

# Curriculum, Assessment and Reporting in Catholic Schools

## Policy



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## 1 Purpose

The purpose of this policy is to articulate the policy position of the South Australian Commission for Catholic Schools in relation to Curriculum, Assessment and Reporting in Catholic Schools.

## 2 Scope of Policy

This policy applies to all Catholic schools and CEO offices in South Australia.

## 3 Policy

The South Australian Commission for Catholic Schools is committed to:

- Teaching and learning in Catholic schools, including curriculum design, assessment and reporting practices, that 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 community
- Curriculum design and assessment practices which encompass the principles of:
  - Entitlement - a rigorous, broad and balanced curriculum provides opportunities for students to actively participate and exercise agency in their learning
  - Equity – all students access age-appropriate and effective learning
  - Expectation – high expectations for all students are held, communicated and supported
  - Transformation – learning that enables students to act, reflect and evaluate their own experiences, growth and personal aspirations
- Quality teaching and learning, assessment and reporting practices that are framed by and meet the requirements of the Australian Education Act 2013 and government and Catholic sector endorsed curriculum frameworks
- The use of valid and reliable assessment data:
  - for the key purpose of improving learning
  - that is accessible for key stakeholders
  - to describe and report on student progress and achievement in relation to the curriculum.

## 4 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 response to learning opportunities, the evidence of learning that has occurred, and the teacher response in regard to further learning opportunities

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

**Stakeholders** – students are the key stakeholders in 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.

## 5 Responsibility for implementation, monitoring, and continual improvement

Responsibility for implementation, monitoring and review of the policy is vested at the level appropriate to the following roles:

Catholic Education Offices	CEO Offices
Principal	Assistant Director, Religious Identity and Leading Learning
School Board (or Equivalent)	Senior Education Adviser, Inclusion and Learning

## 6 Supporting procedures or policy support documents

The following documents are to be read in conjunction with, and are additional to, any other relevant South Australian Commission for Catholic Schools (SACCS), school or CEO policy, procedure or support document.

- SACCS Curriculum, Assessment and Reporting in Catholic Schools Procedures

## 7 Revision Record

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