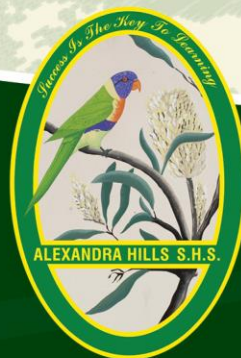


ALEXANDRA HILLS
STATE HIGH SCHOOL

SENIOR SCHOOL
ASSESSMENT POLICY AND PROCEDURES



March 2021

Success is the Key to Learning

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Document Referenced:

QCE and QCIA policy and procedures handbook v2.0 April
2020 QCAA



Introduction

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgements about the achievement or capabilities of a student. It is a critical and ongoing part of the planning, teaching, learning and reporting cycle at Alexandra Hills State High School. The aim of this policy is to ensure there is consistency, clarity and equity in relation to assessment for students and teachers at Alexandra Hills State High School. Students and teachers should feel secure in the knowledge that every student in each year level can access equitable and comparable levels of support.

The purpose of assessment

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

- a) assist the student to identify their strengths, the depth of their knowledge, ways of learning, and areas for further development.
- b) inform the teacher about what students know and can do, and guide what teaching is needed to further progress student learning;
- c) provide teachers, parents and students with information about achievement and academic potential to help them attain higher levels of performance.

Assessment procedures are designed to meet the accountabilities required by:

- a) The Australian Curriculum Assessment and Reporting Authority (ACARA), which is the statutory body responsible for curriculum from Foundation to Year 10, Semester 1.
- b) The Queensland Curriculum and Assessment Authority (QCAA), which develops and revises syllabuses and guidelines for the Kindergarten Year to Year 12 and accredits syllabuses and guidelines prepared outside of the QCAA.

School Responsibilities for Assessment:

- Provide an Assessment Overview to students for each subject, every semester.
- Provide assessments instruments in an appropriate time frame, with conditions consistent with the relevant subject syllabus document or study plan.
- Support students with adjusted assessment where appropriate.
- Provide feedback to students on both rough draft and final assessment tasks in a timely manner (see drafting and feedback).
- Enact moderation procedures which ensure a consistency of standards is maintained in the marking of assessment (see moderation policy)

Assessment Instructions and Grading

A Task Sheet and Criteria for Assessment sheet will be issued to students at the commencement of work on the assessment. The teacher responsible for preparing

an assessment item must ensure the following information is included on assessment task sheets:

- a) Clear and specific statement of task
- b) Parameters for successful completion such as word length, time and method of presentation
- c) Details of time allocations for work completion in-class.
- d) Monitoring dates for presentation of drafts and/or work completed to date.
- e) Clear due date.
- f) Guidelines for successful completion of task.
- g) Weighting and importance of different sections and the assessment's contribution to the final grade (if applicable).
- h) An authenticity statement, which students sign to indicate the work submitted, is their own.

Academic Integrity

Alexandra Hills State High School promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity. Academic Integrity includes:

- Drafts and providing feedback on draft student responses
- Scaffolding of assessment items
- Authentication of Assessment and referencing
- Managing the length of student responses
- Managing the late and non-submission of assessment in line with QCAA and AHSHS policy guidelines.

Drafting and providing feedback on student responses

The Purpose of Drafting

Drafting is a **consultation process** that provides the student with the opportunity to not only develop the tasks, but to improve the quality of the response.

Definitions

A draft is a body of evidence that is provided by students in response to an assessment instrument.

Drafting Feedback and Requirements

- a. Before submitting a draft, the student may be entitled to:
 - Submit a written outline of their approach for feedback and/or
 - Discuss their approach with their teacher.
 - Obtain verbal feedback
- b. The drafting process, including draft entitlements and requirements, are outlined on the assessment task sheet.
- c. Drafting feedback should indicate the aspects of the response that need to be developed or improved in line with the criteria on which students are being assessed.

- d. Teachers use the objectives and instrument-specific standards to help students identify areas to review and suggest strategies that students might use to improve their task response.
- e. It is not the teacher's responsibility to 'fix' all errors in a student draft, but to give advice about how to improve the task response.
- f. Responding to feedback provided does not necessarily ensure the complete assignment will meet the criteria for an A standard.
- g. Teachers will not award a notional result or level of achievement for work in draft form.
- h. Teachers will not introduce new ideas, language or research to improve the quality of student responses.

Submitting Drafts

- a. All drafts must be presented by the date stated on the Task Sheet
- b. A teacher should provide feedback on a maximum of one draft of each student's response
- c. Staff will retain a copy of student drafts
- d. Drafts can also be used to authenticate student work using Turn-It-In.
- e. In the case of a student failing to submit a draft: (Assessment Policy Breach Form, Appendix 2):
 - The teacher will contact parents and record the contact on Oneschool.
 - The Curriculum HOD will be informed
 - It is appropriate for teachers to issue detentions where a student is required to work on the task. Failure to attend the detention is to be referred to the Curriculum HOD.
 - Teachers are not required to provide feedback to students on drafts that are submitted after the due date.

Feedback on drafts

- a. When providing feedback on drafts, teachers indicate aspects of the response, which need to be improved or developed in order to meet the objectives and instrument-specific standards.
- b. Teachers may ask students to:
 - consider other aspects of the text, report, performance or activity they are creating or responding to
 - develop their response to show more awareness of the audience
 - give priority to the most important points by rearranging the sequence and structure of ideas
 - conduct further research or substantiate points ensuring adherence to referencing style.
- c. Teachers may:
 - indicate some textual errors and that the draft requires more careful editing
 - not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process
 - not provide feedback only on a draft submitted by the draft due date

Scaffolding

Scaffolding is a structured, interactive and collaborative instructional strategy. It allows:

- teachers and students to construct knowledge and skills as part of teaching, learning and assessment
- teachers to support students to become independent in completing a task or responding to an assessment instrument.
- teachers to gradually release support and responsibility to students over a course of study so that they may complete a task or assessment instrument independently

Scaffolding strategies for teaching, learning and assessment may include:

- breaking a complex task, learning experience, concept or skill into discrete parts to facilitate student learning
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- providing a timeline that students can use to complete responses to components of the assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of a desired high-level responses
- using visual frameworks or graphic organisers to plan responses

Managing the length of student responses

Each syllabus indicates the required length of a student response for an assessment instrument. This information is provided to:

- indicate the depth of response required
- encourage conciseness of student responses
- ensure equity of conditions for all students.

Teachers will:

- develop summative assessment instruments that students can provide complete responses within the required length indicated by the syllabus
- provide students with examples of responses that are within the required length
- provide students with feedback if a draft response exceeds or is significantly under the required length
- not read/view past a student response after they have judged that it has exceeded the required length demonstrated by an annotation on the assessment task sheet
- mark the student's response using information up to the required length.

Students will:

- develop responses that do not exceed or are significantly under the required length
- document the length of their response using a word count, page count or time.

Guidelines for judging the word length or page count of a written response	
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables containing information other than raw or processed data • quotations (unless otherwise stated in the relevant syllabus) • in-text citations • footnotes
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers
*Appendixes should contain only supplementary material that will not be directly used as evidence	

Authentication of Assessment

Academic integrity involves students appropriately citing or referencing others' work, using the style chosen by the school.

Responsibilities for establishing authorship of responses lie with the teachers, students and parents/carers.

- a. Teachers must:
 - collect evidence of the authenticity of student responses by monitoring notes and drafts
 - ensure assessment decisions are fair and equitable for all students.
- b. Students must:
 - For **GENERAL and APPLIED ESSENTIAL SUBJECTS**: comply to the authentication strategies which are identified on the **ENDORSED** task sheet for each subject
 - For **APPLIED SUBJECTS**: sign the authenticity declaration included on the task sheet for to state that they have not shared any part of the planning or final response to verify their authorship
 - document the development of the response in a journal or logbook if required by the syllabus
 - acknowledge all sources in the format set down by the School (see referencing)
 - submit drafts and the final response using plagiarism-detection software

- c. Parents/carers:
 - support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student responses

In the event that authenticity is compromised by plagiarism the teacher shall refer the matter to the appropriate Head of Department/Deputy Principal Senior Schooling for a determination of consequences in line with QCAA guidelines.

Referencing

- Harvard referencing is the standard to be used at Alexandra Hills State High School.

