



Albany Creek State High School

AARA Policy & Procedures

Access arrangements and reasonable adjustments (AARA) are designed to assist students who have a disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Reasonable adjustments are action/s taken by Albany Creek SHS staff so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

There are *QCAA-reported AARA* and *Principal-reported AARA*.

QCAA-reported AARA

Type of assessment	Adjustment
Summative assessment — internal examination	<ul style="list-style-type: none"> extra time and/or rest breaks
Summative external assessment	<ul style="list-style-type: none"> extra time and/or rest breaks format of papers assistance assistive technology, including the use of a computer a reader and/or scribe a change of venue or request for alternate venue (changes to rooms should be recorded). any adjustments not identified as principal-reported in the table <i>Possible AARA.</i>

Principal-reported QCAA

In approving Principal-reported AARA, a *Principal* or *Principal's Delegate* must:

- be reasonably satisfied that the need for the AARA exists
- be able to provide evidence to justify the decision.

The *Applications Manager* will retain supporting documentation for principal-reported and will provide this to the QCAA within required timelines (refer to *AARA process flowchart*).

AARA Eligibility Requirements

AARA are provided to address barriers to achievement for a student whose disability, impairment, medical condition or circumstances may affect their capacity to read, respond or participate in assessment.

Eligibility categories are:

- permanent
- temporary
- intermittent.

There are broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

A student is **not eligible** for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing
- matters that the school could have avoided.

Students, parents/carers, school staff who have considered the information provided and believe that eligibility requirements have been met may apply for AARA. The process can be initiated by accessing appropriate school staff who can direct the enquiry and initiate the application process (refer to *ACSHS AARA process flowchart*).

AARA Roles & Responsibilities

Albany Creek SHS staff are responsible for administering assessment within the requirements of the relevant syllabus and meeting quality assurance processes for Applied, Applied (Essential), General and General (Extension), General (Senior External Examinations) subjects and Short Courses.

In making decisions about AARA, Albany Creek SHS staff are required to:

- consider what access arrangements or adjustments to assessment conditions are reasonable in the context of an eligible student's disability, impairment, medical condition or circumstances
- ensure they maintain respect for the dignity and privacy of any student, parents/carers and associates throughout the application and implementation of AARA
- identify and minimise barriers that prevent students from demonstrating their current knowledge and skills
- make reasonable adjustments to assessment conditions to make assessment accessible for all students so that students have opportunities to demonstrate the assessed knowledge and skills.

For each application, AARA are considered for all the student's enrolled subjects. AARA may vary by subject depending on the assessment requirements of the subject. The *Applications Manager* will liaise with stakeholders to assist in determining appropriate AARA that may be required.

The following principles inform the decisions Albany Creek SHS will make about AARA:

Consultation

Decisions are made in consultation with an eligible student and, when appropriate, parents/carers, relevant school staff and the QCAA.

Timeliness

AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment.

Standards-based assessment

The relevant exit or reporting standards are used to make judgments about student achievement. The intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study will be maintained. Assessment standards and instrument-specific marking guides (ISMGs) will be used to make judgments about student work and cannot be modified. Any adjustment/s cannot prevent the student from demonstrating the objectives of the nominated assessment/s. Actual achievement is assessed using evidence provided in student responses. Perceived ability or potential achievement in assessment cannot be substituted for actual evidence in a student's response.

Effects of AARA

Albany Creek SHS staff will consider the effect of AARA on the student, including the effect on the student's ability to achieve learning outcomes, participate in courses of study and the effect on their independence and demonstration of their knowledge and skills. Students should have opportunities to demonstrate a response to assessment that is their own work. AARA will be applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration.

Albany Creek SHS staff will consider:

- the identified disability, impairment and/or medical condition
- the functional impact on the student's capacity to undertake particular requirements of an assessment
- whether an eligible student needs or wants adjustments for some assessment techniques or instruments, or may need different adjustments in different assessments.
- all stakeholder input and evidence regarding appropriate and necessary AARA in relation to QCAA policy and procedures as explained in the *QCE and QCIA Handbook*.

AARA across Units 1 - 4

Albany Creek SHS staff will review the AARA provided and assess whether changes are needed over the duration of a student's schooling to allow for the changing needs of the student over time.

The *Principal's Delegate* will:

- make decisions about AARA for Units 1 and 2
- ensure that for Applied, Applied (Essential) and General subjects the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4.

The provision of AARA for assessment in Units 1 and 2 is not a guarantee that students will be provided the same access or adjustments for Units 3 and 4 assessment/s.

Reasons for requiring AARA – Identification procedure

Existing conditions

The *Principal's delegate* and the *Applications Manager* will liaise with HODs & HOSES to identify students with verifications and long-standing medical conditions that have a functional impact on their ability to be assessed fairly. The *Applications Manager* will liaise with stakeholders to gather evidence to support their AARA application and make the submission on these students' behalf within required timelines.

TYPE OF AARA	UNIT 3 & 4 General Subjects – internal assessments	UNIT 3 & 4 General subjects – external subjects
QCAA-approved AARA (including combination with Principal-reported AARA)	For existing long-term and chronic conditions – applications are due to the QCAA by completion of Units 1 & 2.	For existing long-term and chronic conditions - applications are due to the QCAA by the end of Term 1 in the summative year.

Temporary medical conditions or injuries

Students who experience a temporary medical condition or injury that they believe could affect their assessment performance can apply for AARA. Students and/or parents/carers will liaise with appropriate Albany Creek SHS staff and ascertain eligibility for AARA. If eligible, the *Applications Manager* will liaise with stakeholders to gather evidence to support their AARA application.

TYPE OF AARA	UNIT 3 & 4 General Subjects – internal assessments	UNIT 3 & 4 General subjects – external subjects
QCAA-approved AARA (including combination with Principal-reported AARA)	Applications are due ASAP before the assessment event.	For short-term conditions or temporary injuries that are unlikely to resolve before mid-October - applications are due by the end of Week 5 Term 3 in the summative year.
Principal-reported AARA only	Notification is due prior to the relevant confirmation event	Notification is due by the end of Term 3 in the assessment year.

Illness and misadventure

If a student experiences an illness or event that is unforeseen and beyond their control they may be eligible for AARA. The student, parent/carer or school staff should seek the advice of the Applications Manager/Principal's Delegate to determine if *Principal-reported AARA* are available to them. If all *Principal-reported AARA* have been exhausted (e.g. comparable assessment, extension) an illness and misadventure application will be made to the QCAA on the student's behalf for approval.

The following principles apply for this type of AARA:

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

If a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply.

Applying for AARA

An application form and a confidential medical report template will be provided to students and parents/carers. Various types of evidence are required for all applications. If the application does not require medical evidence then the medical report template will not need to be completed. Completed applications will be submitted to the *Applications Manager* so that the approval process can begin. See below for supporting documentation that may be necessary to support an application:

Gathering evidence – supporting documentation

- *School statement (template available)*
- *Student statement (optional – template available)*
- *Medical report (template available)*
- *Evidence of verified disability (if applicable)*
- *Other evidence (e.g. bereavement notice, police report)*

For additional detail regarding the nature of information required in the aforementioned refer to the *QCE and QCIA Handbook 2019* and/or seek the support of the *Principal's Delegate* or *Applications Manager* to complete required documentation or support students to do so.

Supporting documentation must be current. The currency of supporting medical documentation depends on the diagnosed disability, impairment and/or medical condition. Refer to the table below.

SUMMARY OF AARA DOCUMENTATION REQUIREMENTS				
Cognitive	Computer Extra time Reader Rest breaks Scribe	Medical report or EAP verification covering Unit 3 and 4 assessments + School statement	No earlier than Year 10	No earlier than Year 10
Physical	Assistance Computer Extra time Rest breaks	Medical report or EAP verification covering Unit 3 and 4 assessments + School statement	Long-term conditions: No earlier than Year 10 Temporary conditions: No earlier than six months prior to the relevant assessment event	Long-term conditions: No earlier than Year 10 Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.
Sensory	Alternative format papers Assistance Assistive technology Extra time Individual instructions Rest breaks	Medical report or EAP verification covering Unit 3 and 4 assessments + School statement	Long-term conditions: No earlier than Year 10 Temporary conditions: No earlier than six months prior to the relevant assessment event	Long-term conditions: No earlier than Year 10 Temporary conditions: No earlier than 1 April of the assessment year
Social/ emotional	Alternative venue Assistance Rest breaks	Medical report or EAP verification covering Unit 3 and 4 assessments + School statement	Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event. Other conditions: No earlier than Year 10	Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required. Other conditions: No earlier than Year 10

What can students, parents/carers expect from a successful application?

Application is made through the *Applications Manager*.

Approved AARA may take various forms – see information provided below.

Types of AARA

AARA decisions may involve an adjustment to the following:

Instrument presentation to the student	(e.g. for a student with a hearing impairment verbal instructions may be provided as written instructions)
Method of student response to the assessment	(e.g. a student with dyspraxia may complete the assessment using a computer with approved software)
Time allocation	(e.g. a student with attention deficit hyperactivity disorder (ADHD) may have 5 minutes per half-hour extra time provided in supervised assessment)
Assessment scheduling	(e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment)
Environment in which assessment is undertaken	(e.g. a student may sit in a different room to the other students as they need a reader)
Assessment mode	(e.g. a student with diagnosed anxiety may complete a spoken assessment by pre-recording their response, rather than responding in front of the class).

Possible AARA

The following summarise possible AARA (*Principal-reported* and *QCAA-reported*). It is not an exhaustive list and should be used as a referent to consider appropriate AARA on a case-by-case basis.

AARA	Description of possible AARA	Approval type		
		Summative Internal Assessment	Summative External Assessment	Senior External Examination
Alternative format papers	Examples include: <ul style="list-style-type: none"> • braille • A4 to A3 enlargement • electronic format • large print papers, e.g. N18, N24, N36 • black-and-white materials. 	Principal-reported	QCAA-approved	QCAA-approved
Assistance	Examples include: <ul style="list-style-type: none"> • a teacher aide assisting with manipulation of equipment and other practical tasks • a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing / undertaking the assessment task. 	Principal-reported	QCAA-approved	QCAA-approved
Assistive technology	Examples include: <ul style="list-style-type: none"> • amplification system • speech-to-text application 	Principal-reported	QCAA-approved	QCAA-approved

	<ul style="list-style-type: none"> magnification application. <p>The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p>			
Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported	Principal-reported
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	n/a	n/a
Computer	Desktop computer or laptop computer with an approved software application.	Principal-reported	QCAA-approved	QCAA-approved
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported	Principal-reported
Diabetes management	<p>Examples include:</p> <ul style="list-style-type: none"> bite-sized food drink blood-glucose monitoring equipment rest breaks to eat, measure blood-glucose level or access toilet facilities [additional conditions apply – refer to QCAA Diabetes Management Information sheet] medication varied seating and rest time for the practical aspects of managing the condition. 	Principal-reported	Principal-reported	Principal-reported
Extension*	<p>An extension to the due date for submission or completion of an:</p> <ul style="list-style-type: none"> extended response project <i>or</i> performance <i>or</i> non-examination. 	Principal-reported	n/a	n/a
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	QCAA-approved	QCAA-approved
Individual instructions	<p>A clean, unannotated copy of the written instructions.</p> <p>The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.</p>	Principal-reported	Principal-reported	Principal-reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported	Principal-reported
Physical equipment and environment	<p>Examples include:</p> <ul style="list-style-type: none"> specialised desk or chair cushion or pillow crutches heat or cold pack towel 	Principal-reported	Principal-reported	Principal-reported

	<ul style="list-style-type: none"> • lighting • ventilation • temperature • other physical aid. 			
Reader	A reader that reads the assessment or the student's response aloud as often as the student requests.	Principal-reported	QCAA-approved	QCAA-approved
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	QCAA-approved	QCAA-approved	QCAA-approved
Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment.	Principal-reported	QCAA-approved	QCAA-approved
Varied seating	<p>Varied seating, if needed, is determined by the school external assessment coordinator or supervisor. Options include:</p> <ul style="list-style-type: none"> • single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader) • small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks) • seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically. 	Principal-reported	Principal-reported	Principal-reported
Variation to venue	<p>Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents.</p> <p>Room changes are not required to be reported unless they impact on the assessment or students.</p>	Principal-reported	QCAA-approved	QCAA-approved
Vision aids	<p>Examples include:</p> <ul style="list-style-type: none"> • coloured transparency overlay • different lighting • other vision aids. 	Principal-reported	Principal-reported	Principal-reported

Extensions

Extensions can be applied for up to the due date of assessment. It is important that applications are made as soon as student need becomes apparent in case the application is refused.

Extensions may be approved if the following has been demonstrated:

- Student learning has been impacted at key junctures of the teaching and learning period because of given circumstances
- Student has been absent at key junctures of the teaching and learning period
- Medical evidence has been provided that substantiates the need for an amended due date
- Application has been made in a timely manner

Extensions will **not** be approved if applied for:

- on the day that assessment is due - unless the need is unforeseen or unanticipated

- on the basis of technology problems
- in the day/s following the due date of assessment.

Applying for AARA

It is the student and/or parent/carer's responsibility to apply for AARA.

To do this:

1. Student and/or parent/carer to access and complete the AARA Application form available from the office, Senior Schooling or Guidance Officers.
2. Applications Manager to liaise with stakeholders to determine eligibility and appropriate AARA given the circumstances described
3. If eligible, student/carer is required to provide documentary evidence to support application (see above)
4. The application will be referred to Principal's Delegate for consideration (see below)
5. On completion and approval, student, carer and teachers are notified of AARA.

If approved, students, carers, teachers and HODs will be informed via email which outlines the AARA provided. A copy of this will be placed in student's file and a notification slip will be attached to the relevant subject student work.

AARA Approvals

The *Principal's Delegate* will be responsible for all AARA approvals following submission. For each student, Albany Creek SHS staff will share the decisions about AARA with students, parents/carers and staff, as appropriate. Following approval, school staff will administer assessment instruments using AARA and submit necessary notifications to the QCAA as per submission timelines.

Timelines for submission – Should this be removed?

TYPE OF AARA	UNIT 3 & 4 General Subjects – internal assessments	UNIT 3 & 4 General subjects – external subjects
Alternative format papers	Due dates determined by Albany Creek SHS	Applications are due by the end of February in the summative year. Late applications may not be considered given design and production schedule of papers.
QCAA-approved AARA (including combination with Principal-reported AARA)	For existing long-term and chronic conditions – applications are due by completion of Units 1 & 2. For all other applications are due ASAP before the assessment event.	For existing long-term and chronic conditions - applications are due by the end of Term 1 in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October - applications are due by the end of Week 5 Term 3 in the summative year.
Principal-reported AARA only	Notification is due prior to the relevant confirmation event	Notification is due by the end of Term 3 in the assessment year.

Approved AARA – Communications

Eligible students (and the parents/carers) with an approved AARA application will be notified via email by the *Principal's Delegate*. The teachers and HODs of these students where AARA will need to be/could be enacted will be notified by email and will ensure that AARA are enacted for that student.

The *Principal's Delegate* and/or *Applications Manager* will store the evidence provided in the application as required by the QCAA and report within required timelines.



ALBANY CREEK STATE HIGH SCHOOL

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS APPLICATION FORM

Student details			
Name:		Roll Class:	
Date:		LUI:	

I wish to apply for the following type of AARA:

- Assessment extension
 Other AARA

Complete PART A

Complete PART B

PART A: Submit to Principal's Delegate

Subject		Assessment Due Date:	
Teacher			

Reason for extension	

Documentary evidence	
<input type="checkbox"/>	Yes – please attach
<input type="checkbox"/>	No

Student signature
Parent signature

Office use only – please complete			
Extension granted	YES	Amended date:	NO
Reason for refusal:			
Principal Delegate's signature			
Date:			
* Copy to student and teacher and original in student file			

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THIS MUST BE PROVIDED WITH THE SUBMITTED ASSESSMENT

Name:	Subject Class:
has been granted an AARA (extension) for	Assessment Item:
Revised due date:	Principal's Delegate signature:

PART B: OTHER AARA

Provide a brief outline of your reason/s for requiring an AARA, including symptoms:

--

Comment on how the disability, impairment, medical conditions or other circumstance affects your daily functioning in the classroom

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Describe how the disability, impairment, medical conditions or other circumstance is a barrier to your access to the assessment and/or ability to communicate a response to assessment

--

Detail what kind of AARA would help you to be able to complete assessment

--

Documentary evidence (<i>attach to application</i>)	YES	NO
Medical report		
Other		

Student signature:	Date:
Parent name:	Parent signature:

Principal's Delegate Approval:	
YES	AARA end date:
NO	Reason for refusal:

AARA approved:	
Date:	
Principal's Delegate signature:	

Office use only – complete checklist	
	Confirmation email completed
	Confirmation email sent to student, parent/carer, teachers, HOD
	Email cc to <i>Applications Manager & Principal's Delegate</i>
	Original in student file
	OneSchool entry completed