



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:

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

Implementation:

- Schools are responsible for accurately assessing student achievement against state-wide standards and progression points detailed in the Victorian Curriculum.
- Assessment requires a mix of summative assessment of learning to determine what the students have 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.
- The school will establish a whole-school data plan for teachers which will include a variety of assessment strategies, including on demand assessment tools, providing multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussion and involvement in state-wide standardised testing processes such as NAPLAN and school entry assessment tests.
- The school will use the SPA database to track student progress over a number of years.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in the Victorian Curriculum Learning Areas.
- Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgement of student progress against curriculum standards across the school.
- Our school will progressively develop individual learning improvement plans for all the students DEECD policy mandates or who are two years above or below the required standard, in consultation with students, parents and where appropriate, with others who have specific expertise.
- Self-assessments by students against individual learning goals will be a feature of our assessment regime.
- Item analysis of NAPLAN results will focus both individual and cohort future learning.
- The school will assess the achievements of students with disabilities in the context of the Victorian curriculum with reference to the guidelines for Diversity of Learners. Support groups will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the program support group.

Reference:

- This policy has been developed in conjunction with the DEECD's School Policy and Reference guide <http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>

Evaluation:

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

This policy was last ratified by School Council in....	June 2018
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