



**Southport State High**  
INDEPENDENT PUBLIC SCHOOL

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# SOUTHPORT STATE HIGH SCHOOL

## *ASSESSMENT POLICY*



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## 1.0 Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to educational outcomes for students.

## 2.0 Principles of Quality Assessment

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

Assessment should be:

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

High-quality assessment is characterised by three attributes:

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



## 3.0 Accountabilities

Southport State High Independent Public School's expectations for teaching, learning and assessment are underpinned by the principles of academic integrity, equity for all students, seeking excellence and maximising student accountability within the teaching and learning cycle.

### 3.1 School

- Publish Junior Secondary term assessment calendar to students and parents.
- Publish an assessment calendar available on OneSchool detailing due dates for drafts and final submission of assessment for Year 10 – 12 students.
- Provide students with assessment instruments in an appropriate timeframe and ensure the task sheet provides clear descriptions of requirements.
- Ensure task sheets for assignments clearly indicate the due date for a draft and the due date for the final submission. Provide time in class to annotate and deconstruct task sheets for deeper understanding.
- Ensure students are aware of the criteria and standards for assessment and are given time to complete the task.
- Provide students with timely and targeted feedback on progressive work and draft items.
- Provide support for students, such as the Homework Centre.
- Contact home when students are at risk of failing a subject or have not submitted a draft or final assessment by the due date.
- Implement consequences for students who fail to follow the requirements of the assessment policy, such as detention, suspension, risk of cancellation process and/or assessment not awarded a standard (N Grade / N Rating).

### 3.2 Students

- Access the assessment calendar on Junior assessment calendar or the Senior OneSchool assessment calendar to identify when assessment is due and plan for this with families.
- Ensure all assessment tasks submitted are the original work of the student and cited work is referenced using the appropriate system.
- Attend all exams on the scheduled date and time.
- Save all electronic assessment work on at least two different storage devices.
- Submit complete drafts, meet checkpoints and complete final assessment tasks on time (as per task sheet or teacher instructions).
- Communicate in a timely manner if difficulties arise that require an assessment adjustment or modification.
- When on a traineeship, excursion or other activity, organise to submit assessment prior to the due date as per the instructions on the task sheet by 3.30pm.
- Follow the requirements outlined for Years 7-9 (Special Provision) and Years 10-12 Access Arrangements and Reasonable Adjustments [AARA], which includes missed exams.
- Students with a disability: contact Case Manager for support and considerations.



### 3.3 Parents

- Access the Junior assessment calendar or Senior OneSchool assessment calendar to identify when assessment is due and plan for this with students.
- Encourage students to work consistently on assessment tasks and to meet all due dates.
- Support the progress of drafts and assessment to ensure they are submitted on time
- Follow the requirements outlined for Years 7-9 (Special Provision) and Years 10-12 Access Arrangements and Reasonable Adjustments [AARA], which includes missed exams.
- Parents of a student with a disability: contact Case Manager for support and considerations.



## 4.0 Submitting Assessment

### 4.1 Exams

Exams are completed in class, during block exams or during shutdown on the scheduled date. Students absent on the day of an exam should follow the Special Provisions/ AARA process for their year level.

### 4.2 Assignments

- Assignments should be submitted according to the instructions of the teacher/task sheet.
- If you have a class on the due date, submit the assessment as per the instructions on the task sheet during class time. If you wish to continue working on the assignment that day, you must submit an updated copy by 3.30pm as per the instructions on the task sheet.
- If you don't have a class on the due date, assignments will be due by 3.30pm and must be submitted as per the instructions on the task sheet.

### 4.3 Shutdown exams

- Shutdown exam timetables will be issued to each student (Years 10-12 only) two weeks prior to exams.
- Students are required to attend school for their scheduled shutdown exams only; at all other times students study at home or in the study room provided at school.
- Students must be in full formal school uniform at all times they are at school.
- Students must stay until the end of the exam and will not be permitted to leave early.
- Students who are behind on certificate/diploma assessment will be required to come into school and catch-up on outstanding work.

### 4.4 Block exams

- Block exams are conducted at school and cater for exams in excess of 70 minutes. The normal school and student timetable operate as per normal and students are required to resume class at the conclusion of their exam.
- Year 7-12 students may engage in block exams.

