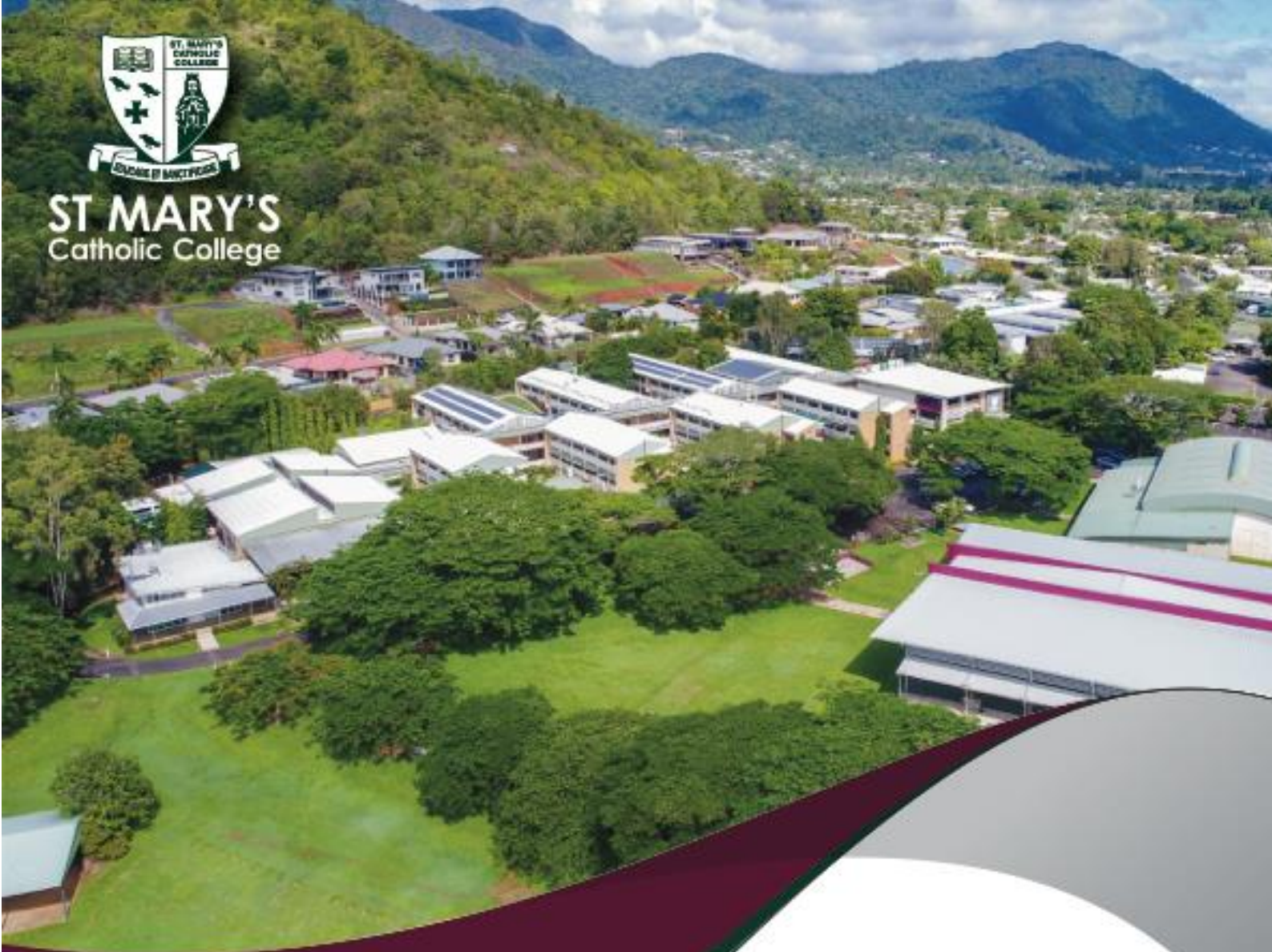




**ST MARY'S**  
Catholic College



# General Information, Expectations, Rules & Procedures

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## **STUDENT PROTECTION**

The protection of young people is fundamental to education at our College and to a healthy society. As a student, you should feel that your school environment is safe, and that you will be supported if there is an ALLEGATION OF HARM OF ANY KIND, such as:

- Harm to you by a member of the school staff
- Harm to you by another student
- Harm by a volunteer at the school
- Harm by someone away from the school community such as a parent, a relative, a family friend, a stranger
- Harm by self.

If you report harm to a staff member or if a staff member has a concern about you regarding harm, that staff member may need to go to what is called a Student Protection Contact and/or the Assistant Principal of Student Wellbeing who will follow up further. The Student Protection Contact Officers are displayed on posters throughout the College buildings.

Student Protection Contact Officers can be contacted before and after school and during breaks in their respective staffrooms. As well the student counsellor can be contacted at any time at the College. However, any teacher will listen to you and take your words seriously. Depending on the circumstances of harm allegation there may be a need to notify the appropriate authorities whose role it is to investigate and assess the need for further intervention and support. There also may or may not be a need to inform parents.

## **STUDENT AND PARENT PORTALS**

Students and parents should access the College portals to obtain information about the College. The portals can be accessed from the College website [www.smcc.qld.edu.au](http://www.smcc.qld.edu.au)

Student portal found at Our College → Our Students then click the Student Portal button.

Parent portal found at Community Life → Parent Portal.

Registered emails used for usernames and passwords are provided.

# BULLYING AND HARASSMENT

Bullying and/or harassment is when a person or group of people use physical, verbal or other behaviours to intimidate, put down or hurt another person or group of people. There must be a **power imbalance**, for example a bully has strong influence over other peers, and the behaviours must be **ongoing** to be classified as bullying. St Mary's has a 'Zero Tolerance' policy when it comes to bullying and students are constantly encouraged to report incidences of bullying.

