



# Ayr State High School



## Student and Parent/Carer Handbook 2024



**SUCCESS:**  
Every Student, Every Day.

**Please retain this booklet for reference purposes  
throughout the year**

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# School Contacts

Effective communication is the platform upon which we build our partnerships of achievement for your child. Please find the list of key contacts that may assist you with enquiries.

Our school office is open from 8.00 am - 3.30 pm for enquiries.

<b>Telephone:</b>	07 4790 4333
<b>Absentee Line:</b>	07 4790 4353
<b>School Address:</b>	Cnr Edwards and Wickham Streets AYR QLD 4807
<b>Postal Address:</b>	PO Box 961 AYR QLD 4807
<b>Website:</b>	<a href="http://www.ayrshs.eq.edu.au">www.ayrshs.eq.edu.au</a>
<b>Facebook:</b>	<a href="https://facebook.com/ayrshs">facebook.com/ayrshs</a>
<b>Email:</b>	<a href="mailto:admin@ayrshs.eq.edu.au">admin@ayrshs.eq.edu.au</a>
<b>Principal's Email:</b>	<a href="mailto:Principal@ayrshs.eq.edu.au">Principal@ayrshs.eq.edu.au</a>

## Contact List

<b>Principal:</b>	Mr Craig Whittred	
<b>Deputy Principals:</b>	Ms Nicole Hyland Ms Anna D'Ilario	Years 7, 8 and 9 Years 10, 11 and 12
<b>Business Manager:</b>	Ms Priscilla Viero	

# Positive Behaviour For Learning

SWPBS is a consistent whole-school system that promotes positive behaviours in the Ayr State High School community. This framework is developed to improve student **academic** and **behavioural** outcomes by focusing on the Ayr High Learner Code of being **Safe**, showing **Respect** and doing our **Personal Best**. SWPBS specifically involves a three-tiered approach to promote positive behaviours whilst preventing problem behaviours.

# School Times

The school day commences at 8.50 am. As only limited playground supervision is provided before school, parents/carers are advised that students should not be in attendance until 8.45 am. Playground supervision is provided during lunch breaks and while boarding buses.

## Daily Lesson Times

<b>House Family Group</b>	8.50 am - 9.00 am
<b>Session 1</b>	9.00 am - 10.10 am
<b>Session 2</b>	10.10 am - 11.20 am
<b>First Break</b>	11.20 am - 12.00 pm
<b>Session 3</b>	12.00 pm - 1.10 am
<b>Second Break</b>	1.10 pm - 1.50 pm
<b>Session 4</b>	1.50 pm - 3.00 pm

<b>Monday's Timetable</b>	
<b>House Family Group</b>	8.50 am - 9.00 am
<b>Session 1</b>	9.00 am - 10.10 am
<b>Session 2</b>	10.10 am - 11.20 am
<b>First Break</b>	11.20 am - 12.00 pm
<b>Session 3</b>	12.00 pm - 1.10 pm
<b>Session 4</b>	1.10 pm - 2.20 pm
<b>Second Break</b>	2.20 pm - 3.00 pm

## School Access

Access is via the Administration building on Edwards Street.

# Uniform Policy

## Dress Code

Under new legislation introduced to the Queensland Education Act in November 2006, school uniforms standards, which include head and footwear, are now enforceable by law. The dress standard of Ayr State High School reflects the community expectations and standards, as determined by the Principal, in consultation with community representatives. Students are to be neat and clean in appearance, wearing suitable footwear and sun protection for the school environment.

The community expects that a good high school will have a uniform and students are required to wear that uniform correctly. The community at large makes its judgement of a school by the appearance and behaviour of its students. It is expected that all parents/carers will be mindful of the expectation and ensure their student wears the correct school uniform with pride.

The P&C Association of Ayr State High School supports a student dress code policy and procedure for Ayr State High School. It believes that a school student dress code policy promotes the objectives of the Education (General Provisions) Act 2006 and in particular that it:

- Promotes a safe environment for learning by enabling ready identification of students and non-students of the school
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school
- Promotes a supportive environment at the school by fostering a sense of belonging
- Fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social differences
- Engenders a positive public image of the school within the community.

## Uniforms

Ayr State High School adopts both a school uniform and a formal dress uniform for both female and male students. Our students are well presented and we look forward to continuing parent/carer support in this important area.



# Uniform Expectations



- **Students in Year 7 - 9** are expected to wear the Junior Secondary shirt and shorts.
- **Students in Years 10 - 12** are expected to wear the Senior Secondary shirt and shorts.
- **All students** will be expected to wear fully enclosed laced up shoes with white socks.

Uniform shirts and shorts can be purchased from Michael's Menswear.

## Junior Shirt Years 7, 8, & 9



**Distinguishing Features**  
Grey and white panel

## Shorts Years 7 - 12



**Distinguishing Features**  
Black with school's initials embroidered onto leg. Cotton blend fabric.

## Senior Shirt Years 10, 11 & 12



**Distinguishing Features**  
White shoulders and panel



**Socks that are not acceptable**



X



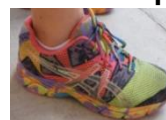
X

**Acceptable socks**



✓

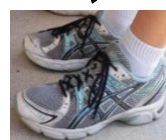
**Acceptable shoes**



✓



✓



✓



✓

**Shoes that are not acceptable**



X

Thin canvas  
no support



X

Thin canvas  
no laces no support

## A correctly worn uniform is one of the school standards

### Hat

- A School hat is a **compulsory** part of the uniform.
- School hats with individual house colours on the reverse can only be purchased from the school office.
- Caps are not acceptable as they do not offer appropriate sun protection.



### Socks

- Plain white - no logo

### Footwear

- Refer to page 7 for acceptable footwear
- **Thongs, sandals and other shoes are not acceptable**

## Male Formal Uniform (for Years 7 - 12) - (see photo below)

To be worn on formal occasions whilst representing the school eg Academic Awards, Investiture Ceremony, ANZAC Day and other specified days.

**Pants** - Long black

**Shirt** - Long sleeved white

**School Tie** - Can be purchased from the school

**Footwear** - Black shoes and black socks

## Female Formal Uniform (for Years 7 - 12) - (see photo below)

To be worn to formal occasions whilst representing the school eg Academic Awards, Investiture Ceremony, ANZAC Day and other specified days.

**Skirt/Pants** - students have the choice to wear either the green check skirt, two inverted pleats back and front worn just above the knee, or plain black dress pants. (Leggings/tights are not permitted)

**Blouse** - White tunic style blouse

**School Tie** - Can be purchased from the school

**Footwear** - Black shoes

If students require a formal uniform they can only be purchased once a year at the end of Term 3 through the school office. If you wish to hire a formal uniform this is through the school office and prior appointments need to be made.





## Winter Uniforms

The school jumper has been endorsed by the P&C and is the only acceptable jumper. Jumpers can be purchased from the office.

On cooler days it is acceptable for students to wear long plain black pants instead of shorts.

**It is acceptable to wear black leggings under shorts.**

*Full Zipper jumper pictured*



## Special Event T-shirts

Musical, Naidoc and Regional Sporting Representatives etc, are **NOT** to be worn to school on a daily basis. They should be worn to the appropriate function or activity and rehearsals outside school time. These shirts will be designed to complement the school uniform.

## Jewellery

Minimal jewellery is allowed. Excessive, large jewellery is a **Workplace Health and Safety issue.**

Earrings - sleepers or studs, restricted to two per ear

Neck Jewellery - long enough to be below the collar line, restricted to one

Wrist Jewellery - restricted to two (includes a watch)

Rings - flat, no sharp edges, restricted to three

Exposed piercings that pose a Workplace Health and Safety issue will not be allowed.

# General Information

## Abstudy

Abstudy is available to people to undertake secondary or tertiary education if they satisfy the Government's definition of an Aboriginal or Torres Strait Islander. For further information please see the Community Education Counsellor.

## Academic Reports

Written reports on academic progress will be sent home four times a year and formal face-to-face learning conversations consultations occur once per semester. Parents/Carers are encouraged to contact the school whenever they have concerns or questions relating to student progress or behaviour.

The Queensland Certificate of Education (QCE) may be issued on completion of Year 12 if a student has successfully completed the requirement for 20 credits, including numeracy and literacy credits. All other Year 12 students will receive a Senior Statement issued by the Queensland Curriculum and Assessment Authority.

## Attendance - It's not OK to be away

Students need to be at school each school day if maximum benefits are to be obtained. On each occasion the student is absent, an explanation is to be provided. This can be in one of the following forms:

- A text message in response to the schools' text advice to parents/carers
- A phone call to the school office on 4790 4353
- A note handed in to the office on the day of the student's return to school.

Notes must include House Family group, student's full name, parent/carer name, signature and the specific explanation. Parents/Carers should notify the school if the student is going to be absent from school for an extended period of time.

Year Coordinators, teachers and administration members constantly check rolls and if there is a problem with a student's attendance, parents/carers will be contacted.

The issue of Queensland Curriculum and Assessment Authority's Queensland Certificate of Education and Senior Statements for senior students depends on satisfactory attendance.

Students are expected to be at school at all times, except when sick. Parents/Carers will be advised through the school newsletter, *Ayring*, or by special notice of any unscheduled holidays.

Students arriving late to school must report to the office with either a note from the parent/carer or a phone call made prior to arriving advising why the student will be late, or in the presence of a parent/carer or a detention maybe given. Our school day starts at 8.50 am with House Family groups or a Year Level Assembly and/or a Whole School Assembly each day.

Students wishing to leave school at any time during the day must have approved permission from the Deputy Principals. Students given permission to leave school will have their names entered in the school system and will be issued a permission slip. To receive such authorisation, the student must bring a note or a phone call made by a parent/carer to the office. Notification should be received before school commences.

## **Banned Items**

For student safety, health and educational reasons the following items are not to be brought to school.

- **any illegal or dangerous substance or device**
- **pocket knives, weapons**
- **vapes, cigarettes, lighters and matches**
- **aerosol spray cans**
- **correction fluid (liquid paper, whiteout)**
- **chewing gum**
- **steel rulers**
- **permanent marking pens.**

If students bring any of these materials to school, they will be minded by administration staff for collection by parents/carers. In the case of any illegal materials, the relevant authority will be contacted. There may also be other school consequences for bringing banned items to school.

Assistance in supporting these bans is requested.

## **Bicycles, Scooters and Skateboards**

Students who ride a bicycle/scooter/skateboards must use bikeways where they exist. By law, students are required to wear safety helmets. Doubling and riding two or more abreast is not permissible.

Bicycle racks are available for students who ride bikes/scooters to and from school. These racks are in a fenced in area and this area is locked during the day. A scooter/skateboard locked area is available.

If a bicycle/scooter/skateboard or any part thereof is taken/stolen/damaged, the matter must be referred to a member of Administration and the local police.

Students must not ride bicycles/scooters/skateboards through general school areas. Because of the busy roads immediately outside the school, it is recommended that students exercise extreme care when riding their bikes/scooters/skateboards.

## **Buses**

Free transport is provided from surrounding areas which are a minimum distance of 4.8 kilometres from the school. This privilege may be withdrawn if behaviour is unsatisfactory. Students must obey lawful instructions given by drivers in charge of the buses. The bus driver and operator are responsible for appropriate supervision of students travelling on buses. If you require any further information please contact the bus company - Trans North on 4783 7678 or 0428 650 837.

## **Collecting Students Prior to 3.00 pm**

Parents/Carers may need to collect students before 3.00 pm. The person collecting a student must sign the register in the school office. Students must be signed out by an authorised adult.

## **Complaints**

Concerns should be brought to the attention of the appropriate staff member. Initially, class issues would be best directed to the teacher or the appropriate Head of Department. If the issue is larger than a single class issue, the Deputy Principal responsible for the student's year level should be contacted. More serious issues would best be directed to the Principal.

## **Daily Notices**

Information is relayed to students through daily notices displayed on school notice boards from 7.30 am and in House Family groups.



# Ayr State High School

## Mobile Device Usage Policy

### *“OFF and Away for the Day”*

### Requirements

- From Term 1 2024, all state school students must keep their mobile phones switched off and ‘away for the day’ during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.
- Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led educational activity that complies with the school’s local implementation approach, or have an approved exemption for medical reasons.
- If students choose to bring a mobile phone/smart watch or other electronic equipment they must abide by Ayr State High School’s Electronic equipment usage policy.

### Policy

- Ayr State High School takes no responsibility for the loss or damage of personal electronic devices, including mobile phones and wearable devices (Smart Watches). We encourage students and families not to bring expensive personal property to school.
- Students who have chosen to bring mobile phones and/or smart watches to school will need to ensure their devices are “*Off and Away for the Day*” from the start of school (8.50 am) to the end of the school day at 3.00 pm.
- Students are to store their devices “*Off and Away for the Day*” either in their bags or the ‘black box’ during lesson time.
- Students may only utilise their devices during class time when directed by a teacher for education purposes.
- Students may utilise their mobile phone at the school canteen to purchase food. Once they have made a purchase and moved from the vicinity, their mobile phone should be turned off.
- Students who require access for approved medical purposes will be able to utilise their devices as per their health plan.
- Student’s will be able to use phones at designated whole school events eg, Swimming Carnival, Athletics Carnival, Graduation Parade, in accordance with the Ayr State High School Electronic equipment usage policy, as approved by the school’s Executive Leadership Team.
- If a student needs to contact a parent at home for emergent business, they must seek permission from the office and complete the call in the office.
- For emergent contact with students, parents/carer should contact students via phoning the school administration office on 4790 4333.

### Consequences

- Students who do not abide with the “*Off and Away for the Day*” policy will have a range of possible consequences applied, including;
  - Phone/smartwatch confiscated and stored at office until end of day
  - Phone/smartwatch confiscated and stored at office until parent picks up
  - Loss of privilege to have a mobile phone/smartwatch at school and will be required to hand in phone/smartwatch to the office each day for a period of time.
- If a student is found utilising their mobile devices during the school day (8.50 am – 3.00 pm) and is asked to hand over their device for confiscation and refuse to comply, they will be deemed to not be following a reasonable instruction and will also have the following consequences applied, including;
  - Verbal warning
  - Detention
  - Suspension

## **Emergency Alarms**

The school has emergency procedures in place in the event of an evacuation or lockdown. Practice drills are performed on a regular basis and reviewed as needed. Parents/Carers are requested not to collect their children from school during an emergency situation as staff members are responsible and accountable for students who are at school in the time period.

## **Excursions**

Participation in excursions is a valuable learning experience.

Prior to all excursions, camps and sports trips, permission forms outlining the purpose, cost (costs are kept as low as possible), itinerary and the standard of dress will be sent home for parent/carer perusal and signature.

Parents/Carers have given permission for excursions involving walking to a venue in the enrolment form.

## **Financial Assistance**

If students require information regarding the financial assistance available, they should make an appointment with the Business Manager.

## **Illness/Accidents**

If a student is ill, parents/carers will be notified by telephone and the student will be allowed to go home. Students must be signed out by an authorised adult.

The school has First Aid facilities for minor accidents only.

If a serious accident occurs, the ambulance will be called. If parents/carers are unable to be contacted to make alternative arrangements, the student will be sent by ambulance to the Ayr District Hospital. A member of staff will accompany the student until a parent/carer arrives. Ambulance transport to a medical facility in Ayr is covered under the compulsory Queensland Government Ambulance Levy.

## **Instrumental Music**

At Ayr State High School students are encouraged to participate in the Instrumental Music program. Students have the opportunity to learn and perform on instruments in the areas of Brass, Woodwind and Percussion. This program is a curriculum offering with lessons held during school time. It is recommended that students purchase their own instrument, however, there are a number of instruments available for loan from the school.

There are many different instrumental groups students have the opportunity to join including Concert Band and Brass Ensemble.

If a student wishes to learn an instrument through this scheme and be part of the school Instrumental program, he/she should contact the school Instrumental Music teacher.

The school has a history of an excellent instrumental music program and student participation in a number of events each year as well as an annual music camp.

## **Insurance**

The school does not carry insurance policies against loss of property or injury to students. This is a parent/carer responsibility.

## **Interhouse Activities**

The four houses in the school are Banks, Cook, Macquarie and Phillip. They keenly contest a variety of sporting carnivals - Swimming, Cross Country and Athletics. The carnivals include theme presentations and war cry competitions. These activities develop house and whole school unity and spirit. Every student in the school is assigned to a house when enrolled, with siblings placed in the same house.

## **Interschool Sport**

Ayr State High School participates in a range of Interschool sports competing against Home Hill State High School, Burdekin Catholic High School and Burdekin Christian College. Information about these opportunities is provided to students at different times in the school year.

## Lockers

A limited number of lockers is available for student use by negotiation with the year level co-ordinator. Parent/Carer needs to supply a padlock and two keys - one key for the student and the other for the office to keep in case a student misplaces the key. The school cannot accept responsibility for goods stolen or lost. Valuable items should not be brought to school.

## Lost Property

All personal property should be marked clearly with the owner's name. Students are responsible for their own personal possessions. Students, who for a particular reason may have a large sum of money or valuables in their possession, are requested to leave them in the office, for safe keeping.

A lost property box is located in the office. Please note, items not claimed at the end of each term will be donated to charity.

## Medication at School

Non-prescription medicines, such as Panadol and analgesics, are not available at the school nor will they be administered by staff.

If it is essential for your child to take prescribed medicine during school hours, the following procedure must be followed.

- A medication form is to be obtained from the office
- A completed permission form must be returned to the office with the medication
- Prescription medicine containers must have the name of the student and written directions from the doctor re quantity of medication and specific times when this is to be taken - **parent/carer instruction is not sufficient**
- Inhaler sprays for asthma may be kept and administered by the student.

## Newsletters

Regular newsletters giving the latest information about school events are accessible to parents/carers throughout each term. Parents/Carers are asked to read these carefully, as they are an important channel of communication between home, school and our community. Our newsletters are distributed to students in House Family, through the school website ([ayrshs.eq.edu.au](http://ayrshs.eq.edu.au)), Facebook ([facebook.com/ayrshs](https://facebook.com/ayrshs)) and the QSchools app.

## Parents and Citizens' Association

The School's Parents and Citizens' (P&C) Association welcomes both new and old members of the school community to the school. The P&C Association plays an important role within our school and all parents/carers are invited to actively participate. They financially support The Arts in a range of areas including purchasing and maintenance of instruments, and they also support a range of other initiatives across the school including sporting equipment and uniforms.

Parents/Carers are invited to become involved in any of the following:

- Tuckshop
- Fundraising activities
- P&C meetings (usually first Monday of each month at 5.30 pm in the Resource Centre)

Parents/Carers may also wish to contact the Queensland Council of Parents and Citizens' Associations (QCPCA) on 3352 3900 or visit their website [www.qcpcpa.org.au](http://www.qcpcpa.org.au) for help and support.

## Performing and Visual Arts

Ayr State High School has a proud tradition of excellence in The Arts. The school participates in the Burdekin Drama Festival, Burdekin Eisteddfod, local concerts and Art exhibitions. The school also presents a musical every two years. Within the Performing Arts, students from all year levels are eligible to audition for character and chorus roles, or can offer their services for the numerous tasks "behind the scenes" or become a member of the Choir, Concert Band or Rock Bands. The Visual Arts students have the opportunity to plan, design and display various art works within the school and in our local community. The opportunity also exists for students with exceptional ability to display art work at a regional level.

