



Corinda State High School Assessment Policy



CORINDA STATE HIGH SCHOOL





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Assessment Policy

Overview

Statement of intent

Corinda State High School is a positive education school acknowledging the development of the whole student under the guiding principles of PERMAH:

- Positive Purpose
- Positive Emotion
- Positive Relationships
- Positive Meaning
- Positive Accomplishment
- Positive Health

The way we view assessment is also supported by PERMAH and student development, empowering students to demonstrate and develop their learning and personal development in a supportive environment.

This document outlines the principles that inform decisions around student assessment at Corinda State High School. The practices it describes apply to all students however, we recognise that the twin aims of consistency and equity need to be resolved by Teachers, Heads of Department and Administration. It is the purpose of this document to communicate a shared understanding of the purposes and principles of assessment and the standard procedures we follow.

Principles underpinning this policy

Assessment is an ongoing process — gathering evidence to determine what each student knows, understands and can do — to inform teaching and support student learning. Assessment also provides data to inform reporting on the achievement of individual students or groups of students. The Melbourne Declaration on Educational Goals for Young Australians defines three broad purposes for assessment:

- Assessment for learning — enabling teachers to use information about student progress to inform their teaching.
- Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals.
- Assessment of learning — assisting teachers to use evidence of student learning to assess student achievement against goals and standards (P-12 curriculum, assessment and reporting framework).





Corinda State High School considers the assessment process to be an avenue for students to develop their character strengths, build habits, and develop skills that can be transferred to a variety of environments. Adhering to the school's assessment policy assists our student's to develop a broader sense of responsibility and personal management.

Relevant legislation and policy

Legislation

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014
- Education (Queensland Curriculum and Assessment Authority) Regulation 2014
- Disability Discrimination Act 1992
- Anti-Discrimination Act 1991
- Disability Standards for Education 2005

Relevant Policy

- QCE and QCIA policy and procedures handbook 2019 v1.1
- Every student succeeding – State Schools Strategy 2019-2023 - Department of Education
- P-12 Curriculum, Assessment and Reporting Framework – Department of Education, 2020

Responsibilities

School Responsibilities

- Provide an Assessment Overview to students for each subject, at the beginning of every semester.
- Discuss with students the assessment policy and expectations.
- Provide assessment instruments in an appropriate time frame, consistent with the relevant subject syllabus document and work program, to assist students with organisation.
- Support students with access arrangements and reasonable adjustments where necessary.
- Provide appropriate class time for assessment, consistent with the relevant subject syllabus document and work program.
- Provide clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development. Feedback can include written and verbal communication.
- Enact moderation procedures which ensure a consistency of standards is maintained in the marking of assessment.
- Provide assessment instruments with the approved cover sheet showing the following information:





- Topic or area of study
 - task requirements
 - date of issue, due date
 - criteria and standards
 - declaration verifying the authorship of student work
 - monitoring guidelines or draft details.
- Communicate with caregivers if the student is not on the pathway for assessment completion by the required time frame.
 - Responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments.
 - Provide assessment feedback within two weeks of submission. In relation to exams, no feedback will be provided to students until all students have sat the exam to ensure exam integrity.

Student Responsibilities

- Students will engage with school, including maintaining a high level of attendance and punctuality, to ensure they adequately equip themselves with the necessary knowledge and support to experience success.
- Students are responsible for planning and managing their time to meet the due date.
- Students who have a flexible learning program are responsible for ensuring they remain in contact with teachers to ensure they catch up with work missed.
- Students will review Semester Overviews regularly, and share them with parents/caregiver.
- Students will fulfil course requirements, including the submission of all assessment by the due date.
- Students will demonstrate their value for their education and respect for self by ensuring all work submitted is their original work (Academic Integrity and Academic Misconduct).
- Students will utilise the APA 6th ed style of referencing for all assessment pieces.
- Students will present required drafts for assessment, by the due date, to allow them the opportunity to reflect on their progress and review their work. This process allows the development of lifelong learning practices which are crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning. In the case of failing to submit an assessment piece, the draft will be used to inform a grade for the task.
- Students will communicate anticipated difficulties in completing assessment requirements with their teacher in a timely manner, allowing structured support for completion. If an extension is required the student will follow the correct procedure to apply for an extension, before the due date with the knowledge of the teacher (see Access Arrangements and Reasonable Adjustments).
- Students will discuss their assessment piece/s and result/s with their teacher to gain feedback for personal growth and learning and assist with the development and reinforcement of a growth mindset.
- If students seek to appeal a result they are to access their teacher for feedback prior to accessing this process.





Parent/Caregiver Responsibilities

- Encourage and support their student to create positive habits for school engagement and assessment completion to development self-efficacy, self-responsibility and character strengths.
- Encourage students to submit all drafts and final assessment by the due to
- Inform the appropriate school staff (teacher and/or HOD) of any difficulties relating to the completion of assessment items before the due date.
- Provide necessary documentary evidence necessary if there is a need for AARA (see Access Arrangements and Reasonable Adjustments).

Policy for Examinations

Responsibility for examinations

- Students are to follow the school's assessment calendar to ensure they do not have any conflicting appointments/activities that clash with examination dates.
- The school may schedule examinations during scheduled blocks or during normal lessons.
- The school will inform students if there are any changes to examination dates.
- The school will provide exam blocks, after school hours, for students who could not attend exams during school hours due to illness or misadventure. This allows students to remain engaged with new curriculum and maintain their learning. Students who failed to attend set exams, and provided Advance Notice of Absence, will also access this exam block.

Student responsibilities

Students are responsible for ensuring they are at school for any scheduled examinations or when assessment is due. There are only two categories for being absent for an examination with no prior notification provided to the school – illness or misadventure (see 6.7.3) under AARA.

If students are aware in advance that they will miss a scheduled exam or will be absent the day assessment is due, they must inform the relevant Deputy Principal who will advise if the absence meets AARA provisions or Advance Notice of Absence. There are no alternate provisions for external exams in Unit 4, year 12.

Years 7 to 9 – missed examinations

- Student and caregiver are responsible for being at school for any examinations or assessment submission that have been scheduled.
- The student must ensure their caregiver has informed the administration office of their absence and the reason for the absence. This information will be passed on to the relevant teacher who will inform the parent of the assessment policy and process and cc the relevant Head of Department. The teacher will document the communication in OneSchool and refer the contact to the Engagement Support Teacher.





- The student must engage with the alternate examination time as determined by the school in the make-up exam block.
- Failure to attend the make-up exam block will be seen as failure to engage with the curriculum. An alternate time will be allocated for a second opportunity to engage with the exam, and documented. If disengagement continues, the matter will be referred to the curriculum HOD to manage the behaviour. 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 student will still need to sit the exam at an alternate time to gain feedback, but not be awarded a grade.

Years 10 to 11 – missed examinations

- Student and caregiver are responsible for being at school for any examinations or assessment submission that have been scheduled.
- If the reason for absence is due to illness or misadventure, the student's caregiver must contact the administration office who will then inform the relevant Head of Department. The Head of Department will inform the parent/caregiver of the assessment policy and process.
- The student must engage with the alternate examination time as determined by the school in the make-up exam block. The provision of AARA documentation is required for the exam to be graded.
- Failure to attend the make-up exam block will be seen as failure to engage with the curriculum. An alternate time will be allocated for a second opportunity to engage with the exam, and documented. If disengagement continues, the matter will be referred to the curriculum HOD to manage the behaviour. 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. The student will still need to sit the exam at an alternate time to gain feedback, but not be awarded a grade.

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.
- See Illness and Misadventure.

Teacher Communication regarding exam absence (years 7 to 11)

An email will be sent home to the parent/caregiver informing of the absence:

Your student was absent from their _____ exam today. The Student Engagement Teacher will contact you shortly to advise of the day and date of the catch-up exam. Please be aware the catch up session will start at 3pm.





If the absence was due to illness or misadventure, please see the school's Assessment Policy and the process for AARA.

Student Engagement Teacher Communication regarding the scheduled catch-up exam (years 7 to 11)

Dear Parent/Guardian

Student was absent from a _____ exam recently, and will be required to complete the exam on day – date – time.

Students are required to present themselves to A05 with all necessary equipment to complete the exam. Students should go to the bathroom, have a drink of water etc and go directly to the room to commence the exam at 3 pm.

If you have any questions about this process, please contact me via email on _____

Advance Notice of Absence impacting assessment – all students

- Student and caregiver are responsible for informing the school, well in advance, of a school absence not covered by AARA.
- A written letter must be supplied to the relevant year level Deputy Principal who will then communicate the process regarding assessment and document the process on OneSchool.
- Year 12 students are governed by the QCAA and are expected to be present for all assessment and exams. If absence is due to illness and/or misadventure see AARA.
- Year 12 students: if a student has been selected to participate in a formal activity (for example, national sporting representation), the student needs to provide formal documentation and discuss the matter with the relevant year level Deputy Principal. If this scenario falls during external exams, there is no provision for AARA or alternate arrangements.
- All assessment must be completed/submitted on or before the due date.

Responsibility for Assessment – tasks other than examinations

Class time available

Class time is made available for partial completion of any assessment instrument. Hence all students will have at least a partially completed assessment task to submit on the due date, whether it be in draft form, notebook form or partial completion of the final task.

Assignment Drafts

To assist students to monitor and engage with their work, students are responsible for submitting drafts. All assessment pieces include a monitoring phase, including drafting. This process of monitoring allows students to access timely feedback to support a collaborative learning process and student skill development.





Teachers will provide feedback and make judgments about student performance prior to the due date of final submission. Feedback will be returned to students with a minimum of one week to apply the feedback to the final submission.

A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work.

Drafting allows teachers to monitor student work. Before submitting the complete or near complete draft in the mode required by the syllabus for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher.

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.

Providing feedback is a consultative process, not a marking process. Teachers should 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 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.

Teachers will provide feedback on a minimum of one draft of each student's assessment in years 7 to 9 and a maximum of one draft in years 10, 11 and 12.

- The drafting process is a key component of student authorship.
- The submission of drafts ensures students are eligible for credit for their studies if unforeseen circumstances hinder final task completion.
- Assessment cover sheets indicate the monitoring date.
- It is important that students allow themselves the opportunity to receive feedback for greater understanding and personal development. Possible consequences for not submitting drafts include but are not limited to: contact with parents, student may be required to stay in at lunch, after school, etc. Refer to the school's Responsible Behaviour Plan for failure to meet school requirements.





- It is important that caregivers engage in this process and support their student in creating positive habits for personal development and to experience success.

Failure to submit a draft

If a student fails to submit a draft at the designated due date, teachers will

- Collect evidence of learning at this point in time. This may take shape as notes in the student work book, handwritten work at a moment in time, evidence of learning to date, a recording of student practical work during class. Feedback will be provided on this learning.
- Contact parents and student for non submission of draft will occur and a request for an updated draft to be submitted requested.
- Provide feedback at their earliest convenience, but 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.
- Collected work will be kept on file and marked should no final task be submitted.

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 amount of words.
- Junior students will be able to learn of the conditions for exceeding the maximum word length from information provided on the cover sheet of their assessment.

Oral Presentations

Oral presentations include the scheduling of students to present to the class. To ensure assessment equity the following procedures will apply:

- On the first day the class orals begin, all students must submit a copy of the notes/palm cards they intend to use for their presentation directly to the teacher.
- Students absent on this day should, at least, email their notes/palm cards to the class teacher to arrive in time.
- In the case of group orals 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 performance. To ensure ease of access by a substitute, all group members must keep a copy of the whole group script. On the first day of return to class, the absent student is expected to complete the oral, with other group members merely supporting the process.
- If a student is absent on the day their oral is due, refer to Student Responsibility for Examinations and Access Arrangements and Reasonable Adjustments.





Technology use

Students will be responsible for the appropriate use of technology to support assessment completion. Students will maintain back-ups of assessment tasks created with technology. This may include emailing copies of assessment to their school email account and/or backing up USB devices. Students can also make hard copies of their tasks to support loss prevention.

If a computer failure delays the submission of an assessment piece, students will be able to draw on loss prevention mechanisms they have put in place. Alternatively, if a storage device has been lost or loss prevention mechanisms have not been put in place, students can draw on the drafts they have submitted to their teacher. Students are responsible for submitting drafts to their teacher during the assessment completion process.

Submitting assessment on or before the due date

Students will be responsible to submit assessment by the date and time required. Timely submission of assessments is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be given.

Timely submission of assessment is considered to be by **8:30am on the due date via Daymap**. Assessment is to be submitted **on or before** the due date.

Students are to utilise the school's processes for electronic submission on Daymap. Teachers will advise students of the school's expected software to utilise, supporting students to prevent plagiarism and promote academic integrity. Students are to sign an Authenticity Statement declaring that the work is their own.

The work (even if incomplete) will be marked, commented upon, and credited towards the student's overall result. For predominately non-written pieces of assessment, e.g. orals, the due date for written support material will be the first day of presentation.

Academic Integrity and Academic Misconduct

Authenticity and integrity are virtues Corinda State High School encourages in all students. It is important that students can be their authentic selves and conduct themselves with integrity across all areas in their life.

Corinda State High School supports students with this development, regarding their assessment, in the following ways:

- Clearly indicating a drafting and feedback process, allowing students the opportunity to consult and confer regarding their assessment and progress. This process also allows students to develop the confidence to seek support when experiencing difficulty and assists to develop academic self-efficacy.
- Providing scaffolding that allows a structured, interactive and collaborative process to construct knowledge and skills as part of teaching, learning and assessment.
- Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others.





- Giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses.
- Providing an authenticity statement on every item of assessment, allowing students to reflect and agree to the item's authenticity (see appendices).
- Providing a process to manage, resolve and appeal cases of academic misconduct.
- Providing students access to TurnItIn, an online plagiarism detection tool, to assist students in achieving academic honesty (via DayMap submission) .
- Support students to have authentic responses in exams by removing any technology from students that may provide the opportunity to cheat. Students can use their Yondr pouches to secure devices.

Student Responsibilities:

- Students sign an Authenticity Statement on the cover sheet of the assessment task stating that it is their own original work.
- Students utilise and submit their assessment via DayMap which utilises TurnItIn Software.
- Students submit drafts of their assessment on DayMap and keep copies of their drafts.
- Students provide a bibliography and reference other sources used.
- Students will not engage in any type of academic misconduct, and if in doubt, will consult with their teacher.
- May be required to complete the QCAA Academic Integrity for Students course.
- May be required to participate in interviews during and after the development of the final assessment item.
- May be required to provide documentation of the drafting process (e.g. planning, research, notes, drafts).
- Students ensure they are not accessing technology during exams and place electronic devices inside their Yondr pouch (e.g. phone and smart watches).

Parent Responsibilities

- Support the efforts of teachers and students to authenticate student responses.
- Encourage their student to approach their academic responsibilities in an authentic, and ethical way with integrity.
- Alert the teacher if you suspect that your student has engaged in academic misconduct.
- Support the school to ensure their student does not use/access technology during an exam to cheat.
- Monitor student Daymap assessment schedules to support timely submission of assessment and drafts.





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	<ul style="list-style-type: none"> beginning to write during perusal time or continuing to write after the instruction to stop work is given using unauthorised equipment or materials having any notation written on the body, clothing or any object brought into an assessment room 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
Collusion	<ul style="list-style-type: none"> 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) assisting another student to commit an act of academic misconduct
Contract cheating/ significant contribution of help	<ul style="list-style-type: none"> 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 acquiring a response to an assessment from a third part e.g. a person, service, or artificial intelligence (AI), or has them complete a response to an assessment helping others, or having others complete a response to an assessment by selling, trading or providing their own response
Copying work	<ul style="list-style-type: none"> deliberately or knowingly making it possible for another student to copy responses looking at another student's work
Disclosing or receiving information about an assessment	<ul style="list-style-type: none"> Giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment making any attempt to give or receive access to secure assessment materials
Fabricating	<ul style="list-style-type: none"> inventing or exaggerating data listing incorrect or fictitious references
Impersonation	<ul style="list-style-type: none"> allowing another person to complete a response to an assessment in place of the student





Types of Misconduct Examples

Misconduct during an examination	<ul style="list-style-type: none">distracting and disrupting others in an assessment room
Plagiarism or lack of referencing	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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.

Academic misconduct during an exam or external assessment

Reportable alleged misconduct includes, but is not limited to:

- Gaining access to assessment content before starting the assessment
- Copying from, or communicating with, another student while in the assessment room
- Bringing unauthorised material into an assessment room
- Disrupting other students
- Impersonating a student
- Behaviour determined by the supervisor to disrupt the good order and management of the external assessment session.
- Accessing an unauthorised electronic device during an exam, for example a mobile phone or smart watch.





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).





Appeals Process

Students need to ensure they understand the assessment task and the criteria they are being assessed on. It is the student's responsibility to ensure they engage with their teacher with any clarifying questions regarding assessment and expectation. It is the student's responsibility to ensure they submit necessary drafts/work to the teacher, leading to the final assessment piece, to aid in work progression and to provide themselves with the opportunity to clarify progress and understanding of the task.

Students have a right to seek clarification whenever they consider their marks or grades do not reflect the quality of their submitted work.

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.
- Approach your teacher within three (3) school days of the result being given, to discuss your concerns and to gain thorough feedback.
- 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.
- Once a decision is made, it will be documented on OneSchool.

Access Arrangements and Reasonable Adjustments (AARA)

Whole School Process

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.

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.

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.

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances (see Illness and Misadventure).

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 - Years 7 to 9

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 (HOSE) or their Advocate, these are termed long term conditions. If a student has a long-term condition and is not captured in the EAP, consultation with the HOSE and Guidance Officer (GO) will be had to determine evidence and AARA. If the long term condition relates to mental health, confidential medical documentation must be supplied to the GO. The school may request updated documents during the year to ensure the student is accessing appropriate support and to inform up to date AARA provisions. AARA provisions will be recorded under the student's Personalised Learning Plan.

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression will need to be supplied to the Junior School Guidance Officer. 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) and/or Support Provisions.

Illness and Misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- 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.
- 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.

If a student is unable to attend an examination at school see 3.0 Examinations. AARA provisions will be recorded under the student's Support Provisions.

Reporting and Approving - Years 10 and 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 AARAR 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.

Illness and Misadventure

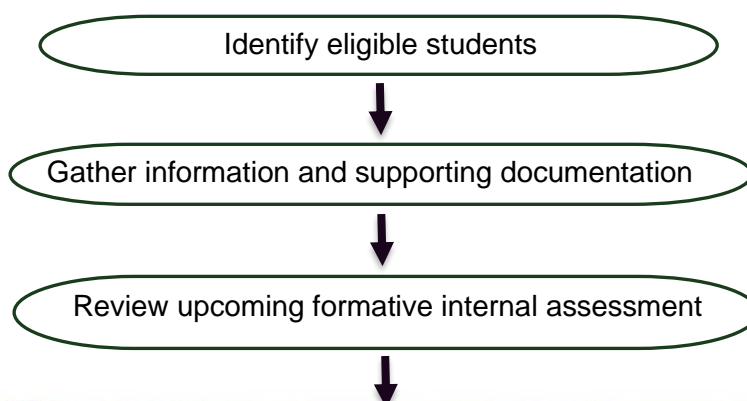
Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- 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.
- 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. AARA provisions will be recorded under Support Provisions.

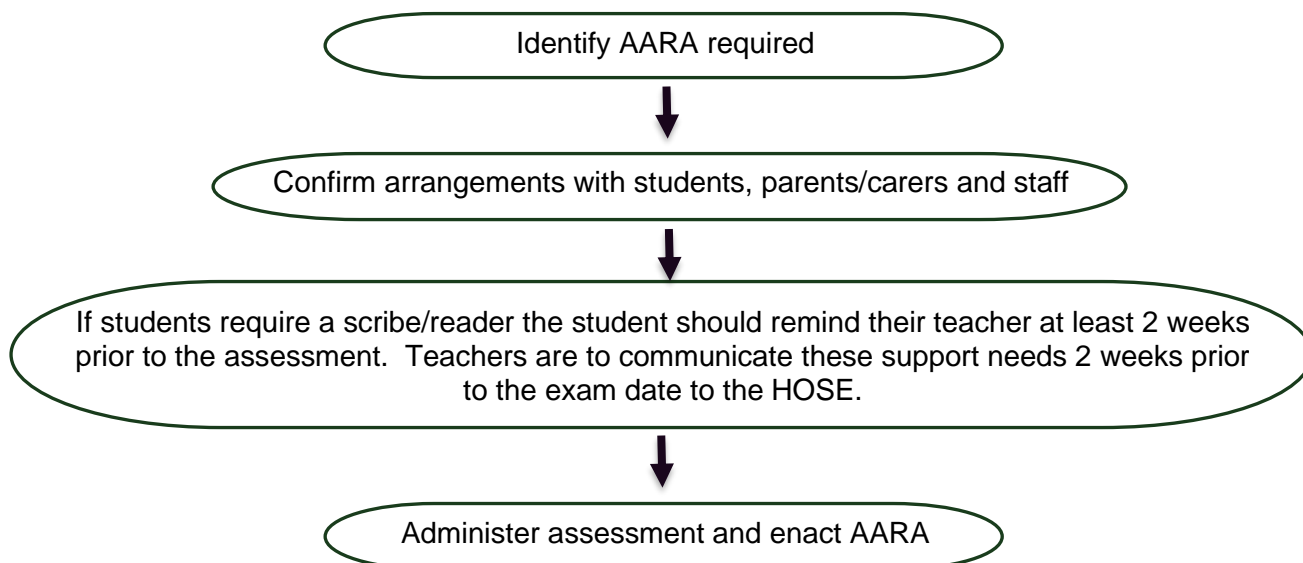
If a student is unable to attend an examination at school: see Illness and Misadventure procedures. AARA provisions will be recorded under the student's Support Provisions.

AARA process for formative assessment in Units 1 and 2



CORINDA STATE HIGH SCHOOL





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.

Illness and Misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- 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.
- The school will implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- 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.

If a student is unable to attend an examination at school (see 3.0 Examinations). AARA provisions will be recorded under the student's Support Provisions.

Non-attendance during internal assessment

Students and/or their caregiver are responsible to inform the relevant Head of Department as soon as practical if their student is ill and unable to attend school for internal assessment. The school will





then negotiate principal-reported AARA and discuss with the student and caregiver the course of action. If principal-reported AARA is unable to be implemented the school will refer to evidence gathered by the student's teacher during the assessment preparation time. Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, an application for illness and misadventure provisions need to be made by the student (See AARA Application – Illness and Misadventure).

Non-attendance during external assessment

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).

Illness during external assessment

A student who is ill but able to attend the external assessment should inform the exam supervisor (HOD – Senior Schooling) of their illness as soon as practical, who will outline the relevant process.

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 10 – medical certificate
- Illness and Misadventure – year 11 – Confidential Medical Statement
- Illness and Misadventure – units 3 and 4 – QCAA paperwork – see 6.8.2
- 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, years 7 to 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.

Illness and Misadventure – Units 3 and 4 (year 12 program)

To make an informed decision about an illness and misadventure application, the QCAA requires a 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 (See AARA Application – Illness and Misadventure).

Timelines for applications

AARA applications for assignment extensions due to unforeseen illness and misadventure need to be made as soon as possible and not within 48 hours of the task being due. Students and parents/carers must contact the relevant Head of Department and submit the relevant supporting



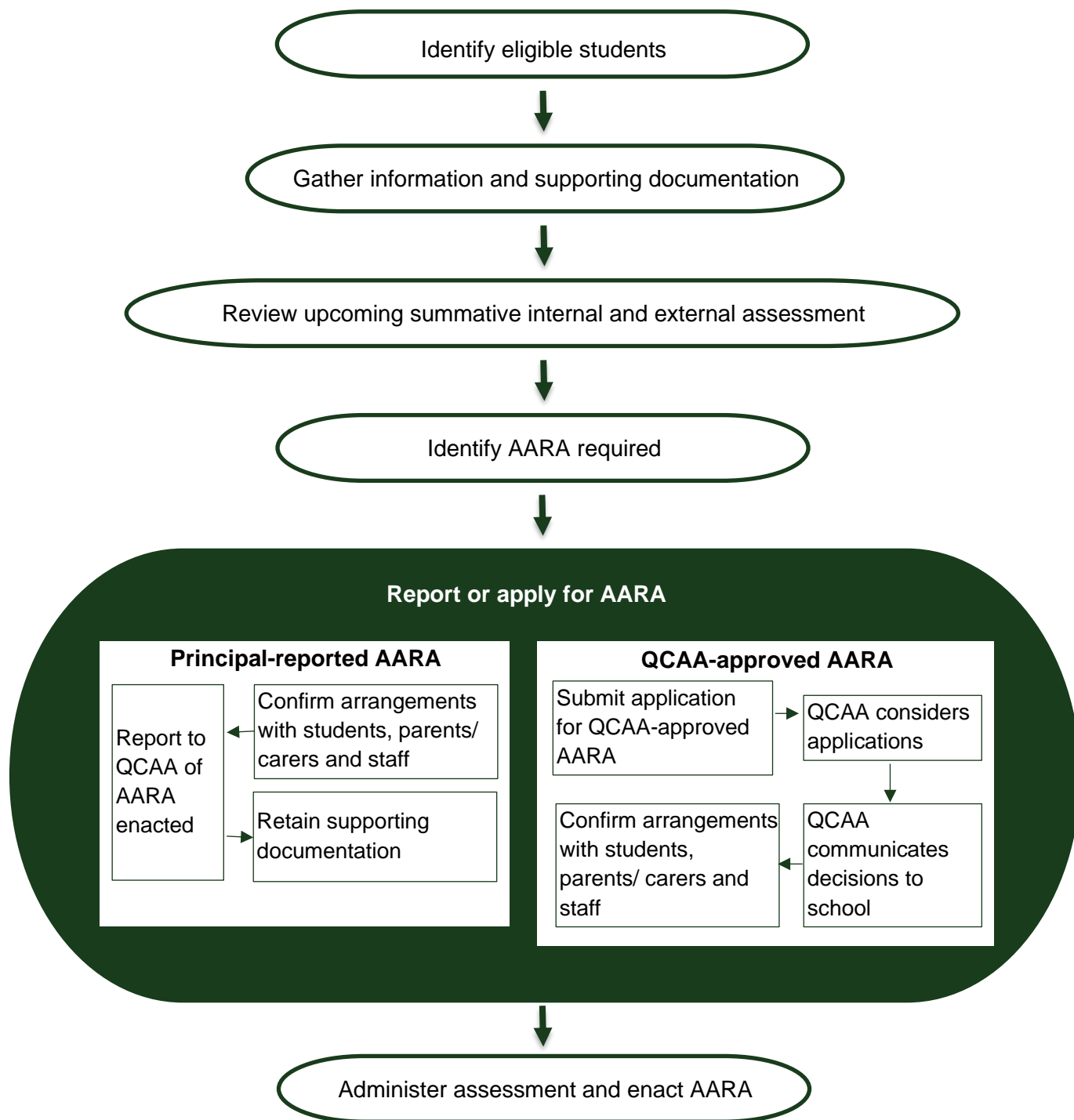


documentation to the Guidance Officer. Students are supported by a drafting and scaffolding process to ensure they are on track for completion by the due date.

Having a medical certificate for the date the assignment is due, does not necessitate an automatic AARA provision due to the availability of digital submission as well as hard copy submission as options. Assessment is due on or before the due date and time (8:30am).



AARA process for summative assessment in Units 3 and 4





English as Additional Language (EALD) Students

Special provisions may be needed to ensure equitable assessment practices and provide EALD learners with the opportunities to demonstrate the extent and depth of their learning. These special provisions only apply to the students flagged as EALD in OneSchool whose main language of proficiency is a language or dialect other than Standard Australian English and who require additional support to be able to participate in and achieve year level curriculum expectations for their age-cohort and/or international students (ISP).

Aboriginal/Torres Strait Islander students from Indigenous communities in which Standard Australian English is not the first language of their local community and still require additional support to achieve year-level curriculum expectations for their year cohort, may also be eligible (please refer to the current year regional EALD list on OneSchool Class Dashboard).

- The EALD teachers will maintain a regional eligible student list on OneSchool Class Dashboard (under the name of the current year regional EALD) enabling teachers to check who is entitled to special consideration provisions if required.
- Eligible Year 7-9 students may use a bilingual dictionary for assessments. They can borrow a bilingual dictionary (Japanese, Vietnamese and Chinese) from our school library or bring their own.
- The EALD teachers and/or the Manager of the International Program will make decisions on the reasonable adjustments permissible on an individual basis for students in Years 7 to 9.
- There are no specific AARA provisions for Year 10, 11 and 12 students (see Ineligibility for AARA).
- EALD teachers and/or the Manager of the International Program will make reasonable adjustments permissible on an individual basis for Year 10 new arrival students who have just finished their intensive language or high school preparation programs and are transitioning to mainstream schooling.





Appendices

Flowcharts

[Flowchart 1: Access Arrangements and Reasonable Adjustments \(AARA\) Application – Years 7 to 9](#)

[Flowchart 2: Access Arrangements and Reasonable Adjustments \(AARA\) Application – Years 10 to 11](#)

[Flowchart 3: Access Arrangements and Reasonable Adjustments \(AARA\) Application – Year 12](#)

[Flowchart 4: Access Arrangements and Reasonable Adjustments \(AARA\) Application – missed exam – Years 7 – 9](#)

[Flowchart 5: Access Arrangements and Reasonable Adjustments \(AARA\) Application – missed exam – Yrs 10- 12](#)

[Flowchart 6: Failure to sit examination on scheduled date](#)

[Flowchart 7: Failure to sit examination on scheduled date – students with AARA provisions](#)

Templates

[Template 1: Access Arrangements and Reasonable Adjustments \(AARA\) Application](#)

[Template 2: Access Arrangements and Reasonable Adjustments \(AARA\) Application – School Statement](#)

[Template 3: Access Arrangements and Reasonable Adjustments \(AARA\) Application – Application Outcome – Internal Assessment](#)

[Template 4: Access Arrangements and Reasonable Adjustments \(AARA\) Application – Confidential medical Statement – Student Absence for an exam – units 1 and 2 only](#)

[Template 5: Authenticity Statement](#)





Flowchart 1: Access Arrangements and Reasonable Adjustments (AARA) Application Years 7 to 9

Note: Students who have a verified disability under the Education Access Program will be captured with AARA provisions determined annually to accommodate any changes.



The student is identified via the EAP process, self-identification, parent/caregiver or school staff and engages with the Junior Secondary Guidance Officer (JSGO). The JSGO provides the necessary documentation that needs to be supplied for an AARA provision to be considered:

- AARA application
- Medical Report letter (medical condition)



Student/parent/caregiver returns the required documentation to the JSGO at least two weeks (long term conditions) or 48 hours prior to assessment. The JSGO consults with relevant staff and reviews the application and supporting documentation.



Decision is made and communicated to student, parent/caregiver and relevant staff via AARA Provisions Approved. If AARA provisions are put in place, these provisions will be recorded in the student's Personalised Learning Plan on OneSchool and/or Support Provisions. If the application does not meet the threshold for AARA provisions, this will be recorded on OneSchool and communicated with the student and parent/caregiver.

NOTE: The JSGO will require updated information regarding short term and temporary injuries on a six monthly basis to ensure relevant AARA provisions are in place. All short term and temporary AARA provisions will have an expiry date. Long term conditions may or may not have expiry dates pending circumstance





Flowchart 2: Access Arrangements and Reasonable Adjustments (AARA) Application Years 10 to 11

Note: Students who have a verified disability under the Education Access Program will be captured with AARA provisions determined annually to accommodate any changes.



The student is identified via the EAP process, self-identification, parent/caregiver or school staff and engages with the Senior Secondary Guidance Officer (SSGO). The SSGO provides the necessary documentation that needs to be supplied for an AARA provision to be considered:

- AARA Application
- Medical Report letter
- School Statement (year 11)



Student/parent/caregiver returns the required documentation to the SSGO. The SSGO/Advocate previews the documentation, and consults with relevant staff. The SSGO/Advocate constructs the School Statement (year 11 only) in light of school observations and any previous AARA provisions.



Decision is made and communicated to student, parent/caregiver and relevant staff via AARA Provisions Approved. If AARA provisions are put in place, these provisions will be recorded in the student's Personalised Learning Plan on OneSchool and/or Support Provisions. If the application does not meet the threshold for AARA provisions, this will be recorded on OneSchool and communicated with the student and parent/caregiver.

NOTE: The SSGO will require updated information regarding short term and temporary injuries on a six monthly basis to ensure relevant AARA provisions are in place. All short term and temporary AARA provisions will have an expiry date. Long term conditions may or may not have an expiry date pending circumstance.





Flowchart 3: Access Arrangements and Reasonable Adjustments (AARA) Application – General Year 12 – units 3 and 4

TIMELINE

Internal Assessment

Existing long term and chronic conditions – applications are due by the end of year 11, for Units 3 + 4.

- For alternative format papers (eg. Braille, large print) applications are due by the end of February.
- For existing long term and chronic conditions – applications are due by week 8, term 1 of year 12 for Unit 4 external exams.
- For short term conditions/temporary injuries that are unlikely to resolve before mid-October, applications are due by the end of week 5, term 3.

The student is identified via the EAP process, self-identification, parent/caregiver or school staff and engages with the Senior Secondary Guidance Officer (SSGO). The SSGO provides the necessary documentation that needs to be supplied for an AARA provision to be considered:

- AARA Application
- Medical Report letter
- School Statement (year 11)

Student/parent/caregiver returns the required documentation to the SSGO/Advocate. The SSGO/Advocate previews the documentation and constructs the School Statement (QCAA document). The SSGO, and relevant staff, review upcoming summative internal and external assessment to support decisions about appropriate AARA

Principal-reported AARA

The SSGO submits notifications of principal-reported AARA, via the QCAA portal. The school retains supporting documentation, saved on OneSchool under Contacts.

QCAA-approved AARA

(Application may also include notification of principal-reported AARA)
The SSGO submits an application, including supporting documentation, via the QCAA Portal, by the timeline specified above. The School retains supporting documentation, saved on OneSchool under Contacts. The QCAA communicates decisions to schools via the QCAA portal

For each student, the school:

- Shares decisions about AARA with students, parents/carers and school staff, as appropriate.
- Administers assessment instruments using AARA.





Flowchart 4: Access Arrangements and Reasonable Adjustments (AARA) Application – missed exam Years 7 to 9

Student is ill and unable to attend an examination.



Parent/carer informs the school of absence and reason. If the parent/caregiver fails to communicate with the school, the teacher must contact the parent/caregiver to learn of the reason for the absence and communicate the process for their student to sit the examination.



The next day the student attends school, to learn of the exam block to sit the missed assessment. The school will inform the parent/caregiver and student of the new examination date and document the alternate assessment date on OneSchool.



The student must attend the scheduled examination in the exam block.



Failure to attend the examination will result alternate evidence to be used to make a grade. If there are no alternate items of evidence an N grade will be awarded. The student will still need to sit the exam to be given feedback, allowing growth and reflection of learning. Failure to complete necessary assessment during the determined timeframe will be seen as refusing to engage with the curriculum.



Document on OneSchool the process of completion under Contacts.





Flowchart 5: Access Arrangements and Reasonable Adjustments (AARA) Application – missed exam Years 10 to 12



NOTE: If the student has AARA provisions that require adjustments, consultation with the GO/HOSE will occur to formulate a plan for support. If the student fails to engage with the alternate exam it will be deemed as failing to engage with the curriculum.





Flowchart 6: Failure to sit examination on scheduled date

To support student engagement with new curriculum and to maintain their learning, CSHS will have catch up exam blocks at the end of the school day.

Student has failed to sit scheduled exam



Teacher is to communicate with parent/caregiver that their student has failed to sit an examination on the scheduled date.

Communication includes:

- Assessment Policy and AARA process
- Procedure for make-up exams
- Engagement Support Teacher and Head of Department are cc'd into the email



Engagement Support Teacher:

- Collates list of students
- Emails parent/caregiver exam rescheduling time and dates
- Sends parent/caregiver SMS text via ID Attend to alert of email

Heads of Department

- Provides Engagement Support Teacher with hard copy exams and instructions
- Ensures Engagement Support Teacher has an accurate list of students for the block exam



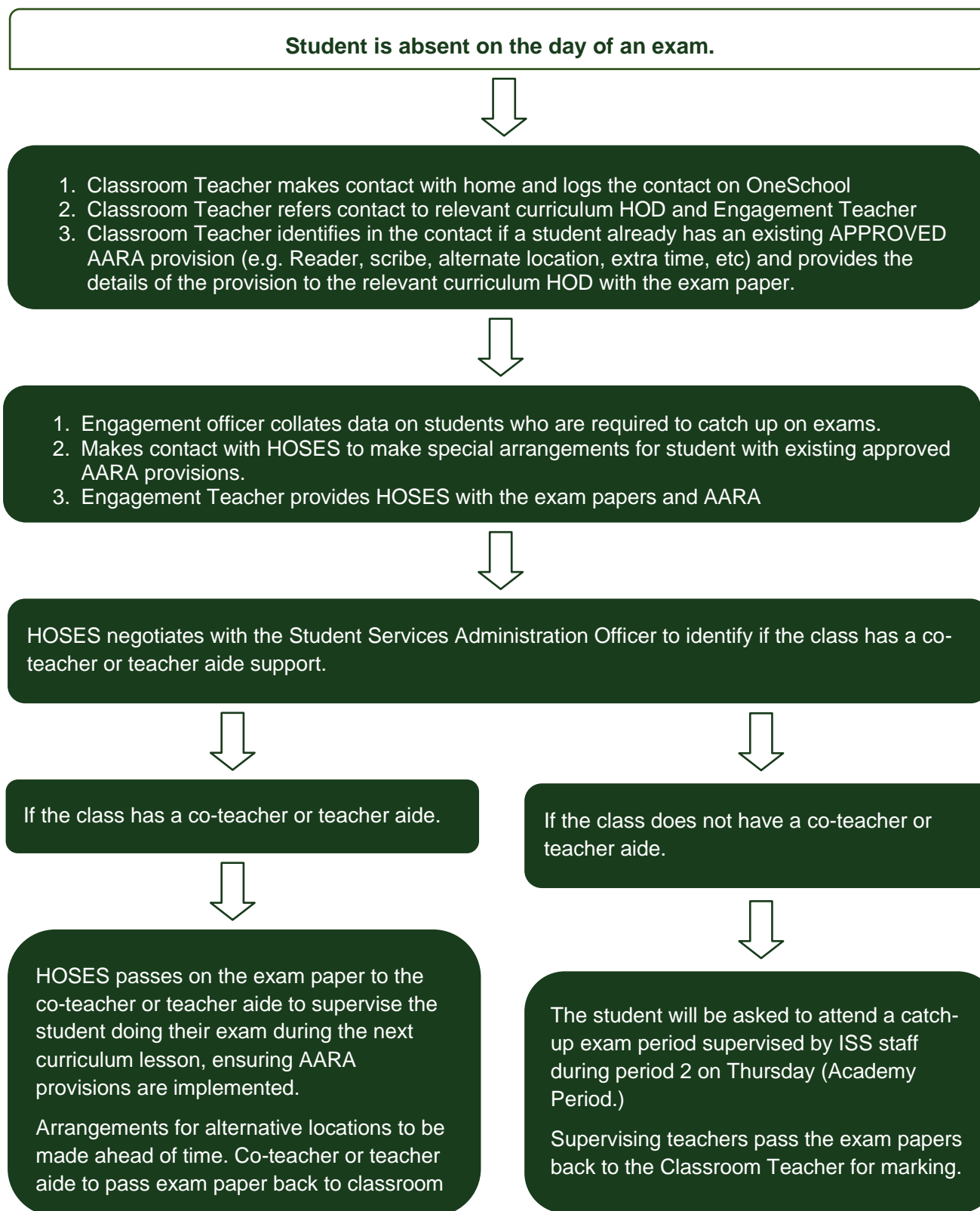
Student sits the exam during the catch up exam block after school.

NOTE: If the student has AARA provisions that require adjustments, consultation with the GO/HOSE will occur to formulate a plan for support. If the student fails to engage with the alternate exam it will be deemed as failing to engage with the curriculum.





Flowchart 7: Failure to sit examination on scheduled date – students with AARA provisions





Template 1: Access Arrangements and Reasonable Adjustments (AARA) Application

A **General Application** is for a short or long-term condition. This includes temporary injuries, mental health conditions, impairment and/or medical conditions, or experience other circumstances that may be a barrier to performing in assessment. For short-term conditions documentation will need to be updated every six months to ensure the appropriate support is being accessed.

An AARA Application for **Illness and Misadventure** is utilised when a student is unable to attend school for internal assessment.

Name:	Year level: 7 8 9 10 11
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Reason for application:

Student statement regarding how your disability, impairment and/or medical condition affects you in assessment (optional).

Supporting documentation attached:

- | | |
|---|--------------------------|
| <ul style="list-style-type: none">• Medical Report | <input type="checkbox"/> |
| <ul style="list-style-type: none">• Other evidence – where the condition is not medical, student need to supply other relevant evidence including:<ul style="list-style-type: none">• Police reports• Official notices | <input type="checkbox"/> |

Signed:	Date:
---------	-------





**Template 2: Access Arrangements and Reasonable Adjustments (AARA) Application
– School Statement**

AARA Application – Confidential School Statement

Name:	Year level: 11
Comment on how the student's disability, impairment and/or medical condition affects their daily functioning in the classroom.	
Describe 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.	
What kind of arrangements has the student used previously at school that help them to be able to complete timed assessment?	
Staff member details	
Name:	
Role:	
Signed:	Date:

