
<td>ß 1 A4 binder book (128 page, stapled)</td>
<td>ß Concise English Chinese Dictionary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oxford University Press 1999 $34.95</td>
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<td></td>
<td></td>
<td>ß Chinese Made Easy Book 1</td>
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<tr>
<td></td>
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<td>(Ma &amp; Li)</td>
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<td></td>
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<td>Joint 2001 $51.00</td>
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<tr>
<td></td>
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<td>ß Chinese Made Easy Book 2</td>
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<td>(Ma &amp; Li)</td>
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<td>Joint 2001 $55.00</td>
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<td>ß Chinese Made Easy Book 3</td>
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<td>(Ma &amp; Li)</td>
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<td></td>
<td></td>
<td>Joint 2002 $55.00</td>
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<tr>
<td></td>
<td></td>
<td>ß Australian Language Competition $15.00</td>
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<tr>
<td></td>
<td></td>
<td>ß Chinese Made Easy Workbook Book 2</td>
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<td></td>
<td></td>
<td>(Ma &amp; Li)</td>
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<tr>
<td></td>
<td></td>
<td>Joint 2006 $40.00 (Term 1)</td>
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<td></td>
<td></td>
<td>ß Chinese Made Easy Workbook 3</td>
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<tr>
<td></td>
<td></td>
<td>(Ma &amp; Li)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Joint $40.00 (Term 3)</td>
</tr>
<tr>
<td>Theory of Knowledge</td>
<td>ß 1 A4 binder book (128 page, stapled)</td>
<td>ß Theory of Knowledge Course Companion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Dombrowski, Rotenberg &amp; Bick)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oxford University Press 2013 $45.00</td>
</tr>
<tr>
<td>Extended Essay</td>
<td>ß 1 Wallet folder</td>
<td>ß IB Prepared: Extended Essay (O’Farrell)</td>
</tr>
<tr>
<td>(Commences in August)</td>
<td></td>
<td>International Baccalaureate 2010 $60.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ß A Guide to Referencing and Bibliographies for Secondary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Students – Revised Edition Harvard Version (Used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>over 3 years) $15.00</td>
</tr>
<tr>
<td>General</td>
<td></td>
<td>ß Laminated ID card $10.00</td>
</tr>
</tbody>
</table>
Student name: ……………………………………       Year level: 11

SCHEDULE OF FEES:

1. Annual Fee $1,997.00
   This annual fee is compulsory and the payment of the fee forms a condition of eligibility for attendance at the Queensland Academy of Creative Industries as per the approved enrolment eligibility plan.

2. Student Resource Scheme (see attached Textbook & Resource Hire Scheme leaflet) $585.00
   This fee is voluntary and subject to conditions set out in the Textbook & Resource Hire Scheme information pamphlet. The attached participation agreement form must be completed.

TOTAL ANNUAL COST 2015 $ 2,582.00

Payment Options

<table>
<thead>
<tr>
<th>Payment Options</th>
<th>Amount</th>
<th>Description</th>
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<tr>
<td>Single Payment due by 06.02.2015</td>
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<td>$585.00 Student Resource Scheme</td>
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<tr>
<td>Periodic Payment</td>
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<tr>
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<td>$195.00 Student Resource Scheme</td>
</tr>
<tr>
<td>Payment 2 (due 24.04.2015)</td>
<td>$666.00 Annual Fee</td>
<td>$195.00 Student Resource Scheme</td>
</tr>
<tr>
<td>Payment 3 (due 17.07.2015)</td>
<td>$665.00 Annual Fee</td>
<td>$195.00 Student Resource Scheme</td>
</tr>
</tbody>
</table>

Method of Payment

☐ Cash ☐ Cheque ☐ Credit Card ☐ Direct Credit

Credit Card Payments - Direct Debit Request Service Agreement

Privacy Statement
The Department of Education and Training through the school is collecting your personal information in accordance with the Information Privacy Act 2009 for the purposes of entering into a Direct Debit Request Service Agreement. The information will only be accessed by school employees authorised to conduct financial operations within the school. Some of the information may be given to departmental employees for the purpose of debt recovery. Your information will not be given to any other person or agency unless you have given permission or the Department of Education and Training is authorised or required by law to make the disclosure.

Authorisation
This authority shall stand pursuant to the terms and conditions of any contractual agreement between the Parent/Carer/ Customer and the School/Centre named above. I/We have read the attached terms and conditions and acknowledge and agree to them. I/We request this agreement remain in force in accordance with The Schedule described at item 3 and in compliance with the attached terms and conditions.

Parent Signature ……………………………………………………………………       Date: …/…/……
Academy Delegated Officer Signature: ……………………………………………       Date: …/…/……

Please charge the periodical payments listed above, to my (tick one) r Mastercard r Visa

Card Number:

Name of cardholder as it appears on the card:  Signature of cardholder:

Direct Credit to Academy by the due date

Account Name: Queensland Academy for Creative Industries       BSB: 064 102       Account No: 1035 4466

If you pay it directly into the account please make sure that there is a very clear message attached to the payment e.g. your child’s name.
Direct Debit Request Service Agreement

The following is your Direct Debit Service Agreement (The Agreement) with the Queensland Academy for Creative Industries ABN 19283125069. The Agreement is designed to explain what your obligations are when undertaking a Direct Debit arrangement with us. It also details what our obligations are to you as your Direct Debit Provider. We recommend you keep this agreement in a safe place for future reference. It forms part of the terms and conditions of your Direct Debit Request (DDR) and should be read in conjunction with your DDR form.

Definitions

account means the account held at your financial institution from which we are authorised to arrange for funds to be debited.

agreement means this Direct Debit Request Service Agreement between you and us.

banking day means a day other than a Saturday or a Sunday or a public holiday listed throughout Australia.

debit day means the day that payment by you to us is due.

debit payment means a particular transaction where a debit is made.

direct debit request means the Direct Debit Request (DDR) between you and us.

us or we means the school, (the Debit User) you have authorised by signing a Direct Debit Request.

you means the parent/customer who has signed the Direct Debit Request.

your financial institution means the financial institution nominated by you on the DDR at which the account is maintained.

1. Debiting your account

1.1 By signing a Direct Debit Request, you have authorised us to arrange for funds to be debited from your account. You should refer to the Direct Debit Request and this agreement for the terms of the arrangement between us and you.

1.2 We will only arrange for funds to be debited from your account as authorised in the Direct Debit Request.

1.3 If the debit day falls on a day that is not a banking day, we will direct your financial institution to debit your account on the following banking day. If you are unsure about which day your account has or will be debited you should as your financial institution.

2. Amendments by us

2.1 We may vary any details of this agreement or a Direct Debit Request at any time by giving you at least fourteen (14 days) written notice to the address held by the school for you.

3. Amendments by you

3.1 You may change, stop or defer a debit payment, or terminate this agreement by providing us with at least fourteen (14) days notification by writing to the school, at the address provided at the top of the DDR, prior to the debit day.

4. Your obligations

4.1 It is your responsibility to ensure that there are sufficient cleared funds available in your account to allow a debit payment to be made in accordance with the Direct Debit Request.

4.2 If there are insufficient cleared funds in your account to meet a debit payment:

(a) you may be charged a fee and/or interest by your financial institution, and

(b) you must arrange for the debit payment to be made by cash at the school office.

4.3 You should check your account statement to verify that the amounts debited from your account are correct.

5. Dispute

5.1 If you believe that there has been an error in debiting your account, you should notify us directly on the school phone number as provided at the top of the DDR and confirm that notice in writing with us as soon as possible so that we can resolve your query quickly. Alternatively you can take it up with your financial institution directly.

5.2 If we conclude as a result of our investigations that your account has been incorrectly debited we will respond to your query by arranging for your financial institution to adjust your account (including interest and charges) accordingly. We will also notify you in writing of the amount by which your account has been adjusted.

5.3 If we conclude as a result of our investigations that your account has not been incorrectly debited we will respond to your query by providing you with reasons and any evidence for this finding in writing.

6. Accounts

6.1 You should check:

(a) with your financial institution whether direct debiting is available from your account as direct debiting is not available on all accounts offered by financial institutions

(b) that your account details which you have provided to us are correct by checking them against a recent account statement, and

(c) with your financial institution before completing the Direct Debit Request if you have any queries about how to complete the Direct Debit Request.

7. Confidentiality

7.1 The Department of Education and Training, through the school, is collecting bank account details in order to direct debit your account for amounts you have agreed to pay the school. The information will only be accessed by School staff and Regional departmental employees.

7.2 Some of this information may be given to your financial institution for the purpose of direct debiting your account. Your information will not be disclosed to any other person or agency unless we have your consent, or we are required or authorised by law to do so.

8. Notice

8.1 If you wish to notify us in writing about anything relating to this agreement, you should write to the school at the address provided at the top of the DDR.

8.2 We will notify you by sending a notice in the ordinary post to the address you have given us for school records.

8.3 Any notice will be deemed to have been received on the third banking day after posting.

8.4 If your mailing address changes - you are responsible for notifying us in writing as per 8.1
Student Resource Scheme

Participation Agreement Form

Privacy Statement:
The Department of Education, Training and Employment, through the school, is collecting your personal information in accordance with section 51 of the Education (General Provisions) Act 2006 in order to administer the Student Resource Scheme in an efficient, ethical and secure manner. The information will only be accessed by school employees administering the scheme. Some of this information may be given to departmental employees for the purpose of debt recovery. Your information will not be given to any other person or agency unless you have given permission or the Department of Education, Training and Employment is required by law to make the disclosure.

Participation

☐ Yes  I wish to participate in the Student Resource Scheme in __11__ ___(Year). I have read and understand the Terms and Conditions of the scheme (see reverse) and agree to abide by them and to pay the participation fee in accordance with the selected payment arrangement below.

☐ No  I do not wish to participate in the Student Resource Scheme in __________. I have read and understand the Terms and Conditions of the scheme (see reverse) and agree to abide by them, particularly paragraphs 12 and 36.

Please refer to the accompanying Subject Requirements List and/or Year Level Requirements List for fee details.

<table>
<thead>
<tr>
<th>Student Given Name</th>
<th>Student Surname</th>
<th>Yr Level</th>
<th>Participation Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>11</td>
<td>$ 585.00</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

Total $ 585.00

Parent Details

Given Names:

Surname:

Address:

Contact Numbers: Home:  Work:  Fax:  Mobile:  Email:

Parent Signature: 

Date:

Payment Arrangement

☐ Now: I wish to make full payment now as a single payment of the total amount above.

☐ Installments: I wish to make installment payments, during the first two weeks of the first three terms, in the following proportion of the total amount: Term 1: $195.00; Term 2: $195.00; Term 3: $195.00; or as negotiated with the school.

I agree to make payments by the due dates and I understand that any failure to make payments by these dates may result in debt recovery action being undertaken including, where warranted, referral to an external debt collection agency at my expense.

School Use Only: Negotiated Installments Approved: ___________________________ Position: ___________________________

Payment Method

I wish to make payment by:

☐ Centrepay Deduction*  ☐ EFT  ☐ EFTPOS Credit/Debit Card  ☐ Cheque  ☐ Cash*  

*Payment by Centrepay deduction can be arranged through the school administration.

**Payment by EFT can be made to the school bank account BSB: 064.102 Account Number: 1035 4466. To ensure correct identification of the payment, please ensure that the EFT payment reference clearly includes the STUDENT NUMBER, along with the characters SRS, e.g. 001451SRS.

Purpose of the Scheme

1. The Student Resource Scheme ("the Scheme") is a student fund designed to provide students with resources necessary for their education. The Scheme is established through contributions from students, institutions, and other sources. The Scheme's objectives are to support students financially, to promote educational development, and to enhance the quality of education.

2. The Scheme aims to provide students with resources such as textbooks, academic materials, and other essentials necessary for their education. The Scheme encourages students to engage in extra-curricular activities, thereby fostering a holistic development.

3. The Scheme's primary goal is to ensure that all students have access to resources that will enable them to achieve their academic goals. The Scheme is designed to support students from different socioeconomic backgrounds, ensuring that no student is left behind due to financial constraints.

4. The Scheme's objectives are achieved through contributions from students, institutions, and other sources. The contributions are used to fund various activities, initiatives, and programs aimed at enhancing the quality of education and supporting students in need.

5. The Scheme's governance is overseen by a committee comprising representatives from the student body, faculty, and administrative staff. The committee ensures that the Scheme's resources are used effectively and efficiently.

Benefits of the Scheme

1. The Scheme provides students with access to resources that they may not otherwise be able to afford. This includes textbooks, academic materials, and other essential items necessary for their education.

2. The Scheme promotes a culture of giving and philanthropy among students, encouraging them to contribute to the welfare of their peers and the wider community.

3. The Scheme supports students from disadvantaged backgrounds, ensuring that no student is excluded from educational opportunities due to financial constraints.

4. The Scheme helps to reduce the financial burden on students, enabling them to focus on their studies without the stress of financial concerns.

5. The Scheme fosters a sense of community and cooperation among students, encouraging them to work together to achieve common goals.

Participation in the Scheme

1. Participation in the Scheme is voluntary, and students are encouraged to contribute according to their means. Contributions can be made by direct donation or through participation in various activities and initiatives.

2. Students who choose to participate in the Scheme can do so by paying a voluntary contribution to the Scheme. Contributions can be made through the Student Resource Scheme website or by contacting the Scheme's office directly.

3. The Scheme provides students with opportunities to engage in various activities, such as workshops, seminars, and community service projects, which contribute to their educational development and personal growth.

Participation is open to all students, and the Scheme encourages all students to participate according to their means.

Parent and Citizens' Support of the Scheme

1. Parents and citizens are encouraged to support the Scheme by contributing financially or through volunteering their time and efforts. The Scheme welcomes contributions from all members of the community.

2. Contributions can be made in the form of direct donations, through corporate sponsorships, or through volunteer services. The Scheme provides regular updates on the progress of the Scheme and the impact of contributions.

Terms and Conditions of Participation in the Scheme

1. Participation in the Scheme is voluntary, and students are encouraged to contribute according to their means. Contributions can be made through the Student Resource Scheme website or by contacting the Scheme's office directly.

2. The Scheme provides students with opportunities to engage in various activities, such as workshops, seminars, and community service projects, which contribute to their educational development and personal growth.

3. The Scheme fosters a sense of community and cooperation among students, encouraging them to work together to achieve common goals.

4. The Scheme helps to reduce the financial burden on students, enabling them to focus on their studies without the stress of financial concerns.

5. The Scheme promotes a culture of giving and philanthropy among students, encouraging them to contribute to the welfare of their peers and the wider community.

6. The Scheme supports students from disadvantaged backgrounds, ensuring that no student is excluded from educational opportunities due to financial constraints.

7. The Scheme provides resources that are necessary for students to achieve their academic goals.

Uncontrolled copy. Refer to Student Resource Scheme in Policy and Procedure Register at: http://www.uitm.edu.my/units/services/pages/Student-Resource-Scheme.aspx
Next year marks the fourth phase of our recess activities program at QACI. Students are able to leave the Academy and participate in approved activities around the QUT precinct. Major factors in our consideration were increasing flexibility for students, maximising the use of our facility and resources and creating more opportunities which focus on student exercise and a balanced well-being program.

Part of the organisational solution was to change our timetable structure, which built in an extended single recess break which could accommodate a broader spectrum of activities for students and in particular physical exercise. Students at QACI have shown they are highly trustworthy and responsible and can be relied upon to put their increased autonomy to good use.

Beginning February 2nd 2015, this autonomy and the options to students will be available for all Year 11 and 12 students with a focus on increasing exercise and outdoor opportunities.

Subject to formal approval from a parent or caregiver, Year 11 and 12 students will be able to leave the Academy and continue their access of QUT libraries but in addition participate in exercise around QUT and Kelvin Grove Urban Village precinct and / or participate in a partnership with membership and access to Healthstream gym.

The whole initiative sits within our Student Earned autonomy framework, which was developed with and for students and seeks to embed QACI as a school which views its students differently. QACI seeks to build their independence and increase their opportunities through responsibility and trust.

Healthstream

During 2015, QACI students have been enjoying the benefits of this program. Working in partnership with Healthstream, Kelvin Grove, we will continue to offer a very special ‘corporate style’ membership for our students.

Healthstream Fitness Club and Aquatics Centre, is a complete health and fitness facility. They offer a wide variety of facilities including a state of the art fitness club, Olympic standard Swimming pool and sports stadium.

Located in the Kelvin Grove Urban Village, they have a broad demographic of members ranging from local residents to QUT students and staff. This makes for a great culture at the club as they cater to a broad cross section of the community. Healthstream has a friendly and inviting atmosphere, perfect for our QACI students. Staff will be on hand to design training programs to cater for each student’s needs and also educate them in correct and safe equipment use.

Membership will run term by term, and will cease over school holidays. Students will pay for a term at a time and can choose to either continue or discontinue the membership following this.

The membership next year will be split into 8 week blocks within each term

The cost will be $115.00 per student per term, for this, students will have access to the facilities at Healthstream. There will be set times within the school day for example recess.

As this is a very special arrangement between Healthstream and QACI, a special condition applies, which is one of identification. To access this opportunity, students must wear the QACI active uniform whilst using the Healthstream facilities. This will apply at all times both within school hours and outside hours and on weekends.

As QACI is the corporate client, the Academy administration reserves the right to change the conditions of access for individuals or groups if required.

What do I do now?

If you wish to leave the Academy during recess time in 2015 complete the attached agreement and approval form. This agreement form covers four recess activities from which you can choose one, some or all.
- Access to QUT library
- Exercise around the QUT precinct
- Access to park areas
- Membership and access to Healthstream gym.

- If you wish to access Healthstream as one of these activities you need to also complete the membership indemnity form and make payment to Client Services.
- To be eligible to access this opportunity from Monday the 2nd February all forms must be returned no later than 20th January 2015.

Please note, that approvals returned in this first round will cover the student for the year, only the gym membership will require payment on a term by term basis.
TERMS AND CONDITIONS OF HEALTHSTREAM GYM USE
UNDER QACI CORPORATE MEMBERSHIP

1. RECEPTION AND ACCESS
   (a) All members must swipe or present their card at reception every time they attend the Centre.
   (b) Members to advise any changes of address and phone number.
   (c) The facilities are available to the general public and not exclusively for members.

2. GENERAL CONDITIONS OF ENTRY
   (a) We will refuse entry, or request any person to leave the premises if the person
      (i) is abusive or uses offensive language or whose behaviour is threatening or
      (ii) is under the influence of drugs or alcohol
   (b) No smoking permitted in the centre.
   (c) No chewing gum permitted in the centre. To ensure the Centre is able to provide a high level of service in a safe,
      healthy and pleasant environment for all, we ask our members to comply with these conditions.

3. GYM AND GROUP EXERCISE AREA CONDITIONS
   (a) SWEAT TOWELS MUST BE USED AT ALL TIMES.
   (b) Weights MUST be returned to their correct place after use.
   (c) Correct training attire and runners to be worn in gym – no jeans, work clothes, boots, sandals, thongs, or clothing that
      is likely to cause offence to others.
   (d) No person under the age of 16 is allowed in the gym unless accompanied by a guardian or qualified instructor.
   (e) No food allowed in the gym or group exercise classes.
   (f) No entry to a group exercise class 5 minutes after it starts.

4. WET AREAS (where applicable)
   (a) No diving is permitted.
   (b) No creams, oils or soaps allowed in the pool or spa.
   (c) You must shower before entering pool, spa and sauna.
   (d) Correct swim attire only in pool or spa.
   (e) No black runners in pool area.
   (f) Children are not allowed in spa or pool without parent
   (g) Parents to watch all swim lessons from designated area only.
   (h) Dedicated areas of the pool are closed to members whilst Swim School lessons are being conducted. Times vary, are
      posted and are updated regularly at the entry.

5. ADDITIONAL FEES FOR SPECIAL SERVICES
   Some services require an additional fee and these include: personal training, crèche and swimming lessons.

6. DAMAGE TO THE CENTRE
   Any member who willfully or through their negligence damages the Centre or its property will pay for the damage.
   Members are responsible for damages caused by their guests and children.

7. SAFETY, MAINTENANCE & SERVICE DEMAND
   The Centre may from time to time as reasonably necessary:
   (a) Close off any part of the premises or isolate any piece of equipment for maintenance or safety reasons;
   (b) Change the hours of opening and closing or alter class timetables in accordance with demand; or
   (c) Vary Centre rules. Where this occurs the Centre will provide reasonable notice on the Centre’s notice boards or at
       reception.

8. DAMAGE & PERSONAL INJURY Disclaimer
   To the extent permitted by law, the Centre excludes any liability to the Customer in contract, tort, statute or in any other
   way for any injury, damage or loss of any kind whatsoever (including, without limitation, any liability for direct, indirect,
   special or consequential loss or damage), sustained by the Customer and/or any other person, or for any costs, charges
   or expenses incurred by the Customer, arising from or in connection with this Membership Agreement and/or the
   services/products provided by the Centre, and/or any act or omission of the Centre.

_______________________________________   _____________________   _____________
Student      Signature   Date

_______________________________________   _____________________   _____________
Parent       Signature   Date