



Scope

Balmoral State High School is committed to upholding a consistent, whole-school approach to the delivery of quality assessment that aligns with the policies and procedures of the Queensland Curriculum Assessment Authority (QCAA). Balmoral SHS is committed to ensuring that students have an awareness of the expectations of QCAA Assessment practices and ensure that all assessment submitted by students is valid, authentic and upholds the integrity of assessment.

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 this policy is developed from the QCE and QCIA Policy and Procedures Handbook available from: www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook and applies to all Year 10 subject offerings, Year 11/12 Applied, Applied (Essential), General subjects and Short Courses across all faculties.

Purpose

Assessment is an integral part of teaching and learning, and our school follows the QCAA policies and K-12 Assessment and Reporting Framework when integrating teaching and learning strategies with assessment for all subjects. Balmoral SHS students are responsible for integrity in learning and assessment. They are responsible for producing assessment tasks that are their own.

Balmoral State High School's assessment policy ensures that all students have a fair and equitable opportunity to access assessment and encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to empower teachers and students to understand the expectations, roles and responsibilities of each party in the completion of summative assessment in the junior and senior school.

Assessment includes any examination, practical demonstration, performance, assignment 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 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.

Ensuring Academic Integrity

Balmoral State High School promotes academic integrity by developing students' skills and modelling appropriate academic practice.

As part of their studies, students are responsible to adhere to the values of academic integrity in the following ways:

- Being aware of assessment expectations.
- Developing the knowledge and skills required to complete assessment.
- Managing their time to complete assessment items by the due dates.
- Submitting work that is their own and is a result of their learning.
- Acknowledging any ideas or work by others (including collaboration and content created by AI tools such as generative AI and translators) and reference sources appropriately and correctly.



- Completing classwork, meeting checkpoints and drafts as required and applying feedback.
- Following all guidelines and assessment policies.

Students are able to demonstrate what they know and can do by the due date through:

- forward planning — understanding the components of a task and how long each component might take to complete.
- time management — implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed and allowing for unexpected events such as issues with technology or changes in personal circumstances.
- note-taking and summarising — independently synthesising research or gathering information into a new idea or summary.
- referencing — appropriately acknowledging the ideas, work or interpretation of others including use of generative AI.
- choosing appropriate examples — selecting appropriate quotes or examples to support an argument or communicate meaning.
- drafting — creating drafts and meeting checkpoints to authenticate ongoing work.
- editing — independently refining their own work and using feedback.
- checking — self-assessing compliance with academic integrity guidelines before submitting responses.

Balmoral State High School has procedures to ensure that there is a consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures will be applied in this context;

Scaffolding

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will maintain the integrity of the requirements of the task or assessment instrument, allowing for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

Checkpoints

Teachers may set systematic checkpoints over the course of delivery.

Checkpoints will:

- Be detailed on student task sheets - clarify assessment expectations for students.
- Monitor student progress towards task completion.
- Help students develop strategies to submit assessment by the due date.
- Gather evidence on or before the due date.
- Provide points of intervention, if needed.
- Be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of Departments and parents/carers will be contacted if key checkpoints are not met.

Drafting

A draft is a preliminary version of a student's response to an assessment instrument and applies to assignments or practical projects only and not exams. Before submitting a draft students may be required to develop an outline or discuss their approach with the class teacher. Students could begin with a rough plan or outline and then review this as they develop a response. Good practice is shown when a student does this several times as they develop a response and refine and edit their work. Where required, students will submit a completed or almost complete draft, in the mode stipulated by the assessment.



A draft can be used to provide feedback on a response as well as to authenticate student work. Teacher feedback is only provided on one draft. The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Draft due dates will be one of the key checkpoints students must meet. Teachers will be responsible for contacting parents and caregivers within 2 days if the student fails to meet the draft due date. An email may also be sent home outlining the implications of non-submission and failing to meet due dates. Teachers may use a range of strategies to collect drafts including remaining in class until complete, detention or internal suspension.

Feedback on a draft is:

- Provided on one draft or as stipulated by the syllabus.
- 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.
- Allocate a mark.

A copy of the draft and feedback given will be stored by the teacher and may be used if the student fails to submit final version by the due date without an approved AARA.

Managing Response Length

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the syllabus. Syllabuses describe assessment techniques and conditions for each assessment technique. All assessment instruments are to indicate the required length of a response as a word length, duration of time, or page count to match syllabus requirements.

For junior school only, Balmoral State High School policy states student responses may exceed the word limit by a margin of no more than 10%. Allowing the 10% leeway ensures that students do not have to be unduly aware of the word count while formulating their response, while making sure that they do not exceed the word count by any more than a modest margin.

For senior school, Balmoral State High School and QCAA policy requires students to meet the requirements outlined in the syllabus.

Students are encouraged to include the following statement on the title page of their assessment tasks, which indicate the QCAA and assessment policy exclusions for word length and page count:

Students are encouraged to include the following statement on the title page of their assignment tasks: *'The word count of this document is ### words, excluding the title pages, table of contents, reference list/bibliography, appendixes and in-text citations'.* Including this statement helps indicate compliance with QCAA word count/page count requirements.



Determining word length and page count of a written response

	Word Length	Page Count
INCLUSIONS	<ul style="list-style-type: none">• all words in the text of the response• title, headings and subheadings• tables, figures, maps and diagrams containing information other than raw or processed data• quotations• footnotes and endnotes (unless used for bibliographical purposes)	<ul style="list-style-type: none">• all pages that are used as evidence when marking a response
EXCLUSIONS	<ul style="list-style-type: none">• title pages• contents pages• abstract• raw or processed data in tables, figures and diagrams• bibliography• reference list• appendixes*• page numbers• in-text citations	<ul style="list-style-type: none">• title pages• contents pages• abstract• bibliography• reference list• appendixes*

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

Before the assessment is submitted, teachers proactively support students through effective and explicit teaching and learning strategies and feedback at checkpoints and drafts to meet the syllabus requirements for response length.

After the assessment is submitted and response is still shown to be over the limit, the student will have 24 hours to redact their work to ensure their response is compliant with response length requirements. Redacting means that the student can delete words, move content to an appendix (while noting that work in an appendix is not marked) or remove sections of work. Nothing new can be added.

If the response is still not compliant after the student has been given the opportunity to redact, the teacher will mark and annotate only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside of the required length.

Ideally, students have applied learning about responding within the response length and how to edit and respond to draft feedback and then submitted a response that is the correct length.

When responding to examinations that have a word length, students should make sure to leave some time at the end to edit their work so that they stay within the word length. There is no opportunity to redact in an exam, so your teacher will need to stop reading when the word length has been reached.

Strategies for Establishing Authorship

Students are responsible for proving authorship of their final response in cases where authenticity comes into question. Teachers can collect evidence during the development of responses in order to establish authorship of final responses.

Teachers may:

- Monitor, collect or observe progressive samples of each student's work at various stages. This process may be documented using an authentication record, checklist or photographs.
- Interview or consult with each student at checkpoints during the development of the response to ensure that it was based on the student's own work.

Students may:

- Keep a learning journal, photos, screenshots or a research booklet to demonstrate work completed in



the preparation phase.

- Submit progress checks to teacher.
- Keep a collection of annotated feedback on drafts from teachers.
- Create different versions of their assessment task to document the progression of their response.
- Keep named annotations for sections of individual work when working in a group.
- Employ Track Changes when making amendments to demonstrate alterations to work.
- Keep Generative AI transcripts.

To Establish Authorship of Final Responses, Teachers May:

- Directly compare the responses of students who have worked together in groups;
- Analyse final student responses using Turnitin;
- Interview a sample of students after their responses were submitted to determine their understanding of and familiarity with their responses;
- Interview a student if their authorship of text, visual, audiovisual, performance or spoken/signed responses may have been compromised, for example by the use of generative AI, to determine their understanding and familiarity with their responses.
- Use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Non-submission of Student Responses

When a student does not submit a final response to an assessment instrument (other than for an examination and without an approved AARA) on or before the due date, consequences will be enacted and a result will be awarded using evidence:

- from the preparation of the response to the assessment instrument gathered during the assessment preparation period
- available on or before the due date
- that is in the same mode as the required response.

If a student does not attend an examination on the due date without an approved AARA, they:

- will receive a not rated (NR) for the instrument and will not receive a subject result,
- are not to sit the examination or a comparable examination after the due date.

If a student is eligible for AARA and an extension of time is approved by the principal, this becomes the revised due date for this student. Students with a school-approved absence may have completed a comparable assessment before the due date. It is not appropriate to award a lower result, mark or standard as a penalty for non-submission. Any evidence collected on or before the due date should be matched to the relevant syllabus marking guides or standards.

Where there is no evidence collected by the school in response to the planned assessment instrument, a not rated (NR) is awarded for the response to the instrument. In this case, the student will not receive a result for the subject (Units 3 and 4) or Units 1 and 2 because:

- For General and General (Extension) subjects in Units 3 and 4, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence for that mark. For all other subjects, an E cannot be awarded when there is no evidence for that grade.



Internal Quality Assurance Processes

Balmoral 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.
- Administering only endorsed assessment instruments from the QCAA portal to students to ensure reliability of assessment in alignment with syllabus.
- Quality assurance of judgements about student achievement are adhered to before submission for Confirmation. This could include teachers engaging in moderation meetings, blind marking and/or peer reviewing randomly selected responses.

All marks for summative internal assessment for general and general (extension) subjects are provisional until they are confirmed by the QCAA at a confirmation event.

Results for Year 10 assessment, V.E.T., applied and applied (essential) subjects and short courses may be subject to advice from the QCAA.

Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Balmoral State High School is responsible for managing school-based processes and consequences through this school-developed assessment policy when there is evidence of academic misconduct in internal assessment. The school will use proactive strategies to minimise opportunities for academic misconduct.

Types of Academic Misconduct, Examples of Behaviours:

Type of misconduct Examples	Examples
Cheating while under supervised conditions	A student: <ul style="list-style-type: none">• Begins to write during perusal time or continues to write after the instruction to stop writing is given;• Uses unauthorised equipment or materials;• Has any notation written on the body, clothing or any object brought into an assessment room;• Communicates with any person or tool other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: <ul style="list-style-type: none">• More than one student works to produce a response and that response is submitted as individual work by one or multiple students;• A student assists another student to commit an act of academic misconduct;• A student gives or receives a response to an assessment.
Contract cheating	A student: <ul style="list-style-type: none">• Pays for a person or a service to complete a response to an assessment;• Sells or trades a response to an assessment.



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Copying work	<p>A student:</p> <ul style="list-style-type: none"> Deliberately or knowingly makes it possible for another student to copy responses; Looks at another student's work during an exam; Copies another student's work during an exam.
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> Gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment; Makes any attempt to give or receive access to secure assessment materials.
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> Invents or exaggerates data; Lists incorrect or fictitious references. This may include false or misleading information generated from the use of generative AI.
Impersonation	<ul style="list-style-type: none"> A student arranges for another person to complete a response to an assessment in his or her place; A student completes a response to an assessment in place of another student. This includes use of generative AI to alter images or recordings to adapt unreferenced materials or adopt identities of other presenters or performers for audio, visual and audiovisual assessment responses.
Misconduct during an Examination	<ul style="list-style-type: none"> A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of Referencing	<ul style="list-style-type: none"> A student completely or partially copies or alters another person's work or creates work using generative AI tools without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student. This includes use of generative AI to alter images or recordings to adapt unreferenced materials or adopt identities of other presenters or performers for audio, visual and audiovisual assessment responses.
Significant contribution of Help	<ul style="list-style-type: none"> A student arranges for, or allows, a tutor, parent/carer.

Consequences for plagiarism, collusion, copying work, fabricating and/or impersonation

Students cannot be rated on work that is not their own. If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.

Where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be rated. Where a student is found to have plagiarised the entire task, it will be treated as a non-submission. In both cases, further consequences may be applied.

Consequences for unethical use of Generative AI



Where a student is suspected of having utilised Generative AI beyond the scope of the assessment conditions or where it has not been appropriately referenced, the teacher will conference with the student and make requests for supporting documentation to ensure authorship. Examples of questions asked, include but are not limited to:

- Can you explain in more detail what you mean in this section?
- How did you find this source?
- Can you talk me through your development process to reach your final version?
- Can you provide the different versions of your work from drafting to final? (see Strategies for Establishing Authorship for more examples of evidence that may be requested)

In the case where a conversation of this nature is had between a teacher and a student, the teacher will contact parents/guardians and record the conversation as a contact on OneSchool.

Where academic misconduct is confirmed, parents/guardians will be notified and the incident is recorded as a behaviour incident in OneSchool. The same consequences as for plagiarism, collusion, copying work, fabricating and/or impersonation will apply.

Students who repeatedly commit academic misconduct will be required to retake the Academic Integrity Module online.

Consequences for cheating while under supervised conditions (including exams and external exams), copying work, disclosing or receiving information about an assessment and/or misconduct during an exam

When a student is suspected of or observed participating in an act of academic misconduct, students will be still required to complete the assessment despite the alleged incident of misconduct. Serious incidents that are unable to be reasonably managed by the exam supervisor or the external assessment supervisor (e.g. disrupting other students) may result in one or combination of the following:

- The student being excluded from the assessment room;
- Sections of student work where misconduct has occurred taken out and not rated for achievement;
- Required to start again, completing a comparable assessment instrument at a different time and/or venue;
- Parents/guardians and Head of Department/Deputy Principal notified and the incident recorded as a behaviour incident in OneSchool;
- Incident reported to QCAA.

Consequences for Failing to Meet Due Dates/Sit Exams

In the event that a student is unable to submit an assessment item on the due date or is unable to attend an exam for any reason, the student has 7 (seven) days from the due date to submit an Illness and Misadventure AARA. If the AARA is approved, the student can negotiate with the classroom teacher and/or Senior Schooling HOD when the next best time to sit exam or submit assessment is. If the AARA is not approved or failed to be submitted, the teacher will determine achievement based on available evidence at the time. This may be in the form of a draft, class notes or observable evidence. For summative assessment in general subjects, QCAA will also be notified.

See Appendix 1 for assessment scheduling, drafting and collection flowchart.



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 completing assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skills in assessment. The school will use the information in the AARA application to inform their decisions about appropriate adjustments and arrangements for all senior summative assessment.

The Guidance Officer (GO) and Head of Special Education Services (HOSES) have developed a school-based AARA process that supports the early identification of students with existing long-term and chronic conditions, as well as for short-term or unexpected conditions, temporary injuries and mental health conditions so the school, parents and students can confidently negotiate and implement AARA according to the guidelines. For this scenario, students will be applying for a Long Term/Short Term AARA application.

Students eligible for a Long Term/Short Term AARA may need adjustments for an existing, known and/or chronic medical condition or for short-term conditions, temporary injuries and mental health conditions. Applications must be submitted *at least* three (3) days BEFORE the assessment due date. You will be assisted by the GO or HOSES when applying for this type of AARA.

The Long Term AARA process:

- 1) Decide whether the AARA application is for a Long Term/Short Term application or Illness and Misadventure AARA. Whilst it is the student's responsibility to apply for an AARA – class teachers are often the ones best positioned to recognise a student's needs and encourage them to make an appointment with the GO or HOSES.
- 2) Make an appointment with the GO or HOSES to determine potential barriers and possible required adjustments.
- 3) Complete the Long Term/Short Term AARA sections of the Balmoral SHS AARA form.
- 4) Provide evidence and medical documentation to support adjustments you are applying for. You will be supported with this process by the GO or HOSES and an action plan will be developed.
- 5) Students submitting a completed AARA form must have a consult at the time of returning the form and all documentation with the GO or HOSES.
- 6) Confirmation of your AARA application approval and action plan will be discussed in your final consult with the GO or HOSES.

NOTE: Incomplete applications will delay approval and will not be considered. Just completing and submitting the form does not mean your AARA application has been approved.

For summative external assessments or the Senior External Examination: — Medical documentation for AARA's pertaining to social/emotional are only valid for 6 months. You may be required to submit updated medical documentation closer to date of the scheduled assessment.

Students eligible for an Illness and Misadventure AARA may need adjustments for unforeseen circumstances occurring on the day of or the day before a due date (For example, illness or misadventure for an unexpected illness or unplanned event/s). Applications must be submitted within seven (7) days from the assessment due date.

The Illness and Misadventure AARA process:

- 1) Decide whether the AARA application is for a Long Term/Short Term application or an Illness and Misadventure AARA application.
- 2) Ensure to arrange a medical certificate and/or appropriate documentation as soon as possible to



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secure confirmation of an AARA application.

- 3) Complete the Illness and Misadventure AARA sections of the Balmoral SHS AARA form.
- 4) Provide evidence and medical documentation to support adjustments you are applying for.
- 5) Students submitting a completed AARA form must have a consult at the time of returning the form and all documentation with the GO or HOSES.
- 6) Ensure to book an appointment or contact the HOD Senior Schooling to discuss your assessment action plan the day of your illness and misadventure occurrence/event.
- 7) Confirmation of your AARA application approval and action plan will be discussed in your final consult with the GO or HOSES.

NOTE: Incomplete applications will delay approval and will not be considered. Just completing the form does not mean your AARA application has been approved.

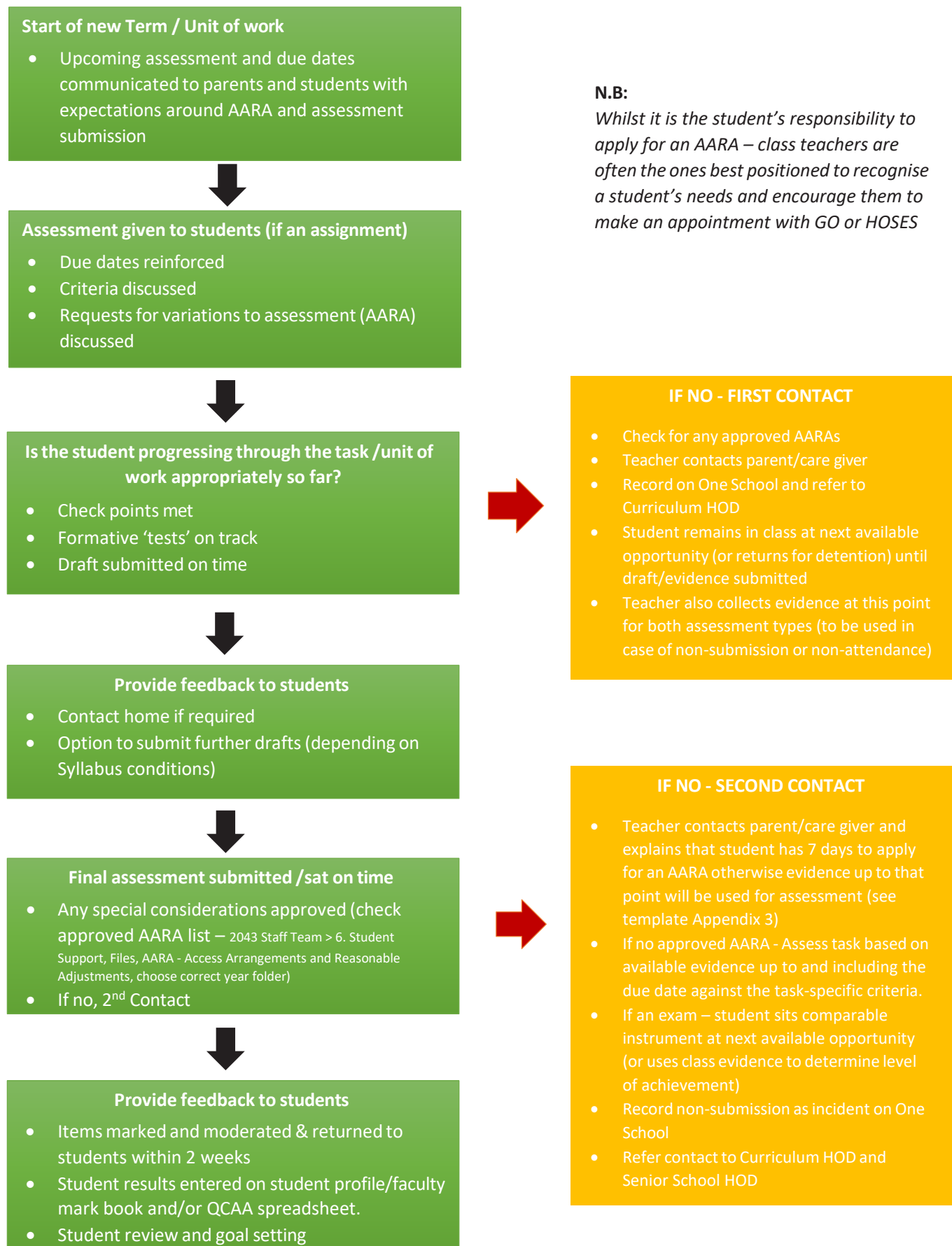
Students are **not** eligible for AARA on the following grounds:

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

Please see Appendix 2 for more information or see the GO or HOSES for an application form.

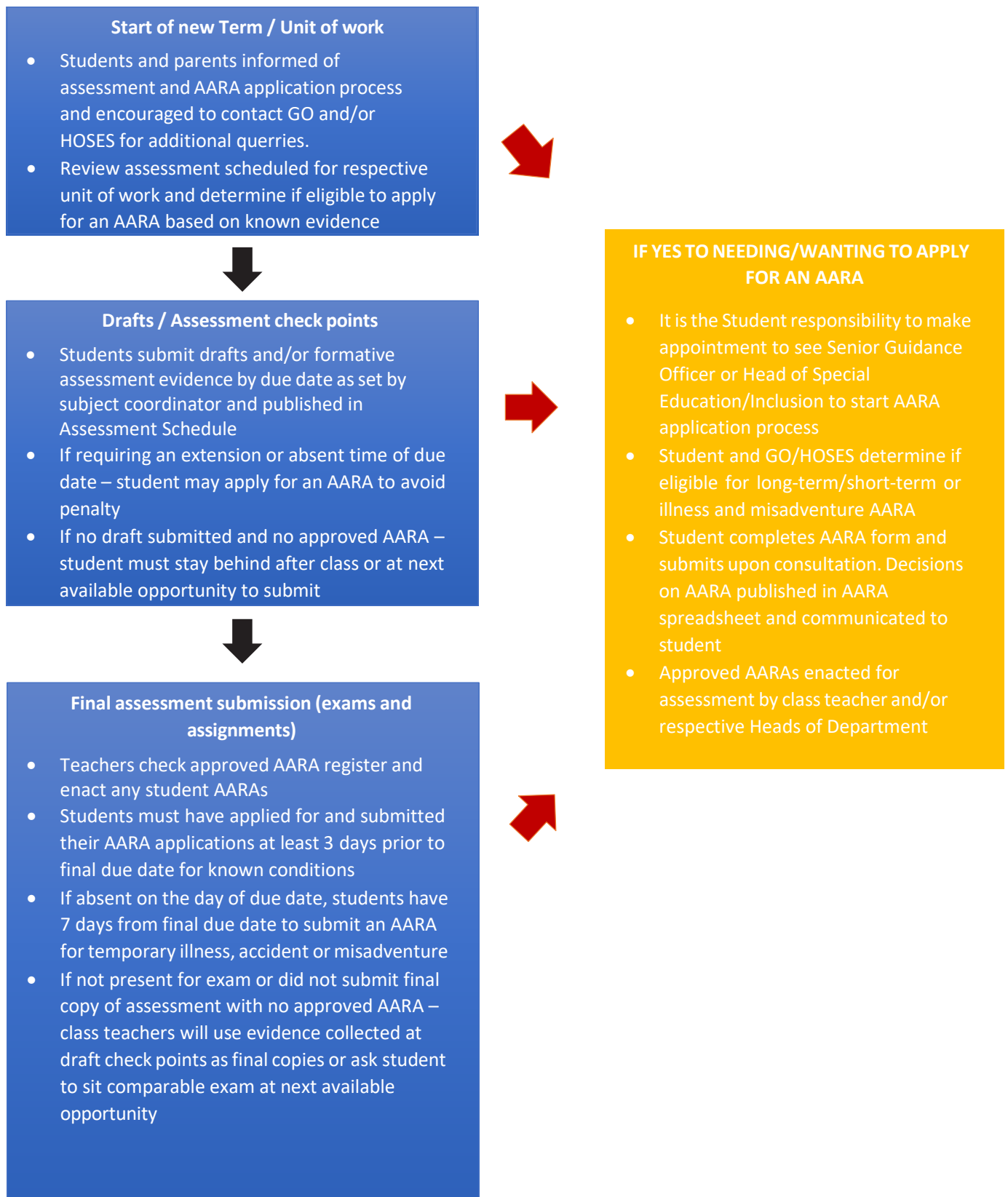
All students in Years 10, 11 and 12 who are wanting extensions and/or variations to the delivery and completion of assessment will be required to complete an AARA application.

Appendix 1 – AARA/Assessment Scheduling and collection flowchart – TEACHER PROCESS





Appendix 2 – AARA/Assessment submission flowchart – STUDENT PROCESS





Appendix 3 – Non-Submission of Assessment communication to parents and students

Non-submission of assignments by due date:

Dear parent / caregiver,

This email is to inform you that your child failed to submit the final copy of their _____ assignment which was due on the _____.

If there were any extenuating circumstances as to why the assignment could not be submitted on time, students have 7 days from the initial due date to apply for an Illness and Misadventure AARA (access and reasonable adjustment) and submit as soon as they can. **Students can only apply for an AARA through our guidance officers: Year 11 GO - Ms Kate Niland (knila1@eq.edu.au) or Year 10 & 12 GO – Ms Helen Martschinke (hmart79@eq.edu.au).** The link to our AARA application form can be collect from Ms Niland/Ms Martschinke or downloaded at the below link:

...

Failing to submit an assessment item without an approved AARA will result in a student's draft assignment becoming their final attempt. Further to this, repeated failures to submit assessment items may impact a student's QCE (QLD Certificate of Education) eligibility and ultimately, their enrolment at Balmoral State High School.

For further information relating to senior assessment policies and procedures, please visit our school website at <https://balmoralshs.eq.edu.au/> or feel free to email our Head of Senior School – Mrs Sarah McDaniel (smcda9@eq.edu.au).

Failure to sit exam on due date:

Dear parent / caregiver,

This email is to inform you that your child failed to present themselves for the scheduled _____ exam which was set for the _____.

If there were any extenuating circumstances as to why they could not attend the scheduled exam, students have 7 days from the initial due date to apply for an Illness and Misadventure AARA (access and reasonable adjustment) and submit as soon as they can. **Students can only apply for an AARA through our guidance officers: Year 11 GO - Ms Kate Niland (knila1@eq.edu.au) or Year 10 & 12 GO – Ms Helen Martschinke (hmart79@eq.edu.au).** The link to our AARA application form can be collect from Ms Niland/Ms Martschinke or downloaded at the below link:

...

Failing to sit an exam without an approved AARA may result in their final level of achievement being based on evidence collected in class previously or a comparable exam being completed at the next available opportunity. Further to this, repeated failures to submit/sit for assessment items may impact a student's QCE (QLD Certificate of Education) and ultimately, their enrolment at Balmoral State High School.

For further information relating to senior assessment policies and procedures, please visit our school website at <https://balmoralshs.eq.edu.au/> or feel free to email our Head of Senior School – Mrs Sarah McDaniel (smcda9@eq.edu.au).



Failure to submit assessment Check Point or Draft by the due date:

Dear parent / caregiver,

This email is to alert you to my concerns regarding __**(Student Name)**__ failing to submit their __**(Subject and Task)**__, compulsory __**(Checkpoint or Draft)**__ submission by the due date, __**(enter the date)**__.

Submitting is a vital part of the process for receiving valuable feedback and an essential part of the authentication strategies required of the task.

The __**(Checkpoint/Draft)**__ needs to be submitted, __**(enter date and time up to five days after due date, or appropriate time based on time and submission dates)**__, to complete senior assessment policy requirements.

The final __**(enter task)**__ is due by Week ____, with the final day and time of submission being: __**(enter date and time)**__.

Just a reminder that late submissions or failure to submit the final report by this final due date and time will result in the task being rated only on any work previously submitted before this deadline.

Further to this, repeated failures to submit assessment checkpoints, drafts and final items may impact a student's QCE (QLD Certificate of Education) eligibility and ultimately, their enrolment at Balmoral State High School.

All checkpoints drafts, full drafts and final reports need to be submitted electronically via _____.
(or state the specific submission process)

If your child requires any further support, I am available;

-**(List your availability times, like BASE, mornings, lunch times, etc.)**
-

Any questions or queries, please don't hesitate to contact me via email: @eq.edu.au or via phone: 3823 8588.

Kind Regards



Appendix 4 – AARA Application (see GO for electronic fillable version)



Access Arrangements and Reasonable Adjustments (AARA) Application Form for Years 10 - 12 **CONFIDENTIAL DOCUMENT**

This form needs to be completed *after* you have read the Balmoral State High School Assessment Policy

Part A Student Details

Student Name:	Year Level:	LUI:
Student Signature:	Date:	
I am applying for:		
	< AARA Long Term (for existing, known and chronic conditions). Applications must be submitted at least three (3) days BEFORE assessment due date. COMPLETE PART A, B, C & D (G for school staff only)	
	< AARA Short Term (for unforeseen circumstances occurring on day of or day before due date, for example illness or misadventure for an unexpected illness or unplanned events). Applications must be submitted within four (4) days from assessment due date. COMPLETE PART A, E & F (G for school staff only)	
<i>Note: Granting of an AARA is at the discretion of the principal, or the principal's delegate and approved only when the student successfully meets eligibility criteria AND the student's circumstance provides a barrier for demonstrating knowledge and skills in assessment.</i>		
<ul style="list-style-type: none"> • Please ensure all relevant sections are completed fully before submission. • Long Term applications to Guidance Officers or HOD Inclusion. Please make an appointment to discuss. • Short term applications to Guidance Officers, HOD Senior School 		

Part B AARA – Long Term

Discuss with the anticipated length of time for which the AARA is required with Guidance Officer or HOD Inclusion

Category applying for (may be more than one):		
AARA Category		Documentation / evidence required
Cognitive (e.g. Intellectual disability; learning disorder)	<input type="checkbox"/>	Medical report and/or school statement
Physical (e.g. Physical injury or disability)	<input type="checkbox"/>	Medical report and/or school statement
Sensory (e.g. Autistic Spectrum Disorders)	<input type="checkbox"/>	Medical/verification report and/or school statement
Social/Emotional (e.g. Anxiety, depression)	<input type="checkbox"/>	Medical/verification report and/or school statement
Other (e.g. Traineeships, extra-curricular commitments)	<input type="checkbox"/>	School Statement from one of these GO/HOD SS/HOD Inclusion

Provide a brief history of your barrier, disability, impairment and/or medical condition – including symptoms



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Comment on how this condition/barrier affects your daily functioning in the classroom and capacity to access/respond to assessment

**What kind of AARA would assist you to be able to complete assessment?
*Please be specific from list below**

Type of AARA Requested

Extension – must be approved by GO or HOD Inclusion	Scribe	*Computer	*Vision aides
Extra time in exam 5 mins per 30 mins	Reader	Diabetes management plan	Exemption
Varied seating	Noise cancelling ear loops	Drink other than water	*Physical equipment or environment
Assistive technology	Alternate format paper	Individual Instruction	Bite sized food
Rest breaks	*Assistance	Medication	Other: <i>please specify</i>

*Please specify with more detail



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Part C AARA – Long Term Medical Statement or a current medical report containing all of the following information (Must be completed by Medical Provider)

Date of diagnosis:	
Date of occurrence/onset:	
<i>Provide a brief history of the student's disability, impairment and/or medical condition, including relevant functional impact/s.</i>	
<i>Is the student currently receiving treatment? Yes /No Provide details</i>	
<i>Comment on the how the disability, impairment and or medical condition is likely to affect this student's daily functioning in the classroom.</i>	
<i>Comment on the probable effect of the disability, impairment and/or medical condition on this student's capacity to complete timed assessment (examinations). Include professional recommendations for assessment adjustments.</i>	
Name:	Profession:
Place of Work:	Registration number:
Phone:	
Specialty/ Qualification (if applicable):	Signature:
Practice Stamp (if applicable):	Date:

Part D Parent/Carer Acknowledgement for Long Term AARA

I give permission for my health professional to provide information concerning this application to the QCAA, if required.

Student signature:	Date:
Parent/Carer Signature: (if student is under 18)	Date:

Electronic signature: If this document is completed electronically, by completing the fields above and inserting the signatory's name, the signatory agrees that this becomes a signed document pursuant to section 14 of the *Electronic Transactions (Queensland) Act 2001*. The school will submit this completed report as part of an AARA or illness and misadventure application vis the QCAA portal.
When completed, QCAA classification = SENSITIVE (PERSONAL INFORMATION)



Part E AARA – Short Term (Illness & Misadventure)

Date of illness or misadventure: _____ Duration of effect from: _____ to: _____

Student Statement Explaining Reason for AARA
Provide as much detail as possible so the most appropriate AARA can be applied

Supporting Evidence and Documentation
Approval of illness or misadventure requires strong supporting evidence. Medical information provided must be more detailed than a certificate stating that a student has a medical condition and is unfit for duty.

- | | |
|--|---|
| <input type="checkbox"/> Third party signed statement (not from Student, Parent or Carer) | <input type="checkbox"/> Deterioration in Condition |
| <input type="checkbox"/> Funeral notice or equivalent demonstrating impact on the due date | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Medical statement/certificate from medical professional with duration | <input type="checkbox"/> |

AARA Request for Assessment in the Following Subjects:

Subject	Assessment Task	Original Due Date	Type of AARA Requested	Teacher/HOD	No. of lessons missed in assessment period

Part F Parent/Carer Acknowledgement for Short Term AARA

I give permission for my health professional to provide information concerning this application to the QCAA, if required.

Student signature: _____ **Date:** _____

Parent/Carer Signature: _____ **Date:** _____
(if student is under 18)

Electronic signature: If this document is completed electronically, by completing the fields above and inserting the signatory's name, the signatory agrees that this becomes a signed document pursuant to section 14 of the *Electronic Transactions (Queensland) Act 2001*. The school will submit this completed report as part of an AARA or illness and misadventure application vis the QCAA portal.
When completed, QCAA classification = SENSITIVE (PERSONAL INFORMATION)



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Part G School Statement

To completed by Guidance Officer or HOD Inclusion

Identify the disability, impairment, medical condition or circumstance affecting the student.

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Detail how the student's disability, impairment, medical condition or circumstance affects their daily functioning in the classroom

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Describe the persistent Functional Impact/s of the condition or circumstance in timed assessment AND provide relevant details of arrangements/adjustments the student has used previously to address those impact/s (and enable participation on the same basis as other students)

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Staff member details

Name:	Role:
Phone:	School:
Signature:	Date:

When completed, QCAA classification = SENSITIVE (PERSONAL INFORMATION)

The information you provide on this form is being collected and used in relation to the functions and powers prescribed under part 2 of the *Education (Queensland Curriculum and Assessment Authority) Act 2014*. The information will be accessed by QCAA staff and handled in accordance with the *Information Privacy Act 2009*. Information held by the QCAA is subject to the *Right to Information Act 2009*.