PIMPAMA
STATE SECONDARY COLLEGE

TOGETHER WE SUCCEED

P008
Assessment Policy Year 7-12

Policy & Information – Revision 26b

Effective from 05 June 2026

Last Updated October 2026

P +61 7 5540 9333 | **E** admin@pimpamassc.eq.edu.au | **ABN** 97 3351 598 73
A 142 Dixon Drive, Pimpama QLD 4209 | **PO** Box 107, Pimpama QLD 4209

This Page Intentionally Left Blank

Contents

Document Changelog 3
1.0 - Scope 4
2.0 - Purpose 4
3.0 - Principles 4
4.0 - Promoting Academic Integrity 5
5.0 - Ensuring Academic Integrity – Internal Assessment 8
6.0 - Changes to Assessment Conditions & Timelines, Including Non-Submission 11
7.0 - Managing Academic Misconduct 13
7.1 - Consequences for Academic Misconduct 15
8.0 - Related School Policy and Procedures 16
9.0 - Relevant Legislation and Policy 16
10.0 - Principal's Authorisation 16

APPENDICE A: One Page AARA Flowchart
APPENDICE B: 7 to 10 Short Term AARA
APPENDICE C: 7 to 10 Long Term AARA
APPENDICE D: 11 to 12 Short Term AARA
APPENDICE E: 11 to 12 Long Term AARA

Document Changelog

Revision	Changes	Date
24a	2024 Policy Overhaul	April 2024
24b	Policy update	July 2024
24c	Policy updates	September 2024
26a	2026 Policy updates	June 2026
26b	Links updated, header & footer updated, minor formatting, added appendices.	October 2026

1.0 - Scope

Pimpama State Secondary College is committed to upholding a consistent, whole-school approach to the delivery of quality assessment that aligns with the policies and procedures of the Queensland Curriculum and Assessment Authority (QCAA). The College is committed to ensuring that students understand the expectations of QCAA assessment practices and that all work submitted is valid, authentic, and upholds the integrity of assessment.

This policy provides information for teachers, students, and parents/carers about roles, responsibilities, processes, and procedures designed to ensure the integrity of assessment in years 7-10 and contributing to the Queensland Certificate of Education (QCE) in years 11 and 12.

Years 7–10 follow the ACARA curriculum, while Years 11–12 follow the QCAA curriculum and assessment requirements.

The framework for this policy is developed from the QCE and QCIA Policy and Procedures Handbook, available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook, and applies all subjects across all faculties.

2.0 - Purpose

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

3.0 - Principles

Pimpama State Secondary College expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

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

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

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

4.0 - Promoting Academic Integrity

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

	Policy and Procedures
Location and communication of policy	The school assessment policy is located on the school website. All questions regarding this policy should be directed to the relevant year level Deputy Principal. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year. Relevant processes will be revisited: • when the assessment schedule is published • when each task is handed to students • at school meetings for teachers.
Expectations about engaging in learning and assessment	Pimpama State Secondary College 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 expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, Year 11 and 12 staff and students will complete the QCAA academic integrity courses.
Due Dates	Students must submit assessment on or before the due date through Daymap or QLearn. Work submitted after the due date will not contribute to a student's final grade. Where no submission is made by the due date, the student's result will be based on evidence gathered from checkpoints and drafts. School responsibilities: Pimpama State Secondary College is required to adhere to QCAA 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 schedule and on Daymap/QLearn. All students will be provided with their assessment schedule for the semester. Due to external factors, assessment schedules are reviewed and may be updated throughout the year. Parents and students will be notified of any changes.

	The assessment schedule will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied. Students are responsible for: • checking Daymap/ QLearn and the assessment schedule to confirm their checkpoint, draft and due dates • planning and managing their time to meet the due dates • informing the curriculum/sub-school HOD as soon as possible if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: • Years 7–10: ○ Notify the classroom teacher and the relevant Head of Department (Sub-School: Junior or Middle) as soon as possible in cases of misadventure or unforeseen circumstances. ○ Follow school-based processes for consideration of an extension (reasonable adjustment) and access arrangement. ○ Submit an **AARA (Access Arrangement and Reasonable Adjustment) application** (short term / long term) for either reason and provide the school with relevant documentation with specific details related to the reason for absence, e.g. medical certificate • Years 11–12: ○ Foreseeable known absence: Notify both the Deputy Principal – Senior School and the classroom teacher at least five (5) school days prior to the due date for any **known absence** (e.g. absence due to illness) reason. ○ Unforeseen circumstances (Misadventure): Notify both the Deputy Principal – Senior School and the classroom teacher if unexpected circumstances (misadventure or emergent reasons) arise that prevent submission by the due date (e.g. sudden illness or emergency). ○ Submit an **AARA (Access Arrangement and Reasonable Adjustment) short-term application** (short term / long term) for either reason and provide the school with relevant documentation with specific details related to the reason for absence, e.g. medical certificate • Adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. Planned holidays or travel during the school term are not considered valid grounds for an extension or AARA application. All final decisions are at the principal's discretion. Refer to Short-term AARA information in the appendices.

Submitting, collecting and storing assessment information	Assessment instruments will provide information about Pimpama State Secondary College's arrangements 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 and where appropriate, via Qlearn. Draft and final responses for all internal assessment will be collected and stored as per the storage retention policy. Live performance assessments will be recorded and stored as required for QCAA processes. A student must submit all evidence of their work as specified by the conditions of the task and the evidence that is collected at checkpoints, drafts and due dates.
Appropriate materials	Pimpama State Secondary College is a supportive and inclusive school, therefore, all stimulus materials chosen as part of an assessment instrument are selected with care in this context by students and staff. All stimulus material is reviewed by the relevant Head of Department and within the guidelines of Department of Education expectations and in alignment with the focus of the unit of work as prescribed by ACARA or the Queensland Curriculum and Assessment Authority.

5.0 - Ensuring Academic Integrity – Internal Assessment

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

Scaffolding	Scaffolding for assessment helps students understand the process for completing the task. 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	Checkpoints will: • be detailed on student task sheets • clarify assessment expectations for students • monitor student progress towards task completion • help students develop strategies to submit assessment by the due date • gather evidence on or before the due date • provide points of intervention, if needed • be used to establish student authorship. 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. Head of Departments and parents/carers will be contacted if checkpoints are not being met.
Drafting	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, plagiarism of final work or non-submission for other reasons. Feedback on a draft is: • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided in a timely manner to support student progress, but no more than two weeks. 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.

Managing Response Length	Students must adhere to assessment response lengths as specified by syllabus 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. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints • Teachers will give advice to students at checkpoints about how to synthesise and develop ideas or information to meet the assessment conditions. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will mark only the work up to the required length, excluding evidence over the required length. Teachers are to annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark. Pimpama State Secondary College will always uphold the conditions of the assessment and will not change the tool being used for making a judgment, or penalise students for submitting a response that does not meet the response length conditions by arbitrarily reducing their result.
Authenticating student responses	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Students are expected to appropriately acknowledge all source material using subject-specific referencing conventions. Pimpama State Secondary College 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 academic misconduct will be followed as per section 7.0 of this policy.
Student use of AI	Pimpama State Secondary College acknowledges that artificial intelligence (AI) is an emerging technology that has the potential to support and enhance student learning when used responsibly and ethically. Students must ensure that their use of AI is as a tool to support their learning and not as a replacement for their own thinking and original work. Acceptable Use of AI for Students: Students may use AI tools under teacher direction to support their learning, including: • identifying and locating relevant research sources and ides to guide further investigation • generating study notes or flashcards • developing an understanding of topics.

	Students must ensure that AI is sued primarily as a support or reference tool. It must not replace a student's own thinking, understanding or original work. Any work submitted must reflect the student's own ideas and learning. Examples of unacceptable use of AI are outlined in 7.0 Managing academic misconduct. In instances where students misuse AI, procedures for academic misconduct will be followed.

Internal quality assurance processes	Pimpama State Secondary College'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.
	• In year 12 administering only endorsed assessment instruments from the QCAA portal to students to ensure reliability of assessment in alignment with syllabus.
	• In year 12 quality assurance of judgments about student achievement are adhered to before submission for Confirmation. In years 7-11 quality assurance of judgements are as directed by the HOD. This could include teachers engaging in:
	  ○ moderation meetings to discuss the performance levels awarded
	  ○ blind marking opportunities
	  ○ peer reviewing randomly selected responses
	  ○ checking borderline and best-fit results
	  ○ double marking.
	• All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA at a Confirmation event.
	• Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

Review	Pimpama State Secondary College internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses are equitable and appropriate for the local context. Any requests for student results to be reviewed in years 7-10 are to be made to the Curriculum Head of Department.
External assessment administration (Years 11 and 12 only) *External assessment is developed by the QCAA for all General and General (Extension) subjects*	Pimpama State Secondary College staff refer to the QCE and QCIA policy and procedures handbook (Section 7.3) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students. All required equipment lists, timetables and student information will be distributed to staff and students as directed by QCAA.

6.0 - Changes to Assessment Conditions & Timelines, Including Non-Submission

Year 7-10 Applications for Adjustments & Extensions	Students who require short-term adjustments, extensions, or to arrange catch-up for missed examinations must submit a Year 7-10 AARA application and provide supporting documentation from a parent or caregiver (e.g. letter, email, medical certificate). This documentation must be submitted to the relevant Curriculum Head of Department (for individual subjects) or Sub-School Head of Department (for multiple subjects). A short-term adjustment is a temporary adjustment or support provided to a student to address a short-term barrier to learning or assessment, allowing them to continue to participate on the same basis as their peers. Where reasonable, adjustments and extensions should be organised at least one week prior to the due date. Long term adjustments should be requested through Guidance Officers, Case Managers or Deputy Principals.
Year 7-10 Non-submission of assessment by the due date	If final assessment is not submitted in adherence to the conditions outlined on the task, the final result will be based on evidence collected at checkpoints and/or drafting phase submitted on or before the due date. If no evidence is available, student may be required to complete the task upon return to school at the first lesson.
Year 11 and 12 Applications for AARA	Pimpama State Secondary College is committed to providing equitable access to assessment for all students. Access Arrangements and Reasonable Adjustments (AARA) are measures designed to minimise barriers experienced by students whose disability, impairment, medical condition or other circumstances may affect their ability to demonstrate their learning in assessment. The college follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from QCAA Handbook The College Principal or delegate manages the approval of an AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file. Students are not eligible for AARA on the following grounds: • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided.
Year 11 and 12	Students and parents/carers must contact the Senior School Guidance Officer or the Senior School - Deputy Principal as soon as possible and submit the relevant

Applications for extensions to due dates for unforeseen illness and misadventure	supporting documentation. Copies of the AARA application, medical report template and other supporting documentation are available on the college website. This information can also be located in the appendices below.
Year 11 and 12 Managing non-submission of assessment by the due date	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) one of the following options will occur: • the work that was provided by the student for the purposes of authentication during the assessment preparation period will be marked in place of the final copy as teachers can make judgments based on this • if the work was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject and will, therefore, lose QCE credit. This may result in a student become ATAR ineligible.

7.0 - Managing Academic Misconduct

Pimpama State Secondary College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct.

Misuse of AI	A student uses AI: • to generate content and submit it as their own work • to complete assessment tasks • to rewrite passages or sections of assessment • in a way that breaches academic integrity expectations • to generate false or misleading information • tools to gain an unfair advantage in assessments. • to falsify information or misrepresenting the source of content • Engage in plagiarism or collusion.
Cheating while under supervised conditions	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 • 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.
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.
Contract cheating	A student: • pays for a person or a service to complete a response to 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: • invents or exaggerates data • lists incorrect or fictitious references.
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.
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). It also includes content generated by artificial intelligence (AI) tools that is presented as the student's own work without appropriate acknowledgement or referencing.
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.

7.1 - Consequences for Academic Misconduct

In the event of plagiarism, or the suspected misuse of AI	Students may be required to demonstrate authorship and authenticity of submitted work. **Draft Submission** Students are required to prove ownership and authenticity within one school day of notification. Ways to prove ownership include: • research notes relevant to the topic used for the evident 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 • evidence of planning and/or drafting • verbal explanation of the research process used to create the evidence. The student must resubmit a draft that is entirely their own and is authenticated by the teacher within one school day. **Final submission** In an instance where a student is suspected of AI misuse and cannot prove ownership and authenticity, results will be awarded as per the consequences for academic misconduct outlined below.
For all instances of academic misconduct	Consequences may include: • results awarded using any available evidence from the preparation of the response that is available verifiably the student's own work and gathered within the conditions specified by the syllabus, on or before the due date. • results awarded using parts of work that can be authenticated. • not rated if there is no evidence and no work can be authenticated (examinations). • where appropriate, disciplinary consequences may be applied as per the Student Code of Conduct.

8.0 - Related School Policy and Procedures

- Student Code of Conduct
- Senior School Accountability Agreement
- Appropriate use of electronic devices and resources
- Internal Moderation Policy
- Access Arrangements and Reasonable Adjustments (AARA) Process

9.0 - Relevant Legislation and Policy

- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Australian Skills Quality Authority (ASQA)
- Disability Discrimination Act 1992 (Australian Government, Federal Register of Legislation, 2018)
- Disability Standards for Education 2005 (Department of Education and Training [DET], 2012)
- Education (General Provisions) Act 2006 (Queensland Government, 2018)
- Education (QCAA) Act 2014 (QCAA, 2018)
- Education (QCAA) Regulation 2014 (QCAA, 2018)
- Subject syllabus documents (QCAA, 2019)
- P-12 Curriculum, Assessment and Reporting Framework (DET, 2019)
- QCE and QCIA Policy and Procedure Handbook (QCAA, 2020)
- Standards for Registered Training Organisations (Australian Government, Federal Register of Legislation, 2015)

10.0 - Principal's Authorisation

Name	Megan Roderick
Date	15/10/2026
Signature	

This Page Intentionally Left Blank

PIMPAMA STATE SECONDARY COLLEGE

AARA PROCESS | ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

YEAR 7–10 SHORT-TERM AARA	YEAR 11–12 SHORT-TERM AARA	YEAR 7–12 LONG-TERM AARA
Short-term illness, injury or misadventure	Short-term illness, injury or misadventure	Long-term disability, significant medical/illness or long-term mental health
1 APPLY • Student/parent/caregiver contacts Sub-School HOD regarding assessment impacted by short-term illness, injury or misadventure. • Consult School Assessment Calendar and relevant HOD to establish whether an AARA application may be warranted or is not applicable.	**1 APPLY** • Obtain Short-Term AARA Application Form from Case Manager, Senior School Team (DP, GO or HOD) or College website / College Assessment Policy. • Complete application, attach required supporting documentation and submit as early as possible. • Submit to Principal Delegate: Deputy Principal Senior School — illness/misadventure.	**1 APPLY** • Obtain Long-Term AARA Application Form from Case Manager, Sub-School Team (DP, GO or HOD) or College website / College Assessment Policy. • Complete application, including parent and student statements. Attach required supporting documentation and submit as early as possible. • Submit to Principal Delegate: DP Inclusive Practices — long-term disabilities diagnosis; DP Senior School — significant medical/illness; GO - long-term mental health.
↓	↓	↓
2 CHECK & PROCESS • Where application may be warranted: complete and submit the Short-Term AARA Application with supporting documentation to the Sub-School HOD. • Sub-School HOD determines whether evidence meets threshold. • If threshold is not met: communicate reasons to student/family/relevant staff and refer to staff support/task sheets. • If AARA is not applicable, communicate reasons; an updated form may be submitted in relevant circumstances.	**2 CHECK & PROCESS** • Principal Delegate checks application and supporting documents to establish eligibility; parent/caregiver contacted if further evidence is required. • Principal Delegate processes application: approved applications signed/dated; unapproved applications returned with feedback and may be resubmitted if additional documentation is required.	**2 CHECK & PROCESS** • Principal Delegate checks application and supporting documents to establish eligibility; for Years 11–12, aligned with QCAA guidelines. Parent contacted if further evidence is required. • Principal Delegate processes application. For Years 11–12, application submitted via QCAA. Approved applications signed/dated; unapproved applications returned with feedback and may be resubmitted if additional documentation is required.
↓	↓	↓
3 OUTCOME & RECORD • Approved: record in AARA tracking spreadsheet; communicate agreed conditions to relevant staff, student and family. • Unsuccessful/not applicable: communicate outcome and reasons to student/family and relevant teacher.	**3 OUTCOME & RECORD** • Principal Delegate tables application at Senior School Student Support meeting. • Approved: email outcome to student/parent/caregiver; record contact on OneSchool; communicate outcome to staff; add to central AARA tracking spreadsheet. • Unapproved: email student/parent/caregiver; record contact on OneSchool.	**3 OUTCOME & RECORD** • Years 7–10: Principal Delegate tables application at Sub-School Student Support Meeting. • Years 11–12: Principal Delegate reviews QCAA decision in QCAA portal and downloads approved document. • Approved: email outcome; record contact on OneSchool; communicate with staff; add to central AARA tracking spreadsheet. Unapproved: email outcome and record contact on OneSchool.
↓	↓	↓
4 IMPLEMENT • Class teacher checks AARA database for updates. • Class teacher implements approved AARA strategies.	**4 IMPLEMENT** • Copy approved AARA documents and recorded adjustments loaded into OneSchool — Support Provisions at teacher accessibility level. • Approved AARA details recorded in central SharePoint tracking document. • Class teacher checks AARA database and implements approved AARA strategies.	**4 IMPLEMENT** • Copy approved AARA documents and recorded adjustments loaded into OneSchool — Support Provisions at teacher accessibility level. • Approved AARA details recorded in central SharePoint tracking document. • Class teacher implements AARA and communicates with HOD if student does not meet conditions (e.g. new due date).
↓	↓	↓
ONGOING — CLASS TEACHER	**ONGOING — HOD / SENIOR SCHOOL**	**RECORD KEEPING**
Check AARA database for updates and implement approved AARA strategies.	Monitor and manage assessment calendar. For Years 11–12, Senior School HOD sends reminders regarding AARA requirements and manages AARA exam requirements in the exam schedule.	Approved AARA documents and recorded adjustments → OneSchool Support Provisions (teacher accessibility level). Approved AARA details → central SharePoint AARA tracking document.

This Page Intentionally Left Blank

Yr 7 to 10 AARA – Short Term

Temporary Condition/Injury; Illness and Misadventure

Pimpama State Secondary College is committed to providing equitable access to assessment for all students. Access Arrangements and Reasonable Adjustments (AARA) are measures designed to minimise barriers experienced by students whose disability, impairment, medical condition or other circumstances may affect their ability to demonstrate their learning in assessment.

The College implements AARA in accordance with the **Queensland Curriculum and Assessment Authority (QCAA) QCE and QCIA Policy and Procedures Handbook**.

Applying for AARA

Students who believe their performance in an assessment has been, or is likely to be, significantly affected by a temporary illness, injury or an unforeseen event should notify their relevant **Sub School Team** and submit an AARA application as soon as possible. Completed applications, together with all required supporting documentation.

Sub School Teams include either Sub-School **Head of Department** or the **Deputy Principal.**

- Junior School – Ms Mewing or Ms Lubach and Mrs White
- Middle School – Ms Brennan or Ms Humphries and Mr Ubank

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could reasonably have avoided (for example, technology issues or poor preparation)
- circumstances of the student's or parent/carer's own choosing (such as holidays or sporting events)
- matters that the school could reasonably have avoided.

Short-Term Illness, Injury and Misadventure

Students whose ability to attend or participate in an assessment has been adversely affected by illness or an unexpected event may be eligible for short-term AARA.

Examples include:

- illness or injury
- accident
- bereavement
- significant family emergency
- unexpected legal or cultural obligations
- other unforeseen circumstances beyond the student's control.

Applications will be considered where:

- the illness or event was unforeseen and beyond the student's control
- the circumstances had a significant adverse effect on the student's ability to complete or participate in assessment
- appropriate supporting documentation is provided.

Applications will not normally be approved where:

- the circumstances relate to an existing long-term AARA unless there has been a significant deterioration in the student's condition
- the student misread assessment instructions or examination timetables
- the circumstances were avoidable
- the variation relates only to the administration of the assessment.

Students and parents/carers should notify the school as soon as possible if a temporary illness or unexpected event may affect assessment. Early notification allows the College to consider and implement appropriate adjustments where eligible.

AARA – Short Term

Temporary Condition/Injury; Illness and Misadventure

Student Name: _____ Year Level: _____ Date: _____

Subject	Teacher	Assessment	Current Due Date

Illness and Misadventure Category	☐ Illness/sickness
	☐ Injury
	☐ Accident
	☐ Unexpected event
	☐ Other (please specify):

STUDENT/ PARENT STATEMENT **(Please briefly describe the situation and the adverse effect it is having/has had on your child's ability to complete/ participate in learning and/or assessment).**

SUPPORTING DOCUMENTATION

- ☐ Medical report containing the following details:
  - ☐ the illness, condition or event (including details of a diagnosis, where applicable)
  - ☐ date of onset or occurrence of the disability, illness and/or medical condition (must cover date of assessment)
  - ☐ symptoms, treatment or course of action related to the medical condition or event
  - ☐ explanation of the probable effect of the illness, condition or event on the student's participation in the assessment, particularly timed assessment when considering timed assessment
- ☐ professional recommendations regarding AARA
- ☐ Written evidence from an independent professional (such as witness or police report)
- ☐ Official Notice
- ☐ Other (Please specify):

Student Signature:	**Parent Signature:**

ADMINISTRATIVE USE ONLYOFFICE USE ONLY

Application received (date): Application reviewed (date):	Staff reviewing the application: 1/ 2/
Application Complete: YES NO	Principal Approved / QCAA Approved/ Unapproved
Teacher, HOD informed of decision via email: YES NO (Document correspondence in OS)	AARA recorded on OneSchool (PLR tab)
Parent, student informed of decision: YES NO (Document correspondence in OS)	AARA recorded on SharePoint Register: YES NO
For Unapproved applications, the following feedback applies:	

This Page Intentionally Left Blank

Yr 7 to 10 AARA – Long Term

Disabilities including learning disorders; mental health conditions

Pimpama State Secondary College is committed to providing equitable access to assessment for all students. Access Arrangements and Reasonable Adjustments (AARA) are designed to minimise barriers experienced by students whose disability, impairment, medical condition or long-term circumstance affects their ability to demonstrate their learning in assessment.

The College implements AARA in accordance with the **Queensland Curriculum and Assessment Authority (QCAA) QCE and QCIA Policy and Procedures Handbook**. The Principal is responsible for approving school-based AARA decisions and delegates this responsibility to members of the relevant Sub School Team where appropriate.

The College Principal manages the approval of AARA for students through their delegate. AARA applications are submitted to the relevant AARA delegate for consideration by the Principal. Applications with supporting documents are managed by the following delegates:

- Long term: Disabilities including disorders – **Deputy Principal – Inclusive Practices**
- Long term: Medical condition – **Deputy Principal – Junior or Middle School**
- Long term: Mental health condition – **Guidance Officer**

How decisions are made

Principals consider the limitations and restrictions and functional impact of the disability, impairment, medical condition or other circumstances and the specific types of adjustments that allow individual students to access the assessment and/or demonstrate what they know or can do. The decisions about adjustments may not be the same for every student or the same for each student for every assessment. Teachers and schools rely on evidence to make professional judgments about the types of adjustments provided for students. This evidence will reflect a wide range of practices of teachers and schools in meeting the educational needs of their students consistent with obligations under the DDA, the DSE and best teaching practice. The adjustments should not prevent the student from demonstrating the objectives of the assessment.

The decisions may involve an adjustment to:

- how the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instructions may be provided as written instructions)
- how the student responds to the assessment (e.g. a student with Developmental Coordination Disorder — DCD may complete the assessment using a computer with approved software)
- the time allowed (e.g. a student with Attention Deficit Hyperactivity Disorder (ADHD) may have five minutes per half-hour extra time provided in supervised assessment)
- the scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment)
- the environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader)
- the mode of the assessment (e.g. a student with an injury may perform a different physical activity from the rest of the cohort in PE in order to be able to demonstrate the unit objectives).

Applying for Long-Term AARA

Students and families wishing to apply for an AARA must do so at the start of each year, or as soon is practically possible. This will be before the first assessment period in Term 1. The student, along with their parent or carer, will complete the *AARA Application Form (Long Term) [Form 1],* and submit this along with appropriate medical documentation. More information regarding appropriate medical documentation is provided below.

Students and parents/carers should:

1. Obtain a Long-Term AARA Application Form from the Sub School Team or the College website – College Assessment Policy.
2. Complete the application – including parent statement and student statement
3. Attach all required supporting documentation ie. medical
4. Submit the application as early as possible to allow sufficient time for consideration and implementation of approved adjustments.

Supporting Documentation

Applications must include **current**, independent medical or specialist evidence. Students must submit the original diagnoses report or documentation outlining the impacts of their disability and recommendations for adjustments. If the diagnoses were made prior to transitioning to high school, students will also need to have an approved practitioner write a report outlining the information below or have them complete the *AARA Medical Report Long Term [Form 2]*. For mental health conditions, a medical report no older than six months than the assessment period is required. Please note that supporting documentation must be included with your AARA application for consideration of submission as per QCAA guidelines.

Supporting documentation should:

- confirm the diagnosis or condition
- describe the functional impact on learning and assessment
- include the date of diagnosis or onset
- outline current treatment (where relevant)
- provide recommendations for appropriate assessment adjustments.

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

How AARA Decisions are Made

Each application is considered individually. Considerations include:

- the student's functional impact in assessment
- the supporting evidence provided
- previous adjustments used successfully at school
- QCAA eligibility requirements.

Approved adjustments are designed to remove barriers while ensuring the assessment requirements and learning objectives remain unchanged.

Examples of Approved Adjustments

Depending on individual needs, approved AARA may include:

- additional assessment time
- rest breaks
- alternative assessment format
- use of a computer or approved assistive technology
- reader and/or scribe
- varied seating or separate supervision
- comparable assessment or extension (where appropriate)
- other reasonable adjustments approved under QCAA guidelines.

Important Information

Students are **not** eligible for AARA due to:

- unfamiliarity with English
- teacher absence or school-related matters
- poor preparation
- technology issues that could reasonably have been avoided
- holidays, sporting commitments or other circumstances of the student or family's choosing.

Providing an application does not guarantee approval. Each application is assessed individually in accordance with QCAA requirements and the supporting evidence provided.

PIMPAMA
STATE SECONDARY COLLEGE

Application Form 1 begins on the next page

AARA – Long Term – Form 1

Disabilities including learning disorders & mental health conditions

This application form is completed by students and parents/caregivers and submitted, with the relevant, required supporting documentation to the ***relevant Sub School Deputy Principal*** *or the* ***Deputy Principal - Inclusive Practices.***

Student Name:_____ Year Level:_____ Date:_____

CATEGORY OF DISABILITY
(select all that apply and specify where relevant)

☐ **Cognitive**

- ☐ Specific Learning Disorder (reading, Writing, Mathematics)
- ☐ Attention Deficit Hyperactivity Disorder (ADHD)
- ☐ Developmental Language Disorder (DLD)
- ☐ Intellectual Disability
- ☐ Autism Spectrum Disorder (ASD)
- ☐ Other_____

☐ **Physical**

- ☐ Long-term physical injury or mobility condition
- ☐ Developmental Coordination Disorder (DCD)
- ☐ Medical Condition (please specify) _____
- ☐ Other_____

☐ **Sensory**

- ☐ Visual Impairment
- ☐ Hearing Impairment/Deaf and Hard of Hearing
- ☐ Other_____

☐ **Social/Emotional**

- ☐ Autism Spectrum Disorder (ASD)
- ☐ Attention Deficit Hyperactivity Disorder (ADHD)
- ☐ Anxiety
- ☐ Depression
- ☐ Mental Health Disorder
- ☐ Other_____

PIMPAMA STATE SECONDARY COLLEGE

RECOMMENDED ADJUSTMENTS – STUDENT/PARENT COMPLETED

Please indicate which adjustments you would like to request.
Only the recommended adjustments indicated below will be applied for. These recommendations must be supported by the medical report or form from your practitioner.

✓ Please tick	ADJUSTMENT(S)	DETAIL
☐	Alternative Format	e.g. enlarged print, electronic format, braille
☐	Assistance	e.g. a teacher aide assisting with manipulation of equipment and other practical tasks
☐	Assistive Technology	e.g. amplification system, view digital stimulus, use magnifier, voice recognition and/or screen reader. Schools should only apply for assistive technology if the student is already familiar with using the assistive technology.
☐	Bite-sized Food	Unobtrusive food (not crunchy or strong smelling) in a clear container
☐	Comparable Assessment	Not previously administered to students in subject cohort - given on a different date
☐	Computer	Computer - Desktop or laptop with approved software - see information sheet.
☐	Diabetes Management	e.g. bite size food, BG monitoring equipment, additional time to manage aspects of this condition
☐	Drink (other than water)	Required for a medical reason
☐	Extension	Extension to the due date for a non-exam
☐	Extra Time	Additional exam working time - five minutes per half hour
☐	Individual Instructions	Unannotated copy of written instructions
☐	Medication	Only prescribed
☐	Other	Based on the functional impact of a student's condition e.g. Presentations pre-recorded, presenting to teacher or small group only
☐	Physical Equipment and Environment	e.g. Specialised desk, cushion, heat or cold pack, silent fidget tools, other
☐	Reader	Reading the assessment or the student's response aloud as often as the student requests - see information sheet
☐	Reduced Audience	For presentations – present in front of small group, teacher only, or pre-recorded
☐	Rest Breaks	Time to rest. Five minutes per half hour, taken at any time during the assessment - see information sheet
☐	Scribe	Someone transcribing the student's verbal response or direction during assessment – see information sheet
☐	Varied Seating – out of order in the main exam room	
☐	Varied Seating – small group supervision in separate room	
☐	Varied Seating – own room	
☐	Vision Aides	e.g. coloured transparency, different lighting, other

PIMPAMA STATE SECONDARY COLLEGE

STUDENT STATEMENT (optional)

Briefly describe the impact the above conditions have on your ability to complete assessment tasks

PARENT/CARER STATEMENT (optional)

Briefly describe the impact the above conditions have on the student's ability to complete assessment tasks

SUPPORTING DOCUMENTATION

- ☐ AARA Application Form: Long Term [Form 1]
- ☐ AARA Medical Report: Long Term [Form 2]

or

- ☐ Original medical report detailing diagnosis

Student Signature:	**Parent Signature:**

ADMINISTRATIVE USE ONLYOFFICE USE ONLY	
Application received (date): Application reviewed (date):	Staff reviewing the application: 1/ 2/
Application Complete: YES NO	Principal Approved / QCAA Approved/ Unapproved
Teacher, HOD informed of decision via email: YES NO (Document correspondence in OS)	AARA recorded on OneSchool (PLR tab)
Parent, student informed of decision: YES NO (Document correspondence in OS)	AARA recorded on SharePoint Register: YES NO
For Unapproved applications, the following feedback applies:	

AARA – Medical Report – Form 2

Disabilities including learning disorders & mental health conditions

*Health practitioners **may** use this medical report template. If the health practitioner does not use this medical report template, they must supply a **current** medical report containing the relevant information outlined on page 1 of the application information.*

PART A: STUDENT AND HEALTH PRACTITIONER DETAILS

STUDENT DETAILS	
Student Name:	
I give permission for my health professional to provide information concerning this application to Pimpama State Secondary College and the QCAA, if required.	
Student Signature:	**Date:**
Parent Signature:	**Date:**

HEALTH PRACTITIONER DETAILS	
Name:	
Profession:	
Phone:	
Specialty/qualifications: (If applicable)	
Place of work:	
Registration number:	
Practice Stamp: (If applicable)	
Health Professional Signature:	**Date:**

PIMPAMA STATE SECONDARY COLLEGE

PART B: DETAILS OF DISABILITY, IMPAIRMENT AND OR MEDICAL CONDITION

Diagnosis:	
Date of Diagnosis:	
Date of Occurrence/Onset:	

Identify the category of disability (as per the NCCD) in which impacts the student the greatest. Select all that apply, specifying where relevant.	Provide a brief summary of the student's disability, impairment and/or medical condition, including symptoms and impacts
☐ **Cognitive** ☐ Specific Learning Disorder (reading, Writing, Mathematics) ☐ Attention Deficit Hyperactivity Disorder (ADHD) ☐ Developmental Language Disorder (DLD) ☐ Intellectual Disability ☐ Autism Spectrum Disorder (ASD) ☐ Other_____	
☐ **Physical** ☐ Long-term physical injury or mobility condition ☐ Developmental Coordination Disorder (DCD) ☐ Medical Condition (please specify) ☐ _____ ☐ Other_____	
☐ **Sensory** ☐ Visual Impairment ☐ Hearing Impairment/Deaf and Hard of Hearing ☐ Other_____	
☐ **Social/Emotional** ☐ Autism Spectrum Disorder (ASD) ☐ Attention Deficit Hyperactivity Disorder (ADHD) ☐ Anxiety ☐ Depression ☐ Mental Health Disorder ☐ Other_____	

PART C: EFFECT/IMPACT ON LEARNING IN THE CLASSROOM

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

- ☐ Difficulties with attention/concentration
- ☐ Difficulties with writing and fine motor tasks
- ☐ Difficulties with mobility
- ☐ Difficulties with written language and expression
- ☐ Difficulties with reading
- ☐ Difficulties with numeracy
- ☐ Difficulties with anxiety and mental health
- ☐ Difficulties accessing curriculum due to vision
- ☐ Difficulties accessing the curriculum due to hearing
- ☐ Difficulties accessing the curriculum due to learning disorder
- ☐ Other (please outline details)

Provide comments:

PART D: EFFECT/IMPACT ON EXAMS (TIMED ASSESSMENT)

Comment on the probable effect of this disability, impairment and/or medical condition on this student's capacity to complete timed assessment.

- ☐ Inability to sit exam at nominated time due to illness
- ☐ Inability to write due to physical injury
- ☐ Inability to complete written exam within nominated time
- ☐ Inability to complete assessment without rest/movement breaks
- ☐ Inability to complete exams without adult support to maintain focus and redirect if required
- ☐ Inability to present oral presentations to a large group of students
- ☐ Inability to read standard format of exam due to vision impairment
- ☐ Inability to sit exams without changes to physical environment and without physical equipment
- ☐ Inability to complete exams without additional time for medical management (e.g. diabetes)
- ☐ Other (please outline details)

Provide comments:

PIMPAMA STATE SECONDARY COLLEGE

RECOMMENDED ADJUSTMENTS – COMPLETED BY HEALTH PROFESSIONAL

Please indicate which adjustments are recommended for the student.
Only the recommended adjustments indicated below will be applied for.

✓ Please tick	ADJUSTMENT(S)	DETAIL
☐	Alternative Format	e.g. enlarged print, electronic format, braille
☐	Assistance	e.g. a teacher aide assisting with manipulation of equipment and other practical tasks
☐	Assistive Technology	e.g. amplification system, view digital stimulus, use magnifier, voice recognition and/or screen reader. Schools should only apply for assistive technology if the student is already familiar with using the assistive technology.
☐	Bite-sized Food	Unobtrusive food (not crunchy or strong smelling) in a clear container
☐	Comparable Assessment	Not previously administered to students in subject cohort - given on a different date
☐	Computer	Computer - Desktop or laptop with approved software - see information sheet.
☐	Diabetes Management	e.g. bite size food, BG monitoring equipment, additional time to manage aspects of this condition
☐	Drink (other than water)	Required for a medical reason
☐	Extension	Extension to the due date for a non-exam
☐	Extra Time	Additional exam working time - five minutes per half hour
☐	Individual Instructions	Unannotated copy of written instructions
☐	Medication	Only prescribed
☐	Other	Based on the functional impact of a student's condition e.g. Presentations pre-recorded, presenting to teacher or small group only
☐	Physical Equipment and Environment	e.g. Specialised desk, cushion, heat or cold pack, silent fidget tools, other
☐	Reader	Reading the assessment or the student's response aloud as often as the student requests - see information sheet
☐	Reduced Audience	For presentations – present in front of small group, teacher only, or pre-recorded
☐	Rest Breaks	Time to rest. Five minutes per half hour, taken at any time during the assessment - see information sheet
☐	Scribe	Someone transcribing the student's verbal response or direction during assessment – see information sheet
☐	Varied Seating – out of order in the main exam room	
☐	Varied Seating – small group supervision in separate room	
☐	Varied Seating – own room	
☐	Vision Aides	e.g. coloured transparency, different lighting, other

Please provide further details of the above recommendations if required:

This Page Intentionally Left Blank

Yr 11 - 12 AARA – Short Term

Temporary Condition/Injury; Illness and Misadventure

Pimpama State Secondary College is committed to providing equitable access to assessment for all students. Access Arrangements and Reasonable Adjustments (AARA) are measures designed to minimise barriers experienced by students whose disability, impairment, medical condition or other circumstances may affect their ability to demonstrate their learning in assessment.

The College implements AARA in accordance with the **Queensland Curriculum and Assessment Authority (QCAA) QCE and QCIA Policy and Procedures Handbook**. The Principal is responsible for approving school-based AARA decisions and delegates this responsibility to members of the Senior School AARA Team where appropriate.

Applying for Short-Term AARA

Students who believe their performance in an assessment has been, or is likely to be, significantly affected by a temporary illness, injury or an unforeseen event should notify their teacher and submit an AARA application as soon as possible. Completed applications, together with all required supporting documentation, should be submitted to the **Deputy Principal – Senior School.**

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could reasonably have avoided (for example, technology issues or poor preparation)
- circumstances of the student's or parent/carer's own choosing (such as holidays or sporting events)
- matters that the school could reasonably have avoided.

Short-Term Illness, Injury and Misadventure

Students whose ability to attend or participate in an assessment has been adversely affected by illness or an unexpected event may be eligible for short-term AARA.
Examples include:

- illness or injury
- accident
- bereavement
- significant family emergency
- unexpected legal or cultural obligations
- other unforeseen circumstances beyond the student's control.

Applications will be considered where:

- the illness or event was unforeseen and beyond the student's control
- the circumstances had a significant adverse effect on the student's ability to complete or participate in assessment
- appropriate supporting documentation is provided.

Applications will not normally be approved where:

- the circumstances relate to an existing long-term AARA unless there has been a significant deterioration in the student's condition
- the student misread assessment instructions or examination timetables
- the circumstances were avoidable
- the variation relates only to the administration of the assessment.

Students and parents/carers should notify the school as soon as possible if a temporary illness or unexpected event may affect assessment. Early notification allows the College to consider and implement appropriate adjustments where eligible.

AARA – Short Term

Temporary Condition/Injury; Illness and Misadventure

Student Name: _____ Year Level: _____ Date: _____

Subject	Teacher	Assessment	Current Due Date

Illness and Misadventure Category	☐ Illness/sickness
	☐ Injury
	☐ Accident
	☐ Unexpected event
	☐ Other (please specify):

STUDENT/ PARENT STATEMENT **(Please briefly describe the situation and the adverse effect it is having/has had on your child's ability to complete/ participate in learning and/or assessment).**

SUPPORTING DOCUMENTATION

- ☐ Medical report containing the following details:
  - ☐ the illness, condition or event (including details of a diagnosis, where applicable)
  - ☐ date of onset or occurrence of the disability, illness and/or medical condition (must cover date of assessment)
  - ☐ symptoms, treatment or course of action related to the medical condition or event
  - ☐ explanation of the probable effect of the illness, condition or event on the student's participation in the assessment, particularly timed assessment when considering timed assessment
- ☐ professional recommendations regarding AARA
- ☐ Written evidence from an independent professional (such as witness or police report)
- ☐ Official Notice
- ☐ Other (Please specify):

Student Signature:	**Parent Signature:**

ADMINISTRATIVE USE ONLYOFFICE USE ONLY	
Application received (date): Application reviewed (date):	Staff reviewing the application: 1/ 2/
Application Complete: YES NO	Principal Approved / QCAA Approved/ Unapproved
Teacher, HOD informed of decision via email: YES NO (Document correspondence in OS)	AARA recorded on OneSchool (PLR tab)
Parent, student informed of decision: YES NO (Document correspondence in OS)	AARA recorded on SharePoint Register: YES NO
For Unapproved applications, the following feedback applies:	

This Page Intentionally Left Blank

Yr 11 - 12 AARA – Long Term

Disabilities including learning disorders; mental health conditions

Pimpama State Secondary College is committed to providing equitable access to assessment for all students. Access Arrangements and Reasonable Adjustments (AARA) are designed to minimise barriers experienced by students whose disability, impairment, medical condition or long-term circumstance affects their ability to demonstrate their learning in assessment.

The College implements AARA in accordance with the **Queensland Curriculum and Assessment Authority (QCAA) QCE and QCIA Policy and Procedures Handbook**. The Principal is responsible for approving school-based AARA decisions and delegates this responsibility to members of the Senior School AARA Team where appropriate.

The College Principal manages the approval of AARA for students through their delegate AARA applications are submitted to the relevant AARA delegate for consideration by the Principal. Applications with supporting documents are managed by the following delegates:

- Long term: Disabilities including disorders – **Deputy Principal – Inclusive Practices**
- Long term: Medical condition – **Deputy Principal – Senior School**
- Long term: Mental health condition – **Guidance Officer**

How decisions are made

Principals consider the limitations and restrictions and functional impact of the disability, impairment, medical condition or other circumstances and the specific types of adjustments that allow individual students to access the assessment and/or demonstrate what they know or can do. The decisions about adjustments may not be the same for every student or the same for each student for every assessment. Teachers and schools rely on evidence to make professional judgments about the types of adjustments provided for students. This evidence will reflect a wide range of practices of teachers and schools in meeting the educational needs of their students consistent with obligations under the DDA, the DSE and best teaching practice. The adjustments should not prevent the student from demonstrating the objectives of the assessment.

The decisions may involve an adjustment to:

- how the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instructions may be provided as written instructions)
- how the student responds to the assessment (e.g. a student with Developmental Coordination Disorder — DCD may complete the assessment using a computer with approved software)
- the time allowed (e.g. a student with Attention Deficit Hyperactivity Disorder (ADHD) may have five minutes per half-hour extra time provided in supervised assessment)
- the scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment)
- the environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader)
- the mode of the assessment (e.g. a student with an injury may perform a different physical activity from the rest of the cohort in PE in order to be able to demonstrate the unit objectives).

Applying for Long-Term AARA

Students wishing to apply for an AARA must do so at the start of year 11, or as soon is practically possible. This will be before the first assessment period in Term 1, or Unit 1. The student, along with their parent or carer, will complete the *AARA Application Form (Long Term) [Form 1],* and submit this along with appropriate medical documentation. More information regarding appropriate medical documentation is provided below.

Students and parents/carers should:

1. Obtain a Long-Term AARA Application Form from the Senior School Team or the College website – College Assessment Policy.
2. Complete the application – including parent statement and student statement
3. Attach all required supporting documentation ie. medical
4. Submit the application as early as possible to allow sufficient time for consideration and implementation of approved adjustments.

PIMPAMA STATE SECONDARY COLLEGE

Supporting Documentation

Applications must include **current**, independent medical or specialist evidence. Students must submit the original diagnoses report or documentation outlining the impacts of their disability and recommendations for adjustments. If the diagnoses were made prior to Year 10, students will also need to have an approved practitioner write a report outlining the information below or have them complete the *AARA Medical Report Long Term [Form 2].* For mental health conditions, a medical report no older than six months than the assessment period is required. Please note that supporting documentation must be included with your AARA application for consideration of submission as per QCAA guidelines.

Supporting documentation should:

- confirm the diagnosis or condition
- describe the functional impact on learning and assessment
- include the date of diagnosis or onset
- outline current treatment (where relevant)
- provide recommendations for appropriate assessment adjustments.

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

How AARA Decisions are Made

Each application is considered individually. Considerations include:

- the student's functional impact in assessment
- the supporting evidence provided
- previous adjustments used successfully at school
- QCAA eligibility requirements.

Approved adjustments are designed to remove barriers while ensuring the assessment requirements and learning objectives remain unchanged.

Examples of Approved Adjustments

Depending on individual needs, approved AARA may include:

- additional assessment time
- rest breaks
- alternative assessment format
- use of a computer or approved assistive technology
- reader and/or scribe
- varied seating or separate supervision
- comparable assessment or extension (where appropriate)
- other reasonable adjustments approved under QCAA guidelines.

Important Information

Students are **not** eligible for AARA due to:

- unfamiliarity with English
- teacher absence or school-related matters
- poor preparation
- technology issues that could reasonably have been avoided
- holidays, sporting commitments or other circumstances of the student or family's choosing.

Providing an application does not guarantee approval. Each application is assessed individually in accordance with QCAA requirements and the supporting evidence provided.

PIMPAMA
STATE SECONDARY COLLEGE

Application Form 1 begins on the next page

AARA – Long Term – Form 1

Disabilities including learning disorders & mental health conditions

This application form is completed by students and parents/caregivers and submitted, with the relevant, required supporting documentation to the ***Deputy Principal - Senior School*** *or the* ***Deputy Principal - Inclusive Practices.***

Student Name:_____ Year Level:_____ Date:_____

CATEGORY OF DISABILITY
(select all that apply and specify where relevant)

☐ **Cognitive**

- ☐ Specific Learning Disorder (reading, Writing, Mathematics)
- ☐ Attention Deficit Hyperactivity Disorder (ADHD)
- ☐ Developmental Language Disorder (DLD)
- ☐ Intellectual Disability
- ☐ Autism Spectrum Disorder (ASD)
- ☐ Other_____

☐ **Physical**

- ☐ Long-term physical injury or mobility condition
- ☐ Developmental Coordination Disorder (DCD)
- ☐ Medical Condition (please specify) _____
- ☐ Other_____

☐ **Sensory**

- ☐ Visual Impairment
- ☐ Hearing Impairment/Deaf and Hard of Hearing
- ☐ Other_____

☐ **Social/Emotional**

- ☐ Autism Spectrum Disorder (ASD)
- ☐ Attention Deficit Hyperactivity Disorder (ADHD)
- ☐ Anxiety
- ☐ Depression
- ☐ Mental Health Disorder
- ☐ Other_____

PIMPAMA STATE SECONDARY COLLEGE

RECOMMENDED ADJUSTMENTS – STUDENT/PARENT COMPLETED

Please indicate which adjustments you would like to request.
Only the recommended adjustments indicated below will be applied for. These recommendations must be supported by the medical report or form from your practitioner.

✓ Please tick	ADJUSTMENT(S)	DETAIL
☐	Alternative Format	e.g. enlarged print, electronic format, braille
☐	Assistance	e.g. a teacher aide assisting with manipulation of equipment and other practical tasks
☐	Assistive Technology	e.g. amplification system, view digital stimulus, use magnifier, voice recognition and/or screen reader. Schools should only apply for assistive technology if the student is already familiar with using the assistive technology.
☐	Bite-sized Food	Unobtrusive food (not crunchy or strong smelling) in a clear container
☐	Comparable Assessment	Not previously administered to students in subject cohort - given on a different date
☐	Computer	Computer - Desktop or laptop with approved software - see information sheet.
☐	Diabetes Management	e.g. bite size food, BG monitoring equipment, additional time to manage aspects of this condition
☐	Drink (other than water)	Required for a medical reason
☐	Extension	Extension to the due date for a non-exam
☐	Extra Time	Additional exam working time - five minutes per half hour
☐	Individual Instructions	Unannotated copy of written instructions
☐	Medication	Only prescribed
☐	Other	Based on the functional impact of a student's condition e.g. Presentations pre-recorded, presenting to teacher or small group only
☐	Physical Equipment and Environment	e.g. Specialised desk, cushion, heat or cold pack, silent fidget tools, other
☐	Reader	Reading the assessment or the student's response aloud as often as the student requests - see information sheet
☐	Reduced Audience	For presentations – present in front of small group, teacher only, or pre-recorded
☐	Rest Breaks	Time to rest. Five minutes per half hour, taken at any time during the assessment - see information sheet
☐	Scribe	Someone transcribing the student's verbal response or direction during assessment – see information sheet
☐	Varied Seating – out of order in the main exam room	
☐	Varied Seating – small group supervision in separate room	
☐	Varied Seating – own room	
☐	Vision Aides	e.g. coloured transparency, different lighting, other

PIMPAMA STATE SECONDARY COLLEGE

STUDENT STATEMENT (optional)

Briefly describe the impact the above conditions have on your ability to complete assessment tasks

PARENT/CARER STATEMENT (optional)

Briefly describe the impact the above conditions have on the student's ability to complete assessment tasks

SUPPORTING DOCUMENTATION

☐ AARA Application Form: Long Term [Form 1]

☐ AARA Medical Report: Long Term [Form 2]

or

☐ Original medical report detailing diagnosis

Student Signature:	**Parent Signature:**

ADMINISTRATIVE USE ONLYOFFICE USE ONLY	
Application received (date): Application reviewed (date):	Staff reviewing the application: 1/ 2/
Application Complete: YES NO	Principal Approved / QCAA Approved/ Unapproved
Teacher, HOD informed of decision via email: YES NO (Document correspondence in OS)	AARA recorded on OneSchool (PLR tab)
Parent, student informed of decision: YES NO (Document correspondence in OS)	AARA recorded on SharePoint Register: YES NO
For Unapproved applications, the following feedback applies:	

AARA – Medical Report – Form 2

Disabilities including learning disorders & mental health conditions

*Health practitioners **may** use this medical report template. If the health practitioner does not use this medical report template, they must supply a **current** medical report containing the relevant information outlined on page 1 of the application information.*

PART A: STUDENT AND HEALTH PRACTITIONER DETAILS

STUDENT DETAILS	
Student Name:	
I give permission for my health professional to provide information concerning this application to Pimpama State Secondary College and the QCAA, if required.	
Student Signature:	**Date:**
Parent Signature:	**Date:**

HEALTH PRACTITIONER DETAILS	
Name:	
Profession:	
Phone:	
Specialty/qualifications: (If applicable)	
Place of work:	
Registration number:	
Practice Stamp: (If applicable)	
Health Professional Signature:	**Date:**

PIMPAMA STATE SECONDARY COLLEGE

PART B: DETAILS OF DISABILITY, IMPAIRMENT AND OR MEDICAL CONDITION

Diagnosis:	
Date of Diagnosis:	
Date of Occurrence/Onset:	

Identify the category of disability (as per the NCCD) in which impacts the student the greatest. Select all that apply, specifying where relevant.	Provide a brief summary of the student's disability, impairment and/or medical condition, including symptoms and impacts
☐ **Cognitive** ☐ Specific Learning Disorder (reading, Writing, Mathematics) ☐ Attention Deficit Hyperactivity Disorder (ADHD) ☐ Developmental Language Disorder (DLD) ☐ Intellectual Disability ☐ Autism Spectrum Disorder (ASD) ☐ Other_____	
☐ **Physical** ☐ Long-term physical injury or mobility condition ☐ Developmental Coordination Disorder (DCD) ☐ Medical Condition (please specify) ☐ _____ ☐ Other_____	
☐ **Sensory** ☐ Visual Impairment ☐ Hearing Impairment/Deaf and Hard of Hearing ☐ Other_____	
☐ **Social/Emotional** ☐ Autism Spectrum Disorder (ASD) ☐ Attention Deficit Hyperactivity Disorder (ADHD) ☐ Anxiety ☐ Depression ☐ Mental Health Disorder ☐ Other_____	

PART C: EFFECT/IMPACT ON LEARNING IN THE CLASSROOM

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

- ☐ Difficulties with attention/concentration
- ☐ Difficulties with writing and fine motor tasks
- ☐ Difficulties with mobility
- ☐ Difficulties with written language and expression
- ☐ Difficulties with reading
- ☐ Difficulties with numeracy
- ☐ Difficulties with anxiety and mental health
- ☐ Difficulties accessing curriculum due to vision
- ☐ Difficulties accessing the curriculum due to hearing
- ☐ Difficulties accessing the curriculum due to learning disorder
- ☐ Other (please outline details)

Provide comments:

PART D: EFFECT/IMPACT ON EXAMS (TIMED ASSESSMENT)

Comment on the probable effect of this disability, impairment and/or medical condition on this student's capacity to complete timed assessment.

- ☐ Inability to sit exam at nominated time due to illness
- ☐ Inability to write due to physical injury
- ☐ Inability to complete written exam within nominated time
- ☐ Inability to complete assessment without rest/movement breaks
- ☐ Inability to complete exams without adult support to maintain focus and redirect if required
- ☐ Inability to present oral presentations to a large group of students
- ☐ Inability to read standard format of exam due to vision impairment
- ☐ Inability to sit exams without changes to physical environment and without physical equipment
- ☐ Inability to complete exams without additional time for medical management (e.g. diabetes)
- ☐ Other (please outline details)

Provide comments:

RECOMMENDED ADJUSTMENTS – COMPLETED BY HEALTH PROFESSIONAL

Please indicate which adjustments are recommended for the student.
Only the recommended adjustments indicated below will be applied for.

✓ Please tick	ADJUSTMENT(S)	DETAIL
☐	Alternative Format	e.g. enlarged print, electronic format, braille
☐	Assistance	e.g. a teacher aide assisting with manipulation of equipment and other practical tasks
☐	Assistive Technology	e.g. amplification system, view digital stimulus, use magnifier, voice recognition and/or screen reader. Schools should only apply for assistive technology if the student is already familiar with using the assistive technology.
☐	Bite-sized Food	Unobtrusive food (not crunchy or strong smelling) in a clear container
☐	Comparable Assessment	Not previously administered to students in subject cohort - given on a different date
☐	Computer	Computer - Desktop or laptop with approved software - see information sheet.
☐	Diabetes Management	e.g. bite size food, BG monitoring equipment, additional time to manage aspects of this condition
☐	Drink (other than water)	Required for a medical reason
☐	Extension	Extension to the due date for a non-exam
☐	Extra Time	Additional exam working time - five minutes per half hour
☐	Individual Instructions	Unannotated copy of written instructions
☐	Medication	Only prescribed
☐	Other	Based on the functional impact of a student's condition e.g. Presentations pre-recorded, presenting to teacher or small group only
☐	Physical Equipment and Environment	e.g. Specialised desk, cushion, heat or cold pack, silent fidget tools, other
☐	Reader	Reading the assessment or the student's response aloud as often as the student requests - see information sheet
☐	Reduced Audience	For presentations – present in front of small group, teacher only, or pre-recorded
☐	Rest Breaks	Time to rest. Five minutes per half hour, taken at any time during the assessment - see information sheet
☐	Scribe	Someone transcribing the student's verbal response or direction during assessment – see information sheet
☐	Varied Seating – out of order in the main exam room	
☐	Varied Seating – small group supervision in separate room	
☐	Varied Seating – own room	
☐	Vision Aides	e.g. coloured transparency, different lighting, other

Please provide further details of the above recommendations if required: