



Learning, Assessment, and Reporting Policy

1 Context

- 1.1 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.
- 1.2 Cabra's approach to learning and teaching 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 essential for growth. Our Dominican narrative is a catalyst for nurturing scholarship and a love of learning, fostering agency. Learning occurs differently for each individual person and is supported by positive relationships, attention to well-being and high academic expectations and accountability.

2 Policy Statement

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

3 Definitions

ACARA means the Australian Curriculum, Assessment and Reporting Authority, the statutory authority which provides the Australian Curriculum.

SACE means the South Australian Certificate of Education, the secondary school qualification provided by the SACE Board of South Australia.

SEQTA is the learning management system used at Cabra or, where Cabra ceases to use SEQTA or SEQTA's name changes, is to be read as the successor learning management system.

4 Scope

This policy applies to all students, staff and parents/caregivers of Cabra Dominican College.

5 Principles relating to Learning and Assessment

- 5.1 Learning at Cabra:
 - (a) is the process by which we nurture the unique gifts of students, thus empowering them to be active agents in the search for their own for truth;
 - (b) 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; and
 - (c) occurs differently for each individual person; therefore, learning experiences at Cabra are varied.
- 5.2 The learning plans for student at Cabra will be clearly articulated on SEQTA, ensuring that:
 - (a) a program and assessment outline is available on SEQTA within two weeks of the commencement of the subject;



- (b) assessment tasks are visible in SEQTA two weeks before the due date (or one week in the case of tests); and
- (c) learning outcomes and success criteria are articulated for each lesson to enable students and parents/caregivers to monitor progress.

5.3 Assessment at Cabra should:

- (a) be available to all students and parent/caregivers;
- (b) continuous and help students to understand 'where to next';
- (c) be designed so that it is fair, valid, useful, and reliable;
- (d) ensure the opportunity for all students to demonstrate their knowledge, skills and understanding;
- (e) be sufficiently varied to ensure that all students have a chance to show what they have learned and what they can do;
- (f) involve self-reflection and self-assessment;
- (g) allow opportunities for ongoing improvement and different methods to show evidence of the relevant performance standards from ACARA or SACE (as applicable); and
- (h) be consistent with the policies, guidelines and procedures outlined in ACARA and SACE.

5.4 In addition to the over-arching principles in Clause 5.3 above, assessment at Cabra is used to:

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

5.5 Students at Cabra should take responsibility for their learning, by ensuring they:

- (a) engage authentically with the learning process, approaching learning with a growth mindset and a positive attitude;
- (b) complete work set and adhere to the College Work Completion Policy;
- (c) review the intended learning outcomes for each lesson or unit of work to understand their own progression; and
- (d) reflect and articulate their learning, how they can move forward and what strategies they use when they experience set-backs.

- 5.6 Cabra staff will adopt a process of continuous improvement and refinement to:
- (a) ensure the learning and teaching programs are evidence-based, and formed by best contemporary pedagogical practice; and
 - (b) access sufficient professional learning to support the aims of this policy and meet the needs of students.
- 5.7 This Policy is intended to be read in conjunction with, and subject to, the Work Completion Policy and Processes.

6 Principles relating to Reporting

- 6.1 Cabra has a legislative and moral responsibility to report credibly and in a timely manner on student progress and achievement to:
- (a) students;
 - (b) parents/caregivers,
 - (c) the community,
 - (d) government; and
 - (e) other partners in Catholic Education.
- 6.2 The College's reporting process ensures consistent practices based on valid and reliable information about student learning.
- 6.3 Cabra is committed to issuing reports to parents/caregivers which meet the requirements set out in the *Schools Assistance Act 2008* (Cth) and to providing meaningful information to parents regarding their child's current progress. As such, reports at Cabra will:
- (a) avoid educational jargon and use plain English;
 - (b) give meaningful comments on the student's progress in learning;
 - (c) provide clear information on academic achievement against specific learning standards articulated by ACARA and the SACE and relative to the student's peer group at the school;
 - (d) show relative achievement of students in Years 7-11 based on 5 levels (A, B, C, D, E) and Year 12 (A+ - E-) as detailed in Appendix 1; and
 - (e) include a designation of 'adjusted' where the student's grade is not a reflection of the specific learning standards articulated by ACARA or SACE.
- 6.4 Cabra's reports will report against the following metrics:
- (a) Academic Achievement (as set out in clause 6.3(d) above and Appendix 1);
 - (b) Academic Endeavour (reflecting behaviours in learning); and
 - (c) Personal Responsibility (reflecting behaviours in organisation and wellbeing).
- 6.5 Notwithstanding the formal reporting process set out in clauses 6.1 to 6.4 above, the availability of continuous feedback via SEQTA is of paramount importance to enhanced

student learning outcomes. As such, students and parents/caregivers should use SEQTA as their primary point of ongoing feedback on student learning.

- 6.6 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. Cabra strongly encourages students to attend these. These reviews provide an opportunity to clarify information that has already been provided in regular SEQTA feedback or via reports.

7 Related Documents and References

- Cabra Dominican College Student Handbook
- Cabra Dominican College Staff Handbook
- CESA: Reporting to Parents: a summary of the Schools Assistance Act 2008 (2012)
- SACE [Assessment and Reporting Guidelines](#) (2021)

8 Revision Record

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	1.0		2018		Initial Draft		
	2.0		2021		Significant redraft Incorporation of Reporting Policy (Reporting Policy 2018 repealed by this policy).		

Appendix 1

The following table provides an overview of what the grades A, B, C, D and E represent under the ACARA guidelines from Years 7-10.

Grade	Explanation
A	Your child is demonstrating excellent achievement of what is expected at this year level
B	Your child is demonstrating good achievement of what is expected at this year level
C	Your child is demonstrating satisfactory achievement of what is expected at this year level
D	Your child is demonstrating partial achievement of what is expected at this year level
E	Your child is demonstrating minimal achievement of what is expected at this year level

In Years 11 and 12 (Stage 1 and Stage 2 of the SACE), descriptions of each grade level are included in each subject outline and are called 'performance standards'. The performance standards describe five levels of achievement, A to E.

Teachers and assessors use the performance standards to decide how well a student has demonstrated his or her learning. Each grade corresponds to a level of the performance standards.

Performance standards are more than a tool for assigning grades. They also offer opportunities for teachers and students to improve the quality of their teaching and learning.