



SARINA STATE
HIGH SCHOOL

2026 ASSESSMENT POLICY

- EMPOWERING LEARNERS
- EMBRACING COMMUNITIES
- FOSTERING SUCCESS

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Assessment Policy

Sarina State High School

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). The framework for the policy is developed from the *QCE and QCIA Policy and Procedures Handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook and applies to Applied, Applied (Essential), General, General (Extension) subjects, Short Courses and Australian Curriculum across all faculties.

Purpose

Sarina State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE (Queensland Certificate of Education).

Principles

Sarina State High School expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting Academic Integrity

Sarina State High School promotes academic integrity by modelling and developing students' understanding and awareness of appropriate academic practices. The following whole-school procedures support this endeavour.

Location and communication of policy

The school assessment policy is located on the school website at <http://sarinashs.eq.edu.au>.

All questions regarding this policy should be directed to the Year Level Deputy Principal through the Administration Office.

To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year and reviewed and updated to meet changing contextual factors, e.g., evolution of technology, including use and evolution of generated AI. Relevant processes will be revisited:

- at enrolment interviews
- during senior education and training (SET) planning
- when the assessment schedule is published
- when each task is handed to students
- in the newsletter and by email in response to phases of the assessment cycle.

Expectations about engaging in learning and assessment
[Section 1.2.4](#)
[Section 2](#)
[Section 8.2.1](#)

Sarina State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.

Student responsibility

Students are expected to:

- engage in the learning for the subject or course of study attending all lessons in a face-to-face manner to ensure the integrity of assessment is maintained
- produce evidence of achievement that is authenticated as their own work
- attend and participate in examinations on the date scheduled by the school
- submit responses to scheduled non-examinations assessment on or before the due date.

To emphasise the importance of sound academic practices, all staff and students must complete the QCAA academic integrity courses.

From 2026, every senior student must complete the QCAA Academic Integrity course in full as a mandatory requirement before a QCE can be issued.

Due dates
[Section 8.2.1](#)
[Section 8.2.7](#)

School responsibility

Sarina State High School is required to adhere to the QCAA policies for gathering evidence of student achievement on or before the due date.

Due dates for final responses, checkpoints and drafts for non-examinations are published in the assessment schedule.

Students and families must ensure that students are in attendance for all examinations and all non-examination assessment is submitted. Family holidays and personal events cannot be used as a reason to re-schedule assessment, and examinations cannot be completed before or after the scheduled school date.

This schedule is emailed to students and families and is available via QParents by the end of week 3 each semester.

Queries regarding assessment due dates should be directed to class teachers in the

first instance, and then to the subject Head of Department.

The assessment schedule will:

- align with syllabus requirements
- provide due dates (plus draft dates) for all examinations and non-examinations for every internal assessment instrument for the full year, and every term. These due dates apply to all Year 11 and 12 General and Applied subjects plus VET courses.
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated each semester
- consider allocation of workload.

Student responsibility

Students are responsible for:

- familiarise themselves with the published assessment dates for examinations and non-examinations
- recording due dates (diaries, electronic calendars etc.)
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have concerns about assessment load and meeting due dates
- ensure all work submitted is their own work and meets the guidelines for academic integrity (this includes attending all class lessons so that teachers can verify the process of student planning and drafting towards assessment completion).

As students are notified of exams at the start of the semester, they must:

- avoid all appointments that clash with these dates,
- organize all non-urgent and/or personal appointments after school.

Students risk losing QCE points (and potentially QCE eligibility) when they do not have an approved AARA, and fail to:

- meet assessment submission deadlines and/or,
- sit a scheduled examination on the scheduled due date.

The school deadline for the submission of non-examinations (i.e. assignments and projects) is 12.00 midnight.

The school deadline for the submission of examinations is the time scheduled for the examination.

Examinations cannot be re-scheduled to accommodate family holidays, driving tests, work experience or other events that fail to meet the QCAA requirements for an adjustment.

In cases where students are unable to meet a due date, they will:

- Complete an AARA Application, available from the Administration Office OR the school website, <http://sarinashs.eq.edu.au>. This form is to be submitted to the **Year Level Deputy Principal (Short Term)** OR **Head of Department Student Services (Long Term)** with the **necessary documentation**, e.g. Medical Certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

	All final decisions are at the Principal's discretion. Refer to AARA information below.
Submitting, collecting and storing assessment information Section 9	<p>Assessment instruments will provide information about Sarina State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and, where appropriate, via the school's academic integrity software (Turnitin - Year 11 and 12). The total submission must be submitted/presented in full by 12 midnight on the due date.</p> <p>Students are responsible for backing up information. Technology failure will not be considered a valid reason for lack of submission of assessment. Incomplete submission of assessment may result in draft work or existing evidence being used to determine a result.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Sarina State High School's Staff Handbook.</p>
Appropriate materials Section 8.2.2	Sarina State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Ensuring Academic Integrity

Sarina State High School has procedures to ensure that there is consistent application of the assessment policy, and that staff and students optimize opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and Procedures
Scaffolding Section 8.2.3	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>

<p>Checkpoints Section 8</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on assessment instruments • enable student progress to be monitored • be used to establish student authorship • verify academic integrity. <p>Students must work on assessment during designated class lessons and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use the class lessons and checkpoints to identify and support students to complete their assessment and to:</p> <ul style="list-style-type: none"> • implement support strategies connected to the relevant criteria • contact parents/carers, and • work with the subject HOD to support student achievement. <p>Classroom Teachers will contact Heads of Departments and Parents/Carers within 24 hours if checkpoints are not met. All contacts are to be recorded in OneSchool and ensure Parents/Carers are aware that the student is at risk of achieving a Not Rated (NR).</p>
<p>Drafting Section 8.2.5</p>	<p>Drafting is a preliminary version of an assessment response and is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece or a product in development. Drafts might be used as evidence of student achievement where students fail to meet final submission deadlines. For this reason, it is vital that all drafts are a complete attempt at assessment and meet all aspects, including word length and referencing.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. <p>A copy of the feedback will be stored with a hard/digital copy of the draft in the student's folio.</p> <p>Parents/Carers and students will be notified by email/phone about non-submission of drafts and the processes to be followed.</p>

Managing response length

[Section 8.2.6](#)

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints.

After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will either:

- mark only the work up to the required length, excluding evidence over the prescribed limit

or

- allow a student to redact their response to meet the required length, **before a judgment is made on the student work**

and

- **annotate** any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Determining word length and page count of a written response

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) • abbreviations, including initialisms (e.g. LPG), units of measurement (e.g. kg, m), and chemical formulas (e.g. KOH, HCl) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • visual elements associated with the written responses* • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography/reference list • appendixes† • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography/reference list • appendixes† • blank pages

* For example, by-lines, banners, captions and call-outs that are the visual elements of written genres suitable for a print or online publication, such as a literary article, blog, essay or column.

† Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Elements to be included in or excluded from the duration of a non-written response are provided in the following table.

Determining length of a non-written response

	Response length — duration	Notes
Inclusions	<ul style="list-style-type: none"> any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation 	See 'After assessment is submitted'
Exclusions	<ul style="list-style-type: none"> extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up. 	The exclusions for written responses do not apply as they are not relevant to a timed response.

Authenticating student responses

[Section 8.2.8](#)

Sarina State High School is a face-to-face learning institution and students are expected to work in every class lesson rather at home than via online modalities to ensure teachers can consistently verify that authenticity of student responses.

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as the student's own work. For this reason, students must attend all class lessons and fully participate by undertaking all planning, drafting in these allocated lessons.

Sarina State High School also uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. The school use Turnitin as a plagiarism and an AI detection tool.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. This will involve subject HODs and class teachers identifying the sections of assessment that can verified as the student's own work because students have been observed by teachers completing the work in lessons. Class teachers will base judgments on these aspects only.

Where student work cannot be authenticated and/or AI tools have been used, the subject HOD will action Sarina State High School Code of Conduct and other consequences to manage the misconduct.

Access arrangements and reasonable adjustments, including illness and misadventure (AARA)

[Section 6](#)

Sarina State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school 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.

The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook.

The school Principal manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in [Section 6.4.5](#)) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate.

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 examination instructions

- timetable clashes
- matters of the student's or parent's/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.

Note: the above principles apply to all AARA applications across Year 11 and 12.

Note: There are very strict requirements for assessment conditions in Years 11 and 12 and the school applies the policies of the QCAA strictly to ensure there is transparency, consistency and equity in decision-making.

- Parents and carers are strongly encouraged to use the QCAA medical report template to ensure that sufficient evidence on the functional impact is detailed to enable the school to be reasonably satisfied the need for AARA exists.
- Medical certificates stating 'unfit for duty' are not sufficient to allow the school to make this determination. Medical Certificates should clearly describe the severity of the illness and how it is having an adverse impact on the completion of assessment.
- Documentation must be provided by a medical practitioner who is not a relative of the student or a friend of the family.
- It is expected that students are in attendance for examinations and only applications that demonstrate a direct functional impact on the student's ability to attend and participate in an examination can be approved.
- Examinations **cannot** be rescheduled to accommodate family holidays, work experience or personal events.

There is no guarantee an application for AARA will be approved at a school or QCAA level. Students and families should make every effort to fulfil assessment requirements and only in extreme circumstances, submit applications for **Short Term AARA – extension or comparable assessment**.

Applications for AARA

Sarina State High School offers 2 types of AARA's:

- Short Term AARA – extension or comparable assessment
- Long Term AARA – disability or impairment/and or medical condition

Long Term AARA – disability or impairment/and or medical condition

Students whose ability to participate in an assessment is adversely affected by a disability or impairment or medical condition may be eligible for AARA (Access Arrangements and/or Reasonable Adjustments). These applications are managed by the Head of Department Student Services.

These barriers fall into broad categories:

- Long-term and chronic conditions
- Mental health conditions, such as anxiety and depression

Disability:

- cognitive
- physical
- sensory

- social/emotional

The types of AARA possible depend on a student's individual circumstances and the assessment task.

