

Assessment and Reporting Policy

1. ASSESSMENT

Assessment is the process of purposeful gathering, analysis and interpretation of quality information about student achievement to enhance learning. It is based on clearly-stated standards and criteria appropriate to the age and development for the students and is also demonstrably fair, valid, reliable and equitable.

2. BELIEFS ABOUT ASSESSMENT

At Fremantle Christian College we believe assessment practices have a powerful impact on learning and teaching. The collection and interpretation of assessment data should be addressed and debated widely within the whole school community. Developing a shared understanding of assessment enhances the validity and consistency of judgements about student learning which in turn facilitates improved learning and teaching. Resulting from this, teachers are able to report more credibly to other teachers, parents, students, and the community.

We believe assessment will facilitate learning when it is:

- Valid, educative, fair and comprehensive
- refers to criteria that are explicit
- identifies strengths and achievements
- includes a variety of strategies and sources of evidence
- is appropriate for each phase of schooling
- includes student self-evaluation and reflection
- involves teacher judgement
- provides opportunities for students to work together
- is sensitive to students with special needs

We believe assessment also assists to:

- motivate students to learn because their learning is personalised
- improve the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents
- allow the school to plan for improvement by determining realistic priorities
- broaden home/school links that will enable parents to further assist with their children's learning

We believe assessment also assists to:

- monitor the progress of students and diagnose learning difficulties
- provide feedback to students on how they may improve their achievement
- adjust programs to ensure all students have the opportunity to achieve to their optimum
- develop subsequent and ongoing learning programs
- report student achievement to parents and staff
- facilitate and support whole school and system planning, reporting and accountability procedures

Whether at the level of the classroom, school or system assessment information should enable judgements to be made about students' progress in a way that is fair and contributes and facilitates continued learning. Therefore, assessment processes should be sufficiently varied to enable teachers and students to have a clear understanding of what students know and can do with assistance and without assistance. Assessment should distinguish between work that is original and non-routine and work that is reproductive or memorised. The criteria for assessment should be valid and transparent and based on multiple kinds and sources of evidence.

At Fremantle Christian College we engage in Baseline, Diagnostic, Formative and Summative Assessment processes to gather data to inform ongoing teaching and learning. These are defined as:

2.1. Baseline Assessment

This is used to establish a student's starting point at the beginning of each school year. This assessment will be analysed in comparison with the summative assessment in Semester 1 and Semester 2 exams to monitor each students' progress throughout the year.

2.2. Diagnostic Assessment

This involves examining specific skills or problems the child may have which have an impact on his or her learning. Examples include observations, running records, oral questions, hearing tests, speech, OT and IQ assessments, analysis of behaviour and emotional development.

2.3. Formative Assessment

This form of assessment is ongoing; it takes place during a lesson or a unit of work. It enables the teacher to see whether the content is differentiated at the appropriate levels and what student learning is taking place. Teachers make formative assessments using student work samples, presentations, portfolios, homework journals, group participation, projects, assignments, weekly tests, observations, running records, conferences and observations of behaviour and emotional development.

2.4. Summative assessment

This establishes the level of achievement attained by a student, and usually occurs at the end of a learning sequence, course or unit. Summative assessment also provides information for judging the effectiveness of teaching programs. It is supported at Fremantle Christian College through parent meetings and formal semester reports.

3. REPORTING

Fremantle Christian College is committed to providing an exceptional education programme that enables students to develop the necessary knowledge, skills and understandings to achieve and thrive. Assessment and reporting are integral to the achievement of high-quality learning outcomes for our students. They are essential components of the teaching and learning process and are vital to the way students think about themselves and are engaged in the process of learning. Assessment and reporting processes are consistent with the school's stated values and beliefs about learning and teaching. Reporting is carried out in accordance to the WA Curriculum outline.

Fremantle Christian College has both formal and informal methods of reporting to parents.

Formal assessment and reporting timelines include:

	Year Group	Assessment	Reporting
Term 1	Years 1 to 12	Baseline, Formative Assessment (including PAT testing)	Parent-teacher-child meetings to highlight concerns and discuss the program for the year
	Years 10-12	OLNA	Report to students, parents, teachers and council when results arrive.
	As required	Inclusive education needs	Parent meetings, Individual Education Plans (IEPs)
Term 2	All	Formal assessments	Semester 1 Reports to parents
	Years 3, 5, 7 and 9	NAPLAN	Report to students, parents, teachers and council when results arrive.
	Year 12	EST	SEQTA, SIRS
Semester 1 Analysis and Action Plan		<ul style="list-style-type: none"> • Leadership analyse student starting points and develop and action plan with staff • Leadership report Semester 1 results to governance 	
Term 3	All	Ongoing informal assessments	Parent-teacher-child meetings held on request at the end of term 3
	Year 10-12	OLNA	Parent Email
	As required	Assess and review EPs and adapt programs accordingly	Parent meetings, Education Plans (EPs)
Term 4	Years 1 to 12	Summative Assessments (Formal exams) (including PAT testing)	Semester 2 Reports to parents
	Year 12	ATAR examinations	SCSA
Semester 2 Analysis and Action Plan		<ul style="list-style-type: none"> • Analysis of Baseline compared to Summative Assessments • Analysis of Semester 1 compared to Semester 2 results • Leadership report results to governance 	

3.1. IEP meetings

For students with disabilities who are following an Individual Education Plan, Fremantle Christian College will discuss the individual progress of a student in a parent-teacher-child meeting.

3.2. Written Reports

Planned reporting by teachers to students and parents occur a minimum of twice a year including midyear and end of year. Two written semester reports are provided and one formal parent-teacher interview will be conducted.

Fremantle Christian College’s Student Reports aim to provide:

- Clear, comprehensive and consistent information
- Report on the achievement of Pre-primary to Year 12 in accordance with the Western Australian Curriculum and Assessment Outline.
- The Semester Academic Progress Report is a summary of student learning for the semester and is a formal statement of student progress.

The report is designed to convey information to parents about:

- Student achievement and effort
- Individual aspects of personal and social development, as well as study habits
- Reporting against the achievement standards for Pre-Primary to Year 6.
- Reporting against the WA Kindergarten Guidelines in Kindergarten
- Reporting against school-based standards/values
- A common reporting scale aligned to WA Curriculum and Assessment Outline
- details of absences

3.3. Reporting Framework aligned to the WA Curriculum and Assessment Outline

Letter Grade	Achievement Descriptor
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very low	The student demonstrates very low achievement of what is expected for this year level.

The “C” grade is expected level and an “A” is achievable within the Australian Curriculum Achievement Standard. Teachers must back up all high grades with appropriate evidence. To adopt the reporting framework, teachers will need to provide evidence of student cumulative & summative data underpinned by teacher professional judgment.

Fremantle Christian College will report on student achievement. Numbers and grades, if used, will be reported with accompanying descriptive information. Information is available upon request to the Principal that shows a child’s achievements in each Learning Area in comparison with that of other students in the same year group. This information will show the number of students in each of the five achievement levels.

3.4. NAPLAN report

Students in Year 3, 5, 7 and 9 will participate in the National Assessment Programme – Literacy and Numeracy. Results from NAPLAN tests are sent to schools for distribution to parents. The personal report tells how a student is achieving compared to:

- other Western Australian students in Years 3, 5, 7 and 9
- the average score on the NAPLAN test
- the standard expected of students at that year level when tested.

3.5. Informal reporting

Whilst a periodic written student report is a means of reporting against standards, Fremantle Christian College encourages other methods of communicating student progress.

These may include:

- school-family consultations
- well-coordinated homework plans
- a communication book (school diary) which enables parents and teachers to enter messages or comments
- regular and frequent school newsletters
- class newsletters
- student presentations and performances
- teacher-parent morning teas
- information nights
- parent attendance at contact days
- open days
- parents assisting in classrooms
- curriculum discussions at meeting
- Parent e-mails
- School Management System (SMS)