2026

Senior Assessment Policy
Years 11 & 12

CALAMVALE
Community College
Building on Success

Contents

Overview

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE) for students in Years 11 and 12.

This policy has been developed in conjunction and in accordance with K-12 curriculum, assessment reporting framework https://education.qld.gov.au/curriculum/school-curriculum/p-12 Queensland Curriculum and Assessment Authority's QCE and QCIA policy and procedures handbook https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook to ensure that all student assessment is conducted in a manner which is fair, honest, respectful and accountable.

The QCAA recognises that a student's participation in assessment may be adversely affected by disability, medical condition/s, or other circumstances outside of their control. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

The _Disability Discrimination Act 1992_ (CTH) (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate discrimination against people with disabilities. The _Human Rights Act 2019_ (Qld) (HRA) asserts that every child has the right to access primary and secondary education appropriate to their needs.

Compliance with these documents ensures students with disability can participate in education and training on the same basis as students without disability. This is achieved primarily through consultation with the student and/or their parents/carers, making reasonable adjustments, eliminating harassment and victimisation and giving proper consideration to human rights.

AARA are action/s taken by the school so that an eligible student can participate in assessment on the same basis as other students. AARA processes are relevant to assessment in Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) subjects and Short Courses.

This policy provides information for all stakeholders, including teachers, students and parents/carers and outlines their roles and responsibilities to ensure the integrity of student work.

Purpose

The policy outlines the procedures and processes pertaining to students and their associated school activities in Years 11 and 12, including International Students. This policy is designed to build capacity as students work towards summative assessment completion for the QCE. It outlines:

- Assessment Requirements
- Exam Procedures
- AARA requirements

Principles

Assessment includes any examination, assignment, 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.

The following table outlines the principles that inform AARA decisions.

Consultation	Functional impact	Academic integrity
• Schools make decisions throughout the application for, and implementation of, AARA in consultation with students, parents/carers and relevant school staff, as well as medical and allied health professionals and the QCAA where relevant. • Consultation must occur with students and/or parents/carers before adjustments are made. • Consultation should occur as early as possible to ensure eligible students are supported appropriately throughout a course of study and assessment. • AARA decisions balance the interests of all parties affected.	• AARA address the current functional impact/s of a student's disability, medical condition or circumstance in assessment, to enable them to participate on the same basis as other students. • Impacts may vary significantly for different students with the same diagnosis or circumstance and not every student with a diagnosed disability will require AARA in assessment. • A student may require different AARA for different subjects and assessment types. • Impacts and adjustment requirements for an individual student may change over time; there should be ongoing monitoring and review. • Students should have opportunity to participate in assessment as independently as possible with the least intrusive adjustment, supported by medical advice and school-based evidence.	• Schools are required to maintain the intent and rigour of assessment. • Relevant syllabus standards or marking guides are used to make judgments about student achievement and are not modified. • Achievement is assessed on evidence provided in student responses, not perceived ability or potential achievement. • AARA cannot be used to compensate for learning that has not occurred or to exempt a student from the learning or knowledge and skill requirements of a subject or course.
All students are entitled to equal access to AARA and exceptional circumstances should not prevent an otherwise eligible student from accessing the appropriate AARA (see Section 6.6: Exceptional circumstances).		

There may be times when students have valid reasons for submitting an assignment late or for being absent from an exam or require special conditions in which to complete the assessment. When students require an adjustment to the conditions of their assessment, they complete an **Access Arrangements and Reasonable Adjustment (AARA) Form (Appendix 1)**. **Senior QCE students (Year 11 & 12) should be aware that the QCAA requirements for Access Arrangements and Reasonable Adjustments (AARAs) are more restrictive than those applied in other year levels.**

Responsibilities

Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgements about the standards achieved by their students within the assessment and reporting timeframes. Teachers will:

- Develop a teaching and learning program that appropriately delivers the current syllabus.
- Provide students with access to a course outline and an assessment outline.
- Provide assessment instruments that detail expectations for submission of draft and final responses, including due dates, condition and file types submitted by due dates.
- Ensure that all assessment tasks are fair, valid and reliable.
- Provide students with timely assessment feedback and guidance related to future improvement.
- Maintain accurate records of student achievement.
- Meet school and external timelines for assessment and reporting.
- Inform students and parents of academic progress, including concerns around attendance, effort and behaviour that may adversely impact on a student's outcome.
- Document support and improvement strategies that have been discussed with students and parents, especially those achieving lower grades.
- Be available for student/parent/teacher conferencing at least twice a year.
- Provide students with a profile on a regular basis that shows their status in each subject.

Students

All students are responsible for submitting both draft and final assessment items on or before the due date. Students will:

- Complete and submit all assessment tasks on time and to the best of their ability.
- If absent from final assessment, ensure you notify the HOD within 24 hours and submit an AARA application within 48 hours.
- Submit drafts of work in the mode of the final assessment as required using time management strategies.
- Ensure any digital version of their assessment is stored on the school network (OneDrive)
- Communicate to the subject HOD if difficulties arise that require additional time before the due date.
- Maintain a good record of attendance, conduct and progress in line with the Good Standing Policy
- Initiate contact with teachers concerning; absence from class, missed in-class work and assessment tasks, special circumstances including illness (see AARA), and requests for extension.
- Arrive on time for examinations, unless special consideration has been formally arranged through the AARA process.
- Demonstrate academic integrity.

If absent from an assessment, students will:

- Complete an AARA application as soon as practically possible.
- Contact their subject teacher, Head of Department and Year level deputy Principal on the day of or before the missed assessment and provide the school with relevant documentation e.g., medical certificate.
- Adhere to alternative arrangements for submission of assessment as determined by the Deputy Principal
- All final decisions are at the principal's discretion. Refer to Illness and Misadventure

Parents/Guardians

- Support and encourage their child to complete and submit all drafts and assessment by the due date.
- contact the school with any concerns over their child's ability to attend and/or engage in assessment expectations and provide documentary evidence where necessary.
- Uphold the school's Assessment Policy

Assessment

Senior students may participate in a wide variety of school-based courses in the Senior School including General subjects, Applied subjects, Vocational Education and Training courses, short courses, other Queensland Curriculum and Assessment Authority (QCAA) recognised studies. Years 11-12 students may participate in internal and/or external assessment.

Internal Assessment	External Assessment
Internal Assessment can include: - Examinations - Extended responses - Investigations - Performances - Practical demonstrations - Products - Projects - Collection of work (Applied subjects only) Schools utilise a variety of assessment techniques to develop assessment instruments for gathering evidence of learning. Schools design internal assessment instruments and administer for General and Applied subjects and Short Courses. In Units 1 and 2, assessment is formative and contributes to credit toward a student's QCE. For Units 3 & 4, all assessment items are summative and contribute to the calculation of a student Australian Tertiary Admission Rank (if eligible based on subjects studied) and contribute credit toward a student's Queensland Certificate of Education. Submission of Assessment (Extended Responses, Investigations, Products, Projects, Collections of Work): These assessment types must be submitted by the due date. Checkpoints (e.g., draft) are used by subject teachers to track and provide feedback on student assessment progress. If final assessment is submitted late (without prior AARA or illness/misadventure being granted) the assessment will be assessed and graded for feedback purposes only.	External Assessment is developed by the QCAA FOR ALL General subjects. All external assessment for General subjects is summative and contributes to a QCE and ATAR calculation. VET and Applied subjects do not include external assessment. External assessment is: - An examination held at the end of the course of study. - Common to all schools - Administered by schools under the same conditions at the same time and on the same day. - Marked by the QCAA according to a commonly marked marking scheme. The subject matter and conditions for external assessment are determined by the QCAA and based on the relevant General syllabus. External assessment contributes 25% of the overall subject result in most Senior subjects and generally assesses Unit 4 of the syllabus. In Mathematics and Science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.

Engaging in Learning and Assessment

Students are expected to engage in the learning of the subject they have enrolled in, (including all course objectives) for the entire duration of the unit. The QCAA requires that students produce evidence of achievement in response to assessment planned for each unit (unit 1 & 2) or pair of units (units 3 & 4).

Credit towards a QCE can only be accrued for successful completion of whole units or pairs of units. For example, for Applied and General subjects, students complete Unit 1 and/or Unit 2 or Units 3 and 4 as a pair of units. To receive an overall subject result for Units 3 and 4, students must:
- complete Units 3 and 4 as a pair
- provide responses to each summative internal assessment and, for Applied (Essential) subjects, the common internal assessment (CIA)
- for General or General (Extension) subjects, complete all aspects of the summative external assessment, on the date published on the QCAA website.
- For a General (Senior External Examination) subject, complete all requirements of the Senior External Examination only.
- Where there is no evidence of a response to each summative internal assessment on or before the due date and where no AARA has been approved, a subject result cannot be allocated.

Changing Subjects

Students will be eligible to change subjects at the end of Units 1 or 2 only. Students will apply to change a subject by completing the "Subject Change Form" and return to the relevant Deputy Principal by the due date. The form must be endorsed and signed by the Head of Department and parent. Permission to move into a new subject will be based upon availably in that class and the student's demonstrated competence to achieve in that subject.

QCE Credit

Students entering Year 11 and 12 at Calamvale Community College are on a QCE or QCIA pathway. To qualify for a QCE, students must bank at least 20 credits of learning, including the completion of 12 credits from completed Core courses of study. They must also meet minimum literacy and numeracy requirements. The college considers student on track for success if they are on track for 24 QCE credits.

To receive QCE credit for a unit (units 1 & 2 in Year 11) or unit pair (units 3 & 4 in Year 12), a student needs to complete all the learning and assessment as outlined in the syllabus, or in the school's approved study plan for that subject. If part of the learning and some internal assessment for a unit is completed in one subject, it does not contribute to the completion of the learning and assessment in another subject. For further information regarding QCE eligibility and requirements, please refer to the QCAA website. If a unit or pair of units is incomplete, due to non-completion of assessment, a unit or subject result cannot be awarded and no credit towards the QCE will accrue for the unit/s. Students at Calamvale Community College working towards a QCE can choose from a wide range of learning options to suit their interests and career goals, including General subjects for ATAR calculation, Applied subjects and VET (Vocational Education) qualifications. Students can also bank credit from completed university subjects at school or through school-based traineeships and apprenticeships.

Promoting Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning — including the QCAA — are responsible for promoting and maintaining academic integrity. Schools promote academic integrity when they:

- develop and regularly review school assessment policies and procedures ensuring alignment with QCAA policies and other relevant guidelines about the responsible use of AI.
- ensure that assessment implementation always maintains the integrity of assessment and in all cases — including the use of flexible delivery options and AARA in situations affecting individual students, or development of comparable assessment.
- consistently apply policies to develop academic integrity and minimise academic misconduct.
- develop assessment that expects students to demonstrate knowledge and skills and enables authentication of their own individual student work.
- decide on a style of referencing to be used for student responses and explicitly teach this style of referencing to students.
- model academic integrity, e.g., by practising appropriate research, suitable use of AI, referencing, and adherence to copyright laws as a school community.
- communicate the school's expectations for academic integrity and policies for academic misconduct clearly to students and parents/carers.
- use QCAA-developed resources and school-developed programs to help students and teachers understand the importance of academic integrity.

When students genuinely demonstrate their learning, they achieve results based on their own work and effort. These results may lead to benefits such as lifelong learning, certification, employment, university entry or awards.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the college website. To ensure the assessment policy is consistently applied, it will be revisited each semester in CCC classes. Relevant processes will also be revisited: - at enrolment interviews - during SET planning - when the assessment schedule is published - when each task is handed to students.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.2.1	Calamvale Community College has high student expectations for academic integrity and student participation, when engaging in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. Student responsibility, 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, staff and students will complete the QCAA academic integrity courses. For Year 10, students will complete the course as part of their SETP processes. A revision of the academic integrity course will also be delivered in Year 11.

QCE and QCIA policy and procedures handbook	Policy and procedures
Due dates Section 8.2.1 Section 8.2.7	Calamvale Community College is required to adhere to the 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 by each subject. The college will publish the assessment schedule by Week 3 of each semester. **The assessment schedule will:** - align with syllabus requirements. - provide sufficient working time to complete tasks. - allow for internal quality assurance processes, including QCAA timelines. - be clear to teachers, students and parents/carers. - be consistently adhered to across all faculties and subjects. **Student responsibility:** - record due dates of assessment in their diary/calendar. - plan and manage their time to meet deadlines. - communicate with Heads of Department, Guidance Officers and Year Level Deputy Principal if they are facing barriers regarding assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: - inform the Head of Department and classroom teacher as soon as possible. - complete an AARA Application Form - provide the college with relevant documentation, e.g., medical certificate. - adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school or QCAA. - Students' ineligible for an extension under the AARA guidelines will not be awarded a result for the piece of assessment. **It is the teacher's responsibility to:** - contact parents/ carers by phone or email when checkpoint deadlines are not met by students. - ensure that parents/ carers understand the consequences of not submitting the piece of assessment. All written assessment items must be submitted for subjects on/before the due date of the assessment. For non-written assessment (e.g., oral, performance) items, students may be required to provide documentation (e.g., script, palm cards) on the first day the non-written assessment is scheduled. In the case of group non-written assessment where a student absence occurs, the group may be required to complete the task with appropriate support (e.g., substitute participant). Those students who are absent for group non-written assessment may be required to complete the task upon their return to school. All final decisions are at the principal's discretion. Refer to AARA information below.

QCE and QCIA policy and procedures handbook	Policy and procedures
Submitting, collecting and storing assessment information See [Section 9: Internal assessment — Quality assurance](#) and [Section 13.3: Retaining records and student work](#).	Assessment instruments will provide information about Calamvale Community 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 the school's academic integrity software (e.g., Turnitin). All drafts must be in the mode of the final assessment, i.e. if it is a multi-modal presentation then this must be submitted at the draft stage. Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for marking judgements is stored as described in QCAA handbook.
Appropriate Materials See [Section 8.2.2: Appropriate learning experiences and materials](#).	Calamvale Community College carefully considers the material used a stimulus and texts for its teaching and assessment. In all cases teachers consider relevance, quality and the age level of students when assigning texts or assessment stimulus.
Status of Results	• Student results will be released to students once internal moderation processes have occurred. • All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process. • Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA quality assurance processes.

Ensuring Academic Integrity

Calamvale Community College uses several processes to ensure academic integrity is maintained throughout the assessment process. These processes are applied with variance depending on the assessment piece.

Student responsibilities

Students must take responsibility and show integrity for their learning. Students are expected to:
- Complete their own work and to demonstrate honestly what they have learned.
- Understand what is required of them.
- Fulfil the school's requirements for their studies.
- Be fair and honest in all aspects of their work.
- Respect the rights and integrity of their peers and teachers.
- Ensure all work submitted is their own work.
- Fully and correctly acknowledge all sources, including intellectual property.
- Make proper use of the APA citation style.
- Respect internal deadlines.

Teacher responsibilities

At Calamvale Community College, teachers are expected to:
- Teach students how to maintain academic integrity and avoid malpractice, by providing explicit instruction and scaffolding on how to correctly site sources, conduct research, examine the student code of conduct and other relevant assessment tools.
- Be vigilant for changes in writing style.
- Be role models of academic honesty and integrity in all aspects.
- Confirm that to the best of their knowledge, Al students work accepted or submitted for assessment is the authentic work of each student.
- Investigate any similarity report that is above 20% on Turnitin.
- Investigate suspected Artificial Intelligence (AI) infringements.
- Provide clear guidelines on group work, especially concerning the division of tasks amongst group members.

Parent responsibilities
Parents play an integral role in supporting and helping their children achieve their full potential and acting with honesty. Parents are expected to:
- Read and be familiar with the Assessment Policy
- Support teachers and administrators in talking to their children about the importance of academic integrity.
- Cooperate with the school in the case that their child is found to be guilty of malpractice, either intentionally or unintentionally, including inappropriate documentation of sources.

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 8.2.3: Scaffolding	Scaffolding for assessment helps students understand the processes for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task. • 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 Section 8	Checkpoints will: • be detailed on student task sheets (more than one checkpoint can be scheduled) • be used to monitor student progress. • 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. Failure to submit assessment at a checkpoint is deemed unsatisfactory participation. If checkpoints are not met, parents will be contacted and notified by subject teachers. Students with assessment that is unsatisfactory at a checkpoint may be expected to participate in support determined by the teacher until assessment meets a satisfactory standard.
Flowchart for Checkpoints/ Drafting **Includes VET qualifications**	

QCE and QCIA policy and procedures handbook	Policy and procedures
Drafting For more information see Section 8.2.5: 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 may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Student submission of a draft assignment is **due by 11:59pm on the set draft due date.** The definition of a sufficient draft is one which can be awarded a result or approximately 75% complete. **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 within a fair and equitable timeframe of submission of a draft. **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. **Types of feedback on drafts:** Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the response. Possible strategies include: • Written feedback • Verbal feedback • Feedback provided through questioning • A summary of feedback and advice to the whole class. A copy of the feedback will be stored with a hard/electronic copy of the draft in the student's folio. Parents and carers will be notified by the teacher via email and/or phone about non-submission of a draft by the due date or when a draft submitted does not demonstrate Satisfactory Progress. (e.g., approximately 75% complete). Students who do not submit a draft will receive an after-school detention for non-submission of a draft. Students who do not submit a draft by due date will be required to work on the assessment item during the after-school detention. The work will be kept by the teacher. Feedback will only be given on the checkpoint data collected earlier in the assessment piece.

QCE and QCIA policy and procedures handbook	Policy and procedures
Managing response length For more information see [Section 8.2.6: Managing response length](#).	Students must adhere to assessment response lengths as specified by assessment instrument task sheets as well as syllabus documents, e.g., word length range, time frame for performance etc. The procedures below support students to manage their response: • all assessment instruments indicate the required conditions, including response length where appropriate. • teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed limit. • Model responses within the required length will be made available. • Feedback about length will be provided by teachers at checkpoints and draft. **Responsibilities for managing 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. • Feedback about length is provided by teachers at draft. 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 and annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
Authenticating student responses For more information see [Section 8.2.8: Authenticating student responses](#).	Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work. Calamvale Community College uses the authentication strategies promoted by the QCAA. The assessment conditions on an assessment item will stipulate expectations for students for authentication requirements. All students are expected to submit assessment as per the authentication strategies specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. Procedures relating to the managing of academic misconduct are outlined in the section Managing Academic Misconduct. Staff must annotate the plagiarism on the student script.
What about sites such as Grammarly and Quillbot?	Do not use Grammarly and Quillbot (or any similar software and websites) at any stage of your assignment. They often use AI to generate text and suggested changes. Work created with these tools will likely be deemed as AI-generated. Avoid any program that 'changes' or 'modifies' your written words, or constructs written work. This includes any translation service such as Google Translate.

QCE and QCIA policy and procedures handbook	Policy and procedures
Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4	Students are expected to engage in the learning in the subject or course of study including the course objectives. Students produce evidence of achievement in response to assessment planned for each unit. Schools gather evidence of learning and match this to the relevant standards to make judgments. 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) and where evidence of student work: • Provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgements based on this. • 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. Students failing to meet participation requirements in their educational program will be referred to their respective Deputy Principal for further support/intervention. Students who receive a 'Not-Rated' on a single piece of assessment may also receive a 'Not-Rated' for their Unit credit. The implication(s) of this for students in Years 11 and 12 could include ATAR and QCE ineligibility. Subsequence tertiary study could also be jeopardised. It is essential for a student experiencing difficult with a piece of assessment, to approach the teacher or other appropriate member of staff (e.g., subject teacher, Head of Department, Guidance Officer) for support before the due date.
Internal quality assurance processes Section 9	Calamvale Community 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. • quality assurance of judgments about student achievement. • all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. • results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review Section 11.1	Calamvale Community College internal review/moderation processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.

Managing Academic Misconduct

Calamvale Community College is committed to supporting students to complete assessment, submit work that is their own, and minimise 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 along with the procedures for managing them:

Types of misconduct		Procedure
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, materials or AI. • has any notation written on their 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.	**Assessment** For authorship issues when authorship of student work cannot be established or a response is not entirely a student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. Heads of Department will determine appropriate opportunities, with consideration to QCAA internal quality assurance processes (Section 9.1 Quality management system) and school operations. Opportunities may include: • verbal confirmation of responses • resit modified assessment. • resubmit modified assessment. • mark verifiable assessment. • mark checkpoint/draft assessment.
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.	**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.
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.	**For instances of academic misconduct during examinations** QCAA Students will be awarded a Not Rated (N/NR). See the QCE and QCIA policy and procedures handbook.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses. • looks at another student's work during a supervised assessment. • copies another student's work during a supervised assessment.	Students disruptive during an examination will be (1) redirected, (2) warned and, if persistent despite redirection and warning,
Disclosing or receiving information about an assessment	A student or other person: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested	

	answers/responses, before a response to an assessment is completed. • makes any attempt to give or receive access to secure assessment materials.	(3) removed from the examination. Removal from an examination will result in the Head of Department contacting a parent and the student will be awarded a result based on completed work. Where required, the school's Student Code of Conduct policy will be implemented. For instances of late arrival to examinations, students who arrive late (less than 40 minutes) to an examination will be permitted entry to the exam but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.
Fabricating	A student: • invents or exaggerates data. • lists incorrect or fictitious references including false or misleading information generated from the use of AI.	
Impersonation	A student 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. A student completes a response to an assessment in place of another student.	
Misconduct during a supervised assessment	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 or creates work using AI without attribution (this may include text, audio or audio-visual 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.	
Significant contribution of help	A student or other person arranges for, or allows a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Suspected use of AI

The teacher or Head of Department for the subject will speak with the students to establish why the work was flagged. See Appendix II for some tips to prepare for this conversation (Adapted from: https://go.turnitin.com/handling-false-positives-student-guide-us).

Assessment Submission Processes

Submission

When a student does not submit a response to an assessment instrument on or before the due date set by the college, a result will be awarded using evidence available on or before the due date e.g., class work, a draft, rehearsal notes, photographs of student work, teacher observations.

If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student. Failure of technology is not an approved reason for an extension.

Class time is made available for partial completion of any assessment task. Hence all students will have at least a partially completed assessment tasks to submit on the due date.

Timely submission of assessments is essential for students to demonstrate mandatory aspects of the course and in order to for feedback to be given. All due dates for assessment items are to be strictly observed.

Handing in Written Assessment Items

As part of the teaching and learning process, all students will complete assessment items for all courses of study they are undertaking.

Some subjects may require 3-Dimensional tasks to be handed in (e.g., Art, ISK) others may require physical performances to be conducted as an assessment piece (e.g., Drama, HPE). However, all subjects at some stage will require a written assignment to be submitted. When completing a written assignment all students should follow the processes provided by their classroom teacher.

Extensions

Any requests for extension under Illness and Misadventure must be made to the Head of Department Senior Schooling with supporting evidence (e.g., Medical Certificate) prior to the due date. Please refer to the Illness and Misadventure section in AARA for further information.

Late or Non-Submission

It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards. The college's policy is to award a result for work provided prior to the due date where possible:

- For Applied subjects, an E cannot be awarded where there is no evidence for that standard.
- For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence for that standard.
- In all these cases, the only result that can be awarded is Not-Rated (NR).

If no final copy is submitted, the teacher will use evidence that they have gathered over the course of the assessment period. If no evidence is available, the teacher will award an 'NR' and no credit for that Unit will be achieved. If a student receives an 'NR' for any assessment in the Unit 3 and 4 pair, no credit will be awarded for the whole two units.

