Wallaroo Mines Primary School
Assessment & Reporting Timeline

Purpose
The purpose of this document is to provide a framework for assessment and reporting at Wallaroo Mines Primary School which promotes quality outcomes and improved learning for all students.

Understandings
Teachers will assess student progress and achievement in a planned and comprehensive manner by:
- Using the Australian Curriculum to plan, teach and assess in a comprehensive manner
- Using assessment processes that are inclusive of all students
- Using a range of formative and summative assessment methods appropriate to the learning task and the student
- Planning future learning on the basis of assessments
- Involving students in goal-setting, self-assessment and negotiating learning activities

Teachers will ensure accurate and comprehensive records are maintained by:
- Keeping records which are consistent
- Sharing clear and relevant information with other teaching staff and/or interagency personnel

Teachers will provide students with meaningful feedback by:
- Assessing work promptly
- Communicating progress using oral and written feedback that is specific, descriptive, accurate and easily understandable.
- Reporting attainment appropriate to the assessment methods used

Teachers will provide meaningful reports on student progress and assessment to parents/carers by:
- Communicating progress using oral and written feedback that is specific, descriptive, accurate and easily understandable
- Conducting interviews and writing student reports in accordance with the reporting timeline

In accordance with DECD policy teachers will:
- Develop a Negotiated Education Plan (NEP) for learners with disabilities which will include a learning Plan that specifically addresses learner access, participation and achievement within the outcomes outlined in the Australian Curriculum SACSA Framework and against which assessment will be made.
- Develop an Individual Learning Plan for ATSI students and maintain current data on the Keeping them on Track portal
- Develop a Personal learning Plan focusing on literacy/numeracy goals for each student

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Reporting Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Five/Six</td>
<td>Personal Learning Plan meetings. Class teachers to meet with all parents/carers and students to develop PLP’s¹, NEP’s² and ILP’s³</td>
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<tr>
<td></td>
<td>Ten</td>
<td>Values based social skills report. To be signed and returned in week eleven</td>
</tr>
<tr>
<td>Two</td>
<td>Ten</td>
<td>Student Achievement reports incl A-E grades for Yrs 1-7. To be signed and returned in week one, term 3</td>
</tr>
<tr>
<td>Three</td>
<td>Five/Six</td>
<td>Personal Learning Plan meetings. Class teachers to meet with all parents/carers and students to review *PLP’s, **NEP’s and ***ILP’s</td>
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<tr>
<td></td>
<td>Ten</td>
<td>Values based social skills report. To be signed and returned in week ten</td>
</tr>
<tr>
<td>Four</td>
<td>Nine</td>
<td>Student Achievement reports incl A-E grades for Yrs 1-7.</td>
</tr>
</tbody>
</table>

¹ PLP – Personal Learning Plan
² NEP – Negotiated Education Plan (for students with an identified disability)
³ ILP – Individual Learning Plan (for ATSI students)