**Policy Rationale**
Accurate and comprehensive assessment of CCAE 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.

Although CCAE is primarily an Adult Education Centre we have become a place of last resort for those expelled from or have chosen to leave Secondary Colleges. Consequently there are 14-17 year old students attending CCAE in a range of programs: Victorian Certificate of Applied Learning [VCAL], Certificate in General Education [CGEA], Language, Literacy, Numeracy Program [LLNP]. Some live at home and attend CCAE with parental support. The majority lack parental/guardian support.

**Policy Aims**
- To assess CCAE 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.

**Procedure**
- CCAE is responsible for accurately assessing student achievement, as well as CCAE performance.
- Assessments will be used to identify future lessons and directions, rather than simply reporting achievements.
- Facilitators will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests, assignments, projects, portfolios, performance observations, discussions and involvement in endorsed industry/enterprise competency standards.
- Facilitators will develop a manageable system of keeping records of observations of student learning.
- Facilitators will use the data they collect to make judgements about, and report on, student achievement in relation to the learning outcomes and for VET programs with endorsed industry/enterprise competency based outcomes.
- Facilitators will, twice a year, be involved in cross-moderation to assist in Making Consistent Judgements in VCAL/CGEA/LLNP/VET programs, accredited certificate and Diploma programs delivered by the CCAE.
- CCAE will progressively develop individual learning improvement plans for all students in consultation with students, parents/guardians where appropriate, and with others with specific expertise or oversight of the student such as the Victorian and New South Wales Juvenile Justice departments.
- Self-assessments by students against individual goals will be a feature of our assessment regime.
- Where students are under 18 and still living at home, parents/guardians will be kept informed by regular phone and/or email contact, together with 4 written reports on a term basis.
- Parents will be actively encouraged to assist in the development of their children’s behavioural performance.
- Students experiencing difficulty achieving positive behavioural outcomes will be referred to individualised behaviour management counselling for assistance in the development of personal and agreed goals.
- CCAE will assess the achievements of students with disabilities and impairments in the context of the VCAL/CGEA/LLNP/VET programs, accredited certificate and Diploma programs delivered by the CCAE.
- Program support in the form of 1:1 assistance will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the support supervisor.
- Students for whom English is a second language will have their progress in English assessed in relation to the stages of the ESL requirements associated with VCAL/CGEA and LLNP requirements.
- CCAE will provide all required performance data to the appropriate State and Commonwealth Auditing Authority, and to the community via the CCAE Board of Management annual report.

**Evaluation**
This policy will be reviewed bi-annually.