**OUR PURPOSE**
Tammin Primary School and its teachers are responsible for informing parents/carers about their children’s progress at school, their strengths and aptitudes, the areas that require improvement and the strategies being implemented to assist.

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<th>ASSESSMENT</th>
<th>OUR PRACTICE</th>
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| 1. Parents are informed about their child’s progress utilising the Australian Curriculum against which student achievement and progress is measured. | The school reports to parents:  
- routinely and formally in June and December each year against the Australian Curriculum outcomes;  
- according to need, as expressed by teachers or parents, at other times throughout the year;  
- Report comments to be limited to 5 sentences and adhere to ‘feedback sandwich’ structure;  
- Use simplified language relevant to audience;  
- Reports to be completed and edited by teachers by **Week 5, Term 2 & Term 4**.  
*Student Reports sent home in Week 9, Term 2 & Term 4.* |
| Assessment should be carefully constructed to enable judgements to be made about student’s progress in ways that contribute to ongoing learning.  
Reporting occurs both formally and informally, routinely and according to need. |  
Throughout each semester, teachers collect work sample evidence, which will accurately and honestly inform parents about their child’s progress against standardised Australian Curriculum rubrics developed by Tammin PS staff.  
This material will include:  
- work samples & assessment tasks;  
- observations of work habits and social skills;  
- observations about areas requiring development;  
- on-going teacher judgments;  
- standardised Australian Curriculum rubrics developed by Tammin PS staff.  
*Portfolios to be edited & completed by Week 7, Term 2 & Term 4.* |
| 2. Assessment practices should be educationally sound and contribute to learning. |  
| The reporting process involves the collection & sharing of work sample evidence of student achievement and a written record of progress.  
1. Student Report, which is kept by parents at the end of each semester.  
2. Student Working Portfolio, which is stored at the school for handover & future use. |  
| Throughout each semester, teachers collect work sample evidence, which will accurately and honestly inform parents about their child’s progress against standardised Australian Curriculum rubrics developed by Tammin PS staff.  
This material will include:  
- work samples & assessment tasks;  
- observations of work habits and social skills;  
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- on-going teacher judgments;  
- standardised Australian Curriculum rubrics developed by Tammin PS staff.  
*Portfolios to be edited & completed by Week 7, Term 2 & Term 4.* |
### 3. Assessment needs to take account of the diverse needs of students

Students take responsibility for their own learning and identifying their strengths and areas for further development.

Students play a role in reporting to their parents including:
- evaluating their own learning;
- setting goals for future development, where appropriate;
- negotiated work sample evidence for inclusion into Student Portfolios;
- participating in the parent-teacher interview, where appropriate.

### 4. Written material collected or prepared for the purpose of reporting to parents reflects high standards of professionalism on behalf of the teacher.

Teachers ensure that material used for the purpose of reporting to parents:
- is a valid representation of the child’s ability and present standard of achievement;
- is complete;
- is marked and corrected;
- has teacher comments which use professionally appropriate and constructive language.
- provides positive recognition and affirmation of a child’s strengths;
- provides constructive suggestions for future learning and development.

### 5. The conference which forms part of the reporting to parents’ process informs parents about the curriculum, as well as their child’s progress and achievements against the curriculum.

It is conducted in professionally appropriate language and provides an honest balanced picture of the child’s strengths and areas for future development.

The class teacher prepares for interviews by:
- collecting the evidence;
- becoming familiar with the evidence;
- identifying areas of strength and those requiring future development;
- creating a positive ambience for the interview;
- ‘Conference Record’ used to record the interview & placed on Student File at completion.

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NB: Document developed in line with SCSA Curriculum & Assessment Outline.
http://www.scsa.wa.edu.au/internet/Years_K10/Curriculum_Assessment_Outline

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