

# Excellence in Christian Education

Where authentic learning is at the heart of the school



Who we are

We're a new school (details about the school and location, hence why we can be an associate member of AISACT)

What was so good about EL – being a new school, new to the area myself, EL provided an instant network of like-minded people in leadership positions with whom I could connect with

Started with 6, 9, 13 staff next year



# Our School



To give you a perspective of just how small we are and how much we have to grow  
 Why this is only a snippet of what we intend to do in the next few years.



This was the next stage in our teaching and learning journey

This is about formalising the assessment plan for our school and developing a whole school approach.

So, we're on a journey and if I stood here and told you we were perfect and we've nailed this I'd be lying.

This is the first stage in a multi-year journey.





## Our Aspirations

Understand and dream

Know and discover

Grow in faith

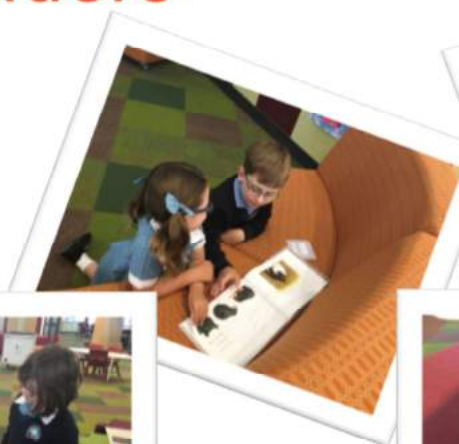


### Assessment Philosophy

At our school we have 3 core aspirations:

- What we want from our students is not stagnant and fixed, if we wanted that we'd have used just the three words: Understand, Know and Faith.
- But instead we've added Dream, Discover and Grow. What fabulous words to use when working with children.
- We want our children to go places and be the best version of themselves.
- So from that, our Googong School Assessment Philosophy arises which is to **measure progress and track growth to influence teaching and learning**

# Our Stakeholders



What do our stakeholders want in Assessment?

- it's diverse... kind of like this picture
- Paired reading task
- Our job to tie it all in together and communicate in clearly to all involved.
- Flexibility, information, excellence, reliable, authentic, communicated, useful, used ...
- Our job is to recognize and value our stakeholders opinions and educate them on the best way forward.
- Keeping true to our core values.

# Research



- Kath Murdoch
- John Hattie
- Simon Breakspear



## Research vs Reality

- Kath Murdoch, Power of Inquiry – inquiry teachers are always assessing, and this informs teaching and learning, embedded, on-going and varied
  - John Hattie – continuous feedback loop – between the relevant stakeholders
  - Simon Breakspear – big gap between high test scores and the real world  
REALITY world still looks at test scores
- Stop putting test scores on students forehead and judging ability on a test score
  - Uphill battle whilst the media and governing bodies still judge performance by a mark
  - With all of this in mind we want to influence our whole school pan for assessment.
  - BSSS





# The Plan for TASG

## 5 Year Plan to develop a whole school approach

1. Fact finding
2. Collaborating with staff
3. Commence implementation
4. Review, Refresh and Reevaluate
5. Whole School Approach to Assessment



By the time we have Year 6 we will have developed a K-6 Whole School Approach to Assessment in the Junior School



# Core elements

- Student involvement
- Multifaceted
- Embedded
- Feedback
- Communication
- Meeting BOSTES requirements
- Diagnostic assessments



- S involvement – Assessment is done with students, not done to them
- Multifaceted – Catering for all, equal access to success
- Embedded – not isolated
- Feedback is paramount – from the S and T and for the S and T
- Communication -
- Diagnostic NAPLAN

# Where we are now...

Year of collaborating with staff and identifying what we do well in the Assessment space



## What we do well

- Developing a shared language for teaching, learning and assessment amongst staff
- Formative assessments – are running well, KM states, it happens all the time. Recorded.
- Moderation: local and regional
- Building strategies to (authentically) pre assess as we go
- Mid Term Reviews
- Report to parents 4 times a year
- Meet 3 times a year with parents

New ideas....

# Where to next year...

Commence implementation, utilise focus groups and task teams to identify areas for development



Start putting in place some of the new ideas

We'll take volunteers from staff to tackle different aspects of the plan over a term and report back to staff

- Focus on 5
- Pre Assessment Bundle
- Test Out option for gifted students
- Trackers for growth and progress
- Cross faculty and stage moderation sessions
- Rubric building and sample creation
- Developing rich and useful tasks for summative assessments
- Progression scales



@GoogongSchool



To keep in touch why not follow us online at:

We're on a journey and I want to encourage you with one thing that we always talk about at Googong. It's not just about the **learning**, but also the **learner**. Does our and I encourage you, to think about this, consider both – the learner and the learning?

