



STRETTON

State College

Assessment Policy

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Scope

Stretton State College is committed to upholding a consistent, whole-school approach to the delivery of quality assessment that aligns with the policies and procedures of the Queensland Curriculum Assessment Authority and the Australian Curriculum Assessment and Reporting Authority.

Assessment is the ongoing process of gathering, analysing and reflecting on evidence of student work to make informed judgements about learning. It is a critical and ongoing part of the planning, teaching, learning and reporting cycle at Stretton State College. The College is committed to ensuring that students have an awareness of the expectations of assessment practices and ensure that all assessment submitted by students is valid, authentic and upholds the integrity of assessment.

This policy aims to communicate with consistency, clarity and equity to teachers, students and parents/carers about roles, responsibilities, processes and procedures to uphold assessment integrity that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA Policy and Procedures Handbook available from: www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to all subjects administered by the school.

Purpose

The Assessment Policy is implemented to ensure that all students have a fair and equitable opportunity to access assessment and encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to empower teachers and students to understand the expectations, roles and responsibilities of each party in the completion of formative and summative assessment within the school community.

Assessment is an integral part of a student's learning. It is used to:

- enable students to know where they are, where they are going and what to do next in order to progress in their learning
- inform the teacher about what students know and can do, and guide what teaching is needed to further progress student learning
- provide teachers, parents and students with information about achievement and academic potential to help them progress.

Accountabilities

Assessment procedures are designed to meet the accountabilities required by:

- The Australian Curriculum Assessment and Reporting Authority (ACARA), which is the statutory body responsible for curriculum from Foundation to Year 10.
- The Queensland Curriculum and Assessment Authority (QCAA), which develops and revises syllabuses and guidelines for the Kindergarten Year to Year 12 and accredits syllabuses and guidelines prepared outside of the QCAA.

Promoting academic integrity

Principles

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

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

Assessment should be:

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

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

Ways to promote academic integrity

Area	Policy and procedures
Location and communication of policy	<p>The school assessment policy is located and accessible to students via the school website at: https://strettonsc.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Curriculum/ssc-assessment-policy.pdf</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in Character Education classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> - at enrolment interviews - during SET-Planning and JET-Planning - when the assessment schedule is published - when each task is handed to students - in the newsletter and by email in response to phases of the assessment cycle - at school meetings for teachers
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	<p>Stretton State College has high expectations for academic integrity, student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit towards their academic results and/or the Queensland Certificate of Education.</p> <p>Student responsibility 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>To emphasise the importance of sound academic practices in Senior School, staff and students will complete the QCAA academic integrity courses.</p>
Due dates Section 8.5.2	Stretton State College is required to adhere to QCAA and ACARA policies for gathering evidence of student achievement on or before the due date. Students may receive academic penalties by

Section 8.5.3

not adhering to due dates, so it is important that students are organising their time effectively to be responsive to assessment timelines.

Due dates for final responses will be published in the assessment schedule, and checkpoints and draft deadlines within the assessment task. Assessment tasks are to be submitted in the format indicated on the task sheet by 4:00pm on the due date.

The College will support students meeting assessment requirements by:

- providing an Assessment Schedule for each subject by the end of Week 3 of every semester
- providing assessments instruments/task sheets in an appropriate time frame, with conditions consistent with the relevant subject syllabus or study plan
- making appropriate adjustments where required for students (e.g Access Arrangements and Reasonable Adjustments (AARA), extensions, specialised equipments)
- providing ongoing formative feedback to enable students to know what to do next as they move towards summative tasks
- ensuring that parents and carers are informed about student progress throughout the unit of work, particularly when a student is at risk of failing
- providing formal feedback to students on both draft and final assessment tasks in a timely manner
- enacting moderation procedures, which ensure a consistency of standards is maintained in the marking of assessment.

Students are responsible for:

- checking the Assessment Schedule to confirm their checkpoint, draft and due dates
- 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
- discussing with their teacher any concerns they may have about an assessment task

In cases where students are unable to meet a due date, they will:

• **In Junior (7-10):**

- inform their Classroom Teacher and Head of Department at least three school days prior to the assessment due date for known absences or reasons and fill out an extension form for approval
- provide the school with relevant documentation with specific details related to the reason for absence, e.g. medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

• **In Senior (11-12):**

- inform their Classroom Teacher and Head of Department at least five school days prior to the assessment due date for known absences or reasons. Official documentation must be completed, which involves an AARA and an approved by the Senior Schooling Deputy Principal. For any cases of misadventure or emergent reasons for not being able to make a deadline, see the AARA Section of the Assessment Policy
- provide the school with relevant documentation with specific details related to the reason for absence, e.g. medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school

All final decisions are at the principal's or principal's delegate's discretion.

Submitting, collecting and storing

Assessment instruments will provide information about Stretton State College's arrangements for submission of draft and final responses, including due dates, conditions and file types. Students are expected to submit:

<p>assessment information Section 9</p>	<ul style="list-style-type: none"> • all assessment evidence, including draft responses, by the due date and where appropriate, via the College’s academic integrity software, Safe Assign. • draft and final responses for all internal assessment which will be stored in each student’s folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored in the student’s folio. • all evidence of their work as specified by the conditions of the task and meet the requirements of each checkpoint, draft and due date. • all aspects of their assessment as one submission on or before the due date as per the College’s assessment submission process. Any assessment that is not submitted on or before the due date will be addressed through the College’s non-submission of assessment policy (Section 8.5).
<p>Appropriate Materials Section 7.1 Section 8.5.3</p>	<p>Stretton State College aims to develop strong character, curious minds and an inclusive and connected community, therefore, all stimulus materials chosen as part of an assessment instrument are selected with care in this context by students and staff.</p> <p>All stimulus material is reviewed by the relevant Head of Department and within the guidelines of Education Queensland expectations and in alignment with the focus of the unit of work as prescribed by the Queensland Curriculum and Assessment Authority.</p>

Ensuring academic integrity

Stretton State College has procedures to ensure that there is a consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

<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 predetermined response • be contextualised to the subject and year level of study. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p> <p>Scaffolding is a structured, interactive and collaborative instructional strategy. It allows:</p> <ul style="list-style-type: none"> • teachers and students to construct knowledge and skills as part of teaching, learning and assessment • teachers to support students to become independent in completing a task or responding to an assessment instrument • teachers to gradually release support and responsibility to students over a course of study so that they may complete a task or assessment instrument independently.
<p>Checkpoints Section 8.5.3</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • clarify assessment expectations for students • monitor student progress towards task completion • help students develop strategies to submit assessment by the due date • gather evidence on or before the due date • provide points of support and intervention, if needed • be used to establish student authorship. <p>Checkpoints can occur before and after drafting.</p>

	<p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Parents/carers will be contacted if checkpoints are not met. Heads of Department may discuss any further support or intervention with the student if necessary.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<p>Drafting is a consultation process that provides the student with the opportunity to not only develop the task, but to improve the quality of the response. Drafts can also be used to authenticate student work. 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>Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together, assessment and feedback support continuous, collaborative, active and self-directed learning. Effective feedback is ongoing, individualised and specific to the teaching, learning and assessment, related to the standards or descriptions, clear and in language students understand, timely, collaborative and supportive.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided in written form on a maximum of one draft of each student’s response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of submission. <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 spelling, grammar, punctuation and calculations • allocate a mark. <p>Where appropriate, evidence of drafts or teacher annotations are stored by the teacher.</p> <p>To receive the most effective and appropriate feedback students are to submit a full and complete draft as the assessment task requires.</p> <p>In the case of a student failing to submit a draft:</p> <ul style="list-style-type: none"> • teachers will use class work and planning to identify and support the completion of their assessment • teachers will not be able to provide written feedback on a draft that was not submitted by the draft due date • parents/carers will be contacted if the work is not completed to a standard that would allow for meaningful and actional feedback, placing the student at risk of failing the final submission. <p>Every attempt will be made by teachers to ensure authentic work is submitted by each student before the final due date.</p>
<p>Managing response length Section 7.2.3</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. 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

