**Context**

The implementation of the Australian Curriculum in Catholic schools in SA provides further opportunity to ensure that assessment and reporting practices are explicitly centred on the improvement of learning.

The Australian Curriculum achievement standards are the reference point for assessment and reporting of learning areas at each year level.

The phased development of the Australian Curriculum over several years will result in gradual changes to curriculum, assessment and reporting. During this transition period, teachers will continue to assess and report using SACSA in some learning areas.

The following guidelines are informed by:

- The SACCS Policy on the Assessment and Reporting of Student Achievement in Catholic Schools and Pre-Schools, and
- The Schools Assistance Act (2008) and Regulations.

**Families: Partners in Learning**

Families and schools work in partnership to develop and celebrate the capabilities of children and young people.

Families share and receive information about their child and work with schools to develop an ongoing conversation about learning and the progress and achievements of their child. Families engage with schools throughout the year to:

- develop a profile of their child as a learner
- understand the opportunities that exist within their school community for their child to be a successful and motivated learner
- build their understanding of contemporary learning approaches
- contribute to and complement school based learning with their family experiences.

Throughout the year many opportunities exist for communication in relation to learning between families, schools and students including:

**Families-engaging in learning conversations**

- Family information to teachers regarding students’ strengths, interests and learning
- Learning circles, parent education sessions, reading groups in home language
- Interactive digital learning spaces including blogs, wikis
- Family-student-teacher learning and goal setting conferences

**Schools-sharing learning experiences**

- Year Level orientation sessions
- Student led learning forums
- Newsletters, topic boards and weekly learning news
- Homework activities that engage families in inquiry e.g family histories, community interest events
Students learning feedback and reporting progress and achievement

- Feedback loops, peer and self assessment
- Family - student - teacher conferences
- Portfolios and annotated student work samples
- Student reports

Student reports form one part of the information to families regarding the progress and achievements of their child and provide a further opportunity for families, teachers and students to build and maintain quality learning conversations and partnerships.

Reporting Requirements

Timelines

The reporting timeline for the transition from SACSA to the Australian Curriculum:

2013
- By the end of the year, for students in Years 1 – 9, schools report using the Australian Curriculum standards in English, History, Mathematics and Science.
- Schools continue to report using the SACSA standards in all other learning areas.
- Schools also have the option to commence reporting in Year 10 in relation to the Australian Curriculum standards in English, History, Mathematics and Science.

2015
- By the end of the year, for students in Years 8-10, schools will report using the Australian Curriculum standards for all subjects and learning areas.

2016
- By the end of the year, for students in Years F-7, schools will report using the Australian Curriculum standards for all subjects and learning areas.

Requirements

The Schools Assistance Act (2008) and regulations, requires all schools in Australia, to provide plain language student reports to the parents or carers, twice a year that:

- are readily understandable to those responsible for the student (plain language)
- give an accurate and objective assessment of the student’s progress and achievement;
- include an assessment of the student’s achievement, for all subjects studied, against any available national standards
- are reported as:
  - A, B, C, D and E (or the state negotiated equivalent five point scale), clearly defined against specific learning standards; and
  - relative to the performance of the student’s peer group at the school (if requested by parents/carers).
Individual parents/carers may wish to withdraw their child from comparative reporting or assessment conditions that they feel are inappropriate for their child. This is a matter for consideration by individual parents/carers and must be requested in writing to the school.

**Compliance with the Schools Assistance Act (2008)**

The following elements are required to be included in student reports to demonstrate compliance with the Schools Assistance Act and regulations 2008.

The A-E grade scale and word equivalents negotiated by South Australia

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Your child is demonstrating excellent achievement of what is expected at this year level</td>
</tr>
<tr>
<td>B</td>
<td>Your child is demonstrating good achievement of what is expected at this year level</td>
</tr>
<tr>
<td>C</td>
<td>Your child is demonstrating satisfactory achievement of what is expected at this year level</td>
</tr>
<tr>
<td>D</td>
<td>Your child is demonstrating partial achievement of what is expected at this year level</td>
</tr>
<tr>
<td>E</td>
<td>Your child is demonstrating minimal achievement of what is expected at this year level</td>
</tr>
</tbody>
</table>

**Comparative achievement**

‘You can ask the school to provide you with written information that clearly shows your child’s achievements in the subjects studied in comparison to that of other children in the child’s peer group at the school. This information will show you the number of students in each of the 5 achievement levels.’
Reception

There is no requirement for schools to assign A - E grades or word equivalents in reporting on student achievement in the Reception year.

Reception teachers should use the Foundation (F) Year Australian Curriculum achievement standards as reference points for descriptive reporting regarding the progress and achievement of students in Reception.

Years 1-10

The Australian Curriculum achievement standards describe what students should typically be able to know and do at each year level.

Student achievement should be reported in relation to the achievement standards of the year level in which the student is placed, ie. the achievement of Year 7 students will be reported against the Year 7 achievement standards.

The achievement standards, along with the content descriptions, general capabilities and cross curriculum priorities, provide the broad curriculum from which teachers design learning and assessment.

Each achievement standard should be treated holistically, ie. as representing broad development of understandings and skills, rather than as discrete elements to be achieved.

There will be situations where it is necessary for schools to adjust the curriculum design and assessment for some students, including, on occasions, students with Learning Plans*.

Where possible any adjustments made will maintain a child's entitlement and opportunity for maximum engagement with the year level curriculum and program.

The ACARA document Student Diversity and the Australian Curriculum: Advice for principals, schools and teachers provides further information regarding curriculum planning, assessment and reporting and the diversity of students. The document can be accessed at

http://www.australiancurriculum.edu.au/StudentDiversity/Pdf/StudentDiversity

In such cases the Principal will be responsible for the negotiation of adjustments and documentation of the student's learning program and appropriate reporting arrangements.

The Principal will collaborate with parents/carers and where appropriate, the student, and with a child’s teachers and consultants at the Catholic Education Office.

Consultants from the Special Education, Behaviour Education, Indigenous Education and English as an Additional Language Teams can assist schools to make adjustments to learning programs and for Individual Learning Plans. Adjustments should be noted in the report.

* Learning Plans: the term Learning Plans refers to a range of plans developed to document the needs of particular students. This includes Individual Education Plans (IEP) for students who are under Guardianship of the Minister, Individual Learning Plans (ILP) for Aboriginal and Torres Strait Islander students and learning plans designed for students with differing needs, including gifted students. This also includes Individual Education Plans (IEP) for students with disability.
Students with disability: the concept of disability has been widely defined by legislation to include all children and students with a disability. This is regardless of eligibility under specific systemic targeted programs. The Australian Government Disability Discrimination Act (1992) and the Disability Standards for Education (2005) require schools to make reasonable adjustments for the broad range of students with disabilities.

Multi age classes
Students in multi-age classes will, in most cases be taught, assessed and reported on according to the year level in which they are placed.

There may be some cases in which it is appropriate for teachers to vary some aspects of the curriculum to cater for more than one year level. In varying the curriculum, teachers should ensure that students still have access to the curriculum described for their year level and that they are reporting against the year level achievement standards.

Where variations are made to cater for composite or multi-age class structures, parents/carers should be informed of any variations.

Reporting across the year
The first semester report will reflect student achievement demonstrated in relation to the year level standard, taking into account what has been taught to that point in the year. The end-of-year report summarises student achievement in the second semester and may also indicate student progress across the year.

In the middle of the year, teachers will make an on-balance judgement about the level of achievement the student is demonstrating in relation to the achievement standard, taking into account the curriculum taught and assessed to that point in the year. Thus, students demonstrating excellent achievement at that point in time would be allocated an A grade, students demonstrating satisfactory achievement would be allocated a C grade.

General capabilities and cross curriculum priorities in reports
‘The Australian Curriculum has a three-dimensional design: discipline-based learning areas, general capabilities as essential 21st century skills and contemporary cross curriculum priorities.’

There is no requirement for schools to report separately on general capabilities and cross curriculum priorities descriptively or using A – E grades.

When providing descriptions about the quality of student learning (in addition to A-E grades), schools are expected to include references to the general capabilities and cross curriculum priorities within the Australian Curriculum subjects and learning areas.

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Descriptions of student learning

Teachers provide accurate and objective descriptions of the quality of student learning (in addition to A-E grades) to provide detailed information about students’ progress and achievement.

Schools make decisions about how often and the amount of detail that will be provided on each report.

Schools may choose to include one general learning description at the end of the report, or descriptions for some or each subject and/or learning area and also determine whether learning descriptions will be included in both semester reports or only once during the year.

The Australian Curriculum achievement standards and the CESA Australian Curriculum: performance expectations and performance indicators provide the relevant language of progress and achievement.

Samples of reporting formats

See Attachment 1 for advice regarding designing a reporting template F-10 and Attachment 2 for suggested learning area text for reports.

Guidelines and Reporting Group

The Guidelines have been compiled by:
Mary Carmody Catholic Education Office
Marianne Farrugia Catholic Education Office
Jamie Blowes St Therese School Colonel Light Gardens
Tess Harford St Joseph’s School Hectorville
Liza Couzens Tenison Woods College Mt Gambier
Anna Mirasgentis Blackfriars Priory College Prospect
The English curriculum is built around the three integrated strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Areas of learning this semester included...

Description of student learning

This section utilises language of the Achievement Standards and/or the CESA Performance Indicators to describe student progress and achievement.

Achievement for the learning area is given an overall grade of A-E.

When the remainder of the Australian Curriculum is implemented it will no longer be necessary to identify learning areas as either SACSA or Australian Curriculum.

It is suggested that schools provide a brief description of the learning area F-10 (see suggestions on Australian Curriculum: Reporting Text)

When using a generic paragraph to describe learning areas, specific information about topics, subjects or units of work could be provided.
**Learning area with separate subjects:**

<table>
<thead>
<tr>
<th>HUMANITIES AND SOCIAL SCIENCES</th>
<th>Australian Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Civics and Citizenship</td>
<td></td>
</tr>
<tr>
<td>Business and Economics</td>
<td></td>
</tr>
</tbody>
</table>

The HASS learning area consists of four subjects - History, Geography, Civics and Citizenship and Business and Economics. Each of the distinct but interrelated subjects has both a Knowledge and Understanding strand and a Skills strand.

When the remainder of the Australian Curriculum is implemented it will no longer be necessary to identify learning areas as either SACSA or Australian Curriculum.

It is suggested that schools provide a brief description of the learning area F-10 (see suggestions on Australian Curriculum: Reporting Text)

Insert a description of topics/learning covered during the semester.

This section utilises language of the Achievement Standards and/or the CESA Performance Indicators to describe student progress and achievement.

Delete or indicate which subjects are not applicable for the semester.

Achievement for the subject is given an overall grade of A-E if applicable for the semester.

Describe the student learning.

Insert a description of topics/learning covered during the semester.
**ENGLISH**

**Suggestion 1**
The English curriculum is built around the three integrated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Areas of learning this semester included….

**Suggestion 2**
English is taught through the strands of: Language, Literature and Literacy. Areas of learning this semester included….

**HEALTH AND PE**

**Suggestion 1**
Health and PE has two interrelated strands of Personal, Social and Community Health, and Movement and Physical Activity teaching students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. Areas of learning this semester included….

**Suggestion 2**
Health and PE is taught through the strands of: Personal, Social and Community Health and Movement and Physical Activity. Areas of learning this semester included….

**HUMANITIES AND SOCIAL SCIENCES**

**Suggestion 1**
The HASS learning area consists of four subjects - History, Geography, Civics and Citizenship and Business and Economics. Each of the distinct but interrelated subjects has both a Knowledge and Understanding strand and a Skills strand.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Areas of learning this semester included… or Not covered this semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Civics and Citizenship</td>
<td></td>
</tr>
<tr>
<td>Business and Economics</td>
<td></td>
</tr>
</tbody>
</table>

**Suggestion 2**
The HASS learning area consists of four subjects - History, Geography, Civics and Citizenship and Business and Economics.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Areas of learning this semester included… or Not covered this semester</th>
</tr>
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<tbody>
<tr>
<td>History</td>
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<td></td>
</tr>
</tbody>
</table>
**LANGUAGES**

**Suggestion 1**
The Languages curriculum is organised through the two interrelated strands of Communicating and Understanding. Through these students acquire essential communication skills, an intercultural capability, and an understanding of the role of language and culture in communication.

At ……… School learning is offered in the …………… language.

**Suggestion 2**
The Languages curriculum is taught through two interrelated strands: Communicating and Understanding.

At ……… School learning is offered in the …………… language.

**MATHEMATICS**

**Suggestion 1**
The Mathematics curriculum provides students with essential mathematical skills and knowledge through the strands of Statistics and Probability, Measurement and Geometry and Number and Algebra, whilst developing the proficiencies of Understanding, Fluency, Problem Solving and Reasoning.

Areas of learning this semester included….

**Suggestion 2**
Mathematics is taught through the strands of: Statistics and Probability, Measurement and Geometry, Number and Algebra, and mathematics proficiencies (Understanding, Fluency, Problem Solving and Reasoning).

Areas of learning this semester included….

**SCIENCE**

**Suggestion 1**
The science curriculum has three interrelated strands of Science Understanding, Science as Human Endeavour and Science Inquiry Skills. These provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Areas of learning this semester included….

**Suggestion 2**
Science is taught through the strands of: Science Understanding, Science as Human Endeavour and Science Inquiry Skills.

Areas of learning this semester included….

**TECHNOLOGIES**

**Suggestion 1**
The Technologies learning area consists of two subjects: Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities; and Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions.

<table>
<thead>
<tr>
<th>Area</th>
<th>Areas of learning this semester included… or Not covered this semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and Technologies</td>
<td></td>
</tr>
<tr>
<td>Digital Technologies</td>
<td></td>
</tr>
</tbody>
</table>

**Suggestion 2**
The Technologies learning area consists of two subjects: Design and Technologies and Digital Technologies.

<table>
<thead>
<tr>
<th>Area</th>
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<td></td>
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<tr>
<td>Digital Technologies</td>
<td></td>
</tr>
</tbody>
</table>
### Suggestion 1
The Arts learning area consists of five subjects – Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Areas of learning this semester included… or Not covered this semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Media Arts</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Suggestion 2
The Arts learning area consists of five subjects – Dance, Drama, Media Arts, Music and Visual Arts.

<table>
<thead>
<tr>
<th>Subject</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
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