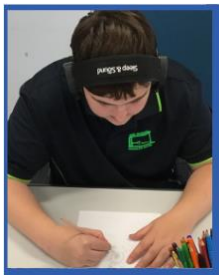

Mid North Education Centre

Making a difference by engaging and empowering

Assessment and Reporting

RATIONALE

At Mid North Education Centre (MNEC), communication is foundational to learning, relationships, regulation, participation and inclusion. Every student is a communicator, and every student has the right to access and use communication in ways that are meaningful, functional and respectful of their individual profile.

Our communication approach is grounded in co-regulation, curiosity, access and presumption of competence. Staff create safe, predictable learning conditions, remain curious about what a student is communicating, and use consistent supports so students can understand others, express themselves, make choices, participate in learning and develop increasing independence over time.

This Statement of Practice should be read alongside the MNEC Assessment and Reporting Agreement; the agreement sets the whole-school requirements for assessment windows, evidence collection, moderation, professional judgement, One Plan cycles and formal reporting.

This Communication Statement of Practice sets the agreed communication programs, teaching routines, communication assessment practices and role responsibilities within that whole-school framework. It should also be read alongside the Regulation Statement of Practice, the Literacy Statement of Practice and the Behaviour Support Policy where communication access, AAC, sensory needs, co-regulation and participation affect learning and engagement.

WHOLE-SCHOOL NON-NEGOTIABLES

- Teachers will complete the agreed assessment requirements within the identified assessment windows.
- Assessment will align with the relevant MNEC Statement of Practice, Australian Curriculum, ABLES and/or SACE requirements as appropriate.
- Teachers will use assessment to identify each student's starting point, determine next teaching steps and monitor progress over time.
- Reasonable adjustments, AAC and alternative response modes will be provided so students can demonstrate learning without unnecessarily changing the intended skill being assessed.
- Teachers retain responsibility for analysing evidence and making professional judgements about student achievement and progress.
- SSOs may observe, collect and record evidence as directed by the teacher, but do not independently determine achievement, alter assessment expectations or make reporting judgements.
- Assessment information will inform One Plan and/or SACE goals, intervention, adjustments and whole-school Tier 1-3 supports.

AGREED ASSESSMENT SCHEDULE

Teachers use the agreed whole-school assessments below together with ongoing formative assessment and evidence collected through everyday learning.

Learning Area	Term 1	Term 2	Term 3	Term 4
Literacy	ABLES English: Reading & Writing / Speaking & Listening (Weeks 3-4)	Writing with All Tools / student writing sample (Weeks 4-5) Moderation & collaborative planning	ABLES English: Reading & Writing / Speaking & Listening (Weeks 3-4) LLLL ongoing	Writing with All Tools / student writing sample (Weeks 4-5) Moderation & collaborative planning

	LLLL assessment: baseline and ongoing	(Week 6) LLLL ongoing		(Week 6) LLLL review
Numeracy	ABLES Mathematics (Weeks 3-4)	Numicon Assessment Signposts (Weeks 2-3)	ABLES Mathematics (Weeks 3-4)	Numicon Assessment Signposts (Weeks 2-3)
Regulation	Student Self-Regulation Questionnaire (Week 2) ABLES Personal & Social Capability: Self-Awareness: Self (ASD) (Weeks 3-4)	—	Student Self-Regulation Questionnaire (Week 2) ABLES Personal & Social Capability: Self-Awareness: Self (ASD) (Weeks 3-4)	—
Communication	ROCC (Weeks 1-2) ABLES Speaking & Listening (Weeks 3-4)	—	ROCC (Weeks 1-2) ABLES Speaking & Listening (Weeks 3-4)	—

ROLES AND RESPONSIBILITIES

This Statement of Practice is a whole-school agreement. Consistent implementation is expected across all classrooms. Teachers retain responsibility for assessment planning, analysis, professional judgement and reporting. SSOs support evidence collection and implementation under teacher direction.

All staff will:

- create calm, predictable conditions so students can engage with assessment and show what they know
- use agreed AAC, communication systems, visual supports and reasonable adjustments
- provide the lowest level of prompting required while maintaining the intended assessment focus
- be curious about student responses and recognise multiple valid ways of demonstrating learning
- maintain confidentiality and accurate, respectful documentation of student learning.

Teachers will:

- determine which assessments are required and ensure they are completed within agreed timelines
- plan accessible assessment opportunities aligned with curriculum, ABLES, One Plan and/or SACE requirements
- collect, analyse and moderate evidence and make professional judgements about progress and achievement
- ensure SSOs understand the assessment purpose, success criteria, required supports and what evidence to collect
- keep assessment profiles and records current and use results to determine next teaching steps, adjustments and intervention
- use assessment evidence to develop and review One Plan and/or SACE goals and formally report student progress.

SSOs will:

- implement teacher-directed assessment routines, supports and adjustments
- use agreed AAC, prompting and communication approaches during assessment
- observe and record student responses or learning evidence as directed by the teacher
- communicate observations, engagement and emerging needs to the teacher
- not independently alter assessment expectations, determine achievement levels or make reporting judgements.

Leadership will:

- monitor completion and consistency of whole-school assessment requirements
- use aggregated student data to identify patterns, priorities and Tier 1-3 supports
- provide professional learning, moderation opportunities and support for consistent teacher judgement
- ensure assessment and reporting requirements remain aligned with current Department for Education expectations and MNEC Statements of Practice.

REPORTING AND ONE PLAN CYCLE

Informal discussions with families about student progress may occur throughout the year through agreed school communication channels. Formal reporting and One Plan processes occur according to the schedule below.

Term	Reporting / Planning Expectations

Term 1	Welcome communication to families; curriculum planning and Term Overview; One Plan meeting with families (Weeks 6-7); One Plans completed and signed (Week 9).
Term 2	Curriculum planning and Term Overview; One Plan goal achievement data collated; Mid-Year Written Report (Week 9).
Term 3	Curriculum planning and Term Overview; One Plan review with families (Weeks 6-7); One Plans completed and signed (Week 9); NCCD requirements completed in accordance with Department timelines.
Term 4	Curriculum planning and Term Overview; One Plan goal achievement data collated; End-of-Year Written Report (Week 9).

Teachers will formally report twice per year, in Terms 2 and 4, on student progress and achievement against the relevant Australian Curriculum and/or ABLES learning, individual One Plan goals and SACE goals where applicable. Reporting will recognise the student's level of support and accessible ways of demonstrating learning. Parent/carer meetings will occur in Terms 1 and 3, or at another negotiated time.

NEW STUDENTS

New students will be assessed when sufficient time and evidence are available to make a valid judgement. ABLES assessment will generally occur approximately six months after enrolment and then align with the next whole-school assessment cycle, unless an earlier assessment is required to inform immediate teaching, adjustment or planning decisions.

Document Type	Whole School Agreement
Document Version	5.0
Document Status	DRAFT for approval
Publication Date	08/09/2026
Review Date	08/09/2027
Author	Leadership and teachers
Audience	Site Staff (Leaders, Teachers, SSOs)
Approval Date	TBA
Document Location	COMMON – WHOLE SCHOOL AGREEMENTS – ASSESSMENT AND REPORTING - 2027