SARINA STATE HIGH SCHOOL

2024
ASSESSMENT
POLICY

Imagine, Believe, Together Achieve

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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
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date.

To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses. |
| **Due dates**
Section 8.2.1
Section 8.2.7 | **School responsibility**

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

Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3, each semester. Parents are able to access this document through QParents.

The assessment schedule will:

- align with syllabus requirements
- 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 by the end of Week 3 each semester
- give consideration to allocation of workload. |

	Student responsibility Students are responsible for: • 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. 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, asdecided 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	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. 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. 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. 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.
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.

Academic Integrity

Academic integrity is the ethical way that members of our school community will engage with their academic responsibilities. Sarina State High School staff will ensure that processes and high expectations regarding academic integrity are part of our school culture.

School leaders and subject teachers will ensure the consistent application of this policy.

Internal Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and Procedures
Scaffolding Section 8.2.3	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8	Checkpoints will: • be detailed on assessment instruments • enable student progress to be monitored • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. 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).
Drafting Section 8.2.5	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 in the case of illness, misadventure or non-submission for other reasons. Feedback on a draft is: • 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. Feedback on a draft must not: • 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. A copy of the feedback will be stored with a hard/digital copy of the draft in the student's folio. Parents/Carers and students will be notified by email/phone about non-submission of drafts and the processes to be followed.

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.

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	• 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)	• all pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • visual elements associated with the genre* • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography • reference list • appendixes† • page numbers • in-text citations	• title pages • contents pages • abstract • bibliography • reference list • appendixes† • blank pages

* For example, by-lines, banners, captions and call-outs used in genre-related written responses
†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	• 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	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	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Sarina State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as their own work, procedures for managing alleged academic misconduct will be followed.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	**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 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 issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. **Applications for extensions to due dates for unforeseen illness or misadventure** Students and Parents/Carers must contact the Principal's Delegate: • Short Term – Year Level Deputy Principal OR • Long Term – Head of Department (Student Services) As soon as possible and submit the relevant supporting documentation. Copies of the documentary evidence template, extension application and other supporting documentation are available from the school website.
Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:

	• provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. **In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.**
Internal quality assurance processes Section 9	Sarina State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • 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. Internal moderation processes are consistently applied across the school. Assessment instruments are peer reviewed and quality assured by subject teachers and Heads of Department. Student responses are cross-marked to ensure equity in the marking process and the reporting of results. All marks for summative internal assessments 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.
Review Section 11.1	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.

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.

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. This must occur even if AI generated content is not used in the assignment.

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.

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	A student: • 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	When: • 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	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • 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	A student or other person: • 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	A student: • invents or exaggerates data • lists incorrect or fictitious references. This includes incorporation of false or misleading information from the use of generative AI and providing information and/or references that are not factual.
Impersonation	A student: • 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. 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.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.

Plagiarism or lack of referencing	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. Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.
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.

	Procedures for managing academic misconduct
Authorship issues	When authorship of student work cannot be verified or aspects of a response is not entirely a student's original work, Sarina State High School staff will provide opportunities for a student to demonstrate their authorship of submitted work.
All academic misconduct	Judgements will be made using available and authenticated evidence that has been submitted under the conditions specified in the assessment instrument.
Academic misconduct during examinations	Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.

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.

Sarina State High School
Short Term AARA Application

How to use this form:

Step 1	Step 2
• Complete form • Attach necessary evidence	• Email completed form and evidence to specialprovisions@sarinashs.eq.edu.au Note: in the subject line of the email: **AARA Request - Student Name – Year Level** • 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
☐ Bereavement	Parent/Carer note outlining special circumstances
☐ Illness	Medical Certificate/RAT Registration
☐ Misadventure (unavoidable incident)	Parent/Carer note outlining special circumstances
☐ Representative Sport	Confirmation of participation in sporting event
☐ Social/Emotional	Medical Certificate or written endorsement from Guidance Officer
☐ School Activity (approved excursion)	Confirmation of participation
☐ Work Experience	Work Experience Agreement

Parent/Carer Signature: _____

For Office Use Only

Year 7 – 10	Year 11 – 12

☐ Notification Email Sent
  ☐ Parent/Carer
  ☐ Student
  ☐ Teacher
  ☐ Curriculum Head of Department
	☐ Notification Email Sent
	  ☐ Parent/Carer
	  ☐ Student
	  ☐ Teacher
	  ☐ Curriculum Head of Department

☐ Record of Contact OneSchool (Application Form/Email)	☐ Record of Contact OneSchool (Application Form/Email)
☐ Filed Student Records	☐ Unit 1 ☐ Unit 2 ☐ Unit 3 ☐ Unit 4 ☐ Application submitted QCAA Portal (NICHSA) ☐ QCAA Application Report ☐ 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: 2/02/24 Final Copy: 14/02/24 Exam: _____ Presentation: _____	☐ Draft _____ ☐ Final Copy_____ ☐ Exam _____ ☐ Presentation _____ ☐ Location _____
			Draft: _____ Final Copy: _____ Exam: _____ Presentation: _____	☐ Draft _____ ☐ Final Copy_____ ☐ Exam _____ ☐ Presentation _____ ☐ Location _____
			Draft: _____ Final Copy: _____ Exam: _____ Presentation: _____	☐ Draft _____ ☐ Final Copy_____ ☐ Exam _____ ☐ Presentation _____ ☐ Location _____
			Draft: _____ Final Copy: _____ Exam: _____ Presentation: _____	☐ Draft _____ ☐ Final Copy_____ ☐ Exam _____ ☐ Presentation _____ ☐ Location _____
			Draft: _____ Final Copy: _____ Exam: _____ Presentation: _____	☐ Draft _____ ☐ Final Copy_____ ☐ Exam _____ ☐ Presentation _____ ☐ Location _____

Outcome of Application:	☐ Approved	☐ 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
• Complete form • Attach necessary evidence	• Email completed form and evidence to specialprovisions@sarinashs.eq.edu.au Note: in the subject line of the **email:** **AARA Request – Student Name – Year Level** • 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)	• Medical Report • School Statement	YES/NO
Physical (eg: Long term physical injury, or disability)	• Medical Report OR • EAP Verification Covering Unit 3 and 4 Assessment • School Statement	YES/NO
Sensory (eg: Autistic Spectrum Disorders)	• Medical Report OR • EAP Verification Covering Unit 3 and 4 Assessment • School Statement	YES/NO
Social/Emotion (eg: Anxiety, depression)	• Medical Report OR • EAP Verification Covering Unit 3 and 4 Assessment • School Statement	YES/NO
Illness and/or Misadventure (eg: Sickness, injury, accident, unexpected event)	• Medical Report OR • Supporting Documentation (Other)	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
☐ Notification Email Sent 　☐ Parent/Carer 　☐ Student 　☐ Teacher 　☐ Curriculum Head of Department	☐ Notification Email Sent 　☐ Parent/Carer 　☐ Student 　☐ Teacher 　☐ Curriculum Head of Department
☐ Record of Contact OneSchool (Application Form/Email)	☐ Record of Contact OneSchool (Application Form/Email)
☐ Filed student records	☐ Unit 1　☐ Unit 2　☐ Unit 3　☐ Unit 4 ☐ Application submitted QCAA Portal (NICHSA) ☐ QCAA Application Report ☐ Support Provisions OneSchool ☐ 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	☐ Rest breaks (5 mins per ½ hour)	☐ Exam time (5 min per ½ hour)	☐ Health management (e.g. diabetes checks, medication, toileting, food and drink)		
Scheduling	☐ Number of sessions	☐ Breaking assessment into sections on the same day			
	☐ Leave	☐ Change of day/time for assessment due to illness/misadventure	☐ Extra sessions required for reading and text processing		
Setting	☐ Variation to seating	☐ Same Room - out of order Location - _____	☐ Small Group Supervision	☐ Own room	
Alternate Format	☐ Cues and promotes	☐ Assisted to highlight/number key words or phrases in directions			
	☐ Directions	☐ Rephrasing of instructions	☐ Individual instructions		
	☐ Format of text	☐ Braille ☐ Colour ☐ Less text on the page ☐ Large print ☐ B&W paper ☐ Double spacing	☐ Digitised text	☐ Audio text ☐ Pen reader	☐ Font size, front type or bold text
Assistance	☐ Assistance	☐ Support and reassurance ☐ Individual Instructions – written or verbal ☐ Manipulation of materials	☐ Reader (Adult)		
Assistive Technology	☐ Scribe	☐ Voice to text ☐ Recording device used/teacher only (limited audience)	☐ Adaptive tools/pencil grip		
	☐ Computer or word processor (spellcheck and grammar turned off)	☐ Specialised equipment & resources ☐ Communication device/assistive technology	☐ Braille machine	☐ 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.
☐ Vision Impairment Please list details:
☐ Intellectual Disability Please list details:
☐ Autism Spectrum Disorder Please list details:
☐ Speech and Language Impairment Please list details:
☐ Hearing Impairment Please list details:
☐ Physical Impairment Please list details:
☐ Medical Condition Please list details:
☐ Mental Health Condition Please list details:
☐ Illness Please list details:
☐ Other Please list details:
Is the student currently receiving treatment? Please indicate:
I consider that the impairment arising from the medical condition is/was: ☐ Mild   ☐ Moderate   ☐ Severe

I consider that the student is/was:
 	
☐ Unfit to participate in assessment due to a temporary medical condition from:
    /   /   to   /   /
☐ 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 how the 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 how the disability, impairment and/or medical condition would affect this student's daily functioning in the classroom.
☐ 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: