

ASSESSMENT AND REPORTING POLICY

Policy Statement

Accurate and comprehensive assessment and reporting of College and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

Our College will:

- Assess and report College and student performance accurately and comprehensively for parents and students.
- Improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

Implementation:

- Schools are responsible for accurately assessing and reporting student achievement, as well as whole school performance in a variety of areas.
- Assessments will be used to identify future lessons and directions, rather than simply a prelude to reporting achievement.
 1. Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in state-wide standardised testing processes such as AIM, NAPLAN and school entry assessment tests.
 2. Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning.
 3. Teachers will use the data they collect to make judgements about, and report on, student achievement in relation to AUSVELS levels.
- Our College will progressively develop and assess in accordance with individual learning improvement plans students in consultation with parents and, where appropriate, with others with specific expertise.
- Teachers will assess the achievements of students with additional learning needs in the context of to AUSVELS. Program support groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be assessed and reported by the program support group.
- Students for whom English is a second language will have their progress in English assessed in relation to the stages of the EAL Companion to the English AUSVELS.
- The school will provide all required performance data to DEECD and the community by means of an annual report, as well as an Executive Summary of performance data to all families.

Evaluation

This policy will be reviewed as part of the College's four year review cycle.

Date Implemented	Week 3 – Term 2 - 2014
Approval Authority (Signature and date)	<i>Shane van Rey 23/5/2014.</i>
Date Reviewed	Week 3 – Term 2 - 2014
Responsible for Review	Assistant Principal
Review date	Week 7 – Term 1 - 2018
References	DEECD