SUPPORTING TEACHING AND LEARNING

ASSESSMENT POLICY

RATIONALE
Accurate and comprehensive assessment of student performance informs student learning by determining current performance as well as areas of future need and development.

BROAD GUIDELINES
Evaluation of programs will be conducted on a regular basis within each section of the school. Assessment of school performance against Statewide benchmarks and the school’s past performance will assist in determining future directions for the school.

Student Assessment
- assists in the identification of students’ strengths and weaknesses
- tracks achievement through the Student Learning Plan
- provides clear and regular information to students and parent/carers
- assists teachers and parents/carers to work together to develop appropriate learning targets for individual students.

School Assessment
- is formalised through
  - Student, Parent and Staff Opinion surveys
  - the Annual Implementation Plan and Strategic Plan
  - Performance and Development Culture criteria

IMPLEMENTATION
- 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.
- The Assistant Principal – Management and Accountability and the Curriculum Co-ordinator will be responsible for establishing a whole school assessment schedule.
- Team leaders have responsibility to ensure that all teachers within each section of the school implement the relevant assessment schedule.
- A wide range of assessment tools will be utilised to assess and monitor student progress. Strategies used will be common to all classes in a particular section of the school and will include checklists, samples of work, formal and informal testing, anecdotal comments and moderation between colleagues.
- At the beginning of each year, class teachers will assess entry levels of performance (baseline data) in English, Mathematics and Technology.
- Specialist teachers will monitor student progress in the relevant subject area.
- Formal Student Learning Plans will be written in June and December.
- Program Support Group meetings with parents/carers, held twice a year, will focus on student achievement and provide guidelines for future learning.
- Collated student achievement data will be published in the School Annual Report at both section and whole school levels. Recommendations will be developed as a whole school and implemented at both section and whole school levels.
- Student self assessment will be used where appropriate.

RESOURCES