A behaviour incident will be recorded on OneSchool, including contact records and referral to the relevant Head of Department for students who fail to submit a requested draft. A major incident will be recorded on OneSchool and referred to the Deputy Principal for students who fail to submit a final assessment.

Oral Presentations

In the interest of fairness and equity, the transcripts and other material for live oral assignments are due in the first nominated lesson, regardless of when the oral assignment will be presented. Students must submit their oral presentation according to their subject syllabus requirements.

VET Assessment Procedures

Assessment of competencies in VET will be graded as either competent or not-yet competent. To ensure you successfully meet all the requirements of your VET qualification, it is important to complete assessment tasks by their scheduled due dates. Failure to meet deadlines may impact your good standing status.

If you are finding it difficult to meet a deadline:
- **Reach out early:** Please speak with your trainer/teacher or Case Manager as soon as possible to discuss your progress.
- **Catch-up Support:** If a deadline is missed, you will be required to attend **additional catch-up sessions**. These sessions are designed to provide you with the focused time and teacher support needed to get back on track.

What does it mean to be competent?

People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.

There are four parts to being competent. They are:
a) Task skills (undertaking a specific workplace task)
b) Task management skills (managing a number of different tasks to complete a whole activity)
c) Contingency management skills (responding to problems and irregularities when undertaking a work activity). Examples could include changes to routine, unexpected results, difficult or dissatisfied clients.
d) Job/role environment skills (dealing with the responsibilities and expectations of the work environment). Examples could include working with others, interacting with clients or suppliers, complying with standard operating procedures etc.

This means that when you demonstrate a competency you will not just demonstrate you can do a task on its own, but you must be able to demonstrate that you can do it in a range of circumstances as outlined above relevant to your project.

Types of assessment in VET

Assessments are designed to reflect the performance and knowledge demonstrated by a competent person in that industry. A set of evidence-gathering tools are provided for each assessment activity and include instructions to the assessor and student on how they are to be used. Assessment tools have clearly identified the relationship between the requirements of the unit/s of competency with the activities and evidence gathered. All assessment techniques fall into the following categories:
- Direct observation of student activity
- Questions – written, online or direct (verbal)
- Reviews of evidence a student produces (e.g. project work, folios, artefacts, online materials, services)
- Logbooks and or third-party reports.

Assessment Deadlines in VET

VET qualification deadlines follow the same procedures for General, Applied and Essential Subjects. See the assessment submission and checkpoint deadlines section of the policy page 12-15.

Access arrangements and reasonable adjustments (AARA) (including Illness and Misadventure

The QCAA recognises that some students may have disability, impairment and/or medical conditions or experience other circumstances that may affect their ability to read, respond to and participate in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

Access arrangements are actions/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of a disability can access assessment.

Reasonable adjustments are action/s taken by the school to remove barriers to assessment for eligible students. These adjustments ensure that students with disabilities, medical conditions, or other qualifying circumstances can demonstrate their learning on the same basis as their peers.

Calamvale Community College is committed to reducing barriers to success for all students. The school follows the processes outlined in the QCE and QCIA policy and procedures handbook https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook. Further information can be found on the QCAA website factsheets https://www.qcaa.qld.edu.au/downloads/senior/aara_reasonable_adjustment_factsheet.pdf

Eligibility for an AARA

For AARA, disability has the same definition as the DDA. The definition of disability used in the DDA is broad, including physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, the presence in the body of disease-causing organisms and disability that is imputed to the person.

For AARA applications the QCAA uses the same broad disability categories that are used for the NCCD:
- cognitive
- physical
- sensory
- social/emotional.

AARA is provided to students on the following grounds:
1. Permanent or long-term disability through the **Case Manger -> DP Inclusion -> GO -> DP 11/12**
2. Short or long-term mental health through the **Guidance Officer -> DP 11/12**
3. Illness and Misadventure through the subject **Head of Senior Schooling -> DP 11/12**

See Appendix III for the full list of staff responsibilities in supporting students with AARA applications. It is an expectation for students and families to provide the required documentation and complete the application for AARA form.

✓ Eligible	✗ Not Eligible
Disability: • cognitive • physical • sensory • social/emotional **Plus:** • illness • misadventure (unforeseen circumstances that are outside of the student's control, e.g. accident, death of a family member)	• 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. • timetable clashes • matters of the student's or parent's/carer's own choosing, e.g. family holidays, sporting events • matters that the school could have avoided, e.g. incorrect enrolment in a subject

All AARA applications **must** be accompanied by the relevant supporting documentation (outlined in Section 6.5.4) 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 OneSchool Support Provision by the responsible staff member. Staff responsibilities for reporting AARA can be found in Appendix III.

Illness and Misadventure

A student who is ill and/or is unable to attend school for internal assessment should inform the Deputy Principal, Head of Department and Classroom Teacher as soon as practicable. This may be before, during or immediately after the assessment session. The student and parent are then required to complete required documentation for review which may include a medical certificate or a detailed confidential medical report. Arrangements such as comparable assessment and extension may be considered when illness or misadventure is established. **The Student or Parent must notify the Head of Department and subject teacher within 24 hours of the assessment due date if an Illness and Misadventure AARA application is required.**

The following principles apply:
- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation, e.g. summons/subpoena to appear in court, close family member's death/funeral, Sorry Business.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday, or something that the student could have avoided, such as misreading the examination timetable or examination instructions.
- AARA cannot be used to compensate for learning that has not occurred or to exempt a student from the learning or knowledge and skills requirements of a subject or course.

The QCAA's website has links to further information and templates about the AARA process. This will usually require a medical report that provides:
- Diagnosis of disability and/or medical condition
- Date of diagnosis
- Date of occurrence or onset of the disability and/or medical condition
- Symptoms, treatment or course of action related to the disability and/or medical condition.
- Information about 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.

Updated:

Medical certificates other than the Confidential Medical Report (from QCAA) may be provided, so long as they provide the required details (listed above). Furthermore, applications may not be medical in nature, in which case no medical report is required.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgement about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence should be available for quality assurance processes.

Students engaged in Sorry Business or Sad News may be eligible for an AARA, as these are important cultural obligations. The school may approve extensions and comparable assessments if participation in internal assessment is adversely affected. All summative exams in Units 3 & 4 of Year 12 must be QCAA approved.

Timelines apply for applications for Illness and Misadventure. See Timelines 6.4.3

Internal Examinations

Students will be notified of each examination for each of their subjects via their class teacher and assessment calendar. Student should therefore avoid all appointments that clash with examination dates. A student who is ill, becomes ill during a timed assessment, or is unable to attend or complete an internal assessment should inform the HOD of Senior Schooling as soon as practicable. This may be before, during or immediately after the assessment session.

Late
Students who arrive late to an internal assessment (exam) will be permitted entry to the exam, but the college is not obligated to provide them with extra time. Students will be expected to comply with the scheduled finish time for the exam.

Exam Obligations
Assessment must be presented in the format indicated on the task sheet for the assessment item.

If a student completes their exam on a computer, the student will need to continuously save their work themselves and be responsible for backing up work regularly, to avoid loss of assessment in the event of technical difficulties. If a student on an AARA requires access to a computer for exam completion, a device may be provided to the student for the purpose of completing the assessment if available. If a student is accessing Digital examination conditions on their own device, it is their responsibility to ensure that their device is suitably charged for that assessment, as well as having necessary programs installed for successful access of examination materials (i.e., Adobe Acrobat Reader for exam papers).

Missed Internal Assessment
Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications may coincide with scheduled assessment periods. Examples of school-approved absences may include:

- school excursions that cannot be scheduled at another time e.g., performances being viewed as part of the assessment program
- school, district, regional, state or national representation for school-supported sport.

- school, district, regional, state or national representation for artistic endeavours.
- student exchange programs
- audition or entrance exams (state, interstate or international).

If the school approves the absence and the student will be absent the day assessment is due, the following actions apply:

- for examinations – schools offer a comparable examination before the due date (For more information about comparable assessment. Schools are to implement processes that maintain the integrity of the original assessment for the remaining cohort. The school follows the required processes if a comparable assessment instrument is used for summative internal assessment in Units 3 or 4.
- for non-examinations — students are required to submit/present the assessment on or before the due date.

If a student is participating in a state or national representative activity during the external examination period, they may submit a *Variation to venue* application (see Section 10.4: Assessment venues).

Applying for a School-approved Absence

Students must request for a school-approved absence from the Deputy Principal to advise the school of an unavoidable impending absence as soon as possible after they become aware of it. Documentary evidence must be supplied.

School Suspension

Students on suspension, at the discretion of the appropriate Deputy Principal or Head of School, will be given the opportunity to complete any examination as scheduled during their suspension period.

External assessment and Senior External Examination – Illness & Misadventure

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 their school's EA coordinator (see Section 10.1: External assessment roles and responsibilities). An illness and misadventure application should be submitted for students who:

- are unable to attend or attempt an external assessment due to illness or misadventure.
- attend and complete external assessment and consider their performance was significantly and adversely affected by illness or misadventure.
- begin external assessment but are forced to abandon it due to illness or misadventure.

A student who is able to attend the external assessment but becomes ill during the assessment should inform the external assessment supervisor of their illness as soon as practicable. This may be before, during or immediately after the external assessment session. If illness, or other circumstances beyond a student's control, occur in the lead-up to, or during, the external assessment schedule and affect a student's performance in an external assessment, it may be appropriate to 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.
- matters that the student could have avoided, e.g. misreading an examination timetable, misreading instructions in examinations.
- circumstances of the student's or parent's/carer's own choosing, e.g. family holidays or sporting events
- variations in the administration of the assessment, e.g. variation to venue.

The QCAA will seek background information and a recommendation from the principal or the principal's delegate, observers and invigilators where relevant, to verify a student's application for illness and misadventure.

AARA information for Students, Parents and Carers

Principal-reported AARA (AARA approved by the principal or their delegate and reported to the QCAA)

- Students and parents/carers consult with the school about reasonable adjustments for summative assessment.
- The school advises what evidence they require to be reasonably satisfied that the need for the AARA exists.
- The school reports approved AARA to the QCAA via the QCAA Portal
- The school implements approved AARA for relevant assessment.

QCAA-approved AARA (AARA that must be submitted as an application by the school via the QCAA Portal and approved by the QCAA). In most cases, applications require a medical report. Schools must also include a school statement.

1. Students and parents/carers consult with the school about reasonable adjustments for summative assessment.
2. Long-term conditions
   a. The medical report must be dated no earlier than the student's Year 10 enrolment
      or
   b. Confirmation of verification in the Education Adjustment Program (EAP) may be submitted as an alternative to a medical report when it was approved to cover the student's enrolments in Units 3 and 4.
   c. Where diagnosis is made before Year 10 or where EAP does not cover Units 3 and 4, just a GP update is needed.
3. Short-term conditions, anxiety and depressive conditions
   a. The medical report must be dated within the preceding six months of relevant internal assessment.
   b. For external assessment, it must be dated no earlier than 30 April in the summative assessment year.
4. The school submits an application to the QCAA.
5. The QCAA communicates a decision to the school.
6. The school gives the decision letter to the student.
7. The school implements approved AARA for relevant assessment.

Making decisions about AARA

Most decisions about AARA are made at the school level. The principal is responsible for making AARA decisions and following processes for recording information and seeking QCAA approval where required. Decisions should be based on AARA principles (see Section 6.1) and eligibility (see Section 6.2).

Schools
- All AARA in Unit 1 and Unit 2
- Principal-reported AARA in Units 3 and 4

+

QCAA
- QCAA-approved AARA in Units 3 and 4
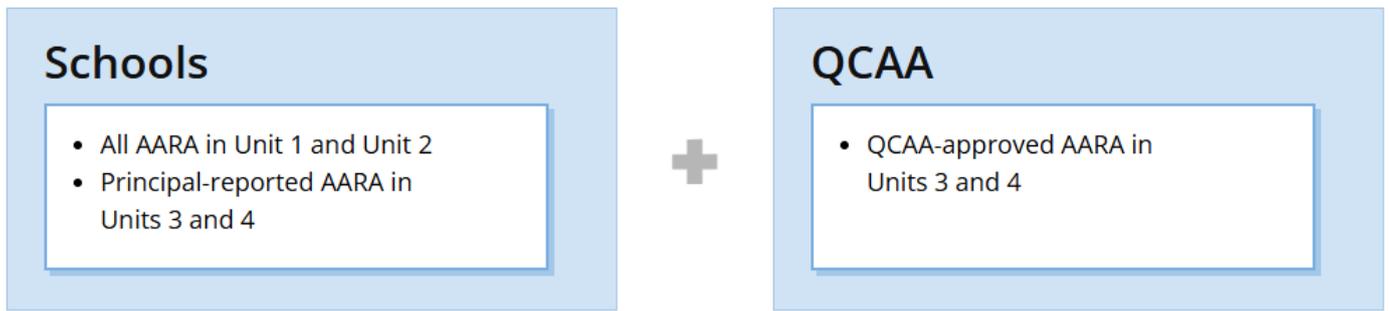
Application and notification process for AARA applications

Schools make decisions about AARA for Unit 1 and Unit 2 in consultation with students, parents/carers and other relevant stakeholders.

To approve AARA, a principal or principal's delegate must:
- be reasonably satisfied that the need for the AARA exists based on AARA principles (see Section 6.1) and eligibility (see Section 6.2) and
- be able to provide evidence to justify the decision. (The QCAA does not specify evidence required.)

Evidence of AARA being enacted for a student in Unit 1 or Unit 2 will be considered as part of an application for the same AARA in Units 3 and 4. However, provision of AARA by a school for Unit 1 and Unit 2 assessments does not guarantee that students will be provided the same AARA for assessment in Units 3 and 4. Schools are encouraged to submit applications for Units 3 and 4 as early as possible to ensure timely decisions and confidence for students.

AARA process for Units 1 and 2

AARA process for Unit 1 and Unit 2

In consultation with students and/or parents/carers, schools:

1. **Review** student eligibility for AARA
2. **Gather** information
3. **Consider** upcoming **formative** internal assessment
4. **Identify** AARA required
5. **Confirm** arrangements with relevant stakeholders
6. **Administer** assessment and **enact** AARA
7. **Monitor** AARA effectiveness
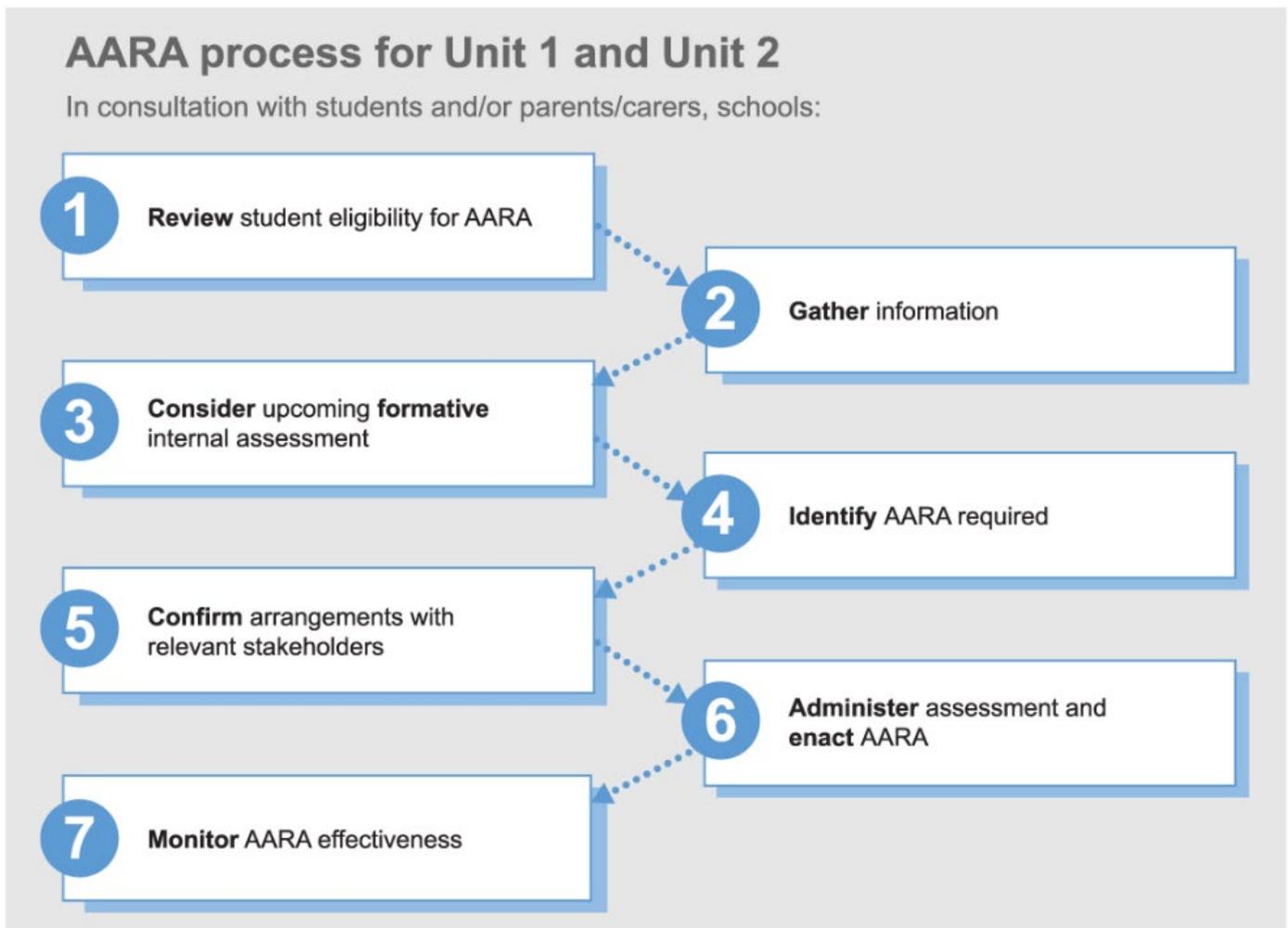
Principal-reported AARA in Units 3 & 4

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student, relevant to assessment in Units 3 and 4.

To approve AARA, a principal or principal's delegate must:

- be reasonably satisfied that the need for the AARA exists based on AARA principles (see Section 6.1) and eligibility (see Section 6.2)
- be able to provide evidence to justify the decision (the QCAA does not specify evidence required).

Schools must notify the QCAA, in the QCAA Portal, of principal-reported AARA for students undertaking summative internal and external assessment in Units 3 and 4 of Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) subjects and Short Courses.

Schools retain supporting documentation for principal-reported AARA to supply, if required, to the QCAA as part of the quality assurance processes for AARA or as part of a review process.

AARA Adjustments requiring QCAA approval for Unit 3 & 4

With respect to all AARA's, QCAA approval is required for the following AARA adjustments:

Type of assessment	Adjustment
Summative assessment – internal examination	- Extra time - Rest breaks
Summative assessment – common internal assessment (CIA) for Applied (Essential) subjects	- Alternative format papers - Assistive technology - Computer - Extra time - Rest breaks
Summative external assessment or SEE	- Extra time - Rest breaks - Format of papers - Assistance - Use of a computer - Assistance technology - A reader - A scribe - Variation to venue (changes to rooms should be recorded) See 10.4.1 Variations to venue - Any adjustments not identified as principal-reported in the table in Section 6.4.4: Possible AARA.

Examples of possible principal-reported and QCAA-approved AARA can be found in 6.4.4 Possible AARA

AARA process for Units 3 and 4

AARA process for units 3 and 4

1. **Review** student eligibility for AARA

2. **Gather** information **and supporting documentation**

3. **Consider** upcoming **summative internal and external** assessment

4. **Identify** AARA required

5. **Report** or **apply** for AARA (see table 'Adjustments requiring QCAA approval', above)

Principal-reported AARA

Confirm arrangements with students, parents/carers and staff of relevant learning providers

Report to QCAA on AARA enacted

Retain supporting documentation

QCAA-approved AARA

Submit application for QCAA-approved AARA (section 6.4.2)

QCAA **considers** applications

Confirm arrangements with students, parents/carers and staff of relevant learning providers

QCAA **communicates** decisions to school

6. **Administer** assessment and **enact** AARA

7. **Monitor** AARA effectiveness

The AARA process in Units 3 & 4

The following describes the flow shown in the diagram:

Students and parents/carers consult with the **school** about reasonable adjustments for summative assessment.

↓

The **school** follows the appropriate AARA application pathway.

Two pathways follow:

Principal-reported AARA
AARA approved by the principal or their delegate and reported to the QCAA.

↓

The **school** advises what evidence they require to be reasonably satisfied that the need for the AARA exists.

↓

The **school** reports approved AARA to the QCAA via the QCAA Portal.

↓

The **school** implements approved AARA for relevant assessment

QCAA-approved AARA
AARA that must be submitted as an application by the school via the QCAA Portal and approved by the QCAA.

In most cases, applications require a medical report. Schools must also include a school statement.

↓

Long-term conditions — The medical report must be dated no earlier than the student's Year 10 enrolment.
or
Confirmation of verification in the Education Adjustment Program (EAP) may be submitted as an alternative to a medical report when it was approved to cover the student's enrolment in Units 3 and 4.

Where diagnosis is made before Year 10 or where EAP does not cover Units 3 and 4, just a GP update is needed.

↓

Anxiety and depressive disorders — The medical report must be dated within the preceding six months of relevant internal assessment.

For external assessment, it must be dated no earlier than 30 April in the summative assessment year.

↓

Short-term conditions

↓

The **school** submits an application to the QCAA.

→ The **QCAA** communicates a decision to the school.

→ The **school** gives the decision letter to the student.

→ The **school** implements approved AARA for relevant assessment

Supporting documentation for QCAA approved AARA

School statement

A school statement must be submitted with all applications for QCAA-approved AARA. It provides, for each student requiring AARA:

- a detailed overview of the functional impact/s of the student's disability and/or medical condition during timed assessment
- confirmation of the student's previous use of AARA in assessment and the effectiveness of each AARA in addressing the reported functional impact/s for the student in accessing assessment and demonstrating what they know and can do on the same basis as other students.

The school statement should be prepared by the staff member/s most familiar with the needs of the student in relation to the impact of their disability and/or medical condition in assessment.

Applications for QCAA-approved AARA that are submitted by the MLP without an appropriate school statement will be declined until the appropriate evidence is provided. Applications are submitted in the AARA app in the QCAA Portal. For more information about submitting the school statement, see Access arrangements and reasonable adjustments (AARA).

School statement on imputed disability

Where a student's disability has not been formally diagnosed and a school team has imputed disability based on reasonable grounds and supported by documented evidence, a school statement on imputed disability may be submitted for applications for QCAA-approved AARA. It provides:

- information about the nature of the imputed disability and the student's inclusion in the NCCD
- a summary of documented evidence that undiagnosed disability is having a functional impact on the student's capacity to participate in education on the same basis as peers.
- a detailed overview of the functional impact/s of the student's imputed disability during timed assessment
- confirmation of the student's previous use of AARA in assessment and the effectiveness of each AARA in addressing the reported functional impact/s for the student in accessing assessment and demonstrating what they know and can do on the same basis as other students.

Note: Imputing disability is not the same as diagnosing disability. While a school team may identify characteristics and impacts of disability, a diagnosis can only be made by a qualified medical or allied health practitioner.
For more information about submitting the school statement on imputed disability, see Access arrangements and reasonable adjustments (AARA).

Student statement (optional)

The student may choose to submit their own statement with the application for QCAA-approved AARA about how their disability and/or medical condition affects them in assessment. However, this is not required, and the absence of a student statement does not disadvantage an AARA application.

Medical report

Applications for QCAA-approved AARA for students with disability or medical condition/s require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis, occurrence or onset of the disability and/or medical condition
- information about how the diagnosed disability and/or medical condition may affect the student participating in assessment, particularly timed assessment.

The medical report may be completed by a registered medical practitioner including a general practitioner (GP), medical specialist, psychologist, occupational therapist, physiotherapist or optometrist, a certified practising speech pathologist or a speech pathologist who is eligible for membership of Speech Pathology Australia (SPA) as a certified practising member. This practitioner must not be related to the student or directly employed by the student's MLP. Practitioners, such as regional speech pathologists who are employed to support multiple schools or in programs such as GPs in schools, are not considered directly employed by the MLP. Schools are encouraged to contact the QCAA to check, if required.

Details of the diagnosis should be written by the practitioner who is best placed professionally to make the diagnosis. A medical report completed by a provisionally registered medical practitioner must be co-signed by a supervising practitioner with full registration.

The QCAA provides a medical report template that may be used to complete the report. Medical reports may use a different format, as long as they provide the required details and are signed and dated by the medical or allied health practitioner.

In cases of imputed disability and verified disability in the Education Adjustment Program (***where a review of criterion 1 was not required***) a medical report is not required.

The QCAA recognises there may be exceptional circumstances that prevent a student being able to access a medical practitioner. In exceptional circumstances, medical evidence may not be required. See Section 6.6: Exceptional circumstances for further information.

Evidence of verified disability

For many years, Queensland school students with disability were included in the Education Adjustment Program (EAP) when criteria were met in specified disability categories. The EAP has phased out (with the exception of verification for special school enrolment purposes). However, the formal notification of EAP provided by the relevant education authority may still substitute for a medical report in an AARA application. This applies:

- if the formal EAP notification specifies that EAP verification was approved and a review of EAP criterion 1 was not required
- to verification in all EAP categories except social/emotional.

Except with the QCAA's prior written agreement, in cases when a review of EAP criterion 1 was requested, an updated medical report is required. This may be provided by a GP or other relevant medical practitioner or allied health professional.

Schools should contact the QCAA for advice if a student is unable to provide an updated medical report or if an update is not appropriate.

Other evidence

For eligible students, supporting documentation may also include:
- teacher observations
- results from standardised academic testing
- individual learning plans
- consultation/meeting records.

Where the condition or circumstance is not medical, students may supply other relevant evidence including:
- police reports
- other government departments' reports
- official notices.

Schools are to contact the QCAA for further advice where evidence requirements cannot be met due to extenuating circumstances. See Section 6.6 for more information.

Currency of supporting documentation for QCAA-approved AARA

School statements should reflect the current needs of the student.

The currency of supporting medical documentation depends on the nature of the diagnosed disability 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 still covered by EAP verification (where a review of EAP criterion 1 was not required), **medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment.**

Where a diagnostic report is dated prior to the student's Year 10 enrolment, only an update is required — *not* a reassessment or review of diagnosis. This may be provided by a general practitioner or other relevant medical practitioner or allied health professional.

Schools should contact the QCAA for advice if a student is unable to provide an updated medical report or if an update is not appropriate.

Where an application has been submitted for a student with a long-term condition and the condition deteriorates after the application decision, a further application may be submitted that provides updated information regarding the student's condition.

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Supporting medical documentation for short-term conditions and temporary injuries must cover the date/s of the assessment/s for which the application is made.

External Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects	In terms of the External Assessment event in Term 4 each year it is the responsibility of students to: • read and comply with the external assessment student rules and information provided by the school. • understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see section below) • are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations. Breaches of the external assessment rules are a form of academic misconduct. If an alleged incident of academic misconduct by a student is detected, the school External Exam coordinator is to: • permit the student to complete the assessment. • remove the student from the assessment room if they are distracting or disrupting others. • inform the student that an academic misconduct incident report must be completed and submitted to the QCAA. • provide the student with an opportunity to provide a written statement to the QCAA. • report an alleged incident of academic misconduct to the QCAA concerning the alleged breach after the assessment and upload the written or confiscated notes provided by the student with the Incident record. Complete an academic misconduct incident report that includes: • a statement from the SEA coordinator and/or invigilator/s which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment. • a seating plan of each assessment room at all assessment venues Return it to the QCAA either with the completed external assessment responses or within 24 hours of the alleged incident occurring, whichever is sooner. Further information can be found at: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/10-external-assessment/10.6-administering-external-assessments

Appendix I: Access Arrangements and Reasonable Adjustments (AARA) Application Form

Student Name: _____ Year Level: _____ Date: _____

In the new QCE system, AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. 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.

Granting an AARA, QCAA, Principal or Principal's Delegate must:
- Be reasonable satisfied that the need for the AARA exists.
- Be able to provide evidence to justify the decision.

To be completed by Student/Parent/Caregiver

Student Name: _____

Year level: _____

Assessment Item: _____ Original Due Date: _____

Subject: _____

Teacher: _____

I am requesting the following Access Arrangements or Reasonable Adjustment:

☐ Late Submission/Extension - able to hand my assessment in on: DAY: _____ DATE: _____

☐ Change to conditions for completing assessment.

Explain the reason for your request: (*attach a Doctor's Certificate if medical related*):

_____

_____

Parent acknowledgement:

I have discussed this application with my child, and I support the request for an AARA. I acknowledge that this application is subject to approval from the Principal (or delegate), in line with College and QCAA policies.

Student's Signature: _____

Parent/Guardian's Signature _____ **Date: ___/___/_____**

To be completed by Teacher / Head of Department / Guidance Officer

Eligibility criteria (please tick the relevant conditions and categories below):

Timeframe of condition	Category	Extent of adjustment
☐ Temporary (near assessment time) ☐ Intermittent (impacts for 3 weeks or longer) ☐ Permanent (verified/diagnosed/imputed)	☐ Cognitive ☐ Physical ☐ Sensory ☐ Social/emotional/mental health ☐ Illness ☐ Bereavement ☐ Misadventure e.g., car accident	☐ Substantial (specific to the individual student – criteria integrity maintained) ☐ Comparable/differentiated (broad-based support) – criteria integrity maintained
Subject(s) and assessment item(s) that you are requesting an AARA for (including all):		

Head Senior Schooling / G.O. Signature _____ **Date: ___/___/_____**

Summary of possible principal-reported and QCAA-approved AARA

(This is only a guideline, and each application will be assessed on its own merit)

AARA	Description of adjustments to assessment conditions	Additional comments
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	
Physical Environment	Temperature / lighting / ventilation / seating / venue etc.	
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.	
Assistance Reader Scribe Teacher Aide (TA)	Reader may read the assessment or the student's response aloud as often as the student requests. Work with someone who transcribes the student's verbal response or directions during the assessment. TA assisting with use of equipment and practical tasks	
Computer	Desktop computer or laptop computer with an approved software application.	
Assistive Technology (AT)	AT to assist students to complete assessment will depend on variable factors, nature and severity of the student's disability and/or impairment and its functional impact, e.g. •amplification system •speech-to-text application •magnification application.	
Extension	An extension to the due date for submission or completion of an extended response project, performance or assessment.	
Diabetes Management	*Examples include* bite-sized food; drink; blood-glucose monitoring equipment; rest breaks to eat, measure blood-glucose level or access toilet facilities; medication; varied seating and rest time for the practical aspects of managing the condition.	
Varied Seating	Separated seating in or out of the examination venue, to benefit one or more of the above arrangements	
Other		

Students are not eligible for AARA on the following grounds:
- unfamiliarity with the English language
- late AARA submission or lack of supporting evidence, e.g., medical certificate
- 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 or sporting events)

Principal/Principal's Delegate Signature _____ **Date: ___/___/_____**

Appendix II: Suspected Use of AI

Stay calm: If a question about your use of an AI writing tool comes up, stay calm. This is a new frontier for all of us, and your teacher is learning along the way, just like everyone else. Just because they ask a question, don't become defensive. Have a genuine discussion with them and state your case. It makes sense that a situation like this would make you anxious, and your teacher will recognise that as well.

Begin from a place of mutual respect: Remember, the goal of your teacher is to help you. Your teacher doesn't want to assume you violated any academic integrity guidelines either. Educators don't go into education to make accusations and assume the worst of their students. Starting from a place of mutual respect is going to help you both in the long run. It may be helpful to refer to the discussion you should have had around what is/is not acceptable use of AI writing tools; if you adhered to that guidance, that's a good way to frame your discussion with your instructor.

Be prepared to discuss your writing process: Where/when did you work on the assignment? If you didn't use Teams, why not? Who else read it along the way and maybe even provided feedback? What changes did you make and why did you make them? How did you go about your research? Hearing you discuss your process will help the instructor understand what went into the work and lends credibility to your assertion that the writing is your own, original work.

Share evidence: Share any notes, outlines, version histories, or drafts you used during the writing process, as well as any feedback you might have received from a peer or trusted reviewer.

(Adapted from: https://go.turnitin.com/handling-false-positives-student-guide-us).

Appendix III – School Staff Responsibilities for Reporting AARA.

Calamvale Community College is responsible for administering assessment within the requirements of the relevant syllabus and meeting quality assurance processes for subjects – Applied, Applied (Essential), General, General (Extension) and General (Senior External Examination) – and Short Courses.

Schools are responsible for administering assessment within the requirements of the relevant syllabus and meeting quality assurance processes for all subjects and Short Courses.

Schools consider what access arrangements or adjustments to assessment conditions are reasonable in the context of an eligible student's disability, medical condition or circumstances. AARA are considered for all of a student's enrolled subjects and may vary by subject depending on syllabus assessment requirements.

Under the DSE, there must be consultation with the student and/or parents/carers before an adjustment is made. Schools may also work in partnership with medical practitioners and/or other stakeholders, where possible and relevant, to make educational adjustments that allow students to participate in assessment on the same basis as other students. The principal or principal's delegate may appoint a suitable school staff member who is familiar with the student, or a team that can consult those most familiar with the student, to manage AARA applications.

Where an application for QCAA-approved AARA is required, schools:

- check the accuracy of the information supplied in the AARA application.
- consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required.
- complete the online application and submit support documentation by the due date via the QCAA portal.
- advise the student, parents/carers and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA.
- Advise any other learning providers who might be affected by the AARA supplied for.

The following staff are responsible for the management of the **Short or Long-term Mental Health AARA process**.

AARA Type	Staff member role	Responsibility
Short or long-term mental health	Guidance Officer **Editor of AARA application**	• Ensure appropriate documentation for AARA applications. • Record AARA in QCAA app for approval / submission. • Record the AARA in support provisions tab in OneSchool on the student's profile. • Communicate conditions of AARA with subject teachers. • Communicate approval with student and family
Short or long-term mental health	Deputy Principal Year 11/12 **Submitter/Approver of AARA application**	• Final oversight on all short or long-term mental health AARA applications • Principals delegate approver for all internal assessments (non-exam)
Short or long-term mental health	Head of Department	• Liaise with subject teacher and GO re new dates for assessment
Short or long-term mental health	Subject Teacher	• Ensure student is supported with AARA conditions

The following staff are responsible for the management of the **Illness and Misadventure AARA process**.

AARA Type	Staff member role	Responsibility
Illness and Misadventure	Subject Teacher	• Communicate with Student and Parent if a student misses an assessment deadline and requires an AARA. This must be completed on the day of the assessment • Supply student and parent/carer with AARA application form *within 24 hours*. • Communicate with Head of Department Senior Schooling if a student requires an AARA.
Illness and Misadventure	Head of Department Senior Schooling **Editor of AARA application**	• Collect documentation for AARA application from student (supporting approved documentation and AARA application form completed) • Submit AARA application for Illness and Misadventure through the QCAA portal. • Record AARA if approved in the support provisions tab in OneSchool. • Communicate with HOD and subject teacher. • Communicate approval with student and family and new timelines for assessment. • **Timelines** apply for applications for Illness and Misadventure. See Timelines 6.4.3
Illness and Misadventure	Deputy Principal **Submitter/Approver of AARA application**	• Final oversight on all Illness and Misadventure applications • Principals delegate approver for all internal assessments (non-exam)

The following staff are responsible for the management of the **Long-Term AARA process**.

AARA Type	Staff member role	Responsibility
Permanent or long-term disability	Case manager of student with disability	• **Liaise with parents and students** to ensure supporting documentation is provided to support long term AARA application. • Provide supporting documentation ([See 6.4.5 Supporting documentation for QCAA approved AARA](#)) and application to DP Inclusion for review prior to processing • Communicate long-term AARA decisions with teachers, students and families and upload email attachment contact to OneSchool AARA Support Provision. • Preparation of documentation and supporting evidence in line with QCAA Timelines for long term AARA. See [6.4.3 Timelines](#) • Review and monitor effectiveness of AARA adjustments in the Year 11 formative year to support application for Year 12 long term AARA • Collaborate with Heads of Department and subject teachers to facilitate the implementation of long-term AARA, ensuring all students receive their mandated assessment and examination provisions. • Ensure long term AARA for Year 12 Summative Units 3 & 4 is completed NO LATER than by Term 3, Year 11, prior to the end of Unit 2.
Permanent or long-term disability	DP Inclusion **Reviewer of application**	• Deputy Principal Inclusion must review all ARRA applications with the Case manager. • Provide feedback to Case Managers if applications require adjustments • Once the supporting documentation and the AARA application package are correct, liaise with GOs to provide any additional support or documentation. • Communicate Long Term AARA decisions to Case managers. • AARA application, documentation and supporting evidence prepared in line with QCAA Timelines. See [6.4.3 Timelines](#) • Review and monitor effectiveness of long-term AARA adjustments in the Year 11 formative year to support application for Year 12 long term AARA • Ensure long term AARA for Year 12 Summative Units 3 & 4 is completed NO LATER than by Term 3, Year 11, prior to the end of Unit 2.
Permanent or long-term disability	Guidance Officer **Editor of AARA application**	• Using the medical documentation and application provided by DP Inclusion, upload AARA's into the QCAA AARA portal • Liaise with DP Inclusion for any communication around AARA decisions by QCAA. • Decision letters are uploaded to OneSchool Support Provisions • Communication of the QCAA decision letter with copy provided to DP Inclusion and Case Manager
Permanent or long-term disability	Deputy Principal Year 11/12 **Submitter of AARA application**	• Final oversight on all long-term AARA applications

AARA Type	Staff member role	Responsibility
Permanent or long-term disability	Head of Department	• Review current Year AARA Arrangement report in QCAA AARA app prior to any assignments and examinations for Unit 3 & 4 summative assessment. • Ensure subject teachers aware of approved AARA conditions
Permanent or long-term disability	Subject Teacher	• Review support provisions in OneSchool when notified by Case manager of Long-Term AARA • Liaise with HOD about the requirements for implementing AARA conditions to support the student.

Long Term AARA Staff Workflow

Case manager

- Monitor & review effectiveness of current AARA's in place per subject
- Liaise with **parents & students** to prepare supporting documentation for long term AARA application.
- Provide DP Inclusion with application package including supporting documentation in line with QCAA timelines.

DP Inclusion

- Discuss current AARA's and effectiveness for student with Case Manager
- Support case manager with review of application for Long Term AARA.
- Ensure all required supporting documentation/evidence is provided and completed
- Submit application package to GO for submission to QCAA.

Guidance Officer

- Upload completed documentation to QCAA AARA portal

Deputy Principal Year 11/12
- Submits Long Term AARA to QCAA

QCAA Decision

Guidance Officer
- Liaise with DP Inclusion for any communication around AARA decisions by QCAA
- Upload QCAA Decision letter into OneSchool support provisions
- Communicate decision letter to DP Inclusion and Case Manager

DP Inclusion

- Communicate with case manager regarding approved Long Term AARA and provide support for implementation.

Case manager

- Communicate long-term AARA decision with teachers, students and families.
- Upload email communication attachments to OneSchool AARA Support Provision