	<ul style="list-style-type: none"> 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 teachers will give advice to students at checkpoints about how to synthesise and develop ideas or information to meet the assessment conditions. Each syllabus indicates the required length of a student response for an assessment instrument. <p>After all these strategies have been implemented, if the student’s response exceeds the length required by the syllabus, the school will always:</p> <ul style="list-style-type: none"> allow the student 24 hours to redact their response to meet the required length before a judgment is made on the student work. Teachers will annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark. <p>Where a student chooses not to redact their work (within 24 hours), teachers will only mark the work up to the required length, excluding evidence over the required length.</p>
<p>Authenticating Student Responses Section 7.3.1</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> explicitly teach the purpose of the authenticity declaration for all assessment instruments use the language of academic misconduct and academic integrity as defined by the QCAA explicitly teach referencing sources in the context of their subject collect evidence of the authenticity of student responses by monitoring notes and drafts use plagiarism detection software as appropriate <p>Students will:</p> <ul style="list-style-type: none"> document the development of the response in a journal or logbook if required by the syllabus submit complete drafts as required on the task sheet acknowledge all sources using the APA referencing system sign the authenticity declaration to state that they have not shared any part of the planning or final response to verify their authorship not share their original work with other students for the purpose of replication complete the QCAA Academic Integrity Course as part of their Character Education program in the Senior School submit electronic final responses by the due date using plagiarism-detection software, where appropriate. <p>Parents/carers will: support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on draft student responses.</p> <p>American Psychological Association (APA) style referencing is the standard to be used at Stretton State College.</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure Section 6</p>	<p>Stretton State College is committed to reducing barriers to success for all students. Access Arrangements and Reasonable Adjustments 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.</p> <p>For Junior (7-10): Any student who is recognised as requiring support will be provided with the necessary adjustments in alignment with their ICP, medical certificates or other relevant documentation.</p>

	<p>Students should discuss this with the classroom teacher and/or HOD, where possible, prior to the assessment due date.</p> <p>For Senior (11-12): The college follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook.</p> <p>The College Principal manages the approval of an AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file 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 (e.g not having a back-up copy of their work) • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure Students and parents/carers must contact the Senior School Guidance Officer or the Senior School Deputy Principal 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.</p>
<p>Managing non-submission of assessment by the due date Section 8.5</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) one of the following options will occur:</p> <ul style="list-style-type: none"> • the work that was provided by the student during checkpoints and draft will be marked as the final copy as teachers can make judgments based on this • if the work 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 or school-based mark books. <p>In Senior School, if a student response is judged as NR, the student will not meet the course requirements for that subject and will, therefore, lose QCE credit.</p>
<p>Senior School internal quality assurance processes Section 8.5.3</p>	<p>Stretton State College's quality assurance processes ensure valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p>

	Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Senior School subject review Section 9.1 Section 9.2 Section 9.5	Stretton State College's internal review processes for senior student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses. When a student requests a review of a result, an application for the review must be made in writing to the Senior School Deputy Principal. Where a review is undertaken, the school may engage QCAA for further advice.

Academic misconduct

Stretton State College 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	Types of misconduct	Procedures
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 authorship issues: When authorship of student work cannot be established or a response is not entirely a student's own work, the College will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct, results will be based on 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.</p>
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. 	<p>For instances of academic misconduct during examinations students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's Student Code of Conduct will be implemented.</p>
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. 	<p>For instances of academic misconduct during examinations students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's Student Code of Conduct will be implemented.</p>
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 examination • copies another student's work during an examination. 	<p>For instances of academic misconduct during examinations students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's Student Code of Conduct will be implemented.</p>
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to 	<p>For instances of academic misconduct during assessment instruments, students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's Student Code of Conduct will be implemented.</p>

	<p>completing a response to an assessment</p> <ul style="list-style-type: none"> • makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	<p>The College will redact from the student response any fictitious sections and award a result on the remaining content.</p> <p>See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's Student Code of Conduct will be implemented.</p>
Impersonation	<p>A student:</p> <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. 	<p>The College will award the student a Not-Rated (NR).</p> <p>See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's Student Code of Conduct will be implemented.</p>
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	<p>For instances of academic misconduct during assessment instruments, students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's Student Code of Conduct will be implemented.</p>
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).</p>	<p>The College will redact from the student response any plagiarised sections and the result will be based on the remaining content.</p> <p>See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's Student Code of Conduct will be implemented.</p>
Self-plagiarism	<p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>	<p>The College will redact from the student response any plagiarised sections and the result will be based on the remaining content.</p> <p>See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's Student Code of Conduct will be implemented.</p>
Significant contribution of help	<p>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.</p>	<p>The College will redact from the student response any sections that were provided by any external source who contributed and the result will be based on the remaining content.</p> <p>See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's Student Code of Conduct will be implemented.</p>

In the event that authenticity is compromised the teacher shall refer the matter to the appropriate Head of Department and Deputy Principal for a determination of consequences in line with QCAA guidelines and the school's Code of Conduct for Students.

