

STUDENTS AND PARENTS/CAREGIVERS

# Assessment Policy

Year 7 - Year 12

2022 - 2023



North Lakes | STATE COLLEGE

Learn, Lead, Succeed

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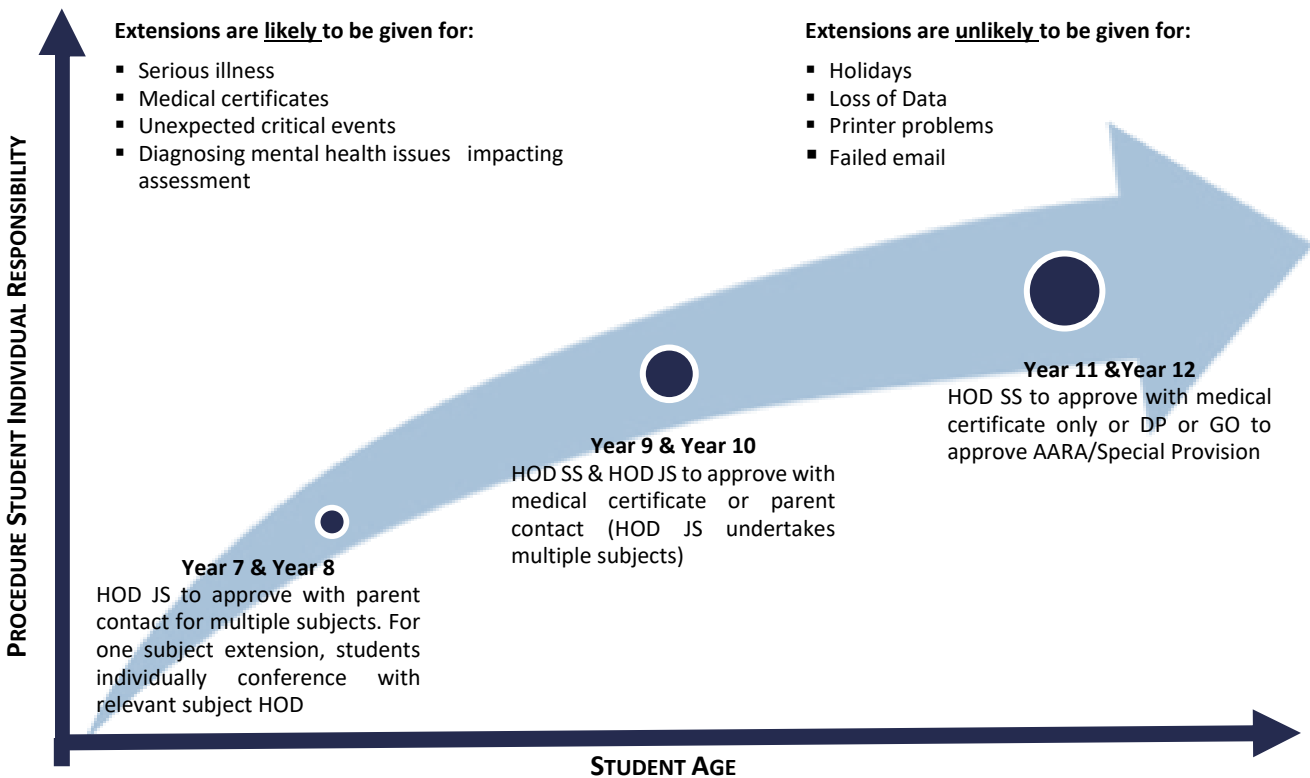
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This policy provides information for teachers, students and parents / caregivers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. The North Lakes State College community is committed to enabling opportunities where students are encouraged to achieve their best. Staff and students will work together to build capacity and develop their knowledge and skills.

## SCOPE

As students' progress, the rigour and requirements for adjustments to assessment due date's increases, to prepare students for the final years of schooling (refer **Figure 1**).

**FIGURE 1: ASSESSMENT EXTENSION GUIDELINES**



## PURPOSE

North Lakes State College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE in Years 11 and 12.

## PRINCIPLES

Teaching, learning and assessment at North Lakes State College are founded on principles of academic integrity<sup>1</sup>. 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
- reviewed and renewed as part of a whole school moderation policy
- aligned to the attributes of quality assessment - validity, accessibility and reliability

<sup>1</sup> As per QCE & QCIA Handbook

<p><b>LOCATION AND COMMUNICATION OF POLICY</b></p>	<p>The College Assessment Policy is available on the College website.</p> <p>The College will ensure that students are made aware of this policy through general class instruction, assemblies and additional programs. Parents/caregivers and the wider community will be made aware via social media communication, enrolment information, website and newsletter.</p>
<p><b>EXPECTATIONS ABOUT ENGAGING IN LEARNING AND ASSESSMENT</b></p>	<p>Assessment is a vital part of teaching and learning cycle. Students are expected to complete assessment.</p> <p>Assessment will be scheduled and communicated in a timely manner to the College community. All information relevant to a subject's assessment will be available to students through OneSchool and QParents by the end of Week 3 each Semester.</p> <p>Consideration is given to assessment loads and the balance of assessment across subject areas. Assessment will not overlap with other assessment processes such as block testing where possible. The Principal has overall responsibility for all types of assessment within the College, with specific details for each subject the responsibility of the Head of Department.</p>
<p><b>DUE DATES</b></p>	<p>All set assessment is expected to be completed by designated due dates.</p> <p>All assessment will align with the relevant curriculum/syllabus requirements (e.g. conditions, file types etc.). Staff will ensure that sufficient working time is enabled for students to complete set assessments. North Lakes State College staff will ensure that moderation of assessment occurs and all expectations regarding assessment are consistently applied.</p>
<p><b>SUBMITTING, COLLECTING AND STORING ASSESSMENT INFORMATION</b></p>	<p><b>All assessment that contributes to decision-making about student academic performance must satisfy the following criteria:</b></p> <ul style="list-style-type: none"> <li>▪ Submitted work must be authenticated as the student's own work (see <i>Academic Misconduct</i> section below)</li> <li>▪ The total submission must be presented/submitted in full by 3:15<sup>pm</sup> on the due date.</li> <li>▪ Students are responsible for backing up information. Technology failure will not be considered a valid reason for lack of submission. Incomplete submission of assessment may result in draft work or existing evidence being used to determine a result.</li> <li>▪ All extension applications must be made prior to the due date to the Head of Department (Years 7, 8 and 9) or to the HOD Senior Schooling (Years 10, 11 and 12 through the <i>Applications Manager</i>) for approval. Extensions should be applied for as early as is practical in case the application is not approved.</li> </ul> <p><b>Method of submission:</b></p> <ol style="list-style-type: none"> <li>1. Students are required to email assessment to the teacher (ensure a read receipt is kept as evidence - screen capture) using EQ email, by 3:15<sup>pm</sup> on the due date. Students are to then submit the hard copy, with task sheet and any other requirements (screen capture of email and read receipt confirmation) the next school day; or,</li> <li>2. Where applicable student may be directed by their class teacher to upload assessment and drafts to the subject blackboard shell. The upload deadlines are 3:15<sup>pm</sup> on the due date; or,</li> <li>3. Submit a paper-based copy to Student Centre by 3:15<sup>pm</sup> on the due date. Student Centre submissions will receive an ID Attend slip with a time-stamp. Students are to keep this as proof and show their teacher in the next lesson.</li> </ol>

**ABSENCE AT TIME OF ASSESSMENT**

**If a student is absent on the due date, the following actions are required:**

- Student or parent/caregiver to contact the College to inform of absence.
- Every effort must be made to send the assignment to College by family or friend, or via email to the Head of Department or Teacher by 3:15<sup>pm</sup> on the due date.
- Students in years 7, 8 and 9 are required to provide documentary evidence (e.g. parental note or medical certificate) immediately upon their return. Student or Parent are to provide the documentation and extension form to the HOD if applying for one subject. If multiple subject extensions are being applied then the Student or Parent are to see the HOD JS.
- Students in years 10, 11 and 12 are required to provide a medical certificate immediately upon their return if the absence is related to an illness and may require an AARA Extension.
- If the absence is related to extenuating circumstances, e.g. bereavement; then supporting evidence is required.
- Technology issues are not be considered an extenuating circumstance given access to email and the use of USBs.
- Students who have been absent when an examination has been held will be required to sit a comparable assessment in Year 11 and 12 (not in Years 7 to 10) as soon as possible upon their return and that result will be recorded. Only if suitable reasons are supported by written documentation that meets the below criteria.
- Lateness on a day when an examination is scheduled will not be accepted unless a suitable reason is supported by written documentation:
  - Criteria:**
    - **Years 7, 8 and 9** - parent/caregiver note for students.
    - **Years 10, 11, 12** - medical certificate.
- Under no circumstances will students sit exams early regardless of exemption or by way of absence. The assessment or a comparable assessment is to be completed as soon as possible upon return and in some cases this will mean the start of the following school year.

**ACADEMIC INTEGRITY**

Academic integrity is the ethical way that members of our College community will engage with their academic responsibilities. North Lakes State College staff will ensure that processes and high expectations regarding academic integrity are part of our school culture.

School leaders and subject teachers will ensure the consistent application of this policy.

<b>SCAFFOLDING</b>	Scaffolding is provided by teachers to support students to develop their independence in completing assessment. Scaffolding may be provided to individual students or the whole class.
<b>CHECKPOINTS</b>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>▪ Be detailed on assessment instruments.</li> <li>▪ Enable student progress to be monitored.</li> <li>▪ Be used to establish student authorship.</li> </ul> <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. Teachers and Heads of Department may make contact with parents/caregivers following scheduled checkpoints regarding student progress in assessment. Teachers will contact parents via email or phone if concerns are evident through the drafting phase.</p>

<p><b>DRAFTING</b></p>	<p>Drafting is a preliminary version of an assessment response. It is a way in which students receive feedback from their teachers. There are various methods for feedback to be provided and this occurs naturally as part of the teaching and learning process. Please refer to the <i>North Lakes State College Feedback Policy</i> for more specific information regarding the nature of feedback and the role of drafting in the feedback cycle.</p> <ul style="list-style-type: none"> <li>▪ <b>Years 7, 8 and 9</b> - drafting may occur in multiple forms and at various times.</li> <li>▪ <b>Year 10, 11 and 12</b> - one draft will be provided with feedback by a subject teacher. A draft may differ in form depending on the subject and assessment technique.</li> <li>▪ In the event a student fails to submit a final copy, the draft will be used to grade the outcome for the assessment item.</li> </ul>
<p><b>MANAGING RESPONSE LENGTH</b></p>	<p>Students must ensure that assessment responses match the designated length/duration requirements of the assessment instrument. All assessment will indicate the required length of response as either: word length, time duration or page count. This information will indicate what length is necessary to enable a demonstration of the criteria that students are to be assessed with. The evidence provided within a designated length/duration requirement will be considered for assessment purposes. Any evidence in excess of these limits will not be considered.</p> <p>North Lakes State College staff will ensure that:</p> <ul style="list-style-type: none"> <li>▪ assessment instruments are suitable and allow students to produce responses within an indicated length/condition</li> <li>▪ teachers will support students in the teaching and learning process to develop skills in managing the length of their work to meet the conditions of assessment (e.g. determining relevance, editing)</li> <li>▪ examples of responses that observe the assessment conditions are provided to students</li> <li>▪ students are provided with feedback if responses are not meeting requirements</li> </ul> <p>North Lakes State College students will:</p> <ul style="list-style-type: none"> <li>▪ develop a response of the required length</li> <li>▪ respond to draft feedback about the length of their response</li> <li>▪ document the length of their submission</li> </ul>
<p><b>AUTHENTICATING STUDENT RESPONSES</b></p>	<p>So as to ensure the originality of student responses, teachers will make use of a number of authentication strategies. These may vary across a range of subjects. Strategies may be utilised throughout the teaching and learning process and/or in assessment design. Authentication strategies will be indicated on assessment instruments. In cases where a student response is not authenticated as their own work, academic misconduct consequences may follow.</p>
<p><b>ACCESS ARRANGEMENTS &amp; REASONABLE ADJUSTMENTS (AARA)</b></p>	<p>When circumstances necessitate and eligibility criteria have been met, a student may apply for AARA for single or multiple assessment events. Refer to the <i>North Lakes State College AARA Policy and Procedures</i>.</p>
<p><b>MANAGING NON-SUBMISSION OF ASSESSMENT BY THE DUE DATE</b></p>	<p><b>Years 7-12</b> - If assessment responses are not submitted by a designated due date a teacher will make judgements on available evidence. This may take the form of previously submitted drafts, class work or other authenticated evidence. Teachers will contact parents via email or phone to notify that their student has not completed the required assessment.</p> <p><b>Years 10, 11 and 12</b> - Late submissions will not be accepted without an approved AARA. If no evidence can be used to make a judgement, a student will receive a 'Not-Rated' (NR). In such circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. Parents will be notified via the Teacher and HOD that their student has not been rated due to late submission and will in the case of Year 11 and 12 not meet credit for QCE.</p>

<b>INTERNAL QUALITY ASSURANCE PROCESSES</b>	Internal moderation processes are consistently applied across the College and including: <ul style="list-style-type: none"> <li>▪ cross marking</li> <li>▪ folio reviews</li> <li>▪ moderation</li> <li>▪ calibration</li> </ul>
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## MANAGING ACADEMIC MISCONDUCT

Fairness in academic performance is valued highly at North Lakes State College. Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Cheating, collusion, copying, disclosing or receiving information about an assessment or fabricating information used for assessment, impersonating another student, examination misconduct and plagiarism are some examples that constitute misconduct. Any practice that enables advantage over another will be managed seriously.

### EXAMPLES OF MISCONDUCT

<b>CHEATING WHILE UNDER SUPERVISED CONDITIONS</b>	A student: <ul style="list-style-type: none"> <li>▪ begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>▪ uses unauthorised equipment or materials</li> <li>▪ has any notation written on the body, clothing or any object brought into an assessment room</li> <li>▪ 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.</li> </ul>
<b>COLLUSION</b>	When: <ul style="list-style-type: none"> <li>▪ more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>▪ a student assists another student to commit an act of academic misconduct</li> <li>▪ a student gives or receives a response to an assessment</li> </ul>
<b>CONTRACT CHEATING</b>	A student: <ul style="list-style-type: none"> <li>▪ pays for a person or a service to complete a response to an assessment sells or trades a response to an assessment</li> </ul>
<b>COPYING WORK</b>	A student: <ul style="list-style-type: none"> <li>▪ deliberately or knowingly makes it possible for another student to copy responses</li> <li>▪ looks at another student’s work during an exam</li> <li>▪ copies another student’s work during an exam</li> </ul>
<b>DISCLOSING OR RECEIVING INFORMATION ABOUT AN ASSESSMENT</b>	A student: <ul style="list-style-type: none"> <li>▪ gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment</li> <li>▪ makes any attempt to give or receive access to secure assessment materials</li> </ul>
<b>FABRICATING</b>	A student: <ul style="list-style-type: none"> <li>▪ invents or exaggerates data</li> <li>▪ lists incorrect or fictitious references</li> </ul>
<b>IMPERSONATION</b>	A student: <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ completes a response to an assessment in place of another student</li> </ul>
<b>MISCONDUCT DURING AN EXAMINATION</b>	A student distracts and/or disrupts others in an assessment room.

<b>PLAGIARISM OR LACK OF REFERENCING</b>	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).
<b>SELF- PLAGIARISM</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
<b>SIGNIFICANT CONTRIBUTION OF HELP</b>	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.

<b>PROCEDURES FOR MANAGING ACADEMIC MISCONDUCT</b>	
<b>AUTHORSHIP ISSUES</b>	When authorship of student work cannot be verified or aspects of a response are not entirely a student's original work, North Lakes State College teachers will provide opportunities for a student to verify their authorship of submitted work.
<b>ALL ACADEMIC MISCONDUCT</b>	Judgements will be made using available and authenticated evidence that has been submitted under the conditions specified in the assessment instrument.
<b>ACADEMIC MISCONDUCT (EXAMINATIONS)</b>	If academic misconduct is determined students will receive a Not Rated (NR) and an appropriate consequence will be applied (see SCoC - Appendix 2 level 2).

## **RELATED SCHOOL POLICY AND PROCEDURES**

- Whole School Curriculum Plan
- North Lakes State College AARA Policy and Procedures
- North Lakes State College Feedback Policy
- North Lakes State College QCIA Handbook
- North Lakes State College Approach for Individual Curriculum Plan Implementation
- Queensland Curriculum Assessment Authority - QCE & QCIA Policies and Procedure Handbook

## **APPENDICES**

**APPENDIX 1:** Teacher Assessment Flow Chart

**APPENDIX 2:** Assessment Policy - Roles & Responsibilities

**APPENDIX 3:** Application for Assessment Extension (Year 7-10)

**APPENDIX 4:** AARA Application Form - Year 11 & Year 12

**APPENDIX 5:** Learning Support - Inclusive Practices - Individual Support Plans (ISP) Process

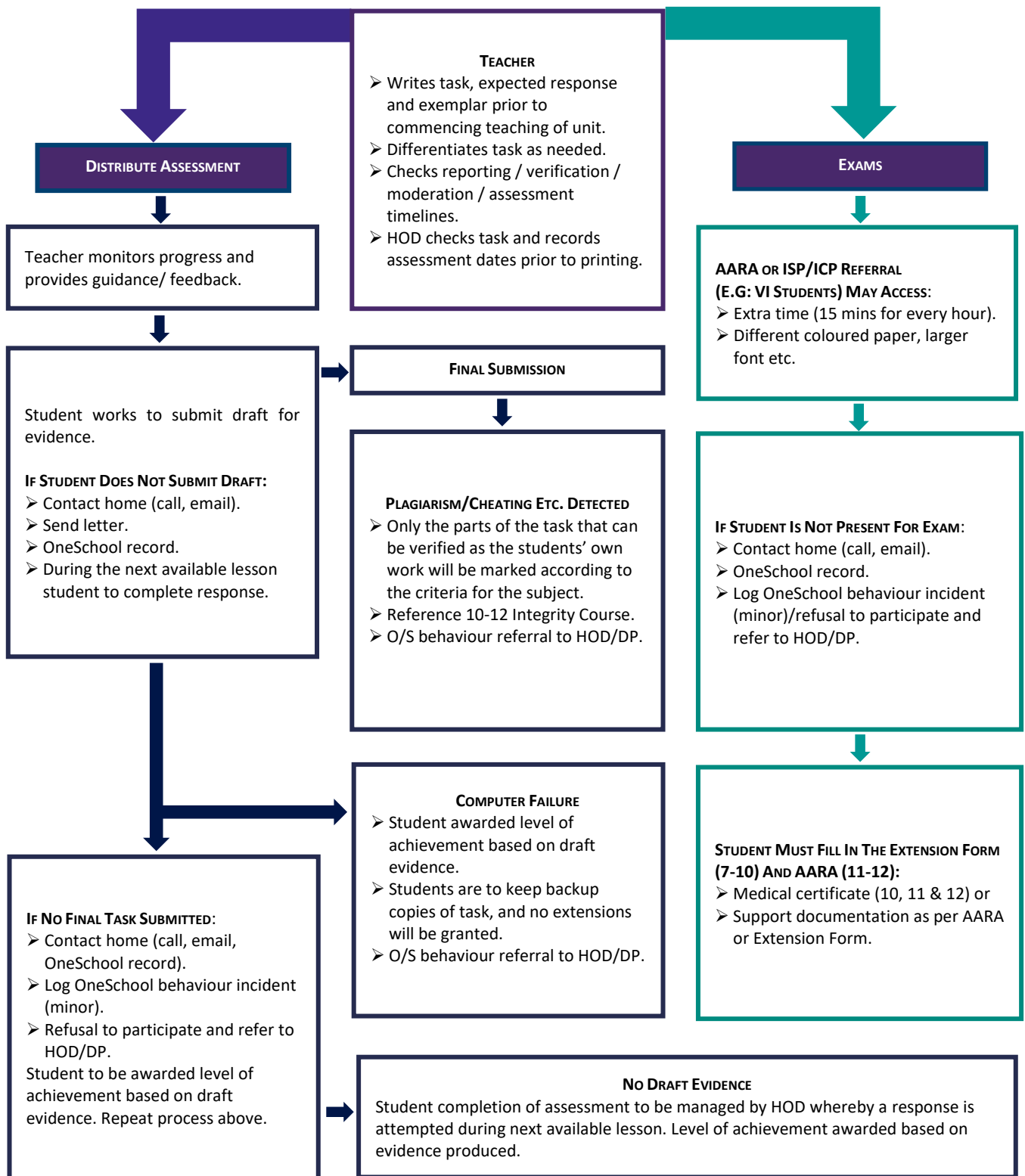
**APPENDIX 6:** Validity & Accessibility of Assessment Tasks for Year 7 - Year 10

**APPENDIX 7:** AARA Process for Year 11 and Year 12

**APPENDIX 8:** Assessment Adjustment Cover Sheet Year 7-10



## APPENDIX 1: TEACHER ASSESSMENT FLOW CHART



### EXTENSION OR AARA

Only granted if requested in a timely manner of the due date via the Extension Form (7-10), with confirmation from HOD and classroom teacher and or AARA Application (11-12). Decisions will be made on a case by case basis for grounds of unforeseeable, uncontrollable or unexpected circumstances via DPs and managed by JS HOD and SS HOD. Not to be granted for computer/IT failure.

### ACADEMIC SPECIAL CONSIDERATION (7-10)

If less than half, or no assessment items are submitted at all for a subject area, the Deputy Principal will decide, based on evidence and advice from the HOD and classroom teacher, if academic credit is to be awarded for the semester.

## APPENDIX 2: ASSESSMENT POLICY - ROLES & RESPONSIBILITIES

<p><b>STUDENT</b></p>	<ul style="list-style-type: none"> <li>▪ To participate in the program of instruction and demonstrate all mandated requirements of study.</li> <li>▪ To be aware of all Assessment Due Dates (incl. drafts/checkpoints) and plan accordingly for success.</li> <li>▪ To access and download the 'Course Assessment Planner' from One-School.</li> <li>▪ To use any class-time provided for assessment work effectively.</li> <li>▪ To complete and provide a full and complete submission of ALL TASKS by the stipulated due date (incl. drafts/checkpoints).</li> <li>▪ To be aware of and understand the implications for non-submission of ALL TASKS.</li> <li>▪ To demonstrate Academic Integrity by submitting work that is authentic and appropriately referenced etc.</li> <li>▪ To keep evidence of all assessment submitted (receipts/'screen captures'/files etc.).</li> <li>▪ To apply - if required - for an Extension/AARA, with supporting documentation in a timely manner.</li> <li>▪ To communicate with the YLC/DP/Guidance Officer if I have concerns with my progress.</li> <li>▪ To ensure all assessment and classwork is backed up. IT is not a 'valid reason' for an extension to assessment.</li> <li>▪ Seek feedback and guidance from the classroom teacher throughout the assessment period.</li> <li>▪ To read Academic Report Cards and engage in Parent Teacher Interviews where required or requested.</li> </ul>
<p><b>PARENT</b></p>	<ul style="list-style-type: none"> <li>▪ To support the student in the program of instruction to then demonstrate all mandated requirements of study.</li> <li>▪ To note all Assessment Due Dates (incl. drafts/checkpoints) to help students plan accordingly for success.</li> <li>▪ To monitor college correspondence - including from classroom teacher - re assessment/exams etc.</li> <li>▪ To contact the students YLC/DP/Guidance Officer if there are concerns regarding progress and/or learning.</li> <li>▪ To support - if required - an application for Extension/AARA, by providing supporting documentation in a timely manner.</li> <li>▪ To support the college in the function of the Assessment Policy; including the application of consequences for non-submission or non-completion of assessment/coursework.</li> <li>▪ To read Academic Report Cards and engage in Parent Teacher Interviews where required or requested.</li> </ul>

<p><b>CLASSROOM TEACHER</b></p>	<ul style="list-style-type: none"> <li>▪ To develop a Unit Plan (7-10), Teaching Learning and Assessment Plan (11-12), Study Plan (11-12) or Training Assessment Strategy (VET) that merits the requirements of the Australian Curriculum or QCAA.</li> <li>▪ To provide students with a course/unit outline; including details of assessment etc.</li> <li>▪ To regularly contact parents/caregivers (phone/email) when there are concerns about student progress. Ensure that records are logged on OneSchool and referred - if necessary - to the relevant YLC/HOD/DP. This includes through the teaching/learning, drafting, draft, feedback and final submission phases of the assessment instrument.</li> <li>▪ To deliver quality assessment and clearly outline the submission requirements and deadlines to students.</li> <li>▪ To engage in faculty led moderation; ensuring accuracy and alignment of the awarding of achievement standards or competencies.</li> <li>▪ To provide appropriate class-time for assessment and timely feedback on student progress to students.</li> <li>▪ To support and adhere to the Assessment Policy; informing parents of non-submission or incomplete submissions.</li> <li>▪ To record differentiation or adjustments in accordance with the approved Individual Support Plan (ISP), Individual Curriculum Plan (ICP), Approved Extension or AARA.</li> <li>▪ To follow school and faculty guidelines for the submission, storage and achievement recording of student responses (assessment); whilst meeting timelines for Academic Reporting.</li> </ul>
<p><b>HEAD OF DEPARTMENT</b></p>	<ul style="list-style-type: none"> <li>▪ To lead the teaching and learning within the curriculum areas they manage and oversee; ensuring it meets the stipulated requirements of the relevant curriculum area or external authority (QCAA etc.)</li> <li>▪ To compile and publish all assessment dates on platforms (One-School Course Assessment Planner) as requested by the Deputy Principal College Operations.</li> <li>▪ To oversee the delivery of quality assessment; ensuring its fairness across multiple class cohorts.</li> <li>▪ To investigate suspected Academic Misconduct through the Responsible Behaviour Plan for Students.</li> <li>▪ To support staff and ensure they are following due process by contacting parents/caregivers re concerns of student progress/learning or failure to meet submission deadlines (drafts/checkpoints and final).</li> <li>▪ To support and adhere to the Assessment Policy and where required, follow up with students re concerns referred to them by the classroom teacher.</li> <li>▪ To work with the classroom teacher - where required - to implement or support the ISP, ICP, Extension or AARA.</li> <li>▪ To establish and communicate faculty guidelines for the submission, storage and achievement recording of student responses (assessment).</li> </ul>
<p><b>HEAD OF DEPARTMENT JUNIOR SECONDARY &amp; HEAD OF DEPARTMENT SENIOR SECONDARY</b></p>	<ul style="list-style-type: none"> <li>▪ To consider - in consultation with the Deputy Principal - applications for Extension (7-10) and AARA (11-12).</li> <li>▪ For approved applications; <b>1)</b> Build Support Provision. <b>2)</b> Communicate decision to student, parent/caregiver and classroom teacher/s; providing the approved form/decision outcome.</li> <li>▪ For not approved applications; <b>1)</b> Record application in OneSchool as a contact. <b>2)</b> Communicate decision to student and parent/caregiver. <b>3)</b> Advise teacher to ensure clarity.</li> <li>▪ To maintain an accurate record of all applications in a central location for HODs and DPs - providing essential information only, in consideration of privacy.</li> <li>▪ Liaise - where required - with the DP Special Education &amp; Inclusivity, HOD Inclusion and Guidance Officer.</li> </ul>

**DEPUTY PRINCIPAL**

- To lead the teaching and learning within the curriculum areas they manage and oversee; ensuring it meets the stipulated requirements of the relevant curriculum area or external authority (QCAA etc.)
- To oversee and manage the collation of Assessment Due Dates and coursework requirements.
- To oversee the delivery of quality assessment; ensuring its fairness across multiple class cohorts.
- To investigate, in collaboration with the Curriculum HOD, suspected Academic Misconduct.
- To support staff and ensure they are following due process by contacting parents/caregivers re concerns of student progress/learning or failure to meet submission deadlines (drafts/checkpoints and final).
- To support and adhere to the Assessment Policy and where required, follow up with students re concerns referred to them by the Head of Department
- To work with the Head of Department - where required - to implement or support the ISP, ICP, Extension or AARA.
- To oversee the management and implementation of sub-school and faculty guidelines for the submission, storage and achievement recording of student responses (assessment).

## APPENDIX 3: APPLICATION FOR ASSESSMENT EXTENSION (YEAR 7-10)

STEP 1	STUDENT TO COMPLETE				
STUDENT NAME				TEAM CLASS	
REASON FOR APPLICATION <i>(ILLNESS, BEREAVEMENT ETC.)</i>					
SUPPORTING DOCUMENTATION	<input type="checkbox"/> MEDICAL CERTIFICATE  <input type="checkbox"/> INDIVIDUAL SUPPORT PLAN		<input type="checkbox"/> OTHER _____  <i>E.G. NOTE/FUNERAL NOTICE ETC.</i>		
SUBJECTS/TASKS EXTENSION REQUESTED	SUBJECT	TASK	ORIGINAL DUE DATE	REQUESTED DUE DATE	APPROVED (OFFICE USE ONLY)
	ENG	TASK 1 -SHORT STORY	FRIDAY - WEEK 7	FRIDAY - WEEK 8	YES
STUDENT SIGNATURE				DATE	
PARENT SIGNATURE				DATE	
APPLICATION SENT VIA	<input type="checkbox"/> Email <input type="checkbox"/> Hard-copy <input type="checkbox"/> Other			DATE SUBMITTED	

STEP 2	HOD JS (7-9), HOD SS (10) OR DEPUTY PRINCIPAL TO CONSIDER APPLICATION				
RECOMMENDATION	<input type="checkbox"/> APPROVED		<input type="checkbox"/> NOT APPROVED		
DETAILS					
SIGNATURE				DATE	

OFFICE USE ONLY
<ul style="list-style-type: none"> <li>Scan <i>Application for Assessment</i> and build 'Support Provision' in One-School; attach this file.</li> <li>Advise student and parent/caregiver of outcome.</li> <li>Email <i>Assessment Extension</i> information to classroom teacher/s, HODs and log details on <i>Extension Master sheet (7-10) FILEPATH.</i></li> </ul>

## AARA - APPLICATION FORM - YEAR 10 - YEAR 12

STUDENT NAME:	LUI (IF KNOWN):	YEAR LEVEL:

Complete this form if you have an *'existing long-term condition'*, *'temporary medical condition or injury'* or have experienced grief, loss or trauma which may be a barrier to your participation and/or performance in accessing assessment.

- When completed, please submit to *AARA Applications Manager*, with relevant supporting documentation. Your application will be considered and actioned (where applicable).
- For Year 11 & Year 12 applications; NLSC does not necessarily have the capability to make a *final* decision. Applications are submitted to the Queensland Curriculum and Assessment Authority (QCAA) for consideration and approval.
- **AARAs, if approved, are for a set period of time and you are therefore required to reapply at specific junctures (e.g. The start of a school year, start of a Unit, etc).**

### PART A: STUDENT STATEMENT

#### 1. I have (please tick the relevant box/boxes)

- A verified disability
- A long term illness, chronic medical condition
- A serious, short term medical or psychiatric condition
- Experienced recent and/or significant grief, loss or trauma
- Regional, State or National Representation (Sport etc.)

#### 2. Name/Details of my situation, condition, disability or significant event causing grief, loss or trauma:


#### 3. The school is aware of my condition, disability or significant event.

- Yes - Details including who is aware \_\_\_\_\_
- No
- Unsure

### PART B: SUPPORTING EVIDENCE

#### Supporting Evidence for Year 10

- Evidence of Verified Disability (EAP document or equivalent)
- Letter from GP or Specialist
- Medical Certificate
- Results for Standardised Academic Testing (NAPLAN etc.)
- Support Provisions* records
- Personalised Learning* summaries
- Police Reports, Official Notices etc.
- Regional, State or National Representation (Sport) – Approved Letter

#### Supporting Evidence for Year 11 & 12

- QCAA School Statement
- QCAA Student Statement
- QCAA Medical Report
- Evidence of Verified Disability (EAP document or equivalent)
- Medical Certificate
- Results for Standardised Academic Testing (NAPLAN etc.)
- Support Provisions* records
- Personalised Learning* summaries
- Police Reports, Official Notices etc.
- Regional, State or National Representation (Sport) – Approved Letter

*\*Provided documentation, must be current, in accordance with QCAA recommendations*

**PART C: DETAILS OF AARA REQUESTED**

- |  |   |
|--|---|
| <input type="checkbox"/> Alternate Format Papers | <input type="checkbox"/> Individual Instructions          |
| <input type="checkbox"/> Assistance              | <input type="checkbox"/> Medication                       |
| <input type="checkbox"/> Assistive Technology    | <input type="checkbox"/> Physical Equipment & Environment |
| <input type="checkbox"/> Bite Sized Food         | <input type="checkbox"/> Reader                           |
| <input type="checkbox"/> Comparable Assessment   | <input type="checkbox"/> Rest Breaks                      |
| <input type="checkbox"/> Computer                | <input type="checkbox"/> Scribe                           |
| <input type="checkbox"/> Drink                   | <input type="checkbox"/> Varied Seating                   |
| <input type="checkbox"/> Diabetes Management     | <input type="checkbox"/> Variation to Venue               |
| <input type="checkbox"/> Extension               | <input type="checkbox"/> Vision Aids                      |
| <input type="checkbox"/> Extra Time              | <input type="checkbox"/> Spoken Presentations             |

**Details: Provide specific details about the subjects and tasks affected by the application**

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**PART D: ACKNOWLEDGEMENT OF SUBMISSION**

STUDENT'S SIGNATURE		DATE	
PARENT'S SIGNATURE		DATE	
HOD/DP SIGNATURE		DATE	

**OFFICE USE**

**Application Received Via:**

- Email                       Hard-copy                       Other

DATE  
RECEIVED

**SCHOOL DECISION NOTE:**

**NORTH LAKES STATE COLLEGE IS UNABLE TO MAKE THE FINAL DECISION WHEN THE AARA IMPACTS GENERAL SUBJECTS (UNIT 3 & 4) AND REQUIRES QCAA APPROVAL**

- SUPPORTED** for Year/Unit \_\_\_\_\_
- NOT SUPPORTED**

**NOTIFICATION/DOCUMENTATION****IF SUPPORTED:**

Documented under the creation of a *Support Provision* in One-School.

- Provision Name - AARA.
- Provision Type - School.
- Provision Target Area - Curriculum.
- Contact Person - Relevant Staff.
- Contributors - All Staff Involved.
- Not Restricted (unless appropriate).
- Application scanned and attached to support provision.
- Verified evidence saved under Support/Referral and Report with Restriction Level 1 or 2 depending on sensitive nature of information.
- Staff are to complete the *Assessment Adjustment Sheet* to record supported adjustments.
- Staff **MUST** attach the *Assessment Adjustment Sheet* to the student's assessment task, and include in the folio of work.

**IF NOT SUPPORTED:**

Documented as "contact" in one-school with application form attached.