



Indooroopilly State High School

HANDBOOK FOR SENIOR STUDENTS 2024

Student Name: _____

Student Number: _____

Connect Group:

Connect Teacher: _____



COUNCIL OF
INTERNATIONAL
SCHOOLS



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PART 1: THE SENIOR PHASE OF LEARNING

Dear Senior Student,

Welcome Year 10 students to your first year in Senior Secondary and welcome back to students in Years 11 and 12 for 2024. You are in a very exciting stage of your secondary education. There will be new opportunities and challenges, and you will need to give some focussed attention to your immediate future.

This is the time for a mature approach to decision-making about your school work and your life outside your academic program. Our aim is to assist you to make the best decisions possible.

The first step towards success in the Senior Secondary phase of learning is to make a strong commitment to learning: by working hard and cooperatively with your teachers and other advisers; by attending full-time; and by participating in the full life and experiences of the school.

To assist you to make the very best of this year we have produced this Handbook for Senior Students. The information contained in this book applies specifically to you, students in the Senior School. .

All of this information is designed to assist you in achieving your learning goals: it is not to place barriers around you; it is not to provide a litany of rules and regulations; it is a genuine attempt to try to ensure that all the little things are taken care of so that you can take care of the things that really matter in the long run - your learning and achievement of your goals! There are many people in our school who may not teach you a subject but are here for you, to provide some service for you.

We invite you to join us in a learning partnership. We encourage you to determine that this will be a successful year because you are committed to your goals and your learning pathway.

Best wishes for wonderful and very fulfilling experiences in the Senior School in 2024!



Michael Hornby
Executive Principal



Ross Muir
Senior School Principal

A. THE SENIOR PHASE OF LEARNING

The Senior Secondary School and the Senior Phase of Learning is designed to meet the different needs of young people. We aim to develop confident, self-directed, knowledgeable people who are morally and socially responsible, employable, capable of enjoying life and prepared for further learning. Our role is to develop really challenging, rewarding and high quality learning experiences and to assist you to engage in your own learning.

In order to function efficiently as a whole school community of students, teachers, non-teaching staff and parents, we expect our students to abide by our school values and have consideration and respect for self and others. This Handbook attempts to set down guidelines for you, our Senior students.

You are encouraged to accept responsibility for your own lives, for your own behaviours and to make appropriate choices. If the choices you make about your actions are inconsistent with school values, procedures and policy, then you must accept the consequences of your choice.

We ask you to accept the responsibility which comes hand in hand with being given increasing levels of freedom and privileges:

- Accept the challenge of striving to improve our school
- Commit yourself to being an active member of the school community
- Participate in the mechanisms for change – approach your Head of Year or your School Captains, or become a member of the Student Representative Council or one of the many groups and clubs facilitated by students.

We have confidence in the ability of students who have been with us for some time to participate in the process of The Senior Phase of Learning and to respond in a positive way to the issues as they arise. We invite all new students to do the same so that your Senior years will be rewarding and enjoyable for all.

We hope that this Handbook helps you to adjust more quickly to the learning environment.

B. THE EDUCATIONAL AGREEMENT FOR SENIOR STUDENTS

This form is handed to students upon enrolment at the commencement of the school year. The different sections of this form are to be completed by a member of staff, by a Parent/Carer and by you, the student.

The Educational Agreement outlines the rights and responsibilities of each of the signatories on the form.

It is essential that you and your parent or your guardian read, understand and accept the principles outlined in this document before signing. The signed and dated form is to be returned to the respective Connect Teacher within five days of receipt.

Following the completion of the Education Agreement for Senior Students, Years 10, 11 and 12 students who have demonstrated application to their studies and who do not have an offline Wednesday class will be able to opt for home study on a Wednesday afternoon following Period Three. This is subject to school approval following each Academic Reporting period. The option of a home study time may be withdrawn by the school where a student's results indicate that additional assistance at school would assist them with their studies.

Students do not have the right to opt for home study on a Wednesday until parent permission has been provided for the Education Agreement for Senior Students (Appendix B) and returned to the school.

PART 2: THE PROCEDURES AND GUIDELINES FOR SENIOR STUDENTS

C. RESPONSIBILITIES OF SENIOR STUDENTS

ATTENDANCE REQUIREMENTS

Indooroopilly State High School provides students with a course of **full-time** study. You are expected to:

- be in full-time attendance
- be prompt and well-prepared for class
- attend all timetabled classes
- attend Connect each morning
- if absent, ensure your parent explains your absence to Student Services
- stay informed as to where you should be at specified times
- be aware of the consequences of your actions

STUDENT ABSENCE

- Parents and/or Carers are requested to notify the school on the day of a student absence – **text message 0429347300** or studentservices@indooroopshs.eq.edu.au or phone 3327 8304/ 8306.

NOTE: The school is an agent for the Queensland Curriculum and Assessment Authority and, as such, has a commitment to guarantee that you complete the requirements of the approved course of study as set down in the Work Program for each subject. You may forfeit your rating and/or your enrolment be cancelled if absences are excessive and/or reasons unacceptable and it affects your ability to engage in your courses of study. If you have exceptional circumstances which necessitate long absences of three days or more, you must contact the relevant Deputy Principal, who will liaise with the Principal and Heads of Departments so that alternative arrangements can be made to complete course requirements.

QCAA REQUIREMENTS: Students must be in full-time attendance until the end of each school year. **International Students** must remain in full-time attendance until the conclusion of each school term. Please do not book air flights prior to these dates.

SCHOOL POLICY AND PROCEDURES

At the commencement of the school year students are directed to essential information about the policies, procedures and routines of the school available to students on the Indooroopilly State High School website and via the student SharPoint portal.

You should particularly note the procedures applying to the following:

Attendance policy	Dress Standard Policy	Online Learning Plan
Student Code of Conduct	Leaving school during the day	Personal Mobile and
Change of address	Sickness at school	Wearable Devices
Assessment policy		

A school calendar of key dates for the year is available on our school website. These should be used in conjunction with your own personal organisation to assist your study schedule.

RESPONSIBILITY ACCORDING TO AGE

All staff have a legislated Duty of Care. Within this principle, we are flexible in responding to the needs of students and parents. Requirements in relation to certain policies will vary according to age.

Students Living Independently (henceforth known as Independent Students)

- write own notes in relation to Absences, Late to School and Leave Passes.
- **Independent students are responsible for their behaviour and providing valid reasons for absences. Full-time attendance is a requirement and permission must be obtained from the Deputy Principal for any variation to attendance.**

Adult Students (over 18 years) Living with Parents/Guardians

- Parent/Carers are responsible for writing notes in relation to Absences, Late to School and Leave Passes, and student behaviour.

CHANGE OF SUBJECT/S

Collect the "**Change of Subject Form**" available from the Administration Office or the Guidance Officer and follow the procedures outlined. The change into the new subject will **only** take place when it has been approved by a member of the School Executive Team and you are **issued with a new timetable**. It is best for changes to occur within the **first two weeks of the Unit of work**.

SUBJECTS STUDIED

All students in Years 10, 11 and 12 are expected to study a minimum of six (6) subjects each semester or their equivalent.

PRIVATE STUDY

The *Library Resource Centre* is available to students for *Private Study*. Observe policy and procedures regarding use of facilities.

Policy: Work quietly, be considerate of other users, and do not interact with students in other classes.

Procedure:

- Sign the Attendance Register.
- Check Class Bookings for available space.
- Use of computer workstations: Check Class Bookings. Class groups always have priority use. Students should negotiate directly with Class Teachers should they wish to use a workstation that they see is not in use after commencement of a class.

Year 12 Students 2024 – Refer to Appendix C

Students who have timetabled Study lessons during Periods 1 - 4 and demonstrate acceptable application to their studies can elect to either:

- Access Study at the Student Centre
- Access Study at another approved location at school (e.g. canteen table area; Town Square)
- Follow school attendance procedures to sign in/out of school grounds with parent permission through Student Services

Please note that the school may decide to revoke the ability of students to access these Study privileges where students breach Code of Conduct for Students and/or school expectations of appropriate behaviour.

Those students who have not demonstrated acceptable application to their studies will continue to attend timetabled Study lessons to support their learning in the Student Centre, adhering to attendance requirements and other procedures. Students can meet with the Deputy Principal following school reporting periods to discuss improvement and review eligibility to access additional privileges referenced above regarding Study.

ALCOHOL AND DRUGS

Alcohol is forbidden at school and at all school functions held in or out of normal school hours. This policy also applies to school activities held on weekdays, weekends or during holidays - dances, camps, musicals and so on. Vapes, tobacco products and other forms of e-cigarettes are not permitted at school. Refer to the Student Code of Conduct for more information.

Drugs are illegal. We have zero tolerance for illegal substances. Persons possessing, using or trafficking drugs will be referred to the police.

DRIVING A VEHICLE TO SCHOOL

In the general interest of the safety of all students at school, the school wishes to monitor this situation. A form - "**Notification of Intention to Drive to School**" (*Appendix B*) is to be obtained from Student Services. This form must be handed to the Principal for approval and signature and will then be held at Student Services. The conditions on this form, including those relating to the parking and use of vehicles during school hours, should be noted carefully. Student drivers should note Insurance Companies' policies on the overloading of cars.

GOVERNMENT ASSISTANCE

Families and/or their students attending a secondary school may be eligible for government assistance through Centrelink.

Students applying for Youth Allowance will be asked to name the school at which they are enrolled. No proof of enrolment is required at that time unless otherwise asked by Centrelink staff. At random times throughout the year the school will be given data from Centrelink to check that their records are correct regarding student enrolments and attendance. Any student with 5 or more missing days per term will not be entitled to

a Youth Allowance. Should they have already received payment it will then have to be refunded to Centrelink for the full term for absences above the allowed limit. Should there be any mismatching regarding data records the student will be required to provide proof of enrolment and attendance records on request.

For information about **Youth Allowance** please contact:

Centrelink or the Guidance Officer
Student Services.

For information concerning your **Attendance Record** please contact:

QCAA AND QTAC

QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY (QCAA)

The Deputy Principal and/or Head of Year is responsible for monitoring information for the QCAA concerning your student details and subject information. *It is **your responsibility** to ensure that details, especially your address, are correct.*

QUEENSLAND TERTIARY ADMISSIONS CENTRE (QTAC)

QTAC is the body which receives and processes all applications for admission to undergraduate courses offered by universities. Applications are submitted in September of each year. The Guidance Officer will assist with information on this process, but **you are responsible** for making your own on-line application to QTAC. Students must apply to QTAC, not directly to universities.

RELIGIOUS EDUCATION

In accordance with the Education Act governing state schools, the school Chaplain will be present to assist students with personal concerns and run many activities associated with the role, none of which are compulsory.

STUDY AND HOMEWORK REQUIREMENTS

Years 10, 11 & 12 students are expected to complete a minimum of 15 hours a week study and homework. Additional time may be necessary to finalise any assignment. Consistent effort over the whole school semester is the key to success.

By efficient planning it is possible to:

- enjoy recreational pursuits and have a social life
- participate in family activities
- complete family commitments
- have a part-time job.

A study timetable is a valuable tool in managing time.

D. CONNECT PROGRAM

ORGANISATION

- 1.1 Individual student timetables show the **base room** and Connect teacher. This is the room to which you will report, unless otherwise informed.
- 1.2

Year 10	Tuesday Period Three
Year 11	Friday Period One
Year 12	Friday Period One
- 2.1 **Attendance at school is compulsory for all Connect Lessons. Students should not organise alternative appointments for this time.**
- 2.2 Activities include tutorial sessions and activities as arranged by teachers as well as common program talks.
- 3.2 Any student who is absent from these important classes and information sessions must arrange to complete the missed activities in his/her own time.

E. SENIOR SCHOOLING SUPPORT PERSONNEL

At Indooroopilly State High School we aim to provide support and assistance to you with regards to any problems or concerns you may have. There are a number of people, apart from your subject teachers, who are willing and able to provide assistance. These include Heads of Department, Deputy Principals, Senior School Principal, Guidance Officers, Heads of Year and other support staff. Please see your Student Diary for information relating to these staff members.

EALD TEACHERS

P Staffroom

- assistance with language problems in class and year level tutorials during lunchtime
- provision of extension activities and self-assessment sheets
- assistance in the rehearsal of orals in all subjects

- advice on any difficulties, personal or otherwise, experienced by bilingual students, e.g. translating services and community liaison for parents, etc.

INTERNATIONAL STUDENT CO-ORDINATOR

Ms R Chitoni G Block

- assistance with concerns relating to accommodation, academic progress, cultural adjustment and liaising with the Education Department
- advice on any difficulties, personal or otherwise, experienced by overseas students within the school, as well as outside school
- organisation of cultural activities
- selection of International Students' representative for the Student Representative Council.

INTERNATIONAL HOMESTAY CO-ORDINATOR

Mrs Deb Oakden G Block

F. STUDENT REFERENCES YEAR 12

Students may wish to apply for an official school reference.

Application forms will be given to students at the end of Term 3 and the system for computerised references will be explained by the Deputy Principal and Year 12 Head of Year.

The reference is divided into the following sections:

ENROLMENT

- a statement is made about date of enrolment and completion of the Queensland Certificate of Education

PERSONAL COMMENT

- describes personal qualities and personality.

STUDENT COMMENT

- describes commitment as a student and academic awards achieved.

SCHOOL INVOLVEMENT

- gives recognition to involvement in leadership, all committees, school functions (Musicals, Arts Journey, Open Day etc.), school-supported charity collections, Student Council membership and so on.

SPORT INVOLVEMENT

- indicates selection in the different school, District, State or National level teams and Age Championships awarded at school level.

CONCLUSION

- a statement summing up overall contribution to the school community.

NOTE: This is an important part of your portfolio, especially if seeking casual or permanent employment.

G. STUDENT REPRESENTATIVE COUNCIL

Year levels in the school elect representatives to attend the regularly scheduled meetings of the Student Representative Council. Other representatives including various committee presidents and a staff representative may attend. These representatives should take the concerns and suggestions of the respective group to the meeting and in return report back to the group after the meetings.

Meeting times and details will be announced through the Connect Class morning notices a week in advance. The executive, consisting of the Student Representative Council President, Vice President, Secretary and the six School Captains meets on a more regular basis. Representation at the School's Parents and Citizens' Association meetings is welcomed.

The Executive Principal has overall responsibility for the Student Representative Council.

H. YEAR 11-12 ASSESSMENT POLICY

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). This relates to Applied (Essential), General, General (Extension) subjects and Short Courses. The framework for the policy is developed from both the QCE and QCIA Policy and Procedures Handbook available from [the QCAA website](#).

Purpose

Indooroopilly State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their skills and abilities. Underpinning the school's educational philosophy are our four core values: Each person's dignity, Open communication, Quality learning and Our community's diversity. This Senior Secondary Assessment Policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

Indooroopilly State High School's expectations for learning, teaching and assessment are grounded in the principles of academic integrity and excellence.

Assessment is used as a means of feedback for students and teachers to determine where a student is positioned in their learning. It may include examination, assignment-based, practical demonstration or performance based approaches that allows students to demonstrate the assessment objectives as described by the syllabus.

Assessment will be:

- aligned with curriculum and pedagogy;
- equitable for all students;
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning;
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning;
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made;
- informative of where students are in their learning;
- criteria-based

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Responsibilities

School Responsibilities:

- publish all draft and final assessment due dates on the School Assessment Calendar for each unit of work.
- direct students and parents to the school website where the Assessment Policy documentation is located.
- provide access to relevant documents regarding applications for extension and/or Access Arrangements and Reasonable Adjustments (AARA).
- provide students with assessment instruments in an appropriate time frame, including Instrument Specific Marking Guides (ISMGs) or standards descriptors.
- provide support and adjustments where appropriate.
- provide appropriate opportunities for students to receive feedback prior to completion of assessment.
- enact procedures which ensure a consistency of standards is maintained in the marking of assessment instruments

Student Responsibilities:

- present only their work for all assessment instruments ensuring they meet the guidelines for academic integrity as published by the Queensland Curriculum and Assessment Authority (QCAA).
- make full use of the class time provided to work on the assessment.
- present their draft and final copies of assessment as per the task requirements (e.g. file type) by the due dates to a satisfactory standard.
- use the school's American Psychological Association (APA) standard system of referencing ([APA V.7 documentation located on the school website](#))
- communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension or AARA within an appropriate time frame (see Appendix 1 and 2).

Responsibilities:

- encourage students to submit all drafts and final assessment by the due date.
- inform the appropriate school staff of any difficulties relating to the completion of assessment items within an appropriate time frame (see Appendix 2).
- provide documentary evidence where necessary (e.g. medical certificate).

Assessment

Senior students may participate in a wide variety of school-based courses in the Senior School including General subjects, Applied subjects, Vocational Education and Training courses, Short Courses, other Queensland Curriculum and Assessment Authority (QCAA) recognised studies, and IB subjects. Years 11-12 students may participate in internal and/or external assessment.

Internal Assessment	External Assessment
<p>Internal Assessment can include:</p> <ul style="list-style-type: none"> • Examinations • Extended responses • Investigations • Performances • Practical demonstrations • Products • Projects • Collection of work (Applied subjects only) <p>Schools utilise a variety of assessment techniques (see Appendix 3) to develop assessment instruments for gathering evidence of learning. Schools design internal assessment instruments and administer for General and Applied subjects and Short Courses. In Units 1 and 2, assessment is formative and contributes to credit toward a student's QCE. For Units 3 and 4, the first three (general subject) / four (applied subject) assessment items are summative and contribute to the calculation of a student Australian Tertiary Admission Rank and contribute credit toward a student's Queensland Certificate of Education.</p> <p><u>Submission of Assessment (Extended Responses, Investigations, Products, Projects, Collections of Work):</u> These assessment types must be submitted by the advised due date. Checkpoints (e.g. draft) are used by subject teachers to track and provide feedback on student assessment progress.</p> <p>If final assessment is submitted late (without prior AARA or illness/misadventure being granted) the assessment will be assessed and graded for feedback purposes only</p>	<p>External Assessment is developed by the QCAA for all General subjects and the International Baccalaureate Organisation for IB subjects. All external assessment for General subjects and IB subjects is summative and contributes to a QCE and ATAR calculation. VET and Applied subjects do not include external assessment.</p> <p>External Assessment is:</p> <ul style="list-style-type: none"> • an examination held at the end of the course of study. • common to all schools. • administered by schools under the same conditions at the same time and on the same day. • marked by the QCAA according to a commonly applied marking scheme. <p>The subject matter and conditions for external assessment are determined by the QCAA and based on the relevant General syllabus.</p> <p>External assessment contributes 25% of the overall subject result in most Senior subjects and generally assesses Unit 4 of the syllabus. In Mathematics and Science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.</p>

Promoting Academic Integrity

Indooroopilly State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and Procedures</p>
<p>Location and communication of policy</p>	<p>The Indooroopilly State High School Assessment Policy is located on the school website. All questions regarding this policy should be directed to the relevant year level Deputy Principal.</p> <p>To ensure the Assessment Policy is consistently applied, it will be revisited during the school year with students each semester e.g. year level assemblies, Connect classes, email correspondence. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • at Academic Conferencing • when the assessment schedule is published via OneSchool (oslp.eq.edu.au). • when outlining authentication strategies within assessment handed to students • referencing in the newsletter and/or by email promoting phases of the assessment cycle and school related assessment processes
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.2.1</p>	<p>Indooroopilly State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a Queensland Certificate of Education (QCE) (external QCAA certification) when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>To emphasise the importance of sound academic practices, staff will complete the QCAA academic integrity courses. For Year 11 students, the school will promote their completion of academic integrity courses to support participation in Units 1-4. The academic integrity courses will occur during their Connect class at an allocated time during Term 1, Year 11. Current Year 12 students have completed this course during the previous year. IB students will complete an academic honesty unit as part of their induction for their Extended Essay.</p> <p>In the Junior school, students will learn about academic integrity throughout Years 7-9 curriculum through their Connect program.</p>
<p>Due dates Section 8.2.7</p>	<p>School responsibility Indooroopilly State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses and drafts will be published in the assessment schedule. The assessment schedule for all students will be published at the start of each unit and be accessible to students via OneSchool (oslp.eq.edu.au).</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated at the start of each unit of work • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in the assessment calendar

	<ul style="list-style-type: none"> • planning and managing their time to meet the due dates • informing the school (e.g. subject teacher, Head of Department, Guidance Officer) within an appropriate timeframe if they have concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the Head of Department and classroom teacher within an appropriate timeframe • provide the school with a reasonable explanation including relevant documentation, e.g. medical certificate, AARA application (Senior) e.g. illness/misadventure • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>All written assessment items must be submitted for subjects on/before the due date of assessment. For non-written assessment (e.g. oral, performance) items, students may be required to provide documentation (e.g. script, palm cards) on the first day the non-written assessment is scheduled. In the case of group non-written assessment where a student absence occurs, the group may be required to complete the task with appropriate support (e.g. substitute participant). Those students who are absent for group non-written assessment may be required to complete the task upon their return to school.</p> <p>All final decisions are at the Principal's discretion.</p>
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments, where applicable, will provide information about Indooroopilly State High School's arrangements for submission of checkpoint, draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by 3:30pm on the due date and where required, via the Turnitin digital assessment submission platform.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. Heads of Department working with subject teachers manage the collection and storage of assessment information.</p>
<p>Appropriate materials Section 8.2.2</p>	<p>Indooroopilly State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

Ensuring Academic Integrity

Indooroopilly State High School has procedures in place to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal Assessment Administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and Procedures</p>
<p>Scaffolding Section 8.2.3</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility to develop knowledge and skills in understanding the processes required to complete their tasks.</p>
<p>Checkpoints Section 8.4</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • be used to monitor student progress • be used to establish student authorship. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Failure to submit assessment at a checkpoint is deemed unsatisfactory participation. If checkpoints are not met parents will be contacted and notified by subject teachers.</p> <p>Students with assessment that is unsatisfactory at a checkpoint may be expected to participate in support determined by the teacher until assessment meets a satisfactory standard.</p>
<p>Due dates Section 8.2.7</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on the given subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts may be used as evidence of student achievement in the case of non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner (e.g. written or oral) and format (e.g. using track changes in word or annotating hard copy document) for all students that enables self-performance analysis • provided within one week of a submission of a draft or within specifications identified on the task sheet. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • allocate a mark. <p>A copy of the draft with feedback will be stored electronically or in hard copy in a student folder/ folio.</p> <p>Parents will be notified by the teacher via email and/or phone about non-submission of a draft by the due date or when a draft submitted does not demonstrate Satisfactory Progress. Students with assessment that is unsatisfactory at a draft will be expected to participate in support determined by the teacher and/or Head of Department until assessment meets a satisfactory standard. Repeated failure to participate satisfactorily including engagement with support, will result in referral to the respective Deputy Principal for further support/intervention. Failure to submit a draft by a due date is deemed refusal to participate (unsatisfactory participation).</p>

<p>Managing response length Section 8.2.6</p>	<p>Students must adhere to assessment response lengths as specified by assessment instrument task sheets as well as syllabus documents, e.g. word length range, time frame for performance etc. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length, scope and scale of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available (Years 11-12). • Feedback about length is provided by teachers at checkpoints. • Feedback about length is provided by teachers at draft. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will decide to either:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit <p>or</p> <ul style="list-style-type: none"> • allow a student to redact their response to meet the required length, before a judgment is made on the student work. <p>In this instance, teachers will annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark. <i>Please note: redactions are not allowed for examinations</i></p>
<p>Authenticating student responses Section 11.1.5</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Indooroopilly State High School uses the authentication strategies promoted by the QCAA. The assessment conditions on an assessment item will stipulate expectations for students for authentication requirements. All students are expected to submit assessment as per the authentication strategies specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. Procedures relating to the management of academic misconduct are outlined in the section Managing Academic Misconduct on page 10.</p>
<p>Managing Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Year 11-12 Section 6</p>	<p>QCAA: Applications for AARA (Year 11-12) IB: Applications for special arrangements under the Access and Inclusion Policy</p> <p>Indooroopilly State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>Indooroopilly State High School follows the processes as outlined in the QCE and QCIA Policy and Procedures Handbook (www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook) for QCAA students and the Access and Inclusion Policy for IB students</p> <p>The Principal or their delegate (QCAA school moderator/s, IB Coordinator), as per the school AARA policy, manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5 of the QCE/QCIA Handbook and section 2 of the IB Access and Inclusion Policy) made as far in advance as possible to meet the QCAA/IB published timelines (https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar). All evidence used to make decisions is recorded in the student's file by the Principal or their delegate.</p> <p>Students are <u>not</u> eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language • teacher absence or other teacher-related issues

- matters that the student could have avoided
- timetable clashes
- matters of the student's or parents'/carers' own choosing (e.g. family holidays or sporting events)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject)

Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents must contact the Principal's delegate (QCAA school moderator/IB Coordinator) as soon as possible and submit the relevant supporting documentation. (<https://indoорооshs.eq.edu.au/support-and-resources/forms-and-documents/application-forms-students>)

QCAA students: Students and/or parents/carers access AARA application forms via the school website including the medical report form (required) and student statement form (optional) for an AARA application.

For Units 1-2, the Principal or their delegate determines AARA eligibility. For Units 3-4, AARA is Principal reported to the QCAA. Students must submit a complete AARA application for assessment in Units 3-4. If the application is determined suitable, the school will then submit the AARA application to the QCAA. Students and parents will then be notified of the success of this application based on the determination of the QCAA.

For each AARA application, AARA are considered for all the student's enrolled subjects. AARA may vary by subject depending on the assessment requirements of the subject.

The school will:

- check the accuracy of information supplied in the AARA application (see Section 6.4.5: Application and notification process)
- consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required
- complete the online application and submit supporting documentation by the due date via the QCAA Portal
- advise the student, parents and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA.

IB students: Two forms of supporting documentation are required to be uploaded to the online application "Request for inclusive access arrangements".

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners
- Educational evidence from the school.

The psychological/psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.

External Course participants e.g. TAFE, School Based Apprenticeship do not meet the requirements for AARA and are expected to attend school assessment as the school is the main learning provider. Students are expected to make appropriate arrangements with external providers to complete assessment where a clash exists.

Short-term or intermittent illness and Misadventure

The school is responsible for quality assurance of assessment practices. It will determine whether it is appropriate to apply approved strategies for assessment completion e.g. submit before/on due date or sit comparable assessment.

<p>Managing non-submission of assessment by the due date Section 9.6.1</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> provided by the student for the purposes of authentication during the assessment preparation period is available (e.g. formative work completion including class work, draft, rehearsal notes, photographs of student work), teachers make judgments based on this evidence. was not provided by the student on or before the due date as specified by the school and no other evidence is available, Not Rated (N/NR) will be issued by the school for the assessment item on the school report. in Years 11-12, where evidence of student achievement is insufficient for the given unit, 'Not-Rated' (NR) must be entered in the Student Management system (SMS) by the date published in the Senior Education Profile (SEP) calendar, for the QCAA. <p>For oral presentations, the due date for written support materials will be the first day of presentations.</p> <p>It is not appropriate to award a lower result, mark or standard as a penalty for late or non- submission, as evidence is to be matched to the relevant syllabus marking guides or standards.</p> <p>In circumstances where a student response is judged as N/NR, the student will not meet the requirements for that subject. Students failing to meet participation requirements in their educational program will be referred to their respective Deputy Principal for further support/intervention.</p> <p>Students who receive a 'Not Rated' on a single piece of assessment may also receive a 'Not Rated' for their Unit credit. The implication(s) of this for students in Years 11 and 12 could include ATAR and QCE ineligibility. Subsequent tertiary study could also be jeopardised.</p> <p>It is essential for a student experiencing difficulty with a piece of assessment, to approach the teacher or other appropriate member of staff (e.g. subject teacher, Head of Department, Guidance Officer) for support before the due date.</p>
<p>Internal quality assurance processes Section 9</p>	<p>Indooroopilly State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA quality assurance of judgments about student achievement external quality assurance of Years 12 assessment instruments via participation in the QCAA endorsement processes as scheduled by the QCAA annually <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA</p>
<p>Review Section 9.1 Section 9.2 Section 9.3</p>	<p>Indooroopilly State High School internal review processes for student results (including N/NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses are equitable and appropriate for the local context.</p>

Managing Academic Misconduct

Indooroopilly State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. Misconduct in the area of academic integrity is defined as behaviour that may result in the student gaining an unfair advantage. There may be a situation when a student inappropriately and/or falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of Misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> begins to write during perusal time or continues to write after the instruction to stop writing is given uses unauthorised equipment or materials has any notation written on the body, clothing or any object brought into an assessment room communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>For students studying the International Baccalaureate Diploma Programme: In the case of breaches in summative or externally marked assessment, the International Baccalaureate Organisation will be informed and processes followed as described in Diploma Programme General Regulations – Articles 20 and 21. There may be academic consequences arising from the malpractice.</p> <p>For authorship issues When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> more than one student works to produce a response and that response is submitted as individual work by one or multiple students a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment. 	<p>Heads of Department will determine appropriate opportunities, with consideration to QCAA internal quality assurance processes (Section 9) and school operations</p>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> pays for a person or a service to complete a response to an assessment sells or trades a response to an assessment. 	<p>Opportunities may include:</p> <ul style="list-style-type: none"> verbal confirmation of responses resit modified assessment resubmit modified assessment mark verifiable assessment mark checkpoint/draft assessment
Copying Work	<p>A student:</p> <ul style="list-style-type: none"> deliberately or knowingly makes it possible for another student to copy responses looks at another student's work during an exam copies another student's work during an exam. 	<p>For all instances of academic misconduct Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> 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 makes any attempt to give or receive access to secure assessment materials. 	<p>For instances of academic misconduct during examinations QCAA Students will be awarded a Not-Rated (N/NR). See the QCE and QCIA policy and procedures handbook (Section 8.1.2 and Section 8.1.3). IB students: The International Baccalaureate Organisation will be informed and processes followed as described in <i>Diploma Programme</i></p>
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. 	

Impersonation	A student: <ul style="list-style-type: none"> arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. completes a response to an assessment in place of another student. 	<p><i>General Regulations – Articles 20 and 21.</i></p> <p>Students disruptive during an examination will be (1) redirected, (2) warned and, if persistent despite redirection and warning, (3) removed from the examination. Removal from an examination will result in the Head of Department contacting a parent and the student will be awarded a Not-Rated (N/NR).</p> <p>Where required, the school's rules and Code of Conduct will be implemented. https://indoorooshs.eq.edu.au/our-school/policies/student-code-of-conduct</p> <p>For instances of late arrival to examinations</p> <p>Students who arrive late (less than 60 minutes) to an examination will be permitted entry to the exam but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.</p>
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent or any person in a supporting role to complete or contribute significantly to the response.	
Late arrival for an exam	A student arrives late for an examination without providing a reasonable explanation.	

Related school policy and procedures

Refer to other school policies as appropriate:

- Code of Conduct for Students - <https://indoorooshs.eq.edu.au/our-school/policies/student-code-of-conduct>
- Attendance Policy – <https://indoorooshs.eq.edu.au/our-school/policies/attendance-policy>
- QCE and QCIA Policy and Procedures Handbook - <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>
- Disability Discrimination Act (1992) - <https://www.legislation.gov.au/Details/C2018C00125>

I. APPENDIX A: COPY OF NOTIFICATION OF INTENTION TO DRIVE TO SCHOOL

NOTIFICATION OF INTENTION TO DRIVE TO SCHOOL

(Submit completed form to Administration to be passed on to the Executive Principal)

GIVEN NAMES _____ **FAMILY NAME** _____

Student Number _____ **Connect Class** _____

Date of birth _____

PARKING OF VEHICLES

Following approaches to the Brisbane City Council, it has been agreed that in the interests of the safety of students, and in the interests of the rights of neighbours, students are to park in the following streets adjacent to the school grounds where permitted:

- Ward Street
- Carnarvon Road
- Turner Street

McCaul Street is not to be used for parking because the narrow split road is considered dangerous. Students are not to park on school grounds including the school car parks.

CONDITONS WHICH APPLY TO THE USE OF CARS

1. I agree not to carry any other student/s in the car **unless** written permission is given to the Principal from the parents/legal guardians of the students concerned. I understand that this written permission also applies to my younger siblings.
2. I agree not to leave the school grounds for any purpose during the school day and/or lunch breaks unless I have followed correct procedures regarding leaving the school.
3. I agree not to carry more passengers in the car than those for whom there are seat belts available.
4. I agree to park outside the school grounds in the designated areas. I understand that I am not able to park in the carpark immediately outside the Ward Street entrance.

SIGNATURE OF STUDENT DRIVER _____ **Date** _____

SIGNATURE OF PARENT/CARER _____

SIGNATURE OF EXECUTIVE PRINCIPAL _____



A Community of Forward Thinkers

YEAR 12 STUDY LESSONS

At Indooroopilly State High School, Year 12 students access 'Study' for a range of purposes, including:

- The completion of an accelerated course of learning at the end of Year 11 (e.g. Spanish Acceleration, Maths Acceleration, Chinese Acceleration, VET Course [TAFE, traineeship, apprenticeship] or University)
- The completion/continued enrolment in a Vocational Education and Training (VET) course of study (e.g. TAFE, traineeship, apprenticeship)
- Enrolment in a foundation university subject (e.g. QUT, Griffith, UQ)
- The study of a course "offline" before or after school including studies through a School of Distance Education
- Medical/other reasons (approved by a member of administration)

This time is typically dedicated to working on classwork, assessment and in some instances working through theoretical aspects of VET or other courses.

Year 12 students are permitted to access study at the Student Centre or, alternatively, elect either of the following options (see Section A on next page):

- an approved location on school grounds and/or
- at home following appropriate sign in/out procedures at Student Services (NB: where study falls in a Period 2 or Period 3 lesson, and students elect to study from home, they are required to return and sign-in at Student Services prior to their next scheduled lesson).

- • • Students in breach of the Code of Conduct for Students can have the above permissions
- • • revoked by the school as referenced in the Senior Handbook. Additionally, where appropriate,
- • • students may be required to engage with support at the Student Centre for their timetabled
- • • Study lesson as negotiated by the Senior School Principal.


If you have any questions relating to information provided please do not hesitate to contact Ross Muir, Senior School Principal on rmuir16@eq.edu.au or 07 3327 8333.



Michael Hornby
Executive Principal



Ross Muir
Principal – Senior School



Jenny Knowles
Deputy Principal – Year 12



YEAR 12 STUDY LESSONS

Section A: Parent/Carer Permission (please return to Student Services)

Option 1: By consenting, I am acknowledging that my student will access timetabled Study lessons at approved locations within the school grounds.

Option 2: By consenting, I am providing permission for my student to sign in/out at Student Services to exit school grounds to study at home during timetabled Study lessons.

I give consent for _____
Given Name **Family Name (Printed)** **Connect**

Please tick Option 1 and/or Option 2 below to indicate your support:

1. To access study from an approved location on school grounds
2. To access study from home

I understand should my student wish to access study from home they will follow normal school processes for signing out/signing in to school through Student Services.

Parent's/Carer's Name _____
Family Name (Printed) **Given Name**

Parent's/Carer's Signature _____ Date _____

Section B: Day/Period Confirmation

Please specify below the particular Study lessons where you give permission for your student to access study from home (NB: you will need to consult your student's timetable to assist with completing the table below). An example has been provided to guide you.

<i>Day</i>	<i>Period/s</i>
<i>e.g. Monday</i>	<i>e.g. Period 3</i>