

Assessment Policy



Responsibility	PLC Lead Learners
Endorsed by Council	No Consult
Due for Review	November 2025

Definition	Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements, track individual and cohort progress, plan for learning and improve student learning opportunities. Assessment includes the assessment of learning content, behaviours, participation and engagement.
Focus	<p>Assessment aims to:</p> <ul style="list-style-type: none"> ▪ accurately monitor progress ▪ provide meaningful feedback to teachers, students and parents about teaching and learning ▪ plan effective and relevant learning programs ▪ assist learners in setting SMART (specific, measurable, achievable, relevant, time bound) learning goals ▪ support teachers to make informed decisions ▪ identify and cater for individual learning needs
Assessment	<p>A Whole School Assessment Schedule will be created to ensure that a balance of formative and summative assessment opportunities (assessment as, of and for learning) are provided. This schedule will be recorded in the Whole School Learning Plan. Staff will follow this schedule to ensure consistency across the school.</p> <p>Assessment will be incorporated in term planners by PLCs to ensure learning is monitored and student voice and progress informs planning.</p> <p>Students are formally assessed against the Victorian Curriculum at the end of each semester as a part of the reporting process.</p> <p>Students will complete formal assessments as required by the Department, including the NAPLAN.</p>
Students Taking Responsibility	<p>Students will be supported to understand themselves as learners and know what they need to do to be successful. This will be achieved through the use of explicit learning intentions and success criteria including checklists, rubrics and peer assessment.</p> <p>Student self and peer assessment and reflection are integral features of our teaching practice. Students will be provided with ongoing varied opportunities to reflect and discuss their learning and achievement.</p> <p>Students will reflect upon their own achievements to identify short and long term learning goals. They will be supported to apply feedback from their teachers and peers to future learning opportunities.</p>

	Student portfolios will be maintained as a record of a student's learning development.
Moderation	Moderation is undertaken to develop consistency in the understanding of the curriculum and expectations regarding student achievement, and to ensure consistent reporting practices. This will occur regularly across curriculum areas. Moderation will be used to inform future learning opportunities for both individual students and cohorts.
Teacher Accountability and Record Keeping	<p>A Whole School Assessment Database is maintained in Accelerus on an ongoing basis by all staff. This data, along with that from other sources including On Demand Testing and the NAPLAN, is used to inform future teaching and learning at both a class and cohort level.</p> <p>Teachers will maintain evidence of learning to support their judgements. Records of reports and learning plans will be maintained electronically on Compass. Files may also contain information about academic, social, behavioural and emotional health and wellbeing.</p> <p>Record keeping is the responsibility of all staff. Results and data are reflected on to determine school targets, goals and future planning, and assist in the transition of students between year levels and schools.</p>
Communication of Assessment	<p>Assessment is used to inform discussions with families regarding student progress and wellbeing. All information is communicated confidentially.</p> <ul style="list-style-type: none"> ▪ Student progress against the curriculum is formally communicated to parents through semester reporting, as outlined in the reporting process. ▪ Families and teachers meet formally twice yearly (at Getting Acquainted Meetings and Three Way Conferences). Extra meetings may take place as required to address both academic and wellbeing needs and achievements. ▪ Individual Education Plans (IEP) and Student Support Group (SSG) documents are used to communicate additional support or extension to parents, as outlined in processes. ▪ Portfolios are used to communicate student learning development and reflection. These are shared as a part of the reporting process each semester and used as evidence at the Three-Way Conference.
Related Documents	<p>Processes</p> <ul style="list-style-type: none"> ▪ Reporting Process ▪ Individual Learning Plan Process <p>Supporting Documents</p> <ul style="list-style-type: none"> ▪ Whole School Learning Plan ▪ Reporting Policy ▪ Learning and Teaching Policy <p>External Links</p> <ul style="list-style-type: none"> ▪ <i>DET - Student Learning - Assessment and Reporting</i>

	<ul style="list-style-type: none"> ▪ <i>Victorian F-10 Curriculum</i>
Definitions	<p>Summative assessments are formal assessments used to find out what has been learned in a snapshot of time.</p> <p>Formative assessment can be both formal and informal and is used to help adapt and modify teaching, based on needs. This informs teachers about what is understood and where to go next.</p> <p>Assessment as Learning can be defined as students analysing and monitoring their learning in order to help them determine future learning goals.</p> <p>Assessment of Learning can be defined as teachers reflecting on student work to make judgements against goals (for example, learning intentions and standards).</p> <p>Assessment for Learning can be defined as teachers making judgements that will inform future teaching and learning.</p>