



Parents' Handbook

St Philomena School

Updated 2025-2

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Contact Details

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School Hours: 8:10am – 2:45pm

Office Hours: 8.00am – 3.30pm

Introduction

St. Philomena School is a private Independent Catholic school for Prep through to Year 12 under the guidelines of the Australia and New Zealand District of the Society of St. Pius X. This handbook is provided as a reference for parents regarding school policy.

School's Vision

Spiritually vigorous Catholic young men and women who are intelligent, cultured, healthy, vocationally prepared, social minded and patriotic, formed by a well-rounded education.

School's Mission

To cooperate with Divine grace for the formation of the true and perfect Christian.

School's Philosophy

St. Philomena School provides children with a thorough Catholic education founded upon traditional principles. The school strives ultimately to form good Catholic citizens, men and women willing and able to work for the restoration of all things in Christ, freely submitting to the reign of Our Lord in spiritual, moral, intellectual, and physical realms.

The Catholic school exists to cultivate a soil in which the Faith and the love of God might grow. The teachers at St. Philomena School serve the end by helping form in the child lasting qualities of the mind and heart through exposure to the true, the good and the beautiful across the entire curriculum. In the study of literature and the humanities, they reveal to the child the nobility of the human soul, which is ever thirsting for the absolute, and all their effort as teachers is to awaken this same thirst in the child's own soul. Throughout the various disciplines, they draw the child to rectify and strengthen his natural faculties in harmony with his created good so that he might have the desire and the strength to embrace, freely and with confidence, the supreme Good, God Himself.

Learning is a profoundly human process, one best accomplished through patient, qualitative drawing out, rather than a mechanistic, quantitative filling up. The school will strive continuously to provide teachers and students with the best possible tools and resources. It will, however, be obvious that the love which the teacher has for the subject matter, his mastery of it, and his talent in communicating that knowledge and love, is what will spark a fire in the children, fostering in them a lifelong love of learning.

Collaboration Between the Family and the School

In the effort to provide a true Catholic formation at St. Philomena School, the cooperation between parents and school is needed. The school is striving to implement the laws of God and discipline of the Church, which are necessary for the sanctification of the soul, as well as for the proper intellectual development of the student. Parents must help the school in this effort; otherwise, all efforts will be in vain. Parents are asked, therefore, to observe the following:

1. **Communication of Necessary Information:** Parents are requested to provide any information concerning their child, such as health, which allows the school to fulfil its duty of care to each child.
2. **Spiritual Formation:** The child's religious attitude and practice will be learned primarily at home rather than at school. It is imperative, therefore, that parents provide a well-rounded and Catholic religious setting in the home.
3. **Regulating the Use of Electronic Media:** Television, electronic games, and recreational internet use not only impede the intellectual and spiritual progress of the student but pose potentially severe moral risks. By their nature, they work directly against the goal of education, which is, in part, to draw the child into reality. Parents are urged to minimise exposure to these media in the home to the greatest extent possible. Movies and TV should be thoroughly screened for content and spirit and should generally be forbidden on school nights. The School strongly discourages the use of social media. Students are not allowed to participate in online social networking on school computers, either at school or at home. Those who choose to participate in the cyber domain should bear in mind that the Wide World Web is an open and generally unsecured environment: true privacy does not exist there, and they must assume that all postings are instantaneous, global, and permanent.
4. **Resolution of Problems at the School:** If a child expresses any dissatisfaction or problem he may be having at school or with a teacher, parents are asked to withhold judgement until the "other side of the story" is obtained. The student should not immediately be believed to be in the right. The parents should, therefore, go directly to the teacher involved before making any judgements or doing anything else.
5. **Procedures Regarding Matters of Concern and Grievances:** This is the procedure you should follow, if as a parent, you wish to express a complaint or raise a matter of concern.
 - 1) If the complaint or matter of concern is about a member of staff, you must first speak directly to that member of staff.
 - 2) If the complaint or matter of concern is about a school policy, you must first speak to the member of staff responsible for the implementation of the policy or procedure. If the matter can be resolved to the satisfaction of all parties, no further steps are required.
 - 3) If a satisfactory resolution is not reached, the next step is to refer the matter to the appropriate School Head, being either Head of Primary or the Head of Secondary, who will attempt to resolve the matter.
 - 4) If a satisfactory resolution is still not reached, the next step is to refer the matter to the Principal who will attempt to resolve the matter.
 - 5) If the Principal is not able to resolve the matter to the satisfaction of all parties, the matter may be referred by any party to the District Superior of Australia of the Society of St Pius X in writing, with a copy to the Principal.

6. Discretion of Discussion: Parents are asked not to discuss with the student, or in his presence, any faults, difficulties, or problems, real or imagined, with the School or any of its staff. This only serves to make the child lose respect for school or staff.

7. Importance of the Father's involvement: As an extension of God's authority and Catholic hierarchy, and as heads of families, fathers must take an active interest in the education of their children, especially his child's progress. As St. Thomas Aquinas teaches, "It is obvious that the upbringing of a human child requires not only the mother's care for his nourishment, but much more the care of his father as guide and guardian, and under whom he progresses in goods both internal and external... On the father devolves the upbringing of the child." (IIa IIae q. 154, a. 2, c.) As their primary intellectual and moral guide, the father needs to realise that his children will be the reflection of his own thought and attitudes.

School Timetable

2025 St. Philomena School Bell times			
Primary School Monday to Thursday		Secondary School Monday to Friday	
8:10am	First Bell	8:10am	First bell. Students gather at Our Lady/Sacred Heart statues for prayers
8:15am	Prayers	8:15am	Pastoral Care Class
8:20am	Morning classes	8:25am	Period 1
		9:30am	Period 2
10:30am	Morning Tea		
11:00am	Classes	11:00am	Period 3
12:00pm	Angelus		
12:30pm	Primary School Lunch	12:05pm	Period 4
1:15pm	Afternoon classes	1:10pm	Secondary School Lunch
		1:50pm	Period 5
2:45pm	Dismissal Bell		
2:50pm	End of School Day.		
Primary School Devotions		Secondary School Devotions	
8:15am	Daily Prayers in the Chapel	8:10am	Daily prayers to Our Lady and Sacred Heart
12:00pm	Angelus daily		
8:20am Tuesday	Primary School Mass in Chapel Years Prep, 1, 3 and 6.	8:00am Monday, Wednesday & Friday	Rosary before Mass in Chapel
8:20am Friday	Primary School Mass in Chapel Years 2, 4 and 5.	8:15am Monday, Wednesday & Friday	Secondary Mass in Chapel
2:15pm Friday	Benediction/ Stations of the Cross in the Chapel	1:10pm Tuesday	Student led Rosary in Chapel
Legion of Mary			
ASSEMBLIES			
10:05am even weeks Friday	Primary School assembly	8:15am Monday	Secondary school weekly briefing
10:05am odd week Fridays	Whole School Assembly		

2025 St. Philomena School Bell times			
Primary School		Secondary School	
Friday		Friday ODD WEEK	
8:10am	First Bell	8:10am	First bell. Students gather at Our Lady/Sacred Heart statues for prayers
8:15am	Prayers in the Chapel	Prayer in Chapel	Pastoral Care Class
8:20am	Morning classes Including Library	Morning Classes	Period 1
		9:15am	Period 2
		10:05am	Assembly
10:50am	Morning Tea		
11:20am	Classes	11:20am	Period 3
12:00pm	Angelus		
12:30pm	Primary School Lunch	12:15pm	Period 4
1:15pm	Afternoon classes	1:10pm	Secondary School Lunch
		1:50pm	Period 5
2:45pm	Dismissal Bell		
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Legion of Mary			
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10:05am odd week Fridays	Whole School Assembly		

Spiritual Formation

Primary School

In the Primary School, all students are required to attend morning prayers in the chapel at the start of the school day at 8.15am. There are two Masses a week, some classes attending Mass on Tuesdays and the other classes on Thursday. These Masses are at 8.30am. On Fridays Benediction is scheduled at 2.15pm. During Lent, the Stations of the Cross replace Benediction on Fridays. All students are strongly encouraged to visit the Blessed Sacrament at least once a day; in addition to this each class has a guided visit to the Chapel once a week. Confessions are available during the weekly school Masses.

Secondary School

In the Secondary School, students attend Masses on Monday at 8.30am and Wednesday and Fridays at 8:15am. Secondary Holy Rosary every Tuesday in Chapel led by a senior student. All students are strongly encouraged to visit the Blessed Sacrament at least once each day. Confessions are available during the weekly school Masses. Secondary students can also attend Legion of Mary at Friday lunch time.

Whole School

The whole school makes a special effort to honour our Blessed Mother with flowers before her statue during May, the month of Our Lady. We also celebrate the Feast of Corpus Christi with a beautiful procession and likewise for the feast of our holy Patroness, St. Philomena. On All Souls' Day the students visit the local cemetery to pray for the faithful departed.

Student Retreat Programme

St Philomena School, as a school of the Society of St Pius X (SSPX) in the Australia and New Zealand District, has a programme of spiritual retreats for our students in years 6-12. Experience has shown that the Spiritual Retreats are an extraordinarily effective means of Christian formation – more even than the other means utilised on a day-to-day basis in the School. Consequently, the School considers the retreat programme, not as a mere addition to the education delivered by SSPX schools, but an integral part of the students' formation and education. Attendance at the annual retreat is mandatory for all students in years 6-12.

The School recognises that, from time to time, circumstances may make attendance on the annual retreats difficult or impossible. These cases are considered by the Principal when they arise. However, in the ordinary case, attendance on the retreat is a condition for Year 12 students to attend the formal and awards night. Attendance on the Year 6-11 retreats is a necessary condition to attend the end of year excursion and awards night. The Principal may make exceptions to this rule at his discretion if he judges the common good will be preserved. Retreats are run separately for the boys and girls. All retreats are silent, preached retreats to maximise the benefit obtained. Retreats are run as close as possible to the beginning of the year since the influence of the retreat on the whole academic year is considerable.

The outline of this programme is as follows:

- In years 6&7, students attend one day of recollection.
- In years 8&9, students attend two consecutive days of recollection. They return home overnight but are encouraged to keep the spirit of recollection.

Generally, these recollections are run at a suitable venue accessible from the school campus. Usually, this is Marian Valley in Canungra.

- In years 10&11, students attend a three-day closed retreat. The choice of venue is of paramount importance for the maximum spiritual impact. If possible, Holy Cross Priory in Goulburn recommended.
- In year 12, students attend a five-day Ignatian retreat. Holy Cross is the preferred venue for this retreat.

Attendance

Full time attendance at school is compulsory. If a student is going to be absent, parents are required to notify the school via the Parent Lounge on or before the day of the absence and advise of the reason and duration of the absence.

In the case of foreseen absence, parents must provide the school with advance written notification. Whenever possible, parents should avoid making personal plans that will result in missed class time.

In order to avoid disrupting the schedule of class or of the school, retarding the child's academic progress, and sending conflicting messages to the children regarding the importance of academics and duty of state, families are expected to plan vacations around the school schedule. Absences for vacation taken during a school term are in no way encouraged by the school. Parents should contact the Principal well in advance for very exceptional cases which are very rare and for very serious reasons. If approved, details will need to be communicated to the school and communicated to teaching staff.

Reasons which would justify a child's absence:

- Illness, including recovery from major illness, injury or medical condition.
- Urgent medical or dental treatment (Routine medical or other health appointments should be made either before or after school or during the school holidays).
- Bereavement.

Please do not keep your child away from school for:

Birthdays, shopping, visiting family and friends, if they sleep in, looking after other children, minor check-ups or care such as haircuts.

Arrival

Students are to arrive at school no later than 8.10am. Active supervision of students by teachers begins at 8am. Students must be supervised by their parents or guardians before 8:00 am.

Until the first bell at 8.10am the Primary School wait at lower court, the Secondary Girls wait outside the 7/8 or 9/10 Girls room and the secondary boys wait outside 7/8 or 9/10 Boy's Room.

Late Arrival

On-time arrival at school is a matter of justice toward teachers and students. Students who arrive after the second bell at 8.15am must go to the school office to receive a Late Note which the students are to take to their teacher.

Departure

School dismissal is at 2.45pm for Primary and Secondary schools. Students will wait in the Primary COLA for parents to collect their children using the roundabout as a pick up zone. This will be supervised by school staff. Parents are asked to follow the directions of all staff during the pick up and drop off procedures. Parents must pick up students promptly, and not later than 3.05pm.

Once a parent has arrived for pick-up, the student is considered under that parent's care and supervision. The cooperation of all parents is absolutely required to make the car park as safe as possible.

Late Pick Up

A late pickup will attract a penalty fee of \$25 for every 15 minutes or part thereof after 3:30pm.

Leaving the School Grounds Early

Students are not permitted to leave the school grounds without notification from a parent. Parents must inform the school office in advance of any instance when a student needs to leave the school premises before the usual dismissal time. A parent or guardian must sign the Register at the office before the student leaves.

School Calendar

The school arranges the publication of the school calendar at the beginning of each school year and the calendar is issued to each school family. The information contained in the calendar is very comprehensive and includes term dates, religious holidays, etc. Please retain this calendar for the whole year, the calendar is also available from our Parent Lounge.

First Aid

If a student is ill during a school day, their teacher will send them to the school office to be attended to and monitored. Parents may be contacted to collect their children. Please ensure that parents' or guardians' contact details are kept up-to-date and that the school is able to contact at least one parent or emergency contact at any time.

Please note that the school does not supply paracetamol or other pain medication. Only medication that is on a student's written permission or medication plan can be administered.

Please provide the school with a full disclosure of current medical condition/s and medication/s so we can support the student in the case of illness.

Please do not send sick children to school. Keeping sick children at home prevents the spread of any communicable or infectious illnesses to other children, teachers and to other families in the school community.

If you are asked to collect your child due to illness or injury, please do so as a matter of urgency. In emergency situations, the school will contact emergency services as well as parents/guardians.

Homework and Assignment Policies

While set homework may not be given on a nightly basis by each subject teacher, students are expected to continue with their review of notes taken in class, revision of past work, and work on assignments each night as part of their homework routine.

Homework Objectives

- To reinforce what the child has learned during the day.
- To provide a link between teacher and parents.
- To develop a child's concentration skills and develop a work ethic.
- To establish consistent study patterns
- To develop independent learning and research skills.

Time Allocation for Homework and Assignments

The following offers a guide for parents:

- | | |
|--------------|---------------------------------------|
| • Prep | 20 Minutes |
| • Years 1 | 25 minutes |
| • Year 2 | 30 minutes |
| • Years 3 | 35 minutes |
| • Years 4 | 40 minutes |
| • Year 5 & 6 | 60 minutes. |
| • Year 7 | 13 - 18 hours a fortnight |
| • Year 8 | 13 - 18 hours a fortnight |
| • Year 9 | 13 - 18 hours a fortnight |
| • Year 10 | 13 - 18 hours a fortnight Task Driven |
| • Year 11 | Task Driven |
| • Year 12 | Task Driven |

Prior to testing periods, students may spend additional time in revising past work. Students should spend some time each weekend on the completion of homework, or assignment and projects. In Years 11 and 12, this time will increase.

Parent Communication

On some nights, the students may have homework and study that will take less time than the guidelines suggest. On the other hand, some students may spend more time on homework and study than the guidelines suggest. Parents should try to establish whether students are doing more than is required. It may be that the student is spending too much time on presentation or does not clearly understand what she is required to do in order to complete the task or review the subject notes. The Head of Secondary/Primary or teacher should be alerted to parent concerns.

Homework is classified as:

- Written tasks (set by the teacher and a time given for completion).
- Comprehension tasks (set by the teacher and a time given for completion).
- Reading (set by a teacher and a time given for completion).
- Reviewing notes taken in class (expected each day and may not be set by the teacher).
- Revision and study (expected each day and may not be set by the teacher). Revision tasks may be provided prior to tests and examinations.
- Research (may be set by the teacher or could be part of student work on an assignment).
- Practical learning (set by the teacher). This will cover practice problems in Mathematics, learning lines for Drama and/or Poetry, learning facts and definitions, learning vocabulary etc.
- Assignment and projects (once set, students are expected to work consistently for completion by the due date).

Homework Process:

- Students (Prep – Year 6) are required to bring their homework to school each day.
- Homework will be checked for completion by the teacher.
- A range of strategies will be used to check/correct homework tasks.
- Primary students are expected to have completed assigned homework tasks in the allotted time. Failure to do so, without parent communication, may result in students completing incomplete tasks at a designated time during the school day.
- Students (Year 4 - 12) must bring their Student Diary to each lesson.
- Students (Year 4 – 12) are required to record all set homework in the Student Diary.
- Primary students are requested to have their diaries signed by a parent/guardian nightly.
- Secondary diary signed by parent for Friday homeroom.