## **Permission to Leave School**

It is an expectation that students are at school from 8.45 am to 3.00 pm. Students are not to leave the school grounds without permission. From time-to-time permission may be sought by parents/carers for students to leave the school grounds during the lunch breaks for valid reasons. For example, students who travel on buses, there may be need to do messages/jobs in town. In these cases, the parent/carer needs to send a note, an email, text message or make a phone call the school office to inform the school before the start of the day. The student will need to sign out from the Office and return before the next lesson starts through the Office to sign back in. Requesting leave to purchase food is typically not considered a reasonable reason to leave school grounds at break times. Suitable arrangements are available for students to purchase and pay for food through the tuckshop that meets the guidelines set down by the State Schools Smart Choices Initiative.

## **Privacy**

To enable State Schooling to provide education services to students, the Department collects personal information from students, parents/carers and other third parties.

State Schooling recognises that an essential part of the school/family relationship is the responsibility to protect the personal information entrusted and ensure that its use and disclosure is carried out in an ethical and lawful way.

Over time you will notice changes to some of the forms you may be asked to complete, e.g. during the enrolment process, or on the various activity parent/carer permission slips. Each form will be limited to collecting personal information directly related to the function or activity of the school. In some instances, some forms will be stamped with a disclosure notice, which advises you of persons or agencies which may have access to the personal information you provided.

In addition to the appropriate collection of information, Information Standard 42 addresses the need for State Schooling and employees having responsibility for record keeping, to store personal information securely, to use it appropriately and to take reasonable steps to ensure the record is accurate.

## **Use of QParents**

Families are encouraged to register for QParents. It has a range of useful functions (report cards, excursions, payments) that make it easier for families to manage school requirements for their students.

## **References**

When students leave school at any time after attaining the age of sixteen years, they are eligible for a reference issued by the school.

It is a student's responsibility to apply for this reference through the Office.

Students must give notice when a reference is required as it cannot be supplied on immediate request. Year 12 students are required to submit their reference request to the Principal before the end of the third week of term four.

## **School Assemblies**

Whole school assembly is held every Wednesday morning at 8.45 am and year level assemblies are held fortnightly. Special assemblies are held on a regular basis for award presentations, special guests or events.

## **School Based Support for Students**

The school has a dedicated team of support staff and teachers which are led by Mr Andrew Ballin, Head of Department - Student Services. This team's goal is to create a proactive approach to student wellbeing and engagement in learning for all students. As part of their role, they often work closely with families and external agencies.

### **Behaviour Support Teacher**

The Behaviour Support Teacher facilitates activities and programs within the school. They also provide support for students whose behaviour is not in accordance with the school's Student Code of Conduct.

### **Chaplain**

Our Chaplain assists students with general welfare and support as well as spiritual issues, and coordinates a range of activities to improve the social interactions within and across the school community.

### **Community Education Counsellor (CEC)**

Should Aboriginal and Torres Islander parents/carers be concerned about their child's progress at school, or anything else related to their education, they can contact the school's Community Education Counsellor.

### **Guidance Officer**

The Guidance Officer provides career and personal counselling, student support, academic support, conducts assessments of students with learning difficulties and provides advice to parents/carers and staff.

### **School Based Youth Health Nurse**

The School Nurse is available to talk to students, school staff and parents/carers about health and well-being concerns. The school nurse is a health care professional and the service is confidential. The role also involves connecting students with appropriate support services inside and outside of the school and supporting a healthy school environment.

### **School Psychologist**

Our school psychologist assists students and families with a range of counselling support services to assist students with engagement and wellbeing. Students are referred to the psychologist through the School Support Team and supplies a confidential service and is able to refer students to external agencies where needed.

### **Youth Support Coordinator**

The role of the Youth Support Coordinator is to support young people who are at risk of disengaging from learning and who risk not transitioning into and through the senior phase of learning.

## **Special Education Program - Inclusive Education**

Special Education Program offers a range of support programs and learning experiences to cater for the diversity of needs within the school population.

The individual learning needs of students are addressed through the provision of Individual Student Plans and Individual Curriculum Plans. Students who experience learning difficulties may be supported in class by a Support Teacher, Teacher Aide or Parent/Carer. Students may also be withdrawn from classes for small group or individual work where intensive support is required.

Other assistance occurs through modifying resources within subject areas and providing alternative programs and course offerings such as Foundation subjects for English and Mathematics across all years.

## **Student Representative Council**

Each House Family elects two House Family representatives, at least one attends Student Council meetings and the other Interact Club meetings. They meet as a year level leadership group as part of the Student Council or Interact Club.

The Student Council is a means of developing a positive student contribution to the school and aims to increase communication between and among staff and students to present ideas that will benefit the student body, to organise social functions for students and to foster school spirit and pride.

The Interact Club is the youth branch of Rotary for young people aged 12 - 18. Their focus is to undertake services to both the local community and international projects.



## **Sun Protection**

It is school policy that all students must wear a school hat to participate in outdoor activities. School hats are reversible with the house colours and can be purchased from the office. Students are to wear the hat when on the oval, basketball courts and anywhere there is no permanent structure providing shade. They should also be used during outdoor excursions and in HPE lessons. Sunscreen is provided for student use at school sporting activities.

## **Support for Learning**

A range of programs in areas such as reading, literacy and numeracy.

## **Tuckshop Guidelines**

The tuckshop staff is working to provide nutritious but at the same time appealing and cost effective food at Ayr State High School.

The Tuckshop operates in conjunction with State Schooling's Smart Choices food and drink plan and is open five days a week. There is an on-line app (*QuickCliq*) that allows families to select and pay for tuckshop from the convenience of home. Further details are included in enrolment packages.

## **Tutoring**

Free afterschool tutoring is available in English, Mathematics and Science.

## **Visitors to the School**

All visitors, including parents/carers are required to go through the office area on Edwards Street, to sign in and carry a visitor slip. Please assist by following this procedure when you visit the school.

## **Voluntary Assistance**

We encourage parents/carers to become involved in the school and ask everyone to consider assisting their child. There are several areas where voluntary help would be much appreciated.

In order to volunteer your assistance, it is necessary to obtain a blue card for working with children and young people.

A volunteer form can be obtained from the school's Business Manager or the office.

Please contact the school if you are able to give a small amount of your time to any of the following areas:

- Tuckshop (weekly, monthly or on call)
- Assisting with reading difficulties
- Assisting with Work Experience
- Assisting on school camps
- Resource Centre (cataloguing, putting books away, covering new books)
- Assisting with sport activities
- Providing/helping with lunchtime activities or after school
- Assisting with Performing Arts and Visual Arts activities.

## **Year 11 and Year 12 Students Driving to School**

Driving your own car to school is a privilege, not a right. Upon completion of appropriate forms available from the office, students may elect to drive to school and park in designated areas. Like other students, permission from parents/carers is required for students to use the car at break times (see page 15 - Permission to Leave School). Consequences for incorrect use include removal of right to drive car and handing in of keys to the office during school time.

# Curriculum Offerings

It is important that students in Years 9 to 12 select their subjects wisely according to their needs, interests and abilities. If, however, for some reason an unsuitable choice has been made, prompt action may be taken to change subjects by the end of the third week of each semester providing there are available places in classes. Students should see the Deputy Principal of their year level to start the process. Changes at other times may be made after consultation with parents/carers, the Guidance Officer, Teacher, Deputy Principal or Principal.

## Year 7, 8, 9 and Year 10

The course of study for students is based on The Australian Curriculum.

### Year 7 and 8

All students will study core subjects and a rotation of four subjects from The Arts, Design and Technology and Digital Technology areas during the year.

#### Core Subjects

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education
- Language other than English (LOTE)
- Wellbeing

#### Rotation Subjects

- The Arts - Visual Art, Drama, Music
- Technology - Design and Technologies, Industrial Technology and Design
- Digital Technology - Digital Technologies

### Year 9 and Year 10

All students participate in a program of study for the following core subjects for the entire year.

#### Core Subjects

- English
- Health and Physical Education
- History
- Civics and Citizenship
- Mathematics
- Science
- Wellbeing

Students select elective subjects from the list below to study over the two years.

The school will attempt to timetable the electives to meet student needs. However, not all combinations will be possible. Class sizes and other constraints may also prevent some choices.

#### Elective Subjects

- Design
- Design and Technologies
- Digital Technologies
- Drama
- Economics and Business
- Graphics
- Industrial Technology and Design
- Music
- Visual Art

## Year 11 and 12

All students entering Year 11 must have an interview with a parent/carer, and the Principal/Deputy Principal/Head of Department to discuss Career Pathway, SET (Senior Education Training) Plan and subject selection. Years 11 and 12 provide students with increased opportunities to choose a specialist course. All students study six subjects. Details on the subjects listed below can be found in the Senior Subject Handbook.

Students are required to select one English and one Mathematics subject and four other subjects. English Extension (Literature) and Music Extension are Year 12 only subjects and are studied by arrangement with the Head of Department English and The Arts and approval of the Principal.

General	Applied & Vocational
<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Essential English</li> </ul>
<ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Essential Mathematics</li> </ul>
<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> </ul>	
	<ul style="list-style-type: none"> <li>Cert II in Hospitality</li> </ul>
<ul style="list-style-type: none"> <li>Legal Studies</li> <li>Modern History (SDE)</li> </ul>	
<ul style="list-style-type: none"> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Early Childhood Studies</li> <li>Sport and Recreation</li> <li>Cert II in Active Volunteering</li> <li>Cert III in Fitness</li> </ul>
<ul style="list-style-type: none"> <li>Design</li> </ul>	<ul style="list-style-type: none"> <li>Industrial Graphics Skills</li> <li>Industrial Technology Skills</li> </ul>
<ul style="list-style-type: none"> <li>Drama</li> <li>Music</li> <li>Visual Art</li> </ul>	<ul style="list-style-type: none"> <li>Drama in Practice</li> <li>Music in Practice</li> <li>Visual Art in Practice</li> </ul>
<ul style="list-style-type: none"> <li>Accounting</li> <li>Digital Solution (SDE)</li> </ul>	<ul style="list-style-type: none"> <li>Cert II in Workplace Skills</li> <li>Information and Communication Technology</li> <li>Tourism</li> </ul>
	<p><b>TAFE offerings</b></p> <ul style="list-style-type: none"> <li>As per TAFE advised School</li> </ul>

Please note that class size and other constraints may prevent some subject choices running in a particular year.

# Assessment Policy

Assessment of student achievement at Ayr State High school is a continuous process. This means that each student's final grade in any subject will be based on a range of assessment tasks undertaken at various points throughout the course. Students will therefore need to plan and organise their time carefully so that all assessment commitments can be met.

Results of all assessment tasks are recorded on a student profile; hard copies are filed in a student folio and relevant digital files are stored electronically. These are available for parent and student perusal upon request.

## Assessment Policy Sections:

- Section 1:** Guidelines about Extended Tasks
- Section 2:** Guidelines about Examinations and Tests
- Section 3:** Authentication Processes and Responsibilities
- Section 4:** Feedback and Drafting
- Section 5:** Incomplete Assessment Folio Protocols

## Section 1: Guidelines about Extended Tasks

1. Adequate resources for the completion of extended tasks must be available inside or outside the school, and must be able to be accessed by the students.
2. The processes required in the task must be taught. Exemplars on different topics but same genre/text type should be used as part of the explicit teaching of requirements.
3. There must be sufficient time allowed for planning, research, writing, re-writing and final presentation.
4. Sufficient in-class time, under teacher supervision, must be allocated to allow the majority of students an opportunity to attain at least a 'C' standard for the task.
5. A calendar of all assessment dates will be issued at the start of each semester. This calendar should be used as a basis for planning. Occasionally, specific circumstances will mean that dates will need to be changed. This will be negotiated by the class and class teacher, and confirmed by the relevant Head of Department - changes may only be made by the Head of Department. The dates on the assessment calendar must be rigidly adhered to.
6. All details of extended tasks must be given to students at least two weeks before the date of submission.
7. Judgments of student responses to tasks are made using standards associated with subject criteria/ISMGs.
8. Hard copies of a student response and task sheet are to be submitted on the due date. When requested, electronic copies that match the hard copy are to be submitted via Learning Place ('turn it in') on the due date to check for plagiarism.
9. **Only work submitted electronically or as a hard copy on or before the due date contributes to the grade.** The practice of allocating a lower result, mark or standard as a penalty for late submission is not valid.
10. **Where no work is submitted, evidence on a draft will be used as evidence for the grade for the piece of assessment.**

## Section 2: Guidelines about Examinations and Tests

1. Tasks must be checked for validity and reliability to ensure appropriate coverage and emphasis of course work completed.
2. A marking scheme should be constructed before the task is completed by students to check time requirements and correct any issues with wording/format of the test.
3. Students will sit the examination/test on the set date in the assessment calendar with access to all relevant resources/equipment to successfully complete the task.
4. Perusal time must be given as identified on the task sheet.
5. Time limits must match the conditions recorded on the task sheet.

### External Assessment

All external assessment completed for General subjects is summative. Students must complete external assessment on the date published on the QCAA website.

### Exams Missed Due to Absence in Junior School (Year 7, 8 and 9)

1. The parent/carer should produce a medical certificate or a note or speak with the HOD to discuss circumstances.
2. When there is absence due to special circumstances (eg Bereavement), the parent/carer should contact the HOD to explain the circumstances before the due date.

There are three possible outcomes for the student:

1. complete the assessment task on their return and it is used in the normal manner
2. complete the task on their return and it is annotated accordingly and held but may not contribute to reporting
3. complete an alternative assessment task (eg Test) or alternative information is used to assess the student on this item (eg notes made in class).

The Head of Department in consultation with the year level Deputy Principal will decide which outcome applies.

### Exams Missed Due to Absence in Senior School (Year 10, 11 and 12)

The parent/carer should produce a medical certificate or speak with the Deputy Principal to discuss circumstances and provide relevant documentation of the absence. In some cases, this documentation will form the basis of a response to QCAA.

There is one possible outcome:

The exam will be completed upon return - Year 10.

A comparable assessment will be completed upon return – Year 11/12.

## Section 3: Authentication Processes and Responsibilities

### (a) Test/Examinations:

- Students must be separated and conditions put in place to ensure that copying and cheating is not able to occur
- Active supervision of the task must occur.

### (b) Extended Tasks:

The referencing style used at Ayr State High School is outlined in the Student Planner and should be adhered to.

### Strategies for Teachers to establish Authorship of Extended Tasks:

Stage of assessment	Possible strategies for establishing authorship of student work
During development of an assessment instrument	<ul style="list-style-type: none"> <li>• Set an assessment task that requires each student to produce a unique response.</li> <li>• Ensure that the scope and scale of the assessment task allows it to be completed within the time available.</li> <li>• Vary assessment tasks each year so students are unable to use other students' responses from previous years.</li> <li>• Set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.</li> <li>• Require students to submit a declaration of authenticity.</li> </ul>
During students' development of a response	<ul style="list-style-type: none"> <li>• Ensure that students receive sufficient time to complete the assessment task.</li> <li>• Monitor, collect or observe progressive samples of each student's work at various stages. This process should be documented using an authentication record.</li> <li>• Interview or consult with each student during the development of the response to ensure that it is based on the student's own work.</li> <li>• Provide feedback that follows the guidelines for drafting and providing feedback on draft student responses.</li> </ul>
After students' development of a response	<ul style="list-style-type: none"> <li>• Directly compare the responses of students who have worked together in groups.</li> <li>• Analyse final student responses using plagiarism-detection software.</li> <li>• Interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses.</li> <li>• Use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.</li> </ul>

## Responsibilities for establishing authorship of responses:

<b>Teachers:</b>
<ul style="list-style-type: none"><li>• take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others' ideas and work</li><li>• collect evidence of the authenticity of student responses</li><li>• ensure assessment decisions are fair and equitable for all students</li><li>• implement strategies to ensure authentication of student work.</li></ul>
<b>Students:</b>
<ul style="list-style-type: none"><li>• provide evidence of the authenticity of their responses. Strategies may include students<ul style="list-style-type: none"><li>- signing a declaration to state that they have not shared any part of the planning or final response with any other student</li><li>- documenting the development of the response in a journal or logbook</li><li>- submitting the final response using plagiarism-detection software, if available</li><li>- submitting a declaration of authenticity</li><li>- attaching a record of completion for a school-based academic integrity program</li><li>- participating in interviews during and after the development of the final response</li></ul></li><li>• complete an approved course about academic integrity.</li></ul>
<b>Parent/Carers:</b>
<ul style="list-style-type: none"><li>• support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft of student responses.</li></ul>

## Procedures when inability to establish authorship occurs:

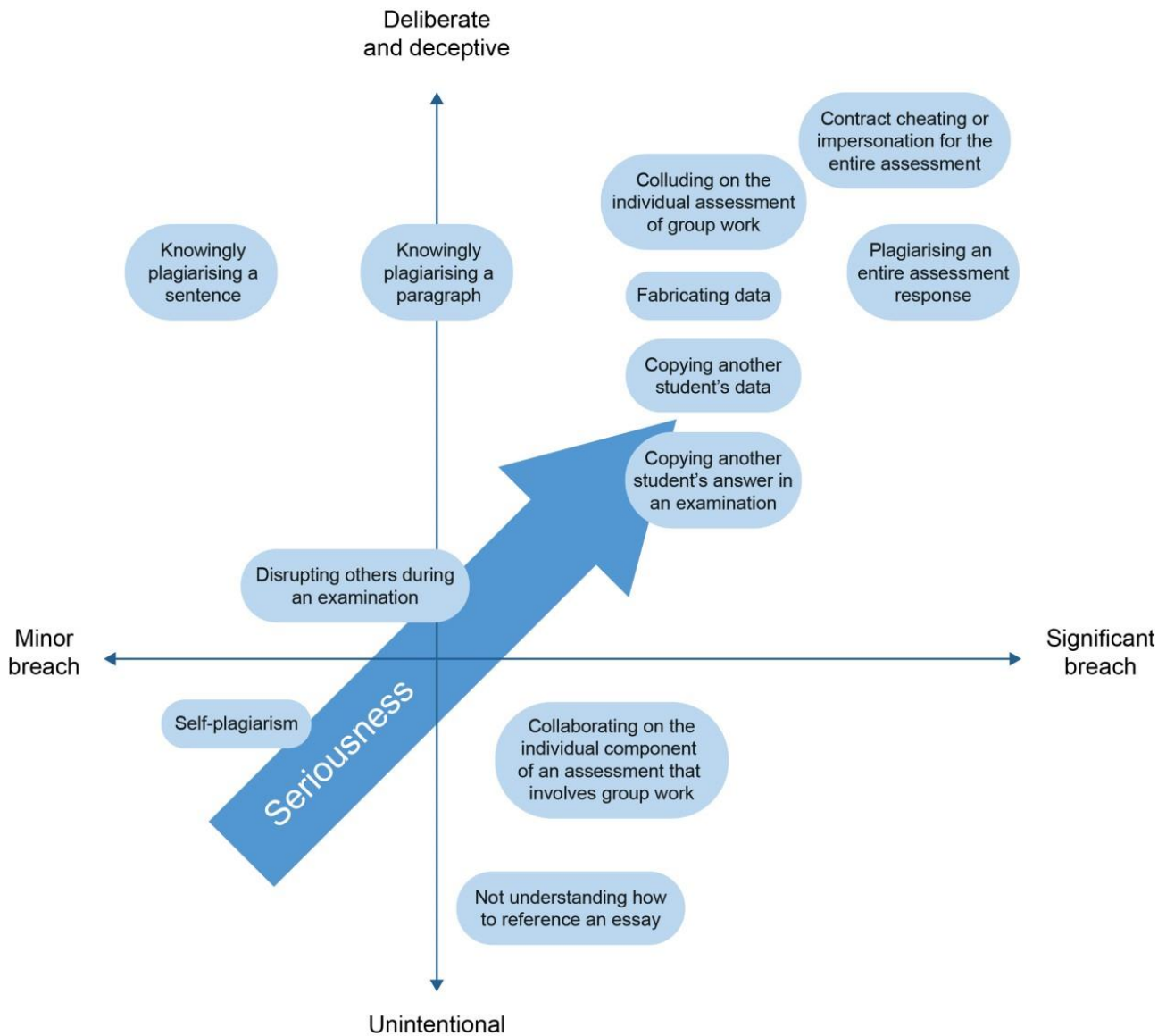
To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards.

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

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

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

## Continuum of academic misconduct





## Types of academic misconduct and examples of behaviours

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

## Use of Generative Artificial Intelligence (AI) in Assessment

At Ayr State High School, we recognise the growing importance of Artificial Intelligence (AI) and its potential to enhance the learning experience of our students. We acknowledge the benefits that Generative AI tools can bring to the educational environment, particularly in the realm of assessment. By adopting this policy, the school aims to harness the potential of Generative AI tools in assessment while upholding academic integrity, fairness, and student privacy. We are committed to providing our students with a supportive and innovative learning environment that prepares them for the challenges and opportunities of the future.

### Generative IA tools may be utilised in the following ways to support student learning and assessment:

- Providing creative inspiration or suggestions to assist students in starting their assignments or projects
- Recommending authoritative sources of information relevant to the subject matter
- Generating study resources, including quizzes or flashcards, to aid in consolidation and revision of information
- Assisting students to summarise or organise information effectively
- Demonstrating grammar, sentence construction, and language skills to enhance students' writing abilities.

### Academic Integrity, Plagiarism and AI:

Students must understand that while AI tools can assist in various aspects of their academic work, it is their responsibility to ensure the integrity of their own work. Plagiarism, which includes submitting generated content without proper attribution or using AI tools to produce work for assessments without appropriate understanding and effort, is strictly prohibited.

### Approaches for student use of AI in assessment:

<b>Option 1 - Assessment tasks prohibiting use of AI</b>	This assessment task evaluates student's abilities, knowledge, and skills without the aid of Artificial Intelligence (AI). Students are advised that the use of AI technologies to develop responses is strictly prohibited and may constitute academic misconduct.
<b>Option 2 - Complex/authentic assessment using AI to support learning</b>	<p>Assessment tasks are designed to be challenging, authentic and complex. Whilst students may use AI technologies, successful completion of assessment will require students to critically engage in specific contexts and tasks for which artificial intelligence will provide only limited support and guidance.</p> <p>Students must clearly reference any use of AI in each instance. Failure to reference AI use may constitute academic misconduct.</p> <p>To pass this assessment, students are required to demonstrate comprehension of their response independent of AI tools.</p>
<b>Option 3 - In-person assessment not permitting use of AI (eg, examination, multi-modal)</b>	This assessment task is to be completed in-person. The use of Artificial Intelligence (AI) tools will not be permitted. Any attempted use of AI may constitute academic misconduct.

## Section 4: Feedback and Drafting

### (a) Feedback on completed Tasks:

Every effort should be made to return the marked assessment tasks to the students within two weeks. Feedback on the assessment should:

- provide guidance to the student for further assessment tasks
- clearly identify the features of the student work that support the grade awarded
- be available to the student when the next piece of assessment is given out.

A reflection activity/task should be outlined on the task sheet that allows students to do their own reflection on their response.

Students should complete the relevant reflection pages in their student planner.

### (b) Drafts:

Students will be permitted a **maximum** of one (1) written draft or one (1) drafting conference. The due date for the draft must be specified on the assignment task sheet and must be no sooner than seven days prior to the assignment due date.

This means it **is** ok to:

- provide advice to students during in class lessons
- provide advice to students who seek clarification either in or out of class time.

It **is not** ok to:

- provide written feedback or engage in a conference for a completed draft more than once during the assessment process.

A feedback sheet for the draft which identifies specific aspects of the task must be used for written tasks.

This feedback sheet either:

(a) provides written advice from the teacher

**or**

(b) is used by the student to make notes during the student-teacher conference.

### Procedures for working with students to produce drafts:

Where a student does not submit a draft or it is of poor quality, the teacher will:

**Step 1:** detain the student at lunch time to complete more of the draft

**Step 2:** contact parent/carer

**Step 3:** consult with HOD on further consequences required to obtain evidence of the task that can be matched against the ISMG's or criteria.

## Drafting Principles:

1. Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.
2. Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.
3. The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.
4. Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards.

Students may be advised to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further investigation to support an argument or communicate meaning
- adhere more closely to the referencing style outlined in the student planner.

## Suggested drafting strategies for different response modes

Mode	Strategy
Written	<ul style="list-style-type: none"><li>• teacher consultation</li><li>• outline and/or a draft submitted</li></ul>
Spoken/Signed	<ul style="list-style-type: none"><li>• teacher consultation</li><li>• outline and/or a draft submitted</li><li>• feedback provided during rehearsal</li></ul>
Physical	<ul style="list-style-type: none"><li>• teacher consultation</li><li>• outline and/or a draft submitted</li><li>• feedback provided during performance or rehearsal</li></ul>
Visual	<ul style="list-style-type: none"><li>• teacher consultation</li><li>• outline and/or a draft submitted</li><li>• feedback provided during the process</li></ul>
Online	<ul style="list-style-type: none"><li>• teacher consultation</li><li>• outline and/or a draft submitted</li><li>• feedback provided through questioning</li></ul>

## Managing Response Lengths:

### (a) Written Responses:

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

	Word length	Page count
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>• all words in the text of the response</li> <li>• title, headings and subheadings</li> <li>• tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>• quotations</li> <li>• footnotes and endnotes (unless used for bibliographical purposes)</li> </ul>	<ul style="list-style-type: none"> <li>• all pages that are used as evidence when marking a response</li> </ul>
<b>Exclusions</b>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• raw or processed data in tables, figures and diagrams</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes*</li> <li>• page numbers</li> <li>• in-text citations</li> </ul>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes*</li> </ul>
<p>* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

### (b) Time Responses:

Teachers are responsible for ensuring that a student adheres to the required duration of an assessment instrument and verifying the duration of the student's response. Teachers must annotate on the student's assessment task sheet when the response is under or over the required duration.