### 4.5 Practical Assessment

- Students absent for practical assessment must contact the school and relevant teacher on the day of the assessment to notify of absence. Supporting documentary evidence must be provided as per the Special Provision / AARA process (see Section 5.0) upon their return to school in order to be considered for an extension.
- In most cases, the student must present and submit the practical task on their first lesson back.
- If practical work is required to be submitted in a group, the group will present the task with a substitute student (if required) on the due date. When the absent student returns to school, the group then presents again. Students who perform on both occasions may be graded on their highest performance level of achievement.



## 5.0 Special Provision: Years 7-9; AARA: Year 10-12

The QCAA recognises that some students may have disability impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Special Provision / AARA are designed to assist these students. The application of Special Provision / AARA to student assessment is based on the functional impact of the condition for which Special Provision / AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments.

### *Eligibility*

Students are eligible to apply for Special Provision / AARA based on the following categories:

- Disability (cognitive; physical; sensory; social/emotional)
- Illness
- Misadventure
- Representing country/state in sporting, academic, military or cultural activities.

### *Ineligibility*

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

## 5.1 Applying for Special Provision: Years 7–9 (Assignments/Missed Exams)

1. Student/parent contacts relevant Curriculum HoD ASAP to discuss issue impacting learning, discuss eligibility and obtain 'Application for Special Provision' paperwork. Sensitive cases referred to (GO); Verified students should be referred to Case Manager/HoSES.
2. The student/parent must complete the application and attach documentary evidence to substantiate the impacting event/condition, and return these to the relevant HoD. (For examples of documentary evidence, refer to the relevant application form at the end of this document.)
3. HoD reviews supporting documents to establish eligibility. After consultation with the teacher, the HoD may recommend a reasonable adjustment.
4. The HoD will document the decision on the 'Application for Special Provision' form and provide a copy to the student and teacher, and keep a copy as a record.
5. The student is then obligated to adhere to the HoD recommendation. For exams, unless stated otherwise, it is an expectation that the student will complete their exam on their first day back at school.





## 5.2 AARA: Years 10-12

For students in Year 10 – 12, Southport State High School follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from [www.qcaa.qld.edu.au/senior/certificates-and-qualificaitons/qce-qci-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualificaitons/qce-qci-handbook-2019). The Guidance Officer, Deputy Principal, Principal of Senior Secondary and Executive Principal manages all approval of AARA for Year 10 – 12 students. All AARA applications must be accompanied by the relevant supporting documentation.

Copies of the medical report template, extension application and other supporting documentation are available in Appendix 1 and from the school website.

For FAQ on the AARA process, please see Appendix 2.

### 5.2.1 Assignments

1. Student/parent contacts Student Services ASAP to discuss issue impacting learning, discuss eligibility and obtain application. Sensitive cases referred to (GO); Verified students cases referred to Case Manager/HOD Education Access.
2. The student/parent must complete the application and attach documentary evidence to substantiate the impacting event/condition, and return these to Student Services. For examples of documentary evidence, refer to the relevant application form at the end of this document.
3. GO reviews supporting documents to establish eligibility. In Year 12, the GO will sometimes need to apply to QCAA for approval.
4. GO relays confirmation of eligibility/ineligibility for AARA (in line with QCAA guidelines) to student, parent, teacher and HoD.
5. The student is then obligated to speak with each teacher regarding conditions of AARA and adhere to the negotiated arrangement.

### 5.2.2 Exams

1. The parent must contact Student Services or the relevant Dean of Students ASAP to discuss the student's circumstances and obtain application paperwork. Only in emergencies and unforeseen circumstances should this be the morning of the actual exam. Sensitive cases referred to Guidance Officer (GO).
2. The student/parent must complete the application and provide documentary evidence to substantiate the impacting event/condition, and return these to Student Services. For examples of documentary evidence, refer to the relevant application form at the end of this document.
3. GO reviews supporting documents to establish eligibility. In Year 12, the GO will sometimes need to apply to QCAA for approval.
4. GO relays confirmation of eligibility/ineligibility for SP / AARA (in line with QCAA guidelines) to student, parent, teacher and HoD.
5. In most cases, the student will be required to complete the exam on their first day back at school.