Parent and Teacher Partnership:

- Parents can support their children by checking the Student Homework outlines (Prep – Year 3) or Student Diaries (Year 4 – 12) for homework entries.
- Parents may provide assistance to their children by discussing homework tasks, reading drafts of assignments and offering suggestions for editing or content.
- Parents should contact the relevant teacher or Head of Secondary/Primary if they have questions about homework, concerns about their child's homework completion, or concerns about the time spent on set homework and assignments.
- Primary Parents must contact the classroom teacher if their child's homework is incomplete.

Parents are asked not to do their children's homework for them. As a fundamentally dishonest circumvention of student duties, this would undermine both the teaching and learning processes and seriously impede the development of good study habits.

Uniform Policy

A school uniform acts as a visible sign of the unity of a student body striving to achieve a common goal. Bearing this in mind, the standard remains *uniformity*, not individuality or fashion. While the school strives to develop strong individuals, the well-formed student will possess a true depth of character, and a personality strong from within, not defined from without. A uniform facilitates all of this by minimising the possibility of disordered, vain, or immodest self-expression that seeks primarily to draw attention to self. Beyond this, uniform dress reinforces a sense of solidarity and belonging, and eliminates the significant social pressures associated with style consciousness and competition. Far from a means of suppressing individual expression, willingness to submit to the uniform policy indicates humility and maturity.

The school relies on parents, students and staff to understand the purpose of uniforms and to comply with the intention of the regulations. Parents with questions or concerns should feel free to contact the school for clarification.

All students are required to wear the full and correct school uniform during the school and to attend from school.

Dirty, worn out or damaged uniform items (including hats) are not acceptable at school. These items will need to be cleaned or replaced. Repeated failure to meet these requirements will be referred to the Head of School.

UNIFORM REQUIREMENTS

Primary School

All uniforms can be purchased through the School Uniform Shop on School Grounds.

GIRLS

FORMAL UNIFORM

Dress:	School formal dress, approximately mid-calf length.
Socks:	White turn down socks (no anklets) – purchased outside the school
Tights:	Maroon/Navy tights may be worn in winter.
Shoes:	Black leather school shoes – lace up or buckle – no black runners, jiffies or boots (purchased outside the school)



Jumper:	Maroon School jumper
Jacket:	Navy Blue bomber jacket only to be worn over the maroon jumper (supplied by school)
Bag:	School issued bag.
Play Hat:	Navy hat with wide brim
Hair:	Black, navy or maroon bands, ties and clips. When hair reaches collar, it must be tied back securely. Fringes must not cover eyes. Artificial colouring is forbidden.
Earrings:	One metal plain 5mm stud or 12mm sleeper in each lower earlobe. No coloured stones.

SPORTS UNIFORM

- Polo: Maroon Polo Shirt.
 Skort: Tartan Skort, below the knee.
 Socks: White SPS embroidered crew sock purchased from Uniform Shop.
 Jacket: Sports Jacket (Not permitted to be worn with formal uniform).
 Runners: Any style of sandshoe/runner – (purchased outside the school - not converse or canvas shoes).

BOYS

FORMAL UNIFORM

- Shirt: Blue short sleeved Shirt.
 Tie: School Tie.
 Shorts: Navy school shorts.
 Pants: Navy long pants may be worn in Winter.
 Socks: School formal socks.
 Shoes: Black leather lace up school shoes (no casual variations, boots or runners).



- Hat: Navy school formal hat with emblem.
 Jumper: Maroon jumper.
 Jacket: Navy blue bomber jacket to be worn over maroon jumper.
 Bag: School issued bag.
 Play Hat: Navy hat with wide brim.

SPORTS UNIFORM

- Polo: Maroon Polo Shirt.
 Shorts: Navy School sports shorts.
 Socks: White SPS embroidered crew sock purchased from Uniform Shop.
 Runners: Any style of sandshoe/runner (purchased outside the school - not converse or canvas shoes)

PRIMARY HOMEWORK BAG

Applies to all primary students.

The maroon homework bag is a compulsory item within the primary school.

Homework bags that are lost, damaged or in need of replacement must be purchased through the uniform shop.

All new prep students from 2026 will be required to purchase the homework bag during the uniform fitting.

Secondary School

All uniforms can be purchased through the School Uniform Shop on School Grounds.

GIRLS

FORMAL UNIFORM

- Blouse: School issues white blouse with navy cross tie.
 Skirt: Navy pleated skirt , approximately mid-calf length.
 Socks: White turn down socks (no anklets) – (purchased outside the school)
 Shoes: Black leather school shoes – lace up or buckle – (no black runners, jiffies, boots).
 (purchased outside the school)



- Hat: Navy bucket hat - worn to and from school at all times
 Jumper: Navy jumper with emblem
 Blazer: Marron School Blazer – Terms 2 & 3 compulsory
 Bag: School issued bag.
 Play hat: Nay bucket hat.
 Hair: Black, navy or maroon bands, ties and clips. When hair reaches collar, it must be tied back securely. Fringes must not cover eyes. Artificial colouring is forbidden.
 Earrings: One metal plain 5mm stud or 12mm sleeper in each lower earlobe. No coloured stones.

SPORTS UNIFORM

- Polo: Blue Polo Shirt.
 Skort: Navy Skort, below the knee
 Socks: White SPS embroidered crew sock purchased from Uniform Shop
 Jacket: Sports Jacket only worn with sports with sports uniform. Not permitted with formal uniform.
 Runners: Any style of runner – (purchased outside the school - not converse or canvas shoes.)

BOYS

FORMAL UNIFORM

Shirt:	White short sleeved Shirt.
Tie:	School Tie.
Shorts:	Grey school shorts.
Pants:	Grey long pants may be worn in Winter for Years 11 and 12.
Socks:	School formal socks.
Shoes:	Black leather lace up standard school shoes (no casual variations, boots or runners).
Hat:	Navy school formal hat.
Jumper:	Navy jumper with emblem.
Blazer:	Maroon School Blazer.
Bag:	School issued bag.
Play Hat:	Navy bucket hat.

SPORTS UNIFORM

Polo:	Navy and White Polo Shirt.
Shorts:	Navy School sports shorts.
Jacket:	Sports Jacket only worn with sports with sports uniform. Not permitted with formal uniform.
Socks:	White SPS embroidered crew sock purchased from Uniform Shop
Runners:	Any style of runner – (purchased outside the school - not converse or canvas shoes.

The Year 12 Jersey is not to be worn under the school blazer.

Accessories to the school uniform:

- Earrings – Plain studs or sleepers are allowed;
- Hair ties, hair bands, etc. – Navy Blue, Black or Maroon;
- No rings, bangles or other jewellery apart from a crucifix or religious medal;
- No make-up;
- No nail polish.



Make-up

Make-up and cosmetics are forbidden, with the exception of medicated bases prescribed by a doctor. In these cases, students must provide a note from the prescribing doctor. Fingernail polish – coloured or clear – is forbidden.

Hair

Fad hairstyles for boys or girls are forbidden. Boys must be clean-shaven, well-groomed, with hair cut traditionally, off the collar and ears. Girls are to keep their hair pulled back out of their faces. Any ribbons, hair bands, or other hair accessories are to be simple in design and colour (black, blue or maroon). Bright colours and/or big bows and flowers are not allowed. Hair, once at shoulder length, to be tied up in such a way that a hat can be worn normally.

Uniform Prices

For Uniform information and Prices please see our website.

<https://www.stphilomena.qld.edu.au/uniform-shop/>

General School Rules and Guidelines

Character training is an important part of the education at St. Philomena School. The school expects loyalty, respect and good manners from all students along with prompt, cheerful and habitual cooperation. Rules are kept to a minimum. Instead of rigidly enforcing a long list of rules, the school strives to develop an atmosphere in which students instinctively respond to a whole-school culture of respect and consideration. This school culture is fostered chiefly through the 'Five Core Responsibilities' and the 'Five Common Standards'.

FIVE CORE RESPONSIBILITIES

Teachers and students share five core responsibilities:

1. To obey the school rules.
2. To come prepared for work.
3. To allow teachers to teach.
4. To allow students to learn.
5. To respect the persons, properties and rights of others.

