



Scope

This Assessment Policy is designed to inform decisions around assessment practices from Year 7 to Year 12. Processes which are different depending on the year level will be documented in this policy. Departmental staff consult this policy when making decisions around all assessment practices in the school.

Purpose

The purpose of this document is to ensure consistency and continuity of processes horizontally (from faculty to faculty) and vertically (from sector to sector and year level to year level). Bracken Ridge State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities.

This policy is designed to build capacity as students work towards assessment completion for the attainment of the school-based Junior Certificate of Education (JCE), and the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA).

Principles

- Bracken Ridge State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity, equity and excellence.
- Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the Australian Curriculum, and Senior Syllabus, Study Plan or VET Qualification.
- Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the JCE or QCE.

Assessment is:

- aligned with curriculum and pedagogy
- equitable for all students
- using achievement standards or elements of competencies, 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
- indicative of where students are in their learning.

High-quality assessment is characterised by three attributes:

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

All results in:

- formal reporting are calculated based on each Semester or Unit of study
- Junior and Middle School (7-10) are provisional until moderation has occurred
- Senior School are provisional until confirmation is completed and results validated by the QCAA.

Responsibilities

At Bracken Ridge SHS, we will:

- be responsible for ensuring that students have opportunities to access assessment (**QCAA, QCE and QCIA Policy and Procedures Handbook**);
- publish Assessment Calendars at the beginning of each semester, distribute to staff and students and publish on school website;
- provide students with assessment instruments;
- provide appropriate class time for assessment, where conditions stipulate this; and notify students of check/draft and final due dates;
- provide appropriate and timely feedback on drafting and marking of final assessment instruments;
- provide feedback in Year 11 and 12 that reflect the expectations laid out in the **QCAA, QCE and QCIA Policy and Procedures Handbook, section 8.2.4**;
- keep records of student's classwork during the period of the assessment;
- notify parents and faculty Head of Department (HOD) if checkpoints and draft due dates are not met and record the contact/s in OneSchool;
- enact procedures that ensure consistency of standards is maintained in the marking of assessment tasks (as per BRSHS Moderation Policy);
- ensure that students are aware of the criteria for each task and that the necessary skills required to complete the task have been covered in class teaching;
- teach text type, assessment literacy and referencing;
- communicate, in a timely manner, with parents and HODs regarding any potential issues arising for students and record the contact/s in OneSchool.



- submit Access Arrangements and Reasonable Adjustment (AARA) for Year 11 and 12 if required (*QCAA, QCE and QCIA Policy and Procedures Handbook, 6*);
- provide special provisions to eligible students and ensure all staff are aware of students with AARA/special requirements and what these include; and
- review this policy as required.

At Bracken Ridge SHS, STUDENTS:

- know and understand the requirements of assessment policy;
- refer to the assessment calendars provided at the start of each semester;
- record assessment due dates in planners and/or digital calendars;
- ensure all work submitted is their own by completing authentication processes as outlined on the assessment task;
- attempt all assessment tasks, to best of own ability, as required by courses of study;
- present a complete draft to teachers on or before the check/draft due date;
- submit assignments by the due date and format specified on task sheet;
- if needed, complete an Access Arrangement and Reasonable Adjustment (AARA) Application;
- plan ahead for assessment tasks. Family holidays and sporting activities are not legitimate reasons for applying for extensions;
- inform the school of any disability, impairment, medical condition or other circumstances which may affect their ability to read, respond to or participate in assessment (*QCAA, QCE and QCIA Policy and Procedures Handbook, Section 6*);
- communicate with staff any potential difficulties around completion dates; and
- emphasise the importance of sound academic practices; in the senior phase students will complete the QCAA academic integrity courses (*QCAA, QCE and QCIA Policy and Procedures Handbook, Section 7*).

At Bracken Ridge SHS, PARENTS/CARERS:

- are aware of requirements of the assessment policy;
- access a copy of the assessment calendar and assist students to monitor their assessment requirements;
- foster the best opportunities for success in assessment by ensuring full attendance at school during school terms;
- support students to submit all work by set check dates for drafting and due dates for final submission;
- communicate, as early as possible, with the school any absence from school which may impact on assessment;
- communicate, as early as possible, with class teachers and/or faculty HODs about any difficulties relating to the completion of assessment items; and
- inform the school of any disability, impairment, medical condition or other circumstances which may affect their student's ability to read, respond to or participate in assessment (*QCAA, QCE and QCIA Policy and Procedures Handbook, Section 6*).

Academic Integrity

At Bracken Ridge SHS we believe that academic integrity promotes the development of a set of values around personal integrity in relation to teaching, learning and assessment.

Academic Misconduct

Academic Misconduct in the area of academic integrity is defined as behaviour that may result in a student gaining an unfair advantage that breaches ethical standards. The areas of academic misconduct are:

Type of misconduct	Examples
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 their body, clothing or any object brought into an assessment room• communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student.
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



Type of misconduct	Examples
	<ul style="list-style-type: none">looks at another student's work during a supervised assessmentcopies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student or other person: <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, before a response to an assessment is completedmakes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: <ul style="list-style-type: none">invents or exaggerates datalists incorrect or fictitious references.
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.
Misconduct during a supervised assessment	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.
Self-plagiarism	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.1-understanding-academic-integrity>

Students are responsible for ensuring work submitted as their own is authentic and aligns to the advice provided by teachers within each subject area. Bracken Ridge State High School teachers promote academic integrity by developing students' skills and modelling appropriate academic practice.

As a preventative to intentional or unintentional plagiarism, it is crucial that students are familiar with the **Harvard Referencing System** and adhere to these guidelines for the correct acknowledgement of sources of information both in-text and within reference list and/or bibliographies.

As a general rule students will need to reference:

- the ideas, opinions and theories* of authors, either paraphrased or directly quoted;
- direct quotes* of spoken or written words;
- factual information* that is not considered common knowledge, such as statistics and data; and
- visual information* including graphs, artworks, and photographs.

All work is required to be scanned through **Turnitin** or other school approved software to ensure it is the students' own work.

If in doubt, it is always best to acknowledge the source of information.

Students are able to demonstrate what they know and can do by the due date when they understand:

- forward planning — understanding the components of a task and how long each component might take to complete
- time management — implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed, allowing for unexpected events such as issues with technology or changes in personal circumstances
- note-taking and summarising — synthesising research or gathering information into a new idea or summary
- referencing — appropriately acknowledging the ideas, work or interpretation of others
- choosing appropriate examples — selecting appropriate quotes or examples to support an argument or communicate meaning
- drafting — engaging in drafting and activities to authenticate a response such as at checkpoints, preparing the final draft for formal feedback by editing and refining the response
- editing — refining their own work
- checking — self-assessing compliance with academic integrity guidelines before submitting responses.



Responsibilities for establishing authorship

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers should:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work;
- collect evidence of the authenticity of student responses throughout the process (such as classwork, checkpoints, outlines, plans or a draft).

Feedback on a draft is:

- provided on a maximum of one draft of each student's response;
- a consultative process that indicates aspects of the response to be improved or further developed;
- delivered in a consistent manner and format for all students; and
- provided within one week of a submission of a draft.

Feedback on a draft must not:

- compromise the authenticity of a student response;
- introduce new ideas, language or research to improve the quality and integrity of the student work;
- edit or correct spelling, grammar, punctuation and calculations; and
- allocate a mark.

A copy of the feedback will be stored with a hard copy of the draft in the student's folio.

Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.

Students should:

- complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses
- participate in authentication processes as required, such as
 - sign a declaration of authenticity
 - submit a complete draft
 - submit the final response using plagiarism-detection software, where required
 - participate in interviews during and after the development of the final response.

Assessments that are found to contain plagiarism and/or are copied from or written by someone else, will face penalties. Penalties may include, but are not limited to:

- the awarding of a grade commensurate with the work seen by teacher in class, or that part of the work which is proven to be completed by the student;
- Academic Improvement Plan;
- cancellation of enrolment;
- submitted work may receive a grade of NR (Not rated); and
- other consequences as determined by the *BRSHS Code of Conduct*.

Managing Response Length (QCAA Handbook Section 8.2.6)

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length:

- All assessment instruments indicate the required length of the response;
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task;
- Model responses within the required length are available; and
- Feedback about length is provided by teachers at checkpoints.

After all these strategies have been implemented, if the student's response (excluding assessment under exam conditions, or continuous responses) exceeds the word length/time limit required by the syllabus, the school will:

- mark only the work up to the required length, excluding evidence over the prescribed limit; or
- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

When authorship of student work cannot be established, opportunities will be provided for students to demonstrate that the submitted response is their own work.

Parents/carers can:

- support the efforts of teachers and students to authenticate student responses by ensuring that students are aware of and follow the guidelines for drafting and providing feedback on a draft student response (*QCAA, QCE and QCIA Policy and Procedures Handbook Section 8.2.5: Drafting*).



Artificial Intelligence/ChatGPT

With the rise in access to Artificial Intelligence programs, students are reminded of the requirements of check points and drafting to establish authenticity.

All students must submit a complete draft by the due date. If authorship cannot be established through drafting, the student work cannot be marked.

If a response cannot be authenticated as the student's own, it cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, Bracken Ridge State High School will:

- provide an opportunity for the student to demonstrate that the submitted response is their own work, if appropriate
- make a judgment about the student's knowledge and skills, using the parts of the response that can be identified as the student's own work.

In these instances, judgments about student achievement are made using the available student work and relevant Criteria Sheet, Instrument Specific Marking Guide (ISMG), instrument-specific standards or syllabus standards. If none of the work submitted can be established by the school as the student's own work, then a not rated (NR) may be awarded. This will mean the student will not be awarded a unit or subject result. Students are not to complete the assessment again.

QCAA: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/11-reporting-results/11.1-making-judgments-about-student-achievement#4>

Submission of Assessment

For every subject in which students are enrolled, they are required to complete and submit responses to all assessment instruments on or before the due date. A list of assignments/exams (Assessment Calendar) will be published early each semester so that parents and students are aware of assessment commitments and can plan study programs accordingly.

Deviations from published due dates are appropriate where alternate arrangements have been approved in accordance with Bracken Ridge State High School Access Arrangements and Reasonable Adjustments (AARA) procedures.

It is an expectation of students that the quality and quantity of work submitted is indicative of a commitment by the student to satisfy the instrument specific criteria, and by extension, the course requirements. Judgements of student responses can only be made where sufficient evidence of student work is submitted by the due date to match QCAA and ACARA standards descriptors for that task.

A standard can only be awarded for an assessment instrument where evidence has been provided by a student's response to the assessment instrument. An 'E' standard cannot be awarded for an assessment task where no evidence has been provided by the student. Similarly, a spoken/signed presentation (or performance/practical task) cannot be awarded a standard based on support materials – evidence must be presented in its appropriate mode in order to be matched to standards descriptors. A Not Rated (NR) will be awarded in instances where a student refuses to present in the designated mode.

Bracken Ridge State High School will inform students and parents/carers in a timely manner when an incomplete assessment results in a student not meeting requirements for a subject or course result.

Absence from school on the due date of any assessment item **does not** remove the responsibility for completion and submission of that item. Students will have fulfilled course requirements only when all assignments and other required tasks are completed by the due date.

Assignments can be submitted as hard copies or electronically as per the individual assessment task requirements.



Extensions

Year 7-10

Students must attend on days when assessment is scheduled. If a student in year 7 to 10 is unable to attend school on the day of an exam, a medical certificate from a medical professional is required.

Process for Submitting Formal Assessment (non-examination)

The conditions for the completion of assessment are outlined on each assessment task sheet. Students, upon receipt of this paperwork, must adhere to these conditions and to the required elements for submission.

All formal assessment must be completed and submitted to the relevant teacher on or before the due date during class time. If circumstances do not permit this (i.e. illness on the day) students must submit according to the following guidelines:

1. email to the teacher using EQ email by 11:59pm; or
2. paper-based to the school office by 4:00pm Monday to Thursday and 3:30pm Friday. Office submissions will receive an ID Attend slip with a time-stamp and be placed in the teacher's pigeon hole for their collection the next morning.

Where formal assessment is predominantly non-written, e.g. spoken/signed presentations, performances, practical, the due date for the written support material will be the first day of presentations. This guideline is in place to ensure equity of preparation time and to maintain the integrity of the assessment instrument conditions.

Assessment cannot be left on a teacher's desk nor given to another staff member or student to submit on the student's behalf. This procedure is in place to avoid misplacement of assessment and to ensure submission guidelines are followed.

Assessment Extensions (non-examination)

An extension of time to complete an assessment response will only be granted in genuine cases for valid reasons such as those outlined below:

VALID REASONS	INVALID REASONS
<ul style="list-style-type: none">• On-going illness with supporting documentation, i.e. a medical certificate• Extenuating family circumstances of which the school has been made aware, e.g. bereavement• Surgery/medical procedure supported by documentation i.e. Medical certificate.	<ul style="list-style-type: none">• External suspension• Withdrawal from class• Work or sporting commitments• Assistance with everyday household responsibilities• Lost/faulty USB• Computer/printer faults• Family holiday• Teacher absence

Application for an extension should be received by the relevant faculty Head of Department at least 48 hours prior to the final due date. Required supporting documentation (medical certificate or written letter) must be presented in the first instance with the completed **Access Arrangements and Reasonable Adjustments (AARA)** form.

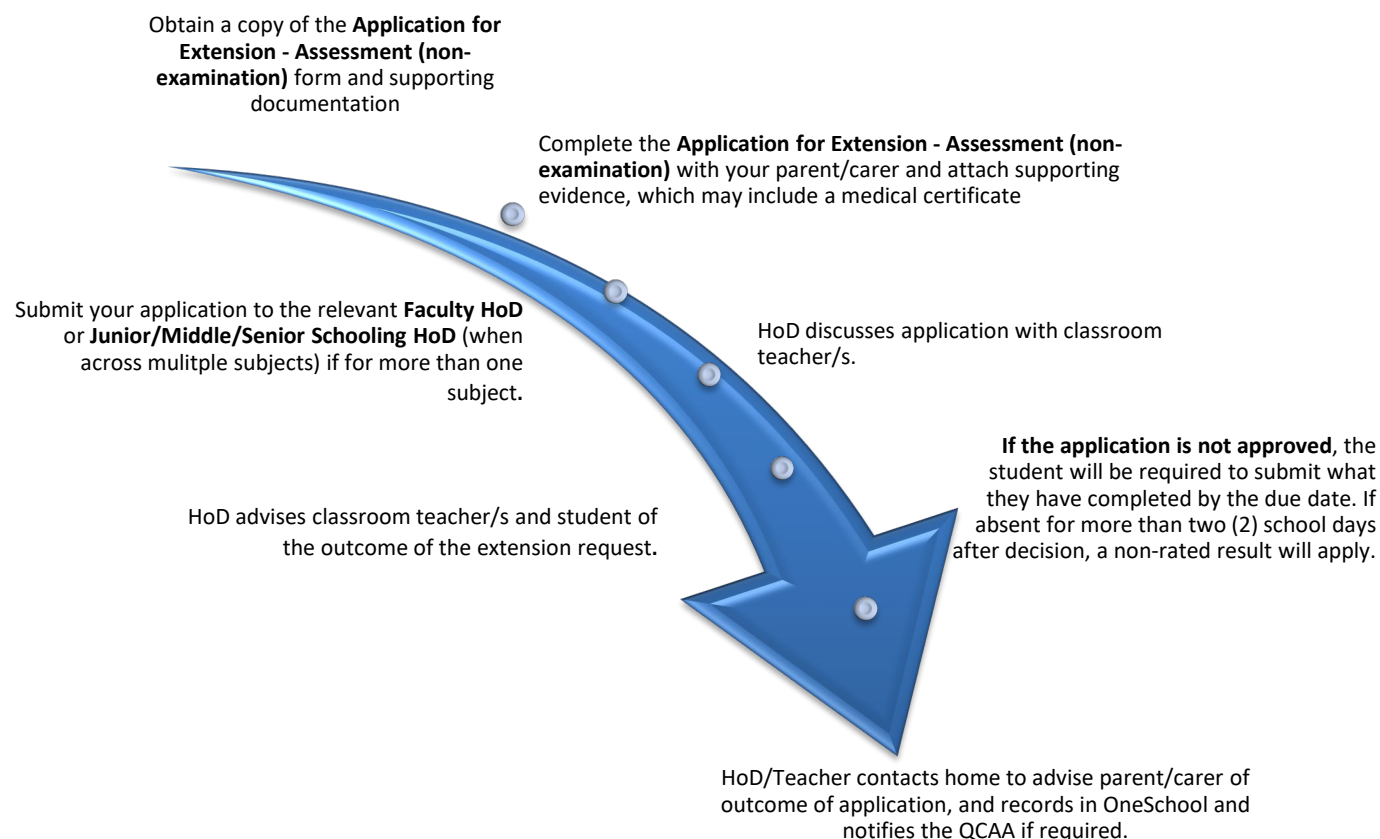
Each case will be considered on its merit and students need to continue to work on the assessment task according to the original due date until advised of the outcome by the Head of Department. The Head of Departments (Faculty or Junior/Middle/Senior Schooling) are the only staff authorised to decide whether an extension of time will be permitted. Students should not assume that an application for extension will automatically be approved.

If a student is absent on the due date without an extension the following guidelines are to be followed for the submission of assessment non-examination:

- **Assessment non-performance/product** – Parent to notify office of absence by 10:00am and submit task according to submission guidelines above.
- **Assessment performance/product** – Parent to notify office of absence by 10:00am and submit supporting documentation according to submission guidelines above.



Steps to apply for Access Arrangements and Reasonable Adjustments (AARA)



All applications should follow this procedure and utilise the appropriate forms. The **Application for Extension – Assessment (non-examination)** form can be found on the school's website and in the Appendix of this document.

All paperwork submitted to the school will be retained by the approving HoD and stored with the student's relevant subject files. Students will be provided with a photocopy of the approved/non-approved application form for their records.

For students who do not comply with the school's decision on an application for extension:

- **Year 7-10 students** – will be required to submit what they have, either a draft or work from their book/laptop during class on the due date; this will be marked and awarded a standard. If the student is **absent for more than 2 school days or fails to submit draft or classwork** without following the above guidelines, **a non-rated will apply** and the classroom teacher will then treat this as a behaviour incident and follow-up with the faculty Head of Department.

Years 11-12

As per QCAA policy (**QCAA, QCE and QCIA Policy and Procedures Handbook 8.5**) the documentation must contain the following information:

- 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 the students' participation in the assessment;
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a police report;
- supporting documentation must cover the date of the assessment for which the application is made;



- applications for internal assessments must be submitted as close to the assessment event as possible, and, where relevant, before submitting provisional marks for confirmation;
- applications for external assessments can be submitted from 14 days before the start of the assessment period to 7 days after the assessment;
- failure of technology will generally not be considered acceptable grounds for an extension to be granted. Students should utilise backup mechanisms such as email, cloud storage, USB, external hard drive;
- attendance at out of school activities, including holidays, sport and alternative pathways will generally not be considered acceptable grounds for an extension to be granted;
- once an extension has been granted HOD and/or Deputy Principal;
 - the request form will be scanned and attached as a contact in the student's OneSchool record;
 - this will then be emailed to relevant staff members; and
 - once an extension has been granted, a copy of the form needs to be attached to the assignment when it is submitted. No other documentation is required to be uploaded for Senior Confirmation purposes.

Formative Assessment (Units 1 & 2)

- Students are expected to complete all course and assessment requirements.
- Work must be authenticated as the student's own work (Turnitin).
- Work must be drawn from responses to the assessments designed for reporting.

Summative Assessment (Units 3 & 4)

- Students are expected to complete all course and assessment requirements.
- Work must be authenticated as the student's own work (Turnitin).
- For Summative units, a student must produce evidence of a response to each summative assessment to receive a subject result.
- In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject.
- A student cannot repeat one summative unit only.
- Where there is a senior external exam, students MUST complete the Senior External Examination to receive a subject result.

Vocational Education and Training Subjects

Students are expected to meet all of the academic progression requirements for the unit within the prescribed study period for all VET subjects. Exams and school-based assessment take priority over TAFE/training/university/apprenticeship or traineeship days. It is the student's responsibility to inform the external provider/employer well in advance of assessment dates and make alternative arrangements for making up any missed time. Students may be required to attend school during the exam blocks to complete any missed competencies.

Non-Submission of a Final Response (Excluding Exams) (QCAA, QCE and QCIA Policy and Procedures Handbook Section 11.1.4)

- Where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence from the preparation of the response that is available on or before the due date. (e.g. drafts, responses to work at checkpoints, classwork, teacher observations, rehearsal notes).
- For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management System by the date published in the SEP calendar.
- In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
- An E or a mark of zero cannot be awarded when there is no evidence for that standard.
- Students must complete external assessment on the date published on the QCAA website.

Procedure for requesting Access Arrangements and Reasonable Adjustments

Note:

- **Application for extension – (non-examination)** must be submitted at least 48 hours prior to the assessment due date to the Faculty HoD or Junior/Middle/Senior Schooling HoD.
- Evidence of relevant work previously completed may be requested as a part of the approval and authentication process.



Process for Completing Formal Assessment Examinations

Students are notified of examinations for each of their subjects at the commencement of each semester on the Assessment Calendar. Students are expected to avoid scheduling appointments that coincide with examination dates.

Missed Examinations Year 7 - 10

Prior Notice – Students must complete a **Missed Examination** form to advise the school of an unavoidable impending absence as soon as possible. Documentary evidence must be supplied.

Unforeseen Circumstances – Should a student be absent on the day of an examination, the school office must be contacted by the student's parent/carer prior to 10:00am. This information will be forwarded to the relevant Head of Department and the student must present them with a completed **Missed Examination** form immediately upon their return to school.

External Suspension – Students on suspension will have an alternate examination timetable negotiated and arranged by the Junior/Senior Secondary Deputy Principal.

EXAMS

Year 11-12 students who miss school exams **MAY** be able to sit for those exams with appropriate documentation provided to the school. All arrangements for catching up missed exams will need to be negotiated through the Deputy Principal.

Students who miss an exam without documentation or having followed the above processes (e.g. goes home sick during the school day) will negotiate with DP about sitting a comparable exam. Students will have to provide documentary evidence, as soon as practicable, in order to sit the comparable exam.

As per QCAA, students must:

- provide appropriate documentation for any exam that is missed;
- attempt all summative assessment;
- meet deadlines as set by QCAA.

All **external** exams are subject to QCAA policy and procedures and out of school control.

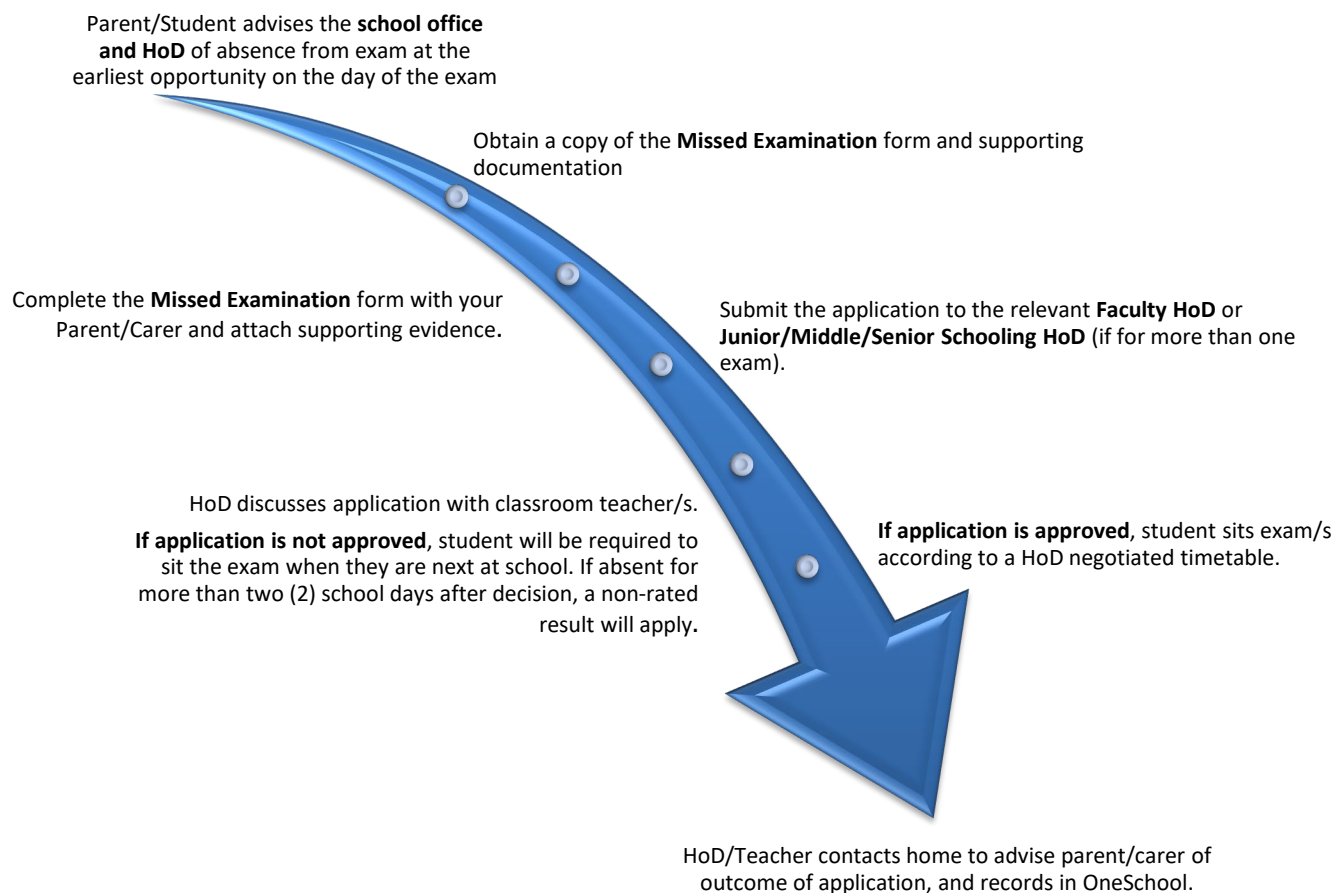
Students who miss exams without documentation (see above) or an AARA may be issued a loss of credit for a unit/subject (years 11 & 12). Parents must be notified of this by either the Head of Department, Subject Coordinator or classroom teacher and contacted noted in OneSchool.

Non completion of exams may trigger an academic audit by the Senior School Deputy Principal and this may lead to cancellation of enrolment.

Where there is an approved, planned absence an exam may be completed prior to the given due date or upon return.



Steps to apply for Missed Examination



Related Policies or Procedures

External

- QCAA, QCE and QCIA Policy and Procedures Handbook 2023 v4
- Education (General Provisions) Act 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014.

Internal

- BRSHS Code of Conduct
- Senior Schooling policies and procedures including VET Handbook
- BRSHS Electronic Devices Policy
- Internal moderation policy
- School procedures for endorsement and confirmation
- Moderation forms
- VET Validation forms and procedures
- Application for Extension Form.



Access Arrangements Reasonable Adjustment (AARA) Application

This form is to be used when a student is requesting a change to any conditions regarding a piece of assessment including:

- Due date extension
- Amended assessment task, or modifying the conditions of the assessment task
- If circumstances foreseen, this form must be completed a minimum of 3 days prior to the due date

Students and Parents may also wish to refer to the QCAA Handbook.

COVER PAGE

STUDENT	
Name:	Roll Class:
Student email:	Guardian email:
AARA MANAGER	
Name:	Date of Application:
TYPE OF AARA REQUESTED (tick one)	
Extension <input type="checkbox"/>	Form A
Adjustment <input type="checkbox"/>	Form B

REASON FOR REQUEST (to be elaborated on in additional documentation)			
Cognitive <input type="checkbox"/>	Physical <input type="checkbox"/>	Sensory <input type="checkbox"/>	Socio-Emotional <input type="checkbox"/>
*Timeframe:			
Details (optional): _____ _____			
DOCUMENTATION SUPPLIED:			
QCAA Medical Report			
QCAA School Statement (optional for Year 7-10)			
QCAA Student Statement (optional)			
Medical Certificate			
Other Practitioner Letter			

*how long the adjustment is required for (examples: 1 week for a viral infection, indefinitely for a permanent disability)



To be completed by AARA Manager upon return of documentation			
Date Application Received:		Date Outcome Advised:	
Request granted:	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Comment: <hr/> <hr/>			
Signature: _____		Date: _____	

**FORM A – REQUEST FOR EXTENSION**

To be completed by student/AARA Manager and relevant Teacher/s				
SUBJECT	TEACHER	DUE DATE	REQUESTED DUE DATE	TEACHER SIGNATURE

To be completed by Head of Department (HOD)				
SUBJECT	ASSESSMENT ITEM*	REVISED DUE DATE	HOD NAME	HOD SIGNATURE

*e.g. (Yr 11/12): IA2 extended written response *e.g. (Yr 7-9): oral presentation

Student Signature: _____

Date: _____

Guardian Signature: _____

Date: _____

AARA Manager Signature: _____

Date: _____

Please submit your completed form and supporting documentation to the office. You will be advised of the outcome via email. If you have questions about the process or the outcome, please see your AARA Manager.

OFFICE USE ONLY

- | | |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <input type="checkbox"/> All relevant sections completed/signed | <input type="checkbox"/> OneSchool record complete |
| <input type="checkbox"/> Supporting documentation received | <input type="checkbox"/> AARA spreadsheet updated |
| <input type="checkbox"/> Student / HOD / Teacher / Parents advised of outcome of AARA application | <input type="checkbox"/> Application filed on G Drive and student file |
| | <input type="checkbox"/> Application submitted to QCAA if relevant |



FORM B – REQUEST FOR AN ADJUSTMENT

To be completed by student/AARA Manager		
TYPE OF ADJUSTMENT REQUESTED	RELEVANT SUBJECT/S & ITEM/S	
	SUBJECT	ITEM*
RELEVANT TEACHERS		

*e.g. (Yr 11/12): IA2 extended written response *e.g. (Yr 7-9): oral presentation

To be completed by Head of Department (HOD) for approval of above		
SUBJECT/S	HOD NAME	HOD SIGNATURE
SUBJECT/S	HOD NAME	HOD SIGNATURE
SUBJECT/S	HOD NAME	HOD SIGNATURE

Student Signature: _____ Date: _____

Guardian Signature: _____ Date: _____

AARA Manager Signature: _____ Date: _____

Please submit your completed form and supporting documentation to the office. You will be advised of the outcome via email. If you have questions about the process or the outcome, please see your AARA Manager.

OFFICE USE ONLY

- | | |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <input type="checkbox"/> All relevant sections completed/signed | <input type="checkbox"/> OneSchool record complete |
| <input type="checkbox"/> Supporting documentation received | <input type="checkbox"/> AARA spreadsheet updated |
| <input type="checkbox"/> Change to conditions align with QCAA requirements (Yr 11 & 12) | <input type="checkbox"/> Application filed on G Drive and student file |
| <input type="checkbox"/> Student / HOD / Teacher / Parents advised of outcome of AARA application | <input type="checkbox"/> Adjustment/s arranged/finalised |



Missed Examination Form 2023

STEP ONE Student to complete	Student Information				
	Name:	Date request submitted:			
	Year Level:	Subject:			
	Date of scheduled examination:				
	Reason for missed examination:				
	Documentary Evidence Attached: YES / NO				
	Student Signature:	Parent/Carer Signature:			
STEP TWO Faculty Head of Department (If multiple exams go to step three)	Exam Information				
	Exam to be rescheduled: YES / NO				
	Date of rescheduled examination:				
	Time of rescheduled examination:				
	Supervisor of rescheduled examination:				
	Number of lessons missed:				
	Comparable assessment provided: YES / NO				
	HOD Signature:	Teacher Signature:			
STEP THREE Head of Department Junior/Senior Schooling	Multiple Exam Extension Request				
	Exams to be rescheduled: YES / NO				
	Details of rescheduled examinations:				
	Date of Exam	Time of Exam	Exam Supervisor		
	Head of Department Signature:				



BRACKEN RIDGE STATE HIGH SCHOOL

Assessment Policy 2023
