

ASSESSMENT

POLICY

Rationale:

- Accurate and comprehensive assessment of student performance against state-wide standards 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 areas in need of support and assistance.

Aims:

1. To assess school and student performance accurately and comprehensively against state-wide and national standards.
2. To improve student learning by accurately determining current performance as well as areas of future need and development.

Implementation:

1. Schools are responsible for accurately assessing student achievement against state-wide standards and progression points detailed within the Australian and Victorian Essential Learning Standards (AusVELS)..
2. Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used primarily to guide future lessons and learning, rather than simply a prelude to reporting achievement.
3. The school will establish a whole-school assessment schedule in line with DEECD policy, for teachers which will include a variety of assessment strategies, including online and on demand assessment tools, providing multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in national standardised testing processes such as NAPLAN and school entry assessment tests.
4. The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
5. All teachers will use the data they collect to make judgements about, and report on, student achievement against progression points in the three AusVELS strands and standards.
6. Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against AusVELS standards across the school.
7. Our school will progressively develop Individual Education Plans (IEP) for students performing more than 12 months above or less than 12 months below the expected level, in consultation with students, parents and where appropriate, with others with specific expertise.
8. Self-assessments by students against individual learning goals will be a feature of our assessment regime.
9. Item analysis, by teachers, of NAPLAN results will focus both individual and cohort future learning.
10. The school will assess the achievements of students with disabilities in the context of the AusVELS. Student Support Groups (SSG) will be held termly to develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the SSG.
11. Students for whom English is a second language will have their progress in English reported against the EAL Companion to the AusVELS.

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 on....

2015