Fairness to all students and the integrity of results require that students complete all assessment tasks as outlined in the work program to ensure they have met all substantive requirements of the syllabus. Special provisions can be applied by the school to a student in school-based assessment.

The responsibility for making decisions about special provisions lies directly with the school. To ensure equity for all students, the St Mary’s College Special Provisions Practices are consistent with QSA Policy on Special Provisions for School Based Assessment in Authority and Authority-registered Subjects, Sufficiency of Coverage and Adequacy of Assessment of Students to Receive Results on a Senior Statement.

Special Provisions means making reasonable adjustment to conditions of assessment to ensure equitable opportunities for all students. Special provisions may apply to any student, depending on the circumstances. In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances.

Special educational needs
Special provisions may be particularly relevant for students with specific educational needs. Students with specific educational needs include:

- Students with disabilities that have a physiological or psychological basis, such as those of a sensory, motor, or neurological nature. Students with disabilities will be identified by the Learning Support staff, who will communicate this information to the Assistant Principal Curriculum and classroom teachers so that Special Provisions may be made.
- Students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factor where there may be some form of educational disadvantage.
- Students whose difficulties in accessing learning do not appear to be related to the above but are related to short term impairment due to illness, bereavement, or attendance at high level sporting or cultural event.
- Students with identifiably different patterns of educational development and orientation influenced by life circumstances. This includes ongoing illness, or ongoing high level sporting or cultural involvement.

Principles

- Special provisions is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students.
- The College must strive to identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. To do this we will plan to ensure that specific educational needs are recognised and reasonable adjustment made to accommodate students.
- Reasonable adjustments for students with specific educational needs must be planned and negotiated as early as possible so that the student can be provided with appropriate support in order to commence, participate and complete course of study requirements.
- Special provisions arrangements do not involve the modification of assessment criteria and standards to suit particular students.
- The College will consult and involve the student, parents/carers and teachers in the decision-making process concerning special provisions.
- The College will take into account the student’s specific educational needs and balance the interests of all parties affected, including the student, the College, the teachers and other students.
Reasonable educational adjustments
These involve varying the conditions under which assessment occurs in order to enable the student to have the opportunities to demonstrate their knowledge and skills in a course of study.
Examples of reasonable adjustment include:

- Permitting signing instead of speaking for students with hearing impairments, and computer simulation instead of laboratory work for students with physical impairments.
- Keyboarding rather than handwriting for physical impairment.
- Providing a reader to communicate a text where reading is not the skills being assessed.
- Providing assistance with interpretation and comprehension of assessment items for students with language difficulties as long as this occurs for assessment items that are not designed to assess those language skills.
- Allowing additional time for students to complete assessment tasks to give them the opportunity to demonstrate their knowledge and skills.

Exemption (allowing non completion of some particular piece of assessment)

- An exemption will only be allowed when there is sufficient alternative information to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument. Exemption may be appropriate where a student missed a piece of assessment due to illness or other legitimate absence, and its completion would place unreasonable or impossible burden on the student.
- An exemption is inappropriate if it results in insufficient evidence being available to make a judgment about the student’s exit level of achievement or the student being unable to meet the mandatory requirements stated in the syllabus.
- Exemptions will not substitute for the College making efforts to remove barriers to a student’s access to learning and assessment opportunities.
- Exemption is not an option where reasonable adjustment is appropriate.

Applying for Special Provisions

- Students with specific educational needs should obtain a Special Provisions Request Form from the office.
- When completed this should be submitted to the relevant Learning and Teaching Coordinator for consideration.
- Supporting documentation should be attached: for illness - medical certificates yr 11/12- letters from parents yr 8 to 10, for bereavement - letter from family member, for high level sporting/cultural events -letter from organising body.
- Where necessary the student, parents/carers and teachers will be consulted to consider the student’s requests.
- Approval for the request will be given in writing to the student.
- A copy of the approved Special Provisions Request Form should be attached to the assessment task when it is submitted.
- For senior students this should remain on the task for the information of QSA Review Panels.
- **Special provisions are not available for family holidays.** Assessment should be completed beforehand and submitted early or emailed to the college on or before the due date. Exams may not be sat at an alternate time. It is advised that an interview should be arranged with Ms Hardy to discuss the situation as semester results may not be awarded and this may affect Academic Awards, QCE or OP.

*These procedures have been written with reference to the Queensland Studies Authority Policy on Special Provisions for School Based Assessment in Authority and Authority-registered Subject and Sufficiency of Coverage and Adequacy of Assessment of Students to Receive Results on a Senior Statement*

*This policy does not provide for special consideration on the QCS Test, Senior External Examinations, or Scaling of Overall Positions and Field Positions.*

*For Vocational Education, schools should consult the “Reasonable Adjustment” in the 2005 AQTF Standards.*

Updated.13/1/14