### 5.3 Students with a disability/verification: Adjustment, Modifications and Considerations

- The student and/or parent consult with the Case Manager, who will contact the relevant HoD/s. Approval is at the discretion of the HoSES (Years 7-9) or the GO (Year 10-12). All adjustments must still allow student to demonstrate assessment objectives. Modifications may vary.
- Adjustments and consideration (scribe, time, sectioned exams, small group presentations) are aligned as per the PLP or ICP.



## 6.0 Due Dates

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

Due dates for final responses, checkpoints and drafts will be communicated by teachers to students. In years 10, 11 and 12, shut down exam periods will be scheduled on a term by term basis.

In cases where students are unable to meet a due date, the student must apply for a Special Provision (Yr 7 – 9) or Access Arrangements and Reasonable Adjustments (AARA).

### 6.1 Non-Submission of Assessment: Years 7 – 12

In cases of non-submission, and in the absence of approved Special Provision (7 – 9) or AARA (10 – 12), the following procedures will apply:

#### 6.1.1 Non-submission of assignments (draft)

When a student does not submit a draft response to an assessment instrument on or before the due date set by the school:

- if no draft is submitted or an incomplete draft is submitted, parent is contacted and the student will receive consequences (e.g. lunch detentions) by teacher in order to complete draft
- feedback will still to be provided to the student on late draft and will not be withheld
- communication will be sent to parents from teachers outlining a non-submission of a draft. The Head of Department, Dean of Students and Case Manager (if applicable) will be included in this communication.

#### 6.1.2 Non-submission of assignments (final)

When a student does not submit a final response to an assessment instrument on or before the due date set by the school:

- a result will be awarded using evidence from the preparation of the response during the assessment preparation period (for example draft work or evidence collected at checkpoints)
- where evidence has been collected via a draft or at checkpoints, the student will be awarded result based on their collected work against the Standard Elaborations, Criteria or ISMG
- communication will be sent to parents from teachers outlining a non-submission of a final. Teacher will inform the parent and student that the evidence collected during the assessment preparation period will be used to award a result. The Head of Department, Dean of Students and Case Manager (if applicable) will be included in this communication.
- where no evidence exists, the student will receive a not rated (NR) result for the task.
- in Years 10 – 12 a NR will also be awarded for the unit and on their report card as there is insufficient evidence produced by the student in response to the complete assessment program. The parent must be contacted to inform them of the not rated (NR) result.



- as such, for Year 11 and 12 students, failure to submit a draft and final for any assessment piece will result in a loss of QCE credits.
- students are still expected to submit the final assessment.

### 6.1.3 Examinations

- the student will be required to sit the exam at the first available opportunity.
- the student will receive a non-rated (NR) result for the task
- in Year 10 – 12 a NR will also be awarded for the unit and on their report card as there is insufficient evidence produced by the student in response to the complete assessment program
- as such, for Year 11 and 12 students, failure to submit a draft and final for any assessment piece will result in a loss of QCE credits.

## 6.2 Patterns of Non-submission

The Dean of Students will review information relating to non-submission of assessment. Students who demonstrate repeated non-submission of draft and/or final assessment will receive be managed under the school disciplinary absence procedure which includes detentions, intervention, compulsory attendance at Homework Centre, suspension, Risk of Cancellation, Cancellation of Enrolment.



## 7.0 Promoting and Managing Academic Integrity

### 7.1 Submitting Assessment

Assessment instruments will provide information about Southport State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via Plagiarism application software through the Learning Management System.

Draft and final responses for all assessment will be collected and stored in each student's digital or hard copy folio. All evidence used for making judgements is stored at a location determined by the Curriculum Head of Department.

### 7.2 Ensuring Academic Integrity

#### 7.2.1 Checkpoints

Checkpoints will:

- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.

Teachers will use these checkpoints to monitor progress and support students to complete their assessment.

#### 7.2.2 Drafting

Drafting is a key checkpoint. Types of drafts differ depending on the subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. All teachers will provide feedback on drafts.

Feedback on a draft is:

- provided on the draft of each student's response
- a consultative process that indicates aspects of the response to be improved or further developed
- for each subject, provided to every student who submits a draft response to the assessment task in a consistent manner and format
- provided to the student at least one week prior to the final due date.

Feedback on a draft must not:

- compromise the authenticity of a student response.



Parents and caregivers will be notified by email or telephone about non-submission of drafts and the processes to be followed.

### 7.2.3 Managing Response Length

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

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

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

#### **Assignments**

- Allow a student to redact their response to meet the required length, before a judgement is made on the student work. This process will occur in class, witnessed by the teacher. Time restraints for completing this redaction will be negotiated with the relevant HoD to ensure equity.

#### **Examinations**

- Redact a section of the student response (sections may be redacted from the start, middle or end of the response, but must be in a whole chunk rather than smaller sections). This evidence will not be marked.

The teacher will annotate any such student work to clearly indicate the evidence used to determine a mark.

### 7.2.4 Authenticating student responses

Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work.

Southport State High school uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on the assessment instruments.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.



## 8.0 Academic Misconduct

Southport State High School supports students to complete assessment and submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with procedures used for managing them:

| Types of misconduct                                  |   |
|--|---|
| Cheating while under supervised conditions           | A student: <ul style="list-style-type: none"><li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li><li>• uses unauthorised equipment or materials</li><li>• has any notation written on the body, clothing or any object brought into the assessment room</li><li>• 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.</li></ul> |
| Collusion  | When: <ul style="list-style-type: none"><li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li><li>• a student assists another student to commit an act of academic misconduct</li><li>• a student gives or receives a response to an assessment.</li></ul>  |
| Contract cheating                                    | A student: <ul style="list-style-type: none"><li>• pays for a person or a service to complete a response to an assessment</li><li>• sells or trades a response to an assessment.</li></ul>  |
| Copying work   | A student: <ul style="list-style-type: none"><li>• deliberately or knowingly makes it possible for another student to copy responses</li><li>• looks at another student's work during an exam</li><li>• copies another student's work during an exam.</li></ul>   |
| Disclosing or receiving information about assessment | A student: <ul style="list-style-type: none"><li>• 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</li><li>• makes any attempt to give or receive access to secure assessment materials.</li></ul>   |
| Fabricating  | A student: <ul style="list-style-type: none"><li>• invents or exaggerates data</li><li>• lists incorrect or fictitious references.</li></ul>  |
| Impersonation  | A student: <ul style="list-style-type: none"><li>• 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</li><li>• completes a response to an assessment in place of another student.</li></ul>  |



|                                   |  |
|-----------------------------------|--|
| Misconduct during an examination  | A student distracts and/or disrupts others in an assessment room.  |
| Plagiarism or lack of referencing | A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). |
| Self-plagiarism                   | A student duplicates work, a part of work already submitted as a response to an assessment instrument in the same or any other subject.  |
| Significant contribution of help  | A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.   |

## 8.1 Procedures for managing academic misconduct

### 8.1.1 For authorship issues

When authorship of student work cannot be established or a response is not entirely a student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.

### 8.1.2 For all instances of academic misconduct

Results will be awarded using any evidence from the preparation of the response that is available that is verifiable the student's own work that can be gathered in the conditions specified by the syllabus/parent document, on or before the due date.

### 8.1.3 For instances of academic misconduct during examinations

Students may be awarded a Not-Rated (NR). Where appropriate, the school's behaviour management policy will be implemented.





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## Appendix 1: Application for AARA and Illness Misadventure (Year 10 – 12)



## Appendix 2: AARA FAQ

### 1. What is AARA?

#### Access arrangements and reasonable adjustments (AARA)

The **Queensland Curriculum and Assessment Authority (QCAA)** recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. **Access arrangements and reasonable adjustments (AARA)** are designed to assist students who have additional needs, so that they are able to demonstrate their learning, knowledge and skill.

### 2. Who should apply?

Any student who experiences barriers to accessing assessment because of a medical condition or disability may apply for AARA.

The definition of 'disability' used in the Disability Discrimination Act (DDA) is broad. It includes **physical, intellectual, psychiatric, sensory, neurological and learning disabilities**.

Students may also be eligible for AARA where **illness and misadventure** (i.e. unforeseen circumstances) or other situations may prevent them from demonstrating their learning, knowledge and skill in internal and/or external summative assessment.

Applications for certain cultural obligations or personal circumstances will also be considered. Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- matters that the student could have avoided (for example, misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (for example, family holidays)

### 3. What supporting documentation is required?

The following documentation is required when submitting an AARA application:

- Southport SHS Application form
- Confidential Medical Report / evidence of Education Adjustment Plan (EAP) verification
- Student Statement (optional). It is recommended that the student complete a Student Statement. This will assist in demonstrating *how* and *why* the student has been disadvantaged, which might not be evident in other supporting documentation.

### 4. What medical information is required in the Confidential Medical Report?

The QCAA confidential medical report requires the provision of the following by the medical practitioner:

- Diagnosis of disability and/or medical condition
- Date of diagnosis
- Date of 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, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- Professional recommendations regarding AARA

If the medical report is not on the official QCAA form, it must still provide **all** of the above information. **The AARA you apply for must align with the recommendations of your medical practitioner.**

**\*Note – by supplying this information, you authorise the school to apply for QCAA-approved AARA on your behalf where necessary including the sharing of your personal information.**

#### 5. Who can complete the Confidential Medical Report?

The medical report may be completed by a relevant practitioner who is a **general practitioner (GP), medical specialist, or psychologist** (registered under the 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.

#### 6. How current does the medical report need to be?

The currency of supporting medical documentation depends on the diagnosed disability, impairment and/or medical condition.

##### **Long term conditions that are unlikely to improve over time:**

When a student is not covered by a current Education Adjustment Plan (EAP) verification or equivalent, medical documentation for Year 11 and 12 students must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. For all other students, the most recent relevant medical information should be provided.

##### **Short-term or temporary conditions:**

Supporting medical documentation for short-term conditions or temporary injuries, **including mental health conditions such as anxiety and depression**, is to be dated:

- For summative internal assessments (starting at the end of Year 11 and continuing into Year 12), no earlier than six months prior to the relevant assessment.
- For summative external exams (at the end of Year 12), no earlier than April 1 of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.
- For all other students, no earlier than 12 months prior to the relevant assessment.

##### **Illness and misadventure:**

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event at the time of the assessment must inform the school before, during or immediately after the assessment session. The illness or event must be unforeseen and beyond the student's control. (for example, car accident on the way to the exam, acute medical condition on the day of the exam.) Supporting documentation must be obtained on the day of the assessment if possible.

#### 7. What is a confidential student statement?



The student may choose to submit a statement 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.

## 8. Who approves AARA applications?

The school approves all AARA applications up until the end of Term 3, Year 11 (end of Unit 2).

From Term 4 Year 11, AARA for summative assessment in QCAA subjects may be either **principal-reported** or **QCAA-approved**, depending on what adjustment is requested.

For internal exams, QCAA must approve extra time and/or rest breaks. All other AARA is approved by the school and reported to QCAA.

For external exams (at the end of Year 12), QCAA must approve a range of AARA including extra time and/or rest breaks, alternative format papers (for example, large print), assistive technology (including the use of a computer), and use of a reader and/or scribe.

The school will submit AARA applications to the QCAA on the student's behalf as necessary.

## 9. When should I apply?

You should apply as early as possible, taking into consideration the requirements for currency of the medical report. (see question 6 above).

### **Year 10–12 students:**

For existing long-term and chronic conditions, you should apply as soon as possible after the commencement of Year 10. (Unless the student has a current EAP verification, medical documentation must be dated no earlier than 1 January of the Year 10 year.)

For short term or temporary conditions, you should apply as far ahead as possible, but medical documentation must be dated no more than 6 months before the assessment event.

## 10. What is the next step? How do I apply for AARA?

Complete the following documentation and submit to the Senior School Guidance Officer (in person or via email: [seniorGO@southportshs.eq.edu.au](mailto:seniorGO@southportshs.eq.edu.au)):

- Southport SHS AARA Application Form
- Confidential Medical Report (unless you have a current Education Adjustment Plan (EAP) verification)
- Student Statement (optional)

## 11. Where can I go for further information, or to discuss my application?

Contact the Senior School Guidance Officer in the first instance who will be able to provide advice relating to documentation, possible AARA and eligibility.

For more detailed information about AARA refer to the QCAA QCE and QCIA handbook [here](#)