Enrolment Policy

Year 12

Parent and Student Guide

(for your records)

2016
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.

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 face 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

**UNIFORM DETAILS – GIRLS**

**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.
RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS 2016 PROCESSES

This plan was revised in November, 2012 and is available in full on the Queensland Academy for Creative Industries web-site.

**Key Recipients**
- The Learner

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

**Indicators**
- Difference recognised and valued
- Learners have a voice
- Collaboration & teamwork
- Wise decision making
- Trust & respect
- Healthy, happy & safe individuals
- Compassion
- Stability & security

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

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

**Proactive/Preventative Strategies**
- Parental contact (written and verbal)& involvement
- Make good time/restitution
- Counselling
- Class agreement
- Detention
- Time out
- Temporary removal of property
All action to be recorded on the Academy database

**Sample**
- Targeted Behaviour Support
  - Modify and Grow
  - Stress learning, understanding and developing solutions and building from strengths, fostering supportive relationships.

**Targeted Behaviour Support**
- Curriculum HOD’s
- House Admin
- Parent/Caregivers
- Specialist support providers

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

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

**Proactive/Preventative Strategies**
- Parental interview
- Class monitoring
- Conduct/work agreement
- Formal warning correspondence
- Out of hours make good program
- ICT /network use restrictions
- Internal suspension
- Individual short term program
- Community service
All action to be recorded on the Academy database

**Sample**
- Targeted Remedial Strategies
  - Parental interview
  - Class monitoring
  - Conduct/work agreement
  - Formal warning correspondence
  - Out of hours make good program
  - ICT /network use restrictions
  - Internal suspension
  - Individual short term program
  - Community service
All action to be recorded on the Academy database

**Sample**
- Intensive Support/Intervention Strategies
  - Formal parental interview
  - Formal enrolment agreement
  - Alternative – extended catch up program
  - Formal negotiated support and intervention program
  - International Baccalaureate Breach & Diploma ineligibility
  - Behaviour improvement conditions
  - Suspension
  - Behaviour Improvement Condition
  - Cancellation of enrolment process
  - Police contact
  - Proposed exclusion or recommended exclusion

**Intensive Support/Intervention Strategies**
- Administration
- Guidance Officers
- District Office
- Community Support

**Indicators**
- Failure to respond positively in addressing behaviours subject to target support
  - OR
  - Substance related use
  - Theft or breach of Trust
  - Violence
  - Bullying / Cyber bullying
  - Failure to meet formal assessment
  - Use of unfair means
  - Verbal abuse
  - Serious breach of community standards
  - Truancy
  - Misrepresentation of Academy in any context
  - Breaches of Security

**Sample**
- Proactive/Preventative Strategies
  - Intensive Guidance Intervention and formal negotiated support and intervention program
  - Community Support Agencies
  - Alternative programs
  - short to medium term course alteration

**Proactive/Preventative Strategies**
- Formal parental interview
- Formal enrolment agreement
- Alternative – extended catch up program
- Formal negotiated support and intervention program
- International Baccalaureate Breach & Diploma ineligibility
- Behaviour improvement conditions
- Suspension
- Behaviour Improvement Condition
- Cancellation of enrolment process
- Police contact
- Proposed exclusion or recommended exclusion

**Intensive Support/Intervention Strategies**
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.
- Principle: Demonstrated through the complete adoption of the QACI character ideals.

In Practice – How does it look?
## Responsibilities

<table>
<thead>
<tr>
<th>Preparedness</th>
<th>Responsibilities</th>
<th>Responsibilities Unpacked</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Be personally ready and organised to maximise learning and opportunities</td>
<td>Punctuality (8.40am at school/5min before class begins) Meet deadlines and returns</td>
</tr>
<tr>
<td></td>
<td>Be connected and engaged in QACI communication and conversation</td>
<td>Minimise absence and accounts for absences Maintain time planner and diary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have necessary resources to maximise learning each class Checks emails twice daily</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td>Academic Commitment: Actively participating in learning</td>
<td>Respects conventions of Academic honesty and copyright Maximise the use of digital technology Meets workload expectations</td>
</tr>
<tr>
<td></td>
<td>Embracing the opportunities and ethos of the IB program</td>
<td>Completes homework independently Assessment completed on time Seeks feedback, clarification and support</td>
</tr>
<tr>
<td></td>
<td>Moving towards intellectual and learning independence</td>
<td>Reflects on academic outcomes and plans for improvement Makes explicit goals for improvement Monitors workload demands and expectations</td>
</tr>
<tr>
<td></td>
<td>Respecting conventions of academic and creative scholarship</td>
<td>Revise class work regularly Fully prepare for examinations Asks questions and seeks clarification</td>
</tr>
<tr>
<td></td>
<td>Maximising the power for learning of digital technologies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positivity</td>
<td>Citizenship: Collaborating with others in learning</td>
<td>Promotes positivity Engages in QACI communication Promote a positive outlook and approach to difficulties</td>
</tr>
<tr>
<td></td>
<td>Contributing to QACI community and life beyond the classroom</td>
<td>Looking after our environment and resources Takes personal responsibility for tidiness of classrooms and shared areas</td>
</tr>
<tr>
<td></td>
<td>Being familiar with the Graduate attributes and striving to acquire them</td>
<td>Giving recognition where due Supportive of others Role models high expectation</td>
</tr>
<tr>
<td></td>
<td>Respecting the viewpoints of others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Looking after our environment and resources Meritocracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pride</td>
<td>Representation: Contributing to and sharing QACI’s brand and reputation at all times</td>
<td>Maintains a sense of time and place Positive promotion of the Academy Wears the uniform complete and correct at all times</td>
</tr>
<tr>
<td></td>
<td>Valuing personal integrity and your personal reputation</td>
<td>Maintaining appropriate use of language and personal interactions Appropriate and approved use of social network sites and multimedia</td>
</tr>
<tr>
<td></td>
<td>Promoting the academy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principled</td>
<td>Accountability: For decisions and actions</td>
<td>Understands and accepts student enrolment agreement Reflects upon personal academic outcomes often</td>
</tr>
<tr>
<td></td>
<td>For maintaining currency of knowledge about processes, procedures and policy</td>
<td>Maintains knowledge regarding uniform and behaviour policy Appropriate use of ICT as per ICT agreement</td>
</tr>
<tr>
<td></td>
<td>For personal and academic outcomes</td>
<td>Facilitates communication between Academy and home Use of resources efficiently and ethically</td>
</tr>
</tbody>
</table>
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).

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 bullying, 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 any way?

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.
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.
  - e.g. - core standard course in both with additional topics in HL.
  - the same topics in each but covered to a different depth.
  - differing assessment requirements.

**SUBJECT GRADINGS**

- Achievement in each subject is rated from 1 to 7.
- HL / SL subjects are treated the same in the contribution to the total diploma score. i.e. A 6 rating in an SL subject is not worth less than a 6 rating in the equivalent HL subject.
- A maximum score of 45 can be achieved in a diploma.

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

**ACHIEVING THE DIPLOMA**

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

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

**THEORY OF KNOWLEDGE / EXTENDED ESSAY MATRIX**

<table>
<thead>
<tr>
<th>TOK</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Failing condition

Failing condition
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)
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. 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 2015))
   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 2015)
   Student Name, Student ID Number, Year Level, Date of Birth – production of the student ID card.

3. **ManageBac** (as used in 2015) – 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 2015)
   Student Name, IB ID Number, Date of Birth, Country of Origin, Subject Selection

5. **Vimeo Plus** (as used in 2015) – 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. **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.

8. **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 1080pl). 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.

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 2016 is:** $650.00

(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 2016
- 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

#### English HL/SL
- 2 A4 binder books (128 page, stapled)
- Dictionary
- The Complete Tales and Poems of Edgar Allan Poe (Poe)  
  Penguin 1982 $25.00
- CarolAnn Duffy : New Selected Poems (Duffy)  
  Picador 2011 $20.00
- The Whitsun Weddings (Larkin)  
  Faber and Faber 2010 $18.00
- Brilliant Lies (Williamson)  
  Currency 1993 $20.00
- Amadeus (Schaffer)  
  Penguin 2006 $20.00
- The tragedy of Macbeth : with related readings (Shakespeare)  
  International Thompson 1997 $35.00
- The Crucible (Miller)  
  Methuen Drama 2010 $20.00

