

Glenmore State High School



Assessment Policy (Version – February 2023)

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Purpose

Glenmore State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by inspiring growth, positive well-being and quality outcomes for all.

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Glenmore State High School to ensure academic integrity in relation to the submission of work, the development of assessment and completion of all assessment items (including examinations). It is written in accordance with the Queensland Curriculum and Assessment Authority (QCAA) policies on Academic Integrity and Access Arrangements and Reasonable Adjustments (AARA).

Principles

Glenmore State High School expectations are grounded in the principles of academic integrity and excellence. This includes assessment.

Assessment can include any examination, assignment, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus.

Assessment should be:

- aligned with curriculum and pedagogy
- accessible and equitable for all students
- evidence-based, using established standards and instrument specific marking guides (ISMGs – including adapted ISMGs) to make defensible and comparable judgements about student learning and achievement
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative about 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.

Students who have reasonable grounds may apply for an AARA to support their completion and submission of assessment (refer to the AARA section on pages 6-8 for more information).

Promoting academic integrity

All key stakeholders have responsibilities in ensuring that the Assessment Policy is followed to ensure the academic integrity of assessment items completed.

Student responsibilities

It is the responsibility of the student to:

- submit both draft and assessment items on or before the due date
- arriving on time on the due day for examinations, unless AARA has been formally arranged
- show academic integrity
- authenticate work
- follow all procedures surrounding the completion of assessment
- contact the teacher and Head of Department, as early as possible, if the assessment due date needs to be discussed
- collect and submit all relevant documentation if AARA needs to be applied.

Parent/Guardian responsibilities

It is the responsibility of the parent/guardian to:

- support and encourage their children to complete and submit all drafts and assessment by the due date
- contact the school with any concerns over their child's ability to attend and/or engage in assessment expectations
- inform the appropriate school staff of any difficulties relating to the completion of assessment item and provide documentary evidence where necessary
- request a meeting with the relevant staff to clarify and/or view marked assessment items.

Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current syllabus
- provide students with access to a course outline and an assessment outline
- ensure that all assessment tasks are fair, valid and reliable and approved by HOD/endorsed before implementation
- provide students with timely assessment feedback and guidance related to future improvement;
- maintain accurate records of student achievement
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress, including concerns around attendance, effort and behaviour that may adversely impact on a student's outcome
- document support and improvement strategies that have been discussed with students and parents, especially those achieving lower grades
- be available for student/parent/teacher conferencing at least twice a year
- provide students with a profile on a regular basis that shows their status in each subject.

Head of Department (HOD)/Head of Special Education Services (HOSSES) responsibilities

It is the responsibility of the HOD/HOSSES to:

- quality assure assessment items to ensure that they meet the QCAA Principles of Assessment and Attributes of Quality Assessment
- support students and teachers in following the Assessment Policy
- follow QCAA directives for assessment and submission of student results.

Ensuring academic integrity

Glenmore SHS promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

Students in 11 and 12 will complete the QCAA Academic Integrity course during extended SWG lessons.

Assessment tasks

There are two main types of assessment – examinations and assignments. At Glenmore SHS, assignments can include short or long response items, practical demonstrations, performances or products.

Assignments will have a number of checkpoints and students will receive written feedback from the teacher on a formal draft. The number of drafts permitted is dependent on the year level and will be clearly written on the task sheet.

Students who do not submit a sufficient draft will be required to work on the assessment during lunch times until a draft is submitted. Teachers will notify parents by phone or email as soon as practical if a student fails to submit a draft. This will be recorded as a behaviour incident and contact on OneSchool and referred to the relevant HOD.

All assignments are due ON or BEFORE the due date unless an AARA has been granted. Assignments must be handed to the teacher, HOD or at the office by 4.00 pm on the due date, or emailed to the teacher by this time. Students are not to enter an unattended staffroom to leave assignments on teachers' desks.

Assignments must be the work of the student. Students will lose credit for assessment if cheating is confirmed or work is plagiarised (refer to Managing Academic Misconduct on pages 8-10 for more information).

Where an assignment is not submitted on the due date, previous drafts or other evidence, available on the due date will be marked. Only work collected up to and on the due date will be marked.

The practice of allocating a lower result, mark or penalty for late submission is not valid.

Technology failure does occur, however, this reason for non-submission of assessment is not valid. Students must back their work up in more than one location, eg on H Drive (school based network), OneDrive, USB or home computer. Hand written work is acceptable in most subjects.

To support students in completing assignments, various checkpoints will be identified on the task sheets and students are required to submit a draft for feedback.

Drafting 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 or 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 a 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.

Managing response length

Students must adhere to assessment response lengths as specified on the task sheet. 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
- feedback about length is provided by teachers at checkpoints (including the draft).

After all these strategies have been implemented, if the student's final response exceeds the word length set on the task sheet, the work will only be marked up to the required length, excluding evidence over the prescribed limit.

In the event that a student submits work that exceeds the response length, the teacher will annotate the work submitted to clearly indicate the evidence used to determine a mark for confirmation purposes.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	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) 	<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 genre* • 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
<p>* 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.</p>		

(Source: QCAA QCE and QCIA policy and procedures handbook 2023 v4.0, page 108)

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

	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.

(Source: QCAA QCE and QCIA policy and procedures handbook 2023 v4.0, page 108)

Note – additional information regarding inclusions and exclusions in word length will be given by the teacher when applicable.

Absence on assignment due date

Students who are absent on the due date of an assignment must either email their assignment to their teacher or deliver the assignment to the school office on the due date by 4.00 pm.

If a student is unable to email or submit their assignment on the due date, the student must have a medical certificate (for Years 10, 11 and 12) or other documentary evidence (for Years 7, 8 and 9) and submit an AARA application for illness or misadventure (refer to the AARA section on page 6-8 for more information) and still submit the completed assignment.

In the event that the student is not eligible for an AARA and submits their assignment after 4.00 pm on the due date, only work completed prior to this time will be marked.

Examinations

Students are required to complete examinations at the scheduled time. Students will be notified of exam dates on the assessment planner distributed by the class teacher at the start of the each semester.

Senior students who are involved in external courses or School-based apprenticeships or traineeships (SATs) need to make alternate arrangements for the external course/SAT and attend the exam as scheduled.

Students who do not provide sufficient information on an examination to meet the criteria for an E standard will receive a Not Rated grade (NR) for that criteria or reporting standard. For students in Years 11 and 12, this may mean that they do not meet the requirements of the course to be awarded QCE credit points. (*QCAA QCE and QCIA policy and procedures handbook 2023 v4.0, pages 160-161*). For spoken assessments, students will receive a NR grade if they do not present.

Teachers will notify parents via phone or email if students are doing insufficient work in preparation for the examination and are consequently at risk of receiving NR grade.

Absence on the day of an examination

Students who are absent on the day that an examination is being held must have a medical certificate (for Years 10, 11 and 12) or other documentary evidence (for Years 7, 8 and 9) and submit an AARA application for illness or misadventure (refer to the AARA section on page 6-8 for more information).

The test must be completed by the approved date (usually the first day back at school). If the academic integrity of the examination is compromised, the student will sit a comparable assessment item to the rest of the class.

Process to follow when absent from an examination:

	Student/Parent or Guardian	School
Step 1	Telephone the school (4923 0333) to advise of non-attendance	Teacher notifies HOD and Office staff of the absence. Office staff to text parent/guardian to advise that the student has missed an examination and that the teacher will be in contact regarding procedures for AARA application.
Step 2	On the next day at school, present a medical certificate (Years 10, 11, 12) or communication from parents (Years 7 to 9) detailing the reason the examination was missed with an AARA application to the teacher or HOD.	Teacher contacts parent/guardian and informs them of the missed examination and the requirements for the AARA application.
Step 3	Complete the examination at the time determined by the HOD (Years 7-10 and Units 1 and 2 in senior) and Principal's Delegate (Units 3 and 4 in senior). Where possible this should be the first day back at school.	For students in Yrs 7-10 and Units 1 and 2 in Senior – HOD organises date and location for student to catch up exam and communicates this with the teacher and DP.

		For students in Units 3 and 4 in Senior–Principal's delegate organises date and location for student to catch up exam and communicates this with teacher and HOD.
Step 4		AARA application is reviewed. If approved, teacher marks student work and records result. If AARA application is not approved, teacher awards a NR grade for the assessment.

Failure to follow these procedures (or if the student is unable to provide sufficient evidence for the absence and the AARA application is not approved) will result in the student being awarded a NR grade for that examination. For students in Years 11 and 12, this may mean that they do not meet the requirements of the course to be awarded QCE credit points. (*QCAA QCE and QCIA policy and procedures handbook 2023 v4.0, pages 160-161*).

Planned absences

If students know of an absence in advance, they are required to hand in the assignment to their teacher prior to the due date. Students who know they will be absent on the day of an examination will need to submit an AARA application and negotiate with the HOD/Principal's Delegate at to when they will be sitting the exam. All procedures outlined in the Absence on day of examination section on page 5 must be followed.

Please be aware that there are a number of circumstances which the QCAA have deemed that AARAs are not appropriate and any AARA application submitted on these grounds will not be approved. Refer to the Ineligibility for an AARA section on page 7 for further information.

Summative assessments in Senior

For summative assessments in Units 3 and 4, students must produce evidence of responses to **each** of the summative assessments in order to receive an overall subject result.

Failure to do so would be a breach of the Senior Student Agreement and provide substantial evidence that the student is not engaged in their program of study. This would result in a meeting with the Deputy Principal (Senior) to discuss their continued enrolment.

Year 12 External Examinations

Senior students studying General subjects will be required to complete an external examination at the end of Year 12. The QCAA will communicate the rules for sitting external assessments and these will be distributed to the relevant students. Student involved in the external examinations will be given information regarding the dates and times of these exams at the start of Year 12.

The examinations will be supervised by both school and community representatives.

Access arrangement and reasonable adjustments (AARAs)

Glenmore SHS is committed to reducing barriers to success for all students. AARAs 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 <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>.

The four broad application categories for AARA eligibility determined by QCAA are cognitive, physical, sensory and social/emotional. Students may also apply for an AARA on the grounds of illness or misadventure.

Access arrangements

- are available to a student with evidence of a need that is not necessarily covered by the definition of disability, e.g. a temporary injury or needs resulting in inclusive educational strategies
- enable a student to access assessment and demonstrate their knowledge
- do not change assessment conditions.

Reasonable adjustments

- are available to a student with evidence of a need and who has disability in accordance with a legal meaning. Without reasonable adjustments, the disability results in a substantial disadvantage for the student when compared to students without disability
- allow for assessment conditions to be changed due to the barriers that may be experienced by the student with disability. The integrity of the assessment instrument is not changed
- may be unique and tailored specifically for a student's needs.

To ensure students have every opportunity to demonstrate or apply their knowledge and understanding during assessment, it is important that the AARAs approved for assessment have been used and practiced in class before the assessment. Not doing this can disadvantage students during assessment as they may not be aware of the requirements of that particular AARA.

Illness and misadventure

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

The following principles apply for any AARA applications for illness or misadventure:

- the illness or event is unforeseen and beyond the student's control
- an adverse effect must be demonstrated
- the situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday
- schools implement principal-reported AARA when possible, before considering an application for illness and misadventure
- an illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment
- when a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

Ineligibility for an AARA

As per the QCAA QCE and QCIA Handbook (section 6.3.2), students are **not** eligible for AARA on the following grounds:

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

Applying for an AARA

Students will be required to complete an application for reasonable adjustment for each individual assessment item. There are two application forms available – Years 7-9 and Years 10-12.

Students in Years 7-10 and Units 1 and 2 in Senior will need to have their AARA application approved by the curriculum HOD. AARAs for assignment work, practical projects and performances need to be applied for and approved as close to when the assessment is issued as possible. AARAs applied for on the grounds of illness or misadventure need to be submitted as soon as possible after the event.

