



TEMPLETON
MELBOURNE, AUSTRALIA

Assessment

Rationale

Accurate and comprehensive assessment of school 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.

Schools are responsible for accurately assessing 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 as a prelude to reporting achievement.

Aim

To assess school and student performance accurately and comprehensively.

To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

Implementation

- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of summative and formative assessment information about student achievement. These may include tests and assignments, projects, performance observations, discussions, and involvement in statewide standardised testing processes such as NAPLAN.
- Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in relation to the Victorian Curriculum.
- Data will be recorded on the school's data base.
- Data will be accessed by staff for future learning and planning.
- The school's Literacy and Numeracy Leaders will lead PLTs (Professional Learning Teams) and ensure continuity of assessment schedule across the school.
- Our school will progressively develop individual Learning Improvement Plans and Learning Extension Plans for all identified students in consultation with students, parents and where appropriate, with others with specific expertise.

- 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.
- Students for whom English is an additional or second language will have their progress in English assessed in relation to the stages of the EAL outlined in the Victorian Curriculum.
- The school will make available all required performance data to DE&T and the community by means of the School Council's Annual Report.
- Teachers will develop Individual Learning Plans for students who are achieving 18 months above or more than 12 months below their expected level.

Evaluation

This policy will be reviewed in accordance with the school's three-year review cycle.

Last ratified by School Council in March 2022