

Katandra Berendale School (interim name)

CURRICULUM AND STUDENT LEARNING OVERVIEW

PURPOSE

The purpose of the document twofold:

To provide curriculum overview indicates how Katandra Berendale School (interim name) provides all students with a planned and structured school-based curriculum program, including:

- how the learning areas of the Victorian Curriculum will be substantially addressed, and how the curriculum will be organised and implemented, including the number of teaching hours delivered in the key learning areas
- timetables that demonstrate how the 8 Key learning areas are delivered
- an outline of how the school will deliver its curriculum
- an explanation of how and when the curriculum and teaching practice will be reviewed;

AND

To outline Katandra Berendale School (interim name)'s strategy to improve student learning outcomes to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort, and for the school to plan for and achieve improvements in those learning outcomes, including:

- policies and procedures for reviewing the curriculum and teaching practices
- the processes the school will use to set goals and targets for outcomes for all students including students at risk
- what data will be collected, and how it will be analysed and used to improve student learning outcomes.

PART 1 - CURRICULUM OVERVIEW

This curriculum overview outlines the aim and purpose of Katandra Berendale School (interim name)'s teaching and learning program and the way in which all students enrolled at the school will be provided with a planned and structured school-based curriculum program.

This curriculum overview is designed to be read in conjunction with Katandra Berendale School (interim name)'s Whole-School Curriculum Plan, and outlines Katandra Berendale School (interim name)'s teaching and learning program:

- for all year levels or bands of schooling
- across the key curriculum areas including the eight key learning areas
- shows approximate time allocations for all curriculum areas
- demonstrates the organisation of the curriculum program
- indicates how the curriculum will be implemented and delivered.

Requirements for curriculum programs in all Victorian government schools including Katandra Berendale School (interim name) are defined with reference to:

- the Guidelines to the Minimum Standards and Requirements for School Registration (Minimum Standards for School Registration) issued by the Victorian Registration and Qualifications Authority (VRQA)
- the F–10 Revised Curriculum Planning and Reporting Guidelines issued by the Victorian Curriculum and Assessment Authority (VCAA)
- Departmental policies relating to curriculum provision as follows:
 - [Curriculum Programs Foundation to 10 policy](#)
 - [Assessment of Student Achievement and Progress Foundation to 10 policy](#)
 - [Reporting Student Achievement and Progress Foundation to 10 policy](#)
 - [Framework for Improving Student Outcomes 2.0](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Languages Education](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust education - Delivery Requirements](#)
 - [Individual Education Plan policy](#)

Katandra Berendale School (interim name)’s teaching and learning program provides all students enrolled at the school with a planned and structured school-based curriculum program. The Victorian Curriculum F–10 (inclusive of Levels A-D) sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

TEACHING AND LEARNING CONTEXT STATEMENT

Katandra Berendale School (interim name) is a specialist school committed to lifelong learning by providing an inclusive, supportive, and nurturing community in which diversity is valued and celebrated. Our students engage in personalised learning opportunities supported through Individual Education Plans. We are guided by the Victorian Curriculum Levels F-10 (inclusive of Levels A-D), which is a common set of knowledge and skills required by students for life-long learning. The Victorian Curriculum F-10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age. Katandra Berendale School (interim name) also delivers the Victorian Pathways Certificate (VPC) as a Senior Secondary qualification.

Our Professional Learning Teams identify the essential learnings and work collaboratively to provide differentiated learning opportunities for all students. Students are provided with an individualised program and a supportive learning environment, to thrive and develop skills for post-school success. Our students are encouraged to explore their world to become independent, resilient and informed learners who contribute to the community.

Our curriculum is planned, explicitly and sequentially taught to allows students to have ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include the use of a wide variety of technology to support differentiated student learning.

CURRICULUM SUMMARY

Katandra Berendale School (interim name) has developed a program that ensures all the learning areas are substantially addressed across the year levels and bands of schooling:

- Students have individual documented goals from the key learning areas English, Mathematics, The Arts, Health & Physical Education, Humanities, Science, Technologies, and Personal & Social Capabilities.
- Victorian Pathways Certificate (VPC) is a recognised senior secondary qualification that focuses on 'hands-on learning' curriculum.