- alternative exam conditions, e.g. extra time, rest breaks and/or separate seating
- alternative-format papers, e.g. A4 to A3 enlargement, black-and-white materials
- assistive technology, e.g. screen reader, speech recognition, magnification
- a reader and/or scribe

The following process applies to these applications:

- complete a Long Term AARA form.
- relevant supporting documentation are provided to the school, and as far in advance as possible to meet published QCAA timelines.
- documentation reviewed and applications made to assess the functional impact on a student's access to assessment for some or all subjects.
- submission to the QCAA for approval.

The QCAA communicates decisions via the QCAA Portal. All subject HODs have access to the QCAA AARA tile to periodically review the reasonable adjustments that have been approved and need to be implemented in assessment. Once approved subject HODs will work with students, families and teachers to action the adjustments.

Short Term AARA - extension or comparable assessment

Students whose ability to attend or participate in assessment is adversely affected by an unforeseen illness or an unexpected event may be eligible for access and/or reasonable adjustments via the **Short Term AARA – extension or comparable assessment application** process.

When approving **Short Term AARA – extension or comparable assessment** applications the school must be:

- reasonably satisfied the need for AARA exists
- able to use evidence to justify the decision.

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event, may be eligible if:

- the medical condition has an adverse impact on the participation or completion of assessment,
- the event is unforeseen and beyond the student's control (eg death of a family member),
- it is not of the student's own choosing or that of their parents/carers (eg family holiday, driving tests, misreading an exam timetable, work experience)
- it has an adverse effect on the student's ability to attend or participate in assessment (i.e. has a functional impact)

AARA – extension or comparable assessment generally has a time limit and cannot extend for months at a time or excuse students from completing examinations or non-examinations.

The following documents must be submitted before an **AARA – extension or comparable assessment** adjustment can be considered.

- **Short Term AARA – extension or comparable assessment application**

- Medical Certificate which includes the following:
 - details of the illness, condition or event (including details of a diagnosis, where applicable)
 - date of diagnosis, onset or occurrence
 - treatment or course of action related to the condition or event, as relevant
- Other evidence if the AARA request is not illness – such as funeral notice, police report, official notice connected with the event, statutory declaration.

Short Term AARA – extension or comparable assessment applies to final submission deadlines for non examinations and scheduled examinations only. NB: extensions to non-examinations will consider when the functional impact to the students' ability to participate or complete occurred as students receive class time to work on non-examinations. Teachers and submit HODs make decisions about extensions to checkpoints and draft deadlines.

Short Term AARA – extension or comparable assessment may vary from subject to subject, depending on assessment requirements, and the timing and context of the task and the nature of the illness or misadventure and the evidence provided to the school.

If approved, a revised deadline will be provided by the Year Level Deputy Principal.

For examinations, the subject HOD will organise the development of a comparable instrument. The Year Level Deputy Principal will arrange for the student to undertake the assessment, including supervision of the examination.

The HOD Student Services will formalise the application in the QCAA portal.

If not approved, the Year Level Deputy Principal will discuss the decision with the student and parent/carer.

External course participants or extra-curricular activities (including school sport)

Students attending TAFE, MEC, school-based apprenticeships or traineeships, school sport or extracurricular activities are expected to attend school assessment as the school is the main learning provider. Students are expected to make appropriate arrangements with external providers or manage their extra-curricular involvement to complete assessment where a clash exists.

The QCAA advises 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 their school's EA coordinator (see Section [10.1: External assessment roles and responsibilities](#)). An illness and misadventure application should be submitted for students who:

- are unable to attend or attempt an external assessment due to illness or misadventure
- attend and complete external assessment and consider their performance was significantly and adversely affected by illness or misadventure
- begin external assessment but are forced to abandon it due to illness or misadventure.

A student who is able to attend the external assessment but becomes ill

	<p>during the assessment should inform the external assessment supervisor of their illness as soon as practicable. This may be before, during or immediately after the external assessment session. If illness, or other circumstances beyond a student's control, occur in the lead-up to, or during, the external assessment schedule and affect a student's performance in an external assessment, it may be appropriate to submit an application for illness and misadventure.</p> <p>Supporting documentation</p> <p>To make an informed decision about an illness and misadventure application for medical reasons, the QCAA requires a report from an independent health professional that includes:</p> <ul style="list-style-type: none"> • details of the illness, condition or event (including details of a diagnosis, where applicable) • date of diagnosis, onset or occurrence • treatment or course of action related to the condition or event, as relevant • explanation of the probable effect of the illness, condition or event on the student's participation in the assessment. <p>QCAA external examinations – illness and misadventure</p> <p>For the QCAA external examinations the HOD Student Services will:</p> <ul style="list-style-type: none"> • liaise with students and parents/carers in the event there is an application for illness and misadventure, and • complete the online application and submit supporting documentation to meet QCAA deadlines.
<p>Managing non-submission of assessment by the due date</p> <p>Section 8.2.7</p> <p>Section 11.1.4</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to a non-examination, teachers must adhere to the following policy:</p> <ul style="list-style-type: none"> • use the work available on or before the due date (ie checkpoint and/or draft, project completed to date) and make judgments linked to the relevant ISMG. • draft submissions MUST reflect mandatory specifications for the non-examination e.g. in General English, if an assessment instrument specifies a speech, then the draft must also require that the student submits a speech. • if no evidence is available, a Not-Rated (NR) will be assigned. • determine a result for a student at reporting junctures based on an 'on balance' judgment using the reporting standards in the syllabus (NOT marks or raw scores). • ongoing and proactive intervention by teachers and subject HODs is required throughout the assessment cycle to ensure that evidence is available at key junctures to assign marks. <p>Subject HODs are expected to explicitly review all Year 11 and 12 student attendance and progress through each stage of the assessment cycle (distribution of assessment, checkpoint/s, draft and final submission) and ensure that all absence and/or participation to ensure students are progressively working on assessment.</p> <p>Where evidence of student achievement is insufficient for the given unit, 'Not Rated' (NR) must be entered in the Student Management System (SMS).</p>

