Requirements for Curriculum Provision, Assessment and Reporting to Parents/Guardians/Carers for MACS Schools

Curriculum plan

Schools are required to:	Schools are supported by:
- implement (teach, assess and report on) the Victorian Curriculum - develop and implement a curriculum plan showing how the eight learning areas (as well as Religious Education) will be substantially addressed, and how the curriculum will be organised and implemented. Schools design how to substantially address the eight key learning areas, as well as Religious Education, across a two-year cycle to ensure coverage of the standards and the needs of their students - provide an explanation of how and when curriculum and teaching practice is reviewed. The eight learning areas are: - English - Mathematics - Sciences (including Physics, Chemistry and Biology) - Humanities and Social Sciences (including History, Geography, Economics, Business, Civics and Citizenship) - the Arts - Languages - Health and Physical Education - Information and Communication Technology, and Design and Technology together with: - Religious Education. The resources in the *Horizons of Hope* education framework include statements on Vision, Context, Strategy and Practice.	- Victorian Curriculum F–10 - Religious Education Curriculum Framework *Horizons of Hope Foundation Statement: Curriculum in a Catholic School* - CECV Languages Strategy - Victorian literacy and numeracy progressions - STEM Strategy - Key Ideas in Mathematics - Learning Schema - Deep Learning Toolkit

Differentiated learning

Schools are required to:	Schools are supported by:

• use a whole-school approach to differentiated teaching and learning for all students, including:
  – students with disability
  – gifted and talented students
  – students who are learning English as an additional language or dialect (EAL/D).
	• *Horizons of Hope Foundation Statement: Learning Diversity in a Catholic School*
	• CECV Intervention Framework

Student learning

Schools are required to:	Schools are supported by:

• have appropriate processes in place to support all students to progress towards and achieve the learning outcomes normally expected for their student cohort, and to plan and achieve improvements in those learning outcomes
• demonstrate planning for improved student learning outcomes, including:
  – evidence of assessment schedules for all students (Note: Schools should have comprehensive assessment schedules in place prior to NAPLAN at Year 3 to identify students at risk.)
  – evidence of using and reporting on national testing (NAPLAN) data, VCE/VCAL data and On Track data (for example, a data collection schedule, explanation of how the data is analysed, self-reflection reports, action plans)
  – evidence of using student outcomes data to inform goal setting against the Victorian Curriculum and to design improvement strategies
  – teacher professional learning that is informed by an analysis of student performance data. For example, a plan to improve student learning outcomes including what data (such as NAPLAN, VCE/VCAL) the school collects to monitor outcomes
  – how the school analyses and uses data to set goals and targets for outcomes, and to design improvement strategies, including students at risk
  – the development of Personalised Learning Plans, appropriate interventions or adjustments, and support groups to assist students who require additional support.
	• School improvement survey data
	• School data snapshots
	• VCAA data service
	• School improvement framework
	• *Horizons of Hope Foundation Statement: Pedagogy in a Catholic School*
	• Deep Learning Toolkit
	• School Improvement Plan
	• Annual Action Plan
	• *Horizons of Hope Foundation Statement: Leadership in a Catholic School*
	• Victorian Curriculum F–10
	• Teacher professional learning (PL) – in-school PL; PL offered and/or sponsored by MACS; PL delivered by the VCAA

Assessment

Schools are required to:	Schools are supported by:
Teachers are required to assess and monitor student growth, learning progress and achievement against the curriculum standards, and within the learning and teaching program in their school. Assessment and reporting practices play important roles in the development of the learning culture within a Catholic school. Assessment is a means for leaders, teachers and students to learn alongside one another, in affirming progress and meeting regulatory responsibilities to engage authentically with students and families to identify student learning progress, and opportunities for further growth and development. In every Catholic school, there is the goal of the full flourishing of each student across religious, physical, cognitive, social and emotional domains. This multi-dimensional approach to assessment of learning respects the sacred dignity of the learner, and engenders a sense of being valued and understood.	• *Horizons of Hope Foundation Statement: Assessment in a Catholic School* • Victorian Curriculum F–10 • *Horizons of Hope Foundation Statement: Learning Diversity in a Catholic School* • *Horizons of Hope Foundation Statement: Wellbeing in a Catholic School* • NAPLAN • Other testing regimes

Assessment principles

Horizons of Hope identifies the following principles for assessment in Catholic schools:

Focused on growth:
- Assessment and reporting will be relevant and timely to each learner.
- Students understand their learning progress.
- Students receive feedback about their challenges while forming and valuing positive attitudes towards learning.
- Educators critically question the impact of their decisions on student learning.
- Feedback is integral to the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.

Relational:
- Assessment and reporting will provide a strong foundation for authentic dialogue about learning progress between teachers, students and families.
- Students and teachers are both partners in the learning as the teacher constantly shapes and evolves their practice and pedagogy, while the student perseveres and progresses in response to evidence uncovered and timely feedback.

Ongoing and continuous:
- Teachers are alert to the needs of students, founded on their knowledge of each student's narrative.
- Assessment, feedback and data-gathering techniques are authentic, varied and diverse.
- Assessment of learning is continuous, allowing students to demonstrate their progress and flourish.
- Feedback is continuous, accurate and forward-focused.

Monitoring and reporting on students' performance

Schools are required to:	Schools are supported by:
• provide evidence in the form of the school's policies and procedures for assessing and monitoring student progress and achievement, and how this is reported to parents and guardians • undertake ongoing assessment, monitoring and recording of all students' performance and to report on performance, in writing, to parents and guardians at least twice a year • include reporting on student achievement against the relevant standards as outlined in the Victorian Curriculum and/or other curriculum frameworks. In addition to written reports, it is strongly advised that parents and guardians be provided with opportunities to discuss their child's progress with the school. **Review of assessment and reporting practices** A school must document the processes used to review practices for assessment and reporting. This information includes the ways in which data about student learning progress from a variety of sources is analysed to improve student growth and learning progress, and to guide learning and teaching programs. Schools must have policies and procedures in place to: • maintain accurate student records • ensure the integrity of student assessments • monitor student participation, completion rates and outcomes. The policies and procedures must cover the analysis of results and student participation.	• *Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools* • ICON – ePlan

School performance

Schools are required to:	Schools are supported by:
• monitor and report to the school community on performance at least once per year • include a description and analysis of learning outcomes achieved by their students in statewide tests and examinations in which the school participates for: - the current year - the previous two years if the school has been established for more than two years • include a description and analysis of rates of student attendance for the year.	• School surveys data • *School Improvement Framework (SIF) Rubric* • School improvement framework • School data snapshots • ICON – ePlan

Curriculum – specific requirements

Senior secondary education

MACS schools delivering senior secondary courses to students are required to follow the requirements and regulations set out by the Victorian Curriculum and Assessment Authority (VCAA). This applies to the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET). Any MACS school offering other approved curriculum frameworks, such as the International Baccalaureate (IB), is required to follow the regulations set out by the governing curriculum authority.

Victorian Certificate of Education (VCE)

The VCE is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from VET qualifications. The minimum requirement for satisfactory completion of the VCE is the satisfactory completion of 16 units which must include:

• three units from the English group, including a Unit 3–4 sequence

• at least three other sequences of Unit 3–4 studies, which can include further sequences from the English group.

Victorian Certificate of Applied Learning (VCAL)

The VCAL is a senior secondary certificate of education recognised within the AQF. The VCAL can include components of accredited VET, including Further Education (FE) qualifications from within the AQF, and VCE studies. The VCAL is accredited and issued at three award levels. VET is a compulsory requirement for completion of VCAL at Intermediate and Senior levels. To be awarded any VCAL qualification, students must successfully complete a learning program that contains a minimum of 10 credits and includes:

• curriculum components that can be justified against the purpose statement for the Literacy and Numeracy Skills strand: one credit is required for Literacy Skills and one credit is required for Numeracy Skills

• curriculum components to the value of at least one credit that can be justified against the purpose statement for each of the Work Related Skills strand, Personal Development Skills strand and Industry Specific Skills strand

- a minimum of two VCAL units, one must be a VCAL Personal Development Skills unit at level
- curriculum components to the value of six credits at the level of the VCAL award or above: one of which must be for Literacy Skills.

Vocational Education and Training (VET)

Recognition of VET, including FE within the VCE and VCAL, ensures that students who complete all or part of a nationally recognised VET (including FE) qualification may receive credit towards satisfactory completion of the VCE or VCAL. Students would typically undertake training at Certificate II or III level. MACS schools are required to have appropriate courses, assessment, reporting and administrative processes in place to ensure students undertaking a VCE or VCAL program, and/or VET courses, have access to the necessary teaching and learning programs. The VCAA *VCE and VCAL Administrative Handbook* and the specific VCE study designs and/or VCAL curriculum guides and/or VET modules set out these requirements for all schools.

Senior secondary – student records and results

MACS schools must have policies and procedures in place to ensure the integrity of assessment, the accuracy of records and the monitoring of student participation, completion rates and outcomes. In accordance with the requirements of the VCAA, MACS schools are required to monitor patterns of student participation and completion rates, and the quality of the outcomes of students. An annual analysis of student participation, completion rates and outcomes is made publicly available through the Annual Report to the School Community.

Curriculum – system improvement processes

MACS implements a number of procedures and strategies to monitor school and student performance:

School data snapshots

MACS provides every school with a summary of their school performance data each year in November via the School Data Snapshot (SDS). The SDS is constructed around five aspirations:

1. That MACS schools are distinctively Catholic.
2. That MACS schools demonstrate leading practices for teaching, learning and student wellbeing.
3. That MACS schools are strong academic performers.
4. That MACS schools are financially prudent.
5. That MACS schools are inclusive, engage families and appeal to families.

The system provides targeted data for each school under these five aspirations, as well as providing like-school comparisons. The SDS assists schools to track and monitor their performance against state, system and similar school averages, as well as supporting the system to identify areas of challenge and to mobilise system resources for those schools in risk categories.

MACS also develops heatmaps for each region which classify schools into categories of performance and form the basis of annual regional reviews.

Annual regional performance reviews

MACS conducts annual regional reviews of school performance using the SDS and regional heatmaps:

- The Regional Performance Review (RPR) is a forum where senior leaders at MACS, including Learning Services Unit Managers and Regional General Managers, have a deep and structured conversation about performance using a range of quality datasets including the SDS.

- Regional operations are at the centre of the connections with schools.

- Like the improvement cycle that underpins the school improvement framework for schools, the RPR applies the same rigour in identifying and prioritising where improvement action is required.

- Targeted discussion is based on data and relevant evidence to enable forward-looking decisions to be made.

- The structure of the review takes the form of inquiry questions and discussions to better understand performance issues, to identify potential barriers and enablers, and to agree on actions.

- The RPR is more than performance measurement – it aims to optimise success; providing the key evidence needed so that action can be taken where and when it is needed most.