



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 achievement standards detailed within the Victorian Curriculum.
- 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.
- The school will endeavour to establish a whole-school assessment schedule 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.
- The school will endeavour to have a Data Wall which summarises individual achievement in regard to Victorian Curriculum, NAPLAN, On Demand Testing and Attendance...etc.
- The school will aim to develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Teachers will aim to use the data they collect to make judgements about, and report on, student achievement in the Victorian Curriculum.
- Staff will endeavour to participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against achievement standards across the school.
- Our school will progressively develop individual learning improvement plans (ILP's) for students as per DET guidelines in consultation with students, parents and guardians and where appropriate, with others with specific expertise.
- We will endeavour to use self-assessments by students against individual learning goals as a feature of our assessment regime.
- Item analysis of NAPLAN results may focus on both individual and cohort future learning.
- We may provide in-services for parents on assessment, the Victorian Curriculum and NAPLAN.
- Our school may endeavour to assess the achievements of students with disabilities or those children who are not reaching a specific standard in the context of the Victorian Curriculum. School support groups (SSG's) may help develop individual student profiles containing learning goals for each student. Progress towards learning goals may be assessed and reported by the SSG.
- Students for whom English is an additional language may have their progress in English reported against the EAL achievement standards as detailed in the Victorian Curriculum.

Evaluation:

- This policy will be reviewed annually as part of the school's three-year review cycle.
- This policy was endorsed by School Council on Tuesday 11th May 2021.