



Curriculum plan

Schools are required to:	Schools are supported by:
<ul style="list-style-type: none">• 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. <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

<i>Schools are required to:</i>	<i>Schools are supported by:</i>
<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 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">• Horizons of Hope Foundation Statement: Learning Diversity in a Catholic School• CECV Intervention Framework

Student learning

<i>Schools are required to:</i>	<i>Schools are supported by:</i>
<ul style="list-style-type: none">• 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:<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, 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.	<ul style="list-style-type: none">• 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

<i>Schools are required to:</i>	<i>Schools are supported by:</i>
<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.</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>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">• 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:

- 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.

Schools are supported by:

- Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools
- 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.



School performance

<i>Schools are required to:</i>	<i>Schools are supported by:</i>
<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">• School surveys data• School Improvement Framework (SIF) Rubric• School improvement framework• School data snapshots• ICON – ePlan

Who to contact to make a complaint?

The nature of the complaint will determine who is the most appropriate person or body to manage a Complainant's concerns. In most instances, it is expected that the Complainant will have raised their complaint at St John's Regional College before taking it further with MACS.

Complaints should be directed to the School Principal in the first instance

For complaints of a serious nature involving School staff, the following additional information is provided.

Misconduct or serious misconduct

All complaints of alleged misconduct or serious misconduct by a teacher or staff members should be reported to the Principal of St John's Regional College.

Complaints about teachers can also be reported to the Victorian Institute of Teaching (VIT), the regulator in relation to the registration and investigation of serious misconduct (including conduct which is of a physical or emotional nature) of all teachers in the state of Victoria. If unsure whether the complaint constitutes serious misconduct by a teacher, contact the VIT on 1300 888 067 or vit@vit.vic.edu.au.

In some cases, certain actions which involve physical or emotional misconduct, such as unlawful assault or threats to the person, may constitute a criminal offence. These types of offences should be reported to and investigated by the police. Initial consultation with the Principal of St John's Regional College may help to determine the appropriate course of action in these circumstances.

Child abuse (including sexual offences)

All complaints of alleged child abuse (including sexual offences) of School student should be reported to the Principal of St John's Regional College.

There are legal obligations on all adults to report child abuse to police once a reasonable belief is formed that a



sexual offence has been committed against a child. Failure to disclose a sexual offence against a child is a criminal offence under section 327 of the Crimes Act 1958 (Vic.) and applies to all adults (18 years of age and over) in Victoria. Communication with children under 16 years of age by teachers, staff or any other person to prepare or 'groom' a child for future sexual activity is a criminal offence under section 49M(1) of the Crimes Act and must be reported to the police. The offence of grooming applies to any person aged 18 years or over and does not apply to communication between people who are both under 18 years of age.

For further information, refer to MACS Policy 2.19 Child Protection – Reporting obligations.

Complaints against Principal of St John's Regional College

In the case of a complaint involving the Principal of St John's Regional College, the MACS Regional General Manager which oversees St John's Regional College should be informed immediately.

MACS Regional Offices are located in the North, South, East and West of metropolitan Melbourne. Contact details are listed at the end of this Policy.

Complaints against clergy or other religious persons

If the complaint relates to the clergy or other religious persons involved with St John's Regional College, the Complainant should contact and seek advice from the Professional Standards Unit of the Vicar General's Office in the Archdiocese of Melbourne, 228 Victoria Parade, East Melbourne. Contact www.cam.org.au or telephone 03 9926 5680.

If the priest or religious person is a member of a religious order, the Complainant should also contact the Provincial Head or professional standards office of that congregation or religious order. If the complaint is about child abuse, see above.

Anonymous complaints

The governing body of St John's Regional College endeavours to address and respond to all complaints. In some situations, our governing body may not be able to fully address complaints that are made anonymously or without sufficient detail being provided to enable an inquiry or investigation or resolution of the matter. To ensure procedural fairness, respondents have a right to know the particulars of the allegations being made against them and be given an opportunity to respond to them. Where possible, Complainants are encouraged to give their names and to be reassured that we will deal with complaints professionally and in accordance with procedural fairness and confidentiality. If the Complainant wishes to remain anonymous, it is at the Principal's discretion what, if any, action will be taken. Anonymous complaints will be recorded in the same manner as all other complaints are recorded.

Procedures for Complaints About Issues at St John's Regional College

St John's Regional College has developed and maintains a fair, effective and efficient complaint-handling procedure so that complaints about events or decisions at St John's Regional College can be addressed. The following steps can guide the procedure in making a complaint about issues arising at St John's Regional College.

Informal and Formal Resolution Procedures

Informal Resolution Procedures

Raise the matter directly with the relevant staff member first where appropriate. If the matter involves your child



or an issue of everyday class operation, contact the staff member concerned, preferably by email, explaining the nature of your concern and request for a telephone conversation or meeting. Complainants are strongly discouraged from sending or discussing confidential, contentious or emotional information by email. This is best done in a meeting or phone call.

The teacher will acknowledge the email within **two working days**. The staff member may be able to respond to your complaint by return email or telephone with a satisfactory outcome. At times, parties may be assisted to resolve a misunderstanding, miscommunication or lack of clarity through the support of another person, such as another member of staff or the principal.

If further inquiry of the complaint is required, the staff member will explain this to you and direct you to this Policy if you have not already viewed this. They will also establish a clear time frame for the inquiry and when you can expect further information from them.

If the matter cannot be resolved informally, or you wish to make a formal complaint, you can telephone to make an appointment to discuss the matter with the Principal or email your concern in writing.

Formal Resolution Procedures

If the grievance or concern is about broader school issues, school staff or serious issues that are difficult to discuss with classroom teachers or if the issue not been satisfactorily resolved, Complainants are invited to make an appointment to speak with the Principal.

- In all cases, confidentiality is respected. Only the people that need to know about the issue, will be involved. The people who need to be informed will be discussed at the meeting.
- Community members may be accompanied by a support person at appointments to resolve grievances.
- All formal discussions and procedures involving grievances will be documented.
- Every attempt will be made to address an issue and where resolution is possible it will be reached in a timely manner.

When a formal complaint is received, it will be acknowledged and the Complainant will be provided with a copy of this policy so they can understand the procedures that will be followed in dealing with their complaint.

Time Frame for Dealing with Formal Complaints

In moving to a more formal procedures, the Principal or a senior member of staff will undertake the inquiry in the following manner, ensuring procedural fairness is observed:

- Organise a meeting/phone conference with you
- Direct you to a copy of this Policy if you have not already viewed this document
- At the outset, establish the time frame for the inquiry in the matter and when you can expect to hear further information or have a resolution. This would normally be within ten working days.
- Fully document the complaint, any actions taken to resolve it and outcomes of those actions further and fully consider the matter.
- Ensure that no one is victimised as a result of a complaint being made.
- If necessary, enable a Complainant to be accompanied at meetings by another person of his/her choice as a support person.



- If appropriate, enable the person against whom the complaint has been made to respond, and to be accompanied to any meeting by another person of his/her choice as a support person.
- Advise the Complainant of the outcome of the inquiry in writing.

Recording Complaints

All complaints received at St John's Regional College will be recorded, even those which are about issues perceived as trivial or minor. This helps us to identify key risk areas or any whole-school issues which, if left unresolved, could lead to harm or injury or more serious concerns.

The following information about complaints received will be recorded:

- Contact details of the Complainant
- Date of complaint and method of communication
- Nature of the complaint and the requested resolution
- The name of the staff member handling the issue
- Any actions and the timeframe taken, minutes of meetings and communication
- A statement of the outcome, including the closure date and date of advising the Complainant of the outcome.

Expectations of and Information for Parents and Guardians

In making a complaint, St John's Regional College requests and expects that the Complainant will:

- Raise the concern or complaint as soon as possible after the issue has arisen
- Communicate and respond in ways that are constructive, fair and respectful
- Provide complete and factual information about the concern or complaint
- Observe confidentiality and a respect for sensitive issues
- Act in good faith to achieve an outcome acceptable to all parties
- Have realistic and reasonable expectations about possible outcomes/remedies.

If your concern/complaint relates to your child's treatment by another student or students while at St John's Regional College, we expect that you will refer your complaint directly to the School, via your child's class teacher, Assistant Principal or Principal. Under no circumstances should you approach another student while in the care of the school to discuss the issue or chastise him or her. Direct contact with parents to resolve the matter is also discouraged if the complaint pertains to issues or incidents that have arisen at the School.

Parents and Guardians making complaints should ascertain the facts as best they can, and contact the Principal at their earliest convenience.

- Parents and Guardians with complaints may contact the School by telephone, in person or in writing.
- Parents and Guardians visiting the School to make a complaint are advised that the Principal may not be immediately available to discuss the complaint.

However, details regarding the complaint can be taken by the office staff, and an appointment time can be made to meet with the Principal.



Parents and Guardians making complaints are to be respectful, confidential and courteous. Parents who are unreasonable, threatening or discourteous can expect their discussions with the Principal to be terminated until such time as an alternative discussion time is arranged by the school.

The School will record the details of all complaints including the name and contact details of the persons making the complaints. The School will then refer the complaint to the most appropriate person to undertake an inquiry. There will be many occasions that this will be someone other than the Principal. The staff member conducting the inquiry may conduct a preliminary inquiry or communicate with the parent to discuss the matter further.

If the scope of the inquiry is beyond the capacity or jurisdiction of the school, the matter will be referred to the MACS Regional General Manager and the parent will be informed of the referral.

Parents and Guardians discussing complaints with the Principal may be accompanied by a support person. The support person can be a family member, a friend or a professional with knowledge of the student. Any person acting in a professional capacity on behalf of the parents must provide their occupational details and full name prior to the meeting being held. It is at the Principal's discretion if an external professional is a participating member of any school meeting. The support person may encourage and facilitate sharing of parent knowledge, perception and issues. The support person should support a positive working relationship between all parties. The support person does not speak on behalf of parents or guardians/carers discussing complaints with the Principal.

Any inquiry conducted by the School will be done so in a timely, efficient and confidential manner, ensuring the fair principles on natural justice are applied for all. Parents will be provided with an anticipated time-frame for a resolution. The staff member conducting the inquiry will record the details of the inquiry.

Privacy laws may prohibit information being provided to the Complainant of any specific action that has been taken in relation to individuals about whom the complaint has been raised.

Outcomes of Complaints

Outcomes to complaints and grievances can include the following:

- Apology – either verbal or written
- Mediation – with an internal or external mediator
- Official warning
- Disciplinary action
- Behavioural contract (in the case of a student)
- Pastoral or spiritual care
- An understanding that the behaviour will not be repeated
- A change in policy or procedure

Complaint Escalation

If the matter cannot be resolved at the School level, or if the complaint is about the Principal of St John's Regional College, Complainants may contact the relevant MACS Regional Office (see details below).

When a complaint is serious or complaint is not resolved after the involvement of the MACS Regional General



Manager, it may be referred to the MACS Executive Director for review.

If the complaint is unable to be resolved to the satisfaction of the Complainant, but the matter is however finalised, the Complainant has the right to seek alternative independent or other advice, or contact other entities such as the Victorian Equal Opportunity and Human Rights Commission, the Catholic Education Commission of Victoria or the Victorian Civil and Administrative Tribunal.

Withdrawal of a Complaint

A complaint can be withdrawn at any stage during the complaint management procedures. A complaint should be retracted in writing by the Complainant and addressed to the relevant MACS Regional Manager.

MACS Regional Office Contact Details

Complainants can lodge a complaint can be referred to the MACS Regional Manager of the relevant school zone via email or telephone as per contact details below

<p>Eastern Regional Office 39 Hewish Rd CROYDON VIC 3136 Ph: (03) 9427 6400 Email: ero@ceomelb.catholic.edu.au</p>	<p>Northern Regional Office 25 Norwood Crescent MOONEE PONDS VIC 3039 Ph: (03) 8387 3200 Email: nro@ceomelb.catholic.edu.au</p>
<p>Southern Regional Office 602 South Road MOORABBIN EAST VIC 3189 Ph: (03) 8301 7400 Email: sro@ceomelb.catholic.edu.au</p>	<p>Western Regional Office 47 Synnot Street WERRIBEE VIC 3030 Ph: (03) 8412 2400 Email: wro@ceomelb.catholic.edu.au</p>

Complaints can also be lodged online via www.cem.edu.au 'Contact us'. Refer to the feedback complaints form entitled RESOLVE.