Plagiarism

'Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgment or referencing of the original work' (QCE/QCIA Handbook, 8.1 Academic Integrity).

Examples of plagiarism include failing to acknowledge and/or appropriately reference:

- i. Sentences or paragraphs copied or closely paraphrased.
- ii. Other's ideas, work or research data.
- iii. Work produced by someone else on the student's behalf and/or in conjunction with other people but purported to be entirely their own.'

Submission of Final Internal Assessment

- a. Final copy of assessments are due by 4pm of the due date.
- b. All student tasks (Year 10-12) should be submitted through Turn-It-In on or before the submission date.
- c. Students will also submit a hard copy of their final task including the receipt generated by Turn-It-In
- d. In the instance where plagiarism is proved, only original work will contribute to the result.

Technology use

- a. It is the student's responsibility to save assessment pieces or other assessment work regularly to home folder and email drafts to your own email as well as backing up on a USB.
- b. If a computer failure delays the submission of an assessment piece, students must notify their subject teacher immediately and negotiate alternative arrangements.
- c. If the computer problem occurs on the day the assessment piece is due, hard copy drafts must be provided as evidence of work completed. If in the case of printer failure, the student is to either submit the assessment on USB, or email the assessment to the teacher. Hand-written submissions will also be accepted.

Late submission of a student response

- a. Judgement of assessment must be based on evidence of work gathered on or before the due date.
- b. In the event a final copy of the assessment is not submitted by the due date and no extension has been granted, 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.
- c. Judgments of student achievement in senior subjects are made by matching the body of evidence provided in the student's prior responses (i.e. draft) to assessment instruments to the standard's descriptors outlined in the relevant subject area syllabus.
- d. A result can only be awarded where evidence has been demonstrated.
- e. The practice of allocating a lower result, mark or standard as a penalty for late submission is not valid.

NON submission or insufficient evidence of a student response

- a. In the event there is insufficient, evidence to make a judgement, the result will be documented on the report as an "NR" (Not Rated) result. An "E" standard cannot be awarded where there is no evidence for it.
- b. In incomplete student folios, the result decisions should match the evidence in the student folio.
- c. When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.
- d. For Senior General Subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment.
- e. Students will still be required to submit the outstanding assessment item. Non-submission may have a negative impact on Queensland Certificate of Education (QCE) attainment and ATAR (Australian Tertiary Admissions Rank) eligibility.
- f. Students who in the view of Administration and relevant Heads of Department do not complete course requirements may not be able to progress to the next semester in that subject, receive credit for that semester or may have their enrolment cancelled.

Group Assessment

- a. All notes, written drafts and/or draft multi-modal presentations must be submitted by the checkpoint dates.
- b. The presentation or performance must be completed on the scheduled due date.
- c. In the case of absence of one member of the group, the presentation or performance will take place on the scheduled date with feedback given to the members present:
- d. A student who is absent on the scheduled date shall be required to provide a valid medical certificate and complete the 'Assessment Extension Request Form' on return to school;
- e. The group shall be required to re-present the assessment:
- f. In the case of the absent student, the performance shall be marked, the result recorded on the student profile but may be disregarded if it is atypical of the student's performance
- g. In the case of the absent student failing to provide a medical certificate, the performance shall be marked, the result recorded on the student's profile for

the purposes of completion of course assessment, but will be disregarded in the compilation of the student's Unit result.

Feedback on Internal Assessment

- a. Provision of feedback will be provided to students and parents/caregivers for each piece of assessment undertaken.
- b. Feedback will be:
 - clear and individualised
 - specific to the teaching, learning and assessment related to the standards/descriptors
 - timely, so that students can act on it and adjust their learning
 - collaborative, so that students, teachers and parents/care givers all support and participate in the students' learning
 - allow for reflection and build on capacity for self-assessment

Assessment Decisions Appeal Process

- Initial concerns regarding an assessment decision are to be addressed by the student with the classroom teacher.
- If the dispute is not resolved, a written appeal is to be submitted by the student and parent to the Head of Department. This appeal must contain relevant evidence to support the claim.
- The Head of Department will provide a response to the appeal.
- The QCAA has rigorous processes for verifying or reviewing results available to students. Year 11 and Year 12 students may seek more information about this via the QCAA Website.

Illness or non-attendance on the day Internal Assessment is due

- a. A student who is absent on the day the internal assessment is due must contact the school and opt to follow one of the following procedures:
 - i. send the completed assessment to school with a family member or friend;
 - ii. email the assessment on the due date to the teacher;
 - iii. provide a valid medical certificate and complete 'Assessment Extension Request Form' (Appendix 1) on the first available opportunity upon returning to school.
- b. Only in exceptional and extraordinary circumstances will a Head of Department, Head of Senior Schooling give consideration to accepting an assignment after the due date:
 - i. Failure of computer hardware and/or software does not constitute exceptional or extraordinary circumstances.
 - ii. Family holidays outside of normal school vacation time will not be considered exceptional or extraordinary circumstances.

Students on Disciplinary Absences on the day Internal Assessment is due

- Disciplinary absences do not excuse non-submission of assessment or extend the assessment deadline. The submission is to be made on the due date as listed above.

Internal Assessment: Examination Procedures

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

Absence from an Internal Test/Examination

- A student who is absent on the day of the test/examination is required to complete the test/examination at the first opportunity on return to school and provide the following documentation:
 - a. a valid medical certificate will be required in the case of illness;
 - If a student is absent from the examination and does not provide any reasonable documentation then a NR (Not Rated) rating is given for this assessment item, and the criteria sheet will indicate an NR standard.
 - If there has not been sufficient work submitted to rate the student, then the student receives an NR (Not Rated) on the report card and parents/caregivers must be notified. The student must complete the exam at a later date.

Senior External Assessment Processes

External Assessment

The Queensland Curriculum and Assessment Authority (QCAA) develop external assessment for all General and General (Extension) subjects for the cohort of students.

All external assessment for General subjects is summative and contributes to the overall subject result. Applied subjects do not include external assessment.

External assessment is:

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

The subject matter and conditions for external assessment are determined by the QCAA using the relevant General syllabus. Syllabuses are accessible via the QCAA Portal and website. External assessment contributes 25% of the overall subject result in senior subjects and assesses Unit 4 of the syllabus, except for The Arts, which assesses Units 3 and 4. In mathematics and science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.

Attendance

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

Rules for External Assessment

- At the beginning of each school year, the QCAA communicates rules for students completing external assessment. The School will communicate these rules with students. Breaches of external assessment rules are a form of academic misconduct.

Late Arrival to External Assessment

- If arriving within 40 minutes of the scheduled starting time, the student is permitted entry into the assessment venue to complete the assessment.
- The student may be required to complete the assessment in a different room at the assessment venue.

Non-Attendance at External Assessment

A student who is ill and able to attend the exam should inform the supervisor of their illness as soon as practical. This may be before, during or immediately after the exam session. A student who cannot attend an exam must notify the principal's delegate or the Senior External Assessment Coordinator as soon as practical. Reasons for non-attendance may include illness or misadventure. To support an application for illness and misadventure for an external examination, the following supporting documentation is required:

- completion of the Alexandra Hills State High School AARA Application (see AARA policy) *and* a medical certificate that covers the examination date with diagnosed illness, condition or event including date of diagnosis, onset or occurrence;
- or
- for non-medical claims, written evidence from a relevant independent professional or other independent third party.
 - Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

Senior External Examination and AARA

- The QCAA determines eligibility for and approval of AARA on an individual basis for all Senior External Examinations.
- The QCAA may approve AARA for disability, impairment and/or a medical condition that would affect examination performance if a student were to attend an examination under standard conditions.
- Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

Senior Access Arrangements and Reasonable Adjustments

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to access assessment and demonstrate their knowledge on the same basis as other students.

Guidelines for AARA:

- a) AARAs are considered on an individual basis and decisions are made in consultation with the student, parents/carers, school staff and where required the QCAA.
- b) The Principal in consultation with the QCAA is responsible for approving AARA for students undertaking summative internal and external assessment in Units 3 and 4 of General and Applied Syllabuses.
- c) The provision of an AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will access the same adjustments for assessments in Unit 3 and Unit 4.
- d) AARAs must ensure that the rigour of criteria and standards against which achievement is judged are not altered.

Eligibility for AARA

AARAs are provided to minimise, where possible the barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

- a) These barriers fall into the following categories:
 - permanent
 - temporary
 - intermittent
- b) Students eligible for an AARA have a verified disability or documented medical condition under one or more of the following categories:
 - cognitive
 - physical
 - sensory
 - emotional
- c) Student may also be eligible for AARA where illness and misadventure such as unforeseen circumstances or other situations may prevent students from demonstrating their learning.

Ineligibility for AARA

Circumstances that will render a student ineligible for an AARA include:

- a) those arising from the student's or parents/carer's choice i.e. family holidays, sporting trips etc.
- b) those related to technological failures with assessment.
- c) Students whose background is English
- d) as an Additional Language or Dialect (EAL/D) may be eligible for AARA if they have a disability or medical condition. AARAs will not cover EAL/D students without disability and/or medical conditions.

Application Process

Students must request an application form from the Deputy Principal Senior Schooling, Deputy Principal Inclusion or Guidance Officer.

Granting of an AARA is at the discretion of the Principal, Principal's delegate and is approved only when the student successfully meets eligibility criteria.

Supporting Documentation

Applications for an AARA require submission of the following:

- a) medical report that provides:
 - diagnosis of disability and/or medical conditions from a General Practitioner, Medical Specialist or Psychologist
 - date of diagnosis
 - 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 the diagnosed disability and/or medical condition affects the student participating in assessment
 - professional recommendations regards AARA, if applicable.
- b) Evidence of a verified disability such as an Education Adjustment Program (EAP).
- c) Current School Statement outlining a detailed overview of the observed impact of the student's medical condition and/or disability on the student's functioning during timed assessment.

School Approved AARA

Alexandra Hills State High School can approve the following AARA conditions:

- Lighting and physical equipment
- medication, pain relief and diabetes management
- alternative format papers
- environment and the mode for completion of assessment
- computer use and assistive technology
- time allowed to respond to assessment
- teacher aide assistance
- re-scheduling and extensions.

Extension of Time to complete an Assessment

A student may be permitted an extension of the due date for submission or completion of an internal assessment item:

- Extended response project
- Performance
- Non-examination piece.

An extension for an assessment can only be granted to a student in the following situations:

- a) Verified disability or documented long-term medical condition.
- b) Short-term medical condition or illness (with documentation) for three or more days in the fortnight immediately prior to the due date.
- c) Unexpected event e.g. family bereavement or difficulties (documentation required).
- d) In the event of misadventure or exceptional circumstances, an extension may be granted at the discretion of the Deputy Principal Senior Schooling.

Application of Extension of Time to complete an Assessment

- a) A student may only apply for an extension of time to complete an assessment a minimum of **three** days prior to the due date.
- b) An 'Assessment Extension Application Form' must be completed by the student, signed by a parent and submitted alongside relevant medical documentation to the Deputy Principal Senior Schooling or Guidance Officer with evidence of progress made on the task for any request for an extension to be considered.
- c) All applications for an Extension of Time to complete an assignment will be considered on an individual basis after consultation with the Head of Department of the Curriculum Area.
- d) The submission of a medical certificate may not guarantee an extension of time if there has been no impact to the student in regards to assessment accessibility.
- e) The granting of extensions is at the discretion of the Head of Department in consultation with the Deputy Principal Senior Schooling and Guidance Officer.
- f) Failure to meet an extended due date will result in a judgement being made using evidence collected on or before the revised date.

QCAA Approved AARA

The QCAA is responsible for approving identified AARA for students undertaking assessment in Units 3 and 4 of General and Applied Subjects.

Examples of QCAA approved AARAs include:

- a. alternative format papers
- b. alternative venue
- c. computer use and assistive technology
- d. extra time
- e. teacher aide assistance including the use of a reader and/or scribe

Students requiring a QCAA approved AARA are to complete an AARA application and consult with the Deputy Principal Senior Schooling or Guidance Officer. For each student, the school submits an application, including supporting documentation, via the QCAA portal, by the date specified in the Senior Education Profile (SEP) calendar. The QCAA will communicate the decision to the School via the QCAA Portal. Timelines for principal-reported and QCAA Approved AARA Application for Units 1 and 2 AARAs must be made via the Guidance Officer or Deputy Principal Senior Schooling.

Glossary

Definitions

- **Assessment** is defined as any task that is used to make an informed judgement about a student's performance or progress.
- **Assessment instrument** - An assessment instrument is the device used to gather information about student achievement. They are developed from the syllabus specifications about the technique and the items contained within the technique.
- **Assessment techniques** may vary over the time frame required for completion and can include:
 - Examinations
 - Extended responses
 - Investigations
 - Performance
 - Product
 - Project
 - Collection of work
 - Practical demonstration
- **Authentication Strategy** ensure that work produced is the students own work
- **Draft** is a body of evidence that is provide by students in response to an assessment instrument.
- **Examination** (class test) is defined as a task that is conducted at school within a specified period of time under teacher supervision. A practical performance is considered to be a class test. An individual oral assessment is considered to be a class test.
- **External Assessment** is designed, selected, and controlled by another group or governing body.
- **Internal Assessment** is curriculum-embedded assessment that school creates, administers, marks, reports and provides feedback to students about.
- **Late Assessment** is defined as piece of work submitted after the due date and for which there was no extension of time granted.
- **Plagiarism** is defined as:
 - I. copying or paraphrasing words, sentences, paragraphs or images from a source without acknowledging authorship;
 - II. using another person's notes or data without acknowledging authorship;
 - III. submitting work that has been produced by another person.
- **Scaffolding** – structured interactive and collaborative process that occurs between teachers and students as part of teaching, learning and assessment.

APPENDICIES

APPENDIX 1 – Assessment Extension Request



ALEXANDRA HILLS STATE HIGH SCHOOL

ASSESSMENT EXTENSION REQUEST FORM

**APPLICATION – STUDENT TO COMPLETE
(MUST BE MADE A MINIMUM OF 3 DAYS PRIOR TO DUE DATE)**

Student Name: _____ Form Class: _____ Date: _____

Subject Name: _____ Assessment Item: _____

Subject Teacher: _____ Date Issued: _____ Due Date: _____

REASON FOR REQUEST: _____

***** ATTACH MEDICAL CERTIFICATE OR OTHER SUPPORTING DOCUMENTS *****

AUTHORISATION BY HOD OF CURRICULUM AREA

DATE/S ABSENT: _____ ATTENDANCE OFFICER SIGNATURE: _____

HEAD OF DEPARTMENT SIGNATURE: _____ DAYS GRANTED: _____

DEPUTY PRINCIPAL SENIOR SCHOOLING SIGNATURE: _____

ADDITIONAL INFORMATION (Illness & Misadventure Application Completed): _____

NEW ASSIGNMENT DUE DATE WITH EXTENSION: _____

APPENDIX 2 – Breach Form – Assignment

Alexandra Hills State High School

Year 10, 11 & 12 – SENIOR SCHOOLING ASSESSMENT POLICY BREACH – ASSIGNMENT

STEP 1 – TEACHER TO COMPLETE

- Teacher contact with student, parent/carers **MUST** have been made previously if checkpoints have not been met.
- **If DRAFT is not submitted** - Teacher to inform parent/guardians of the non-submission of the draft **AND** complete a 'Record of Contact' (ROC) on OneSchool.

Student Name	Form	Class Code	Draft Due Date	Parent/ Carer contact date	Teacher Actions Taken / Strategies Implemented
e.g. John Smith	1210	BIO121A	12.2.2021	13.2.2021	ROC recorded in <u>OneSchool</u>

STEP 2 – TEACHER TO COMPLETE – REFERRAL TO CURRICULUM HOD

- **FINAL TASK** not submitted on due date; no Medical Certificate or Extension Approved
- Contact with parent/ guardian recorded in OneSchool
- Referred to curriculum HOD (if not submitted in next scheduled lesson)

Student Name	Form	Class Code	Due Date	Parent contact date	Recorded on <u>OneSchool</u>	Curriculum HOD - Action Taken (after being referred by teacher)
e.g. John Smith	1210	BIO121A	1.3.2021	2.3.2021	Yes	Student contact

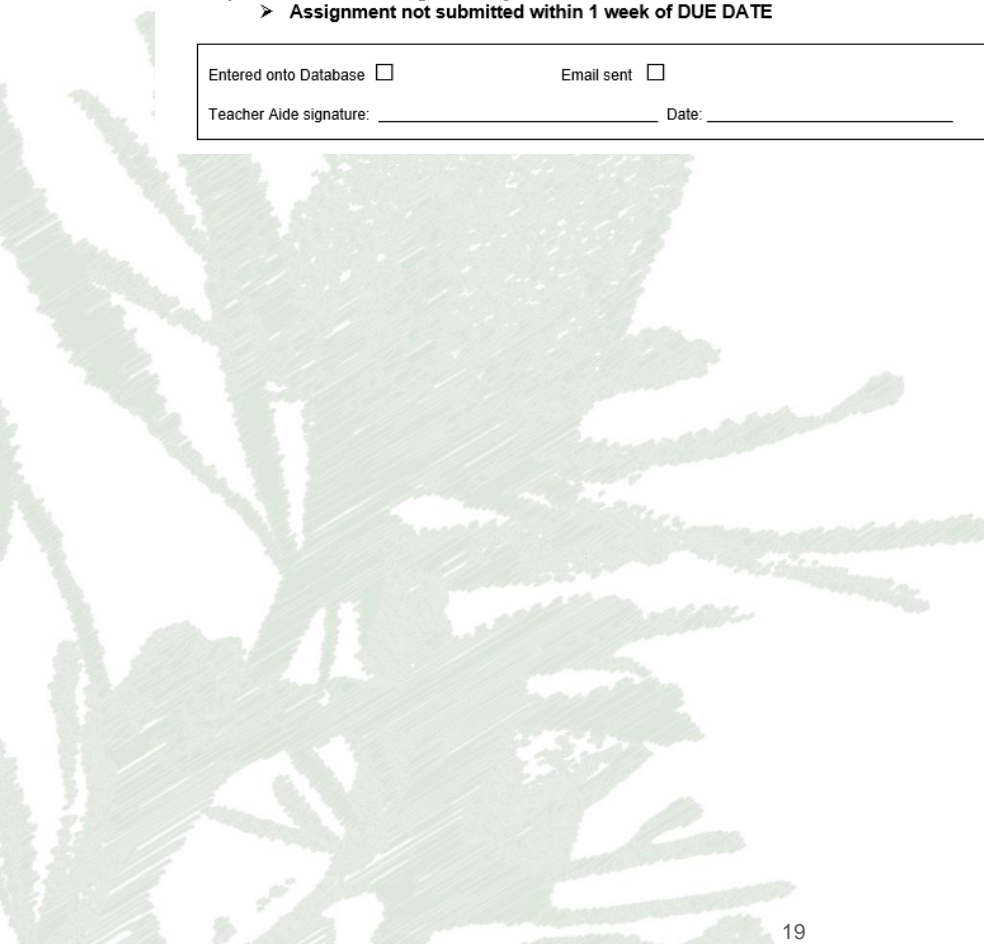
Step 3 – Senior Schooling Use Only – Referral to HOD SS

- Assignment not submitted within 1 week of DUE DATE

Entered onto Database Email sent

Teacher Aide signature: _____ Date: _____

**REFER TO
PAGE 8 -9 OF
SSAPP for details**



APPENDIX 3 – Breach form – Examination

Alexandra Hills State High School

Year 10, 11 & 12 – SENIOR SCHOOLING ASSESSMENT POLICY BREACH – Examination

STEP 1 – TEACHER TO COMPLETE

➤ If EXAMINATION is not sat on scheduled date - Teacher to inform parent/carers AND complete a 'Record of Contact' (ROC) on OneSchool

Student Name	Form	Class Code	Scheduled Exam Date	Parent/ Carer contact date	Teacher Actions Taken / Strategies Implemented
<i>e.g. John Smith</i>	<i>1001</i>	<i>SCI101A</i>	<i>12.2.2021</i>	<i>13.2.2021</i>	<i>ROC recorded in OneSchool</i>

STEP 2 – TEACHER TO COMPLETE – REFERRAL TO CURRICULUM HOD

➤ Curriculum HOD to schedule an alternate date at the first opportunity on return to school if Medical Certificate/Reasonable documentation is provided

➤ If no Medical Certificate / documentation provided – NR awarded and exam sat at a later date

➤ Contact with parent/carer recorded in OneSchool

Student Name	Form	Class Code	Scheduled Exam date	Parent contact date	Recorded on OneSchool	Curriculum HOD - Action Taken Rescheduled Date <i>(after being referred by teacher)</i>
<i>e.g. John Smith</i>	<i>1001</i>	<i>SCI101A</i>	<i>1.3.2021</i>	<i>2.3.2021</i>	<i>Yes</i>	<i>Student to sit on rescheduled date 4.3.21</i>

Step 3 – Senior Schooling Use Only – Referral to HOD SS

➤ Examination not completed within 1 week of rescheduled date.

Entered onto Database Email sent

Teacher Aide signature: _____ Date: _____

REFER TO PAGE 10 OF SSAPP for details

APPENDIX 4 – AARA Application

ALEXANDRA HILLS STATE HIGH SCHOOL
ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (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	<input type="checkbox"/> EAP <input type="checkbox"/> Medical Report <input type="checkbox"/> Student Statement <input type="checkbox"/> School Statement		<input type="checkbox"/> DP - Inclusion
Existing or chronic medical/mental health condition	<input type="checkbox"/> Medical Report <input type="checkbox"/> Student Statement <input type="checkbox"/> School Statement		<input type="checkbox"/> GO
Illness and misadventure <input type="checkbox"/> Unforeseen circumstances or event <input type="checkbox"/> Adverse effect demonstrated <input type="checkbox"/> Not already AARA Approved	<input type="checkbox"/> Medical Report <input type="checkbox"/> Other <input type="checkbox"/> Student Statement <input type="checkbox"/> School Statement		<input type="checkbox"/> DP – Senior Schooling

NB: Application cannot be submitted in QCAA Portal without ALL supporting documents

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ALEXANDRA HILLS STATE HIGH SCHOOL
ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)
Application Form

AARA are provided to minimise, as much as possible, barriers for students 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 categories: Permanent / Temporary / Intermittent.

Application form and associated QCAA support documentation form will be available on G drive: core data / teachers / AARA.

The process for and implementing an AARA for students across Years 11 & 12 is as follows:

AARA Category	Managed by
Verified students	DP of inclusion – Janeen Dermott
Cognitive/Social Emotional and Mental Health	Guidance Officers – Jenny Bourke (Year 11) Kylie Dann (Year 12)
Illness/Misadventure/Other	DP Senior Schooling – Robyn Flexman

- Application form collected from Manager or HOD Senior Schooling by student or emailed directly to parent. Application form will also include the relevant QCAA support documentation (medical report/student statement/school statement).
- Manager to create a Support Provision entry on [QnsSchool](#) for student. Do not include an end date on the Support Provision entry.
- Manager to liaise with relevant HOD / Teacher to complete remainder of form.
- Once completed, Manager to complete the Confidential School Statement if required.
- Forms to be forwarded to DP SS to approve and upload as attachment to Support Provision record.
- DP to create an AARA Application in QCAA Portal
- DP to add AARA details to spreadsheet. Spreadsheet stored in G drive: core data / teachers/ AARA
- DP to email (using template) student's teachers / HOD / Guidance Officer / Parents of AARA outcome and details.
- Forms to be stored in student file in Administration.
- HOD of relevant Curriculum Area to manage the implementation of the AARA.

Negotiated Adjustment Plan Student: _____ Year Level: _____ Case Manager: _____

Commencement Date: _____ Review Date 1: _____ Review Date 2: _____ End Date: _____

This form is to be completed once the principal / QCAA has approved the application of Access Arrangements and Reasonable Adjustments. The authority to complete the plan will be delegated to the appropriate case manager - Deputy Principal, Guidance Officer or DP - Inclusion. The plan is to ensure there are appropriate arrangements in place for the student to complete necessary coursework and assessment. The plan will be copied and communicated to all parties and a record maintained for QCAA audit purposes.

Subject/course	Course work adjustments	Assessment adjustments	Revised due date	Teacher	Head of Department

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Delegate Signature: _____ Date: _____

Filing / Copies:

Oneschool (Support Provision)

Student file

Student and Parent

HODS

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