PURPOSE

Accurate and comprehensive assessment of student performance against state-wide and national 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.

GUIDELINES

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.

To use regular classroom assessment (formative assessment) to inform weekly planning which focuses upon student learning progression towards outcomes.

The school will provide two written reports to parent/guardians per year (Semester 1&2)

IMPLEMENTATION

Schools are responsible for accurately assessing student achievement against state-wide and national standards and progression points detailed within the (AusVELS).

The school will participate in the NAPLAN assessment program each year and abide by the guidelines set out by the VCAA. Individual student results will be sent home to parents/guardians and the school trend data will be presented to the School Council.

The School Annual Report, containing the student performance summary will be available to School Council and published on the Hamilton (Gray St) Primary School website and the My School website.

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 standardised 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 statewide standardised testing processes such NAPLAN and school entry assessment tests.

The school will develop a manageable system of keeping records 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 in the AusVELS.
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 AusVELS standards across the school.

Our school will progressively develop individual learning improvement plans for all students in consultation with students, parents and where appropriate, with others with specific expertise.

Self-assessments by students against learning intentions and personal learning goals will be a feature of our assessment regime.

Item analysis of NAPLAN results will focus both individual and cohort future learning.

We will provide in-services for parents on assessment, VELS and the NAPLAN.

The school will assess the achievements of students with disabilities in the context of the AusVELS. Program support groups will help develop individual student profiles containing learning goals 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 reported against the ESL Companion to the VELS.

EVALUATION

This policy will be reviewed as part of the school’s three year review cycle or earlier as required.