#### Mathematics SL
- 3 A4 grid books (128 page, stapled)
- Texas TI'Nspire CX Model NON-CAS Calculator $200.00.  
  Available from the Academy
- A4 plastic document wallet (button closure)
- Ruler 30cm (clear)
- 1 Exercise book (64 page)
- Exam Preparation and Practice Guide SL (Haese et al)  
  Haese & Harris 2006 $27.00
- Annual subscription to IB Maths.com $5.00

NB: DO NOT BUY A CAS Calculator. It is not permitted in IB exams.
<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></td>
<td>▪ Texas TI’Nspire CX Model NON-CAS Calculator $200.00. Available from the Academy</td>
<td>▪ Annual subscription to IB Maths.com $5.00</td>
</tr>
<tr>
<td></td>
<td>▪ It is not permitted in IB exams.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ A4 plastic document wallet (button closure)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Ruler 30cm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ 1 Exercise book (64 page)</td>
<td></td>
</tr>
<tr>
<td>Business and Management HL</td>
<td>▪ 2 A4 binder books (128 page, stapled)</td>
<td>▪ Business and Management (Hoang) IBID Press 2007 $60.00</td>
</tr>
<tr>
<td>Biology</td>
<td>▪ 1 A4 binder book (128 pages, stapled) or lecture pad</td>
<td>▪ Oxford IB Biology Course Companion (2014 ed.) (Allott and Mindorff) Oxford University Press 2014 $60.00</td>
</tr>
<tr>
<td></td>
<td>▪ Oxford Study Guide (Allott) 2014 $36.00</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>▪ 1 A4 binder book (128 pages, stapled) or lecture pad</td>
<td>▪ Oxford IB Chemistry Course Companion (2014 ed.) (Bylikin, Horner, Murphy and Tarcy) Oxford University Press 2014 $60.00</td>
</tr>
<tr>
<td>Environmental Systems and Societies</td>
<td>▪ 1 A4 binder book (128 pages, stapled) or lecture pad</td>
<td>▪ ESS Oxford Pack 2015 $70.00</td>
</tr>
<tr>
<td>Design Technology</td>
<td>▪ 1 A4 visual diary (Oxlades A4 Diary)</td>
<td>▪ International Baccalaureate Design and Technology Diploma Course (Metcalfe and Metcalfe) 2nd Edition IBID Press 2015 $65.00</td>
</tr>
<tr>
<td></td>
<td>▪ 1 A4, 20 page display folder</td>
<td>▪ Classroom References: Various Texts, Models &amp; Subject Area Specific DVDs</td>
</tr>
<tr>
<td></td>
<td>▪ 2 black liner pens (0.5mm or finer)</td>
<td>▪ Drawing, Modeling &amp; Testing Equipment</td>
</tr>
<tr>
<td></td>
<td>▪ 0.5mm mechanical pencil (e.g. pacer)</td>
<td>▪ Consumable Art and Model Making Supplies</td>
</tr>
<tr>
<td></td>
<td>▪ International Baccalaureate Design and Technology Diploma Course (Metcalfe and Metcalfe) 2nd Edition IBID Press 2015 $65.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Classroom References: Various Texts, Models &amp; Subject Area Specific DVDs</td>
<td>▪ IB Design Technology OSC IB Revision Guide (Smith and Alder) OSC 2011 $55.00 (Continuation from Year 11)</td>
</tr>
<tr>
<td></td>
<td>▪ Drawing, Modeling &amp; Testing Equipment</td>
<td>▪ Up to $50.00 resources for final Design Project</td>
</tr>
<tr>
<td></td>
<td>▪ Consumable Art and Model Making Supplies</td>
<td></td>
</tr>
<tr>
<td>Film</td>
<td>▪ 1 A4 binder book (128 page, stapled)</td>
<td>▪ Class Sets:</td>
</tr>
<tr>
<td></td>
<td>▪ 1 A4 visual diary (Oxlades A4 Diary)</td>
<td>▪ Film Art – an Introduction (Bordwell) McGraw-Hill 2012 $85.00</td>
</tr>
<tr>
<td></td>
<td>▪ 1 quality set of felt pens</td>
<td>▪ Film Directing Shot by Shot (Katz) Michael Weise Productions 1991 $33.00</td>
</tr>
<tr>
<td></td>
<td>▪ 1 quality set of coloured pencils</td>
<td>▪ Classroom DVDs set texts $55.00</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>
| **Visual Arts**  | § 1 Landscape A4 hardcover, bound, acid free, Visual Art Journal (Oxlades, Eckersleys, Art Shed) 100pge  
§ Digital Camera 10 mega pixels  
§ 3 fine, black liner pens  
§ 2B/4B/6B graphite pencils (not pacers)  
