



## Assessment & Reporting Statement

### Philosophy

Gold Creek School is committed to building a quality assessment framework which is underpinned by our mission to provide high-quality educational programmes that foster innovative lifelong learners. Assessment is a vital part of the teaching and learning cycle where the primary purpose is to enhance and encourage learning, and to be able to report on students' achievement. Assessment enables students to demonstrate their abilities, to affirm application and effort and to suggest ways to improve learning. We nurture our learners to think critically, creatively and collaboratively, engage positively in citizenship, and model inclusiveness, intercultural understanding and respect. Our assessment and reporting processes provide our learners with opportunities to celebrate their own and others success.

At Gold Creek School we foster an assessment culture that involves the development of assessment capability among all members of the learning community. Building agency is supported through the co-construction of learning goals and success criteria which is clearly communicated throughout the teaching and learning cycle. The process of planning, teaching, learning, reflecting, assessing, and reporting are fundamentally interconnected practices that promote student learning and achievement. Through this teaching and learning cycle, our mission is to nurture our learners to strive for excellence.

Our approach to assessment recognises the importance of assessing not only the product, but also the process, of learning. Underpinned by the Principles of Assessment in the International Baccalaureate Programme World School (IB), we provide inclusive learning experiences that build richness to the Australian Curriculum through the development of the five IB Approaches to Learning skill sets (ATLs). Assessment must be rich enough to facilitate the monitoring of attainments of all its aims, including the IB learner profile attributes, and contribute positively to learning. Assessment design is both backward and forward looking, concept-driven and constructed under the lens of an IB Global Context. Gold Creek School has a policy of continuous assessment throughout each semester which may include diagnostic, standardised, formative and summative assessment tools.

### Goals of Assessment

At Gold Creek School, our goal of assessment is to ensure every learner displays growth in all aspects of their learning journey, so they are ready to embrace their future beyond school life. Assessment serves to promote

- Excellence in learning
- Joy of learning
- Self-assessment and peer-assessment with the active support of the teacher
- Mutual understanding between student and teacher on goal setting, pace of learning, and application of knowledge and critical skills
- Demonstrate skills of expression, collaboration, and service to others
- The general qualities expected of ethical leaders and fearless learners.

### Implementation:

Gold Creek School is expected to:

- Provide a systematic approach to assessment and reporting.
- Provide Summative and mid-semester reports.
- Provide opportunities for families to meet with teachers.
- Provide families and students access to the assessment calendar and unit overviews.

Teachers are expected to:

- Accurately assess and monitor student achievement, as well as whole school performance in all curriculum areas.

- Determine student achievement levels using PYP/MYP assessment criteria as per the programmes' requirements outlined in the subject guides.
- Provide prompt feedback to inform and improve student learning.
- Embed self, peer, and teacher assessments by students throughout the teaching and learning cycle.
- Communicate data, including evidence of the development of the IB Learner Profile attributes, to all stakeholders throughout the learning process.
- Use a system that records and collates evidence of student learning including, but not limited to, anecdotal notes, rubrics, continuums, and checklists.
- Moderate all common formative and summative assessments.
- Regularly reflect on formative and summative assessments and learning tasks.
- Adhere to the PYP/MYP Assessment and Reporting Procedures as well as the requirements outlined in the 'ACT Public School Student Achievement Report: Advice for Schools'.

Students are expected to:

- Actively participate in co-constructing learning goals and success criteria with their teachers.
- Engage thoughtfully in self-assessment and peer-assessment to reflect on their learning progress.
- Utilize feedback from both teachers and peers to improve their work and set new learning goals.
- Take ownership of their learning by being prepared, meeting deadlines, and seeking support when needed.
- Demonstrate commitment and perseverance in all aspects of the learning cycle.
- Develop and apply the IB Approaches to Learning (ATL) skills across all curriculum areas.
- Maintain academic integrity in all assessment tasks.
- Celebrate their own successes and respectfully acknowledge the achievements of others.

Families and the Community are encouraged to:

- Engage in open communication with teachers about their child's learning journey, attending parent-teacher meetings and information sessions.
- Utilise the provided resources, such as the assessment calendar and unit overviews, to support their child's learning and time management at home.
- Encourage a growth mindset by focusing on effort, progress, and learning from mistakes rather than just the final grade.
- Support the IB Learner Profile attributes at home by discussing and modelling qualities like being open-minded, caring, and principled.
- Celebrate their child's achievements and encourage them to recognise the successes of their peers, reinforcing the school's community focus.
- Partner with the school to provide authentic learning opportunities, such as guest speakers, mentorships, or real-world projects that connect to the curriculum.
- Support and participate in school events that showcase student learning and achievement, like exhibitions or service projects.
- Foster a respectful and supportive environment for the school, reinforcing its mission to develop positive citizenship and intercultural understanding.
- Provide constructive feedback to the school to help strengthen its educational programs and community ties.



Daniel Breen  
Principal



Laura Sharp  
Board Chair

<b>School Board Issue Date: 2025</b>	<b>Review Date: at Board discretion</b>
<b>Related Documents:</b> Related Gold Creek School Documents: Gold Creek School Academic Integrity Policy and Procedure documents. Gold Creek School Language Policy. ACT Government, Education Directorate (2019) Reporting on Student Achievement (Preschool-Year12) Policy. Canberra. ACT. ACT Government, Education Directorate (2019) Teachers Guide to Assessment. Canberra. ACT.	
<b>Reference List:</b>	

Reference List Australian Curriculum Assessment and Reporting Authority (2022). Sydney. NSW. IBO (2018) IB Learner, PYP. Cardiff. UK. IBO (2018) Learning and teaching, PYP. Cardiff.UK. IBO (2018) The Learning community, PYP. Cardiff. UK. IBO (2018) The Learning Community, PYP. Cardiff.UK. IBO (2023) MYP From Principles into Practice. Cardiff.UK. IBO (2023) Assessment Principals and Practices: Quality assessments in a digital age. Cardiff.UK.

**Standard - Culture through policy implementation (from Principals into Practice)**

Culture 5.1,2,3,4,5 & Culture 6.1,2,4,5,6,7

**Actions taken and further related procedures**