Rationale
- Accurate and comprehensive assessment of school and student performance aids in establishing open communication, guides 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.

Actions
- Schools are responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas.
- Assessments will be used 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, anecdotal notes, discussions and involvement in national standardised testing processes such NAPLAN and school entry assessment tests as well as online assessment resources.
- 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 judgements about, and report on, student achievement in relation to the VELS levels, at a grade level & across the school.
- Teachers will use moderation materials and be involved in workshops/Professional Development to ensure there is a common interpretation of both the VELS learning outcomes and student achievement.
- Our school will develop individual learning improvement plans for specified students in consultation with these students, their parents and where appropriate, with other school support staff.
- Self-assessments by students against individual goals will be a feature of our assessment regime.
• We will communicate with parents on assessment, and the NAPLAN.

• The school will assess the achievements of students with disabilities and impairments in the context of their Educational Learning Plans. Program support groups will help develop individual student profiles containing learning goals in each learning domain for each student. Progress towards learning goals will be assessed and reported by the program support group each term.

• 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 VELS.

• The school will provide all required performance data to DEECD and the community by means of the School Council’s annual report, as well as an Executive Summary of performance data presented to all school councillors.

Evaluation
This policy will be reviewed as part of the school’s three-year review cycle.

Supporting Document
• Assessment Guidelines.