



Learning, Assessment and Reporting Policy

Learning, Assessment and Reporting policy

Scope

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) and aligns with the Australian Curriculum in Year 7 to Year 10. The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties. It also aligns the Roadmap for P–10 curriculum, teaching assessment and reporting.

Purpose

At MacGregor State High School, we believe that learning, assessment and reporting are inextricably linked. We recognise that assessment occurs in many forms, informally and formally, and includes a range of conditions and assessment types. We value learning as a shared responsibility and believe that the best possible outcomes for our students occur when each member of the school community works as part of a team. We also recognise the importance of consistently applying procedures across the student body to achieve equitable outcomes.

Learning at MacGregor challenges students to become critical, creative and reflective people of character, equipped to contribute to their communities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

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

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

Promoting academic integrity

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

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	<p>The School's Learning, Assessment and Reporting Policy is located on the school website. All questions regarding this policy should be directed to the relevant Year Level Deputy Principal.</p> <p>To ensure the Policy is consistently applied, relevant processes will be revisited with students at regular intervals, such as:</p> <ul style="list-style-type: none"> ▪ at enrolment interviews ▪ during SET planning ▪ when the assessment schedule is published ▪ when each task is handed to students ▪ in the newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	<p>MacGregor State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Student responsibility</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> ▪ 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. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
Due dates Section 8.5.2 Section 8.5.3	<p>School responsibility</p> <p>MacGregor State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule each semester.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> ▪ align with syllabus requirements ▪ provide sufficient working time for students to complete the task ▪ allow for internal quality assurance processes ▪ enable timelines for QCAA quality assurance processes to be met ▪ be clear to teachers, students and parents/carers ▪ be consistently applied ▪ be clearly communicated and available to students ▪ give consideration to allocation of workload.

	<p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> ▪ understanding and adhering to the Policy ▪ checking due dates ▪ planning and managing their time to meet the due dates ▪ informing the school as soon as possible if they have concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> ▪ inform their Classroom Teacher as soon as possible ▪ provide the school with relevant documentation in line with the AARA process ▪ adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>All final decisions are at the Principal's discretion. Refer to AARA information in the appendix.</p>
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments will provide information about MacGregor State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>Electronic evidence will be submitted by 8:45am on the due date and, where appropriate, a hard copy will be submitted to the teacher by end that school day.</p> <p>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.</p>
<p>Appropriate materials Section 7.1 Section 8.5.3</p>	<p>MacGregor State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

Ensuring academic integrity

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

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Scaffolding Section 7.2.1</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> ▪ maintain the integrity of the requirements of the task or assessment instrument ▪ allow for unique student responses and not lead to a predetermined response <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p>Checkpoints Section 8.5.3</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> ▪ be detailed on student task sheets ▪ monitor student progress ▪ be used to establish student authorship <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of Departments and Parents/Carers will be contacted if checkpoints are not met.</p>

<p>Drafting Section 7.2.2 Section 8.3</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> ▪ provided on a maximum of one draft of each student’s response ▪ a consultative process that indicates aspects of the response to be improved or further developed ▪ delivered in a consistent manner and format for all students ▪ provided in a timely manner. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> ▪ compromise the authenticity of a student response ▪ introduce new ideas, language or research to improve the quality and integrity of the student work ▪ edit or correct spelling, grammar, punctuation and calculations ▪ allocate a mark. <p>A copy of the feedback and draft will be stored in the student’s folio for Years 10 – 12.</p> <p>Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.</p>
<p>Managing response length Section 7.2.3</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length:</p> <ul style="list-style-type: none"> ▪ All assessment instruments indicate the required length of the response ▪ Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task ▪ Model responses within the required length are available ▪ Feedback about length is provided by teachers at checkpoints <p>After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will:</p> <ul style="list-style-type: none"> ▪ mark only the work up to the required length, excluding evidence over the prescribed limit or ▪ annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark
<p>Authenticating student responses Section 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>MacGregor State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student’s own work, procedures for managing alleged academic misconduct will be followed. See the Student Code of Conduct.</p>

<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA MacGregor State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>The School follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.</p> <p>All approvals of AARA are managed by the Junior Secondary Head of Department (Year Levels 7-9) or the Senior Schooling Head of Department (Year Levels 10-12).</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (as outline in the AARA application) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded and stored with the AARA application.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> ▪ unfamiliarity with the English language ▪ teacher absence or other teacher-related issues ▪ matters that the student could have avoided ▪ matters of the student's or parent's/carer's own choosing ▪ matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure Refer to appendix section in this policy. Students and Parents/Carers must download the relevant documentation from the appendix section in this policy and follow process for submission as outlined in the flowchart.</p>
<p>Managing non-submission of assessment by the due date Section 8.5</p>	<p><i>Refer to the appendix section of this policy: Senior AARA Process (Years 10-12) and Junior AARA Process (Years 7-9)</i></p> <p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>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:</p> <ul style="list-style-type: none"> ▪ was provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments 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 QCAA Senior Education Profile calendar. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p>Internal quality assurance processes Section 8.5.3</p>	<p>MacGregor State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> ▪ 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 <p>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.</p>
<p>Review Section 9.1 Section 9.2 Section 9.5</p>	<p>MacGregor State High School's internal review 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.</p>

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 Section 7.3.2 Section 10.3 Section 10.4	<p>See the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p> <p>See also: External assessment — administration guide (provided to schools each year).</p>

Managing academic misconduct

MacGregor State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them.

Types of misconduct	
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> ▪ begins to write during perusal time or continues to write after the instruction to stop writing is given ▪ uses unauthorised equipment or materials ▪ has any notation written on the body, clothing or any object brought into an assessment room ▪ communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: <ul style="list-style-type: none"> ▪ more than one student works to produce a response and that response is submitted as individual work by one or multiple students ▪ a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.
Contract cheating	A student: <ul style="list-style-type: none"> ▪ pays for a person or a service to complete a response to an assessment ▪ sells or trades a response to an assessment.
Copying work	A student: <ul style="list-style-type: none"> ▪ deliberately or knowingly makes it possible for another student to copy responses ▪ looks at another student's work during an exam ▪ copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> ▪ gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment ▪ makes any attempt to give or receive access to secure assessment materials.

Fabricating	A student: <ul style="list-style-type: none"> ▪ invents or exaggerates data ▪ lists incorrect or fictitious references.
Impersonation	A student: <ul style="list-style-type: none"> ▪ arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. ▪ completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio/visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Procedures for managing academic misconduct

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.

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.

For instances of academic misconduct during examinations

Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* ([Section 8.5.1](#) and [Section 8.5.2](#)). Where appropriate, the school's behaviour management policy will be implemented.

Consequences for Academic Misconduct are outlined in the Student Code of Conduct at MacGregor State High School.

Reporting

MacGregor State High School uses OneSchool for reporting. Semester reports are issued at end of Semesters 1 and 2. Year 12 students do not receive a report for end of semester 2. Results are recorded with an A to E for Achievement, Effort and Behaviour.

To ensure consistency the following matrix is applied to all students to evaluate their effort and behaviour in every subject.

Culture of Learning		OneSchool Descriptor	Rating	Effort	Behaviour
<p>At MacGregor, we are leading education and building futures. We value Respect, Integrity, Diversity and strive to be The Best We Can Be.</p> <p>Learning at MacGregor challenges students to become critical, creative and reflective people of character, equipped to contribute to their communities.</p> <p>Teacher Action:</p> <ul style="list-style-type: none"> Establish a strong culture of learning within classrooms and share feedback with students to direct their learning. Set, communicate and model high expectations of values (Respect, Integrity and Diversity) in each class. Model a positive mindset providing opportunity for reflection and development of a growth mindset. Encourage a focus on progress for all students, providing a range of feedback opportunities. Set reasonable timeframes and honour published timelines. Encourage the use of the Learning Journal as a tool to enhance the development of organisational skills and self-awareness and regulation to assist progress. <p>Teacher action for students awarded Needs Attention or Unsatisfactory Rating:</p> <ul style="list-style-type: none"> Establish a strong culture of learning and progress within classrooms and implement improvement strategies regarding minor/major behaviours with HoD/YLC and support staff. Communicate feedback and intervention strategies with students and parents/caregivers and record conversations and actions within One School. 		Excellent	A	<ul style="list-style-type: none"> Always focused, attentive and works diligently to complete learning tasks within class and at home, within set time frames. Attempts new and challenging tasks and seeks and enacts teacher feedback to set goals and monitor progress. Contributes meaningfully to the learning process, working productively individually and in teams. 	<ul style="list-style-type: none"> Always demonstrates very high standards of behaviour taking responsibility for own learning. Always arrives to class prepared to learn.
		Very Good	B	<ul style="list-style-type: none"> Often on task, attentive and works well to complete all learning tasks assigned, both at home and within the classroom. Attempts most new and challenging tasks and seeks and enacts teacher feedback to set goals and monitor progress. Participates in the learning process, often working productively, both individually and in teams. 	<ul style="list-style-type: none"> Often very well behaved, taking responsibility for own learning. Often arrives to class prepared to learn.
		Satisfactory	C	<ul style="list-style-type: none"> Generally on task and will return to work with minimal prompting. Works satisfactorily and generally manages time effectively. Generally attempts some new and challenging tasks and uses teacher feedback to monitor progress. Participates in some aspects of the learning process, working with some success individually and in teams. 	<ul style="list-style-type: none"> Generally well behaved; responds to teacher instruction, correcting behaviour when prompted. Generally arrives to class prepared to learn.
		Needs Attention	D	<ul style="list-style-type: none"> Sometimes on task and requires regular teacher prompting. Often fails to complete work to a satisfactory standard. Sometimes manages time effectively. Sometimes attempts new and challenging tasks and sometimes uses teacher feedback to monitor progress. Limited evidence of participation in the learning process. Student works individually and in teams with prompting and monitoring. 	<ul style="list-style-type: none"> Sometimes self-monitors own behaviours resulting in behaviour being disruptive, affecting the learning of others. Behaviour requires redirection/teacher and/or HoD monitoring and reminders about respect for others. Sometimes prepared for learning as frequently fails to bring necessary equipment for class.
		Unsatisfactory	E	<ul style="list-style-type: none"> Rarely on task with little or no work completion. Rarely manages time effectively. Rarely makes an attempt to complete new and challenging tasks, and receives, but does not use, teacher feedback to monitor progress. Very limited evidence of participation in learning process. Student requires teacher supervision to work individually and in teams. 	<ul style="list-style-type: none"> Rarely self-monitors own behaviour resulting in frequent disruptive behaviour that requires ongoing teacher direction and monitoring. Behaviour requires intervention from HOD/YLC /DP redirection, teacher monitoring and external support, to reminders about respect for others. Constant supervision and prompting to remain on task. Does not bring materials for class, and arrives to class unprepared for learning.

Parent Teacher Conferencing and Communication

Following a reporting period, teachers are available for Parent-Teacher conferencing. The teacher will indicate the need for an interview on the report. Parents are invited to arrange a mutually convenient time at any time throughout the year, to discuss their child's results and progress.

Related school policy and procedures

Refer to other school policies as appropriate:

- MacGregor State High School Student Code of Conduct.

Appendix to the:
MACGREGOR STATE HIGH SCHOOL
Learning, Assessment and Reporting Policy



SENIOR
ACCESS ARRANGEMENTS
&
REASONABLE
ADJUSTMENTS

MacGregor Senior AARA Application Process

Eligibility for AARA

HOSES

HOD SS, GO, DP

GO

The SEP Department (HOSES) ensures that AARA will be applied for on behalf of any student with a verified disability. This will be reviewed and updated annually

Any student (or their parent/ caregiver) with a medical condition (short or long term), bereavement, misadventure or an event affecting assessment due date/s engages with the HOD SS, Guidance Officer (GO) or Deputy Principal (DP)

Any student (or their parent/ caregiver) with a short or long term mental health condition engages with the Guidance Officer (GO), ensuring they have the correct medical documentation

HOSES supports student and parents/ caregivers to complete an AARA application form and attain the necessary documentation on the cognitive/ physical/ sensory/ and/or social/emotional diagnosis.

The student accesses an AARA application form (via school website or HOD SS / GO / DP) and attains the necessary documentation, to be considered:

- Medical Certificate (short or long term illness)
- Mental Health – psychological related – requires medical documentation from a psychologist, psychiatrist or a GP
- Other documentation – e.g. family bereavement notice, court order

HOSES submits the application and medical evidence to the HOD SS. The HOD SS consults required parties, including QCAA (as required) for Units 3 and 4.

For an 'extension', the student sees subject teacher and faculty HOD to complete page two of the AARA application form. Once fully complete, the student (or parent/ guardian) returns the required documentation to the HOD SS via aara@macgregorshs.eq.edu.au or in person, at least two days prior to assessment due date. HOD SS consults required parties, including QCAA (as required) for Units 3 and 4.

A decision is made and communicated to the student, parent/ caregiver and relevant staff via email and recorded in Support Provisions in One School by the HOD SS. For long term AARAs, the student will be issued an AARA card (year 11 & 12). If the application does not meet the requirements for an AARA, this will be communicated to the student, parent/ caregiver (email) and recorded on One School as a record of contact. All short term and temporary approved AARAs will have an expiry date. Long term conditions will be reviewed yearly (end of unit 2). Unit 3 & 4 (Principal Approved) AARAs are uploaded to QCAA Portal by the HOD SS.

MacGregor Senior AARA for Missed Exam

Student in Year 10-12 is unable to attend an INTERNAL examination for any reason



Parent/ caregiver informs the school of the absence and reason. If the parent/ caregiver fails to communicate with the school, the teacher must contact the parent/ caregiver, at their first opportunity, to clarify the reason for the student's absence and communicate the process of an AARA application (if applicable).



School AARA application to be completed by the student / parent or caregiver and given to HOD SS. Relevant documentation is supplied to support the application.



HOD SS consults with relevant staff and a decision is made. The decision will be based on the individual student and their AARA eligibility as well as the relevant syllabus requirements.



The decision and comparable exam (if relevant) date is communicated to the student and parent/ caregiver and relevant staff via email. The approved AARA is recorded in One School in Support Provisions by HOD SS. If the application does not meet the requirements, this is communicated to all parties and recorded in a One School contact. Unit 3 & 4 (11&12) AARAs (Principal Reported) are uploaded to the QCAA portal by HOD SS.

Student in Year 12 is unable to attend an EXTERNAL examination due to illness or misadventure



The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against written medical advice.



A student who is ill but able to attend the external assessment should inform the HOD SS of their illness as soon as possible.



The student/ caregiver needs to complete an AARA application and attain medical documentation. Applications can be submitted 14 days before the start of the assessment period and up until 7 days after the assessment.



The school (HOD SS) submits the application via the QCAA portal. Once the QCAA communicates the decision, the HOD SS will then communicate the decision to the student and parent/ caregiver (email). Records of contact and the decision communicated by the QCAA will be recorded in One School.

MacGregor Senior AARA Guidelines

- MacGregor SHS is responsible for approving AARAs for students undertaking assessment in year 10 and Units 1 and 2 in year 11.
- The school Principal in consultation with the QCAA is responsible for approving AARA for students undertaking summative internal and external assessment in Units 3 and 4 of General and Applied Syllabuses.
- The provision of an AARA for assessment in year 10 or Units 1 and 2 by a school is not a guarantee that students will access the same adjustments for assessments in Unit 3 and Unit 4.
- Students must download an application form from the school website or collect an application from their year level Deputy Principal, Guidance Officer or the Head of Senior Schooling (Year 10-12).
- Students are to submit applications for an AARA via email or in person to the Head of Senior Schooling.
- Applications must be submitted a minimum of two school days before the date of the assessment.
- Granting of AARA is at the discretion of the Principal, Principal's delegate and approved only when the student successfully meets eligibility criteria and provides the necessary, relevant documentation.
- AARA relating to misadventure or illness occurring within these two school days (minimal cases) will be approved at the discretion of the Principal.

Application of Extension of Time to complete an Assessment (Year 10-12)

- A student may only apply for an extension of time to complete an assessment a minimum of two school days prior to the due date and only if they have missed a minimum of three lessons for that subject, within the two week period before the due date.
- An application for an AARA extension must be completed by the student, signed by a parent/ caregiver and submitted alongside relevant supporting documentation to the Head of Senior Schooling.
- All applications for an extension of time to complete an assignment will be considered on an individual basis after consultation with the classroom teacher and Head of Department.
- The submission of supporting documentation may not guarantee an extension of time if there has been no impact to the student in regards to assessment accessibility.
- The granting of extensions is at the discretion of the Head of Senior Schooling in consultation with the Deputy Principal and Guidance Officer.
- Failure to submit assessment on an extended due date will result in judgements being made using evidence collected on or before the extended due date e.g. drafting/checkpoints.

Absence from an Internal Examination

- A student who is absent on the day of an examination is required to complete the examination only once an AARA has been approved.
- A new date for the student to sit the examination will be decided in consultation with the teacher, Head of Department and the Head of Senior Schooling (through the AARA application form)
- Once notification has been received of the approval of the AARA Application the student will sit the examination and receive the associated result.
- If the exam is 'open ended' a comparable exam may not be required, if exam questions are 'short response / stimulus / multi choice' than a comparable exam will need to be administered (as per QCAA guidelines). The PEOs in the QCAA will assist Heads of Department to make decisions on this. Our professional judgement will be used to decide how much modification is required to the exam.
- If a student is absent from the examination and does not provide any reasonable documentation then a Not Rated (NR) will be given for this assessment item, and the criteria sheet will indicate a NR standard.

Acceptable reason for absence	Evidence Required	Action Required
Illness	Valid Medical Certificate + AARA application	Immediately upon return to school (or prior), student provides supporting documents to Head of Senior Schooling via aara@macgregorshs.eq.edu.au or in person.
Funeral or Bereavement	Parent note + Funeral service documentation +AARA application	
Undergoing Medical Procedure	Valid Medical Certificate +AARA application	Where possible exam should be completed before the student's last day prior to the procedure (student to sign waiver – to not disclose information to others). Or, immediately upon their return to school (with an approved AARA). Student to provide a copy of the Medical Certificate and/or supporting documentation.
Selection in Regional/ State/ National Sporting Team	Written evidence of selection + AARA application	Student is to complete all assessment on or before the due date. Any examinations that are scheduled during trip are to be completed prior to departing.

Supporting documentation

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

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, policy officer, solicitor or funeral director.

In all circumstances, the person providing the supporting documentation must have specific knowledge of the illness, injury, personal trauma or serious intervening event, and must not have a close personal relationship with, or be related to, the student. Supporting documentation must cover the date of the assessment for which the application is made.

Timelines for applications

Applications for internal assessments must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation (see [Section 9.6.4: Confirmation timelines](#)).

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



MacGregor State High School

Access Arrangements and Reasonable Adjustments (AARA)
Senior School Application Form

STUDENT NAME:	YEAR LEVEL:	DATE:

Reason for Application (select from the reasons below):

Extension of time for assessment instrument/s Access arrangement to make assessment more accessible
 Absence from a scheduled exam Reasonable adjustment for student with disabilities

Eligibility criteria (select from the conditions and categories below):

Timeframe	Category		
<input type="checkbox"/> Temporary	<input type="checkbox"/> Cognitive	<input type="checkbox"/> Sensory	<input type="checkbox"/> Illness
<input type="checkbox"/> Intermittent	<input type="checkbox"/> Physical	<input type="checkbox"/> Social/Emotional	<input type="checkbox"/> Misadventure
<input type="checkbox"/> Permanent	<input type="checkbox"/> Representative Sport		<input type="checkbox"/> 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.

Current Verified Disability with an endorsed Educational Adjustment Plan (EAP) **OR**
 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**
 A funeral notice or equivalent demonstrating impact on the due dates **OR**
 A third party signed statement (not the student/parent/carer) stating:

- The nature of the event causing significant and/or recent grief, loss or trauma
- How the event and subsequent grief, loss or trauma affects the student participating in assessment, particularly timed assessment when considering external assessment **OR**

 Other, please specify: _____

The school is already aware of my condition, disability or significant event.

Yes. Details of who is aware: _____ No Unsure

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 merely a request and is subject to approval from the Deputy Principal in line with school and Queensland Curriculum and Assessment Authority procedures. In understand that AARAs are reviewed annually and will require new verification each year.

STUDENT SIGNATURE AND DATE	PARENT/CARER SIGNATURE AND DATE
Date: __/__/____	Date: __/__/____

STUDENT CHECKLIST:

AARA application completed Student signature
 Medical Report/Relevant documentation attached Parent/Carer signature
 Submit completed AARA application and supporting documents to aara@macgregorshs.eq.edu.au or in person to the HOD SS.

Assessment Instrument Information: Student to complete Step 1 only				
Step 1	Subject:	Teacher:	Assessment Task:	Original Due Date:
Step 2	Teacher Comments:			Lessons missed:
Step 3	HOD Comments:			
<input type="checkbox"/> Approved and New Due Date:			<input type="checkbox"/> Not approved:	

Assessment Instrument Information: Student to complete Step 1 only				
Step 1	Subject:	Teacher:	Assessment Task:	Original Due Date:
Step 2	Teacher Comments:			Lessons missed:
Step 3	HOD Comments:			
<input type="checkbox"/> Approved and New Due Date:			<input type="checkbox"/> Not approved:	

Assessment Instrument Information: Student to complete Step 1 only				
Step 1	Subject:	Teacher:	Assessment Task:	Original Due Date:
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Step 3	HOD Comments:			
<input type="checkbox"/> Approved and New Due Date:			<input type="checkbox"/> Not approved:	

Assessment Instrument Information: Student to complete Step 1 only				
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Assessment Instrument Information: Student to complete Step 1 only				
Step 1	Subject:	Teacher:	Assessment Task:	Original Due Date:
Step 2	Teacher Comments:			Lessons missed:
Step 3	HOD Comments:			
<input type="checkbox"/> Approved and New Due Date:			<input type="checkbox"/> Not approved:	

OFFICE USE ONLY - AARA OFFICER SIGNATURE

HOD SENIOR SCHOOL SIGNATURE AND DATE RECEIVED	GUIDANCE OFFICER SIGNATURE AND DATE RECEIVED	HOSES SEP SIGNATURE AND DATE RECEIVED
Date: ___/___/___	Date: ___/___/___	Date: ___/___/___

AARA Application deemed eligible for submission:

<input type="checkbox"/> YES <input type="checkbox"/> Relevant documentation attached to application <input type="checkbox"/> Separate school statement attached <input type="checkbox"/> Additional documentation provided	<input type="checkbox"/> NO Reason: <input type="checkbox"/> 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

<input type="checkbox"/> APPROVED <input type="checkbox"/> Documented in OneSchool (Support Provision) <ul style="list-style-type: none"> ▪ Provision Name: AARA ▪ Provision Type: School ▪ Provision Target Area: Curriculum ▪ Contact Person: Person who made the decision ▪ Contributors: All involved in considering the information ▪ Not restricted ▪ Application scanned and attached to Support Provision ▪ Verifying evidence saved under Support/Referral and Report with Restriction Level 1 or 2 depending on potential sensitive nature of information <input type="checkbox"/> Parent/Carer, Student, HODs and Teachers notified by the Principal/Principal's Delegate of the approved AARA <input type="checkbox"/> Supporting documents uploaded by AARA Officer to QCAA Portal Expiry/Review date: ___ / ___ / ___	<input type="checkbox"/> NOT APPROVED <input type="checkbox"/> Documented as "Contact" in OneSchool <input type="checkbox"/> Parent/Carer and Student emailed by the Principal/Principal's Delegate to explain why the AARA application was not approved Reason:
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DETAILS OF APPROVED AARA: (Please attach a separate document if more space is required)

AARA Applies: From: ___/___/___ To: ___/___/___

Original supported applications are to be submitted to the Main Office to be kept on the student's file

Appendix to the:

MACGREGOR STATE HIGH SCHOOL

Learning, Assessment and Reporting Policy

JUNIOR

Access Arrangements and Reasonable Adjustments

AARA process for students in Years 7-9

MacGregor Junior AARA Application Process

Long-Term AARA Process

HOSES, DLC

HOD JS, GO, DP

GO

The HOSES and Diverse Learning Coordinator ensure that AARA will be applied for on behalf of any student with a verified disability or diverse learning consideration. These AARAs will be reviewed and updated annually.

Any student (or their parent/ caregiver) with a medical condition (short or long term), bereavement, misadventure or an event affecting assessment due date/s engages with the HOD JS, Guidance Officer (GO) or Deputy Principal (DP)

Any student (or their parent/ caregiver) with a short or long term mental health condition engages with the Guidance Officer (GO), ensuring they have the correct medical documentation

HOSES/DLC supports student and parents/caregivers to complete an AARA application form and attain the necessary documentation on the cognitive/ physical/ sensory/ and/or social/emotional diagnosis.

The student accesses an AARA application form (via school website or HOD JS / GO / DP) and attains the necessary documentation, to be considered:

- Medical Certificate (short or long term illness)
- Mental Health – psychological related – requires medical documentation from a psychologist, psychiatrist or a GP
- Other documentation – e.g. parent note explaining unforeseeable circumstance, family bereavement notice

HOSES/DLC submits the application and medical evidence to the HOD JS. The HOD JS consults required parties.

For an 'extension', the student sees subject teacher and faculty HOD to complete page two of the AARA application form. Once fully complete, the student (or parent/ guardian) returns the required documentation to the HOD JS via aara@macgregorshs.eq.edu.au or in person, at least two days prior to assessment due date. HOD JS consults required parties to confirm AARA approval.

A decision is made and communicated to the student, parent/caregiver and relevant staff via email by the HOD JS. If the application does not meet the requirements for an AARA, this will be communicated to the student, parent/ caregiver (email) and recorded on One School as a record of contact. All short term and temporary approved AARAs will have an expiry date. Long term conditions will be reviewed yearly.

Short-Term Junior AARA (Missed Exam or Assessment Deadline)

Student in Years 7-9 is unable to meet assessment deadline for any reason.



Parent/caregiver or student informs the school of the missed exam or assessment deadline. If a deadline is missed without prior approval, the teacher must contact the parent/caregiver, at their first opportunity, to notify of missed deadline or exam and communicate the process of an AARA application (if applicable).



School AARA application to be completed by the student, parent or caregiver in consultation with their classroom teacher and faculty HOD. Completed AARA application is submitted to HOD JS after arrangements have been determined by the classroom teacher and faculty HOD. Relevant supporting documentation is submitted along with the application.



HOD JS consults with relevant staff and a decision is made. The decision will be based on the individual student and their AARA eligibility as well as the relevant syllabus requirements.



The decision is communicated to the student, parent/caregiver and relevant staff via email along with confirmation of the new deadline or exam date. If the application does not meet the requirements, this is communicated to all parties and recorded in One School as a contact.

MacGregor Junior AARA Guidelines

- MacGregor SHS is responsible for approving AARAs for students who miss any scheduled exam or assessment deadline.
- Students must download an application form from the school website or collect an application from their year level Deputy Principal, Guidance Officer or the Junior Secondary Head of Department.
- Students are to submit applications for an AARA electronically via email or in person to the Junior Secondary Head of Department.
- Applications must be submitted a minimum of two school days before the date of the assessment.
- Granting of AARA is at the discretion of the Junior Secondary Head of Department and approved only when the student successfully meets eligibility criteria and provides the necessary, relevant documentation.
- AARA relating to misadventure or illness occurring within these two school days (minimal cases) may be approved at the discretion of the Junior Secondary Head of Department.

Application of Extension of Time to complete an Assessment (Year 7-9)

- A student may only apply for an extension of time to complete an assessment a minimum of two school days prior to the due date.
- An application for an AARA extension must be completed by the student, signed by a parent/caregiver and submitted alongside relevant supporting documentation to the Junior Secondary Head of Department.
- All applications for an extension of time to complete an assignment will be considered on an individual basis after consultation with the classroom teacher and faculty Head of Department.
- The submission of supporting documentation may not guarantee an extension of time if there has been no impact to the student in regards to assessment accessibility.
- The granting of extensions is at the discretion of the Junior Secondary Head of Department in consultation with the Deputy Principal, Guidance Officer and relevant faculty Heads of Department.
- Failure to submit assessment on an extended due date will result in judgements being made using evidence collected on or before the extended due date e.g. drafting/checkpoints.

Absence from a scheduled exam

- A student who is absent on the day of an examination is required to complete the examination only once an AARA has been approved.
- A new date for the student to sit the examination will be decided in consultation with the teacher, faculty Head of Department and the Junior Secondary Head of Department (through the AARA application form).
- Once notification has been received of the approval of the AARA Application the student will sit the examination and receive the associated result.
- If a student is absent from the examination and does not provide any reasonable documentation then a Not Rated (NR) will be given for this assessment item, and the criteria sheet will indicate a NR standard.

Acceptable reason for absence	Evidence Required	Action Required
Illness	Valid Medical Certificate + AARA application	Immediately upon return to school (or prior), student provides supporting documents to Junior Secondary Head of Department via aara@macgregorshs.eq.edu.au or in person.
Funeral or Bereavement	Parent note + AARA application	
Undergoing Medical Procedure	Valid Medical Certificate +AARA application	Where possible exam should be completed before the student's last day prior to the procedure (student to sign waiver – to not disclose information to others). Or, immediately upon their return to school (with an approved AARA). Student to provide a copy of the Medical Certificate and/or supporting documentation.
Selection in Regional/ State/ National Sporting Team	Written evidence of selection + AARA application	Student is to complete all assessment on or before the due date. Any examinations that are scheduled during trip are to be completed prior to departing.
Unforeseeable incident or family emergency	Parent note + AARA application	Immediately upon return to school (or prior), student provides supporting documents to Junior Secondary Head of Department via aara@macgregorshs.eq.edu.au or in person.

Supporting documentation

To make an informed decision about an illness and misadventure application, MacGregor SHS requires a report from an independent health professional that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, policy officer, solicitor or funeral director.

In all circumstances, the person providing the supporting documentation must have specific knowledge of the illness, injury, personal trauma or serious intervening event, and must not have a close personal relationship with, or be related to, the student. Supporting documentation must cover the date of the assessment for which the application is made.

Timelines for applications

Applications for missed exams or assessment deadlines must be submitted as close to the assessment event as possible and no later than seven days after the original assessment date.



MacGregor State High School

Access Arrangements and Reasonable Adjustments (AARA)

Junior School Application Form

STUDENT NAME:	YEAR LEVEL:	DATE:

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

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

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

SUPPORTING EVIDENCE AND DOCUMENTATION: Only applications with supporting evidence will be considered. It is the parents/carers and student's responsibility to organise the supporting evidence.
<input type="checkbox"/> Parent/caregiver note outlining special circumstances i.e. death in family OR
<input type="checkbox"/> Medical certificate for illness or injuries over a period of time OR
<input type="checkbox"/> Evidence of a verified disability such as an Education Adjustment Program (EAP) OR
<input type="checkbox"/> Other, please specify: _____
The school is already aware of my condition, disability or significant event.
<input type="checkbox"/> Yes. Details of who is aware: _____ <input type="checkbox"/> No <input type="checkbox"/> Unsure

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 merely a request and is subject to approval from the Head of Junior School.	
STUDENT SIGNATURE AND DATE	PARENT/CARER SIGNATURE AND DATE
Date: ___/___/___	Date: ___/___/___
STUDENT CHECKLIST:	<input type="checkbox"/> AARA application completed <input type="checkbox"/> Medical Report/Relevant documentation attached <input type="checkbox"/> Submit completed AARA application and supporting documents to Student Services or electronically via email to: aara@macgregorshs.eq.edu.au with the subject line: Junior AARA Application
	<input type="checkbox"/> Student signature <input type="checkbox"/> Parent/Caregiver signature

Office use only – Head of Junior School to complete			
<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved	Signed: _____	Date: ___/___/___
<input type="checkbox"/> Advise student and parent/ caregiver via email and BCC student's teachers and HODs <input type="checkbox"/> Record of contact on One School with AARA application and supporting evidence attached		Details of approved AARA:	
AARA Applies: From: ___/___/___ To: ___/___/___			

Assessment Instrument Information: Student to complete Step 1 only				
Step 1	Subject:	Teacher:	Assessment Task:	Original Due Date:
Step 2	Teacher Comments:			Lessons missed:
Step 3	HOD Comments:			
<input type="checkbox"/> Approved and New Due Date:			<input type="checkbox"/> Not approved:	

Assessment Instrument Information: Student to complete Step 1 only				
Step 1	Subject:	Teacher:	Assessment Task:	Original Due Date:
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<input type="checkbox"/> Approved and New Due Date:			<input type="checkbox"/> Not approved:	