



MITCHELTON STATE HIGH SCHOOL

Assessment Policy

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1.0 Rationale

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts. Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment.

The assessment process involves:

- Providing students with opportunities to demonstrate learning.
- Gathering and recording evidence about student demonstrations of learning.
- Using the evidence to make overall judgments about students' learning.

1.1 Purpose

This policy is to inform students, parents and teachers of the key principles, responsibilities, processes and procedures used at Mitchelton State High School to ensure academic integrity in relation to the submission of work, the development of assessment and the completion of assessment items, including exams.

1.2 Legislation and DoE Policy

This policy is underpinned by the following relevant legislation and relevant policies.

1.2.1 Legislation

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

1.2.1 Relevant Policies

- QCAA October 2018 - QCE & QCIA Policy and Procedures, 4.6.1 School-based assessment policy
- QCAA - QCE & QCIA Policy and Procedures handbook v2.0
- Roadmap for P-10 curriculum, teaching, assessment, and reporting – Department of Education, Training, and Employment (DETE) 2011

1.3 Principles

The following principles form the foundation of beliefs about assessment practices:

Assessment should be **aligned** with curriculum and pedagogy, **evidence-based**, using established standards/continua to make defensible and comparable judgments about students' learning and **ongoing**, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning. Assessment should be **equitable and transparent** for all students. To enhance

professional and public confidence in the processes used, the information obtained and the decisions made are **informative** of where students are in their learning.

High-quality assessment is characterised by three attributes **validity, accessibility** and **reliability**.

The following background principles must be observed:

Students must **complete and submit all mandatory assessment items** (as determined by the Curriculum Head of Department, the syllabus and the TLAP or WSCAP) to meet course requirements to be eligible for credit for any unit for each subject being studied.

The work submitted/completed must indicate every attempt has been made by the student to **satisfy the specific assessment criteria**.

Subsequent results will form part of the student's assessment profile for the subjects and units studied leading to an A – E result being awarded.

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

2.0 Assessment System – Junior School

The Mitchelton State High School Whole School Curriculum and Assessment Plan (WSCAP) is the mechanism used to map out the curriculum, assessment and how it is reported for each learning area in Years 7 to 10.

Assessment is planned in the provision of the Whole School Curriculum and Assessment Plan (WSCAP) to be:

- Proportionate to the time available
- Effective in gathering evidence of student work that demonstrates the achievement standards within and across years and/or bands for each learning area and/or subject

The WSCAP maps out the summative assessment program for students in Years 7 to 10. In addition, formative assessment is used ongoing to assess gaps in students' learning to inform teaching programs.

By week 3 of each semester, students will have access to their assessment schedules via their OneSchool account. Students will be provided with an 'Assessment Task Sheet' for each assessment. Students are required to submit a draft and final assessment by handing the task to the teacher or the office **by 4pm on the due date**. Should the student not make a final submission, the draft will be marked and graded as the final assessment piece.

If no draft work is submitted, the class teacher will contact the Parent/Caregiver within 24 hours. The class teacher will note on the student profile "a result for IN-CLASS work completed to date". The class teacher will actively encourage the student to submit their draft work prior to the final due date. Should the student not make a final or draft submission, then the IN-CLASS WORK COMPLETED will be the result assigned on the student profile, if it was gathered in the conditions specified by the syllabus.

For assessment in each subject or course offered, Access Arrangements and Reasonable Adjustments (AARA) may be approved for eligible students – see Section 6.0 for AARA arrangements.

3.0 Assessment System – Senior School

There are a range of senior syllabus types developed by the QCAA and each syllabus type has different assessment requirements. For assessment in each subject or course offered, Access Arrangements and Reasonable Adjustments (AARA) may be approved for eligible students – see Section 6.0 for AARA arrangements.

This section examines the assessment system for General subjects, Applied subjects and QCAA Short Courses.

3.1 General Subjects

3.1.1 Units 1 and 2

At Mitchelton State High School each faculty develops a Teaching, Learning and Assessment Plan (TLAP) for each General Subject. The sequence, scope and scale of assessments in Units 1 and 2 are determined and must reflect the local school context. In addition to determining the assessment program and tasks, marking guides are developed to assess student performance. At Mitchelton SHS two assessments are developed for each unit and all unit objectives are assessed at least once.

3.1.2 Units 3 and 4

In Units 3 and 4, students complete four summative assessments, three internal and one external. Confirmed results from the internal assessments are combined with the result from the external assessment, which is developed and marked by the QCAA to produce the overall subject result. The three summative internal assessments must be endorsed by QCAA before they are administered to students.

3.1.3 Assessment Techniques

Mitchelton SHS staff will develop assessment instruments from the assessment techniques outlined in the syllabus. Six assessment techniques may be used for summative internal and external assessments in General subjects.

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.

3.2 Applied Subjects

3.2.1 Units 1 and 2

At Mitchelton SHS each faculty develops a study plan, which is submitted to the QCAA for approval. At Mitchelton SHS two assessments are developed for each unit in line with the approved study plan and all unit objectives are assessed at least twice by the end of Unit 2. Students will be provided with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4.

3.2.2 Units 3 and 4

Four summative internal assessment instruments from an approved study plan are developed. Staff using an instrument-specific standards matrix to mark student responses. Exit folios include evidence from Units 3 and 4. The A to E exit result is determined using the syllabus exit standards.

3.2.3 Assessment Techniques

Mitchelton SHS staff will develop assessment instruments from the assessment techniques outlined in the syllabus. Eight assessment techniques may be used across the Applied syllabuses.

Assessment techniques	Purpose
Collection of work	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.
Examination	An examination assesses the application of a range of cognitions to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.
Extended response	An extended response assesses the interpretation, analysis/ examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the preparation of the extended response, it is not the focus of this technique.
Investigation	An investigation assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given. In Applied syllabuses, investigations involve research and follow an inquiry approach. Investigations provide an opportunity for assessment to be authentic and set in real-life contexts.
Performance	A performance assesses physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills. Performance assessments involve student application of identified skill/s when responding to a task that involves solving a problem, providing a solution, or conveying meaning or intent.
Practical demonstration	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.

Assessment techniques	Purpose
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, and involves students applying identified skill/s in relevant contexts.
Project	A project assesses a response to a single task, situation and/or scenario in a module of work that gives students authentic opportunities to demonstrate their learning. The student response consists of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through different modes.

3.3 Short Courses

Two summative assessments are developed to determine a student's exit result. These assessments are based on the learning outlined in the syllabus. The A-E exit result is an on-balance judgment about how the qualities of the student's responses to the two assessments match the syllabus reporting standards. At Mitchelton SHS the Careers Short Course is delivered to all Year 10 students.

3.3.1 Assessment Techniques

There are five assessment techniques used in short courses.

Assessment techniques	Purpose
Examination	An examination assesses the application of a range of cognitions to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.
Extended response	An extended response assesses the interpretation, analysis/ examination and/or evaluation of ideas and information. While students may undertake some research in the writing of the extended response, it is not the focus of this technique.
Learning journal	A learning journal is a purposeful collection of entries and a record of activities that represent a student's reflections on their learning. A learning journal can be used to document a variety of information, ideas, thoughts, learning and working processes, decisions and reasons or justifications for these decisions.
Presentation	A presentation for a Short Course is the collection, interpretation, analysis and/or evaluation of data, using an inquiry approach. It provides opportunity for assessment to be authentic and set in a real-world or lifelike context. It is an independent task that requires students to examine an issue, particular situation or stimulus and communicate their findings to a live or virtual audience.
Project	A project assesses a response to a single task, situation and/or scenario

Assessment techniques	Purpose
	in a unit of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response consists of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through different modes.

3.4 Internal Assessment

Mitchelton SHS staff work in partnership with the QCAA to deliver quality internal assessment tasks and to ensure consistency of judgements about student responses.

In internal assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modeling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement, and are likely to be nominated for a Z Grade or awarded with a Not-Rated (N) level of achievement on their report card.

Heads of Department are accountable for quality assuring assessment items of Units 1 and 2 using both the QCAA's Principles of Assessment and the QCAA's Attributes of Quality Assessment in Years 7 – 12.

Mitchelton SHS teachers write the internal assessment tasks, working with the relevant curriculum Head of Department (HOD). Once complete, the task is submitted to the HOD for checking purposes and the task is checked using the Assessment Quality Assurance Tool (Section 7). Assessment tasks developed for Units 1 and 2 are validated both within school and by a subject teacher based at another school again using the Assessment Quality Assurance Tool (Section 7).