**Do not tolerate harassment.** St Mary's has a policy and process to deal with this effectively if you let someone know that it is happening, e.g. teacher, senior student, Pastoral Leader, family member. **Do not fall for the "I'm not a dobber" mentality.** Bullies thrive on you thinking in this way. Do not overly concern yourself with reprisals for speaking out – our processes deal with this effectively. If you keep tolerating bullying, it will not go away and possibly get worse. Turn harassment around so that you are in control. **Speak up;** it's your right and your responsibility.

If you witness any form of bullying or harassment against another, you are called a bystander. If a bystander does nothing, turns a blind eye or encourages in any way, then he or she is condoning the behaviour. Bystanders have the responsibility to report bullying or defuse where appropriate.

To report bullying, students and parents may contact any teacher, a Year Level Pastoral Leader, the Assistant Principal of Student Wellbeing or send an email to '**Bullymail**' at the address **bullymail@smcc.qld.edu.au** which will be checked regularly.

## Stages of College Response

It takes time to investigate allegations of bullying and to determine and implement the best and most fair response. Below are a set of stages that are undertaken in responding to allegation of bullying. Each allegation of bullying is a unique case and so a strict timeline cannot be set for College responses.

**Stage 1:** Bullying is alleged and reported to a pastoral leader (e.g. Head of Year). The alleged victim is interviewed, and details are recorded to establish the type, time, place and frequency of bullying actions and names of alleged bullies, bystanders and witnesses.

**Stage 2:** Students accused of bullying are interviewed and details recorded and contrasted with alleged victim's statement. Bystanders and/or witnesses are interviewed to establish the context and behaviours of those involved.

**Stage 3:** Decisions are made about whether behaviours constitute bullying, whether there is history of bullying behaviours, whether formal sanctions are required, whether restorative mediation is required, whether parents need to become involved, whether further observation is required.

**Stage 4:** Actions taken, for example: formal sanctions placed upon bully; mediation between bully and victim; agreements made between students in conflict; formal warnings provided; counselling provided; monitoring of situation.

**Stage 5:** Case revisited at a later date set by the investigator, to assess the identified problems and judge whether further action is required and whether the situation is resolved.

In cases of **cyberbullying** or cyberconflict, students from each side should immediately stop accessing forms of electronic communication, such as social media, until the problem resolves. **Parents** have the responsibility to ensure this level of protection is implemented at home.

## CODE OF CONDUCT FOR STUDENTS

### **Discerning believers: *(The courage to be selfless)***

- Be a positive role model in both your thoughts and actions

### **Reflective and creative thinkers: *(Doing what is 'right')***

- Be proactive when experiencing problems – speak to a staff member
- Recognise bullying when it is happening and intervene appropriately
- In times of conflict be a part of the solution not the problem

### **Effective communicators: *(Respectful and Supportive communication)***

- Respect the rights of others: this includes the right to learn and participate in activities
- All forms of communication (non-verbal, verbal, written and digital media) are respectful and supportive of others.

### **Self-directed and life-long learners: *(Developing GRIT - a growth mindset)***

- Be engaged in your learning
- Take ownership of learning – time management, problem solving, goal setting, prioritising, organisation

### **Collaborative contributors: *(Making a 'positive' difference)***

- Be neatly and correctly dressed in both uniform and personal grooming
- Wear the College hat to and from school, during breaks and when involved in outdoor activity
- Follow instructions immediately
- Be punctual and prepared for each lesson/activity

### **Caring family members: *(Looking after each other)***

- Be courteous to staff, fellow students and visitors
- Be compassionate to others
- Keep to the left when moving around the College (concourse, walkways, stairs)
- Use the designated walkway when entering and exiting the College grounds

### **Responsible citizens: *(Takes responsibility for own actions)***

- Keep the school buildings and grounds tidy
- Respect other people's belongings and use other students' property only with their permission

At all times it is expected that behaviour be well-mannered, friendly and co-operative so that a true Christian community can develop at St Mary's.

The Principal is the final arbiter in areas of dispute.

## PARENTAL CODE OF CONDUCT

The College expects that Parents abide by the Parental Code of Conduct as expected by Catholic Education Services. The code of conduct document is available on the CES website. The key point in the code of conduct is to conduct oneself respectfully to all staff, students, parents and other community members. Parents/Carers do need to support all College policies and procedures, including those pertaining to behaviour management. Concerns are always addressed and parents are asked to directly contact relevant classroom teachers before seeking assistance from Heads of Years, Heads of Departments, Assistant Principals and the Principal.

## COLLEGE EXPECTATIONS OF STUDENTS

To show respect for ourselves and others in our community, students accept the following expectations:

- Be on time for school and class.
- Attendance at College Events is compulsory (e.g whole College masses, retreats, camps, sporting and/or other significant cultural events etc.)
- Taking time off from school for 'breaks' during term time is not encouraged. Please note that alternative assessment arrangements will not be made in these circumstances.
- Students are not to leave the school grounds without signing out at 'front office'.
- In regards to student absences due to illness: Please contact the office staff via telephone 07 40 444 200, email [office@smcc.qld.edu.au](mailto:office@smcc.qld.edu.au) or via the Parent Portal.
- No physical contact allowed with another student, staff member or visitor to the College or a College event.
- Do not use offensive language towards another student, staff member or visitor to the College or a College event.
- Do not participate in unsupervised and/or unsanctioned contact sports.
- Report any Bullying or Harassment concerns to staff member: e.g. Pastoral Group Mentor, Counsellor, Head of Year (HOY) or Assistant Principal Student Wellbeing as soon as possible.
- Be present for the commencement of Pastoral Group or report to Student Reception for a late slip.
- Students are to abide by the College's personal grooming and uniform expectations.
- Students are expected to be collected from school by their parents/guardians should they refuse to abide by the dress and grooming standards.
- Students are responsible for meeting timelines especially assessment due dates.
- Students are to record homework, assessment due dates and other important College information into their College diary.
- School bags are to be stored neatly on the port racks or in lockers provided.
- College backpacks are not to be taken to classes. They remain in the allocated locker/portrack area for the entire school day.
- The College is not responsible for items taken from backpacks. Any valuables should be locked and stored in student's locker.
- Students are to access lockers only at 'break' times.
- Use only the locker allocated to you by the College and keep it padlocked at all times. The College is not responsible for items taken from unlocked and/or "shared" lockers.
- Lockers are to be completely emptied and left unlocked at the end of each term.
- Textbooks and novels are to be returned to the library at the end of each term or semester.
- Conform to all road rules when travelling to and from school, regardless of the mode of transport.
- The College does not give permission for students with vehicles carrying other students as passengers. No student is allowed to drive to sport or school functions where bus transport has been provided. (See 'Student Car Use Agreement').
- Conform to the 'out of bounds' rules for areas such as bike racks, car parks, and 'behind' buildings.
- When ill, report to Student Reception (Sick Bay) with a note from a teacher.
- Do not contact Parent/Guardian directly if you are ill, report to Student Reception (Sick Bay) staff and they will contact home.
- Do not chew gum while in College uniform or at College events.

## **COLLEGE EXPECTATIONS OF STUDENTS**

- Do not bring or use non-prescribed drugs to the College, when representing the College or attending a College organised events.
- Do not bring illegal substances or dangerous items to the College, when representing the College or attending College organised events.

This list is not exhaustive and is designed to provide students with a general guide for College expectations. The Principal is the final arbiter in areas of dispute.

## **CLASSROOM EXPECTATIONS OF STUDENTS**

To show respect for ourselves and others in our community, students accept the following expectations:

- Be on time for every class.
- Follow all reasonable instructions as directed by staff.
- Present themselves dressed tidily in correct uniform for the classroom or activity.
- Bring their school diaries to all classes and record homework, other important school information and assessment due dates.
- Move into and around the classroom only under the direction of their teacher.
- Remove College caps/hats when entering the classroom or when participating in College functions.
- Do not swing on chairs, sit on desks or place feet on chairs.
- Do not graffiti or destroy any school equipment, textbooks, school diaries or property of other students.
- Obtain teacher's permission to leave the classroom and wait to be dismissed at the end of class.
- Mobile phones, smart watches and other electronic devices are not permitted in exams, classes or activities unless directed by a teacher.
- Wearable technologies (eg smart watches) are subject to the same guidelines as mobile phones, whether they are cellular and/or Wi-Fi capable. Students should disable notifications on their wearables before entering class.
- Mobile phones are not to be seen or heard during classes and other College events.
- Mobile phones are to be left on desk, if students need to leave the classroom during class time (including bathroom breaks).
- Mobile phones, wearable technologies and headphones are not to be used when moving between classes.
- Students must not be in classrooms at recess or lunch without a teacher present.
- Respect equipment and displays in classrooms they enter.
- Food and drinks are not allowed in classrooms unless instructed by teacher (water bottles are permitted).
- At the end of each lesson the classroom is to be left clean and tidy.

This list is not exhaustive and is designed to provide students with a general guide for College expectations. The Principal is the final arbiter in areas of dispute.

## ELECTRONIC EQUIPMENT AT ST MARY'S

All St Mary's students need a **laptop** for use at school and at home. When at School, all electronic devices are to be used for **school related purposes** and students and their parents/guardians agree to the **Conditions of Use** which includes the following main points:

- Security of devices is the students' responsibility at all times. Unattended devices must be stored in a locked locker at all times.
- Laptops must be taken to school every normal school day (not required for community days such as athletics carnival) and taken home every afternoon **to be charged for the next day**.
- Students are to protect the integrity of all usernames and passwords for their devices and accounts at all times.
- Students are to regularly back up their work. Loss of data is not an acceptable excuse for failing to complete an assessment task.
- Staff have the right to inspect all content on any device taken to school.
- **The College will not be responsible for any damage, loss or theft of any personal equipment brought to school.**
- The College strongly advises parents/carers to insure laptops for accidental damage.

If a student misuses a device or it is deemed that a device becomes a security concern with the College, then it **may be confiscated** and a student may be banned from bringing it to school. The points below illustrate expectations of using electronic equipment:

- Electronic equipment may only be used in class with the teacher's permission.
- Mobile phones must be switched to silent.
- Only electronic equipment explicitly permitted can be taken into examinations.
- Electronic equipment cannot be used to send threatening or harassing content to other students.
- Students are not to take photos or video of anybody else.
- Students are not to place or publish images, information or opinions about other students, staff or the College without prior consent.
- Inappropriate material must not be brought to or accessed at school.
- Any device brought into the College may be inspected by any staff member at any time and confiscated if deemed necessary.
- Confiscated items will be returned after the parent has contacted the Head of Year or the Assistant Principal, Student Wellbeing to discuss College expectations.
- Students may use the Library to study during break times and are welcome to use their laptops for study purposes. In the interest of promoting healthy lifestyles, students are not to use laptops outside of supervised classrooms during break times.

**Parents are expected to monitor student use of technology at home** and should ensure that it is used appropriately and does not impact upon sleep. It is recommended that students put away screen technology one hour before bed and limit recreational use of technology to one or two hours per day including weekends and holidays.



## **GENERAL INFORMATION**

### **Excursions**

All excursions are completed in formal uniform unless otherwise specified.

### **Absentees/Lates**

If a student is absent from school, confirmation of this by a parent/guardian is required before 8.30 am on the day of the absence. Students not able to be at their home room by 8.30 am, must report to Student reception. Students must have their ID cards with them for processing. Repeated late arrival may result in an afterschool detention being issued. Continued lateness will require interview with parents/carers. Likewise, students with less than a 90% attendance rate will require interviews with parents/carers and Heads of Year and/or College Leadership.

### **Valuables**

Students should not bring valuables or large amounts of money to school. ALL personal property brought to school should be clearly labelled. Valuables may be left at the College office and should not be left in bags or in unlocked lockers.

### **Permission to Leave School Grounds**

If a student wishes to leave the school grounds, a note explaining the reason for his/her leaving the school must be presented to his/her Pastoral Mentor. After the Pastoral Mentor has signed the note, the student is required to present the note to the office at the time of signing out.

