



YEAR 10- 12 ASSESSMENT POLICY

Version 3.0

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Learning in Our Valley. Thinking Beyond the Hills.



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INTRODUCTION

SCOPE

The following Assessment Policy information provides clarity to students, parents/carers and teachers about roles, responsibilities, processes and procedures to ensure the integrity of assessment and assessment requirements at Redlynch State College. Information in this policy aligns with the Queensland Curriculum and Assessment Authority's QCE and QCIA policy and procedures handbook (2019) and the Australian Curriculum and Reporting Authority guidelines. An assessment policy ensures that the conditions under which assessment items are completed (e.g. the due date, the word/time limit, submission requirements etc.) allow all students to demonstrate their skills and knowledge under fair and equitable conditions. Redlynch State College has a strong commitment to quality academic outcomes for all our students.

The key to academic success is the:

- submission of high-quality assignment pieces that fully answer the set task.
- completion of high-quality exam responses.

PURPOSE

Redlynch State College (RSC) is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the Queensland Certificate of Education (QCE).

Assessment of student learning takes place at different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, for teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students

Redlynch State College 7-12 Campus's policy:

- Informs students, parents and teachers of the key principles around assessment and assessment requirements at Redlynch State College 7-12 Campus.
- Ensures consistency of practice in the application of assessment conditions and treatment of assessment issues.

PRINCIPLES

RSC 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.

WHAT IS ASSESSMENT

Assessment is the purposeful and systematic collection of information about students' achievements. It is:

Either

- Formative (the use of day-to-day, often informal, assessments to explore students' understanding)

OR

- Summative which evaluates student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

And in year 11 and 12, either

- Internal (designed and administered at the school site – Units 1, 2, 3 & 4)

OR

- External (designed by QCAA and administered at the school site – Year 12 Unit 4)

RESPONSIBILITIES

RESPONSIBILITIES

SCHOOL

- Publish an assessment schedule each term with due dates for all assessment items
- Provide students with assessment instruments in an appropriate time frame
- Provide appropriate class time for assessment
- Provide feedback (when required) to students on draft and final assessment tasks in a timely manner
- Enact procedures that ensure a consistency of standard/s is maintained in the marking of assessment instruments – moderation of student responses.
- Provide access to relevant documents regarding applications for extension and Access Arrangements and Reasonable Adjustments (AARA) (**Appendix 3**)

STUDENT

- Plan and manage their time to meet the checkpoints and due dates listed in the assessment calendar
- Plan a personal study schedule using the assessment calendar as a guide
- Ensure all assessment tasks submitted are the original work of the student and cited work is referenced using the APA/Harvard system (provide a bibliography as per task requirements)
- Sign a declaration on the coversheet of the task stating that it is their own original work (**Appendix 1**)
- Demonstrate mandated requirements of the course
- Complete and submit drafts and final assessment tasks by the due date and to a satisfactory standard electronically via Turnitin
- Attend all exams on the scheduled date and time
- Draft assignments and keep copies of their drafts (e.g. saving drafts as “Version 1”, “Version 2” etc.)
- Save all electronic assessment work on at least two different storage devices
- Communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension or AARA within an appropriate time frame (**Appendix 2 and/or 3**)
- When absent on a due date, organise to submit assessment electronically via Turnitin
- Students with a disability access their Case Manager, engage with Teacher Aide/s for support and complete the appropriate AARA application with the DP SWD (**Appendix 3**)
- Not to engage in any type of academic misconduct
- To complete the QCAA approved academic integrity course (Year 11 and 12)

TEACHER

- Take reasonable steps to ensure that each student’s work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others’ ideas and work
- Implement strategies and collect evidence to ensure the authenticity of student responses
- Ensure assessment decisions are fair and equitable for all students

PARENT/CARER

- Encourage students to try their best on all tasks;
- Ensure that original work of the student is being submitted;
- Ensure students submit all assessment tasks by the draft and final due date;
- Support the efforts of teachers and students to authenticate student responses
- Encourage student to approach their academic responsibilities in an honest, moral and ethical way.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items within an appropriate time frame, consider submitting a variation to assessment dates form (**Appendix 2**)
- Provide documentary evidence where necessary (eg. Medical certificate)

ASSESSMENT

All assessment tasks as outlined in the assessment schedule for YEAR 10 are summative and are used as evidence towards the Semester/Unit Level of Achievement (LOA).

Formative Assessment – Year 11 (Units 1&2)	Summative Assessment – Year 12 (Units 3&4)
<p>Formative Assessment may include:</p> <ul style="list-style-type: none"> • Examinations • Extended responses • Investigations • Performances • Products • Projects • Collection of works (Applied subjects only) <p>Formative Internal assessment (FIA) is developed and administered for Year 11 in each unit of a subject.</p> <p>Submission of Assignments (Extended Responses, Investigations, Products, Projects, Collections of Work):</p> <p>These assessment types, both draft and final copies must be submitted on the due date. All work submitted must meet task requirements. All General and Applied subjects will require work to be submitted electronically via Turnitin so it can be checked for plagiarism.</p> <p>If submitted late (without prior AARA being granted) the assessment will be assessed and graded for feedback purposes only.</p> <p>Students enrolled in competency based certificates are required to adhere to this expectation to complete assessment on the due date. Nonattendance on the due date will be considered to be a completed attempt to demonstrate competence and may also be regarded as nonparticipation in the program of instruction.</p> <p>Students will receive a grade of Satisfactory or Unsatisfactory for all general and applied subjects for Units 1 & 2 in Year 11.</p>	<p>In Year 12 the first three assessment items are Summative Internal Assessment (SIA).</p> <p>External assessment has been developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects to be administered for the first time in 2020. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. Applied subjects will not have external assessment.</p> <p><u>External Assessment is:</u></p> <ul style="list-style-type: none"> • an examination held at the end of the course of study • common to all schools • administered by schools under the same conditions at the same time and on the same day • marked by the QCAA according to a commonly applied marking scheme. <p>The subject matter and conditions for external assessment are determined by the QCAA and based on the relevant General syllabus.</p> <p>External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.</p> <p>Students will receive a Grade from A – E for all general and applied subjects for Units 3 & 4 in Year 12.</p> <p>*General Subjects include 3 x internal assessments and 1 external exam *Applied subjects include 4 x internal assessments</p>

PROMOTING ACADEMIC INTEGRITY

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

<p><u>QCE and QCIA policy and procedures handbook</u></p>	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>The RSC assessment policy is located on the school website. All questions regarding this policy should be directed to the relevant year level Deputy Principal.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form, year level parades or RSC classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET 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.
<p>Expectations about engaging in learning and assessment <u>Section 1.2.4</u> <u>Section 2</u> <u>Section 8.2.1</u></p>	<p>RSC has high expectations for academic integrity and student participation and engagement in learning and assessment. Students in year 11 and 12 become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. 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>Student responsibility</p> <p>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, staff and students will complete the QCAA academic integrity courses.</p>
<p>Due dates <u>Section 8.2.1</u> <u>Section 8.2.7</u></p>	<p>School responsibility</p> <p>RSC is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with the assessment calendar at the beginning of each term.</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

	<ul style="list-style-type: none"> • be clearly communicated by the end of Week 3 each term • give consideration to allocation of workload <p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their diaries • 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 <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the head of department and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>All final decisions are at the principal’s discretion. Refer to AARA information (Appendix 3).</p>
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments will provide information about Redlynch State College’s arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the College’s academic integrity software, Turnitin.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student’s folio. Live performance assessments will be recorded and stored as required for QCAA processes. Heads of departments work with subject teachers to manage the collection and storage of assessment information.</p>
<p>Appropriate materials Section 8.2.2</p>	<p>RSC is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

ENSURING ACADEMIC INTEGRITY

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

<p><u>QCE and QCIA policy and procedures handbook</u></p>	<p>Policy and procedures</p>
<p><u>Scaffolding Section 8.2.3</u></p>	<p>Scaffolding for assessment helps students understand the process for completing the task. 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. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p><u>Checkpoints Section 8</u></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. • be used to gather evidence on or before the due date <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of departments and parents/carers will be contacted if checkpoints are not met.</p>
<p><u>Drafting Section 8.2.5</u></p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</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 • delivered in a consistent manner and format for all students • 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 • allocate a mark. <p>A copy of the feedback will be stored with a hard copy of the draft in the student’s folio.</p>

	<p>Parents and caregivers will be notified about non-submission of drafts and the processes to be followed.</p>
<p>Managing response length Section 8.2.6</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. • 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 and drafts. <p>After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit or • allow a student to redact their response to meet the required length, before a judgment is made on the student work. <p>And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p>Authenticating student responses Section 8.2.8</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>RSC uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Year 11 and 12 students are required to complete the Assessment Authenticity Statement (see Appendix 1).</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.</p>
<p>Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4</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) may be entered in the Student Management system by the date published in the Senior Education Profile SEP calendar, for the QCAA.

	<p>For oral presentations, the due date for the written support materials will be the first day of the presentations.</p> <p>In circumstances <i>where a student response is judged as Not-Rated (NR), the student will not meet the requirements for that subject.</i> Students failing to meet participation requirements in their educational program will be referred to the relevant DP or Head of Campus for further support and/or intervention.</p> <p><i>Students in Year 11 and 12 who receive a ‘Not Rated’ on a single piece of assessment may also receive a ‘Not Rated’ for their Unit credit. The implication/s of this for students could include ATAR and QCE ineligibility. Subsequent tertiary study could also be jeopardised.</i></p> <p>It is essential for a student experiencing difficulty with a piece of assessment, to approach the teacher, Head of Department or year level Deputy Principal for support <i>before the due date.</i></p>
<p>Internal quality assurance processes Section 9</p>	<p>RSC’s quality management system ensures 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. • External quality assurance of Year 12 assessment instruments via participation in the QCAA endorsement processes as scheduled by the QCAA annually <p>All marks for Year 12 summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Year 11 and 12 results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p>Review Section 11.1</p>	<p>RSC internal review processes for student results (including NR) for all Year 10, Year 11/12 General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p>

Access arrangements and reasonable adjustments, including illness and misadventure (AARA)
Section 6

Applications for AARA – for Year 11 and 12 Students

RSC 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.

