Melbourne Archdiocese Catholic Schools

Curriculum, Assessment and Reporting Policy for MACS Schools

St James the Apostle Catholic Primary School

1. Introduction

Melbourne Archdiocese Catholic Schools Ltd (**MACS**) is a company limited by guarantee established in 2021 by the Archbishop of the Catholic Archdiocese of Melbourne to assume the governance and operation of MACS schools across the Archdiocese of Melbourne. MACS subsequently established Melbourne Archdiocese Catholic Specialist Schools Ltd (**MACSS**) to provide educational services to children with special needs and Melbourne Archdiocese Catholic Schools Early Years Education (**MACSEYE**) to provide early years care and education services.

The Statement of Mission in the MACS Constitution, and the constitutions of its subsidiaries, MACSS and MACSEYE, sets out the Archbishop's expectations of Catholic schooling in the Archdiocese and provides an important context and grounding for the company and the direction which the MACS Board must always observe in the pursuit of the company's objects.

The Board must ensure that all policies and procedures concerning the operations of MACS, and its subsidiaries are consistent with the Statement of Mission and company objects, as well as any directions issued by the Archbishop from time to time.

2. Background

Inspired by the Catholic faith and underpinned by the MACS 2030: 'Forming Lives to Enrich the World' strategic plan, the MACS Curriculum, Assessment and Reporting Policy ensures that schools are equipped to inspire and enable every student to flourish and enrich the world. MACS does this through supporting principals to implement Vision for Instruction, Vision for Engagement and Vision for Leadership aligned with regulatory and legislative requirements.

This policy was developed in accordance with the requirements set out in the Victorian Registration and Qualifications Authority (VRQA) *Minimum Standards and Requirements for School Registration* (2022), the Victorian Curriculum and Assessment Authority (VCAA) *Victorian Curriculum F–10: Revised curriculum planning and reporting guidelines (2023) and the Victorian Catholic Education Authority (VCEA) Reporting Student Progress and Achievement: 2026 Revised Guidelines for Victorian Catholic Schools Version 2.7*. Together, these outline the entitlement of every student to a common set of knowledge, understanding and skills needed to complete their schooling and to make a successful transition from school to work, training or further education.

3. Purpose

This policy outlines the requirements for school-based curriculum, assessment and reporting to ensure:

- MACS schools meet all relevant regulatory and legislative requirements.
- Schools are faithful to the vision and purpose of the MACS 2030 strategic plan.

4. Scope

This policy applies to all MACS schools, including specialist schools operated by MACSS.

5. Principles

These principles include the legislative requirements and MACS expectations of its schools regarding curriculum, assessment and reporting. The overarching statements draw on MACS 2030 and are supported by the Flourishing Learners strategic pillar to inform the principles for curriculum, assessment and reporting.

MACS schools, imbued by the *Vision for Instruction* Catholic principles:

- build students' spiritual, ethical and intellectual development, and reflect their community built on faith, hope and love in the light of Jesus Christ.
- ensure collaboration and inclusivity are a focus to foster faith filled communities by forming partnerships between the school, student and parents/carers (Parents).
- recognise the inherent dignity of every person as being created in the image of God.
- support the Catholic intellectual tradition that emphasises the pursuit of knowledge and excellence.
- are inspired by the Gospel to act for a just society by ensuring equity for every student.

The following principles position students at the heart of the learning experience.

Every student is entitled to:

- an enabling learning environment centred on safety, well-being and nurturing relationships founded on the importance of student/teacher partnerships.
- access a coherent, knowledge-rich and evidence-based curriculum which fosters educational excellence for life-long learning.
- an inclusive, meaningful and future-focused education which empowers them to fully flourish.
- a learning community that is driven by continuous school improvement.
- the provision of ongoing assessment, feedback and reporting on their learning.
- the opportunity to engage in dialogue about their learning progress and needs in partnership with teachers and parents.
- teachers who bring the irreplaceable human connection to learning and professional expertise that no Artificial Intelligence (AI) service can replicate;
- an education which fosters the development of active and socially responsible members of the community.
- unconditional positive regard across their learning journey and interactions.

6. Curriculum, assessment and reporting requirements

This section of the policy outlines both the requirements and the expectations for all MACS schools.

Schools will have a multi-tiered systems of support (MTSS) in place to facilitate continuous improvement that benefits all students.

6.1. Curriculum

Principals in MACS Schools have a responsibility to:

- develop and implement a rigorously planned, structured and documented curriculum, in accordance with the Victorian Curriculum F–10 and the Religious Education Curriculum for the Archdiocese of Melbourne.
- provide documented evidence demonstrating how the key learning areas are substantially addressed (see Curriculum Procedures Years F– 6 and/or Curriculum Procedures Years 7–10).
- provide documented evidence of processes for the regular review of curriculum, curriculum implementation and teaching practices (see Curriculum Procedures Years F– 6 and/or Curriculum Procedures Years 7–10).
- ensure that teachers have access to a range of learning opportunities to enhance curriculum design, implementation, pedagogy and teaching practices to support all students, and discernment around using emerging technologies for this purpose.

6.2. Assessment

Principals in MACS Schools have a responsibility to:

- ensure assessment is designed and mapped according to the accredited curriculum framework in all learning areas.
- use a range of evidence-based assessment practices and tools that are fair, equitable and transparent.
- ensure ongoing monitoring, assessment and recording of student achievement and student growth against the curriculum achievement standards.
- ensure students have opportunities to participate in meaningful teacher-student dialogue, and to demonstrate their learning growth in response to timely feedback.
- develop and document a strategy to review, evaluate and analyse student assessment data with the goal of continuously improving student learning outcomes (see Assessment and Reporting Procedures Years F–6 and / or Assessment and Reporting Procedures Years 7–10).
- use assessment data to assist identification of students' learning needs and gaps in student learning and respond with adaptive teaching practices (see Assessment and Reporting Procedures Years F–6 and / or Assessment and Reporting Procedures Years 7–10).
- implement a clear, purposeful and consistent approach to assessment.
- ensure that teachers have access to a range of learning opportunities, including collaboration and dialogue, to enhance assessment design and application of strategies to make informed teacher judgements.

6.3. Reporting

The VCAA F–10 Revised Curriculum Planning and Reporting Guidelines must be read in conjunction with the current Victorian Catholic Education Authority (VCEA) Reporting Student Progress and Achievement Guidelines.

Principals in MACS schools have a responsibility to meet student reporting requirements, by demonstrating that schools:

- report formally and accurately on both student achievement and student progress to parents in writing at least twice per school year for each student enrolled at the school (see Assessment and Reporting Procedures Years F–6 and / or Assessment and Reporting Procedures Years 7–10).
- report against the achievement standards stipulated in the approved curriculum framework learning areas.
- provide digital/print written student reports to parents in an accessible, understandable and easy to use format, that best suits the local community.
- meet the minimum requirements as documented in the VCEA Reporting Student Progress and Achievement Guidelines.

6.4. Artificial Intelligence (AI)

Principals in MACS schools have a responsibility to:

- ensure that any teacher use of AI in curriculum, assessment and reporting enhances clarity, accuracy, and personalisation without compromising the integrity of student learning experience, student progress data or the essential human role in interpreting and communicating learning outcomes.
- ensure that any data entered in an AI service is carefully de-identified to uphold privacy and security principles.
- ensure that any AI service used by teachers has enterprise data protection.

6.5. Years 11 and 12 (Senior secondary years of education)

Schools delivering the following courses to students in their senior secondary years of education are required to adhere to the rules, regulations and policies set out by the Victorian Curriculum and Assessment Authority (VCAA). This also applies to students commencing aspects of these courses prior to Year 11:

- the Victorian Certificate of Education (VCE)

- the VCE Vocational Major (VCE VM)
- the Victorian Pathways Certificate (VPC)
- Vocational Education and Training (VET).

The current VCAA handbooks articulate the requirements that support the integrity of the VCE, VCE VM and VPC, and equity of student access to fair and valid results.

Any school offering other accredited curriculum frameworks where approval has been granted by the VCEA and MACS and authorisation to deliver gained from the relevant authority for delivery in schools, such as the International Baccalaureate (IB), is required to follow the regulations set out by the relevant authority/authorities (see Curriculum, Assessment and Reporting Procedures Years 11-12).

7. Information about reporting on school performance

Principals in MACS schools must make information available to the school community concerning the school's performance at least once a year. This includes analysis of student learning outcomes achieved in statewide tests and examinations in which the school participates.

8. Roles and reporting responsibilities

Role	Responsibility	Reporting requirement
General Manager, Compliance, Risk and Assurance	Establish and operate systems to monitor and report on school compliance. Monitor practices in schools to ensure compliance in accordance with this policy as part of the school review program.	School review program
Principal	Maintain school compliance with all legislative requirements.	Annual attestation to VRQA in the annual report to the school community School improvement review cycle (four to five year) and school compliance review cycle
Principal	Ensure written reports are provided to parents and carers.	Twice a year
Principal	Ensure opportunities for parents and teachers, students optional) to discuss the content of the report(s).	As per reporting cycle
Principal	Implement MACS policy and procedures and develop school processes for curriculum, assessment and reporting aligned with MACS policy and accessible to all teaching staff. If applicable, share and make accessible to the school community.	As per review cycle
Principal	Ensure NAPLAN reports are delivered to parents in a timely manner.	Annually
School leaders	Implement processes for assessment aligned with MACS policy and procedures. Ensure processes for assessment and reporting are accessible to all teaching staff.	Annually reviewed by Principal
School leaders	Implement processes for reporting aligned with MACS policy and procedures. Ensuring they are accessible to all teaching staff.	Annually reviewed by Principal
Teachers	Adhere to enacted curriculum, assessment and reporting procedures of their school.	Report to parents and carers in writing at least twice each year

9. Procedures

Procedure documents and templates support schools to contextualise their curriculum, assessment and reporting practices. These are required to maintain VRQA registration.

- Curriculum Procedures Years F–6
- Assessment and Reporting Procedures Years F–6
- Curriculum Procedures Years 7–10
- Assessment and Reporting Procedures Years 7–10
- Curriculum, Assessment and Reporting Procedures Years 11–12
- Curriculum, Assessment and Reporting Overview for Parents and Carers

10. Definitions

Definitions of standard terms used in this Policy can be found in the Glossary of Terms.

Accredited curriculum framework

Any accredited curriculum framework where approval has been granted by the governing authority and authorisation gained by the relevant authority for delivery in MACS schools, such as the Victorian Curriculum, International Baccalaureate programs.

Approved curriculum

Approved curriculum is defined as curriculum taught to early childhood or school aged students in settings requiring registration – early childhood education, primary, secondary, special education.

Assessment

The ongoing process of gathering, analysing and interpreting data about students' progress and achievement to improve learning and teaching.

Carer

Refers to permanent care, foster care and kinship care arrangements.

Curriculum area

Refers to distinct bodies of knowledge, skills and behaviours within a curriculum framework. In the Victorian Curriculum F–10, these are known as learning areas and capabilities.

Education and Training Reform Regulations 2017 (Vic) (ETR)

Legislation that provides definition and sets minimum standards required for school registration and governance in Victoria.

Emerging technologies

Innovative digital tools, systems, or advancements that are transforming areas of society including education. Emerging technologies include artificial intelligence, virtual reality and adaptive learning platforms. These technologies can enhance curriculum delivery, personalise assessments, and improve reporting by offering data-driven insights, automation, and dynamic learning experiences.

Parent

A person that has parental responsibility for a child. This may include a biological parent or another person who has been granted parental responsibility by a court order. References to parent or parents includes carers.

Principal

The role of the principal in a MACS school is to lead and manage the planning, delivery, evaluation and improvement of the education of all students.

Record

Information in any format created, received and maintained as evidence of business activities, transactions and / or decisions. A record may be digital (such as an email, Word, Excel, PowerPoint or finalised and / or scanned PDF documents) or hardcopy (paper / physical) format.

Reporting

Process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a student's progress to the student, their parents, support staff and other teachers.

Standards

Describes the quality of learning (extent of knowledge, depth of understanding and sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement within the Victorian Curriculum F–10 and/or VCE/VCE Vocational Major (VM) study designs, Victorian Pathways Certificate (VPC) curriculum designs, and/or units of competency within a Vocational Education and Training (VET) program.

Student Achievement

The level at which a student is performing at a given point in time, as judged against the relevant achievement standards.

Student Progress

Observable and measurable change in student learning based on evidence and multiple data sources that indicates development along a continuum of learning.

Victorian Catholic Education Authority (VCEA)

The overarching, strategic-planning and policy-making body for the Catholic school system in Victoria, including MACS schools.

Victorian Curriculum and Assessment Authority (VCAA)

Statutory authority primarily accountable to the Victorian Minister for Education and serving both government and non-government schools.

Victorian Registration and Qualifications Authority (VRQA)

Regulator of education and training providers in Victoria.

11. Related policies and documents

Supporting documents

Curriculum Procedures Years F–6
Assessment and Reporting Procedures Years F–6
Curriculum Procedures Years 7–10
Assessment and Reporting Procedures Years 7–10
Curriculum, Assessment and Reporting Procedures Years 11–12
Curriculum, Assessment and Reporting Overview for Parents and Carers
VCEA Reporting Student Progress and Achievement: 2026 Revised Guidelines for Victorian Catholic Schools Version 2.7 or current version
VCAA F–10 Revised curriculum and planning and reporting guidelines
Religious Education Curriculum for the Archdiocese of Melbourne

Related MACS policies and documents

MACS Annual Report to the School Community
MACS 2030 Strategic Plan: *MACS 2030: Forming Lives to Enrich the World*
MACS Vision for Instruction
MACS Vision for Engagement
MACS Vision for Leadership
MACS School Improvement Framework

Resources

VCAA. Victorian F–10 Curriculum
VRQA. Guidelines to the minimum standards and requirements for school registration
VCAA VCE Administrative handbook (current year)
VCAA VPC Administrative handbook (current year)

12. Legislation and standards

Australian Education Act 2013 (Cth)
Australian Education Regulation 2013 (Cth)
Disability Discrimination Act 1992 (Cth)
Disability Standards for Education 2005 (Cth)
Disability Act 2006 (Vic)
Education and Training Reform Act 2006 (Vic)
Education and Training Reform Regulations 2017 (Vic)

Policy information

Responsible executive	Director, Education Excellence
Policy owner	Chief of Education, Strategy and Performance
Approving authority	MACS Board
Assigned board committee	Education Strategy and Policy
Approval date	14 September 2026
Risk rating	High
Review by	September 2029
Publication	MACS website, Gabriel, CEVN and School websites

POLICY DATABASE INFORMATION	
Assigned framework	Curriculum
Supporting documents	See list of supporting documents and related policies above
Superseded documents	Curriculum, Assessment and Reporting Policy for MACS Schools – v1.0 Assessment and Reporting Policy – v2.0 – 2022 Curriculum Plan Overview and Curriculum Policy – v2.0 – 2022