



FRASER COAST ANGLICAN COLLEGE



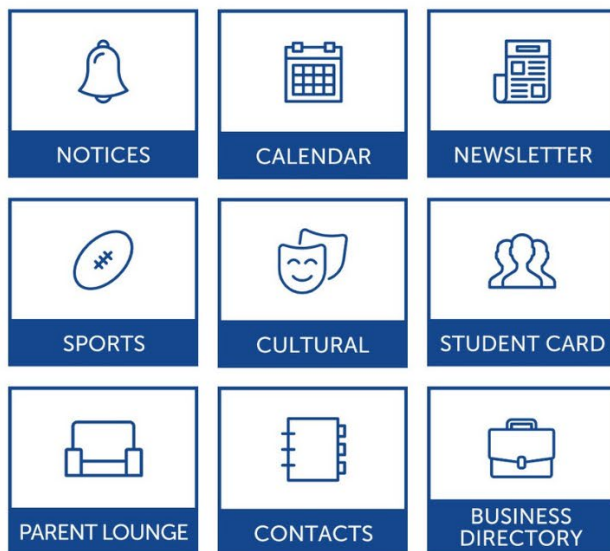
Secondary School Student Handbook 2021

CRICOS: 01592G

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Community Updates



SETTINGS

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Our Values

Our values at FCAC are to:

1) Build Community

We are strengthened by the relationships forged between students, staff, families and the wider community.

2) Embrace Diversity

We celebrate the diversity and uniqueness of all students and we commit to creating a school that is safe, nurturing and inclusive of all learners. We embrace Australia's multicultural heritage, welcoming families from all cultures, faiths and backgrounds.

3) Empower our Youth

We are an institution where student voice, agency and leadership are essential in determining the course of our future.

4) Focus on the Future

We prepare our students for success in a modern, global society so that they may use their education, not just for their own benefit, but to also shape a brighter future for their own communities.

5) Pursue Excellence

We provide an environment where excellence within all students is encouraged, fostered and valued.

Being a Secondary School Student

Fraser Coast Anglican College has a reputation for high standards regarding the expectations of our students. We encourage our students to take responsibility for their learning and for their behaviour in a supportive and inclusive environment.

We expect our students to uphold the values of the College – to live the values of Christ taught us, to achieve your best, live a balanced life, give it your all, support each other and care for the environment.

We encourage our students to participate in a range of activities that enrich body, mind and spirit.



Welcome Messages

How to be Successful at FCAC:

1) Do your best. Successful people aren't necessarily the smartest, the biggest or the fastest. Successful people are almost always the people to commit themselves to working hard at whatever they do.

2) Be your best. Mistakes and failures are only a problem if you don't learn from them. Successful people have had many setbacks and treat each one as a learning opportunity. They see themselves as a 'work in progress' and are always trying to be a better person.

3) Be yourself. It's hard work trying to be someone you're not, so just be yourself. This will give you more time and energy to 'do your best' and 'be your best'.

The staff at FCAC are all here to help you do these three things. If you ever need help you just need to talk to any one of us. We want you to be successful.

Mr Wright - Principal



Dear Students,

Whether this is your first year at secondary school or your third year, FCAC offers you the opportunity to be aspirant and to do your best! To be aspirant means to have ambition, to be your individual best by seeking out or taking advantage of opportunities as they present themselves to you. This year there are lots of opportunities to take on new challenges and try new skills whether it be within the classroom or out in the community, now is the time to consider whether you can challenge yourself and step outside of your comfort zone.

In 2021 we will be focusing on the student experience. From the very first day of school, you will be asked to experience new challenges and to consider new possibilities. I encourage you to embrace these opportunities and remember that successful students take risks and make mistakes. Successful students step outside of their comfort zones, even if that means that they stumble and fall. Be ambitious this year and remember that we are here to help and support you.

I look forward to working with you all in 2021

Mrs Hallam – Head of Secondary School

Dear Students

You will often hear that your school days are the best in your life and, as you begin a new school year, you may wonder whether that is really the case. From my perspective, there are both positive and negative aspects to all stages of life. What I can tell you with more confidence is that life is what you make it. The more that you put in, the more you will get out. It is no coincidence that your school days may well be the time that you first realise this to be true.

My message to you is to aim to approach your academic work with a positive attitude and the determination to do your best. There will be times when the work is hard, there will seem too much to do and you will wonder if you'll ever submit that assignment on time. Be reassured that your teachers are here to help, support and guide you. If something isn't making sense, or if you are feeling left behind, please talk to your teachers and they will provide you with encouragement and advice. Remember that the greatest personal development happens when you are on the edge of your comfort zone. Don't expect school work to be easy all the time. That feeling of discomfort is you growing and developing as a person. By the time you reach the end of Year 12, you will join past FCAC students who look back with fond memories and realise that school days really are among the best days of your life!



All the very best for 2021,

Mrs Nicholls – Director of Teaching and Learning



Dear Students,

Middle Years of schooling are an exciting time of your life, but it can be challenging too. After all, this is the stage you are deciding who you are and what you stand for. Your peer group is becoming increasingly important to you and your social life is a priority. You may be thinking about the future – life after school and decisions you need to make.

In your middle years, I challenge you to grab the opportunities the College offers you with both hands. Take advantage of the chance to challenge yourself. Come out of your comfort zone, try new things, build new relationships, secure in the knowledge that we are on the journey with you. The unique supportive and caring environment of FCAC will enable you to aim for YOUR best life, wherever the journey takes you. Take the challenge!

Mrs Ryan – Director of Middle Years

Dear Students,

Welcome back to another academic year at Fraser Coast Anglican College. For students entering their senior years, you are embarking on the final laps of your journey here. What sets this great school apart from the others is our holistic approach to education and the countless opportunities to develop your body, mind and spirit.

My message to you, whether you are in Year 10, 11 or 12, is to make the most of your time here and take advantage of all there is to offer. At the end of Year 12, you will want to walk through the guard of honour with an immense sense of pride knowing that you have no regrets and have achieved the goals you have set out to do. You will have developed lifelong skills that will allow you to be confident and resilient in the ever changing world that awaits you after school. I also hope that you will each leave a legacy, contributing to make this College a better place for future generations.

I look forward to helping you achieve this before you finish running your race here at FCAC. As a team, we are here to support you become to the best that you can be.

I trust you will have a great year!

Mr Melia – Director of Senior Years



The Secondary School Team

Each year level in Senior School is nurtured by a dedicated team who are passionate about assisting them to achieve success, experience well-being and develop positive relationships.

Year Level Tutors			
7B	Mrs Cassie O'Brien	7R	Mr Gavin Bolderrow
8B	Ms Hayley Hunter	8R	Mr Greg Perkins
9B	Mr Cameron Atkinson	9R	Mr Jean-Pascal Cuer
IOB	Mrs Lisa Jamieson	IOR	Mr Darryl Humphreys
IIB	Mr James Lawrence	IIR	Mr Derek Grumetza
I2B	Mrs Gail Vermeulen	I2R	Mrs Marissa Novak

Form Tutors who are responsible for the day-to-day pastoral care of students.

Horizontal House Groups			
Andromeda	Mr Humphreys	Mrs O'Brien	Mr Sapsworth
Capella	Mr Cuer	Mrs Vermeulen	Mrs Robinson
Centauri	Mr Grumetza	Mrs Novak	Mr Atkinson
Orion	Mrs Jamieson	Ms Hunter	Mr Bolderrow

The House System

Each student will, on entry to the College, be assigned to a House which is organised to provide intra-College activities during the course of the year.

These Houses, which are named after major star features in the night sky, are:

Andromeda: Colour (Sky Blue) and Symbol (Andromeda)

Capella: Colour (Bottle Green) and Symbol (Torch/Beacon)

Centauri: Colour (Burgundy) and Symbol (Centauri)

Orion: Colour (Navy Blue) and Symbol (Bow & Arrow)

The membership of a College House is very important to you as the House System provides for competition at sporting and cultural events. House Spirit points are accumulated throughout the year, and a House Spirit Shield is awarded at the annual Celebration of Achievement.



Student Safety

Statement of Commitment

Fraser Coast Anglican College supports the rights of children and young people and is committed to ensure the safety, welfare and wellbeing of all students. Fraser Coast Anglican College is therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person including that of employees.

This commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm.

Information on Fraser Coast Anglican College's policies on Child Protection and the Child and Youth Risk Management Strategy can be found at <https://www.fcac.qld.edu.au/our-college/child-protection/>

The Middle/Senior Years Student Protection Officers are:



FRASER COAST
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Every child has the right to feel safe

Mrs Hallam



Mr Melia



FCAC Secondary School
Student Protection Officers (SPO)

Mrs Norrlin



Nurse Kay



Mrs Brown



Mr Brown



Enriching body, mind and spirit

Anti-Bullying Policy

This policy is in line with the core values of Fraser Coast Anglican College which states that every person in the College community has the right to be treated with respect. Fraser Coast Anglican College is committed to providing a caring, friendly and safe environment for all students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur all students should be able to tell someone and know that incidents are dealt with promptly and effectively.

Objectives of this Policy

- All members of the college community will have a clear understanding of the nature of bullying, its ramifications and preventative measures.
- All staff will have a clear understanding of the expectations required when dealing with bullying.
- All pupils and parents will be supported when bullying is reported.

What is Bullying?

Bullying can be defined as unprovoked aggressive behaviour, deliberately inflicted by someone of greater power on someone of lesser power. It can be *physical*, *verbal* and/or *emotional*. By definition it is *targeted* and *repetitive*, occurring regardless of size, age or intellect. More information: bullyingnoway.gov.au

What is Cyberbullying?

Cyberbullying involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, *repeated*, and hostile behaviour by an individual or group, that is intended to harm others. More information: www.cybersmart.gov.au

Our Expectations for Student Use of Digital Devices and Social Media

Middle/Senior Years students are not permitted to use mobile phones or access social media during school hours. Students can have their phones confiscated for three days if they continually breach these expectations. We will be reviewing the mobile phone policy this year to better support students use of digital devices while at school. Students are expected to respect age limit restrictions for social media platforms (e.g. Facebook / Instagram users must be at least 13 years old).

Signs and Symptoms

Adults should be aware of these *possible* signs and investigate if their child exhibits one or more of these symptoms:

Signs of Possible Bullying	Signs of Possible Cyberbullying
Is frightened to go to school	Change in mood and/or behaviour
Changes their usual routine	Lowering of grades at school
Becomes withdrawn and anxious	Not wanting to go to school / sport etc.
Starts stammering	Not feeling 'well', headaches, stomach-aches
Attempts to run away	Being secretive in online activities
Cries themselves to sleep / nightmares	'Jumpy' when text messages arrive
Feels sick in the mornings	Not putting their phone down
Begins to do poorly at school	Wanting to be online all the time ... or never
Comes home with torn clothes	Changes in their online habits
Has possessions that go missing	Upset, angry, teary, rebellious when not previously
Asks for money	Change in friendship groups
Has unexplained cuts and bruises	Spending more time with family instead of friends
Becomes aggressive, disruptive or unreasonable	Stops eating

What can I do if I am bullied?

You could choose to ignore it once but if it continues then you should do something about it: Ask the bully to stop. Use “I/me” statements such as “when you say things like that to me, it makes me feel..”.

If the bullying continues you should seek some assistance from a friend and ...

- Tell a teacher or your parents
- Tell your tutor, Director of Middle/Senior Years, Head of Secondary School, Student Counsellor or Chaplain

What do I do if I see or know of bullying at school?

- Encourage the person being bullied to tell a teacher and go with them for support
- Go to a teacher yourself



Anti-Bullying and Cyberbullying Policy Flow Chart

The College's approach to bullying will be appropriate to the severity of the incident and will be age appropriate for the child.

Level One

Student/Peers inform class or playground Teacher.
Teacher to record and date incident in Kiosk/ student diary if required
Teacher to speak with the parties involved.
An apology will be required if deemed appropriate.
Examples: Name calling, exclusion, bossiness, harsh words, power play.
Consequences: No blame or formal consequence will be given at this level. Depending on the situation, parents may be contacted.



Level Two

Repeated episode of Level 1
Student/peers to inform class or playground teacher
Teacher to record and date incident in Kiosk/Student Diary .
Teacher to continue to work with the parties involved to help develop strategies and monitor the situation.
Head of Secondary School to be kept updated of any developments. An apology to the students involved.
Examples: Name calling, exclusion, bossiness, harsh words, power play, (repeated after warning given at Level One), cyberbullying at school.
Consequences: Detention with teacher. Apology to student involved. Parents fully informed of details relating to bullying / cyberbullying incident.



Level Three

Any repetition of bullying or more severe cases will be dealt with before by the Head of Secondary School.
Progress will be monitored and may involve ongoing counselling to ensure behaviour changes and that the bullying stops.
Examples: Exclusion, power play, cyberbullying (repeated episodes from Levels One and Two); repeated emotional, verbal and physical abuse.
Procedures/Consequences: Parents informed of details via phone call from Head of Secondary School Consequences as per Secondary School's Behaviour Management Policy. Apology to student involved.
Parent interview to inform them of details and to discuss consequences and strategies.
Continued monitoring by teachers and Head of Secondary School.



Level Four

For repeated bullying that is not resolved at Levels One, Two, or Three. It also includes the most serious forms of bullying and cyberbullying. Parents will be contacted and asked to attend a conference with the Head of Secondary School. In cases of severe or repeated incidents suspension or even expulsion may be deemed necessary.
Every attempt will be made to rehabilitate the bully through counselling but the Principal of the College reserves the right to expel the student perpetrating the bullying should such action be deemed necessary to protect others.
Examples: Exclusion, power play, emotional abuse, verbal abuse, physical abuse, sexual abuse, sexual harassment, cyberbullying, highly inappropriate use of digital devices / mobile phones / ICTs, repeated episodes from Levels Two and Three.
Procedures / Consequences: Parents informed of details via phone call from the Head of Secondary School. Where appropriate, Police informed. Consequences as per Secondary School Behaviour Management Policy. Apology to student involved. Parent interview to be organised to discuss consequences and strategies.
Counselling offered to both parties.
Continued monitoring by Head of Secondary School.

General Information about the Secondary School

Times of the School Day

8:25	Roll Call
8:35	Period 1
9:10	Period 2
9:45	Period 3
10:20	Morning Tea (Lunch 1)
10:50	Period 4
11:25	Period 5
12:00	Period 6
12:35	Period 7
13:10	Lunch
14:05	Period 8
14:40	Period 9
15:15	End (14:45 P-2 / 15:00 3-6)

Class Allocations

A child's class allocation is a decision made solely by the College with the interests of the year group placed first. It is important for all families to understand that we do not take any requests for a specific teacher / teacher genders, nor do we move students into different classes throughout the year. Teachers spend a great deal of time creating classes that have a balanced mix of abilities and personalities. It's also important for a child's social and emotional development that they are exposed to working with students and teachers with different personalities and learning styles.

If there are any extenuating peer issues that the school may not be aware of, parents are asked to inform your child's current teacher of this before the last three weeks of the school year. There are many factors to consider when placing students into classes. Please understand that we do not make guarantees on which group of students your child will be placed with. Our priority is to create balanced classes that benefit the whole year group.

Early Arrival

With the exception of students who are attending a before school extra-curricular activity, students who arrive at school before 8am must wait at the chapel until the 8am bell sounds. If it is raining, then students can wait in the covered area at the Tibouchina courtyard.

Students who cycle to school and arrive early should put their bike into the bike racks and then head straight to the chapel to wait for the 8am bell.

Late Departure

With the exception of students who are attending an after school extra-curricular activity, students who are still waiting to be collected after 3.45pm must wait at the junior school gate. If necessary they can seek assistance from the ROOS care assistants. Please remember that you should be modelling responsible behaviour if waiting in this area and not disturbing the ROOS care activities.

Punctuality – Why is being on time important?

The start of the day is very important for establishing routines and finding out about upcoming events and announcements. We understand that occasionally there are circumstances that mean a student will be late for school but, on the whole, we expect students to be punctual.

Arriving at school and to class on time:

- Ensures that you don't miss out on the important notices and information
- Gives you time to catch up with friends before class.

- Reduces classroom disruption for other students.
- Shows that you respect other peoples time.
- Helps you to learn the importance of punctuality and routine.
- Helps you to develop habits that will be valued in the workplace.

Absences and Attendance

Class rolls are a legal document and must be kept up to date at all times. If a student is absent from school, it is a requirement that the school is notified so that our records are accurate. This can be done before or recently after the absence via:

- email absent@fcac.qld.edu.au
- phone call to the main office (4124 5411)

Should an absence be unexplained, an SMS will be sent to parents' mobile phone at approximately 9am. **If you arrive late to school and miss roll call, you MUST sign in at student services**, so that we know that you are on campus and do not SMS your parents. Parents can become unnecessarily distressed if they think you are at school but receive a message to say that we think you are absent. We expect our students to be at school as much as possible. If you are sick, then you should stay at home to avoid spreading illness and so that you can recover quickly and return to school as soon as possible.

Research shows that higher student attendance at school is associated, on average, with higher student achievement. Regular school attendance will help you to succeed in later life. You will achieve better when you go to school all day, every day.

Attending school every day:

- Helps you to build and maintain friendships with other students.
- Gives you the best possible chance to learn
- Enables you to achieve to your potential

If you miss as few as 4 days every term, then this equates to missing a whole year of school by the end of your education.

If your family circumstances mean that you will be having an extended absence from school, **your parents need to contact the Head of Secondary School to explain the circumstances in advance of the absence.** You should also contact your teachers and give as much notice as you possibly can. We can provide some limited learning activities for you during your absence but it is reasonable to expect that you will need to put in extra work to 'catch up' when you return.

For more information on the importance of regular school attendance go to: <http://education.qld.gov.au/everydaycounts/docs/parent-fact-sheet.pdf>

Return to School After an Extended Absence

In the case of an absence due to a medical issue, a medical certificate should be provided to student services. **You should not return to school before the date given on the medical certificate.**

If the period of absence is significant, a back to school plan will be developed in consultation with the school nurse and Head of Secondary school. This helps you to transition back to school and helps the College to provide any support that you might need.

The Staff

Our teachers are the College's most valuable learning resource. They are talented, experienced people employed at this College because of their abilities and willingness to assist students in many areas. Do:

- Ask questions when you are uncertain about something. Don't be afraid of 'appearing foolish'. A simple question when something concerns you can save a lot of bother.
- Approach teachers for assistance if you need it.
- Get to know your Tutor and your Director of Middle/Senior Years well. The better you know each other, the more likely he/she will be able to give assistance if you need it.
- Get to know the roles of the Principal and other key staff, such as the heads of sub-schools, library staff, IT help staff, school counsellor – they are all here to help you.

Remember:

- That staff are people too, and they respond in the same ways as others to warmth, kindness, concern, friendliness, rudeness, arrogance, forgetfulness, etc.
- To thank those who assist you.
- To call upon your best resource – your own INITIATIVE.

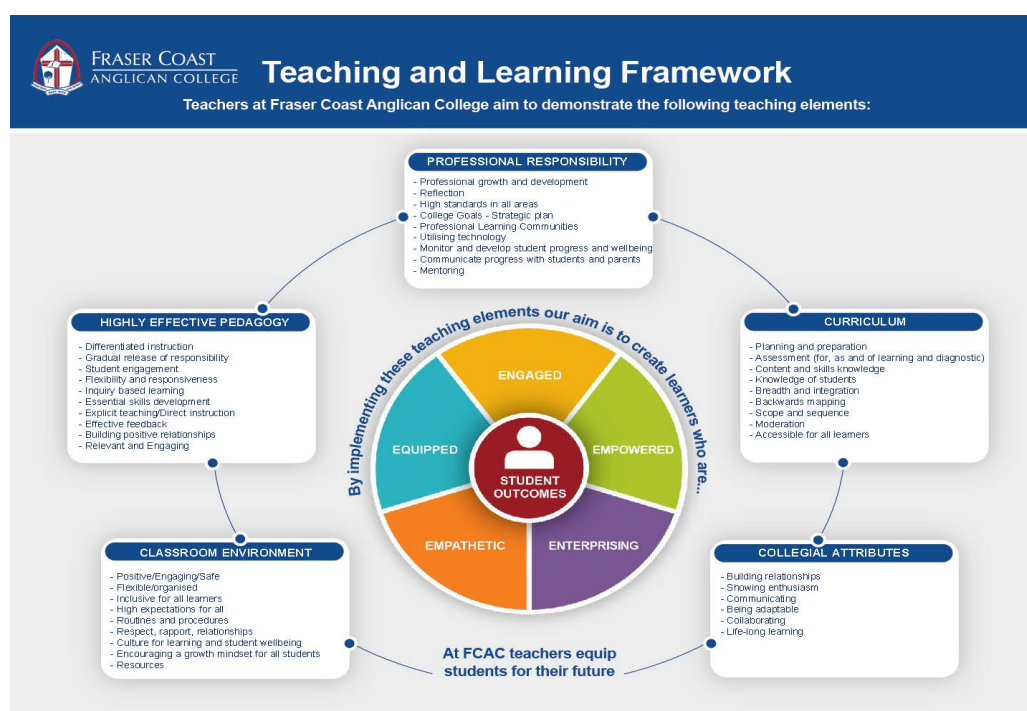
Our Curriculum

The Fraser Coast Anglican College motto — *"Enriching Body, Mind and Spirit"* captures the essence of producing well-rounded, balanced young people, capable of meeting the challenges of the future. As a community, we strive to maintain high expectations for all students and are active in the pursuit of excellence on all levels.

The academic programme is designed to be challenging and engaging for all students. Years 7-10 students follow the [Australian Curriculum](#) while Year 11 and 12 students undertake senior subjects from syllabuses developed by the [Queensland Curriculum and Assessment Authority](#).

Further details about subjects and electives offered in Senior School can be found in the relevant year level's subject selection booklet.

Students make subject selections during term three for the following year. If during the year, a student wishes to change elective subjects, then they must complete a Subject Change Form, available from Student Services. Generally subject changes can only take place in the first two weeks of a semester.



Outdoor Education

Outdoor education is an important part of the curriculum throughout the College. We are proud to have a sequential program that builds from a day out in the bushland at the College in Prep through to a challenging leadership experience in Year 11.

In its simplest form, outdoor education focuses on three areas: learning about the environment, personal discovery and working with others. By actively participating in a myriad of activities over the years, students are challenged and encouraged to explore personal characteristics and develop important skills for embracing their lives effectively.

The program is organised from the early junior years, where an appreciation of the wonders of the outdoor environment is explored, through to senior school, where greater emphasis is placed upon individual challenge, self-reliance & independence, resilience & perseverance and the development of interpersonal skills.

Make sure you take full advantage of the opportunities that our Outdoor Education program offers.



Effort Criteria P-12

Giving it your all is a key value of the College. Students are encouraged to be active participants in their learning. The following criteria are used by teachers to make judgements about your effort for end of semester reporting.

Effort Criteria P-12	
Effort Criteria 1: The student applies themselves consistently to improve their learning.	<p>Typical features include:</p> <ul style="list-style-type: none"> • Consistently working to the best of their ability consistently completing tasks with thoroughness • Offering ideas & asking questions in class which help to clarify discussion • Consistently making a positive contribution to group work being consistently focused in class • Listening when others talk and regularly offering additional input being consistently on task • Persisting with difficult tasks
Effort Criteria 2: The student generally applies themselves to improve their learning.	<p>Typical features include:</p> <ul style="list-style-type: none"> • Generally working to the best of their ability generally completing tasks with care • Offering ideas and asking questions, on occasion, which help clarify discussion for themselves generally making a positive contribution to group work • Being generally focused • Listening when others talk and, on occasion, having something to add • Being generally on task • Generally persisting with difficult tasks
Effort Criteria 3: The student applies themselves inconsistently to improve their learning.	<p>Typical features include:</p> <ul style="list-style-type: none"> • Showing an inconsistent application to learning • Needing encouragement to complete tasks • Needing prompting to ask questions or offer ideas in class • Group work skills still developing • Being inconsistently focused • Needing reminding to stay on task • Listening inconsistently when others talk & rarely having anything to add • Attempting difficult tasks but needing encouragement to persist
Effort Criteria 4: The student requires close supervision to improve their learning.	<p>Typical features include:</p> <ul style="list-style-type: none"> • Showing an inconsistent application to learning • Needing encouragement to complete tasks • Needing prompting to ask questions or offer ideas in class • Group work skills still developing • Being inconsistently focused • Needing reminding to stay on task • Listening inconsistently when others talk & rarely having anything to add • Attempting difficult tasks but needing encouragement to persist

The Awards System

The College Award

The College Award System categorises points into three spheres – Body, Mind and Spirit. Points are allocated to students for participation, excellence and effort. Only activities that are organised through the College are eligible to earn points. The type of activities are pre-determined, with new activities being approved as they emerge. Students will earn a single point for each activity they participate in. These points will follow the student through their journey at FCAC (Years 3-12).

The College Award is presented to students who have achieved the following points:

15 White	30 Navy	45 Burgundy	65 Bronze	85 Silver
110 Gold	150 Honours I	200 Honours II		

College Awards are presented at assemblies and should be included in student resumes and College references.

Effort Awards

A celebration of Effort Assembly is held at the beginning of each semester. The assembly celebrates the effort levels shown on students' previous semester reports. Effort Awards are presented for the following categories:

Diamond Award: all Effort 1s on the end of semester report

Sapphire Award: one Effort 2 and Effort 1s for all remaining subjects

Ruby Award: two Effort 2s and Effort 1s for all remaining subjects

Academic Awards

Academic Awards are presented to the highest achieving student in each subject at the annual Celebration of Achievement evening. Students who perform highly in all their subjects receive an academic medallion in recognition of a consistently excellent level of achievement.

Body, Mind, Spirit Awards

These are awarded to students in each year level who epitomise the College's motto of 'Enriching Body, Mind and Spirit'. These students are generally involved in a range of activities across the College (sporting and cultural), take responsibility for their own learning, and embody Christian values in all that they do.



Student Code of Conduct

At FCAC we consistently encourage, recognise and acknowledge positive behaviour:

Learning

- Promote and respect a positive learning environment for yourself and for your fellow students
- Commit to doing your best at all times
- Co-operate with others and make positive contributions to group work and discussion
- Use technology responsibly and comply with expectations regarding mobile phones and laptops
- Always complete homework by the due date
- Submit assignments on or before the due date
- Ensure that the work submitted is your own - be academically honest
- Be punctual to school each day and arrive at lessons promptly

Safety

- Keep yourself healthy by complying with laws regarding smoking, alcohol & other drugs
- Follow good hygiene practices
- Respect the well-being of your fellow students by engaging in safe behaviour
- Set a good example for others

Relationships

- Maintain positive relationships with your peers, other students, your teachers & other College staff
- Use appropriate respectful language at all times
- Keep FCAC a bully-free community by treating people with fairness and dignity
- Respect your own property and that of other students
- Take opportunities to serve others at the College and the wider community
- Participate fully in the life of the College - get involved in activities, events & the extra-curricular program
- Be honest and conduct yourself with integrity
- Contribute to the harmony of all groups and teams that you belong to

Presentation

- Maintain a high standard of personal presentation and grooming
- Comply with uniform expectations and wear your uniform correctly at all times
- Comply with expectations regarding jewellery, make-up, haircuts and hair colour
- Wear your Akubra hat when arriving at and departing from the College

Our Environment

- Clear up after yourself and pick up litter when you see it
- Respect the College grounds, buildings and property
- Think before you print, recycle where possible
- Conduct ball games only in the designated areas (ovals, ball court) and at appropriate times

Behaviour Management Chart

Students who choose not to abide by College rules and expectations will be dealt with according to the chart.

Situation		Consequences
Teachers and Tutors		
<ul style="list-style-type: none"> • Behaviour that interrupts learning (eg. calling out, attention seeking) • Being late for class • Swearing between students • Being disrespectful to teacher and / or peers • Initial stages of bullying • Incomplete or unsatisfactory class work / homework • Littering / not respecting College property or buildings • Lying to teacher • Poor uniform or conduct (eg. chewing gum, not wearing hat when outdoors) 	<ul style="list-style-type: none"> • Subject teachers need to keep Tutors and Director of Middle/Senior Years informed of concerns through meetings or emails • Persistently disruptive students can be sent to Director of Middle/Senior Years with work to do • Teachers to cc Tutor and Director Middle/Senior Years after any parent contact • Teacher to add details of incident to 'Standard Student Notes' in Kiosk 	<ul style="list-style-type: none"> • Mediation / verbal warning – opportunity for student to self-correct behaviour • Parents contacted by email or phone. <i>This should be done if a student is frequently breaching the behaviour management policy at this level.</i> • Litter pick-up during lunch break • Unsatisfactory work to be redone in student's own time, supervised by teacher wherever possible. • Lunch detention to complete reflection sheet (parent to sign) – these should be scanned & added to student file, then passed on to Director of Middle/Senior Years.
Director of Middle / Senior Years		
<ul style="list-style-type: none"> • Instances of above repeated more than twice (after teacher has given consequences both times) • Established bullying • Theft • Swearing at teacher • Repeatedly and belligerently disobeying teacher • Vandalism • Skipping classes • Physical violence <p>Emotional or verbal abuse between students</p>	<ul style="list-style-type: none"> • Consider referral to Counsellor • Students sent to Director Middle/Senior Years during lessons should have work to complete 	<ul style="list-style-type: none"> • 'Negotiation' leading to - <ul style="list-style-type: none"> ◦ Lunch time / in school detention ◦ Parents contacted by phone or interview arranged ◦ Monitoring Card ◦ After school detention • Uniform / Homework monitoring cards • Other equivalent consequences (e.g. cleaning vandalised property)
Head of Sub-School		
<ul style="list-style-type: none"> • Repeated instances of any of the items directly above (Director of Middle/Senior) • Repeated instances that have been referred to Director Middle/Senior • Emergency situations • Smoking • Possession of alcohol or other drugs at school 	<ul style="list-style-type: none"> • Consider referral to Counsellor • Students sent to Director Middle/Senior Years during lessons should have work to complete 	<ul style="list-style-type: none"> • As above (Director Middle/Senior Years) • Behaviour Contract • Internal / External Suspension • Consequences at the HoS discretion • Referral to Principal

Bus Travel

Students travelling on buses are to observe safe practices and usual College behaviour expectations at all times. These are particularly pertinent for those students coming to the College by public transport.

Students' expected behaviours:

- Hail the bus and wait in an orderly manner.
- Respect other people and their property.
- Behave in a way that ensures a safe bus journey for all passengers by:
 - following bus rules
 - staying in the right place
 - behaving in a calm, non-aggressive way
 - keeping hands and feet to self
 - speaking politely
 - storing all objects safely
- Get off the bus in an orderly manner.
- Follow the driver's safety instructions.

Classrooms, Buildings & Grounds

- If students arrive at a classroom before the teacher, they should line up quietly outside the classroom until the teacher arrives.
- A classroom should be tidied up before the students leave at the end of the period.

Property

- All property should be clearly marked with the owner's name.
- Books and other property should not be left lying about.
- The loss of an item of property should be reported at Student Services, after checks have been made of the lost property bin situated in the Administration Courtyard.
- Any 'found' property should be handed in directly to Student Services.
- All damage to School Property must be made good. Any damage must be reported to a teacher or to Student Services immediately.

Security of Valuables and Use of Lockers

- All students are issued with a port rack space or locker in which to store books and other valuables. Lockers should be locked at all times with a lock. Locks can be purchased from the Dilly Bag.
- Students MUST NOT leave valuable items on bag racks or in their bags as they become an item of temptation.
- Students are asked NOT to bring valuable items and large sums of money to school. This includes, mobile phones and other electronic items. Parents are encouraged to make sure that such items are covered by their home contents insurance. The College cannot accept responsibility for storage of valuable items.
- During PE/Sport lessons students should not leave any valuables in the change rooms.



Bicycles

- Basic safety procedures associated with the riding of bicycles will be emphasised and should be adhered to at all times.
- Students must not ride their bicycles through the classroom areas of the school.
- The wearing of approved safety helmets is mandatory. NO HELMET. NO BIKE!
- Bicycles will not be used by any person other than their owners.
- Bicycles are to be kept locked and the College cannot accept responsibility for them.
- Bicycles must be parked in the areas provided.
- Bicycles must be ridden in single file.

Motor Vehicles

Students who wish to drive vehicles to and from the College, and park at the College, must collect the appropriate permission forms and guidelines from Student Services. Note that you must have permission from the parents of any student passengers who accompany you in the vehicle to/from school. Students are not permitted to return to their vehicle during the school day, without first seeking permission from a teacher.

Mobile Phones

Mobile phones may not be used to send or receive texts or phone calls during school hours 8:25am-3:15pm, without first seeking staff consent.

If a student is using a mobile phone to send/receive texts or phone calls without staff consent then they can expect that a staff member will confiscate it. The phone will be kept in a safe place at the Administration Office and may only be collected at the end of the School day or by the student's parents after 3:15. Parents will be notified of the confiscation.

Mobile phones are a prime target for theft and the school cannot accept responsibility for the safe keeping of private property.

Canteen/Cafeteria

- Boisterous behaviour in and around the Canteen/Cafeteria area is strictly forbidden.
- Students should line up in an orderly fashion and should always wear a hat.

Spray Deodorants

Due to the significant health risks that spray deodorants create for some of our students, you may not use this form of deodorant at the College.

Presentation

The College has high standards associated with uniform and personal presentation. We believe that a clean and well-groomed appearance is extremely important. We ask for the support of the family in maintaining uniform standards. The College will be strict in enforcing its uniform code and, where students fall short of the standards then both they and their parents will be asked to help remedy the situation.

Some general expectations:

- Clothing should be clean, well-maintained and well pressed (where appropriate).
- Shoes should be cleaned and polished.
- Damaged clothing should be repaired quickly or replaced.
- Clothing (especially skirt lengths) should be modest and within the normal variations caused by rapidly growing young people. There should be no bare skin visible between the top of the knee high stockings and bottom of the tartan skirt.
- Only items of clothing specified in the uniform list are to be worn to, from and at school. There are no exceptions to this rule, other than by special application to the Head of Sub-School.
- Shoes must be black leather lace-up school shoes with no more than 5 lace holes. Students may not wear black sports shoes or skate shoes. The leather must be able to be polished.
- Jewellery may not be worn. The only exception applies to girls with established pierced ears. To conform with Workplace, Health and Safety requirements, only one stud or small sleeper in each earlobe is permitted. Students may wear a crucifix on a thin chain; however, permission needs to be obtained from the Head of sub-school.
- Makeup, apart from some medicated creams and sun-block, may not be worn. Sun-block is to be used whenever students are outside.
- Boys' hair must be kept clean and tidy and be of an appropriate length, above the eyebrows and off the collar. It must be of natural colour and **not less than 3 blade and tracks are not allowed**. No extreme styles are allowed. Girls' hair must be kept clean and tidy, be off the face or of a length that does not cover the eyebrows, tied back if over the collar to enable the Akubra to be worn correctly, and be of a natural colour. Ribbons or scrunchies worn in the hair must be of the College colours
- When long socks are worn, they must be worn pulled up.
- Hats must be worn at all times when students are in not in rooms. Hats should be maintained in good condition without holes, 'decoration' or graffiti.
- It is expected that during swimming activities, students will wear the College UV protective shirt.
- When appropriate, older boys are expected to be clean shaven.
- All students are expected to maintain their personal hygiene and appearance.

Uniform for Travel To/From the College

- Students must always wear full College Uniform to travel to the College each morning with the one exception of an official College sports practice that begins before 7:15am.
- If sports uniform is required for sports training after school, then students are permitted to travel home in sports uniform.
- If you are stopping off at shops or other public places on the way home from school, then the College uniform should be worn correctly, as you would do if at school.
- At several times in the year, there will be special House carnival days where House uniform may be worn to travel to/from the College.
- If sports uniform is required for an activity, then changing into sports uniform must take place just before the activity.

Uniform

Girls' Uniform (Years 7-12)

All Year

- Middle school blouse with Tartan collar and college crest on pocket (Yrs 7 to 9).
- Senior school blouse with Navy piping on collar, sleeves and pocket. College crest embroidered on pocket. Plus small Navy tie with buttonhole attachment (Yrs 10 to 12).
- Tartan Skirt (shortest length is 12cm below bottom of knee cap)
- Navy culottes (shortest length is top of knee cap)
- White ankle socks with College stripes.
- Flat brimmed grey Akubra hat with College hatband.
- Black, full leather lace up school shoes (not joggers, must be able to be polished).

Formal (worn on Assembly Day in Terms 2&3 and for Formal College Events)

Tartan skirt and hat as for summer plus:

- White long sleeved shirt.
- Tartan Tie – Years 7 to 9.
- Navy Tie with College crest – Years 10 to 12.
- Ink Navy Opaque Tights or Knee Highs
- Maroon unisex blazer with College crest

The following items are optional:

Maroon jumper with embroidered College crest. (only worn underneath blazer or in school)

Navy business full length pants (to be worn with day blouse).

College Day Jacket



Boys' Uniform (Years 7-12)

All Year

- Mid-Blue shirt with Tartan collar and college crest on pocket. Years 7 to 9.
Senior Mid-Blue shirt with College crest embroidered on pocket. Years 10 to 12.
- Navy tab side shorts.
- Long socks – light blue/grey fleck with College stripes.
- Flat brimmed grey Akubra hat with College hatband.
- Black leather lace up school shoes (not joggers, must be able to be polished).



Formal (worn on Assembly Day in Terms 2&3 and for Formal College Events)

- White long sleeved shirt.
- Tartan Tie – Years 7 to 9.
- Navy Tie with College crest – Years 10 to 12.
- Grey trousers (Yakka melange) with Black belt.

Sports Uniform (Years 7-12)

- Navy microfibre unisex shorts, elastic waist and drawstring (not Covos)
- Maroon polo shirt with White collar, Navy, White and Maroon sleeves, and College crest on left front.
- White sport socks with College stripes or ankle socks with FCAC on top.
- Hat – Navy bucket sports hat with college crest on front.
- Tracksuit (optional)– Maroon with Navy & White.

Joggers – Sports shoes of individual choice.

With the introduction of a new policy on sports shoes; I would like to affirm the fact that the shoes must be of a running shoe style and not the style popularised by skateboarders. The students will need to wear a shoe that is conducive to the demands of the PE program.



Swimming Uniform

- Students no longer have to wear the College swimmers from the uniform shop but they can if they wish.
- Girls can wear one-piece plain navy, burgundy or black – no mixed colours, no bikinis / separates.
- Boys can wear plain navy, burgundy or black speedos OR plain navy, burgundy or blackboard shorts (school PE shorts are also ok).
- Girls can wear board shorts over their swimmers, as long as they are plain navy, burgundy or black. No mixed colours. The colour of the shorts should match the colour of the swimmers.
- Boys and girls can wear 'jammers' or leg suits in plain navy, burgundy or black.
- The FCAC rashie must be used for swimming lessons/HPE but it is optional for racing (ie. swimming carnival). No other rashie can be used.
- At the carnival, when not swimming, House shirts and FCAC hats should be worn.

The following swimmers are some examples of what can be worn for school activities:



Please note, if you are buying swimmers from somewhere other than the uniform shop:

- the colours are navy (not blue), burgundy (not red) and black (not grey).
- the styles are plain – no mixed colours or patterns.
- the only swimmers with mixed colours that are ok to wear are those from the uniform shop.

If you are unsure about any of the rules for uniform, please speak with your tutor.

Jewellery

- Watches are permitted
- One pair of studs or sleepers (studs must be small, round and a plain colour – silver, gold or one plain colour. No studs in the shape of animals, flowers or other novelty items).
- No necklaces are permitted unless it is a cross or a religious symbol and it must be kept under the uniform.

The following photos are examples of studs that are permitted:



Assessment

The MS/SS Assessment Policy is derived from the core values of Fraser Coast Anglican College – ‘giving it your all’ and ‘achieving ones best’ – as key tenants in guiding students to carry out assessment, including supervised examinations and assignments, to a high standard and in a timely manner.

Examinations

If you realise that you will be absent on the date of an examination, then it is your responsibility to inform the subject teacher prior to the date of the examination. The teacher will liaise with you to decide on a proposed alternative date to complete the examination. For Years 11 and 12 students a special provisions form should be completed and submitted to the Head of Secondary School for final approval. Note, that sitting an examination early is only permitted in exceptional circumstances; generally the absent student will complete the examination on their return to school.

If you are absent on the day of an examination, then it is your responsibility to contact the subject teacher (usually via your parents) so that the teacher can make arrangements for you to complete the examination when you return to school (this will be as soon as possible after you return to school; usually the next time that you have a lesson in that particular subject). For Years 11 and 12 a special provisions form must also be completed and returned to the Head of Secondary School.



Oral Presentations

If you are absent on the day of an oral presentation, then it is your responsibility to contact the subject teacher (usually via your parents) to explain the absence. You must submit an electronic copy of your intended presentation to the teacher on the same day. The teacher can make arrangements for you to present their oral when you return to school (this will usually be the next time that you have a lesson in that particular subject). For Years 11 and 12 a special provisions form must also be completed and returned to the Head Of Secondary School.

Submission of Assignments

Assignments should be submitted on or before the due date. The method of submission should be clearly identified on the task sheet. If you are absent on the due date, then it is your responsibility to ensure that the assignment is submitted to the subject teacher, despite the absence from school. Ideally the submission conditions should be met irrespective of the absence. If a hard copy of the task is to be submitted, then an electronic copy is acceptable on the due date with the expectation that the student will provide an unaltered hard copy on their return to school. Communication with the subject teacher regarding late submission is the student's responsibility.

Late Submission of Assignments

In cases where a student does not submit an assignment by the due date, and an alternative due date has not been negotiated with the teacher, then judgments will be made using evidence available on or before the due date.

Special Provisions

Special provisions is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills.

It is the student's responsibility to communicate early with the subject teacher to seek special provisions, e.g. an alternative submission date. Year 11/12 students must collect a Special Provisions application form from Student

Services and complete the application, with the subject teacher. The application should be signed by the parent, student, subject teacher and head of department before being submitted to the Head of Secondary School for final approval.

An exemption from assessment will only be allowed when there is sufficient alternative information to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument. For example, an exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student.

Non-Submission of Assessment

In cases where a student does not submit a piece of assessment and has not applied for Special Provisions, the teacher shall:

- Inform the student and cc the parent by email that the assessment item has not been submitted
- In the case of an assignment, inform the parent & student that they will be assessed on the basis of the available evidence
- Make arrangements for the student to sit the examination on their return to school
Inform the head of department and the relevant year level co-ordinator

Turnitin.com

The program Turnitin is a text matching tool used to authenticate authorship. The main focus of the program is to ensure the academic integrity of assessment in the Senior School. All students in Years 10-12 are required to submit their assignments through Turnitin.com via their Canvas account.

Academic Honesty

Fraser Coast Anglican College holds academic honesty as a core value in the education of its students. When a student attempts to pass off the ideas, words or products of another person as their own, this is viewed as being dishonest.

How can I avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use:

- Another person's idea, opinion or theory
- Any facts, statistics, graphs, drawings or any pieces of information that are not common knowledge
- Quotations of another person's actual spoken or written words
- A paraphrase (summary in your own words) of another person's spoken or written words.

You must give credit by referencing the ideas/opinions/work of others. You can do this in several ways:

- In-text quotes

e.g. You can use direct quotes such as "The presentation of another's work as one's own is called Plagiarism" (FCAC Plagiarism Policy, p2)

- In-text citations

e.g. According to the FCAC Plagiarism Policy (2015), you must give credit to the work of others.

- Including a Bibliography at the end of your work

e.g. FCAC, 2015. Plagiarism Policy. [Online] Available at: www.fcac.qld.edu.au [Accessed 15 January 2016].

Referencing Style Used at Fraser Coast Anglican College

The required referencing and bibliographic style guide utilised by the College is the Harvard author-date system, as recommended by the School Library Association of Queensland <http://www.slaq.org.au>

Students are encouraged to use the references feature within Microsoft Office Word to manage their references, create in-text citations and to generate bibliographies.

Consequences for Plagiarism

Each report of an act of plagiarism shall be dealt with on its own merits. It is the responsibility of the student to provide evidence, (including drafts, working notes, references etc.) to prove ownership of the disputed assessment item. If a student is found to have submitted plagiarised material as their own, then consequences may include:

- Work being graded on the sections of the submitted work that are the student's own work
- Work being graded on the student's draft
- Work being graded on what a student can produce in class at the next opportunity
- A comment regarding the offence on the semester report card
- An interview with the Principal regarding continued enrolment at Fraser Coast Anglican College.



Communication

The College App and Facebook

FCAC has embraced a responsible use of social media. To keep up to date with news from around the College, download the College App for your smart phone and/or 'Like' us on Facebook by searching for Fraser Coast Anglican College.

Online FCAC

My FCAC can be accessed from the College website (www.fcac.qld.edu.au) or via the College app ('Portal'). Parents are provided with a login and password on enrolment. If you have forgotten or misplaced your details, please contact enrolments@fcac.qld.edu.au.

Email

All staff can be contacted through their College email addresses. This is often a very effective way of communicating short messages. Our teachers' key priority is teaching your children. Whilst email communication is convenient for all of us, we would ask that you appreciate that teachers are not able to respond to your emails instantly, although you can expect a reply within 24 hours. If you have an urgent message for your child's teacher, please contact Secondary School Admin (4124 5411).

If your reason for contacting a teacher involves more complex or serious issues, these are best discussed face to face. We advise that you send a short email requesting an interview and a brief explanation for the reason you'd like to meet.

Key Contacts:

Department	Contact Details
Absent Notification	absent@fcac.qld.edu.au
FCAC Secondary Administration (Mrs Paula Reck)	(07) 4124 5411 studentservices@fcac.qld.edu.au
Head of Secondary School (Mrs Julianne Hallam)	(07) 4124 5411 jhallam@fcac.qld.edu.au
Director of Middle Years (Mrs Danielle Ryan)	(07) 4124 5411 dryan@fcac.qld.edu.au
Director of Senior Years (Mr Remy Melia)	(07) 4124 5411 rmelia@fcac.qld.edu.au
Dilly Bay Uniform Shop	(07) 4197 9302 uniformshop@fcac.qld.edu.au
ROOS Care	(07) 4197 9301 roos@fcac.qld.edu.au



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