

ASSESSMENT

POLICY

Rationale:

- Accurate and comprehensive assessment of school and student performance aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

Aims:

- To assess school and student performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

Implementation:

- Schools are responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas. Teachers must assess students according to the agreed assessment plan.
- Assessments will be used to identify individual student needs, set student goals, plan future lessons and directions, rather than simply a prelude to reporting achievement.
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in statewide standardised testing processes such as NAPLAN and school entry assessment tests.
- Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in relation to the AusVELS standards.
- Teachers will moderate within year levels to ensure consistent judgements against the AusVELS progression points across the school.
- Our school will progressively develop individual learning improvement plans for all students in consultation with students, parents and where appropriate, with others with specific expertise.
- Self-assessments by students in Year 5-6 against individual goals will be a feature of our assessment regime.
- The school will assess the achievements of students with disabilities and impairments in the context of the AusVELS. Program support groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be assessed and reported by the program support group.
- Students for whom English is a second language will have their progress in English assessed in relation to the stages of the ESL Companion to English.
- The school will provide all required performance data to DE&T and the community by means of the School Council's annual report, as well as an Executive Summary of performance data to all families.

Evaluation:

- This policy will be reviewed annually as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

November 2012