



St Raphael's School 2018

Curriculum Assessment & Reporting Policy





CURRICULUM ASSESSMENT & REPORTING POLICY

1. Purpose:

The purpose of this policy is to articulate our Curriculum, Assessment and Reporting at St Raphael's School.

2. Scope of policy:

This policy applies to all students at St Raphael's School, Parkside.

3. Policy:

St Raphael's School is committed to:

High Quality Teaching and Learning 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 that provides opportunities for students to actively participate and exercise agency in their learning
- Equity – that all students access age-appropriate and effective learning
- Expectation – that high expectations for all students are held, communicated and supported
- Transformation – that learning enables students to act, reflect and evaluate their own experiences, growth and personal aspirations

Quality teaching and learning, assessment and reporting practices are framed by and meet the requirements of ACARA curriculum framework

The use of valid and reliable assessment data:

- for the key purpose of improving learning
- is accessible for key stakeholders
- describes and reports on student progress and achievement in relation to the curriculum.

4. Definition:

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 and community groups

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



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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: Principal, Staff and School Board

6. Supporting procedures or policy support documents:

- ACARA
- SACCS Curriculum, Assessment and Reporting in Catholic Schools Procedures

7. Revision Record:

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