

YSHS AARA - Confidential Student Statement: Illness or Misadventure (General & Applied Subjects, Units 1 - 4, excluding external exams)



Access Arrangements and Reasonable Adjustments (AARA) to Assessment for Students Suffering Effects of Illness or Misadventure

A student who is ill and or unable to attend school for internal assessment should inform the deputy principal, dean of students or year coordinator as soon as practical. This may be before, during or immediately after the assessment session and should be accompanied by the completion of this application.

The illness or event must be unforeseen and beyond the student's control. An adverse effect must be demonstrated. The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.

Information provided in this statement is treated in the strictest confidence and is only used for the purpose of determining eligibility for AARA.

Fill out all fields and sign the declaration. Submit this statement with supporting documentation (eg medical certificate, police report, written evidence from a relevant independent professional or statutory) to the Deputy Principal or Dean of Students.

Student details			
Student name:		Date of Birth:	
Address:		LUI:	
Subject/s and Assessment details:			

<p>DESCRIPTION: Provide a brief description of the student's illness, condition or event. Include dates and symptoms of impairment, severity (mild, moderate, severe) and whether it was a temporary condition or deterioration of a chronic condition.</p>
<p>EFFECT on ASSESSMENT: Explain the probable effect of the illness, condition or event on the student's participation in the assessment.</p>

DECLARATION: In signing this application you declare that the **information is true and accurate**.
 PERMISSION: Where you have been unable to attend school for assessment due to a medical reason, you give permission for your **health professional** (named below) to give information relating to the above condition to the Yeronga State High School Principal or delegate. The sole purpose of providing this information is to assist with determining a suitable AARA.

Health Professional – Name and Contact details:

Student signature: **Date:** / /

Parent/carer signature (if student is under 18): **Date:** / /

NB The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in summative Units 3 and 4.

School Approval			
AARA not granted	Reasons:		
AARA granted	Start Date:	End Date:	
Adjustments Details / Reasons for Non-Approval	Adjustment Category/s & Description		
Signature & Position:		Date:	

Office Use	
<u>YSYS Illness / Misadventure Form:</u>	Student / Parent notified of approval status <input type="checkbox"/>

AARA Description of possible adjustments to assessment and/or conditions.

CATEGORY	ADJUSTMENT DESCRIPTION	
Alternative format papers	<ul style="list-style-type: none"> • braille • A4 to A3 enlargement • electronic format 	<ul style="list-style-type: none"> • large print papers, e.g. N18, N24, N36 • black-and-white materials.
Assistance	<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. 	
Assistive technology	<ul style="list-style-type: none"> • amplification system • speech-to-text application • magnification application. <p>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.</p>	
Bite-sized food	<p>The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.</p>	
Comparable assessment	<p>An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.</p>	
Computer	<p>Desktop computer or laptop computer with an approved software application.</p>	
Drink	<p>A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.</p>	
Diabetes management	<ul style="list-style-type: none"> • bite-sized food • drink • blood-glucose monitoring equipment • rest breaks to eat, measure blood-glucose level or access toilet facilities • medication • varied seating and rest time for the practical aspects of managing the condition. 	
Extension	<p>An extension to the due date for submission or completion of an extended response project or performance or non-examination.</p>	
Extra time	<p>Additional working time at the rate of five minutes per half hour of examination assessment time.</p>	
Individual instructions	<p>A clean, unannotated copy of the written instructions. The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.</p>	
Physical equipment and environment	<ul style="list-style-type: none"> • specialised desk or chair • cushion or pillow • crutches • heat or cold pack • towel 	<ul style="list-style-type: none"> • lighting • ventilation • temperature • other physical aid.
Reader	<p>A reader that reads the assessment or the student's response aloud as often as the student requests.</p>	
Rest breaks	<p>Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.</p>	
Scribe	<p>Work with someone who transcribes the student's verbal response or directions during the assessment.</p>	
Varied seating	<p>Varied seating. Options include: • single student supervision; • small group supervision; • seated at the back, front or side of the main assessment room</p>	
Vision aids	<p>Examples include: • coloured transparency overlay; • different lighting</p>	