Year 6-12 Assessment Policy

Middle & Senior School

Version 08.07.24

Kelvin Grove State College

The Pursuit of Excellence With All Our Might

Contents

1. Scope

This policy provides information for Middle and Senior School (Year 6-12) students, parents/carers, and staff about their roles, responsibilities, and procedures to ensure the integrity of assessment in the curriculum aligned to the Australian Curriculum, Assessment and Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority's (QCAA) guidelines to ensure that all students can become globally competent learners, leaders, and citizens.

2. Purpose

2.1 Students and families have timely access to information regarding assessment tasks and dates.

2.2 All stakeholders have a clear understanding of the academic integrity of the assessment process.

2.3 Students and families have a clear understanding of Access Arrangements and Reasonable Adjustments (AARA) in relation to assessment.

2.4 Staff to be clear on their role in maintaining clear expectations for the completion of assessment.

3. Responsibilities

3.1 School Responsibilities

3.1.1 Publish all assessment dates in Assessment Calendars available via the College website

3.1.2 Provide students with assessment tasks to be completed in an appropriate time frame.

3.1.3 Ensure moderation of student assessment tasks aligned with ACARA/QCAA guidelines.

3.1.4 Provide feedback to students on both draft and final assessment tasks.

3.1.5 Contact parent/guardian within three (3) school days of an assessment draft and task not being submitted.

3.1.6 Accurate recording of results, aligned with Kelvin Grove State College data collection guidelines.

3.1.7 Communicate at regular intervals to parents/carers regarding student assessment results.

3.2 Student Responsibilities

3.2.1 Complete all scheduled assessment.

3.2.2 Submit all assessment evidence, including draft responses, by the due date, following all task guidelines and instructions.

3.2.3 Ensure all assessment tasks follow academic integrity policy and use the appropriate referencing guidelines.

3.2.4 If required, apply for Access Arrangements and Reasonable Adjustments (AARA) prior to the due date.

3.3 Parent/Carer Responsibilities

3.3.1 Support students to submit all drafts and final assessment tasks by the due date and to attend all examinations.

3.3.2 Inform the appropriate school staff of any difficulties relating to the completion of assessment items.

3.3.3 If required, apply for Access Arrangements and Reasonable Adjustments (AARA) prior to the due date.

4. Assessment Calendars

4.1 Assessment calendars provide an outline of due dates for assignments and exams and allow students and families to manage their workload and organise support if required. Year-level semester assessment calendars are made available to students and parents by the end of Week 2 of Term 1 and Term 3 on the College website.

5. Assignments

5.1 Students are expected to complete and submit all assignments in every subject by the due date unless they have negotiated AARA. Results may be adversely affected through non-submission of assignments.

5.2 A result for an assessment item will be limited to the word count. Please refer to **Appendix A - Word length Requirements** for further clarification on word length.

5.3 Assignments must be worked on systematically over a period of time to produce the best possible result. Students will be given an appropriate period of time to complete an assignment.

5.4 The amount of time given to students in years 6-10 students will be commensurate with its complexity and in accordance with relevant Australian Curriculum documentation.

5.5 The amount of time given to students in year 11 and 12 is specified by the QCAA.

5.6 All assignments will have a task sheet that outlines (as relevant) topics covered, conditions, due dates (draft/ final), criteria, word length, page count and any other relevant information.

5.7 Due dates are set so that teachers can make timely judgements about students' achievements at a particular stage of the course of study, or as specified by QCAA.

5.8 If a digital submission of an assignment is required, the latest allowable deadline set by teachers on the due date is 9:00pm.

6. Submission of Draft Assignments, and Feedback

6.1 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 may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

6.2 An assignment draft must be submitted on the draft due date (unless there are exceptional circumstances), and not fewer than seven (7) school days before the final submission date.

6.3 Draft assignments are to be submitted using the method specified on the task sheet/as directed by the subject teacher.

6.4 Students are encouraged to use digital devices to complete assignments; however, computer/printer/email problems will not be accepted as an excuse for late submission. Students should retain multiple copies of their assignment.

6.5 Teachers will provide feedback on a maximum of one (1) draft unless otherwise stated on the task sheet.

6.6 In year 12, for Unit 3 and Unit 4 work, providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work. Teachers will not introduce new ideas, language, or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation, and calculations, and remind students that the draft requires more editing, but will not edit or correct errors in a draft.

6.7 Students who fail to submit a complete draft by the draft date will have their parent/carer notified no later than three (3) school days from the draft date. Contact will be in the form of a phone call and/or an email and will be recorded on OneSchool.

6.8 If a student submits a draft of the assignment after the draft due date, the teacher is not required to give feedback to the student. If there are extenuating circumstances for draft non-submission, parent/carer/student may negotiate with subject teacher and Head of Department, who may approve an extension for draft submission and feedback.

6.9 Draft feedback will be released to all students no later than five (5) school days before the final due date and time.

7. Submission of Final Assignments

7.1 Final assignments must be submitted by the due date and time, unless negotiated through the AARA process.

7.2 When an assignment is submitted after the due date and time (unless negotiated through the AARA process), an achievement grade may be given for evidence of learning collected by a teacher on or before the due date, as negotiated by the subject HOD.

7.3 Final assignments are to be submitted using the method specified on the task sheet/as directed by the subject teacher. If it is necessary that an assignment be handed in to Student Services, it must be submitted no later than 3:30pm on the due date.

7.4 All assignments must be submitted by 9:00pm on the due date, or as specified on the task sheet. Computer/printer/email problems will not be accepted as an excuse for late submission. If there is a problem with electronic submission, a copy on a USB or an emailed copy must be provided to the teacher by the due date and time. Students should retain multiple copies of their assignment.

7.5 Students who fail to submit a final assignment by the due date and time will have their parent/carer notified by the teacher no later than three (3) school days from the final date. In this communication, the class teacher will direct the parent/carer to information about applying for an AARA. The class teacher enters this contact in OneSchool. If eligible for AARA, the student is to complete assignment as negotiated. If ineligible for AARA, the student's draft assignment/other evidence may be marked to determine a grade, in consultation with the subject HOD. See page 6 for the AARA eligibility requirements.

7.6 Teachers are to record assignment non-submission on OneSchool as a "Behaviour Incident - Academic Misconduct - Refusal to participate in the educational program of the school" and refer the subject Head of Department.

7.7 Senior School (Year 10-12) - School-based assessment is prioritised over off-campus commitments such as school-based apprenticeships and traineeships). If an assignment is due on a day when the student has an off-campus day, it is the student's responsibility to ensure that the assignment has been submitted electronically to the class teacher by the due date and time.

8. Exams

8.1 Exams and performance/practical assessments are administered in a variety of subject areas and under a variety of conditions.

8.2 Students are expected to complete exams in every subject on the scheduled exam date, unless they have a negotiated AARA.

8.3 Students will be given an appropriate period of time to prepare for these tasks both in class and at home.

8.4 Exam/practical assessment dates are set so that teachers can make timely judgments about students' achievements at a particular stage of the course of study. In the Senior School (Year 10-12), exam periods may be specified by QCAA.

8.5 Senior School (Year 10-12) - School-based assessment is prioritised over off-campus commitments such as school-based apprenticeships and traineeships). Students are expected to attend exams even when scheduled on their off-campus day. it is the student's responsibility to negotiate their absence with their training provider.

8.6 If a student is absent for an exam (year 6-12), the following process is followed:
- Class teacher contacts parent/carer informing of missed exam and AARA process, and enters contact on OneSchool.
- If eligible for AARA, the student is to complete the exam as negotiated (see page 6 for AARA eligibility requirements)
- YEAR 6-9 ONLY – If no approved AARA, the student must complete the exam in the subject's next timetabled lesson.
- YEAR 10-12 ONLY – If no approved AARA, the student may receive no result for the missed exam.

9. Processes for Incomplete Assessment (Year 6-12)

- Teachers will collect progressive evidence of student responses to assessment instruments.
- When a student submits an assessment piece after the due date and time set by the school, a result is awarded using evidence available on or before the due date and time, e.g., class work, drafts, rehearsal notes, photographs of student work, teacher observations.
- Absence from school on the due date is not a valid reason for not submitting an assignment on time, this includes absence for external study commitments. If a student is unable to attend school on the day an assignment is due, they must email a digital copy of assessment to class teacher by 9:00pm on the due date or by the time detailed on the task sheet, using a confirmation receipt.
- If illness or injury prevents any of the above options a parent or carer must contact the school office so that the information can be passed to the subject teacher, Head of Department, or Head of Year.
- Class teacher contacts parent/carer informing of assignment non-submission, directing parent/carer to complete AARA form if eligible. Class teacher enters this contact on OneSchool.
- If eligible for AARA, the student is to complete the assignment as negotiated.
- If ineligible for AARA or no AARA is received by the College, the student's draft assignment/other evidence may be marked to determine a grade, in consultation with the subject Head of Department.

10. Year 6 to 12 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 them in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

10.1 Beginning the AARA Process

Parents and students are asked to consider their circumstances and eligibility (see 10.3 Eligibility), then complete the 6 -12 AARA form and email with evidence to 2409_aaraapplication@eq.edu.au.

10.2 Principles

The following principles inform the decisions schools make about AARA:
- Consultation — Decisions are made in consultation with the eligible student and, when appropriate, parents/carers and relevant school staff.
- Timeliness — AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment.
- Standards-based assessment —The school is required to maintain the intent and rigor of assessment and any other requirements or components that are inherent or essential to a course of study.
- Effects of AARA — Schools consider the effect of AARA on the student, including the effect on the student's ability to achieve learning outcomes and participate in courses of study.
- Flexibility —AARA are specific to the individual needs of each student, subject, and assessment instrument.

10.3 Eligibility

Students are not eligible for AARA on the following grounds:
- Unfamiliarity with the English language in Year 11 & 12. Reasonable adjustments permissible in Year 6-10.
- 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).

10.4 Categories for AARA Application

Eligibility Category	Examples
Disability (reported or imputed)	Autism Spectrum Disorder (ASD)
	Hearing Impairment / Auditory Processing
	Physical Impairment
	Developmental language Disorder
	Intellectual Impairment
	Vision Impairment
	Specific Learning Disorders: Dyslexia / Dyscalculia / Dysgraphia / Dyspraxia
	Attention Deficit and Hyperactivity Disorder (ADHD)
	Depression
	Generalised anxiety disorder
	Other mental health diagnosis
Chronic Physical Health Condition	Diabetes
	Asthma
	Epilepsy
	Vasovagal Syncope (fainting disorder)
Illness and Misadventure	Bereavement
	Event causing distress
	Sickness e.g. flu
Social / Emotional concerns	Grief
	Undiagnosed mental health concerns
	Family circumstances leading to social or emotional impact
Representative Sport	Regional trials for a school sport
	National sporting competition
Mandated school events (at least three days of missed school)	Excursion
	Leadership camp
	Extra-curricular activities during school hours

10.4 Supporting Evidence Requirements

An AARA form needs to be submitted with supporting evidence such as a medical report, written evidence from a relevant independent professional or other independent third party, such as a police report. Social/emotional diagnosis for summative internal assessment (year 11-12) needs to be dated no earlier than 6 months prior to the relevant assessment. Documentation for internal school assessment examples:
• Social / Emotional concerns: can include a written statement from the parent / carer or school Guidance Officer
• Representative sport: can include selection paperwork or written statement from coach
• Mandated school events: can include written statement from organizing teacher/s
• Middle School Illness and Misadventure: can include a written statement from the parent / carer when the family is unable to access a medical professional.

10.5 AARA for External Examinations (Unit 4 - Year 12)

• AARA forms can be submitted 14 days before, or 7 days after, the external exam date.
• No alternative arrangements can be made if a student does not attend the external exam. For further information, see www.qcaa.qld.edu.au/senior/assessment/aara

11. Awarding of an "N" Rating on a Report Card

11.1 An "N" rating is awarded on a student's report card if a student has not completed all the syllabus requirements for that period of reporting.
11.2 All efforts must be made by the teacher to ensure evidence of learning has been collected from the student during the term, semester, or unit.

11.3 If an "N" rating is to be awarded, the class teacher is to inform the relevant Head of Department who will pass this information on to the Year Level Deputy Principal before reports are sent home.

11.4 The class teacher must notify the parent/carer of the "N" rating before the reports are sent home, and this contact must be recorded on One School.

12 Academic Integrity and Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning and will affect a student's academic outcome for assessment.

12.1 Artificial Intelligence (AI)

Kelvin Grove State College recognises the potential benefits of utilising artificial intelligence (AI) for idea generation and clarification within assessment, allowing students to explore and expand their understanding of the subject matter. However, it is imperative that the use of AI is acknowledged, and its output (including paraphrasing) not be used directly in the student response so that academic integrity is preserved. Satisfactory uses for AI by students include research and idea generation.

Students are provided with checkpoints and/or drafting opportunities to demonstrate the development of their response and its authenticity over time. Student work that contains suspected evidence of using artificial intelligence to demonstrate learning on their behalf (at the final submission stage) will be provided with a further opportunity to authenticate their response. These opportunities include student-teacher conferencing and version history from Office 365 Applications.

The onus is on the student to be able to demonstrate authentic development of their response over time. In cases where students are unable to provide sufficient evidence of the authenticity of their response, suspected sections of their work will be removed from the assessment with the remaining portions contributing to their summative result for the task.

12.2 Academic Misconduct Guide

Type of misconduct	Example
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 • uses unauthorised equipment or materials • 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 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: • 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 a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment
Disclosing or receiving information about an assessment	A student or other person: • 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 • makes any attempt to give or receive access to secure assessment materials.

Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	• A student arranges for another person to complete a response to an assessment in their place, e.g., impersonating the student in a or supervised assessment. • A student completes a response to an assessment in place of another student.
Misconduct during a supervised assessment	• A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing, self-plagiarism, including the use of artificial intelligence (A.I.) to produce a response.	• 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). • Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student. • Plagiarism also includes the use of artificial intelligence (A.I.) to produce a response, as the work produced is not the work of the student.
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.

12.3 Academic Integrity strategies and misconduct consequences

Middle School (Year 6-9)

Mode	Type of misconduct	Consequences, and avoidance strategies
Assignment	• Collusion • Contract cheating/significant contribution of help • Copying work • Fabricating • Plagiarism or lack of referencing, including the use of artificial intelligence (A.I.) to produce a response • Self-plagiarism	**Consequence:** • Class teacher to contact parent/carer AND record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the Head of Department and Year Level Deputy Principal. • Resubmission/marking of original work as determined by the subject Head of Department and Year Level Deputy Principal. **Strategies to avoid misconduct:** • Students must adhere to all assignment instructions and conditions. • Students have access to referencing guidelines through the College library website, and can seek support from their class teacher if they have questions or concerns. • Students must take steps to protect the integrity of their work. • Students may be asked to sign a declaration of originality on submission of their assignment.
Exam / Practical / Performance	• Cheating while under supervised conditions • Copying work • Disclosing or receiving information about an assessment • Misconduct during an examination • Impersonation	**Consequence:** • Class teacher to contact parent/carer AND record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the Head of Department. • Student to complete a similar task as determined by the subject Head of Department. **Strategies to avoid misconduct:** • Students must adhere to all examination instructions and conditions. • Students must complete revision and sufficiently prepare for their examination or practical assessment. • If required, students must seek support from their class teacher prior to the examination date.

