



MARIAN COLLEGE

CURRICULUM, REPORTING & ASSESSMENT POLICY

Marian College (the College), inspired by the Brigidine Sisters and Gospel teachings, fosters a nurturing environment focused on strength and kindness. Our Vision Statement guides us as an educational community, emphasising faith, love, service, achievement, and forward-thinking.

The College is owned by the Trustees of Kildare Ministries and is operated and governed by Kildare Education Ministries (KEM).

Purpose

The purpose of this policy is to:

- Outline the College's approach to curriculum design, delivery and evaluation.
- Ensure compliance with the Victorian Registration and Qualifications Authority (VRQA) and Victorian Curriculum and Assessment Authority (VCAA) requirements.
- Provide a clear framework for consistent, high-quality teaching and learning across Years 7–12.

Policy

This Policy applies to the College staff members, parents, students, contractors, subcontractors and volunteers (Stakeholders). This Policy applies to digital and social media, other than endorsed College learning and collaboration platforms.

Scope

This policy applies to all students and staff at The College across Years 7–12.

The College curriculum:

- Defines what all students have the opportunity to learn.
- Ensures equitable access to a broad and balanced curriculum.
- Reflects the College's Catholic identity and commitment to holistic education.
- Incorporates student voice, agency and personalised learning pathways.

Accredited Curriculum Overview

Years 7–10

The College implements the Victorian Curriculum F–10 (Version 2.0) as the foundation for learning.

The curriculum:

- Is structured as a developmental continuum, recognising that students progress at different rates.
- Emphasises deep learning, explicit teaching and multiple entry points.
- Integrates knowledge, skills and capabilities across learning areas.
- Supports 12 months growth for every student, every year.

Key features include:

- Vertical curriculum structure (7–10) based on progression, not age.
- Integrated and applied learning opportunities.
- Elective pathways in Years 9–10 (Explore program).
- Explicit teaching aligned to the Science of Learning.

Years 11–12

The College delivers senior secondary programs in alignment with VCAA requirements, including:

- Victorian Certificate of Education (VCE).

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

All programs:

- Meet VCAA study design and assessment requirements.
- Support diverse pathways into further education, training and employment.
- Provide flexible and inclusive options for all learners.

Guiding Principles

Curriculum at The College is designed around:

- High Expectations – all students are capable of growth.
- Active Engagement – students are cognitively and behaviourally engaged.
- Responsive Teaching – instruction is informed by data and student need.
- Thinking Culture – classrooms promote deep thinking and inquiry.
- Safe and Inclusive Environment – all learners feel supported and valued.

Religious Education

Religious Education is central to the curriculum and reflects the Catholic identity of the College.

Programs are developed using:

- The Religious Education Curriculum Framework (Archdiocese of Melbourne).
- Contemporary theological and educational practices.

Capabilities

The curriculum embeds the Victorian Curriculum capabilities:

- Critical and Creative Thinking.
- Ethical Capability.
- Intercultural Capability.
- Personal and Social Capability.

These are explicitly taught and integrated across all learning areas.

Whole-School Curriculum Plan and Time Allocation

The College provides a balanced curriculum program that:

- Meets minimum VRQA time requirements.
- Ensures appropriate breadth across all learning areas.
- Allows flexibility for integrated and elective learning.

Indicative allocations align broadly with system expectations:

- English and Mathematics are prioritised daily.
- Religious Education is taught weekly.
- Science, Humanities, HPE and Technologies are integrated across programs.
- Arts and Languages embedded within the curriculum structure.

Assessment and Reporting

Assessment at The College

- is designed and mapped according to the approved curriculum framework in all learning areas.
- uses a range of evidence-based assessment practices and tools that are fair, equitable and transparent.
- ensures ongoing monitoring, assessment and recording of student achievement and student growth against the curriculum achievement standards.
- ensures students have opportunities to participate in meaningful teacher-student dialogue, and to demonstrate their learning growth in response to timely feedback.
- develops and documents a strategy to review, evaluate and analyse student assessment data to continuously improve student learning outcomes,
- uses assessment data to assist identification of students' learning needs and gaps in student learning and responds with adaptive teaching practices.
- implements a 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.



Years 7–10

- Achievement is reported along a developmental continuum
- Students may receive:
 - Progression Point achievement levels.
 - NS (Not Shown) – insufficient evidence of achievement.
 - NA (Not Assessed) – for legitimate reasons.
 - M (Modified) – adjusted curriculum expectations.

Years 11–12

- Assessment aligns with VCAA requirements.
- Includes School-Assessed Coursework (SACs), School-Assessed Tasks (SATs) and external examinations.

Teaching and Learning Approach

The College adopts an evidence-informed instructional model grounded in the Science of Learning, including:

- Explicit teaching and modelling.
- Structured practice and feedback.
- Checking for understanding.
- Responsive differentiation.
- Data-informed intervention.

Teachers work collaboratively through:

- Professional Learning Teams.
- Instructional coaching.
- Ongoing professional learning.

Implementation

The curriculum is implemented through:

- Whole-school planning aligned to the Annual Action Plan.
- Learning Area planning and scope and sequence documentation.
- Consistent unit and lesson design structures.
- Use of data to inform teaching and intervention.

Teachers are supported through:

- Coaching and feedback.
- Shared planning resources.
- Professional learning aligned to school priorities.

Evaluation

The effectiveness of the curriculum is monitored through:

- Student achievement data (NAPLAN, PAT, internal assessments).
- Student voice and feedback.
- Staff reflection and professional dialogue.
- School Improvement and Annual Action Plan processes.

Role	Responsibility	Reporting requirement
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 years) 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 the reporting cycle.



Principal	Implement policy and procedures and develop school processes for curriculum, assessment and reporting aligned with policy and accessible to all teaching staff. If applicable, share and make accessible to the school community.	As per the review cycle.
Principal	Ensure NAPLAN reports are delivered to parents in a timely manner.	Annually
School Leaders	Implement processes for assessment aligned with policy and procedures. Ensure processes for assessment reporting are accessible to all teaching staff.	Annually reviewed by the Principal
School Leaders	Implement processes for reporting aligned with policy and procedures. Ensuring they are accessible to all teaching staff.	Annually reviewed by the Principal.
Teachers	Adhere to the enacted curriculum, assessment and reporting procedures of their school.	Report to parents and carers in writing at least twice each year.

Legislation and Standards:

Related Policies

- Learning and Teaching Policy.
- Curriculum, Assessment and Reporting Policy.
- Homework Policy.
- Marian Success and Support Framework.
- Inclusion and Learning Diversity Policy.

Compliance Statement

This policy aligns with:

- Victorian Registration and Qualifications Authority (VRQA) Minimum Standards
- Victorian Curriculum 2.0 requirements
- Victorian Curriculum and Assessment Authority (VCAA) senior secondary regulation

Document History

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