

ASSESSMENT POLICY



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RATIONALE

- We believe all people are uniquely formed in the image of their creator, our God. (Genesis 1:27). We have varied interests, strengths, weaknesses and growth points. We learn at different paces and have unique learning styles. We also are able to understand and interpret things in many ways.
- Accurate and comprehensive assessment of college and student performance is a crucial aspect of evaluation. Assessment aids in establishing open communication, helps to improve student learning, assists in establishing future directions, and helps to identify areas of exemplary performance as well as those in need of support and assistance. There should be a strong connection between the college vision, teaching practice and student assessment.

AIMS

- To assess the performance of students and the college accurately and comprehensively.
- To assist in providing an evidence driven teaching and learning program.
- To improve student learning by accurately determining areas of future need as well as areas of current exemplary performance.
- To provide socially just methods of assessment free from various forms of discrimination.
- To implement the elements of the college educational framework.

STRATEGIES FOR IMPLEMENTATION

- The college is responsible for assessing student learning as well as its own performance in a variety of areas. The area of student assessment will be developed as part of the college teaching and learning framework so that teachers gain further skills and experience in assessment.
- The college will use moderation processes in assessment where appropriate.
- The college will use specified instruments to track and personalize student learning.
- Where appropriate, assessments will be used to identify base-line data.
- A variety of assessment strategies will be used in learning programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in national testing and school entry assessment.
- Teachers will develop a manageable system of keeping records to provide a rich mixture of evidence based student learning. All student records and data will be stored on the official college system – SEQTA.
- Teachers will use the data they collect to evaluate and report on student learning, using SEQTA.
- Teachers will use the appropriate curriculum network meetings to ensure an informed interpretation of learning and curriculum standards.
- Our college will progressively develop individual learning improvement plans for all students in need of special support in consultation with students, parents and where appropriate, with others with specific expertise.

ASSESSMENT POLICY



- The college will provide two written reports for students each year and two parent-teacher interviews each year. Additional interviews may be arranged through sub school coordinators.
- The college will provide all required general performance data to the community by means of the college annual report as well as an executive summary of performance data to the board of directors.
- Specific procedures and protocols relating sub schools are outlined in the staff handbook.

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DOCUMENT HISTORY AND VERSION CONTROL RECORD

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Approved by: Principal
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Category: Staff

Version number	Version date	Responsible officer	Amendment details
1.0	05/11/2009	Principal	Initial issue as a controlled document.
1.1	07/09/2017	S.Taggart	Changed to Biennial as discussed in OHS Meeting 07/09/2017.
2.0	24/04/2019	Lily McDonald	All assessment policies merged into this one policy.
2.0	02/05/2019	Principal	Reviewed and signed.
2.1	09/10/2020	Margaret Vella	Updated to align with new Style Guide.

Approved by:



John Metcalfe
Principal

___09/10/20___
Date