

## Teaching, Learning, Assessment and Reporting Policy

### Purpose

The purpose of this Policy is to establish a framework that provides direction for high quality teaching, assessment and reporting practices at Mount Carmel College, which empower all students to learn and achieve.

### Policy Framework

Through the provision of high quality educational programs, Mount Carmel College aims to realise its *Mission* of educating each student to exceed expectations, to nourish faith, and to contribute to shaping a just society. In so doing, the College strives to achieve the *Vision* of developing courageous learners who act with justice and embody a strong sense of inclusiveness and compassion.

The provision of appropriate curriculum for Kinder to Grade 10 students, in accordance with the [Non-Government Schools Registration Board Standards](#), is underpinned by the following frameworks:

- Kindergarten - Year 2: *Belonging, Being and Becoming: The Early Years Learning Framework*
- Prep – Year 10: All required learning areas of the *Australian Curriculum* as approved by the Australian Curriculum, Assessment and Reporting Authority.
- Prep - Year 10: The Tasmanian Catholic Education *Good News for Living Religious Education Curriculum*.
- Year 10 : The Australian Qualifications Framework which underpins Vocational Education and Training (VET).
- Years 9 and 10: the *Tasmanian 9-12 Curriculum Framework*.

Assessment and reporting at Mount Carmel College are in accordance with the reporting policy requirements and guidelines of the Australian Curriculum.

### Policy Content

Central to teaching and learning at Mount Carmel College is our Catholic tradition. Teaching, learning, assessment and reporting occur within the context of the Gospel values, specifically justice, courage, and compassion.

The College fosters student agency in developmentally appropriate ways, including establishing positive relationships and listening to each learner's voice. We aim to support students to become autonomous and responsible learners in school and in life.

Teaching and learning are designed to equip students with values, knowledge, skills and dispositions for lifelong learning and a capacity to contribute positively to the world around them.

We are committed to providing all students with challenging learning experiences which foster creative and critical thinking and enable deep understanding.

Teams of teachers engage in collaborative inquiry in a systematic approach to develop quality curriculum design and improve pedagogy.

We design and implement learning experiences that recognise student diversity and build on their strengths, providing enrichment and support to meet learners' needs.

We take collective responsibility for enabling the ongoing progress of every learner.

Teachers make intentional, evidence informed and inclusive decisions that guide their teaching practice.

Assessment of learning is integral to teaching practice and serves the purposes of progressing learning, evaluating the impact of teaching and measuring student growth and achievement.

Ongoing feedback is shared formally and informally with students and parents/carers throughout the year.

Teachers participate in moderation processes to ensure the quality and comparability of assessment decisions across classes and schools.

In Kindergarten, each child's learning and development are assessed as part of an ongoing cycle of observation, reflection and documentation, which provides the basis for communicating each child's learning and progress to parents or carers.

For Prep - Year 10 students, ongoing assessment gathers evidence as to how well learners have achieved the *Australian Curriculum Achievement Standards* or individual Learning Plan goals.

Prep - Year 10 students receive formal A-E Reports twice yearly. A narrative report may be provided when a student is unable to access the Year level curriculum and an alternative curriculum is provided.

Parents/ carers of K-10 Learners have an opportunity to meet with teachers to discuss student progress at Learning Conferences.

## Related Documents

- The Archbishop's Charter for Catholic Schools
- Mount Carmel College Strategic Plan 2020 – 2024
- Mount Carmel College Employee Information Manual
- The Australian Curriculum
- TCEO Assessment Reporting and Moderation Guidelines
- CECT Gifted and Talented Education Guidelines
- CECT Documenting and Sharing Learning in Kindergarten Policy
- Tasmanian Catholic Education *Good News for Living Religious Education Curriculum*
- CECT Student Equity Policy
- CECT Student Equity Procedure
- TCEC Pastoral Care Policy
- TCEC Narrative Reporting Guidelines
- TCEC Individual Education Plan Guidelines
- TCEC Standards A-E
- TCEC Online Feedback Guidelines
- TCEC Moderation Advice for Schools and Colleges

## Policy Review

This Policy shall be reviewed every three years, or in the event of any information or incident that demonstrates the need for a review, or any legislative or organisational change that would warrant a review.

## Policy Dates

Implemented	August 2022
Next Review Due	August 2025

## Policy Authorisation

Principal	Fiona Nolan
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