

ASSESSMENT, LEARNING & REPORTING FRAMEWORK



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This policy applies to all students and staff, and assessment for all subjects from Year 7 - 12 at Mabel Park State High School. It provides information about roles, responsibilities, processes and procedures for assessment. The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

Section 1: Principles

Assessment is a tool through which students deepen their understanding of the curriculum. For students to complete assessment successfully, they must attend school regularly. Attendance and participation in school is legislated in Queensland, up to the age of 16 (compulsory schooling). From 16 years of age or from the time a student completes Year 10 (whichever comes first), students enter the compulsory participation phase and must be enrolled with a learning provider (school, TAFE) or working 25 hours+ a week. If enrolled in learning, students must meet attendance and assessment requirements, including submitting assessment which meets syllabus standards.

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

In Year 11 and 12, failure to submit assessment on time (or at all), as well as failure to meet the school's attendance target of 90% and participate effectively in learning experiences may result in Cancellation of Enrolment. In cases of non-submission, students cannot be awarded with a standard. Students may have credit withdrawn for units of study if they do not meet mandatory course requirements. This may affect their eligibility for, or attainment of, a Queensland Certificate of Education, an Australian Tertiary Admissions Rank and/or their ability to meet the pre-requisites for tertiary study.

Section 2: Responsibilities for assessment

Head of Department responsibilities

- Oversee the provision of assessment and appropriate task sheets for all assessment items in their faculty.
- Oversee the planning of assessment draft and final due dates, communicating these via year level assessment calendars and exam schedules.
- Oversee moderation for all subjects within their faculty, in alignment with school-wide moderation processes.
- Support teachers in communicating with students and families if a student fails to meet assessment drafting checkpoints or submit final assessment, as well as in matters relating to academic misconduct or Access Arrangements and Reasonable Adjustments (AARA) and/or requests for extensions.
- Provide support to students through school-wide academic review processes.

Teacher responsibilities

- Provide students with assessment tasks in an appropriate time frame.
- Provide students with checkpoint, drafting and final response due dates at the commencement of each unit of study.
- Adhere to school policies for gathering evidence of student achievement on or before the due date.
- Store student drafts and final responses in a student folio. Record and store live performance assessments according to QCAA processes.
- Notify Curriculum Head of Department (through a OneSchool behaviour referral) and contact parents/guardians if assessment checkpoints and/or due dates are not met. Record these contacts on OneSchool.
- Provide appropriate scaffolding, including exemplars, for assessment to help students understand the process for completing the task and the final product required. Ensure that scaffolding allows for unique student responses.
- Implement authentication strategies for assessment to ensure student responses are their own work and communicate these authentication strategies to students on the task sheet.
- In cases where a student response is not authenticated as their own work, follow procedures for managing alleged academic misconduct, including notification to the Head of Department and parent/guardian.
- Follow moderation processes to ensure consistency of standards are maintained in marking assessment tasks.
- In cases where the student's response exceeds the word length required by the syllabus, the teacher 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.

Student Responsibilities

- Engage fully in the learning for each subject on their timetable – classwork, homework and assessment work.
- Record checkpoint, draft and final due dates in their calendar
- Plan and manage their time to meet due dates.
- Ensure all assessment tasks submitted are their own, original work and use the APA Referencing System (as outlined in this policy)
- Save soft copies of assessment in their school folder and back-up work, including drafts, on a USB stick/storage device.
- Submit responses to scheduled assessment on or before the due date, including drafts and checkpoints.
- Apply the feedback provided by teachers on checkpoint or draft work to improve the quality of their response.
- Ensure that assessment task responses demonstrate all mandated course requirements outlined in the syllabus.
- Inform the school as soon as possible if they have concerns about assessment load and meeting due dates.
- Complete an extension form if any change to assessment due date or assessment conditions are required. Submit the completed form and supporting documentation to the Head of Department at least 48 hours in advance, except in extenuating circumstances. **Please note that extensions cannot be granted for family holidays. In this instance, assessment must be completed on or before the due date.**
- Attend all exams on the scheduled date unless prior arrangements have been made (due to conflict with TAFE, school-based traineeships or apprenticeships or other approved circumstances).
- Complete the QCAA Academic Integrity course by the end of year 11. This course is required by the QCAA to have a QCE issued from 2026.

Parent/Guardian Responsibilities

- Encourage students to engage in regular study at home and plan time effectively to meet due dates (e.g. family calendar).
- Encourage students to submit all drafts and final assessment instruments by the due date.
- Contact appropriate school staff if your student is experiencing difficulties completing assessment.
- Contact the school if your student is absent on a scheduled assessment due date and either assist your student to submit the assessment electronically or submit an AARA form and supporting documentation to request an extension.
- Medical certificates must be provided to support AARAs in Years 11 and 12 if the reason for the absence is medical.

Section 3: Drafting

A draft is a preliminary version of a student's response to an assessment instrument. A draft can be used to provide feedback on a response as well as to authenticate student work.

Students will be notified of a draft due date for all assignments and are expected to submit their draft by 3pm on the draft due date.

- Teachers provide individual feedback on a **maximum of one draft** in Years 11 and 12.
- Written or oral feedback is provided within one week of submission of a draft (If oral feedback is given, students are to be given the opportunity to record the oral feedback).
- Teachers do not allocate notional results for draft responses and the feedback provided 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, however, may highlight significant errors
- Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Teachers keep a hard copy of a student's draft in their folio.
- Teachers provide feedback to students about response length at checkpoints, if required.

Non-submission of a draft by the due date

- Drafts will not be accepted after the due date unless an extension has been granted by the relevant curriculum Head of Department.
- Parents/guardians will be notified about non-submission of drafts or if an insufficient draft is submitted and notification will be sent to the Head of Department. Students are then assigned two lunchtime detentions to catch up on the outstanding work under the supervision of a HOD.
- The work completed at the end of the allotted detention time will not be reviewed by the classroom teacher for the purposes of providing feedback. Only drafts received by the draft due date will be reviewed and feedback provided. The work completed in the lunchtime detentions will be used for the teacher to make judgement about the student's level of achievement in the event a final assessment item is not submitted. The draft submitted needs to meet a minimum standard as set out for an E grade in the criteria sheet. Where work does not meet this minimum E standard, the non-submission of draft process applies.

Section 4: Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. To assist students in understanding the requirements surrounding academic honesty, it is the responsibility of all teachers to advise students on what constitutes malpractice in their subject area.

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrates their learning. Academic misconduct in assessment may include any of the behaviours listed below. Note - the types of misconduct and examples listed are not exhaustive.

- Plagiarism – the representation of another's work as your own.
- Collusion – allowing your work to be copied by another, sharing details of questions on exams with other students.
- Duplication – submitting the same work for different assessment components.
- Cheating – breaching the rules of an examination, gaining or distributing exam questions.
- Fabricating – making up data for an assignment or practical assessment.

Students are ultimately responsible for ensuring their submitted work is authentic, but teachers play a vital role in early detection of plagiarism. If a teacher suspects that a student's draft submission is in breach of the principles of academic honesty; they must draw the student's attention to the risks associated with submitting the piece of assessment. Once the

final piece of assessment has been submitted, it cannot be retracted. It is mandatory that the teacher notify the curriculum Head of Department of the breach.

Responses that are not the student's own cannot be used to make a judgment. In these instances, judgments about student achievement are made using the available student work.

In cases where the entire work is proven a result of cheating or plagiarism, judgments will be made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs of work and teacher observations). In this instance, a rating will be awarded through matching this evidence to the assessment instrument and associated criteria. Students will also be required to meet with the relevant Head of Department. Consequences may include disciplinary action depending on the severity of the cheating or plagiarism.

Artificial Intelligence

Mabel Park SHS recognises the potential benefits of utilising artificial intelligence (AI) for idea generation and clarification within assessment, allowing students to explore and expand their understanding of the subject matter. However, it is imperative that the use of AI is acknowledged, and its output (including paraphrasing) not be used directly in the student response so that academic integrity is preserved. Satisfactory uses for AI by students are:

- Research
- Task comprehension

Students are provided with checkpoints and/or drafts to demonstrate the development of their response and its authenticity over time. Student work that contains suspected evidence of using artificial intelligence to demonstrate learning on their behalf (at the final submission stage) will be provided with a further opportunity to authenticate their response. These opportunities may include:

- Student-teacher conferencing
- Multiple choice questions about the task or the student response
- Further stimulus for the student to demonstrate understanding
- The use of version history from the Office 365 Applications

The responsibility is on the student to be able to demonstrate authentic development of their response over time. In cases where students are unable to provide sufficient evidence of the authenticity of their response, suspected sections of their work will be removed

Section 5: Senior exam blocks

- During Senior exam blocks (Years 11-12), students only attend school for their scheduled exams. Time at home is to be used for independent study and assignment preparation. Students who are requiring to remain at school outside of scheduled exam sessions must notify the HOD Senior Schooling so that supervisory arrangements can be made.
- Students must attend all exam sessions wearing full school uniform and bring all required equipment.
- Students who are absent from a scheduled exam must submit an AARA application on or before the exam date.
- Students are provided with an exam schedule which indicates exam start times, finish times and locations in the week prior to the exam block.
- Any assignments due during the exam block must be submitted by 3pm on the due date.

Section 6: Submission of Assessment

Students will be notified of a final due date for all assignments and are expected to submit their assessment by 3pm on the assignment due date.

Assessment submitted must contain sufficient work/evidence to be assessed against minimum criteria for an E standard; i.e. it must consist of more than a title page and/or piece of paper containing the student's name.

Section 7: Non-submission of Final Assessment Piece

Assessment will not be accepted after the due date unless an extension has been granted by the relevant curriculum Head of Department. In cases where students do not submit a response to an assessment instrument by 3pm on the due date, judgments will be made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes,

photographs of work and teacher observations). In this instance, a rating will be awarded through matching this evidence to the assessment instrument and standards associated with the relevant criteria. Where no other evidence is available, 'Not-Rated' (NR) must be entered.

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.

- For Applied subjects, an E cannot be awarded when 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 Short Courses, an E cannot be awarded when there is no evidence for that grade.
- In all these cases, the only result that can be awarded is Not-Rated (NR).

If VET competency work is not received, the VET teacher will contact parents to discuss non-submission. VET teachers will also refer the behaviour to the HOD Senior Schooling and year level Deputy Principal. Students are then required to attend lunchtime detentions to catch up on the outstanding work until the competency has been completed.

Section 8: Application for extension

Students who foresee an absence that may affect their ability to attend an examination or submit an assessment item must seek an extension from the Head of Department for that subject at least one week in advance.

Should illness or other exceptional circumstance occur on the day an assessment item is due, every attempt to submit assessment should still be made. Where illness or exceptional circumstance prevents submission of assessment, parents/caregivers are required to inform the school administration as soon as practical that they are unable to submit their assessment. The student would then complete an *application for extension form* (available from administration, SLH, or <https://mabelparkshs.eq.edu.au/>), supported by required documentation outlined below which is to be handed to the subject HOD the next day they attend school.

Should illness or other exceptional circumstance prevent attendance on the scheduled date of an exam, parents/caregivers are required to inform the school administration as soon as practical that their student is unable to attend the exam. The student would then complete an *application for extension form* (available from administration, SLH or <https://mabelparkshs.eq.edu.au/>), supported by required documentation outlined below which is to be handed to the subject HOD the next day they attend school.

When the extension is approved, students will then sit a comparable exam on a later date as scheduled by the subject HOD in consideration of the impact of the illness or exceptional circumstance.

If a group presentation is scheduled to occur on the day a student is absent, the presentation will still occur and be assessed on the due date for the students who are present. For the student who was absent on the day of the presentation, parents/caregivers are required to inform the school administration as soon as practical that their student is unable to attend the group presentation. The student would then complete an *application for extension form*, supported by required documentation outlined below which is to be handed to the subject HOD the next day they attend school. The student must negotiate a new performance time (to be scheduled within one week of the student's return to school) with the other group members and the class teacher. Group members who are required to perform their item twice due to forced negotiation will be awarded the 'best' result of their two presentations.

Students on suspension are required to submit assessment by the due date and will be given the opportunity to complete any examination at the time scheduled during their suspension period in an appropriate location arranged by the HOD Engagement for their year level.

An extension may be granted by the Head of Department, Guidance Officer, Deputy Principal, or Principal provided the listed documentation is submitted along with an application for extension. [LINK TO EXTENSION ARRA FORM](#)

Students are expected to plan ahead for assessment tasks. Any activity that is foreseeable such as sporting representation (except national representation), holidays, excursions, camps and other extra-curricular activities are considered not appropriate reasons for applying for extensions by QCAA.

Section 9: Access arrangements and reasonable adjustments (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

In making decisions about AARA, schools are required to consider what access arrangements or adjustments to assessment conditions are reasonable in the context of the eligible student's disability, impairment, medical condition or circumstances. For more information regarding AARA, parent and guardians are encouraged to contact the Senior Schooling Head of Department.

Section 10: Reporting

Reporting occurs at least twice per year for every curriculum subject.

An A – E level of achievement is awarded on a report card where there is sufficient evidence to make a judgement about the student's achievement against achievement and syllabus standards.

Types of evidence used to form an A – E judgement includes homework, draft-work and formative assessment, as well as summative assessment items.

An 'NR' or 'Not-Rated' code is used where there is insufficient evidence to make a judgment about achievement in a reporting period (e.g. if the student has not attended school regularly and evidence is not available to match to criteria).

Students also receive feedback on their behaviour and effort in each curriculum subject.

Section 11: Parent Teacher Student Conversations (Learning Reflection Interviews)

Following both the Term 1 and Semester 1 reporting periods, teachers are available for Parent – Teacher – Student Conversations. Parents or Guardians are invited to book a convenient time for their interview through the booking system. Parents or Guardians are also invited to contact their student's teacher via email at any time throughout the year to discuss their child's results and progress

Section 12: Relevant legislation and policies related to assessment

- Access arrangements and reasonable adjustments (AARA) - Queensland Curriculum and Assessment Authority (QCAA) QCE and QCIA Handbook.
- Academic integrity - Queensland Curriculum and Assessment Authority (QCAA) QCE and QCIA Handbook.
- Developing school assessment policies - Queensland Curriculum and Assessment Authority (QCAA) QCE and QCIA Handbook.

To access, go to: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

Section 13: Appeals

- In the first instance, students and their parent/guardian are to contact the relevant Head of Department if they wish for any matter related to assessment to be reviewed.
- If the student or parent/guardian wishes to pursue a further appeal, they are to contact the Deputy Principal.

Appendix 1: APA Referencing Guide MPSHS

How to Create a Reference List in APA7 (American Psychological Association)

1. A Bibliography includes all sources consulted during research for your assignment.
2. Written assignments usually require a Reference List which includes only those resources referred to in the text of your assignment. The list may include different types of resources - books, magazine, newspaper and encyclopedia articles in print or online, documents from online databases, information from websites, blogs, social media posts, video programs, or movies
3. To assist preparation of a Reference List in APA7
 - record the bibliographic information with your notes, on a rough reference sheet, a Microsoft Word document or similar or an online referencing generator as you use each resource.
 - check details directly from the item – the correct spelling of names, titles etc.
 - Note: record the call number or location details of print resources used in libraries to help you relocate the resource. Do not record these details on your final Reference List
4. Include these details, in this order, for all items in your Reference List. Author/Editor (surname first) date of publication, title, publisher. The place of publication is not required in APA7 citations. A URL (Universal Resource Locator) is required for websites and online resources, with a preference for DOI (Digital Object Identifier) for documents from online databases. There are limited places where the Date retrieved is required.
5. The exact format for each entry will depend on the type of resource, and the publication details that are available. Where information is not available, use abbreviations – n.d. for no date; n.p for no publisher.
6. List items in alphabetical order by the author/editor's surname or the title where the author is unknown. Your Reference List should be on a separate page, and double spaced. Each reference appears on a new line, with a hanging indent on the trailing line.
7. There are comprehensive format examples in various university library websites including –
 - Griffith University. (2020). APA 7 guide. <https://www.griffith.edu.au/library/study/referencing/apa-7>
 - Queensland University of Technology. (2020). QUT cite write. <https://www.citewrite.qut.edu.au/cite/qutcite.jsp>
 - University of Queensland. (2020) University of Queensland Library APA7 Guide. <https://guides.library.uq.edu.au/referencing/apa7>

Here are examples showing how to list references.

- A book with 1 author

King, J., (2011). APA guide to referencing for secondary students. School Library Association of Queensland.
- A book with 3 authors

Paterson, D., Willoughby, D., & Willoughby, S. (2001). Civil rights in the USA, 1863-1980. Heinemann.
- A book with up to 20 authors

Hoepper, B., Hennessey, J., Barry, C., Slavin, R., Ackerman, S., Avery, M., Du Rand, S., Lawrence, P., Leo, R., Ogden, T., Sampson, K., & Sloper, A. (2019). Senior Modern History for Queensland. Cambridge University Press.
- A book with an editor

Healey, J. (Ed.). (2020). Australia's energy debate. Spinney Press.
- Author/editor unknown

Collins world atlas: Essential edition (2015). Collins.
- Journal, newspaper, or encyclopedia article – author known

Waxman, O. (2020, 17 February). How black lives matter is changing black history month. *Time*. Pp.14-15

- Journal, newspaper, or encyclopedia article – author unknown

Growing a human heart, one embryonic cell at a time. (2018). *Australasian Science*, Vol. 39, Control Publications. P. 8.

- Article in an online news– author known

Ghosh, P. (2020, March 4). Climate change boosted Australia bushfire risk by at least 30% (51742646). *BBC News*: <https://www.bbc.com/news/science-environment-51742646>

- Journal article from an online database

Warren, M. (2019). Thousands of scientists are backing the kids striking for climate change. *Nature*, 567 (7748), 291+. https://link.gale.com/apps/doc/A579385409/AONE?u=uq_ihs&sid=AONE&xid=5390ba86

- Video program

Handwriting tips. (2015). ClickView digital media delivery system.

- Online video – YouTube

Sexton, J. (2016, April 26). *Macbeth*. Compare and contrast: Opening scenes from five adaptations. [Video]. YouTube. <https://www.youtube.com/watch?v=UWYegNZOqQE>

- a Webpage within a website

UNHCR. (2001-2020). The global compact on refugees. UNHCR: The UN Refugee Agency website. <https://www.unhcr.org/enau/the-global-compact-on-refugees.html>

- Blog post

Lee, C. (2019, October 1). The APA Style of the Future. *APA Style Blog*. <https://apastyle.apa.org/blog/>

- Audio podcast episode

Qadar, S. (Host). (2020, March 8). Habits, and making them stick [Audio podcast episode]. All in the mind. Australian Broadcasting Corporation. <https://www.abc.net.au/radionational/programs/allinthemind/habits,-and-making-them-stick/12021386>

- Didactic – artist’s statement or interpretive/educational text related to an artwork in an art exhibition


APT8. (2016). *Morimura Yasumasa: White darkness 1994*. [Didactic]. Queensland Art Gallery / Gallery of Modern Art.

- Film or movie

Zemeckis, R. (Director). (1985). *Back to the future* [Film]. Universal Pictures; Amblin Entertainment; U-Drive Productions.

8. List items in alphabetical order by the author/editor's surname or the title where the author is unknown. The reference list is double spaced. Each reference appears on a new line, with a hanging indent on the trailing line.

Appendix 2: Extension Application Forms

 Years 7 - 10 AARA Application Form Short-Term AARA – Assignment Extensions and Missed Exams		
STUDENT NAME:		YEAR LEVEL:
DATE:		
Type/s of Adjustment Required (select from the reasons below):		
<input type="checkbox"/> Extension of time for assignment/s		<input type="checkbox"/> Absence from a scheduled exam
<input type="checkbox"/> Other (Please specify):		
Reason for Application (please select)		Required Evidence
<input type="checkbox"/> Bereavement		Parent/caregiver note outlining special circumstances
<input type="checkbox"/> Illness		Medical certificate
<input type="checkbox"/> Misadventure (unavoidable incident)		Parent/caregiver note outlining special circumstances
<input type="checkbox"/> School Activity (e.g. Sport, Performing Arts)		Confirmation of participation in event
<input type="checkbox"/> Social/Emotional		Medical certificate or written endorsement from Guidance Officer
Parent / Caregiver Acknowledgement		
I have discussed the grounds for this application with my child and I support the request for additional support. I acknowledge that this is a request that is subject to approval from the HOD in line with school assessment policy.		
STUDENT SIGNATURE AND DATE		PARENT/CAREGIVER SIGNATURE AND DATE
Date: ___/___/___		Date: ___/___/___
Assessment Information		
Please provide details of each assessment task that requires adjustment under this Short-Term AARA. Your teachers will discuss possible adjustments and deadlines with you after you have submitted your AARA application.		
Subject	Teacher	Original Due Date
1.		
2.		
3.		
4.		
5.		
6.		
Submit Your Application		
Please return a printed copy of this form to the relevant curriculum HOD for years 7 – 10. Curriculum HOD will be in contact to inform of approved application and revised due dates.		
Date received by school: _____		Staff signature: _____



Senior (11/12) AARA Application Form – Short Term

Access Arrangements and Reasonable Adjustments (AARA)

SHORT TERM AARA APPLICATION DETAILS (e.g. Missed Exam/s and/or one-off Extension to Final Due Date)

STUDENT NAME:	YEAR LEVEL:	DATE:
	11 / 12	

Reason for Application (select from the reasons below):	
<input type="checkbox"/> Extension of time for assessment instrument/s due to absence <input type="checkbox"/> Absence from a scheduled exam	<input type="checkbox"/> Access arrangement to make assessment more accessible <input type="checkbox"/> Reasonable adjustment for student with disabilities

Eligibility criteria (select from the conditions and categories below):			
Timeframe	Category		
<input type="checkbox"/> Temporary (Short Term) <input type="checkbox"/> Intermittent (Short/Long Term) <input type="checkbox"/> Permanent (Long Term)	<input type="checkbox"/> Cognitive <input type="checkbox"/> Physical <input type="checkbox"/> Representative Sport (early completion)	<input type="checkbox"/> Sensory <input type="checkbox"/> Social/Emotional	<input type="checkbox"/> Illness/Misadventure (e.g. Bereavement)

Reason for application: Information regarding how the student’s ability to complete assessment is affected

SUPPORTING EVIDENCE AND DOCUMENTATION: Only applications with third party, supporting evidence will be considered. It is the parents/carers and student’s responsibility to organise the supporting evidence.
<input type="checkbox"/> A medical report from a general practitioner, medical specialist or psychologist who is not related to me (a QCAA Medical Report Template is available to download from the school website) OR <input type="checkbox"/> A funeral notice or equivalent demonstrating impact on the due dates OR <input type="checkbox"/> A third party signed statement (not the student/parent/carer) OR <input type="checkbox"/> Current Verified Disability with an endorsed Educational Adjustment Plan (EAP) OR <input type="checkbox"/> Other, please specify: _____

Parent / Caregiver Acknowledgement	
I support the request for additional support. I acknowledge that this is a request and is subject to approval from the HOD Senior Schooling line with school and Queensland Curriculum and Assessment Authority procedures.	
STUDENT SIGNATURE AND DATE	PARENT/CAREGIVER SIGNATURE AND DATE
Date: ___/___/___	Date: ___/___/___

STUDENT CHECKLIST:	<input type="checkbox"/> AARA application completed <input type="checkbox"/> Medical Report/Relevant documentation attached <input type="checkbox"/> Student signature <input type="checkbox"/> Parent/Caregiver signature <input type="checkbox"/> Submit completed AARA application and supporting documents to Senior Schooling (SLH)
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AARA request for assessment in the following subjects:

Subject	Assessment Task	Original Due Date	Teacher

OFFICE USE ONLY - AARA OFFICER SIGNATURE

HOD SENIOR SCHOOL SIGNATURE AND DATE RECEIVED	GUIDANCE OFFICER SIGNATURE AND DATE RECEIVED	HOD ILT SIGNATURE AND DATE RECEIVED
Date: __/__/__	Date: __/__/__	Date: __/__/__

AARA Application Approval: YES NO

- Relevant documentation attached to application
- Separate school statement attached

- Parent/Carer and Student emailed by the Principal/Principal's Delegate to explain why the AARA application has been deemed ineligible

This application will impact on assessment held in:

- Unit 1
- Unit 2
- Unit 3
- Unit 4

Approval Required By: Principal/Principal's Delegate QCAA

PRINCIPAL/PRINCIPAL'S DELEGATE DECISION (IF APPLICABLE):

NOTE: The Principal/Principal's Delegate is unable to make the final decision when the AARA impacts General Subjects in Units 3 and 4 and requires QCAA Approval

- APPROVED**
 - Parent/Carer, Student, HODs and Teachers notified by the Principal/Principal's Delegate of the approved AARA
 - Approved AARA details uploaded to OneSchool
 - Application submitted uploaded by AARA Officer to QCAA Portal (Y12 Unit 3 and 4)

Review date (where applicable): __ / __ / __

- NOT APPROVED**
 - Documented as "Contact" in OneSchool
 - Parent/Carer and Student emailed by the Principal/Principal's Delegate to explain why the AARA application was not approved

Reason:

AARA Applies: From: __/__/__ To: __/__/__

Original documentation will be stored by the Principal's Delegate

**PAGE LEFT INTENTIONALLY BLANK
RESOURCES BELOW FOR STAFF ONLY**

Appendix 3: Non-submission of a draft letter / email

(Date)

Dear Parent/Caregiver

Student Name has not submitted satisfactory evidence for the required draft of the **Name of Unit Assignment**. The draft for this assessment was due by 3.00 p.m. on **Insert Date**.

Assignment: Name of Unit

Draft Date: Insert Date

Due Date: Insert Date

As per our Academic Policy, assignments must be submitted by 3.00 p.m. on the due date whether completed in full or not. The drafting process provides students with a vital opportunity to receive feedback on their work and ensure they have addressed the topic correctly. Any further drafting must be submitted to the teacher by **Insert Date**.

The final date for the official submission of this assessment is 3.00 p.m. on **Insert Date**. In the event an extenuating circumstance prevents a student from submitting the assignment by the due date, the student should seek an extension through the relevant Head of Department *before the due date*. However, this will only be granted if sufficient reason exists.

If a student is absent on the due date for the assessment task a parent or guardian must contact the school office on the day the assessment task is due to explain the situation. Should a student be absent for any reason, acceptable evidence, supported by documentation, must be presented and the student should seek an extension through the relevant Head of Department.

Should a student fail to submit their assessment response or have an extension granted, judgments will be made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs of work and teacher observations). A rating will be awarded through matching this evidence to the assessment instrument and associated criteria.

Please note, non-attendance or failure to complete assessment is grounds for cancelling enrolment if a student is more than the age of compulsory attendance.

We look forward to your assistance in helping your student achieve success and can be contacted on 3489 2333 if you have any further queries.

Kind regards,

Teacher Name

Head of Department Name

Subject

Subject Area

Appendix 4: Non-submission of a final response letter / email

(Date)

Dear Parent/Caregiver

Student Name has not submitted their **Name of Unit Assignment** which was due **Insert Date**

Assignment: Name of Unit

Due Date: Insert Date

As per our Assessment Policy assignments must be presented by the due date whether completed or not. Students who fail to submit their completed assignments by the due date will be assessed on work completed on or before the due date (e.g. drafts, class work, rehearsal notes, photographs of work and teacher observations). In this instance, a rating will be awarded through matching this evidence to the assessment instrument and associated criteria.

We are aware that there are extenuating circumstances that prevent a student from submitting an assignment by the due date and in that case, policy dictates that the student should seek an extension through the Head of Department. According to our records, your student did not request an extension from the Head of Department on or before the due date. Without evidence supporting their absence, in the form of a medical certificate, documentation or communication from parents/carers that provides evidence of exceptional circumstances, judgments will be made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs or work and teacher observation).

If insufficient work was presented by the due date and students are graded on evidence described above, this may affect their ability to achieve their Queensland Certificate of Education. In addition to this, non-attendance or failure to complete assessment is grounds for cancelling enrolment.

We look forward to your assistance in helping your student achieve success and can be contacted on 3489 2333 if you have any further queries.

Kind regards,

Teacher Name

Subject

Head of Department Name

Subject Area

Appendix 5: Missed examination letter / email

(Date)

Dear Parent/Caregiver

Student Name was absent on, **Date**, when the **Name of Unit Exam** was scheduled.

Exam: Name of Unit

Exam Date: Insert Date

As per our Assessment Policy, exams will be completed on the first day a student returns to school after their absence providing that documentation providing evidence of a valid reason is provided to the Head of Department. Without evidence supporting their absence, in the form of a medical certificate, documentation or communication from parents/carers that provides evidence of exceptional circumstances, judgments will be made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs or work and teacher observation).

We are aware that there are extenuating circumstances that prevent a student from sitting an exam on the scheduled date however, policy dictates that the student should seek an extension through the Head of Department, which will only be granted if sufficient reason with supporting evidence exists (as described above). According to our records, your student has not requested an extension from the Head of Department.

The grade awarded may result in your student becoming ATAR ineligible or affect their ability to achieve their Queensland Certificate of Education. In addition to this, non-attendance or failure to complete assessment is grounds for cancelling enrolment.

We look forward to your assistance in helping your student achieve success and can be contacted on 3489 2333 if you have any further queries.

Kind regards,

Teacher Name

Head of Department Name

Subject

Subject Area

Appendix 6: N Rating Communication

(Date)

Dear Parent/Caregiver

As per our Assessment Policy assignments and examinations must be presented by or completed on the due date. We are aware that there are extenuating circumstances that prevent a student from submitting an assignment by the due date and in that case, policy dictates that the student should seek an extension through the Head of Department. According to our records, your student did not request an extension from the Head of Department on or before the due date. We attempted to contact you to advise of this non-submission and non-attendance on **insert dates**.

Without evidence supporting their absence, in the form of a medical certificate, documentation or communication from parents/carers that provides evidence of exceptional circumstances, judgments are made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs or work and teacher observation). Where there is no evidence collected by the school in response to the planned assessment instrument, an (N) or not rated (NR) is awarded for the response to the instrument. **Specifically for year 12 students they will not receive an overall result for the subject (Units 3 and 4).**

In your student's case there has been no evidence of work that is available to use as described above, this has therefore resulted in your student receiving a N rating for this subject.

In years 11 and 12 this rating may affect their ability to achieve their Queensland Certificate of Education and or ATAR. In addition to this, non-attendance or failure to complete assessment is grounds for cancelling enrolment.

Please contact the Head of Department or teacher as soon as possible on 3489 2333 to discuss this, we look forward to your assistance in helping your student achieve success.

Kind regards,

Teacher Name

Head of Department Name

Subject

Subject Area

Appendix 7: Approved Extension Communication (HOD use only)

(Date)

Dear Parent/Caregiver

I am writing to inform you that your application for extension for your **subject name, assessment type** has been approved. You will now sit this **insert new date and time**. *Further details if required: e.g. Both sessions will be a Period 1 and will require you to be present at the start of the regular school day for the Wednesday.*

Please touch base with **classroom teacher name** for information regarding the exam itself, and with myself if there are issues with the scheduling of the exam.

Kind regards,

Head of Department Name

Subject Area

Appendix 8: Absent for exam (senior students only) (HOD use only)

Absent exam session SMS message

Your student has been marked absent for the start of their SUBJECT exam session and is at risk of not achieving a result for this subject. The session is still occurring, if possible, please arrange for your student to attend school as soon as possible. If this absence is due to illness or other unforeseen circumstance, please contact the school office immediately on 3489 2333.

Non- ATAR Tutorial

Your student has been marked absent for the start of their SUBJECT compulsory tutorial session and is at risk of not completing achieving their qualification. The session is still occurring, if possible, please arrange for your student to attend school as soon as possible. If this absence is due to illness or other unforeseen circumstance, please contact the school office on 3489 2333.