FIVE COMMON STANDARDS

Since teachers have different personalities and outlooks, there will always be some legitimate differences in their personal styles, methods and practices. To ensure uniformity across the board, however, all teachers include in their behaviour management plans certain expectations that are considered particularly important and useful. Because they are common to all teachers and to all students, these expectations are called the 'Common Classroom Standards' and are expressed as follows:

1. **Sit in your seat** (don't slouch, don't sprawl, don't rock on the chair, etc.)
2. **Stay in your seat** (don't swap places, don't wander around the room, etc.)
3. **Be silent** (students never call out but raise their hand and wait for permission to speak).
4. **Be prepared** (mentally and materially).
5. **Be polite** (especially by respecting others and respecting the learning process itself).

Forbidden items

Teachers will confiscate these and other inappropriate items:

- Mobile phones;
- Electronic devices, including but not limited to radios, CD players, iPods, CDs, DVD's and games;
- Books, magazines, pictures, comics, letters, notes, etc. of an immoral nature or inappropriate content;
- Any drugs or alcoholic beverages; including e-cigarettes, nicotine vaporisers and herbal vaporisers
- Any tobacco or smoking paraphernalia, including matches, lighters, etc.;
- Weapons of any kind.

2 day suspension and further punishment will be made at the discretion of Principal especially for repeated offences.

Primary School Behaviour Management Plan

The Classroom Management Plan being implemented in the Primary School will be as follows:
Students are expected to, according to the Five Classroom Standards/Rules:

1. **Sit Down** (Sitting properly, whether on a chair or floor)
2. **Stay Put** (Raising their hands to seek permission to leave their seat; keeping hands and feet to themselves; staying in a seat and not wandering around the room)
3. **Be Silent** (Raising their hands to speak and observing the silence when required)
4. **Be Prepared** (Not being late to class and handing work in on time, including homework tasks; wearing their school uniform with pride; always doing their best)
5. **Be Polite** (Respect teachers; always use good manners; treat other students kindly and obey the 'hands off' policy')

If a student fails to meet one or more of the above standards, the following disciplinary procedure is initiated:

1. **Warning** (the student is given a reminder to increase his/her effort with his/her behaviour)
2. **Time Out** (after a 2nd misdemeanour, the student sits apart from his/her peers for 10 minutes)
3. **Time Out and Parents Notified** (after a 3rd misdemeanour, the students sit apart from his/her peers for 10 minutes; parents are notified and the behaviour is recorded on TASS)

Specialist Teachers are to inform the classroom teacher at handover of the class of any warnings/timeouts given. It is expected that the above forementioned procedure is also adhered to by any Specialist Teachers (e.g. particularly Religion, Music and Latin).

N.B. Time-Out sessions will be conducted in class; students will continue listening to the lessons and completing tasks. Prep students will gradually learn this process as they become familiar with school routines. **The most important aspect of this 3-step process is that ALL is reset for the next new day.** Ongoing behaviour issues will require escalation after consultation with the Head of Primary as outlined below.

Over a 2-week cycle, if low-level misdemeanour behaviour has continued and parents have been notified twice, students will receive a Playground Time-Out, which will indicate loss of activities for a short period of time. Over a term (or at Head of Primary discretion), if behaviour – positive or negative – is repeated four times, a letter will be sent by the Head of Primary indicating recognition of virtue or identifying areas in need of immediate change.

If a misdemeanour of a more serious nature occurs (e.g. physical violence, high level classroom disrespect, possession of a banned items such as mobile phones or weapons), students will be referred to the Head of Primary or Principal, proportionate consequences imposed and parents notified.

Primary Staff will monitor, record and reflect on student behaviour. If parents are notified of a misdemeanour, they are requested to assist classroom teachers by having a conversation with their child about his/her behaviour and the changes they will need to make for the future. Staff will continue to recognise and reward Catholic Character behaviour, and to inform students of ways in which they can grow in virtue.

Head of School may review and adjust policy in consultation with class teachers as necessary, particularly in year class 5 and 6.

Secondary School Behaviour Expectations

In the Secondary School, behaviour management is divided into two main areas: inside the classroom and outside the classroom.

Inside the classroom, the behaviour of students is governed by the Five Common Classroom Standards which appear below.

Common Classroom Standards

Aims: spirit of self-control; habit of self-denial; habit of self-sacrifice, especially by learning to sacrifice one's own will cheerfully for the joyful common good.

Sit in your seat (*Common Standard One*)

- You are part of the school family. A special place has been assigned to you.
- Your teachers will ask you to sit in that place.

Stay in your seat (*Common Standard Two*)

- At the start of the lesson, you have a chance to fetch what you need.
- Your teachers will ask you not to leave your seat during the lesson.
- Your teachers may, at their discretion, allow you a short break between lessons.

Be silent (*Common Standard Three*)

- We cannot listen unless we make silence within ourselves. Inner silence is a condition for prayer and learning. This silence begins as you pass through the classroom door.
- Your teachers will ask you to raise your hand and to wait for your name before you speak in class.
- If your teachers allow a different dynamic for a particular learning activity, they will ask you to follow their directives for that particular activity.

Be prepared (*Common Standard Four*)


- You should not rely on others to be better prepared than you. They buy and bring their own equipment, and in fairness so should you.
- Your teachers will ask you not to borrow from other students.
- Your teachers will ask you to meet deadlines punctually.

Be polite (*Common Standard Five*)

- Know your place and put your heart in your work. This is true politeness.
- To help you as you mature into a polite and considerate adult, your teachers will ask you, among other things, to respect the following code:
 - Show great respect for what is not yours.
 - Especially in class, do not touch other people or their property.
 - Do not write on the whiteboard.
 - Do not throw anything round the room, including rubbish for the bin.
 - Even on hot days, make a sacrifice by eating and drinking only at the designated times and places. Eat and drink well at these times and do not bring food into class. (NB Water bottles are allowed in class.)
 - Watch your body-language because swaggering, slouching, sighing or rolling your eyes is also a way of answering back.
 - Do not call names.

Procedure for students who do not follow the Common Classroom Standards.

When an infringement against the Core Common Standards occurs, the student will be notified to attend a lunchtime detention. The exception to this is Core Common Standard 3- Be silent. For this standard a warning will be given, if the teacher must direct the student again to be silent a detention will then be given. Secondary Staff will work with the student to ensure they understand the reason why but also reinforce expectations through supporting the student to be the best version of themselves.



St. Philomena School

Core Common Standards

Core Responsibilities
Teachers and students share five core responsibilities:

1. To obey the school rules.
2. To come prepared for work.
3. To allow teachers to teach.
4. To allow students to learn.
5. To respect the persons, properties and rights of others.

Classroom Common Standards
Aims: spirit of self-control; spirit of habitual self-denial; spirit of habitual self-sacrifice, especially by learning to sacrifice one's own will cheerfully for the joyful common good.

Common Standard One
Sit in your seat

- You are part of the school family. A special place has been assigned to you.
 - Your teachers will ask you to sit in that place.

Common Standard Two
Stay in your seat

- At the start of the lesson, you have a chance to fetch what you need.
 - Your teachers will ask you not to leave your seat during the lesson.
- Your teachers may, at their discretion, allow you a short break between lessons.

Common Standard Three
Be silent

- We cannot listen unless we make silence within ourselves. Inner silence is a condition for prayer and learning. This silence begins as you pass through the classroom door.
- Your teachers will ask you to raise your hand and to wait for your name before you speak in class.
 - If your teachers allow a different dynamic for a particular learning activity, they will ask you to follow their directives for that particular activity.

Common Standard Four
Be prepared

- You should not rely on others to be better prepared than you. They buy and bring their own equipment, and in fairness so should you.
 - Your teachers will ask you not to borrow from other students.

Common Standard Five
Be polite

- Know your place and put your heart in your work. This is true politeness.
- To help you as you mature into a polite and considerate adult, your teachers will ask you, among other things, to respect the following code:
 Show great respect for what is not yours. Especially in class,
 do not touch other people or their property. Do not write on the whiteboard.
 Do not throw anything round the room, including rubbish for the bin.
 Even on hot days, make a sacrifice by eating and drinking only at the designated times and places.
 Eat and drink well at these times and do not bring food into class. Water bottles, however, are allowed in class.

Offences

Absent from class without permission
 Bullying
 Physical fighting
 Vandalism
 Obscene language
 Verbal abuse of a teacher or student
 Smoking or possession of cigarettes
 Truancy from school
 Illegal objects at school
 Unsafe behaviour
 Refusal to obey the direction of a staff member
 Breaches of assessment/assignment policy
 Serious matters pertaining to safety

These offences will be referred to the Head of Secondary who will deal with the individual cases in consultation with the School Principal. Parents will be kept informed.

