WOODRIDGE
STATE HIGH SCHOOL

Assessment Policy

including AARAs and reporting

Empowered, Resilient... World Changing!

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1.0 Assessment Policy

1.1 Scope of Assessment Policy

This policy provides the assessment expectations at Woodridge State High School for students, staff and community. It will also outline the responsibilities and processes for each key stakeholder to ensure students complete the assessment tasks required by their program of study. The framework for the policy is developed from the QCE and QCIA Policy and Procedures Handbook available from the QCAA website and applies to all subjects in years 7-12 across every faculty.

1.2 Purpose of Assessment Policy

Assessment is an essential component of all curriculum and learning programs. It encompasses all tasks that contribute to a student's level of achievement and plays a vital role in improving student outcomes and informing quality teaching practices. This assessment policy ensures consistent, fair, and equitable assessment practices across all year levels and subject areas, aligned with our high expectations for every learner.

At Woodridge State High School, assessment is used to:
- Opportunities to demonstrate their learning;
- Promote, support, and enhance student learning;
- Inform teaching to meet the diverse learning needs of all students;
- Provide timely and meaningful feedback to students and parents/carers about progress and achievement.

1.3 Principles of Assessment

At Woodridge State High School, teaching, learning, and assessment are guided by academic integrity, equity, and high expectations for every student. Assessment includes any task—such as exams, performances, or projects—that allows students to demonstrate what they know and can do, based on the curriculum.

Effective assessment is:
- Aligned with curriculum and pedagogy
- Equity and inclusive
- Evidence-based and consistent
- Ongoing and varied
- Clear and transparent
- Supportive of student progress

High-quality assessment is:
- Valid – it aligns to what is taught and learned
- Accessible – every student has the opportunity to succeed
- Reliable – results are consistent accurate and precise

2.0 Roles and Responsibilities

2.1 Student Responsibilities:

- present only their work for all assessment instruments ensuring they meet the guidelines for academic integrity as published by the Queensland Curriculum and Assessment Authority (QCAA).
- make full use of class time provided to work on the assessment.
- present their draft and final copies of assessment as per the task requirements (e.g. file type) **ON OR BEFORE** the due dates to a standard that reflects their learning.
- use American Psychological Association (APA) standard system of referencing, to acknowledge all sources.
- communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct AARA procedures (page 20-22).

2.2 Staff Responsibilities:

Teachers
- Provide students with assessment instruments in an appropriate time frame, including Instrument Specific Marking Guides (ISMGs) or Guides to Making Judgements (GTMJs).
- Provide support and adjustments where appropriate, including Access Arrangements and Reasonable Adjustments (AARAs) using the schools process for Long Term, Short Term or Illness and Misadventure.
- Provide appropriate opportunities for students to receive feedback prior to completion of assessment.
- Enact procedures which ensure a consistency of standards is maintained in the marking of assessment instruments.

Guidance Officers
- Support students with the AARA process - Short and/or Long-Term Mental Health, including completing any School Statements as required.

SPEC Head of Department
- Assist students to complete necessary AARAs if their absences impact multiple subjects.
- Support IPLC HODs with consequences if they include suspension.

IPLC Head of Department
- Monitor the completion of faculty Curriculum and Assessment planners in accordance with timelines.
- Support students, parents and teachers to understand and enact the Assessment Policy, including AARAs.

Deputy Principal (in charge of Assessment Planners)

- Lead the year 7-12 Curriculum and Assessment Planner process to ensure all are completed and published as per school timelines.

2.3 Parents and Carers Responsibilities:

- encourage students to submit all drafts and final assessment by the due dates.
- inform the teacher or IPLC Head of Department (if only one assessment) or the relevant SPEC Head of Department (if issues with multiple subjects) of any difficulties relating to the completion of assessment items within an appropriate time frame.
- provide documentary evidence where necessary (e.g. medical certificate).

3.0 Assessment Types

3.1 Internal Assessment - Year 7-12

Internal Assessment can include:
- Examinations
- Extended responses
- Investigations
- Performances
- Practical demonstrations
- Products
- Projects
- Collection of work

Assessments must be submitted **ON OR BEFORE** the due date. Subject teachers use checkpoints (e.g. drafts) to track and provide feedback on student assessment progress.

3.2 External Assessment - Year 12 Only

External Assessment is developed by the QCAA for all General subjects. All external assessment for General subjects is summative and contributes to a QCE and ATAR calculation. VET and Applied subjects do not include external assessment.

External Assessment is:
- an examination held at the end of the course of study.
- based on the relevant General syllabus
- common to all schools.
- administered by schools under the same conditions at the same time and on the same day.
- marked by the QCAA according to a commonly applied marking scheme.

4.0 Academic Integrity

4.1 Promoting Academic Integrity

Woodridge State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

Topic	Information
Location and communication of policy	This assessment policy is located on the student SharePoint and school website at www.woodridgesshs.com.au. Relevant processes will be revisited: • at enrolment interviews • during SET planning • when the assessment calendars are published • when each task is handed to students
Expectations about engaging in learning and assessment	Woodridge State High School has high expectations for academic integrity, student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements **ON OR BEFORE** the due date for their results. Students in year 11-12 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. Student expectations: • engage in the learning for the subject or course of study • show evidence of progress at designated checkpoints • produce evidence of achievement, authenticated as their own work • submit responses to scheduled assessment **on or before** the due date. To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.
Submitting, collecting and storing assessment information	Assessment instruments will provide information regarding the submission of draft and final responses, including due dates, conditions, file types and response lengths. All assessment evidence, including draft responses, will be submitted **ON OR BEFORE** due date and "Turn it in" academic integrity software, via Q Learn. Draft and final responses for all internal assessments, including live performances will be collected and stored by the school for reporting and confirmation (year 12 only) processes.

Due Dates	**School responsibility**
	Woodridge State High School is required to adhere to policies for gathering evidence of student achievement **on or before** the due date.
	
	Due dates for final responses, will be published in the assessment calendar, that are provided to students and parents.
	
	The assessment calendar 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
	• be clearly communicated
	• give consideration to allocation of workload.
	
	Student responsibility
	• planning and managing their time to meet the due dates
	• informing the subject teacher and/or IPLC and/or SPEC HOD as soon as possible if they have concerns about assessment load and/or meeting due dates, including completing an AARA if appropriate (see **pg18**).
	• In cases where students are unable to meet a due date, they will:
	    ▪ inform the head of department and classroom teacher as soon as possible
	    ▪ provide the school with relevant documentation, e.g. medical certificate
	    ▪ adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

4.2 Ensuring Academic Integrity

Woodridge 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.

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding	Scaffolding for assessment helps students understand the process for completing the assessment task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. 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
Checkpoints	Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship. Students will work on assessment during designated times, both in class and at home, and to show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Subject teachers will contact parents/carers if checkpoints are not met.

Drafting	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on a draft will be: • 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 will NOT be: • compromising authenticity of a student response • introducing new ideas, language or research to improve the quality and integrity of the student work • editing or correcting spelling, grammar, punctuation and calculations • allocating a mark, or grade, depending on year level and subject. Parents and caregivers will be notified regarding any non- submission of drafts and the processes to be followed.
Managing response length	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required, the school will either: • mark only the work up to the required length, excluding evidence over the prescribed limit or • allow a student's one lesson to redact their response to meet the required length, before a judgment is made on the student work. and • for year 12 General subjects annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Authenticating student responses	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Woodridge State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. **Strategies for establishing authorship** When developing an assessment instrument, schools should consider how student authorship of final responses will be established. Teachers may: • set an assessment task that requires each student to produce a unique response • vary assessment tasks each year so students are unable to use other students' responses from previous years • set aside enough class time for students to complete the assessment task and for teachers to monitor the development of the response. Teachers can collect evidence during the development of responses to establish authorship of final responses. Teachers may: • monitor, collect or observe progressive samples of each student's work at various stages. This process could 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 is based on the student's own work. To establish authorship of final responses, teachers may: • directly compare the responses of students who have worked together in groups • for text, analyse final student responses using the school's plagiarism-detection software of Turnitin, via Q Learn • interview a sample of students after their responses have been submitted to determine their understanding of 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. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Managing non-submission of assessment by the due date	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints, as outlined on the assessments-specific task sheets. 1. Where students' do not submit a final response to an assessment (other than unseen examinations) **ON OR BEFORE** the due date and have not provided any evidence of their work (Checkpoints), a grade of 'Not Rated' must be awarded and entered into the OneSchool Mark books. OR 2. Where students' do not submit a final response to an assessment (other than unseen examinations) **ON OR BEFORE** the due date and where evidence of student work was provided by the student for the purposes of authentication during the assessment preparation period (checkpoints) is available, judgments will be based on this evidence.
Internal quality assurance processes	Moderation occurs when teachers engage in focused professional conversations to analyse the quality of student work against the achievement standards. They do so to improve the consistency of their decisions, and to ensure their judgments are as valid, reliable and fair as possible.

5.0 Quality Assurance and Moderation Processes

A whole school approach to moderation involves teachers engaging in activities throughout the year including professional conversations and sharing expectations about student learning and achievement.

This supports teachers to align curriculum, pedagogy, assessment and reporting.

Moderation is a cyclical process and may occur:
- before assessment takes place at the planning stage
- after assessment takes place, but before it is graded
- after assessment is graded
- at the end of the reporting period using assessment folios.

The school has a Planning, Curriculum Clarity and Moderation Process to support valid and reliable assessment and marking.

6.0 External assessment administration

In the Queensland Certificate of Education (QCE) system, students' results for General and General (Extension) subjects are based on their achievement in three internal assessments and one external assessment that is:

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

In Mathematics and Science subjects, a student's external assessment result contributes 50% to their final subject result. In all other General subjects, it contributes 25%. The external assessment result does not scale the internal assessment result.

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General subjects	See the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

7.0 Generative Artificial Intelligence

7.1 Defining Generative Artificial Intelligence (GenAI)

Generative AI, is where systems using machine learning have been trained using large amounts of data to perform, mimic or imitate tasks. This technology focuses on creating new content, such as text and images, from existing information.

GenAI tools should only be used to enhance and supplement student efforts, but not as a replacement for critical thinking and personal understanding.

See also: Kniberg, H. (2024, January 21). Generative AI in a Nutshell - how to survive and thrive in the age of AI [Video]. YouTube. https://www.youtube.com/watch?v=2IK3DFHRFfw

QUT (2024, November 20). Generative AI in Research and Teaching https://libguides.library.qut.edu.au/c.php?g=958007&p=6952833

Below is the AI Assessment Scale (AIAS) developed for students and teachers to guide the level of AI appropriate for the assessment task being undertaken.
Students will be informed by their teacher of the expected level of GenAI, that is acceptable in their assessment task response.

1	**No AI**	The assessment is completed entirely without AI assistance, e.g. Exams. Students rely solely on their knowledge, understanding, and skills. **AI must not be used at any point during the assessment.**
2	**AI-Assisted idea generation and structuring**	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission.**
3	**AI-Assisted edited**	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.**
4	**AI Task completion, human evaluation**	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. **You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.**
5	**Full AI**	AI should be used as a "co-pilot" in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. **You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.**

Acknowledgement: Furze, L. (2022). The AI Assessment Scale: From no AI to full AI

7.2 Referencing Generative AI

As with any resource, any use of Generative AI must be referenced in the assessment task.

APA 7th - Internet sources - Generative AI (e.g., ChatGPT)

In-text citation

Template: (Author, Year)

Example: (OpenAI, 2023)

Reference List

Template: Author, A.A. (Year). Title (Version x.x) [Format/Description]. Publisher. https://xxxxxxxxx.xxx

Example: OpenAI. (2023). ChatGPT (May 24 version) [Large language model]. https://chat.openai.com/chat

Images

Template:
Figure X
[AI generated image of...]
[IMAGE]
Note. Image generated using [name of GenAI tool/software], year (URL)

Example:
Figure 1
[AI generated image of a kitten with abstract background with trees]

Note. Image generated using Microsoft Copilot, 2024 (https://copilot.microsoft.com/)

8.0 Managing Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Schools are responsible for managing school-based processes and consequences through a school-developed assessment policy when there is evidence of academic misconduct in internal assessment.

8.1 Types of misconduct

The examples listed in the table below are not exhaustive.

