At the core of the operations of Chancellor State College is the goal to deliver teaching and learning such that all can strive to be ‘the best we can be’. This vision for educational excellence is framed in the principles of our College Charter:

- Care
- Courtesy
- Cooperation
- Commitment
- Challenge

This vision is actioned through a focus on:

- Rigour through Challenge and Commitment
- Relevance through Connection.
- Relationships through Care, Cooperation and Courtesy
- Resilience through coping with Change, and
- Reflection through innovation’s Best Practice
- Responsibility through taking Charge of my destiny.

We commit our resources to providing a broad range of learning experiences to cater for the diverse needs of our students. When post compulsory students enrol in the senior phase of learning, they commit themselves to active participation in their course of study. This focus on learning is essential for individuals to achieve their best and for classes and activities to run effectively for all.

Our students, parents and communities support high educational standards and a safe, tolerant and disciplined learning environment in school. Queensland legislation emphasises that students need to be in attendance, participating and not disrupting the learning of others. After school, the world of work is placing higher demands on our young people, with employers looking for qualities such as teamwork, punctuality and a willingness to develop new skills.

To assist young people to focus on the learning process, Education Queensland outlines five expectations for students in the Code of School Behaviour. These expectations, which are expanded upon in the Chancellor State College - Responsible Behaviour Plan for Students are:

- Participate actively in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority

This document outlines the policies, procedures and programs enacted at Chancellor State College to assist senior students meet these expectations. These policies, procedures and programs are:

- Academic Good Standing
- Assessment
- Special Consideration
- Selective Updating
- Alternate Learning Options
- My Journey

This set of Policies, Procedures and Programs are derived from Education Queensland’s Substantive Policies that can be accessed through the Education policy and procedures register at: http://www.qed.qld.gov.au/strategic/eppr/
Academic Good Standing

General Principles:
The Academic Good Standing Policy is designed to reinforce two essential elements of a work ethic necessary for life outside of school.

- Regular attendance and punctuality
- Participation in academic studies and completion of set tasks

The Academic Good Standing Policy has been introduced to assist students in making the most of their opportunities at school and maximising learning outcomes. All post compulsory students in the senior school will commence their course of study with Good Standing.

Maintaining “Academic Good Standing” requires –

- Satisfactory attendance and punctuality in a minimum of 80% of periods per subject, per year
- Genuine participation in the subject including behaviour and completion of assignments
- The maximum absences/non-participation allowable is 12 periods per subject for Semester 1 and no more than 20 lessons per subject for the year

If a student reaches the maximum absence/non-participation periods she/he needs to show cause why Good Standing should not be withdrawn for that subject.

When a student loses Good Standing in a subject she/he has a number of options to consider –

(a) changing to a new subject (but losing credit for the original subject for one semester)
(b) choosing employment or other training programmes
(c) accepting to work within a Behaviour Improvement Condition (B.I.C) to regain good standing

Absence and Participation Requirements

- Classroom teachers will keep track of students’ absence and participation on class rolls. These rolls will be collected monthly and filed.
- An absence is a failure to attend a lesson for any reason e.g. Illness, an excursion or camp, representing the school, suspension, medical appointment.
  - It may be possible for students to complete the work that should have been done in class at a later time to reverse the recording of an absence.
- A student is recorded as non-participant (N.P.) for one period if they –
  - Fail to complete an adequate amount of work during a lesson. (N.P.)
  - Disrupt the lesson so that they and/or others fail to complete adequate work. (N.P.)
  - Arrive LATE to class (LNP)
  - Truant a class (TNP)
  - IT IS NOT POSSIBLE to reverse an “N.P.” for inadequate work in class or disruptive behaviour.

Enrolment

Loss of Good Standing in two or more subjects will result in a student’s record in all subjects being reviewed and possible alternative educational options sought. Teachers will complete a good standing update to collate data with respect to absences / non-participation. At this point it may be necessary for the Administration to engage Education Queensland’s Policy for possible Cancellation of Enrolment. These Guidelines are included in the Appendices. This process will be recorded in the One School Database.

Every senior student must maintain a commitment to their academic program and as such should monitor their own Good Standing in each subject. If prolonged illness occurs, or some other extenuating circumstance, the student should inform the Senior Deputy Principal or Year Level Co-ordinator immediately.

Students are reminded to keep all documentary evidence such as medical certificates as they maybe required should a review meeting be required with a member of the college Administration. Loss of good standing can lead to withdrawal from subjects and ultimately to cancellation of enrolment.
Implementation

The Academic Good Standing Policy is implemented in stages so that the student and parents are kept informed at all times during the progress of the semester. At each stage the student will be given an opportunity to address the situation. Teachers will be in contact with parents prior to these stages being reached. All parental contact will be recorded in one school.

Stage 1: Absence / Non-participation of 8 periods

**Consequence:** The class teacher advises the student, HOD and Year Level Coordinator.

a) The student should check with the teacher that absences and NP’s have been correctly recorded and arrange to complete any missing work. The student also meets with the HOD to discuss any difficulties with the subject choice.

b) The Year Level Coordinator will collate data from other subjects to check early for developing problems.

c) The YLC contacts the parents using the stage one letter with the concerns.

Stage 2: Absence / Non-participation of 12 periods

**Consequence:** The class teacher advises the student, HOD and Year Level Coordinator.

a) The student should check that records are correct, make up missing work and meet with the Guidance Officer.

b) The Year Level Coordinator collates data from all subjects to provide an overview.

c) A letter is sent to the student and parents outlining the situation and the consequences of absence and/or non-participation continue.

d) Offer of Parent attendance at meeting with teacher and Year Level Coordinator and/or Guidance Officer.

**Note:** If a student reaches this stage in Semester One – the process skips to Stage 4.

Stage 3: Absence / Non-participation of 20 periods

**Consequence:** A letter is sent to the student and parents advising that Good Standing may be withdrawn subject to an appeals process.

a) The student should check records and prepare documentation in support of their case. They should still attend classes and their attendance and participation will continue to be monitored.

b) The Year Level Coordinator arranges a meeting with the student, parent, Deputy Principal and either Guidance Officer or HOD to review the matter.

Stage 4: Loss of Good Standing

Should a student lose Good Standing in a subject they have a number of options to consider:

a) changing to a new subject (but losing credit for the original subject for one semester)

b) choosing employment or other training programmes

c) accepting to work within a Behaviour Improvement Condition to regain good standing

d) cancellation of enrolment – meeting with Principal

The Appeal Process

If they wish to appeal the decision, a student must submit their application to the Deputy Principal (Senior School) within five (5) days of written notification of loss of Good Standing. A meeting will be held to review the case. Good Standing will be reinstated if the student is able to provide satisfactory proof to substantiate absences or if extenuating circumstances have been a major contributor to absences/non-participation. Students may continue to attend the subject during the appeals process.

Pro rata Arrangements

Students who enrol at the College during the year will be allocated pro rata cut off figures. Similarly, those who change subjects during the year will have their status monitored carefully. Depending on the history of their prior absences and non-participation, their leeway for absence / non-participation may be allocated on a pro rate basis or on a carry over basis. This will be at the discretion of the Deputy Principal – Senior School.

Cancellation of Enrolment

The Principal has the power, under the regulations contained in the Education Act to cancel the enrolment of any post compulsory student who does not meet minimum requirements in respect of attendance and participation. Students may have their enrolment cancelled for the semester should they lose Good Standing in two or more subjects. Such students will have the right of appeal as outlined in Education Queensland Policy.
Assessment

General Principles
As lifelong learners our focus is on assessment for learning and therefore we see assessment as having the following purposes.

The Purpose of Assessment

- to enable the student to assess her/his learning and to provide information which can be used to correct deficiencies in her/his learning
- to enable the teachers and students to modify teaching and learning programs to suit the needs of the students
- to provide the student and parents with information concerning the student’s achievement and potential
- to assist students and parents in determining future education and employment pathways
- to provide, for other educational institutions and employers, an indication of the suitability and readiness of the student to undertake further education and/or employment

Types of Assessment

- Formative – this type of assessment is used to inform progress, it should be used for the purpose of informing re-teaching and re-assessing. It is used to collect information from and about students to improve individual and group performance.
- Summative – this type of assessment is used to accumulate data that reflects the requirements of the accredited work program or study plan. The data collected focuses on the final exit achievement and therefore should reflect the principles of “latest” or “fullest” information.

Responsibilities

Assessment Matrix

- Deputy Principal is responsible for ensuring all assessment dates are recorded and co-coordinated
- Faculty HOD responsible for the collation of assessment dates forwarded to Deputy Principal
- Subject area coordinators responsible for collaborative planning with HOD and teachers and the recording of units and draft and assessment dates on semester planners and forwarding to HOD
- Students will receive assessment matrix by week 3 of each semester across all subject areas
- Form teachers will discuss assessment matrix in Gener8
- Students will extract relevant information and transfer this to their Student Handbooks

Assessment Development

- Task/criteria sheets must reflect assessment conditions and include notification of task in weeks i.e. ‘3 weeks’ notice of task’
- Task/criteria sheets must include a draft due date as well as a final due.
- Task/criteria sheets MUST highlight and define CCE’s and reflect QCS format and layout
- Subject Coordinators/Teachers setting a due date for one draft to be submitted and this date being no less than one week before the assignment is due
- All NEW assessment items MUST be sent to QSA SEO or Panel Chair for review and feedback prior to implementation

Delivery

- Teachers should model assessment items for students so students can clearly see what is required of them, this includes the explicit deconstruction and examination of task/criteria sheets with students
- Teachers provide and clarify draft and final due dates with students
- Teachers provide class time for assessment where this appropriate or necessary
- Teachers encourage students to plan their assessment and give students the opportunity to submit rough drafts prior to due date
- Teachers to provide a class list with signatures of all students who have submitted their assessment during class
- Teachers must not receive any assessment after the due date

Monitoring

- Teachers monitor the progress of students during the weeks leading up to the assignment being due so that in the instance of a student failing to submit at due date, teachers can provide a professional judgment based on work the student has done in class
- Class teachers must contact parents if a rough draft has not been received by the week before the final due date
Correspondence from the school must be on letterhead and HOD/ADMIN approval and signature.

Submission of Assessment Policy and Use of Office Assessment Register

- Assessment calendar must reflect accurately draft dates and due dates for assessment – parents MUST be notified of any changes to dates in writing.
- **Students MUST submit a piece of assessment during class and then have replaced with final piece by 3pm.** Students must submit a piece in class and may have the opportunity to finalise piece later in the day and MUST submit before 3pm to be marked.
- For all students who do not submit to teacher during class time, teacher must advise students of the correct process for submitting through the front office assessment register.

Digital Submission of Assessment

- Email to teacher by 3pm on due date and provide paper copy.

Office Assessment Register

Students are permitted to submit assessment pieces via the office assessment register at any time after the last class of that subject has occurred, during the specified final submission date/s using the following process:

- A secure box is located in the front office.
- Assignments can be submitted between the hours of 9am and 3pm Monday to Friday.
- Assignments must be submitted with a criteria/task sheet and students must clearly complete name, teacher and class details. Student’s MUST complete the assessment register and then have signed by an office staff member to authenticate student submission.
- The secure box will be removed from student access at 3pm each day.
- Assessment submitted through the front office register will be (date stamped) and placed into Faculty HOD office for distribution to individual teachers the following day for collation and marking (if applicable).
- Teachers will provide their respective HOD with a class list signed by all students who submitted during class.
- **NO ASSESSMENT IS TO BE HANDED TO SUPPLY TEACHERS. IN THE EVENT THAT THE CLASSROOM TEACHER IS ABSENT - STUDENTS MUST SUBMIT VIA THE ASSESSMENT REGISTER.**
- **NO ASSESSMENT IS TO BE HANDED TO ANY TEACHER AFTER COLLECTION DURING CLASS. ALL PIECES TO BE SUBMITTED THROUGH THE OFFICE ASSESSMENT REGISTER.**

Late Assignments & Extensions

Students may apply for an extension before the due date if:

- they have been ill for a number of days during the time the class has been working on the assignment.
- a family holiday does not allow any form of extension nor exemption to any assessment piece.
- there have been disruptive circumstances at home (Refer to the Special Consideration Policy Section)

**Only the Head of Department or School Administration members can grant an extension.**

NB failure to submit Draft OR Final will result in - DRAFT- notice of assessment draft not submitted letter and recorded on One School as a contact OR FINAL- notice of assessment task not submitted letter and recorded on One School as a contact.

Assignments submitted by students after the due date MUST always be submitted through the office assessment register. If special consideration and/or an extension has been granted then this paperwork MUST accompany the assessment piece. These include:

- that if a student is ill on the day the assignment is due then their parent should phone the school on the due date or provide a medical certificate the next day to explain this absence and that the assignment is then submitted on the next day they are at school.

Students must complete all assessment items for each subject they study. The Queensland Studies Authority (QSA) has stated that if students do not complete substantive sections of senior Authority subjects that a student will be non-rated in that subject, and therefore the subject has not been completed. To help students to ensure that they are rated and given the appropriate level of achievement Chancellor State College has introduced the following process:

- assignments will not be accepted if a student is absent on the due date and a phone call and/or medical certificate is not received to explain this absence. In this case the student will be given an in-class withdrawal to complete the assignment at the next class they attend. In withdrawal circumstances students must not bring in work to submit or information that assists them with their
required task. They may, however, choose to submit a rough draft that has been annotated and signed by a teacher.

- that if a student attends class on the due date but has no assignment to submit then he/she will be given an in-class withdrawal that lesson and submit the work he/she completes at the end of that lesson;
- that teachers will send parents a letter informing them that the assessment was completed in a withdrawal situation.

**Computer, printer or any other hardware failure is not an acceptable reason for an extension to be granted.**

NB- continual breaches of non-submission will lead to student being issued either:-

- notice of risk of failure letter OR
- withdrawal of results letter

**Absent for Exams**

Students who are absent on the day of an exam due to illness must produce a medical certificate, or, if due to disruptive circumstances at home, will be allowed to sit their exam at an appropriate time and date if the parents or guardians have medical documentation approving absence. (Refer to Special Consideration Section)

NB- no student is to sit exam prior to scheduled date for cohort.

- Notice of examination not completed issued and recorded on One School as a contact.

If the absence is not explained on the day of the exam then the student will be given an in-class withdrawal during the next lesson she/he attends and the work completed during that lesson will be included in folio of work but not marked. In this case a student may lose credit for the semester of study and be detrimental to student outcomes and awarding of LOA for that subject.

**Suspected Cheating in Examinations**

If a student is either suspected of cheating or caught cheating within an examination the teacher will ask the student to cease the examination at this time and notify the HOD immediately with details. The respective HOD will then make contact home and inform the parent of the circumstances. The following review process will occur at this time:

- teacher and HOD determine what is deemed to be the student’s work
- If a LOA can be given with work deemed to be the students then award LOA
- If there are discrepancies with students LOA and profile grades then assessment piece to be NR
- Breach of protocol during exam letter issued and recorded on One School as a contact.

**Plagiarism**

If work has been submitted for assessment and there is evidence that the work has been plagiarised then the student will be asked to meet with the Faculty HOD to discuss the implications of the seriousness of the offence. Student’s results will be based on the evidence that is deemed to be their individual work. Notice of plagiarised assessment issued and recorded on One School as a contact.

**Non-Submission of Assessment**

If a student fails to meet assessment requirements within any subject whether authority (QSA) or vocational competencies (VET) the student will be issued with:

- Notice of assessment task not completed letter and recorded on One School as a contact, OR
- Notice of competencies not completed and recorded on One School as a contact

Either breach may lead to cancellation of enrolment process.
Special Consideration

Rationale
The aim of Chancellor State College’s Special Consideration Policy is to ensure that students with special needs or who have specified special circumstances have access to exemptions and/or special arrangements to ensure that they have equal opportunity to demonstrate their knowledge and skills. This will be done in a way that ensures equity and fairness to all students, not just those with special needs.

Principles
Chancellor State College’s policy is based on principles outlined in the Queensland Studies Authority publication Policy on Special Consideration in School-based Assessments in Senior Certification (Feb 2006). These principles include:

- Special consideration is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable. Students with specific educational needs should have opportunities to demonstrate their current knowledge and skills.
- All efforts should be made to remove barriers which prevent students from demonstrating their current knowledge and skills. This involves anticipation and planning by schools to ensure that specific educational needs are recognised and reasonable adjustments provided.
- Reasonable adjustments for students with specific educational needs should be planned and negotiated early in the learning program so that students can be provided with appropriate support to complete course of study requirements.
- Students with impairments could be provided with the opportunity for alternative but equivalent opportunities to demonstrate their current knowledge and skills, and importantly, a student’s results must reflect actual knowledge and skills. Special consideration does not involve compensation for what the student does not know or cannot do.
- Special consideration involves the application of relevant criteria and standards against which achievement is judged. Assessment criteria and standards are not modified to suit particular students.
- The student and the student’s parent/s or guardian/s and other relevant personnel should be consulted and involved in the decision processes concerning special consideration.

Definitions
Special Consideration is the granting of exemption to, or the provision of alternative arrangements for, students with special needs.

Exemption from completing specific assessment items may only be granted for non-substantive requirements of a syllabus. Exemption will only be allowed when there is sufficient alternative information to make a judgment about an exit level of achievement without the particular piece of assessment.

Alternative arrangements refer to practical arrangements to vary conditions under which assessment occurs in order to enable students with special needs to have an equal opportunity to demonstrate their knowledge and skills in a subject.

Students with Special Needs
Students with special needs may include, but are not limited to:

- Students who have been identified through the Education Adjustment Program (Autistic Spectrum Disorder; Intellectual, Visual, Physical, Hearing or Speech-Language Impairments)
- Students with learning difficulties, from non-English speaking backgrounds, who are Aboriginal or Torres Strait Islanders or who have a physical or an emotional impairment
- Students with long term illnesses, bereavement issues, family crises, or psychological problems

Strategies
Some examples of special arrangements may include:

- Extension of time for assessable tasks
- Extra assistance by teachers and/or alternative teaching approaches
- Variation of assessment tasks and/or learning experiences
- Other strategies which assist the student to demonstrate their knowledge and skills without disadvantaging other students.
- Provision of specific resources (e.g. Lap Top) and support practices for students (eg. provision of a scribe or reader) on an individual and/or group basis.
- Giving Aboriginal and Torres Strait Islander students the opportunity to represent their cultural experiences in their responses to assessment items.
Procedures for Granting Special Consideration

Responsibility

- Students and/or parents should formally apply for Special Consideration, although an interested stakeholder may nominate them for Special Consideration. Form in appendices.
- Decisions to grant Special Consideration are made by the Campus Principal after considering the recommendation of the Special Consideration Committee. (DP-SS, GO, YLC)
- The Head of Department of the Faculty is responsible for determining what the substantive requirements for a subject are. They do this by consulting the relevant syllabus. If they determine that a piece of assessment is testing substantive requirements the student will be required to complete the assessment, although an extension of its completion date or variation of conditions may be arranged.
- The Head of Department is also responsible, in consultation with the class teacher and student, for organising special arrangements such as extension of time.

Documentation

Appropriate school documentation is required to process an application, and subsequent granting, of Special Consideration. It is preferable that all applications for Special Consideration be accompanied by documentation from an independent professional (Doctor’s certificate, Psychologist’s report, etc.). For applications for Special Consideration which will extend for more than a week, this documentation will be required. In cases where documentation may be difficult to acquire (for example, in cases of bereavement), the parent and/or student is requested to contact either the Guidance Counsellor, Deputy Principal, or Campus Principal to discuss the matter.

Implications of Non-Completion of Substantive Assessment

If students fail to complete substantive assessment (as determined by the Head of Department) it may not be possible to grant them credit for the semester in which this occurred. If a student is likely to fall into this category they will be notified and will receive assistance to help them overcome the problem. If the assessment cannot be completed, no credit can be given, as the student has not demonstrated their knowledge and understanding in a required area of a course. This does not, however preclude the student from obtaining a Level of Achievement in a particular subject.

Application Process

1. Student gathers documentation prior to assessment due date
   Complete Request Form

2. Submit to Deputy Principal or Guidance Officer

3. Special Consideration Committee
   Outcome documented and shared

   Satisfactory
   - Copy of form to HOD, and to family

   Unsatisfactory
   - Appeal to Principal
     - Outcome shared with Family, HOD, Committee

Appeals

Students who are not happy with a recommendation made by the Special Consideration Committee may put their case in writing to the College Principal who will review it.
**Alternate Learning Options**

**General Principles:**
At Chancellor SC we firmly believe in education for the individual. This senior program builds on the focus in the middle school of education for the individual child. Students can negotiate to undertake personalised learning through a range of programs that utilise our partners in learning.

**Programs:**

*School-Based Apprenticeships and Traineeships*
School-based apprenticeships and traineeships allow students to work for an employer and undertake training towards a recognised qualification, while completing senior school studies. On completion of year 12, they will receive a senior certificate, have trained towards a certificate qualification in their chosen career and been paid for the time spent working.

*HEADSTART (USC)*
The Headstart Program is designed to create a seamless transition from school to university allowing Year 11 and 12 students to complete accredited undergraduate university courses while still at school.

At Chancellor SC, students have the option of studying HEADSTART subjects in addition to their QSA program or in some cases as part of their Authority Course of Study.

*BSDE (Brisbane School of Distance Education)*
Students are able to individualise their programs by selecting courses of study offered through Brisbane School of Distance Education. Students must be self-motivated and have a very good work ethic to succeed.

The college does provide a study coach to support the learners who choose this option.