



**CHANCELLOR
STATE COLLEGE**

The best we can be

Secondary Assessment Policy

CARE COURTESY COOPERATION CHALLENGE COMMITMENT

Secondary Assessment Policy

At the core of operations at 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

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 acquire new skills, amongst other employability 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

We commit our resources to providing a broad range of learning experiences to cater for the diverse needs of our students. The secondary assessment policy provides a framework that supports students, teachers and parents as students move through junior secondary and into senior secondary. The framework must embody an incremental process of releasing teachers from the management of student responses to assessment, towards a student centric domain that meets the requirements set down by the QCAA regarding assessment.

The philosophy for the **Junior Secondary** phase of learning is that building and sustaining relationships between students, teachers and parents is considered paramount to the success of students. When post compulsory students enrol in the **Senior Secondary** phase, they commit themselves to active participation in a QCAA approved courses of study with systemic expectations with regards to student assessment. In both the Junior and Senior phases the focus on learning is essential for individuals to achieve their best and for classes and activities to run effectively.

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

- The ‘Core Four’ Student Expectations
- Assessment General Principles
- Assessment Procedures for Junior and Senior Secondary
- Special Provision process
- Selective Updating (*Senior Secondary only*)

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/>

Core Four Student Expectations

General Principles:

At the core of student academic success is the focus on ensuring the right conditions for learning. These conditions include **regular attendance**, **active engagement**, being **well resourced** and **completing all assessment** tasks. These areas of focus are referred to as the CORE FOUR.

It is an expectation that students, with the support of their families and the College, meet their CORE FOUR commitments with the intention to attain positive academic outcomes. Explicit targets in each of these areas have been set by the College to support students as they develop and embed their learning routines for continued success. Students meeting these targets will not only benefit from the impact on their learning, but will also receive invitations to celebratory events.

The targets are:

CORE FOUR	EXPLANATIONS	TARGET
1. Attendance	Students are at school ready to learn , they present in uniform each day with the intention to ensure that every lesson counts.	93% attendance rate or higher (all absences justified and explained)
2. Engagement	Students attend each lesson and are committed to learn , their behaviour and work ethic choices reflect their commitment to be the best they can be.	Very Good behaviour and effort results (There has been no student disciplinary action)
3. Resourcing	Students are resourced to learn , having presented at class with the necessary materials and equipment as outlined in stationery and student resource lists.	Access to all resources (provided through either financial membership of the SRS or by parents providing resources)
4. Assessment	Students take up the challenge of learning and demonstrate this learning through actively completing classwork and assessment tasks.	All assessment is completed and submitted (as per College policy)

As a community, we can be proud of the way the majority of our students already meet these expectations. The challenge is to avoid complacency and ensure that every child in every class, every day can be 'the best that they can be' by committing to the Core Four.

Senior Phase of Learning CORE 4 Implementation – Cancellation of Enrolment Process

The cancellation of enrolment process is implemented in stages if the assessment policy/ procedures are not met by the students 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: First Alert

- a) The class teacher advises the student, HOD and Year Level Coordinator.
- 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: Warning of Cancellation of Enrolment

- a) The class teacher advises the student, HOD and Year Level Coordinator.
- 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) Parent meeting with Year Level Coordinator, Guidance Officer and/or Deputy Principal.

Stage 3: Show Cause Notice

- a) The Deputy Principal arranges a meeting with the student, parent, with possible involvement from HOD and/or Guidance Officer to review the matter.
- b) A letter is sent to the student and parents outlining the situation and the consequences of absence and/or non-participation continue.
- c) Student and parents are required to respond, in writing, within five working days to justify why cancellation of enrolment process should not be completed.

Stage 4: Cancellation of enrolment

- a) The Principal has the authority, 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 not meet the Core Four expectations. Such students will have the right of appeal as outlined in Education Queensland Policy.
- b) Cancellation of enrolment letter issued at meeting with the Principal, student and parent.

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” and “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 Form classes
- 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 CCEs 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