Type of Misconduct	Examples	Possible Consequence
Cheating while under supervised conditions	• A student begins to write during perusal time or continues to write after the instruction to stop writing • uses unauthorised equipment or material • has any notation written on their body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an exam, e.g. through speaking, signing, electronic device, passing notes, making gestures or sharing equipment with another student.	• Statement from supervisor attached to assessment item • One School incident report – stating academic misconduct • Identify section where cheating occurred and this section receives 0 marks/ N grades • Interview with student/parent • Detention issued • Student to complete academic integrity training
Collusion	• 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	• One School incident report stating academic misconduct • contact home • If no draft, 0 marks/N grades allocated for section of unauthenticated student work • Interview with student/parent • Detention issued • Student to complete academic integrity training
Disclosing or receiving information about an assessment	• A student gives or accesses unauthorised information that compromises the integrity of an assessment, such as stimulus or suggested responses, prior to completing a response to an assessment • A student makes any attempt to give or receive access to secure assessment materials.	• One School Incident report • Identify section where cheating occurred and this section receives 0 marks/N grades • Interview with student/parent

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Misconduct during an examination	A student distracts or disrupts others in an assessment room.	• Remove student from the room and supervise in a separate space to complete their exam • One School incident report – academic misconduct • Interview with student/parent • Detention issued • Student to complete academic integrity training
Impersonation	A student arranges for another person to complete a response to an assessment in their place. A student completes a response to an assessment for another student.	• Ensure photo rolls are used for examinations to identify students • Remove the impersonator • Student receives 0 marks/N grades for the assessment task
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution.	• One School Incident report – academic misconduct • Identify section where plagiarism occurred and this section receives 0 marks/N grades • Interview with student/parent • Detention issued • Student to complete academic integrity training
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	• One School Incident report – academic misconduct • Identify section where plagiarism occurred and this section receives 0 marks/N grades • Interview with student/parent • Detention issued • Student to complete academic integrity training
Misconduct during an examination	A student distracts or disrupts others in an assessment room.	• Remove student from room and supervise in separate space to complete their exam • One School incident report – academic misconduct • Interview with student/parent • Detention issued • Student to complete academic integrity training

Copying work	A student: • 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.	• Statement from supervisor attached to the assessment item • One School incident report – stating academic misconduct • Identify section where cheating occurred and this section receives 0 marks/N grades • Interview with student/parent • Detention issued • Student to complete academic integrity training
Fabricating	A student invents or exaggerates data. Lists incorrect or fictitious references.	• One School Incident report – academic misconduct • Identify section where fabrication occurred and this section receives 0 marks/N grades • Interview with student/parent • Detention issued • Student to complete academic integrity training
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to response/s.	• Supervised time for student to produce own work in order to authenticate work • Compare draft and final submission
Contract cheating	A student pays for a person or a service to complete a response to an assessment sells or trades a response to an assessment.	• One School incident report – academic misconduct • Interview with student/parent • Detention issued • Student to complete academic integrity training
Generative Artificial Intelligence	A student uses Generative Artificial Intelligence tools to complete an assessment task but fails to correctly cite and reference the AI. This may include: • using false or misleading information generated from the use of Generative AI • using Generative AI to alter images or recordings to adapt unreferenced material or adopt identities of others for audio, visual and audio-visual assessment.	• One School Incident report – academic misconduct • Identify section where fabrication occurred and this section receives 0 marks/N grades • Interview with student/parent • Detention issued • Student to complete academic integrity training

9.0 Access Arrangements and Reasonable Adjustments

9.1 School AARA Policy and Procedure Years 7 - 11

AARA's are designed to assist students that may have disability, impairment and/or medical conditions or experience other circumstances that may affect their ability to read, respond to and participate in assessment.

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 a student with an eligible impairment as a result of a disability and/or medical condition and experiencing other circumstances creating a barrier to the completion of assessment can be assessed on the same basis as other students.

9.2 QCAA - AARA Policy and Procedure - Year 12 Only
In year 12, students AARA applications must be submitted by the school, to the QCAA.

The broad categories:
- Long-term and chronic conditions
- Mental health conditions, such as anxiety and depression
- Short-term conditions and temporary injuries
- Illness and misadventure.

The following table outlines the eligibility criteria students must meet for an AARA in year 12:

Eligible	NOT eligible
Disability: - cognitive - physical - sensory - social/emotional **Plus:** - illness - misadventure (unforeseen circumstances that are outside of the student's control, e.g. accident, death of a family member)	- 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 - timetable clashes - matters of the student's or parent's/carer's own choosing, e.g. family holidays, sporting events - matters that the school could have avoided, e.g. incorrect enrolment in a subject

The types of AARA possible depend on a student's individual circumstances and assessment task. For students undertaking summative assessment in Units 3 and 4, AARA's are either:
- principal-reported: decisions made by the school, we must be satisfied that the need for an AARA exists and be able to provide evidence to justify the decision and submitted by the school via the QCAA Portal.

or
- QCAA-approved: specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application submitted by the school via the QCAA Portal.

9.3 QCAA - Approved AARA

Type of Assessment	Adjustment
Summative and Formative Assessment - Examination - Year 7-10	- extra time - rest breaks - format of papers - assistance - use of a computer - assistance technology - a reader - a scribe - variation to room
Summative assessment - internal examination Year 11 and 12 ONLY	- extra time - rest breaks
Summative assessment - common internal assessment (CIA) for Applied (Essential) subjects Year 11 and 12 ONLY	- alternative format papers - assistive technology - computer - extra time - rest breaks
Summative external assessment or SEE Year 12 ONLY	- extra time - rest breaks - format of papers - assistance - use of a computer - assistance technology - a reader - a scribe - variation to venue (changes to rooms should be recorded).

9.4 School - AARA Policy and Procedure - Year 7 - 12

WSHS AARA	Policy and procedures
Assessment Extensions or Adjustments	Students, parents/carers, teachers and/or Heads of Department are able to apply for a student AARA. Long term adjustments are to be determined and arranged by the classroom teacher, in consultation with the student, if applicable Case Manager, and their curriculum Head of Department.
Known Absence in Advance of Due Dates	If you know in advance that you require an extension or adjustment to assessment tasks, see your subject teacher first, then complete and submit an AARA application to the IPLC HOD as soon as possible before the due date. If you are away on the day an assessment is due: • Have a parent/carer call the school to explain your absence • Submit assignment/s via Q Learn if you are physically able • For exams you must also submit the AARA application with evidence within 7 days of the exam.
Failure to Follow School processes	If students do not follow the above steps your teacher will: • give you a result based on what they have seen before the due date. This may be your draft, in class work and/or formative assessment. • If your teacher has not seen any of your progress, or if you miss an unseen exam, you will receive a 'N' rating on your report card.
Non-Submission of Assessment Draft	If students fail to submit their assessment, teachers will: • Connect with parent/caregiver about the situation and the risk it poses • OneSchool behaviour entry, as per Student Code of Conduct - refer in IPLC and SPEC HOD • Teacher to conduct a detention to obtain a draft when they next see student (evidence for reporting) • IPLC HOD detention if the student refuses to complete the draft • Referral to SPEC HOD if student refuses IPLC HOD, for further consequences.

Short-Term Condition, Temporary injuries, Illness and Misadventure AARA Process

Classroom teacher, student, parents/carers, support staff identify student eligibility for and type of AARA

Year 12

Student or Parent/Guardian contacts Classroom Teacher ASAP to discuss issues impacting learning, eligibility and obtain AARA paperwork (if eligible).

This needs to be completed in the timeframes established by QCAA:

https://www.qcaa.qld.edu.au/senior/assessment/aara/key-dates

Student must complete the application and provide documentary evidence to substantiate the impacting event/ condition.

E.g. medical report, court letter, EAP etc. (letters from parents are not considered)

IPLC HOD reviews supporting documents. After consultation between the Classroom Teacher and IPLC HOD, reasonable adjustments (including catch up exam date/time) established. IPLC HOD signature required.

IPLC HOD TA uploads AARA to student OneSchool under "Support Provisions." AARA Spreadsheet updated. Email all stakeholders (Classroom Teacher, Student, Parent/Guardian, IPLC HOD, and SPEC HOD) with confirmation of AARA outcome.

The student is responsible for adhering to the approved AARA adjustments. IPLC HOD to monitor.

Year 11 and 12

Year 12 Only

AARA needs to be acknowledged in the comments on OneSchool mark book results to assist with QCAA and follow up procedures.

IPLC TA email/deliver hard copy of AARA application to DP QCAA. DP works with appropriate AO to ensure checklist is complete.

