



At South Coast Baptist College our definitions for the terminology in relation to assessment are as follows:

- the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

- assessment used to analyse/examine the knowledge, understanding and skills of the students. Provides clear indications of what a student can or can't do and informs subsequent teaching and learning experiences.

- regular assessment which informs practice and monitors student's progress and understanding. Learning intentions, success criteria and effective feedback are all critical parts of formative assessment.

- a summary of what is known by the student and teacher, it guides teaching by informing long term planning and revision. It can be used to gauge the success, or otherwise, of students allowing for feedback to students, parents and teachers. Summative assessment can guide reflection and assist revision.

- these are the prescribed levels of achievement as defined by SCSA (either School based, or Curriculum linked) 595.5(l)-42(p)-4/-6( 595.5(l))-5(ri)-4(8d9(t))-106(C)-5(o)4(l)-4(l)e

## South Coast Baptist College Board

The Board has a responsibility to:

work with the Principal of the College to ensure this Policy is implemented and monitored.

## Principal

The Principal has a responsibility to:

- approve the implementation of this Policy;
- allocate responsibility for developing and implementing the policy;
- ensure that information about the Policy and School action is accessible to and enacted upon by all members of the school community;
- ensure that teachers are supported to implement this policy effectively;
- show leadership in identifying and developing good practice;
- facilitate the development of a school report. The type and style of report and its intended audience needs to be considered;
- ensure that school assessment and reporting practices are regularly monitored, reviewed and evaluated;
- support transition of students between levels of schooling and different schools;
- manage and preserve accurate records of assessment practices and student assessments; and
- communicate aggregated data to the school community and the Board; and
- ensure that the Policy is in line with the mandated SCSA requirements for assessment and reporting

## Teachers

Teachers have a responsibility to:

- work with colleagues to contribute to a coordinated whole school approach to assessment and reporting;
- facilitate the implementation of this Policy within their area;
- develop skills and understanding of assessment practice;
- ensure that their assessment practices are valid and reliable;
- monitor student learning as well as the effectiveness of their own programs, teaching methods, record keeping and assessment tasks;
- develop students' knowledge, skills and understanding of effective assessment reporting methods;
- build up a complete profile of each student as an individual;
- maintain and share

## Students

Students have a responsibility to:

- contribute to discussions about assessment processes;
- assess their own learning and that of their peers; and
- respond to assessments made by peers, teachers and others.

## Parents

use assessment consistently within the school;  
assess in a time efficient and manageable way;  
plan for assessment at all stages of curriculum planning and implementation;

## CAP Meetings

For students with disabilities who are following a Curriculum Adjustment Plan, South Coast Baptist College will discuss the individual progress of a student in a parent-teacher-child meeting with the Deputy Head of Primary (K-2) or Deputy Head of Primary (3-6).

## Parent/Teacher Individual Meetings

Parent Teacher Meetings in the middle of the academic year provide an opportunity for teachers and parents to identify areas of strengths and potential growth for students. Teachers have had a chance to observe, assess and note their child's potential and staff provide honest feedback so that parents and teachers can work together to help the student to make the best progress they can.

## Written Reports

Term 1 individual parent/teacher year commencement meetings (as requested by parents and/or teacher/s).

Parent / Teacher Interviews are held mid-year annually.

Semester 1 Reports Pre-Primary to Year 6 / Learning Statement Kindergarten.

Semester 2 Reports Pre-Primary to Year 6 / Learning Statement Kindergarten.

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