Senior School (Year 10-12)

Type of misconduct	Possible consequences and/or procedures
Cheating while under supervised conditions	• Ask the student to stop writing. • Remove unauthorised equipment. • Remove paper and student from exam room. • Teacher to record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the Head of Department. • Parents/caregivers notified. • Consequences will be applied as per the College Student Code of Conduct policy.
Collusion, contract cheating, and/or copying work	• Teacher to record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the Head of Department. • Parents/caregivers notified. • Provide an opportunity for the student to demonstrate that the submitted response is their own work. • 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. • Only the elements of task that are their own original work will be graded. • Where a student/s is found to have plagiarised the entire task, it will be treated as a non-submission. In both cases, consequences will be applied as per the College Student Code of Conduct policy.
Disclosing or receiving information about an assessment	• Teacher to record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the Head of Department. • Parents/caregivers notified. • Administer comparable assessment. • Consequences will be applied as per the College Student Code of Conduct policy.
Fabricating	• Teacher to record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the Head of Department. • Parents/caregivers notified. • Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date and time. • Consequences will be applied as per the College Student Code of Conduct policy.
Impersonation	• Teacher to record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the Head of Department. • Parents/caregivers notified. • Treat as a non-submission. • Results will be awarded using any evidence from the preparation of the response that is available i.e., student's draft assignment/other evidence, in consultation with the subject Head of Department. • Consequences will be applied as per the College Student Code of Conduct policy.
Misconduct during an examination	• Teacher to record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the Head of Department. • Parents/caregivers notified. • Exam paper and student are removed from exam room. • Consequences will be applied as per the College Student Code of Conduct policy.
Plagiarism/no referencing/ self-plagiarism and/or significant contribution of help, including the use of A.I.	• Teacher to record as a "Behaviour Incident - Academic Misconduct" on OneSchool referring the incident to the Head of Department. • Parents/caregivers notified. • Opportunity is provided for the student to demonstrate that the submitted response is their own work. • A judgment about the student's knowledge and skills is made using the parts of the response that can be identified as the student's own work. • Only the elements of the response that are their own original work will be graded. • Consequences will be applied as per the College Student Code of Conduct policy.

Appendix A - Word-length Requirements

Response length requirements are expressed in syllabuses as a word length, time duration or page count, and vary according to the technique and response type, such as written, spoken/signed and multimodal or responses.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	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 • visual elements associated with the genre* • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography • reference list • appendixes† • page numbers • in-text citations * For example, by-lines, banners, captions and call-outs used in genre-related written responses †Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.	• title pages • contents pages • abstract • bibliography • reference list • appendixes† • blank pages

Elements to be included in or excluded from the duration of a non-written response are provided in the following table:

	Response length – duration	Notes
Inclusions	• Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music. • Any required referencing of texts or citations chosen for inclusion, e.g., as a note on a slide in a multimodal presentation.	
Exclusions	• Extraneous recording prior to the beginning of the response, e.g., setting up microphones, waiting for an audience to settle, talking about setting up.	The exclusions for written responses do not apply as they are not relevant to a timed response.

Disclaimer - The information in this appendix should be used as a guide only. These requirements are dictated by QCAA and are subject to change at any time. Always use the QCAA's QCE & QCIA handbook *Section 8.2.6 Managing response* length as the point of truth.

Kelvin Grove State College
The Pursuit of Excellence With All Our Might

2024 Access Arrangements and Reasonable Adjustments (AARA) Flowchart for Year 6-12

THINKGLOBAL

Application Process

New AARA Application (all categories)

See AARA form or page 6 of our Assessment Policy for information on the categories.

*Please note: if you are requesting an extension to a **DRAFT DUE DATE**, this is negotiated directly with your teacher and **DOES NOT** require an AARA form*

STEP 1: Student or Parent/Carer completes AARA form and gathers supporting evidence. Further information about the supporting evidence required can be found on page 6 of our Assessment Policy

STEP 2: Email AARA form and supporting evidence to 2409_aaraapplication@eq.edu.au and include relevant teachers and case manager (e.g. Inclusion Coordinator, Specialist Support Coordinator, or Guidance Officer) in the email.

STEP 3: All AARA applications are actioned by the MS or SS AARA Coordinator and the student, parent/carer, and relevant teacher/s, HOD/s and case manager will receive an email with the decision. Approved AARA information will be recorded in OneSchool > Support Provisions.

Existing long term AARA

Extensions to Assignment due dates pre-approved by Case Manager (Inclusion Coordinator / SSC / Guidance Officer)

NO AARA FORM REQUIRED.

Years 6-9	Years 10-12
Student accesses approved AARA by negotiating an extension to their assignment due date with their teacher	Student emails their Case Manager, AARA email and their teacher/s for the relevant subject/s to request an extension to their assignment due date.

More information

If the AARA Coordinator needs to consult staff in the decision making process, the areas of responsibilities are below.
If the student or parent/carer wish to discuss their circumstances or get support for their AARA application, they contact the relevant staff below.

Disability including mental health diagnosis / Chronic physical condition	Social or emotional Concern (no diagnosis)	Acute illness or misadventure / Sporting event / Mandated school events	
Inclusion Coordinator Team	Guidance Officer	Head of Year (If more than one subject)	Head of Department (If only one subject)

Application for AARA (Access Arrangements and Reasonable Adjustments)   Years 6 - 12

Student Name		Year Level		Date	

Eligibility criteria (select from the conditions, categories and supporting evidence options below):

Timeframe	Category		Supporting Evidence
☐ Short term	☐ Disability	☐ Illness & Misadventure	☐ Medical Report / Certificate
☐ Long term	☐ Chronic Physical Condition	☐ Social/Emotional concerns	☐ Other supporting documentation
	☐ Representative Sport	☐ Mandated school events	

Reason for application (Include diagnosis, if applicable)	
Information regarding how the student's ability to complete assessment is affected	This can include, but is not limited to difficulty with focus, fatigue, anxiety, recall and managing time.
Dates of Absence *(if applicable)*	

Requested Adjustments

☐ Extension (please complete *Requested Extension of Time* section below)	☐ Rescheduled exam (please complete *Requested Extension of Time* section below)	☐ Adjusted exam conditions (please complete *Requested Exam Conditions* section below)

Requested Extension of Time

Subject	Assessment	Teacher	Original Due Date	*Requested Assignment Extension Due Date*

Requested Exam Conditions

☐ Alternative format exam papers   Font :   Font Size :   Paper Colour :   Spacing :

☐ Assistive technology *please specify*:
Examples include: Screen Reader, Speech To Text, headphones, calculator (MS)

☐ Assistance (prompting, redirection, reassurance)	☐ Individual instructions	☐ Scribe
☐ Access to food / drink	☐ Medication or medication break	☐ Varied seating (within subject classroom)
☐ Computer	☐ Specialised equipment	☐ Variation to venue (e.g AARA Room)
☐ Diabetes management	☐ Reader	☐ Vision aids
☐ Extra time	☐ Rest breaks	☐ Other *please specify:*

Student Signature		Date		Parent Signature		Date	

This form (with supporting documentation) must be emailed to 2409_aaraapplication@eq.edu.au

All supporting documentation is treated as confidential.

Student needs to notify their teacher when an AARA application has been submitted.

The student, parent/carer, teacher and case manager (if relevant) will receive email notification once an AARA decision is made.

Students and parents/carers should refer to the Assessment Policy and AARA Flowchart (appendix) via our College website for more information on AARA and who they can contact for more information and support.