



## Special Provision Policy

### 1.0 The Policy

The Special Provision Policy outlines the application of special provisions that can be granted to students regarding assessment and consideration for discontinuing subjects.

### 2.0 Related Policies and documents

- 2.1 FLC,R: Senior School Assessment Policy
- 2.2 QSA: "Policy on special provision for school-based assessment in Authority and non-Authority subjects",  
[http://www.qsa.qld.edu.au/downloads/senior/assess\\_snr\\_sc\\_policy.pdf](http://www.qsa.qld.edu.au/downloads/senior/assess_snr_sc_policy.pdf)
- 2.3 QSA: "Student late and non-submission Policy",  
["http://www.qsa.qld.edu.au/downloads/senior/assess\\_snr\\_late\\_non\\_submission.pdf](http://www.qsa.qld.edu.au/downloads/senior/assess_snr_late_non_submission.pdf)
- 2.4 QSA: QCS *special provision handbook*,  
[http://www.qsa.qld.edu.au/downloads/senior/qcs\\_sp\\_handbook\\_13.pdf](http://www.qsa.qld.edu.au/downloads/senior/qcs_sp_handbook_13.pdf)
- 2.5 QSA: *A-Z of Senior Moderation 2013*  
[http://www.qsa.qld.edu.au/downloads/senior/snr\\_qa\\_mod\\_a-z.pdf](http://www.qsa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf)

### 3.0 Application of Policy

- 3.1 Faith Lutheran College, Redlands recognises the importance of providing an equitable educational experience to all students.
- 3.2 The College also recognises that there might be times within a student's school life where special circumstances apply disadvantages in regard to performing at their usual standard.
- 3.3 The Special Provisions Policy intends to ensure that students with special needs or circumstances have access to consideration, thus allowing them an equal opportunity to demonstrate their knowledge and skills in a particular subject.
- 3.4 Such consideration will be provided in accordance with an existing QSA policy.
- 3.5 This Policy does not apply to Special Provision for the QCS Test. That is applied to and granted by QSA.

### 4.0 Principles informing the policy:

- 4.1 Students needing Special Provision should have opportunity to demonstrate their knowledge and skills.
- 4.2 Special Provision should not constitute an unfair advantage, produce results which are inaccurate, or indicate knowledge or skills a student does not have.
- 4.3 Standards and criteria will not be changed when Special Provisions are applied.
- 4.4 Arrangements for students with special needs should be expedient and the decision-making process involve consultation with the student and the respective parent/s or guardian/s.



## 5.0 Scope of Policy

### 5.1 Special provisions may include, but are not limited to:

- Altering due dates for assessment or drafts;
- Conditions under which assessment is submitted or undertaken;
- The use of specialised equipment;
- Provision of a reader to communicate a text or provision of a writer to provide an exact transcription of student responses to assessment items where a physical impairment does not permit a student to read or write;
- Provision of assistance with the interpretation and comprehension of assessment items for students with language difficulties, providing this assistance occurs for assessment items which are not designed to assess these language skills;
- Additional time for students to complete assessable tasks (e.g. some students may require more time to complete written tests or submit assignments) in order to give them equal opportunity to demonstrate their knowledge and skills
- Providing for Aboriginal and Torres Strait Islander students the opportunity to represent their cultural experiences in their responses to assessment items (an example of this might be the modification of an essay question, in consultation with these students, so that it allows them to demonstrate their knowledge and skills in the subject by referring to their cultural experiences).
- Making alternative arrangements for the testing of students, e.g. Aboriginal and Torres Strait Islander students, in order to allow them to attend an event which has cultural significance.

5.2 Special Provision is also available to students for family bereavement, illness, trauma or significant absence.

5.3 Special Provision may also available to students who come from a Non-English speaking Background (NESB).

5.4 Through Special Provision, a student may be granted exemption from doing the full number of subjects in Year 11 and 12. These circumstances include:

- Medical conditions (documented)
- Emotional or psychological conditions (documented)
- Specific learning difficulties (documented)
- Acceptance in a Certificate Level TAFE or a University course.
- Undertaking Variable Progression Rates (Year 11 and 12 over 3 years)

## 6.0 Implications for students:

6.1 The onus for applying for Special Provision for assessment or cessation of a subject is upon the student and the family.

6.2 Students granted Special Provisions owing to illness or circumstance can negotiate due dates with his/her subject teacher without applying to the Head of Faculty for an extension.

6.3 If a student performs atypically to his/her normal levels of achievement on pieces of assessment that occur in the period for which Special Provisions are granted, the result can be discounted.

6.4 If the student's results are atypical, and it is possible, the folio is not to be included in either Verification or Monitoring.

6.5 If a student granted Special Provision must be included in in Verification or



Monitoring submissions, the Dean of Studies is to be advised by the Head of Faculty and a letter of explanation included with the submission package.

7.0 Approval of Special Provision

7.1 Approval for Special Provisions rests with the Head of Senior School and/or the Dean of Studies.

7.2 One-off extensions for homework and assessment is approved by the relevant Head of Faculty.

February 2014

