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| Date written: 2001  School Council Ratified: 15th JUNE 2016 |  | Date reviewed: 2016  Next review: 2019 |

**This Policy has been developed by members of School Council.**

**This includes both parent and DET representatives.**

**RATIONALE**

Accurate and comprehensive assessment of student performance against state-wide and school based 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 and school based standards.
* To improve student learning by accurately determining current performance as well as areas of future need and development.
* Student achievement data to be used by teachers at several levels: whole school data and cohort data to inform teachers of individual student achievement, to ensure Teaching and Learning, is appropriate and challenging for all students.

**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 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 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.
* The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
* Teachers will analyse and use the data collected to make judgements about, and report on, student achievement according to Victorian Curriculum levels.
* 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 Victorian Curriculum standards across the school.
* Our school will progressively develop individual learning improvement plans for students in consultation with students, parents and where appropriate, with others with specific expertise.
* Self-assessments and reflections on learning by students will be a feature of our assessment regime.
* Item analysis of NAPLAN results will focus both individual and cohort future learning.
* We will provide information for parents on assessment, Victorian Curriculum and NAPLAN.
* The school will assess the achievements of students with disabilities in the context of the Victorian Curriculum. Parent support group meetings will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported at the parent support group meeting.

**EVALUATION AND REVIEW**

The Greenhills Primary Assessment Policy will be reviewed as per School Council Policy and School Council will evaluate it relevance in line with community expectations as represented by parent members on School Council.

**REFERENCES**

<http://www.vcaa.vic.edu.au/assessment.html>