



SBC AARA PROCEDURES

SENIOR STUDENTS



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Access Arrangements and Reasonable Adjustments (AARA)

Access Arrangements and Reasonable Adjustments (AARA) are processes put in place by the Queensland Curriculum and Assessment Authority (QCAA), to make assessment accessible for all students. AARA, enable students to demonstrate the assessed knowledge and skills, irrespective of any short, or long term, impairment, condition, circumstance or illness.

AARA are applied to the assessment conditions only and do not exempt a student from completing the assessment instrument. Nor do they change the criteria against which the student response is assessed. AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstance affect their ability to read, respond to, or participate in the assessment.

AARA are not learning domain specific, and students can apply for AARA, regardless of their enrolment in Applied, Essential, General or Vocational subjects.

Categories of AARA

Two categories of AARA exist to accommodate the variations in the students' condition/circumstances, the types of assessment and the authority who can approve the specific AARA. The categories are:

1. Principal reported
2. QCAA approved.

Principal Reported AARA

The Principal (or his delegate) approves AARA for:

- short term conditions in Units 1 & 2
- long-term conditions in Units 1 & 2
- short term conditions for internal assessment in Units 3 & 4
- short and long-term conditions in Vocational modules.

Short term conditions are usually temporary, or unforeseeable and may be caused by sudden illness, misadventure or from unexpected life circumstances.

Long Term conditions are usually chronic or existing medical conditions or diagnosed disabilities or impairments.

QCAA Approved AARA

The QCAA approves AARA for:

- long term conditions for internal assessment in Units 3 & 4
- long term conditions for the external assessment (Unit 4)
- short term conditions for the external assessment (Unit 4).

Applying for Principal Reported AARA

To apply for Principal Reported AARA, the parent is required to do the following:

1. Determine the condition or circumstances for which the AARA is applicable. See the accompanying tables, pages 9 -13.
2. Complete the “**Principal Reported, Access Arrangements and Reasonable Adjustments**” application. Link below:

[Principal Reported AARA Application Form](#)

3. Attach the necessary documentation to support the application for the AARA – example, medical certificate.
4. Meet the relevant timelines.

Timelines for Principal Reported AARA

Units 1 & 2	
Long Term Conditions	Short Term Conditions
For existing long-term and chronic conditions - applications are due by the end of the second week of the term in which the assessment event is scheduled.	For short term conditions - applications are due as soon as possible before the assessment event.
Units 3 & 4	
Short Term Conditions	
Applications are due as soon as possible before the assessment event.	

Principal Reported AARA - Proviso

It is vital that parents and students understand that the provision of AARA for assessment in Unit 1 and Unit 2 by the Principal, is not a guarantee that the student will be provided the same access, or the same adjustments for assessment in Units 3 and 4. Nor, does the application for Principal approved AARA in Year 11 negate the necessity for the application for AARA in Year 12.

Examples of Principal Reported AARA

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/reassurance, and prompting the student to start/continue work. 	Diabetes	Examples include: <ul style="list-style-type: none"> • bite-sized food and drink • blood glucose monitoring equipment • rest breaks to eat, measure blood- glucose level, access toilet facilities or for the practical aspects of managing the condition.
Assistive Technology	Examples include: <ul style="list-style-type: none"> • amplification systems • speech to text application • magnification application. • The types of assistive technology used to complete assessment will depend on the nature and severity of the student's disability and the functional impact related to the type and purpose of the assessment instrument. 	Reader	<ul style="list-style-type: none"> • A reader who reads the assessment or the student's response aloud as often as the student requests.
		Scribe	<ul style="list-style-type: none"> • Work with someone who transcribes the student's verbal response or directions during the assessment.
		Vision Aids	Examples include: <ul style="list-style-type: none"> • coloured transparency overlay • different lighting • other vision aids.
Computer	<ul style="list-style-type: none"> • Desktop computer or laptop computer with an approved software application. 	Extra Time	<ul style="list-style-type: none"> • Additional working time at the rate of five minutes per half hour of examination assessment time.
Extension	An extension to the due date for the submission of an: <ul style="list-style-type: none"> • extended response project • performance, or • non-examination. 	Comparable Assessment	<ul style="list-style-type: none"> • An alternative comparable task that has not previously been administered to students in the subject cohort, may be administered on a different date.
Rest Breaks	Time to rest at the rate of five-10 minutes per half hour of assessment time, taken at any time during the assessment.		

Applying for QCAA Approved AARA

To apply for QCAA Approved AARA, the parent is required to do the following:

1. Determine the condition or circumstances for which AARA might be applicable. See the accompanying tables, pages 9 -13.
2. Initiate the College's engagement in the process by completing the "**Principal Reported, Access Arrangements and Reasonable Adjustments**" application. Link below:

[Principal Reported AARA Application Form](#)

3. Download the '**AARA Medical Report**' from the College website and have the appropriate practitioner complete the details.
4. Download and complete the "**AARA student Report**" from the College website. Both forms are accessible from the link below:

[Medical Report and Student Report Link](#)

5. Return by E-mail, the medical report, and the student report to the Head of Year.
6. The information supplied will then be submitted to the QCAA Portal along with the School statement to support the application.
7. To ensure that the AARA application is successful, the timelines below must be adhered to.

Timelines for QCAA Approved AARA

Units 3 and 4 Internal Assessment	Units 3 and 4 External Assessment
For existing long-term and chronic conditions - applications are due by the completion of Units 1 and 2. Note: For some subjects this will occur at the completion of Term 3 in Year 11.	For existing long-term and chronic conditions - applications are due by the end of Term 1 in the summative year (Year 12). For short-term conditions or temporary injuries - application are due by the end of Week 5, Term 3 in the summative year (Year 12).

Examples of QCAA Approved AARA

Assistance	<p>Examples include:</p> <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. 	Alternative format papers	<p>Examples include:</p> <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
		Reader	<ul style="list-style-type: none"> • A reader that reads the assessment or the student's response aloud as often as the student requests.
Assistive Technology	<p>Examples include:</p> <ul style="list-style-type: none"> • Amplification system • Speech-to-text application • Magnification application. • 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. 	Scribe	<ul style="list-style-type: none"> • Work with someone who transcribes the student's verbal response or directions during the assessment.
		Extra Time	<ul style="list-style-type: none"> • Additional working time at the rate of five minutes per half hour of examination assessment time.
		Rest Breaks	<ul style="list-style-type: none"> • Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.
Computer	Desktop computer or laptop computer with an approved software application.		

Ineligibility for Principal Reported or QCAA Approved AARA

The points below cannot be used as reasons for an AARA application:

1. Unfamiliarity with the English language
2. Teacher absence or other teacher-related difficulties
3. Matters that the student could have avoided (eg. misreading an examination timetable, misreading instructions in examinations)
4. Matters of the student's or parent's/carer's own choosing (eg. family holidays, sporting or cultural absences)
5. School enforced behaviour processes (eg. Suspension).

Currency of supporting documentation for QCAA Approved AARA

The currency of supporting medical documentation depends on the diagnosed disability, impairment and/or medical condition.

Long-term conditions

Medical documentation must be dated no earlier than January, 1 of the year of the student's Year 10 enrolment. This means that from the perspective of the Year 12 external assessment, the maximum age of supporting medical documentation allowable is two years and 10 months.

Where a diagnosis was made before Year 10, an update only is required. This may be substantiated by a medical practitioner, general practitioner, or paediatrician.

Where an application has been submitted for a student with a long-term condition and the condition deteriorates after the application decision, a further application may be submitted that provides updated information regarding the student's condition. It must include a medical report that contains all the relevant and current adjustments recommended by the relevant practitioner.

An EAP should cover the duration of the student's enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment and Senior External Examination schedules in November, as applicable.

Short-term conditions or temporary injuries

Supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must satisfy the following time specifications.

- Summative internal assessments:
 - medical documentation must be dated **within the preceding six months** of the relevant Unit 3 or 4 assessment event.
- Senior External Examination:
 - medical documentation must be dated **no earlier than 30 April** of the assessment year.

Education Adjustment Plans and Currency

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 can substitute for a medical report when the notification covers the duration of the student's enrolment in subjects for Unit 3 and Unit 4.



Conditions for which AARA can be applied

Please note that this is not an exhaustive list. If you believe your son suffers from a condition that is not included in the following pages, please contact the QCAA or the relevant Head of Year to confirm arrangements

Also, this list has been created by the College, as a guide for applying for Principal Reported AARA in Units 1 and Unit 2 and may not be indicative of the AARA that the QCAA will allow in Unit 3 & Unit 4.

Attention deficit disorder (ADD) or Attention deficit hyperactivity disorder (ADHD)

Documentation	Certificate/report from GP, specialist doctor or psychologist
Possible adjustments	Rest breaks or extra time (5 minutes per half hour) Assistance from a supervisor/carer, who may: <ul style="list-style-type: none">• Provide support and reassurance• Prompt the student to start and/or continue working
Additional arrangements	Extension of rest breaks or extra time to 10 minutes per half hour – approved only if student is severely affected in test situations (e.g. student becomes combative/disruptive) and examples of previous incidents or behaviours are provided.

Autism spectrum disorder (ASD) including Asperger's disorder

Documentation	Certificate/report from GP, specialist doctor or psychologist, or copy of current verification documentation
Possible adjustments	Rest breaks or extra time (5 minutes per half hour) Assistance from a supervisor/carer, who may: <ul style="list-style-type: none">• Provide support and reassurance• Prompt the student to start and/or continue working
Additional arrangements	Extension of rest breaks or extra time to 10 minutes per half hour – approved only if student is severely affected in test situations (e.g. student becomes combative/disruptive) and examples of previous incidents or behaviours are provided.

Bereavement

Documentation	Funeral notice, death certificate or statutory declaration from the student accompanied by a supporting statement from the school. Application must indicate the relationship of the deceased to the student
Possible adjustments	Rest breaks (5 minutes per half hour) Standing/stretching/lying down as necessary Liquid and bite-sized food Ease of access to toilet facilities Medication and water
Exemption	Will be considered if funeral attendance will prevent the student sitting the test or if the student is severely affected. Application must indicate why the student will be unable to sit the test with special arrangements.

Diabetes

Documentation	Certificate/report from GP or specialist doctor
Possible adjustments	Rest breaks (5 minutes per half hour); if hypoglycaemia or hyperglycaemia occurs, rest breaks may be extended to 10 minutes per half hour Liquid and bite-sized food Ease of access to toilet facilities Blood glucose monitoring equipment Medication and water

Hearing impairment

Documentation	Certificate/report from GP, specialist doctor or audiologist, or copy of current verification documentation
Possible adjustments	Rest breaks or extra time (5 minutes per half hour)
Additional arrangements	Extension of rest breaks or extra time to 10 minutes per half hour will be considered for students who are severely affected – application must indicate why the standard rest breaks/extra time will not suffice. FM assistive hearing devices, e.g. Soundfield amplification system (SAS)

Illegible handwriting or Dysgraphia

Documentation	Certificate/report from GP, specialist doctor or occupational therapist
Possible adjustments	Separate supervision Use of a computer for written tasks
Additional arrangements	Crossing/stroking/highlighting multiple choice responses

Illness-contagious/infectious disease

Examples include chicken pox, hepatitis, glandular fever (recent diagnosis), influenza, measles, meningococcal disease, mumps, rubella, whooping cough

Documentation	Certificate/report from GP, specialist doctor
Possible adjustments	Separate supervision Rest breaks (5 minutes per half hour) Standing/stretching/lying down, as necessary Liquid and bite-sized food Medication and water
Exemption	Will be considered if the student is too unwell to sit the test or will be contagious at the time of the test.

Illness-physical or mental fatigue

Examples include chronic fatigue syndrome, glandular fever (long-term effects), hyperthyroidism, hypothyroidism.

Documentation	Certificate/report from GP, specialist doctor
Possible adjustments	Rest breaks (5 minutes per half hour) Standing/stretching/lying down, as necessary Liquid and bite-sized food Medication and water

Illness- recurrent

Examples include asthma, eczema, coeliac disease, Crohn's disease, migraine.

Documentation	Certificate/report from GP, specialist doctor
Possible adjustments	Separate supervision Rest breaks or extra time (5 or 10 minutes per half hour) only if ill during examination Ease of access to toilet facilities Medication and water

Intellectual impairment

Documentation	Certificate/report from GP, specialist doctor or psychologist or copy of current verification documentation
Possible adjustments	Separate supervision Use of a computer
Additional arrangements	Rest breaks or extra time (5 minutes per half hour) Assistance from a supervisor/carer, who may: <ul style="list-style-type: none">• Provide support and reassurance• Prompt the student to start and/or continue working

Medication side effects

A student may apply under this category if taking **prescribed** medication causes inability to concentrate and/or drowsiness during the test, for example, medication prescribed for ADHD, depression or epilepsy.

Documentation	Certificate/report from GP or specialist doctor stating name of medication, side effects and usage.
Possible adjustments	Separate supervision Rest breaks (5 minutes per half hour) depending on severity Standing/stretching/lying down, as necessary Liquid and bite-sized food Ease of access to toilet facilities Medication and water

Neurological Impairment - General

Examples include acquired brain injury, cerebral aneurysm, cerebral tumour, concussion, narcolepsy, neuropathy, side effects from cancer therapies, Tourette syndrome.

Documentation	Certificate/report from GP or specialist doctor
Possible adjustments	Separate supervision Rest breaks or extra time (5 or 10 minutes per half hour depending on severity) Standing/stretching/lying down, as necessary Liquid and bite-sized food Ease of access to toilet facilities Medication and water Use of a computer

Physical impairment - injury

Significant injury or pain causing difficulties with handwriting or with sitting for long periods, e.g. broken arm, broken leg, back pain.

Documentation	Certificate/report from GP or specialist doctor or physiotherapist that details the injury and effect on student's handwriting
Possible adjustments	Rest breaks or extra time (5 or 10 minutes per half hour depending on severity) Standing/stretching/lying down, as necessary Medication and water
Additional arrangements	Use of a computer (if ability to write is affected) Crossing/stroking/highlighting multiple choice responses Assistance from a supervisor/carer, e.g. turning pages, holding the test paper steady while the student rules lines (application must clearly detail the assistance required)

Psychological or emotional impairment

Mild/moderate: Examples include long-term effects of bereavement or a close relative's serious illness, panic or anxiety disorder, post-traumatic stress disorder.

Severe: Examples include mood disorder, major depressive disorder, major depressive disorder, eating disorder, obsessive-compulsive disorder, schizophrenia.

Documentation	Certificate/report from GP or specialist doctor or psychologist or copy of current verification.
Possible adjustments	Separate supervision Rest breaks or extra time (5 or 10 minutes per half hour depending on severity) Standing/stretching/lying down, as necessary Liquid or bite-sized food, medication and water Ease of access to toilet facilities
Additional arrangement	Use of a computer Assistance from a supervisor/carer, who may: <ul style="list-style-type: none"> • Provide support and reassurance • Prompt the student to start and/or continue working

Specific learning disorder (SPLD) or Speech language disorder (SLD)

SPLD examples include dyscalculia, dyslexia, processing disorder, reading disorder, writing disorder and an SLD example is an auditory processing disorder.

Documentation	Report which may include and explain results of appropriate tests, from a qualified practitioner, e.g. educational psychologist (for SPLD), audiologist or speech pathologist (for SLD), or copy of current verification documentation
Possible adjustments	Separate supervision Use of a computer for written task
Additional arrangement	Rest breaks or extra time (5 minutes per half hour) if the student is sufficiently affected to be receiving high level of support at school

Vision impairment - colour vision deficiency

Documentation	Certificate/report from GP or specialist doctor or optometrist
Possible adjustments	Labelling of pencils to identify their colour Annotated colour page/s of the test paper to describe the colour or requirement of colour
Additional arrangement	Black-and-white test materials

Vision impairment

Examples include hemianopia, keratoconus, nystagmus, retinitis pigmentosa

Documentation	Certificate/report from GP or specialist doctor or optometrist detailing degree of vision impairment, or copy of current verification documentation
Possible adjustments	Separate supervision Rest breaks or extra time (5 or 10 minutes per half hour depending on severity)
Additional arrangement	Medication and water Use of a computer Additional lighting Low-vision aids (not including tablet or internet-enabled devices) Note: Braille and enlarged font in A4-size test materials are not available

The information contained in this document is correct at the time of publication but is subject to change. As much as possible this policy meets the expectations of The QCE and QCIA Handbook. Please refer to the most current version as accessed via <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019>

Implementing AARA for Formative and Summative assessment

Rest Breaks	
Description	<ul style="list-style-type: none"> Rest breaks allow a student to stop work during a timed assessment session without losing working time. The standard time for rest breaks is five minutes per half-hour of assessment time. Rest breaks lasting less than five minutes are not permitted. The student's finish time is extended by the total amount of time taken as rest breaks. Students approved for rest breaks are automatically approved for small-group supervision.
Rules and Procedures	<p>The supervisor will:</p> <ul style="list-style-type: none"> maintain and display the student's finish time on a whiteboard or similar. ensure the student turns all assessment materials facedown at the beginning of each rest break so that they are not accessible in any way. allow the student to stand and stretch, or stay in their seat and rest allow the student to use relaxing and coping strategies allow the student to leave the assessment room or use toilet facilities accompanied by a supervisor. <p>The supervisor will not:</p> <ul style="list-style-type: none"> allow the student to work on the questions during the rest break.

Extra Time	
Description	<ul style="list-style-type: none"> Extra time provides the student with an extension to the total working time during a timed assessment session. The standard allocation for extra time is five minutes per half-hour of the assessment time. Students approved extra time are automatically approved for small group supervision.
Rules and Procedures	<p>The supervisor will:</p> <ul style="list-style-type: none"> maintain and display the student's total finishing time on a whiteboard or similar. allow the student to use the extra time for rest breaks.

Reader

Description

- The reader's role is to read the assessment materials or student responses as often as the student requests.
- **Students approved for a reader are automatically approved for single-student supervision.**

Rules and Procedures

The reader can:

- read the instructions, questions or quotations exactly as written
- read assessment questions, stimulus or resource materials as many times as required by the student
- read the student's responses back to them

The reader cannot:

- paraphrase or amend written instructions
- interpret questions, diagrams, tables or instructions for the student
- discuss the student's responses or offer suggestions or advise the student in any way.

Scribe

Description

- The scribe's role is to transcribe the student's verbal responses and directions during the assessment.
- **Students approved for a scribe are automatically approved for single-student supervision and extra time to compensate for the dictation process**

Rules and Procedures

The scribe can:

- write the student's details on the response materials
- write or type the student response exactly as dictated by the student
- request the student repeat a word or sentence
- ask the student to spell difficult words or technical terms
- punctuate and use capital letters without the direction of the student
- rule lines, plot or draw graphs and measure at the direction of the student
- operate a calculator at the student's direction
- re-read the student's response to enable the student to maintain thinking and edit work

The scribe cannot:

- alter or rewrite the student's work
- interpret questions, diagrams, tables or instructions for the student
- write technical or difficult words without asking the student to indicate spelling
- discuss the student responses, or offer suggestions, or advise the student in any way.

Computer Access

Description	<ul style="list-style-type: none"> • Computer access allows a student to type their responses to examination questions. • Students approved a computer are automatically approved for small group supervision.
Rules and Procedures	<p>The supervisor will:</p> <ul style="list-style-type: none"> • ensure the student has access a desktop, laptop or notebook. • ensure that Microsoft WordPad or Notepad is the only accessible software. • ensure that internet access is not available (unless as a requirement of the assessment item) • sit where they can see the student’s screen. • allow the student to use the cut, copy and paste functions within their own work • allow the student to underline, and use bold and italics • allow the student to use superscript and subscript. • instruct the student not to use the spellchecker or grammar checker functions • instruct the student not to use autocorrect or autotext functions • instruct the student not to create automatic graphs by entering data (unless as a requirement of the assessment item).

Diabetes Management

Description	<ul style="list-style-type: none"> • Diabetic management enables students to monitor and assess their condition during a supervised assessment. • Students approved a diabetic management plan are automatically approved for small group supervision, or be seated near an exit, or leave the room if necessary (accompanied by a supervisor).
Rules and Procedures	<p>The supervisor will:</p> <ul style="list-style-type: none"> • allow the student to take the following into the assessment venue: <ul style="list-style-type: none"> ▪ bite-sized food and drink ▪ blood glucose monitoring equipment ▪ an insulin syringe or insulin pump, or wear an insulin pump (pump may be worn at all times) • allow the student to have a rest break (five minutes per half-hour without access to the assessment materials or responses) to eat, drink, access the toilet (accompanied by a supervisor) or check blood glucose levels • allow the student take up to 20 minutes to eat, drink and check blood glucose levels if hypoglycaemia or hyperglycaemia occurs.