§ 1 quality set of coloured pencils  
§ External storage device for Art specifically (necessary for back up of student work for final assessment works)  
§ Blank DVDs & CDs as required  
§ 8GB (minimum) SD card for use with Digital Cameras | **Class Sets:**  
§ Writing About Art (5th ed.) (Sayle)  
Pearson Education 2006 $33.00  
§ Art Connections (Darby and Aland)  
Heinemann 1998 $50.00  
§ Art and Design, Book Two (Buckner)  
McGraw-Hill 1996 $61.00  
§ Art Now, Book One (Williams and Simpson) McGraw-Hill 1996 $61.00  
§ Art Now, Book Two (Williams and Simpson) McGraw-Hill 1996 $61.00  
Macmillan Education 2001 $56.00  
§ Up to $100 resources for Final exhibition  
§ Consumable Art Supplies  
§ Support staff support final exhibition |
| **Theatre**      | § 2 A4 hardcover, bound, visual diary (Oxlades A4 Diary)  
§ 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 | **Springboards – Australian Drama 2** (Gadaloff)  
Jacaranda 1998 $52.00  
§ Acting in Person and in Style in Australia (Crawford and Wimmer)  
McGraw-Hill 2002 $68.00  
§ A Director Prepares (Bogart)  
Routledge 2001 $60.00  
§ Viewpoints (Bogart and Landau)  
Theatre Communication Group 2005 $20.00  
§ Up to $500 resources for Collaborative of Solo Project  
§ Workshop Sessional artists |
| **Music**        | § 1 pad of Craigscore manuscript  
§ 2B pencils & Eraser  
§ 1 personal set of headphones (hygiene reasons)  
§ Students are required to purchase Logic Pro X – software from the Apple App Store $320.00  
(Price is current as at 3.11.2015 – subject to change) | **The Enjoyment of Music 9th Edition**  
(K. Forney)  
Norton 2003 $80.00  
§ A Guide to Music Around the World (Dunbar-Hall and Hodge)  
Science Press 1991 $40.00  
§ In Tune with Music Book 3 (Dorricott and Allan)  
McGraw-Hill 1990 $60.00  
§ Composer in Residence Tutoring |
| **French Abinitio** | § 2 A4 binder books (128 page, stapled)  
§ 1 French-English Dictionary (Oxford or Collins) | **Encore Tricolore 4** (Mascie-Taylor and Honnor)  
Nelson Thornes 2001 $59.00  
§ IB French B OSC IB Revision Guide (Delvallee)  
OSC 2009 $45.00  
§ Encore Tricolore 4 Examination Grammar in Action : student workbook  
Nelson Thornes 2005 $10.00  
(Continuation from Year 11) |
<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>
| Spanish Abinitio | ▪ 1 A4 binder book (128 page, stapled)  
▪ 1 mini English-Spanish Dictionary  
▪ Mira AQA Spanish Higher Level Student Book $45.00  
▪ IB 1 Course (Digital)  
▪ IB 2Course (Digital)  
▪ Mira AQA Spanish Higher Workbook $10.00 |
| Mandarin Abinitio | ▪ 1 A4 binder book (128 page, stapled) | ▪ Concise English Chinese Dictionary Oxford University Press 1999 $34.95  
▪ Chinese Made Easy Book 3 (Ma & Li) Joint 2002 $55.00  
▪ Chinese Made Easy Workbook 3 (Ma & Li) Joint $40.00 (Continuation from Year 11) |
| Theory of Knowledge | ▪ 1 A4 binder book (128 page, stapled)  
▪ 1 Document Wallet / Display Book | ▪ Theory of Knowledge Course Companion (Dombrowski, Rotenberg & Bick) Oxford University Press 2013 $45.00 (Continuation from Year 11)  
▪ Decoding the Theory of Knowledge (Heydorn & Jesudason) Cambridge University Press 2013 $35.00 |
| Extended Essay (Concludes in July) | ▪ 1 Document Wallet | ▪ IB Prepared: Extended Essay (O’Farrell) International Baccalaureate 2010 $30.00 (Continuation from Year 11)  
| General | | ▪ Laminated ID card $25.00 |
Student name: …………………………………… Year level: 12

SCHEDULE OF FEES:

1. Annual Fee $2067.00
   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) $650.00
   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 2016 $2,717.00

Fees must be settled in full by the completion of Term 3

Method of Payment

☐ Cash  ☐ Cheque  ☐ Credit Card  ☐ BPPoint  ☐ 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.

