

# 2022

*Inspiring  
Great  
Minds*

Student and Parent **Handbook**



  
**SMT**



**SMT**

Queensland Academy  
for Science Mathematics  
and Technology



Queensland  
Government

# PRINCIPAL'S WELCOME

An insight into life at the Queensland Academy for Science Mathematics and Technology



Dear parents and caregivers

Welcome to another exciting year at the Queensland Academy for Science Mathematics and Technology (QASMT). Our Academy opened in 2007 and has been designed to provide a new mode of transition between senior secondary school and university for some of the State's most highly capable students.

Our curriculum is rigorous and has been developed in partnership with The University of Queensland to ensure our students receive a springboard into their tertiary education and career. It features the International Baccalaureate Middle Years and Diploma Programmes as its core curriculum, supplemented by courses to challenge our students to go further in their learning than similarly aged students have gone before.

As one would expect, our curriculum has strong emphasis on STEM (Science, Technology, Engineering and Mathematics). Our partnership with The University of Queensland ensures students gain exposure to the cutting-edge of these disciplines in a manner which values academic rigour.

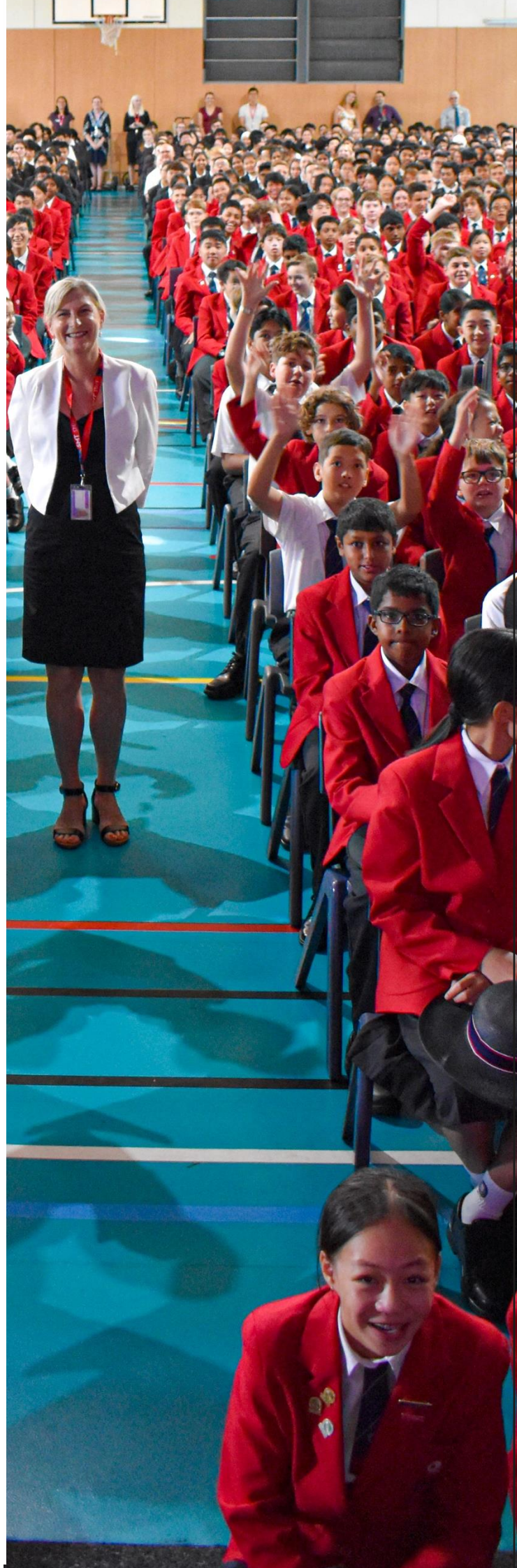
Thank you for choosing the Queensland Academy for Science Mathematics and Technology to educate your child. Our staff are dedicated to working in close partnership with parents to ensure each student achieves their potential.

Yours sincerely

Kath Kayrooz  
Principal

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# 1.0 OUR SCHOOL

## 1.1 OUR VISION, PURPOSE AND FOCUS

### OUR VISION

A world-class education that nurtures excellence and fosters global citizenship for an ever-changing world.

### OUR PURPOSE

We will educate our young people to:

- be life-long, curious, agile and resilient learners;
- think critically and use evidence-based decision making to imagine and realise change;
- be effective collaborators and communicators in disciplinary and interdisciplinary contexts;
- use technology strategically and ethically;
- contribute to, and impact on the world around them in ethical and sustainable ways;
- interact in local and global cultural contexts with knowledge of, and respect for, diverse cultural perspectives.

### OUR FOCUS

A STEM education enriched through a broad liberal arts curriculum.



## Strategic Plan 2018–2022

Bright Minds Brilliant Futures

### Our Vision

A world-class education that nurtures excellence and fosters global citizenship for an ever changing world.

### Our Purpose

We will educate our young people to:

- be life-long, curious, agile and resilient learners
- think critically and use evidence-based decision making to imagine and realise change
- be effective collaborators and communicators in disciplinary and interdisciplinary contexts
- use technology strategically and ethically
- contribute to and impact on the world around them in ethical and sustainable ways
- interact in local and global cultural contexts with knowledge of and respect for diverse cultural perspectives.

### Our Focus

A STEM education enriched through a broad liberal arts curriculum.

### Our Values

Inquirers  
Knowledgeable  
Thinkers  
Communicators  
Principled

Open-minded  
Caring  
Risk-takers  
Balanced  
Reflective

### IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

### Our Strategic Priorities

We will:

- **Engage Learners**  
To nurture academic excellence, ensuring every student is able to pursue a university pathway of choice.
- **Empower Teachers**  
To build capacity of all staff to provide quality instruction and ensure effective delivery of the Explicit Improvement Agenda.
- **Ensure Success**  
To foster global citizenship through our positive culture, authentic partnerships and shared purpose and values.

### Our Critical Success Factors

- Exceptional leadership
- Expert teachers
- High expectations of staff and students
- Positive school culture and Growth Mindset
- Student achievement
- Like-mindedness
- Public confidence

### Our Competitive Advantage

- Our reputation for academic success
- Selective entry and unique culture of excellence
- International Baccalaureate
- Internationally recognised science school

### Our Performance

We will measure our performance by monitoring progress against these milestones:

- Improvement in student academic results that exceed IB world averages
- Students attain university pathway aspirations
- IB Accreditation (MYP)/reviews sight continued commendations
- Seamless transition from year 7 to year 12
- Technology is used by staff and students to enable and transform teaching, learning and the curriculum
- A 'Collegial Engagement Framework' is thoroughly embedded
- The visibility of student centred learning
- Evidenced based pedagogies implemented to ensure success for all students
- Goal setting and feedback is the prevailing culture
- The IB Learner Profile is embodied by staff and students
- An innovative and purpose built learning environment.
- Our Alumni are integral to Academy life for mutual benefit



## 1.2 SCHOOL HOURS

In Years 7 to 8, students commence class at 8.30am each day. On Monday, Tuesday and Thursday students finish at 3.15pm. On Wednesday, students finish at 1.10pm and on Friday at 2.10pm.

### Year 7- 8 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson 1</b>	8:30 – 9:40	8:30 – 9:40	8:30 – 9:40	8:30 – 9:40	8:30 – 9:40
<b>Lesson 2</b>	9:40 – 10:30	9:40 – 10:30	9:40 – 10:30	9:40 – 10:30	9:40 – 10:30
<b>INSTEP</b>	10:30 – 10:45	10:30 – 10:45		10:30 – 10:45	
<b>Lunch</b>	10:45 – 11:45	10:45 – 11:45	10:30 – 11:30	10:45 – 11:45	10:30 – 11:00
<b>Lesson 3</b>	11:45 – 12:55	11:45 – 12:55	11:30 – 12:20	11:45 – 12:55	11:00 – 12:10
<b>Lesson 4</b>	12:55 – 1:45	12:55 – 1:45	12:20 – 1:10	12:55 – 1:45	12:10 – 1:00
<b>AT</b>	1:45 – 2:05	1:45 – 2:05		1:45 – 2:05	1:00 – 1:20
<b>Lesson 5</b>	2:05 – 3:15	2:05 – 3:15		2:05 – 3:15	1:20 – 2:10

We run a flexible timetable with varying start and finish times for Years 9 to 12. Period 1 Monday, Tuesday, Thursday, Friday and Period 5 Tuesday and Thursday are flexible. Individual student timetables will indicate start and finish times. Students are expected to be on campus and prepared for lessons before the commencement of their first class for the day. Senior students may have classes scheduled on the Wednesday lunch flexible lessons.

### Year 9 -12 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson 1</b>	8:30 – 9:40	8:30 – 9:40	8:30 – 9:40	8:30 – 9:40	8:30 – 9:40
<b>Lesson 2</b>	9:40 – 10:30	9:40 – 10:30	9:40 – 10:30	9:40 – 10:30	9:40 – 10:30
<b>INSTEP</b>	10:30 – 10:45	10:30 – 10:45		10:30 – 10:45	
<b>Lunch/Flex 1</b>			10:30 – 11:00		
<b>Lunch/Flex 2</b>	10:45 – 11:45	10:45 – 11:45	11:00 – 11:30	10:45 – 11:45	10:30 – 11:00
<b>Lesson 3</b>	11:45 – 12:55	11:45 – 12:55	11:30 – 12:20	11:45 – 12:55	11:00 – 12:10
<b>Lesson 4</b>	12:55 – 1:45	12:55 – 1:45	12:20 – 1:10	12:55 – 1:45	12:10 – 1:00
<b>AT</b>	1:45 – 2:05	1:45 – 2:05		1:45 – 2:05	1:00 – 1:20
<b>Lesson 5</b>	2:05 – 3:15	2:05 – 3:15	1:10 – 1:40	2:05 – 3:15	1:20 – 2:10

In order to maximise learning, students are expected to be in their classrooms until the lesson is complete and in the next class at the times shown. Making the best use of lesson time is a priority for all students and teachers.



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### 1.3 KEY DATES

#### QASMT Student Term Attendance and Holiday Dates (all dates are inclusive)

QASMT Office Resumes	Monday 17 January 2022
Term 1	Monday 24 January - Friday 1 April
Easter Vacation	Saturday 2 April - Monday 18 April
Term 2	Tuesday 19 April - Friday 24 June
Winter Vacation	Saturday 25 June - Sunday 10 July
Term 3	Monday 11 July - Friday 16 September
Spring Vacation	Saturday 17 September - Monday 3 October
Term 4	Tuesday 4 October - Friday 9 December
Academy Office Closes	Friday 9 December
QASMT Office Resumes 2021	Monday 16 January 2023
Term 1 2022	Monday 23 January 2023

#### Public Holidays 2022

Australia Day	Wednesday	26 January
Easter	Friday - Monday	15 - 18 April
ANZAC Day	Monday	25 April
Labour Day	Monday	2 May
Brisbane Show Day	Wednesday	10 August
Queen's Birthday	Monday	3 October

#### Flexible Student Free Day 2022

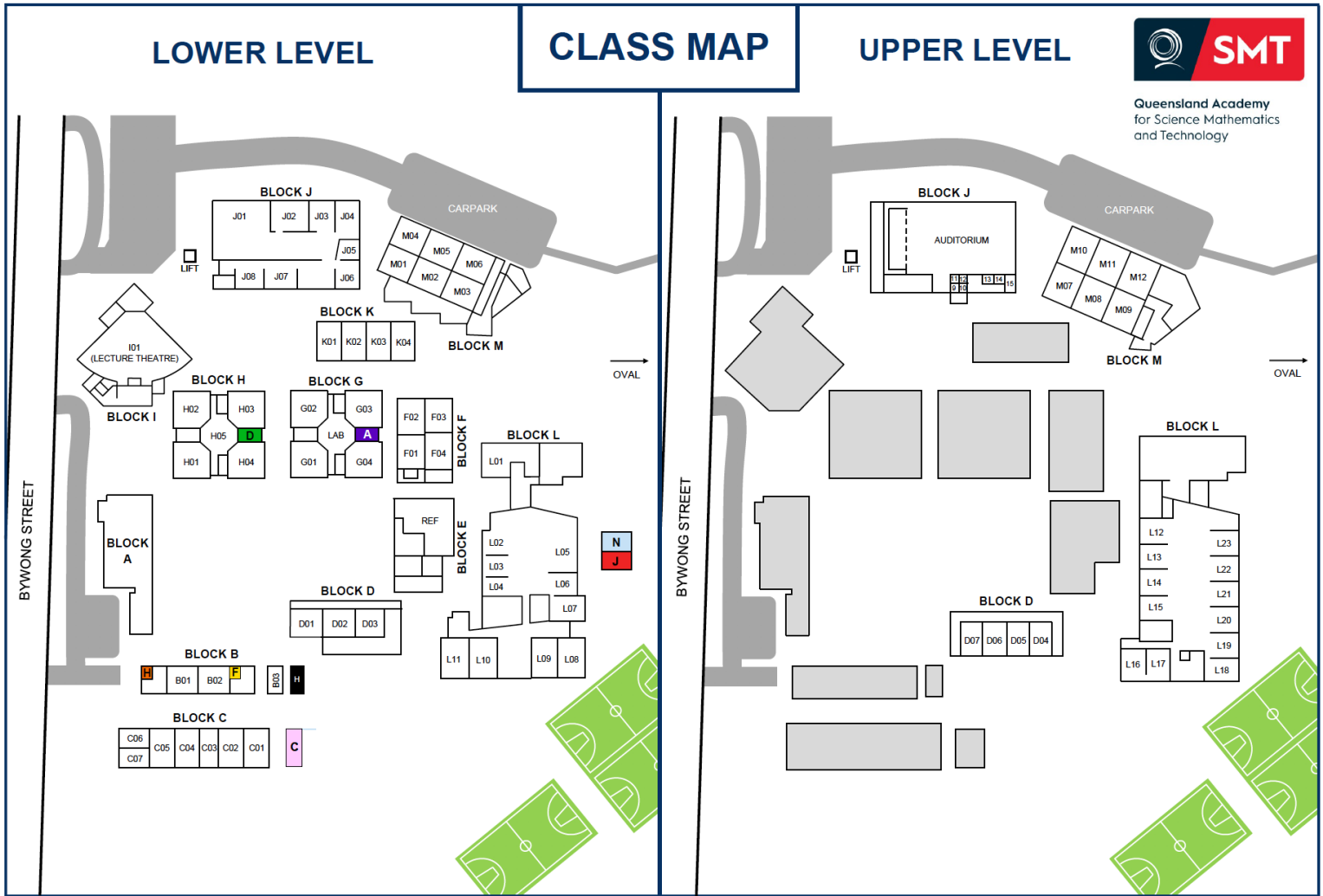
Staff Professional Development Day	Monday 25 July
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## EXAM BLOCK AND CAMP DATES

	Semester	Term	Exam Block	Dates
<b>Year 7</b>	1	1	Camp	23 – 25 February
<b>Year 8</b>	-	-	Not Applicable	Not Applicable
<b>Year 9</b>	1	2	Exam Block	20 – 24 June
	2	4	Exam Block	22 – 26 November
		4	Camp	4 – 8 December
<b>Year 10</b>	1	1	Exam Block	28 March – 1 April
		2	Exam Block	20 – 24 June
	2	3	Exam Block	29 August – 2 September
		4	Exam Block	21 – 25 November
<b>Year 11</b>	1	1	Exam Block	28 March – 1 April
		2	Camp	1 – 3 June
			Exam Block	20 – 24 June
	2	3	Exam Block	29 August – 2 September
		4	Exam Block	21 – 25 November
<b>Year 12</b>	1	1	Exam Block	28 March – 1 April
		2	Exam Block	20 – 24 June
	2	3	Mock IB Exams	15 – 26 August
			Conference	5 – 7 September
		4	November IB Exams	23 October – 10 November



# 1.4 OUR CAMPUS



Forsyth Business Solutions: (07) 3822 3465

enquiries@forsythbusinessolutions.com.au

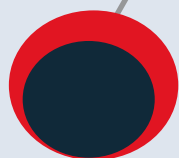
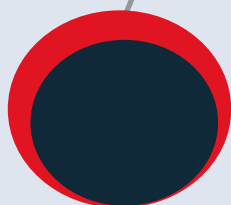
Block	Building Name	Block	Building Name
A	Student Services Precinct	H	Experimental Science Teaching
B	Courtyard Learning Precinct	I	Lecture Theatre
C	General Learning Precinct	J	Language Literature Precinct
D	Mathematics Precinct	K	Creative Arts Precinct
E	Refectory	L	STEM Precinct
F	Language Learning Laboratories	M	Languages Precinct
G	Experimental Science Laboratories		
A	House Dean Agnesi	H	House Dean Hawking
C	House Dean Curie	H	House Dean Hollows
D	House Dean DaVinci	J	House Dean Jackson
F	House Dean Franklin	N	House Dean Newton

## 1.5 OFFICE HOURS & CONTACT DETAILS

<b>Street Address</b>	78 Bywong Street, Toowong
<b>Postal</b>	PO Box 303 Toowong QLD 4066
<b>Phone</b>	+ 61 (07) 3377 9333
<b>Fax</b>	+ 61 (07) 3377 9300
<b>Email</b>	<a href="mailto:admin@qasmt.eq.edu.au">admin@qasmt.eq.edu.au</a>
<b>Office Hours</b>	Monday to Friday 8:00am – 4:00pm

### LEADERSHIP TEAM

<b>Principal</b>	Kath Kayrooz
<b>Associate Principal Academic</b>	Tanya Haggarty
<b>Associate Principal Teaching &amp; Learning</b>	Kerry Bullock
<b>Business Managers</b>	Sharon Prentice Kelli Gallagher Sandra Davey Rebecca Skarszewski Sara Johnston Cath de Freitas Pessoa Russell Hams Jane Manwaring
<b>Deputy Principal Engagement</b>	Yanah Floridis
<b>Deputy Principal Performance</b>	Lyle Fredericksen
<b>Deputy Principal Middle Years</b>	David Bracken
<b>Deputy Principal Senior Years</b>	Andrew Blumbergs
<b>Director Data &amp; Technology</b>	Esme Hatchell/Vanessa Bermingham
<b>Director Inclusion &amp; Wellbeing</b>	Jane Gorman
<b>Heads of Department:</b>	Cheryl Pearce
Education Outside the Classroom	Madeleine Brookes
Individuals and Societies	
Language and Literature	
Language Acquisition	
Life Sciences	
Mathematics	
Physical Sciences	
Technology and Arts	
<b>House Deans:</b>	
Agnesi	Aileen Davis
Curie	Dean Fanning
Da Vinci	Stacy Wallace-Cunningham
Franklin	Ross Bray
Hawking	Rebecca Parker
Hollows	Michael Colquhoun
Jackson	Samuel Weston
Newton	Deva Prasad



## 2.0 OUR SCHOOL

### 2.1 INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) offers an education for students that focuses on teaching students to think critically and independently, and how to inquire with care and logic. The IB prepares students to succeed in a world where facts and fiction merge in the news, and where asking the right questions is a crucial skill that will allow them to flourish long after they have left the programmes. The IB is taught in almost 5,000 schools globally, in over 150 countries around the world.

At the heart of the IB is the learner profile, a long-term, holistic vision of education that underpins all three programmes and puts the student at the centre of everything we do. The learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The 10 aspirational qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by “international-mindedness”.

The learner profile unites us all with a common focus: on the whole person, as a lifelong learner. The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world.



### OUR VALUES | THE IB LEARNER PROFILE

We value the attributes of an IB Learner:

**Inquirers** – nurture curiosity and love of learning while developing skills for inquiry and research.

**Knowledgeable** – develop and use conceptual understanding across a range of disciplines.

**Thinkers** – use critical and creative thinking skills to analyse and take action on complex problems.

**Communicators** – express ourselves confidently and creatively.

**Principled** – act with integrity, honesty and a strong sense of fairness and justice.

**Open-Minded** – seek and evaluate a range of points of view critically across all cultures.

**Caring** – show empathy, compassion and respect.

**Risk-Takers** – be resourceful and resilient in the face of challenges and change.

**Balanced** – understand the importance of intellectual, physical and emotional aspects in well-being.

**Reflective** – consider the world and our own ideas and experience.

## **2.2 QASMT CURRICULUM - OVERVIEW**

The Year 7 – 12 curriculum framework at QASMT has been specifically developed to provide a STEM focussed curriculum, through the International Baccalaureate (IB) Middle Years Programme (MYP) and Diploma Programme (DP).

### **Year 7 – 8 Foundation Program**

A rigorous and accelerated curriculum program developed through the IB Middle Years Programme, Year 3 standards, and mapped to the Australian Curriculum as relevant. The program is delivered through full year courses in six of the MYP subject groups and semester subjects in Design and Arts. Students choose their Language Acquisition and Arts courses.

### **Year 9 – 10 STEM Futures Program**

A STEM focussed curriculum program, developed through a core curriculum of Language and Literature, Mathematics and Language Acquisition and a STEM Futures curriculum across Sciences, Individuals and Societies, Design, The Arts and Physical and Health Education. The Year 9 program is developed through the IB Middle Years Programme, Year 5 standards, and mapped to the Australian Curriculum as relevant. The program culminates in completion of a STEM Futures Project. The Year 10 program is a bespoke program developed to prepare students for the rigours of the IB Diploma Programme and mapped to the Australian Curriculum as relevant. The program is delivered through full year courses in the core, and through semester STEM Futures electives. The program culminates in the final semester with a Diploma Preparation Program.

### **Year 11 – 12 Diploma Program**

A rigorous, university preparation curriculum program, developed through the IB Diploma Programme. The programme is studied across six subject areas, either one subject in each subject group or two subjects in either Sciences or Individuals and Societies, instead of a subject in Arts. All students study three subjects at Standard Level, three subjects at Higher Level subjects and the inner core subjects, Theory of Knowledge, Extended Essay and CAS (Creativity, Activity and Service).

## **2.3 QASMT CURRICULUM – IB MIDDLE YEARS PROGRAMME (MYP)**

The aim of an IB Education is to provide students with the values and opportunities that will enable them to develop sound judgements, make wise choices and respect others in the global community. The IB Middle Years Programme (MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a purpose-built framework (taught at QASMT in Years 7 – 9) for both national and international schools and is now being taught and implemented worldwide. Teaching and learning in the MYP “focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside” (IB, 2018). The IB MYP also relies on connecting classroom pedagogical practices and content to the world outside through the Global Contexts and the learner profile. The IB MYP prepares students for the IB Diploma Programme, which was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding.

## THE IB MYP PHILOSOPHY

### The IB MYP emphasises holistic learning.

The IB MYP should expose students to as many different subjects, skills and experiences as possible so that students will learn to see knowledge as an interrelated whole. Students should have the opportunity to show their various strengths while being rewarded for them and gaining a sense of personal achievement.

### The IB MYP emphasises intercultural awareness and communication.

In our community, it is essential that the curriculum reflects and is responsive to the different perspectives of all our students. It should also guide them in forming their own international-mindedness and outlook. This implies an emphasis on communication skills, both in the languages and in other subjects.

### The IB MYP is student-centred.

It is vital that students develop an awareness of their own learning process and the necessary skills to continue learning throughout life. The IB MYP seeks to shift the emphasis from teacher-led instruction to student-led learning wherever possible. This model of instruction is Fischer and Frey's Gradual Release of Responsibility (2009).

### The philosophy's key elements permeate and are practiced throughout the whole curriculum.

MYP educators have continued to focus on how best to meet the needs of adolescents who are confronted with a vast and often bewildering array of choices in a complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to develop a growing awareness of themselves and others as they explore real-world issues. The IB focuses on these transferable skills through the Approaches to Learning (ATL).





## THE IB MIDDLE YEARS PROGRAMME (MYP) AT QASMT

QASMT adopted the IB MYP because the philosophy and objectives of this programme reflect those of the Academy. In addition, the IB MYP:

- is an international framework that delivers the Australian Curriculum;
- provides assessment, within the IB MYP subjects, which share a common approach by being criterion-based and inquiry-led;
- has strong, interdisciplinary elements.

The assessment within each subject is designed to help students and parents recognise a student's individual strengths and non-strengths according to the particular set of skills necessary for achievement. Further information can be found in the QASMT Assessment Policy available on the school website.

### A CONCEPT-DRIVEN CURRICULUM

A concept is a big idea that goes beyond aspects such as particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

The MYP identifies prescribed key concepts and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

A concept-based model is used in the MYP because it encourages students to:

- process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings;
- create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments across global contexts through the transfer of knowledge;
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning;
- increase fluency as students use a common language to articulate their deeper conceptual learning;
- achieve higher levels of critical, creative and conceptual thinking as students analyse complex global challenges through the study of discipline-specific related concepts.



## **GLOBAL CONTEXTS**

### **Why are we learning this?**

Learning at QASMT aims to help students understand the complex world.

Clearly, there are many different things that one would need to understand in order to understand the world. All of these things can be broken down into six categories, known as the Global Contexts. Units of work in all subjects allow students to explore one of the Global Contexts:

- Identities and relationships;
- Orientation in time and space;
- Personal and cultural expression;
- Scientific and technical innovation;
- Globalisation and sustainability;
- Fairness and development.

Global Contexts are designed to encourage the students to make worthwhile connections between the real world and classroom learning. Through their learning of subject concepts, students will come to a better understanding of a Global Context.

When teachers select a global context for learning, they are answering the following questions:

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

The six MYP Global Contexts inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 12 to 15 year old students. Over the course of their study, students will explore all six Global Contexts on multiple occasions and in different subjects.

## **APPROACHES TO LEARNING (ATL)**

It is widely known that the development of transdisciplinary skills are just as important in education as learning in specific subjects.

The transdisciplinary skills that empower students to be successful in school, education and beyond are known as Approaches to Learning (ATL). There are five broad categories of skills, which can be broken down into ten more specific categories of ATL skills.



	Skill	Examples of student behaviour
Communication	Working with people	Exchange thoughts, messages and information effectively through interacting with others
	Working on information	Use written information to gather and understand information and ideas
Social	Collaboration	Use writing to record and express their own information and ideas
Self-management	Organisation	Work effectively with other people in all situations
	Emotions and feelings	Manage time and tasks effectively
	Reflection	Think honestly about how to learn; choose, use and develop skills
Research	Information literacy	Find, interpret, judge and use information from many different sources
	Media* literacy (*mass communication, including social media)	Find, interpret, judge and use information from many different sources
Thinking	Critical thinking	Consider different perspectives on issues and ideas (including their own); make judgements based on different perspectives, and strengths and weaknesses
	Creative thinking	Generate novel ideas, think about things in a different way and consider new perspectives
	Transfer understanding and skills	Use skills and knowledge in new and different situations



## SERVICE AS ACTION (SA)

Service as Action is a requirement for IB MYP in every year of the programme. The outcomes that students work towards are:

- becoming more aware of their own strengths and areas for growth;
- undertake challenges that develop new skills;
- discuss, evaluate and plan student-initiated activities;
- persevere in action;
- work collaboratively with others;
- consider the ethical implications of their actions.

## COMMUNITY PROJECT

Through the IB MYP projects, students experience the responsibility of completing a significant piece of work over an extended period.

The Community Project provides an important opportunity for students in Year 9 to engage and embed the ATL skills for self-management, research, communication, critical and creative thinking, and collaboration. The Community Project is a student-centred and age-appropriate practical exploration in which students consolidate their learning throughout the programme.

The aims of the IB MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context;
- generate creative new insights and develop deeper understandings through in-depth investigation;
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time;
- communicate effectively in a variety of situations;
- demonstrate responsible action through, or as a result of, learning;
- appreciate the process of learning and take pride in their accomplishments.

Further detail about the MYP at QASMT can be found on the website at <https://qasmt.eq.edu.au/curriculum>

## 2.4 QASMT CURRICULUM – DIPLOMA PREPARATION PROGRAMME – YEAR 10

Teachers at QASMT have been recruited for their capacity to deliver innovative curriculum, which incorporates the cutting edge of their discipline.

Students entering QASMT in Year 10 will study a Diploma Preparation Programme course in the subjects they will complete for their IB Diploma Programme. Our Diploma Preparation Programme course is designed to consolidate curriculum learning while building skills and student capacity in preparation for the Diploma Programme in Years 11 and 12. In this program students will study the first semester with Core subjects and STEM Futures electives and the second semester will focus on specific preparation for the chosen IB Diploma Programme subjects and levels.

At QASMT, we are also supporting the delivery of the curriculum through meaningful and relevant experiences that include such areas as biotechnology, nanotechnology and health sciences. The purpose of this process is to ensure maximum opportunity is taken to further these critical elements within our

curriculum. The outcomes of this work provide a suitable platform for higher learning opportunities and to develop student awareness of career opportunities.

The Year 10 Curriculum has been developed with a number of key objectives. These are to:

- develop the necessary skills and curriculum foundations required to meet the demands of the IB Diploma Programme;
- provide each student with insight into real world applications of the subjects that they study;
- inspire the students to want to continue to do further work in these fields in years to come.

Further detail about the DPP at QASMT can be found on the website at <https://qasmt.eq.edu.au/curriculum>

## 2.5 QASMT CURRICULUM – IB DIPLOMA PROGRAMME (DP) – YEARS 11-12

The Diploma Programme has the strengths of a traditional liberal arts education, but with three important additional features, shown at the centre of the curriculum model below.

The IBO’s international curriculum has been designed to ensure that the organisation’s educational aims are embodied in the structure and content across the entire programme.

The Diploma Programme is displayed in the shape of a circle with six academic areas, or subject groups surrounding a core of requirements (Extended Essay, Theory of Knowledge and Creativity, Action & Service). Students study these subjects concurrently.



Students at QASMT can select one subject from each of the following six groups. At QASMT students may exchange a Group 6 subject for an additional Group 3 or 4 subject to support their specialisation in the Sciences or Individuals and Societies.

Group 1	Studies in Language & Literature
Group 2	Language Acquisition
Group 3	Individuals & Society
Group 4	Science
Group 5	Mathematics
Group 6	The Arts

Examples of a QASMT student's subject selections may include:

STUDENT ONE	STUDENT TWO
• English	• English
• German	• French
• Information Technology in a Global Society	• Psychology
• Chemistry	• Physics
• Physics	• Mathematics
• Mathematics	• Visual Arts

QASMT will provide detailed information around subject selections to students and parents. The IB grades each student's performance within each of the six subject groups on a scale of 1-7 and offers three extra points through additional assessments in Theory of Knowledge and the Extended Essay. Most assessments are carried out externally to ensure validity.

This means that students can achieve a maximum of 45 points through the Diploma Programme. To be awarded the Diploma, students must achieve a minimum of 24 points, of which 12 points must be from Higher Level subjects. CAS must be completed in order to receive an IB Diploma, but this does not have any IB points associated with its completion.

Further detail about the DP at QASMT can be found on the website at <https://qasmt.eq.edu.au/curriculum>

## 2.6 UNIVERSITY LINKS

Students at QASMT have the opportunity to engage with The University of Queensland, our partner university, along with a number of other local and national universities. Accelerated programs are first year University programs that are offered by all major Queensland Universities where students have the opportunity to study a university subject during their senior years of school. Successful completion is rewarded differently at different universities, but may include course credit or adjustment factors to improve tertiary entrance scores.

All Queensland school leavers are allocated a ranking that is used for entry purposes in Queensland Universities. The IB score is converted to an Australian Tertiary Admissions Rank (ATAR) equivalent, with 99.99 as the highest. The purpose of this process is to compare the merit of students who have studied

under differing curricular systems. The University of Queensland provides adjustments factors for students completing a second language or Higher Level Mathematics, which provide additional points for their ATAR on top of their IB Diploma score. Other universities also provide adjustment factors for a large range of IB DP subjects. For further information, students are advised to see the school Guidance Officer. For some students, the extra point may be a determining factor in gaining admission into their tertiary program of choice.

## **2.7 EDUCATION OUTSIDE THE CLASSROOM (EOTC)**

EOTC activities are curriculum-based teaching and learning activities that go beyond the walls of the classroom. We believe that the more students are involved with the learning process and with making decisions about their learning, the greater the learning outcome. EOTC acts as a vehicle for learning across curricular areas and subjects, and these experiences can often form powerful aspects of a student's identity. The development of social skills, problem solving and self-reliance are core components of these experiences.

At QASMT, as part of EOTC, we run a mandated camp program which targets the specific needs of the year level and prepares them for particular points in time in their academic journey. The camp program for is reviewed annually. Challenging outdoor activities and positive education skill building activities, among many others, are particularly powerful learning opportunities. They contribute to a range of important societal targets across education, health, behaviour and community cohesion and are a valuable component of a rounded and rich educational experience.



## **YEAR 7 | BUILDING POSITIVE RELATIONSHIPS | COMMUNICATORS AND BALANCED**

### **Term 1**

The Year 7 Camp focuses on development of student relationships and prepares students for the challenges ahead in the MYP. Within this camp, students will concentrate on team building activities, set goals, challenge themselves and build their collaborative skills. The camp program has been developed specifically to cater for the needs of our students.

## **YEAR 9 | POSITIVE MEANING AND ACCOMPLISHMENT | REFLECTIVE AND PRINCIPLED**

### **Term 4**

The Year 9 Camp is a culmination of the middle years journey for students. During this camp, students will reflect on the journey they have undertaken, transitioning from childhood behaviours to adult behaviours. With the move to the senior years the camp focusses on the development of self-aware, responsible, respectful, resilient and resourceful adults.

## **YEAR 11 | POSITIVE ENGAGEMENT | PRINCIPLED AND CARING**

### **Term 2**

The Year 11 Camp program is designed to provide students with an opportunity to demonstrate and develop their skills in team building, leadership and independence. Students are given the opportunity to learn about leadership and demonstrate their leadership capacity prior to applying for senior student leadership positions in the Academy. It is also a time for students to strengthen relationships and to establish the platform for the rest of the year and beyond.

## **YEAR 12 | POSITIVE EMOTIONS AND ACCOMPLISHMENT | REFLECTIVE AND THINKERS**

### **Term 3**

The Year 12 Conference forms an essential part of students' time at QASMT and prepares them for the International Baccalaureate examinations in Term 4. It gives students the opportunity to develop skills in teamwork, understand the value of their peers, and support networks as they embark on this challenging time. It is also a time for student celebration as they hold their final assembly together, highlighting their achievements of the past three years.

## **2.8 STEM OPPORTUNITIES**

QASMT is committed to developing STEM enrichment opportunities through external partnerships and within the school. Our partnership with The University of Queensland is key to the development of our STEM program. Enrichment opportunities are specifically developed trans-disciplinary programs, which give students the opportunities to explore, in much greater depth, concepts in science that have captured their interest. The main purpose of these programs is to provide students with higher learning opportunities as well as insight into the way the STEM disciplines are applied in the real world.

## **STEM FUTURES ELECTIVES**

Our unique STEM Futures Electives deliver a future-focussed STEM curriculum that engages passionate, innovative learners capable of creating positive and sustainable change in the world. These electives have been written in collaboration with university/industry links to provide a challenging and engaging curriculum designed to enhance students' knowledge, understanding and skills in STEM and global citizenship. Our collaborators so far include, The University of Queensland, Queensland University of Technology, Moreton Bay Environmental Education Centre and Queensland Virtual STEM Academy; we are continuing to expand our collaborations as we develop this new and exciting curriculum.

## **ROBOTICS**

QASMT has a very active robotics program where students learn to build and program robots, as well as compete in various competitions throughout the year. The program is designed for all students and caters for the range of expertise and experience, from beginners to seasoned competitors. Our program is also designed for our students to share their learning through outreach programs.

## **HIGH PERFORMANCE COMPUTING**

Students interested in High Performance Computing (HPC) can work with the Director of UQ's Centre for Research Computing and Monash University as part of the High-Performance Computing enrichment experience. The aim is to develop an awareness of HPC and create digital essays that focus on the applications of HPC, as well as the social and ethical implications. Each year, UQ provides sponsorship for a small group of Year 10 students attend the Supercomputing Conference in the United States in November. This is a fantastic opportunity for our students to dig deeper through primary research and bring back their learning to share with their peers and beyond.

## **3D PRINTING IN MEDICINE**

QASMT is currently working closely with Professor Dietmar Hutmacher, Chair of Regenerative Medicine at QUT. We are piloting a research-based enrichment program for Year 11 students, where QASMT students carry out innovative research at QUT under the supervision of the IHBI team in areas such as 3D printing, computer modelling, chemical polymers and biomechanics. We are also working with this team to develop one of our STEM Futures courses for Year 9, Biomedical Engineering.

## **INTERNATIONAL SCIENCE SCHOOLS NETWORK**

The ISSN incorporates over 40 specialist science schools across the world and was first established in 2005. As a full member school of this network, our students and staff engage with an understanding of the significant global issues in science to meet significant social challenges from the perspective of global scientific collaboration. The organisation builds a global community of young scientists empowered to use their scientific knowledge and understanding in a purposeful and ethical manner and prepares young people to be the future science leaders of our world. Our students have the opportunity to attend a number of ISSN school science fairs each year.

## **OTHER PROGRAMS**

In addition to the programs listed above, many other enrichment activities are offered at QASMT. These opportunities currently include:

- CSIRO Crest Awards;
- Astronomy Club;
- Queensland Junior Physics Olympiad Camp;
- Science & Engineering Challenge;
- Vice-Chancellors STEM Camp;
- FIRST Robotics competitions;
- Certificate III in Laboratory Skills;
- National Youth Science Forum;
- Competitions such as ICAS, Maths Challenge and the Australian National Chemistry Quiz.



Details of many of our enrichment opportunities can be found on our [website news page](#) and our social media platforms, such as [Facebook](#) and [Instagram](#).

## 2.9 CO-CURRICULAR ACTIVITIES (CCA) PROGRAM

The CCA Program is designed to provide extra-curricular and enrichment activities for our students. This highly valued program runs outside of class time, including lunchtimes and after school. The CCA programs runs at various times during the week and on Friday afternoons from 2.15pm. These activities complement our CAS program for Diploma Programme students.

Opportunities include:

- Debating;
- Rotational Sport;
- Art Shed;
- Chess Club;
- Environmental Club;
- Creative Writing;
- Board Games;
- Walking Club;
- Lawn Bowls;
- ZONTA International;
- Environmental Club
- Astronomy Club.





## **2.10 MUSIC**

Students from Years 7-12 are invited to participate in the Instrumental Music Program at QASMT. The Academy has a variety of opportunities for students to further their interest and skill in music, including instrumental music lessons, choirs, and other performances.

### **INSTRUMENTAL LESSONS**

For students in the Senior Years, small group instrumental music lessons are held outside of class times, ensuring that there is no interruption to student classes. For students in the Middle Years, small group lessons will be held during school hours on a rotating timetable, to minimise the disruption to any one class. Tuition in a variety of instruments is available including instruments from the Woodwind, Brass, Strings and Percussion families.

Students will be invited to nominate for small group lessons, listing their experience and their skill level on their instrument of choice. It is expected that to be part of the QASMT ensembles, students are participating either in these school-based group lesson or in private tuition outside school time. If students are attending private tuition, they are asked to supply these details to the Music Coordinator at the beginning of the year.

As a Department of Education (DoE) school, QASMT follows the DoE Instrumental Music Curriculum and Assessment Program for students participating in small group Instrumental Music lessons. This program is built upon the goal of “students becoming musicians” and is divided into 10 levels. Assessment occurs once per term during weekly lessons, against the objectives of Literacy, Technique and Performance.

### **INSTRUMENTAL AND CHORAL ENSEMBLES**

QASMT offers a combination of open and auditioned ensembles including choirs, string ensembles and wind bands. These ensembles are established at the start of the academic year based on student numbers, ability and interest. Students participating in these ensembles are expected to attend weekly rehearsals and all performances throughout the year, including the annual Arts Showcase event, school assemblies, external competitions and performance opportunities.

### **FEES**

All students in ensembles are required to pay a levy to contribute towards the cost of the program. This fee is invoiced annually through the school fees and exact costs will be established at the start of the academic year.

## **2.11 SPORT**

There are many opportunities for students at QASMT to engage in sport. The Academy's Sport Program has several tiers, aimed at catering for a variety of abilities, experience and levels of competition. These tiers are inter-house, inter-school (including district and regional programs), and a professional coaching program.

### **INTER-HOUSE COMPETITIONS**

Within the school, students at QASMT participate in a variety of inter-House competitions throughout the year. These include the Athletics Carnival and the school Cross Country. Students at these events also participate in a range of House challenges (including War Cry competitions, and novelty events including Tug of War and various other races). These events are very inclusive, and assist in strengthening House ties and developing a positive school culture.

### **WEST BRISBANE SPORT ASSOCIATION GALA DAYS (INTER-SCHOOL SPORT)**

QASMT participates in Inter-School sport in the West Brisbane Sport Association. The Association is comprised of QASMT, Kenmore SHS, Indooroopilly SHS, Centenary SHS, Corinda SHS and Yeronga SHS. The association holds a Summer Gala Day at the commencement of Term 2 and a Winter Gala Day during Term 3 for Senior students, and one Gala Day per term for Middle Years students. The Gala Days are a full day round robin competition involving teams from all schools, and, in many of the sports, the winning team will progress to Metropolitan finals. Students participating in the 'Optional Sports Coached Sporting Program' are eligible for selection in the QASMT teams to participate in Gala Days.

### **DISTRICT AND REGIONAL SPORT**

QASMT is located in the Metropolitan West Region for school sport, which contains five districts. We belong to the Northern Eagles District, which includes almost 30 schools from the Secondary, Primary, State and Independent sector.

Trials for District teams take place throughout the year, and students will be notified of trial dates via the sports notice board and Daymap. Students wishing to nominate for District trials must be approved by the Sports Coordinator and the Principal, and in most cases only a select few will be invited to trial. Students must have significant experience in their sport and be currently playing at a very high level to be selected. District trials are for students who are aiming to make the Metropolitan West Regional team to play at the State Championships. The purpose of the District trials is to facilitate students' pathways to representative sport.

### **QASMT OPTIONAL SPORTS COACHED SPORTING PROGRAM**

The Sports Program is an optional, paid program that caters for all levels of abilities and experience. The professional coaching team aims to provide a balance between development of skills, playing in a team environment and having fun. Students from Years 7-12 are able to participate.

## YEARS 7 – 9

The program is facilitated by qualified coaches and occurs on Wednesday and Friday afternoon as follows: Year 7 on Wednesday afternoons from 1.20pm-2.20pm, Year 8 on Friday afternoons from 2:15pm-3.15pm and Year 9 on Friday afternoons from 3.15pm-4.15pm. The sports offered will be aligned with the West Brisbane Sports Association inter-school sporting competitions; these will include Basketball, Volleyball, Netball, Soccer and Touch Football along with several other sports that are designed to create variety for the students. Other sports may include Badminton, Ultimate Disc, Tennis and AFL. This is subject to decisions made by the West Brisbane Sports Association. These competitions are in a gala day format and are held each term. All students at QASMT are eligible to trial for the gala day sports however; the students involved in the Sport Program will have the advantage of having access to a qualified coach across the term, skill development and practice. Students who are not involved in the Gala Days will participate in a fun sports afternoon instead of these days.

## YEARS 10 – 12

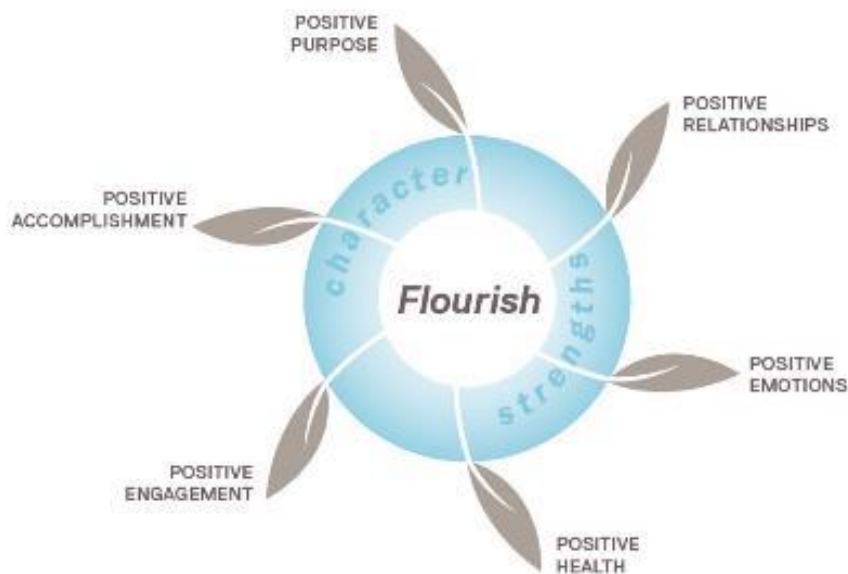
The program is facilitated by qualified coaches and occurs on Wednesday afternoons from 2:20-3:20pm. The sports are divided into a Summer (Term 4 & 1) and Winter (Term 2 & 3) program that is aligned with the sports offered in the West Brisbane Sporting Association inter-school sporting competitions. All students at QASMT are eligible to trial for the gala day sports however, the students involved in the sports program will have the advantage of having access to a qualified coach, skill development and practice.



## 3.0 LIFE AT QASMT

### 3.1 POSITIVE EDUCATION

Our Positive Education Program is an integrated wellbeing program that is unique to QASMT and enables our whole community to flourish. Positive Education is underpinned by the science of positive psychology based on Professor Martin Seligman's concept of PERMAH. This model has been adapted to develop six core elements of psychological well-being and happiness: Positive Emotion, Engagement, Relationships, Purpose, Health and Accomplishment. Seligman believes that these six elements can help people reach a life of fulfilment, happiness, and meaning. Our Positive Education Program has been developed by integrating positive psychology with the attributes of the IB learner profile and Character Strengths. Students in Year 7 – 11 have dedicated Positive Education Program lessons with their House Dean each week.



### 3.2 THE InStep PROGRAM

QASMT students study an academically challenging curriculum, which will require them to adopt new approaches to learning through the development of the IB learner attributes. The InStep Mentor Program is designed to ensure students achieve their potential through the development of a range of strategies and behaviours critical to success, including self-awareness, self-reliance and awareness of others.

As part of the program, students will be assigned an InStep Mentor who will assist them in everyday matters including:

- current processes and events at QASMT;
- our Positive Education Program and check in on their wellbeing;
- assisting students in setting academic goals.

The InStep Program is a key mechanism to ensure the wellbeing and academic development of all Academy students from Years 7-12. These InStep classes are mixed year levels, giving students from all grades a chance to meet and develop cross-grade friendships and support. Buddies for our younger students will be from the same InStep group in order to encourage regular contact between buddies and younger students.

### 3.3 HOUSE SYSTEM

QASMT students are allocated into eight houses: Agnesi, Curie, Da Vinci, Franklin, Hawking, Hollows, Jackson and Newton. In keeping with our focus on Science, Mathematics and Technology, each House is named after a famous scientist or mathematician and led by a House Dean. The House Dean, together with the INSTEP Mentor teacher, focus on the wellbeing of their students within the house. The House Dean is the first point of contact for all parent communications. Students have the opportunity to earn points for their House through positive engagement in Academy life. This includes sporting events, war cry, Inter-Instep competitions, attendance and academic achievement and effort. The program is designed to nurture a sense of ownership and belonging by allowing all students to contribute positively to their House.



### 3.4 ENGAGEMENT AND TRANSITION

QASMT is in the unique position of having two incoming years in 2022, Year 7s and a number of Year 10s. As our students come from a variety of schools, we place a high value on a strong, welcoming and inclusive Transition and Engagement Program.

For the incoming Year 7 students there is a range of transition experiences to ensure students get to know each other, work as a team and compete in team challenges. For the incoming Year 10 students, there is an Engagement Program. As our Senior students have only three years together at QASMT, these Engagement activities allow them to get to know their new cohort quickly, and develop a strong positive culture within the group. Engagement experiences allow students to develop teamwork and collaborative skills, get to know others, and try out new subjects. In the first week of Term 1, students in Years 7 will participate in an Orientation Program, which will help them feel confident moving about the school and using school facilities. Students in Year 10 will participate in an Orientation Program on the first day and during a weekly session during Term 1 to ensure students settle quickly into Academy life.

### 3.5 STUDENT LEADERSHIP

As one of only three fully academically selective schools in Queensland, we are aware that many of our students will become leaders in their fields. We recognise that leadership skill development is a key area for student learning, so we endeavour to give all our students the opportunity to show leadership. The global connectedness emphasised within the IB curriculum also helps develop these skills amongst our students.

There are a number of formal leadership positions on offer for students. Full position descriptions and application packages are released several weeks prior to the application due date. The Year 11 camp has a key focus on leadership in recognition of the important role our senior students play in leading our student community. The 2022 student leadership structure is provided below.



### ACADEMY REPRESENTATIVE COUNCIL (ARC)

Academy students go through a rigorous selection process and are selected as Academy Representative Council members based on their attributes. With this in mind, the ARC team is acknowledged for its collective capability and is expected to be a peak body for consultation on policy development and Academy operations. The Academy and House Captains make up the ARC.



### **3.6 HOME LEARNING**

QASMT considers home learning and work completed outside of lesson times a vital part of the learning process for all students. Home learning raises standards of achievement and attainment in secondary school students by reinforcing, practising and extending upon work completed in lessons. It is crucial in the development of effective study skills and in fostering good habits for life-long learning. Students are expected to use their school diary as a means of tracking and monitoring their home learning.

Students will be expected to be doing some work outside of class most days, although the nature of these tasks may vary across year levels and learning areas. We consider that Home Learning will generally involve a combination of three types of tasks: teacher-directed, student-directed and program-directed.

#### **TEACHER-DIRECTED**

This type of home learning set by teachers is to reinforce and support the learning within the classroom.

This may include:

- completing practice exercises;
- completing work from in the classroom;
- tasks to extend or enhance classroom work;
- pre-reading texts or novels.

#### **STUDENT-DIRECTED**

This type of home learning encompasses private study and independent revision, such as:

- summarising works from text and handouts;
- rewriting content from class notes;
- revision activities.

Students in Years 7 to 9 are also expected to read books of their choice for a minimum of 20 minutes each night as part of their home learning schedule.

#### **CURRICULUM OR PROGRAM DIRECTED**

This type of home learning supports assessment tasks, such as:

- writing reports and essays;
- background research for assignments;
- writing an analysis following a science experiment.

Students are expected to complete all assigned tasks by the due date. A note must be submitted from the parent or caregiver to support any extenuating circumstances where assigned home learning is incomplete (e.g. due to illness). If it is incomplete without a valid reason, the classroom teacher may issue consequences. Repeated incomplete, late, or non-submission of home learning tasks will be referred as per the Responsible Behaviour Plan and further consequences may apply.

The amount of home learning assigned may vary around peak assessment periods. If students are regularly spending significantly more time completing Home Learning tasks than expected, they, or their parents or caregivers, are encouraged to speak with the relevant teacher or House Dean.

### **3.7 ASSESSMENT AND REPORTING**

QASMT's Assessment Policy outlines our philosophy and practices of assessment, based on the principles the IB has adopted, to ensure that the assessment we undertake is meaningful, equitable and manageable for our students. The policy applies to both our Middle Years Programme (MYP) and Diploma Programme (DP). As an IB World School our decisions in developing an assessment policy and program are guided by the IB requirements. The principles of assessment of this organisation has been used in the development of this policy. A list of guiding documents used in developing the policy is available in the Additional publications section of this document. This policy and the Assessment and Guidance Handbooks for the MYP and DP are available on the school website under the Curriculum tab.

QASMT has a practice of continuous assessment through formative assessment, including homework tasks, peer and self-assessment. It is essential that staff are familiar with the progress of each student and are tracking their students' academic performance. To achieve this, summative assessment takes place during the year, through class-based assessments and timetabled assessment blocks. Data from each of these assessments form the basis of end-of-term report grades.

Information about assessment tasks and activities are included in the work programs, which are available on the QASMT website. The school calendar is available on Daymap and summative assessment schedules are published each term.

#### **ASSIGNMENTS**

- Monitoring dates will be set for all assignments. Students will be required to submit drafts for feedback on the draft due date.
- Assignments will be due at a specific time on a specified date as outlined in the assessment calendar.

The Assessment and Guidance Handbooks available for the MYP and DP students and parents, these should be consulted for details on applying for extensions and the consequences of non-submission of assessment.

#### **REPORTING**

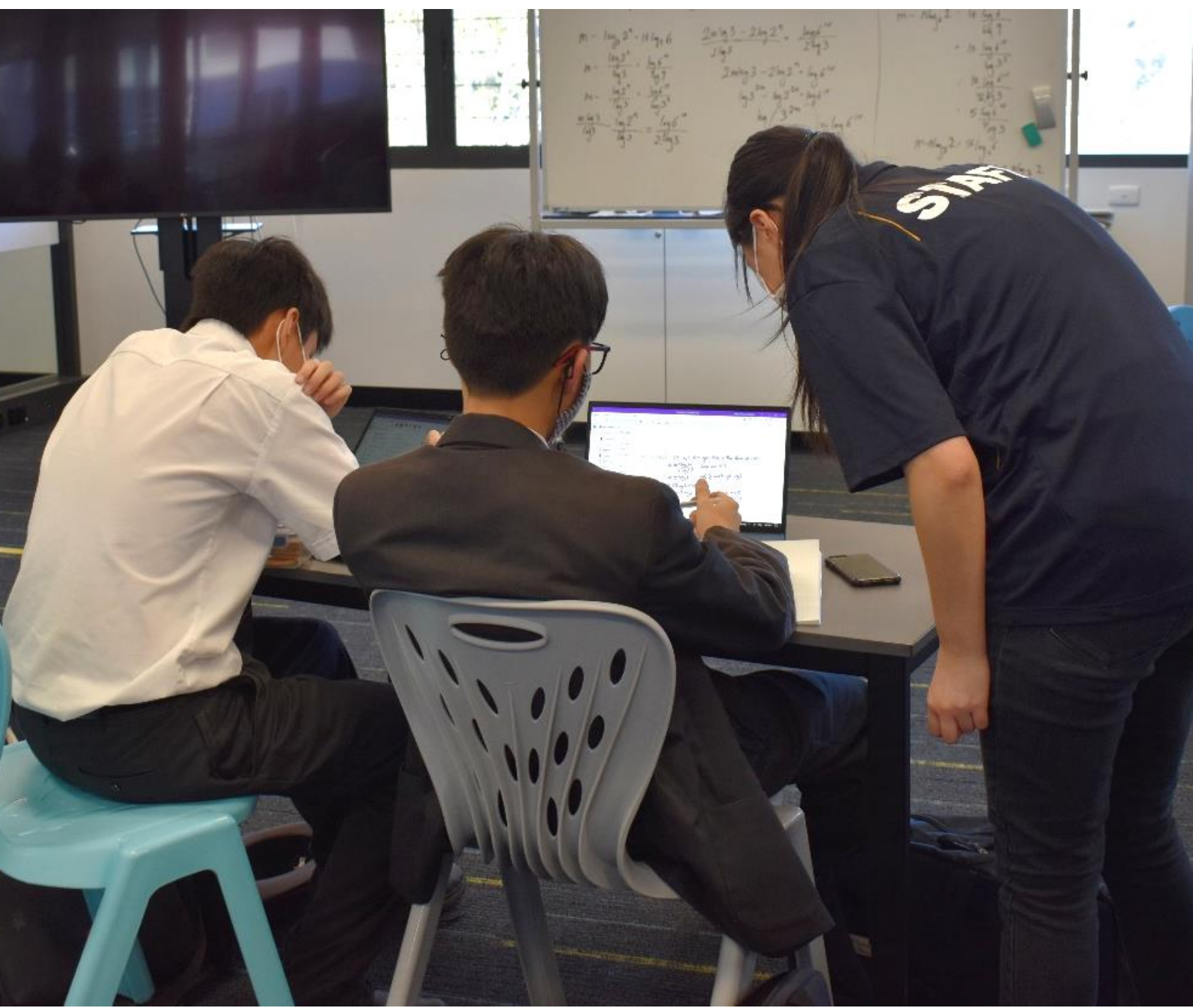
Reporting to parents occurs each term at QASMT. The type of report issued each term for all year levels is detailed in the QASMT Assessment Policy. Dates for publishing of termly reports are available on the Daymap calendar.

### 3.8 LEARNING SUCCESS PROGRAM

QASMT provides students with additional support for their learning through a number of different initiatives. Weekly subject tutorials are offered, as required, to students in Years 10 to 12. These tutorials are run by teachers and provide students with opportunities to clarify their understanding of classroom work. Additionally, we offer a number of other programs run by high achieving QASMT Alumni (former students).

A free weekly Homework Club runs for Years 7, 8 and 9 students. The Study Support Program for Years 9, 10 and 11 students is an affordable and convenient, fee for service initiative, to support students academically. The program consists of 90-minute sessions run weekly and students can sign up for up to four sessions per week. This program offers small group sessions and tutorials run after school by Alumni tutors. Introduced in 2017, this initiative has been highly successful in improving students' results.

The Learning Enhancement Program is a school funded program, tailored to support and extend a number of identified Year 12 students. The Learning Enhancement Program is a personalised tutoring program with tutorials run by Alumni tutors.



### **3.9 BEHAVIOUR EXPECTATIONS**

QASMT has high standards for student behaviour, and students are expected to behave appropriately in class, outside of class and when representing the Academy in the wider community, including when travelling to and from school. The Student Code of Conduct sets out clear expectations for student behaviour and details the consequences for students who do not meet these expectations. This document, as well as policies relating to student behaviour expectations, can be found on the QASMT website. This code sets the platform for developing a culture that:

- provides an opportunity for all students to reach their learning potential;
- ensures the safety of staff and students;
- fosters confidence, responsibility and self-discipline;
- assists students who may exhibit challenging behaviour to accept responsibility for themselves and their actions;
- provides a social framework allowing every student to learn and succeed;
- cultivates integrity and mutual respect;
- develops leadership skills.

### **RESPONSIBLE USE OF TECHNOLOGY**

The Queensland Academy for Science Mathematics and Technology uses technology as a tool to support our mission of ensuring that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship. Every user needs technology skills and knowledge to succeed as an effective and productive citizen. The 21st century learning environment at QASMT includes a variety of digital resources including, but not limited to:

- computing devices;
- internet sites;
- software;
- images, text and audio;
- interactive multimedia;
- Learning Management Systems (LMS).

The responsible use of ICT is imperative in the lives of students and is best taught in partnership between home and school. Safe and responsible behaviour is explicitly taught at QASMT and parents and caregivers are requested to reinforce this behaviour at home. QASMT has clear expectations regarding technology and social media use. Students are expected to follow these expectations and also sign a Responsible Use of Technology agreement, upon commencement.

## **MOBILE DEVICES**

Students bring valuable personal technology devices like cameras, digital video cameras and mobile phones to QASMT at their own risk. QASMT will not be held accountable for any damage, loss or theft of such devices.

Mobile phones may be brought to school; however, they are not to be visible or used in classrooms for any personal purpose and may only be used for learning purposes under direct teacher instruction. They must be switched off or turned to silent mode. If a student has been asked to comply with the above policy and fails to do so, the Student Code of Conduct will be enacted. For further information, please see the Responsible Use of Technology Policy available on the website. Guidelines for the use of mobile devices are differentiated for Middle Years students and subject to review throughout the year.

## **GUIDELINES FOR MIDDLE YEARS STUDENTS**

Students are required to leave their laptops and mobile phones in their lockers during lunch. At shorter breaks students may carry their laptop bags but must not use their laptop. If students are in a CCA or with a teacher, then they may use their laptop if required and appropriately. Computers may only be used during breaks when in the Research Centre.

- No gaming is allowed at school. This refers to digital/computer games.
- No visible mobile phones during the daytime unless under teacher instruction.
- No photographs or videos to be taken of other students or teachers on school grounds. Students may only use mobile phone to take images under teacher instructions.
- Students may not use personal hotspots at school or use others' hotspots.
- No sharing or handling of others' devices. In class, students may collaborate and share devices with permission and guidance from their teacher.

Students must seek permission from the attendance officer to use mobile phones in school hours. During school hours, communication between students and parents should be directed through the school office. Outside of these hours, such as at the end of school, students may use their personal devices to communicate with parents.

## **BULLYING & HARASSMENT**

There is no place for bullying at QASMT. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our Academy's values and efforts for supporting all students. Our anti-bullying procedures involve teaching all QASMT students a set of safe and effective responses to all problem behaviour, including bullying. The anti-bullying procedures at QASMT are in addition to our already research-validated school wide positive behaviour support processes, supported by our Positive Education curriculum. Students are reminded that consequences may apply to bullying behaviour towards other QASMT students, even if this occurs outside of school. For further information, please see the school's Student Code of Conduct, Anti-bullying policy and other related policies, available on the QASMT website.




## ACADEMY REQUIREMENTS FOR STUDENT BEHAVIOUR

In order to be able to provide each student with the opportunity to reach their potential, students should expect to:

- be able to learn without distraction or interference from others;
- work in a safe environment;
- feel safe from harassment, bullying and discrimination;
- be shown respect by their peers and teachers;
- be empowered to take responsibility for their own behaviour and progress.





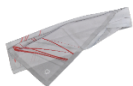

The SMT Protocols outlines our agreed protocols and specific behavioural expectations in all school settings. They are summarised in the matrix below.

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 2em; font-weight: bold; color: white;">THE SMT WAY</div> <div style="font-weight: bold; color: white;">PROTOCOLS FOR POSITIVE BEHAVIOUR</div> <div style="text-align: right;">  </div> </div>						
	WHOLE SCHOOL	INDOOR LEARNING SPACES	MOVING AROUND	OUTSIDE SPACES	TECHNOLOGY	TRAVEL & EXCURSIONS
SHOW RESPECT	<ul style="list-style-type: none"> <li>• Treat others with respect &amp; consideration</li> <li>• Speak kindly &amp; appropriately</li> <li>• Be in the right place at the right time</li> <li>• Follow instructions</li> <li>• Respect others' personal space</li> <li>• Wear correct uniform, in line with school dress code</li> <li>• Show empathy &amp; compassion</li> <li>• Be inclusive</li> <li>• Respect others' differences &amp; perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Wait quietly outside classrooms</li> <li>• Be on time</li> <li>• Speak kindly &amp; appropriately</li> <li>• Follow instructions</li> <li>• Work collaboratively with peers</li> <li>• Respect others' belongings</li> <li>• Respect others' right to learn</li> <li>• Keep classrooms clean &amp; tidy</li> <li>• Celebrate achievements &amp; efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Respect others' personal space</li> <li>• Use pathways</li> <li>• Keep to the left on walkways &amp; stairwells</li> <li>• Allow others to pass</li> <li>• Speak kindly &amp; appropriately</li> <li>• Acknowledge staff, visitors &amp; fellow students</li> <li>• Check for people following through doorways</li> <li>• Hold the door open for others</li> <li>• Value &amp; care for property &amp; facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Keep our campus clean</li> <li>• Keep your locker clean</li> <li>• Share play spaces</li> <li>• Keep noise levels down</li> <li>• Play by the rules</li> <li>• Respect the environment</li> <li>• Respect staff on playground duty</li> <li>• Be on time</li> <li>• Speak kindly &amp; appropriately</li> <li>• Maintain good manners</li> </ul>	<ul style="list-style-type: none"> <li>• Use your phone responsibly</li> <li>• Demonstrate academic honesty</li> <li>• Respect others on social media</li> <li>• Use appropriate email etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Consider others</li> <li>• Offer your seat to adults on public transport</li> <li>• Stand aside for others</li> <li>• Speak kindly &amp; appropriately</li> <li>• If you wouldn't say it to your parents, don't say it in public</li> </ul>
MAINTAIN SAFETY	<ul style="list-style-type: none"> <li>• Report hazards &amp; unsafe practices</li> <li>• Call on staff for help</li> <li>• Keep your hands &amp; feet to yourself</li> <li>• Report bullying &amp; harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment safely &amp; appropriately</li> <li>• Consider your safety &amp; that of others at all times</li> <li>• Report hazards</li> <li>• Follow all safety rules in all areas</li> <li>• Walk sensibly around classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Walk sensibly around the campus</li> <li>• Tell staff if you see anything suspicious</li> <li>• Wear your hat</li> </ul>	<ul style="list-style-type: none"> <li>• Play non-contact games</li> <li>• Ball games are only allowed on oval &amp; courts</li> <li>• Line up in the Refectory</li> <li>• Wash your hands</li> <li>• Be sun safe</li> <li>• Stay within designated boundaries</li> <li>• Report anything suspicious to a staff member</li> </ul>	<ul style="list-style-type: none"> <li>• Keep passwords private</li> <li>• Keep all personal items &amp; electronic devices secure</li> <li>• Be cybersafe</li> <li>• Report cyberbullying or harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Use authorised transport only</li> <li>• Park bikes in designated areas</li> <li>• Follow road safety rules</li> <li>• Use pedestrian crossings &amp; overpasses</li> <li>• Stay with your group</li> <li>• Check you have all your belongings</li> <li>• Keep your phone in a safe place</li> </ul>
TAKE RESPONSIBILITY	<ul style="list-style-type: none"> <li>• 'Live' the IB Learner Profile attributes</li> <li>• Promote positivity</li> <li>• Act with integrity &amp; honesty</li> <li>• Tell the truth</li> <li>• Own mistakes &amp; apologise</li> <li>• Take responsibility for actions &amp; consequences</li> <li>• Be an 'Upstander'</li> <li>• Complete home learning tasks on time</li> <li>• Keep your valuables in your locker</li> </ul>	<ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Raise hand to speak</li> <li>• Ask for help</li> <li>• Be prepared for lessons</li> <li>• Approach lessons positively &amp; with curiosity</li> <li>• Do your best</li> <li>• Show initiative &amp; take responsibility</li> <li>• Reflect on your learning</li> <li>• Be open to feedback</li> <li>• Complete work on time</li> <li>• Use your diary to organise your time</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your backpack in your locker</li> <li>• Wear correct uniform, in line with school dress code</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up rubbish even if it is not yours</li> <li>• Place waste in the correct bin &amp; recycle waste</li> <li>• Keep toilets clean &amp; use appropriately</li> <li>• Share equipment fairly</li> <li>• Pay for your items in the Refectory</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the technology &amp; social media protocols</li> <li>• Uphold the instructions in the middle &amp; senior years 'use of phone' guidelines</li> <li>• Ensure devices are charged for school</li> <li>• Back up your work regularly on OneDrive</li> </ul>	<ul style="list-style-type: none"> <li>• Wear correct uniform, in line with school dress code</li> <li>• Represent the Academy with pride</li> <li>• Be a role model</li> <li>• Be on time</li> <li>• Show initiative &amp; take responsibility</li> </ul>






### 3.10 UNIFORM



QASMT requires students to wear a day uniform, formal uniform and an active wear uniform. We expect our students to wear the school uniform with pride and that high uniform standards are maintained at all times, both inside and outside the school grounds. The day uniform is to be worn in Terms 1 and 4, while the formal uniform is to be worn in Terms 2 and 3 and for all excursions, formal occasions (including whole school assemblies) and events.



#### DAY UNIFORM (Terms 1 and 4)

Item	Year Level	Item Description	How to be worn	When to be worn
Shirt	All	<p>White short sleeved with embroidered logo on chest pocket.</p> <p><b>Style A</b> Fitted cut, flared bottom hem, designed to be worn out</p>  <p><b>Style B</b> Box cut, straight bottom hem, designed to be worn tucked in</p> 	<p><b>Style A</b> shirt must be worn over school skirt, shorts or trousers and appropriately sized, so that it will not allow flesh to be seen when arms raised.</p> <p><b>Style B</b> shirt must be worn tucked in to skirt, shorts or trousers. The collar must be turned down.</p>	All year
Tie	7-9	<p>Navy and red striped with embroidered school logo.</p> <p><b>Style A</b> Short tie</p>  <p><b>Style B</b> Long tie</p> 	Both short and long styles must be worn neatly and tied up fully at the first buttonhole.	All year
Tie/Scarf	10-12	<p>Striped with school logo.</p> <p><b>Style A</b> Silver scarf with red stripe and school logo</p>  <p><b>Style B</b> Long tie with charcoal stripes</p> 	<p><b>Style A</b> must be worn neatly and tied up fully at the first buttonhole.</p> <p><b>Style B</b> must be worn neatly around the neck at all times throughout the year. Should be tied using appropriate knot and positioned at the second buttonhole.</p>	All year




Pants/ trousers	All	<p>Tailored charcoal pants/trousers with embroidered school logo at side pocket.</p> <p><b>Style A</b> Flat front with wide waistband without belt loops and button adjustable waist</p>  <p><b>Style B</b> Pleated front with fob pocket, belt loops on waistband and elastic adjustable waist</p> 	Must be worn around the waist. Pants are to be worn to the top of the heel at the back (length).	All year
Shorts	All	<p>Tailored charcoal shorts with embroidered school logo at side pocket.</p> <p><b>Style A and B option is the same</b></p> 	Must be worn around the waist. Shorts are to be worn to the top of the knee (length).	All year
Skirt	All	<p>Tailored charcoal skirt with logo at hemline.</p> <p><b>Style A option only</b></p> 	Skirt to be worn on the knee with logo clearly showing at hemline and sitting on the waist. Skirt waist band to be worn flat and not turned over.	All year
Belt	All	<p>Black belt with silver buckle.</p> 	Must be worn with classic fit trousers or shorts, at waist. Plain with silver buckle and black keeper. No studded belts allowed.	All year

Pullover or cardigan	All	Navy with embroidered school logo.	Sleeves are not to be pulled over the hands. Must remain in good condition.	Optional all year
Shoes	All	All black leather (or vegan leather) laced-up shoes of plain conventional design, with black stitched all leather upper and heels 2cm maximum. There must be no coloured markings or non-black sides. Please see appendix for guidance on suitable styles.	Shoes must be in good order and able to be polished. Laces are to be tied tightly with a bow at the top. Back must be firm to support the heel.  <i>*Not available from the uniform shop</i>	All year
Socks	7-12	Pants/trousers Dark grey (over the ankle) length with white school logo  	Socks are to be worn pulled up with no skin exposed between trouser hemline and shoe. Strictly no sports socks allowed with the day wear classic or slim fit trousers.	All year
	7-9	Shorts Plain white crew (over the ankle) length with red school logo or white sports sock emblazoned with school name and logo  	Socks are to be worn pulled up with logo in sight. Strictly no knee-highs or sports socks to be worn.	
	10-12	Shorts Plain white crew (over the ankle) length with red school logo or white sports sock emblazoned with school name and logo		
	7-9	Skirt Plain white crew (over the ankle) length with red school logo or white sports sock emblazoned with school name and logo		
	10-12	Skirt Plain white crew (over the ankle) length with navy school logo or white sports sock emblazoned with school name and logo		



Hat	All	<p><b>Style A</b> Nylon Breton style formal hat in charcoal colour with logo on hat band</p>  <p><b>Style B</b> Felt formal hat in charcoal colour with logo on hat band</p> 	Hats must be in good order and worn in a manner that protects the face from sun. They are to be worn to and from school, during breaks and when outside.	Compulsory all year
Cultural dress	All	<p>The variations to uniform for cultural reasons include: A plain white, black or navy non-transparent head scarf with no ornamentation.</p> <p>A long-sleeved Academy shirt, ordered from the uniform shop. No skivvies or alternatives are to be worn visible under the shirt.</p> <p>A plain white, black or navy turban.</p>		Optional all year

## OPTIONAL ITEMS

Hair ribbons	All	<p>School hair ribbon or scrunchy in red or blue.</p> 	Worn over hair ties. No other colours are permitted including scrunchies.	Optional all year
Winter scarf	All	Navy blue knitted scarf with school logo.	Tied neatly around neck.	Terms 2 & 3
Bike pants	All	Navy	Recommended for under formal skirts for privacy (if not visible).	Optional all year
Stockings	All	Black opaque stockings of conventional design.	This option involves the wearing of stockings instead of socks. Stockings must be black, opaque and in good order. No patterns or embroidery are permitted.	Optional all year




## FORMAL UNIFORM (all formal occasions and Term 2 and 3)








The Formal Uniform is all the items of the Day Uniform items plus a blazer.

Item	Year Level	Item Description	How to be worn	When to be worn
Blazer	7-9	<p>Tailored red blazer with embroidered school logo on chest pocket.</p> <p><b>Style A</b> Fitted cut</p> <p><b>Style B</b> Box cut</p> 	<p>Must be purchased for start of academic year. Must be worn to and from school during Terms 2 &amp; 3 plus all special occasions, formal assemblies and excursions.</p> <p>*May also be worn at any other times with the Day Uniform if desired.</p>	<p>Can be worn all year</p> <p>Must be worn in Terms 2 &amp; 3 and all formal occasions</p>
	10-12	<p>Tailored charcoal blazer with embroidered school logo on chest pocket.</p> <p><b>Style A</b> Fitted cut</p> <p><b>Style B</b> Box cut</p> 		





## ACTIVE WEAR UNIFORM

The Active Wear Uniform is to be worn only for PHE and sport classes and training, and on the designated whole school Active Wear day, currently Friday.

Item	Year Level	Item Description	How to be worn	When to be worn
Shirt	7-9	<p>White and red striped polo with school logo.</p> 	<p>Worn over sports shorts with collar down. Sleeves are not to be rolled up.</p>	<p>For sports, sports training and PHE lessons only.</p>
	10-12	<p>White and navy striped polo with school logo.</p> 		
Shirt cultural option	7-12	<p>Plain white skivvy may be worn under shirt.</p> 		

Shorts	7-9	Red shorts with school logo. 	To be worn at waist height and not to be rolled up.	
	10-12	Navy shorts with school logo. 		
Tracksuit	All	Navy/red/white colours with school logo only. 	Only to be worn with active wear.	For sports, sports training and PHE lessons only.
Sports shoes	All	Appropriate conventional exercise shoes (lace up). These must be strictly a sports shoe, no canvas shoes of any brand. Laces to match shoe colour. Non-marking or white soles are required for use in the auditorium. 	No open shoes. Laces are to be tied tightly with a bow at the top. Slip on shoes and canvas shoes are not acceptable.	
Socks	All	White sports socks emblazoned with school name and logo. 	Worn pulled up with logo in sight. No long socks permitted.	
Sports cap	All	Navy with red sides sports cap with logo. 	The school logo and brim must be worn at the front. Sports cap must be worn at all times during activities. Only to be worn with Active Wear.	
Draw string sports bag	All	Navy drawstring bag with school name and logo. 	Used to carry Active Wear Uniform to PHE classes, and other sporting activities.	

## ADDITIONAL COMPULSORY ITEMS

Item	Year Level	Item Description	How to be worn	When to be used
Laboratory coat	All	White lab coat with school logo on chest pocket. 	Must be worn in science laboratories as required all year round.	All year
Laboratory goggles	All	Clear Perspex goggles to be worn in the laboratories at all times. 	Must be worn in science laboratories as required all year round.	All year
Backpack	All	Navy with school name and logo. 	Must be used every day throughout the academic year.	All year
IT Satchel	All	Charcoal with school name and logo. 	Used to carry books, equipment and laptop between classes.	All year



## GENERAL SPECIFICATIONS

### Hair

Hair should be clean and groomed in a neat and appropriate style with limited product. Hair that is shoulder length or longer, must be tied up with a natural or hair coloured band. If wearing a ribbon or scrunchy, it must be red or navy, worn over hair ties that are similar to hair colour. Hair must be tied back and neat at all times and no long fringes/bangs, shaved undercuts or shaved patterns allowed. Minimum hair length must be a number 3 blade. Natural hair colour only. Hair must be conservative and of a non-attention seeking style. Extreme hairstyles or significant variations in hair length (including but not limited to, tracks, shaved undercuts, dreadlocks and rat's tails) are not permitted. No shaved heads will be allowed for any purpose other than medical reasons.

Facial hair growth needs to be neatly and closely shaven.

### Jewellery

Plain sleepers or studs only, with no more than two earrings in each ear. Any other body piercing such as nose rings, eyebrow rings or other visible body piercing are not to be worn as they are neither safe nor suitable for school. A necklace must not be visible. A simple wristwatch or exercise training band such as a Fitbit is acceptable and one simple plain ring.

### Tattoos

Visible tattoos or body art are not permitted.

### Make up

No makeup is to be worn to school with the exception of natural concealer or discreet sun factor makeup. Only clear nail polish is allowed.

### Badges

Students may only wear badges on their uniform if they are school issued or endorsed. Charity badges are only to be worn for the duration of the campaign. Badges must be worn neatly on the lapels of the blazer.

## WEARING THE ACTIVE WEAR UNIFORM FOR PHE, SPORTS EVENTS AND TRAINING

Students are required to wear the Day or Formal Uniform (depending on the time of year) **to and from school on days when they have PHE lessons**, and will get changed in the break times, prior to and after the lesson, to minimise disruption to lesson times.

Students who are being picked up or dropped off outside the Academy when attending sport training before or after school are permitted to wear the Active Wear Uniform to and from home.

Students catching public transport or walking to or from school for sport training **must wear the Day or Formal Uniform** (depending on the time of year).

The school cap must be worn with the Active Wear Uniform, and students are encouraged to apply sunscreen as per the Department of Education's Sun Safety in Secondary Schools Guidelines.

## NON-COMPLIANCE WITH THE DRESS CODE POLICY

Students out of uniform will be required to bring a note from parents/caregivers outlining a valid reason. This is each student's responsibility. Students not wearing the correct uniform must report to their House Dean and if unavailable, then any House Dean, before classes commence.

The following may occur for students out of uniform.

- Any student out of uniform will be issued with a uniform slip, which must be taken to class.
- Information will be recorded on DayMap.
- Students may be issued with a reflection or detention.
- Parents/caregivers may be contacted.
- Student may be sent to the Deputy Principal.
- An alternative program for the day may be provided for the student.
- The student may be sent home to dress appropriately.

**Any variations need to be applied for in writing to the Principal. From time to time, due to cultural or medical reasons, slight variations may be approved.**





## 4.0 STUDENT WELL-BEING

### 4.1 STUDENT SUPPORT CONTACTS

Supporting students at QASMT is a priority and we are focused on assisting students to maximise their academic and personal successes as well as their personal well-being.

Key to this is the IB philosophy and in particular, the IB learner profile. The IB goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices, and respect others in a global community. It includes aspects of a demanding international curriculum, educating the whole person and compassionate and active citizenship.

In the majority of cases, students will first see their House Dean for all matters relating to well-being. Students who require additional support from Student Services may contact the Guidance Officer or be referred by another staff member. The Guidance Officer can be contacted by email or in person.

Issues relating to	People to see
University applications	Guidance Officer
Personal / Social contexts	House Dean
Decision making for IB Course	Associate Principal – Academic Deputy Principals Middle Years and Senior Years
Spiritual matters, moral dilemmas	Academy based Chaplain
Health nutrition, drug & alcohol, relationships	House Dean
Academic problems, study skills, organisation	House Dean
Crisis care	Guidance Officer

### 4.2 INCLUSIVE EDUCATION

QASMT is committed to inclusive schooling practices, which maximise the outcomes of all students through the identification and reduction of barriers to learning. We are committed to supporting all students with suitable adjustments and curriculum provisions to ensure full engagement within the school community. To enable students to work and achieve their full potential, QASMT sets high expectations, celebrates diversity and employs high quality, evidence-based teaching practices focusing on success for every student.

Inclusive education means that all students can access and fully participate in learning alongside their similar-aged peers. Teaching and learning strategies are adjusted to meet students' individual needs. Inclusive education encompasses all aspects of school life and is supported by culture, policies, programs and practices.

At QASMT, we are committed to supporting the needs of all our students, utilising teaching practices and other strategies that address the needs of:

- Aboriginal and Torres Strait Islander students;
- students from culturally and linguistically diverse backgrounds;
- students who identify as LGBTQIA+;
- students living in out-of-home care;
- students from rural and remote communities;
- students with disability;
- gifted and talented students.

## **ACCESSING STUDENT SUPPORT**

QASMT provides a diverse range of support for all students. Support is available for students with a disability or medical condition, as well as students who have mental health, well-being, behavioural or other significant needs.

The QASMT Student Services Team meet regularly, to discuss non-confidential concerns and referrals for students.

## **SUPPORTING OUR ADVANCED LEARNERS**

Our school staff are very aware of the depth of academic potential of our students and we acknowledge the variance of achievement levels across and within learning areas. All of our students have individual needs, strengths, interests and abilities, and demonstrate different learning behaviours. The social and emotional needs of our students are also diverse.

In response, we seek to nurture the potential of all our students through the implementation of a curriculum that varies in density, depth, difficulty and diversity. All students who attend QASMT are highly-capable and have daily access to curriculum acceleration and compacting as part of a QASMT Education. Content is delivered at a faster rate, with opportunities to act on problems more readily and to connect learning to an advanced degree. Some additional ways we support our students include:

### **1. The provision of extra activities to expand personal interests**

At QASMT, we provide opportunities for all our students to participate and benefit from the access to curricular and extra-curricular activities, particularly in areas of high interest, talent and motivation. A diverse range of student perspectives, contributions and experiences are incorporated when designing these opportunities to broaden student interests and identify talents.

All students have the opportunity to participate in these activities and include our sporting and music programs, CCA activities, Gala days, Clubs such as the Environmental and Astronomy Clubs, Service tours, Harmony Week activities, International STEM and Language tours and in-class participation in National Competitions, such as the UNSW Competitions.

### **2. The provision of opportunities to participate in enrichment programs**

Students who excel in certain areas are provided with opportunities to participate in school, regional, state, national and international events or competitions when available. These activities aim to

introduce them to high-level thinking activities to expand their higher-order thinking skills in areas of high ability.

These include the opportunity to present at National and International Science Fairs, attendance at the USA Supercomputing conference, Leadership courses, Robotics competitions, Maths Challenge days, Future Problem-Solving competition, STEM conferences, Science camps and the QASMT Honours program - to name a few!

### **3. Classroom provisions to enable curriculum differentiation in all classroom**

All students in classrooms are required to use advanced skills, knowledge and processes within and beyond the regular curriculum, including challenges that involve inclusive learning and teaching strategies that are focus on teaching all students advanced skills. The nature of an IB education promotes concept-based teaching and learning methods, differentiated teaching and planning strategies and inquiry-based learning - all ways to extend and challenge our high-achieving students. Students also have access to enriched tasks offered in classrooms, advanced thinking programs and specific extension courses.

### **4. Individualised pathways and enrichment opportunities for exceptional learners**

Our exceptional learners are challenged at a higher level to further develop their talents to reach their full potential. For these few students, programs and strategies that are suited to the individual's needs are designed and implemented, both within and beyond the classroom.

## **4.3 STUDENT HEALTH**

### **ACCIDENTS AND FIRST AID**

Students who become ill or receive minor injuries during class time are required to inform their subject teacher or INSTEP Mentor who will notify Student Services and arrange for the necessary attention.

Students who become ill outside class time are to report directly to sick bay located in the Student Services Precinct. Minor accidents or illness will be treated at the Academy and parents contacted to pick up their child if an injury requires medical treatment or an illness extends beyond 30 minutes.

In the case of accidents that might require urgent medical attention the ambulance will be called and every effort will be made to contact parents or guardians, or the emergency contacts straight away.



## **MEDICATIONS**

A student bringing medication to QASMT must consider the appropriateness of that medication for self-administration in line with Workplace Health & Safety Regulations, DoE Guidelines and the Responsible Behaviour Plan for Students. If the medication is not appropriate for self-administration the following guidelines apply.

1. Medication will only be issued to students at the Academy when a medical authority has been provided in writing from a doctor or qualified practitioner, or an "Administration of Medication" form has been completed in full by the parents/ caregiver.
2. A photocopy of the medication label or the original will be taken to be held on file stating the name of the student, the dosage, and medication times.
3. A record of the time, date and dosage will be maintained on each occasion a student takes medication. This will be completed at the time a student takes the medication.
4. Any changes to a student's medication requirements must be completed as for points 1 and 2 above. Verbal authorisation will not be accepted.

QASMT will not dispense Panadol, or similar pain relief, even after a phone request from parents/ caregivers. If parents wish to enable their student to access pain medication, this will need to be supplied in accordance with points 1 and 2 above.

## **ALLERGIES**

A student with diagnosed anaphylaxis or any allergic reactions should have an Action Plan completed by their medical practitioner. Action Plans are standardised templates developed by the Australasian Society of Clinical Immunology and Allergy (ASCI), which are available on their website and detail how to manage a patient's allergic reaction should it occur.

Each student diagnosed to be at risk of anaphylaxis should have their own anaphylaxis emergency kit. This kit should contain:

- their personal adrenaline auto-injector (EpiPen® or Anapen®) to administer if required;
- their red ASCIA Action Plan for Anaphylaxis (personal) to provide personalised instructions;
- a pencil and blank paper to write down the exact time of administration to provide to the paramedics.

The storage of the student's anaphylaxis emergency kit will be determined by the school in consultation with the parent and student after careful consideration of the risks involved, but in most cases will be located in the Student Services Precinct. QASMT also has backup adrenaline auto-injectors and many staff are trained in anaphylaxis management.

## **MEDICAL INFORMATION**

Students' medical information is collected at enrolment and is stored securely on the OneSchool file. Parents are requested to contact the office to update this record if it should change at any time.

## INFECTIOUS DISEASES

Diseases spread quickly in schools. Children suffering from infectious diseases may be excluded from attendance at school for varying lengths of time. The [Time out: Keeping your child and other kids health](#) (PDF, 702KB) poster provides information on the recommended minimum exclusion periods for infectious conditions. It assists medical practitioner, schools, pre-schools and child care centres meet the minimum requirements of the *Public Health Act 2005*.

## IMMUNISATIONS

The Queensland School Immunisation Program allows students in certain year levels to be vaccinated through their school free of charge. If your child is immunised by your General Practitioner, the vaccine will be free but you may be charged a consultation fee.

In Year 7, students are offered vaccinations against:

- Human papillomavirus (HPV): 2 doses, the second at least 6 months after first dose;
- Diphtheria, tetanus, pertussis (whooping cough): 1 dose.

In Year 10, students are offered vaccination against:

- Meningococcal ACWY strains.

Before the school visit, your child will be given a consent pack that contains an information sheet with details about the disease, benefits of immunisation, any common side effects and a vaccination consent card. Parents will need to read the information sheet, sign the consent card indicating whether they wish their child to be vaccinated or not and return it to the school. Only students with a completed and signed consent card on the day of the school immunisation clinic will be vaccinated. If a consent card is not returned, or the card is incomplete, parents may be contacted by the immunisation provider to check if they wish to have their child vaccinated.

If parents or caregivers do not want their child to be vaccinated through the school program, they will need to complete and sign the 'No to Vaccination' section of the consent card indicating the reasons for their choice, and return the consent card to the school.

A qualified team of nurses will visit the school to give the immunisations and will monitor students afterwards for a minimum of 15 minutes. Each student will receive a Record of Vaccination Card to take home. Parents are requested to keep this with their other medical details and/or notify your doctor that the vaccine has been given. This information will also be directly provided to the Australian Immunisation Register (AIR). School immunisation providers will be bound to comply with the Information Privacy Act 2009 (Qld). This Act stipulates the requirements for the secure collection, use, storage and disposal of personal information to be followed by school health program providers.

## 5.0 GENERAL INFORMATION

### 5.1 ATTENDANCE

The Academy expects students to be in fulltime attendance at school every day during the school year and that they are punctual and reliable. Consistent attendance at school is a significant factor in achieving better academic and social outcomes. New concepts and skills are taught and reinforced each day by the teachers. If students miss the introduction or the reinforcement of these concepts and skills, they are likely to have gaps in their learning.

At QASMT students are expected to:

- attend school each day unless there is an acceptable reason for an absence;
- sign in and out of school grounds at the Student Services counter upon arrival and departure;
- be aware that roll marking occurs in every lesson and INSTEP and ensure they arrive to class promptly to facilitate accurate roll marking by teachers;
- make every day count in their learning.

We expect that parents will follow the correct procedures regarding attendance by:

- ensuring that their child arrives at school on time every day;
- ensuring that their child attends school every school day;
- minimising disruption to their child's school day so their child has the best opportunity to learn;
- contacting the school prior to any planned absences and apply in writing to the Principal for any planned absence of longer than 1 day (for any reasons other than medical, except in the case of medical absences longer than 10 days);
- providing an explanation (by phoning the absence line or in writing), each time their child is absent from school, this may take the form of:
  - a medical certificate;
  - a written explanation note containing the student's name, dates and reasons for absence;
  - a verbal explanation to the school through either a phone call or email (for two or less days of absence);
  - any other form of communication agreed by the Principal;
- ensuring their child follows the school's recommended processes and procedures for late arrival and early departure;
- notifying the school if their child will be late using the school's recommended communication processes, this may take the form of:
  - accompanying the child to the school;
  - phoning the school;
  - providing the child with assigned and dated note.

Student attendance in each lesson is monitored and House Dean's will address any unauthorised absence with students. Students who are truant from lessons will be required to make up missed lesson time after regular timetabled hours.

## **LATENESS TO ACADEMY**

Students who arrive after the class starting time are required to report to the Attendance Officer to sign in. Students will be issued with a date and time stamped photo ID late slip to present to their class teacher. Students without a valid reason supported by a parent or guardian will be issued a detention to make up lost time. Students who continually arrive late will be required to attend an interview with the House Dean. Continued lateness will require a meeting with parents. Ongoing issues with late arrival will be subject to a warning of non-compliance. Suspension, or cancellation of enrolment may be considered for students who fail to respond.

Students are required to be at school every day with the exception of medical circumstances. Holidays and days taken off during school times will be recorded as unauthorised absences. Holiday periods that are taken during term time must be applied for in advance, in writing to the Principal.

For Year 11 and 12 students, there are set hours that a student needs to be in attendance in the course of study in order to be eligible for their IB Diploma. Regular lateness and unauthorised absence could jeopardise this.

## **5.2 ASSEMBLIES AND SPECIAL EVENTS**

Assemblies are held regularly. These assemblies may include year level assemblies, house assemblies and whole school assemblies including special assemblies, e.g. ANZAC day celebrations. These assemblies are an opportunity to share information, celebrate together and support the social-emotional well-being of students.

Students are expected to attend any whole school or special assembly in formal uniform as per the school's Uniform Policy.

Important whole school assembly dates are listed on the Daymap school calendar.

## **5.3 STUDENT FACILITIES**

### **LOCKERS**

All students are issued with a locker in their House area at the commencement of each year. Students are expected to place all their belongings, including their bag, in their locker at the beginning of each day, and take only the equipment required for each class.

Students are able to access their lockers before school, after school and at break times. Each student is responsible for the cleanliness of their locker and the security of their combination code. If a student forgets the combination for their locker, they are to see their House Dean who can reset their code.

## RESEARCH CENTRE

The Research Centre, located in our new STEM Precinct, is open for all students to access both before and after school, and during lunch times. The Research Centre is staffed from 7:30am to 6.00pm in Terms 1 and 4 and 7.30am to 5.30pm in Terms 2 and 3 for all students. This area is designed for quiet, independent study and homework completion. Students are reminded to respect the rights of others around them with respect to their behaviour whilst in the centre.



## REFECTORY

The refectory will be open every day for all students. The refectory offers a variety of freshly made and nutritious food, including daily specials, vegetarian options, hot food, sandwiches, muffins, snacks, fruit and drinks.

Students can order their food online through Flexischools, an online payment and ordering system. To ensure students receive their choice it would be advisable to order the day before. No orders for that day can be taken after 8.30am.

## MUSIC ROOMS

Students in Years 10 to 12 only are permitted to use the music rooms and equipment, following prior approval from the Music Coordinator. Students in Years 7 to 9 are not permitted to use the music rooms or equipment outside of scheduled class times.





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## 5.4 DIGITAL LEARNING GUIDELINES

BYOD stands for Bring Your Own Device. This model allows students to bring an IT device to QASMT that best supports their learning needs within given specifications.

IT devices are a powerful means of differentiating and personalising a student's education and student-owned devices facilitate student choice over which application best suits their learning and communication style. Teachers will work with students to ensure everyone can access and view a student's final work in appropriate formats as necessary.

One of the key aspects of the BYOD Program is that students learn the skills they need to continue their education and strive to reach their goals as they move forward into the future. QASMT provides a firm foundation for students as they prepare for post high school education and lifelong learning. QASMT prepares students for future success by focusing on the individual student and incorporating the use of technology in learning to support critical thinking and problem-solving skills. As more and more jobs require technology, it is important that students understand how to use technology in a variety of ways.

Students may not use laptops in every lesson every day, as the aim is to educate students to use technology only as and when required, to understand the challenges inherent in its use and to develop strategies to support its use. It is important to note that technology is just one aspect of QASMT's liberal approach to education, one that combines the great traditions in education with contemporary innovation to prepare students for a modern world.

### MINIMUM IT DEVICE SPECIFICATION

The table below outlines the minimum specifications supported by QASMT for your student's technology needs. **Please note that a stylus enabled device is a minimum requirement and is a condition of enrolment at QASMT.**

*Please note that students who bring devices to school where these minimum specifications are not met will be asked to purchase a more suitable PC or Tablet PC that does meet QASMT requirements.*

<b>Platform</b>	PC or Tablet PC. Screen must be able to detach or lie flat for stylus use.
<b>Stylus</b>	A stylus must be supported.
<b>Screen Size</b>	10" screen or higher (measured diagonally) – consider portability and weight Screen must be able to detach or lie flat for stylus use.
<b>Processor</b>	Intel i5-Minimum requirement AMD A4 or higher
<b>RAM</b>	8 GB or higher
<b>Hard Drive</b>	256 GB SSD or higher

<b>Operating System</b>	Windows 8 Professional or higher Windows 10 is preferred NOT SUPPORTED: iOS, Android, Windows RT, Chromebook
<b>Wireless</b>	Dual-band wireless capabilities (5Ghz required for school network)  AC Wireless Card
<b>Features</b>	Keyboard, USB port, headphone port, In-built microphone, webcam
<b>Battery Life</b>	Minimum of 10+ hours. Please note it is school policy to have a fully charged device at the beginning at each school day. Students cannot charge their device through the day.
<b>Weight</b>	Under 1.6kg is recommended

## OTHER BYOD RELATED EQUIPMENT

- A set of headphones with a microphone;
- An appropriately sized (8GB minimum) USB stick/drive for additional back up of school work;
- Laptop Case / Sleeve (See school specification under “Cases”);
- Any other devices related peripherals should be negotiated with the subject teacher.

## WHEN TO PURCHASE

It is expected that all students will have an IT device ready for the first day of school. It is recommended that students purchase the device early so they can become familiar with it prior to arrival at QASMT.

For convenience, QASMT and JB Hi-Fi have set up an online portal where families can purchase recommended devices. The link to this is available on the school website. There is no obligation to purchase through this vendor, but it does provide an easy solution to find a device that meets minimum specifications and includes a warranty and after care service.

For further information, please see the BYOD Mandated Requirements Document available on the Academy website.

## 5.5 PARENT COMMUNICATION

At QASMT, we are committed to building strong partnerships between school and home, as we know these partnerships are essential to student success. We communicate with parents in a number of ways.

Parent Information Evenings are held throughout the year. These evenings provide valuable information tailored to the needs of each cohort of students. At least one parent from each family is encouraged to attend. Information sessions include IB information, study skills, leadership opportunities, camp information and wellbeing support information.

Parent Teacher Interviews are held twice a year, in Term 2 and Term 4. At this time, parents have the opportunity to meet with their child’s teachers and discuss their progress. Teachers will discuss student work at these meetings and will be able to discuss strategies to assist and further develop students. Currently parent teacher interviews are conducted online using the Zoom platform.

The QASMT website features a number of resources aimed at current parents including curriculum information, current and past issues of school newsletters, general school calendar, study support program information and links to parent interview bookings.

On enrolment, all parents are signed up to receive the school newsletter, as well as other important email communication. Two major newsletters are sent per term. In the first week of term, parents will receive the Term Ahead newsletter. It contains details of events and dates for the current term, important curriculum matters, as well as other information. At the end of the term, parents will also receive the Term in Review newsletter. This newsletter has information from the Heads of Department, House Deans and other key staff about learning and other activities that have occurred throughout the term.

In addition, every two weeks on a Friday, parents receive a general 'important dates' newsletter called the Fortnight Ahead. This highlights important dates and events coming up in the next two weeks from the school calendar. In addition, we regularly communicate to our families through email, issuing reminders about upcoming events, exam timetables, schedules and presentations. Parents are advised to contact the school at any time if they are not receiving communications and if they change their email address.

## QPARENTS

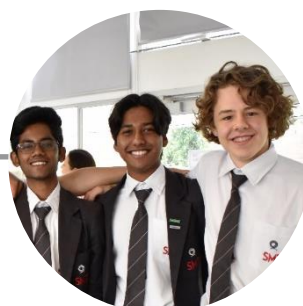
Through the QParents portal, parents will have secure, online access to their child's student information, anytime, anywhere, through a smartphone, tablet or computer. QParents will assist both staff and parents in sharing and responding to information in an efficient and effective way. QParents allows parents to connect instantly with their child's school to access and manage their child's student information, including:

- academic report cards;
- viewing and updating student enrolment details such as medical conditions, address, email and phone contacts;
- attendance and absence details, as well as the ability to notify the school of an absence
- making secure payments.

Once enrolled in the QParent Portal, parents will be sent a link to access Daymap Connect. Daymap is the Learning Management System (LMS) that is utilised at QASMT. Daymap is used for the following:

- An online medium accessible to teachers, parents/carers, and students.
- An online hub where your student's teachers use virtual spaces, or provide links to help manage their classes.
- A place to view your student's current timetable and the Academy calendar.
- A place to view your student's attendance.
- A place to source course overviews and assessment dates.

Staff are always willing to speak with parents or caregivers to discuss student progress and any concerns. Our staff are often busy teaching, so email is generally the best form of contact. The classroom teacher is the first point of contact for all class issues, and the students' House Dean is the first contact for all other queries and concerns.



## 5.6 EMERGENCY PROCEDURES

The primary aim with all our emergency procedures is to ensure that in the event of an emergency QASMT is evacuated without injury or loss of life.

### OUTBREAK OF FIRE

#### Procedure

1. Any person who observes a fire must immediately notify Executive Services.
2. The Fire Alarm siren is set to sound continuously.
3. On hearing the fire alarm, all personnel and visitors must evacuate buildings and surrounding areas. All staff and students must proceed in an orderly fashion to the oval following the set evacuation route.
4. Classroom teachers direct students to stand, to cease talking and to proceed in an orderly manner to the oval following the evacuation plan as displayed in the classroom. The teacher should be the last to leave the classroom and should shut the door behind them. If the location of the fire is on that route, students must be directed away from the fire.
5. The nominated block warden has the responsibility of checking that all personnel in the block are in the act of evacuation and that all rooms including toilets and store rooms are evacuated.

### EVACUATION

#### Procedure

1. Students are to leave the building and take the nearest safe route, proceeding down to the assembly area, following the route indicated on the maps within classrooms.
2. Students may only take medication when they leave and are not to take bags or computers.
3. Staff will close the doors and windows on leaving, and a block warden will follow afterwards to check each block is secure.
4. Students are to move quickly and assemble in the designated evacuation area with their INSTEP group.
5. Students must remain in the designated evacuation area until the Associate Principal /Fire Warden gives the all clear.

### LOCKDOWN

A Lockdown occurs when there is an outside threat to staff and students on the Academy grounds. The alarm will be sounded with a short alarm over the PA system. If outside the building, students are to proceed directly to the nearest classroom where a teacher is present.

#### Procedure

1. Shut and lock all doors from the inside.
2. Turn off lights, close windows and shut blinds and curtains.
3. Hide and keep quiet. Keep out of sight and away from doors and windows.
4. Do not open the doors to let people into the building.

Do not go near the windows or doors until after the all clear has been given. Do not exit the buildings until the all clear has been given, regardless of the time. The alarm may be switched off during a lockdown; this does not mean the lockdown is over. The all clear will be a voice message given over the PA system.

## **5.7 TRAVELLING TO SCHOOL**

### **PUBLIC TRANSPORT**

It is of the utmost importance that students are safe whilst travelling to and from school on public transport. To help ensure the safety of themselves and others, students are required to follow all driver or public transport officials' instructions, as well as rules from the Department of Transport and Main Roads guidelines, in relation to the Code of Conduct for School Students Travelling on Buses, including:

- following rules on public transport;
- behaving in a calm manner;
- exiting the bus/train/ferry in an orderly manner.

Students are expected to display exemplary behaviour at all times whilst travelling to and from school and whilst in school uniform. Students on a concession (student) ticket are required to stand for adult passengers, particularly the elderly, people with disabilities and pregnant women. Students are not to eat or drink whilst on public transport when in school uniform.

Consequences for inappropriate behaviour may be issued by the school or the public transport provider and, depending on the severity of the offence, can include:

- referral to the school;
- written cautions;
- refusal of travel;
- behaviour agreements;
- detention;
- parent contact;
- suspension or exclusion.

### **TRANSPORT ASSISTANCE**

The Queensland Government provides assistance with school travel costs for eligible students in certain circumstances, e.g. for students with disabilities or for students residing greater than a certain distance from the nearest state school. Parents are advised to check the School Transport Assistance Scheme or the School Transport Assistance Program for Students with Disabilities for further information if they believe their child may be eligible.

### **BICYCLES**

Students travelling to school by bicycle are advised to do so safely, with proper regard for other road and footpath users, the traffic laws and school expectations. All students travelling to school by bicycle must wear a helmet. Bicycles are to be parked in the racks provided on the school grounds. Bicycles must not be ridden in the school grounds by staff or students. The bicycle racks are out of bounds during the day.

## **WHEELED RECREATIONAL DEVICES**

Wheeled recreational devices, such as skateboards and scooters, are not permitted on school grounds as they do not meet safety standards that other regulated forms of transport must abide by (for example, wearing a helmet with a bicycle). For safety reasons, students must use other methods of transport to school.

## **PARKING**

Parents are advised that there are no off-street parking bays for parents' use at the school. The on-site parking is for staff only and for the safety of our students, parents are asked to park on the street only.

## **STUDENTS DRIVING TO SCHOOL**

Students who wish to drive to school must complete the Student Driver Registration form, indicating parent or caregiver permission. They must also present their driver's license and vehicle registration details to the Student Services Precinct. Student drivers may access their cars only at the end of their timetabled school day or when they have been given permission to leave the school grounds (e.g. for an appointment). Student drivers wishing to transport a sibling or other student to or from school must supply a letter from both the driver and passenger's parents giving parental permission for this arrangement. Students must notify the Student Services Precinct of any changes to their license status. Students are required to exercise responsible driving habits at all times. Students are not permitted to park on QASMT grounds.

## **5.8 FEES & RESOURCES**

QASMT fees comprise of the International Baccalaureate and user pay fees, which include general and program levies. The fees do not cover the cost of any extra-curricular activities. The registration process for the International Baccalaureate Programme and the costs associated with being an IB School are determined each year. Please note, the Academy is not funded by DoE to maintain International Baccalaureate registration. Annual fees will be invoiced at the beginning of the year. Payment due dates must be strictly adhered to. Non-payment of fees may affect your child's enrolment. Our fees are presented in a manner that allows a comprehensive view of the total cost for your child's schooling during the year.

## **PAYMENT OPTIONS**

Fees are payable by a term, semester or yearly basis. Separate invoicing will occur for individual students for selected activities which may include but are not limited to the tutoring program, instrumental music, sports gala days, excursions. We accept payment by below methods:

- B-Point (preferred) from either savings, cheque or credit card;
- Cash (payable at the Finance Counter);
- EFTPOS facilities available at the main reception;
- Direct debit.

## **EXCURSIONS AND CAMPS**

The curriculum offered at QASMT requires students to participate regularly in excursions and camps to both The University of Queensland and other organisations. To facilitate involvement in these vital educational activities, parents will be asked to sign a permission form upon enrolment. A number of whole year level excursions and camps are included in the school fees. Details of subject specific excursions, including costs, will be sent home at the appropriate time. Excursions must be paid for by the due date, or students will be unable to participate in opportunities which may impact on their learning. Any financial issues can be considered by contacting the Business Manager.

## **BOOKLIST AND STATIONERY LIST**

Textbook and stationery lists will be sent to all families using the Sequel Schools and Office Supplies website prior to commencement of the school year. Parents are able to purchase items through Sequel, or alternatively arrange other purchase options. The annual Textbook Resource Allowance will be refunded to parents through their school fees account.

## **IDENTIFICATION CARD**

Students will be issued with an ID card yearly, which includes photo identification. The card is required to access a range of student services and facilities and to obtain concession fees on public transport.

Replacement cards are available from Executive Services for \$30.

## **5.9 AWARDS**

### **SEMESTER AWARDS CELEBRATIONS**

Student academic achievement and effort is celebrated twice per year at the Semester Awards Celebration assemblies held early in Term 1 and 3. These assemblies recognise the achievements of students in the previous semester. At these celebrations, students are presented with Academic Semester Awards for academic achievements and Principal Awards for effort.

### **ANNUAL AWARDS EVENING**

The end of year Annual Awards Evening is a highlight in the school calendar. At this celebration, a number of awards are presented in areas of academic achievement, effort and leadership.

Academic Awards include:

- *Summa cum laude - Platinum Award* (for Year 12 students only)
- *Magna cum laude - Gold Academic Excellence Awards*
- *Cum laude - Silver Academic Achievement Awards*
- *Labor et honor - Bronze Principal's Awards*

In addition to the school Academic Awards, a number of special awards are announced on the evening.



## **5.10 STUDENT BELONGINGS**

### **VALUABLES**

Personal property and money is the responsibility of individual students and QASMT accepts no liability for property lost or damaged. Lockers with combination locks are provided for student use and students are advised to keep all valuables locked within their locker at all times.

### **LOST PROPERTY**

Any lost property found at QASMT can be collected from the Student Services Precinct (A block). Any property not collected by the end of each term will be removed and donated. The school takes no responsibility for lost items and students are reminded to store all belongings in their locker.

## **5.11 PARENT INVOLVEMENT**

### **PARENT AND CITIZEN'S ASSOCIATION**

The functions of the QASMT P&C are to:

- foster community interest in educational matters;
- create close co-operation between the parents of students attending QASMT and other members of the community, staff members and students;
- supporting financial or other resources or services goals for the benefit of persons who receive educational instruction at QASMT;
- perform any other functions, not consistent with the Act, as the Minister may decide.

The P&C currently holds meetings monthly. Office bearers are elected at the Annual General Meeting. Meetings will be notified in the Newsletter. The P&C can be contacted by email on [pandc@qasmt.eq.edu.au](mailto:pandc@qasmt.eq.edu.au)

### **SCHOOL COUNCIL**

In 2014, QASMT became an Independent Public School and a School Council was created. The School Council has an accountability role and is responsible for informing and monitoring the School's Strategic Direction.





**SMT**

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and Technology

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