## Responsibilities for managing student response lengths

<b>Schools:</b>
<ul style="list-style-type: none"> <li>• develop school-based policies and procedures that encourage students to respond to assessment instruments within the required length.</li> </ul>
<b>Teachers:</b>
<ul style="list-style-type: none"> <li>• develop summative assessment instruments with appropriate scope and scale so that students can provide complete responses within the required length indicated by the syllabus</li> <li>• implement teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments using genres within the subject</li> <li>• provide students with examples of responses that are within the required length</li> <li>• provide students with feedback if a draft response exceeds or is significantly under the required length</li> <li>• implement strategies for when a student submits a response that exceeds the required length, such as not reading/viewing the response after they have judged that it has reached the required length, i.e.               <ul style="list-style-type: none"> <li>– teachers annotate on the student's response where they have stopped reading/viewing and annotate on the assessment task sheet that the student's response has exceeded the required length</li> <li>– teachers mark the student's response using information up to the required length.</li> </ul> </li> </ul>
<b>Students:</b>
<ul style="list-style-type: none"> <li>• develop responses that do not exceed or are significantly under the required length</li> <li>• document the length of their response using a word count, page count or time.</li> </ul>

## **Section 5: Incomplete Assessment Folio Protocols**

For exceptional circumstances there will be consideration on a case-by-case basis. The factors that may affect a student's progress at school or within a subject include extended absence due to medical conditions, refusal to participate in schooling or other significant issues pertaining to the individual student's circumstances. The procedures and course of action will be applied through consultation and be consistent with the QCAA Policy and Procedures Handbook protocols.

**In Year 7, 8 and 9:** consultation between Teacher and HOD.

**In Year 10, 11 and 12:** consultation between HOD and Deputy Principal.

### **In Junior School (Year 7, 8 and 9)**

Possible outcomes include 'N' rating for an individual item or for a semester report card.

### **In Senior School (Year 10, 11 and 12)**

#### **Non-submission of a student response on internal assessment**

When a student does not provide evidence of a response to an assessment instrument, a rating of 'N' is to be awarded.

- For General subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment. A result of zero (0) cannot be allocated when there is no evidence demonstrated.
- For Applied subjects, an E standard cannot be allocated when there is no evidence demonstrated.
- For Short Courses, an E standard cannot be allocated when there is no evidence demonstrated.

Where there has been extended/excessive absence that cannot be justified, the matter must be discussed with the Principal/Deputy Principal (Senior Schooling) who will make decisions in consultation with the QCAA about credit and course completion.

When non-submission of assessment or non-completion of exams prevents teachers making valid judgements about students' coverage of a course of study, consideration initially may need to be given to the number of semesters/units of credit granted for a level of achievement in the subject and may impact on credit points for the Queensland Certificate of Education.

Students and parents/carers will be notified in writing.

## Section 6: Access Arrangements and Reasonable Adjustments Policy



# Application for Variation to Assessment Schedule

### Guidelines:

- Assessment is due on or before the due date identified on the task sheet
- Assessment is to be completed by all students under the same conditions, as outlined on the task sheet

Students may apply for variation in either or both of the guidelines based upon documented and valid supporting eligibility evidence.

Eligibility Evidence	Ineligibility
<b>Categories</b> <ul style="list-style-type: none"><li>• Cognitive</li><li>• Physical (including illness or injury)</li><li>• Sensory</li><li>• Social/emotional</li></ul>	<ul style="list-style-type: none"><li>• Unfamiliarity with English language</li><li>• Teacher absence or other teacher related difficulties</li><li>• Matters that could be avoided (eg misreading instructions on an exam)</li><li>• Matters of student or parent/carers own choosing (eg family holiday)</li><li>• Matters that school could have avoided (eg incorrect enrolment in a subject)</li></ul>
<b>Barriers</b> <ul style="list-style-type: none"><li>• Permanent</li><li>• Temporary (including illness or injury)</li><li>• Intermittent</li></ul>	

### Step 1: Answer the following question

Do I have an eligible reason for consideration?

- If NO: Complete the assessment by the due date under the same conditions as other students.
- If YES:

#### I am a student in the Junior School (Year 7 – 9) or Year 10

- Unable to submit assessment on or before due date
  - Complete Assessment Variation form for consideration – forms are available from office
- Unable to complete the assessment under the same conditions as other students in the class
  - Consult with relevant Head of Department and/or Head of Special Education to create a Special Provisions plan in One School

#### I am a student in Year 11

- Complete a Year 11 Unit 1 and 2 School AARA (Access arrangements and reasonable adjustments) and collect any supporting evidence required
- Submit completed AARA with attached supporting evidence to Deputy Principal (Senior Schooling) for consideration

#### I am a student in Year 12

- Make a time to talk to Deputy Principal (Senior Schooling)
- Complete a QCAA Year 12 Unit 3 and 4 AARA (Access arrangements and reasonable adjustments) for consideration
- Submit completed AARA with attached supporting evidence to Deputy Principal (Senior Schooling).
- This AARA will be sent to QCAA for consideration (where appropriate) and you will be notified of the outcome

### Step 2: Complete the relevant application form in a timely fashion

# Homework Policy

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning.

The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, sport, culture, recreation, and part-time employment where appropriate.

The Queensland Government has set out guidelines for homework, including the amount of time students should spend on homework each week. Briefly, the policy recommends the following maximum homework hours over a week:

- **Years 7 - 9:** Could be up to, but generally not more than, five hours per week.
- **Years 10 - 12:** The amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

Homework can engage students in independent learning to complement work undertaken in class that enhances student learning through:

- revision and reflection to consolidate learning
- applying knowledge and skills in new contexts
- pursuing knowledge individually and imaginatively
- preparing for forthcoming classroom learning
- homework that enhances student learning:
  - is purposeful and relevant to students' needs
  - is appropriate to the phase of learning (Junior or Senior)
  - is appropriate to the capability of the student
  - develops the student's independence as a learner
  - is varied, challenging and clearly related to the class work.

## Student Responsibilities

- Record homework in Student Planner
- Discuss homework expectations with parents or carers
- Accept responsibility for the completion of homework expectations within set time frames
- Follow up on comments made by teachers
- Seek assistance when difficulties arise.

## Parent/Carer Responsibilities

- Encourage students to read and to take an interest in and discuss current local, national and international events
- Encourage students to organise their time and take responsibility for their own learning
- Regularly check student planner to become familiar with homework expectations
- Help students to complete tasks by discussing key questions or direct them to resources
- Contact the relevant teacher to discuss any concerns about the nature of homework.