

## Curriculum Provision – Foundation to Year 10

### Curriculum

Schools are required to:	Schools are supported by:
<ul style="list-style-type: none"> <li>implement (teach, assess and report on) the Victorian Curriculum F–10</li> <li>develop and implement a curriculum plan showing how Religious Education and the eight learning areas of the Victorian Curriculum F–10 will be substantially addressed, organised and implemented. These curriculum areas must be across a two-year cycle to ensure coverage of the standards and to meet the needs of students</li> <li>provide an explanation of how and when curriculum and teaching practice is reviewed.</li> </ul> <p>The eight learning areas of the Victorian Curriculum F–10 are:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Sciences</li> <li>the Humanities: Civics and Citizenship, Economics and Business, Geography, History</li> <li>the Arts</li> <li>Languages</li> <li>Health and Physical Education</li> <li>Technologies: Design and Technology and Digital Technologies</li> </ul> <p>together with:</p> <ul style="list-style-type: none"> <li>Religious Education.</li> </ul>	<ul style="list-style-type: none"> <li>Religious Education Framework</li> <li>Victorian Curriculum F–10</li> <li><i>Horizons of Hope Foundation Statement: Curriculum</i></li> <li>CECV Languages Strategy</li> <li>Victorian Literacy and Numeracy progressions</li> <li>STEM Strategy</li> <li><i>Key Ideas in Mathematics</i></li> <li><i>Horizons of Hope</i> learning and teaching resources, including statements on vision, context, strategy and practice</li> </ul>

## Differentiated learning

Schools are required to:	Schools are supported by:
<ul style="list-style-type: none"> <li>• use a whole-school approach to differentiated teaching and learning for all students, including:               <ul style="list-style-type: none"> <li>– students with disability</li> <li>– gifted and talented students</li> <li>– students who are learning English as an additional language or dialect (EAL/D).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Horizons of Hope Foundation Statement: Learning Diversity in a Catholic School</i></li> <li>• CECV Intervention Framework</li> </ul>

## Student learning

Schools are required to:	Schools are supported by:
<ul style="list-style-type: none"> <li>• 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</li> <li>• demonstrate planning for improved student learning outcomes, including:               <ul style="list-style-type: none"> <li>– evidence of assessment schedules for all students including comprehensive assessment schedules in place prior to NAPLAN at Year 3 to identify students at risk</li> <li>– evidence of using and reporting on national testing (NAPLAN) data, VCE and VCAL data, and On Track data (for example, a data collection schedule, explanation of how the data is analysed, self-reflection reports and action plans)</li> <li>– evidence of using student outcomes data to inform goal setting against the Victorian Curriculum F–10 and to design improvement strategies</li> <li>– 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, the school collects to monitor outcomes)</li> <li>– how the school analyses and uses data to set goals and targets for outcomes, and to design improvement strategies, including students at risk</li> <li>– Personalised Learning Plans, appropriate interventions or adjustments, and support groups to assist students who require additional support.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• school improvement survey data</li> <li>• school data snapshots</li> <li>• Victorian Curriculum and Assessment Authority (VCAA) data service</li> <li>• School Improvement Framework</li> <li>• <i>Horizons of Hope Foundation Statement: Pedagogy in a Catholic School</i></li> <li>• <i>Horizons of Hope</i> learning and teaching resources</li> <li>• School Improvement Plan</li> <li>• Annual Action Plan</li> <li>• <i>Horizons of Hope Foundation Statement: Leadership in a Catholic School</i></li> <li>• Victorian Curriculum F–10</li> <li>• teacher professional learning (PL) – in-school PL; PL offered and/or sponsored by MACS; PL delivered by the VCAA</li> </ul>

## Assessment

Schools are required to:	Schools are supported by:
<p>Teachers are required to assess and monitor student growth, learning progress and achievement against the achievement standards in the curriculum framework and within the learning and teaching program.</p> <p>Assessment and reporting practices play important roles in the development of the learning culture within a MACS 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.</p> <p>Across every MACS school there is a goal of the full flourishing of each student across religious, physical, cognitive, social and emotional domains for each student. This multi-dimensional approach to assessment of learning respects the sacred dignity of the learner and engenders a sense of being valued and understood.</p>	<ul style="list-style-type: none"><li>• <i>Horizons of Hope Foundation Statement: Assessment in a Catholic School</i></li><li>• Victorian Curriculum F–10</li><li>• <i>Horizons of Hope Foundation Statement: Learning Diversity in a Catholic School</i></li><li>• <i>Horizons of Hope Foundation Statement: Wellbeing in a Catholic School</i></li><li>• NAPLAN</li><li>• other testing regimes</li></ul>

### Assessment principles

*Horizons of Hope* identifies the following principles for assessment in MACS 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:
<ul style="list-style-type: none"> <li>• have 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</li> <li>• 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</li> <li>• report on student achievement against the relevant standards as outlined in the Victorian Curriculum F–10 or other accredited curriculum frameworks approved for delivery by MACS.</li> </ul> <p>In addition to written reports, it is strongly advised that parents/guardians/carers/relevant person be provided with opportunities to discuss their child's progress with the school.</p> <p><b>Review of assessment and reporting practices</b></p> <p>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, learning progress and to guide learning and teaching programs.</p> <p>Schools must have policies and procedures in place to:</p> <ul style="list-style-type: none"> <li>• maintain accurate student records</li> <li>• ensure the integrity of student assessments</li> <li>• monitor student participation, completion rates and student outcomes.</li> </ul> <p>The policies and procedures must cover the analysis of results and student participation.</p>	<ul style="list-style-type: none"> <li>• <i>Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools</i></li> <li>• ICON – ePlan</li> </ul>

## School Performance

Schools are required to:	Schools are supported by:
<ul style="list-style-type: none"><li>monitor and report to the school community on its performance at least once per year.</li></ul> <p>The information must include:</p> <ul style="list-style-type: none"><li>a description and analysis of student learning outcomes achieved by the school's students in statewide tests and examinations in which the school participates for:<ul style="list-style-type: none"><li>the current year; and</li><li>if the school has been established for more than two years, the previous two years</li></ul></li><li>a description and analysis of rates of student attendance for the year.</li></ul>	<ul style="list-style-type: none"><li>School Improvement Survey data</li><li>School Improvement Framework (SIF) Rubric</li><li>School Improvement Framework</li><li>School data snapshots</li><li>ICON – ePlan</li></ul>

## Curriculum Provision – Senior Secondary

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 accredited curriculum frameworks approved for delivery in schools by MACS, 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 Australian Qualifications Framework (AQF). The VCAL can include components of accredited Vocational Education and Training (VET) including Further Education (FE) qualifications from within the AQF, and VCE studies. The VCAL is accredited and issued at three award levels. VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level. 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 of which 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 Further Education (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 student 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. MACS schools are distinctively Catholic.
2. MACS schools demonstrate leading practices for teaching, learning and student wellbeing.
3. MACS schools are strong academic performers.
4. MACS schools are financially prudent.
5. MACS schools are inclusive, engage families and appeal to families.

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

### School reviews

MACS coordinates a school review process for schools which occurs every four years and is a key component of the School Improvement Framework (SIF). The MACS school review is conducted using the SIF rubric as the core tool. It promotes an evidence- and research-based approach to planning for improvement within the school context and across all spheres of MACS schools. Schools incorporate ongoing monitoring, deep learning and focus on their impact in order to enable continuous school improvement.

The MACS School Improvement Framework incorporates the following four accountability components:

1. Assessing school improvement progress via completion of the SIF rubric and engagement in MACS school review every four years.
2. Planning for improvement via a four-year School Improvement Plan (SIP) and subsequent Annual Action Plans (AAP).
3. Reporting on progress via an annual report to the school community.
4. Managing risk and compliance – verification process and audit of the Minimum Standards for School Registration and other state and Commonwealth requirements for Catholic schools.

The school review process occurs in the final year of the School Improvement Framework (SIF) cycle and culminates in the development of the School Improvement Plan (SIP) for the next four years. Working closely with the Regional Learning Services team, schools draw on recommendations generated through the review process and developed in the context of the strategy plan for Catholic education within the Archdiocese of Melbourne.

All schools complete a School Improvement Plan (SIP) during the year of school review and an Annual Action Plan (AAP) each year.

Schools use the four-year SIP as the basis for the development of their AAPs each year. Schools should complete and upload the SIP within six weeks of receipt of the School Review Report and the AAP by the commencement of each school year.

### **Annual Regional Performance Reviews (RPR)**

MACS conducts annual regional reviews of school performance using school data snapshots (SDS) and regional heatmaps.

- The Regional Performance Review is a forum where senior leaders at MACS, including Learning and Regional Services Unit Managers and Regional General Managers, have a deep and structured conversation about performance using a range of quality data sets including the school data snapshot.
- 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.