



## AARA/Extension Application Form – Year 11 and 12

In the new Queensland Certificate of Education (QCE) system, Access arrangements and reasonable adjustments (AARA) minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. AARA are for students who may have a medical condition or experience other circumstances that may be a barrier to their performance in assessment.

Granting an AARA, QCAA, 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

Please send completed form and Evidence documents (See Step 3) to [AARA@maryboroughshs.eq.edu.au](mailto:AARA@maryboroughshs.eq.edu.au)

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- late AARA submission or lack of supporting evidence, for example a medical certificate
- teacher absence or other teacher-related difficulties
- matters that students are able to avoid (e.g. misreading an exam timetable, misreading exam instruction)
- matters or absences of the students and parents own choosing e.g. family holidays, sporting or cultural events
- applications for known or pre-existing conditions must be submitted prior to the commencement of term one of year 12 (unit 3 & 4)

### STEP 1:

<b>Date of application:</b>	
<b>Student's name:</b>	
<b>Connect class:</b>	

### STEP 2 - 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"/> Intermittent (impacts for 3 weeks or longer) <input type="checkbox"/> Permanent (verified/diagnosed/imputed)	<input type="checkbox"/> Cognitive <input type="checkbox"/> Physical <input type="checkbox"/> Sensory <input type="checkbox"/> Social/emotional/mental health <input type="checkbox"/> Illness <input type="checkbox"/> Bereavement <input type="checkbox"/> Misadventure	<input type="checkbox"/> Substantial (specific to the individual student - criteria integrity maintained)  <input type="checkbox"/> Supplementary/Differentiated (broad based support - criteria integrity maintained)

SUBJECT	TEACHER	Assessment Type	Assessment Stage (Highlight or Circle which apply)
			Draft/ Final/ Exam condition
			Draft/ Final/ Exam condition
			Draft/ Final/ Exam condition
			Draft/ Final/ Exam condition
			Draft/ Final/ Exam condition
			Draft/ Final/ Exam condition

### STEP 3 - PROVIDE EVIDENCE:

(Evidence must be provided with this application – multiple evidence types can be provided – please just tick them below. **Note** - If the school already has the documentation please make a comment below)

Evidence type	Categories relevant	Tick appropriate
Medical certificate	Illness, misadventure, social/emotional/mental health	<input type="checkbox"/>
QCAA confidential medical report	Illness, misadventure, social/emotional/mental health, disability or impairment	<input type="checkbox"/>
Statutory declaration	Bereavement, social/emotional/mental health (Guidance Officer or qualified health professional)	<input type="checkbox"/>
Verification and EAP	Disability or impairment	<input type="checkbox"/>
<b>Comments:</b>		

**STEP 4 – PARENT/GUARDIAN AND STUDENT ACKNOWLEDGEMENT:**

I have discussed this application with my student and I support the request for an AARA. I acknowledge that this application is subject to approval from the Principal (or delegate) in line with school and QCAA policies.

Parent/Guardian signature:		Date:	
Student signature:		Date:	

**STEP 5 - RETURN FORM: Completed form and Evidence documents (See Step 3)**

**Electronic:** send to [AARA@maryboroughshs.eq.edu.au](mailto:AARA@maryboroughshs.eq.edu.au)

**Printed:** Return the completed form to Student Services in the Hub, for the Principal’s Delegate (HOD Student Performance).

**STEP 6 - SCHOOL USE ONLY:**

	Tick and comment/s
Student provided appropriate evidence to support application	<input type="checkbox"/>
Consultation conducted with the appropriate Head of Curriculum	<input type="checkbox"/>
If approved, the school has: <ul style="list-style-type: none"> <li>Completed the School Statement</li> <li>Entered it on QCAA (Year 12 only)</li> <li>Entered on AARA extension sheet and OneSchool as note.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Page three of this document completed (to identify adjustments)	<input type="checkbox"/>
Principal’s Delegate: <i>(Sign on process completion)</i>	Date:
Senior School Admin Officer: <i>(When entered on system and all processes complete)</i>	Date:

**STEP 7 – KEEP THIS SAFE: Student Return Slip** (Please detach, return to the student for their records)

<b>Student Name:</b>			
<b>Subject/s:</b>	<b>Adjustment/s:</b>	<b>New due date if appropriate:</b>	
1.			
2.			
3.			
4.			
5.			
6.			
<b>Principal’s Delegate signature:</b>			

**Summary of possible Principal-reported and QCAA-approved AARA**  
 (this is only a guideline and each application will be assessed on its own merits)  
**SCHOOL USE ONLY**

AARA	Description of adjustments to assessment conditions	Additional comments
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	
Physical environment	Temperature / lighting / ventilation / seating / venue etc.	
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.	
Assistance Reader Scribe Teacher Aide	Reader may read the assessment or the student's response aloud as often as the student requests. Work with someone who transcribes the student's verbal response or directions during the assessment. TA assisting with use of equipment and practical tasks	
Computer	Desktop computer or laptop computer with an approved software application.	
Assistive technology	AT to assist students to complete assessment will depend on variable factors, nature and severity of the student's disability and/or impairment and its functional impact, e.g. <ul style="list-style-type: none"> <li>•amplification system</li> <li>•speech-to-text application</li> <li>•magnification application.</li> </ul>	
Extension	An extension to the due date for submission or completion of an extended response project, performance or assessment.	
Other		

#### AARA Procedure

Schools should make all students aware that AARA is available. The school must submit Principal-reported AARA to the QCAA portal on behalf of the student before the due date, for students who undertake (summative) internal and external assessments in Units 3 and 4 for Applied and General subjects and for external exams in General subjects.

The school will request all supporting documentation and upload it as a contact record on OneSchool, and inform all relevant teachers. Schools are encouraged to contact the QCAA for pre-application advice about students' needs for any adjustments for listed or complex / extensive adjustments required

This form allow schools to support the early identification of students with existing long-term and chronic conditions so that school and students/parents can confidently negotiate and implement AARA according to the guidelines.

Schools make decisions about AARA for Units 1 and 2. This provision of AARA for Units 1 and 2 by a **school does not guarantee** that students be provided with the same adjustments for assessment in Units 3 and 4. Assessment adjustments must be not interfere with the integrity of the achievement standard.

For more information, please click on the following link: <https://www.qcaa.qld.edu.au/senior/assessment/aara>