



Fitzroy Community School

Assessment and Reporting Policy

In broad terms, curriculum covers the arrangements the school makes for student learning. Curriculum encompasses course content, activities, teaching approaches, and the way in which classes are organised. Curriculum also includes the use of facilities and resources.

FCS provides a learning culture and environment that encourages students to strive for excellence on their learning journey. The school provides sequential teaching and learning programs that deliver a comprehensive program across a range of subjects. Our choice of resources is informed by our curriculum.

Curriculum delivery at FCS incorporates both teacher-led, and student-directed learning opportunities. Our learning culture supports students to be explorers and critical thinkers. The growth of these qualities occurs in an environment of respectful relationships.

Monitoring of individual student performance and progress is ongoing. This informs our teaching and allows us to identify areas requiring additional support as well as enrichment and acceleration.

FCS has found that ongoing engagement between the FCS teaching team and school families provides a rich reporting framework. Over the course of a school year, school families receive feedback regarding their child's learning, achievements, and challenges. We structure our feedback and reporting practices to strengthen the partnership and engagement between school families and the teaching team. Student work is shared with families throughout the year, a practice that enables families to have a timely understanding of their child's progress.

Assessment, Monitoring and Reporting Student Progress

Initial, formative and summative assessments are all employed as part of FCS's assessment processes. The modes of assessment, feedback, monitoring and reporting employed by FCS will vary depending on the curriculum area, and may include:

- Sharing examples of classroom work with school families
- Sharing examples of areas where greater support is needed
- Sharing examples of areas where enrichment and extension are being provided
- Written comments on assignments & detailed qualitative feedback
- Marked and graded homework tasks
- Annotated feedback on classroom work
- Scored tests, such as spelling tests
- Feedback on debates and public speaking activities
- Feedback on book reports, both written and oral
- Classroom discussions
- Exploration of ideas presented through artistic and creative efforts

Program Differentiation

FCS implements a variety of strategies that cater for students with special learning needs including giftedness, students with disabilities, and students from culturally and linguistically diverse backgrounds. FCS implements its curriculum in a manner that accommodates a range of learning styles aimed at achieving positive outcomes for all students. Student wellbeing is central to all learning endeavours, and our curriculum is delivered in an inclusive and personalised way.

NAPLAN

FCS willingly participates in the National Assessment Program – Literacy and Numeracy (NAPLAN). Student NAPLAN results are just one of multiple data sets collected which assist the school in identifying student learning needs and informing the school's teaching and learning practices. Individual student results are provided to families.

Parent-Teacher Conferences

The school has found that parent-teacher conferences are an effective forum for promoting and supporting student progress. Our parent-teacher conferences prioritise student wellbeing and allow us to share and discuss graded and non-graded student work and activities. Parent-teacher conferences are scheduled by the school as required and parents are also able to request parent-teacher conferences at any time they have questions regarding student wellbeing, academic outcomes or overall achievement.

Twice Yearly Written Reports

In accordance with the Australian Education Act 2013 (Cth.), FCS provides twice yearly written reports to parents/carers for all students in years 1 to 6. Written reports include an assessment of the student's achievement:

- against the Victorian Curriculum achievement standards.
- reported as A, B, C, D or E for each subject studied.
- relative to the performance of the student's peer group. ** Peer comparisons may not always be provided due to small cohort size and the risk of re-identifying individual students*

Reports are provided towards the end of semester 1 and semester 2 so that families are able to contact their children's teachers prior to the school holidays if they have questions about reports.

Foundation Students

Reporting on Foundation students' progress occurs through a range of measures including:

- minimum of two parent-teacher conferences in children's Foundation year
- sharing samples of children's work with parents
- sharing examples of areas where greater support is needed
- sharing examples of areas where enrichment and extension are being provided



The Principal is responsible for:

- Ensuring there are processes in place that enable the school to plan for, and achieve improvement in, student learning outcomes
- Ensuring all required performance data is provided to the community by means of an annual report
- Ensuring this policy is fully implemented

Teachers are responsible for:

- Undertaking all required assessment and reporting of students within their subject areas
- Discussing any concerns with individual student or cohort progress with the Principal or Head of Campus
- Participating in parent-teacher conferences

Policy Endorsement

Endorsed by the FCS Board September 2025

Review Date: September 2027

Review Cycle. Every 2 years

Exceptions: This Policy may be reviewed earlier than the date specified above when expansion, clarification, or inclusion of additional measures is warranted.