Assessment Policy

Rationale:
Assessment is a process concerned with the gathering and evaluation of information regarding student competencies. Hallam Senior College believes that the way students are assessed has a profound influence on their learning. Assessment focuses on what students achieve, how they have gone about learning and the promotion of further learning. Assessment should be carried out in the belief that all students have the ability to learn and to improve their learning outcomes.

Aims:
Develop & implement forms of assessment that:
- Promote confidence in, and positive attitudes towards, learning.
- Encourage the pursuit of excellence.
- Ensure that all students have access to a range of learning experiences.
- Provide opportunities for all students to experience success.
- Carefully monitor student progress.

Report assessment in a way that:
- Is clearly understood by students and parents.
- Encourages students to reach challenging goals that are achievable.
- Allows for different performance levels.
- Assists in the diagnosis of student strengths and weakness.
- Develop and implement school based assessment procedures that allow for Special Provision.
- Ensure consistency of assessment within subject areas.
- Adhere to VCAA assessment guidelines.
- Ensure that students have the right to appeal assessment decisions made by the school and that these appeals are fairly considered.
- Ensure that all work submitted for assessment is the student’s original work and that work that is not authentic be subject to appropriate consequences.

Implementation
- Teaching & Learning coordinator to oversee implementation of Assessment Policy.
- Program Leaders & subject area leaders to develop faculty based curriculum / assessment handbooks, common subject based rubrics / criteria and implement moderation procedures.
- Subject teachers to review and apply current VCAA assessment guidelines.
- Teaching & learning coordinator, in collaboration with Student Management leaders, to implement Special Provision procedures.
- Teaching and Learning coordinator collaborates with the Assistant Principal, Teaching and Learning, to implement ‘Breach of Rules’ procedures.
- Assessment expectations procedures, including appeals process, articulated to teachers through the Assessment & Reporting Handbook which is reviewed annually.
- Assessment expectations procedures, including appeals process, articulated to students and families through the Programs & Pathways Guide, the college website, intranet, student diary and by classroom teachers.
- Professional learning program designed to facilitate greater understanding of links between teaching / learning and assessment.

Evaluation:
This policy will be reviewed as part of the school’s three-year review cycle.
This policy was last ratified by School Council on: