



Bundaberg North State High School

Assessment Policy

Scope

The scope of this policy includes Australian Curriculum P-10 learning areas, Applied, Applied (Essential), General and General (Extension) subjects and Short Courses. The processes, procedures, roles and responsibilities are designed to build capacity as student work towards summative assessment completion.

The framework for the procedures, as they apply to years 11 and 12 is developed from the QCE and QCIA policies and procedures handbook.

The framework for the procedures, as they apply to years 7, 8, 9 and 10 is developed from school-based policies and procedures and the P-12 Curriculum, Assessment and Reporting Framework and associated documents.

Purpose

This document details the policies and procedures at Bundaberg North State High School that encourage the participation and engagement of students in their learning and assessment.

The assessment policy utilises the P-12 Curriculum, Assessment and Reporting Framework, QCAA guidelines, the QCE and QCIA policy and procedures handbook and QCAA syllabuses to inform school-based assessment policies for P-10 learning areas, Applied, Applied (Essential), General and General (Extension) subjects and Short Courses. Vocational education and training certificate courses (VET) are covered by the standardised policies and procedures located on the QCAA website.

This assessment policy:

- provides information to students about expectations for assessment and their responsibilities
- includes guidelines for teachers and information to all staff about expectations and their roles and responsibilities
- is:
 - communicated clearly to teachers, students and parents/carers
 - enacted consistently across all subjects within the school
 - based on information in the P-12 Curriculum, Assessment and Reporting Framework, Australian Curriculum p-10 syllabuses and QCAA guidelines and syllabuses.

Principles

Assessment at North Bundaberg State High School is influenced by the Robert DuFour “Professional Learning Community model which requires school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kinds of results that fuel continual improvement. When planning a unit all teachers, led by Heads of Department, are expected to focus on The Four Critical Questions:

1. What do we want students to learn?
2. How do we know if they have learned it?
3. What do we do if they don't learn?
4. What do we do if they already know it?

In following this process it is agreed that the following purposes of assessment, processes for construction of assessment instruments, and principles underpin the assessment practices of this school.

Purposes of assessment:

The purposes of assessment at North Bundaberg State High School are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- provide information to students, parents, teachers, who need to know about the progress and achievements of students to help them achieve to the best of their abilities
- provide information for school reporting and the issuing of certificates of achievement

The following principles form the foundation of beliefs about Bundaberg North SHS assessment practices.

Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards/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, learned 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.

Promoting academic integrity

Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity. Bundaberg North SHS utilises the following procedures to develop students' skills and model appropriate academic practices.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>In order that all stakeholders in our school community are aware of the school assessment policy, it is centrally located on the school website and in the school prospectus. A student and parent guide is located in the student diary.</p>
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1</p>	<p>Bundaberg North SHS requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity.</p> <p>Staff are required to complete the academic integrity courses and accreditation courses provided by the QCAA.</p> <p>Senior students are required to complete the academic integrity courses provided by the QCAA, in year 10 or after enrolment if not completed at a previous school.</p> <p>Bundaberg North SHS will actively engage students with this policy at the following junctures:</p> <ul style="list-style-type: none"> • enrolment interviews • SET planning • when assessment is handed to students • newsletter publications at key phases in the assessment cycle <p>The whole school community: staff, students, and parents and caregivers, have roles and responsibilities in ensuring that all students have a strong understanding of:</p> <ul style="list-style-type: none"> • Cognitions required by syllabus objectives • Forward planning – planning to understand and meet the task requirements in the designated timeframe • Time management – planning for individual circumstances and adjusting plans in response to unexpected events such as issues with technology • Note-taking and summarising – synthesising information into new ideas or summaries • Referencing – appropriately acknowledging ideas and work of others, and selecting appropriate quotes and examples • Arguing and communicating meaning • Editing • Self-assessing compliance with academic integrity guidelines

<p>Due dates Section 8.5.2 Section 8.5.3</p>	<p>Bundaberg North SHS is responsible for gathering evidence of student achievement on or before the due date for internal assessment.</p> <p>Assessment due dates will:</p> <ul style="list-style-type: none"> ○ align with syllabus requirements ○ provide sufficient working time for students to complete the task ○ allow for internal quality assurance processes ○ enable timelines for QCAA quality assurance processes to be met ○ be published to teachers, students and parents/carers by week 3 of term 1 and week 3 of term 3 ○ be consistently applied ○ refer to 5:00pm of the due date <p>Any alterations to assessment dates will be negotiated with the HOD and advertised to parents and students via email and the newsletter 2 weeks prior.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • accessing due dates via the assessment schedule on One School • planning and managing their time to meet due dates • following school processes to apply for extensions
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments may be submitted via the following modes:</p> <ul style="list-style-type: none"> • paper-based copy and/or physical product directly to the teacher • paper-based copy and/or physical product to the school office, where a receipt will be issued • electronically via email to the subject teacher or principal@bundabernorthshs.eq.edu.au <p>For Australian Curriculum P-10 learning areas: assessment instruments, student work and records of results will be securely stored until the end of term one of the following year.</p> <p>For Applied, Applied (Essential), General and General (Extension) subjects and Short Courses: assessment instruments, student work and records of results will be securely stored in accordance with the QCAA retention and disposal requirements.</p> <p>For VET courses: assessment instruments, student work and records of results will be securely stored in accordance with the standardised policies and procedures located on the QCAA website.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • Submitting assessment within due date requirements

	<ul style="list-style-type: none"> Submitting assessment in required formats, lengths, transmission modes and locations
<p>Appropriate materials</p> <p>Section 7.1</p> <p>Section 8.5.3</p>	<p>Bundaberg North SHS staff select materials in accordance with syllabus requirements, curriculum priorities and Department of Education principles of inclusivity.</p> <p>Students are responsible for considering the appropriateness of any materials accessed or produced and ensuring they are aligned with the school values.</p>

Ensuring academic integrity

Bundaberg North State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Scaffolding</p> <p>Section 7.2.1</p>	<p>Bundaberg North SHS curriculum leaders manage a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity and reliability. Across the phases of learning, there will be a gradual release of responsibility to students.</p> <p>During the teaching and learning phase, scaffolding may include:</p> <ul style="list-style-type: none"> breaking a complex task, learning experience, concept or skill into discrete parts modelling thought processes required to complete parts of an assessment instrument pre-teaching vocabulary specific to the subject and assessment instrument questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response showing examples of responses and demonstrating the match to performance descriptors using visual frameworks or graphic organisers to plan responses. <p>Scaffolding for assessment instruments</p> <p>When scaffolding in an assessment context, it is important that 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.</p>

	<p>In years 11 and 12 for Applied, Applied (Essential), General and General (Extension) subjects: scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.</p> <p>Scaffolding assessment in years 11 and 12 may include:</p> <ul style="list-style-type: none"> • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument • providing prompts and cues for students about the requirements for their response. <p>Bundaberg North SHS uses quality assurance processes, including pre-moderation of assessment, and the use of QCAA quality assurance tools to ensure that student work is not restricted to a predetermined response, and allows students to demonstrate the objectives being assessed.</p>
<p>Checkpoints Section 8.5.3</p>	<p>Bundaberg North SHS teachers use monitoring processes to check student progress towards successful completion of assessment tasks. Checkpoints are clearly indicated on task sheets. Communication with Heads of Department for curriculum areas and parents will occur as soon as possible where teachers identify risks to successful completion of assessment.</p> <p>Students are responsible for meeting the requirements of monitoring.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<p>Drafting is used as a part of the teaching and learning process as an opportunity for a teacher to provide feedback and gather evidence of achievement in case of illness, misadventure, or non-submission for other reasons.</p> <p>A draft may take a variety of forms (written piece, rehearsal of a performance, product in development).</p> <p>Feedback on drafts may be:</p> <ul style="list-style-type: none"> • written • verbal • provided through questioning • a summary of feedback and advice to the whole class <p>For Australian Curriculum P-10 learning areas, and Applied, Applied (Essential), General and General (Extension) subjects and Short Courses (units 1 & 2): teachers provide feedback on one or more drafts, with consideration for the phase of learning.</p> <p>For Applied, Applied (Essential), General and General (Extension) subjects (units 3 & 4) and Short Courses: teachers provide feedback on a maximum of one draft. Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.</p>

	<p>Parents and caregivers will be notified of non-submission of drafts.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • submitting drafts on or before the checkpoint date • making use of teacher-provided feedback
<p>Managing response length Section 7.2.3</p>	<p>Response lengths as specified by syllabuses and curriculum guidelines must be adhered to and will be listed as a condition on the assessment instrument task sheet.</p> <p>Support for students includes:</p> <ul style="list-style-type: none"> • a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity and reliability • availability of model responses • feedback at monitoring checkpoints and on drafts • specific length requirements stated on task sheets <p>Students are responsible for:</p> <ul style="list-style-type: none"> • Adhering to prescribed word lengths • Applying feedback about word length • Editing responses to meet requirements • Providing an accurate word count or performance time <p>Where length requirements are not met, students will receive specific feedback on the length of their response.</p> <p>For Applied, Applied (Essential), General and General (Extension) subjects (units 3 & 4): students will be given 30 minutes under supervised conditions to only redact their submission to meet the length requirements.</p>
<p>Authenticating student responses Section 7.3.1</p>	<p>To ensure all assessment aligns with the principles of accessibility, validity and reliability, Bundaberg North SHS uses a range of authentication strategies, which include:</p> <ul style="list-style-type: none"> • Changing assessment tasks from year to year • Providing class time to observe task completion • Requiring reference lists and acknowledgement of sources • Collection of evidence of student response development via classwork, outlines, photographs, plans and drafts • Post-moderation processes such as cross-marking for subjects with multiple cohorts • Individual monitoring, feedback and results for students working in groups • A student declaration of authenticity <p>Where authorship of student work cannot be established, the school will:</p> <ul style="list-style-type: none"> • provide an opportunity for the student to demonstrate that the submitted response is their own work • make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.
<p>Access arrangements and</p>	<p>Bundaberg North SHS is committed to reducing barriers to success for all students. The process for AARA application is included as appendix 1 of this assessment</p>

<p>reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>policy. All AARAs will be recorded under the Support tab > Support Provisions in One School.</p>
<p>Completion of course requirements for senior subjects Section 8.5</p>	<p>When enrolled in a General, General (Extension), Applied, Applied (Essential) subjects or Short Courses, students are expected to complete all course and assessment requirements. For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result. Schools are responsible for ensuring that students have opportunities to access assessment.</p> <p>Schools are responsible for ensuring that school communities are aware of assessment requirements. The school will inform students and parents/carers in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result.</p> <p>Where a student is a late entry into units 1 or 2 due to a change of subject, change of school, or AARA-eligible illness or misadventure, a satisfactory result may be based on a single piece of assessment, provided that all syllabus objectives are assessed by the conclusion of units 1 and 2.</p>
<p>Managing non-submission of assessment by the due date Section 8.5</p>	<p>Bundaberg North SHS teachers will progressively gather evidence of student achievement in forms including but not limited to:</p> <ul style="list-style-type: none"> • drafts • class work • rehearsal notes • photographs of student work • teacher observations <p>If a student is eligible for an extension, they should follow the AARA process (see appendix 1)</p> <p>When a student does not submit a response to an assessment item on or before the due date, a result is awarded using evidence that is available on or before the due date.</p> <p>Where there is no evidence that can be matched to relevant achievement standards, the student will receive a result of Not-Rated (NR) for the assessment piece.</p> <p>The student may be required to complete the assessment task after receiving a Not-Rated result, if the task is necessary for the provision of formative feedback, and/or ascertaining pre-requisite knowledge in order to plan future learning.</p>
<p>Internal quality assurance processes Section 8.5.3</p>	<p>Bundaberg North SHS quality assures student assessment at two junctures:</p> <ul style="list-style-type: none"> • Quality assurance of assessment instruments during the development of assessment instruments and before they are administered to students; in the case of internal assessment instruments for senior units 3 and 4, prior

	<p>to submission to the QCAA, using quality assurance tools provided by the QCAA.</p> <ul style="list-style-type: none"> Quality assurance of judgements after assessment is completed by students and prior to results being provided, using faculty-based moderation processes, which may vary depending on the size of the cohort and nature of the assessment. <p>Students are made aware of external processes that may impact on results, such as confirmation of results for General subjects.</p>
<p>Review</p> <p>Section 9.1</p> <p>Section 9.2</p> <p>Section 9.5</p>	<p>Student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses may be subject to review by the curriculum head of department and the deputy principal of the junior or senior school.</p>

External assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p> <p>Section 7.3.2</p> <p>Section 10.3</p> <p>Section 10.4</p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>See the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p>

Managing academic misconduct

Bundaberg North SHS positively and proactively assists students to avoid academic misconduct, and ensures fairness for all students, using the following methods:

- Requiring students to complete the academic integrity course

- Actively engaging students in learning about research, referencing, note-taking and summarising skills
- Actively engaging students in learning about types of academic misconduct and how they can be avoided
- Including student guidelines in the school diary, website and student SharePoint subpage

Academic misconduct includes:

	Types of misconduct
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.

	Types of misconduct
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references.
Impersonation	A student: <ul style="list-style-type: none"> arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.
QCE and QCIA policy and procedures handbook (Section 7: Academic Integrity and Section 7.1.2: Understanding academic misconduct) .	

In cases where students have engaged in academic misconduct, results will be awarded using evidence gathered by teachers prior to or on the due date that is verifiably the student's own work.

Junior: In the case of exams, students will not be rated on any exam segments potentially affected by the academic misconduct. Students may be asked to re-sit exams or complete alternative assessment.

Senior: In the case of exams, the senior school deputy principal will make a determination as to the potential impact of the academic misconduct on the student's response, and students will not be rated on any exam segments potentially affected by the academic misconduct. In cases where the impact is significant, the student's response may be awarded a Not Rated (NR) result.

Related school policy and procedures

Bundaberg North State High School Responsible Behaviour Plan for Students

Appendix 1

Access arrangements and reasonable adjustments (AARA)
(Source: QCE and QCIA policy and procedures handbook 2019 v1.1)

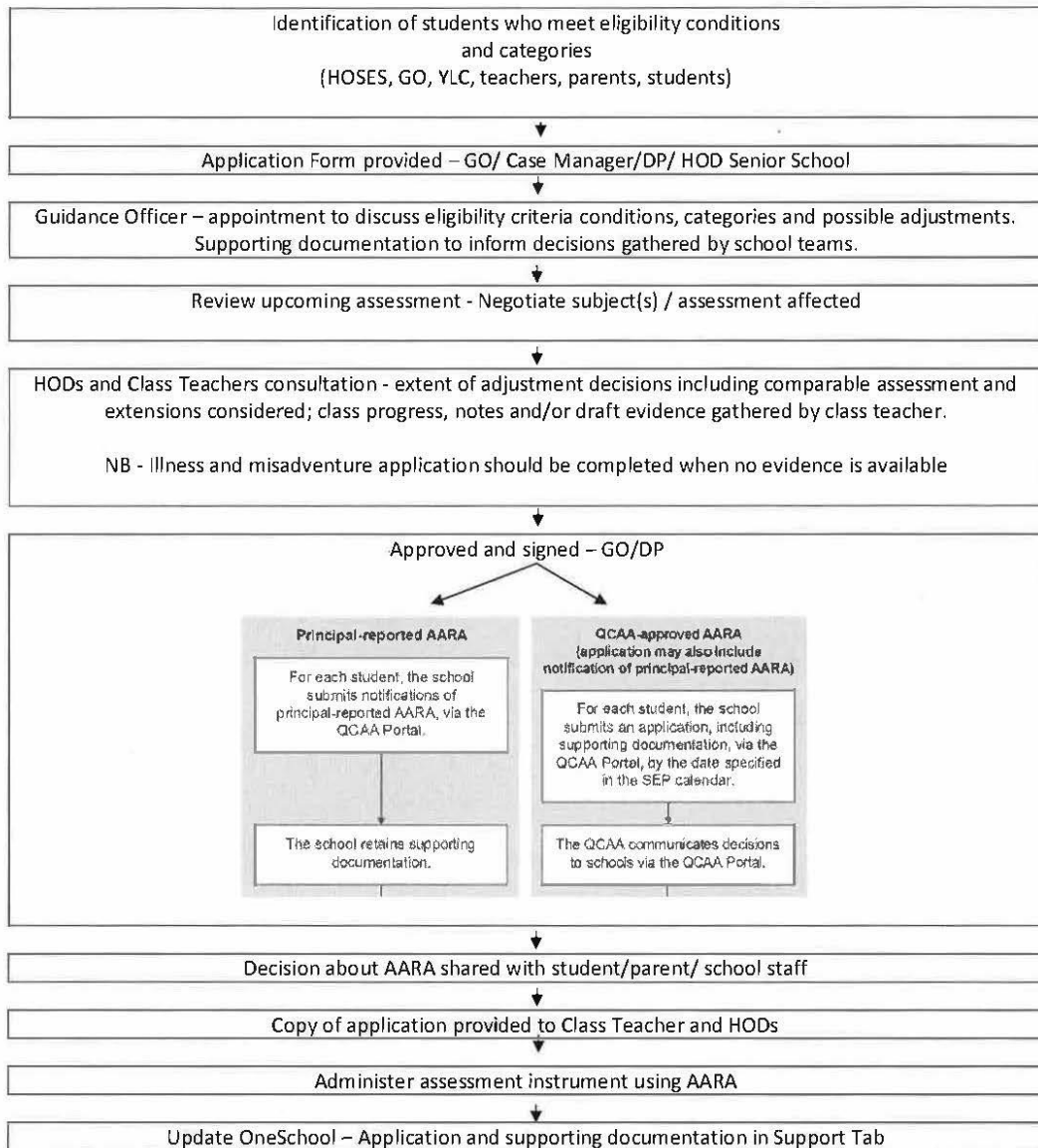
School Process and Application Form



Access arrangements and reasonable adjustments

This document outlines the process for **AARA** applications. The QCE and QCIA policy and procedure handbook 2019 outlines the policy and procedures related to Senior Schooling in Queensland.

Application Guidelines and Process Flowchart





Application for Principal reported Access arrangements and reasonable adjustments

(For students in Senior School 2019 onwards)

Student Name:	Year Level: <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Date of Application:	Duration: From: To:

Barrier	<input type="checkbox"/> Permanent <input type="checkbox"/> Temporary <input type="checkbox"/> Intermittent
Categories for AARA eligibility	<input type="checkbox"/> Cognitive <input type="checkbox"/> Physical <input type="checkbox"/> Sensory <input type="checkbox"/> Social/Emotional <input type="checkbox"/> Illness/Misadventure
Assessment affected	<input type="checkbox"/> Unit 1 <input type="checkbox"/> Unit 2 <input type="checkbox"/> Unit 3 <input type="checkbox"/> Unit 4

Supporting documentation to justify decision	<input type="checkbox"/> Medical report (by GP or Specialist or Psychologist) <input type="checkbox"/> Verification <input type="checkbox"/> Student statement <input type="checkbox"/> School Statement
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Approval Type	<input type="checkbox"/> Principal Reported AARA <input type="checkbox"/> QCAA Approved AARA
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	Subject	Teacher	HOD	Additional information
Subject/s affected				

Factors taken into consideration for decision re adjustment	<input type="checkbox"/> Presentation - how the instrument is presented <input type="checkbox"/> Response - how the student responds to the assessment <input type="checkbox"/> Timing – breaks and extra time <input type="checkbox"/> Scheduling – comparable assessment at different time <input type="checkbox"/> Setting – specialised equipment and environment, varied seating <input type="checkbox"/> Mode of assessment (eg spoken task is pre-recorded instead of in-class)
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Adjustment provided (refer over page)	<input type="checkbox"/> extra time and/or rest breaks (5 mins per half hour for examinations) <input type="checkbox"/> assistive technology including use of a computer <input type="checkbox"/> extension of time (past due date for assignment)/comparable assessment <input type="checkbox"/> a reader and/or scribe <input type="checkbox"/> assistance <input type="checkbox"/> change of venue <input type="checkbox"/> bite-sized food and/or drink and/or medication <input type="checkbox"/> format of papers
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APPROVAL OF AARA:	
Signature of Guidance Officer	Date:
Signature of Year Level Deputy Principal	Date:

OFFICE USE ONLY	Type of Approval
Application for AARA has been uploaded to Support Provisions In OneSchool <input type="checkbox"/>	<input type="checkbox"/> Principal reported AARA approved via this application <input type="checkbox"/> lodge application for QCAA approved AARA via on-line for IA and EA (see GO/DP)
Teachers/HODs have been notified <input type="checkbox"/>	
Parent/Student notified of decision <input type="checkbox"/>	

Possible access arrangements and reasonable adjustments

AARA	Description	Approval type	
		Summative IA	Summative EA
Alternate format papers	<ul style="list-style-type: none"> A4 to A3 enlargement Electronic format Black and white materials 	PR	QCAA
Assistance	<ul style="list-style-type: none"> Teacher aide assisting with manipulation of equipment Supervisor reading assessment instructions, providing support and reassurance, and prompting student to start or continue 	PR	QCAA
Assistive technology	<ul style="list-style-type: none"> Speech to text application; magnification application 	PR	QCAA
Bite-sized food	<ul style="list-style-type: none"> Bite sized food in clear container (not crunchy, strong smelling or wrapped in packaging) 	PR	PR
Comparable assessment	<ul style="list-style-type: none"> Alternative comparable assessment that has not been previously administered to students in the cohort, administered on a different date 	PR	N/A
Computer	<ul style="list-style-type: none"> Desktop or laptop computer with approved software 	PR	QCAA
Drink	<ul style="list-style-type: none"> Drink other than water for medical reasons in a clear unlabelled bottle 	PR	PR
Diabetes management	<ul style="list-style-type: none"> Bite-sized food; drink; blood glucose monitoring equipment Rest breaks; medication Varied seating and rest time 	PR	PR
Extension	<ul style="list-style-type: none"> Extension to due date for submission or completion of extended response or performance or non-examination 	PR	N/A
Extra time	<ul style="list-style-type: none"> Additional working time – 5 minutes per half hour of examination assessment time 	QCAA	QCAA
Individual instructions	<ul style="list-style-type: none"> Clean, unannotated copy of the written instructions 	PR	PR
Medication	<ul style="list-style-type: none"> Only prescribed medication in a clear container 	PR	PR
Physical equipment and environment	Examples include – <ul style="list-style-type: none"> Specialised desk or chair; cushion; pillow; crutches; heat or cold pack; towel; ventilation; other physical aid 	PR	PR
Reader	<ul style="list-style-type: none"> Reader who reads the assessment or student response aloud <i>Refer to Readers and scribe information sheet via QCAA Portal</i>	PR	QCAA
Rest breaks	<ul style="list-style-type: none"> Five minutes per half hour of assessment time Taken any time during the assessment 	QCAA	QCAA
Scribe	<ul style="list-style-type: none"> Work with someone who transcribes the student's verbal response or directions during the assessment <i>Refer to Readers and scribe information sheet via QCAA Portal</i>	PR	QCAA
Varied seating	Determined by school external assessment co-ordinator/supervisor. Options include: <ul style="list-style-type: none"> Single student supervision (eg using a reader) Small group supervision (eg group with rest breaks) Seated out of order (eg at side/back of room to stand periodically) 	PR	PR
Variation to venue	<ul style="list-style-type: none"> Changes due to severe weather conditions or incidents 	PR	QCAA
Vision aids	Examples include: <ul style="list-style-type: none"> Coloured transparency overlay Different lighting Other vision aids 	PR	PR

PR – Principal reported

QCAA – QCAA approved