All students in Years F-6 undertake annual programs in:

- English
- Mathematics
- Health and Physical Education (including Sport)
- Science
- The Arts (Visual Arts and Media Arts)
- Humanities (Geography and History)
- Technology (Design technologies and Digital technology)
- Language (Auslan)
- Personal and Social Capabilities

All students in Years 7-10 undertake annual programs in:

- English
- Maths
- Inquiry (including Humanities)*
- Health and Physical Education (including Sport)
- Science
- Technology (Food technology, STEM and Digital technology)
- The Arts (Music and Visual Arts)
- Respectful Relationships
- Language (Auslan)

*Sample Inquiry program:

Term 1

Year 7: In Our Community

Year 8: Growing Older and Wiser

Year 9: The Game of Life

Year 10: Ethics and Emotions

Term 2

Year 7: The Changing World

Year 8: Light and Sound

Year 9: Into the Unknown

Year 10: Museums in Motion

Term 3

Year 7: The Bridge and Beyond

Year 8: Stimulating Science

Year 9: Forces and Functions

Year 10: The Journey to Discovery

Term 4

Year 7: Great and Small

Year 8: The Generations

Year 9: Our Island Home

Year 10: Data and Directions

At years 11-12, Katandra Berendale School (interim name) VPC students undertake annual programs in:

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills
- Physical Education
- Technology

with electives in:

- Horticulture
- Hospitality
- Art

CURRICULUM ALLOCATION

The table below includes an overview of how the learning areas of the Victorian Curriculum F-10 (inclusive of Levels A-D) are addressed and organised at Katandra Berendale School (interim name). Katandra Berendale School (interim name) ensures that all key learning areas are addressed by allocating appropriate time allowance to each learning area, as indicated below.

Bands 1, 2, 3 (Foundation to Year 6)

Learning Program	Subjects	Sessions p/w	Minutes p/w
Subjects	English	4 x 45 mins and 2 x 60 mins	300
	Maths	4 x 60 mins	240
	Health and PE	3 x 60 mins	180
	The Arts	2 x 60 mins	120
	Technology	2 x 60 mins	120
	Science	1 x 60 mins	60
	Inquiry (Humanities)	2 x 60 mins	120
	Language (Auslan)	1 x 60 mins	60
	Personal / Social Capability	3 x 60 mins	180
Additional programs	Circle time	5 x 15 mins	75
	Assembly	1 x 45 mins	45

Band 4 & 5 (Year 7 to 10)

Learning Program	Subjects	Sessions p/w	Minutes p/w
Subjects	English	4 x 45 mins and 1 x 60 mins	240
	Maths	4 x 60 mins	240
	Health and PE	3 x 60 mins	180
	The Arts	1 x 60 mins	60
	Design & Digital Technologies	3 x 60 mins	180
	Science	2 x 60 mins	120
	Inquiry (Humanities/Science/English/Maths/Tech)	4 x 60 mins	240
	Languages - Auslan	1 x 60 mins	60

Additional programs	Home group	5 x 15 mins	75
	Careers	1 x 45 mins	45
	Respectful Relationships	1 x 60 mins	60

CURRICULUM ORGANISATION

Students at Katandra Berendale School (interim name) undertake **25 hours** of instruction per week, **consistent with** the Department's requirement as indicated in the table below:

Junior

F-6 Learning Program	English	Maths	Science	Inquiry	Language	PE/ Health	The Arts	Technology	Capabilities	Additional
Time allocation per week	4 x 45 2 x 60	4 x 60	1 x 60	2 x 60	1 x 60	3 x 60	2 x 60	2 x 60	3 x 60	5 x 15 1 x 45
	300 mins	240 mins	60 mins	120 mins	60 mins	180 mins	120 mins	120 mins	180 mins	120 mins
	English	Maths	Science	History Geography	Auslan	PE Health Sport	Visual Arts Media Arts	Design Tech Digital Tech	RRRR SWPBS Personal and Social Capabilities	Circle time Assembly

Senior

7-10 Learning Program	English	Maths	Science	Inquiry	Language	PE/ Health	The Arts	Technology	Additional
Time allocation per week	4 x 45 1 x 60	4 x 60	2 x 60	4 x 60	1 x 60	3 x 60	1 x 60	3 x 60	5 x 15 1 x 45 1 x 60
	240 mins	240 mins	120 mins	240 mins	60 mins	180 mins	60 mins	180 mins	180 mins
	English	Maths	Science	Humanities Science Technology English Maths	Auslan	PE Health Sport	Visual Arts Music	Food Tech Digital Tech / STEM	Home group Careers Respectful Relationships

