



## Reporting 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 and directed towards 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

Reporting 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. Reporting is the formal and informal process of regularly and clearly communicating information to students and parents about student achievement and progress gained from assessment processes.

The central purpose of reporting is to support learning and teaching by sharing timely feedback about students' progress and achievement between students, parents/caregivers and teachers. Information about student progress and achievement assists the partners in students' learning to identify areas of strength and future needs, it enables schools and teachers to identify and communicate strategies for the future support of student learning.

### Policy Statement

Cabra Dominican College is committed to providing timely feedback on student learning. Student progress and achievement are reported in a number of ways, including formal written reports, student progress reports, learning conversations, meetings, certificates and informal feedback.

### Scope

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

### Principles

Cabra has a responsibility to report credibly and in a timely manner on student progress and achievement to students, parents/caregivers, the community, government and other partners in Catholic Education. The College's reporting process ensures consistent practices based on valid and reliable information about student learning.

Cabra is committed to issuing reports to parents/caregivers which meet the requirements of the Schools Assistance Act 2009 and to providing meaningful information to parents regarding their child's current progress. The reports will:

- avoid educational jargon and use plain English;
- give meaningful comments on their child's progress in learning;
- provide clear information on academic achievement against specific learning standards articulated in the Australian Curriculum and the SACE;
- show relative achievement of students in Years 7-11 based on 5 levels (A, B, C, D, E) and Year 12 (A+ - E-)

We report on student achievement in the following three ways:

1. Academic Achievement: A-E grades form assessment decisions made using Standards Referenced Assessment against the Schools Assistance Act (Exam results for 10s and 11s are included where applicable)
2. Academic Endeavour: behaviours in learning (four-point grade scale)
3. Personal Responsibility: behaviours in wellbeing (four-point grade scale)

Students in Year 7 – 11 receive:

- a Progress Update in Term 1;
- an End of Semester Report in Term 2;
- a Cumulative Progress Update in Term 3;
- an End of Year Report in Term 4.

Year 12 students receive:

- a Progress Update in Term 1;
- an End of Semester Report in Term 2;
- a Progress Report in Term 3;
- a school leaver statement in Term 4;
- Final SACE results (from the SACE Board) in December.

To provide opportunities for learning conversations, Parent/Caregiver/Teacher/Student Review meetings are held twice a year. These provide an opportunity for parents/students and teachers to review progress, explore areas for growth and set new goals. We strongly encourage students to attend these. These reviews provide an opportunity to clarify information that has already been provided in regular SEQTA feedback or via reports.

## **Responsibilities**

Students will:

- provide evidence of their learning;
- seek to learn and commit to meeting the requirements of each subject;
- 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:

- work collaboratively with Cabra staff members to promote a love of learning and respect for the learning and assessment processes and structures that enable great learning to occur at the College;
- support their child to complete homework;
- utilise the opportunity to discuss their child's learning progress at Parent/Caregiver/Teacher/Student Review meetings;
- 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;
- 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;
- develop a teaching and learning program that supports the College learning and assessment 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/caregivers of academic progress;
- notify students and parents/caregivers of impending assessments on SEQTA with a minimum of 7 days' notice;
- will use different strategies of redeveloping alternative tests and assessments to address issues such as the use of the same test by different classes or from one year to the next.

Executive Leadership will:

- 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**

- 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: Reporting Policy**  
**Ratified by Executive Leadership: 2018**  
**Policy due for review: 2021**