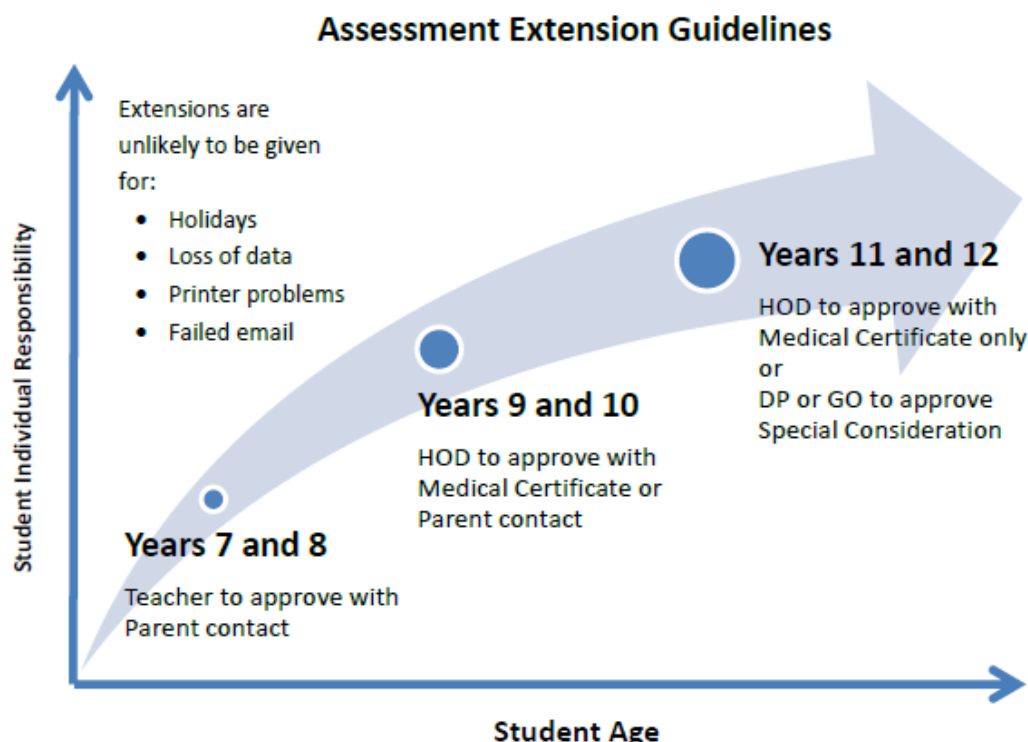
Delivery

- 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 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 unless there is an approved extension or special provision in place

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 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

Assessment Guidelines: Junior Secondary Years 7-8



Assignments

1. Failure by a student to submit an **assignment draft** by the due date requires, in most instances, communication between the teacher and parents, facilitated by the College in a timely manner. The communication must be recorded in Oneschool and be personalized for each student. Communication modes must be of a format that maintains the professional standing of teachers and the College.

The following considerations apply:

- Given circumstances known to the teacher, communication with parents may be limited to when late submission of a draft(s) extends beyond the equitable concessions made by the teacher.
- Reasonable draft work allows a teacher to provide effective and timely feedback to the student. Teachers are encouraged to provide students with supervised opportunities to further develop their draft if it does not meet reasonable (teacher defined) expectations. Students are required to participate in this course of action.
- Where circumstances arise that requires a student to complete drafts under teacher supervision, parents must be contacted.
- Beyond the scope of that identified above, the student must be referred to the HOD.

2. Failure of a student to submit reasonable **final assignment** responses by the due date requires timely communication between the teacher and parents. The communication must be recorded in Oneschool and be personalised for each student. Communication modes must be of a format that maintains the professional standing of teachers and the College.

The following considerations apply:

- Given circumstances known to the teacher, communication with parents may be limited to when late submission of the final assignment following the due date is not timely. Teaching teams are empowered to make equitable decisions about the duration of the concessional period offered to a student (usually one overnight period).
- Teachers are encouraged to provide students with a supervised opportunity to complete an assignment response if the assignment is not presented on the due date and a reason, considered by the teacher or year level team as reasonable and/or supported by a parental note, has not been

provided. The product of this supervised period may be combined with the draft assignment and graded. The period of supervision should not exceed one class period.

- Where circumstances arise that require a student to complete an assignment under teacher supervision, parents must be contacted.

Examinations

Missed examinations with no parental explanation will necessitate that the student will sit the examination at the next convenient opportunity for the teacher. The completed test will be graded, but the grade will be considered as an indicator of performance only. This will be recorded on the student's records and noted in Oneschool and to the parents.

Failure of a student to **attend the College on the day of an examination(s)** requires, in most instances, communication between the teacher and parents in a timely manner. The communication must be recorded in Oneschool and be personalized for each individual student. Communication modes must be of a format that maintains the professional standing of teachers and the College.

Teachers are encouraged to provide students with supervised opportunities to complete a missed examination at the next practical opportunity. This opportunity is to be determined by the teacher and supports the teacher's and College's need to meet moderation timelines.

A supervised opportunity to sit an examination must occur in a timely manner. Missed examinations may not be considered invalid or discarded from the student's assessment portfolio.

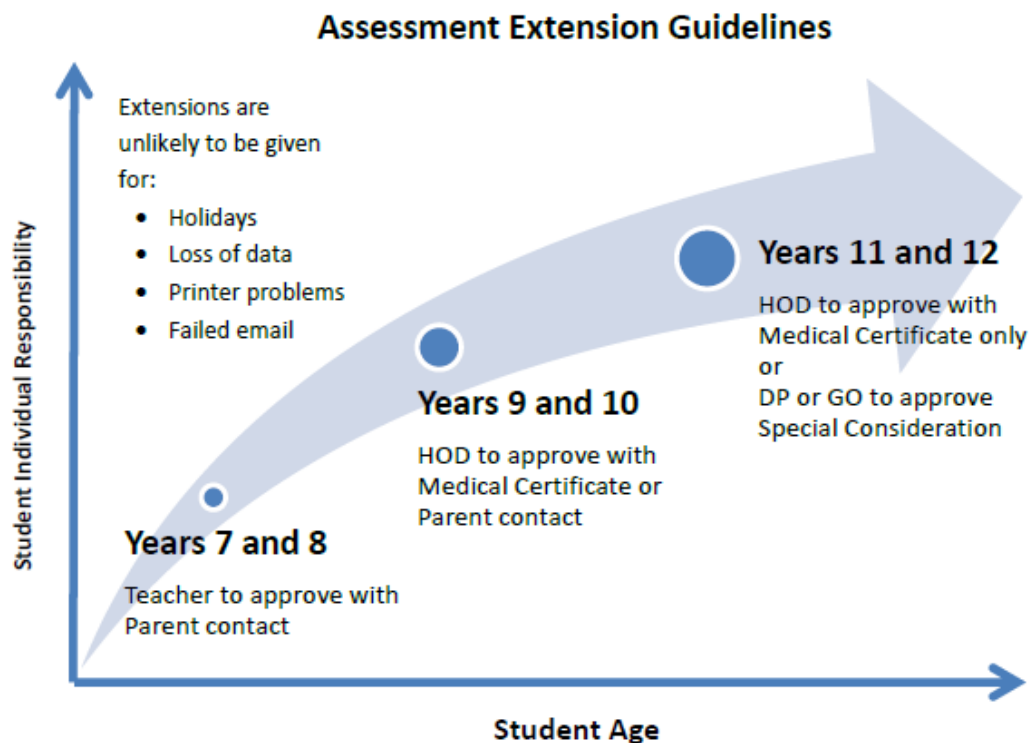
Oral Presentations/performances

Teachers responding to **student concerns around the presentation of an oral** or involvement in a performance have the following opportunities.

- a. Teachers may refer a student requesting consideration for an 'exemption in part' for an oral presentation or performance to the year level HOD.
- b. The HOD will consult with the teacher and student's parents to determine an equitable response that may generally be limited to the following.
 - i. Presentation to the full class without 'exemption in part' as to afford an opportunity to develop skills and fortitude.
 - ii. Presentation to the full class at a time in the presentation roster when the teacher feels the concession will best support the student.
 - iii. Extra time during the presentation for the student to gain/regain composure.
 - iv. Presentation made to a diminished number of peers. (number determined by the teacher).
 - v. Full exemption from making a presentation:
(This will be wholly limited to students with special educational provisions and/or following direction provided by the College's Guidance Officer, Medical Professional and/or Administration.

Teachers are encouraged to discuss their decisions with the year level HOD and year level teaching team, and in most circumstances to discuss with the student and parents reasonable strategies to avoid issues with responding to future assessment.

Assessment Guidelines: Junior to Senior Transition Years 9 and 10



Assignments

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 Provisions 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 provision 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.
- 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

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.**

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.

Examinations

Students who are absent on the day of an exam due to illness 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 made suitable contact explaining the absence or have have medical documentation approving absence.(Refer to Special Provisions 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.

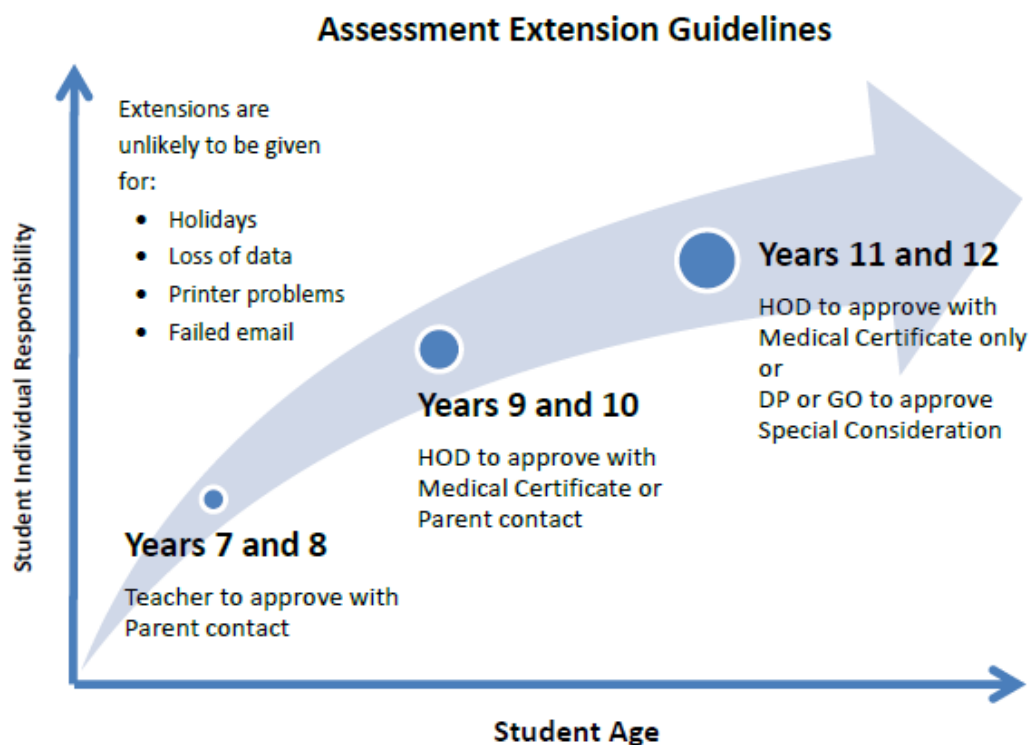
In instances where examinations are missed and the teacher is afforded no parental explanation, the student will sit the examination at the next convenient opportunity for the teacher. The completed test will be used as evidence an indicator of performance only. This will be recorded on the student's portfolio and noted in Oneschool and to the parents.

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.

Assessment Guidelines: Senior Secondary Year 11-12



Assignments

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 Curriculum and Assessment Authority (QCAA) 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

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.**

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 (QCAA) 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.

Examinations

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 Provisions 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.

Special Provision

Rationale

The aim of Chancellor State College's Special Provision 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. Special provisions in assessment are made through the way the assessment is presented, the way the students are allowed to respond, the physical conditions and/or the time allocated for the assessment tasks.

Principles

Chancellor State College's policy is based on principles outlined in the Queensland Curriculum and Assessment Authority publication *Curriculum Provision to students with diverse needs*. These principles include:

- Special provision 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 provision does not involve compensation for what the student does not know or cannot do.
- Special provision 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 provision.

Types of Special Provisions

Special provisions in the conditions of assessment may include:

- **Presentation** – changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- **Response** – allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed.
- **Setting** – changing location including physical or social conditions in which the assessment is completed.
- **Timing** – allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.

Definitions

Special Provision 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 Disability, 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. Laptop) and support practices for students (e.g. 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 Provision

Responsibility

- Students and/or parents should formally apply for Special Provision, although an interested stakeholder may nominate them for Special Provision. Form in appendices.
- Decisions to grant Special Provision are made by the Campus Principal after considering the recommendation of the authorised staff member
- 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.

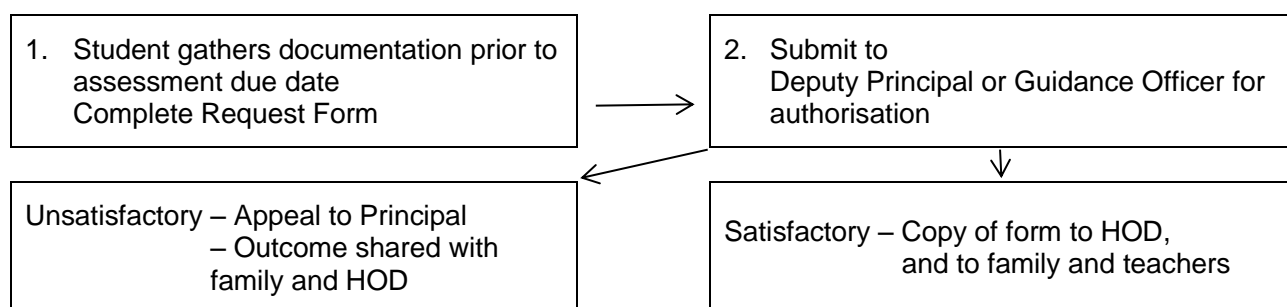
Documentation

Appropriate school documentation is required to process an application, and subsequent granting, of Special Provision. It is preferable that all applications for Special Provision be accompanied by documentation from an independent professional (Doctor's certificate, Psychologist's report, etc.). For applications for Special Provision 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 Officer, 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



Appeals

Students who are not happy with a recommendation may put their case in writing to the College Principal who will review it.

Disclaimer: *The policies and procedures of Chancellor State College may be subject to change throughout the school year. Any changes will be notified to parents and carers through the College Newsletter and updated on the College Website. Students will be advised through email and student assemblies.*