## **STUDENT BEHAVIOURAL SUPPORT**

### **Student Counselling**

Appointments can be made with the student counsellors during class time, before and after school, at recess and lunch breaks, through the front office or directly with the counsellor in person or by phone (School office 4044 4200). If appropriate, referrals can also be made to other agencies for more specialised assistance.

Students are always encouraged to seek help for themselves and the following contacts may prove useful: **[www.headspace.org.au](http://www.headspace.org.au)** and **Kidshelpline 1800 55 1800**.

### **Responsible Thinking Process**

St Mary's uses a Responsible Thinking Process as part of its pastoral care program. The process is used during the teaching and learning environment where students who choose behaviours that disrupt the learning of others, are given an opportunity to change their behaviour but are referred to the "Responsible Thinking Classroom" if they do not.

If a student is referred to the Responsible Thinking Classroom, parents will be alerted via email of the time, lesson and classroom teacher issuing the referral. Parents are encouraged to contact the classroom teacher to discuss. While in the Responsible Thinking Classroom, students are given time to reflect upon the reasons for their referral and commence a plan to return to the classroom which must include a negotiation with the classroom teacher. Students will be referred back to the Responsible Thinking Classroom if they fail to successfully negotiate with the teacher before the next lesson. The Responsible Thinking Classroom Teacher and Pastoral Leaders will assist students with the process as required.

## Merit System

St Mary's uses a positive behaviour recognition merit system as part of its pastoral care program. Students who exhibit consistent or noteworthy positive behaviour may be issued a merit certificate by a teacher. In the interest of promoting this form of positive recognition, students are encouraged to discuss behaviours with teachers who may agree with a student's reasoning to be issued with a merit certificate or may engage in forming an agreement in the circumstances that a merit certificate may be awarded.

When a student collects four merit certificates, he or she may approach his or her pastoral leader or a curriculum leader who will upgrade the merits to a Head of Year's Certificate. These certificates are generally issued to students at Year Level Assemblies. Merit certificates are only valid to be used for upgrading within the school year that they are issued.

When a student collects four Head of Year Certificates, he or she may approach the Assistant Principal of Student Wellbeing who will upgrade the Head of Year Certificates to a Principal's Certificate. The Principal's certificates are generally issued to students at College Assemblies. Head of Year Certificates are able to be used to upgrade to a Principal's Certificate for as long as the student is enrolled in the College.

When a student collects four Principal's Certificates, he or she may approach the Assistant Principal of Student Wellbeing who will upgrade the certificates to a Principal's Medallion. The Medallions are generally issued to students at College Assemblies. Principal's Certificates are able to be used to upgrade to a Principal's Medallion for as long as the student is enrolled in the College.

## Detentions

Detentions are consequences that occupy a student's time outside of normal class time and involve some action or chore that helps the student reflect to some extent about his/her choice and be unpleasant enough so that the student would prefer not to do the detention if given the choice. Motivation to avoid a detention increases the likelihood that a student will make future choices that align with College Expectations and help develop more respectful and successful students. Completing a detention provides a student with a sense of finality allowing the student to move forward after a poor choice.

Students may receive **Lunchtime Detentions** for minor infringements against College expectations such as failing to complete set homework or being unprepared for a lesson. These detentions form part of the classroom management plan and may take the form of completing work with a teacher at break times or being set 'Litter Duty'. Teachers may write details on a general notification form and set a time for which the detention must be completed. Should a student not complete the detention, a second chance may be given but future instances of not completing the detention will result in referral to the relevant Head of Year who will usually set an afterschool detention.

**Afterschool Detentions** are set for more serious infringements against College expectations such as failing to complete lunchtime detentions, truanting a lesson, swearing during lunchtime or continuing more minor infringements. These detentions are set to be completed on **Wednesday** afternoons from **3:30 pm to 4:30 pm** usually in **room C7**. Heads of Year will inform the student and email parents about the reason for the detention and the date to be completed. Afterschool detentions are normally set the week following the notification to allow parents/carers to make arrangements if required. If a student fails to complete an afterschool detention, they will receive further consequences.

## **YEAR 7–10 SCHOOL ASSESSMENT PROCEDURES**

The below is an extract from the SMCC Year 7–10 School Assessment Procedures. The full document is available in the Parent and Student Portals and on the School Website. This Assessment Procedure applies the expectation of **on or before** the due date.

### **Extensions**

A student may request an extension before the due date. Such extensions will be given, only, when a student demonstrates that the work in question cannot be handed in on time for reasons beyond his/her control (illness or misadventure). Suitable documentation will need to be provided.

Extensions will not be granted for:

- matters that the student could have avoided
- matters of the student's or parent/carer's own choosing (eg: family

holidays) Any extensions must be approved by the relevant Head of Department (HOD).

DUE DATES for drafts/ evidence of work collection and final copy should be part of the conditions for each assessment task and need to be articulated to students prior to their commencement of the task.

### **Expectations on due date**

Assessment is to be submitted as per the conditions outlined on the task sheet. The teacher is to clearly state this on the task sheet (eg: written hard copy; uploaded to online file; spoken presentation; recorded oral presentation etc or a combination of these).

Assessments that are submitted (including emails and hard copies) after the stated due date and time, will be treated as a non-submit and a grade awarded on evidence of work available at the time (draft). The default time on any given due date (if not specified on the task sheet by teacher) is 3.30pm.

If illness or misadventure apply and it directly impacts on assessment due dates, the following is required:

- a Medical Certificate (compulsory for Year 10, 11 and 12)
- an email from the parent/carer to the Subject HOD requesting an extension (usual absence notification processes to the office also apply)

Years 7–9 are to provide a medical certificate if the absence is for longer than 2 days.

In the case of an adequate reason being provided, an alternative arrangement will be made for access to assessment to occur at a time convenient to the subject teacher.

