



**Gold Creek
School**

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Assessment & Reporting Policy

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.



ACT
Government
Education



Daniel Breen
Principal



Kirsten Maloney
Board Chair

School Board Issue Date: 2022	Review Date: At the discretion of the Board
Related Gold Creek School Documents: Gold Creek School Academic Integrity Policy and Procedure documents. Gold Creek School Language Policy ACT Government, Education Directorate (2019) <i>Reporting on Student Achievement (Preschool-Year12) Policy</i> . Canberra. ACT. ACT Government, Education Directorate (2019) <i>Teachers Guide to Assessment</i> . Canberra. ACT.	
Reference List Australian Curriculum Assessment and Reporting Authority (2022). Sydney. NSW. IBO (2018) <i>The Learner, PYP</i> . Cardiff.UK. IBO (2019) <i>Learning and Teaching, PYP</i> . Cardiff.UK. IBO (2019) <i>The Learning and Teaching, PYP</i> . Cardiff.UK. IBO (2018) <i>The Learning Community, PYP</i> . Cardiff.UK. IBO (2021) <i>MYP From Principles into Practice</i> . Cardiff.UK. IBO (2018) <i>Assessment Principles and Practices; Quality assessments in a digital age</i> . Cardiff.UK.	

Actions taken and further related procedures

Are being updated

The following actions and procedures related to this Assessment and Reporting Policy are outlined in the attached Appendices:

- Roles and Responsibilities
- Our Assessment Practice in the PYP and Preschool years
- Our Assessment Practice in the MYP
- Reasonable adjustments and modification of the curriculum
- Academic malpractice
- Progress reports
- ACT Year 10 School Certificate
- MYP Personal Project
- New students
- Service and Action
- Definitions.