Student/parent/teacher/GO/CM are able to initiate an AARA application. Students then take the form to each stakeholder.

Woodridge State High School - AARA Application
Short Term/Temporary, Illness and Misadventure

Student Name: _____ Roll Class: _____

Select the reason for your AARA application from the list and provide further details in the space below:

☐ Short Term Condition _____

☐ Temporary Injury _____

☐ Mental Health Condition _____

☐ Illness _____

☐ Misadventure _____

_____

LIST THE ASSESSMENT/S TO WHICH THE AARA WILL BE APPLIED (Student to complete):

Subject Name	Teacher Code	Number (IA1/#1)	Type of Assessment (Exam, Research Investigation)	Original Due Date	Revised Date (IPLC HOD to complete)

Varied Assessment Conditions Requested: (Refer to WSHS Adjustment Glossary if required)

☐ Adjustment to conditions (e.g. Response mode)
☐ Bite-sized food
☐ Comparable assessment
☐ Computer/laptop
☐ Diabetes management
☐ Drink
☐ Extension length: _____

☐ Extra time - length:_____
☐ Medication
☐ Reschedule/Comparable Assessment
☐ Rest Breaks (5mins/30mins of exam)
☐ Scribe
☐ Varied Seating: within room/alternative room
☐ Other (please specify: _____

Student's Name: _____   Parent/Carer's Name: _____

Student Signature: _____   Parent Signature: _____

Date: _____   Date: _____

EVIDENCE REQUIRED

Internal Assessments	For **Short term/temporary, illness or misadventure**, provide a Medical certificate from a registered GP, specialist or psychologist. The practitioner must not be related to student).
☐ Medical Certificate ☐ Police report ☐ Death/funeral notice ☐ School statement ☐ Student statement (optional)	For **non-medical claims**, written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, policy officer, solicitor or funeral director.
External QCAA Exams ☐ Medical report/certificate ☐ School statement ☐ Student statement (optional) ***Important – Medical report must be QCAA format only. Found on student SharePoint***	For **Short term/temporary, illness or misadventure**, provide a report from an independent health professional that includes the following details: - the illness, condition or event (including diagnosis details, if applicable) - date of diagnosis, onset or occurrence - symptoms, treatment or course of action related to the condition/event - explanation of probable effect of illness, condition or event on the student's participation in the assessment

> Once you have the correct evidence, attach it to this application and take it to the IPLC HOD for each subject the AARA applies to

OFFICE USE ONLY

HOD	SIGNATURE	HOD	SIGNATURE

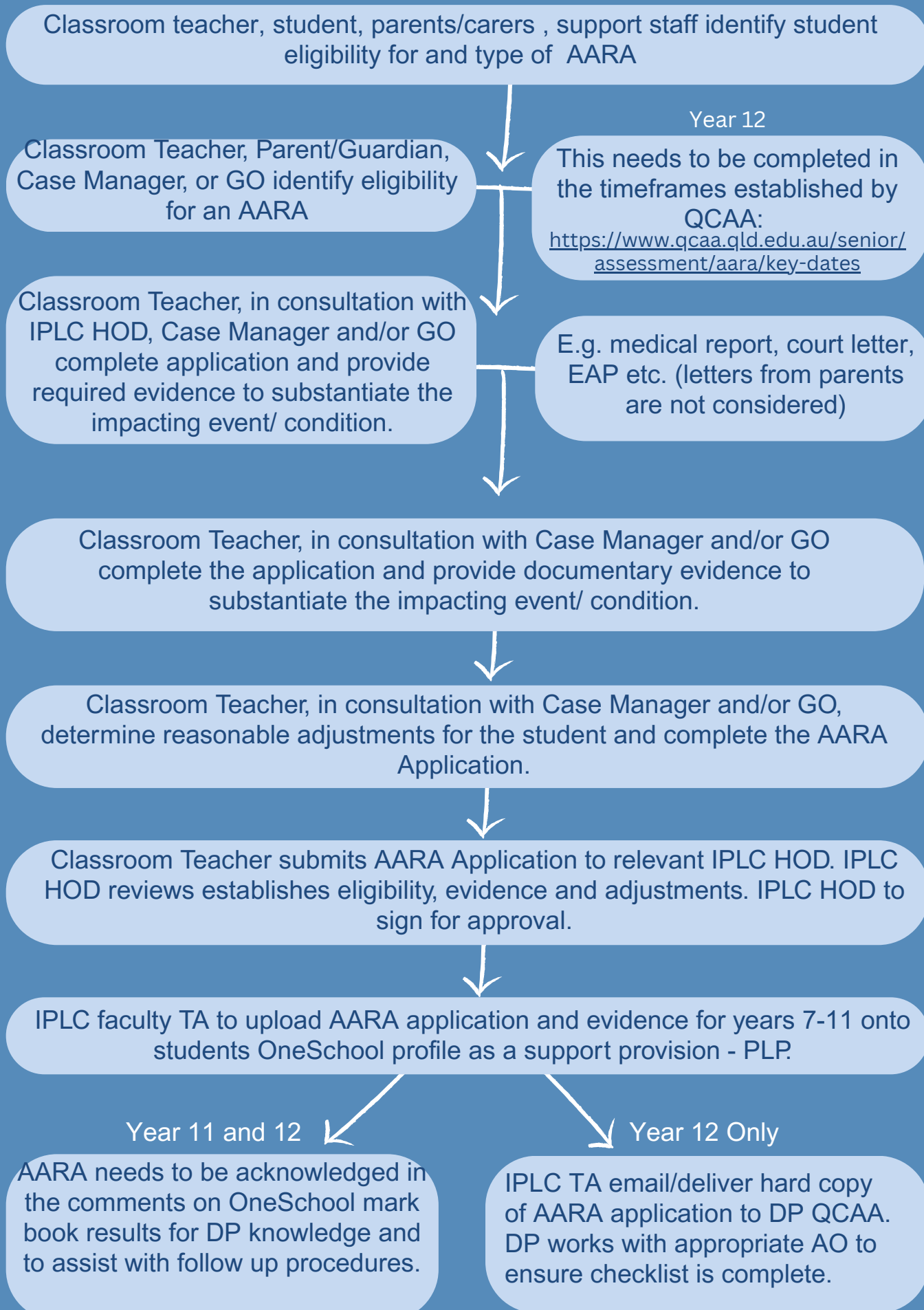| ADMINISTRATION CHECKLIST:	ACTIONED BY:	DATE:
☐ *Supporting evidence accompanies the application*		
☐ *Documents scanned and uploaded to Student OneSchool Support Tab, including AARA application and supporting evidence*		
☐ *Parent, student, teacher and IPLC HOD emailed decision*		
☐ *Contact recorded on OneSchool, including Revised Due Date*		
☐ *QCAA application completed on the portal*		
☐ *DP IPLC 10-13 advised (Year 12 students only)*		
☐ *Hard copies of application & supporting documents filed in student file in Administration office*		

DEPUTY PRINCIPAL IPLC YEAR 10-12 (YEAR 12 ONLY APPLICATIONS ONLY)

Name:	Signature:
Application Approved: ☐ YES	☐ NO (does not meet required criteria). Feedback:

Long-Term and Chronic Conditions AARA Process

Classroom teacher, student, parents/carers , support staff identify student eligibility for and type of AARA

Classroom Teacher, Parent/Guardian, Case Manager, or GO identify eligibility for an AARA

Year 12
This needs to be completed in the timeframes established by QCAA:
https://www.qcaa.qld.edu.au/senior/assessment/aara/key-dates

Classroom Teacher, in consultation with IPLC HOD, Case Manager and/or GO complete application and provide required evidence to substantiate the impacting event/ condition.

E.g. medical report, court letter, EAP etc. (letters from parents are not considered)

Classroom Teacher, in consultation with Case Manager and/or GO complete the application and provide documentary evidence to substantiate the impacting event/ condition.

Classroom Teacher, in consultation with Case Manager and/or GO, determine reasonable adjustments for the student and complete the AARA Application.

Classroom Teacher submits AARA Application to relevant IPLC HOD. IPLC HOD reviews establishes eligibility, evidence and adjustments. IPLC HOD to sign for approval.

IPLC faculty TA to upload AARA application and evidence for years 7-11 onto students OneSchool profile as a support provision - PLP.

Year 11 and 12
AARA needs to be acknowledged in the comments on OneSchool mark book results for DP knowledge and to assist with follow up procedures.

Year 12 Only
IPLC TA email/deliver hard copy of AARA application to DP QCAA. DP works with appropriate AO to ensure checklist is complete.

Teachers & IPLC HOD's work together to complete the AARA application form in consultation with Case Manager and/or GO, where applicable stakeholder.

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Woodridge State High School - AARA Application Long-Term/Chronic Conditions

Student Name: _____ Roll Class: _____

CATEGORY AND CONDITIONS FOR ONGOING &/OR PERMANENT AARA			
Cognitive	☐ Downs Syndrome ☐ Foetal Alcohol syndrome ☐ Language disorder ☐ Learning disability ☐ Dyslexia ☐ ASD-adjustments related to teaching & learning ☐ ADD/ADHD ☐ Central auditory processing disorder ☐ Other:	**Social/ Emotional**	☐ Anxiety Disorders ☐ Obsessive Compulsive Disorder ☐ Oppositional defiant disorder ☐ Depression ☐ Reactive Attachment Disorder ☐ ASD - adjustments or social-emotional support. ☐ Eating Disorders ☐ Other:
Physical	☐ Cerebral palsy Dyspraxia ☐ Diabetes ☐ Epilepsy ☐ Juvenile Arthritis Asthma ☐ Cancer ☐ Cystic fibrosis ☐ Other:	**Sensory**	☐ Hearing impairment ☐ Conductive hearing loss ☐ Chronic otitis media ☐ Vision impairment ☐ Nystagmus ☐ Cortical vision impairment ☐ Other:

Level of Adjustment

☐ **Supplementary**	☐ **Substantial**	☐ **Extensive**	☐ **Extensive +**

Varied Assessment Conditions Requested: (Refer to WSHS Adjustment Glossary if required)

☐ Adjustment to conditions (e.g. Response mode)
☐ Bite-sized food
☐ Comparable assessment
☐ Computer/laptop
☐ Diabetes management
☐ Drink
☐ Extension length: _____

☐ Extra time - length:_____
☐ Medication
☐ Reschedule/Comparable Assessment
☐ Rest Breaks (5mins/30mins of exam)
☐ Scribe
☐ Varied Seating: within room/alternative room
☐ Other (please specify:_____

Subject Name	Teacher Code

Student's Name: _____   Parent/Carer's Name:_____

Student Signature: _____   Parent Signature:_____

Date: _____   Date: _____

EVIDENCE REQUIRED	
Students with a disability–EAP verification **Year 12 students– school applies on their behalf to QCAA**	For <u>disability, impairment and/ or medical condition</u> - EAP report can be available from special education unit. - If verification has expired an updated medical report is required
Evidence (Unverified students – will apply to the IPLC HOD for year 7-11) ☐ Medical report ☐ Teacher observations ☐ Standardised test results ☐ Other (please specify) **Important –Year 12 Students must have the Medical report in the QCAA template only**	For <u>students not verified under AIMS</u> medical report must outline: - diagnosis of disability and/or medical condition - date of diagnosis - date of occurrence/onset of disability and/or medical condition - symptoms, treatment or course of action related to disability &/or medical condition - information of how diagnosed disability, impairment and/or medical condition affects student's participation in assessment, particularly timed assessment E.g. External/Internal Exams - Professional recommendations regarding AARA.

Once you have the correct evidence attached to the application, take it to the relevant IPLC HODs for each subject of the AARA

OFFICE USE ONLY			
HOD	SIGNATURE	HOD	SIGNATURE

ADMINISTRATION CHECKLIST:	ACTIONED BY:	DATE:
☐ *Supporting evidence accompanies the application*		
☐ *Documents scanned and uploaded to Student OneSchool Support Tab, including AARA application and supporting evidence*		
☐ *Parent, student, teacher and IPLC HOD emailed decision*		
☐ *Contact recorded on OneSchool, including Revised Due Date*		
☐ *QCAA application completed on the portal*		
☐ *DP IPLC 10-13 advised (Year 12 students only)*		
☐ *Hard copies of application & supporting documents filed in student file in Administration office*		

DEPUTY PRINCIPAL IPLC YEAR 10-12 (YEAR 12 ONLY APPLICATIONS ONLY)

Name:	*Signature:*	
Approved:	☐ YES	☐ NO (does not meet required criteria). Feedback: