

FCC 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 fair, valid, reliable and equitable.

2. Beliefs About Assessment

Fremantle Christian College (FCC) believes assessment practices have a powerful impact on learning and teaching. The collection and interpretation of assessment data must be addressed and debated widely within the whole College 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 can report more credibly to other teachers, parents/guardians, students, and the community.

FCC believes 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
- provides feedback to assist in areas of improvement
- involves teacher judgement
- provides opportunities for students to work
- is sensitive to students with special needs

FCC believes 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/guardians
- allow the College to plan for improvement by determining realistic priorities
- broaden home/College links that will enable parents/guardians to further assist with their children's learning
- 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 can achieve their optimum

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- develop subsequent and ongoing learning programs
- report student achievement to parents/guardians, staff and students
- facilitate and support whole College and system planning, reporting and accountability procedures

Whether at the level of the classroom, College or system, assessment information must enable judgements to be made about students' progress in a way that is fair and contributes to and facilitates continued learning

Therefore, assessment processes must 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 must distinguish between work that is original and non-routine and work that is reproductive or memorised.

The criteria for assessment must be valid and transparent and based on multiple kinds and sources of evidence.

FCC engages 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 to monitor each student's progress throughout the year.

2.2. Diagnostic Assessment

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

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 FCC through parent/guardian meetings and formal semester reports.

3. Reporting

FCC 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

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students think about themselves and are engaged in the process of learning. Assessment and reporting processes are consistent with the College's stated values and beliefs about learning and teaching.

Reporting is carried out in accordance with the WA Curriculum outline.

FCC has both formal and informal methods of reporting to parents/guardians.

Formal assessment and reporting timelines include:

	Year Group	Assessment	Reporting
Term 1	Years 1 to 12	Baseline, Formative Assessment (including PAT testing)	Parent/guardian-teacher-child meetings to highlight concerns and discuss the program for the year
	Years 3, 5, 7 and 9	NAPLAN	Report to students, parents/guardians, teachers and council when results arrive
	As required	Inclusive education needs	Parent/guardian meetings, Individual Education Plans (IEPs)
Term 2	All	Formal assessments	Semester 1 Reports to parents/guardians
	Years 10 - 12	OLNA	Report to students, parents/guardians, teachers and council when results arrive
	Year 12	EST	SEQTA, SIRS
	Year 11 - 12	Semester 1 ATAR EXAMS	SEQTA
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/guardian-teacher-child meetings held on request at the end of term 3
	Year 10 - 12	OLNA	Parent/guardian Email
	As required	Assess and review EPs and adapt programs accordingly	Parent/guardian meetings, Education Plans (EPs)
Term 4	Years 1 to 12	Summative Assessments (Formal exams) (including PAT testing)	Semester 2 Reports to parents/guardians
	Year 12	MOCK ATAR EXAMS	SEQTA
	Year 12	ATAR examinations	SCSA
	Year 11	Semester 2 ATAR EXAMS	SEQTA

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
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3.1. Individual Education Plan (IEP) Meetings

For students with diagnosed or imputed disabilities who are following an Individual Education Plan, FCC will discuss the individual progress of a student in a parent/guardian-teacher-child meeting.

3.2. Written Reports

Planned reporting by teachers to students and parents/guardians occurs at a minimum of twice a year at mid-year and end of year. Two written semester reports are provided, and one formal parent/guardian-teacher interview will be conducted.

FCC Student Reports aim to provide:

- clear, comprehensive and consistent information
- report on the achievement of Pre-primary to Year 12 in accordance with the WA Curriculum and Assessment Outline.
- the Semester Academic Progress Report that 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/guardians 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 the College-based standards and 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 the expected level, and an 'A' grade is achievable within the Australian Curriculum Achievement Standard.

Teachers must back up all high grades with appropriate evidence. To adopt the reporting framework, teachers must provide evidence of student cumulative and summative data underpinned by teacher professional judgment.

FCC 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 (NAPLAN). Results from NAPLAN tests are sent to all schools for distribution to parents/guardians. The personal report shows 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 periodically written student report is a means of reporting against standards, FCC encourages other methods of communicating student progress.

These may include:

- College/family consultations
- well-coordinated homework plans
- a communication book (College diary) which enables parents/guardians and teachers to enter messages or comments
- regular and frequent school newsletters

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- class newsletters
- student presentations and performances
- teacher-parent/guardian morning teas
- information nights
- parent/guardian attendance at contact days
- open days
- parents/guardians assisting in classrooms
- curriculum discussions at meeting
- parent/guardian e-mails
- School Management System (SMS)

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