



# Charter of school accountability, improvement, assessment and reporting

1. The primary purpose of accountability in education is to support the pursuit of excellence and the highest standard education for every student. The teaching profession is defined by this pursuit.
2. Accountability in education enhances the capacity of teachers, school leaders, schools, systems and governments to fulfill their respective roles and responsibilities and leads to sustained improvement.
3. Parents, students and the public have a right to know that school leaders and teachers are professionally competent and students are engaged in high quality learning. They need to know that our education systems are operating at peak levels of educational performance and administrative efficiency.
4. Accountability processes must be driven by a shared vision of schools as learning communities where the primacy of teaching and learning is understood and embraced. Successful learning communities are characterised by a culture of ongoing evaluation and the progressive refinement of teaching and learning.
5. This process can be further supported by external peer led, cyclical reviews of school operations and performance. Conducted by panels consisting school leaders, teachers and other education experts, the purpose of the review would be to affirm the work of schools against quality standards and assist schools in setting new targets so that all students can achieve their personal best.
6. Effective assessment is central to successful teaching and learning. It provides evidence that assists teachers in planning and can inform students and their parents on important aspects of their child's progress.
7. Parents have an absolute right to know how well their child is progressing at school. Information about the performance of individual students should remain confidential and belongs to the student, his/her parents and teachers.
8. Teachers, schools and systems have an obligation to collect reliable data that can be used to judge the effectiveness of teaching and learning; and to interrogate that data objectively to ensure that high professional standards are maintained. Information for accountability purposes is gathered in a variety of ways from all relevant sources, and reported and used in ways that respect the limitations of the data.
9. Aggregated test results should form part of a comprehensive suite of data about the school reported to the school's community on a regular basis. This data enables parents to judge whether the school is meeting their expectations and allows prospective parents to make informed judgements about the school. The use of assessment results for other purposes should not be permitted to impact negatively on this prime function.
10. Governments have a responsibility to enact policies that target the resources necessary to ensure the ongoing development of new and experienced teachers, support and improve overall student performance and should report to parliament and the community annually on the effectiveness of their programs.