



Primary School Assessment Policy

Status:	Current	Supersedes: All previous Rockhampton Girls Grammar School Primary School Assessment Policy
Authorised by:	Girls Grammar Executive	Date of Authorisation: March 2024
References:	<ul style="list-style-type: none">• <i>PARENT & STUDENT HANDBOOK (RGGS-252-GDL)</i>• <i>ENROLMENT CONTRACT (RGGS-011-POL)</i>• <i>Rockhampton Girls Grammar School Student Planner</i>	
Review Date:	This policy will be reviewed every two (2) years, or as appropriate, to take account of new legislation or changes to school's operations and practices and to make sure it remains appropriate to the changing environment.	Next Review Date: March 2026
Policy Owner:	Principal in conjunction with Deputy Principal – Studies	Access: All Staff – Policies Procedures and Forms\LEARNING AND TEACHING DOCUMENTS\POLICIES & PROCEDURES



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PURPOSE OF THE POLICY

The purpose of this policy is to outline the Rockhampton Girls Grammar School guidelines for collecting evidence of student achievement from Prep to Year 6.

WHO MUST COMPLY WITH THIS POLICY?

- Students
- Teachers
- Parents/Carers

SCOPE

The policy applies to all school assessments in all subjects for all students. It outlines formal and informal assessment expectations, data collection and entry along with the creation of assessment items.

RESPONSIBILITIES

Responsibilities of Students

- Students are expected to complete all assessment items as outlined by their classroom teacher.
- Students are to be reflective and make honest formative self-assessments about their own learning.

Responsibilities of Teachers

- Teachers must collect a variety of data and work samples as evidence to support a student's level of achievement.
- A teacher's judgement of where a student is achieving relative to the relevant Australian Curriculum Achievement Standard must be supported by evidence.
- All assessment data must be collated in a timely manner to inform future student learning and planning.
- Teachers must inform students of assessment expectations, deadlines and QCAA standards elaborations to best equip them to complete assessments. This is to be completed in an age appropriate manner.
- Teachers must develop assessment items using the Primary School Assessment Template, which includes the Australian Curriculum Achievement Standards which link to the Standards Elaborations.
- Students and families will receive feedback about learning and progress throughout the year. This feedback will occur formally each term through reporting and informally as required.
- Teachers must make assessments available to students who are absent for uncontrollable reasons. However, if the absence is for an extended period, teachers will contact parents to inform them of the impact upon grades. If a student is absent for an assessment due to a controllable reason, the school will not provide further opportunities for that assessment upon their return. In the case of examinations, in order to maintain academic integrity, students will not be permitted to sit early. Controllable reasons are defined as circumstances or events that can be reasonably controlled by the parents or student.
- Primary School assessment procedures must be in line with ACARA documentation.
- Student assessment must be initially retained for reviewing. Assessment should then be destroyed at the conclusion of Term 1 the following year.

Responsibilities of Parents and Carers

If students are known to be absent for extended time during assessment periods, it is important parents and carers speak with teachers to discuss the impact upon assessment and grading. A medical certificate may be requested by the school.

Assessment in the Primary School is intended to be part of normal curriculum without added anxiety. It is important that students have adequate sleep and nutrition and are supported by parents and carers during these times.



SUBMISSION OF ASSESSMENT (YEAR 5 AND 6)

Teachers will provide submission deadlines to students when an assignment is first assigned. Submissions are due before 4.00pm on the due date.

STUDENT ABSENCE FOR ASSESSMENT DUE TO CONTROLLABLE REASONS

If a student is absent for an assessment due to a controllable reason, the school will not provide further opportunities for that assessment upon their return. In the case of examinations, in order to maintain academic integrity, students will not be permitted to sit early. Controllable reasons are defined as circumstances or events that can be reasonably controlled by the parents or student. For instance, going on a family holiday is deemed to be a controllable reason for absence.

REQUESTS FOR EXTENSIONS TO DEADLINES (YEAR 5 AND 6)

Students in Years 5 or 6 who miss an assessment task due to sudden illness or injury must have this communicated to the school by a parent or carer. In this circumstance, the school will endeavour to provide an alternate date for the assessment.

If a student wishes to apply for an extension for an assignment due to an uncontrollable reason known in advance, they must do at least a week in advance by speaking directly to the teacher. It is at the teacher's discretion to grant any extension. Students can apply for an alternate assessment date via the Resources tab on the School website.

Late or Non-Submission of Assessment

If a student does not submit an assessment item by the due date (or an approved alternate date) teacher judgement will be made using evidence available on or before the due date. Contact with the parents/carers from the classroom teacher will be required. In the instance of incomplete assessment, a student's overall level of achievement will be decided upon in accordance with the existing evidence in the student folio. No penalty for lateness will apply. An 'E' response cannot be awarded for work not submitted as there is no evidence to support such a level of achievement. If insufficient evidence exists to allow a grade to be assigned at the due date, a grade of 'Not Rated' (NR) will be applied.

ACADEMIC MISCONDUCT (YEAR 5 AND 6)

Academic misconduct encompasses any behaviour that violates the principles of honesty, integrity, and fairness in the learning environment. Students at this level are expected to demonstrate a commitment to their education by producing original work, acknowledging sources appropriately, and completing assessments independently. Academic misconduct may include, but is not limited to, misuse of Artificial Intelligence (AI), plagiarism, cheating during examinations, copying from peers, and submitting work that is not their own. Students are encouraged to develop a strong sense of personal responsibility for their academic achievements and to understand the consequences of engaging in dishonest practices. Teachers educate students about the importance of academic integrity and foster a positive learning environment that promotes ethical behaviour. Academic misconduct will result in consequences such as a Not Rated (NR) grade and communication with parents to address the issue and encourage responsible academic behaviour.