We have read the attached terms and conditions and acknowledge and agree to them.

Parent Signature ………………………………………………………… Date: …./……/……

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

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

Card Number: __________________________ Expiry Date: __________________________

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 us and you.
- **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. 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. **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
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 authorised or required by law to make the disclosure.

**Participation**

☐ Yes  I wish to participate in the Student Resource Scheme in 2016. 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 2016. 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>12</td>
<td>$650.00</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$</strong></td>
</tr>
</tbody>
</table>

**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.

☐ Instalments: I wish to make instalment payments, during the first two weeks of the first three terms, in the following proportion of the total amount: Term 1: $217.00; Term 2: $217.00; Term 3: $216.00; 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 Instalments Approved:  
Position:  

Purpose of the Scheme

1. In accordance with the Education (General Provisions) Act 2006, the cost of providing instruction, administration and facilities for the education of students enrolled at State schools who are Australian citizens or permanent residents, or children of Australian citizens or permanent residents, is met by the State.

2. Parents are directly responsible for providing textbooks and other personal resources for their children while attending school. In recognition that these costs can be high, the school operates a Student Resource Scheme (the “scheme”) that enables a parent to enter into an agreement with the school that, for a specified annual participation fee, provides for the temporary use by the student of prescribed textbooks and/or other resources, and/or the purchase of consumables and materials for the student.

3. A Student Resource Scheme is separate to and distinct from a request for a voluntary financial contribution.

Benefits of the Scheme

4. The purpose of the scheme is to provide the parent with a cost effective alternative to purchasing textbooks and/or resources elsewhere, through reduced prices gained from the school’s bulk purchasing practices.

5. The scheme also ensures that students have consistent personal resources for their education, and saves the parent time and money in sourcing the prescribed materials elsewhere.

6. The scheme is not used to raise funds for other purposes, and revenue collected through the scheme is applied only to the operation of the scheme.

Participation in the Scheme

7. Participation in the scheme is voluntary, and there is no obligation on a parent to participate in the scheme. A parent’s decision to participate or not is based on consideration of the value afforded to them by the scheme.

8. The completed and signed Participation Agreement Form should be returned to the school by the advertised date to indicate participation or non-participation in the scheme.

9. If a parent chooses to participate in the scheme and completes the Participation Agreement Form, a fee will be due and payable by the parent for the items provided by the scheme to the student.

10. Payment of the participation fee is a requirement for continued participation in the scheme. An unpaid fee will be subject to the school’s debt collection processes.

11. A parent who does not wish to participate in the student resource scheme shall inform the school by completing the Participation Agreement Form and returning it to the Administration Office. Arrangements will be made for the parents of students in Years 8 to 12 or of secondary education age to be paid the value of the Textbook and Resource Allowance for each of their eligible children.

12. A parent who chooses not to participate in the scheme is responsible for providing the student with all items that would otherwise be provided to the student by the scheme as detailed on the Year Level Requirements List and/or Subject Requirements List, to enable the student to engage with the curriculum.

Parents and Citizens’ Association Support of the Scheme

13. The operation of the Student Resource Scheme is discussed annually at a meeting of the Parents and Citizens’ Association. Parents are extended an invitation to attend this meeting and provided with an opportunity to express their opinions. A vote is taken at this meeting on supporting the operation of the scheme.

Textbook and Resource Allowance

14. The Queensland Government provides financial assistance to parents of students in Years 8 to 12 or of secondary education age, attending State and approved non-State schools, to offset the costs of textbooks and other resources. Assistance is provided in the form of a Textbook and Resource Allowance which is paid once a calendar year through the school. Parents have the option to receive the allowance directly from the school or as an offset of fees associated with participation in the school’s Student Resource Scheme. This option is made available to each parent annually by the school. Current allowance rates are available from http://education.qld.gov.au/finance/grants/fund/gasp/html/parsubs.html

Payment Arrangements

15. Payment of the participation fee may be made by EFTPOS (Debit Card; MasterCard; Visa; American Express where accepted by the school), cheque, or cash.

16. For payment made by direct deposit (EFT) to the bank account indicated on the front of the form, please ensure that the payment reference includes the reference as indicated on the front of this form. The acknowledgement from your financial institution of the successful electronic transfer of funds should be retained as your record of payment.

17. Payment of the participation fee may be made in whole or by instalment as indicated on the Participation Agreement Form or for another amount as approved by the Principal.

18. For payments made in person by cash, cheque or credit/debit card, a receipt will be provided to the payer. Where payments are received by other methods, a receipt will be provided on request. All receipts and documentation on the scheme should be retained by the parent for future reference and possible taxation purposes.

Parent Experiencing Financial Difficulties

19. A parent wishing to participate in the Student Resource Scheme and experiencing financial hardship is encouraged to contact the principal to discuss how their financial obligations can be met throughout the school year, or to negotiate alternative arrangements that may be available to accommodate their individual circumstances.

20. The onus of proof of being so affected is on the parent, and might include a current Health Care Card or other evidence to establish financial hardship.

21. Any concessions given to the participation fee will be at the discretion of the Principal.

Terms and Conditions of Participation in the Scheme

22. For the purposes of the scheme, where a student is living independent of his/her parents, reference in the terms and conditions to “parent” is a reference to the independent student.

23. Where a parent chooses to join the scheme and completes a Participation Agreement Form, an annual participation fee will be due and payable by the parent to the Student Resource Scheme.

24. In return for payment of the participation fee, the scheme will provide the participating student with textbooks and/or resources, consumables and materials as listed on the Year Level Requirements List and/or Subject Requirements List as being provided by the scheme, when due for the student’s use.

25. Payment of the participation fee is to be made according to the payment arrangement option indicated by the parent on the Participation Agreement Form, or as otherwise approved by the Principal.

26. Non-payment of the participation fee by the designated payment date(s) will generate a reminder notice to the parent/carer from the school at intervals of 30 days overdue and 60 days overdue. The Principal may thereafter undertake debt recovery action for the overdue participation fee including, where warranted, referral to an external debt collection agency. This may result in extra costs being incurred by the parent.

27. Without limiting any other action the Principal may take in accordance with these terms and conditions, subject to 26 above, the Principal may withdraw a student’s participation in the scheme due to non-payment of a participation fee, and/or may require the return of items provided by the scheme for the temporary use of the student, and/or may withhold the giving of any further items under the scheme until the debt is paid.

28. The Principal may refuse to admit a student to the scheme where participation fees are not paid from the previous year’s scheme.

29. Where participation fees are overdue, the Principal has the discretion to exclude a student from an optional extra curricula school activity.

30. The scheme provides the entire package for the specified participation fee, and is not available in parts unless specifically provided for by the school in the fee structure.

31. All textbooks and resources provided for temporary use by the scheme remain the property of the scheme and shall be returned at the end of the course or school year or when the student leaves the school, whichever is the earlier. Where an item is not returned, the parent will be responsible for payment to the scheme of the replacement cost of the item. Failure to make payment may result in debt recovery action being undertaken.

32. Textbooks and/or other resources provided for temporary use by the scheme shall be kept in good condition by the student. The school Administration Office shall be notified immediately of the loss or negligent damage to any issued item. Where an issued item is lost or negligently damaged, parents will be responsible for payment to the scheme of the replacement cost of the item. Failure to make payment may result in debt recovery action being undertaken.

33. The parent is responsible for supplying the student with any additional student materials that are not provided by the Student Resource Scheme, as indicated on the Year Level Requirements List and/or Subject Requirements List or otherwise advised by the school.

34. If a student enters the scheme after the first week of school, a pro-rata participation fee will apply, calculated on a 40-week school year basis.

35. If a student, having paid a participation fee, leaves the school through the year, a proportional refund will be made to the parent, calculated on the participation fee paid, less the cost of consumed materials and the replacement cost of scheme items that are lost or negligently damaged or not returned, plus the pro-rata Textbook and Resource Allowance calculated on a 40-week school year basis.

36. As the scheme operates for the benefit of participating parents and is funded solely from participation fees, resources provided by the scheme will not be issued to students whose parents choose not to participate in the scheme.

Next year marks the fifth year 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 1st 2016**, 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 2016, 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 2016 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 1st February all forms must be returned no later than 27th November 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 must 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 show 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 ______________________