Students completing Units 3 and 4 in Senior will need to have all AARA applications approved by the Principals Delegate or Principal. These applications will be recorded in the QCAA Portal. Please note that final approval for some AARA applications in Units 3 and 4 will be completed by the QCAA.

AARA applications in Units 3 and 4 in Senior must have the required documentation in order to be processed. There are currency requirements that need to be met for the supporting documentation. Refer to Appendix A on page 11 for this information.

Medical reports and school statements are a mandatory requirement to process any AARA application for Units 3 and 4 in Senior. Medical reports must be completed by a relevant medical practitioner who is a general practitioner (GP), medical specialist or psychologist and who is not related to the student or employed by the school (QCAA QCE and QCIA Handbook, section 6.5.1). Student statements are optional.

Medical report, school statement and student statement templates are available on the Glenmore SHS website (<https://glenmoreshs.eq.edu.au/our-school/policies>).

All AARA applications will be electronically saved on OneSchool and on the Teacher drive in case they are required to complete the school statement for Units 3 and 4 in Senior. All hard copies of AARA applications will be stored by the Senior Schooling HOD.

Refer to Appendix B for examples of appropriate AARAs which may be applied for.

Timelines for AARA applications in Units 3 and 4 of Senior

For some AARAs for General subjects in Units 3 and 4, the following timelines need to be followed:

Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects — external assessments and General (Senior External Examination) subjects
Alternative format papers, e.g. <ul style="list-style-type: none">• braille• large print	Due dates are determined by the school.	Applications for Phase 1 and 2 CIA are due by the end of Unit 2 . All other applications for alternative format papers are due by the end of February in the summative year (including Phase 3 and 4 CIA) . For General (Senior External Examination) subjects, contact the QCAA AARA Unit as soon as possible after registration. Late applications may not be possible, as significant advance notice is required for design and production.

Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects — external assessments <i>and</i> General (Senior External Examination) subjects
QCAA-approved AARA (including in combination with principal-reported AARA)	For existing long-term and chronic conditions — applications are due by completion of Units 1 and 2. For all others, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions — applications are due by the end of Term 1 in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October — applications are due by the end of Week 5 Term 3 in the summative year. AARA applications for General (Senior External Examination) subjects close in August on the date published in the SEP calendar .
Principal-reported AARA only	Notification is due before the relevant confirmation event	Notification is due by the end of Term 3 in the summative assessment year.
Illness and misadventure	Apply principal-reported AARA before contacting the QCAA. Refer to Section 9.6: Confirmation (Units 3 and 4).	Contact the QCAA from 14 days before the start of the assessment period to 7 days after the assessment.
Note: Early applications benefit students and schools. If these timelines are not adhered to, the QCAA cannot guarantee that applications will be processed. Alternative format papers require extended timelines and detailed consultation to be produced. Schools must meet the timelines for these papers or the QCAA cannot guarantee that they will be produced.		

(Source: QCAA QCE and QCIA policy and procedures handbook 2023 v4.0, page 71)

Internal quality assurance processes

Glenmore SHS'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.

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.

Managing academic misconduct

Glenmore SHS 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.

The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic 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 the body, clothing or any object brought into an assessment room • communicates with any person 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. 	<p>For authorship issues</p> <p>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.</p> <p>For all instances of academic misconduct</p> <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.</p>
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. 	<p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a NR grade.</p>
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. 	<p>Where appropriate, the school's behaviour management policy will be implemented.</p>
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 an exam • copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	<p>A student:</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, prior to completing a response to an assessment • 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. 	
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. 	

	Types of misconduct	Procedures for managing academic misconduct
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 without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	
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 arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Appendix A – Summary of AARA documentation requirements for Units 3 and 4

Category	Medical report *	Other
Long-term conditions	<ul style="list-style-type: none"> dated no earlier than Year 10 or current EAP verification covering Units 3 and 4 <p>* An update only is required where a diagnosis has been made before Year 10 or a review of EAP criterion 1 is due or overdue.</p>	<ul style="list-style-type: none"> current school statement
Temporary conditions	<ul style="list-style-type: none"> dated no earlier than 30 April of the assessment year 	<ul style="list-style-type: none"> current school statement
Short-term conditions or temporary injuries	<ul style="list-style-type: none"> dated within the preceding six months of internal assessment dated no earlier than 30 April for external assessment. 	<ul style="list-style-type: none"> current school statement
Illness and misadventure	<ul style="list-style-type: none"> covering the date of assessment for which the application is made <p>* Required if the application is due to a medical condition.</p>	<ul style="list-style-type: none"> current school statement relevant evidence where the condition is not medical, e.g. police report, official notices or other.
<p>Note: There is no requirement to upload supporting documentation for principal-reported AARA.</p> <p>*The QCAA provides a medical report template in the QCAA Portal, which may be used to complete the report but is not compulsory to use, i.e. medical reports may use a different format as long as they provide the required details.</p>		

(Source: QCAA QCE and QCIA policy and procedures handbook 2023 v4.0, page 82)

Appendix B – Summary of possible AARAs

AARA	Description of possible adjustments to assessment and/or conditions	Approval type	
		Summative internal assessment	Summative external assessment and Senior External Examination
Alternative format papers	Examples include: <ul style="list-style-type: none"> • braille • A4 to A3 enlargement • electronic format • large print papers, e.g. N18, N24, N36 • black-and-white materials. 	Principal-reported	QCAA-approved
Assistance	Examples include: <ul style="list-style-type: none"> • a teacher aide assisting with manipulation of equipment and other practical tasks • a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing/undertaking the assessment task. 	Principal-reported	QCAA-approved
Assistive technology	Examples include: <ul style="list-style-type: none"> • amplification system • speech-to-text application • magnification application. <p>The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p>	Principal-reported	QCAA-approved
Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	Not applicable
Computer	Desktop computer or laptop computer with an approved software application.	Principal-reported	QCAA-approved
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported

Diabetes management	<p>Examples include:</p> <ul style="list-style-type: none"> • bite-sized food • drink • blood-glucose monitoring equipment • rest breaks to eat, measure blood-glucose level or access toilet facilities • medication • varied seating and rest time for the practical aspects of managing the condition. 	Principal-reported	Principal-reported
Extension	<p>An extension to the due date for submission or completion of an:</p> <ul style="list-style-type: none"> • extended response project <i>or</i> • performance <i>or</i> • non-examination. 	Principal-reported	Not applicable
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	QCAA-approved
Individual instructions	<p>A clean, unannotated copy of the written instructions.</p> <p>The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.</p>	Principal-reported	Principal-reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported
Physical equipment and environment	<p>Examples include:</p> <ul style="list-style-type: none"> • specialised desk or chair • cushion or pillow • crutches • heat or cold pack • towel • lighting • ventilation • temperature • other physical aid. 	Principal-reported Not reportable as AARA if this is approved equipment for the assessment	Principal-reported
Reader	A reader that reads the assessment or the student's response aloud as often as the student requests.	Principal-reported	QCAA-approved
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	QCAA-approved	QCAA-approved
Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment.	Principal-reported	QCAA-approved

Varied seating	<p>Varied seating, if needed, is determined by the school external assessment coordinator or supervisor. Options include:</p> <ul style="list-style-type: none"> • single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader) • small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks) • seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically. 	Principal-reported	Principal-reported
Variation to venue	<p>Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents.</p> <p>Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment. Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate. Changes need not be separately reported unless they impact on students, e.g. during an assessment.</p>	Principal-reported	QCAA-approved
Vision aids	<p>Examples include:</p> <ul style="list-style-type: none"> • coloured transparency overlay • different lighting • other vision aids. 	Principal-reported	Principal-reported

(Source: QCAA QCE and QCIA policy and procedures handbook 2023 v4.0, pages 72-78)

AARA information sheets regarding the use of computers, diabetes management, readers and scribes and rest breaks are available from the Glenmore SHS website
<https://glenmoreshs.eq.edu.au/our-school/policies>.

Appendix C – AARA Application for Years 7, 8 and 9



Glenmore State High School AARA Application - Years 7, 8 and 9

As per the Glenmore SHS Assessment Policy, students need to apply for an AARA (Access Arrangement or Reasonable Adjustment) if they require modifications to assessment instruments or conditions or they cannot meet the due date for the assessment due to illness or misadventure.

- All supporting documentation must be supplied for the AARA to be processed.
- Appropriate documentation may include a medical certificate, EAP verification or a detailed note from the parent.

Student Name: _____		SWG class: _____	
Application category: <input type="checkbox"/> AARA * Cognitive * Physical * Sensory * Social/Emotional Type of condition: _____ Documentation provided: _____			
<input type="checkbox"/> Illness or misadventure Details of illness/misadventure: _____ Documentation provided: _____			
<i>Declaration:</i> I have provided all necessary documentation and am aware that the school may share this information with the QCAA in order to process future AARA applications. Student Signature: _____ Date: _____ Parent/Guardian Signature: _____ Date: _____			
Assessments: Please list the subject and assessment instrument your AARA application relates to. Also include information regarding the type of adjustments you are requesting. Examples of possible AARAs include alternate format paper, assistance, assistive technology, extra time, rest breaks, reader, scribe etc.			
Subject	Assessment instrument	Details of AARA requested (Refer Page 2)	HOD approval

School use only Received by Senior School HOD: Signature: _____ Date: _____ Comment: _____		<input type="checkbox"/> Uploaded to OneSchool <input type="checkbox"/> Teacher feedback logged on OneSchool on completion of assessment
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Glenmore State High School

AARA Application - Years 10, 11 and 12

As per the Glenmore SHS Assessment Policy, students need to apply for an AARA (Access Arrangement or Reasonable Adjustment) if they require modifications to assessment instruments or conditions or they cannot meet the due date for the assessment due to illness or misadventure.

- All supporting documentation must be supplied for the AARA to be processed.
- AARA applications for students in Year 10 or Units 1 and 2 of Senior need to be given to the curriculum HOD for Approval.
- AARA applications for students in Units 3 and 4 of Senior need to be given to the Senior Schooling HOD for processing and approval by the Principals' Delegate/Principal.

Student Name:	SWG class:		
Application category: <input type="checkbox"/> AARA * Cognitive * Physical * Sensory * Social/Emotional Type of condition: _____ Documentation provided: _____ <input type="checkbox"/> Illness or misadventure Details of illness/misadventure: _____ Documentation provided: _____ <i>Declaration:</i> I have provided all necessary documentation and am aware that the school may share this information with the QCAA in order to process this or future AARA applications. Student Signature: _____ Date: _____ Parent/Guardian Signature: _____ Date: _____			
Year 10 and Units 1 and 2 in Senior Schooling:			
Subject	Assessment instrument	Details of AARA requested (Refer Page 2)	HOD approval

Units 3 and 4 in Senior Schooling:

Some AARAs need to be approved by the QCAA while others are approved by the Principal at school. The following documents are required to process your application. Only the approved templates will be accepted for each of the documents. These are available from the school or on the school website: <https://glenmoreshs.eq.edu.au/our-school/policies>

Principal-reported: ☐ Medical certificate or other evidence ☐ Student statement (optional)

QCAA-approved: ☐ Medical report or EAP verification ☐ Student statement (optional)

Subject	Assessment instrument	Details of AARA requested	HOD signature
		<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved	
		<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved	
		<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved	
		<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved	
		<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved	
		<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved	

AARAs available:

Alternate format paper **

Assistance **

Assistive technology **

Bite-sized food or drink

Comparable assessment

Computer **

Diabetes management

Extension

Extra time (inc details) *

Heat or cold pack

Individual instructions (HI)

Lighting/ventilation

Medication

Physical environment

Reader **

Rest breaks *

Scribe **

Varied seating

Venue **

Vision aids

Other (arrangement not listed above)

* AARAs are QCAA-approved for summative internal and external assessment

** AARAs are QCAA-approved for summative external assessment only

School use only

Received by Senior School HOD:

Signature:

Date:

Comment:

For Units 3 and 4 in Senior:

Approved by Principal's Delegate/Principal: Yes / No

Signature:

Date:

Comment:

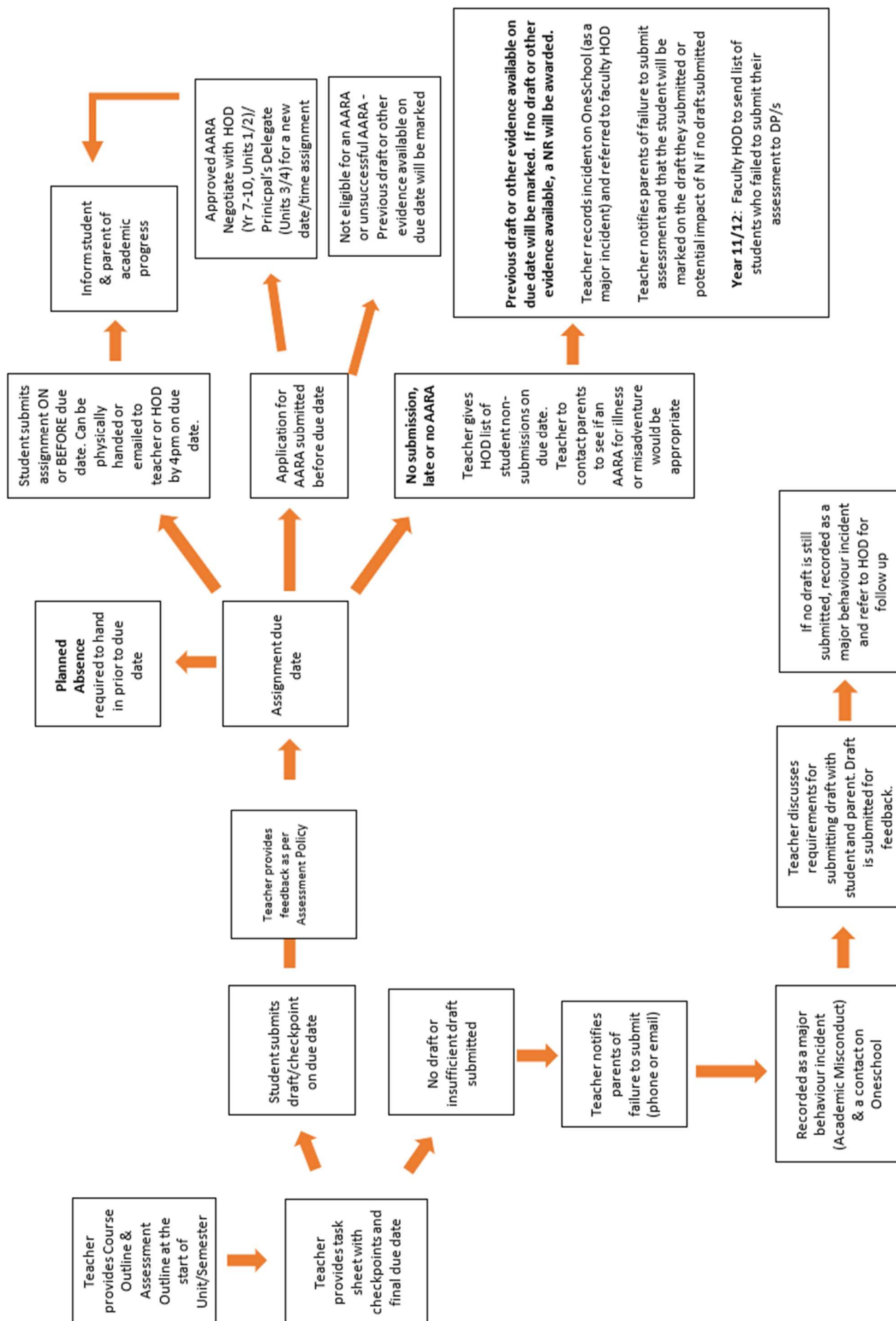
☐ School statement completed (for QCAA-approved applications)

☐ Uploaded to OneSchool

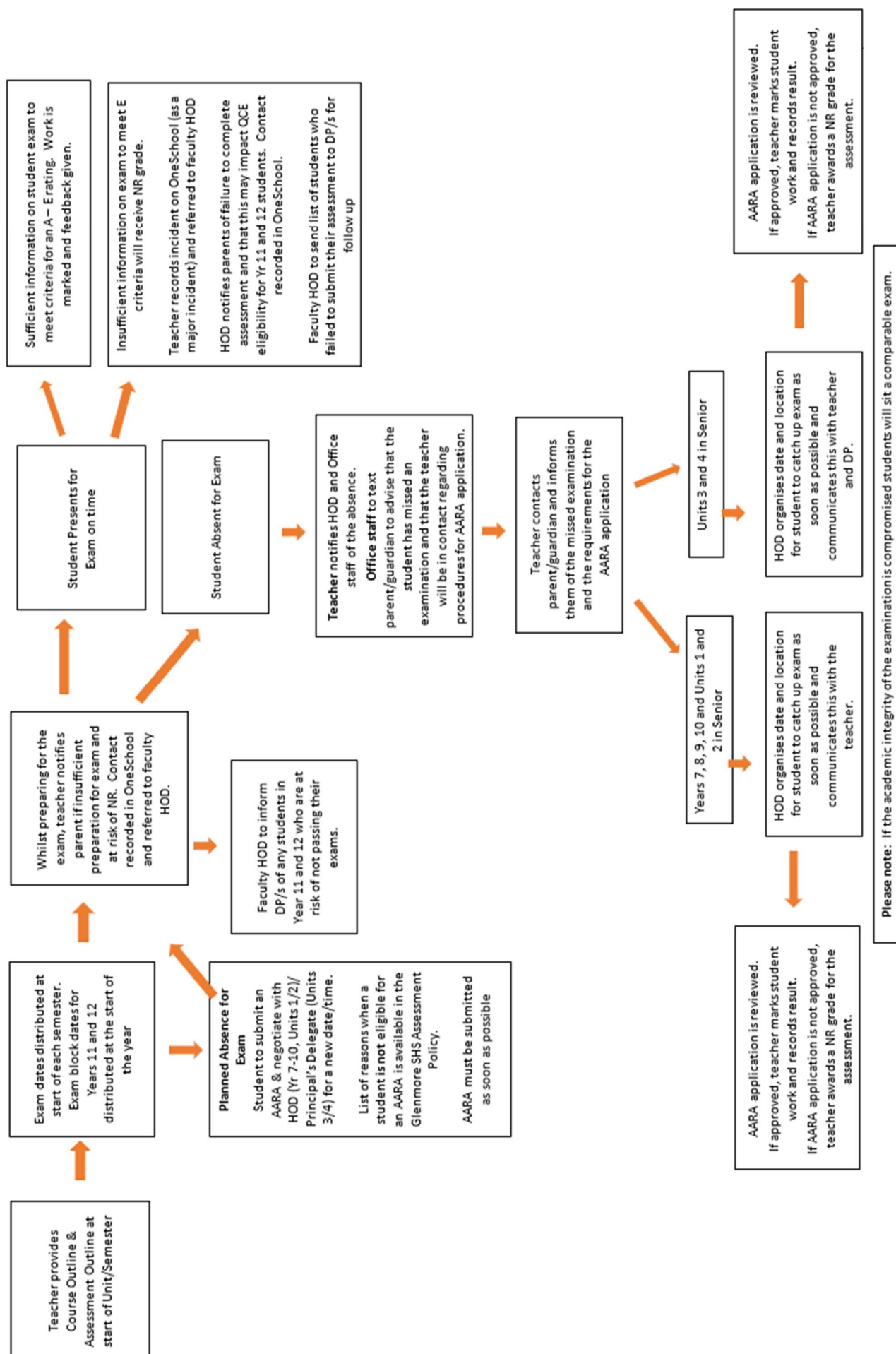
☐ Uploaded to QCAA Portal

☐ Teacher feedback logged on OneSchool on completion of assessment

Appendix E – Assignment Flow Chart



Appendix F – Examination Flow Chart



Appendix G – AARA Flow Chart