	<p>It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.</p> <p>Students who receive a 'Not Rated' on a single piece of assessment may also receive a 'Not Rated' for their semester credit. The implication(s) of this for students in Years 11 and 12 could include impact QCE eligibility or ATAR eligibility.</p> <p>Subsequent tertiary study could also be jeopardised. It is essential for a student having trouble with a piece of assessment, to approach the class teacher for support before the due date.</p> <p>Students who do not meet subject requirements will be supported by class teachers and subject HODs.</p>
<p>Internal quality assurance processes Section 9</p>	<p>Sarina State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. <p>Subject HODs supervise teachers to implement the full assessment program:</p> <ul style="list-style-type: none"> • planning assessment instruments, and • monitoring assessment stages – teaching, drafting, final submission, marking and moderation practices, reporting (including data submission and checks). <p>Teachers and subject HODs should carefully plan the due dates for all assessment taking account of QCAA and school deadlines on the school calendar. There should be sufficient time between the submission of a draft and a final copy to allow students to receive feedback before the final assessment deadline.</p> <p>Subject HODs supervise teachers to ensure the following:</p> <ul style="list-style-type: none"> • every due date for every assessment instrument for the semester is outlined to students in the first lesson of the semester, provided to parents/carers and revisited at key junctures each term. • proactive communication with students and families to ensure attendance at examinations as scheduled. • teachers use the qualities in student scripts to make an appropriate match to the relevant descriptors in the ISMG. • moderation meetings are undertaken where teachers review a range of samples of student work to ensure the judgments of all teachers is appropriately matched to the correct ISMG descriptor and there is consistency of teacher judgments across the cohort. • moderation occurs within the school's community of practice only and student work samples are not emailed or provided in any format to a person or persons outside of the school unless as part of QCAA Confirmation or VET Validation. • student results, the script with annotations, and the highlighted ISMG must be returned by class teachers to students within 2 weeks of the assessment submission deadline (only confirmed results for General subjects). • feedback on strengths, limitations and areas of improvement is provided to every student to allow them an opportunity to improve their knowledge, skills and marks. • teachers do not communicate results until the Confirmation process is finished (General subjects – Units 3 - 4 only) and result decisions are

	<p>published in the QCAA Portal.</p> <ul style="list-style-type: none"> • only reporting standards (not raw marks) are used to determine a report result or the Satisfactory or Unsatisfactory result for upload in Student Management. • QCAA spreadsheets are accurately completed, reconciling student enrolment and result data matched with ISMGs. <p>Note:</p> <ul style="list-style-type: none"> • All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. • Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
<p>Review Section 11.1</p>	<p>Sarina State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects and Short Courses is equitable and appropriate for the local context.</p>

External Assessment Administration

[QCE and QCIA policy and procedures handbook](#)

Policy and procedures

External assessment is developed by the QCAA for all General and General (Extension) subjects
[Section 10](#)

See also: *External assessment — administration guide* (provided to schools each year)

See the *QCE and QCIA policy and procedures handbook* ([Section 10](#)) and follow the *External assessment — administration guide* for processes, roles and responsibilities of the EA coordinator, teachers and students.

Managing Academic Misconduct

Fairness in academic performance is valued highly at Sarina State High School. Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Cheating, collusion, copying, disclosing or receiving information about an assessment or fabricating information used for assessment, impersonating another student, examination misconduct and plagiarism are some examples that constitute misconduct. Any practice that enables advantage over another will be managed seriously.

Sarina State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning.

Students must be in attendance for all lessons to ensure that teachers can consistently confirm the authenticity of their work and to avoid any allegations or perceived issues of academic misconduct. As a face-to-face school, students cannot work from home using digital platforms or avoid completing assessment obligations during lesson time because teachers must verify all work that is completed, and assessment is generated by the student.

Teachers must collect evidence of student work at each stage of the assessment cycle – checkpoint, draft and final submission. In the case of practical subjects, teachers should take photographs and use other subject HOD-sanctioned processes to maintain academic integrity and evidence of student progress. In the event a student is alleged to have falsely present work as their own, evidence collected in the assessment cycle will be used to determine what is the student’s work and how judgements will be applied.

All senior students must complete the QCAA Academic Integrity Course to understand the importance of fulfilling their responsibilities. From 2026, a QCE will not be awarded to students who have not completed the QCAA Academic Integrity Course in full.

Subject HODs have a role in monitoring where students are progressing throughout an assessment cycle. This includes ensuring relevant evidence is collected at the checkpoint, and draft stages and a there is an ongoing focus on continuous improvement through feedback on drafts and results, including the provision of annotated scripts and the ISMG.

Subject HODs are responsible for managing all aspects of academic misconduct, including working with teachers to mitigate and proactively manage these at a class level. In the event academic misconduct occurs,

the subject HOD will manage the consequence from an academic perspective as well as a behavioural one.

Refer to the table on the following pages for examples of academic misconduct.

Use of Artificial Intelligence

If generative AI (Artificial Intelligence) is used to help generate ideas or plan processes, an acknowledgement of how the tool has been used must be included in your assessment submission.

Students must provide a description of the AI tool used, what they did and the date accessed.

Unless explicitly indicated as permissible in the assessment instrument use of AI to complete assessment is prohibited. The use of AI without attribution and/or contrary to the direction of teachers, is considered a form of plagiarism/contract cheating and will be considered academic misconduct. This must occur even if AI generated content is not used in the assignment. Artificial Intelligence includes, but not limited to:

- Open AI
- Grammarly
- Chat GPT
- Microsoft Copilot
- Humanizer

Any permissible use must be attributed using correct conventions.

References should provide clear and accurate information for each source and should identify where they have been used in the submitted work. AI does not reference where materials are drawn from and as such this reference serves only to be transparent about the use of the tool. It does not satisfy individual subject requirements for any specific types of sources nor the manner in which they are expected to be referenced.

Examples of misconduct	
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on their body, clothing or any object brought into an assessment room • communicates with any person or tool other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.

Disclosing or receiving information about an assessment	<p>A student or other person:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. <p>This includes incorporation of false or misleading information from the use of generative AI and providing information and/or references that are not factual.</p>
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment • completes a response to an assessment in place of another student. <p>This includes use of generated AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio visual and audio visual assessment responses.</p>
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work or creates work using generative AI tools without attribution (this includes text, audio or audio-visual material, figures, tables, design, images, information or ideas). Please refer to the section above regarding AI – unattributed use of AI will be considered plagiarism.</p> <p>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</p>
Self-plagiarism	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.
Use of Artificial Intelligence	A student uses Artificial Intelligence programs such as AI Chatbox, ChatGTP to complete part or all of a response.

Procedures for managing academic misconduct	
Authorship issues	When authorship of student work cannot be established or a response is not entirely a student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.
All academic misconduct	<p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date. Teacher should ensure they fulfil these requirements consistently in lessons.</p> <p>Subject HODs will work with class teachers to review the work that is verified as the</p>

	<p>students. They will make decisions based on evidence from teachers and students about work that can be verified and allow for that component of the assessment instrument to be marked.</p> <p>Subject HODs will clearly identify on the script what is verified as the student's work and being marked against the ISMG and what is not.</p>
Academic misconduct during examinations	<p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.1.2 and Section 8.2.1). Where appropriate, the year level Deputy Principal will apply consequences according to the Student Code of Conduct after investigating the alleged misconduct.</p>

External Assessment Administration

	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p> <p>Section 10</p>	<p>See the QCE and QCIA policy and procedures handbook (Section 10) and follow the External assessment — administration guide for processes, roles and responsibilities of the EA coordinator, teachers and students.</p>
<p>Academic misconduct</p>	<p>Sarina State High School implements the QCAA's Directions for Administration (DFA) throughout the external assessment operation. There is strict compliance with the DFA to ensure the security of the papers is always upheld, and academic integrity is maintained throughout.</p> <p>For every exam, students must adhere to the required equipment and prohibited items specifications to ensure that only permitted material is available in the examination rooms. These processes are monitored before students enter the examination room and throughout the full exam period. Table arrangements reflect the distances as detailed in the DFA and every student must take care to ensure they do not cheat or enable another person to cheat from them.</p> <p>All incidents, regardless of how minor are reported to the QCAA for investigation through the processes outlined. If academic misconduct is found to have occurred, a student risks having their results withheld and may have jeopardise their QCE and ATAR eligibility.</p>

Related school policy and procedures

Refer to other school policies as appropriate:

- Sarina State High School Student Code of Conduct
- Sarina High School VET Handbook (Staff and Students)
- Sarina State High School ICT Responsible use Guidelines
- Internal Moderation Policy (including school procedures for endorsement and confirmation)
- Staff Handbook
- Sarina State High School Curriculum Plan
- QCAA, QCE and QCIA Policies and Procedures Handbook.

Assessment technique	Purpose
Examination	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
Extended response	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
Investigation	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
Performance	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
Project	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.
Collection of work (Applied only)	A collection of work assesses a response to a series of tasks relating to a single topic in a module of work. The student response consists of a collection of at least three assessable components provided at different times and may be demonstrated in different circumstances and places.
Practical demonstration (Applied only)	A practical demonstration assesses the practical application of a specific set of teacher identified production skills and procedures. Responses are completed individually and in a set timeframe.

Sarina State High School
Short Term AARA Application
 (extension or comparable assessment)

**How to use this form:**

Step 1	Step 2
<ul style="list-style-type: none"> Complete form Attach necessary evidence 	<ul style="list-style-type: none"> Email completed form and evidence to specialprovisions@sarinashs.eq.edu.au <p>Note: in the subject line of the email: AARA Request - Student Name – Year Level</p> <ul style="list-style-type: none"> Alternatively, you can submit your application in person by printing your form and deliver it along with any supporting evidence to the Administration Office at Sarina State High School.

Date of Application:			
Student Name:		Year Level:	
Student Email:			
Parent/Carer Name:			
Parent/Carer Email:			

Reason for Application:

AARA Category (Please Select)	Required Evidence
<input type="checkbox"/> Bereavement	Parent/Carer note outlining special circumstances
<input type="checkbox"/> Illness	Medical Certificate
<input type="checkbox"/> Misadventure (unavoidable incident)	Parent/Carer note outlining special circumstances
<input type="checkbox"/> Representative Sport (Year 7 – 10 only)	Confirmation of participation in sporting event
<input type="checkbox"/> Social/Emotional	Medical Certificate
<input type="checkbox"/> School Activity (approved excursion) (Year 7 – 10 only)	Confirmation of participation
<input type="checkbox"/> Sorry/Sad Business	Confirmation from CEC

Students are NOT eligible for AARA on the following grounds:

- Unfamiliarity with the English language
- Matters that the student could have avoided (misunderstanding exam instructions, misreading due dates or exam timetables, not saving work properly, failing to keep electronic back-ups of work)
- Teacher absence or other teacher-related issues
- Matters of the student's or parent's/carer's own choosing (family holiday, non-urgent medical appointments, driving tests, work experience)
- Matters that the school, student or family could have avoided

Note: the above principles apply to all AARA applications across Year 11 and 12 as per QCAA Policy & Procedures.

Parent/Carer Signature: _____

For Office Use Only

Year 7 – 10	Year 11 – 12
<input type="checkbox"/> Notification Email Sent <input type="checkbox"/> Parent/Carer <input type="checkbox"/> Student <input type="checkbox"/> Teacher <input type="checkbox"/> Curriculum Head of Department	<input type="checkbox"/> Notification Email Sent <input type="checkbox"/> Parent/Carer <input type="checkbox"/> Student <input type="checkbox"/> Teacher <input type="checkbox"/> Curriculum Head of Department
<input type="checkbox"/> Record of Contact OneSchool (Application Form/Email)	<input type="checkbox"/> Record of Contact OneSchool (Application Form/Email)
<input type="checkbox"/> Filed Student Records	<input type="checkbox"/> Unit 1 <input type="checkbox"/> Unit 2 <input type="checkbox"/> Unit 3 <input type="checkbox"/> Unit 4 <input type="checkbox"/> Application submitted QCAA Portal (NICHSA) <input type="checkbox"/> QCAA Application Report <input type="checkbox"/> Filed Student Records

Subject	Teacher	Assessment Task Exam/Assignment/Presentation (Please State)	Original Due Date	Approval Revised Due Dates (Office Use Only)
Eg. English	Mrs Nicholls	Assignment	Draft: 2/02/26 Final Copy: 13/02/26 Exam: _____ Presentation: _____	<input type="checkbox"/> Draft _____ <input type="checkbox"/> Final Copy _____ <input type="checkbox"/> Exam _____ <input type="checkbox"/> Presentation _____ <input type="checkbox"/> Location _____
			Draft: _____ Final Copy: _____ Exam: _____ Presentation: _____	<input type="checkbox"/> Draft _____ <input type="checkbox"/> Final Copy _____ <input type="checkbox"/> Exam _____ <input type="checkbox"/> Presentation _____ <input type="checkbox"/> Location _____
			Draft: _____ Final Copy: _____ Exam: _____ Presentation: _____	<input type="checkbox"/> Draft _____ <input type="checkbox"/> Final Copy _____ <input type="checkbox"/> Exam _____ <input type="checkbox"/> Presentation _____ <input type="checkbox"/> Location _____
			Draft: _____ Final Copy: _____ Exam: _____ Presentation: _____	<input type="checkbox"/> Draft _____ <input type="checkbox"/> Final Copy _____ <input type="checkbox"/> Exam _____ <input type="checkbox"/> Presentation _____ <input type="checkbox"/> Location _____
			Draft: _____ Final Copy: _____ Exam: _____ Presentation: _____	<input type="checkbox"/> Draft _____ <input type="checkbox"/> Final Copy _____ <input type="checkbox"/> Exam _____ <input type="checkbox"/> Presentation _____ <input type="checkbox"/> Location _____

Outcome of Application:	<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved
Deputy Principal Signature:		Date:

**Approved application provided to relevant Curriculum HOD/Teacher/Parent/Carer/Student.
Teacher attaches application to assessment submission.**

Sarina State High School Long Term AARA Application



How to use this form:

Step 1	Step 2
<ul style="list-style-type: none"> Complete form Attach necessary evidence 	<ul style="list-style-type: none"> Email completed form and evidence to specialprovisions@sarinashs.eq.edu.au <p>Note: in the subject line of the email: AARA Request – Student Name – Year Level</p> <ul style="list-style-type: none"> Alternatively, you can submit your application in person by printing your form and deliver it along with any supporting evidence to the Administration Office at Sarina State High School.

Date of Application:			
Student Name:		Year Level:	
Student Email:			
Parent/Carer Name:			
Parent/Carer Email:			

Which AARA Category do you wish to apply for?

AARA Category	Documentation Required ** Please see over page for documentation required **	Document Provided
Cognitive (eg: Intellectual Disability; Learning Disorder)	<ul style="list-style-type: none"> Medical Report School Statement 	YES/NO
Physical (eg: Long term physical injury, or disability)	<ul style="list-style-type: none"> Medical Report OR Verification of Diagnosis Covering Unit 3 and 4 Assessment School Statement 	YES/NO
Sensory (eg: Autistic Spectrum Disorders)	<ul style="list-style-type: none"> Medical Report OR Verification of Diagnosis Covering Unit 3 and 4 Assessment School Statement 	YES/NO
Social/Emotional (eg: Anxiety, depression)	<ul style="list-style-type: none"> Medical Report OR Verification or Diagnosis Covering Unit 3 and 4 Assessment School Statement 	YES/NO
Illness and/or Misadventure (eg: Sickness, injury, accident, unexpected event)	<ul style="list-style-type: none"> Medical Report OR Supporting Documentation (Other) <p>External assessment ONLY</p>	YES/NO
Please briefly describe the situation and how it is impacting your student's learning:		

Parent/Carer Signature: _____

For Office Use Only

Year 7 – 10	Year 11 – 12
<input type="checkbox"/> Notification Email Sent <input type="checkbox"/> Parent/Carer <input type="checkbox"/> Student <input type="checkbox"/> Teacher <input type="checkbox"/> Curriculum Head of Department	<input type="checkbox"/> Notification Email Sent <input type="checkbox"/> Parent/Carer <input type="checkbox"/> Student <input type="checkbox"/> Teacher <input type="checkbox"/> Curriculum Head of Department
<input type="checkbox"/> Record of Contact OneSchool (Application Form/Email)	<input type="checkbox"/> Record of Contact OneSchool (Application Form/Email)
<input type="checkbox"/> Filed student records	<input type="checkbox"/> Unit 1 <input type="checkbox"/> Unit 2 <input type="checkbox"/> Unit 3 <input type="checkbox"/> Unit 4 <input type="checkbox"/> Application submitted QCAA Portal (NICHSA) <input type="checkbox"/> QCAA Application Report <input type="checkbox"/> Support Provisions OneSchool <input type="checkbox"/> Filed Student Records

Reasonable Adjustments

Student: _____

This section will be completed by a school staff member and will outline the reasonable adjustments to be made available for this student.

QCAA Inclusive Strategy	Adjustment Areas	Tick/Highlight the Adjustment					
Timing	<input type="checkbox"/> Rest breaks (5 mins per ½ hour)	<input type="checkbox"/> Exam time (5 min per ½ hour)		<input type="checkbox"/> Health management (e.g. diabetes checks, medication, toileting, food and drink)			
Scheduling	<input type="checkbox"/> Number of sessions	<input type="checkbox"/> Breaking assessment into sections on the same day					
	<input type="checkbox"/> Leave	<input type="checkbox"/> Change of day/time for assessment due to illness/misadventure		<input type="checkbox"/> Extra sessions required for reading and text processing			
Setting	<input type="checkbox"/> Variation to seating	<input type="checkbox"/> Same Room - out of order Location - _____		<input type="checkbox"/> Small Group Supervision	<input type="checkbox"/> Own room		
Alternate Format	<input type="checkbox"/> Format of text	<input type="checkbox"/> Braille	<input type="checkbox"/> Colour	<input type="checkbox"/> Less text on the page	<input type="checkbox"/> Digitised text	<input type="checkbox"/> Audio text	<input type="checkbox"/> Font size, front type or bold text
		<input type="checkbox"/> Large print	<input type="checkbox"/> B&W paper	<input type="checkbox"/> Double spacing		<input type="checkbox"/> Pen reader	
Assistance	<input type="checkbox"/> Assistance <input type="checkbox"/> Support and reassurance <input type="checkbox"/> Manipulation of materials	<input type="checkbox"/> Cues & Prompts <input type="checkbox"/> Directions <input type="checkbox"/> Rephrasing of instructions	<input type="checkbox"/> Individual Instructions – written or verbal		<input type="checkbox"/> Reader (Adult) <input type="checkbox"/> Scribe (cannot be the teacher)		
Assistive Technology	<input type="checkbox"/> Computer or word processor (spellcheck and grammar turned off)	<input type="checkbox"/> Voice to text		<input type="checkbox"/> Recording device used/teacher only (limited audience)		<input type="checkbox"/> Adaptive tools/pencil grip	
		<input type="checkbox"/> Specialised equipment & resources		<input type="checkbox"/> Communication device/assistive technology		<input type="checkbox"/> Braille machine	<input type="checkbox"/> Talking calculator

Access Arrangements and Reasonable Adjustments (AARA)

Applications for AARA

Sarina State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school 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.

The school follows the process as outlined in the QCE and QCIA Policy and Procedures Handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/qcia-handbook>. **Long Term AARA applications (see below) are submitted to the Head of Department – Student Services for consideration by the Principal.**

All AARA applications must be accompanied by the relevant **supporting documentation** (*outlined below and in Section 6.5 of the QCE and QCIA policy and procedures handbook*) and made as far as possible to meet the QCAA timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their Delegate.

Students are NOT eligible for AARA on the following grounds:

- Unfamiliarity with the English language
- Teacher absence or other teacher-related issues
- Matters that the student could have avoided (such as technology issues)
- Matters of the student's or parent's/carer's own choosing (such as holidays or sporting events)
- Matters that the school could have avoided.

Supporting Documentation

Please note: supporting documentation must be included with you AARA application for consideration of submission as per QCAA guidelines.

Medical Report

To make an informed decision about an AARA 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 onset or occurrence of the disability, illness and/or medical condition (must cover date of assessment.)
- Symptoms, treatment or course of action related to the medical condition or event.
- Explanation of the probable effect of the illness, condition or event on the student's participation in the assessment, particularly timed assessment when considering timed assessment.
- Professional recommendations regarding AARA.

Health practitioners **may** use the medical report template below. If the health practitioner does not use this medical report template, they must supply a current medical report containing the relevant information listed above.

The medical report must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's 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.

Non-Medical Supporting Documentation

When the condition is medical, students may supply other relevant evidence including:

- Written evidence from a relevant independent professional or other independent third party, such as a witness or police report
- Official notices

Supporting documentation must cover the date of the assessment for which the application is made.

Confidential Medical Report

Health practitioners may use this medical report template. If the health practitioner does not use this medical report template, they must supply a current medical report containing the relevant information outlined in the previous page.

Student Details	
Student Name:	
I give permission for my health professional to provide information concerning this application to Sarina State High School and the QCAA, if required.	
Student Signature:	Date:
Parent/Carer Signature: (If student is under 18)	Date:

Health Professional Details

Name:	
Profession:	
Phone:	
Speciality /Qualifications: (if applicable)	
Place of work:	
Registration number:	
Practice stamp:	
Signature:	Date:

Part A: Details of disability, important and/or medical condition

Diagnosis:	
Date of diagnosis:	
Date of occurrence/onset:	
Provide a brief history of the student's disability, impairment and/or medical condition including symptoms.	
<input type="checkbox"/> Vision Impairment Please list details:	
<input type="checkbox"/> Intellectual Disability Please list details:	
<input type="checkbox"/> Autism Spectrum Disorder Please list details:	
<input type="checkbox"/> Speech and Language Impairment Please list details:	
<input type="checkbox"/> Hearing Impairment Please list details:	
<input type="checkbox"/> Physical Impairment Please list details:	
<input type="checkbox"/> Medical Condition Please list details:	
<input type="checkbox"/> Mental Health Condition Please list details:	
<input type="checkbox"/> Illness Please list details:	
<input type="checkbox"/> Other Please list details:	
Is the student currently receiving treatment? Please indicate:	
I consider that the impairment arising from the medical condition is/was: <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	
I consider that the student is/was: <input type="checkbox"/> Unfit to participate in assessment due to a temporary medical condition from: / / to / / <input type="checkbox"/> Unfit to participate in assessment due to a deterioration in a chronic condition from: / / to / /	
If the student was affected for less than a full day, comment on the amount of time the student was affected during a timed assessment, e.g. second of the exam session:	

Part B: Effect/impact on learning in the classroom

Comment on the probable effect disability, impairment and/or medical condition would affect this student's daily functioning in the classroom.

- Difficulties with attention/concentration
- Difficulties with writing and fine motor tasks
- Difficulties with mobility
- Difficulties with written language and expression
- Difficulties with reading
- Difficulties with numeracy
- Difficulties with anxiety and mental health
- Difficulties accessing curriculum due to vision
- Difficulties accessing curriculum due hearing
- Difficulties accessing the curriculum due to learning disorder
- Other (Please outline details)

Please comment if required:

Part C: Effect/impact on exams (timed assessment)

Comment on the probable effect of the disability, impairment and/or medical condition on the student's capacity to complete timed assessment (examinations).

- Inability to sit exam at nominated time due to illness
- Inability to write due to physical injury
- Inability to complete written exam within nominated time
- Inability to complete assessment without rest/movement breaks
- Inability to complete exams without adult support to maintain focus and redirect if required
- Inability to present oral presentations to a large group of students
- Inability to read standard format of exam due to vision impairment
- Inability to sit exams without changes to physical environment and without physical equipment
- Inability to complete exams without additional time for medical management (e.g. diabetes)
- Other (Please outline details)

Please comment if required:

Part D: Recommended adjustment

Professional recommendation for assessment adjustments to support completion of assessment.

- Extension to the due date for submission or completion of an assessment piece
- Additional time for exams (for instance, 5 minutes per half an hour)
- Varied seating – single student supervision
- Varied seating – small group supervision
- Varied seating – preferential seating within the classroom
- Alternative format paper – enlarged print or braille
- Teacher assistance – provide support and reassurance and prompts to start and continue
- Teacher assistance with manipulation of equipment and other practical tasks
- Assistive technology – e.g. C-pen, speech to text application
- Diabetes management – bite size food, BG monitoring equipment, additional time to manage aspects of this condition
- Rest breaks taken at any time during the assessment (for instance, 5 minutes per half an hour)

Other recommendations: