



Palm Beach Currumbin SHS Assessment Policy

Scope

This policy provides information for teachers, students, and parents/caregivers about roles, responsibilities, processes and procedures to ensure the integrity of assessment across Years 7–12. It combines the expectations and requirements of the Queensland Curriculum and Assessment Authority (QCAA) and Education Queensland into one cohesive framework. This policy applies to all subjects and courses, including Junior Secondary subjects and Senior Secondary subjects which are not limited to: General, Applied, Extension, Essential subjects, Short Courses, and the Australian Curriculum (Years 7–10).

Purpose

Palm Beach-Currumbin State High School (PBC) is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

PBC'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 curriculum or 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.

Promoting academic integrity

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



Policy and procedures

QCE and QCIA policy and procedures handbook V6.0

Location and communication of policy	<p>The school Assessment Policy is located on the school website at www.pbc-shs.eq.edu.au. All questions regarding this policy should be directed to relevant Deputy Principal.</p> <p>To ensure the Assessment Policy is consistently applied, it will be revisited at the beginning of each semester in CARE classes.</p> <p>Relevant processes will also be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • when the assessment schedule is published • when each task is handed to students • in the newsletter in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment	<p>PBC has high expectations for academic integrity and student participation and engagement in learning and assessment. Senior students become eligible for a Queensland Certificate of Education (QCE) when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Student responsibility</p> <ul style="list-style-type: none"> • engage in targeted academic integrity development in school-led induction • 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 9:00am on the due date • complete the QCAA academic integrity course when studying Senior Subjects.
Due dates	<p>School responsibility</p> <p>PBC is required to adhere to Department of Education Queensland and QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, and drafts will be published in the assessment calendar. The assessment calendar will be published on the school website by the end of Week 4 each term.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with curriculum 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/caregivers • be consistently applied • give consideration to allocation of workload. <p>Assessment instruments will provide information about PBC's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>Assessment tasks must be submitted by 9.00am on the due date to the specified location. For assessment tasks with multiple components (e.g. practical tasks, spoken presentations, performances):</p> <ul style="list-style-type: none"> • the written component (e.g. scripts, support materials, reports, folios) is due by 9.00am on the due date specified on the task sheet • the performance or practical component (e.g. speeches, practicals, live performances) will occur during scheduled class presentation/practical sessions. <p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates • planning their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates



	<ul style="list-style-type: none"> comply with the requirements outlined on the task sheet, including draft due dates, referencing and submission via plagiarism detection software save copies of assessment items in more than one location. Losing an electronic or other copy of work is not grounds for an extension or a Change to Assessment Conditions. <p>In cases where students are unable to meet a due date, refer to Page 5 AARA section.</p> <p>If a student does not submit their assessment by the due time and date, the teacher will award a result based on the evidence the student has already produced before the due time and date (e.g. class work, drafts, rehearsal notes, photographs of practical work).</p> <p>All final decisions are at the relevant Principal's discretion.</p>
Storing assessment information	<p>7-10 Assessment will be stored for 1 year after the business action is completed.</p> <p>11-12 All student work used to determine internal assessment results for QCE and QCIA will be securely stored until the end of Term 1 of the year after the student exits the school.</p>
Appropriate materials	Palm Beach-Currumbin 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

PBC 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

Policy and procedures

[QCE and QCIA policy and procedures handbook V6.0](#)

Scaffolding	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> maintain equitable conditions within the subject maintain the integrity and rigour of the task or assessment instrument allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
Checkpoints	<p>Checkpoints will:</p> <ul style="list-style-type: none"> be detailed on student task sheets monitor student progress be used to establish student authorship. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints to demonstrate the development of their response.</p> <p>Teachers will use checkpoints to identify and support students to complete their assessment.</p>



Drafting	<p>Drafts are key checkpoints. 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.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students within subjects • provided within two weeks of draft submission • guided editing or differentiated feedback, where permitted, in Junior Secondary. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • 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 in Senior Schooling • allocate a mark. <p>Parents/caregivers and Heads of Department will be notified about non-submission of drafts. Students not meeting draft checkpoints are required to submit the work they have completed thus far. Drafts may be used as evidence of student achievement in the case of illness or misadventure, non-submission, or other reasons.</p>
Managing response length	<p>Students must adhere to assessment response lengths as specified by curriculum or syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length of the response • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task • Model responses within the required length are available • Feedback about length is provided by teachers at checkpoints. <p>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 prescribed limit.</p>
Authenticating student responses	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>PBC uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. The onus is on the student to demonstrate the authenticity of their work.</p>
Embedding ethical use of Generative Artificial Intelligence (GenAI)	<p>Students must adhere to the permitted conditions of GenAI use outlined in each assessment task. The procedures below support students to engage with GenAI responsibly and in line with QCAA and Australian Curriculum expectations:</p> <ul style="list-style-type: none"> • Where permitted, as explicitly stated on the task sheet, students may use GenAI tools in ways that support their understanding. • Any GenAI use must be referenced in the style of referencing called for by the assessment (eg. APA Style) • All responses must reflect the student's own synthesis and understanding, even when GenAI was used during the process. <p>If a student's submission shows evidence of unauthorised or undeclared GenAI use, it may be treated as academic misconduct.</p>



Access arrangements and reasonable adjustments	PBC is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.
Year 7-10 Design Principles for Accessibility	<p>As part of this commitment, assessment tasks are designed using the following design principles:</p> <ul style="list-style-type: none"> • Visual accessibility • Procedural accessibility • Linguistic accessibility. <p>Where a students' permanent or temporary circumstances still impact their ability to complete assessment under standard conditions, an Access Arrangement and/or Reasonable Adjustment (AARA) may be required.</p>
Year 7-10 Access arrangements and reasonable adjustments (AARA)	<p>For students in Years 7 to 10, AARAs are school based supports provided to students who may be temporarily or permanently impacted in their ability to complete assessment under standard conditions due to:</p> <ul style="list-style-type: none"> • EAL/D students who require intensive Standard Australian English language teaching • medical (short-term or ongoing) • disability • exceptional circumstances. <p>These supports are designed to enable access to assessment.</p> <p>To be eligible for an AARA, a student must have a verified need that falls under one or more of the following domains: social/emotional, physical, sensory or cognitive, or Standard Australian English language acquisition. Supporting documentation or evidence must be provided. Supporting documentation or evidence may include medical reports, specialist assessments or school-based records.</p> <p>AARAs may be initiated by medical documentation, a student or parent/carer request, or staff referral and professional judgment. AARAs are reviewed in consultation with the student, family and relevant school staff. All approved AARAs are documented in the student's OneSchool profile under the Support tab, in Personalised Learning. All ongoing AARAs must be approved by the Deputy Principal Inclusion.</p> <p>Reasonable adjustments may be made to the format, response and conditions of an assessment. These may include (but are not limited to): use of assistive technology, rest breaks, extra time, alternative venues or separate supervision and use of a reader, scribe, or assistant.</p> <p>In case of illness or misadventure, an application for extension may be made to the relevant Head of Department.</p> <p>Links:</p> <p>AARA Process and Eligibility AARA Forms</p>
Year 11-12 QCAA Access arrangements and reasonable adjustments, including illness and misadventure (AARA)	<p>Applications for QCAA AARA</p> <p>The student and parent/caregiver or the school may initiate the application process/need for an AARA.</p> <p>The school 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</p> <p>The Principal or delegate manages all approvals of AARA for Year 11 and 12 students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate.</p>



	<p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • 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.
Applications for extensions to due dates for unforeseen illness and misadventure	<p>Students and parents/caregivers must contact the relevant Curriculum Head of Department 48 hours prior to the due date, unless in exceptional circumstances and submit the relevant supporting documentation. Applications for matters of students or parents own choosing will not be accepted.</p> <p>Copies of the Change to Assessment Conditions (Change of date/or Extension) and Access Arrangements and Reasonable Adjustments (AARA) form is located on the website (this can then be linked to the document of this name on the bottom of the assessment page on the school website).</p>
Managing non-submission of assessment by the due date	<p>Failure to Submit an Assessment</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment by 9am on the due date, teachers will make a judgement based on the evidence available.</p> <p>If no evidence was provided by the student on or before the due date and no other evidence is available, 'Not-Rated' (N) will be awarded to the student for that subject.</p> <p>In circumstances where a student response is judged as N, the student will not meet the requirements for that subject.</p> <p>Procedure for missed school-based examinations for all year levels</p> <ul style="list-style-type: none"> • Student advises the school office and/or Head of Department of absence(s) at the earliest opportunity • Student completes a comparable exam as soon as possible on return to school (student responsibility to negotiate time with teacher) • Student submits Change to Assessment Conditions form and/or AARA form (and attaches documentary evidence) to the Head of Department (may be referred to Guidance Officer) • Head of Department or Guidance Officer advises student if approved/not approved • Approved students will receive result for exam • Students whose application is not approved will not be rated (N). <p>Year 12 Procedure for missed external examinations</p> <p>Please note that no alternative arrangements can be made if a student does not attend a senior external examination. Any student that is unable to sit an external exam must immediately contact the Senior External Assessment Coordinator through the senior school office to complete a QCAA application for illness and misadventure (see appendix).</p> <p>Students on suspension</p> <p>Students on suspension, at the discretion of the School Principal or delegate and in consultation with the relevant Head of Department, are required to complete any examination as scheduled during their suspension period.</p> <p>Failure to comply with Examination and Assessment Policies</p> <p>Failure to comply with any of the above policies regarding internal assessment tasks and examinations will result in consequences outlined in the school's Student Code of Conduct and/or QCAA guidelines. Students should be aware that failure to comply with the above policies may result in the award of an N grade. This will not attract points to be credited towards a QCE (Queensland Certificate of Education).</p>



Internal quality assurance processes	Palm Beach-Currumbin State High's quality management system ensures valid, accessible and reliable assessment of student achievement. Quality assurance processes review task design for clarity and accessibility, and moderation procedures confirm that judgments of student achievement are consistent and accurate across all classes.
Years 11–12	<ul style="list-style-type: none"> quality assurance of all assessment instruments before they are administered to students are confirmed using quality assurance tools provided by the QCAA. For Senior secondary, all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Also, results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review	PBC's internal review processes for student results (including N) for all Junior Secondary subjects, Senior General subjects, Senior Applied subjects, and Short Courses is equitable and appropriate for the local context.

External assessment administration (Year 12s only)

Policy and procedures

External assessment is developed by the QCAA for all General and General (Extension) subjects	See the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the <i>External assessment — administration</i> guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.
See also: <i>External assessment — administration</i> guide (provided to schools each year)	

Managing academic misconduct

Palm Beach-Currumbin 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. The following are examples of academic misconduct, along with procedures for managing them:

Types of misconduct	Procedure
Cheating while under supervised conditions A student: <ul style="list-style-type: none"> begins to write during perusal time or continues to write after the instruction to stop writing is given uses unauthorised equipment, materials, or technology 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. 	For all instances of academic misconduct Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date. If there is no evidence, students may be awarded an N. The Student Code of Conduct may also be implemented. Refer to the Glossary for information regarding N Ratings.
Collusion When: <ul style="list-style-type: none"> more than one student works to produce a response, and that response is submitted as individual work by one or multiple students a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment. 	
Contract cheating A student: <ul style="list-style-type: none"> pays for a person or a service to complete a response to an assessment sells or trades a response to an assessment. 	
Copying work A student: <ul style="list-style-type: none"> deliberately or knowingly makes it possible for another student to copy responses looks at another student's work during an exam copies another student's work during an exam. 	
Disclosing or receiving information about an assessment A student: <ul style="list-style-type: none"> gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment makes any attempt to give or receive access to secure assessment materials. 	For authorship issues When authorship of student work cannot be established, or a response is not entirely the student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.
Fabricating A student: <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references including false or misleading information generated from the use of Generative AI or similar technology. 	
Impersonation A student: <ul style="list-style-type: none"> arranges for another person or technology 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: <ul style="list-style-type: none"> completely or partially copies or alters another person's work or creates work using generative AI or similar technology without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	
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.	
Excessive external assistance A student arranges for, or allows, a tutor, parent/carer, generative AI or similar technology or any person in a supporting role to complete or contribute significantly to the response.	



Appendix 1: PBC Exam Guidelines

Room Layout

- Seat students separately in alphabetical family name order.
- All material relevant to the exam in the assessment room is to be removed or concealed.

Late Arrival: External Exams (NAPLAN, QCAA)

- Students who arrive up to 10 minutes after the start time may be admitted to the session. Students more than 10 minutes late will not be admitted to the session and must report to Student Services.

Early Departure

- Students may not leave the session early.

Equipment

- All student equipment necessary for the assessment is to be presented for inspection.
- Electronic devices, including mobile phones and smart watches are not permitted during the assessment time. These are to be stored in student bags to be left outside of the examination room.
- Food is not permitted in the assessment room. Water bottles must be clear with labels removed.

Protocols

- Students are not to communicate with each other once they enter the assessment room.
- Students are to signal teachers by raising their hand and waiting quietly.
- Teachers are to ensure correct equipment is provided by and for the students. Equipment may be supplied for students, however, a consequence for unprepared students should be issued.
- Perusal time must be set and adhered to. There is to be no writing or use of calculators during this time.
- Teachers are to display the following on the Whiteboard:
 - Start perusal time
 - Start working time
 - One hour remaining time
 - 30 minute remaining time
 - 10 minute remaining time
 - Finish time.
- Students are to remain quiet and in their seats until all work is collected
- Students may not complete any other activity during an examination
- Students may not leave exams early.

Student Misbehaviour

- All students are expected to behave respectfully and responsibly during exam sessions.
- Any student whose intentional behaviour causing an interruption during an exam will be issued with consequences in line with PBC's Student Code of Conduct.



Appendix 2: Change to Assessment Conditions and Access Arrangements and Reasonable Adjustments

PALM BEACH Currumbin
STATE HIGH



Change to Assessment Conditions, Access Arrangements and Reasonable Adjustments (AARA) Form

PALM BEACH
CURRUMBIN
STATE HIGH

Please note: This application must be submitted to the relevant Head of Department or Guidance Officer NO LATER than 48 hours before an assessment item is due. Permission to change assessment conditions is at the discretion of the school.

Student Name: _____

Year Level: _____

Teacher Name: _____

Subject: _____

Assessment: _____

Due Date: _____

Application Date: _____

Medical Certificate supplied: Yes/ No

Other Documentation Supplied: Yes/ No

If yes type: _____

Describe the change to assessment conditions and/or AARA being requested:

Describe the reason for change to assessment conditions and/or AARA:

Student signature: _____

Date: _____

Parent signature: _____

Date: _____

Change Authorised: Yes/ No

Recorded on OneSchool: Yes/ No

HOD Comment: _____

HOD signature: _____ **Date:** _____

This document should be attached to assessment with task sheet when submitted.



Appendix 3: Access Arrangements and Reasonable Adjustments (AARA).

This appendix and Assessment Policy should be read in conjunction with section 6 access arrangements and reasonable adjustments of the QCE and QCIA policy and procedures handbook 2019v 1.0 which is available on the QCAA website (www.qcaa.qld.edu.au/).

Note that the AARA process and application process must be initiated by the Parent/Guardian/Student.

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

These barriers fall into three broad categories:

- Permanent
- Temporary
- Intermittent.

The QCAA uses broad application categories for AARA eligibility:

- Cognitive – e.g. learning difficulties, dyslexia, auditory processing
- Physical – e.g. injury
- Sensory – e.g. hearing impairment and vision impairment
- Social/emotional – e.g. anxiety, depression and ADHD.

Students are **not** eligible for AARA on the following grounds:

- Unfamiliarity with the English language
- Teacher absence or other teacher-related difficulties
- Matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- Matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- Matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Access arrangements and reasonable adjustments may be either Principal reported AARA or QCAA approved AARA (please refer to QCAA handbook).

Schools make decisions about AARA for Units 1 and 2. They ensure that for Applied, Applied (Essential) and General subjects the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

Section 6.4.4 of the QCAA handbook has a list of possible Principal reported and QCAA approved AARA.



Timelines for Principal-reported and QCAA-approved AARA

Type of AARA	Unit 3 and 4 General Subjects – internal assessments	Unit 3 and 4 General Subjects External Assessments and General (SEE) Subjects
Alternative format papers, e.g. Braille Large print	Due dates are determined by the school.	Applications are due by the end of February in the summative year. Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with Principal-reported AARA).	For existing long-term and chronic conditions – applications are due by completion of Units 1 and 2. For all others, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions – applications are due by the end of Term 1 in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October – applications are due by the end of Week 5 Term 3 in the summative year.
Principal-reported AARA only.	Notification is due prior to the relevant confirmation event (see Section 9.4.1: Confirmation process)	Notification is due by the end of Term 3 in the assessment year.

Supporting Documentation

All applications for a QCAA approved AARA requires:

- A school statement
- A student statement (optional)
- A medical report (this must be completed on the medical report template on the QCAA portal. The medical report must include:
 - diagnosis of disability and/or medical condition
 - date of diagnosis
 - date of occurrence or onset of the disability and/or medical condition
 - treatment or course of action related to the disability and/or medical condition
 - information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
 - professional recommendations regarding AARA.

When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report. This may be considered only when the notification covers the duration of the student's enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment and Senior External Examination schedules in November, as applicable.

Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required.

Currency of supporting documentation

The currency of supporting medical documentation depends on the diagnosed disability, impairment and/or medical condition.

Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances, and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment.



Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, is to be dated:

- for summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Unit 3 or 4 assessment event
- for summative external assessments, or the Senior External Examination, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

The QCAA has published a summary of AARA documentation requirements in the QCE and QCIA handbook on the QCAA website. (See Appendix 5).



Appendix 4: Summary of possible Principal-reported and QCAA-approved AARA

AARA	Description of possible adjustments to assessment and/or conditions	Approval type			
		Summative internal assessment	Summative external assessment	Senior External Examination	Common internal assessment
Alternative format papers	Examples include: <ul style="list-style-type: none"> • braille • A4 to A3 enlargement • digital format • large print papers (N18, N24, N36 on A3) • black-and-white materials. 	Principal-reported	QCAA-approved		QCAA-approved
Assistance	Examples include: <ul style="list-style-type: none"> • a teacher aide assisting with manipulation of equipment and other practical tasks • a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing/undertaking the assessment task. 	Principal-reported	QCAA-approved		Principal-reported
Assistive technology	Examples include: <ul style="list-style-type: none"> • amplification system • speech recognition application • magnification application • screen readers • scanning pens • accessible hardware. The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.	Principal-reported	QCAA-approved		QCAA-approved
Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported		Principal-reported
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort may be administered on a different date. See Section 7.4: Developing a comparable assessment instrument.	Principal-reported	Not applicable		Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type			
		Summative internal assessment	Summative external assessment	Senior External Examination	Common internal assessment
Computer	Desktop computer, laptop or tablet device with an approved software application.	Principal-reported	QCAA-approved		QCAA-approved
	Further information about computers is provided in the Computers and assistive technology factsheet on the QCAA website. Schools should provide this factsheet to eligible students and assessment supervisors.				
Drink	Allowing a drink other than water — that is required for a medical reason by the student — in the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported		Principal-reported
Diabetes management	Includes: <ul style="list-style-type: none"> • bite-sized food • drink • blood-glucose monitoring equipment • rest breaks to eat, measure blood-glucose level, rest and/or access toilet facilities • medication • varied seating. 	Principal-reported	Principal-reported		Principal-reported
	Further information is available in the Diabetes management factsheet on the QCAA website. Schools should provide this factsheet to eligible students and assessment supervisors.				
Extension	An extension to the due date for submission or completion of an: <ul style="list-style-type: none"> • extended response project or • performance or • non-examination. Extensions should not be applied as a matter of course, but only as required to meet individual student needs for individual assessments.	Principal-reported	Not applicable		Not applicable
Extra time	Additional time at the rate of five minutes per half hour of examination working time.	QCAA-approved	QCAA-approved		QCAA-approved
	Further information is available in the Extra time factsheet on the QCAA website. Schools should provide this factsheet to eligible students and assessment supervisors.				
Individual instructions	Examples include: <ul style="list-style-type: none"> • Auslan interpreter for instructions • a clean, unannotated copy of the written instructions • explaining instructions prior to assessment. The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.	Principal-reported	Principal-reported		Principal-reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported		Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type			
		Summative internal assessment	Summative external assessment	Senior External Examination	Common internal assessment
Physical equipment and environment	<p>Sensory tools and accommodations Examples include:</p> <ul style="list-style-type: none"> • specialised desk or chair • cushion/pillow/ blanket • crutches • heat or cold pack • towel • lighting/heating/ cooling • noise cancelling headphones/ earphones other physical aid. 	Principal-reported Not reportable as AARA if this is approved equipment for the assessment	Principal-reported		Principal-reported
Reader	<p>A reader who reads the assessment or the student's response aloud as often as the student requests.</p> <p>Further information is available in the Readers and scribes factsheet on the QCAA website. Schools should provide this factsheet to eligible students and assessment supervisors.</p>	Principal-reported	QCAA-approved		Principal-reported
Rest breaks	<p>Rest breaks allow a student to stop work during a timed assessment session without losing working time. Rest breaks of less than five minutes are not permitted. This does not require an application for extra time. Time taken in rest breaks is added to the student's finish time.</p> <p>Further information is available in the Rest breaks factsheet on the QCAA website. Schools should provide this factsheet to eligible students and assessment supervisors.</p>	QCAA-approved	QCAA-approved		QCAA-approved
Scribe	<p>A scribe transcribes the student's verbal response or directions during the assessment.</p> <p>Further information is available in the Readers and scribes factsheet on the QCAA website. Schools should provide this factsheet to eligible students and assessment supervisors.</p>	Principal-reported	QCAA-approved		Principal-reported
Varied seating	<p>Varied seating at the same venue. Options include:</p> <ul style="list-style-type: none"> • single student supervision (separate from the main assessment room, e.g. if using a reader) • small group supervision (separate from the main assessment room, e.g. the group of students needs approved rest breaks) out-of-order in the main assessment room (seated at the back, front or side of room, e.g. a student who needs to stand periodically). 	Principal-reported	Principal-reported		Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type			
		Summative internal assessment	Summative external assessment	Senior External Examination	Common internal assessment
Variations to venue See Section 10.4.1: Variations to venue	<p>When students are not able to sit assessment at their main learning provider (MLP), for example, when:</p> <ul style="list-style-type: none"> the MLP is not suitable as an assessment venue, is a distance education provider or is affected by construction or excessive noise a student is geographically isolated, residing outside of Queensland, unable to attend their MLP due to illness or injury or representing the state or country in an official capacity. <p>Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate.</p>	Principal-reported	QCAA-approved		Principal-reported
Vision aids	<p>Examples include:</p> <ul style="list-style-type: none"> coloured transparency overlay different lighting magnification devices other vision aids. 	Principal-reported	Principal-reported		Principal-reported
Other	<p>Other AARA may be required, based on the functional impact of a student's condition.</p> <p>Before creating an entry for 'Other' in the AARA application, and for advice about any other circumstances or adjustments not listed, contact the QCAA's AARA Unit.</p>	QCAA-approved	QCAA-approved		QCAA-approved



Appendix 5: Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/caregivers, such as a family holiday.
- Schools implement Principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

Illness and misadventure — external assessment

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator.

Illness during external assessment

A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

Submitting an application for illness and misadventure for external assessment

A submission for illness and misadventure may be made by a student or the school on behalf of the student or groups of students when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule, may submit an application for illness and misadventure.

An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

The QCAA will seek background information and a recommendation from the Principal or the Principal's delegate to verify a student's application for illness and misadventure.

Supporting documentation

To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:

- The illness, condition or event (including details of a diagnosis, where applicable)
- Date of diagnosis, onset or occurrence
- Symptoms, treatment or course of action related to the condition or event
- Explanation of the probable effect of the illness, condition or event on the student's participation in the assessment



- For non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.

Currency of supporting documentation

Supporting documentation must cover the date of the assessment for which the application is made.

Timelines for applications

Applications for internal assessments must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation.

Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.



Appendix 6: Glossary of Terms

Term	Definition
AARA – Access Arrangements and Reasonable Adjustments	Actions taken by a school or the QCAA 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.
Assessment Instrument	A task, test, or performance used to collect evidence of student learning, aligned with syllabus or curriculum objectives.
CARE Class	Pastoral care class in which students receive wellbeing support and information about school policies, expectations, and procedures.
Draft	A student's preliminary response to an assessment task used for feedback before the final submission.
EAL/D – English as an Additional Language or Dialect	Refers to students who are learning Standard Australian English in addition to their first language or dialect.
GenAI – Generative Artificial Intelligence	AI tools that can generate text, images, or other content. Use must align with the conditions stated in each assessment task and be acknowledged appropriately.
Head of Department (HOD)	A member of the school's leadership team responsible for curriculum coordination, assessment integrity, and supporting teacher practice in specific learning areas.
Internal Assessment	Assessment designed, developed, and marked by the school, following QCAA guidelines, and subject to internal and external quality assurance processes.
Misadventure	Unforeseen circumstances (e.g., accident, family emergency, illness) that prevent a student from completing assessment under normal conditions.
N Rating	<p>An N Rating is awarded when there is insufficient evidence to make a judgement.</p> <p><u>11-12</u></p> <ul style="list-style-type: none"> Students awarded an N in Unit 1 and 2 of year 11 will not attain a QCE point for that Unit, and this may affect QCE eligibility. Students awarded an N in the combined pair Units 3 and 4 will not get a result in that subject at the end of year 12. This may affect both QCE and ATAR eligibility.
QCAA – Queensland Curriculum and Assessment Authority	The statutory body responsible for developing syllabuses, managing senior assessment and certification in Queensland.
QCE – Queensland Certificate of Education	A qualification awarded to students who meet the set pattern, amount, and standard of learning, and literacy and numeracy requirements.
QCIA – Queensland Certificate of Individual Achievement	A certificate awarded to eligible students undertaking individualised learning programs.
SEA Coordinator – Senior External Assessment Coordinator	A staff member responsible for administering and managing Year 12 external assessments in accordance with QCAA procedures.
Senior Secondary	Years 10–12 of schooling, encompassing General, Applied, and Certificate courses of study.
Student Code of Conduct	A school document outlining behaviour expectations, responsibilities, and consequences for students.
Summative Assessment	Assessment used to make judgments about student achievement at the end of a unit or course of study.