



ASSESSMENT & REPORTING POLICY

Accurate and comprehensive assessment and reporting of student performance against the Victorian Curriculum Standards aids in establishing open communication, guides improvements in student learning, assists in establishing future direction and helps to identify areas of outstanding performance as well as those areas in need of support and assistance.

- FCS teachers will assess school and student performance accurately and comprehensively against the Victorian Curriculum Standards.
- FCS will ensure ongoing assessment, monitoring and recording of all students' performance and to report on performance, in writing, to parents/guardians at least twice a year.
- FCS will participate in all activities associated with the National Assessment Program.
- FCS will provide ACARA with all the data required for the collection, management, analysis, evaluation and reporting of statistical and related information about educational outcomes.
- FCS will meet all the requirements for student reporting as outlined by the Commonwealth Government.
- FCS will have appropriate processes in place to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort, and for the school to plan and achieve improvements in those learning outcomes.
- The Principal of FCS has overall responsibility for the implementation of this policy.

Assessment

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning and teaching practice.

FCS believes that the way students are assessed has a profound influence on their learning. Assessment focuses on what students achieve, how they have gone about learning and the promotion of further learning. Assessment should be carried out in the belief that all students have the ability to learn and to improve their learning outcomes.



Assessment for improved student learning and deep understanding requires a range of assessment practices to be used, with three overarching purposes:

1. Assessment FOR learning - Provides information on student knowledge, skills and behaviour to inform the next stage of learning and informs teaching practice.
2. Assessment AS learning - Provides ongoing, constructive feedback and opportunities for student reflection and/or self assessment to support future learning.
3. Assessment OF learning - Provides information about what students have learnt in relation to the curriculum and allows teachers to use evidence of student learning to make judgements on student achievement against goals and standards.

The primary purpose of assessment is to improve student performance.

- Assessment should identify appropriate standards and the criteria used for measuring student achievements and progress against the standards.
- Assessment should address all facets of the curriculum.
- Assessment should be based on an understanding of how students learn and should acknowledge that different learning styles and needs require a range of methods of assessment.
- Assessment should acknowledge that different areas of the curriculum require varying methods of assessment.
- Assessment should be an integral component of course design
- Good assessment provides useful information to report credibly to parents on student achievement
- Good assessment requires clarity of purpose and focussed criteria that requires a variety of measures and methods used should be valid, reliable and consistent
- Assessment requires attention to outcomes and processes.
- Assessment works best when it is ongoing rather than episodic
- Assessment for improved performance involves feedback and reflection

Assessment in our school will:

- Promote confidence in, and positive attitudes towards, learning
- Encourage the pursuit of excellence



- Ensure that all students have access to a range of learning experiences
- Provide opportunities for all students to experience success
- Carefully monitor student progress

Assessment practices will:

- Be clearly understood by students and parents
- Encourage students to reach challenging goals that are achievable
- Allow for different performance levels
- Assist in the diagnosis of student strengths and weakness
- Develop over time an ongoing record of student progress and levels of achievement
- Be appropriately resourced

Reporting

Reporting is the process by which assessment information is communicated to the students, parents and the school. This information will inform recommendations for future learning and teaching

FCS believes that reporting on student progress is an important element of the learning and teaching process. Reporting within the school community will be provided to children and parents both formally and informally throughout the year. External reporting will ensure compliance with national reports on the outcomes of schools.

Reporting will assist students and parents, by providing information about students' achievements and progress, along with recommendations for their future learning.

Reporting aims to:

- Inform children and parents of the progress of each individual child
- Aid in developing a partnership of learning between the school, parents and children
- Ensure accountability requirements to Commonwealth Government student reporting requirements are met
- Acknowledge the important role of the parent in the schooling of their child
- Accurately report student achievement against the Victorian Curriculum to the children themselves and to their parents



- Provide parents with written Student Reports indicating their child's academic progress
- Provide opportunities for two formal parent/teacher interviews per year – one interview after each of the mid-year and end of year written reports
- Provide information on the results of the students' participation in the National Assessment Program – (NAPLAN) to staff, parents and students on students' progress in relation to the Victorian Curriculum levels.
- Provide all required performance data to the community by means of an annual report.

Reporting will:

- Be an integral part of the learning and teaching process.
- Enable regular monitoring of student learning, development and achievements.
- Provide ongoing, constructive feedback to a student that focuses on ways their learning can be further developed.
- Develop students' capacity to reflect on their learning, their successes and areas for further learning.
- Provide a range of reporting methods to involve students, parents /carers and teachers.
- Satisfy mandated reporting requirements.

Implementation of Assessment & Reporting

The Principal is responsible for:

- Ensuring that the assessment and reporting requirements for the school are met
- Making readily available to the school community, an annual report that contains the mandatory information as required by Commonwealth and State legislative requirements.
- Ensuring that the parents / carers are informed about student reports via a letter and that two written Student Reports indicating their child's academic progress are provided each academic year



The teaching staff:

- in consultation with the Principal, will develop a whole-school assessment schedule which will include a variety of assessment strategies, including online and on demand assessment tools, providing multiple sources of information about student achievement. These will include tests and assignments, projects, performance observations, discussions and participation in NAPLAN. The assessment schedule will take into consideration the individual needs of the students. Teachers will use the data they collect to make judgements about, and report on, student achievement
- will assess student achievement against achievement standards detailed within the Victorian Curriculum and the learning outcomes
- and Principal will hold regular staff meetings to analyse assessment data to ensure that the students' learning requirements and objectives are being met. Staff will develop individual learning improvement plans for students identified as needing additional learning support. Item analysis by the teaching staff of NAPLAN results will focus both individual and cohort future learning.

Reports will:

- Be given at least twice per year to the person/s responsible for each child
- Be easy to understand
- Include an accurate and objective assessment of the student's progress and achievement against the Victorian Curriculum standards and against their individual learning goals as consistent with the whole-school teaching and learning plan.
- Be confidential
- Where applicable, NAPLAN student reports will be sent to the person/s responsible for the child with explanatory notes as to how to interpret the information.
- Be followed by an opportunity for the child and the parents to meet with the child's teachers to discuss all aspects of the report.

Teachers

In order to ensure effective implementation and evaluation of assessment and reporting, Professional Learning opportunities will be provided for all staff.



Teachers who have concerns regarding a student's progress are required to:

- Discuss the concern with the Principal
- Make an appointment to meet the student's parents / carers as soon as possible.

Parents

Parents who have concerns regarding a student's progress are recommended to do one or all the following:

- Make an appointment to meet the child's teacher as soon as possible. Gain an understanding, and contribute to the development of (where appropriate), the child's Individual Learning Plan.
- Attend review meetings of their child's Individual Learning Plan.
- Follow the Complaints & Grievances Policy if they feel concerns regarding their child's academic progress are not being adequately addressed.

Endorsement

This document has been endorsed by the FCS Governing Body.

Date: July 2021

Review Date: July 2022

Review Cycle: Every 12 months.

Exceptions: This document may be reviewed earlier than the date stated subject to circumstance