The college follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* (www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook2019) for our senior students.

The Principal or their delegate, as per the college AARA policy, manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in [Section 6.4.5](#)) 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.

Students are not eligible for AARA on the following grounds:

- 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 (e.g. family holidays or sporting events)
- matters that the school could have avoided.

Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents/carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation.

For Units 1 & 2, the Principal or their delegate determines AARA eligibility. For Units 3-4, AARA is Principal reported to the QCAA. Students must submit a complete AARA application for assessment in Units 3-4. If the application is determined suitable, the college will then submit the AARA application to the QCAA

Copies of the medical report template, and other supporting documentation can be obtained from the year level DP, Guidance officer or DP SWD.

External Courses e.g. TAFE, School based apprenticeships/traineeships do not meet the requirements for AARA and are expected to attend school assessment as the school is the main learning provider. Students are expected to make appropriate arrangements with external providers to complete assessment where a clash exists.

MANAGING ACADEMIC MISCONDUCT

Redlynch 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.

For authorship issues / Plagiarism

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.

Students will be required to provide documentation of the drafting progress (planning, research notes, drafts) HODs will determine appropriate opportunities, with consideration to QCAA internal quality assurance processes.

Opportunities may include;

- verbal confirmation of responses
- resit comparable assessment
- mark verifiable assessment
- mark checkpoint/draft assessment

TYPES OF MISCONDUCT	
<i>Cheating while under supervised conditions</i>	<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.
CONSEQUENCES	
<i>For instances of academic misconduct during examinations</i>	
Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.1.2 and Section 8.2.1). Where appropriate, the college's behaviour management policy will be implemented.	
Student	<ul style="list-style-type: none"> ➔ Will have the part of the exam that already completed collected ➔ Will continue on with the remainder of the exam
Teacher	<ul style="list-style-type: none"> ➔ Consult with HOD and relevant DP after the exam to determine results, this may involve parts of the exam being disregarded while grading the exam ➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD/DP	<ul style="list-style-type: none"> ➔ Notify parents of the academic misconduct ➔ Issue after school detention

For all instances of academic misconduct

Results will be awarded using any evidence from the preparation of the response that is available that is **verifiably** the **student's own work** and that was gathered in the conditions specified by the syllabus, on or before the due date.

The following are some examples of academic misconduct along with the procedures for managing them:

TYPES OF MISCONDUCT	
<i>Collusion</i>	<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.
CONSEQUENCES	
Student/s	➔ Only elements of the task that are their own original work will be graded
Teacher	➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD/DP	<ul style="list-style-type: none"> ➔ Notify parents of the academic misconduct ➔ Issue after school detention
<i>Contract cheating</i>	<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
CONSEQUENCES	
Student/s	➔ Only elements of the task that are their own original work will be graded
Teacher	➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD/DP	<ul style="list-style-type: none"> ➔ Notify parents of the academic misconduct ➔ Issue after school detention
<i>Copying Work</i>	<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 a supervised assessment • Copies another student's work during a supervised assessment
CONSEQUENCES	
Student/s	<ul style="list-style-type: none"> ➔ Will have the part of the exam that is already completed collected ➔ Will continue on with the remainder of the exam ➔ Only elements of the task that are their own original work will be graded ➔ <i>In exam conditions Students will be awarded a Not-Rated (NR).</i>
Teacher	➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD/DP	<ul style="list-style-type: none"> ➔ Notify parents of the academic misconduct ➔ Issue after school detention

MANAGING ACADEMIC MISCONDUCT

TYPES OF MISCONDUCT	
<i>Disclosing or receiving information about an assessment</i>	<p>A student or other person:</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, before a response to an assessment is completed Makes any attempt to give or receive access to secure assessment materials
CONSEQUENCES	
Student/s	➔ Results will be awarded using any evidence from the preparation of the response that is available, that is verifiably the student's own work and that was gathered in the conditions specified on or before the due date.
Teacher	➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD/DP	<ul style="list-style-type: none"> ➔ Notify parents of the academic misconduct ➔ Interview with parent/carer and student ➔ Issue after school detention/suspension
<i>Fabricating</i>	<p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references.
CONSEQUENCES	
Student/s	➔ Only elements of the task that are their own original work will be graded
Teacher	➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD/DP	<ul style="list-style-type: none"> ➔ Notify parents of the academic misconduct ➔ Issue after school detention
<i>Impersonation</i>	<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.
CONSEQUENCES	
Student/s	➔ Only elements of the task that are their own original work will be graded
Teacher	➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD/DP	<ul style="list-style-type: none"> ➔ Notify parents of the academic misconduct ➔ Issue after school detention

MANAGING ACADEMIC MISCONDUCT

TYPES OF MISCONDUCT	
<i>Misconduct during an examination</i>	A student distracts and/or disrupts others in an assessment room.
CONSEQUENCES	
Student/s	<ul style="list-style-type: none"> ➔ Will be given a verbal warning ➔ If persistent, student will be removed from the exam ➔ Continue the exam in the office with HOD or DP
Teacher	<ul style="list-style-type: none"> ➔ Issue a verbal warning to the student/students ➔ If persistent, call HOD or DP to remove the student ➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD/DP	<ul style="list-style-type: none"> ➔ Notify parents of the academic misconduct ➔ Interview with parent/carer and student ➔ Issue after school detention/suspension
<i>Plagiarism or lack of referencing</i>	A student completely or partially copies or alters another's work without attribution (another's work may include AI, text, audio or audiovisual material, figures, tables, design, images, information or ideas).
CONSEQUENCES	
Student/s	➔ Only elements of the task that are their own original work will be graded
Teacher	➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD/DP	<ul style="list-style-type: none"> ➔ Notify parents of the academic misconduct ➔ Issue after school detention/suspension
<i>Self-plagiarism</i>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
CONSEQUENCES	
Student/s	➔ Only elements of the task that are their own original work, that has not been submitted previously, will be graded
Teacher	➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD/DP	<ul style="list-style-type: none"> ➔ Notify parents of the academic misconduct ➔ Issue after school detention/suspension

MANAGING ACADEMIC MISCONDUCT

TYPES OF MISCONDUCT	
<i>Significant contribution of help</i>	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, including AI such as ChatGPT.
CONSEQUENCES	
Student/s	➔ Only elements of the task that are their own original work will be graded
Teacher	➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD/DP	<ul style="list-style-type: none">➔ Notify parents of the academic misconduct➔ Interview with parent/carer and student➔ Issue after school detention/suspension

FAILING TO MEET ASSESSMENT REQUIREMENTS

VARIATION TO ASSESSMENT

Students who are ill, suffer a misadventure or another unexpected event and are not able to submit a **draft** by the due date, not able to submit a **final** copy on the due date, sit an **exam** on the due date, deliver a **presentation** or a **performance** on the due date must apply for a **Variation to Assessment Date Request**. (Appendix 2).

No student work will be accepted after the due date unless accompanied by the **Variation to Assessment Date Request Form** (Appendix 2). This form must be submitted for the request to be processed.

This form covers two areas:

1. **Extension request prior to due date** - this form must be completed and **submitted** to relevant Head of Department **at least three days prior** to assessment due date.
2. **Request for adjusted date after due date passed** – this form must be completed and submitted to relevant Head of Department on first day of return.

To apply students must follow these steps:

1. Obtain a '**Variation to Assessment Request Form**' from the Head of Department at least **five days** prior to the due date except or, in exceptional circumstances, as soon as possible after the due date
2. Complete the form and return to Head of Department the following day
3. Head of Department will consult with relevant class teacher and relevant year level Deputy Principal
4. Approval or non-approval granted by Head of Department
5. Head of Department forwards a copy of form to relevant year level Deputy Principal.

Some examples of reasons for applying for a **Variation to Assessment Date** are:

- **Illness** - A medical certificate (year 11 and 12) or letter from your parent is compulsory (year 10)
- **Extenuating Circumstances** such as family activities of a very special nature requiring absence from school, bereavement, family breakdown, essential sporting / cultural commitments and long-term illness of self or family member.

No extensions will be approved on or after the due date except in extraordinary circumstances. Extensions will be considered on a case-by-case basis. **Technology failure is not considered acceptable grounds** for a Variation to Assessment Request.

CONSEQUENCES FOR LATE SUBMISSION / NON-SUBMISSION OF DRAFT OR DRAFT DOES NOT MEET SET REQUIREMENTS

Student/s	➔ Will attend After School Detention to write a draft that meets the assessment requirements
Teacher	➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD	➔ Notify parents of failure to meet assessment requirements ➔ Issue After School detention to complete draft that meets the assessment requirements

FAILING TO MEET ASSESSMENT REQUIREMENTS

At the afterschool detention students will work on completing a draft that meets the set requirements. Depending on circumstances a warning of Cancellation of Enrolment or Cancellation of Enrolment (for students 16 years or older) may be an outcome. The repeated failure to submit a draft on time may lead to a *warning* of Cancellation of Enrolment (for students 16 years or older).

Consequences for not attending Afterschool detention

Student/s	➔ Interview with DP or HOC
Teacher	➔ OneSchool entry, with referral to relevant HOD and DP
DP OR HOC	➔ Notify parents of failure to attend after school detention
	➔ a warning of Cancellation of Enrolment or Cancellation of Enrolment (for students 16 years or older) may be an outcome.

CONSEQUENCES FOR LATE SUBMISSION / NON-SUBMISSION OF FINAL WORK

Final submission of all assessment pieces in Years 10, 11 and 12 is compulsory at Redlynch State College. Failure to meet this expectation will have serious consequences not only for the awarding of semester credits but also for the awarding of the Queensland Certificate of Education (QCE) at the end of Year 12. When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.

Students, who are ill, suffer a misadventure or another unexpected event and are unable to submit a final copy on time must apply for a **Variation to Assessment Date Request**. No student work will be accepted after the due date unless accompanied by a Variation to Assessment Date Request Form.

Information from the Variation to Assessment Date Request Form will be used to make a decision about the acceptance of the piece of assessment. If information provided does not suggest a reasonable excuse then **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 etc. to allocate grades.

- For General subjects, an overall subject result for a course of study will not be allocated if a student does not submit or complete the summative internal assessment
- For Applied subjects, an E standard cannot be allocated when there is no evidence demonstrated
- For Short Courses, an E standard cannot be allocated when there is no evidence demonstrated.

Student/s	➔ Will attend after school detention to write a final that meets the assessment requirements
Teacher	➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD	➔ Notify parents of failure to meet assessment requirements ➔ Issue after school detention
DP/HOC	➔ a warning of Cancellation of Enrolment or Cancellation of Enrolment (for students 16 years or older) may be an outcome.

FAILING TO MEET ASSESSMENT REQUIREMENTS

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 8.1.2 and Section 8.2.1). Where appropriate, the college's behaviour management policy will be implemented.

For instances of late arrival to exams

Students who arrive late (less than 40 mins) to an exam will be permitted entry to the exam but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.

Where appropriate, the school's behaviour management policy will be implemented.

Student/s	➔ Will complete exam and comply with the scheduled finish time
Teacher	➔ OneSchool entry, with referral to relevant Dean, HOD and DP
HOD	➔ Notify parents of late arrival to exam
DP/HOC	➔ a warning of Cancellation of Enrolment or Cancellation of Enrolment (for students 16 years or older) may be an outcome.

ACCESS ARRANGEMENTS ADJUSTMENTS (AARA)

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access Arrangements and Reasonable Adjustments (AARA) are designed to assist these students.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Schools use the information provided in the [QCE & QCIA Handbook](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook) www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook to inform their decisions about appropriate adjustments and arrangements for Applied, Applied (Essential), General, General (Extension) and Short Course assessments.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.

Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

The *Disability Discrimination Act 1992* (DDA) and the [Disability Standards for Education 2005 \(DSE\)](#) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.

Adjustments required due to temporary medical conditions or injuries should be identified and managed as soon as possible to enable access within assessment timelines.

ROLES AND RESPONSIBILITIES FOR AARA

Parents and students complete an application and provide supporting documentation to the school for AARAs.

The school will assign a case manager, who will consider what access arrangements or adjustments to assessment conditions are reasonable in the context of the eligible student's disability, impairment, medical condition or circumstances.

The principal or principal's delegate is responsible for making/approving decisions about the type of AARA and for following guidelines about recording information and seeking QCAA approval. The principal or principal's delegate will ensure that the AARAs implemented in Units 1 and 2 align to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

The QCAA must approve AARAs for summative internal assessment, external assessment and Short Courses.

ACCESS ARRANGEMENTS ADJUSTMENTS (AARA)

ELIGIBILITY FOR AARA

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:	The QCAA uses broad application categories for AARA eligibility:
<ul style="list-style-type: none">• permanent• temporary• intermittent	<ul style="list-style-type: none">• cognitive• physical• sensory• social/emotional

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

INELIGIBILITY FOR AARA

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 / instructions)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)

MAKING DECISIONS ABOUT AARA

When making decisions for principal-reported AARA or when QCAA approval is required, they make decisions based on the particular context for an eligible individual student, for a particular assessment. The decisions about adjustments may not be the same for every student or the same for each student for every assessment.

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 diagnosed anxiety may complete a spoken assessment by prerecording their response, rather than responding in front of the class)

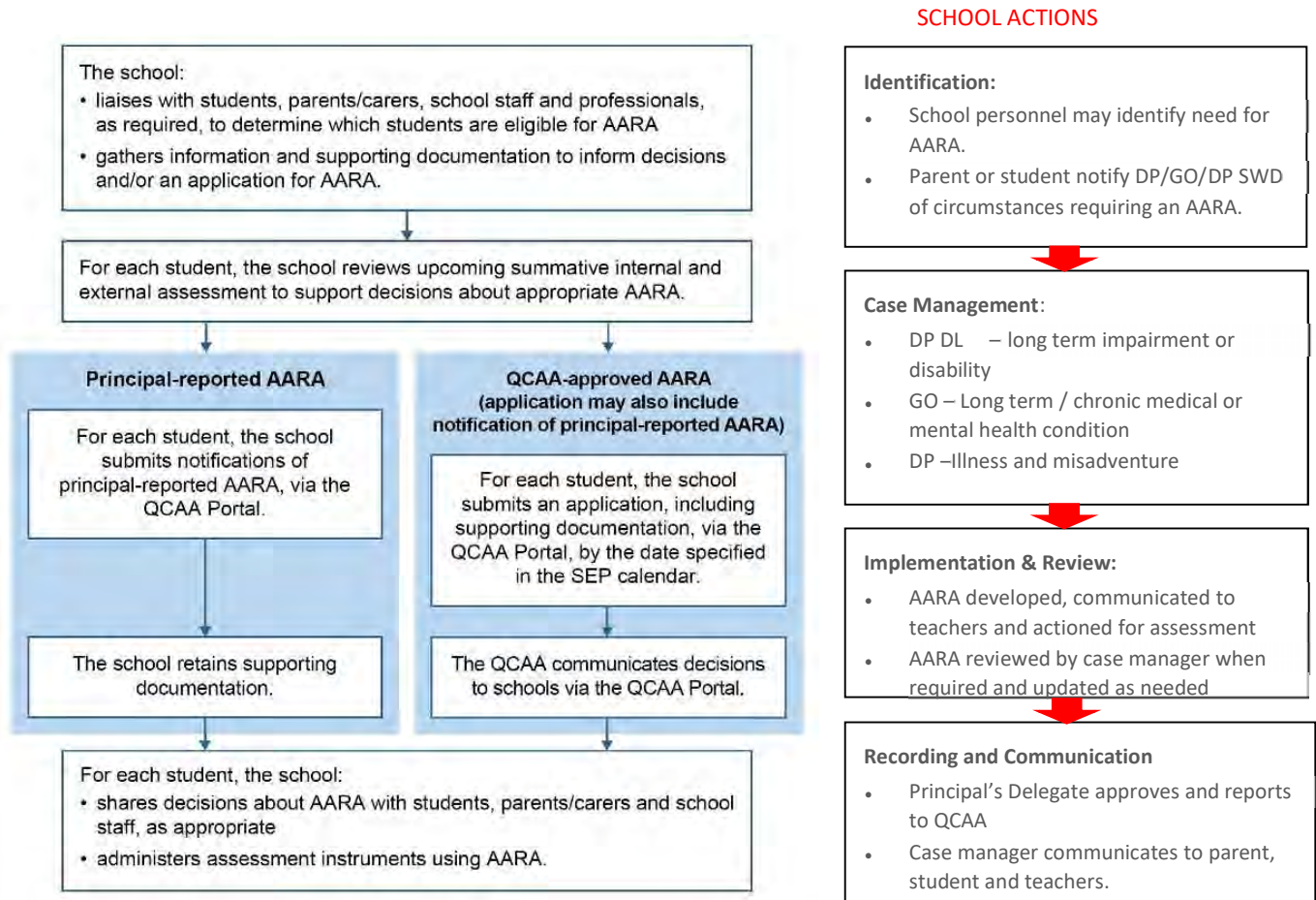
ACCESS ARRANGEMENTS ADJUSTMENTS (AARA)

The QCAA website contains guidelines about possible access arrangements and reasonable adjustments available to support students.

APPLICATION AND NOTIFICATION PROCESSES

The school that is the main learning provider (MLP) must submit applications for QCAA-approved and/or notify principal reported AARA to the QCAA on students’ behalf, via the QCAA Portal.

Early applications for all AARA are recommended to ensure timely decisions and confidence for students. Applications submitted close to the due date for assessment should not be for known long-term conditions.



ACCESS ARRANGEMENTS ADJUSTMENTS (AARA)

SUPPORTING DOCUMENTATION

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

- a detailed overview of the observed impact of the student's disability and/or medical condition on the student's functioning during timed assessment
- a description of how the disability, impairment and/or medical condition is a barrier to the student's access to the assessment and/or to the student's ability to communicate a response to assessment
- a list of the 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

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.

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 QCAA provides a template which may be used by the medical practitioner who is to complete the report. The medical report can be accessed via the QCAA Portal or through the school.

The medical report may be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's Medical Practitioners Registration Act 2001 and/or Queensland's Psychologists Registration Act 2001), and who is not related to the student or employed by the school.

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 relevant education authority may substitute for a medical report. In cases when verification has expired an updated medical report is required.

Currency of supporting documentation:

- 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.

ACCESS ARRANGEMENTS ADJUSTMENTS (AARA)

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:

Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
	Summative internal assessment	Summative external assessment
<ul style="list-style-type: none"> Medical report <i>or</i> 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: No earlier than six months prior to the relevant assessment event Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event. 	<ul style="list-style-type: none"> Long-term conditions: No earlier than Year 10 Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required. Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.

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 provisions for illness and misadventure. 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.
- 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.
- 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.

Illness and misadventure - internal assessment:

A student who is ill and unable to attend school for internal assessment should inform the principal's delegate or assessment supervisor 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. Alternatively, the school may use evidence gathered by the student's teacher during the assessment

ACCESS ARRANGEMENTS ADJUSTMENTS (AARA)

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.

Illness and misadventure — 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 coordinator.

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.

Supporting documentation - To make an informed decision about an illness and misadventure application, the QCAA requires a report 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 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, such as a police report

Currency of supporting documentation - Supporting documentation must cover the date of the assessment.

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 (see Section 9.4.2: Confirmation timelines).
- Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

APPENDIX 1

Redlynch State College Assessment Authenticity Statement



Instructions:

This Authenticity Statement must be signed by students and their parent / guardian.
It must be submitted with every piece of assessment submitted.
It is not required when students are sitting exams.

Students who are suspected of submitting work that is not their own will be interviewed by the relevant year level DP and appropriate consequences put in place. These consequences may include the piece of assessment not being counted towards Unit results (QCE implications), suspension, warning of Cancellation of Enrolment or Cancellation of Enrolment.

Student Name: _____

Year Level: _____

Year: _____

Subject: _____

Assessment Item: _____

Student:

I understand that all the work I submit for assessment must be my own.

I have read and understand the School's assessment policy and understand the consequences of submitting material for assessment that is not my own.

I understand that I must not receive undue assistance or the unauthorised help of others in the preparation of my assessment work.

I understand that I must acknowledge in an appropriate manner all information and sources of assistance used in my assessment work.

I will not allow other students to access or copy any of my assessment work.

Student Declaration:

I hereby declare that I have read the above statement and that all the material I submit for this piece of assessment is entirely my own and meets all of the Colleges assessment requirements.

Student signature: _____ Date: _____

Caregiver / Parent Confirmation:

I have read and understand the College's assessment authenticity requirements, as outlined in the Assessment Policy (Section 2.4 on page 8 and available on the school website).

Parent / Guardian: _____
Name Signature Date

APPENDIX 2

Redlynch State College Variation to Assessment Dates Request (available from HOD, DP or Head of Campus)



Part A: To Be Completed by The Student and Parent/Guardian

Student Name: Form Class:
Subject:Teacher:
My assessment was due on:
The reason my assessment was not or will not be handed in on time is: (attach a Doctor's Certificate if relevant)
.....
.....
.....
I request an extension until Day : Date:/...../.....
Student's Signature: Parent/Guardian's Signature..... Date:/...../.....

Part B: Recommended Action by Classroom Teacher

.....
.....
.....
Teacher's Signature:.....
Date:/...../.....

Part C: Outcome

.....
.....
.....
Teacher's Signature:..... Date:/...../.....

Part D: Extension Approval - To Be Completed by Head of Department, DP or Head of Campus

An extension has been approved Yes / No
The extension has been granted until _____
Head of Department/DP/ Head of Campus Signature:..... Date:/...../.....

Note this form must be attached to assessment when it is submitted.

APPENDIX 3

(AARA) Application Form



Student Details	
Student:	Year level:
LUI:	Date:
Duration of AARA:	Review Date:
Subjects:	AARA Applicable:
1. _____	Yes No
2. _____	Yes No
3. _____	Yes No
4. _____	Yes No
5. _____	Yes No
6. _____	Yes No

Type of application:

- Access arrangements and reasonable adjustments for long term **impairment or disability**
 Access arrangements and reasonable adjustments for existing and chronic **medical/mental health condition**
 Illness and misadventure for **unforeseen circumstances or event**

Disability / Condition	Documents attached	Date	Case manager
Long term impairment or disability <input type="checkbox"/> Physical <input type="checkbox"/> Cognitive <input type="checkbox"/> Sensory <input type="checkbox"/> Social / Emotional	EAP Medical Report Student Statement		<input type="checkbox"/> DP SWD _____
Existing or chronic medical/mental health condition	Medical Report Student Statement		<input type="checkbox"/> GO _____
Illness and misadventure <input type="checkbox"/> Unforeseen circumstances or event <input type="checkbox"/> Adverse effect demonstrated	Medical Report Other Student Statement		<input type="checkbox"/> DP _____
<input type="checkbox"/> Not already AARA Approved			

Types of AARA: (this list is not exhaustive)		
<input type="checkbox"/> Alternative format papers	<input type="checkbox"/> Assistance teacher aide/supervisor	<input type="checkbox"/> Assistive technology
<input type="checkbox"/> Bite-sized food	<input type="checkbox"/> Comparable assessment	<input type="checkbox"/> Computer
<input type="checkbox"/> Drink	<input type="checkbox"/> Diabetes management	<input type="checkbox"/> Extension
<input type="checkbox"/> Extra time	<input type="checkbox"/> Hand towel	<input type="checkbox"/> Heat or cold pack
<input type="checkbox"/> Instructions (hearing impairment)	<input type="checkbox"/> Lighting	<input type="checkbox"/> Medication
<input type="checkbox"/> Physical equipment	<input type="checkbox"/> Reader	<input type="checkbox"/> Rest breaks
<input type="checkbox"/> Scribe	<input type="checkbox"/> Varied seating	<input type="checkbox"/> Ventilation
<input type="checkbox"/> Venue	<input type="checkbox"/> Vision aids	<input type="checkbox"/> Other-Type:

Student / Parent statement:

- 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

*This information must be current and relevant. All information provided will be treated with the strictest confidence and will only be used for the purposes of determining the AARA application.

Details		
<input type="checkbox"/> Permanent	<input type="checkbox"/> Temporary	<input type="checkbox"/> Intermittent

Supporting Evidence:

Education Adjustment Program (EAP):

For impairment or disability, a current Education Adjustment Program (EAP) is required. Please see Head of Special Education Services to confirm the school has this on record.

Medical Report:

Please attach a confidential medical report (template available on request from the school). The report must include the following information:

- Brief history of the student’s disability, impairment and/or medical condition, including symptoms.
- Current treatment student is receiving.
- Comments on the probable effect of this disability, impairment and/or medical condition on the student’s ability to complete timed assessment.

In addition, for existing **long term impairment or disability**, or for existing or chronic **medical/mental health condition**:

- Comment on how the disability, impairment and/or medical condition affects your daily functioning in the classroom
- Professional recommendations for assessment adjustments In addition, for **illness and misadventure** circumstances:
- The severity of the impact arising from the medical condition – mild, medium or severe.
- Length of time the student was unfit, disadvantaged or impacted by the condition • Health professional and practice details **Declaration:**

I have attached required documentation

I have read the policy and discussed my application with a case manager

Student signature: _____

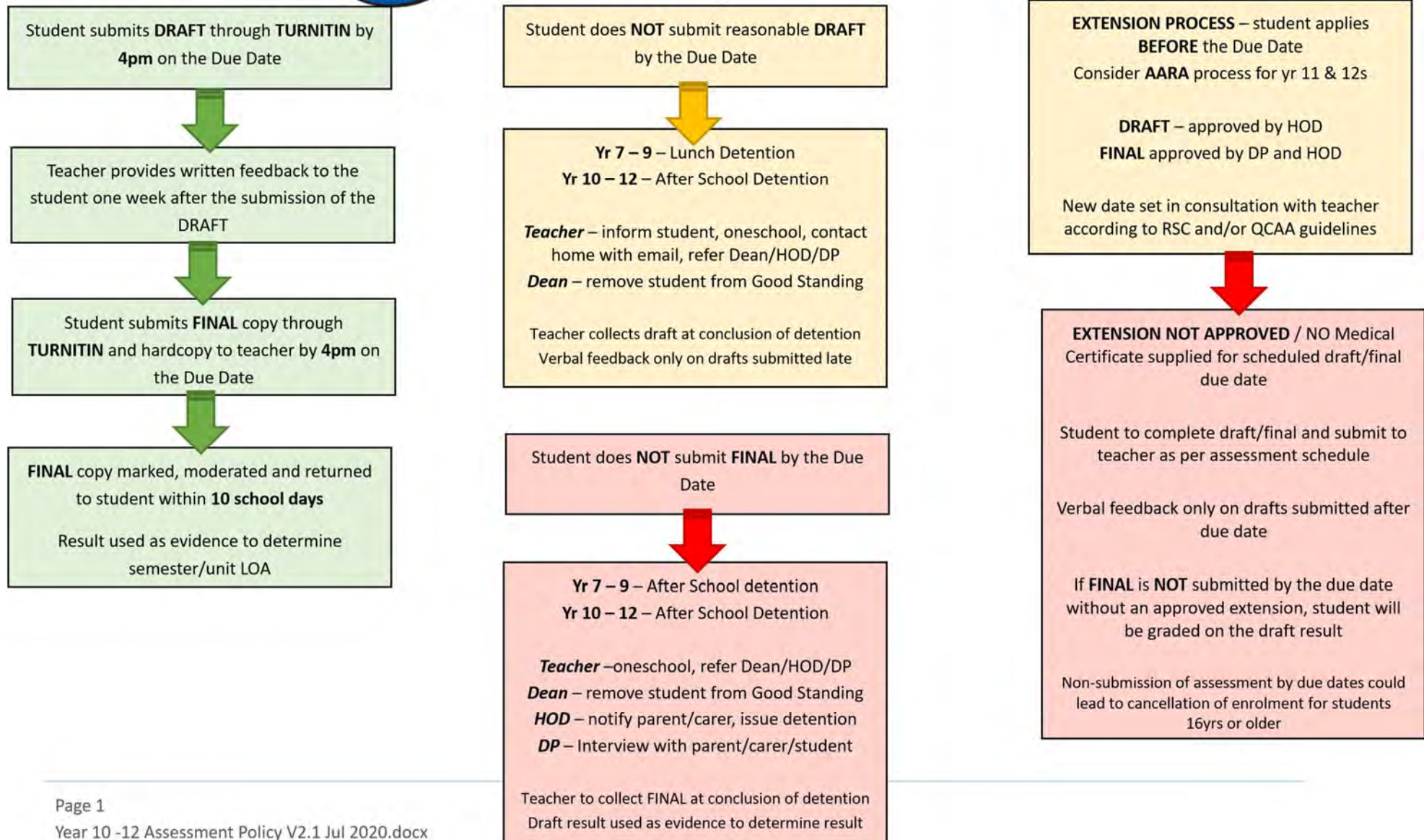
Date: _____

Parent signature: _____

Date: _____

APPENDIX 4

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APPENDIX 5



REDLYNCH STATE COLLEGE

ASSESSMENT POLICY FLOWCHART - EXAMS

