



Year 11 and 12 Assessment Policy

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Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE) at Corinda State High School. This relates to Applied (Essential), General, General (Extension) subjects and Short Courses. The framework for the policy is developed from both the QCE and QCIA Policy and Procedures Handbook available from the QCAA website.

Assessments can include any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessments should be:

- Aligned with curriculum and pedagogy
- Accessible and equitable for all students
- Evidence-based, using established standards to make defensible and comparable judgements about student learning and achievement; ISMGs will be used in Years 11-12 General Subjects.
- Transparent, enhancing professional and public confidence in the processes used, the information obtained, and the decisions made
- Informative about where students are in the progress of their learning

Roles and Responsibilities

School's Responsibilities

- Provide clear assessment outlines and expectations of students communicated through DayMap Assessment.
- Offer adequate support and adjustments for students in need. [AARA guidelines can be found here.](#)
- Ensure timely feedback on assessments is provided allowing a minimum of one week between draft returned and final due date.



Student's Responsibilities

- Engage actively in learning and assessment activities.
- Submit draft prior to 8:30am on the due date via DayMap.
- Produce evidence of learning that is authentic and their own work.
- Inform the school as soon as possible if the due date for any assessment task is unlikely to be met so that appropriate procedures can be put in place.
- Submit final assignments on or before the due date at 8:30am, this includes written, spoken and produced tasks, via DayMap. If an assessment is not submitted on time, the draft will be marked as the final task.
- Seek help and clarification when needed.
- Work on assessment progressively for homework not just in class.
- Ensure all work is saved on a USB/ Cloud base location to ensure a backup is available should their device fail.

Parent/Caregiver Responsibilities

- Encourage and support their child in meeting assessment requirements.
- Communicate with the school regarding any challenges or necessary adjustments.
- Communicate with the school if any known absence if on an assessment date (exam)
- Ensure child submits assessment in advance if known absence (assignment)

Assignment Drafts

To assist students to monitor and engage with their work, students are responsible for submitting drafts. Teachers will provide feedback and make judgments about student performance prior to the due date of final submission. Student draft due dates are visible on DayMap and submission of drafts are due at 8:30am.

Feedback will be returned to students with a minimum of one week to apply the feedback to the final submission.

The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- Written feedback
- Verbal feedback, including video or voice recorded feedback
- Feedback provided through questioning
- A summary of feedback and advice to the whole class.

Providing feedback is a consultative process, not a marking process. Teachers will not allocate a result for the draft student response.



Feedback on a draft must not compromise the authenticity of student work. This means that teachers may not introduce new ideas, language or research to improve the quality of student responses. Teachers may use prompting questions to elicit further development of an idea, without being explicit.

Teachers will provide feedback on a maximum of one draft in year 11 and 12.

The submission of drafts ensures students are eligible for credit for their studies if unforeseen circumstances hinder final task completion.

Failure to submit a draft

If a student fails to submit a draft at the designated due date, parents will be contacted regarding non submission of draft and an updated draft will be requested. If an updated draft is not submitted, teachers will collect evidence of learning at this point in time. This may be presented as notes in the student work book, handwritten work at a moment in time, evidence of learning to date, or a recording of student practical work during class.

It is important to note that the window of time to apply the feedback may be shortened due to the failure to submit on the due date. No extensions will be granted based on late submission of drafts.

Collected work will be kept on file and marked should no final task be submitted.

Illness and Misadventure (extension requests, adjustments, or absence from assessment)

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments

[Illness and Misadventure](#) applications must be made directly to the Guidance Officer of Year 11 and 12 using the forms available on the school website. Forms should be submitted as soon as possible, and a minimum of two days prior to the due date if advance notice is possible. This process will be used by students who are aware of an impending 'known absence' on the due date for assessment (including exams) where early submission is not practical, or for circumstances of bereavement, compassionate or exceptional grounds.

Extensions for assessment items are only to be granted by a Guidance Officer in consultation with the Head of Department and class teacher and student on completion of an Illness and Misadventure form.

Please note that ICT failure, transportation issues, or lack of organisation are not appropriate reasons for to be granted.

The following principles apply to illness and misadventure applications:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation, e.g. summons/subpoena to appear in court or close family member's death/funeral.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.



- For internal assessment, schools implement principal-reported AARA if possible, before considering an application for illness and misadventure.
- For external assessment, an illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.
- An illness and misadventure application cannot be made for the same condition or circumstances for which AARA provisions have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in assessment.

To make an informed decision about an illness and misadventure application, the QCAA requires a Medical report that includes the following details:

- The illness, condition or event (including details of a diagnosis, where applicable)
- Date of diagnosis, onset or occurrence
- Symptoms, treatment or course of action related to the condition or event
- Explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- For non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.
- Supporting documentation must cover the date of the assessment for which the application is made

Examinations – Year 11

Students are responsible for being at school for any examinations that have been scheduled.

Students who are absent for an examination in Year 11 and 12 will be contacted by the Guidance Officer and appropriate paperwork sought. An alternative examination and time will be arranged through Senior Schooling.

It is a parent's responsibility to ensure their child engages with the alternate exam time provided by the school. Catch up examinations will not take place in class time. An alternate time will be allocated a second time and documented. If disengagement continues, the matter will be referred to the curriculum HoD to manage. Where possible, in-class evidence of learning will be used to determine the grade. The student will still need to sit the exam at an alternate time to gain feedback on their learning but will not be awarded a grade.

Failure to attend the make-up exam will be seen as failure to engage with the curriculum. The relevant Deputy Principal may be referred to discuss school disengagement or student support staff. Where possible in-class work or drafts will be used to determine a grade, if this is not possible an N grade will be reported. The award of an N grade may impede the ability to award an overall grade for the unit of work and impact their QCE attainment. The student will still need to sit the exam at an alternate time to gain feedback, but not be awarded a grade

Examinations – Year 12.

In addition to the Year 11 information, Students who miss a scheduled examination must have [Illness and Misadventure documentation](#) to support their absence in Year 12 for the work to be graded. This



documentation is more detailed than in Year 7-11. It is imperative if absent, that a detailed medical report is completed by the registered medical professional

Year 12 External Exams

Student and caregiver are responsible for ensuring they are available to sit these exams. These examinations are set dates and cannot be altered. There is no capacity to sit these examinations at an alternate time/date.

The QCAA advises all students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator (Head of Department – Senior Schooling).

Oral Presentations / multimodal presentations / performances

Oral presentations include the scheduling of students to present to the class. To ensure equity, on the due date of the presentations, all students must submit a digital copy of their speech and accompanying materials through DayMap by 8:30am. Students absent on this day should also submit through DayMap.

In the case of group presentations where absence occurs, the group is to complete the task with a substitute who works from the group script. Group members will be individually assessed on that presentation. On the first day of return to class, the absent student is expected to complete the presentation with other group members merely supporting the process.

Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. To establish authorship of final responses, teachers may:

- Directly compare the responses of students who have worked together in groups
- For text, analyse final student responses using plagiarism-detection software, if available
- Interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses

Managing Response Length

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the syllabus. One of these conditions is the response length to ensure the equity of conditions for all students and to support students to develop skills in managing the length, scope and scale of their responses appropriately.

In the event a senior student exceeds the maximum word length the assessment should not be graded until the student has redacted the appropriate number of words.



Types of Academic Misconduct defined by the QCAA

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Types of Misconduct	Examples
Cheating while under supervised conditions	<p>beginning to write during perusal time or continuing to write after the instruction to stop work is given</p> <p>using unauthorised equipment or materials</p> <p>having any notation written on the body, clothing or any object brought into an assessment room</p> <p>communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student</p>
Collusion	<p>when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work)</p> <p>assisting another student to commit an act of academic misconduct</p>
Contract cheating/ significant contribution of help	<p>asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response</p> <p>acquiring a response to an assessment from a third party e.g. a person, service, or artificial intelligence (AI), or have third party complete a response to an assessment</p> <p>helping others, or having others complete a response to an assessment by selling, trading or providing their own response</p>
Copying work	<p>deliberately or knowingly making it possible for another student to copy responses</p> <p>looking at another student's work</p>
Disclosing or receiving information about an assessment	<p>Giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment</p> <p>making any attempt to give or receive access to secure assessment materials</p>
Fabricating	<p>inventing or exaggerating data</p> <p>listing incorrect or fictitious references</p>
Impersonation	<p>allowing another person to complete a response to an assessment in place of the student</p>
Misconduct during an examination	<p>distracting and disrupting others in an assessment room</p>



Types of Misconduct	Examples
Plagiarism or lack of referencing	completely or partially copying or altering another person's work without attribution (another person's work may include text, audio-visual material, figures, tables, images or information) contributions by non-human creators such as AI and translators, whether online or offline, need to be considered
Self-plagiarism	duplicating work or part of work already submitted as a response to an assessment

Inability to establish authorship

To make judgements about student achievement, the school must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide, instrument-specific standards or syllabus standards.

Responses that are not the student's own cannot be used to make a judgement. When authorship of student work cannot be established, or a response is not entirely a student's own work, judgements about achievement can be made by:

- Providing an opportunity for the student to demonstrate that the submitted response is their own work.
- Making a judgement about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

Where a student is found to have plagiarised the entire task, it will be treated as a non-submission. Consequences will be applied if a student is found to be plagiarising work and will be considered as not meeting curriculum requirements

For years 11 and 12, when a student is suspected of or observed participating in an act of academic misconduct, students are permitted to complete the assessment despite the alleged incident of misconduct and are notified at the end of the session that a report may be made to the QCAA.

Consequences for academic misconduct

Teachers can only make judgments based on work completed by the student. If little or no part of the response is the student's, they may achieve a low mark or may receive no mark. This can have serious consequences for obtaining a QCE, an ATAR, or entry into courses that have a pre-requisite subject.

During an exam or external assessment include but are not limited to:

- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room.
- Parents/Caregivers notified
- HOD notified
- Parts of the exam in question may be disregarded while grading the exam
- The student may be required to complete an alternative exam at the soonest possible opportunity



Failure to comply

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements stated in a syllabus.

Students failing to meet the mandatory requirements of a syllabus:

- Cannot be rated for the semester unit
- May have the unit removed from their Senior Statement

If a student repeatedly does not meet mandatory requirements:

- They will not have met the substantial requirements of the course as per the Education (General Provisions) Act 2006, (QLD) and as a result, could be removed from the subject. This subject would then not appear on the student's QCE and the student could become ineligible for an ATAR.
- This may become grounds for cancelling the students' enrolment as per the Education (General Provisions) Act 2006, (QLD).

Communicating of learning progress

Teachers will publish results from assessment via the DayMap platform a maximum of three weeks following the due date. This allows for moderation processes to take place at a local level to quality assure marking and assessment procedures.

Twice per year, report cards will be distributed via email to families.

Twice per year, families will be provided the opportunity to engage in parent teacher interviews.

Appeals Process

Students have a right to seek clarification whenever they consider their marks or grades do not reflect the quality of their submitted work. If parents have a concern regarding their child's grades, we request that a phone call is made to the school to discuss the matter with the classroom teacher and Head of Department (if required).

Students have a right to appeal their grades and must follow the procedures outlined below.

Procedure

- Ensure you have provided the necessary drafts and opportunities to allow understanding of the task and criteria for assessment.
- Ensure you have adhered to the 'student responsibilities' outlined earlier.
- Communicate with your teacher within three (3) school days of the result being received, to discuss your concerns and to gain thorough feedback. It is recommended that you set an appointment to meet with your teacher outside of class time.
- If you are not satisfied with the feedback provided, approach the Head of Department and discuss your concerns.
- The Head of Department will review your assessment and consult with your teacher, including viewing your submitted drafts.
- The Head of Department will meet with you to discuss your concerns and work.
- If you are not satisfied with the feedback provided, the relevant Deputy Principal will review your concerns, consult with your teacher and Head of Department and make a final decision. Decisions must be consistent with the expectations of the QCAA as the relevant curriculum authority.



- Once a decision is made, it will be documented on OneSchool.
- Steps include discussing concerns with teachers and heads of departments. (phone call encouraged to direct concern)

Access Arrangements and Reasonable Adjustments (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students. Such barriers include, but are not limited to, disabilities, educational needs arising from linguistic factors and short-term impairments

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Access arrangements are action/s taken by Corinda State High School so that a student with an eligible impairment, which may not be covered by the definition of disability, can access assessment. Reasonable adjustments are action/s taken by Corinda State High School so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

The application of AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments.

At Corinda State High School the application of AARA is a whole school process, ensuring students are provided with opportunities to realise potential through participation in education and training.

Teachers should be aware of any special provisions or conditions outlined in a student's Personalised Learning Plan (PLP) and should ensure students receive any adjustments they are entitled to as outlined in their PLP. Other reasonable adjustments for students with specific educational needs must be negotiated with the school Administration in consultation with Heads of Departments, Heads of Year and Guidance Officer where appropriate, in advance of the assessment. Adjustments may include, but are not limited to, extra time, alternative assessments, rest breaks, use of a writing aid.

To apply for AARA please complete this form and return to the guidance officer.

Roles and Responsibilities

To ensure Corinda State High School administers assessment within the requirements of the relevant syllabus and meets quality assurance processes, in making decisions about AARA, the school is required to consider what access arrangements or adjustments to assessment conditions are reasonable in the context of the eligible student's disability, impairment, medical condition or circumstances.

For each application, AARA are considered for all the student's enrolled subjects. AARA may vary by subject depending on the assessment requirements of the subject.

School responsibilities

- Check the accuracy of information supplied in the AARA application
- Consider whether a student's application for AARA is consistent with eligibility requirements and clarify as required
- Advise the student, parent/caregiver of approved AARA



- Teachers are to communicate to the HOSE, 2 weeks prior to an exam, if the student requires a scribe/reader.

Parent responsibilities

- Advise the school of the disability, impairment, medical condition or other circumstance/s that may affect their student's ability to read, respond to or participate in assessment.
- Provide the school with the necessary evidence to support the application.
- Support their student in engaging with the curriculum and assessment.

Student responsibilities

- Follow the guidelines of the AARA support provided and utilise it meaningfully
- Students should communicate with teachers, at least 2 weeks prior to an exam, if they have AARA provisions, allowing adequate time to coordinate support.

Eligibility for AARA

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

These barriers fall into three broad categories:

- Permanent
- Temporary
- Intermittent

The QCAA uses broad application categories for AARA eligibility:

- Cognitive
- Physical
- Sensory
- Social/emotional

The definition of 'disability' used in the Disability Discrimination Act 1992 (DDA) is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms. Students who have a verified disability under the Education Access Program (EAP) will be captured in this process.

Ineligibility for AARA

Students are not eligible for AARA on the following grounds:

- Unfamiliarity with the English language
- Teacher absence or other teacher-related difficulties
- Matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- Timetable clashes
- Matters of the student's or parent/carer's own choosing (e.g. family holidays or sporting events)
- Matters that the school could have avoided (e.g. incorrect enrolment in a subject)



Making decisions about AARA

The principal is responsible for making decisions about the type of AARA and for following guidelines about recording information and seeking QCAA approval. When making decisions, they are based on the particular context for an eligible individual student, for a particular assessment. The decisions about adjustments may not be the same for every student or the same for each student for every assessment.

The adjustment/s should not prevent the student from demonstrating the objectives of the assessment.

The decisions may involve an adjustment to:

- How the instrument is presented to the student (e.g. for a student with a hearing impairment - verbal instructions may be provided as written instructions)
- How the student responds to the assessment (e.g. a student with dyspraxia may complete the assessment using a computer with approved software)
- The time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) may have 5 minutes per half-hour extra time provided in supervised assessment)
- The scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment)
- The environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader)
- The mode of the assessment (e.g. a student with an injury may perform a different physical activity from the rest of the cohort in Physical Education in order to be able to demonstrate the unit objectives)

Reporting and Approving AARA – Year 11

Long-term conditions

Students who have been verified under the Education Access Program (EAP) will have AARA provisions put in place by the Head of Special Education or their Advocate, these are termed long term conditions. A confidential medical report is required as part of this process. If a student has a long-term condition and is not captured in the EAP, a confidential medical report must be supplied to the Senior School Guidance Officer who will coordinate AARA provisions and must not be dated no earlier than 1 January of the year the student is enrolled in Year 10. AARA provisions will be recorded under the student's Personalised Learning Plan, with some elements recorded under Support Provisions.

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. A supporting confidential medical report for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, will need to be supplied to the Senior School Guidance Officer when AARA application is made. Documentation will need to be updated every six months to ensure the student is accessing the appropriate support and to inform up to date AARA provisions. AARA provisions will be recorded under the student's Personalised Learning Plan (mental health), with some elements recorded under Support Provisions for year 11 students.

AARA in Unit 1 and 2

Schools make decisions about AARA for Units 1 and 2. They ensure that for Applied, Applied (Essential) and General subjects the AARA implemented for an eligible student for Unit 1 and 2 assessments are aligned to



those that are available for summative assessments in Units 3 and 4. Provision of AARA by a school for Unit 1 and 2 assessments does not guarantee that students will be provided the same AARA for assessment in Units 3 and 4.

Evidence of AARA being enacted for a student in Unit 1 or 2 will be considered as part of an application for the same AARA in Units 3 and 4.

Reporting and Approving - Year 12 (units 3 and 4)

The Queensland Curriculum and Assessment Authority have clear guidelines for the formulation of AARA provisions and supporting documents for units three and four of a student's study program. There are two application types: QCAA approved AARA and principal-reported AARA.

Corinda State High School must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA portal. This is for students undertaking summative internal assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, and for summative external assessment in General, General (Extension) and General (Senior External Examination) subjects. Early applications for all AARA are required to ensure timely decisions and confidence for students. Applications submitted close to the due date for assessment should not be for known long-term conditions.

Long-term conditions

Students who have been verified under the Education Access Program (EAP) will have AARA provisions put in place when the verification covers the duration of the student's enrolment in Units 3 and 4. If the student has an EAP, this process will be in consultation with the Head of Special Education and/or the student's Advocate. If a student has a long-term condition and is not captured in the EAP, medical documentation must be supplied to the Senior School

Guidance Officer who will coordinate AARA provisions and must not be dated no earlier than 1 January of the year the student is enrolled in Year 10. AARA provisions will be recorded under the student's Personalised Learning Plan, with some elements recorded under Support Provisions.

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, is to be dated:

- For summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Unit 3 and 4 assessment event
- For summative external assessments, or the Senior External Examination, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

All AARA applications require medical reports and a school statement to support identifying appropriate AARA provisions. The school may ask for updated medical reports to ensure the student is adequately covered for all assessment and examinations (mental health conditions will need two reports, 6 months apart). Supporting documentation will need to be supplied to the Senior School Guidance Officer when the AARA application is made. AARA provisions will be recorded under the student's Personalised Learning Plan (mental health), with some elements recorded under Support Provisions.



Supporting Documentation

AARA: Medical Documentation

Medical documentation is required for years 7 to 12 AARA applications to ensure best practice, depending on the AARA application:

- Illness and Misadventure – Year 11 – Units 1 and 2 - Confidential Medical Statement
- Illness and Misadventure – Year 12 - Units 3 and 4 – QCAA paperwork
- Medical AARA – Years 7 to 11 – Confidential Medical Report
- AARA application (eligible impairment, impairment due to disability and/or medical condition/other circumstances) for students enrolled in units 3 and 4 – QCAA paperwork which must cover the date of the assessment for which the application is made

The Confidential Medical Report for medical AARA, Year 11, will need to address the following:

- Diagnosis of disability and/or medical condition
- Symptoms, treatment or course of action related to the disability and/or medical condition
- Information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- Professional recommendations regarding AARA

In instances where the student's application will need to be uploaded to the QCAA and the student has not yet begun unit 3, QCAA documentation will be provided.

The medical reports must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland Medical Practitioners Registration Act 2001 and/or Queensland's Psychologists Registration Act 2001), and who is not related to the student or employed by the school.

School Statement

A school statement is to be submitted with all year 11 and 12 applications for Principal and QCAA-approved AARA. The statement will include:

- A detailed overview of the observed impact of the student's disability and/or medical condition on the student's functioning during timed assessment
- A description of how the disability, impairment and/or medical condition is a barrier to the student's access to the assessment and/or to the student's ability to communicate a response to assessment
- A list of the student's previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do.

The school statement should be written at the time the application for AARA is submitted.