



# Springwood State High School - Year 7-11

## Access Arrangements and Reasonable Adjustments (AARA)

### AARA Application Policy:

- The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students may have disability impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. **AARAs are designed to assist these students by reducing these barriers, where possible.**
- Any adjustments made to assessment conditions or timeframes at Springwood State High School are governed by the QCAA's AARA policy.
- The application of AARA to student assessment is based on the functional impact of the condition for which AARA are sought – they must be commensurate with the level, or duration, of impact.

### What does this mean?

- This means that if a student is absent for three days due to a medical condition, the extension for any assessment can be no longer than three days. The medical condition must also impact on the student's ability to complete the assessment.
- For example: having the flu may mean a student is not well enough to complete an assignment and requires an extension. This is a reasonable adjustment.
- Having an in-grown toe nail may mean an assignment needs to be emailed from home on the due date if the student cannot get to school. This is a reasonable adjustment. Submitting assessment after the due date is not reasonable in this instance as there is no impact on the student's mental acuity or preparedness to complete a theory task. Extensions would only be granted for physical tasks for subjects such as Sport and Recreation.

### AARA Applications:

- **Applications for known or pre-existing conditions must be submitted/prepared prior to the due date.**
- **Applications for illness or misadventure on the day assessment is due, must be made on the due date.** A medical certificate *must be* presented to support applications made due to illness. Medical documentation must provide specific details about the functional impact of the illness or condition on the student's ability to complete assessment. Families may be asked by the medical practitioner for permission to provide this level of detail.
- Please refer to the Springwood State High School Assessment Policy prior to submission of the application (available via the school organiser and school website).
- Granting of AARA is at the discretion of the Principal (internal assessment) and, in Years 11-12 the Principal or the QCAA (summative, external assessment).
- **If an AARA is submitted late and/or not approved** (e.g. due to lack of supporting evidence) **students may not receive any credit for the assessment item.** This will affect the student's overall result and, in Years 11-12 may affect QCE and ATAR eligibility.
- **Absence due to family holiday, sport (other than national representation) or other reasons chosen by the student or family do not constitute grounds for an AARA.**
  - In Year 11-12, extensions or adjustments cannot be approved for these reasons.
  - In Years 7-10, extensions or adjustments may be approved for these reasons, at the Principal's discretion.
- Students must successfully meet the eligibility criteria of the assessment - any assessment adjustments must be not interfere with the integrity of the achievement standard.
- Students with a verified disability are encouraged to complete an AARA application form with support from the Head of Special Education Services or the relevant SEP Case Manager.
- The student/family completes Section One of the AARA application form and submits it to the Guidance Officer.

For more information about AARAs, refer to –

- Springwood State High School's Whole School Assessment Policy
- <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019>



# Springwood State High School - Year 7-11 Access Arrangements and Reasonable Adjustments (AARA)

## Access Arrangements and Reasonable Adjustments (AARA) Application Form

### SECTION ONE: STUDENT/FAMILY TO COMPLETE

Once completed, submit your application (with supporting documentation) to the Guidance Officer.

Date of application:

Student's Name:

Care Class:

Subject:

Teacher:

Reason for application:

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

TIME-FRAME OF CONDITION	CATEGORY	EXTENT OF ADJUSTMENT
<input type="checkbox"/> Temporary (near assessment time)	<input type="checkbox"/> Cognitive	<input type="checkbox"/> Substantial (specific to the individual student - criteria integrity maintained)
<input type="checkbox"/> Intermittent (impacts for 3 weeks or longer)	<input type="checkbox"/> Physical	<input type="checkbox"/> Supplementary/ Differentiated (broad based support - criteria integrity maintained)
<input type="checkbox"/> Permanent (verified/diagnosed/imputed)	<input type="checkbox"/> Sensory	
	<input type="checkbox"/> Social/emotional/mental health	
	<input type="checkbox"/> Illness	
	<input type="checkbox"/> Bereavement	
	<input type="checkbox"/> Misadventure	

Student statement explaining reason for application:

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Parent acknowledgement and understanding of reasonable adjustment:

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Supporting evidence (please site evidence/reasoning):

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Student Signature:

Date:

Parent Signature:

Date:



# Springwood State High School - Year 7-11

## Access Arrangements and Reasonable Adjustments (AARA)

### SECTION TWO: SCHOOL TO COMPLETE

- Based on the information provided in this application (including supporting documentation), is there sufficient evidence that the student requires an AARA?
- *NOTE:* this means that there is a disability impairment and/or medical condition, or other circumstance that presents a barrier to the student's performance in assessment.

YES                       NO

- If no, provide feedback to the student and parent/guardian about why an AARA is not appropriate in this instance.
- If yes, use the table below to identify appropriate adjustments to assessment.
- The student and their parent/guardian must be notified in writing of the adjustments permitted under the AARA and this must be added as a contact record on OneSchool – including the duration for which the adjustments are approved (the AARA application and supporting documents must be scanned and uploaded).
- All applicable teachers must be notified in writing of the adjustments permitted, and their duration.

QCAA Inclusive Strategy	QCAA Approved Areas (P to 10)	Tick/highlight the adjustment/s for this assessment					
<b>Timing</b>	<b>Additional time</b>	Extension for assignment <1 week	Extension for assignment >1 week	Exam time (imputed 5 minutes per hour)	Exam time (imputed 10-15 minutes per hour)		
	<b>Frequent breaks (in between exams)</b>	Exam time (imputed 5 minutes per hour)		Exam time (imputed 10-15 minutes per hour)			
<b>Scheduling</b>	<b>Number of sessions</b>	Breaking assessment into sections			Increasing pre-exam preparation		
	<b>Order of sessions</b>	Establishing assessment from C level to A+ level through the exam/ assignment			Extra sessions for reading and text processing		
<b>Setting (noise, anxiety, wheelchair access)</b>	<b>Location: furniture, resources, supervision</b>	Supervision required during the delivery of units, including assessment			Identifying furniture, resources and equipment		
	<b>Seating: placement</b>	Planning the placement of seating to maximise visibility, audibility, physical access to resources, learning opportunities and support (adults or peers), as required					
<b>Presentation</b>	<b>Cues and prompts</b>	Highlighting key words or phrases in directions			Using symbols (e.g. arrows or stop signs) to remind the student to do something		
	<b>Directions</b>	Read aloud	Read more than once	Present as pictures/symbols	Highlighted key words	Text to speech	
	<b>Format of the text</b>	Braille, large print	Less text on page		Digitised text		Audio text
	<b>Specialised equipment</b>	Laptop		ipad		Graphic organisers	
<b>Response</b>	<b>Verbal</b>	Scribe (adult)		Recording device		Interpreter/translator	
	<b>Written</b>	Adaptive tools – pencil grip		Specialised writing tools	Keyboards		Scribe and speech to text
	<b>Non-verbal</b>	Assistive technology		Symbol and word bank		Finger/eye pointing	
	<b>Specialised equipment</b>	Computer or word processor	Communication devices	Speech-to-text or text-	Braille machine	Talking calculator	

**I am satisfied that this application meets the requirements as set down in the school's Assessment and AARA policy.**

**The adjustments outlined above are approved for the following date range:** \_\_\_\_\_

If the student/parent wishes for the AARA to be extended beyond this timeframe, additional supporting documentation will be required *before the AARA lapses*. Please contact the Guidance Officer or HOSES (for verified students) for further information.

**Principal Signature:**

**Date:**



# Springwood State High School - Year 7-11 Access Arrangements and Reasonable Adjustments (AARA)

## SECTION TWO: SCHOOL TO COMPLETE ACTUAL TIMETABLE AND SUBJECTS COVERED

Subjects and assessment items covered by the AARA: *attach additional pages, if required*

### Student timetable (snip below)

Day 1	Day 2	Day 3	Day 4	Day 5
Before School 07:30 - 08:30	Before School 07:30 - 08:30	Before School 07:30 - 08:30	Before School 07:30 - 08:30	Before School 07:30 - 08:30
Care 08:30 - 08:40 11E NORGRO C01	Care 08:30 - 08:40 11E NORGRO C01	Care 08:30 - 08:40 11E NORGRO C01	Care 08:30 - 08:40 11E NORGRO C01	Care 08:30 - 08:40 11E NORGRO JB05
Period 1 08:40 - 09:50 BLS111E NORGRO F06	Period 1 08:40 - 09:50 MHS111A KOMSEL F06	Period 1 08:40 - 09:50 FTM111A KAY.R JB04	Period 1 08:40 - 09:50 MAE111B MARIED E05	Period 1 08:40 - 09:50 SCP111B BOWICH C02
Period 2 09:50 - 11:00 MAE111B MARIED E05	Period 2 09:50 - 11:00 SCP111B BOWICH C02	Period 2 09:50 - 11:00 AQP111B COLLMO C05	Period 2 09:50 - 11:00 MHS111A KOMSEL F06	Period 2 09:50 - 11:00 ENE111C PARBHO D04
First Break 11:00 - 11:40	First Break 11:00 - 11:40	First Break 11:00 - 11:40	First Break 11:00 - 11:40	First Break 11:00 - 11:40
Period 3 11:40 - 12:50 ENE111C PARBHO D04	Period 3 11:40 - 12:50 AQP111B COLLMO C05	Period 3 11:40 - 12:50 MAE111B MARIED E05	Period 3 11:40 - 12:50 SCP111B BOWICH C02	Period 3 11:40 - 12:50 FTM111A KAY.R JB04
Second Break 12:50 - 13:30	Second Break 12:50 - 13:30	Second Break 12:50 - 13:30	Second Break 12:50 - 13:30	Second Break 12:50 - 13:30
Period 4 13:30 - 14:40 MHS111A KOMSEL F06	Period 4 13:30 - 14:40 ENE111C PARBHO D04	Period 4 13:30 - 14:40 SDY111B WILLEM B04	Period 4 13:30 - 14:40 FTM111A KAY.R JB04	Period 4 13:30 - 14:40 AQP111B COLLMO C04

Subject	Assessment covered by AARA	Adjusted conditions/timeframes
Essential English		
Essential Mathematics		
Aquatic Practices		
Film, Television & New Media		
Modern History		
Science in Practice		
Certificate II in Foundation Skills		

**ONCE SECTION TWO IS COMPLETED, PROVIDE A COPY TO THE STUDENT & RELEVANT TEACHERS.  
SCAN & UPLOAD ONTO ONESCHOOL. HARD-COPY TO BE PLACED IN STUDENT FILE.**