

Rationale:

- To measure and confirm the standard of student performance and achievement in relation to the Victorian Curriculum's defined outcomes.
- To provide relevant information in order to continuously evaluate and improve the quality of the learning program and the effectiveness of the teaching and learning process.
- To promote, enhance and improve the quality of student learning that is informative, timely, constructive and relevant to the needs of the students.

Vision:

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

Action/Implementation:

- Schools are responsible for accurately assessing student achievement against state-wide standards and progression points detailed within the Victorian Curriculum.
- Assessment requires a mix of formative assessment to guide future learning, summative assessment of learning to determine and report what the student has learned and ongoing assessment to inform 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 assessment schedule for teachers which will include a variety of assessment strategies providing 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.
- The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum.
- Students for whom English is an additional language will have their progress in English assessed against the EAL (English as an Additional Language) Continuum.
- The school will develop a manageable system of keeping records and tracking student achievement that will provide a rich mixture of observations, results, reflections and discussions.
- Teachers will use the data they collect to make judgements about, and report on, student achievement against the Victorian Curriculum.
- Staff will participate in data analysis, moderation, professional learning involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against the Victorian Curriculum standards across the school.
- The school will develop differentiated classroom learning plans that are informed by formal and informal assessments
- Where appropriate individual learning improvement plans will be developed for all 'at risk' students, working 12 months below the expected level through consultation with students, parents and other agencies with specific expertise.
- Students deemed to be 18 months or more above the expected level may also be provided with an individual learning plan where needed.
- Student Support Groups will help develop individual student plans containing learning goals for each at risk student. Progress towards learning goals will be assessed and reported by the student support group. These groups may also be tailored to provide additional support to excelling students where needed.

This policy should be read in conjunction with the School's 'Reporting Policy.'

This policy will be reviewed as part of the four-year review cycle.