

"Honour Above Honours"

Biloela State High School

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ASSESSMENT POLICY

Scope

The scope of this policy includes Australian Curriculum P-10 learning areas, Applied, Applied (Essential), General and General (Extension) subjects and Short Courses. The processes, procedures, roles and responsibilities are designed to build capacity as students work towards summative assessment completion and ensure the integrity of assessment.

The framework for the policy, as they apply to Years 11 and 12 is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.

The framework for the procedures, as they apply to Years 7 to 10 is developed from school-based policies and procedures and the P-12 Curriculum, Assessment and Reporting Framework and associated documents.

Purpose

Biloela State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by participating and engaging in their learning and assessment. This policy is designed to build capacity as students work towards summative assessment completion for the QCE in Years 10, 11 and 12.

The Assessment Policy exists in order to ensure that students and staff have clear and consistent guidelines for the setting, completion and collection of all assessment instruments which enhance access, participation and equity of outcomes for the range of students across all year levels.

This assessment policy:

- provides information to students and parents/carers about expectations for assessment and their responsibilities
- includes guidelines for teachers and information to all staff about expectations and their roles and responsibilities
- is:
 - communicated clearly to teachers, students and parents/carers
 - enacted consistently across all subjects within the school
 - based on information in the P-12 Curriculum, Assessment and Reporting Framework, Australian Curriculum P-10 and QCAA guidelines and syllabuses.

Principles

Biloela 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 or curriculum.

Assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards and continua to make defensible and comparable judgments about students' learning
- **ongoing**, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- **transparent**, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- **informative** of where students are in their learning.

High-quality assessment is characterised by three attributes:

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

Promoting academic integrity

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

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website and on the school staff and student SharePoint pages. All questions regarding this policy should be directed to the Deputy Principal of the relevant year level.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in care group.</p> <p>Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • when the assessment schedule is published (at the beginning of each semester) • when each task is handed to students • in the newsletter at key phases of the assessment cycle.
<p>Expectations about engaging in learning and assessment</p> <p>Section 1.2.4 Section 2 Section 8.5.1</p>	<p>Biloela State High School has high expectations for academic integrity and student participation and engagement in learning and assessment throughout all year levels. Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity.</p> <p>To emphasise the importance of sound academic practices, QCAA provide an academic integrity course.</p> <p>School responsibility</p> <p>Teaching staff are required to complete the academic integrity course. Teachers of Year 11 and 12 should complete the QCAA accreditation courses to ensure they are well informed of requirements to teach and assess these year levels.</p> <p>Staff will communicate expectations for authenticity for each assessment task.</p> <p>Student responsibility</p> <p>All students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study. • produce evidence of achievement that is authenticated as their own work. • submit responses to scheduled assessment on or before the due date. <p>Senior students are required to complete the academic integrity course in Year 10 or after enrolment if not completed at a previous school. This will be revisited in Year 11 and 12.</p> <p>Senior students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Senior students who are on a QCIA pathway are required to complete set course and assessment tasks linked to their goals set by their class teachers with the HOSES.</p>
<p>Due dates</p> <p>Section 8.5.2 Section 8.5.3</p>	<p>School responsibility</p> <p>Biloela State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. This is achieved through final responses, checkpoints and drafts/monitoring.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their semester assessment schedule on OneSchool by the end of Week 3 of Term 1 and Week 3 of Term 3.</p> <p>Teachers will provide accurate dates to their curriculum HOD by the end of Week 1 of Term 1 and of Term 3. These dates will include:</p> <ul style="list-style-type: none"> • handing out date • monitoring/draft date • due date • exam date

	<p>Curriculum HODs will enter all monitoring/draft and due dates into OneSchool by the end of Week 2 of Term 1 and Term 3, checking these dates for accuracy and quality assurance.</p> <p>House Coordinators, Senior Secondary and Junior Secondary HODs will check these dates to ensure equitable assessment loads for students. Students should not have more than two exams on one day. Students may have two exams and one assignment due on one day, providing there has been at least two weeks to work on the assignment. Students may have multiple assignments due on one day providing that class time was provided to complete.</p> <p>Deputy Principals will check each year level prior to publishing them on OneSchool</p> <p>Where the assessment is not due within the scheduled lesson, the assessment must be received by 5pm on the due date. This must be via email to the teacher for Years 7 to 9 and through Turnitin for Years 10 to 12.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • 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 by the end of Week 3 of Term 1 and Week 3 of Term 3 • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • accessing due dates via the assessment schedule on OneSchool • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates • accessing Turnitin account to submit assessment (Years 10 to 12) • being aware of the requirements for applying for Special Provisions/AARA. <p>In cases where students are unable to meet a due date, they will follow the processes outlined in the Managing Academic Integrity section on pages 10 to 16.</p> <p>All final decisions are at the Principal or Deputy Principal's discretion.</p>
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments will provide information about Biloela State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>School responsibility</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio on G drive at G:\Coredata\Curriculum\Student folios.</p> <p>Live performance assessments will be recorded and stored as required for QCAA processes.</p> <p>All Year 12 assessments to be labelled for confirmation in the following format: Surname Firstname Subjectcode ItemNumber (IA1, IA2, IA3, IA4).</p> <p>All Year 11 assessments to be labelled as: Surname Firstname Subjectcode ItemNumber (FIA1, FIA2, FIA3, FIA4)</p> <p>All other year level assessments to be labelled as: Surname Firstname Subjectcode ItemNumber</p> <p>All draft and final responses for assignments will be submitted electronically and will be stored on G drive within two weeks of being received.</p> <p>All exams will be scanned using the printers located in each staffroom and stored on G drive within the Term in which they were completed.</p> <p>All evidence used for making judgments is stored:</p> <ul style="list-style-type: none"> • for Year 7 to 10 Australian Curriculum P-10 Learning Areas, until the end of Term 1 of the following year. • for Year 10 to 12 Applied, General and General (Extension) subjects and Short Courses; assessment instruments, student work and records of results will be stored in accordance with the QCAA retention and disposal requirements.

	<ul style="list-style-type: none"> • for Year 11 to 12 VET courses; assessment instruments, student work and records of results will be stored in accordance with the standardised policies and procedures located on the QCAA website. • for Year 11 to 12 QCIA students; all evidence for curriculum goals will be uploaded to G drive within two weeks of completion and stored in accordance with QCAA retention requirements. <p>All Year 10, 11 and 12 assessment tasks will be submitted via Biloela State High School's academic integrity software, Turnitin. Class teachers are responsible for setting their class up in Turnitin and showing students how to use it.</p> <p>Student responsibility</p> <p>Students will:</p> <ul style="list-style-type: none"> • submit all assessment evidence, including draft responses, by 5pm on their due date via the following modes: <ul style="list-style-type: none"> ○ for all Year 7 to 9 assessment, via email to the subject teacher OR ○ for all Year 10 to 12 assessment, via the academic integrity website, Turnitin. • sitting exams or presenting spoken assessment tasks on the due date during timetabled class meeting the task requirements • submitting assessment in required formats, lengths, transmission modes and locations.
<p>Appropriate materials Section 7.1 Section 8.5.3</p>	<p>Biloela State High School is a supportive and inclusive school.</p> <p>School responsibility</p> <p>Staff carefully select learning and assessment materials in accordance with syllabus requirements, curriculum priorities and Department of Education principles of inclusivity.</p> <p>Student responsibility</p> <p>Students are responsible for considering the appropriateness of any materials accessed or produced and ensuring these are aligned with the school values.</p>

Ensuring academic integrity

Biloela 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 will be applied in this context.

Internal assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Scaffolding Section 7.2.1</p>	<p>Scaffolding for assessment helps students understand the process for completing the task.</p> <p>Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a pre-terminated response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p> <p>School responsibility</p> <p>Biloela State High School Heads of Department manage a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity and reliability.</p> <p>During the teaching and learning phase, scaffolding may include:</p> <ul style="list-style-type: none"> • 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.

	<p>In Years 11 and 12 for Applied, General and General (Extension) subjects: scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.</p> <p>Scaffolding assessment in Years 11 and 12 may include:</p> <ul style="list-style-type: none"> • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument • providing prompts and cues for students about the requirements for their response. <p>In Years 11 and 12 students on a QCIA pathway: scaffolding is similar to that in the teaching and learning phase, aligning with their individual curriculum goals.</p> <p>Scaffolding is a separate process to drafting, see below for details on drafting.</p>
<p>Checkpoints Section 8.5.3</p>	<p>School responsibility</p> <p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Teachers will notify Heads of Departments if checkpoints are not met.</p> <p>Teachers will notify parents/carers by phone or email on the next working day, when checkpoints are not met, to highlight the concern for the student's progress and discuss strategies for support.</p> <p>Student responsibility</p> <p>Students will:</p> <ul style="list-style-type: none"> • work on assessment during designated times • show evidence of progress at scheduled checkpoints • ensure evidence is authenticated as the students own work • back up their work electronically to ensure that data is not lost.
<p>Drafting Section 7.2.2 Section 8.3</p>	<p>Drafting is a key checkpoint and is used as a part of the teaching and learning process as an opportunity for a teacher to provide feedback, whilst maintaining the integrity of the task. 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.</p> <p>School responsibility</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – may, for a written response, indicate key errors in spelling, grammar, punctuation and calculations. They may also remind the student 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 • delivered in a consistent manner and format for all students • emailed to each student or unlocked on Turnitin at the same time during business hours on the next school day • provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct all spelling, grammar, punctuation and calculations.

	<ul style="list-style-type: none"> • allocate a mark. <p>A copy of the feedback will be stored with a copy of the draft in the student's electronic folder on G drive.</p> <p>The class teacher will notify parents and carers by phone or email on the next working day, about non-submission of drafts and the impact that this may have on their achievement, given that this was the only opportunity for valuable feedback on a draft.</p> <p>Class teachers will record a Behaviour Incident on One School: Period = Assessment Location category = Non-submission of draft Subject = enter the relevant subject</p> <p>Behaviour categories: Categories = Non-compliant with routines Strategies = Parent contacted (could also be a lunchtime detention) Referrals = Your curriculum HOD</p> <p>Class teachers will then record your contact with parent/carers as part of this incident.</p> <p>Student responsibility</p> <p>Students are responsible for submitting a draft on or before the checkpoint and making use of the teacher-provided feedback.</p>
<p>Managing response length Section 7.2.3</p>	<p>School responsibility</p> <p>Assessment response lengths are specified by syllabus documents.</p> <p>The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • 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. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will mark only the work up to the required length and exclude all evidence over the prescribed limit.</p> <p>Student work will be annotated to clearly indicate the evidence used to determine a mark.</p> <p>Class teachers will contact parents and carers to inform them of the excessive word length and explain the impact that this has had on their grade.</p> <p>Student responsibility</p> <p>Students must adhere to assessment response lengths as specified by syllabus documents.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • adhering to prescribed word lengths. • applying feedback about the required length. • editing responses to meet requirements. • providing an accurate word count or performance time.
<p>Authenticating student responses Section 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Biloela State High School uses the authentication strategies promoted by the QCAA, including checkpoints and drafting. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed (see page 9 & 10).</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>Biloela State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. AARA are for Year 11 and 12 students only.</p> <p>The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from the QCAA website.</p>

	<p>See pages 12 to 15 for more details.</p> <p>School responsibility</p> <p>The Deputy Principal Year 11 & 12 manages all approval of AARA for Year 11 and 12 students.</p> <p>The Deputy Principal Year 9 & 10 and Year 7 & 8 manage all Special Provisions for other year levels.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (available from the school website and SharePoint) and made as far in advance as possible to meet the QCAA published timelines.</p> <p>AARA applications for ongoing anxiety for students in Year 12 can only be completed within 6 months of exams, no earlier.</p> <p>All evidence used to make decisions is recorded on the student's profile on OneSchool (Support Provisions) by the Principal or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. <p>The Principal's delegate at Biloela State High School is the Deputy Principal Year 11 & 12.</p> <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Year 11 and 12 students and their parents/carers must contact the Deputy Principal Year 11 & 12 as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, special provisions application and other supporting documentation are available from the school website and on SharePoint.</p> <p>Year 7 to 10 parents/carers of students must contact the front office as soon as possible to explain the reasons for special provisions. Students can apply for special provisions using the form available in the front office or on SharePoint, as shown in Appendix Four. Medical certificates are required for all year levels where this is the reason for application.</p> <p>Student responsibility</p> <p>Students and parents/carers are responsible for:</p> <ul style="list-style-type: none"> • understanding what grounds make them eligible and ineligible for AARA/Special Provisions • ensuring they are not absent on dates of examinations, where avoidable • ensuring that assessment tasks are submitted early if they are absent on the due date • completing all applications and documentation when applying for AARA/Special Provisions • seeing the year level Deputy Principal as soon as possible when applying for an extension due to unforeseen illness and misadventure.
<p>Managing non-submission of assessment by the due date Section 8.5</p>	<p>School responsibility</p> <p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date determined by QCAA. <p>In circumstances where a Year 11 or 12 student response is judged as NR, the student will not meet the requirements for that subject and this will impact on QCE points. A Year 12</p>

	<p>student who receives a NR grade in any General subject will receive no QCE credit points for Unit 3 and 4.</p> <p>Class teachers will contact Curriculum HOD to inform them of any NR grades.</p> <p>Class teachers will record a Behaviour Incident on One School: Period = Assessment Location category = Non-submission of assessment Subject = enter the relevant subject</p> <p>Behaviour categories: Categories = Non-compliant with routines Strategies = Parent contacted (could also be a lunchtime detention) Referrals = Your curriculum HOD</p> <p>Class teachers will then record your contact with parent/carer as part of this incident.</p> <p>Curriculum HODs will contact parents/carers to inform them of any NR grade and the impact this will/may have on their overall grade.</p> <p>Student responsibility</p> <p>Students will:</p> <ul style="list-style-type: none"> • show evidence of progress at scheduled checkpoints • ensure evidence is authenticated as the students own work • back up their work electronically to ensure that data is not lost • submit assessment by the due date.
<p>Internal quality assurance processes Section 8.5.3</p>	<p>Biloela State High School's quality management system ensures valid, accessible and reliable assessment of student achievement.</p> <p>This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students (pre-moderation) • using quality assurance tools provided by the QCAA in Year 11 & 12 • quality assurance of judgments about student achievement (post-moderation). <p>For Year 12 students, all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for General and Applied (Essential) subjects and Short Courses in Years 10 to 12 may be subject to advice from the QCAA.</p> <p>Evidence towards QCIA goals is quality assured by a team of teaches at a school level and then a moderation panel from the QCAA.</p>
<p>Review Section 9.1 Section 9.2 Section 9.5</p>	<p>Biloela State High School's internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate and include review by the curriculum Head of Department and the Deputy Principal.</p>

External assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4</p>	<p>School responsibility</p> <p>Biloela State High School will follow the processes developed by QCAA in relation to external assessment. QCAA determine the exam timetable and Biloela State High School will follow the processes already detailed for academic integrity and the processes detailed for AARA.</p> <p>The exam timetable will be communicated directly to students and on the school website and SharePoint</p> <p>Student responsibility</p> <p>Parents/carers must contact the school on the day of the external assessment if their child is unable to attend due to unforeseen illness and misadventure. Students and</p>

<p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>parents/carers must speak to the Principal's delegate as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the school website and on SharePoint.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. <p>See the <i>QCE and QCIA policy and procedures handbook</i> (Section 7.3.2) and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p>
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Managing academic misconduct

Biloela State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedure
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person 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. 	<p>For all instances of academic misconduct</p> <p>At monitoring:</p> <ul style="list-style-type: none"> • The teacher will clearly indicate to the student the section/s or suspected academic misconduct and the need for the student to significantly amend the work. • Record concerns and notify relevant Head of Department. • The teacher will inform parent/carer of concerns and record contact in OneSchool. <p>At submission:</p> <ul style="list-style-type: none"> • The student will be interviewed and given the opportunity to prove ownership or authenticity of work. • If academic misconduct is proven the Head of Department will make a judgement that <ul style="list-style-type: none"> ○ a result is awarded based on the work completed that is original student work, received on or before the due date; or ○ if there is no original work attributed to the student, the student profile will be annotated to reflect this. For students in Year 11 or 12, this may result in a loss of credit for the subject towards their QCE and ATAR.
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment. 	
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam. 	

	Types of misconduct	Procedure
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment makes any attempt to give or receive access to secure assessment materials. 	<ul style="list-style-type: none"> The teacher will inform parent/carer of the outcome and record contact in OneSchool. <p>For instances of academic misconduct during examinations</p> <ul style="list-style-type: none"> The supervising teacher will enact classroom management techniques to cease disruptive behaviour. If academic misconduct behaviour continues, the offending student will be referred immediately to CSC. <ul style="list-style-type: none"> The teacher will contact the office to notify the relevant HOD of the situation Upon completion of the exam session, the teacher will contact the student's parent/carer and record the incident and contact on OneSchool. The relevant HOD will set a behaviour consequence and make a judgement that either: <ul style="list-style-type: none"> a result is awarded based on the work completed that is original student work, received on or before the due date; or if there is no original work attributed to the student, the student profile will be annotated to reflect a Not Rated (NR). For students in Year 11 or 12, this may result in a loss of credit for the subject towards their QCE and ATAR. The HOD will inform parent/carer of the outcome and record contact in OneSchool.
Fabricating	A student: <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. 	
Impersonation	A student: <ul style="list-style-type: none"> arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment completes a response to an assessment in place of another student. 	
Misconduct during an examination	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).	
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 arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Managing Academic Integrity:

Student absence for an Exam

If a student fails to attend an exam, the following conditions apply:

- Where there is a valid excuse for the absence (Special Provisions approved), a comparable exam will be completed immediately on the student's return or at a time determined by the Head of Department.
- Where there is no valid reason for missing the exam, the student will sit the exam immediately on the student's return or at a time determined by the Head of Department. The completed test will be marked, but results will not contribute to the student's semester or exit result. The student's profile will be annotated with a Not Rated recorded. For students in Year 11 or 12, this may result in a loss of credit for the subject towards their QCE and ATAR. QCAA deems all External Assessment for General subjects as summative. Students must complete external assessment exams on the date published by QCAA. The only exception to this is when a student has applied for AARA. Refer to this section for more information on this.
- The teacher will make contact with parents/carers via email or phone. Parent contact must be recorded on OneSchool.
- Where there is no valid reason for missing an exam, non-submission of assessment must be recorded as a behaviour incident on OneSchool by the class teacher.

Late and Non-Submission of Assessment

- The teacher will make contact with parents/carers via email or phone. Parent contact must be recorded on OneSchool.
- The late or non-submission of assessment must be recorded as a behaviour incident on OneSchool by the class teacher.
- Assessment results will be awarded using evidence available on or before the due date. Drafts and class work will be marked against the assessment criteria and used as the student's result for that item. The teacher will annotate the evidence accordingly.
- The student's profile will be annotated to reflect that the assessment was handed in late without a valid reason. For students in Year 11 or 12, this may result in a loss of credit for the subject towards their QCE and ATAR. QCAA deem that an overall result for a General subject may not be allocated if a student does not submit or complete the summative internal assessment. An E standard cannot be awarded where there is no evidence demonstrated. For QCIA students, QCIA goals cannot be marked off where no evidence has been collected.
- Students in the post-compulsory phase of education who persistently fail to meet the requirements of this policy, may be subject to the Cancellation of Enrolment process.

Spoken or Performance Assessment Tasks

If a student does not complete a spoken/performance on the due date and there is no valid excuse for the absence the following applies:

- The teacher will make contact with parents/carers via email or phone. Parent contact must be recorded on OneSchool.
- The late or non-submission of assessment must be recorded as a behaviour incident on OneSchool by the class teacher.
- The student performs immediately on the student's return or at a time determined by the teacher and Head of Department.
- In cases of group work, the group members present complete the task using a 'fill-in' student. Upon return to school the student performs the original task or an alternative task of equal difficulty to the original.
- In cases where students fail to complete an oral/performance, judgements will be made using evidence available on or before the due date. This may include rehearsals witnessed by the teacher prior to the due date or drafts of scripts submitted prior to the due date. The teacher will annotate the evidence accordingly.
- In cases where students do not perform, have not attended class during the unit being studied, and only if there is no evidence of drafts or class work/rehearsals viewed before the due date, a result of Not Rated (NR) will be recorded on the profile after consultation with the Head of Department. For students in Year 11 or 12, this may result in a loss of credit for the subject towards their QCE and ATAR. QCAA deem that an overall result for a General subject may not be allocated if a student does not submit or complete the summative internal assessment. An E standard cannot be awarded where there is no evidence demonstrated.

Technology Use / Lost Assessment

If computer failure prevents the submission of an assessment task, the student must:

- notify the subject teacher immediately
- produce proof of the assessment having been started or completed by presenting rough notes or draft copies that has evidence of teacher feedback on progress
- Assessment results will be awarded using evidence available on or before the due date. Drafts and class work will be marked against the assessment criteria and used as the student's result for that item. The teacher will annotate the evidence accordingly.

Teachers encourage students to save work in multiple places, computer hard drive/student drive on school network/student's USB and to email themselves and the teacher draft work to ensure this work is recoverable.

Special Provisions for Years 7-10 Students

Special Provisions exist to ensure opportunities for eligible students to demonstrate their learning is on the same basis as other students. Biloela State High School recognises that some students have a disability or medical conditions that may be a barrier to their performance in assessment. Special provisions are designed to assist these students. Special provisions does not cover circumstances arising from the student's or parent/carer's choice. Special provisions are usually applied under these categories: cognitive, physical, sensory, or social/emotional.

Students seeking an extension must apply to the relevant Head of Department using the Application for Special Provisions form as soon as practicable (preferably at least one week) prior to the due date. **A medical certificate or other documented evidence must be submitted with the application form.** The student must also provide details or drafts of work completed up to the time of seeking the extension.

The Head of Department, along with the Year Level Deputy Principal, may grant an extension where exceptional circumstances exist. These include but are not limited to:

- Extended absence due to illness which is supported by a medical certificate or documentation relating to an existing medical condition (recorded in OneSchool).
- Absence due to family bereavement or special circumstance supported by parental communication to the Head of Department, Deputy Principal or Principal.
- A student physically unable to participate due to an injury, supported by a medical certificate or documentation.
- Absence due to sport representation in a regional, state or national competition, which is supported by parental communication to the Head of Department, Deputy Principal or Principal.
- A student has been suspended and the assessment is of a practical nature or in-class exam.

Special Provisions for Year 11 and 12 students

Access Arrangements and Reasonable Adjustments (AARA) are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

These barriers fall into three broad categories:

- permanent
- temporary
- intermittent.

The QCAA uses broad application categories for AARA eligibility:

- 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. The QCAA will also consider applications for certain cultural obligations or personal circumstances.

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

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

AARA are not required for students on a QCIA pathway.

Reporting and approving AARA

AARA for summative assessment in Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) syllabuses and Short Courses may be principal-reported or QCAA-approved.

The adjustment/s should not prevent the student from demonstrating the objectives of the assessment.

The decisions may involve an adjustment to:

- how the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instructions may be provided as written instructions)

- how the student responds to the assessment (e.g. a student with dyspraxia may complete the assessment using a computer with approved software)
- the time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) may have 5 minutes per half-hour extra time provided in supervised assessment)
- the scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment)
- the environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader)
- the mode of the assessment (e.g. a student with an injury may perform a different physical activity from the rest of the cohort in Physical Education in order to be able to demonstrate the unit objectives).

The school submits applications for QCAA-approved AARA, and/or notifies the QCAA of any principal-reported AARA, on students' behalf, via the QCAA Portal.

➤ **Principal-reported AARA**

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student. The principal's delegate at Biloela State High School is the Deputy Principal 11 & 12.

➤ **QCAA-approved AARA**

QCAA-approved AARA are specific adjustments as detailed in the table below for students undertaking:

- summative internal assessment in Units 3 and 4 of all subjects
- summative assessment for Short Courses
- summative external assessment in General subjects.

AARA in Units 1 and 2

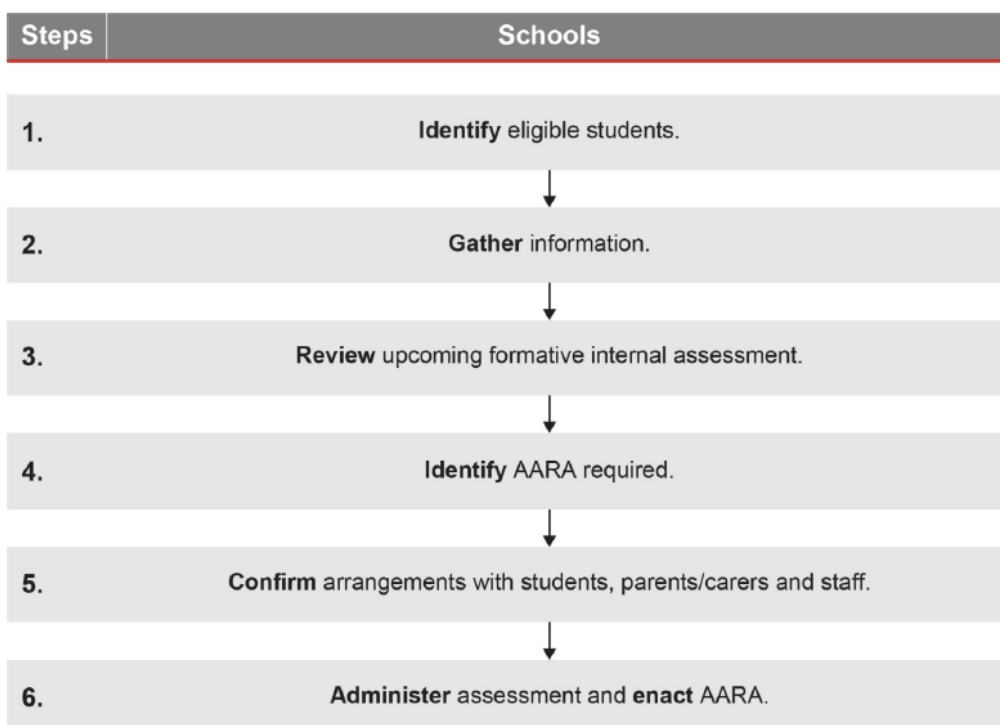
Schools make decisions about AARA for Units 1 and 2. They ensure that for Applied, Applied (Essential) and General subjects the AARA implemented for an eligible student for Unit 1 and 2 assessments are aligned to those that are available for summative assessments in Units 3 and 4. Provision of AARA by a school for Unit 1 and 2 assessments does not guarantee that students will be provided the same AARA for assessment in Units 3 and 4.

In approving AARA, a principal or principal's delegate must:

- be reasonably satisfied that the need for the AARA exists
- 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.

Figure 1: Schools' AARA process for formative assessment in Units 1 and 2



Principal-reported AARA in Units 3 and 4

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student.

In approving AARA, a principal or principal's delegate must:

- be reasonably satisfied that the need for the AARA exists
- be able to provide evidence to justify the decision.

Schools must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4.

Schools retain supporting documentation for principal-reported AARA

QCAA-approved AARA in Units 3 and 4

The QCAA is responsible for approving identified AARA for students undertaking summative assessment in Units 3 and 4, as defined in the table below.

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 via the QCAA Portal.

Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

Figure 2: Schools' AARA application/notification process for summative assessment in Units 3 and 4

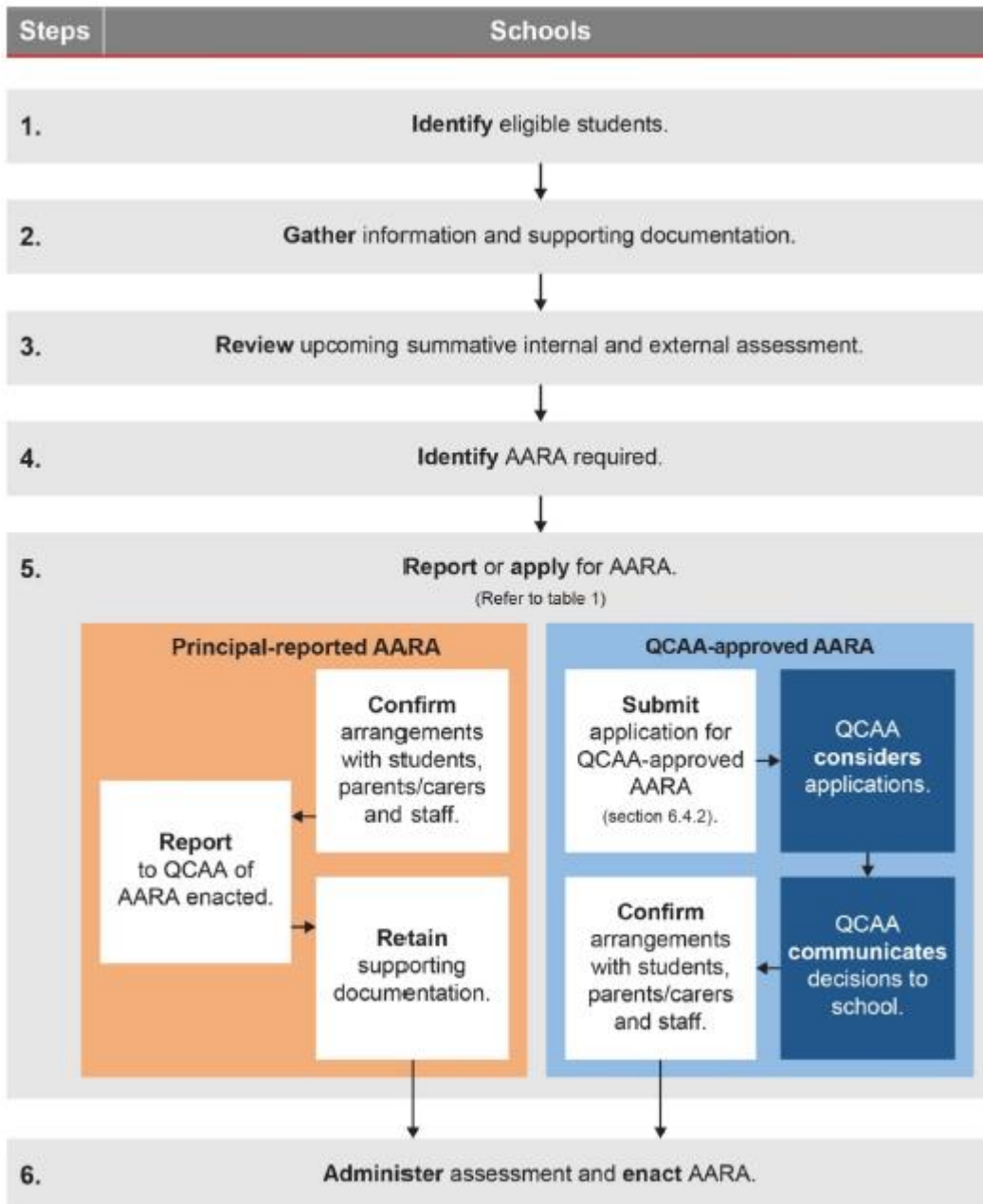


Table 1: Summary of the adjustments for which schools are required to apply to the QCAA

Type of assessment	Adjustment
Summative assessment — internal examination	<ul style="list-style-type: none"> • extra time and/or rest breaks
Summative external assessment or Senior External examination	<ul style="list-style-type: none"> • extra time and/or rest breaks • format of papers • assistance • assistive technology, including the use of a computer • a reader and/or scribe • variation to venue (changes to rooms should be recorded). See Section 10.4.1: Variations to venue • any adjustments not identified as principal-reported in the table in Section 6.4.4: Possible AARA.

Table 2: Submission dates for principal-reported and QCAA-approved AARA

Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects external assessments <i>and</i> General (SEE) subjects
Alternative format papers, e.g. <ul style="list-style-type: none"> • braille • large print 	Due dates are determined by the school.	Applications are due by the end of February in the summative year. Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA)	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 the summative year. 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 the summative year.
Principal-reported AARA only	Notification is due before the relevant confirmation event	Notification is due by the end of Term 3 in the summative assessment year.

See Appendix One for examples of special provisions or AARA at Biloela State High School.

Supporting documentation

The following documentation is required when submitting an AARA application:

- school statement
- student statement (optional)
- medical report
- evidence of verified disability
- other relevant evidence such as teacher observations, results from standardised academic testing, and where the condition is not medical other relevant official documentation, e.g. police reports, official notices.

See Appendix Two for details.

Illness and misadventure

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

The following principles apply:

- The illness or event is unforeseen and beyond the student’s control, such as personal circumstance or emergent cultural obligation e.g. summons/subpoena to appear in court or close family members’ death/funeral.
- An adverse effect must be demonstrated.
- The situation cannot be of the student’s own choosing or that of their parents/carers, such as a family holiday.

- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

See Appendix Three for details.

Related school policy and procedures

Refer to other school policies as appropriate:

- Student Code of Conduct
- Appropriate Use of Electronic Devices Policy
- Whole School Curriculum Plan
- Staff and Faculty Handbooks

APPENDIX ONE

Examples of Special Provisions or AARA

Examples of special provisions or AARA that Biloela State High School may approve to support eligible students.

Special Provision	Description of possible adjustments to assessment and/or conditions	Approval type for Internal School Assessment Years 7 to 12	Approval type for External Year 12 Assessment
Alternative format papers or task sheets	Examples include: <ul style="list-style-type: none"> • braille • A4 to A3 enlargement • electronic format • large print papers • black-and-white materials. 	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	QCAA-approved by application School-based decision by DP (11 & 12) or P
Assistance	Examples include: <ul style="list-style-type: none"> • 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. 	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	QCAA-approved by application School-based decision by DP (11 & 12) or P
Assistive technology	Examples include: <ul style="list-style-type: none"> • amplification system • speech-to-text application • magnification application. <p>The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p>	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	QCAA-approved by application School-based decision by DP (11 & 12) or P
Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	Principal-reported School-based decision by DP (11 & 12) or P
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.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	Not applicable
Computer	Desktop computer or laptop computer with an approved software application.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	QCAA-approved by application School-based decision by DP (11 & 12) or P
Drink	Allowing a drink other than water (that is required for a medical reason by the student) in the assessment room in a clear, unlabelled bottle.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	Principal-reported School-based decision by DP (11 & 12) or P
Diabetes management	Examples include: <ul style="list-style-type: none"> • 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. 	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	Principal-reported School-based decision by DP (11 & 12) or P
Extension	An extension to the due date for submission or completion of an: <ul style="list-style-type: none"> • extended response project or • performance or • non-examination. 	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	Not applicable
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	QCAA-approved by application School-based decision by DP (11 & 12) or P

Individual instructions	A clean, unannotated copy of the written instructions. The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools will provide this document to eligible students.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	Principal-reported School-based decision by DP (11 & 12) or P
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	Principal-reported School-based decision by DP (11 & 12) or P
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.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	Principal-reported School-based decision by DP (11 & 12) or P
Reader	A reader who reads the assessment or the student's response aloud as often as the student requests.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	QCAA-approved by application School-based decision by DP (11 & 12) or P
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	School-based decision by: Y7-10: HOD* & DP+ Y11: DP & P Y12: QCAA approved by application	QCAA-approved by application School-based decision by DP (11 & 12) or P
Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	QCAA-approved by application School-based decision by DP (11 & 12) or P
Varied seating	Varied seating, if needed, is determined by the SEA coordinator or supervisor. 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 so that they can stand periodically.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	Principal-reported School-based decision by DP (11 & 12) or P
Variations to venue	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). Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate. Changes need not be separately reported unless they impact on students, e.g. during an assessment.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	QCAA-approved by application School-based decision by DP (11 & 12) or P
Vision aids	Examples include: • coloured transparency overlay • different lighting • other vision aids.	School-based decision by: Y7-10: HOD* & DP+ Y11-12: DP & P	Principal-reported School-based decision by DP (11 & 12) or P

* HOD is Curriculum HOD for effected subject

+ DP is Year Level DP

Supporting documentation

School statement

A school statement must 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 student's previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do. Students should have AARA in place during teaching and learning for the disability, impairment and/or medical condition.

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

Applications are submitted by the Principals Delegate through the AARA app available in the QCAA Portal.

See the School Website or Staff SharePoint for this template.

Student statement (optional)

The student may choose to submit a statement with the application for QCAA-approved AARA about how their disability, impairment and/or medical condition affects them in assessment.

See the School Website or Student SharePoint for this template.

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 may be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under the *Health Practitioner Regulation Act 2010*), 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.

The QCAA provides a medical report template but is not compulsory, that is, medical reports may use a different format, as long as they provide the required details.

Schools contact the QCAA for advice if a student is unable to provide a medical report.

See the School Website or Student SharePoint for this template.

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 EAP provided by the 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.

Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required.

Other evidence

For eligible students, supporting documentation may also include:

- teacher observations
- results from standardised academic testing.

Where the condition is not medical, students may supply other relevant evidence including:

- police reports
- official notices.

Schools are to contact QCAA where the evidence requirements cannot be met due to extenuating circumstances.

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.

The currency of supporting medical documentation depends on the diagnosed disability, impairment and/or medical condition.

Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances, and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment.

Where a diagnosis has been made before Year 10, an update only is required. This may be substantiated by a medical practitioner, general practitioner or paediatrician.

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. It must include a medical report.

An EAP should cover the duration of the student's enrolment in subjects for Units 3 and 4.

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors.

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 in all subjects and Short Courses: medical documentation must be dated within the preceding six months of the relevant Unit 3 or 4 assessment event
- Summative external assessments: medical documentation must be dated no earlier than 30 April of the assessment year. The QCAA may require an updated medical report closer to date of the scheduled assessment.

The following table is a summary of documentation requirements for AARA. The list of possible AARA is not exhaustive and depends on a student's individual circumstances.

Table 4: Summary of AARA documentation requirements

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Cognitive	<ul style="list-style-type: none"> • Computer • Extra time • Reader • Rest breaks • Scribe 	<ul style="list-style-type: none"> • Medical report or EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • No earlier than Year 10 	<ul style="list-style-type: none"> • No earlier than Year 10
Physical	<ul style="list-style-type: none"> • Assistance • Computer • Extra time • Rest breaks 	<ul style="list-style-type: none"> • Medical report or EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: dated within six months preceding the relevant assessment event 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 30 April of the assessment year. An additional, updated medical report may be required.
Sensory	<ul style="list-style-type: none"> • Alternative format papers • Assistance • Assistive technology e.g. amplification system, magnification applications • Extra time • Individual instructions • Rest breaks 	<ul style="list-style-type: none"> • Medical report or EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: dated within six months preceding the relevant assessment event 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 30 April of the assessment year
Social/emotional	<ul style="list-style-type: none"> • Alternative venue • Varied seating • Assistance • Rest breaks 	<ul style="list-style-type: none"> • Medical report or EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: dated within six months preceding the relevant assessment event. • Other conditions: No earlier than Year 10 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: No earlier than 30 April of the assessment year. An additional, updated medical report may be required. • Other conditions: No earlier than Year 10

Illness and misadventure

Internal Assessment

A student who is ill and unable to attend school for internal assessment should inform the principal's delegate as soon as practical. This may be before, during or immediately after the assessment session.

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

Where the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted.

An illness and misadventure application should only be made once all principal-reported AARA have been exhausted. Schools complete the application and provide supporting documentation via the QCAA Portal.

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

External assessment

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator – Deputy Principal 11 & 12.

Illness during external assessment

A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

Submitting an application for illness and misadventure for external assessment

A submission for illness and misadventure may be made by a student, or by the school on behalf of the student or groups of students. The submission may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.

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.

The QCAA will seek background information and a recommendation from the principal or the principal's delegate, observers and invigilators where relevant, to verify a student's application for illness and misadventure.

Supporting documentation

To make an informed decision about an illness and misadventure application, 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.

Currency of supporting documentation

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

Timelines for applications

Applications for internal assessments must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation.

Applications for external assessments can be submitted from 14 days before the start of the assessment period, to seven days after the assessment.

APPENDIX FOUR

Special Provisions Application Form



Biloela State High School

Locked Bag 2, Biloela 4715 Ph: 07 4992 8666
 Email: admin@biloelashs.eq.edu.au
 Web: http://biloelashs.eq.edu.au
 Facebook: Biloela State High School
 ABN : 535 684 234 76

"Honour Above Honours"

APPLICATION FOR ASSESSMENT SPECIAL PROVISIONS

Name:	Care group:
Subject:	Teacher:
Assessment Due Date:	Time provided for completion:
Assessment Item/Topic:	
Reason special provisions are needed:	
Medical documentation attached: YES / NO	Third party documentation attached: YES / NO
Type of special provisions requested:	
Describe the work you have already completed. (Evidence to be shown to the teacher and Head of Department)	
Student signature: Date signed: / /	Parent/Carer signature: Date signed: / /
Teacher comment:	
Teacher signature:	Date: / /
HOD comment and recommendation:	
HOD signature:	Date: / /
DEPUTY PRINCIPAL APPROVAL: <input type="checkbox"/> YES <input type="checkbox"/> NO Signature: Date: / /	
Type of Special Provisions approved:	
<input type="checkbox"/> Cognitive:	<input type="checkbox"/> Social/Emotional:
<input type="checkbox"/> Physical:	<input type="checkbox"/> Sensory:
<input type="checkbox"/> Illness and Misadventure:	
<input type="checkbox"/> Negotiated due date:	
This form must be attached to the front of your assessment task which must be lodged by the negotiated due date. If a student wishes to appeal the decision, the appeal must be lodged in writing to the appropriated Deputy Principal within 24 hours of receipt of this decision.	





"Honour Above Honours"

Biloela State High School

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SPECIAL PROVISIONS INFORMATION

Special Provisions for Years 7-10 Students

Special provisions does not cover circumstances arising from the student's or parent/carer's choice. Special provisions are usually applied under these categories: cognitive, physical, sensory, or social/emotional.

Students seeking an extension must apply to the relevant Head of Department using the Application for Special Provisions form as soon as practicable (preferably at least one week) prior to the due date. **A medical certificate or other documented evidence must be submitted with the application form.** The student must also provide details or drafts of work completed up to the time of seeking the extension.

The Head of Department, along with the Year Level Deputy Principal, may grant an extension where exceptional circumstances exist. These include but are not limited to:

- Extended absence due to illness which is supported by a medical certificate or documentation relating to an existing medical condition (recorded in OneSchool).
- Absence due to family bereavement or special circumstance supported by parental communication to the Head of Department, Deputy Principal or Principal.
- A student physically unable to participate due to an injury, supported by a medical certificate or documentation.
- Absence due to sport representation in a regional, state or national competition, which is supported by parental communication to the Head of Department, Deputy Principal or Principal.
- A student has been suspended and the assessment is of a practical nature or in-class exam.

Special Provisions for Year 11 and 12 students

These barriers fall into three broad categories: permanent, temporary or intermittent. Special provisions are usually applied under these categories: cognitive, physical, sensory, or social/emotional.

Eligibility category	Examples of possible special provisions	Supporting documentation required
Cognitive	<ul style="list-style-type: none"> • Computer • Extra time • Reader • Rest breaks • Scribe 	Medical report or EAP verification
Physical	<ul style="list-style-type: none"> • Assistance • Computer • Extra time • Rest breaks 	Medical report or EAP verification
Sensory	<ul style="list-style-type: none"> • Alternative format papers • Assistance • Assistive technology e.g. amplification system, magnification applications • Extra time • Individual instructions • Rest breaks 	Medical report or EAP verification
Social/ emotional	<ul style="list-style-type: none"> • Alternative venue • Varied seating • Assistance • Rest breaks 	Medical report or EAP verification

Students may also be eligible for special provisions 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. We will also consider applications for certain cultural obligations or personal circumstances.

Students are not eligible for special provisions on the following grounds:

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

In these instances, students should have provided evidence prior to the due date.