Appointments and Contact with School Staff, Teachers or Administration

Parents may request meetings with any member of the school staff or administration. Such meetings should be scheduled in advance, by phone or email, through the school office.

Contact with Teachers

Parents should contact teachers regarding school matters by contacting the school office during regular school hours.

The school will not call teachers out of the classroom, or away from other supervisory duties to take calls during school hours. Teachers who receive messages relating to school matters will return phone calls during available free periods. Teachers will respond to messages left after hours at their earliest convenience.

Parents should not contact teachers at their homes or at parish functions (or in other social settings) regarding school matters.

Parents can email staff. Staff have 48 hours to reply. Contact regarding curriculum should go directly to subject teacher. General questions/concerns should go to pastoral care teacher.

Child Protection

Protection from All Forms of Harm

Every student is entitled to protection from all forms of harm.

St Philomena School recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of the children within our School will always be a primary consideration.

We expect our students to show respect to our staff, other students and volunteers and to comply with safe practices and we expect all employees to ensure that their behaviour towards, and relationships with, students reflect proper standards of care for students, and are not unlawful. The School will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

What does the School mean by harm?

Recent Queensland legislation defines harm as:

Any detrimental effect of a significant nature on the child's physical, psychological or emotional well-being. It is immaterial how the harm is caused.

Harm can be caused by:

- Physical, psychological or emotional abuse or neglect;
- Physical neglect and/or inadequate supervision;
- Sexual abuse or exploitation;
- Domestic or family violence.

FOR STUDENTS

Remember – the most important thing is that you feel safe and free from harm. You must tell someone you are being harmed or afraid that you will be harmed.

Who should I tell if I am feeling unsafe at school or home?

Any forms of harm are unacceptable and will not be tolerated. If a child is experiencing harm or if they believe they are likely to experience any form of harm (this includes any behaviour by a staff member, which is inappropriate) they should report the matter to either:

- Mr. Paul Curtin
- Miss Frances Erbacher
- Fr Anthony McNamara (Director)
- A trusted member of staff.

What will happen if I report what is happening to a staff member?

If the concern is worrying you but not causing immediate harm, then the member of staff will discuss with you ways to solve your problem. If the concern is serious and the member of staff believes that you are being harmed or in danger of being harmed, he or she will report it to the Principal.

What if I don't want it reported to the Principal?

The staff member will try to keep your concerns confidential as much as possible. However, if staff is aware or reasonably suspects that harm has been caused by anyone to a student of the school then the law says the matter must be reported to the Principal and then it may have to be reported to the police. If the staff member has to report what you have told them to someone else he or she will explain to you exactly what will happen next.

If you know or suspect that another student is being harmed or is likely to be harmed, then you should report your suspicions to one of the persons listed above.

How does the School protect students from harm?

The School has a comprehensive Child Protection Policy, which covers the actions to be taken if a member of staff or a parent of the School becomes aware or reasonably suspects that harm has been done to a student of the School by other staff, people outside the School or by other students.

What should a parent do if you become aware or reasonably suspect that harm has been caused to a student of the School by a member of staff, someone outside of the School or by other students?

You should report your concerns to the Principal or to any other member of School staff.

What will happen next?

If you report your concerns to a member of staff other than the Principal, the member of staff will report it to the Principal immediately, or if the subject of the complaint is the Principal then the member of staff will report to a Director

What will the Principal or the Director do?

If the Principal or Director receives a report of harm or suspected harm to a student of the School and he/she becomes aware of the harm having been caused or reasonably suspects the harm to have been caused then it will be reported to police immediately if the harm relates to sexual abuse; or to the Department of Communities if appropriate; or it may be dealt with internally if the matter does not require mandatory reporting to an outside body.

What happens about confidentiality?

Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. It is the School's policy that confidentiality between the School and parents will be respected as much as possible and any concerns raised by parents will not rebound adversely on their children.

Each person who has access to information regarding suspected or disclosed harm has an obligation to observe appropriate confidentiality. However, the School is unable to promise absolute confidentiality since the steps of the Policy will require disclosing, internally and externally, certain details involved in responding to the report. State authorities can compel people to give evidence about actions under the Policy and to produce documents. You would be fully informed if information you provided has to be passed on to a third party.

Any action, which needed to be taken under staff disciplinary procedures as a result of an allegation not requiring police intervention, would be handled confidentially within the School.

How will the School help my child?

The Principal will ensure that the following things are done to reduce the chance of harm occurring:

- Ensure that each staff member understands and fulfils their obligations under this Policy and the Policy for reporting abuse.
- Ensure that there is an acceptable reference for each staff member engaged since the commencement of this protocol, from his or her previous employer.
- Ensure that each staff member and volunteer (who is not a parent) who has contact with children has a current positive suitability notice issued by the Commissioner for Children and Young People.

If the Principal receives a report of harm to your child, he/she will support the child by:

- responding rapidly and diligently to the report;
- reassuring the student;
- protecting the child's confidentiality as much as possible;
- offering continuous support; and
- providing counselling if requested.

Emergency Procedures

The school has policies for evacuation and lock-down. Should you wish to see a copy of these please see the administration office. Regular drills are run by the Workplace Health and Safety (WHS) team to ensure staff and students are kept up-to-date on emergency procedures.

If the children need to be evacuated from the property, a shuttle service, using the school bus and staff vehicles, and if necessary, emergency services, will take children to a designated safe collection point.

Parents will be notified of this by the school once the safety of the children is secured. Teaching and administration staff have been trained in basic first aid and will use these skills to attend to any injuries.

Fee Collection and Payment Policy

Fees and Levies collected at St Philomena School are used for the following purposes which are aligned to the Vision and Mission of the school to:

- Provide teaching, administrative, classroom support and facilities
- Provide essential resources, materials, facilities and equipment
- Assist with providing activities such as sports and excursions
- Support the School building program
- Maintain buildings, grounds and other facilities

For those families experiencing genuine temporary inability to pay fees, we are committed to providing support to ensure that enrolment is not compromised. Please contact the Principal or Business Manager for further information concerning the hardship application process.

School Fee and Levy Collection Process

1. School fees and levies are charged on a term basis and sent out just after the start of term, in accordance with the School Fees Schedule (<https://www.stphilomena.qld.edu.au/fee-schedule/>).
2. Fees are due to be paid on the last day of the month following the invoice date. The due date will be noted on the invoice.
3. Where a parent/guardian believes financial circumstances have arisen that will prevent or delay the payment of the school fee account, a variety of options are available:
 - a. *Extension of Time*
If an extension is required, please contact the school finance office prior to the due date.
 - b. *Payment Plan*
Payment of the school fee and levy account by regular instalments. All payment plans must ensure that the account is cleared by the last day of the school year or as negotiated with the Principal and / or Business Manager. As the payment plan is a concession, not an entitlement, and is costly to manage; families on payment plans must utilize the

direct debit system in place at the school – currently EziDebit.

c. Hardship Discounts

In cases of financial hardship an application may be made for hardship discount.

- i. To assist families in hardship, St Philomena School offers 6 Hardship Discounts every 6 months which can be applied for in January for Terms 1 & 2 and in June for Terms 3 & 4. All applications received by 31 January and 30 June will be considered and the Hardship Discounts awarded to those families in most need. Families will need to reapply if they are to be considered for the next round. Hardship Discounts are as follows:

Term 1&2

2 X Family tuition fees discounted by 80%

2 X Family tuition fees discounted by 50%

2 X Family tuition fees discounted by 30%

Term 3&4

2 X Family tuition fees discounted by 80%

2 X Family tuition fees discounted by 50%

2 X Family tuition fees discounted by 30%

All matters are dealt with on a confidential basis

4. Recovery of unpaid fees. In fairness to families who pay their school fees regularly and on time, the School will follow up all overdue school fee accounts.
 - a. Statements are sent out monthly to all families with balances on their accounts.
 - b. Families behind in their agreed payment plans will be contacted by the admin department to discuss options to catch-up.
 - c. If satisfactory arrangements have not been reached, the account may be sent to the schools Debt Collection agency. In serious cases, where there is clear capacity to pay outstanding fees, legal options may be pursued by the college and/or enrolment cancelled.
 - d. Legal costs, direct debit rejection fees and any debt collection costs or other costs incurred will be at the family's expense.
 - e. As the school incurs additional costs for school based distance education subjects and the school bus, only students of families with fully paid-up school fees will be eligible to enrol or re-enrol in school based distance education, and/or included on the roll for the school bus. By fully paid-up school fees we mean:
 - i. Either: all the prior year's invoices must be fully paid on 31 January
 - ii. Or: families on a formal payment plan, signed by the Principal or Business Manager, must be up-to-date with their payments on 31 January.

Agreed Payment Plans

As mentioned above, our school offers families the opportunity of paying the school fee account by regular instalments over the course of the year. All Agreed Payment Plans must be organised to include a regular schedule that will clear the school fees account by the last day of the school year. Any extensions to an Agreed Payment Plan must be negotiated with the Principal and/or Business Manager. To establish an Agreed Payment Plan, forms are available from the school administration office.

Late Start Enrolment

New students entering St Philomena School after the commencement of the term may be charged on a pro-rata basis for the remaining weeks of the term where appropriate at the Principal's and/or School Business Manager's discretion.

Withdrawal of Enrolment

A full term's notice, in writing, is required for any changes to your child's attendance. Failure to give a term's notice will result in you being billed for one term's fees in lieu thereof or your Enrolment Bond being forfeited. Should a child be expelled or suspended from school the current term's fees remain payable.

We offer no refund on levies for non-participation, except in cases where a family has applied for an exemption and it has been approved.

All activities charged are considered mandatory school activities, so the request for an exemption must be deemed reasonable. If the school has incurred any expenses in relation to the activity prior to the exemption being applied for, families will be charged for these.

Student text books, library books and laptops and all accessories are to be returned to the School.

Extended Leave/Holding an enrolment place

Fees will be payable for the whole term in which extended leave is taken. For a reduction in fees a written request must be made to the Principal at the time of notification and may be granted at the Principal's discretion. Consideration will be given to the length of the break, the nature of the leave, the time the student has been at the college, the number of previous leave occurrences, and the existence of student waiting lists.

St. George – LS

The St Philomena School St. George LS provides support for students with disabilities and significant learning difficulties from Prep onwards. Support for students is provided by both a Support Teacher and Support Teacher Aide. The Support Teacher provides both support to teachers to enable students with disabilities to access the curriculum in the regular classroom setting as well providing custom interventions within the Support Classroom. The teacher aides within the school support teachers and students in a variety of settings.

Classroom teachers are continually monitoring student progress within the classroom and adjusting strategies accordingly. Where there is a need for additional support identified the classroom teacher will send a referral to St. George LS which helps to effectively target further support. Classroom teachers will speak with parents if they feel additional support requirements are necessary and St. George LS will also communicate with parents when their child is receiving support outside the classroom. Meetings to discuss child specific goals for students with identified disabilities are also held with St. George LS and the Classroom Teachers.

Excursions

From time to time excursions (and incursions) will be arranged to benefit the students and enhance their learning experiences. Often there will be a small cost associated with the excursion (or incursion). These costs will be invoiced in advance at the beginning of the term and adjusted at the end of the term for excursions / incursions attended.

Consent forms are sent out to families at the beginning of the year covering the whole year. Students without properly completed consent forms on file will not be able to participate in the event. Parents will be notified via email, in advance, of upcoming excursions / incursions and the cost associated with the event. Attendance is usually compulsory.

Lost Property

Articles of lost property that have been found on the school grounds are kept at the school office. PLEASE ensure that all items of uniform and other student property are labelled clearly with the student's name.

Any items not retrieved from the lost property at the end of term may go to the second-hand sales at the uniform shop.

Medication

All prescribed medication that students require during the day must be taken to the school office on arrival at school in the morning. Written permission or relevant form from the office must accompany the medication. The medication will be administered by the administration staff. Students should not carry their own medication with them – except for asthma inhalers or epipens where necessary.

Asthma and other life endangering illnesses. A doctor's health care plan MUST be lodged at the school office for any student with asthma or other life endangering illnesses, such as severe allergies, requiring urgent medication.

Academic Reporting

In the Primary School reports are sent home to parents at the end of the 1st Semester and 2nd Semester. Parent/Teacher Interviews are held at the end of Terms 1 and 3. It is compulsory for parents to attend Parent/Teacher Interviews in Term 1. Interviews in Term 3 are at the request of the teacher or parents. The front office will communicate with parents about arranging times for interviews on the days scheduled in the School's calendar.

Reports are uploaded to the Parent Lounge at the end of each semester. These reports include an overall grade, pieces of assessment, an achievement graph allowing parents to see where their child ranks within the cohort. This graph is done by grade only, student results are private. Each subject teacher will provide an overview of what your child has studied, the areas they have good

control in, areas that need attention and recommendations for future success. Year 12 students do not receive a school report at the end of semester 2.

Secondary Parent/Teacher Interviews are held at the end of Terms 1 and beginning of term 3. These interviews are at the request of the teacher or the parents. Teachers requesting an interview will be indicated by a red flag beside their name during the booking process.

Parents can request interviews by using the online booking system via the link emailed to parents for each interview session. The front office will communicate with parents about the arranging of times for interviews on the days scheduled in the School's calendar.

Bus Route

Time	Route
7:25am	Depart Blunder Rd, Oxley Ridge (Translink Stop 67 Aldi-Chemist Warehouse)
7:30am	Depart Blunder Rd, Durack (At Storage King, before Inala Ave)
7:40am	Depart Stapylton Rd, Forest Lake (At Heathwood Park)
7:50am	Depart Conifer St near Silvertop St, Hillcrest (Translink Stop)
8:00am	Arrive St Philomena School (Koplick Rd, Park Ridge)
Time	Route
2:50pm	Children on the bus and roll-call
2:55pm	Depart St Philomena School (Koplick Rd, Park Ridge)
3:20pm	Depart Silvertop St near Conifer St, Hillcrest (Translink Stop)
3:30pm	Depart Stapylton Rd, Forest Lake (Opposite Heathwood Park)
3:40pm	Depart Blunder Rd, Durack (Opposite Storage King, after Inala Ave)
3:45pm	Arrive Our Lady of Lourdes (St Clements Rd, Oxley)

PLEASE NOTE:

- The chartered bus operates each school day Monday to Friday.
- All times are approximate. Schedule subject to some variations because of traffic conditions.
- Parents are to be at their stop 5 minutes prior to these times.
- Parents are to refrain from asking the driver to pick or drop their child at a different stop than one of those allotted.

**Irrespective of Bus Stop Location*

1st child \$500, 2nd child \$200 & 3rd + No charge

Fees

These fees will be charged on your term invoice. The above fees are heavily subsidized by the school and seats are limited. For this reason, preference is given to families already taking the bus and those families not falling behind in the payment of their school fees/ formal payment plans.

Rules

1. **NO CHILD is to enter the bus without the driver's permission.**
2. NO BODY PARTS are to protrude from the windows of the bus, at any time.
3. ALL PASSENGERS are to remain seated at all times.
4. NO FOOD or DRINK is to be consumed.
5. Any claim for DAMAGE caused by student behavior will be the responsibility of the parent/ carer of the student concerned.
6. NO PERSONAL ELECTRONIC DEVICES, such as, iPods, laptops, iPads, tablets, handheld game machines, etc. Such items will be confiscated.

7. Mobile phones can only be used out of serious necessity, such as, in an emergency or parents need to be contacted urgently.
8. ALL PASSENGERS must follow the Queensland Transport Code of Behavior <http://www.tmr.qld.gov.au/buscode> distributed to each family.

If any of these rules are broken, the Principal will give serious consideration to the child being prohibited on the bus from the remainder of the term.

Mobiles and Electronic Devices

Some students need to bring a mobile phone to school for their safety or to contact parents out of school hours. Mobile phones are not permitted for use during school hours. Students are required to hand their mobiles in at the school office for safekeeping upon arrival and collect them after school. Any student found to be in possession of a mobile phone during the school day without having handed it to the school office will be removed from class, their parents notified and a 2 day suspension will be given. Further action may be taken at the discretion of the Principal.

Other electronic devices, such as iPods, MP3 players, personal laptops, tablets, and handheld game machines are not to be brought to school.

Carpark

The considerable increase over the years in cars using the car park during drop-off and pick-up times has put some strain on the car park. In order to address the problems caused by increased traffic, during the peak drop-off times, 7.55-8.10am, and pick-up times, 2.45-3.05pm, we ask that parents leave as soon as possible after dropping off or picking up their children.

Children must be dropped off or picked up at the roundabout. Staff supervising the drop off/pick up zone will only permit a certain number of vehicles to enter the roundabout. Vehicles are to come to a complete stop, children are to disembark and move towards the Primary COLA or Secondary school. Once all students have left the drop off zone a teacher will indicate that it is safe for the vehicle to venture away from the roundabout. Those dropping students at school must stay in the vehicle for the safety of themselves and others and follow all directions from staff.

Parents are advised there is to be no overtaking on the school roundabout, patience and common sense is important to the safety of our children and staff.

Out of the same concern for safety, we ask that children not cross through the bottom car park near the entrance of the school. If their car is parked on the far side of this car park, they are to use the pedestrian crossing or walk around the car park's perimeter on the other side so that they are not moving through cars which are entering or leaving parking space.

Library Policy

To ensure the availability and integrity of library resources, the following policy applies to all library materials, including class set books and all library books.

Books lost or damaged beyond repair

- **Class Set Books:** A **\$60** fee will be charged for each **class set book** that is lost or returned damaged beyond repair (e.g. mould, torn, soiled).
- **Standard Library Books:** A **\$15** fee will be charged for each **library book** that is lost or returned damaged beyond repair (e.g. mould, torn, soiled)

2. Books damaged but repairable

- A **\$10** fee will be charged If **any book** is returned damaged, though repairable (e.g. pen markings, stains, damaged contact coverings)

3. Borrower Responsibilities

- Borrowers are responsible for all materials checked out in their name, including class set and library books.
- Should a borrower desire an extension on their loan, they must present the book to the librarian (heavy books exempted) and provide a reason for the requested extension (e.g. they have not finished reading the book).
- Borrowers are forbidden to loan books to other students.
- If a book is lost or damaged (e.g., torn pages, water damage, markings), the borrower must immediately inform the library staff. Damaged books will be assessed to determine if they can be repaired or if a replacement fee will apply.
- Borrowers should never attempt to fix a damaged book.
- Borrowers are not permitted to remove books from the library which are not loaned to them.
- Borrowers should take reasonable care to avoid damage to books by keeping them clean, dry, and free from markings.
- All sticky notes need to be carefully removed before returning books to the library.

4. Grace Period and Replacement

- A **one-week grace period** is allowed for the return of books before fees are applied. If a book is returned damaged or not returned before the end of the **grace period**, the applicable replacement fee will be charged.
- If a book is lost or severely damaged, the borrower may choose to pay the applicable fee or provide an acceptable replacement copy. If the replacement copy is not deemed acceptable by the library (e.g., incorrect edition or condition), the borrower will be required to pay the fee.

By borrowing materials from the library, you agree to abide by this policy and take responsibility for the proper care and timely return of all books. We appreciate your cooperation in helping maintain the library's resources for all patrons.

For questions or further assistance, please contact:

St Philomena School Library

Luzia Onederra

library@stphilomena.qld.edu.au



2025 Senior Assessment Policy

POLICY AREA: Teaching & Learning

1. PURPOSE

St. Philomena School is committed to an educational philosophy that is dedicated to educating the student in preparation for their entry into society. The nature of this policy is to ensure the ethos of a Catholic Classical Education is present throughout the curriculums throughout the QCAA syllabuses.

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to General subjects across all faculties.

2. SCOPE

This policy applies to all senior students (Year 11-12) currently enrolled at St. Philomena School. It details procedures to be followed in applying for an extension of time to complete an assessment task, late submission, and non-submission of student responses to assessment instruments. It also details procedures relating to examination requirements. This policy aims to ensure fairness to all students and requires that students meet their obligations regarding completion of a course of study as they relate to assessment.

3. POLICY STATEMENT

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

Assessment includes any examination, practical demonstration, performance, or product that allows students to demonstrate the objectives as described by the syllabus. Assessment is:

- aligned with curriculum and pedagogy.
- equitable for all students.

- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning.
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning.
- transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made.
- informative of where students are in their learning.
- High-quality assessment is characterised by three attributes:
- Validity, through alignment with what is taught, learnt, and assessed.
- Accessibility, so that each student is given opportunities to demonstrate what they know and can do.
- Reliability, so that assessment results are consistent, dependable, or repeatable.

1. Promoting Academic Integrity

St. Philomena School promotes academic integrity by developing students' skills and modelling appropriate academic practices.

The following whole-school procedures, in conjunction with the QCAA policy and procedures handbook, support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school Parent Portal, Student Café and Teacher kiosk and in the Parent Handbook.</p> <p>All questions regarding this policy should be directed to the Head of Senior School.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in homeroom classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews. • during SET planning. • when the assessment schedule is published. • prior to assessment being issued. • in response to phases of the assessment cycle.
<p>Expectations about engaging in learning and assessment.</p> <p>Section 1.2.4 Section 2 Section 8.3</p>	<p>St. Philomena School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students will demonstrate success in their learning when they engage effectively in all learning tasks assigned by the teacher, at the set standard, including literacy and numeracy requirements.</p> <p>Students become eligible for a Queensland Certificate of Education when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements <u>on or before the due date</u> for their results to contribute credit to the QCE and be included in their student report.</p>

	<p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study. • have an attendance rate of 85% or greater or an engagement rate of 85% or greater with the course materials for in class and online Distance Education subjects. • produce evidence of achievement that is authenticated as their own work when requested. • submit responses to scheduled assessment <i>before 5:00pm on the due date</i> via <i>Turnitin</i> on the Student Café Learning Management System. <p>Teacher responsibility Teachers are expected to:</p> <ul style="list-style-type: none"> • provide access to course and assessment outline. • ensure that all assessments conform to the Authority principles and characteristics as outlined by QCAA. • provide regular and timely feedback on classwork and assessments prior to final submission (refer to Drafting section). • provide quality teaching and learning that adheres to the subject specific requirements for the senior phase of learning. • clearly outline internal and external assessment requirements and timelines. Establish and enforce clear checkpoints required for successful task completion. • teachers will engage in an internal comparability process for all student assessments. • Internal assessments will be provided via hard copy in class and the Student Café learning management system within the specified timeframe of the assessment as per the notional hours in the specified syllabus or study plan. • Examinations, internal and external, will not be provided to students via the learning management system or published prior to the examination date. Alternative dates for examinations will be approved by the Head of Senior College and a comparable examination will be provided to the student. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<p>Due dates Section 8.2.7</p>	<p>School responsibility Riverside Christian College is required to adhere to the QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Specific dates, including the date the assignment was given and dates for checkpoints, presentation of drafts and final copy will always be provided by the teacher and stated on the task sheet. Timely submission of assessment is 5:00 pm on the due date via Turnitin. For practical assessment submissions which require recording, times will be stipulated on the cover of the assessment.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will have access to their assessment</p>

	<p>schedule by the end of Week 2 for each unit available through the Student Café portal.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements. • provide the notional working time for students to complete the task as per the syllabus. • allow for internal quality assurance processes. • enable timelines for QCAA quality assurance processes to be met. • be clear to teachers, students, mentor teachers and parents/carers. • be consistently applied. • be clearly communicated by the end of Week 3 of each unit. • give consideration to allocation of workload where applicable. <p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • recording and adhering to all due dates. • planning and managing their time to meet the due dates for checkpoints, drafts and final submissions. • informing their classroom/mentor teacher at least 3 days prior to the due date if they have concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the classroom/mentor teacher as soon as possible. • provide the subject teacher with relevant documentation, e.g. medical certificate and complete the Request for Alternate Assessment Date form (see appendix 1) which will be submitted to the Head of Senior School for approval. • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. • submissions must be made with nominated tie of the final date on the medical certificate as advised by the Head of Senior School, • comparable exams must be sat on the student’s return to school. <p>All final decisions are at the Principal’s Delegate’s discretion. Refer to AARA information below.</p>
<p>Submitting, collecting and storing assessment information</p> <p>Section 9</p>	<p>Assessment instruments will provide information about St. Philomena School arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence will be submitted on or before the due date to the location specified by the assessment coversheet. Draft responses will be submitted on the due date at a time and location stated, in writing, by the subject teacher.</p> <p>Final responses for all internal assessment will be collected and stored in each student’s folio. Live performance assessments will be recorded and stored as required for QCAA processes. Distance Education students will submit examination responses electronically within 1 hour of completion and send</p>

	<p>all hardcopies via mail. All evidence used for making judgments is stored as described in Queensland College's teacher handbook.</p> <p>All assignments will have a task/criteria sheet which provides information on the nature of the task, a clear description of the final product, the objectives, the length and emphasis on various sections required. Assignments will also have a copy of the Instrument Specific Marking Guide, relevant rubric or marking scheme.</p>
<p>Appropriate materials Section 8.2.2</p>	<p>St. Philomena School staff observe the nature and context of our Catholic education. Material and texts are chosen with care in this context by staff in conjunction with the QCAA recommended texts.</p>

2. Ensuring Academic Integrity

St. Philomena School has procedures to ensure that there is a consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity.

