Curriculum, Assessment and Reporting in Catholic Schools

Procedures

Contents

1   Purpose

The purpose of this document is to provide school communities with a set of procedures that guide and inform the implementation of the Curriculum, Assessment and Reporting in Catholic Schools Policy in their local setting.

2   Scope

The Curriculum, Assessment and Reporting Procedures apply to all Catholic schools and Catholic Education Offices in South Australia.

3   Policy Supported

This document directly supports, and should be read in conjunction with the Curriculum, Assessment and Reporting in Catholic Schools Policy.

4   Context

CESA's Mission, Values and Vision Statement includes a commitment to processes of learning that are formative, challenging, engaging, life-long and life-wide.

Curriculum design, assessment and reporting practices are integral aspects of the processes of learning and teaching.

5   Definitions

Curriculum –is the knowledge, skills and understanding that teachers are expected to teach and students expected to learn

Assessment – is the relationship between the student's response to learning opportunities, the evidence of learning that has occurred, and the teacher's response in regard to further learning opportunities

Reporting – communication of clear, accurate and objective information about student progress and achievement to key stakeholders

Standards – refer to the objective stated goals by which achievement is measured.   These are referred to as achievement standards in the Australian Curriculum and performance standards in the SACE and competency based assessment in Vocational Education and Training (VET)

Stakeholders – students are the key stakeholders in relation to their learning. Other stakeholders include parents and caregivers, teachers, school, sector and government entities, business and industry partners

Valid and Reliable Assessment – assessment that matches what it is intended to assess and the accuracy of the assessment as a measure

Catholic School – includes, where applicable, early education and out of school hours care services, preschools, primary schools, secondary schools, R-12 schools and technical colleges.

6 Practices

When implementing the SACCS Curriculum, Assessment and Reporting Policy, schools will:

- develop, document and enact a common and agreed understanding of effective teaching, learning, assessment and reporting practices which reflect:
    - the mission and vision of Catholic Education
    - the Catholic identity, context and culture of the school
    - children and young people as competent agents of their own learning
    - productive partnerships with parents, caregivers and the community

- provide quality teaching and learning opportunities that are framed by and meet the requirements of the Australian Education Act 2013, government and Catholic sector endorsed curriculum frameworks. These frameworks:
    - identify the curriculum entitlement for students in South Australian Catholic schools
    - present a developmental curriculum which allows for breadth and depth in learning
    - identify the performance or achievement standard as benchmarks for student achievement at each year level or band of learning

- develop curriculum design and assessment practices informed by the principles that address student learning entitlement and equity, communicate high expectation and invite transformation

- develop curriculum design, assessment and moderation practices which are valid and reliable and support consistent and comparable judgments of student learning in relation to the standards

- ensure that assessment data is accessible for stakeholders, used for the key purpose of improving learning and informing accurate and objective reporting on student progress and achievement

- meet the reporting requirements of the Australian Education Act 2013 including written reports to students, their parents/caregivers twice per year, using plain language and assigning A-E grades for all students from Year 1

- provide appropriate training and professional learning opportunities for teachers in relation to:
    - the use of endorsed curriculum frameworks
    - the processes for standards referenced assessment and competency based assessment including moderation
    - valid and reliable assessment practices.

7 Supporting Documents

Endorsed curriculum frameworks and documents

Australian Curriculum Implementation Guidelines for South Australian Catholic Schools

Belonging, Being and Becoming, The Early Years Learning Framework for Australia

Continuous Improvement Framework for Catholic Schools

International Baccalaureate

Keeping Safe: Child Protection Curriculum

Made in the Image of God Human Sexuality Education Curriculum 7-12

Made in the Image of God Human Sexuality Education Curriculum R-6

My Time Our Place: Framework for School Age Care in Australia

National Quality Framework

Principles of Entitlement, Equity, Expectation and Transformation Document

Religious Education Crossways Framework

Reporting Guidelines – Australian Curriculum F-10 SA Catholic Schools

SACCS Curriculum, Assessment and Reporting in Catholic Education South Australia Schools Policy

SACE

The Australian Curriculum

The Melbourne Declaration on Educational Goals for Young Australians

VET Framework

8   Revision Record

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