



Dalby State High School Senior Assessment Policy

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Overview

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 2019 V1.2* and applies to all senior subjects.

Purpose

Dalby State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

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

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

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards 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 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.

Relevant Legislation, Policy and Supporting Documentation

- QCE and QCIA policy and procedures handbook 2019 V1.2 (at the time of policy creation)
- QCAA subject area syllabus documents
- Education (General Provisions) Act, 2006 and Regulations
- Disability Discrimination Act 1992
- Disability Standards for Education 2005

Assessment Processes

Due Dates

Final copies of assessment items must be submitted by **12pm (midnight)** of the due date as prescribed in the conditions of assessment on the instrument task sheet. The method of submission will be specified on the task sheet and will be uploaded through *SafeAssign* where required. Due dates for all subjects are published in the school assessment calendar within the first 3 weeks of each semester. The assessment calendar is available on the school website and emailed to students.

Technology malfunction is not an acceptable excuse for non-submission of assessment. Students are responsible for ensuring that all assessment work, including drafts that are prepared using computers, is saved onto a minimum of two devices, e.g. USB, hard drive, cloud storage. This minimises the risk of students receiving a Not-Rated (NR) for failing to hand in assessment. In the case of a school system failure, the school will work proactively with students to find a suitable solution.

Student Absent on Due Date

- When a genuine reason exists, **every effort** to submit the assessment task on that day must be made
- The parent or guardian must contact the Curriculum Head of Department the day the assessment task is due to explain the situation
- The Head of Department, in consultation with the school administration, will determine whether evidence and/or documentation is acceptable
- If final assessment is not submitted in adherence to these conditions (i.e. acceptable evidence and documentation is not provided), the result will be based on the work completed in class or draft submitted by the student during the assessment task process.

Non-Submission of an Assessment Task

When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result should be awarded using any evidence from the preparation of the response that is available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations.

If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student. Students on suspension are required to submit assessment by the due date. A lower result, mark or standard will not be issued as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.

- For all subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.
- If there is no evidence, the only result that can be awarded is NR and the student will not be able to receive credit for that unit. As it is a Core requirement to have been reported as satisfactory or unsatisfactory in both Unit 1 and Unit 2, the subject will be incomplete if NR has been awarded. This means the student will not receive a subject result and that subject will not contribute at all to the student's QCE.

Spoken / multimodal presentations

Students who refuse to present a spoken / multimodal presentation will be deemed to have not completed the assessment task. Students who have an approved AARA or special provision, with supporting documentation, will be provided with an approved adjustment to complete the assessment instrument. Alternative presentation formats can only be considered if they align with the syllabus requirements for the subject and the reason is a recognized AARA.

Group assessment

In the situation that one or more members are absent on the date of a group assessment, the remaining members of the group must submit the elements of the task they were responsible for and, in the case of performances/presentations, students who have presented at school on the due date and adhered to the *Senior Assessment Policy* will be assessed without penalty.

Managing school-approved absences

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school that do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Where appropriate, schools may approve student engagement in these experiences. If a planned absence affects multiple students within a cohort, then an adjustment to the due date for the entire cohort will be considered. In Units 3 and 4, the adjusted due date will still comply with confirmation due dates as published in the senior education profile (SEP) calendar.

Examples of school-approved absences may include:

- school excursions that cannot be scheduled at another time, e.g. performances being viewed as part of the assessment program
- school, district, regional, state or national representation for school-supported sport
- school, district, regional, state or national representation for artistic endeavours
- student exchange programs
- audition or entrance exams (state, interstate or international).

Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for consideration.

If the absence is approved and the student will be absent the day assessment is due, the following actions apply:

- for examinations – the student will be offered a comparable examination before the due date
- for non-examinations — students are required to submit/present the assessment on or before the due date.

To apply for an approved absence, an *Absence Approval Form* must be completed and submitted to the Head of Department - Senior Secondary within 2 weeks of the publication of the assessment calendar or **as soon as the absence is known**.

If a student is participating in a state or national representative activity during the external examination period, they may submit a *Variation to venue* application (see the *QCE and QCIA policy and procedures handbook 2019 v1.2*, Section 10.4: Assessment venues).

Students on suspension at the time of an exam will be required to complete the exam under appropriate conditions arranged by the school in consultation with the student's parent/carer.

Checkpoints

Checkpoints are used to motivate students to be organised in their work so that they meet deadlines. They also provide students with critical feedback on their progress in satisfying the task at regular intervals in the assessment period.

The number of checkpoints will vary according to the word length, complexity and timeframe of the task. These are incremental within the task at points where a particular part of the scaffolded process has been completed. Sufficient in-class time under teacher supervision is allocated to allow students the opportunity to understand, develop and complete a draft of the task. This time is determined by the relevant QCAA syllabus documents for each subject.

Teachers may use defined checkpoints to:

- clarify assessment expectations for students (e.g. task requirements, how judgments are made)
- discuss progress towards the 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
- embed authentication strategies.

One checkpoint will be the submission of a draft on which specific feedback will be given (see page 7, *Feedback on a draft response*).

In the case of a checkpoint not being met, in the first instance the teacher will make contact with the student and parent/carer to request that the required work be produced. In the second instance, the missed checkpoint will be dealt with by the Curriculum Head of Department. It is important that checkpoint requirements are met as they are an important means for students to demonstrate that their work is their own and allows for the collection of evidence in case of non-submission. Teachers will track the progress of student work using the *Assessment Tracking Sheet*.

Scaffolding

Scaffolding is used to support students to develop greater independence in responding to an assessment instrument. Scaffolding can include frameworks, modelling, checklists and examples that help in understanding the process for completing a task.

Over the course of each senior subject, there will be a significant reduction in scaffolding provided to give students greater responsibility to complete work independently.

Scaffolding must maintain the integrity of the assessment instrument to ensure a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.

Feedback on a draft response

A draft is a preliminary version of a response to an assessment task and should contain most of the features of the final response. Teachers can use a student's draft response to confirm that a student's assessment is their own work.

Students may present a draft in a variety of formats or modes, depending on the subject and the assessment task. Teachers may also present feedback on a written or spoken draft in a variety of ways, e.g. orally, in writing, to an individual or the whole class, and/or through questioning.

Teacher feedback on a draft may include advice to:

- consider other aspects of the text, report, performance or activity
- develop the response to show more awareness of the intended audience or purpose
- rearrange the sequence and structure of the response to prioritise the most important points
- investigate further to expand the response
- synthesise the response by editing or removing excess information
- adhere to the required response (word) length by, editing and refining the response, checking for relevance or repetition, etc.
- adhere more closely to the referencing style required by the task.

When giving feedback on a draft, the teacher:

- may provide feedback on a maximum of **one** draft of each student's response
- may, for a written response, indicate key errors in spelling, grammar, punctuation and calculations. They may also remind the students that the draft requires more editing, but **should not** edit or correct all errors in the draft
- may, for a spoken response, indicate ways to improve spoken/signed and nonverbal features in the student's presentation
- should encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects of the response that need to be improved or developed to meet the requirements
- **should not** introduce new ideas, language or research that would compromise the authenticity of student work.

Written drafts must be submitted on time through *SafeAssign* so that feedback on authentication and response length can be provided.

Response length

All assessment instruments in a syllabus indicate the required length of a response as a word length, duration of time, or page count. Students must develop responses that adhere to the required response length and document the length of their response in the measurement indicated on the instrument. Teachers will provide feedback about response length on one draft or at checkpoint dates.

If the final response exceeds the length required by the syllabus the teacher will mark only up to the required length, excluding evidence over the prescribed limit, and annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

The table below summarises the key inclusions and exclusions for determining response length as defined by the QCAA:

	Word length	Page count
Inclusions	• 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)	• all pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations	• 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.		

Reporting

For Year 11, semester report cards will be based on Unit 1 results in Semester 1 and Unit 2 results in Semester 2. Students need to achieve a C standard or better in order to complete each unit to a satisfactory standard.

For Year 12, students will be issued a provisional progress report of Units 3 and 4 towards the end of Semester 1. Another provisional progress report will be issued in Term 4, prior to the external assessment block.

Students wanting to question the application of the *Senior Assessment Policy* to internal assessment as outlined in this document should approach the relevant Deputy Principal to have their enquiry investigated.

For appealing external assessment tasks, the QCAA checks information or completes a review in the first instance and notifies students of the outcome. A student may then seek an external review if they are dissatisfied with an outcome. Information about verification and review processes is available on the QCAA website.

Academic Integrity

Promoting Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. When students genuinely demonstrate their learning, they achieve results based on their own work and effort. Dalby State High School promotes academic integrity by implementing the following processes:

- Students must complete the QCAA Academic Integrity online course via the QCAA student portal at the start of Year 11 – evidence of course completion is recorded by the school
- All teaching staff will complete the QCAA Academic Integrity course for teachers through the QCAA portal
- Students must use the Harvard Referencing System for assignments as outlined in the School's *Referencing and Academic Integrity Policy*
- Students sign a *Senior Student Accountability Agreement* at the beginning of Year 11 outlining their responsibilities in senior school.

Authentication Strategies

Accurate judgments of student achievement can only be made on genuine student assessment responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements. To ensure authorship can be established, students will:

- sign the declaration of authenticity included on all assessment instruments
- submit a draft (see page 7, *Feedback on a draft response*)
- submit the final response using the *SafeAssign* plagiarism-detection software, where required
- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in interviews during and after the development of the final response.

Inability to establish authorship

To make judgments about student achievement, staff must have sufficient evidence of the student's own knowledge and skills to match with the relevant ISMG, instrument-specific standards or syllabus standards. Staff may use a range of strategies to establish authorship, as appropriate to the assessment technique. These may include strategies identified on the assessment instrument, such as plagiarism software (Turnitin), teacher observation of work in class, checkpoints and drafts or other strategies that may be identified in the school's assessment policy.

If a response cannot be authenticated as the student's own, it cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, staff can:

- provide an opportunity for the student to demonstrate that the submitted response is their own work, if appropriate (through explanation, response to teacher questions based on the assessment task)
- Staff must provide students and parents the report generated by Turnitin and provide the opportunity to amend assessment to remove any issue of generative AI use before the final submission due date.
- make a judgment about the student's knowledge and skills, using the parts of the response that can be identified as the student's own work. In these instances, judgments about student

achievement are made using the available student work and relevant ISMG, or instrument-specific standards. If the school cannot establish that the submitted work is the student's own work, then a Not Rated (NR) may be awarded. This will mean the student will not be awarded a unit or subject result. Students are not completing the assessment again.

Academic Misconduct

Academic misconduct incorporates a range of behaviours by which students inappropriately and falsely demonstrate their learning. Types of misconduct defined by the QCAA:

Type of misconduct	Examples
Cheating while under supervised conditions	- a student begins to write during perusal time or continues to write after the instruction to stop writing is given - a student uses unauthorised equipment, materials or AI - a student has any notation written on their body, clothing or any object brought into an assessment room - a student communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment.
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.
Contract cheating	- a student pays for a person or service to complete an assessment response - a student sells or trades a response to an assessment.
Copying work	- a student knowingly makes it possible for another student to copy responses - a student looks at another student's work during a supervised assessment - a student copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	- a student gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed - a student attempts to give or receive access to secure assessment materials.
Fabricating	- a student invents or exaggerates data - a student lists incorrect or fictitious references, such as false or misleading information generated from the use of AI.
Impersonation	- A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or exam. - A student completes an assessment response in place of another student.
Misconduct during an exam	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	- A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). - A student creates work using AI without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Consequences for academic misconduct

Responses that cannot be authenticated as the student's own cannot be used to make a judgment. When authorship of student work cannot be established or a response is not entirely a student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. Results will be awarded using any available evidence from the preparation of the response 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. Disciplinary action including an appropriate consequence relative to the type and level of misconduct, will be carried out in accordance with the school's Student Code of Conduct.

Access Arrangements and Reasonable Adjustments (AARA)

Dalby State High School recognises that some students have a disability, impairment and/or medical condition, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students by minimising barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

Access arrangements are made so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are made so that an eligible student with an 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.

Eligibility for AARA

Barriers can be permanent, temporary or intermittent and eligibility to apply for AARA is based on the following categories:

- Cognitive
- Physical
- Sensory
- Social/emotional

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

Ineligibility

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)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Year 11 AARA (Units 1 & 2)

AARA implemented for an eligible student for Unit 1 and 2 assessments align to those that are available for summative assessments in Units 3 and 4. Provision of AARA by the school for Unit 1 and 2 assessments does not guarantee that students will be provided with the same AARA for assessment in Units 3 and 4.

In approving AARA, the 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. Evidence of AARA being enacted for a student in Unit 1 or 2 will be considered as part of an application for the same AARA in Units 3 and 4.

For existing long-term and chronic conditions — AARA applications are due by Week 4 Term 1 Year 11. For all others, applications are due **as soon as possible** before the assessment event.

Year 12 AARA (Units 3 & 4)

Reporting and approving AARA

Access Arrangements and Reasonable Adjustments (AARA) for summative assessment may be either principal-reported or QCAA-approved.

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student if they are reasonably satisfied that the need for the AARA exists and can provide evidence to justify the decision. The QCAA will be notified of these decisions and supporting documentation including the *QCAA Confidential Medical Report*, if required, will be retained for quality assurance or review processes.

QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application by the school on the students' behalf, via the QCAA Portal.

Adjustments for which schools are required to apply to the QCAA:

Type of assessment	Adjustment
Summative internal assessment	extra time and/or rest breaks
Summative external assessment	- extra time and/or rest breaks - format of papers - assistance - assistive technology, including the use of a computer - a reader and/or scribe - a change of venue (changes to rooms should be recorded)

Timelines for Principal-reported and QCAA-approved AARA:

Type of AARA	Internal assessments for Unit 3 and 4 General subjects	External assessments for Unit 3 and 4 General subjects
Alternative format papers, e.g. braille, large print	Due by the completion of Units 1 and 2.	Applications are due by the end of February in Year 12.
QCAA-approved AARA (including in combination with principal-reported AARA)	For existing long-term and chronic conditions — applications are due by completion of Units 1 and 2. For all others, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions — applications are due by the end of Term 1 in Year 12. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October — applications are due by the end of Week 5 Term 3 in Year 12.
Principal-reported AARA only	For existing long-term and chronic conditions — applications are due by completion of Units 1 and 2. For all others, applications are due as soon as possible before the assessment event.	Applications are due by the end of term 2 Year 12

Possible AARA

The following table summarises possible principal-reported and QCAA-approved AARA. Each individual student's circumstances will be considered on a 'case by case' basis.

AARA	Description of possible adjustments to assessment and/or conditions	Approval type	
		Summative internal assessment	Summative external assessment
Alternative format papers	Examples include: • braille • A4 to A3 enlargement • electronic format • large print papers • black-and-white materials.	Principal-reported	QCAA-approved
Assistance	Examples include: • a teacher aide assisting with manipulation of equipment and other practical tasks • a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing / undertaking the assessment task.	Principal-reported	QCAA-approved
Assistive technology	Examples include: • amplification system • speech-to-text application • magnification application.	Principal-reported	QCAA-approved
Bite-sized food	The student may take enough bite- sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort may be administered on a different date.	Principal-reported	Not applicable
Computer	Desktop computer or laptop computer with an approved software application.	Principal-reported	QCAA-approved
Drink	Allowing a drink other than water is required for medical reasons by the student — in the assessment room in a clear, unlabeled bottle.	Principal-reported	Principal-reported
Diabetes management (See the <i>Diabetes management</i> information sheet)	Examples include: • bite-sized food • drink • blood-glucose monitoring equipment • rest breaks to eat, measure blood-glucose level or access toilet facilities • medication • varied seating and rest time for the practical aspects of managing the condition.	Principal-reported	Principal-reported
Extension	An extension to the due date for submission or completion of an: • extended response project <i>or</i> • performance <i>or</i> • non-examination.	Principal-reported	Not applicable

Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	QCAA-approved
Individual instructions	A clean, unannotated copy of the written instructions. The written instructions will be available from the QCAA for external assessment for each subject.	Principal-reported	Principal-reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported
Physical equipment and environment	Examples include: • specialised desk or chair • cushion or pillow • crutches • heat or cold pack • towel • lighting • ventilation • temperature • other physical aid.	Principal-reported Not reportable if it is approved equipment for the assessment	Principal-reported
Reader (See the <i>Readers and scribes</i> information sheet)	A reader who reads the assessment or the student's response aloud as often as the student requests.	Principal-reported	QCAA-approved
Rest breaks (See the <i>Rest breaks</i> information sheet)	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	QCAA-approved	QCAA-approved
Scribe (See the <i>Readers and scribes</i> information sheet)	Work with someone who transcribes the student's verbal response or directions during the assessment.	Principal-reported	QCAA-approved
Varied seating	Options include: • single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader) • small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks) • seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back can stand periodically.	Principal-reported	Principal-reported
Variations to venue See Section 10.4.1 Variations to venue of the QCAA handbook	Changes to the assessment venue (generally a school campus) or assessment room may be made due to severe weather conditions or other incidents. Assessment venues are generally school campuses. Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment (see varied seating, above).	Principal-reported	QCAA-approved
Vision aids	Examples include: • coloured transparency overlay • different lighting • other vision aids.	Principal-reported	Principal-reported
Other	Based on the functional impact of a student's condition		

