

# VCE POLICY



**Help for non-English speakers** - If you need help to understand the information in this policy please contact 5443 4522.

## PREAMBLE

### Victorian Certificate of Education (VCE)

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA) which is responsible for the curriculum, assessment and reporting of the following:

- The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.
- The VCE Vocational Major (VM) – Which is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.
- The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

For further information, refer to the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

VCE studies are made up of semester length units, each representing approximately 100 nominal hours of course delivery and student assessment of outcomes expectations. Studies offer a sequence of four units, delivery is generally one unit studied in each of four semesters over two years. Students at BSE College have the opportunity to undertake study in some Unit 1 & 2 courses offered in Year 10. All students have the opportunity to undertake an accelerated VCE study in year 10 through an application process in which specific requirements must be met.

### The main aims of the VCE Assessment & Reporting Policy are:

- To ensure that Bendigo South East College's procedures for assessment and reporting are consistent with, and complement, the requirements of the VCE as determined by VCAA;
- To help maintain a high standard of education at BSE;
- To provide a high level of communication between the College, students and parents/guardians; and between College and VCAA;
- To assist students to be successful in their studies and to provide them with the appropriate structures and support to enhance their personal and academic development;
- To ensure that the VCE policies and procedures reflect the College's Vision Statement.

The procedures set down in this document are not designed for the purpose of taking sanctions against students, but to encourage them to be successful in their studies by completing all their assigned work satisfactorily.

This policy will be reviewed annually in order to improve areas, which may not have fully satisfied the needs of the BSE community, and to ensure the policy remains consistent with VCAA guidelines.

## 1. ASSESSMENT

### a. Definition: SAC – School Assessed Coursework, SAT- School Assessed Task

### b. Aims of Assessment:

At BSE, the aims of assessment are:

- To inform students about their progress in the study of units;
- To inform parents/guardians about students' performances in the study of units;
- To provide VCAA, employers and tertiary institutions with information about completion of units and performance in assessment tasks;
- To determine the degree to which learning outcomes specified in a unit of study have been achieved and demonstrated;
- To ensure that a high standard of education is maintained;
- To verify the authenticity of the students' work;
- To encourage students to improve their standard of achievement in education;
- To measure students' progress in various skills required for the successful completion of units;
- To provide data which is clear and meaningful for reporting purposes;
- To provide information to be used in compiling references for students.

### c. Means of Assessment:

Each unit of study deals with specific content and is designed to enable students to achieve a set of outcomes stated for the unit. The courses of study prepared by the teachers at BSE will enable the students to demonstrate achievement of the outcomes and hence satisfactorily complete the unit.

Levels of achievement in Units 1 and 2 will be based on performance in SACs. The teachers of each subject will determine procedures for the assessment of levels of achievement in Units 1 and 2.

### d. Outcomes

Outcomes define what a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the VCE study design. Most units of study have two or three outcomes. To achieve an outcome, students must demonstrate an understanding of the key knowledge listed for the outcome. They should also be able to demonstrate the key skills listed for the same outcome.

### e. School-assessed Coursework

SACs consists of small content-based tasks. They are designed to fit into the regular classroom instruction and be completed within a limited timeframe, mainly conducted in class. It is performance in SACs, which will determine whether a student has satisfactorily achieved the outcomes for a unit. Performance in SACs will also determine the student's level of achievement in Units 1 and 2.

### f. Examinations

Examinations form an important part of the overall assessment in Units 1 and 2. All Unit 1 & 2 studies will have examinations at the end of the semester or year. The examinations in Units 1 and 2 will be set and assessed by the teachers of BSE. Refer to the Examination section later in this document.

## 2. SATISFACTORY COMPLETION

### a. Unit Outcomes

- At the start of a unit, students will be provided with a unit outline and outcome timeline. This will list the outcomes for the unit and the coursework required to be completed for each outcome. More detailed information about each outcome, including relevant criteria, will be provided at appropriate points during the completion of the unit. Students will also receive written indication of the deadlines by which coursework will be completed.
- The above conditions will be set by the teachers of a unit and monitored by the Year Level Coordinator (YLC), Head of Curriculum (HoC) and Assistant Principal (Learning), to ensure that all students of the unit are treated equally.
- A student will have achieved an outcome when the teacher receives the work on time and can attest to the fact that the work is the student's own and has met the required standard.
- Moderation between classes of the same unit will be undertaken.
- In cases where students have not successfully achieved the outcome, the teacher will provide an opportunity for the same or a similar task to be completed, subject to the conditions laid out later in this document.
- In some cases the teacher may grant extensions of time. Rules regarding extensions of time are set out later in this document.

### b. Semester Units

- VCAA requires teachers to inform students of the following in writing:
  - a. All the work the student needs to do to achieve S for a unit
  - b. All the work the student needs to do for Graded Assessment
  - c. All unit outlines and outcome/assessment deadlines
- When a teacher is satisfied that all the outcomes in a unit have been satisfactorily achieved, then the student will be given credit for that unit. This will be indicated by an S (satisfactory completion) for the unit.
- If even one of the outcomes has not been satisfactorily achieved, the student will be given an N (unsatisfactory completion) for the unit.
- In some cases, the awarding of an S or N may be delayed. Rules governing this extension of time are laid out later in this document.
- Credit for units satisfactorily completed will be reported to VCAA for all VCE Units 1 and 2. A student may receive an N for a unit on the basis that not enough class time has been physically attended for the unit. Rules governing the application of this attendance policy are laid out later in this document.

## 3. DETERMINATION OF GRADES

### a. Units 1 and 2

- For Units 1 and 2, some of the assessment tasks, which are used to determine if an outcome has been achieved, will also be graded. These grades will be used as an indication of the student's level of achievement in the unit.
- A semester examination may be used to indicate the level of achievement in Unit 1.
- In all studies, an end-of-year examination will be used as an indication of a student's level of achievement in Unit 2.
- Students will be given clear written and verbal instructions about the assessment tasks, which will be used to measure levels of achievement. The criteria for assessment will also be made known to them prior to the task in writing.
- A student must not receive undue assistance from any other person in the preparation and submission of work.

### Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources, but which has been transferred by the student and used in a new context with references
- Prompting and general advice from another person or source which leads to refinements and/or self-correction

### Unacceptable forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgement
- Corrections or improvements made or dictated by another person
- Teachers must not mark or provide comments on any draft of work that is to be submitted for School assessed coursework/score
- When assessment tasks are completed, they will be returned to students and the results conveyed to them.
- Appropriate teacher feedback should include advice on particular problem areas and advice on where and how improvements can be made for further learning.
- Levels of achievement will be reported to parents/guardians and students at regular intervals during the year.
- A student who is absent from an assessment task may be given the opportunity to make up the same or a similar task. The rules governing this option are laid out later in this document.
- In cases where the result of an assessment task indicates that the student has not successfully achieved an outcome, the student may be given an opportunity to repeat the same task, or complete a similar task, in order to satisfactorily complete the outcome. In such cases the initial grade will remain unchanged. The rules are laid out later in this document.
- The following grading scale will be adopted in Unit 1 and 2, for all assessment tasks which use numerical grades:

Letter Grade	UG	E	E+	D	D+	C	C+	B	B+	A	A+
Percentage Range	<40% Re-sit may be required	40-44%	45-49%	50-54%	55-59%	60-64%	65-69%	70-74%	75-79%	80-89%	90-100%
Standard	Working Towards Standard	At Standard								Above Standard	

- NA (Not assessed) will be used in cases where assessment tasks have not been attempted, where insufficient or no work has been submitted, or where the teacher, due to late submission or because of authentication problems, has not accepted work.
- Only S/N for Units 1 and 2 will be reported to VCAA.
- Refer to the College Academic Integrity Policy for further information regarding submission of student work, authentication expectations and BSE processes in relation to a breach.

## 4. ATTENDANCE POLICY FOR VCE STUDENTS

### a. Aims

The main aims of the VCE Attendance Policy are:

- To help maintain a high standard of education at BSE.
- To encourage a responsible attitude to class attendance by students, teachers and parents/guardians.
- To ensure that students attend class time in order to undertake coursework and complete assessment tasks – BSE will maintain a **90%** attendance policy within all VCE subjects to ensure all students are receiving the adequate face to face learning required to meet all outcomes and ensure success.
- To provide opportunities for teachers to observe students at work, thus enabling judgments of authentication to be made.
- To ensure that students meet minimum VCAA attendance requirements.

## **b. Definitions**

The term 'absent' shall mean that the student was not present at the scheduled class.

"School Related Absence" Although marked absent by the subject teachers, the student would have been given permission to miss the scheduled classes. Examples of School Related Absences are:

- Excursions
- College Approved Sports
- SRC Meeting
- Preparation for College events such as the College musical
- Instrumental Music programme
- Appointments with Year Level Leaders or House Advisors or Student Counsellors

A "Non-School Related Absence" would occur when a student is absent from class without the approval of the College. Examples of Non-School Related Absences are:

- Illness
- Medical or Dental Appointment
- Family or Personal Reasons
- Absenting yourself from class to complete schoolwork
- Truancy
- Holiday (parents/guardians who are planning a holiday or activity which may impact on the student's attendance, are asked to discuss this with the relevant YLC or HA a minimum of four weeks prior to the proposed travel)

## **c. Absence from Assessment Tasks:**

- A student who is absent from an assessment task may be given the opportunity to complete the same or a similar task and hence obtain a score, by applying to the appropriate Year Level Leader.

## **d. Unsatisfactory Completion of a Unit due to Absence:**

- In any one unit of work, a student can miss only 10% classes due to non-school related absence.
- A student who is absent for more than 10% classes due to non-school related absence will receive an N for that unit.
- The decision to award an N due to absence is not the subject of appeal to VCAA.
- A student may lodge an appeal against an N decision due to absence with the College based Appeals Committee. The procedure is set out later in this document.

## **e. Special Provision:**

- The rules for attendance may be waived in cases of special provision.
- Absence from the College or study for prolonged periods is not of itself grounds for special provision, unless a student has experienced severe hardship, which may have resulted in the prolonged absence from school. In such a case, the student will receive appropriate assistance.

## **f. Notification of Student Attendance**

- Teachers will monitor the attendance of students in their classes. The classroom teacher will maintain records of VCE attendance and alert the YLC and Assistant Principal (Learning) to flag concerns if a student falls well below the expected 90% Attendance requirements.
- The College undertakes to inform students and their parents/guardians about attendance issues. The YLC may also decide to hold discussions with the students and their parents/guardians.
- The College requires parents/guardians to contact the College by phone, before 8:30 am, when their child is absent. The student on return to school must present a note and/or a doctor's certificate.

- If a student is or is to be absent for more than two days, parents/guardians are requested to notify the relevant YLC/HA. If appropriate, the school will arrange for work to be sent home.
- When a student has reached 10% non-school-related absences in a unit, a letter will be sent home. The letter explains to the student and parents/guardians that any further non-school related absence in the unit will result in the student receiving an N for that unit. Parents/Guardians will be required to contact the YLC/HA regarding a meeting. The subject teacher will be notified of the action that has been taken.
- When a student has exceeded 20% non-school-related absences in a unit, a second letter may be sent home indicating that the student has received an N for that unit. The letter will also contain information about the appeals process. The subject teacher will be notified about the decision.

#### **g. Some Guidelines Regarding Appointments:**

- Medical or Dental Appointments should be made after College hours and the hours of any compulsory activity. If this is not possible, students should arrange appointments so as to minimise time away from school. YLC/HA should be notified in writing, if this is necessary.
- Notes from parents/guardians, appointment notices, doctor's certificates etc will be kept as records of non-school related absences.
- Appointments with a Student Counsellor, where possible, should be made for lunchtimes, before or after school.

## 5. DELAY OF DECISION

### **a. Outcomes and Semester Units:**

Coursework and assessment tasks related to the outcomes will be completed mainly during class time. Furthermore, all the work required for a unit should be completed during the semester in which the unit is undertaken. It is therefore expected that decisions about satisfactory achievement of outcomes and S/N for units will have been made by the end of the semester in which the units were studied. In exceptional cases, these decisions may be delayed. Due to reporting deadlines imposed by VCAA, it is generally only possible to delay these decisions for the completion of Unit 1. The procedures are outlined in the next section.

### **b. Procedures for Extensions:**

- For all work related to outcomes, the application for a possible extension of time must in the first instance be made to the teacher. Teachers are entitled to grant extensions of up to one week. The teachers must maintain records of extensions granted or refused.
- A teacher should grant only one extension per student in a particular subject. Variations to this rule, or to the length of time for an extension, can only be granted with the approval of the Year Level Leader.
- At the end of the first semester, a student may be given the opportunity to redeem one unit for which an N has been awarded. This application must be made to the YLC who will decide, in consultation with the subject teachers and the Assistant Principal (Learning), whether permission to redeem will be granted.
- The YLC, who will also keep records of all applications for redemption and the results of these applications, will determine the conditions for the redemption.
- A student has the right to lodge an appeal against a decision not to grant an extension to satisfactorily complete an outcome or a unit. The appeal must be made to the Appeals Committee. The procedure for appeals is set out later in this document.

## 6. SPECIAL PROVISION

### **a. Criteria for Determining Special Provision:**

Special Provision is designed to allow students who are experiencing significant hardship to demonstrate both what they know and what they can do to maximise their opportunity to complete their senior secondary studies. The provisions are available to students undertaking VCE subjects. These provisions are not allowances. The objective is, as far as possible, to remove barriers to a student demonstrating his or her capabilities in a particular study. Special Provision is available for students who experience hardship of either a permanent or temporary nature, which affects their schoolwork.

#### **b. Special Provision for school-based assessment:**

Students are eligible for Special provision for SACs if their ability to demonstrate achievement is adversely affected by:

- Illness – acute and chronic
- Impairment – long term
- Personal circumstances

There are a number of strategies in which the College can make alternative arrangements to assist students to be assessed against the outcomes of the study design:

- Allow the student to undertake the task at a later date
- Allow the student extra time
- Set a substitute task of the same type
- Replace one task with a task of a different kind
- Use technology, aides or other special arrangements to undertake assessment tasks

#### **c. Unacceptable criteria:**

- Special Provision will not be provided for students who have been absent from the College or study for prolonged periods and have therefore been unable to satisfactorily complete the coursework or assessment tasks, unless the absence is deemed to have been caused by severe hardship (as determined by AP – Community).
- No special provision will be given on the grounds of teacher absence during the year.
- Any other teacher-related difficulties will not be accepted as grounds for special provision.
- Not being familiar with College or VCAA policies, not reading or misreading instructions such as examination timetables, will not qualify students for Special Provision.

#### **d. Procedure for Special Provision:**

- Students who feel that they are entitled to Special Provision should apply to the YLC. In consultation with the subject teacher, Student Services and the YLC. The Assistant Principal (Learning) will decide whether special provision will be granted and decide the action that must be taken according to VCAA rules and guidelines.
- In the case of a student who is disadvantaged by a permanent disability or impairment, Student Support will coordinate learning support.
- In most other cases extensions of time may be granted to overcome the disadvantage being experienced.
- In extreme cases, S/N and grades may be awarded on the basis of work that has already been completed.
- Students will be entitled to lodge appeals against decisions relating to Special Provision directly to the VCAA.
- All cases of Special Provision being granted or refused by the VCAA will be reported to the YLC. Appropriate records will be maintained.

## **7. AUTHENTICATION**

#### **a. Introduction:**

In order to meet the requirements for satisfactory completion of a unit and also for the allocation of grades, students must submit work that is clearly their own. Apart from reference to, and incorporation of appropriate texts and source material, no part of a student's work may be copied from any other person's work. A student must sign an authentication record for work done outside class at the time of submitting the completed task. A student may not accept undue assistance from any other person in the preparation and submission of work. Should the College be satisfied that a student has submitted work that is not his or her own, or that a student is in breach of other rules relating to school assessment set by the College or by VCAA, then the AP (Curriculum) and the teacher, will determine the action to be taken. This will involve an investigation and interview with the student. Appropriate sanctions will be imposed as per VCE Handbook guidelines. Parents/Guardians will be informed of the outcome.

#### **b. Procedures for Authentication cases:**

- In order to minimise authentication problems, school-assessed coursework tasks will be undertaken mainly during class-time.
- The subject teachers will handle minor cases of breach of authentication rules, detected during the completion of coursework and assessment tasks. If necessary, the assistance of the YLC may be sought.
- If the matter is considered to be more serious, it must be reported to the YLC.
- The YLC, in consultation with the AP (Learning) and the teacher, will determine the action that will be taken.
- In all authentication cases, the procedures that will be followed and the actions taken will be in accordance with the rules set out by VCAA in the yearly “VCE Administrative Handbook” as a reference.
- Students will be entitled to lodge appeals against decisions related to authentication issues, as determined in Section 10 below.
- In all authentication cases, the College will retain all the documentation, including the originals or copies of the student work in question.
- Parents/Guardians will be informed of the outcome
- Refer to the College Academic Integrity Policy for further information regarding submission of student work, authentication expectations and BSE processes in relation to a breach.

### **8. SUBMISSION OF WORK**

- Since school-assessed coursework tasks will be undertaken mainly during class-time, it is expected that most work will be submitted to the teacher at the end of the lesson and by the due date via the specified means e.g. In Person, Google Classroom, Compass etc.
- In cases where work has been completed outside class-time, it must be handed personally to the subject teacher.
- In some instances, the teacher may make arrangements for the work to be handed in at the General Office. In these cases, the permission of the YLC must be obtained in advance.
- Completed work must not be accepted by anyone other than the subject teacher. The deadline for submission of work is 4.00 p.m. on the due date.
- The College will not accept responsibility for work that is lost because the rules listed above have not been followed.

### **9. LOST, STOLEN OR DAMAGED WORK**

- It is the student’s responsibility to submit completed work in the manner described in Section 8 of this document. The College will not accept responsibility for work that is lost because these rules have not been followed.
- The College will not accept responsibility for work that is lost or damaged due to computer misuse or malfunction.
- If the work has been lost, stolen or damaged during the course of its completion, the student must firstly make a written statement of the circumstances and submit it to the YLC and subject teacher. The statement must be signed and dated. The student may be required to redo the work. If necessary, the student may apply for an extension of time to complete the work.
- In cases where the work has been lost or damaged after it has been properly submitted, the matter must be reported to the YLC.
- The YLC, in consultation with the student and teacher, will decide the action that will be taken.
- In all cases of lost, stolen or damaged work, the College will maintain records. These records will include written statements by the student and teacher. If necessary, the matter will be reported to VCAA.



## 10. STUDENT APPEALS

The College accepts the fact that there will be instances in which students will disagree with decisions which have been reached in areas such as satisfactory completion, internal Special Provision, authentication or lost work. In all these and other cases, the College will be prepared to review the decisions, on application from the students concerned. The following procedures must be followed:

- The appeal must in the first instance be made to the YLC.
- The YLC will assist the student to prepare a written appeal to the AP (Learning)
- In cases, which do not concern VCAA, the AP (Learning) and the YLC, will hear the appeal.
- The AP (Learning) will inform the student about the result of the appeal, and this decision will be final.
- In cases, which fall under the jurisdiction of VCAA, the student will be instructed about the procedures that must be followed.
- The YLC will maintain records of all appeals lodged, and the actions taken. In some instances, VCAA will also be notified.

## 11. RECORD KEEPING

### a. College Role:

Responsibility for management of College records rests with the College Principal. The minimum records that will be retained by the College include records relating to satisfactory completion, authentication, special provision, appeals and attendance at classes. VCAA regulations regarding the status, safe storage and disposal of these documents will be followed.

### b. Teacher Role:

Teachers will be responsible for maintaining records relating to attendance at classes, unit outlines, satisfactory completion, the awarding of grades, extensions granted or refused and cases where decisions on satisfactory completion have been delayed. VCAA regulations regarding the status, safe storage and disposal of these documents will be followed.

## 12. STUDENT TRANSFER

a. From other Victorian Schools: When a student transfers from another Victorian school to BSE, the student must bring the following from the Principal of the other school:

- Advice on the student's progress with respect to satisfactory completion of units;
- The SACs completed and the grades obtained;
- Any other relevant student records.

In such cases, BSE will assist the student in altering existing VCAA enrolment information, and will report the student's assessments to the VCAA.

## 13. EXAM GUIDELINES AND PROCEDURES

### Purpose.

The purpose of end-of-semester examinations is to promote excellence in learning and encourage students to consolidate their knowledge. Students should take responsibility for their own learning and teachers should explicitly teach study and revision techniques. Written examinations are also held to prepare students for formal examinations at Year 12 and beyond.

### Examination Preparation.

**The Head of Curriculum Leader (HoC) is required to ensure:**

- all subject members are aware of the timeline for producing exams.
- the HoC and the AP (Learning) are provided with a copy of the exam, the names of staff responsible for each exam and relevant year level by the HoC one week prior to all exams.

- all relevant members of the subject area are given the opportunity to have input and review of their respective exam/s
- all relevant members are aware of the content for assessment in the exam and the format of the exam and relevant members are in agreement on the equipment allowed into the exam
- common marking scheme is used to assess the exams
- support of the staff member/s responsible for the production of the exams
- the content of each exam is conducive to the time allocated for writing
- the cover sheet of each exam includes the correct details; reading time (exams must allow for 15 minutes reading time) and items students are allowed to take into the exam
- exams are created for those students who have been deemed as requiring modified work
- the exam/s is checked and signed off by the HoC as correct prior to photocopying
- all completed exams and SAC'S are to be returned to students at the end of the exam period, however some subject teachers may require exams to be kept by the College.

#### **The VCE subject teachers are required to ensure:**

- students complete the content in the relevant semester of the relevant study so that they are not disadvantaged in their exam
- students are aware of the expectations of the exam – reading time, writing time, equipment allowed/not allowed
- active content input into the development of the exams as well as supporting the staff member/s responsible for the exam so that the production of the exam meets the timeline
- students who have been deemed as requiring modified work, are confirmed and exams are included for each relevant class by the teacher of that class
- where possible, following correction of exams, subject teachers moderate the exams to ensure consistency of marking and results
- all year level/subject teachers are given the opportunity to have input into the exam
- all relevant teachers are given the opportunity to see the final draft of the exam prior to printing
- all questions or images in the exam are created electronically
- all marks for each question are clearly indicated on the exam

#### **Post Exam and Correction of Exams.**

Subject teachers of an exam will:

- Collect their class exams from students
- Adhere to the agreed common marking scheme when correcting the exams
- Moderate sample exams prior to returning exams to students
- Not return exam papers to students, nor reveal results to students until (at the earliest) the first class in the week following the examination period
- Provide results to students before the end of the week following the exam
- Provide detailed feedback upon return of the exam results

#### **Expectations of students during Exams.**

All students are required to follow the Examination and Testing requirements outlined in the BSE Code of Behaviour during examinations and testing. Students who are unable to respect the rights of others and impact on other students to concentrate on the exam or test will be managed according to the process outlined in this document. All members of the school community should refer to this document for these steps.

## 14. REPORTING

When school-assessed coursework tasks are completed, they will be returned to students together with the grades that have been obtained. BSE will provide the students and parents/guardians with mid semester progress reports and statements of results at end of semester. These reports and statements will be outlines of progress that students have made in studying units, and results and grades that have been obtained at the completion of each semester. The reports and statements are confidential documents and will remain the property of the College, the students and their parents/guardians. The College will forward no information regarding the reports and statements to an individual or authority other than VCAA, without the student's written permission. The reports and statements issued by the College are in addition to any other statements of results or certificates that are issued by VCAA. The types of reports and dates of issue will be determined by the College at the start of each year. The students and their parents/guardians will then be formally notified.

### REVIEW CYCLE

This policy is scheduled for review in March 2023 and then placed on a 3year cycle in line with the college VCE and Academic Integrity Policies.

**Date Approved by School Council:** 27.03.2023

**Signature of School Council President:**

**Signature of Principal:**

### POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2023
Approved by	School Council
Next scheduled review date	March 2026