Pacific Pines State High School

Assessment Policy



Pacific Pines State High

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Scope

Pacific Pines State High's assessment policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to Queensland Certificate of Education (year 11&12 - QCE) or Queensland Certificate of Individual Achievement (years 11&12 - QCIA). It takes considerations from the Australian Curriculum and Assessment and Reporting Authority (ACARA) with the framework for the policy developed from the QCE and QCIA policy and procedures handbook available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook and applies to Applied, Applied (Essential), General, General (Extension) subjects, Certificates and Short Courses across all faculties.

Purpose

Pacific Pines State High 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 assessment completion for the Queensland Certificate of Education QCE or Queensland Certificate of Individual Achievement QCIA.

Principles

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

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

- aligned with curriculum and pedagogy
- equitable for all students including approved adjustments (Access Arrangements and Reasonable Adjustments - AARA Process)
- 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.
- in 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.

Promoting Academic Integrity

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

QCE and QCIA policy and procedures handbook	Policy and Procedures
Location and communication of policy	The school assessment policy is located on the school website at PPSHS Website. All questions regarding this policy should be directed to DPs of Junior (years 7-8), Senior Preparation (years 9-10) or Senior School (years 11-12). To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in subject classes. Relevant processes will be revisited: • at enrolment interviews • during parent/guardian meetings years 7, 8, 9, 11 and year 10 SET Plan parent/guardian review meeting (Senior Education and Training Plan SET) • when the assessment schedule is published • when each task is handed to students • in the newsletter, internet and by email in response to phases of the assessment cycle.
Expectations about engaging. in learning and assessment **Section 1** **Section 2** **Section 8**	Pacific Pines State High has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. **Student responsibility for all year levels** Students are expected to: • engage in the learning for the subject, certificate 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. To emphasise the importance of sound academic practices for senior school, staff and students are encouraged to complete the QCAA academic integrity course.

Due dates **Section 8** **Section 6**	**School responsibility** Pacific Pines State High is required to adhere to QCAA (Queensland Curriculum and Assessment Authority) policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published in the assessment calendar, which will be published on Daymap/QLearn and assessment calendar for each subject. The assessment calendar will: • align with syllabus/ACARA requirements. • provide sufficient working time for students to complete the task. • allow for internal quality assurance processes. • be clear to teachers, students and parents/carers. • be consistently applied. • be clearly communicated by the end of Week 3 each semester/Unit. • enable timelines for QCAA quality assurance processes to be met for senior subjects
Student responsibility for all year levels	**Students are responsible for:** • checking assessment calendar and class work on Daymap/QLearn • recording due dates in their calendars • planning and managing their time to meet the due dates • informing their teacher/HOD as soon as possible if they have concerns about assessment load and meeting due dates. • Apply for an AARA, before the due date, if required (AARA applications) **Applying for an extension for drafts:** In cases where students are unable to meet a draft due date, they will: • inform the classroom teacher as soon as possible. • apply for an AARA. • provide the school with relevant documentation, e.g. AARA application. • adhere to alternative arrangements for submission of assessment if AARA is approved. **Applying for an extension for final assessment:** In case where students are unable to meet a final due date, they will: • inform the classroom teacher as soon as possible. • apply for an AARA. • provide the school with relevant documentation according to QCAA, e.g. medical certificate. • adhere to alternative arrangements for submission of assessment if AARA is approved.

	Refer to AARA (Access Arrangements and Reasonable Adjustments) information if required.
Submitting, collecting and storing assessment information Section 9	Assessment instruments will provide information about Pacific Pines State High's expectations for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date, by 11.59pm via Daymap or QLearn - unless advised otherwise by the Curriculum Head of Department. For years 11&12, 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. All evidence used for making judgments is compliant with QCAA processes.
Appropriate materials Section 8.2	Pacific Pines State High is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Ensuring Academic Integrity

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

Internal Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and Procedures
Scaffolding Section 8.2	Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument. • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

Checkpoints	If students are required to meet checkpoints as part of the assessment task, this will: • be detailed on student task sheets. • monitor student progress. • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoint submissions (including practical and certificate subjects). Teachers will use these checkpoints to identify and support students to complete their assessment.
Drafting **Section 8.2**	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 might be used as evidence of student achievement in the case of illness or misadventure, and non-submission for other reasons. Submission of a draft: • to receive written feedback from the teacher, the final draft must be submitted via Daymap/QLearn or hard copy where applicable by **11.59pm Wednesday** of the due week (or date/time determined by HOD). • Year 7 to 9 students will receive detention for failing to submit a draft. Year 10 to 12 students will be referred to the Assessment Support Room. Feedback on a draft is: • provided on a maximum of **one draft** for 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 to students on the 6th school day after a submission of a draft – HOD will coordinate the release of drafts to students. • provide verbal feedback only for unapproved late submissions. Feedback on a draft must **not:** • compromise the authenticity of a student response. • introduce new ideas, language or research to improve the quality and integrity of the student work. • edit or correct spelling, grammar, punctuation and calculations. • allocate a mark. Parents and caregivers of students will be notified by email about non-submission of drafts as this denotes failing to follow the program of instruction. Teachers will complete a minor incident (including contacts) on OneSchool and refer to Curriculum HOD.
Final	The final submission is used to determine the overall level of achievement for the unit/semester of work being studied within the designated reporting period. For senior students, this result is also used to calculate the completion and achievement of QCE.

	Submission of a final: • The final submission must be submitted via Daymap/QLearn or hard copy where applicable by **11.59pm** Friday of the due week. This includes submissions for VET subjects (certificate courses). • Students will follow the AARA process if an extension is required and criteria to receive an AARA is met. • Students will be graded on their draft if the final is not submitted by the due date and time. If no draft is submitted, students will be graded on work seen by the teacher in class. • Final results will be published by the teacher via Daymap/QLearn/markbooks within 10 school days (or at the discretion of the HOD after consultation) after marking and moderation has occurred. This includes VET subjects (certificate courses). • Resubmission timelines for VET subjects are due within 5 school days unless the teacher indicates otherwise. Parents and caregivers of students will be notified for non-submission of a final as this denotes failing to follow the program of instruction. Teachers will complete a major incident (including contacting home) on OneSchool and refer to Curriculum HOD and Student Success & Engagement HOD.
Managing response length **Section 8.2**	Students must adhere to assessment response lengths as specified by syllabus/ACARA documents. The procedures below support students to manage their response length. • 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. • Modelled responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus/ACARA, the school will: • mark only the work up to the required length, excluding evidence over the prescribed limit. • for year 12 students, student work submitted for confirmation purposes will be annotated to clearly indicate the evidence used to determine a mark.
Authenticating student responses **Section 8.2.8**	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Pacific Pines State High uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

	Academic misconduct occurs when a student does not submit original work or when they attempt to cheat in completing assessment. Academic misconduct includes, but is not limited to, failure to submit assessment, plagiarism, unethical use of AI and cheating. A consequence may be imposed in instances of academic misconduct, including disciplinary and academic penalties. **Plagiarism occurs through copying any other person's work in assignments (including projects and artwork) or exams, with or without their permission. Plagiarism includes, but is not limited to:** • Using the ideas or analysis of another person without proper citation. • Using Artificial Intelligence (AI) tools (including, but not limited to, ChatGPT) to generate a response, draft or part of a response. • Using the structure and plan of another student as the basis for the student's own assessment work. • Copying another student's assignment or exam response or handing in another student's assignment or exam response as the student's own. • Copying information from the internet or another source without acknowledging the source of the information through proper citation. • Submitting the student's own work or part of their work from a previous assessment response submitted
Reporting	The level of achievement which contributes to students achieving QCE is determined at each of the mandated reporting periods: Reporting cycles: • Years 7 – 10 students will receive a level of achievement report after each term (interim terms 1 & 3) and semester (term 2 & 4). • Year 11 students will receive a level of achievement report after each 15-week Unit (end of unit 1 - Term 2 Week 5 and end of Unit 2 – Term 3 Week 10). • Year 12 students will receive a level of achievement report after Unit 3 (term 2 week 5). Year 12 students will receive their final QCAA Senior Education Profile report, which is available in their QCAA Learning Accounts, in mid-December of their graduating year. The SEP includes their Senior Statement and QCE/QCIA Certificate (if all academic requirements for the QCE/QCIA are achieved). **No Surprises** Note that parents & carers should not be surprised by an unsatisfactory result for achievement, effort, or behaviour. Please ensure that there has been communication home informing the parent/carer of this – e.g. an email home after unsatisfactory achievement on an assessment task. There is no need to duplicate communication with an additional email indicating that the result on the report card is unsatisfactory if this has already been done earlier.
Access arrangements and reasonable adjustments,	**Applications for AARA for final assessments and/or exams** Pacific Pines State High 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

including illness and misadventure (AARA) **Section 6**	student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Pacific Pines State High follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook The HODs Student Success & Engagement manage the AARAs for years 7-10. The HOD of Senior Student Success & Engagement manages year 11 & 12 AARA applications. All AARA applications must be accompanied by the relevant supporting documentation (outlined in https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook the school's AARA process) and for senior students, made as far in advance as possible to meet the QCAA published timelines Section 6. All evidence used to make decisions is recorded in the student's file.
Managing non-submission of assessment by the due date or absent for an exam. **Section 8**	Teachers make judgments based on evidence of student work provided by the student for the purposes of authentication during the assessment preparation period. Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints and draft. The checkpoints on the instrument specific task sheets provide details of the evidence that will be collected. Junior students will receive a detention, and senior students will be referred to the Assessment Support Room if drafts are not submitted. If no draft is submitted, teachers will contact home and record a behaviour in OneSchool for failure to participate in the program of instruction. Students will also be referred to the ASR. If an incomplete/insufficient draft is submitted, teachers will contact home and refer students to the ASR. No behaviour is recorded. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations), work submitted at checkpoints or the draft will be used to make judgements on the final level of achievement. (Senior students - If all checkpoints have been met, 'Not-Rated' (NR) cannot be entered in the Student Management system by the date published in the SEP calendar. A judgement must be made on the checkpoints or draft submitted by the student). Teachers must seek approval from Curriculum HOD before a student receives an NR. In circumstances however where a student response is judged as NR, the student will not meet the requirements for that subject. The most likely outcome for failing to submit a final response by the due date for senior students is the next stage of cancellation of enrolment for failing to follow the program of instruction. **Absent for an exam (unforeseen illness and misadventure)**

	If a student is absent on the day of an exam, students and parents/carers must apply for an AARA by emailing **1745_aara@eq.edu.au** follow the AARA process including submitting the relevant supporting documentation e.g. medical certificate. Senior students will complete a comparable assessment (Section 7.4) as arranged by the Curriculum HOD (QCAA AARA information).
Internal quality assurance processes **Section 9**	Pacific Pines State High's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • 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 (moderation) For senior phase students, all marks for internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review **Section 9**	Pacific Pines State High's internal review processes for student results (including NR) for all General subjects, Applied subjects, and Short Courses is equitable and appropriate for the local context.

External Assessment Administration for Senior School

QCE and QCIA policy and procedures handbook	Policy and Procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects **External Assessment** **Section 10**	See the QCE and QCIA policy and procedures handbook and follow the *External assessment — administration guide* for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students (Section 10).

Managing Academic Misconduct: Whole-School Approach

Pacific Pines State High 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. Consequences will be applied in line with the strategies in this document.

Use of Artificial Intelligence

If generative AI is used to help generate ideas or plan processes, an acknowledgement of how the tool has been used must be included in assessment submission. This must occur even if AI generated content is not used in the assignment. Students must provide a description of the AI tool used, what they did and the date accessed. Unless explicitly indicated as permissible in the assessment instrument use of AI to complete assessment is prohibited. The use of AI without attribution and/or contrary to the direction of teachers, is considered a form of plagiarism/contract cheating and will be considered academic misconduct. Any permissible use must be attributed using correct conventions. References should provide clear and accurate information for each source and should identify where they have been used in the submitted work. AI does not reference where materials are drawn from and as such this reference serves only to be transparent about the use of the tool. It does not satisfy individual subject requirements for any specific types of sources nor the manner in which they are expected to be referenced.

Responsibilities for AI use in Assessment

Students are responsible for:

- Using AI tools only as permitted
- Maintaining academic integrity by ensuring all submitted work reflects their own understanding and skills.
- Acknowledging AI use transparently in assessment submissions, including prompts and outputs where required
- Critically evaluating AI-generated content for accuracy, bias, and relevance before integrating it into their work
- Participating in authentication processes (e.g., checkpoints, drafts, work logs, interviews) to verify authorship when AI tools are used.
- Avoiding unacceptable practices such as submitting AI-generated work as their own or using unapproved AI tools
- Completing the QCAA Academic Integrity course

Parents / Carers are responsible for:

- Supporting students in understanding ethical AI use and school expectations for assessment
- Monitoring AI use at home to ensure compliance with permitted levels and conditions.
- Reinforcing the importance of academic integrity and discourage misuse of AI tools.
- Engaging with the school if clarification is needed about AI use in assessment tasks.

Teachers are responsible for:

- Clearly communicating AI use permissions and conditions regarding each assessment task
- Providing guidance on ethical and critical use of AI, including limitations and potential biases

- Authenticating student work by requesting checkpoints, drafts, AI interaction logs, or conducting interviews where necessary
- Ensuring AI use aligns with curriculum intent and does not replace genuine student thinking or effort.
- Recording and report any breaches of AI use expectations as academic misconduct in line with school and QCAA policy.
- Attributing and labelling any AI-generated content used in teaching materials according to copyright and referencing requirements.

Subject Area Heads of Department are responsible for:

- Monitoring compliance with AI-related assessment conditions and academic integrity requirements.
- Supporting teachers in managing complex cases involving AI misuse or authorship concerns
- Overseeing quality assurance processes for authentication, feedback, and AI integration in assessment design
- Intervening where systemic issues arise (e.g., repeated breaches or unclear AI guidelines)

Examples of academic misconduct and procedures for managing them

QCE and QCIA policy and procedures handbook	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions Section 8.1.2	A student: • 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? • Cheating in exams through the use and/or possession of prohibited materials such as notes, mobile phones or smart watch • 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. • providing images of an exam to another person.	**For authorship issues** When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. This may include interviewing the student to determine student's ability to explain aspects of the submitted task. **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/ACARA, on or before the due date. This may include

Collusion	When: • 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.	classwork, checkpoints and draft submission. Student may be placed on an Academic Misconduct probation. Parents will be contacted and the student will redo the QCAA Academic Integrity Course. **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). Where appropriate other consequences may apply.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment. • acquires a response to an assessment from a third party e.g. a person, service or artificial intelligence (AI) or has them complete a response for an assessment. • sells or trades a response to an assessment.	
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses. • looks at another student's work during an exam. • copies another student's work during an exam.	
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested. • answers/responses, prior to completing a response to an assessment. • makes any attempt to give or receive access to secure assessment materials.	
Fabricating	A student: • A student invents or exaggerates data or lists incorrect or fictitious references. This may include false or misleading information generated from the use of generative AI.	

Impersonation	A student: • 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. • This includes use of generative AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio, visual and audio-visual assessment responses.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Acceptable and Unacceptable Uses of AI

Acceptable Uses of AI	Examples of Instructions	Unacceptable Uses of AI
Using AI to brainstorm ideas for an assignment	'Give me 5 ideas for a persuasive essay on climate change.'	Copying and submitting AI-generated work as your own
Asking AI to explain a difficult concept in simpler words	'Can you explain what photosynthesis is in simple terms?'	Using AI to write essays, reports, or creative tasks without doing your own work
Using AI to practise quiz questions or revise content	'Give me a quiz to practise Year 8 history.'	Using AI to cheat on tests or exams

Getting help with coding by asking AI for examples or explanations	'Show me an example of how to code a basic calculator in Python.	Copying AI-generated code and submitting it without understanding or modifying it
Asking AI to summarise a text you've already read	'Summarise this article in 5 dot points: [paste article]'	Asking AI to summarise a text you haven't read and pretending you've done the reading
Using AI to help organise ideas into a structure (e.g. dot points, outlines)	'Create list of ideas in bullet point form, providing instruction of what do talk about (regarding this question or text provided).'	Using AI to generate entire assignments, projects, or creative pieces
Using AI to explore different opinions or perspectives for class discussion	'What are different opinions about social media and mental health?'	Using AI to generate fake sources or information

Consequences of AI Misuse

Draft Submission

If plagiarism, or the use of AI is suspected, the onus to prove ownership and authenticity sits with the student, within one school day, 24 hours of notification. Ways to prove ownership include:

- Research notes relevant to the topic used for the evidence submitted.
- Referenced sources used for the evidence submitted.
- Formative classwork relevant to the topic for evidence submitted with a consistent writing style and language features such as grammar, punctuation and spelling.
- Clear evidence of response to teacher feedback during the drafting stage or evidence of drafting from QLearn/Daymap/other or reaching checkpoints.
- Verbal explanation of the research process used to create the evidence.
- Interviewing student to ascertain their ability to explain the submitted work
- Sitting a monitored session to produce task example that can authenticate your own work.

Students must resubmit a draft that is entirely their own and is authenticated by their teacher as their own within 24 hours. No additional feedback will be provided.

Final Submission

Final assessment will be treated as per QCAA guidelines. Only the sections of assessment that can be authenticated as the students' own work will be marked. This will provide the final result. The academic misconduct will be entered onto OneSchool. The OneSchool entry will be referred to the Head of Department of the Curriculum area. The Curriculum HOD will look for patterns of behaviour and discuss the academic misconduct with the parent.

Related School Policy and Procedures

Refer to other School Policies as appropriate:

- Pacific Pines SHS AARA process
- Assessment Support Room Process

Appendix 1 – AARA Process

Pacific Pines State High School AARA Process

Pacific Pines State High is committed to reducing barriers to success for all students including the recognition that some students require adjustments for assessment and exams. AARA (Access Arrangements and Reasonable Adjustments) are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

Who Is Eligible for an AARA?

Any student who meets the criteria below could be eligible for an AARA.

Eligible	Not Eligible
Short Term: • Illness e.g. flu, anxiety (anxiety - apply each term) • Misadventure e.g. broken limb • Unforeseen circumstances where the student has no control e.g. accident, death of a family member. **Long Term:** • Cognitive e.g. ASD, ADHD, dyslexia • Physical e.g. asthma, arthritis • Sensory e.g. hearing impairment. • Social/emotional e.g. ADHD, (anxiety - apply each semester)	• Unfamiliar with the English language. • Teacher absence or other teacher-related difficulties. • Matters that the student could have avoided, e.g. misreading an exam timetable, misreading instructions in examinations. • Timetable clashes. • Matters of the student's or parent's/carer's own choosing, e.g. family holidays, sporting events/commitments. • Matters that the school could have avoided, e.g. incorrect enrolment in a subject. • Any technical issues e.g. computer crash or not working, work not backed up to an external hard drive/One-Drive/cloud.

How Do Students Apply For An Aara?

Students can download the *Student AARA Application Form (and Medical Application Form for long term AARA)* from Daymap notices or from the School website. Short Term applications are to be submitted to email 1745_Year 7 to 9 AARA@eq.edu.au or 1745_Year 10 to 12 AARA@eq.edu.au (or handed in at the main office) before 11.59pm the due date of an assessment draft/final or before 5pm on the day of a missed exam. Long Term AARAs can be submitted at any time.

Short Term AARA – Years 7 to 9	Long Term AARA Years 7 to 9 (medical diagnosis)
Physical/Misadventure (e.g. Broken arm) • Student submits AARA application form. **Assessment extension (up to 5 calendar days):** • **Draft**: Submit Student AARA Application Form. • **Final**: Submit Student AARA Application Form and supporting documentation. **Absent for an exam:** • Student submits AARA application form. • Student completes exam at next possible lesson	**Students without a current diagnosis:** • Submit the Student and Medical AARA Application Forms • Approved AARAs recorded on One-School under support provisions and remain valid until the end of Year 9. **Students with a current diagnosis:** • As above. Deans of Support and Intervention will work with families to determine the appropriate adjustments to apply for.
Short Term AARA – Years 10 to 12	**Long Term AARA Years 10 to 12 (medical diagnosis)**
Assessment extension (5 calendar days): • **Draft:** Submit Student AARA Application Form. • **Final:** Submit Student AARA Application Form and GP provided medical certificate. **Absent for an exam:** • Submit Student AARA Application Form and medical certificate that covers the day of the missed exam. • AARA application is due before 5pm the day of the exam. The medical certificate is due no more than 3 calendar days after the exam. • Yr 11/12 units 3&4 students complete comparable exam. • Yr 12 External Exams – student completes the QCAA Illness and Misadventure AARA Application Form together with a GP provided medical certificate.	**Students without a current diagnosis:** • Submit the Student and Medical Application Forms. Long term conditions must not be dated earlier than year 10. • Approved AARAs recorded on One-School under support provisions. • For units 3&4: Students will be advised if further documentation is required. HOD Senior School submits documentation to QCAA. Temporary conditions (anxiety) are only valid for 6 months. **Students with a current diagnosis:** • As above. Deans of Support and Intervention will work with families to determine the appropriate adjustments to apply for. **Further information can be found at the following link:** https://www.qcaa.qld.edu.au/senior/assessment/aara
Regular short & long term AARAs Year 7 to 9 managed by HOD of Student Success & Engagement with HOD of Inclusion	**Regular short & long term AARAs Years 10 - 12 managed by HOD of Senior Student Success & Engagement**
• AARA application sent through via email • (1745_Year 7 to 9 AARA@eq.edu.au) • Teacher Aide triages • Single subject AARA is referred to Curriculum HOD • Multiple subjects are referred to Phase SS&E HOD • Long term is referred to HOD Inclusion	• AARA application sent through via email • (1745_Year 10 to 12 AARA@eq.edu.au) • HOD of SSS&E makes decision about AARA. • Send approved AARA notification to student's teacher/s via Daymap. • Emails application and copy of Daymap message to Senior School TA who will complete the admin work uploading application to master provision and

• Decision about AARA is made and returned to TA for processing (Approved AARA notification to student's teacher/s via Daymap and placed onto OneSchool)	personalised learning under support provision in OneSchool. • Unit 3& 4 short term AARA – reported to QCAA via AARA tile. • Unit 3&4 long term AARA – medical documentation and school statement submitted to QCAA via AARA tile. School statement is completed by HOD of Senior Student Success & Engagement, Senior Director or GO.

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Version History

Current Version	Initial Release Date	Change Date	Description of Change	Author	Approved By
V2.0	August 2025	October 2026	Rebrand and additional information regarding the use AI	Executive Services Assistant	Executive Leadership Team