### **Absenteeism due on holidays**

Teachers are not required to make up nor offer alternative arrangements for classwork and/or assessment missed due to holidays or unexplained absences. All teachers make themselves available during term time for lessons to be taught – it is not an expectation of SMCC that teachers provide work for students in these instances. Alternative exam times will not be provided.

### **Lateness of assessment**

Management of late submissions of assessment requires positive proactive strategies –

- that are thought out in advance
- that encourage participation and engagement
- and that involve staged or interim completion of tasks prior to the final due date.

Judgements of student assessment should be made against the relevant standard descriptors on the criteria sheet.

Teachers should use monitoring checkpoints and collection of evidence dates at various stages throughout the time allocated for an assessment, or whenever appropriate. Teachers are to encourage students to submit **ONE** draft or evidence of class/assessment work related to the final response, prior to the due date, for checking. Parents will be notified if students fail to provide evidence of work (draft) by the due date stated in the task sheet.

Students should be encouraged to raise any difficulties regarding completion of an assessment well in advance of due dates. This will enable action to be taken at an early stage during the allocated time for the task.

Students should be provided opportunity to show evidence of the assessment in class time.

If completed work is not submitted by the due date, a grade will be awarded on evidence of work carried out on assessment to that point in time. If no evidence has been provided by the final due date, despite opportunities given, then the student will be awarded a NR – Not Rated – for the task. This may impact on the student's overall result and could result in their not being credited for the semester unit of work.

## **Non-submission of assessment**

The judgement of a student's achievement for an area of learning is informed by what that student knows and can demonstrate in terms of criteria and standards applied to a body of evidence. If, through non-submission of assessment, a student does not provide the evidence to demonstrate the descriptors stated in the ACARA standards, a judgement cannot be made. It follows then that a standard can only be awarded where evidence has been demonstrated and documented. That is, an "E" standard for an assessment cannot be awarded where there is no physical evidence for it. In this case, the assessment piece will be awarded an NR (Not Rated).

In the case of frequent non-submission of student work, consideration needs to be given to whether a level of achievement can be awarded for a course, or unit of study, if substantive requirements of a syllabus have not been completed. This may mean that the students will not obtain a grade for that semester of study.

## **Marking and return of assessment tasks**

Assessment tasks will be graded and returned to students as soon as possible after collection. Feedback is to be provided to all students in a timely manner. Feedback can be written and or verbal and should be used by students to improve their assessment practices.

## **Authentication of student work/academic misconduct**

Ensuring student authorship of responses to assessment tasks is required in all subjects.

Many subjects require students to undertake work outside of the classroom, on a variety of assessment tasks, which may well raise the issue of authorship and ownership of responses. St Mary's Catholic College, therefore, will develop and implement procedures that enable students to establish their authorship and ownership of the responses that they submit for assessment.

Examples of some useful strategies follow:

- the student produces and maintains appropriate documentation of the development of the response;
- the student acknowledges all resources used. This will include text and source material and the type of human assistance received;
- the teacher monitors the development of the task by seeing plans and evidence of the student's work (drafts);

- appropriate guidelines and pro-forma for students to use in documenting and acknowledging both print and electronic source materials and resources, and other types of assistance (including human) that have been accessed;
- make students aware that plagiarism-checking tools (Turnitin) will be used;
- if an assessment task is submitted containing plagiarised work it will be graded based on any original work, contained in it. (Students are to be warned that we have plagiarism checks in place and that we regularly and randomly check student responses for this).
- in all subjects, particularly practical subjects, some work MUST be observed to be done by the student, by the teacher in lessons/class time.

If a teacher/HOD/Deputy Principal has reasonable concerns that a student's actions could be dealt with as a case of academic misconduct, the teacher/HOD may require the student to authenticate their learning. The authentication process must provide the student with an opportunity to demonstrate their competence or knowledge in the subject matter of the assessment item in question, in a manner that is appropriate to the nature of the assessment item.

This might include (but is not limited to) the teacher/HOD/Deputy Principal:

- requesting the student to show evidence of resource materials used in the production of the assessment, such as notes, drafts (including electronic versions), sketches, concept drawings and reading materials;
- conducting a viva (oral examination) in which the student's task-related learning is tested;
- requiring the student to undertake a practical exercise under supervision.

Responses that cannot be authenticated as the student's own work cannot be used to make a judgement. This may apply to all or some of the assessment task, dependent upon authentication being determined for all or some of the piece. When the teacher/HOD/Deputy Principal establishes that the authorship of the work cannot be authenticated in any area, a result of NR (Not Rated) may be applied. Parents will be notified.

### Types of academic misconduct and examples of behaviours

Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	<ul style="list-style-type: none"> <li>• beginning to write during perusal time or continuing to write after the instruction to stop work is given</li> <li>• using unauthorised equipment or materials</li> <li>• having any notation written on the body, clothing or any object brought into an assessment room</li> <li>• communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student</li> </ul>
<b>Collusion</b>	<ul style="list-style-type: none"> <li>• when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work)</li> <li>• assisting another student to commit an act of academic misconduct</li> </ul>
<b>Contract cheating/ significant contribution of help</b>	<ul style="list-style-type: none"> <li>• asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response</li> <li>• paying for someone or a service to complete a response to an assessment</li> </ul>

Type of misconduct	Examples
<b>Copying work</b>	<ul style="list-style-type: none"> <li>deliberately or knowingly making it possible for another student to copy responses</li> <li>looking at another student's work</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<ul style="list-style-type: none"> <li>giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment</li> <li>making any attempt to give or receive access to secure assessment materials</li> </ul>
<b>Fabricating</b>	<ul style="list-style-type: none"> <li>inventing or exaggerating data</li> <li>listing incorrect or fictitious references</li> </ul>
<b>Impersonation</b>	<ul style="list-style-type: none"> <li>allowing another person to complete a response to an assessment in place of the student</li> </ul>
<b>Misconduct during an examination</b>	<ul style="list-style-type: none"> <li>distracting and disrupting others in an assessment room</li> </ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"> <li>completely or partially copying or altering another person's work without attribution (another person's work may include text, audio-visual material, figures, tables, images or information)</li> </ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>duplicating work or part of work already submitted as a response to an assessment</li> </ul>

## SENIOR SCHOOL ASSESSMENT POLICY

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 [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

It is available on the Parent and Student portals and the School website. Senior students should refer to this policy when completing assessment tasks.

## ACADEMIC INTEGRITY – SENIOR YEARS POLICY

This policy provides information for teachers, students and parents/carers about the key principles associated with academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way (Queensland Certificate of Education and Queensland Certificate of Individual Achievement Policy and Procedures Handbook). At St Mary's Catholic College, we are committed to promoting the understanding and practice of academic integrity. Examples of academic misconduct are included in the Year 7–10 assessment procedures.

All senior students will complete an online Academic Integrity course, prepared by QCAA.

It is available on the Parent and Student portals and the School website. Senior students should refer to this policy when completing assessment tasks.

# LIBRARY

**HOURS:** The library is open from 7.30 am–4.30 pm every day.

**HOMEWORK HELP:** Supervised homework assistance is available every afternoon 3.15 pm–3.45 pm (except Thursday)

**LIBRARY WEBSITE:** <https://smccworee.softlinkhosting.com.au/oliver/home/browse/list>

**TEXTBOOKS:** The signing over of Government Textbook Allowance payments, and levies included in school fees provides students with textbooks each year. Students are responsible for the care of textbooks and lost or damaged books are to be paid for.

**PLAGIARISM:** Students will be instructed by teachers to submit their assignments into the plagiarism checking software TURNITIN.

**REFERENCING:** Referencing is used at the end of an assessment task to detail the sources of information and ideas used by students to complete their assessment task. The reference list will detail which websites, books, images and videos were used as sources of information.

A Guide to Referencing can be found under the Referencing Tab in the Student Curricular Resources Tab in the Student Portal.

St Mary's Catholic College uses the Harvard Referencing Style for most subjects, except for Health and HPE subjects which use the APA 6th Edition Referencing Style.

## Harvard Referencing Style examples

### 1 WEBSITE

*Cheese or genes; Why are the Dutch so tall? Four Possible Answers* 2018, viewed 11 February 2019, <<https://dutchreview.com/culture/living-in-the-netherlands/why-are-the-dutch-so-tall/>>.

(The above lists the name of the website (in italics), when it was viewed and the website's URL)

### 2 BOOK

Williamson, K & Stannard, P 2012, *Scienceworld 10*, 1st edn, Macmillan Education Australia, South Yarra, Vic.

(The above lists the name of the authors, date of publication, title (in italics), edition, publishers and place of publication)

### 3 IMAGE

*Dutch men revealed as world's tallest* 2014, viewed 11 February 2019, <[https://ichef.bbci.co.uk/news/624/cpsprodpb/EE21/production/\\_90516906\\_tallest\\_people\\_inf624.png](https://ichef.bbci.co.uk/news/624/cpsprodpb/EE21/production/_90516906_tallest_people_inf624.png)>.

(The above lists the title of the image (in italics), when it was viewed and the image's URL)

### 4 VIDEO

BBC 2016, *Why are the Dutch so tall?*, viewed 11 February 2019, <[https://youtu.be/q\\_IDTOIJ4xA](https://youtu.be/q_IDTOIJ4xA)>.

(The above lists the video publisher, date of publication, title of the video (in italics), when it was viewed and the video's URL)

## APA 6th Edition Referencing Style examples

### 1 WEBSITE

Cheese or genes; Why are the Dutch so tall? Four Possible Answers. (2018). Retrieved from <https://dutchreview.com/culture/living-in-the-netherlands/why-are-the-dutch-so-tall/>

(The above lists the title of the website, date of publication (in brackets), then the website's URL following the words 'Retrieved from')

### 2 BOOK

Stannard, P., & Williamson, K. (2012). *ScienceWorld 10* (1st ed.). South Yarra, Vic: MacMillan Education Australia.

(The above lists the author/s of the book, date of publication (in brackets), title of the book (in italics), edition number (in brackets), city and state of publication and then the publisher name)

### 3 IMAGE

*Dutch men revealed as world's tallest.* (2014). [Image]. Retrieved from [https://ichef.bbci.co.uk/news/624/cpsprodpb/EE21/production/\\_90516906\\_tallest\\_people\\_inf624.png](https://ichef.bbci.co.uk/news/624/cpsprodpb/EE21/production/_90516906_tallest_people_inf624.png)

(The above lists the title of the image (in italics), date of publication (in brackets), then the image's URL following the words 'Retrieved from')

### 4 VIDEO

BBC. (2016). Why are the Dutch so tall? [Video]. Retrieved from [https://youtu.be/q\\_IDTOIJ4xA](https://youtu.be/q_IDTOIJ4xA)

(The above lists the video publisher, date of publication (in brackets), title of video, [video], then the video's URL following the words 'Retrieved from')

## UNIFORMS

Uniforms must be worn **neatly, completely and correctly** by every student enrolled in St Mary's Catholic College. Correct wearing of the uniform and modest but high standards of **personal grooming** demonstrate pride in the College, respect for one's self and respect for others. It is the responsibility of every parent and student to ensure that the College is represented well within our community and to adhere to uniform expectations.

Uniforms must be worn completely and correctly at all times during school hours and when travelling to and from school. Students have a **formal uniform** which must be worn most school days. However, a student should wear the St Mary's **Sport Uniform** on days where a student has a practical sport lesson and **only** on such days. Students are also required to wear a **House Shirt** with their sports uniforms on various community days and carnivals throughout the year.

All uniforms are available at the College Uniform Shop. Students in Years 7, 8 and 9 must wear the junior formal uniform and students in Years 10, 11 and 12 must wear the senior formal uniform. The uniform requirements are described below.

### Girls Formal Uniform

Junior Girls Blouse Plain light green fitted blouse with piping on sleeve and pocket. Cross-over tie to attach from under the collar. College crest on pocket.

Junior Girls Skirt Bottle green gabardine skirt with right side pocket with zip. To be worn not more than 8 cm above the knee when kneeling.



Junior Girls Culotte	Bottle green gabardine culotte with right side pocket with zip. Similar look to junior girls' skirt. To be worn at knee length.
Senior Girls Blouse	White fitted ladies' blouse with plaid piping on sleeve cuff, set-in sleeve and pocket. Permanent pre-tied Windsor knot tie that is removable with button attachment under collar.
Senior Girls Skirt	Bottle green plaid 'A-line' mid-calf length skirt with front pleats. Girls formal socks
	White socks which cover the ankles when folded down.

### **Boys Formal Uniform**

Junior shirt	Tweed green shirt with buttoned front and collar. Bottle green trims to pocket and sleeves. College crest on pocket.
Senior shirt	Green shirt with buttoned front, bottle green trims to inner dress collar stand, pocket and sleeves. College crest on pocket.
Senior tie	Green striped tie with College crest.
Shorts	Dress bottle green shorts. Optional elastic addition available (not visible, hidden under belt).
Socks	Bottle green long socks with 2 tweed green stripes.
Belt	Plain black leather or vinyl belt with simple buckle to be worn with formal uniform at all times.
Senior Trousers	Optional formal black trousers to be worn with belt.

*Boys formal shirts are to be tucked in and socks are to be pulled up at all times.*

### **Unisex Sports Uniform**

Sports shirt	Bottle green and maroon garment with raglan sleeve in breathable square waffle sports microfibre. Silk screen print on back and fully embroidered College crest on front. Available in unisex and female cut.
Sports shorts	Bottle green shorts in lightweight, quick dry and colourfast microfibre pongee fabric. Side pockets with embroidered College branding on left leg. Available in unisex and female cut.
House shirt	House coloured shirts with raglan sleeve. Embroidered College crest on front. To be worn on specified community days only.
Sport socks	White ankle socks with green soles and College branding on both sides. To be worn with sports uniform only.
Sport shoes	Low cut, supportive, lace-up, all-purpose sport shoes for running with suitable grip. Colour should be discrete. Skate shoes and other flat soled shoes are not acceptable.

### **General Items (boys and girls)**

Hat	Bottle green with maroon edges with embroidered crest and logo.
Cap	Bottle green cap with maroon trim and embroidered crest and logo. Strap back with adjustable embossed SMCC buckle. Cap may be worn with sport and formal uniforms.
Knitted jumper	Bottle Green classic fit knitted jumper with fully embroidered crest. Jumper is an optional item and may be worn with sport and formal uniforms.
Jacket	Bottle green jacket in lightweight pongee microfibre fabric. Waterproof with inner lining. May be worn with sport and formal uniforms.
Formal shoes	All black polishable leather, lace-up, low-cut with distinctive heel.

## Uniform expectations

- Formal and sport uniform cannot be mixed.
- Every student must have a St Mary's hat when outdoors.
- Year 12 students may wear a senior shirt and/or a senior jersey as part of their sport uniform only
- T-shirts may be worn under uniforms as long as they are not visible in any way
- School blazers and formal hats are available for borrowing for approved occasions
- All block exams must be undertaken in formal school uniform

## Alterations to the College uniform

A medical certificate is required to wear the College uniform in a way that does not meet these expectations.

## College bags

- All students must use the St Mary's Catholic College bag.
- St Mary's drawstring bags are an optional extra.

## Jewellery

- Jewellery is to be **discreet**, meaning not particularly noticeable, and is limited to:
  - One watch
  - One silver or gold bracelet
  - One silver or gold simple necklace
  - One silver or gold ring
  - One small silver or gold sleeper/stud in each earlobe only
- Visible piercings other than earrings as described above must be removed while in school uniform, this includes clear or thin coloured piercings.

## Personal grooming

- Make-up, nail polish and cosmetic accessories such as acrylic nails and eyelash extensions are not acceptable.
- Hair is to be of conventional style, neat and of a natural colour, shade and tone. Examples of unacceptable styles include, but are not limited to: undercuts, shaved patterns, steps, lines, dreadlocks, corn-rows, marked contrasts of length, crewcuts less than number 3 comb length. Given changing fashions, the College reserves the right to determine what is considered acceptable at any time.

## Hair length

Hair that is longer than collar length must be tied back at all times with discreet hair accessories that are black or one of the College colours – white, maroon or dark green. Hair must be kept out of the face and eyes.

## Tattoos

Tattoos are not part of the culture of St Mary's College. As such, students are not to have visible tattoos of any description. Students with tattoos must keep them completely covered at all times.

## College uniform 2021 and beyond

St Mary's launched our new College uniform in 2019 with the transition phase being complete in 2021. Students are not to wear pre-2019 uniform items.

# CORRECT USE OF DIARY

For the Student Diary to be an effective learning and planning tool that assists students in their learning, organisation and time management, it is important that it is used correctly. The key elements that students need:

- Enter all subjects into each day at least one week in advance
- Enter the details of the homework not just "maths homework"
- Due dates are critical to good time management.

PRIORITIES / DUE DATES / GRATITUDES	THINGS TO DO	WEEK:
MONDAY 25		
Maths - pg 58, Ex 7, No 1-10	Due 27/2	
Eng - read Ch 3, ans Q 1-5	Due 27/2	
Science - complete experiment	write up Due 1/3	
Digitec - NO HOMEWORK		
Drama - NO HOMEWORK		
Vis. Arts - Bring object from	garden to draw Due 28/2	
TUESDAY 26		
HPE - NO HOMEWORK		
HPE - NO HOMEWORK		
RE - Complete good copy of	class prayer Due 1/3	
Health - Complete daily menu	with food groups link. Due 1/3	
Humanities - Complete latitude/	longitude	
Humanities map exercise	Due 28/2	
WEDNESDAY 27		

Other key things to remember:

- If you are absent from school for any period, it is your responsibility to find out what learning has been missed and needs to be caught up on.
- Homework should be entered at the end of each lesson – not the end of the day or during a break.
- The diary is one of our important communication tools between students, parents and teachers.
- Diary use (and homework/study) are learning habits. The more you do them, the better you get, and the easier learning becomes.

