



Assessment of Data – Collection and Use Policy

This policy addresses issues in relation to:
Safe and Supportive Environment – Student Welfare 3.6.2

(See also Policy on Privacy)

Purpose:

The purpose of the Policy is to:

- provide advice on appropriate procedures for the collection of assessment data by teachers at Al-Faisal College and
- provide teachers with clear advice and a framework for the use of internal and external assessment data to ensure that information about student achievement is used to improve learning outcomes for students.

Principles:

Assessment data provides valuable teaching information which should be used effectively and strategically, whilst complying with confidentiality requirements.

In determining how assessment data can be collected and used in the school, the following overriding principles apply. Assessment data will be collected and used to:

- promote student learning;
- reflect the mission of the school;
- effectively inform parent, teachers and students;
- link a variety of assessment measures to form a comprehensive picture of student achievement;
- assist in the identification of the learning needs of particular students;
- promote a spirit of collaboration among teachers for the benefit of students;
- protect student privacy.

Privacy:

Collecting and using student achievement information is to be conducted within the framework of the requirements of the Privacy Act.

Definitions:

Student achievement information is the information gathered through formal and informal assessment including diagnostic, formative and summative processes. This relates to information gathered:

- at the school level about the student achievement of outcomes in all areas of study and through a wide variety of strategies; and
- from external testing and the resulting data provided to schools and the system.



Formative assessment is used to monitor learning progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify and address errors in learning.

Summative assessment seeks to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Although the main purpose of summative assessment is to establish levels of achievement for reporting and certification, it also provides information for judging the effectiveness of teaching.

Diagnostic assessment is an evaluation of a learner's skills, strengths and areas of development. This is carried out with an individual or group. It gives a thorough indication of achievement, the level a student needs to be placed for each subject and also in which specific areas of work the student needs to improve.

Procedures:

The following procedures will apply at Al-Faisal College in relation to assessment data.

1. The Executive Principal, Deputy Principals and teachers will endeavour to:

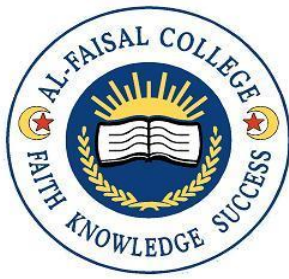
- identify significant trends in student achievement;
- inform the School Board of significant trends in student achievement;
- indicate areas for curriculum review and reform;
- analyse the assessment data in order to evaluate progress in meeting identified priorities;
- identify issues which need investigation and further support; and
- provide information about the achievements of students to State authorities as required.

2. The Executive Principal:

- manages the confidentiality of the school and student assessment records;
- implements policies and guidelines relating to teaching and learning, assessment, recording and reporting;
- works with School Board to inform the school community of the purposes and use of assessment data; and
- ensures that assessment records are appropriately stored.

3. Teachers:

- monitor student learning as well as the effectiveness of their own programs, teaching methods, record keeping and assessment tasks;
- inform students and parents of student progress;
- discuss progress with students and parents; and
- use the data for strategic planning in curriculum, pedagogy and improving learning outcomes for students
- Use the School Measurement, Assessment and Reporting Toolkit (SMART) to better assess valuable diagnostic information, to track student progress throughout the Stages of NAPLAN, to determine student areas of strength and underperformance, and to assist in making informed decisions about improving teaching and learning outcomes.



4. Parents:

- are given the opportunity to discuss their child's progress;
- are informed about the purposes for data collection and its uses; and
- receive information relating to their child's achievement.

Date of Policy:
January 2018

Proposed review date of
policy:
January 2020
*or earlier where amendments in
legislation require immediate policy
reviews*