

## Requirements for curriculum provision, assessment and reporting to parents/guardians/carers for MACS Catholic Schools

Curriculum Plan (see further details below table)		
	Schools are required to:	Schools are supported by:
	<ul style="list-style-type: none"> <li>Implement (teach, assess and report on) the Victorian Curriculum</li> <li>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</li> <li>Provide an explanation of how and when curriculum and teaching practice is reviewed</li> </ul> <p>The eight learning areas are:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Sciences (including physics, chemistry and biology)</li> </ul>	<ul style="list-style-type: none"> <li>Victorian Curriculum F-10</li> <li>Religious Education Framework</li> <li>HOH Foundation Statement – Curriculum</li> <li>CECV Languages Strategy</li> <li>Victorian Literacy and Numeracy progressions</li> <li>STEM Strategy</li> <li>Key ideas in Mathematics</li> <li>Learning Schema</li> <li>Deep Learning toolkit</li> </ul>

	<ul style="list-style-type: none"> <li>Humanities and social sciences (including history, geography, economics, business, civics and citizenship)</li> <li>The arts</li> <li>Languages</li> <li>Health and physical education</li> <li>Information and communication technology, and design and technology</li> </ul> <p>Together with religious education Religious Education</p> <p>The resources on the Horizons of Hope education framework include statements on Vision, Context, Strategy and Practice.</p>	
<b>Differentiated Learning</b>	<p>Use a whole school approach to differentiated teaching and learning for all students including:</p> <p>Students with disability Gifted and talented students</p> <ul style="list-style-type: none"> <li>Students who are learning English as an additional language or dialect (EAL/D)</li> </ul>	HOH Foundation Statement – Diversity CECV Intervention Framework
<b>Student Learning</b>		
	<b>Schools are required to:</b>	<b>Schools are supported to:</b>
	<ul style="list-style-type: none"> <li>Have appropriate processes in place to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort, and for the</li> </ul>	<p>School improvement survey data School data snapshots VCAA data service School improvement framework HOH Foundation Statement – Pedagogy</p>

	<p>school to plan and achieve improvements in those learning outcomes.</p> <ul style="list-style-type: none"> <li>• Demonstrate planning for improved student learning outcomes, including demonstration on: <ul style="list-style-type: none"> <li>○ evidence of assessment schedules for all students (NB. Schools should have 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/VCAL data, and On Track data (for example, a data collection schedule, explanation of how the data is analysed, Self-Reflection Reports, Action plans)</li> <li>○ evidence of using student outcomes data to inform goal setting against the Victorian Curriculum 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, VCE/VCAL) 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</li> </ul> </li> </ul>	<p>Deep Learning toolkit  School Improvement Plan  Annual Action Plan  HOH Foundation Statement – Leadership  Victorian Curriculum F-10</p> <ul style="list-style-type: none"> <li>• Teacher professional learning – in school PL; PL offered and/or sponsored by MACS; PL delivered by VCAA</li> </ul>
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	<p>improvement strategies, including students at risk</p> <ul style="list-style-type: none"> <li>○ the development of Personalised Learning Plans, appropriate interventions or adjustments, and support groups to assist students who require additional support</li> </ul>	
<b>Assessment</b>		
	<b>Schools are required to:</b>	<b>Schools are supported to:</b>
	<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 within their school.</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.</p> <p>Across every Catholic school there is the 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</p>	<ul style="list-style-type: none"> <li>• HOH Foundation Statement – Assessment</li> <li>• Victorian Curriculum F-10</li> <li>• HOH Foundation Statement – Diversity</li> <li>• HOH Foundation Statement – Wellbeing</li> <li>• NAPLAN</li> <li>• Other testing regimes</li> </ul>

	the learner and engenders a sense of being valued and understood.	
<b>Assessment Principles</b>	<p>Horizons of Hope identifies the following principles for assessment in Catholic schools:</p> <p><b>Focused on growth:</b></p> <ul style="list-style-type: none"> <li>• Assessment and reporting will be relevant and timely to each learner</li> <li>• Students understand their learning progress</li> <li>• Students receive feedback about their challenges whilst forming and valuing positive attitudes towards learning</li> <li>• Educators critically question the impact of their decisions on student learning</li> <li>• Feedback is integral to the learning process, enabling students to self-regulate, self-assess and reflect on their own learning</li> </ul> <p><b>Relational:</b></p> <ul style="list-style-type: none"> <li>• Assessment and reporting will provide a strong foundation for authentic dialogue about learning progress between teachers, students and families.</li> <li>• 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.</li> </ul> <p><b>Ongoing and continuous:</b></p> <ul style="list-style-type: none"> <li>• Teachers are alert to the needs of students, founded on their knowledge of each student’s narrative.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Assessment, feedback and data gathering techniques are authentic, varied and diverse.</li> <li>• Assessment of learning is continuous, allowing students to demonstrate their progress and flourish.</li> <li>• Feedback is continuous, accurate and forward-focused.</li> </ul>	
<b>Monitoring and reporting on students' performance</b>		
	<b>Schools are required to:</b>	<b>Schools are supported by:</b>
	<ul style="list-style-type: none"> <li>• There must be 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>• A school must 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>• This includes reporting on student achievement against the relevant standards as outlined in the Victorian Curriculum and/or other curriculum frameworks.</li> </ul> <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><b>Review of assessment and reporting practices</b></p>	<ul style="list-style-type: none"> <li>• Reporting Student Progress and Achievement</li> <li>• 2019 Revised Guidelines for Victorian Catholic Schools</li> <li>• ICON - ePlan</li> </ul>

	<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 form 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 and;</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>	
<b>School Performance</b>		
	<b>Schools are required to:</b>	<b>Schools are supported by:</b>
	<ul style="list-style-type: none"> <li>• A school must monitor and report to the school's 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 state wide tests and examinations in which the school participates for <ul style="list-style-type: none"> <li>○ the current year; and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• School Surveys data</li> <li>• School Improvement Framework (SIF) Rubric</li> <li>• School Improvement Framework</li> <li>• School Data Snapshots</li> <li>• ICON - ePlan</li> </ul>

	<ul style="list-style-type: none"> <li>○ if the school has been established for more than two years, the previous two years; and</li> <li>• a description and analysis of rates of student attendance for the year.</li> </ul>	
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- **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 regional heatmaps for each region which classifies schools into categories of performance and forms the basis of Annual Regional Reviews.

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

MACS conducts annual regional reviews of school performance using SDS and Regional Heatmaps.

- The Regional Performance Review 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 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