A QCAA review of assessment from Units 1 and 2 for General and Applied subjects occurs annually; generally early in the summative year after Units 1 and 2 have been completed. The QCAA determines which subjects are reviewed and in which year. The QCAA review the assessment, student responses and teacher judgements.

QCAA-trained endorsers endorse summative internal assessment instruments, from Units 3 and 4, before they are administered at Mitchelton SHS.

3.5 External Assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects.

All external assessment for General subjects is summative, and contributes to the overall subject result. Applied subjects do not include external assessment.

External assessment is:

- common to all schools
- administered by schools under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The subject matter and conditions for external assessment are determined by the QCAA using the relevant General syllabus.

External assessment contributes 25% of the overall subject result in senior subjects and assesses Unit 4 of the syllabus, except for The Arts, which assesses Units 3 and 4. In mathematics and science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.

3.6 Assessment Schedules

By week 3 of each semester, students will have access to their assessment schedules via their OneSchool account. Senior students studying General subjects from 2022 can check the QCAA for their published external examination exam timetable. In addition, a calendar of assessment for Year 11 and 12 students will be published on the school website and SharePoint.

Changes to the calendar can occur only when the relevant Curriculum Head of Department recommends the change and the School's Leadership Team approves it. Students will need to be given reasonable notice (two weeks minimum) of the change in due dates. Amendments will be published as necessary and Parent/Caregiver emailed notifying them of the changes.

3.7 Assessment Task Sheet

Students will be provided with an 'Assessment Task Sheet' for each assessment. The task sheet will include the following information:

- Commencement date
- Draft due date and checkpoints
- Final due date
- Criteria assessed
- Conditions
- Task instructions
- The length of response – a word length, duration of time or page count
- Resources available
- Cognitive verbs
- Authentication strategies
- Test type and response type
- Scaffolding where appropriate

See Section 7 for a task sheet template

3.8 Gathering Evidence of Student Assessment

3.8.1 Due Dates

Timely submission of assessment is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be given. Timely submission of assessment is considered to be by 4pm on the due date. The work (even if incomplete) will be marked, commented upon and credited towards the student's unit result.

3.8.2 Submission of Assessment

Submission of a Draft

Students will be issued with timelines for submission of assignment drafts. When an assignment draft is due, students will submit the written draft electronically via Turnitin. A draft must address the assessment criteria. All other assignment drafts must be submitted to the teacher or the office by 4pm on the due date. The 'draft' copy with feedback will be returned to the student within one week. The student must submit the 'draft' with the 'final' submission. Should the student not make a final submission, this draft will be marked and graded as the final assessment piece.

If no draft work is submitted, the class teacher will contact the Parent/Caregiver within 24 hours. The class teacher will note on the student profile "a result for IN-CLASS work completed to date". The class teacher will actively encourage the student to submit their draft work to the final due date, as evidence of work. Should the student not make a final or draft submission, then the IN-CLASS WORK COMPLETED will be the result assigned on the student profile, if it was gathered in the conditions specified by the syllabus.

Final Submission

Method of Submission

Students are to submit written assessment tasks electronically via Turnitin. All other assignments must be submitted to the teacher or the office by 4pm on the due date.

Late and non-submission of Senior Assessment

To receive an overall subject result for a course of study in a General or Applied subject, a student must complete all required assessment outlined in the respective syllabus. For General subjects, a student must complete four summative assessments: three summative internal assessments and one summative external assessment.

- For Applied subjects, a student must complete four summative internal assessments.
- For Short Courses, a student must complete two summative internal assessments.

Non-submission of Senior Assessment

When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated. N result will be allocated if insufficient evidence has been provided.

- For General subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment.
- For Applied subjects, an E standard cannot be allocated when there is no evidence demonstrated.

- For Short Courses, an E standard cannot be allocated when there is no evidence demonstrated.

For all late assessment items

A letter to Parent/Caregiver 'Notification of Student Failing to Submit an Assignment' to inform them of their student's failure to submit an assessment piece will be generated.

Note: Technology failure (such as printer not working, work not being saved, or computer malfunction etc) is not considered acceptable grounds for extension.

Absence on Due Date of Assignments

Absence from school on the due date is **not a valid reason** for not submitting an assignment on time. If a student knows they will be absent on the day an assessment item is due they must:

- Written assignments must be uploaded electronically via Turnitin
- Other assessment items must be handed in prior to the absence or arrangements made for the item to be delivered to school on that date

NB: Absences include students being off site attending other training, employment or educational activities. Students must submit their assessment item or draft on or before the due date.

3.9 Extension of Assignments and Rescheduling of Exams

Students who are unable to attend or participate in an assessment task due to illness or an unexpected event may be eligible for provisions for illness and misadventure. Section 6 details the guidelines, application process and examples of situation covered by the policy. Students must complete an application using the Form: Access Arrangements and Reasonable Adjustments.

4.0 Academic Integrity and Misconduct

4.1 Understanding Academic Integrity

Mitchelton SHS and QCAA promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, Parent/Caregivers and others who support students in their learning have responsibility for promoting and maintaining academic integrity.

Plagiarism, the copying of another person's ideas, text or other creative work and presenting it as one's own will not be tolerated.

Examples of plagiarism include:

- Copying or closely paraphrasing sentences or paragraphs
- Copying ideas, concepts, tables, designs, sounds, images, music, scripts, research data, mathematical workings etc.
- Copying or adapting another student's work
- 'Cutting and pasting' statements gathered from a variety of sources
- Submitting work produced by someone else on the student's behalf

4.2 Promoting Academic Integrity

Mitchelton State High School promotes academic integrity by developing student's skills and modelling appropriate academic practice. Students in Year 11 will undertake the QCAA Academic Integrity Course to assist with understanding.

Students understand:

- Forward planning — understanding the components of a task and how long each component might take to complete
- Time management — implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances
- Note-taking and summarising — synthesising research or gathering information into a new idea or summary
- Referencing — appropriately acknowledging the ideas, work or interpretation of others
- Choosing appropriate examples — selecting appropriate quotes or examples to support an argument or communicate meaning
- Editing — refining their own work
- Checking — self-assessing compliance with academic integrity guidelines before submitting responses

4.2.1 Scaffolding for assessment Instruments

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding of task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.

Scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.

Scaffolding may include:

- Providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument
- Guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- Providing prompts and cues for students about the requirements for their response

4.2.2 Drafting

A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to authenticate student work. Teachers and other participants in the teaching and learning and assessment process play a significant role in providing feedback on draft responses.

Drafting Responsibilities

Teachers provide feedback on a maximum of **one draft** of each student's response.

Teachers:

- Provide feedback on **only one draft** of each student's assessment in Years 7 – 12

- Require more careful editing — teachers should not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process
- Provide feedback only on a draft submitted by the draft due date, but assist on a draft being provided in case student fails to submit a final assessment piece
- Provide a summary of their feedback and advice to the whole class, only for Years 7 – 10.

Students:

- Submit draft by the due date
- Submit a completed draft that meets the word limit and addresses the assessment requirements
- Ensuring adherence to referencing style
- Students in Years 11 and 12 are required to submit their drafts electronically through Turnitin.

Parents:

- Encourage and support student to submit draft on time
- Read draft
- Provide oral feedback on the above mentioned points for teachers

4.2.3 Managing Response Length

Teachers:

- Implement strategies for when a student submits a response that exceeds the required length, such as not reading/viewing the response after they have judged that it has reached the required length, i.e.
 - Teachers annotate on the student's response where they have stopped reading/viewing and annotate on the assessment task sheet that the student's response has exceeded the required length
 - Teachers mark the student's response using information up to the required length

Students:

- Develop responses that do not exceed or are significantly under the required length
- Document the length of their response using a word count, page count or time

Strategies for managing response length

For students to be able to demonstrate their knowledge and skill within the required length, teachers:

- Develop valid assessment instruments (appropriate for endorsement where applicable) of suitable scope and scale to allow students to produce a complete response within the required length
- Implement teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments
- Provide students with examples of responses that are within the required length
- Model how to create and edit a response
 - That is relevant to the task and objectives being assessed
 - To meet length requirements
- Provide students with feedback if the draft response does not match the required length.

Guidelines about the Length of a Response

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• Raw or processed data in tables, figures and diagrams• Bibliography• Reference list• Appendixes*• Page numbers• In-text citations	<ul style="list-style-type: none">• Title pages• Contents pages• Abstract• Bibliography• Reference list• Appendixes*

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

4.3 Academic Misconduct

Academic misconduct incorporates a range of behaviours by which students inappropriately and falsely demonstrate learning.

Types of Academic Misconduct defines by the QCAA

Type of Misconduct	Examples
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.
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

	<ul style="list-style-type: none"> • 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 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 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.</p> <p>A student completes a response to an assessment in place of another student.</p>
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 audio-visual 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/caregiver or any person in a supporting role to complete or contribute significantly to the response.

4.3.1 Plagiarism

Students cannot be graded on work that is not their own. Consequences for plagiarism include but are not limited to:

- If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement

- Where a student is found to have plagiarised significant portions of the task, only the elements of the task that is their own original work will be graded
- Where a student is found to have plagiarised the entire task, it will be treated as a non-submission.

In both cases, consequences will be applied. Refer to the Mitchelton SHS Student Code of Conduct.

4.3.2 Academic Misconduct during an Exam or External Assessment

Reportable alleged misconduct includes, but is not limited to:

- Gaining access to assessment content before starting the external assessment
- Copying from or communicating with another student while in the assessment room
- Bringing unauthorised material to the assessment room
- Disrupting other students
- Impersonating other students
- Behaviour determined by the supervisor to disrupt the good order and management of the external assessment session

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

Consequences for academic misconduct during an exam or external assessment include but are not limited to:

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

4.3.3 Failure to Comply

To ensure the integrity of the levels of achievements reported for senior certification, students must meet the mandatory requirements stated in a syllabus. Students failing to meet the mandatory requirements of a syllabus:

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

If a student repeatedly does not meet mandatory requirements:

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

4.4 Responsibilities – Academic Integrity and Academic Misconduct

The school (Support Staff, Teachers, HODs, Executive Team) support academic integrity by:

- Fostering a learning environment that encourages mutual trust and respect

- Developing curriculum and assessment that enables identification of individual work
- Giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses
- Modelling academic integrity, e.g. by practising appropriate research, referencing and adherence to copyright laws
- Using QCAA – developed online course ‘Academic Integrity’ for teachers (QCAA Portal) as well as school-developed programs to help students and teachers understand the importance of academic misconduct
- Communicating the school’s expectations for academic integrity and policies for academic misconduct clearly to students and Parent/Caregivers
- Developing processes to manage, resolve and appeal cases of academic misconduct.

Teachers:

- Take reasonable steps to ensure that each student’s work is their own across a range of conditions, especially when students have access to electronic resources, preparing responses to collaborative tasks, access to others’ ideas and work
- Collect evidence of the authenticity of student responses
- Ensure assessment decisions are fair and equitable for all students
- Implement strategies to ensure authentication of student work.

If a teacher suspects a breach of academic integrity, they should:

- Conduct an internet search of key phrases (Students in Years 7 to 10)
- Compare the student’s work to the work of past and present students (Students in Years 7 to 10)
- Interview the student after the submission of a task to explore further, clarify, determine comprehension of the work submitted
- Follow Student Code of Conduct.

Students:

- Sign a declaration on the cover sheet of task stating that it is their own original work
- Draft assignments and keep copies of their drafts
- Reference other sources used
- Provide a list of References
- Not engage in any type of academic misconduct
- Students in Years 11 and 12 are be required to submit their draft and final response via Turnitin
- Required to complete QCAA *Academic Integrity* Course (Years 11 – 12)
- May be required to participate in interviews during and after the development of the final assessment
- May be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts etc.).

Parent/Caregiver:

- Support the efforts of teachers and students to authenticate student responses
- Encourage student to approach their academic responsibilities in an honest, moral and ethical way
- Alert the teacher if you suspect your student has engaged in academic misconduct.

4.5 Exams

4.5.1 Attendance at Exams/Orals

Students must attend all tests, exams and orals at the scheduled time. These may be undertaken in normal class time or during block exams.

4.5.2 Year 12 External Assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. External assessment contributes 25% of the overall subject result in senior subjects and assesses Unit 4 of the syllabus, except for The Arts, which assess Units 3 and 4. In Mathematics and Science subjects, external assessment contributes 50% of the overall subject result.

The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.

Students must complete external assessment on the date published on the QCAA website. Applied subjects do not include external assessment.

External assessment is:

- Common to all schools
- Administered by schools under the same conditions at the same time and on the same day
- Developed and marked by the QCAA according to a commonly applied marking scheme.

The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. Breaches of external assessment rules are a form of academic misconduct.

4.5.3 Examination Equipment

Approved equipment include, but are not limited to:

- Blue or black pens, 2B pencils, highlighters
- Ruler
- Eraser
- Calculator (check with HOD re specifications)
- Tinted glasses, magnifying glasses, earplugs
- Water in plain unlabelled container
- Equipment allowed as per QCAA-approved Access Arrangements and Reasonable Adjustments (AARA)

The following items must **not** be taken into the examination room:

- Electronic devices, e.g. iPods, translators, laptops, mobile phones, smart watches
- Extra paper, books or manuscripts
- Food, unless allowed as an AARA.

4.5.4 Conduct During Examination

To be fair to all students sitting a test, it is important that test conditions are maintained. This means that students do not talk or act in a way that distracts others and prevents them from completing the test to the best of their abilities. Students who act in a way that disrupts others should first be addressed. Students who disrupt again will be removed. The teacher will determine a level of achievement for this student using whatever evidence is available. This would usually mean marking the sections completed before the student chose to leave.

4.5.5 Late Arrival to an Examination

If a student arrives late for an internal examination, they must report to the exam supervisor and designated exam venue as soon as possible. Students who arrive late are permitted entry into the assessment venue to complete the exam.

For Years 10 – 12

No extra time to complete the exam is granted if a student arrives late without the prior arrangement with the required documentation.

Year 12 – Rules for External Assessment

At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External Assessment Student Rules* to students.

4.6 Responsibilities – Examinations

4.6.1 General Responsibilities

Teachers:

- Communicate to school staff, students and Parent/Caregivers: date and time of test
- Communicate to students: date and time of test rules/conditions and approved equipment list.

Students:

- Arrive on time
- Come prepared
- Meet the behaviour expectations for conduct during exams.

Parent/Caregiver:

- Ensure your child has a good night sleep prior to the exam
- Support your child in preparation for the exam.

4.6.2 Responsibilities - External Assessment in Year 12

School External Assessment (SEA) Coordinators:

- Adhere to and manage external assessment processes outlined in the QCAA: QCE and QCIA Policy and Procedures Handbook and the *External assessment — Directions for Administration*
- Communicate to school staff, students and Parent/Caregiver the:
 - *External assessment timetable*

- *External assessment student rules*
 - Approved equipment list
- Apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash
- Allocate teaching staff or other suitable staff to supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year
- Manage incidents when a student is suspected of or observed participating in an act of academic misconduct.

Teachers:

- Comply with and supervise external assessment according to the external assessment guidelines
- Allow a student suspected of academic misconduct to complete the external assessment
- Inform the student that the SEA coordinator will be advised of an alleged incident of academic misconduct
- Report an alleged incident of academic misconduct to the SEA coordinator
- Adhere to external assessment processes outlined in this handbook and the *External Assessment — Directions for Administration*
- Supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year
- Report incidents when they suspect or observe an act of academic misconduct by a student.

Students:

- Read and comply with the *External Assessment Student Rules* and external assessment information that is made available on the QCAA website and provided to schools each year.
- Read the information provided by schools, including the
 - *External assessment timetable*
 - *External assessment student rules*
 - Approved equipment list
- Attend external assessment in which they are enrolled.

Parent/Caregiver:

- Read the *External assessment timetable* and *External Assessment Student Rules* on the QCAA website
- Support students to participate in the external assessment in which they are enrolled.

4.7 Ensuring Academic Integrity in Assessment

Responsibilities - Authentication

Teachers should:

- Take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
- Collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students should:

- Complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- Participate in authentication processes as required by schools, such as to
 - Sign a declaration of authenticity

- Submit a draft
- Submit the final response using plagiarism-detection software, where required
- Participate in interviews during and after the development of the final response.

Parent/Caregiver should:

- Support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response.

4.8 Inability to Establish Authorship

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

Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established or a response is not entirely a student's own work, schools:

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

In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.

5.0 Referencing

In all academic writing, there is an expectation that students use a referencing system to acknowledge the input of a range of sources (books, articles, encyclopaedias, digital presentations etc.) in their assessment and class tasks.

The system used by Mitchelton SHS is APA 6th edition style unless otherwise stated. The APA 6th edition style- created by the American Psychological Association- is used in educational sites across the world.

Without appropriate referencing, students are plagiarising the works of authors. Plagiarising will result in a failure in criterion for all assessment tasks where students use research.

Type of Source	Format/ Example	In text citation
Electronic Books	Author last name, Initials. (Date). <i>Title of work</i> . Retrieved from http://xxxxxxx.xxx Roberts, J. J. (2003). <i>Origins of conflict in Afghanistan</i> . Retrieved from http://www.netlibrary.com	(Author surname, Year)
Article Citation	Author, B. B., & Author, C. C. (Date). Article title. <i>Journal Title</i> , Volume (Issue), page numbers.	(Author surname, Year)
Article /chapter in edited book	Chapter Author Surname, Author initial.(Year). Title of chapter or entry. In Author/Editor Initial. Author/editor surname, <i>Title of Book</i> (pp. Page range of chapter). Place of publication: Publisher	(Chapter author surname, Year)

Electronic Newspaper Article without an Author	Is this the Mideast's future? (2007, July 2). <i>Newsweek</i> , 150(2), 38. Retrieved from http://www.newsweek.com	(Article title, Year)
Editor as Author	Crighton, D. A., & Towl, G. J. (Eds.). (2015). <i>Forensic psychology</i> (2nd ed.). Retrieved from http://ebookcentral.proquest.com	(Author surname, Year)
Websites	Author last name, Initials or Sponsoring Organization. (Publication date or date last updated). Title of page [Format, if applicable]. Retrieved from http://xxxxxxx.xxx	(Author surname, Year)
On line journal articles	Author surname, Author initial. (Year). Article title. <i>Journal Title</i> , Volume Number (issue number), Page range. Retrieved from URL.	(Author surname, Year)
Book	Author(s) of book – family name and initials, use & for multiple authors. (Year of publication). Title of book – italicised. Place of publication: Publisher.	(Author surname, Year)
Book Chapter or Encyclopedia Articles from Edited Books	Bergman, P. G. (1993). Relativity. In <i>The new encyclopaedia britannica</i> . (Vol. 26, pp. 501-508). Chicago, IL: Encyclopedia Britannica.	(Author surname, Year)
No author or editor	Anonymous. (Year). <i>Title</i> . Place of publication: Publisher. <i>This is for works signed Anonymous.</i> If there is no author or editor, the title in italics can be used in place Title. (Year). Place of publication: Publisher.	(Title (shortened), Year)
Images	Author surname/organisation, author initial. (Year). <i>Title</i> . (Format). Retrieved from URL	(Author Surname/Organisation, Year)
Motion Pictures/ Television program	Author surname/organisation, author initial. (Role), & Author surname/organisation, author initial	(Author Surname, Year)
Videos and DVDs	Author Surname/organisation, Author initial (Year). <i>Title</i> (Format). Production location: Studio.	(Author surname, Year) (<i>Title</i> , Year)
Blogs/ Podcasts	Author. (Year, month day). <i>Title</i> , [Type of media]. Retrieved from Web address	(Author surname, 2009)
Government publication	Author(s) of report – (person or organisation), use & for multiple authors. (Year of Publication). <i>Title of report – italicised</i> . Place of publication: Publisher.	(Queensland Health, 2005)
Newspaper/ Magazine article	Author(s) of article – family name and initials, use & for multiple authors. (Year of publication, month day). Title of article. Title of newspaper – italicised, p. page number(s).	(Jones, 2008)
Legislation	<i>The Criminal Code Act 1899</i> (Qld)	
Legal Cases	<i>R v Baden-Clay</i> [2014] QSC 154	

Audio	Writer, A. (Copyright year). Title of album [Format]. Location: Label. (Date of recording) Mahler, G. (Composer) & Fischer, I. (Conductor). (2006). <i>Symphony no. 2 in C minor</i> [CD]. Herwijnen, Netherlands: Channel Classic Records.	(Mahler, 2006)
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5.1 Using in Text References

The work you are referencing must appear on your Reference List. If available, in-text citations must include the author's (or editor's) last name and year of publication. Direct quotes must also include a page number. There are many ways to include this information in your text.

Examples:

Smith (2010) surveyed this phenomenon.

A famous survey of this phenomenon (**Smith, 2010**) showed that....

In **2010**, **Smith** demonstrated that...

"White rats are the best subjects for this test," said **Smith (2010, pp. 50-51)**.

5.1.1 Works by Two Authors

When there are two authors, cite both authors throughout the work. Citations inside parentheses use the ampersand (&). Citations outside parentheses, use "and."

Examples:

According to the study, 25% of people prefer cats over dogs (Smith & Brown, 2004).

Smith and Brown (2004) surveyed this phenomenon.

5.1.2 No Author

When there is no author, Instead of a last name, use the first few words of the entry for that work in the reference list. Put quotation marks around the title of an article or chapter, and italicise the title of a book, periodical, brochure, or report.

Examples:

"Survey of Asian Men" (2008)....

...a recent study (*Hispanic and Female*, 2004)....

5.1.3 No Date of Publication

When there is no date of publication, substitute (n.d.) for the date.

Brown's study (n.d) showed that kittens are visually pleasing...

5.1.4 Citing Classical Works

For major classical works, such as ancient Greek and Roman works and the Bible, identify the version you used and specify the part you are citing according to the standard way of referring to it—book, chapter, verse, line, or canto.

The poem alludes to 1 Genesis 1:1 (King James Version)...

5.2 References

When creating a reference at the end of the assessment task, follow the following format:

- Starts on a new page
- The word “References” should be centered on the page. It should not be bolded, underlined, or italicised
- Use a hanging indent – the first line of each reference entry should be flush to the left side, all lines after the first line of each entry should be indented 0.5 inches from the left margin
- Double space between all reference entries
- Alphabetise entries by the first authors’ last names
- Two or more works by the same author should be ordered by publication date, with the oldest entry listed first
- Include references for all sources cited in the text of the paper, except for personal communications or interviews
- Format reference entries according to type.

Example:

References

Towson University. (2019). *APA Style*. Retrieved from <http://towson.libguides.com/apastyle/online>

University of Southern Queensland Library. (Nov. 2018). *APA Referencing Guide*. Retrieved from <http://www.usq.edu.au/library/referencing/apa-referencing-guide>

University of Queensland. (February 28, 2019). *APA 6th referencing style*. Retrieved from <https://guides.library.uq.edu.au/referencing/apa6>

6.0 Access Arrangements and Reasonable Adjustments

6.1 Background

The Mitchelton State High School (MSHS) Access Arrangements and Reasonable Adjustments Policy is based on the principles outlined in the following documents:

QCE Policy and Procedures Handbook V2.0

Disability Discrimination Act 1992 (Australian Government)

Disability Standards for Education 2005 (Australian Government)

6.2 Scope

This policy defines the responsibilities, principles and guidelines to be applied for Access Arrangements and Reasonable Adjustments in subjects that are quality assured by the Queensland Curriculum and Assessment Authority (QCAA). These include assessments for General and Applied subjects, QCAA Short Courses and Senior External Examinations. Subjects that are offered by the School, but are not quality assured by the QCAA, will abide by the provisions of this policy, as much as is practical under the circumstances. Assessment that is quality assured by other jurisdictions, such as assessment for Vocational Education and Training within the Australian Quality Training Framework (AQTF) and approved assessment by other agencies, is not covered by this policy.

MSHS recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

The relevant exit or reporting standards and instrument specific marking guides are used to make judgments about student achievement and are not modified. The School is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study.

The School is required to maintain the intent and rigour of the syllabus and any other requirements or components that are inherent or essential to the course of study. Actual achievement is assessed using evidence provided in student responses, rather than perceived ability or potential achievement. AARA do not involve compensating for what the student does not know or cannot do.

The School will grant alternative access arrangements for a student if application is made and the circumstances for the application are consistent with the requirements of this policy. If alternative access arrangements are not granted, the students are required to submit assessment without alteration, as outlined in the *School's Assessment Policy*.

Access Arrangements and Reasonable Adjustments is divided into two categories

- (1) Access Arrangements and Reasonable Adjustments (AARA); and
- (2) Illness and Misadventure

6.3 Access Arrangements and Reasonable Adjustments (AARA)

Access arrangements and reasonable adjustments to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARA are provided to remove, as much as possible, barriers for a student whose disability and/or medical conditions may affect their ability to read or respond to assessment on the same basis as other students. The school will use the guidelines for AARA published in the *QCE Policy and Procedures Handbook* to make appropriate decisions about assessment conditions for General, Applied, Short Course and Senior External Examination syllabuses. AARA can be classified as either long term or short term.

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability and/or medical conditions that may be a barrier to their performance in assessment. AARA are designed to assist these students, and do not cover circumstances arising from the student's or parent/caregiver's choice.

Under the Australian Government's *Disability Standards for Education 2005*, educational authorities such as the QCAA, and education institutions such as schools, learning providers and school registered training organisations (RTOs) are obliged to make access arrangements and reasonable adjustments (AARA), and are responsible for consulting with students and parents/caregivers about AARA.

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.

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.

see section 7.4 for examples of AARA that may be provided

School Decisions

In making decisions about AARA, schools are required to consider what adjustments to assessment conditions are reasonable in the context of the eligible student's circumstances. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4. All AARA granted in Years 11 & 12 must be supported by documentation that is consistent with QCAA requirements.

The QCAA uses four broad application categories for AARA eligibility:

- Cognitive
- Physical
- Sensory
- Social/emotional.

6.4 Students with Specific Educational Needs

Access Arrangements and Reasonable Adjustments may be particularly relevant for students with specific educational needs. These needs are considered in a proactive way — to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements.

Students with specific educational needs include but are not limited to:

- Students with disabilities that have a physiological basis, such as those of a sensory, motor or neurological nature
- Students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factors where there may be some form of educational disadvantage, such as students:
 - Of aboriginal and/or Torres Strait islander backgrounds
 - With language backgrounds other than English
 - Who are migrants or refugees
 - From rural and remote locations
 - In low socioeconomic circumstances
- Students whose difficulties in accessing learning do not appear to be directly or primarily attributable to educational disadvantage arising from impairment, or to socioeconomic, cultural and/or linguistic factors or
- Psychological needs (e.g. students who have short-term impairments such as glandular fever, fractured limbs etc.)
- Students with identifiably different patterns of educational development and orientation, influenced by factors such as:
 - Gender, for example, the inclusion of learning resources relevant to both females and males
 - Special talents (including giftedness), with opportunities for extension programs to be experienced
 - Life circumstances that may impact on a student's opportunity to engage in learning and be assessed fairly.

6.4.1 Students with Disabilities

Students who have been ascertained will have AARA recommended as part of their Personalised Learning Plan. The Head of Special Education Services or case managers will liaise with relevant school staff where AARA are required.

6.4.2 ESL Students

Students whose background is English as an Additional Language or Dialect (EAL/D) may be eligible for AARA if they have disability and/or medical conditions, however EAL/D students without disability and/or medical conditions are not eligible for AARA.

6.4.3 Long-term Conditions that are Unlikely to Improve over Time

Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

6.4.4 Short-term Conditions or Temporary Injuries

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

- For internal assessment, no earlier than six months prior to the relevant Units 3 or 4 assessment event for General and Applied subjects
- For external assessment, no earlier than 1 April of the assessment year.

Depending on the type of AARA being applied for, the application is either

- Approved by the school with no further action necessary
- Approved by the school and then advised by the Principal (or their delegate) to the QCAA; or
- Approved by the QCAA. The table below explains the approval required.

It is expected that for students in Years 7-9, the documentation requirements for all forms of AARA are, as much as is practical, consistent with those expected of senior students. This rule exists, so as to minimise the chances of having to adjust/refuse AARA in the senior years.

##see Section 7.3 for summary of AARA documentation requirements

6.5 Illness and Misadventure

Illness and misadventure provides for students whose ability to attend, or performance in, summative internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

The following guidelines apply for illness and misadventure:

- A student who has been approved for access arrangements and reasonable adjustments (AARA) is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment
- The condition or situation must be unforeseen and beyond the student's control
- An adverse effect must be demonstrated
- The condition or situation cannot be of the student's own choosing or that of their parents/caregivers.

Under such a principle, the school seeks to minimise the disadvantage to students caused by the following situations:

- Certified medical reasons that prevent students from completing assessment in the timeframe stipulated
- Emotional or psychological issues
- Family bereavement or trauma that prevent completion of a scheduled assessment task to the student's maximum ability
- Students who are selected in representative sporting teams that require absence during term time.

Examples of Illness and Misadventure	
Internal Assessment	External Assessment
<p>A student who is ill and able to attend summative internal assessment should inform the principal's delegate or assessment supervisor of their condition as soon as practical. This may be before, during or immediately after the assessment session.</p> <p>Principal-reported AARA should be implemented to provide, when possible, opportunities for the student to complete assessment. Example arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.</p> <p>Principal-reported AARA are implemented by the School until the closing date for AARA applications, as published in the Senior Education Profile (SEP) calendar. All efforts should be made to complete internal assessment.</p> <p>When summative internal assessment cannot be completed using principal-reported AARA by the closing date, Schools should complete an application for illness and misadventure via the QCAA Portal. Applications for illness and misadventure close seven days after the closing date for principal-reported AARA.</p>	<p>A student who is ill and able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.</p> <p>A student who cannot attend an external assessment must notify the principal's delegate or the SEA coordinator as soon as practical.</p> <p>The student is responsible for completing the relevant sections of the Illness and misadventure form and obtaining the independent documentation to support the application.</p> <p>A separate application is required for each external assessment for which consideration is being sought. Schools will be asked to supply supplementary information to verify the student's application.</p> <p>For external assessment, applications for illness and misadventure are accessed:</p> <ul style="list-style-type: none"> • For students, via Student Connect • For Schools, via the QCAA Portal. <p>Applications for illness and misadventure for external assessment:</p> <ul style="list-style-type: none"> • Open 14 days before the start of the external assessment schedule • Close seven days after every relevant external assessment.

6.6 Examples of Situations not Covered under this Policy

Events that are of the student's own choosing or that of their parents/caregivers are not covered by AARA. Examples of this are:

- Parents who choose to take students out of school (e.g. on leave) during term time are not covered by AARA. Unsupervised tasks due whilst absent are still due on the date specified on the assessment calendar. The school has the right to determine whether missed supervised tasks (e.g. exams) will be rescheduled to a later date. If it is not appropriate to reschedule, then the question of whether enough evidence is available to award a level of achievement in a particular unit/semester is one for the subject HOD to determine. In such a situation, the decision as to whether enough evidence is available to award QCE credit or ATAR credit is one for the Senior Schooling HOD to determine
- Students with other school commitments (either curricular, co-curricular or extra-curricular)
- Students misreading an examination timetable or instructions on examinations.

Other examples where AARA does not apply are:

- Unfamiliarity with the English language. Students whose background is English as an Additional Language or Dialect (EAL/D) may be eligible for AARA if they have disability and/or medical conditions, however EAL/D students without disability and/or medical conditions are not eligible for AARA
- Teacher absence or other teacher related difficulties
- Computer failure, failure to print or to backup work on a computer. Safe storage of assignment progress is the responsibility of the student
- This policy is not intended for use in situations where a critical incident (e.g. disaster, emergency, traumatic event) has significantly impacted the school community and students. In these cases, schools will contact the QCAA for advice and support.

6.7 Other Information

The following additional information provides guidelines for both students and parents/caregivers in understanding the AARA process. Any enquiries or applications should be made to the relevant staff as per flowchart (section 7.5) below.

- Each AARA application will be considered on an individual basis and decisions reached through consultation. The school will consult and involve the student, the staff who initially assessed the application and, where appropriate, the student's parents/caregivers or associates and other relevant school personnel in the decision-making process. The school will consider the student's specific educational needs and balance the interests of all parties affected, including those of the student, the school, staff and other students
- Relevant staff and the student are required to inform the subject teacher as soon as is known that AARA has been/will be applied for. It is essential that the student complies in a timely manner with all teacher directions and requests relating to an AARA application
- The application of the student to the task (prior to the problem occurring) and the ability to meet intermediate deadlines (e.g. submission of drafts) may be when assessing the amount of AARA that will be allowed. Students who are requesting AARA are expected to make completion of academic work a priority
- Students who are applying for an extension to an assignment for reasons relating to AARA, if asked to do so, are required to show the class teacher and/or relevant HOD evidence of progress on the date that they apply for AARA or on the normal due date of the assignment, whichever is the earlier

- Students should not assume that if AARA is given for one subject that this provision will extend to other subjects or that the same type of provision will be given in every subject
- If AARA has been applied for or is likely to be applied for, the student must liaise with the class teacher regarding necessary arrangements on the first day of return to school following any absence. If the teacher is absent on that day, they are required to see the relevant HOD. The normal procedure would be that an exam will be completed on the first day that the student returns to school after an absence, even if AARA issues have not been finalised
- Students who apply on the grounds of short-term medical incapacity when the time allocated to an unsupervised assessment task extends over a number of weeks, are less likely to have an application approved
- If after AARA has been granted, students are not able to meet the mandatory requirements of the QCAA for a unit/semester, they will not be able to receive credit for that subject for the unit/semester in which the mandatory requirements are not met
- Students who have been granted “ongoing” AARA (e.g. an extended/recurring illness, injury or personal problem) will be monitored by the class teacher to ensure that every effort is being made to complete tasks and, as much as is possible, work around the problem. Students must continue to communicate with their teacher regarding the ongoing problems that are preventing work being completed.

6.8 Application Process for AARA

Students or parents/caregivers must contact the School as early as possible if there is a need which may require an application for AARA. Students applying for AARA must complete an AARA application form available from the school. The form must be signed by a parent/caregiver. Requests must be made before assessment is due. AARA will not be given retrospectively. Parents and students will be supported by school staff with the application process.
Independent documentation must be provided if the matter is not medical in nature, then independent documentation needs to be provided that establishes the legitimacy of the issue.
<p>If a student wishes to apply on illness or misadventure grounds the following information must be provided:</p> <ul style="list-style-type: none"> ○ Diagnosed illness, condition or event ○ Date of diagnosis, onset or occurrence ○ Symptoms, treatment or course of action related to the condition or event ○ Explanation of the probable effect of the illness, condition or event on the student participating in the assessment ○ For non-medical claims, written evidence from a relevant independent professional or other independent third party.
The student or parent may choose to submit a statement on the back of the application about how their disability and/or medical condition affects them in timed assessment. The absence of a student statement does not disadvantage an AARA application.
<p>Students apply with a completed form to their relevant person below:</p> <ul style="list-style-type: none"> ○ Year 7-9 Students - Relevant subject Head of Department ○ Year 10-12 Students - Head of Department Senior Schooling ○ SEP Students - Head of Special Education Services <p>Please note students currently being case managed by the Guidance Officer will be provided with support to complete the application process.</p>
In the event of successful application, subject teachers and relevant staff will be advised of AARA outcomes, although they may not be advised of the confidential circumstances of the individual cases.
All approved applications will be collated in a Spreadsheet and stored on the student’s file and uploaded in student support provisions OneSchool file and a copy of the approval is attached to the assessment instrument.

Additional applications requirements for Summative QCAA Units 3 & 4 (Year 12)

Documentation must also contain:

- (1) A school statement, which provides:
 - A detailed overview of the observed impact of the student’s disability and/or medical condition on the student’s functioning during timed assessment

- A description of how the disability and/or medical condition acts as a barrier to the student's access to the assessment and/or to the student's ability to communicate a response to assessment
- A list of the student's previous use of AARA in the school environment and the effectiveness of each AARA. Students should have AARA in place during teaching and learning for the disability, impairment and/or medical condition.

Typically, the school statement should be prepared by the staff member most familiar with the needs of the student in relation to the student's disability and/or medical condition. A school statement should be current — it should be written at the time the application for AARA is submitted.

(2) Student Statement - optional

The student may choose to submit a statement with the application for QCAA-approved AARA about how their disability, impairment and/or medical condition affects them in assessment. However, the absence of a student statement does not disadvantage an AARA application.

(3) For medical conditions, a compulsory medical report, completed using a QCAA template that provides:

- Diagnosis of disability and/or medical conditions
- Date of diagnosis
- Occurrence or onset of the disability and/or medical condition
- Symptoms, treatment or course of action related to the disability and/or medical condition
- Information about how the diagnosed disability and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- Professional recommendations regarding AARA, if applicable.

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.

(4) Evidence of a Verified Disability

When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report. This may only be considered when the formal verification notification covers the duration coinciding with the student's enrolment in subjects for Units 3 and 4 in General and Applied subjects, including the external assessment schedule in November.

(5) Other Evidence

- Teacher observations
- Results from standardised academic testing

Where the condition is not medical, students may supply other relevant evidence including:

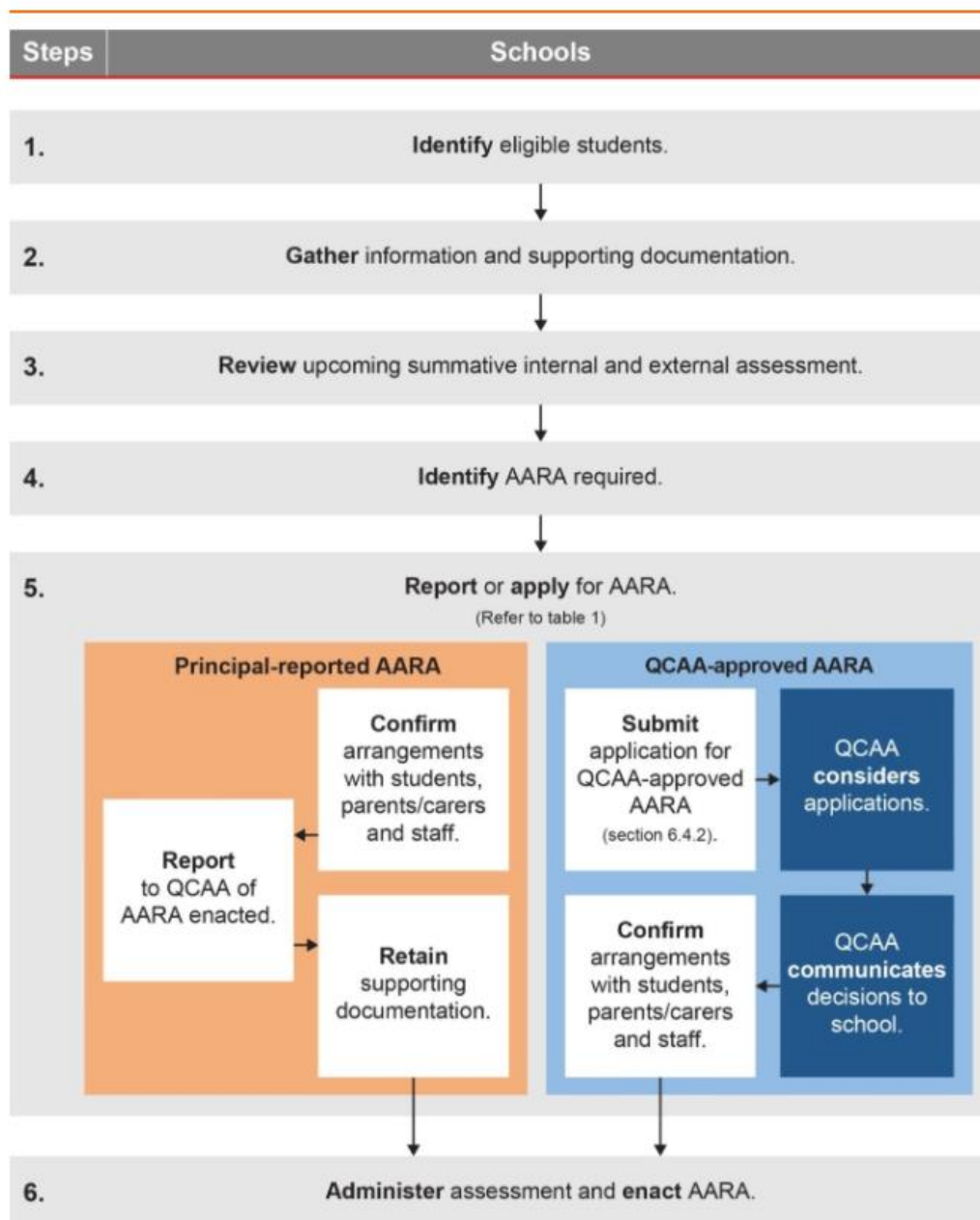
- Police reports
- Official notes.

The school is required to keep supporting documentation at the school for all summative assessment and may be required to supply the documentation as part of the quality assurance processes to the QCAA for AARA or as part of a student appeal.

see appendix 1 for application and notification process flow chart

7.0 Appendix

7.1 The Application and Notification Process



7.2 AARA Approval Levels

Summary of the adjustments for which schools are required to apply to the QCAA

Type of assessment	Adjustment
Summative assessment — internal examination	<ul style="list-style-type: none"> extra time and/or rest breaks
Summative external assessment or Senior External examination	<ul style="list-style-type: none"> extra time and/or rest breaks format of papers assistance assistive technology, including the use of a computer a reader and/or scribe variation to venue (changes to rooms should be recorded). See Section 10.4.1: Variations to venue any adjustments not identified as principal-reported in the table in Section 6.4.4: Possible AARA.

Examples of possible principal-reported and QCAA-approved AARA

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Alternative format papers	<p>Examples include:</p> <ul style="list-style-type: none"> • braille • A4 to A3 enlargement • electronic format • large print papers • black-and-white materials. 	Principal-reported	QCAA-approved	
Assistance	<p>Examples include:</p> <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	<p>Examples include:</p> <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. See Section 7.4: Developing a comparable assessment instrument .	Principal-reported	Not applicable	

Computer	Desktop computer or laptop computer with an approved software application.	Principal-reported	QCAA-approved
	Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available in the <i>Computers</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.		
Drink	Allowing a drink other than water — that is required for a medical reason by the student — in the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported
Diabetes management	Examples include: <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
	Further information is available in the <i>Diabetes management</i> information sheet via the QCAA Portal. Schools are to provide this information sheet to eligible students.		
Extension	An extension to the due date for submission or completion of an: <ul style="list-style-type: none"> • extended response project or • performance or • 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	A clean, unannotated copy of the written instructions. 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.	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	<p>A reader who reads the assessment or the student's response aloud as often as the student requests.</p> <p>Further information is supplied with the AARA decision letter for external assessment and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.</p>	Principal-reported	QCAA-approved
Rest breaks	<p>Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.</p> <p>Further information is supplied in the <i>Rest breaks</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.</p>	QCAA-approved	QCAA-approved
Scribe	<p>Work with someone who transcribes the student's verbal response or directions during the assessment.</p> <p>Further information is supplied with the AARA decision letter for external assessment, and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.</p>	Principal-reported	QCAA-approved
Varied seating	<p>Varied seating, if needed, is determined by the SEA 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

Variations to venue See Section 10.4.1 Variations to venue	Changes to the assessment venue (generally a school campus) or assessment room may be made due to severe weather conditions or other incidents. Assessment venues are generally school campuses. Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment (see varied seating, above). 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.	Principal-reported	QCAA-approved
Vision aids	Examples include: <ul style="list-style-type: none"> • coloured transparency overlay • different lighting • other vision aids. 	Principal-reported	Principal-reported
Other	Based on the functional impact of a student's condition		

7.3 Summary of AARA Documentation Requirements

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 & 4	
			Summative internal assessment	Summative external assessment and SEE
Cognitive	<ul style="list-style-type: none"> • Computer • Extra time • Reader • Rest breaks • Scribe 	<ul style="list-style-type: none"> • Medical report • School statement 	<ul style="list-style-type: none"> • No earlier than Year 10 	<ul style="list-style-type: none"> • No earlier than Year 10
Physical	<ul style="list-style-type: none"> • Assistance • Computer • Extra time • Rest breaks 	<ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.
Sensory	<ul style="list-style-type: none"> • Alternative format papers • Assistance • Assistive technology e.g. amplification system, magnification applications • Extra time 	<ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year

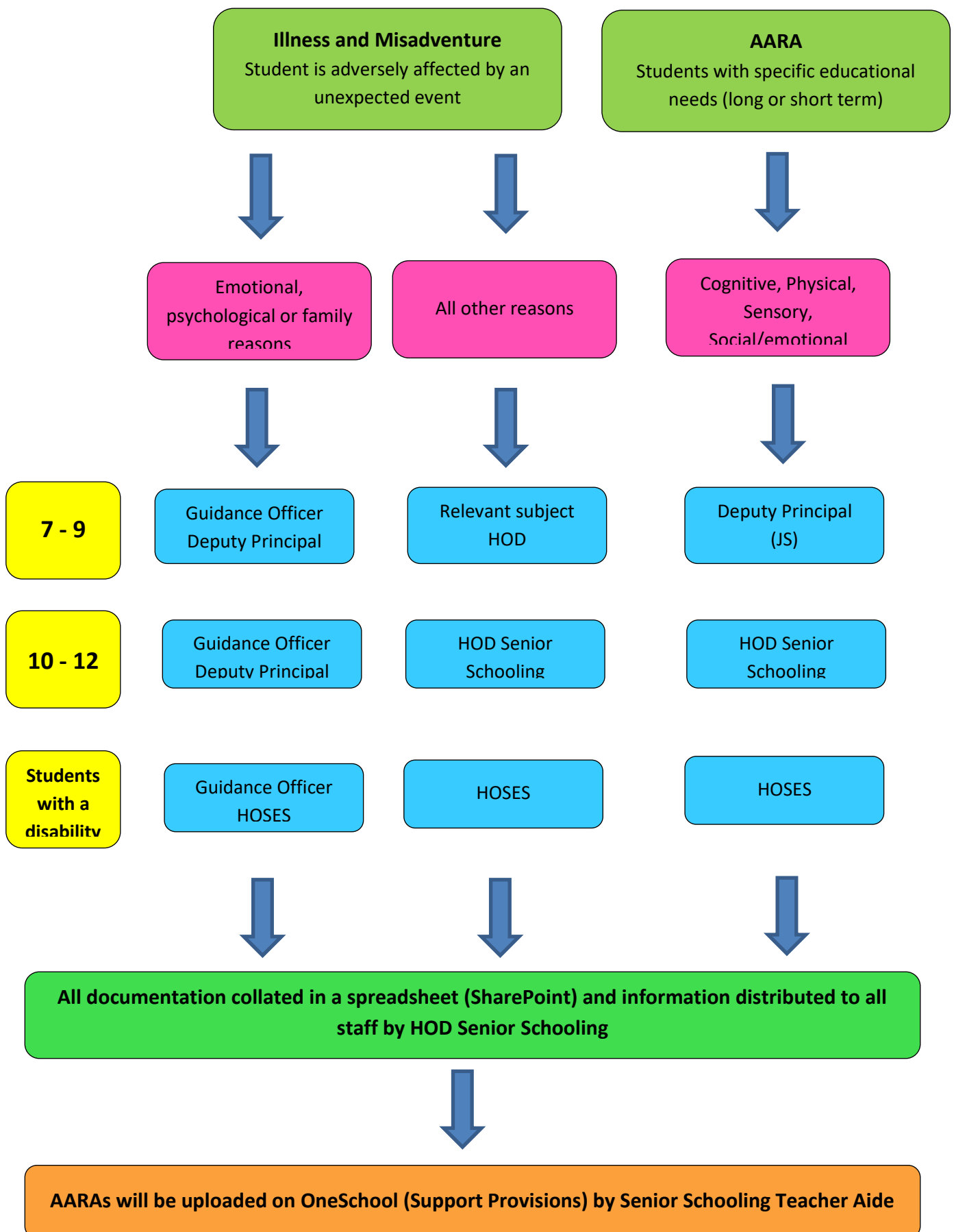
	<ul style="list-style-type: none"> • Individual instructions • Rest breaks 			
Social/ emotional	<ul style="list-style-type: none"> • Alternative venue • Assistance • Rest breaks 	<ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments School statement 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event. • Other conditions: No earlier than Year 10 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required. • Other conditions: No earlier than Year 10

7.4 Examples of Reasonable Adjustments

- Alternative format papers, including A4 to A3 enlargement, electronic format, large print papers, e.g. N18, N24, N36, black-and-white materials.
- Assistance including a teacher aide assisting with manipulation of equipment and other practical tasks or a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing.
- Assistive Technology - Examples include an amplification system, speech-to-text application or magnification application.
- Bite Sized food - The student may take a sufficient quantity of bite-sized food in a clear container into the assessment venue. Food must be unobtrusive in nature, e.g. not crunchy, strong-smelling or wrapped in noisy packaging.
- Completion of Assessment at a later date – When the work is summative, an alternative comparable assessment that has not previously been administered to students in the subject cohort may be administered on a different date. When the work is formative, the assessment may be the same or comparable. Note that under no circumstances will the School allow the completion of examinations to be brought forward of the scheduled date.
- Computer use - The student may use a desktop computer or laptop with an approved software application, e.g. Microsoft Notepad, Microsoft WordPad.
- Drink - The student may take a drink, other than water, that is required for a medical reason into the assessment venue in a clear, unlabelled bottle.
- Extension - The student may be permitted an extension of the due date for submission or completion of an extended-response project/performance/non-examination.
- Individual instructions - The student may be permitted a clean, unannotated copy of the written instructions. 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.

- Medication - prescribed medication may be taken into the assessment venue in a clear container.
- Physical Equipment and environment - examples include specialised desk or chair, cushion or pillow, crutches, heat or cold pack, towel, lighting, ventilation, temperature or other physical aid.
- Reader - The student may be permitted a reader that reads the assessment or the student's response aloud as often as the student requests.
- Rest breaks - The student may be permitted time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.
- Scribe - The student may be permitted to work with someone who transcribes the student's verbal response or directions during the assessment.
- Varied Seating - the student may be permitted varied seating, determined by the School external assessment (SEA) coordinator or supervisor. Options include: single student supervision (separate from the main assessment venue), small group supervision (separate from the main assessment venue), seated at the back, front or side of the main assessment venue.
- Variation to venue - changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents.
- Vision aids - examples include coloured transparency overlay, different lighting or other vision aids.

7.5 AARA Application



Access Arrangements and Reasonable Adjustments Fact Sheet

AARAs are designed for students who may have some disability, medical condition or misadventure that affects their ability to display their abilities in an assessment or external exam.

Applications may be made for

- **Long term medical conditions** and/or disabilities which are unlikely to change over time. These are conditions which will affect the student for life and will impact their schooling
- **Short term conditions** which may change over time; this includes all mental health conditions and any medical conditions which will eventually heal or improve
- **Misadventure:** accidents which affect a student's ability to access an assessment
- **Illness:** a short but severe sickness which stops a student from performing on their assessment instrument.

Students are **ineligible** to apply for an AARA on these grounds:

- Unfamiliarity with the English language
- Teacher absence or other issues with the teacher or their instruction
- Matters the student chose, or could have avoided (e.g. holidays, sport, forgotten date)
- Timetable clashes
- Matters the school could have avoided (e.g. enrolment in an incorrect subject).

The application and the necessary documentation (explained below) are to be submitted to relevant staff as outlined in the flowchart (section 7.5.1) within the following timelines:

- By the end of February of Year 12 for alternative format external exams (eg braille, enlarged)
- By the end of Term 1 of Year 12 for other *long-term conditions*
- As soon as possible, preferably well before the due dates, for school-based assessments affected by *short-term conditions, illness or misadventures*
- By Week 4 of Term 3 for AARAs that affect the external exams due to short-term conditions.

Documentation is required to support the application, such as police statements for misadventure or the following for medical conditions:

Category	Documentation Needed with Application	Date on Documents
Cognitive (eg intellectual impairment)	Medical Report or EAP verification	Short-term conditions Within 6 months prior to the internal assessment <i>Or</i> no earlier than April 30 of Year 12 for the external exam Long-term conditions No earlier than Year 10
Physical	Medical Report or EAP verification	
Sensory	Medical Report or EAP verification	
Social/Emotional	Medical Report or EAP verification	Mental health conditions Within 6 months prior to the internal assessment <i>Or</i> no earlier than April 30 of Year 12 for the external exam Other conditions No earlier than Year 10

Application for Access Arrangements and Reasonable Adjustments

Student Name: _____ Care class: _____

Date of application: _____

Condition type (please circle): Long-term Short-term Illness Misadventure

For medical conditions, select the category:

Cognitive Physical Sensory Social/Emotional

Details of impact on assessment: _____

Subject/s and assessment/s for which AARA is needed. Please write each assessment on a new line, and tick the appropriate box to show if it is an assignment, an exam, or external exam:

Subject	Assessment Number (ie IA1, IA2, IA3)	Original Due Date	Assignment	Exam	External Exam

Has supporting documentation been supplied? Medical conditions require a medical report (see attached) or a verified disability, misadventure requires supporting evidence from police or another independent source. It must outline how this impacted your ability to do the assessment instrument.

Student signature: _____

Admin use only

Approved Not approved

Recommendations and notes: _____

Signed: _____ Date: _____

Uploaded to: ☐ OneSchool/QCAA Portal ☐ Tracking Spreadsheet ☐ Emailed to staff

Student Responsibilities

Communication of Policy and Procedures	Students are to read and refer to the Assessment Policy as required. It is the student's responsibility to make themselves aware of their responsibilities.
Expectations – engaging in learning and assessment	<p>Student are expected to:</p> <ul style="list-style-type: none"> 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. <p>To emphasise the importance of sound academic practices, students will complete the QCAA academic integrity course.</p>
Due Dates	<p>Students are responsible for:</p> <ul style="list-style-type: none"> Recording due dates in their diaries 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. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> Inform the Head of Department and classroom teacher as soon as possible Provide the school with relevant documentation, e.g. medical certificate Adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>All final decisions are at the principal's discretion. Refer to AARA information below.</p>
Submitting, collecting and storing assessment	<p>Students will:</p> <ul style="list-style-type: none"> Submit draft assignments by the due date, written drafts via Turnitin and all other drafts to the teacher or to the office by 4pm on the due date Submit assessment on or before 4pm on the due date Submit written assessment tasks electronically via Turnitin Submit all other assignments to the teacher or the office by 4pm on the due date
Internal assessment	<p>Students are required to:</p> <ul style="list-style-type: none"> Work on assessment during designated times and show evidence of progress at scheduled checkpoints Adhere to assessment response lengths as specified by syllabus documents Sign a declaration on the cover sheet of task stating that it is their own original work Reference other sources used and provide a list of references Not engage in any type of academic misconduct Required to complete QCAA <i>Academic Integrity</i> course (years 11 – 12) May be required to participate in interviews during and after the development of the final assessment May be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts etc.) Arrive on time and come prepared to exams Meet the behavior expectations for conduct during exams.
Applications for AARA	<p>All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines.</p> <p>Applications for extensions to due dates for unforeseen illness and misadventure</p>

	Students and parents/caregivers must contact the Principal's Delegate as soon as possible and submit the relevant supporting documentation.
External assessment	<ul style="list-style-type: none"> Read and comply with the <i>External Assessment Student Rules</i> and external assessment information that is made available on the QCAA website and provided to schools each year. Read the information provided by schools, including the <ul style="list-style-type: none"> <i>External assessment timetable</i> <i>External assessment student rules</i> Approved equipment list Attend external assessment in which they are enrolled.

Teacher Responsibilities

Communication of Policy and Procedures	Teachers are to have read the Assessment Policy and answer any follow up questions students may have. Teachers should refer to the relevant sections of the Assessment Policy when each task is handed to students.
Expectations – engaging in learning and assessment	<p>Teachers are responsible for:</p> <ul style="list-style-type: none"> Developing a Teaching, Learning and Assessment Plan (TLAP) for General Subjects, study plans for Applied Subjects and unit plans for Junior Subjects Two assessments are developed for each General Subject/semester Marking guides are developed to assess student performance Teachers engage in endorsement of assessment processes as outlined by the school Teachers engage in internal confirmation practices and Junior moderation Teachers plan engaging lessons and develop appropriate student resources.
Due Dates	Teachers will assist in the development of OneSchool assessment schedules.
Submitting, collecting and storing assessment	<p>Teachers will:</p> <ul style="list-style-type: none"> Store draft and final responses for all internal assessment in the student's folio Record and store live performance assessments in G drive as required for QCAA processes.
Internal assessment	<p>Teachers will:</p> <ul style="list-style-type: none"> Provide appropriate levels of scaffolding while maintaining the integrity of the requirements of the task or assessment instrument, students will gradually be given more responsibility for understanding the processes required to complete their tasks Provide checkpoint dates on task sheets to monitor student progress and use these checkpoints to identify and support students to complete their assessment Checkpoint dates are used to gather evidence of student assessment completion in case of student failing to complete the final assessment piece Contact the relevant Head of Department and Parent/Caregiver if the checkpoints are not met Provide feedback via Turnitin on a maximum of one draft Store a copy of the feedback as a hard copy and retain this in the student's folio Teachers will provide feedback within one week of a student submitting the draft Take reasonable steps to ensure that each student's work is their own across a range of conditions, especially when students have access to electronic resources, preparing responses to collaborative tasks, access to others' ideas and work Collect evidence of the authenticity of student responses Ensure assessment decisions are fair and equitable for all students

	<ul style="list-style-type: none"> Implement strategies to ensure authentication of student work.
Managing non-submission of assessment by due date	<p>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:</p> <p>Provided by the student for the purposes of authentication during the assessment preparation period is available across all subject matter, teachers make an on balanced judgment based on this</p> <p>Was not provided by the student on or before the due date as specified by the school and no other evidence is available, the student is 'Not-Rated' (NR).</p>
External assessment	<p>Teachers will:</p> <ul style="list-style-type: none"> Comply with and supervise external assessment according to the external assessment guidelines Allow a student suspected of academic misconduct to complete the external assessment Inform the student that the sea coordinator will be advised of an alleged incident of academic misconduct Report an alleged incident of academic misconduct to the SEA coordinator Adhere to external assessment processes outlined in this handbook and the <i>external assessment — directions for administration</i> Supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year Report incidents when they suspect or observe an act of academic misconduct by a student.