



ASPIRE - LEARN - ACHIEVE

AARA application and decision making process and supporting documentation

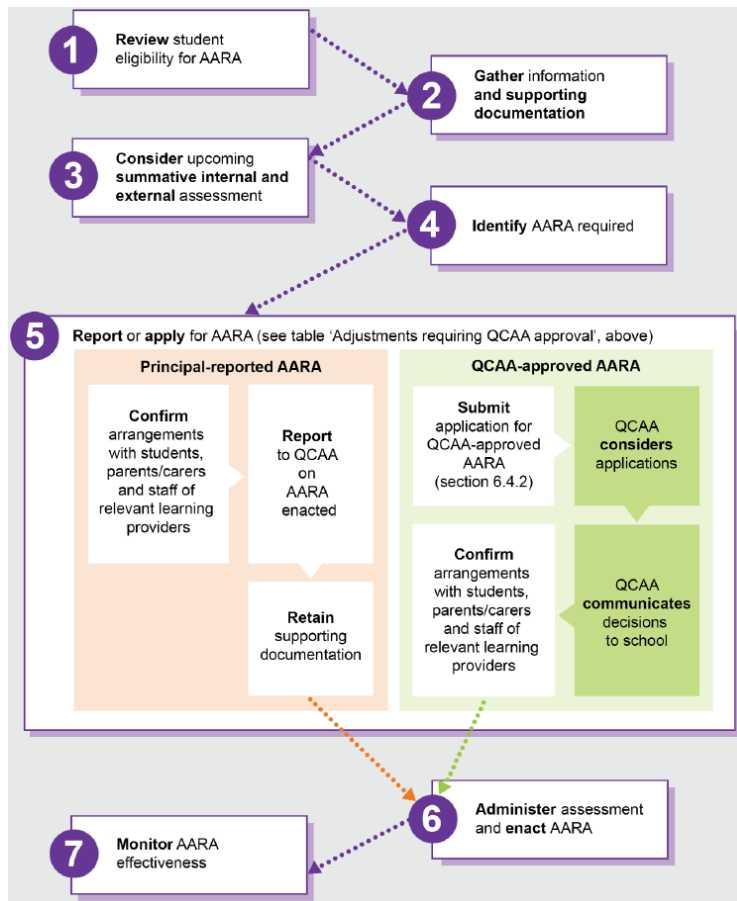
Bentley Park College is responsible for administering assessment within the requirements of the relevant syllabus and meeting quality assurance processes for QCAA subjects. In making decisions about AARA, the school is required to consider what access arrangements or adjustments to assessment conditions are reasonable in the context of the eligible student's disability, impairment, medical condition or circumstances. AARA may vary by subject depending on the assessment requirements of the subject.

The school will:

- check the accuracy of information supplied in the AARA application
- consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required
- complete the online application and submit supporting documentation by the due date via the QCAA Portal for AARA applications related to Units 3 and 4
- advise the student, parents/carers and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA.

The Principal or the Principal's Delegate (Deputy Principal Senior Secondary Student Services) is responsible for making decisions about principal-reported AARA and for following guidelines about recording information and seeking QCAA approval. When making decisions for principal-reported AARA or when QCAA approval is required, decisions are made based on the particular context for an eligible individual student, for a particular assessment. Consideration must be given to the limitations and restrictions and functional impact of the disability, impairment, medical condition or other circumstances and the specific types of adjustments that allow each student to access the assessment and/or demonstrate what they know or can do. The decisions about adjustments may not be the same for every student or the same for each student for every assessment. The adjustment/s should not prevent the student from demonstrating the objectives of the assessment.

The AARA process is summarised in the following flowchart:



Principles for decision making in relation to Access Arrangements and Reasonable Adjustments (AARA)

The following principles inform the decisions schools make about AARA.

Consultation	Decisions are made in consultation with the 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 school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study. Assessment standards and instrument-specific marking guides are used to make judgments about student work and are not modified. Actual achievement is assessed using evidence provided in student responses, rather than perceived ability or potential achievement.
Effects of AARA	The school must 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 are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration. The school must consider the identified disability, impairment and/or medical condition and the functional impact on the student's capacity to undertake particular requirements of an assessment. A student may not need or want adjustments for some assessment techniques or instruments, or may need different adjustments in different assessments.
Monitoring	The school 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. AARA are specific to the individual needs of each student, subject and assessment instrument. The school makes decisions about AARA for eligible students for Units 1 and 2 that 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 by the school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

Supporting documentation

Category	Medical report requirements <i>(Required if the application is due to a medical condition)</i>	Other
Long-term conditions	Dated no earlier than Year 10 or Current EAP verification covering Units 3 and 4 <i>An update only is required where a diagnosis has been made before Year 10 or a review of EAP criterion 1 is due or overdue.</i>	Current school statement
Temporary conditions	Dated no earlier than 30 April of the assessment year	Current school statement
Short-term conditions or temporary injuries	Internal assessment – dated within the preceding six months External assessment – dated no earlier than 30 April of that year	Current school statement
Illness and misadventure	Covering the date of assessment for which the application is made	Current school statement Relevant evidence where the condition is not medical e.g. police report, official notices.

Documentation	Details
School statement	<p>A school statement is to be submitted with all applications for QCAA-approved AARA. It provides:</p> <ul style="list-style-type: none"> • A detailed overview of the observed impact of the student's disability and/or medical condition on the student's functioning during timed assessment; • A description of how the disability, impairment and/or medical condition is a barrier to the student's access to the assessment and/or to the student's ability to communicate a response to assessment; • A list of the student's previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do. Students should have AARA in place during teaching and learning for the disability, impairment and/or medical condition. <p>The school statement will be prepared by the staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition.</p>
Student statement (optional)	<p>The student may choose to submit a statement with the application for QCAA-approved AARA about how their disability, impairment and/or medical condition affects them in assessment. However, the absence of a student statement does not disadvantage an AARA application.</p>
Medical report	<p>Notifications of principal-reported AARA and applications for QCAA-approved AARA of a medical nature require the submission of a medical report that provides:</p> <ul style="list-style-type: none"> • Diagnosis of disability and/or medical condition; • Date of diagnosis; • Date of occurrence or onset of the disability and/or medical condition; • Symptoms, treatment or course of action related to the disability and/or medical condition; • Information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment; • Professional recommendations regarding AARA. <p>The QCAA provides a template which may be used by the medical practitioner who is to complete the report. The medical report may be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's <i>Medical Practitioners Registration Act 2001</i> and/or Queensland's <i>Psychologists Registration Act 2001</i>), occupational therapist, physiotherapist, optometrist, a certified practising speech pathologist or a speech pathologist who is eligible for membership of Speech Pathology Australia as a certified practising member. The practitioner must not be related to the student or employed by the school.</p>
Evidence of verified disability	<p>When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report. This may be considered only when the notification covers the duration of the student's enrolment in subjects for Units 3 and 4.</p>
Other evidence	<p>For eligible students, supporting documentation may also include:</p> <ul style="list-style-type: none"> • Teacher observations • Results from standardised academic testing • Individual learning plans • Consultation / meeting records <p>Where the condition is not medical, students may supply other relevant evidence including:</p> <ul style="list-style-type: none"> • Police reports • Other government departments' reports • Official notices

Timelines for principal-reported and QCAA-approved AARA

Type of AARA	Unit 3 and 4 General subjects internal assessments	Unit 3 and 4 General subject external assessments
Alternative format papers e.g. braille, large print	Due dates are determined by the school.	Applications are due <i>by the end of February</i> in Year 12. Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA)	For existing long-term and chronic conditions - applications are due by completion of Units 1 and 2. For all others, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions - applications are due <i>by the end of Term 1</i> in Year 12. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October - applications are due <i>by the end of Week 5 Term 3</i> in Year 12.
Principal-reported AARA only	Notification is due prior to the relevant confirmation event	Notification is due <i>by the end of Term 3</i> in Year 12.
Illness and misadventure	Due dates are determined by the school.	14 days before the start of the external assessment period or within 7 days after the external assessment period