## HOMWORK EXPECTATIONS

Homework **MAY** include the following:

- Consolidating class learning via relevant independent practise and revision
- Completing work which was not done in class
- Required reading for class
- Research for, and drafting of, assignments
- Developing practical assessments or skills out of class time
- Study or extra reading, determined by the student, to extend learning

Homework will **NOT** be 'busy work' that is:

- Automatically scheduled on a 'set hours' per night basis
- Irrelevant to what is being taught in class
- Unrelated to assessment tasks

**IMPORTANT** to note:

- Secondary students will always have something they can be working on at home; they need to manage their time to avoid 'busy times'.
- Use the **Assessment Planner**, uploaded to website each term, as a guide when planning and completing future assessments.
- Each assessment task will outline the conditions of the task, including timelines. Class time will be used to introduce, provide feedback and check progress. It is expected that homework time will be used to ensure timely completion of tasks.
- **Drafting** is the most effective means of receiving contextual feedback on an assessment piece. All students should hand in a completed task on the draft due date to ensure they are taking advantage of full and complete feedback. Please note: feedback provided on a draft does not guarantee an 'A'. The feedback on a draft is provided on the evidence in front of the teacher at the time; it is not the teachers responsibility to extensively edit to bring a piece to an 'A' standard. It is advice provided for improvement on the current piece of work and will identify a range of key gaps/errors, based on the task requirements, for the student to action.
- Students are responsible for proactively following up on issues identified when completing homework or assessment.

The following **SKILLS** are integral to a student becoming a successful and effective learner:

- |   |                       |
|---|-----------------------|
| ✓ Time management                         | ✓ Questioning         |
| ✓ Organisation                            | ✓ Sharing             |
| ✓ Preparedness                            | ✓ Critical thinking   |
| ✓ Being proactive when seeking assistance | ✓ Process oriented    |
| ✓ Curiosity                               | ✓ Applying knowledge  |
| ✓ Diligence                               | ✓ Retaining knowledge |
| ✓ Focus                                   | ✓ Reflection          |
| ✓ Self-motivation                         | ✓ Lifelong learning   |
| ✓ Autonomy                                | ✓ Problem solving     |
| ✓ Independence                            |                       |

## CATEGORIES OF COGNITIVE VERBS

Retrieval and comprehension	Analytical processes	Knowledge utilisation
The activation and transfer of knowledge from permanent memory to working memory, and the storage of critical features of information in permanent memory	Involves the reasoned extension of knowledge	About using knowledge – involves the processes individuals use when they wish to accomplish a specific task
<b>Processes</b> recognising; recalling; executing; integrating; symbolising	<b>Processes</b> matching; classifying; analysing error; generalising; specifying	<b>Processes</b> decision-making; problem-solving; experimental inquiry; investigating
<b>Cognitive verbs</b> calculate (e.g. numerical answer; mathematical processes) clarify comprehend (meaning) construct (e.g. a diagram) define demonstrate describe document execute explain identify implement (e.g. a plan, proposal) recall recognise sketch summarise symbolise (e.g. through diagram, illustration, model) understand use	<b>Cognitive verbs</b> analyse apply categorize classify compare consider contrast critique deduce derive determine differentiate discriminate distinguish identify errors/problems infer/extrapolate interpret (e.g. meaning) judge organise/sequence/structure reflect (on)	<b>Cognitive verbs</b> appraise appreciate argue assess comment (make a judgment) conduct (e.g. investigations) construct (e.g. an argument) create (e.g. a unique product/artefact; language texts; meaning) decide/determine design (e.g. a methodology, an artefact, a proposal) devise discuss/explore evaluate experiment/test (e.g. ideas, methods) express (e.g. an artistic idea or viewpoint) generate/test (e.g. hypotheses) hypothesise/propose (e.g. arguments, solutions, ideas) investigate/examine (e.g. an argument, concept) justify/prove (e.g. an argument, statement or conclusion) make decisions manipulate (e.g. language texts; skills; technologies) modify predict (e.g. a result) realise/resolve (e.g. artistic works) solve (e.g. problems) synthesise

## GLOSSARY OF COGNITIVE VERBS

Term	Explanation
analyse	<b>A</b> dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
calculate	<b>C</b> determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences
comprehend	understand the meaning or nature of; grasp mentally
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout

Term	Explanation
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
decide	<b>D</b> reach a resolution as a result of consideration; make a choice from a number of alternatives
deduce	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items document support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
evaluate	<b>E</b> make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria

Term	Explanation
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
execute	apply a procedure to familiar task; perform a procedure without significant error, but not necessarily understanding how and why the procedure works; produce in accordance with a plan or design; put into effect, e.g. a plan, order or course of action
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information explore look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); (in words, art, music or movement) convey or suggest a representation of; depict
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
generate	<b>G</b> produce; create; bring into existence
hypothesise	<b>H</b> formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds
identify	<b>I</b> distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
implement	put something into effect, e.g. a plan or proposal
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
judge	<b>J</b> form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
make decisions	<b>M</b> select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position



Term	Explanation
manipulate	adapt or change to suit one's purpose modify change the form or qualities of; make partial or minor changes to something
organise	<b>O</b> arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
predict	<b>P</b> give an expected result of an upcoming action or event; suggest what may happen based on available information
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way
realise	<b>R</b> create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
reflect on	think about deeply and carefully
resolve	(in the Arts) consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
select	<b>S</b> choose in preference to another or others; pick out
sequence	place in a continuous or connected series; arrange in a particular order
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
structure	give a pattern, organisation or arrangement to; construct or arrange according to a plan
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
test	<b>T</b> take measures to check the quality, performance or reliability of something
understand	<b>U</b> perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
use	operate or put into effect; apply knowledge or rules to put theory into practice

# ANDERSON ROAD

