Rationale:
Accurate and comprehensive assessment of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

Aims:
- To assess school and student performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

Implementation:
- Our school is responsible for accurately assessing student achievement, as well as whole of school performance in a variety of areas.
- We will use assessments to identify future lessons and directions, rather than simply a prelude to reporting achievement.
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions, projects, presentations and involvement in statewide standardised testing processes such NAPLAN and On Demand Testing.
- Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning.
- Teachers will use the data they collect to make judgments about, and report on, student achievement in relation to VELS.
- Teachers will moderate assessment to ensure common interpretation of learning outcomes and student achievement.
- Students doing the same subject should be assessed using common assessment tasks and these results moderated.
- Our school will progressively develop individual learning improvement plans for all students in consultation with students, parents and where appropriate, with others with specific expertise.
- The school will assess the achievements of students with disabilities and impairments in the context of AusVELS. Program support groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be assessed and reported by the program support group.
- Students for whom English is a second language will have their progress in English assessed in relation to the stages of the ESL Companion to the English AusVELS.
- The college will provide all required performance data to DEECD and the community by means of the Annual Report.

Evaluation:
This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.