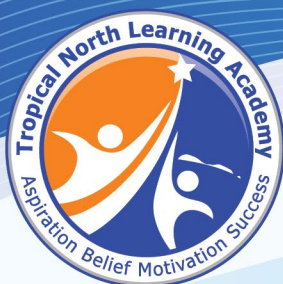


# Senior Assessment Policy

2024



## Smithfield State High School



Education Queensland International  
CRICOS Provider Code #00608A

Trinity Beach  
STATE SCHOOL

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## Contents

<b>Scope</b>	<b>4</b>
<b>Purpose</b>	<b>4</b>
<b>Principles</b>	<b>4</b>
<b>Location and communication of policy</b>	<b>5</b>
<b>Expectations about engaging in learning and assessment</b>	<b>5</b>
<i>Subject changes</i>	5
<i>Repeating units of study</i>	5
<b>Reporting of results</b>	<b>6</b>
<b>Ensuring academic integrity</b>	<b>6</b>
Internal assessment administration	6
<i>Scaffolding</i>	6
<i>Checkpoints</i>	7
<i>Drafts</i>	7
<i>Due dates</i>	8
<i>Collecting and storing assessment information</i>	8
<i>Managing non-submission of assessment by the due date</i>	9
<i>Absences from exams / performances / presentations</i>	9
<i>Authenticating student responses</i>	10
<i>Managing response length</i>	11
<i>Inappropriate content</i>	11
<i>Internal quality assurance processes</i>	12
External assessment administration	12
<b>Managing academic misconduct</b>	<b>13</b>
<b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b>	<b>14</b>
<i>Eligibility for AARA</i>	15
<i>Ineligibility for AARA</i>	15
<i>Summary of possible AARA</i>	15
<i>AARA applications and approvals</i>	17
<i>Long term impairments (including chronic illness)</i>	17
<i>Short term and temporary impairments</i>	18
<i>Supporting documentation</i>	18
<i>Illness and misadventure</i>	20
<b>AARA Application – Illness and Misadventure – Assessment Extension and/or Variation to Exam Date</b>	<b>22</b>
<b>AARA Application – Illness and Misadventure – Application for Consideration – Late Submission of Assessment</b>	<b>24</b>

<b>AARA Application – Short-Term, Temporary or Permanent Impairment</b>	<b>25</b>
<b>Assessment – Drafting Flow Chart</b>	<b>27</b>
<b>Assessment - Final Due Date Flow Chart</b>	<b>28</b>
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# Smithfield State High School

## Senior Assessment Policy

### Year 11 and 12

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#### Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses that contribute towards a Queensland Certificate of Education (QCE) across all faculties.

Students with highly individualised learning needs who are working towards achieving a Queensland Certificate of Individual Achievement (QCIA) are not assessed in the same manner as students working towards achieving a QCE. QCIA pathway students complete a two-year highly individualised program of learning where opportunities are provided for students to develop and demonstrate knowledge, understanding and skills in relation to their identified learning goals. Evidence towards attaining their goals is collected in an ongoing manner through their participation in subjects.

#### Purpose

Smithfield State High School is committed to an educational philosophy that encourages all students to achieve their personal best by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE. It ensures there is clarity around expectations for assessment completion, submission procedures and consequences for non-compliance in all subject areas across Years 11 and 12 so that all students are treated equitably.

#### Principles

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

Assessment includes any examination, practical demonstration, performance, product or assignment 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 and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

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

## Location and communication of policy

The school assessment policy is located on the school website at [www.smithfieldshs.eq.edu.au](http://www.smithfieldshs.eq.edu.au). All questions regarding this policy should be directed to the relevant Faculty Head of Department or any member of the Senior Schooling Team.

To ensure the assessment policy is consistently applied, it will be regularly revisited within classes and as whole year levels. Relevant processes will be revisited:

- at enrolment interviews for new students
- during SET Planning interviews, including subject change interviews
- through Create Your Pathway (CYP) classes
- when the assessment schedule is published
- when each task is handed to students
- in the school newsletter

## Expectations about engaging in learning and assessment

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

Students are expected to:

- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date, using the appropriate method of submission as outlined by their teacher.

## Subject changes

When determining the suitability of subject changes after a course of study has begun, the school must consider how teaching, learning and assessment requirements for the subject will be achieved within required timelines, as well as impact on eligibility for the Queensland Certificate of Education (QCE). Students must meet with a member of the Senior Schooling Team or a Guidance Officer to obtain individualised advice and subject change approval prior to seeking approval from teachers, Heads of Department and their parent/carer.

To receive QCE credit for a unit or unit pair, a student needs to complete all of the learning and assessment as outlined in the syllabus, or the school's assessment calendar for that subject. For example, if a student considers changing from General Mathematics to Essential Mathematics after the beginning of Unit 3, the student needs to complete all learning and assessment required for Essential Mathematics Units 3 and 4, as they are different subjects, with a different syllabus, subject matter and endorsed assessment.

## Repeating units of study

Students may repeat Unit 1 or Unit 2 individually, or Units 3 and 4 as a pair. A student cannot repeat a single assessment instrument only. Students must repeat all learning and assessment requirements. In these cases, the school must ensure the integrity of assessment. For example, a student cannot sit an unseen examination they had already completed or resubmit a response to an assessment they have previously submitted.

## Reporting of results

To achieve a result for Unit 1 or Unit 2, students are required to provide a response to each assessment as per the published Assessment Calendar. The school will publish an interim and final report for Units 1 and 2 to students and parents/carers.

In order to receive an overall subject result for Units 3 and 4, students must:

- complete Units 3 and 4 as a pair
- provide responses to each summative internal assessment and, for Applied (Essential) subjects, the common internal assessment (CIA)
- for General or General (Extension) subjects, complete all aspects of the summative external assessment, on the date published on the QCAA website.

The school will publish three interim reports to students and parents/carers during Units 3 and 4. Final results are released by the Queensland Curriculum and Assessment Authority (QCAA) in December in students' graduating year. This will be in the form of a Senior Statement and will be accompanied by a Queensland Certificate of Education (QCE) if eligible. Students' Australian Tertiary Admissions Rank (ATAR) will be published by the Queensland Tertiary Admissions Centre (QTAC) on the same date, if eligible.

## Ensuring academic integrity

Smithfield State High School has procedures to ensure that there is consistent application of the Assessment Policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

### Internal assessment administration

#### Scaffolding

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses and demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses
- 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 in the task so that students understand the requirements for the response, such as problem-solving or citation method they are required to use.

Scaffolding must maintain the integrity of the requirements of the task or assessment instrument and allow for unique student responses and not lead to a predetermined response.

Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks, with reduced scaffolding to complete assessments as the course progresses.

## Checkpoints

Checkpoints are used by teachers during the course of teaching and learning to provide feedback to students on their progress towards completing an assessment instrument. Checkpoints are published on assessment task sheets.

At a checkpoint, students may be required to:

- submit a written outline or plan of their approach to the task
- show evidence of research
- show that a written or multimodal assessment or practical project is progressing to schedule
- show other evidence that demonstrates the progress they have made towards completing the task.

Teachers may use checkpoints to:

- clarify assessment expectations for students, e.g. task requirements, how judgments are made
- provide points of intervention, if needed
- gather evidence on or before the due date that may be used to grade students in the event that a final submission is not provided by the assessment due date
- gather evidence that supports the authentication of student work.

Teachers establish and communicate to students processes by which students must submit their checkpoint evidence for each subject. This might include:

- scanning / photographing / collecting and retaining digital copies of classwork (e.g. handwritten notes, plans, sketches) and drafts
- emailing work directly to their teacher.

Failure to meet assessment checkpoints will result in classroom-based consequences such as detentions and parent/carer contact (recorded on OneSchool).

## Drafts

A draft is the final checkpoint prior to the final assessment submission that is a student's best possible attempt at completing an assessment instrument in its entirety. The submission of drafts is compulsory as it allows students to obtain feedback on the assessment item prior to submitting the final copy and provides evidence of authorship. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development.

Feedback on a draft is:

- provided on a maximum of one draft of each student's response
- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a consistent manner and format for all students
- provided within one week of a submission of a draft.

Feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark.

A copy of the feedback will be stored with the draft in the student's folio. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. In the case of performances, a video recording of the draft rehearsal in class is required so that this may be used as evidence of student achievement if a student fails to present a final version.

Drafts submissions are considered inadequate if they fail to meet at least 70% of the length requirement or if only some components of an assessment instrument have been addressed.

Heads of Departments will support teachers by contacting parents/caregivers about non-submission of drafts or inadequate draft submissions and the processes to be followed, as per page 27.



Failure to meet assessment draft deadlines will result in classroom-based consequences such as detentions, after school detentions and parent/carer contact (recorded on OneSchool). Additionally, late submissions of drafts or inadequate submissions may receive limited or no feedback from the teacher.

### **Due dates**

Smithfield 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 and drafts will be published in the assessment calendar and confirmed in class. All students will be provided with their assessment calendar each semester.

The assessment schedule will:

- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied

Each assessment instrument will provide information about the 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 the due date and time as directed by the teacher.

### **Student responsibilities**

Students are responsible for:

- recording due dates in their diaries
- planning and managing their time to meet the due dates
- ensuring they are in attendance to complete exams on the scheduled date
- informing the school as soon as possible if they have extenuating circumstances that will impact on their ability to meet assessment timelines or attend scheduled exams.

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

- inform the Head of Department and classroom teacher as soon as possible before the due date
- contact Deputy Principal or Guidance Officer to apply for an extension or variation to exam date with relevant supporting documentation, e.g. medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

Heads of Departments and Deputy Principal will support teachers by contacting parents/caregivers about non-submission of final assessments and the processes to be followed, as per page 28.

### **Collecting and storing assessment information**

Teachers will advise students of the required submission method for checkpoints, drafts and final submissions. This may include submission via:

- email
- dropbox
- USB
- S drive folder
- hard copy

Draft and final responses for all internal assessment will be collected and stored in each student's folio (folders or electronic). Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored in faculty G Drives or backed up on external hard drives.

It is students' responsibility to retain a copy of their final submission for all assessment tasks until after the unit result has been published by the school.

## Managing non-submission of assessment by the due date

Teachers will collect and retain 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 situations where a final submission is not provided by a due date set by the school, and no AARA has been approved, teachers will grade evidence available from checkpoints and the drafting process that are available on or before the due date. Examples of evidence that can be used to make judgements include:

- Classwork / homework
- Relevant assessment documentation (e.g. completed scaffolds or planning documents)
- Drafts
- Rehearsal notes and recordings
- Photographs of student work
- Annotations from teacher observations.

If there is no evidence from checkpoints or drafts, and where no AARA has been approved, “Not Rated” (NR) is recorded as the assessment result. In Applied and Applied (Essential) subjects, an ‘E’ cannot be awarded when there is no evidence for that standard. In General subjects a mark of zero cannot be allocated if there is no evidence. Where an “NR” is awarded, a result cannot be allocated for Unit 1 or Unit 2 or Unit 3 and 4 as a pair. Additionally, QCE credits will not apply for that unit or pair of units. This may affect QCE eligibility, due to insufficient credits or failure to meet completed core learning requirements. “NR” results for General subjects in Unit 3 or 4 may also result in a student becoming ATAR ineligible.

All students in Years 11 and 12 are in the post-compulsory phase of education. Consequently, students who do not meet the mandatory assessment requirements and whose behaviour amounts to a refusal to participate in the educational program provided at the school may have their enrolment cancelled as per the Education (General Provisions) Act 2006, (QLD).

### Late submission of assessments

In rare and extenuating circumstances, the Deputy Principal Senior School will consider applications made by students in relation to late submissions of assessment made after the due date. Applications for consideration need to be made in writing within two school days of the submission date.

See *AARA Application – Illness and Misadventure – Application for Consideration – Late Submission of Assessment* (page 24).

### USB loss, file corruption or other technical issues

USB loss, file corruption or other technical issues (e.g. broken or faulty laptop, wifi issues) are not grounds for an extension. Students must ensure that they utilise multiple methods of backing up assessment work throughout the drafting process, for example:

- emailing drafts to self
- saving drafts to OneDrive
- saving drafts to the school network
- saving to a USB.

## Absences from exams / performances / presentations

Students must attend all exams, performances and presentations at the scheduled time. Students who are absent on the day of an exam, performance or presentation must ensure that their absence is acceptable and the required documentation is provided to Deputy Principal Senior School prior to the assessment date in the case of planned absences, or immediately upon return to school in the case of unplanned absences / emergent situations.

Acceptable Reasons for Absence	Evidence Required	Action Required
Illness	Medical certificate for the assessment date	Parent / carer contacts the school on the date of the assessment or prior to advice of the illness. A medical certificate must be provided to the Deputy Principal Senior School upon the student’s return to school. The student negotiates a time to complete a comparable exam.

Undergoing a medical procedure	Medical certificate for the assessment date	Student completes <i>AARA Application – Illness and Misadventure – Assessment Extension and/or Variation to Exam Date</i> and provides this to the Deputy Principal Senior School <i>at least one week</i> prior to assessment date for consideration.
Excursion	Nil	The student negotiates with subject teacher a new time to complete a comparable exam.
TAFE	Nil	Student speaks with the Vocational Education Coordinator who tries to organise not attending TAFE that day. If this is not possible, the student negotiates with subject teacher a new time to complete the exam the next day/lesson.
Selection in regional / state / national team	Written evidence of selection	The student negotiates with subject teacher a new time to complete a comparable exam.
Funeral or bereavement	Contact from parent / carer prior to assessment date	Student completes <i>AARA Application – Illness and Misadventure – Assessment Extension and/or Variation to Exam Date</i> and provides this to the Deputy Principal Senior School with as much notice as possible.
School-based apprenticeship or traineeship	Nil	Student speaks with the Vocational Education Coordinator who tries to negotiate a change of shift with the employer. If this is not possible, the student completes <i>AARA Application – Illness and Misadventure – Assessment Extension and/or Variation to Exam Date</i> and provides this to the Deputy Principal Senior Secondary <i>at least one week</i> prior to assessment date.

Reasons that are considered unacceptable for missing an exam / performance / presentation include:

- Family holiday
- Truanting
- Non-urgent appointments e.g. dental check-ups, sitting a Drivers Licence test
- “Forgetting” or misreading the assessment block schedule.

If students are absent from an exam / performance / presentation for an unacceptable reason, this will be considered a refusal to participate in the program of instruction. The student will be resultated as “Not Rated” (NR). Where an “NR” is awarded, a result cannot be allocated for Unit 1 or Unit 2 or Unit 3 and 4 as a pair. Additionally, QCE credits will not apply for that unit or pair of units. This may affect QCE eligibility, due to insufficient credits or failure to meet completed core learning requirements. “NR” results for General subjects in Unit 3 or 4 may also result in a student becoming ATAR ineligible.

Due to exam security and equity issues, students must make arrangements to sit a comparable assessment if reasonable grounds for missing the original set exam have been established. Note that there are no opportunities to sit the external exams at the end of Year 12 at alternative times. See *External Assessment Administration* for further information.

### Authenticating student responses

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. To emphasise the importance of sound academic practices, students will complete the QCAA Academic Integrity Course at the commencement of Year 11, with a refresher to be undertaken at the commencement of Year 12. In addition to this, subject-specific expectations for referencing sources is taught by the relevant subject teacher.

Smithfield State High School uses the authentication strategies promoted by the QCAA. These will be specified on assessment instruments.

During the drafting process teachers:

- set aside sufficient class time for students to work on the assessment task and for teachers to monitor the development of the response
- monitor or observe progressive samples of each student's work at various stages
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft)
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students within classes and across classes
- interview students after their responses have been submitted to determine their understanding of and familiarity with their responses
- 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
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort
- use plagiarism and/or artificial intelligence detection software.

Students must:

- work on responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- submit evidence of work at each checkpoint, including a finalised draft
- keep copies of their drafts (e.g. saving drafts as "Version 1", "Version 2" etc.)
- reference other sources using in-text citations and provide a bibliography
- sign a declaration of authenticity for each task
- participate in interviews during and after the development of the final response, where required.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed in accordance with *Managing Academic Misconduct* in this policy, in consultation with the *QCE and QCIA policy and procedures handbook*.

### 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, along with any inclusions or exclusions relating to the length requirement.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints and drafting.

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

- Mark only the work up to the required length, excluding evidence over the prescribed limit.  
or
- Allow a student to redact their response to meet the required length, before a judgment is made on the student work.

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

### Inappropriate content

Smithfield State High School is a supportive and inclusive school. Material and texts are chosen with care by staff within the confines of what is prescribed by the QCAA. Should students take offence to any materials or texts used in the teaching and learning or assessment process, they should raise their concerns with relevant curriculum Head of Department or Deputy Principal Senior School.

Likewise, students need to ensure that the work they produce is of an appropriate nature and does not contain inappropriate content (e.g. adult themes) or material that may offend, humiliate or intimidate employees at the school or employees working for, or on behalf of, the QCAA. Matters of concern will be referred to the Deputy Principal Senior School for intervention.

### Internal quality assurance processes

Smithfield State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:

- quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA
- quality assurance of judgments about student achievement.

All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.

Results for Applied and Applied (Essential) subjects may be subject to advice from the QCAA via the Quality Assurance process.

### External assessment administration

All General subjects include an external assessment at the end of Unit 4. These assessments:

- are developed and marked by the QCAA
- are common to all students across the state studying the subject
- are completed by all students across the state simultaneously during the assessment block in Term 4 of Year 12
- contribute to 25% of the overall subject result for most subjects, except for Mathematics and Science subjects where the external assessment contributes 50% of the overall subject result.

The school will:

- publish dates for external assessment on the school calendar in January each year
- publish external assessment dates for each subject to teachers, students and parents/carers when released by the QCAA in Term 3 each year
- communicate rules and expectations for external assessment to teachers, students and parents/carers
- provide an opportunity for students to undertake mock external assessments that will be administered under the conditions expected by the QCAA in Term 3 each year
- maintain the security of external assessment materials
- provide supervision and conditions that comply with the external assessment schedule and guidelines.

External assessment supervising teachers will:

- comply with rules and expectations when supervising the external assessment
- report incidents of suspected or observed academic misconduct to the Senior External Assessment (SEA) Coordinator.

Students will:

- read and comply with the external assessment student rules provided by the school
- understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct
- be aware that if unauthorised material or prohibited items are taken into an assessment room, regardless of whether an attempt is made to use that material or item, they are in breach of the regulations.

Breaches of the external assessment rules are a form of academic misconduct. If an alleged incident of academic misconduct is detected, the SEA Coordinator will:

- permit the student to complete the assessment
- inform the student that an academic misconduct incident report must be completed and submitted to the QCAA
- report an alleged incident of academic misconduct to the QCAA:
  - complete an academic misconduct incident report that includes a statement from the SEA Coordinator and/or invigilator/s which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment.
  - return report to the QCAA either with the completed external assessment responses or within 24 hours of the alleged incident occurring.

*External assessment — administration guide* directions must be adhered to by all school staff and students. Non-compliance will be investigated by the QCAA. Examples of non-compliance include:

- rescheduling an external assessment without authorisation from the QCAA
- not keeping the external assessment materials secure prior to the scheduled assessment time
- accessing external assessment materials, the assessment venue or assessment room without authorisation from the school or QCAA
- opening external assessment packages before the time appointed by the QCAA
- providing a student with undue assistance in the production of any work that contributes to their external assessment response
- leaving students unsupervised or inadequately supervised during external assessment
- allowing additional time for external assessment without authorisation from the QCAA
- administering unapproved access arrangements and reasonable adjustments (AARA).

## Managing academic misconduct

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

	Examples of misconduct
Cheating while under supervised conditions	Beginning to write during perusal time or Continuing to write after the instruction to stop writing is given Using unauthorised equipment or materials Having any writing on the body, clothing or any object brought into an assessment room Communicating 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	More than one student working to produce a response when that response is submitted as an individual's work Assisting another student by giving or receiving a response to an assessment
Contract cheating	Paying for a person or a service to complete a response to an assessment Selling or trading a response to an assessment
Copying work	Deliberately or knowingly making it possible for another student to copy responses Looking at or copying another student's work during an exam
Disclosing or receiving information about an assessment	Giving or accessing unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment Making any attempt to give or receive access to secure assessment materials
Fabricating	Inventing or exaggerating data Listing incorrect or fictitious references
Impersonation	Arranging for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment Completing a response to an assessment in place of another student
Misconduct during an examination	Distracting and/or disrupting others in an assessment room.
Plagiarism or lack of referencing	Completely or partially copying or altering 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	Duplicating work, or part of work already submitted as a response to an assessment instrument in the same or any other subject



Examples of misconduct	
Significant contribution of help	Arranging for, or allowing, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response
Use of Artificial Intelligence	Using artificial intelligence to generate a response, or part of a response, to an assessment and claiming it to be the student's own original work

### Procedures for managing academic misconduct

Responses that are not the student's own cannot be used to make a judgment. Where academic misconduct is suspected or confirmed, the teacher and Head of Department will consult with the Deputy Principal Senior School.

When authorship of student assignments 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 e.g. by showing evidence of the drafting process
- interview the student to establish how they developed their response and explain sections of their response

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

In situations where sections of a student's response cannot be authenticated as the student's own original work, the teacher will annotate the student's work to indicate which sections have been graded. Where no elements of the assessment can be verified as the student's own original work, "Not Rated" (NR) is recorded as the assessment result.

If a student is suspected of or confirmed to have undertaken academic misconduct in an exam, measures must be undertaken immediately to avoid further misconduct (e.g. removal of unauthorised device or prohibited materials). The supervising teacher must annotate on the student assessment the point at which the intervention occurred, or if possible, issue a clean assessment instrument for the student to continue working on. At the conclusion of the exam, the supervising teacher will alert the Head of Department or Deputy Principal Senior School, who will investigate the allegation and determine whether the student may be rated on the examination or whether a Not-Rated (NR) outcome is appropriate. If the investigation does not resolve the allegation, the Deputy Principal Senior School may determine that the student re-sitting a comparable assessment is appropriate.

An "NR" result means the student will not meet the requirements for that subject and a result for that unit, or pair of units, cannot be awarded. This may have implications for ATAR eligibility and will result in no QCE credits being awarded for the unit/s. Students may also commence or progress to the next stage of the cancellation of enrolment process if the Deputy Principal Senior School determines that the failure to complete the assessment can be attributed to a refusal to participate in the program of instruction.

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

Smithfield State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

Smithfield 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-qualifications/qce-qcia-handbook](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook).

*Access arrangements* are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.

*Reasonable adjustments* are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

The Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.

The application of AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience differing impacts on their education and their ability to demonstrate their learning, knowledge and skill in assessments. In making decisions regarding suitable AARA for individual students, the school will consider:

- the functional impact of the disability
- evidence provided by health professionals e.g. psychologists, psychiatrists, paediatricians
- evidence of adjustments that have previously been implemented for the student as documented through OneSchool Support Provisions and the Nationally Consistent Collection of Data on School Students with Disability (NCCD)

### Eligibility for AARA

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. These barriers fall into three broad categories:

- permanent
- temporary
- intermittent

The definition of 'disability' used in the Disability Discrimination Act 1992 is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

The QCAA uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional

### Ineligibility for AARA

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language.
- teacher absence or other teacher-related issues.
- matters that the student could have avoided.
- matters of the student's or parent's/carer's own choosing.
- matters that the school could have avoided.

### Summary of possible AARA

AARA	Description of possible adjustments to assessment and/or conditions	IA1 / IA2 / IA3 approval requirement	External assessment approval requirement
Extension	An extension to the due date for submission or completion of an extended response, project, performance or non-examination.	Principal-reported	Not applicable
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	Not applicable
Individual instructions	A clean, unannotated copy of the written instructions.	Principal-reported	Principal-reported



Vision aids	Examples include coloured transparency overlay, different lighting and other vision aids.	Principal-reported	Principal-reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported
Diabetes management	Examples include bite-sized food, drink, blood-glucose monitoring equipment, rest breaks to eat or measure blood-glucose level, medication and varied seating and rest time for the practical aspects of managing the condition. Further information is available online: <a href="https://www.qcaa.qld.edu.au/downloads/senior/aara_diabetes-management_factsheet.pdf">https://www.qcaa.qld.edu.au/downloads/senior/aara_diabetes-management_factsheet.pdf</a>	Principal-reported	Principal-reported
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
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported
Physical equipment and environment	Examples include a specialised desk or chair, cushion or pillow, crutches, heat or cold pack, towel or other physical aid.	Principal-reported	Principal-reported
Varied seating	Varied seating, if needed, is determined by the school external assessment coordinator or supervisor. Options include: <ul style="list-style-type: none"> <li>• single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader)</li> <li>• small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks)</li> <li>• 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.</li> </ul>	Principal-reported	Principal-reported
Computer	Desktop computer or laptop computer with an approved software application. Further information is available online: <a href="https://www.qcaa.qld.edu.au/downloads/senior/aara_computers_asst_tech.pdf">https://www.qcaa.qld.edu.au/downloads/senior/aara_computers_asst_tech.pdf</a> and <a href="https://www.qcaa.qld.edu.au/downloads/senior/aara_computers_assistive_tech_in_ext_ass.pdf">https://www.qcaa.qld.edu.au/downloads/senior/aara_computers_assistive_tech_in_ext_ass.pdf</a>	Principal-reported	<b>QCAA-approved</b>
Assistive technology	Examples include an amplification system, speech-to-text applications and magnification applications. Further information is available online: <a href="https://www.qcaa.qld.edu.au/downloads/senior/aara_computers_asst_tech.pdf">https://www.qcaa.qld.edu.au/downloads/senior/aara_computers_asst_tech.pdf</a> and <a href="https://www.qcaa.qld.edu.au/downloads/senior/aara_computers_assistive_tech_in_ext_ass.pdf">https://www.qcaa.qld.edu.au/downloads/senior/aara_computers_assistive_tech_in_ext_ass.pdf</a>	Principal-reported	<b>QCAA-approved</b>
Reader	A reader that reads the assessment or the student's response aloud as often as the student requests. Further information is available online: <a href="https://www.qcaa.qld.edu.au/downloads/senior/aara_readers_scribes.pdf">https://www.qcaa.qld.edu.au/downloads/senior/aara_readers_scribes.pdf</a>	Principal-reported	<b>QCAA-approved</b>
Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment. Further information is available online: <a href="https://www.qcaa.qld.edu.au/downloads/senior/aara_readers_scribes.pdf">https://www.qcaa.qld.edu.au/downloads/senior/aara_readers_scribes.pdf</a>	Principal-reported	<b>QCAA-approved</b>
Assistance	Examples include: <ul style="list-style-type: none"> <li>• a teacher aide assisting with manipulation of equipment and other practical tasks</li> <li>• 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.</li> </ul>	Principal-reported	<b>QCAA-approved</b>

Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time. Further information is available online: <a href="https://www.qcaa.qld.edu.au/downloads/senior/aara_extra-time_factsheet.pdf">https://www.qcaa.qld.edu.au/downloads/senior/aara_extra-time_factsheet.pdf</a>	<b>QCAA-approved</b>	<b>QCAA-approved</b>
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment. Further information is available online: <a href="https://www.qcaa.qld.edu.au/downloads/senior/aara_rest-breaks_factsheet.pdf">https://www.qcaa.qld.edu.au/downloads/senior/aara_rest-breaks_factsheet.pdf</a>	<b>QCAA-approved</b>	<b>QCAA-approved</b>

**Principal-reported AARA** are specific practical arrangements and adjustments authorised by the Principal or Principal's Delegate for an eligible student. In approving AARA, a principal or principal's delegate must be reasonably satisfied that the need for the AARA exists and be able to provide evidence to justify the decision. The school is required to notify the QCAA of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of QCAA subjects, and for summative external assessment in General subjects.

**QCAA-approved AARA** can only be approved for summative assessments in Units 3 and 4 by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal.

### AARA applications and approvals

The Deputy Principal Senior School, as Principal's Delegate, manages the approval process for all Principal-Reported AARA applications. Guidance Officers, Deputy Principal Special Education and other school-based support staff may assist students and parents/carers with their AARA applications.

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. Students who believe they have grounds for AARA and their parent / carer should request an appointment with the Deputy Principal Senior School or Guidance Officer or Deputy Principal Special Education to discuss the supporting documentation required for an application. All evidence used to make decisions is recorded in the student's file.

### Long term impairments (including chronic illness)

In most situations the school will identify students eligible for AARA for long-term impairments based on records of verified disabilities or previous adjustments made to curriculum delivery and assessment through documentation on OneSchool. In these cases the Guidance Officer will contact the student and parent/carer to discuss the AARA available and gather any supporting evidence required for AARA approval.

Students who are new to the school for whom limited OneSchool records exist or any other student who believes they may have grounds for AARA based on long-term impairments may complete an **Application for Access Arrangements or Reasonable Adjustments**. This initial application should be supported by any relevant documentation that is available. The application will be reviewed by the Deputy Principal Special Education, who will consult with the Guidance Officer and key staff at the student's previous school and the parent / carer prior to making a decision as to whether the grounds for AARA can be substantiated. If a formal application for QCAA-approved AARA is required, this process will be facilitated by the Guidance Officer.

Timelines for principal-reported and QCAA-approved AARA for existing long-term and chronic conditions:

Type of AARA	Unit 3 and 4 General subjects internal assessments	Unit 3 and 4 General subjects external assessments
Alternative format papers e.g. braille, large print	Applications are due by completion of Units 1 and 2.	Applications are due <i>by the end of February</i> the year students commence Year 12. Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA)	Applications are due by completion of Units 1 and 2.	Applications are due <i>by the end of Term 1</i> the year students commence Year 12.

## Short term and temporary impairments

Students who believe they have grounds for AARA in exams as a result of short term, temporary or intermittent impairments must complete an **Application for Access Arrangements or Reasonable Adjustments**. This application should be supported by any relevant documentation that is available. The application will be reviewed by the Deputy Principal Senior School, who will consult with the parent / carer and any relevant school personnel (e.g. Guidance Officer) prior to making a decision as to whether the grounds for AARA can be substantiated.

Timelines for principal-reported and QCAA-approved AARA for short-term or temporary conditions:

Type of AARA	Unit 3 and 4 General subjects internal assessments	Unit 3 and 4 General subjects external assessments
QCAA-approved AARA (including in combination with principal-reported AARA)	Applications for short-term or temporary conditions are due as soon as possible before the assessment event.	For <b>short-term conditions or temporary injuries</b> that are unlikely to resolve before mid-October - applications are due <i>by the end of Week 5 Term 3</i> in the summative year.
Principal-reported AARA only	Notification is due prior to the relevant confirmation event	Notification is due <i>by the end of Term 3</i> in the assessment year.

## Supporting documentation

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative Internal Assessment	Summative External Assessment
Cognitive	Computer Extra time Reader Rest breaks Scribe	Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments <i>plus</i> School statement Student statement	No earlier than Year 10	No earlier than Year 10
Physical	Assistance Computer Extra time Rest breaks	Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments <i>plus</i> School statement Student statement	<i>Long-term conditions:</i> No earlier than Year 10  <i>Temporary conditions:</i> No earlier than six months prior to the relevant assessment event	<i>Long-term conditions:</i> No earlier than Year 10  <i>Temporary conditions:</i> No earlier than 1 April of the assessment year. An additional, updated medical report may be required.
Sensory	Alternative format papers Assistance Assistive technology e.g. amplification system, magnification applications Extra time Individual instructions Rest breaks	Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments <i>plus</i> School statement Student statement	<i>Long-term conditions:</i> No earlier than Year 10  <i>Temporary conditions:</i> No earlier than six months prior to the relevant assessment event	<i>Long-term conditions:</i> No earlier than Year 10  <i>Temporary conditions:</i> No earlier than 1 April of the assessment year
Social/emotional	Alternative venue Assistance Rest breaks	Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments <i>plus</i> School statement Student statement	<i>Anxiety and depressive conditions:</i> No earlier than six months prior to the relevant assessment event.  <i>Other conditions:</i> No earlier than Year 10	<i>Anxiety and depressive conditions:</i> No earlier than 1 April of the assessment year. An additional, updated medical report may be required.  <i>Other conditions:</i> No earlier than Year 10

Documentation	Details
1. School statement	<p>A school statement is to be submitted with all applications for QCAA-approved AARA. It provides:</p> <ul style="list-style-type: none"> <li>• A detailed overview of the observed impact of the student's disability and/or medical condition on the student's functioning during timed assessment;</li> <li>• A description of how the disability, impairment and/or medical condition is a barrier to the student's access to the assessment and/or to the student's ability to communicate a response to assessment;</li> <li>• A list of the student's previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do. Students should have AARA in place during teaching and learning for the disability, impairment and/or medical condition.</li> </ul> <p>The school statement will be prepared by the staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition.</p>
2. Student statement	<p>The student submits a statement with the application for QCAA-approved AARA about how their disability, impairment and/or medical condition affects them in assessment.</p>
3. Medical report	<p>Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report that provides:</p> <ul style="list-style-type: none"> <li>• Diagnosis of disability and/or medical condition;</li> <li>• Date of diagnosis;</li> <li>• Date of occurrence or onset of the disability and/or medical condition;</li> <li>• Symptoms, treatment or course of action related to the disability and/or medical condition;</li> <li>• Information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment;</li> <li>• Professional recommendations regarding AARA.</li> </ul> <p>The QCAA provides a template which may be used by the medical practitioner who is to complete the report.</p> <p>The medical report may be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's <i>Medical Practitioners Registration Act 2001</i> and/or Queensland's <i>Psychologists Registration Act 2001</i>), and who is not related to the student or employed by the school.</p>
4. Evidence of verified disability	<p>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 be considered only when the notification covers the duration of the student's enrolment in subjects for Units 3 and 4.</p>
5. Other evidence	<p>For eligible students, supporting documentation may also include:</p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Results from standardised academic testing.</li> </ul> <p>Where the condition is not medical, students may supply other relevant evidence including:</p> <ul style="list-style-type: none"> <li>• Police reports</li> <li>• Official notices.</li> </ul>

## Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

### Internal assessment

A student who is ill and unable to attend school for internal assessment should inform their teacher, Head of Department, Guidance Officer and/or Deputy Principal Senior School as soon as practical. This may be before, during or immediately after the assessment session.

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted.

Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions.

Extensions will only be granted by the Deputy Principal Senior School after consultation with the class teacher or Head of Department prior to the due date for an assessment.

Extensions will only be considered in exceptional circumstances, for example for a student who:

- Is suffering from an ongoing chronic illness with medical certificates as evidence
- Was absent for three or more consecutive lessons at a critical point in the drafting phase due to illness with a medical certificate as evidence
- Will be absent on or beyond the assessment due date due to illness with a medical certificate as evidence
- Has an extenuating family circumstance, for example bereavement, serious illness of immediate family member or family breakdown
- Enrolled in the school / subject late due to circumstances beyond their control and consequently missed a significant portion of the drafting time
- Other circumstances beyond the control of the student that are of a serious nature.

Extensions will not be granted to students who have not met deadlines for check points or drafts for the assessment item with acceptable explanation.

### **Application process**

To apply for assessment extensions or variations to exam dates students must follow these steps:

1. Obtain an **Application for Extension or Variation to Exam Date** form from the Senior Hub in T block or Guidance Officer as early as possible prior to the due date.
2. Complete the form and return to the Deputy Principal Senior School as early as possible.
3. The Deputy Principal Senior School will consult with relevant class teacher and if required, curriculum Head of Department, Head of Department Senior Schooling or other relevant school personnel (e.g. Guidance Officer).
4. The Deputy Principal Senior School will advise the student, class teacher and Head of Department as to whether the *Application for Extension or Variation to Exam Date* has been approved.
5. A copy of approved Application for Extension or Variation to Exam Date forms will be provided to the student, parent/carer, class teacher and curriculum Head of Department.
6. Students whose *Application for Extension or Variation to Exam Date* is denied will be advised of the grounds on which the decision was made and will be required to submit the task by the due date or attend the exam. Failure to do so will result consequences being applied as outlined in this policy.
7. Students with approved extensions submit their assessment items by the amended due.

### **External assessment**

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance at an external assessment, they must contact the Deputy Principal Senior School prior to the assessment date / time.

A student who is ill but able to attend the external assessment should inform the Deputy Principal Senior School as soon as practical. This may be before, during or immediately after the external assessment session.

An AARA request for illness and misadventure may be made by the school on behalf of students. The submission may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule. Relevant documentation will be required.





## AARA Application – Illness and Misadventure – Assessment Extension and/or Variation to Exam Date

This form is to be used when a **Year 11 or Year 12 student** is requesting adjustments to assessment dates due to:

- Planned or unplanned absences
- Other extenuating circumstances

STUDENT	
Name:	Year level:
CASE MANAGER (if applicable)	DATE OF APPLICATION
Name:	/ /
TYPE OF AARA REQUESTED	
Extension <input type="checkbox"/>	Alternative exam date <input type="checkbox"/>
REASON FOR REQUEST	DOCUMENTATION
<input type="checkbox"/> Illness	Medical certificate
<input type="checkbox"/> Injury	Medical certificate
<input type="checkbox"/> Funeral / bereavement	Parent contact – phone call / email
<input type="checkbox"/> School activity	Nil
<input type="checkbox"/> Other – Please specify:	To be confirmed

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please submit your completed form **and supporting documentation** to the Guidance Officer or Deputy Principal.

OFFICE USE ONLY
<input type="checkbox"/> All relevant sections completed/signed
<input type="checkbox"/> Supporting documentation received
<input type="checkbox"/> Student / Parent / Carer / Teacher / HOD / Case Manager advised of outcome of AARA application
<input type="checkbox"/> AARA details entered into QCAA Portal (Units 3 and 4 assessment only)
<input type="checkbox"/> Completed application entered into OneSchool and filed in student file in Admin

REQUESTED EXTENSIONS				
Subject	Assessment	Teacher	Due Date (Draft / Final)	Extension Date (Draft / Final)

REQUESTED VARIATION TO EXAM DATE				
Subject	Assessment	Teacher	Exam Date	Approved date, time and place

To be completed by Deputy Principal	
Application Received:	Outcome Advised:
Request Granted: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments: _____	
_____	
Signature: _____	





# AARA Application – Illness and Misadventure – Application for Consideration – Late Submission of Assessment

This form is to be used when a **Year 11 or Year 12 student** has submitted a task after the published due date and time / after the approved extension due date due to extenuating circumstances.

STUDENT	
Name:	Year level:
CASE MANAGER (if applicable)	DATE OF APPLICATION
Name:	/ /
REASON FOR LATE SUBMISSION AND SUPPORTING DOCUMENTATION	

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please submit your completed forms **and supporting documentation** to the Guidance Officer or Deputy Principal.

To be completed by Deputy Principal Senior School	
Application Received:	Outcome Advised:
Request Granted: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments: _____	
Signature: _____	

OFFICE USE ONLY
<input type="checkbox"/> All relevant sections completed/signed <input type="checkbox"/> Supporting documentation received <input type="checkbox"/> Student / Parent / Carer / Teacher / HOD / Case Manager advised of outcome of AARA application <input type="checkbox"/> AARA details entered into QCAA Portal (Units 3 and 4 assessment only) <input type="checkbox"/> Completed application entered into OneSchool and filed in student file in Admin



## AARA Application – Short-Term, Temporary or Permanent Impairment

This form is to be used when a **Year 11 or Year 12 student** is requesting modifications to any assessment conditions or adjustments to an assessment task.

STUDENT	
Name:	Year level:
CASE MANAGER (if applicable)	
Name:	DATE OF APPLICATION / /
TYPE OF AARA REQUESTED	
Extension <input type="checkbox"/>	Alternative exam date <input type="checkbox"/>
REASON FOR REQUEST	
<input type="checkbox"/> Cognitive <input type="checkbox"/> Physical <input type="checkbox"/> Sensory <input type="checkbox"/> Social-emotional	TIMEFRAME
	<input type="checkbox"/> Short term <input type="checkbox"/> Temporary <input type="checkbox"/> Permanent
DOCUMENTATION SUPPLIED	
<input type="checkbox"/> Medical Certificate from a General Practitioner (GP) <input type="checkbox"/> Documentation from other practitioner (e.g. psychologist, paediatrician, physiotherapist) <input type="checkbox"/> QCAA Confidential Medical Report <input type="checkbox"/> QCAA Confidential Student Statement	

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please submit your completed forms **and supporting documentation** to the Deputy Principal Special Education.

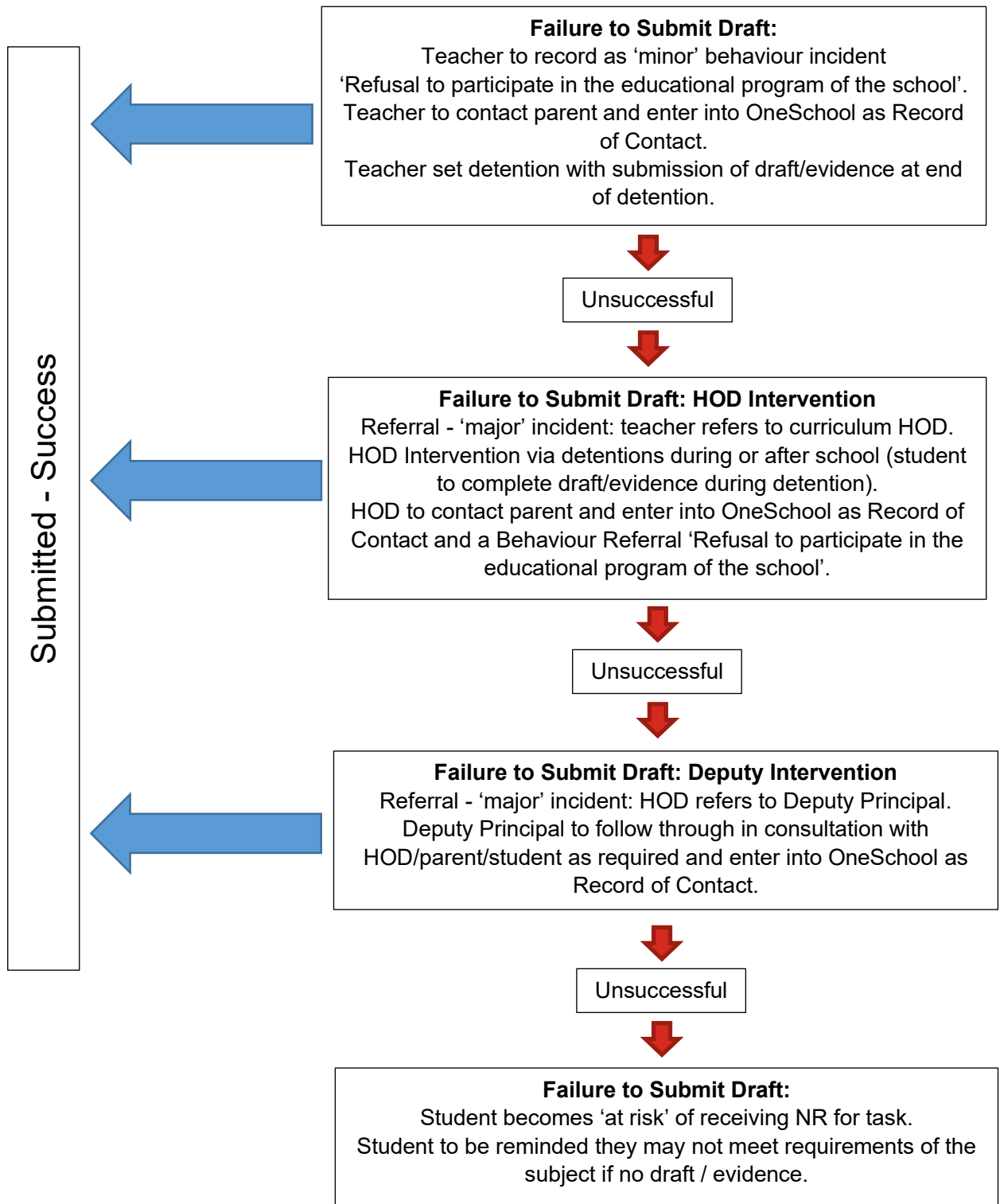
OFFICE USE ONLY
<input type="checkbox"/> All relevant sections completed/signed
<input type="checkbox"/> Supporting documentation received
<input type="checkbox"/> Student / Parent / Carer / Teacher / HOD / Case Manager advised of outcome of AARA application
<input type="checkbox"/> AARA details entered into QCAA Portal (Units 3 and 4 assessment only)
<input type="checkbox"/> Completed application entered into OneSchool and filed in student file in Admin

PROPOSED MODIFICATIONS			
Type of modification/s	Subject/s	Assessment item/s	Timeframe

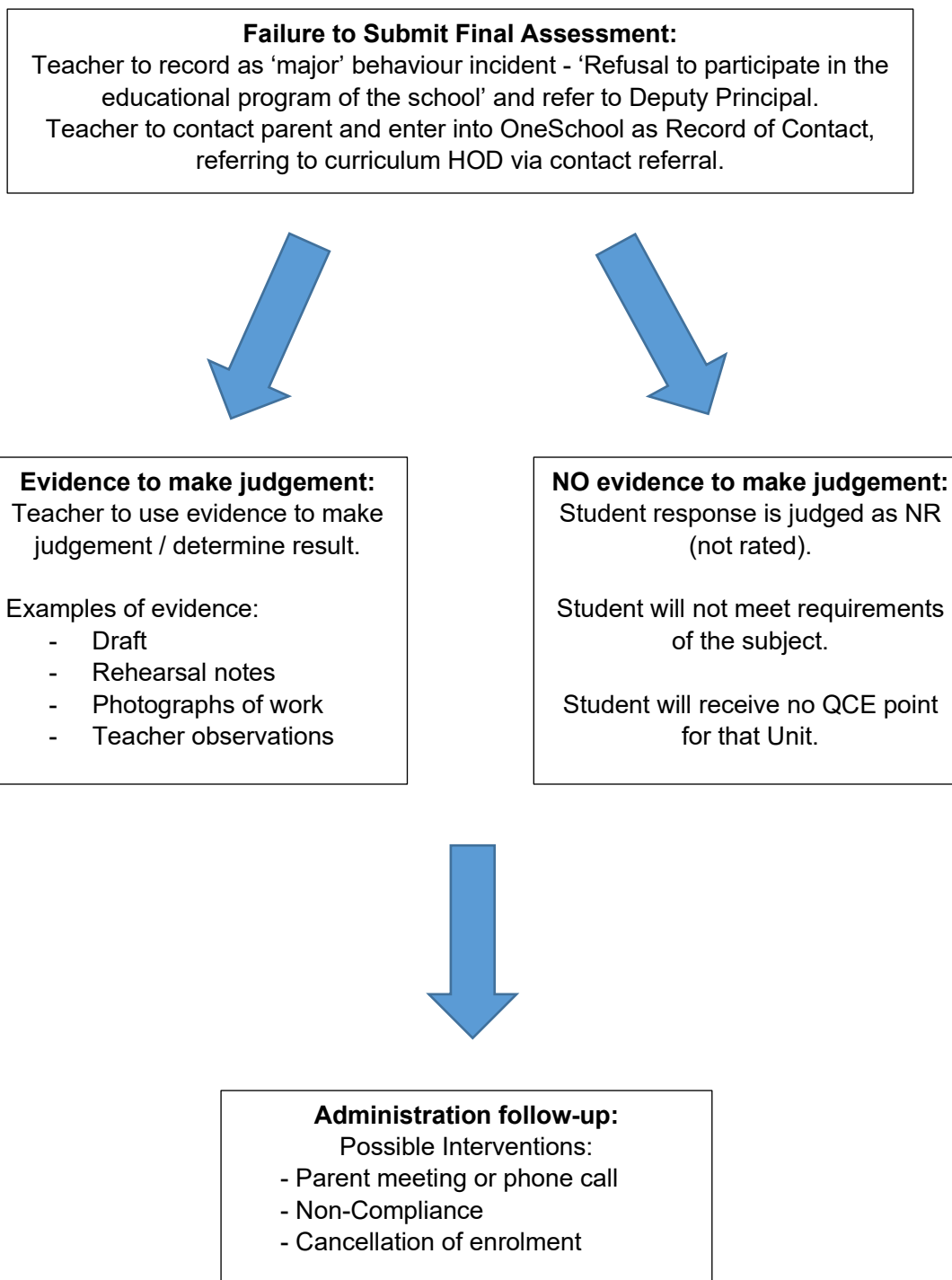
To be completed by Deputy Principal Special Education	
Date application received:	
Application type:	<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved
Date application lodged with QCAA:	
Date outcome advised:	
Comments: _____	
_____	
_____	
Signature: _____	

## Assessment – Drafting Flow Chart

*\*Purpose of draft is to collect evidence and provide feedback. It is the students' responsibility and expectation to submit a quality draft to ensure quality teacher feedback.*



## Assessment - Final Due Date Flow Chart





## Contact Information

O'Brien Road (PO Box 500), Smithfield QLD 4878 | Ph: (07) 4058 4333  
Email: [office@smithfieldshs.eq.edu.au](mailto:office@smithfieldshs.eq.edu.au) | [www.smithfieldshs.eq.edu.au](http://www.smithfieldshs.eq.edu.au)

