



# Academic Administration Policy & Procedures

## Secondary School: Years 7 to 12

### INTENT

The aim of this policy is to ensure that the administrative processes concerning academic learning create an optimal environment to facilitate student success and allow staff to operate from a platform of best educational practice. The policy also ensures that these processes are transparent and are clearly communicated to all stakeholders.

### SCOPE

1. Academic Integrity
2. Assessment
3. Scaffolding, Drafting, Conferencing and Feedback
4. Subject Changes
5. Access Arrangements and Reasonable Adjustments (AARA)

Acronyms used in this document:

DP- Deputy Principal

DOTL- Director of Teaching and Learning

DILT- Director of Information Learning Technologies

HOD- Head of Department

HOY- Head of Year

## 1. ACADEMIC INTEGRITY

Understanding the importance of acknowledging the work of others through appropriate and accurate referencing is a significant element of formal education. Clayfield College is committed to promoting the understanding and practice of academic integrity. This involves ensuring that students are aware of the meaning and consequences of

- *Plagiarism*: A student completely or partially copies or alters another person's work without attribution.
- *Collusion*:
  - 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.
- *Cheating*:
  - 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.



### **Authentication of Assignments and Practical Assessment**

- All assignments submitted and practical assessment completed must be the student's own work. The material must not be another person's work, either whole or in part. Work of dubious authorship will be investigated at the discretion of the HOD
- At various stages throughout the assessment instrument, work will be checked to authenticate that it is the student's work
- Words, significant or key ideas, excerpts, data or illustrations taken from another source must be acknowledged according to the referencing and bibliographical conventions of the APA style of referencing (refer to student diary or Parent Lounge/Student Café under Links: Learning Resource Centre)
- Students may receive feedback on a draft within the guidelines set down in the conditions for a particular piece of work. Students are strongly encouraged to take advantage of teachers' willingness to provide feedback on drafts
- All written assignments for Years 9 to 12 will be checked for plagiarism using Turnitin computer software
- A student may be interviewed in relation to their work to determine their understanding of their response.
- Students will sign a declaration of authenticity
- Teachers must:
  - 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
  - ensure students are working on their responses during the designated class time to ensure that they are able to observe the development of work and authenticate student responses
  - collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

### **Breach of Examination/Assignment policy**

- If a student is discovered to have copied another student's work during a test/examination/assignment, brought unauthorised material such as written notes into the test/examination room or has a mobile device in their possession during a test/examination, the assessment item may not be marked, and the student may not receive a result for that task
- Students who share information/answers or knowingly allow their work to be copied may also not receive a standard for their test/examination/assignment. This will have a negative impact on a student's overall result for those in Years 7 to 10. Students in Years 11 and 12 who do not receive a result for a task, risk not being awarded a satisfactory for a semester of work which could impact negatively on their ATAR calculation and QCE
- In an assignment, if a student has completely or partially copied or altered another person's work without attribution, the plagiarised sections will not be marked. The student will receive a result based on sections of the work that are authentically their own
- Parents will be informed of any breach and the student(s) will face disciplinary action.

Whether a student has made an error of judgement, or the mistake is based on ignorance of the requirements of a particular context, in the case of breach of examination or assignment policy the following processes, managed by the relevant HOD and HOY in conjunction with the DOTL, will occur:

1. Teacher alerts the relevant HOD and HOY
2. The HOD consults with the DOTL on the best way to proceed. HOY is informed
3. Student is spoken to, and consequences communicated. HOY is informed and may be present
4. Parent is contacted by HOD. HOY is informed.



Following this

- Students in Years 7 to 10 may be expected to resubmit their work while in Years 11 and 12 this option will not be available.
- A resubmission will be marked for the purpose of feedback but will not receive a grade higher than a C for Years 7 to 9.
- In Year 10 the highest mark a student can receive on a resubmission will be the minimum numerical result for a satisfactory outcome (this is subject dependent).

## 2. ASSESSMENT

Assessment refers to assignments, practical assessment and tests/examinations.

Assessment of a specific unit must reflect the student's learning experiences throughout that unit. This must be evident in the learning intentions articulated in the unit plan. To ensure this, teachers are encouraged to begin their planning with the formulation of a quality summative assessment piece which reflects the learning intentions of the unit and evaluates how successfully they have been achieved.

Assessment at Clayfield College is expected to be both formative and summative. Formative assessment should be incorporated throughout the unit with the purpose of providing feedback to teachers regarding the success of student learning, and to students regarding actions to be taken for further progress.

While the QCAA mandates the nature and amount of assessment in Years 11 and 12, there is flexibility in the creation and implementation of assessment in the Middle Years. Assessment in Year 10 will closely mirror assessment in Years 11 and 12.

### Examinations Years 7-12

At Clayfield College procedures apply to ensure that examinations are fairly administered, no student is disadvantaged, and processes are consistent.

- Students will not sit more than 2 exams on any given day
- Students will not sit exams consecutively without a break between them
- In Years 11 and 12 the College will endeavour, wherever possible, to have examinations in one sitting for subjects with multiple classes.

The following procedures will apply at Clayfield College:

#### Use of technology in examinations

No examinations are to be completed on computer under the new QCE system unless:

- AARA specified
- Curriculum specified

In all circumstances a request for use of technology must come through to the DOTL, DILT and IT Support.

#### Arrangements for Block Examinations: Years 9 to 12

- Students should check examination timetables carefully. It is the student's responsibility to be on time for examinations
- No study leave will be granted prior to the examination period unless expressly given by the College



- Year 9 students will be required to attend school for normal hours during examination block. They will not be permitted to leave between examinations
- Years 10, 11 and 12 boarders may study in the library or Boarding House. All students must wear full uniform when in the College and may not sit for examinations in sports clothes or tracksuits
- Years 10, 11 and 12 students are required to be at school only for examination sessions. If, however, students have more than one session in one day, they do not leave the school until the final examination has been completed
- Normal rules apply about visiting shops, eating, and drinking in public and about wearing school uniform to and from school. If practical or presentation-based assessment require 'costume' changes then these must be made at school
- Students must sign out if leaving the College campus for any period of time between exams before 2pm
- Any student arriving late to an examination will not automatically be granted extra time. Where exceptional circumstances exist, the student can ask the supervisor to apply to the DOTL for additional time.

### **Additional time in examinations**

- Students across Years 7-12 who are listed on the AARA Register as being eligible for extra time will receive an extra 10 minutes per hour in examinations
- Year 7-9 EAL students who are on the AARA Register will be allowed an extra 10 minutes per hour in examinations
- In keeping with the QCAA policy, Years 11-12 EAL students cannot get extra time on examinations. This will also be applicable to Year 10 EAL students.

### **Equipment for examinations**

- The students' block examination timetable will include a list of equipment required for each examination. Students may take into an examination only the required equipment. Equipment will be checked as students enter. Should a student have additional equipment, it must be deposited at the front of the room/hall and collected after the completion of the examination
- For in-class examinations, students will be told in advance what equipment is required
- Mobile phones, smart watches, fitness trackers and other BYOT devices with bluetooth capabilities must not be brought to examination rooms. Any mobile or non-approved electronic device found on a student's person during an examination will be considered a breach of examination procedures
- No equipment may be loaned or borrowed, student to student, during an examination. At the discretion of the HOD, a supply of such equipment as pens and calculators may be available for students whose equipment fails
- Years 7 to 9 EAL students may use a paper bi-lingual dictionary, but electronic dictionaries are not allowed. A list of eligible students can be accessed on the AARA Register
- In keeping with QCAA policy, Years 11-12 EAL students are not allowed the use of a paper bi-lingual dictionary or electronic dictionary. This will also be applicable to Year 10 EAL students
- Students must have pens, calculators and any other approved equipment in a clear plastic sleeve or zip lock bag. If the bag is not clear, the student will be asked to remove the equipment and carry it in loose
- Water bottles may be brought into an examination room as long as they are clear and have no labels or markings on the bottle. Coloured or opaque bottles are not permitted.



## Assignments Years 7-12

### Submission guidelines

- An assignment will be deemed to have been submitted and “on time” providing that it is completed and submitted on the due date as per the conditions set out on the task sheet
- Submission will need to be done electronically by **8.30am** on the due date onto the portal advised by the teacher
- A physical copy of the assignment should be handed to the classroom teacher or put into the assignment box by **3pm** on the due date
- If students know that they will be absent for the week of submission, or on the due date, owing to co-curricular commitments, Vocational Education placements or any other approved commitment, it is their responsibility to ensure that the assignment is submitted prior to attending the off-campus commitment
- In some cases, e.g., illness or bereavement on the day, submission or completion of assessment is not possible on the due date. In these circumstances, for the assignment to be accepted or an alternate date to be set for an examination:
  - students in Years 10 to 12 must produce a medical certificate or other appropriate documentation on return to school
  - students in Years 7 to 9 are required to provide written notification from their parent/carer to their teacher explaining their absence from assessment
  - In all cases, parents/caregivers must advise the school about the student’s absence on the morning of the assessment
- In the event of an assessment instrument not being submitted by the due date and time, and no supporting documentation provided to explain this aberration, any draft or progressive development of the work sighted or collected by the teacher will be assessed as if it were the submitted assessment. In the case of practical assessment, teacher observations of the in-class development of the work, for example rehearsals prior to the due date, will be used to award a standard.
- Where assessment is not handed in or completed on the due date and there is no evidence of the work in progress sighted or collected, the student will receive a ‘Not-Rated’ and no standard will be recorded for that piece of assessment. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. In senior years the student will not be awarded a satisfactory completion of unit for that subject, which could jeopardise their QCE.

### Extensions

- If there is sufficient justification, an extension requested prior to the due date may be granted to an individual or to the entire class by the subject teacher after consultation with the HOD and DOTL
- Non- AARA related requests for an extension, including students on the ESP program, should be in the form of written correspondence from a parent or guardian at least 48 hours before the due date explaining the reason for the request. All decisions regarding extensions are at the discretion of the HOD
- Note that insufficient organisation and/or computer or printer breakdowns are not valid reasons for extensions and students are advised to regularly back up their work and have assignments completed and printed before the due date. All students should have assignments and supporting work saved to their One Drive
- Students currently on the AARA Register will be granted extensions in accordance with the arrangements listed in the Register, however these extensions should be negotiated at least 48 hours before the due date. Unless the circumstances are exceptional, extensions requested later than this will not be granted.





## Referencing

- Clayfield College uses the APA system of referencing (refer to student diary or Parent Lounge/Student Café under Links: Learning Resource Centre)

## Return of student work

- All assessment items for Years 11 and 12 students are retained by the College until after the QCAA mandated date for retaining student work in the year following Year 12. It will then be shredded by the College
- All assessment items for Years 7-10 students are retained by the College until the end of each year. It will then be shredded by the College
- Across Years 7-12, a parent or caregiver may request to view any of their child's submitted assessment items at any time while they are being retained by the College. Such access will be at a mutually convenient time and in the presence of relevant school personnel. Submitted student assessment items may not be removed from the College
- In special circumstances a copy of a student's assessment may be provided to the parents. The final decision in this regard rests with the HOD and DOTL,

## ATAR Units 1 and 2- Awarding a satisfactory for unit completion

- As per the QCE Handbook, section 11.1.1, the school will report results for students who complete Units 1 and/or 2 to the QCAA as satisfactory or unsatisfactory
- Satisfactory completion of a unit occurs when:
  - A student has completed sufficient assessment for a teacher to make a decision based on the reporting standards of the relevant syllabus
  - Evidence of student's work demonstrates achievement of the unit objectives equivalent to a reporting standard of C or better
- If a student does not achieve a satisfactory overall result for a unit, the student will not receive a QCE point towards their Senior Secondary Schooling qualification (Queensland Certificate of Education)
- Where a satisfactory outcome is not achieved for Units 1 and/or 2 in a particular subject, the relevant HOD will devise a supplementary piece of assessment capable of demonstrating a student's successful completion of all the relevant unit objectives
- The supplementary piece of assessment must be capable of demonstrating satisfactory completion of the objectives relevant to that unit
- After the completion of the supplementary piece of assessment, the relevant HOD will determine a satisfactory/unsatisfactory result and report this outcome to the DOTL
- Students who participate in supplementary assessment for a subject(s) will be interviewed as to the reasons for the initial underperformance and will, where appropriate, be counselled to alter their chosen course of study
- Students will not be provided the opportunity to sit supplementary assessment in Units 3 and 4
- Supplementary assessment will not be shown on school-based reports as it is internal assessment to provide students the opportunity to satisfactorily complete a unit of work.



### 3. SCAFFOLDING, DRAFTING, CONFERENCING and FEEDBACK

Consistent and targeted feedback lies at the heart of effective learning. Drafting and conferencing, as a mechanism for providing students with precise and targeted feedback, is an important part of the learning cycle. The nature of that feedback varies between subjects and year levels. It is expected that by Year 12 feedback on assessment pieces will be minimal.

Scaffolding involves providing students with the support required to break down a task to make it more accessible. Scaffolding will be gradually decreased as students progress from the Middle Years into their senior years of learning in preparation for ATAR.

Drafting involves the submission of a written piece of work while conferencing takes the form of a conversation between teacher and student about a piece of work. In all instances the feedback provided will be focused on giving students an understanding of how to make progress, while maintaining their ownership of the work. The purpose of feedback is not to make a student's work an "A" but rather to assist them to make decisions which will improve its quality.

Below are excerpts of the QCAA guidelines and the relevant section of the QCE and QCIA policy and procedures handbook has been identified:

<u>QCE and QCIA policy and procedures handbook</u>	<b>Policy and procedures</b>
<b>Scaffolding</b> <u>Section 8.2.3</u>	<p>Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding for assessment helps students understand the process for completing the task.</p> <p>Scaffolding may include:</p> <ul style="list-style-type: none"> <li>• breaking a complex task, learning experience, concept or skill into discrete parts</li> <li>• modelling thought processes required to complete parts of an assessment instrument</li> <li>• pre-teaching vocabulary specific to the subject and assessment instrument</li> <li>• questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response</li> <li>• showing examples of responses and demonstrating the match to performance descriptors</li> <li>• using visual frameworks or graphic organisers to plan responses.</li> </ul> <p>Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks independently.</p>
<b>Drafting</b> <u>Section 8.2.5</u>	<p>A draft is a preliminary version of a student's response to a task. A draft can be used to provide focused feedback on a response and to authenticate student work.</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>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p>



	<p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Checkpoints will:</p> <ul style="list-style-type: none"><li>• be detailed on student task sheets</li><li>• monitor student progress</li><li>• be used to establish student authorship.</li></ul> <p>HODs and parents/carers will be contacted if checkpoints are not met.</p>
<b><u>QCE and QCIA policy and procedures handbook</u></b>	<b>Policy and procedures</b>
<b><u>Feedback Section 8.2.4</u></b>	<p>Two types of feedback are valuable: feedback for teaching and learning, and feedback for assessment, including on a draft response. Both are led by the classroom teacher.</p> <p>Effective feedback for teaching and learning is:</p> <ul style="list-style-type: none"><li>• ongoing</li><li>• individualised</li><li>• specific to the teaching, learning and assessment</li><li>• related to the standards</li><li>• clear, and in language that is readily interpreted by the intended audiences</li><li>• timely, so that students can act on it and adjust their learning</li><li>• collaborative, so that students, teachers and parents/carers all support and participate in the students' learning</li><li>• supportive, so that the student is encouraged to reflect and act on the feedback and build their capacity for self-assessment.</li></ul> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"><li>• provided on a maximum of one draft of each student's response</li><li>• a consultative process that indicates aspects of the response to be improved or further developed</li><li>• delivered in a consistent manner and format for all students</li><li>• provided at least one week before the final submission.</li></ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"><li>• compromise the authenticity of a student response</li><li>• introduce new ideas, language or research to improve the quality and integrity of the student work</li><li>• edit or correct spelling, grammar, punctuation and calculations</li><li>• allocate a grade or mark.</li></ul> <p>Feedback on a draft will be relevant to the form of task and will be in the form of:</p> <ul style="list-style-type: none"><li>• written feedback</li><li>• verbal feedback</li><li>• feedback provided through questioning</li><li>• a summary of feedback and advice to the whole class.</li></ul> <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p>





	Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.
<b>Managing response length</b> <u>Section 8.2.6</u>	<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"> <li>• All assessment instruments indicate the required length of the response</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task</li> <li>• Model responses within the required length are available</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> <li>• only mark the work up to the required length, excluding evidence over the prescribed limit</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• allow a student to redact their response to meet the required length, before a judgment is made on the student work</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• In Year 12 annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</li> </ul>

#### 4. SUBJECT CHANGES

If a student wants to change a subject during the school year the student needs to discuss this with the relevant teacher, HOD and DOTL. Parents and teachers will be communicated with, and a subject change form will be completed if appropriate. The following procedures will also apply:

- Subject changes must take place within the first two weeks of the start of a new Semester. This applies to Years 9 and 10 for Semesters 1 and 2
- For Year 11 students looking to change a subject midterm, the subject change must occur as soon as possible after the completion of a unit
- All changes are dependent on the established lines of the timetable and the capacity of a class to accept new students
- All subject changes will be at the discretion of the DOTL.

#### 5. STUDENTS AT RISK

Students are considered to be at risk when their well-being is in jeopardy from either an academic, psychological, social or emotional perspective. It is a requirement of all teachers to monitor the health, well-being and academic performance of all students and to communicate their concerns to the appropriate people.

NATURE OF THE RISK	ACTION TO BE TAKEN
Academic Risk	<ul style="list-style-type: none"> <li>• Teacher informs HOD. HOD emails DOTL to inform of the student at risk and requesting that the student's name be added to the 'at risk' spreadsheet</li> </ul>



	<ul style="list-style-type: none"> <li>• DP/DOTL manage student learning through HOY/ HOD</li> <li>• Parents informed</li> </ul>
Health and Emotional Well-being Risk	<ul style="list-style-type: none"> <li>• HOY communicates concerns to DP, DOTL and teacher</li> <li>• Action Plan devised</li> </ul>

Teachers should initiate contact (preferably by phone) with parents of students about whom there are academic concerns, such as failure to submit work or assessment tasks, or poor standards of work.

Prior to contacting parents, the teacher should check with the HOD and HOY. This serves two purposes:

- to ensure that there are no reasons known to the HOY why a call should not be made; and
- to inform the HOY of academic concerns in one area, which will assist the HOY to gauge whether there are academic concerns overall.

A summary of the conversation should be made and recorded in the students profile on TASS under guidance of HOY.

Overseas parents should be contacted by email.

## 6. ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

The QCAA recognises that some students may have disability impairments and/or medical conditions or experience other circumstances that may be a barrier to their performance in assessment. AARA are designed to assist these students to overcome these barriers and ensure that they can demonstrate their learning, knowledge and skill in assessment tasks.

AARA will be accessible to all secondary students. From Years 7 to 10, AARA will be directed by the DOTL and the Coordinator of Learning Enrichment. For Years 11 and 12, there will be a formal application process. This process will commence when the student is in the Semester 2 of Year 10. The AARA implemented for an eligible student for assessment in Years 10 and 11 will be aligned to those available for summative assessment in Units 3 and 4 (Year 12).

Please note: The provision of AARA for assessment in Year 10 and in Units 1 and 2 (Year 11) by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4 (Year 12).

Examples of Reasonable Adjustments can include:

- extra time
- rest breaks
- extensions for assignments
- assistive technology
- use of a computer
- a reader or scribe
- change of venue or separate room
- different furniture eg. ergonomic chair
- access to food/snacks.



## Supporting documentation

One or more of the following documentations is required when submitting an AARA application:

### Years 7-10

- medical reports
- LAP or IEP
- verification
- other relevant evidence such as teacher observations, results from standardised academic testing, and where the condition is not medical other relevant official documentation, e.g. police reports, official notices.

### Years 11-12

- school statement
- medical reports (For Years 11-12 this will be using the QCAA template)
- evidence of disability or student learning adjustment plan
- other relevant evidence such as teacher observations, results from standardised academic testing, and where the condition is not medical other relevant official documentation, e.g. police reports, official notices.

## Illness and Misadventure

On occasions circumstances arise which require that students are given special consideration with regard to their assessment and learning. Such consideration is based on the premise that there are times when alterations are required to ensure equality of academic opportunity. This can result in changes to the nature, conditions, timing or amount of assessment students complete. Decisions about the alteration of assessment must be based on evidence and documented clearly.

The QCAA allows the School to make decisions regarding this in the following contexts.

- Illness
- Injury
- Bereavement
- Family or Personal problems
- Any other issue which may hinder a student's access to the learning

This does not refer to alterations of assessment for students on Diagnostic Learning Plans.

**Years 7 to 9** – the HOD consults with the DOTL to determine if alterations are required and what form they will take. Documentation may be in the form of a medical certificate, a report from a health professional, a letter from a parent, a documented conversation with a parent or the HOY.

**Years 10 - 12** – the relevant HOD with the relevant HOY consults with the DOTL. Medical documentation is required for any missed assessment – a note from a parent is not sufficient.

The DOTL will keep a spreadsheet recording all alterations to assessment. Where possible concerned staff will be consulted prior to the alteration of assessment. However, in some contexts this may not be possible, and an email will be sent informing them of the decisions and the reasons for them. The management of make-up exams is through the DOTL.



### Principal-reported AARA

Principal-reported AARA are specific practical arrangements and adjustments authorised by the Principal or Principal's delegate for an eligible student. This will relate to any adjustment relating to assessment occurring in Years 10 and 11 and any adjustment not involving extra time or rest breaks for internal assessment in Year 12.

The following relates to AARA applications for a student in Year 12 (2020 and beyond):

#### 1. QCAA-approved AARA

QCAA-approved AARA are specific adjustments for students undertaking summative assessment in Units 3 and 4 (Year 12) of Applied, Applied (Essential), General and General (Extension) subjects. For internal assessment this will involve any request for extra time and/or rest breaks. For external assessment this will involve any request for adjustment.

#### 2. Currency of Supporting Documentation:

For long term conditions:

- maximum age of supporting documentation is **2 years 10 months**, therefore dated no earlier than 1 January of the year of the student's Year 10 enrolment.

For short term conditions:

- short term conditions or temporary injuries, including mental health conditions (anxiety/depression) **no earlier than 6 months** prior to relevant summative internal assessment.
- for summative external assessment, **no earlier than 30 April** of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

#### 3. Ineligibility

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher related difficulties
- matters that a student could have avoided eg. misreading an examination timetable, misreading instructions in examinations
- matters of the student's or parent's own choosing eg. family holiday or sporting events
- matters that the school could have avoided eg. incorrect enrolment in a subject.

## Approval and Review

Approved:	October 2021
Next Review:	October 2022