Supporting documentation

A school statement is to be submitted with all applications for QCAA-approved AARA. It provides, for each student requiring AARA:

- a detailed overview of the observed impact of the student's disability and/or medical condition on the student's functioning during timed assessment
- a description of how the disability, 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
- a list of the students' 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. Where adjustments are in place in the teaching and learning phase of a unit of work, such adjustments may form part of the evidence supplied.

The school statement will be prepared by the staff members most familiar with the needs of the students in relation to their disability, impairment and/or medical condition.

Medical report

Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA.

The medical report must be completed on the *QCAA Confidential Medical Report* template that can be accessed via the school's website. Applications that are not medical in nature do not require a medical report.

The medical report must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Medical Practitioners Registration Act 2001* and/or Queensland's *Psychologists Registration Act 2001*), and who is not related to the student or employed by the school. Details of the diagnosis should be written by the practitioner who is best placed professionally to make the diagnosis.

Evidence of verified disability

When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of an 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, including the external assessment schedule in November. In cases when verification has expired, an updated medical report is required unless a prior written agreement has been made with the QCAA.

Currency of supporting documentation for QCAA-approved AARA

School statements should be current — they should be written at the time the application for AARA is submitted.

Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current EAP verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that for the Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months. Where a diagnosis has been made before Year 10, an update only is required which may be substantiated by a medical practitioner, general practitioner or pediatrician.

Where an application has been submitted for a student with a long-term condition and the condition deteriorates after the application decision, a further application may be submitted that provides updated information regarding the student's condition.

Short-term conditions or temporary injuries

Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must satisfy the following time specifications:

- Summative internal assessments: no earlier than six months prior to the relevant Unit 3 or 4 assessment event
- Summative external assessments: no earlier than 30 April of the assessment year. The QCAA may require an updated medical report closer to date of the scheduled assessment.

Illness and Misadventure

Students whose ability to attend or participate in an assessment are adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- 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
- Principal-reported AARA must be implemented, when possible, before considering an application for illness and misadventure
- 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.

Illness and Misadventure - Internal assessment

Students/caregivers are responsible for informing the relevant Curriculum Head of Department as soon as practical (and before provisional marks for the assessment event are submitted by the school for confirmation) if the student is ill and unable to attend school for internal assessment. The school will then negotiate Principal-reported AARA and discuss with the student and caregiver the course of action. If Principal-reported AARA is unable to be implemented the school will refer to evidence (e.g. a draft) gathered by the student's teacher during the assessment preparation time. This evidence will only be used if all other AARA options 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 will apply for Illness and Misadventure provisions.

Illness and Misadventure - External Assessment

The QCAA advises all 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 to complete an external assessment, they should contact the School External Assessment (SEA) coordinator.

A submission for illness and misadventure may be made when performance in an external assessment is affected by an illness or circumstances beyond the student's control, occurring in the lead up to, or during, the external assessment schedule. 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. Applications for external assessments can be submitted from 14 days before the start of the assessment period to seven days after the assessment.

Supporting documentation

For illness and misadventure applications, the QCAA requires a report from an independent health professional that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- 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.

In all circumstances, the person providing the supporting documentation must have specific knowledge of the illness, injury, personal trauma or serious intervening event, and must not have a close personal relationship with, or be related to, the student.

Supporting documentation must cover the date of the assessment for which the application is made.

AARA Forms and Information sheets

- *QCAA Confidential medical report*
- *QCAA Confidential school statement*
- *Rest breaks information sheet V9*
- *Computer information sheet V10*
- *Diabetes management information sheet V9*
- *Reader and scribe information sheet V9*