



Learning and Assessment Policy

College Mission

Cabra Dominican College is a Catholic school in the Dominican tradition. It strives to provide an environment that nurtures and develops young people's unique gifts: liberating them in the search for truth and empowering them to create a better world. Cabra Dominican College is committed to providing an environment in which all students feel welcomed, safe and valued.

Our mission is to be a place of excellence in learning and teaching in the Catholic tradition, based on the Dominican tradition of love of learning, search for truth, appreciation of culture, respect for the uniqueness of each person. We support the growth of the students in their full human potential and their commitment to service of the Church and to society. We work to provide a stimulating learning environment which is holistic and encourages and supports each teacher and student to be his or her best.

Context

Learning, teaching and assessment at Cabra is student-centred, inclusive, evidence based and complies with the Australian Curriculum (ACARA), the South Australian Certificate of Education (SACE), Crossways and the South Australian Child Protection Curriculum.

Our approach to learning and teaching at Cabra focuses on creating a supportive and challenging environment in which students learn, where enquiry and the appreciation of beauty are fostered and it is understood that mistakes are often essential for growth. Particular attention is provided to nurturing scholarship and a love of learning. Learning occurs differently for each individual person and is supported by positive relationships, attention to well-being and high academic expectations. Therefore, learning and assessment experiences at Cabra are varied depending on need and circumstance.

In this context:

- learning is the process by which we nurture the unique gifts of students thus empowering them in their own search for truth;
- learning occurs in all contexts and situations, therefore, Cabra staff members look for the teachable moment in which to influence the development of each student entrusted to their care;
- learning occurs differently for each individual person, therefore, learning experiences at Cabra are varied;
- assessment feedback is evidence based and can combine both formative and summative student work;
- assessment is integral to the learning process, providing students and parents/caregivers with feedback on learning growth and performance;
- assessment instruments used at Cabra are purposely designed to ensure fairness and the opportunity for all students to demonstrate their knowledge, skills and understanding;
- assessment procedures at Cabra are consistent with the guidelines and procedures outlined in ACARA and SACE.

Policy Statement

Cabra Dominican College is committed to providing places of excellence in learning and teaching in the Catholic tradition for all persons covered by this policy.

Scope

This policy applies to all students, parents/caregivers and is supported by staff working within or for Cabra Dominican College.

Principles

Cabra assessment procedures aim to be fair, valid, useful and reliable. Assessment assists teachers and schools to:

- adjust programs to ensure all students have the opportunity to achieve the intended outcomes and goals of the course;
- assist in the diagnosis of student strengths and areas for improvement;
- gather and interpret evidence to make judgments about student learning;
- maintain the crucial link between learning outcomes, content and teaching and learning activities;
- regularly evaluate and refine the teaching and learning programs we offer our students;
- report student achievement to parents/caregivers and provide feedback to students;
- provide scaffolds for higher developmental learning.

Assessment at Cabra Dominican College aim to:

- be available to all students and parent/caregivers;
- include assessments that are varied to ensure that all students have a chance to show what they know and can do;
- involve self-reflection and self-assessment to support all students;
- allow opportunities for ongoing improvement and different methods to show evidence of the relevant Performance Standards (SACE/ACARA).

Responsibilities

Students will:

- provide evidence of their learning;
- seek to learn and commit to meeting the requirements of each subject;
- choose subjects in consultation with staff recommendations;
- work collaboratively with others to ensure that everyone enjoys the right to learn in a supportive environment;
- ask questions;
- reflect and articulate how they learn, how they can move forward and what strategies they use when they experience set-backs;
- make good use of the opportunities to demonstrate their knowledge and understanding;
- maintain a good record of attendance, conduct and progress;
- initiate contact with teachers concerning absence from class, missed assessments, extension requests and other concerns pertaining to assessment;
- approach learning with a growth mindset and positive attitude.

Parents/caregivers will:

- be the primary educators of their children;
- work collaboratively with Cabra staff members to promote a love of learning and respect for the learning and assessment processes and structures that enable rich learning to occur at the College;
- provide a supportive environment for their children to continue their studies when at home;
- contact the College if they have any concerns or issues to discuss.

Staff will:

- work collaboratively to develop and deliver engaging lessons appropriate to the needs of a particular cohort of students;
- be positive and authentic in their disposition towards young people and their families;
- regularly evaluate and refine the courses, lessons, tests and assessments offered to students to address issues such as the use of the same test by different classes or from one year to the next;
- continually engage in reflective and action research processes to enhance students' achievement, engagement and pedagogy;
- engage in ongoing professional learning;
- embrace and engage with up-to-date and current pedagogical methodologies;
- develop a teaching and learning program that supports the College learning policy, ACARA and SACE guidelines;

- provide students with a program and assessment outline on SEQTA within two weeks of the commencement of the subject;
- ensure that assessments are fair, inclusive, valid and reliable using various assessment methods;
- ensure assessment tasks are visible in SEQTA two weeks before the due date;
- maintain accurate records of student achievement;
- inform students and parents of academic progress.

Executive Leadership will:

- ensure the College has the resources needed to support the learning and teaching programs offered;
- ensure that the College's policies, procedures, systems and processes enable rich learning and teaching to occur;
- ensure guidelines around assessment and reporting is clear and communicated in a timely manner;
- ensure SEQTA enables seamless reporting;
- support staff with developing pedagogy and practice which assesses the diverse needs of learners;
- communicate key aspects of policies and procedures as outlined by external bodies (SACE, CESA, ACARA);
- provide professional development opportunities which engage staff in current trends and methodologies relating to learning and assessment.

Related Documents and References

- Cabra Dominican College Assessment Policy and related procedures (2018)
- CESA 2012: Reporting to Parents: a summary of the Schools Assistance Act 2008
- DECD 2012: Reporting on Australian Curriculum: guidelines for DECD in schools R-10
- CESA 2013: Student Reports: Reporting to Parents with the Australian Curriculum: Information and Guidelines for Catholic Schools in SA
- Cabra Dominican College Student Handbook
- Cabra Dominican College Staff Handbook

Policy Title: Learning and Assessment Policy
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