Consequence could include:

- result determined from marking original work
- result determined by marking authenticated draft
- in an examination, a result of NR will be recorded
- persistent academic misconduct may result in disciplinary action or, in the Senior School, cancellation of enrolment.

More information about academic integrity can be found in the QCAA and QCIA [handbook](#).

Non-submission of assessments

Technology use

- It is the student's responsibility to save assessment regularly to home folder and email drafts to school email as well as backing up on a USB.
- If the computer issue occurs on the due date, hard copy drafts must be provided as evidence of work completed.
- If in the case of printer failure, the student is to either submit the assessment on USB, or email the assessment to the teacher. Hand-written submissions will also be accepted.

Late submission of a student response

- In the event an assessment task is not submitted by the due date and no extension has been granted (see AARA policy), judgements will be made using evidence collected on or before the due date e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.
- In the Senior School, school excursions, sport or family holidays outside of normal school vacation time will not be considered valid reasons for late or non-submission of assessment. In the Junior School, prior notice of interruptions that may affect submission of assessment must be provided to your teacher, and consideration of alternative arrangements will be made.
- The practice of allocating a lower result, mark or standard as a penalty for late submission is not valid.

Non-submission or insufficient evidence of a student response

- When there is no evidence of a response to an assessment on or before the due date as set by the College, a subject result cannot be allocated. The student will be awarded a 'Not Rated' (NR). Drafting samples should also be considered as evidence.
- In incomplete student folios, the level of achievement decisions should match the evidence in the student folio. Drafting samples should also be considered as evidence.
- In the Senior School, students who do not complete Senior Course requirements may not receive credit for that semester or may have their enrolment cancelled.

Illness or non-attendance on the day an assessment is due (Years 7 – 10)

A student who is absent on the day an assessment is due must contact the school and opt to follow one of the following procedures:

- send the completed assessment to school with a family member or friend
- email the assessment on the due date to the teacher, or submit to the electronic platform where applicable
- post the assessment to the school on or before the due date so that the post mark can be used to verify the submission date
- provide a valid medical certificate to the teacher and Head of Department and submit completed assessment on the first available opportunity upon returning to school
- only in exceptional and extraordinary circumstances will a Head of Department, Deputy or Principal give consideration to accepting an assignment after the due date.

Illness or non-attendance on the day an assessment is due (Years 11 - 12)

A student who is absent on the day the internal assessment is due must contact the school and opt to follow one of the following procedures:

- send the completed assessment to school with a family member or friend
- follow the online submission protocol for their subject by 4:00pm
- post the assessment to the school on or before the due date so that the post mark can be used to verify the submission date
- an extension will only be granted if the student successfully applies for an AARA
- students or their parents must notify the school if they are aware that they cannot meet a deadline as soon as they know. E.g. If a student is unwell in the lead up to the due date, the student or their parent must notify the school (classroom teacher, HOD, DP, GO) and apply for an AARA- extension if required.

Group Assessment

If absent on the due date of a group assessment the following will apply:

- the presentation or performance must be completed on the scheduled due date
- in the case of absence of one member of the group, the presentation or performance will take place on the scheduled date with feedback given to the members present.
- a student who is absent on the scheduled date shall be required to apply for an AARA and provide the relevant documentation that explains the reason for the absence
- the group will be required to re-present the assessment.

Students on Disciplinary Absences on the day an assessment is due

Disciplinary absences do not excuse non-submission of assessment or extend the assessment deadline. The submission is to be made digitally or in person at the school office. Students on disciplinary absence on a scheduled examination date may be invited to sit the examination in an alternative location (e.g. the school office). This arrangement will be made through the relevant Deputy Principal and/or Head of Student Services.

Examination Procedures

- Students are required to attend the formal scheduled internal block examinations and in-class scheduled assessment.
- Students and parents will receive an information bulletin containing the examination timetables, examination procedures and attendance requirements for examinations.
- Only the necessary stationery and equipment will be permitted in the examination room.
- No student will talk or otherwise communicate with another student during the test/examination.
- Students will remain in the examination room until the test time has elapsed and the papers collected.

Absence from an Examination (Year 7-10)

A student who is absent on the day of the test/examination is required to complete the test/examination within five school days and provide a valid medical certificate in the case of illness. The teacher and Head of Department will liaise with the student and parents regarding an appropriate time to re-sit the examination and will communicate this via a phone call.

Options might include sitting the examination:

- during your next available class
- during Wednesday afternoon recreational sport time (not representative sport)
- Lunch time if the examination is 30 minutes or less (eg. oral presentation or performance)
- before or after school examinations should only be considered after consultation with parents

If a student is absent from the examination and does not provide any reasonable documentation then a NS (Not Submitted) rating is given for this assessment item, and the criteria sheet will indicate an NS standard.

Absence from an examination (Year 11 - 12)

A student who is absent on the day of the test/examination is required to contact the Senior School Deputy Principal and apply for an AARA on the grounds of illness and misadventure. If an AARA is approved, the student must complete the test/examination within five school days and provide a copy of the relevant documentation to explain the absence.

If a student is absent from the examination and does not provide any reasonable documentation then a NS (Not Submitted) rating is given for this assessment item, and the criteria sheet will indicate an NS standard.

Students on disciplinary absences on the day an assessment is due

Disciplinary absences do not excuse non-submission of assessment or extend the assessment deadline. The submission is to be made digitally or in person at the school office. Students on disciplinary absence on a scheduled examination date may be invited to attend the examination in an alternative location. This arrangement will be made through the Deputy Principal and/or Head of Student Services.

Senior External Assessment Processes

Year 12 External Assessment – Unit 4 Applied subjects

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General (Extension) subjects. External Assessment occurs in term 4 of Year 12.

External assessment is:

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

Attendance

Students must attend all examinations at the scheduled time on the date published on the QCAA website.

Rules for External Assessment

- The QCAA communicates rules for students completing external assessment. The College will communicate these rules with students and families
- Breaches of external assessment rules are a form of academic misconduct.

Late Arrival to External Assessment

- If arriving within 40 minutes of the scheduled starting time, the student is permitted entry into the assessment venue to complete the assessment. If arrival is after the scheduled planning or perusal time, the student forgoes this time allocation and commence the paper on arrival.
- If the student arrives after the first 40 minutes of scheduled examination time, the student will be required to complete the assessment in a different room at the assessment venue.

Non-Attendance at External Assessment

- A student who cannot attend an examination must notify the Deputy Principal Year 11/12, Head of Department Senior Schooling, Head of Student Services or the Guidance Officer as soon as practical. Reasons for non-attendance may include **illness** or **misadventure**. To support an application for illness and misadventure for an external examination, the following supporting documentation is required:
 - completion of the Stretton State College AARA Application
 - a medical certificate that covers the examination date with diagnosed illness, condition or event including date of diagnosis, onset or occurrence
 - for non-medical claims, written evidence from a relevant independent professional or other independent third party
- Misreading an external assessment timetable is not adequate grounds to apply for AARA for illness and misadventure.
- A student who is ill and able to attend the examination should inform the supervisor of their illness as soon as practical. This may be before, during or immediately after the examination session.

Year 7-10 Extension and Adjustments Form



Extension and Adjustments From Year 7-10

Use this form to apply for an extension to an assessment or to have the conditions of assessment adjusted to meet your child's individual needs.

Please note that your application will be confidential

Date of application:

Student's Name:

Care Class:

Subject:

Teacher:

- I am applying for an extension of the due date of an assignment
- I am applying to sit an exam on an alternative date due to illness or misadventure.
- I am applying for the assessment conditions or requirements to be amended due to the specific needs of my child as outlined in the Stretton State College Assessment Policy:
- Extra time Rest breaks
- Assistive technology Scribe/support person
- Varied seating – out of order, alternative location

Outline the reasons for this application:

Documentation provided

- Medical Certificate Specialist report Other documentation

Parent Acknowledgement

I have discussed the grounds for this application with my child and I support the request for additional support for my student. I acknowledge that this is merely a request only and is subject to approval from the Deputy Principal in line with College and Queensland Curriculum and Assessment Authority procedures.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Office Use Only	
Adjustment Approved	YES NO
Agreed adjustments made	
Teacher Signature	
HOD Signature	



AARA
Student Application Pack

STRETTON
STATE COLLEGE

Address: Cnr Gowan Road and Illaweena Street Stretton QLD 4116

Email: admin@strettonsc.eq.edu **Website:** www.strettonsc.eq.edu.au

Tel: 61 7 3723 0222 **Fax:** 61 7 3723 0200



AARA - Access Arrangements and Reasonable Adjustments

Student Application Pack

Steps to Apply

1. Meet with Senior School Deputy Principal or Guidance Officer to discuss eligibility for an AARA application and the documentation required.
2. Students access the AARA Pack, via email from GO or DP, or from the College's Assessment Policy or website.
3. Student / family completes AARA application and includes all supporting documents.
4. Student meets with Senior School DP and GO with complete AARA documentation, and discussions and decisions are made about available adjustments given the circumstances of the application.
5. Senior School DP approves Year 11 AARAs and communicates these adjustments directly with parents/carers and the student.
6. 12 AARAs are submitted and approved by the QCAA. All documentation of student AARAs are stored in the Support Provisions section of the student's One School.
7. Senior School DP or GO communicates approved AARAs to HODs and teachers to enact adjustments.
8. AARA and supporting documentation is scanned and attached to the student's One School support provisions. Original documentation filed in the student's file.

AARA Application Form - Years 11 - 12

All students and parents wishing to apply for AARA must complete this form. Completed application must include required documentation

AARAs 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.

Name: Type Student Name **LUI:** Type LUI **Date of Birth:** Click or tap to enter a date.

Expected Completion of Year 12: Choose an item.

Unit/s covered by this AARA application: Unit One Unit Two Unit Three Unit Four

AARA category: Choose condition.

AARA Functional Impact of condition: Select functional impact

Which AARA category do you wish to apply for?

AARA Category	Documentation Required	Documentation Provided
<input type="checkbox"/> Cognitive (e.g. Intellectual disability; learning disorder)	<ul style="list-style-type: none"> • Medical report • School statement 	YES / NO
<input type="checkbox"/> Physical (e.g. Physical injury or disability)	<ul style="list-style-type: none"> • Medical report <i>or</i> • EAP verification covering Unit 3 & 4 assessments • School Statement 	YES / NO
<input type="checkbox"/> Sensory (e.g. Autistic Spectrum Disorders)	<ul style="list-style-type: none"> • Medical report <i>or</i> • EAP verification covering Unit 3 & 4 assessments • School statement 	YES / NO
<input type="checkbox"/> Social/Emotional (e.g. Anxiety, depression)	<ul style="list-style-type: none"> • Medical report <i>or</i> • EAP verification covering Unit 3 & 4 assessments • School statement 	YES / NO
<input type="checkbox"/> Illness, Bereavement and/or Misadventure (e.g. Sickness; accident; unexpected event)	<ul style="list-style-type: none"> • Medical report <i>or</i> • Supporting Documentation (other) 	YES / NO
Extent of Adjustment Required	<input type="checkbox"/> Substantial (specific to the individual student - criteria integrity maintained)	
	<input type="checkbox"/> Supplementary/Differentiated (broad based support - criteria integrity maintained)	

Supporting Documentation

Please note: supporting documentation must be included with your AARA application for consideration of submission as per QCAA guidelines.

Medical report:

To make an informed decision about an AARA application, the QCAA requires a medical report that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of onset or occurrence of the disability; illness and/or medical condition (must cover date of assessment)
- symptoms, treatment or course of action related to the medical condition or event
- explanation of the probable effect of the illness, condition or event on the student’s participation in the assessment, particularly timed assessment when considering timed assessment
- professional recommendations regarding AARA

Non-Medical Supporting Documentation:

- for non-medical claims, must be written evidence from a relevant independent professional or other independent third party, such as a witness or police report
- Supporting documentation must cover the date of the assessment for which the application is made

Confidential Medical Report

Medical reports may only be completed by the student's general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Health Practitioner Regulation National Law Act 2009*). The health professional providing a report must not be related to the student or employed by the school. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this report is treated in strictest confidence and is only used for the purpose of determining the student's AARA application.

If the health professional does not use this report form, they must supply a current medical report containing all of the following information.

For more information, refer to **About this report** on the last page.

Student details	
Student name:	
School:	
LUI:	
I give permission for my health professional to provide information concerning this application to the QCAA, if required.	
Student signature:	Date: / /
Parent/carer signature: (if student is under 18)	Date: / /

Are you applying for:

- Access arrangements and reasonable adjustments (for existing and chronic conditions)

Health professionals complete **Part A** and **Part B — AARA**, and complete and sign the **Health professional details**.

- Illness and misadventure (for unforeseen circumstances)

Health professionals complete **Part A** and **Part C — Illness and misadventure**, and complete and sign the **Health professional details**.

If you are unsure which to apply for, refer to **About this report** on the last page.

Submit this completed report as part of an AARA application via the QCAA Port

Part B — AARA

This section is **only** to be completed by the health professional.

Comment on how the disability, impairment and/or medical condition would affect this student's daily functioning in the classroom.

Professional recommendations for assessment adjustments.

Part C — Illness and misadventure

This section is **only** to be completed by the health professional.

I consider that the effect of the impairment arising from the medical condition is/was:

mild

moderate

severe

I consider that the student is/was:

disadvantaged due to a temporary medical condition

unfit to participate in assessment due to a temporary medical condition
from / / to / / .

unfit to participate in assessment due to a deterioration in a chronic condition
from / / to / / .

If the student was affected for less than a full day, comment on the amount of time the student was affected during a timed assessment, e.g. second half of the exam session.

Health professional details

Name:	
Profession:	
Phone:	
Specialty/qualifications: (if applicable)	
Place of work:	
Registration number:	
Practice stamp: (if applicable)	
Signature:	Date: / /

Confidential Student Statement

This student statement is optional. A student may complete this statement as part of an application for AARA. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this statement is treated in the strictest confidence and used only for the purpose of determining the AARA application.

Fill out all fields and sign the last page. Submit this statement through your school, as part of an AARA application.

Student details

Student name	
School	
LUI	

Student disability, impairment and/or medical condition

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

Comment on how the disability, impairment and/or medical condition affects your daily functioning in the classroom

Describe how the disability, impairment and/or medical condition is a barrier to your access to the assessment and/or to your ability to communicate a response to assessment

What kind of arrangements help you to be able to complete assessment, e.g. extra time, rest breaks, assistive technology?

Authentication

This section must be signed by the student and, if applicable, by their parent/carer.

Student signature		Date	/ /
Parent/carer signature (if student is under 18)		Date	/ /

AARA Available Adjustments

Office Use Only			
AARA and Description of Adjustments to assessment and/or condition	Units 1 & 2	Units 3 & 4	
		*SIA	*SEA/SEE
<input type="checkbox"/> Alternative format papers: Enter notes / recommendations	School decision	Principal-reported	QCAA-approved
<input type="checkbox"/> Assistance: Enter notes / recommendations	School decision	Principal-reported	QCAA-approved
<input type="checkbox"/> Assistive technology: Enter notes / recommendations	School decision	Principal-reported	QCAA-approved
<input type="checkbox"/> Bite-sized food: Enter notes / recommendations	School decision	Principal-reported	Principal-reported
<input type="checkbox"/> Comparable assessment: Enter notes / recommendations	School decision	Principal-reported	Not applicable
<input type="checkbox"/> Computer: Enter notes / recommendations	School decision	Principal-reported	QCAA-approved
<input type="checkbox"/> Drink: Enter notes / recommendations	School decision	Principal-reported	Principal-reported
<input type="checkbox"/> Diabetes management: Enter notes / recommendations	School decision	Principal-reported	Principal-reported
<input type="checkbox"/> Extension: Enter notes / recommendations	School decision	Principal-reported	Not applicable
<input type="checkbox"/> Extra time: Enter notes / recommendations	School decision	QCAA-approved	QCAA-approved
<input type="checkbox"/> Individual instructions: Enter notes / recommendations	School decision	Principal-reported	Principal-reported
<input type="checkbox"/> Medication: Enter notes / recommendations	School decision	Principal-reported	Principal-reported
<input type="checkbox"/> Physical equipment and environment: Enter notes / recommendations	School decision	Principal-reported	Principal-reported
<input type="checkbox"/> Reader: Enter notes / recommendations	School decision	Principal-reported	QCAA-approved
<input type="checkbox"/> Rest breaks: Enter notes / recommendations	School decision	QCAA-approved	QCAA-approved
<input type="checkbox"/> Scribe: Enter notes / recommendations	School decision	Principal-reported	QCAA-approved
<input type="checkbox"/> Varied seating: Enter notes / recommendations	School decision	Principal-reported	Principal-reported
<input type="checkbox"/> Variation to venue: Enter notes / recommendations	School decision	Principal-reported	QCAA-approved
<input type="checkbox"/> Vision aids: Enter notes / recommendations	School decision	Principal-reported	Principal-reported
<input type="checkbox"/> Other: Enter notes / recommendations	School decision	Principal-reported	Principal-reported
Office Use Only			
Application complete YES / NO	Principal Approved / QCAA Approved YES / NO		
Parent, student, HOD informed of decision YES / NO	AARA recorded YES / NO		