



## **POSITION PAPER**

### **SCHOOL PERFORMANCE ASSESSMENT & REPORTING**

#### **APC Key Principles**

- Parents are the primary educators of their children
- Parents have the right to choose the type of schooling that best suits their children
- Governments are obliged to support parents' capacity to exercise their right to choice of schooling
- All students have a right to access and receive a quality education to enable them to attain their potential
- Effective partnerships with and between parents, school communities and school authorities are central to the success of schooling outcomes

#### **APC Position**

- Schools and teachers must be accountable for their performance in supporting parents with the education of their children
- Parents, schooling authorities and governments are the key stakeholders in the assessment and reporting of school performance
- The priorities of governments in respect of school reporting may be different to those of parents and be centred around the needs to ensure that government funding for schooling is used appropriately and effectively and achieves the outcomes desired by government/s of the day
- Reporting of student and school achievement must be designed to aid all students to achieve the best possible personal, social and academic outcomes from their schooling
- A key element of school performance is a school's capacity to 'add value' to its students' schooling experiences and outcomes
- The assessment and reporting of school performance must be driven by data that respect the sensitive interactions between home, school and the community and which impact upon the schooling outcomes of students
- APC research across a number of years has shown that academic test results are not the only important criteria for parents and that the key school performance criteria for parents include:
  - the happiness and safety of students
  - that the school is clear about its objectives and operates consistently in ways that reflect its stated mission
  - whether the school and its teachers encourage a culture of partnership with parents

- the kind of people the students generally turn out to be
  - how well the principal and teachers seem to know the students
  - the academic qualifications of teaching staff
  - behaviour management strategies
  - participation of teaching staff in professional development
  - the atmosphere or “feel” of the school
  - students’ results in public tests or exams
  - the school’s reputation in the community
  - students’ sporting or artistic achievements
- Parents have a role to play in the assessment of school performance, particularly in the areas of:
    - how well the school is able or willing to meet the needs of their child
    - the happiness and safety of students
    - whether the school is clear about its objectives and operates consistently in ways that reflect its stated mission
    - the atmosphere or “feel” of the school
    - how well the principal and teachers know the students
    - whether the school and its teachers promote and support a culture of partnership with parents
  - Parents organisations must have key roles in the development, implementation and monitoring of school assessment and reporting policies and processes
  - Reporting formats must be clear and easily understandable by parents
  - Parents must be supported to understand the purposes and mechanics of school assessment and reporting
  - Reporting of school performance must occur in ways that do not publicly identify individual students or teachers
  - Reporting outcomes must be published in ways that minimise opportunities for misinformed or mischievous interpretations to be presented to the community
  - The reporting of school performance data should not commence until a full and comprehensive range of data can be included

APC is committed to ensuring that governments and relevant government agencies provide meaningful and effective school assessment and reporting that has parents as the key audience and maximised schooling outcomes for all students as the primary strategic focus.