The following whole-school procedures, in conjunction with the QCAA policy and procedures handbook, support this endeavour.

2.1 Internal Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Scaffolding Section 8.2.3</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument. • allow for unique student responses and not lead to a predetermined response. <p>When scaffolding in an assessment context, the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria. All Scaffolding is limited to the QCAA provided assessment guidelines.</p> <p>Scaffolding may include:</p> <ul style="list-style-type: none"> • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument. • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument. • providing prompts, questions and/or cues for students about the requirements for their response.
<p>Checkpoints Section 8.2.7</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets. • practical subjects will record pre-determined checkpoints in class. • monitor student progress. • be used to establish student authorship.

	<p>Teachers may use defined checkpoints to:</p> <ul style="list-style-type: none"> • clarify assessment expectations for students e.g. task requirements, how judgments are made. • discuss progress towards the task completion. • help students develop strategies to submit assessment by the due date. • gather evidence on or before the due date. • provide points of intervention, if needed. • embed authentication strategies. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>In the event that a student has an unsatisfactory checkpoint, students will be directed to attend Catch-up lessons (lunchtime) until the checkpoint meets a satisfactory standard and evidence is able to be collected by the teacher.</p> <p>All checkpoint infringements will result in the Mentor Teacher, Heads of Faculty or parents/carers being contacted via email.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student’s response – referring to complete draft e.g. if collected in parts, each part may be given feedback once. • a consultative process that indicates aspects of the response to be improved or further developed. • delivered in a consistent manner and format for all students. • provided within 7 (seven) business days of the submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response. • introduce new ideas, language, or research to improve the quality and integrity of the student work. • edit or correct spelling, grammar, punctuation, and calculations. • allocate a mark. <p>A copy of the draft with feedback will be stored in accordance with QCAA regulations.</p> <p>In the event that a student does not submit a complete draft to the required standard the student will attend lunchtime detention until the submission date. Students will show/send evidence of progress to their teacher on a regular basis. Students will adhere to all authentication strategies outlined in their assessment. Failure to participate satisfactorily in the selected course of study will result in an escalation of consequences. Please note that if a student does not attend lunchtime detention for a notified non-submission of work, the Head of Senior School will be notified and further consequences will be applied. Students will not receive feedback on late drafts. In the event of an</p>

	<p>incomplete draft, feedback will only be given on the submission. Parents, Caregivers or Homeroom Teachers will be notified by email about non-submission of drafts.</p>
<p>Managing response length Section 8.2.6</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents e.g. word length range, time frame for performance/presentation, number of pages. If a response length specifies between 1500 and 2000 words, the response must be within this range. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • all assessment instruments indicate the required length of the response. • teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • model responses within the required length are available (Years 11-12). • feedback about length is provided by teachers at checkpoints and during the drafting process. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit; and • annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
<p>Authenticating student responses Section 8.1.3</p>	<p>All students enrolled in senior college subjects at St. Philomena School must complete the Academic integrity course provided by the QCAA prior to beginning Year 11 or upon enrolment.</p> <p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. St. Philomena School uses the authentication strategies and software to ensure academic integrity. Teachers can also collect evidence during the development of responses to establish authorship of final responses.</p> <p>Teachers may:</p> <ul style="list-style-type: none"> • monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs. • interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work. <p>To establish authorship of final responses, teachers may:</p> <ul style="list-style-type: none"> • directly compare the responses of students who have worked together in groups. • for text, analyse final student responses using plagiarism-detection software, if available. • interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses. • use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

	<p>Written assessment items for all Senior Students participating in units 1 to 4 will be uploaded to <i>Turnitin</i> via the Student Café to be authenticated by the due date/time stipulated on the assessment.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. Consequences for students found to have committed an act of academic misconduct include:</p> <ul style="list-style-type: none"> • Students being marked only on the work identifiable as their own. • The Parent, Caregiver or Mentor Teacher are informed of the academic misconduct and behavioural consequences for academic misconduct being applied in accordance with QCAA requirements and College Policy.
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA (Years 11-12) St. Philomena School is committed to reducing barriers to success for all students.</p> <p>AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>The College follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook</p> <p>The Principal's Delegate manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate. Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • Unfamiliarity with the English language. • Teacher absence or other teacher-related issues. • Matters that the student could have avoided. • Matters of the student's or parent's/carer's own choosing. • Matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure Students and parents/carers must contact the subject teacher as soon as possible and submit a Request for Alternate Assessment Date with supporting documentation such as a medical certificate.</p> <p>External Course participants: e.g. TAFE, School Based Apprenticeship/Traineeship, external Certificates etc. do NOT meet the requirements for an AARA or extension. Students are expected to attend college assessment as St. Philomena School is the main learning provider. Student are expected to make appropriate arrangements with external providers to complete assessment where a clash exists.</p>

<p>Managing non-submission of assessment by the due date Section 11.1.2</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> • is provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this. • Was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. <p>It is not appropriate to award a lower grade, result or standard as a penalty for a late submission. Where an assessment is submitted after the due date without prior application for extension, teachers will make judgements based on the evidence collected such as drafts or related classwork.</p> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. Student failing to meet the participation requirements of a Senior Subject will be referred to the Head of Faculty. Students who are not emitting the participation requirements across their subjects will be referred to the Head of Senior College and deemed as Academic At-Risk.</p> <p>A Not Rated on any single piece of assessment will result in a Not Rated for the semester. The implication(s) of this for students in Year 11-12 could include ATAR and QCE ineligibility. This could also jeopardise Tertiary study.</p> <p>Please see previous section on AARA for extension.</p>
<p>Internal quality assurance processes Section 8.2.7</p>	<p>St. Philomena School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • Quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA. • Quality assurance of judgments about student achievement. <p>All marks for summative internal assessment for General subjects are provisional until they are confirmed by the QCAA.</p>

2.2 External Assessment Administration	
<p>QCE and QCA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p> <p>Section 10 See also: <i>External assessment – administration guide</i> (provided to schools each year)</p>	<p>The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way.</p> <p>St. Philomena School, will:</p> <ul style="list-style-type: none"> • communicate rules and expectations for external assessment to their school community, including teachers, mentor teachers, students and parents/carers. • maintain the security of external assessment materials in accordance with the External Assessment Administration Guide • provide supervision and conditions that comply with the external assessment schedule and guidelines. <p>School external assessment (SEA) coordinators:</p> <ul style="list-style-type: none"> • ensure that all external assessment guidelines and rules are shared with and understood by teachers and students. • supervise external assessment, ensuring no undue assistance is provided that contributes to a student’s assessment response. <p>Teachers:</p> <ul style="list-style-type: none"> • comply with rules and expectations when supervising the external assessment. • inform students that the External Assessment coordinator will be advised of any alleged incident of academic misconduct. • report incidents of suspected or observed academic misconduct to the External Assessment coordinator. <p>Students:</p> <ul style="list-style-type: none"> • read and comply with the external assessment student rules and information provided by the school. • If completing external examinations at another school, the base school will need to be approved by the QCAA. • understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see Section 8.1.2: Understanding academic misconduct). • are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations.

RESPONSIBILITIES

Areas of Responsibility	Person Responsible
Delivery and creation of quality assessment	Teacher
Moderation of assessment	Teacher / Head of Faculty or Head of College or Head of Distance Education
Implementation, monitoring, adjustments and authenticity of assessment	Teacher
Reported breaches in conduct, conditions or concerns over assessment results	Head of College / Head of Distance Education
Implementation and reporting of AARA	Teacher / Head of College / Head of Learning Support

5. DEFINITIONS

AARA – Access Arrangement and Reasonable Adjustments

QCIA – Queensland Certificate of Individual Education

QCE – Queensland Certificate of Education

SEA – Senior Examination Administrator

QCAA – Queensland Curriculum & Assessment Authority

6. REFERENCES

Queensland Curriculum & Assessment Authority (2024) QCE and QCIA policy and procedures handbook
For senior secondary schools (Version 5.0).

[QCAA Handbook](#)

7. RELATED DOCUMENTS

The following documents are referenced in this policy:

- QCAA
- Assessment Procedure
- Moderation Procedure
- QAT

Policy Approval

Name	Position	Date
St. Philomena School	Head of Secondary	February 2025

ASSESSMENT SUBMISSION WORKFLOW

