	<b>POLICY LOCATION:</b> <a href="#">Online – Staff Policy &amp; Procedure</a>
	<b>POLICY NUMBER:</b> TL011
	<b>POLICY AREA:</b> Teaching & Learning

**POLICY TITLE: SENIOR ASSESSMENT POLICY**

**1. PURPOSE**

Riverside Christian College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

**2. SCOPE**

This policy applies to all senior students (Year 10-12) currently enrolled at Riverside Christian College. It details procedures to be followed in applying for an extension of time to complete an assessment task, late submission and non-submission of student responses to assessment instruments. It also details procedures relating to examination requirements. This policy aims to ensure fairness to all students and requires that students meet their obligations regarding completion of a course of study as they relate to assessment.

**3. POLICY STATEMENT**

Riverside Christian College’s expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment is:

- aligned with curriculum and pedagogy
- equitable for all students.
- evidence-based, using established standards and continua to make defensible and comparable judgments about students’ learning.

- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning.
- transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made.
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- Validity, through alignment with what is taught, learnt and assessed.
- Accessibility, so that each student is given opportunities to demonstrate what they know and can do.
- Reliability, so that assessment results are consistent, dependable or repeatable.

## 1. Promoting Academic Integrity

Riverside Christian College promotes academic integrity by developing students' skills and modelling appropriate academic practices.

The following whole-school procedures, in conjunction with the QCAA policy and procedures handbook, support this endeavour.

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
<b>Location and communication of policy</b>	<p>The school assessment policy is located on the school website at <a href="https://www.riverside.qld.edu.au/policies">https://www.riverside.qld.edu.au/policies</a> and in the school prospectus. All questions regarding this policy should be directed to the Head of Senior College.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes and included as part of the Distance and FLA agreement. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews.</li> <li>• during SET planning.</li> <li>• when the assessment schedule is published.</li> <li>• prior to assessment being issued.</li> <li>• in response to phases of the assessment cycle.</li> </ul>
<b>Expectations about engaging in learning and assessment</b> <a href="#">Section 1.2.4</a> <a href="#">Section 2</a>	<p>Riverside Christian College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students will demonstrate success in their learning when they engage effectively in all learning tasks assigned by the teacher, at the set standard, including literacy and numeracy requirements.</p> <p>Students become eligible for a Queensland Certificate of Education when they have accrued the set amount of learning, at the set standard, in a set</p>

### Section 8.3

pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements **on or before the due date** for their results to contribute credit to the QCE and be included in their student report.

#### **Student responsibility**

Students are expected to:

- engage in the learning for the subject or course of study.
- have an attendance rate of 85% or greater or an engagement rate of 85% or greater with the course materials for online, Distance and FLA students.
- produce evidence of achievement that is authenticated as their own work when requested.
- submit responses to scheduled assessment before 11:59pm on the due date via *Turnitin* on the College Learning Management System. Practical subjects will film during designated periods outlined on the assessment cover sheet.
- students engaged in flexible learning arrangements or distance education will need to inform the school about examination supervisors and then complete the variation to venue to nominate a school for external examinations at the end of Unit 4.

#### **Teacher responsibility**

Teachers are expected to:

- provide access to course and assessment outline.
- ensure that all assessments conform to the Authority principles and characteristics as outlined by QCAA.
- provide regular and timely feedback on classwork and assessments prior to final submission (refer to Drafting section).
- provide quality teaching and learning that adheres to the subject specific requirements for the senior phase of learning.
- clearly outline internal and external assessment requirements and timelines. Establish and enforce clear checkpoints required for successful task completion.
- teachers will engage in an internal comparability process for all student assessments.
- Internal assessments will only be provided via the learning management system within the specified timeframe of the assessment as per the notional hours in the specified syllabus or study plan.
- Examinations, internal and external, will not be provided to students via the learning management system or published prior to the examination date. Alternative dates for examinations will be approved by the Head of Senior College and a comparable examination will be provided to the student.

To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.

## Due dates

### [Section 8.2.7](#)

#### **School responsibility**

Riverside Christian College is required to adhere to the QCAA policies for gathering evidence of student achievement on or before the due date.

Specific dates, including the date the assignment was given and dates for checkpoints, presentation of drafts and final copy will always be provided by the teacher and stated on the task sheet. Timely submission of assessment is 11:59 pm on the due date via Turnitin. For practical assessment submissions which require recording, times will be stipulated on the cover of the assessment.

Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will have access to their assessment schedule by the end of Week 3 for each unit available through the Student Café portal.

The assessment schedule will:

- align with syllabus requirements.
- provide the notional working time for students to complete the task as per the syllabus.
- allow for internal quality assurance processes.
- enable timelines for QCAA quality assurance processes to be met.
- be clear to teachers, students, mentor teachers and parents/carers.
- be consistently applied.
- be clearly communicated by the end of Week 3 of each unit.
- give consideration to allocation of workload where applicable.

#### **Student responsibility**

Students are responsible for:

- recording and adhering to all due dates.
- planning and managing their time to meet the due dates for checkpoints, drafts and final submissions.
- informing their classroom/mentor teacher at least 3 days prior to the due date if they have concerns about assessment load and meeting due dates.

In cases where students are unable to meet a due date, they will:

- inform the classroom/mentor teacher as soon as possible.
- provide the subject teacher with relevant documentation, e.g. medical certificate and complete the Request for Alternate Assessment Date form (see appendix 1) which will be submitted to the Head of Senior College for approval.
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.
- submissions must be made with 72 hours of the final date on the medical certificate
- comparable exams must be sat on the student's return to school

	All final decisions are at the Principal's Delegate's discretion. Refer to AARA information below.
<b>Submitting, collecting and storing assessment information</b> <a href="#">Section 9</a>	<p>Assessment instruments will provide information about Riverside Christian College's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence will be submitted on or before the due date to the location specified by the assessment coversheet. Draft responses will be submitted on the due date at a time and location stated, in writing, by the subject teacher.</p> <p>Final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. Distance Education and Flexible Learning Arrangement students will submit examination responses electronically within 1 hour of completion and send all hardcopies via mail. All evidence used for making judgments is stored as described in Queensland College's teacher handbook.</p> <p>All assignments will have a task/criteria sheet which provides information on the nature of the task, a clear description of the final product, the objectives, the length and emphasis on various sections required. Assignments will also have a copy of the Instrument Specific Marking Guide, relevant rubric or marking scheme.</p>
<b>Appropriate materials</b> <a href="#">Section 8.2.2</a>	Riverside Christian College is a supportive and inclusive school. Material and texts are chosen with care in this context by staff in conjunction with the QCAA recommended texts.

## 2. Ensuring Academic Integrity

Riverside Christian College has procedures to ensure that there is a consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity.

The following whole-school procedures, in conjunction with the QCAA policy and procedures handbook, support this endeavour.

### 2.1 Internal Assessment Administration

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
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<p>Scaffolding <a href="#">Section 8.2.3</a></p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument.</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>When scaffolding in an assessment context, the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria. All Scaffolding is limited to the QCAA provided assessment guidelines</p> <p>Scaffolding may include:</p> <ul style="list-style-type: none"> <li>• providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument.</li> <li>• guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument.</li> <li>• providing prompts, questions and/or cues for students about the requirements for their response.</li> </ul>
<p>Checkpoints <a href="#">Section 8.2.7</a></p>	<p><b>Checkpoints will:</b></p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets.</li> <li>• practical subjects will record pre-determined checkpoints in class</li> <li>• monitor student progress.</li> <li>• be used to establish student authorship.</li> </ul> <p><b>Teachers may use defined checkpoints to:</b></p> <ul style="list-style-type: none"> <li>• clarify assessment expectations for students e.g. task requirements, how judgments are made.</li> <li>• discuss progress towards the task completion.</li> <li>• help students develop strategies to submit assessment by the due date.</li> <li>• gather evidence on or before the due date.</li> <li>• provide points of intervention, if needed.</li> <li>• embed authentication strategies.</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. In the event that a student <del>does not meet a</del> has an unsatisfactory checkpoint, onsite students will be directed to attend Catch-up Class until the checkpoint meets a satisfactory standard and evidence is able to be collected by the teacher. For online and FLA students, the parent or mentor teacher will be contacted and the unsatisfactory submission recorded.</p> <p>All checkpoint infringements will result in the Mentor Teacher, Heads of Faculty or parents/carers being contacted via email.</p>

<p><b>Drafting</b>  <a href="#">Section 7.2.2</a>  <a href="#">Section 8.3</a></p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• provided on a maximum of one draft of each student’s response – referring to complete draft e.g. if collected in parts, each part may be given feedback once.</li> <li>• a consultative process that indicates aspects of the response to be improved or further developed.</li> <li>• delivered in a consistent manner and format for all students.</li> <li>• provided within 7 (seven) business days of the submission of a draft.</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>• compromise the authenticity of a student response.</li> <li>• introduce new ideas, language or research to improve the quality and integrity of the student work.</li> <li>• edit or correct spelling, grammar, punctuation and calculations.</li> <li>• allocate a mark.</li> </ul> <p>A copy of the draft with feedback will be stored in accordance with QCAA regulations.</p> <p>In the event that a student does not submit a complete draft to the required standard the student will attend Catch-up Class until the submission date. Students will send evidence of progress to their teacher on a regular basis. Students will adhere to all authentication strategies outlined in their assessment. Failure to participate satisfactorily in the selected course of study will result in an escalation of consequences. Please note that if a student does not attend Catch Up Class for a notified non-submission of work, the Head of Senior College will be notified and further consequences will be applied. Students will not receive feedback on late drafts. In the event of an incomplete draft, feedback will only be given on the submission. Parents, Caregivers or Mentor Teachers will be notified by email about non-submission of drafts.</p>
<p><b>Managing response length</b>  <a href="#">Section 8.2.6</a></p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents e.g. word length range, time frame for performance/presentation, number of pages. If a response length specifies between 1500 and 2000 words, the response must be within this range. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• all assessment instruments indicate the required length of the response.</li> <li>• teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• model responses within the required length are available (Years 11-12).</li> </ul>

	<ul style="list-style-type: none"> <li>• feedback about length is provided by teachers at checkpoints and during the drafting process.</li> </ul> <p>After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> <li>• mark only the work up to the required length, excluding evidence over the prescribed limit; and</li> <li>• annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</li> </ul>
<p><b>Authenticating student responses</b>  <a href="#">Section 8.1.3</a></p>	<p>All students enrolled in senior college subjects at Riverside Christian College must complete the Academic integrity course provided by the QCAA prior to beginning Year 11 or upon enrolment. FLA and Online students must send evidence of completion.</p> <p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Riverside Christian College uses the authentication strategies and software to ensure academic integrity. Teachers can also collect evidence during the development of responses to establish authorship of final responses.</p> <p>Teachers may:</p> <ul style="list-style-type: none"> <li>• monitor, collect or observe progressive samples of each student’s work at various stages. This process could be documented using an authentication record, checklist or photographs.</li> <li>• interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student’s own work.</li> </ul> <p>To establish authorship of final responses, teachers may:</p> <ul style="list-style-type: none"> <li>• directly compare the responses of students who have worked together in groups.</li> <li>• for text, analyse final student responses using plagiarism-detection software, if available.</li> <li>• interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses.</li> <li>• use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.</li> </ul> <p>Written assessment items for all Senior Students participating in units 1 to 4 will be uploaded to <i>Turnitin</i> via the Learning Management System to be authenticated by the due date/time stipulated on the assessment.</p> <p>In cases where a student response is not authenticated as a student’s own work, procedures for managing alleged academic misconduct will be followed. Consequences for students found to have committed an act of academic misconduct include:</p>



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|--|---|
|  | <ul style="list-style-type: none"><li>• Students being marked only on the work identifiable as their own.</li><li>• The Parent, Caregiver or Mentor Teacher are informed of the academic misconduct and behavioural consequences for academic misconduct being applied in accordance with QCAA requirements and College Policy.</li></ul> |
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**Access arrangements and reasonable adjustments, including illness and misadventure (AARA)**

**Section 6**

**Applications for AARA (Years 11-12)**

Riverside Christian College is committed to reducing barriers to success for all students.

AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

The College follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

The Principal's Delegate manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in [Section 6.5.1](#)) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.

Students are not eligible for AARA on the following grounds:

- Unfamiliarity with the English language.
- Teacher absence or other teacher-related issues.
- Matters that the student could have avoided.
- Matters of the student's or parent's/carer's own choosing.
- Matters that the school could have avoided.

**Applications for extensions to due dates for unforeseen illness and misadventure**

Students and parents/carers must contact the subject teacher as soon as possible and submit a Request for Alternate Assessment Date with supporting documentation such as a medical certificate.

**External Course participants:** e.g. TAFE, School Based Apprenticeship/Traineeship, external Certificates etc. do NOT meet the requirements for an AARA or extension. Students are expected to attend college assessment as Riverside Christian College is the main learning provider. Student are expected to make appropriate arrangements with external providers to complete assessment where a clash exists.

**Ineligible Students:**

<p><b>Managing non-submission of assessment by the due date</b>  <a href="#">Section 11.1.2</a></p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> <li>• is provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this.</li> <li>• Was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.</li> </ul> <p>It is not appropriate to award a lower grade, result or standard as a penalty for a late submission. Where an assessment is submitted after the due date without prior application for extension, teachers will make judgements based on the evidence collected such as drafts or related classwork.</p> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. Student failing to meet the participation requirements of a Senior Subject will be referred to the Head of Faculty. Students who are not emitting the participation requirements across their subjects will be referred to the Head of Senior College and deemed as Academic At-Risk.</p> <p>A Not Rated on any single piece of assessment will result in a Not Rated for the semester. The implication(s) of this for students in Year 11-12 could include ATAR and QCE ineligibility. This could also jeopardise Tertiary study.</p> <p>Please see previous section on AARA for extension.</p>
<p><b>Internal quality assurance processes</b>  <a href="#">Section 8.2.7</a></p>	<p>Riverside Christian College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• Quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA.</li> <li>• Quality assurance of judgments about student achievement.</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to external moderation in conjunction with the QCAA.</p>
<p><b>Review</b></p>	<p>Riverside Christian College internal review processes for student results (including NR) for all General subjects (Year 10, Units 1 and 2), Applied</p>

<a href="#">Section 9.1</a> <a href="#">Section 11.5</a>	subjects, and Short Courses is equitable and appropriate for the local context.
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## 2.2 External Assessment Administration

<a href="#">QCE and QCIA policy and procedures handbook</a>	<b>Policy and procedures</b>
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b>  <a href="#">Section 10</a></p> <p>See also:  <i>External assessment — administration guide</i>        (provided to schools each year)</p>	<p>The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way.</p> <p>Riverside Christian College, will:</p> <ul style="list-style-type: none"> <li>• communicate rules and expectations for external assessment to their school community, including teachers, mentor teachers, students and parents/carers</li> <li>• maintain the security of external assessment materials in accordance with the External Assessment Administration Guide</li> <li>• provide supervision and conditions that comply with the external assessment schedule and guidelines.</li> </ul> <p>School external assessment (SEA) coordinators:</p> <ul style="list-style-type: none"> <li>• ensure that all external assessment guidelines and rules are shared with and understood by teachers and students.</li> <li>• supervise external assessment, ensuring no undue assistance is provided that contributes to a student’s assessment response.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• comply with rules and expectations when supervising the external assessment.</li> <li>• inform students that the External Assessment coordinator will be advised of any alleged incident of academic misconduct.</li> <li>• report incidents of suspected or observed academic misconduct to the External Assessment coordinator.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• read and comply with the external assessment student rules and information provided by the school.</li> <li>• If completing external examinations at another school, the base school will need to be approved by the QCAA.</li> <li>• understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see <a href="#">Section 8.1.2: Understanding academic misconduct</a>).</li> <li>• are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations.</li> </ul>

## RESPONSIBILITIES

Areas of Responsibility	Person Responsible
Delivery and creation of quality assessment	Teacher
Moderation of assessment	Teacher / Head of Faculty or Head of College or Head of Distance Education
Implementation, monitoring, adjustments and authenticity of assessment	Teacher
Reported breaches in conduct, conditions or concerns over assessment results	Head of College / Head of Distance Education
Implementation and reporting of AARA	Teacher / Head of College / Head of Learning Support

## 5. DEFINITIONS

**AARA – Access Arrangement and Reasonable Adjustments**

**QCIA – Queensland Certificate of Individual Education**

**QCE – Queensland Certificate of Education**

**SEA – Senior Examination Administrator**

**QCAA – Queensland Curriculum & Assessment Authority**

## 6. REFERENCES

**Queensland Curriculum & Assessment Authority (2020) QCE and QCIA policy and procedures handbook** For senior secondary schools (Version 2.0).

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

## 7. RELATED DOCUMENTS

The following documents are referenced in this policy:

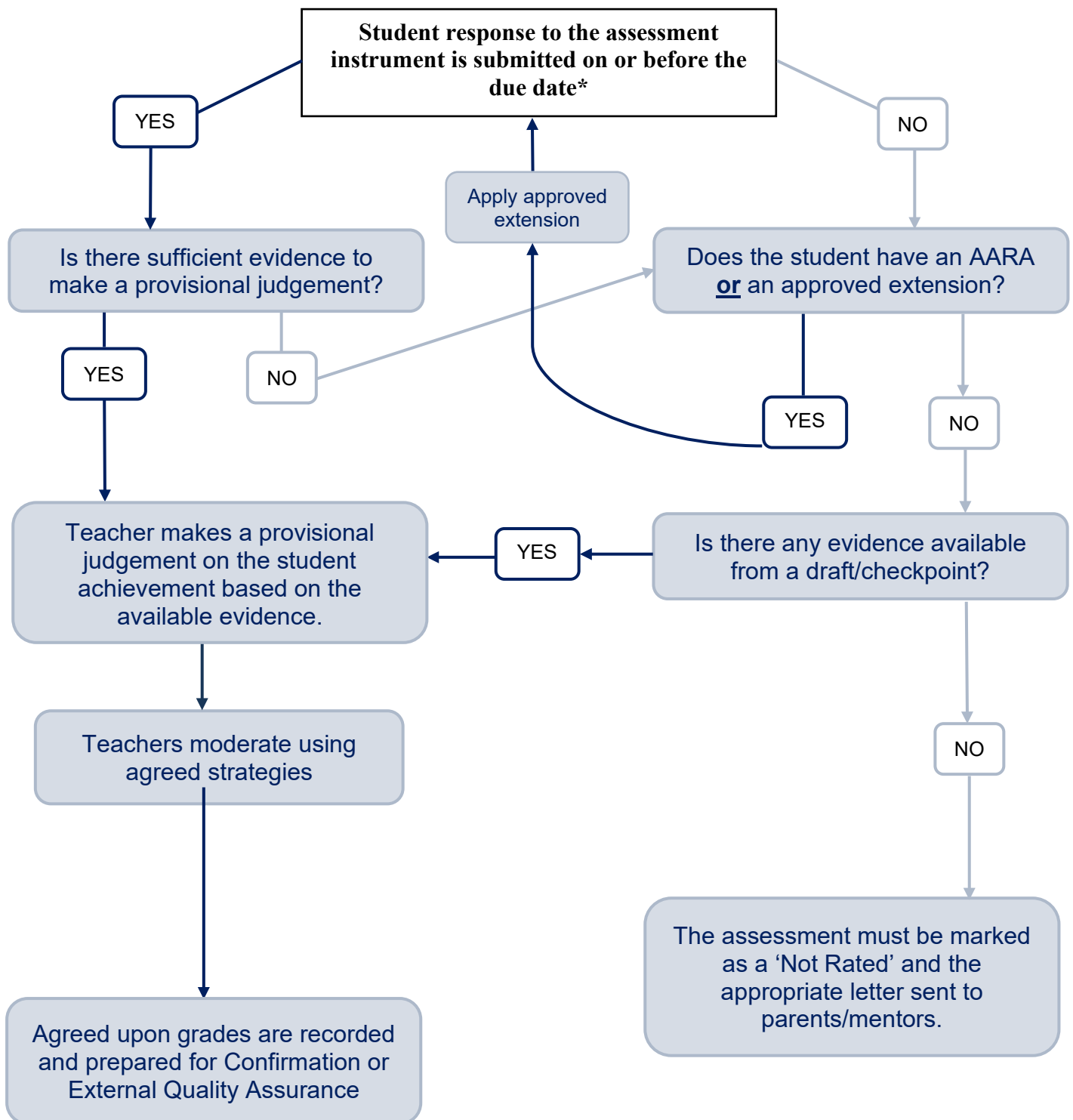
- QCAA
- Assessment Procedure
- Moderation Procedure
- QAT
- Riverside Christian College Care and Conduct Policy

### Policy Approval

Name	Position	Date
Riverside Christian College Board	Riverside Christian College Board	November 2021

Version No:	Document Development/Revision Date	Description of Change	Document Owner	Position Title	Next Review Date
4	November 2021	QCAA changes	T Holder	Head of Senior College	November 2022

# ASSESSMENT SUBMISSION WORKFLOW





**RIVERSIDE**  
CHRISTIAN COLLEGE

## REQUEST FOR ALTERNATE ASSESSMENT DATE

The request for an alternate assessment date must be applied for at least 3 days prior to the due date of the assessment task. Outside this timeframe, please contact relevant Head of College.

Year 11 and 12 students must adhere to the relevant AARA specifications.

You are to:

1. Complete Section 1 and submit it to your Subject Teacher who will complete Section 2, and then
2. Take it to the Head of College who will complete Section 3.

### Section 1A: TO BE COMPLETED BY ALL STUDENTS

Name: \_\_\_\_\_ Year Level: \_\_\_\_\_ Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assessment Item (technique & format): \_\_\_\_\_ Date issued: \_\_\_\_\_ Due Date: \_\_\_\_\_

Reason for seeking an alternate date: \_\_\_\_\_

Describe the evidence supplied/attached (e.g. Dr's Certificate or other documentation):  
\_\_\_\_\_  
\_\_\_\_\_

New date requested for submission of completed work: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Section 1B: TO BE COMPLETED BY FLA (Flexible Learning Arrangement) STUDENTS ONLY

Base School: \_\_\_\_\_ Base School Delegate: \_\_\_\_\_

Extension Request supported by Base School :  Yes (New Date)  No

Base School Delegate's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Section 1C: TO BE COMPLETED BY YEAR 11 and 12 STUDENTS ONLY

Please select the relevant AARA being used and attach the documentation:

Confidential Student Statement

Confidential Medical Report

### Section 2: TO BE COMPLETED BY SUBJECT TEACHER

Comment: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

### Section 3: TO BE COMPLETED BY THE HEAD OF COLLEGE

Extension:  Yes (New Date)  No

Comment: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please email the relevant teacher and student the approval status including alternate date for submission if approved.  
Please ensure that details are submitted via TASS.