

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



Curriculum plan

Schools are required to:	Schools are supported by:
<p>implement (teach, assess and report on) the Victorian Curriculum</p> <p>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</p> <p>provide an explanation of how and when curriculum and teaching practice is reviewed.</p> <p>The eight learning areas are:</p> <ul style="list-style-type: none"> 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 <p>together with:</p> <ul style="list-style-type: none"> Religious Education. <p>The resources in the <i>Horizons of Hope</i> education framework include statements on Vision, Context, Strategy and Practice.</p>	<ul style="list-style-type: none"> Victorian Curriculum F–10 Religious Education Curriculum Framework ● <i>Horizons of Hope Foundation Statement: Curriculum in a Catholic School</i> 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:
<ul style="list-style-type: none"> ● use a whole-school approach to differentiated teaching and learning for all students, including: <ul style="list-style-type: none"> – students who are deaf or hard of hearing – students with disability – gifted and talented students – students who are learning English as an additional language or dialect (EAL/D). 	<ul style="list-style-type: none"> ● <i>Horizons of Hope Foundation Statement: Learning Diversity in a Catholic School</i> ● CECV Intervention Framework

Student learning

Schools are required to:	Schools are supported by:
<p>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 with regard to their age and disability</p> <ul style="list-style-type: none"> ● demonstrate planning for improved student learning outcomes, including: <ul style="list-style-type: none"> – 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 (as appropriate to a specialist school), 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, annual assessment of language/social skills development the school collects to monitor outcomes) – how the school analyses and uses data to set goals and targets for outcomes, and to 	<ul style="list-style-type: none"> ● School improvement survey data ● School data snapshots ● VCAA data service ● School improvement framework ● <i>Horizons of Hope Foundation Statement: Pedagogy in a Catholic School</i> ● Deep Learning Toolkit ● School Improvement Plan ● Annual Action Plan ● <i>Horizons of Hope Foundation Statement: Leadership in a Catholic School</i> ● Victorian Curriculum F–10 ● Teacher professional learning (PL) – in-school PL; PL offered and/or sponsored by MACS; PL delivered by the VCAA

<p>design improvement strategies, including students at risk</p> <ul style="list-style-type: none"> – the development of Personalised Learning Plans, appropriate interventions or adjustments, and support groups to assist students who require additional support. 	
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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 curriculum standards, and within the learning and teaching program in their school, as appropriate to each student’s age and disability.</p> <p>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 towards achieving their potential.</p> <p>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.</p>	<ul style="list-style-type: none"> ● <i>Horizons of Hope Foundation Statement: Assessment in a Catholic School</i> Victorian Curriculum F–10 ● <i>Horizons of Hope Foundation Statement: Learning Diversity in a Catholic School</i> ● <i>Horizons of Hope Foundation Statement: Wellbeing in a Catholic School</i> 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.

St Mary’s College assessment principles are further described in the *Assessment and Reporting Procedures* which include reporting on Specialist Interventions and the Expanded Curriculum.

Monitoring and reporting on students’ performance

Schools are required to:	Schools are supported by:
<p>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</p> <p>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</p> <p>include reporting on student achievement against the relevant standards as outlined in the Victorian Curriculum and/or other curriculum frameworks</p> <p>annual assessment of progress in students’ development of language and social skills.</p> <p>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.</p> <p>Review of assessment and reporting practices</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 and learning progress, and to guide learning and teaching programs.</p>	<ul style="list-style-type: none"> ● <i>Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools</i> <p>ICON – ePlan</p>

<p>Schools must have policies and procedures in place to:</p> <ul style="list-style-type: none"> maintain accurate student records ensure the integrity of student assessments monitor student participation, completion rates and outcomes. <p>The policies and procedures must cover the analysis of results and student participation.</p>	
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School performance

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

Curriculum – specific requirements

Senior secondary education

MACSS 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).

St Mary’s College is not registered to deliver senior secondary courses so students undertake these studies through the relevant partner school.

Remote Learning

In the event of a pandemic such as COVID-19 which results in remote learning being required, St Mary’s College will implement an adjusted learning program. This will combine the use of on-line learning, video tutorials and, where necessary, the use of written activities, appropriate for the age and development of the children, and provided to parents.

Following the return of students to onsite learning, there will be a focus on reconnecting with each student as a priority. Professional decisions will be made as to how and when:

- All students will consolidate and build confidence in the knowledge and skills achieved during remote learning

- Additional support is needed by some students
- Students who thrived during remote learning will settle back into classrooms
- All students will flourish together in learning and worship.