Sample junior campus timetable (subject to reasonable adjustments)

F-6 Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15am	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
Learning Session 1 9:15 am-10:00 am	English	English	Assembly	English	English
Learning Session 2 10:00 am-11:00 am	PE	Maths	English	English	Maths
Morning break 11:00am – 11:30am					
Learning Session 3 11:30am -12:30pm	Maths	Inquiry	Language	Maths	Sport
Learning Session 4 12:30 pm – 1:30 pm	Arts	Science	Inquiry	Tech	Sport
Lunch break 1:30 pm – 2:00 pm					
Learning Session 5 2:00 pm – 3:00 pm	Tech	Personal/Social Capabilities (SWPBS)	Personal/Social Capabilities	Arts	Personal/Social Capabilities (RRRR)

Sample senior campus timetable (subject to reasonable adjustments)

Years 7-10 Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am – 9:15am	Homegroup	Homegroup	Homegroup	Homegroup	Homegroup
Learning Session 1 9:15am – 10:00am	English	English	English	English	Careers
Learning Session 2 10:00am – 11:00am	English	Maths	Food Tech	Science	Maths
Morning break 11:00am – 11:30am					
Learning Session 3 11:30am – 12:30pm	Maths	Digital Tech	Maths	Food Tech	Sport
Learning Session 4 12:30pm – 1:30 pm	Science	Inquiry	Language (Auslan)	Inquiry	Sport
Lunch break 1:30 pm – 2:00 pm					
Learning Session 5 2:00 pm – 3:00 pm	PE/Health	Respectful Relationships	Inquiry	Inquiry	Arts

CURRICULUM IMPLEMENTATION

Katandra Berendale School (interim name) has developed a curriculum implementation plan. This document outlines the activities and timelines to ensure that Katandra Berendale School (interim name) implements of the Victorian Curriculum, including appropriate assessment activities with a view to the implementation plan being discharged in time for the school's review in our second year of operation.

The Curriculum Implementation Plan is provided as Appendix 1.

CURRICULUM DELIVERY

Please see attached the outline of how Katandra Berendale School (interim name) will deliver its curriculum, as illustrated on the *VCAAs' Whole-School Curriculum Plan*.

CURRICULUM AND TEACHING PLANNING AND REVIEW

Katandra Berendale School (interim name)'s whole-school approach enables a teaching and learning program that is sequential across year levels and integrated across curriculum areas.

The school implements the Framework for Improving Outcomes (FISO) 2.0, a model for continuous school improvement.

The four stages of the improvement cycle:



The following table outlines Katandra Berendale School (interim name)'s approach to curriculum and teaching review:

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	All staff will meet regularly (at least twice per term) to track whole school data and identify curriculum areas that require focus. PLC teams will meet weekly to track year level data and identify curriculum areas that require specific focus. Data analysis to address this will include but not be limited to, Read Write Inc Fresh Start (Literacy), MOI, ABLES, Fountas & Pinnell, school-based testing and teacher judgments based on moderation practices and formative assessment linked to the achievement standards in the Victorian Curriculum.	Principal	T1 – T4
Curriculum Areas	To facilitate curriculum planning and practice excellence, teachers will be allocated weekly common year level planning time (PLC). Teachers will use the Victorian Curriculum scope and sequence documents, whole school curriculum Map, the whole school assessment schedule, and summative and formative assessment data to inform curriculum planning. Teachers will use pre-tests and formative assessment to target teaching to student learning outcomes and to ensure that all students experience growth in their learning regardless of their entry point. Teachers will identify the point of learning for each student across the curriculum to develop achievable and measurable learning goals	Principal	T1-T4
Year levels	Teachers will work in allocated year level PLC teams to plan for areas across the curriculum with the use of whole school summative data and formative assessments.	Principal	T1-T4
Units and lessons	Teachers will work in allocated Year Level PLC teams to create unit and lesson plans using the Gradual Release of Responsibility Instructional Model. (GRR Model).	Principal	T1-T4
Teaching Practice	The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration, and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. Our GRR Model for Learning will be applied consistently across the school as a way of driving improvement in teaching practice. All staff will participate in the staff Performance and Development process in which goals are explicitly aligned with the school's Annual Implementation Plan, School Strategic Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards. 10-12 The school will use Department of Education and Training policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.	Principal	T1-T4

PART 2 -STRATEGY TO IMPROVE STUDENT LEARNING OUTCOMES

Katandra Berendale School (interim name) has 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 school to plan for and achieve improvements in those learning outcomes.

Katandra Berendale School (interim name) will ensure a range of ongoing monitoring and assessment strategies are utilised in the development of student learning outcomes, ensuring the ongoing learning needs of students are addressed. Teachers will monitor student progress and achievement in an ongoing manner, assessing student progress to inform future planning for student learning.

PROCESS TO SET GOALS AND TARGETS FOR OUTCOMES FOR ALL STUDENTS INCLUDING STUDENTS AT RISK

The process Katandra Berendale School (interim name) will use to set goals and targets for outcomes for all students including students at risk is described below:

Student Goals and targets will be developed using baseline, formative and summative assessments These will determine student entry points for learning across all areas of the curriculum. Formative and summative assessments will be completed at regular intervals across the school to determine progress of student goals. Teachers will engage in weekly timetabled PLC sessions, Teach Meet Teacher sessions and whole school PLC sessions to support planning and preparation for student engagement across all curriculum areas. All teacher judgements will be underpinned by results of formative and summative assessments to inform differentiated student learning.

Learning Specialist will provide all staff with an assessment schedule and monitor the completion of all student assessments. Teachers will be supported by the Learning Specialist in PLCs to unpack and use data to plan student learning outcomes. Every student across the school will have Individual Education Plan that is developed at the beginning of each semester in collaboration with parents/carers/guardians. Parent Support Group Meetings will be hosted each term to facilitate the co-creation of long term and short-term learning goals. All parents/carers/guardians will be invited to Student Support Group (SSG) meetings and will include students. Students will be encouraged to have agency in the development of their goals and the planning of their learning. Learning Specialists will organise the SSG meetings using the Compass Conferences platform.

Staff will be provided with a whole school assessment and reporting policy and an assessment schedule to facilitate assessment and reporting practices. Whole school assessments will be embedded across Numeracy (Maths Online Assessments), Literacy (Read Write Inc Fresh Start Assessments) and ABLES. Literacy and Numeracy assessments will be embedded across the units of works. Literacy Leader, Numeracy Leader and Learning Specialist will support staff with unpacking and using data to inform teaching practice.

Student Literacy and Numeracy skills will be assessed at the end of each Semester. This will be supported by student work samples, teacher observation notes and formative assessments. All assessment practices will include analysing student data to evaluate the point of need to implement teaching strategies and adjustments to learning.

All students will have an Individual Education Plan that will be adapted during Remote/Online learning. An alternate timetable and resources will be developed to support teaching and learning in an online and remote learning space.

DATA COLLECTION AND ANALYSIS TO IMPROVE STUDENT LEARNING OUTCOMES

In **addition** to using the assessment process outlined in the **Assessment and Reporting Policy** and **Assessment Schedule** Katandra Berendale School (interim name) uses the following assessments and data to set goals and targets for outcomes for all students including students at risk.

Katandra Berendale School (interim name) uses sources of information that enable the school to make better decisions about how to improve learning outcomes and to understand the various factors that are contributing to an aspect of the student and school performance.

Data source	The purpose of data collection	How is the data analysed and when	How is the analysis used/fed-back to improve student learning outcomes
WHOLE SCHOOL assessment and data to enable school to plan for and achieve improvements in those learning outcomes			
Victorian Curriculum teacher judgement progression points	Victorian Curriculum teacher judgement points will be used mid-year and end of year for reporting to parents and to inform teaching practice.	Mid-year and end of year	At risk students performing 6 or more months behind expected level will be identified and will be placed on their own Individual Education Plan (IEP). Students identified as performing 12 months or more ahead of the expected level with also be placed on their own Individual Education Plan (IEP).
Annual attitudes to school surveys	To attain an understanding of students' perceptions and experiences of school.	Annually	Results of survey will be shared at whole school staff meetings and used to improve student learning and teaching practice.
Student Wellbeing data	To attain information about the health, development, learning, safety and wellbeing of students	Mid-year and end of year	Results will be shared at whole school staff meetings and used to improve student engagement across all learning areas.
Student Attendance data	To collect student attendance rate data by grade and gender	Every Term	Information shared regularly at staff briefings to improve attendance and student engagement.
COHORT (Year Level, Subject Area, Vulnerable Groups) assessment and data to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort			
Year 7 – 12 teachers will use the Read Write Inc Fresh Start Assessments	To collect student data to determine student's point of learning to develop reading skills	Mid-Year and End of Year	Student data will be shared at whole school staff meetings and in PLC sessions. Information will be used to plan differentiated student reading workshops
Year 7 – 12 teachers will use the Mathematics Online Interview	To collect student data to determine students' point of learning across the Maths curriculum	Every Term	Student data will be shared at whole school staff meetings and in PLC sessions. Information will be used to plan differentiated student numeracy workshops
Year 7 – 12 teachers will complete ABLE assessments	To collect student data to support teacher judgements for mid-year and end of year reporting	Mid-year and end of Year	Student data will be shared at PLC sessions in year levels to support teaching practise.

Individual Education Plans for students on supported under the Program for Students with Disabilities (PSD)	To collect student data to plan for and monitor progress of student learning goals.	Beginning of Year and Mid-Year	Teachers will report on all goals across student Individual Education Plans to determine student progress across curriculum areas.
INDIVIDUAL STUDENT (particularly students at risk) assessments and data to set goals and targets for outcomes for all students including students at risk.			
Assessments conducted by Wellbeing staff	To collect student data about their physical, mental, emotional and social wellbeing.	As required during the Year	Analysis will be used to support the provision of differentiated learning environments for students.
Health and medical professional assessments	To collect data and information about to determine the area of difficulty and to plan for therapy.	As required during the year	Analysis will be used to provide the appropriate therapy to support student speech and language needs.

STUDENT LEARNING OUTCOMES AND ANNUAL IMPLEMENTATION PLANNING

As a newly merged school, Katandra Berendale School (interim name) will develop an Annual Implementation Plan (AIP) for their first year of operation. The AIP outlines the key planning expectations for Katandra Berendale School (interim name) in their first 12 months and beyond, and assist the school to:

- operationalise the goals and targets set out in the SSP
- efficiently and effectively allocate strategic resources
- monitor progress and success
- communicate their work to the school community.

Katandra Berendale School (interim name)'s initial AIP articulates the school community's broad goals and targets and identifies Key Improvement Strategies that will guide the first 12 months of operation. Endorsement of the school's first AIP by the principal, Senior Education Improvement Leader (SEIL) and School Council President will be obtained within the first term of the school's operation, after presentation to school council.

Following the initial 12 months of operation, Katandra Berendale School (interim name) will enter the formal school review cycle and undertakes its first review. The performance data (including student learning outcomes) collected during the year will inform the review, including the school's self-evaluation against the Framework for Improving Student Outcomes (FISO 2.0) Continua of Practice.

After the review, Katandra Berendale School (interim name) will complete a School Strategic Plan (SSP) as a four-year plan for school improvement. The four-year goals, targets and Key Improvement Strategies (KIS) outlined in the SSP inform the development of further AIPs and outline the incremental steps towards achieving these goals. This process is outline below:

In the first 12 months of operation, Katandra Berendale School (interim name) will focus on the fundamental tenets that provide a foundation for teaching and learning, including:

New schools annual and strategic planning cycle			
Year 1 of operation	Year 2 of operation	Year 3 of operation	Year 4 of operation
AIP	AIP School Review and development of SSP	AIP informed by SSP	AIP informed by SSP

- Vision and values that underpin school culture
- Effective strategic resource management
- Shared instructional leadership
- High-performing learning culture amongst teaching staff
- Whole-school curriculum plan.

To support this, the first AIP establishes broad goals and targets relating to student outcomes of achievement, engagement and wellbeing. These goals and targets consider Katandra Berendale School (interim name)' vision and establish a clear direction for improving student outcomes.

Framework for Improving Student Outcomes (FISO 2.0)

The Framework for Improving Student Outcomes ([FISO 2.0](#)) is the continuous improvement framework for all Victorian government schools.

FISO 2.0 sets out five core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every student (see Figure 1).

Figure 1: FISO 2.0



The student learning and wellbeing **outcomes** at the centre of FISO 2.0 work together:

- **Learning:** Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.
- **Wellbeing:** Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.

Core elements



Leadership

Leadership is the development of shared processes and actions by staff and students that build a positive school climate for learning and wellbeing through practices and relationships based on high expectations, shared values and a culture of trust.



Teaching and learning

Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities.



Assessment

Assessment is the use of evidence and data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities to design and implement priorities for improvement.



Engagement

Engagement refers to the relationships and actions that support student learning, participation and sense of belonging to their school community.



Support and resources

Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.

Katandra Berendale School (interim name) will use the FISO 2.0 Improvement Cycle to self-evaluate, review and diagnose areas that require attention, plan for improvement and report to our community on our activities, outcomes and plan for improvement as illustrated below.



Katandra Berendale School (interim name) will use [FISO 2.0](#), including resources and tools, to develop our 2023 Annual Implementation Plan (AIP).

As a new school, Katandra Berendale School (interim name)'s 2023 – 2024 Annual Implementation Plan (AIP) will focus on the following core elements:

- Teaching and learning
- Assessment
- Engagement

APPENDIX 1 – CURRICULUM IMPLEMENTATION PLAN

Curriculum Implementation Plan

This document outlines the activities and timelines to ensure that Katandra Berendale School (interim name) implements the Victorian Curriculum, including appropriate assessment activities with a view to the Implementation Plan being discharged in time for the School Review in our second year of operation.

This document should be read in conjunction with the school’s Whole School Curriculum Plan, Curriculum and Student Learning Overview, and the Assessment and Reporting Policy.

The Principal (or their delegate) is responsible for ensuring the completion of this Implementation Plan. The Principal (or delegate) will report regularly through staff meetings on implementation progress.

<i>Planning</i>		
Action	Responsibility	Completion Date
Confirm Whole School Curriculum Plan	Principal	October 2022
Develop Curriculum Framework	Principal	October 2022
Develop Assessment Schedule	Principal	October 2022
Identify leadership members responsible for whole school curriculum and assessment approach, develop meeting schedule for the year.	Principal	October 2022
Identify literacy approach or program	Principal	December 2022
Identify numeracy approach or program	Principal	December 2022
Develop high level scope and sequence for all curriculum areas and all year levels (or bands of schooling) for first 12 months	Principal	December 2022
Identify data/evidence to be used to assess student learning, considering all diagnostic, formative and summative assessments.	Principal	December 2022
<i>Induction and Professional Development</i>		
Action	Responsibility	Completion Date
Prepare induction materials for staff on instructional model	Principal	December 2022
Identify Professional Learning Community (PLC) Leads and groupings	Principal	December 2022
Identify a mentor for new graduate teachers (this will include mentoring for curriculum and assessment)	Principal	December 2022
Deliver induction program	Principal	December 2022
Develop the curriculum Professional Development plan for 2023	Principal	December 2022
<i>Curriculum design</i>		
Action	Responsibility	Completion Date
PLC team meeting to identify the specifics of the content for Term 1 (and ongoing for subsequent terms)	PLC Leaders	February 2023

Specialist Teachers / PLC groups design inquiry learning programs	PLC Leaders	February 2023
Identify opportunities for excursions, incursion and camps into the annual plan	Principal	February 2023
Establish approach and processes to provide students voice and agency in their learning.	Principal	February 2023
<i>Understanding the students</i>		
Action	Responsibility	Completion Date
Review of student transition statements	Principal	January 2023
Review of student data and achievement from previous schools	Principal	As provided
Using enrolment information, identify students likely to require additional support and if necessary, liaise with parents prior to commencement.	Principal, Wellbeing team	February 2023

Term 1		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's Assessment Schedule	All teachers	Per schedule
Undertake analysis of student data to identify patterns and trends across cohorts and curriculum areas	Learning Specialist	End of term
Identify/confirm specific groups for interventions	Learning Specialist	End of term
Develop Individual Education Plans (IEPs)	All teachers	End of term
Review curriculum plan and assessment schedule to ensure strength and weaknesses are targeted.	Learning Specialist	End of term
End of term assessment of achievement and progress.	Learning Specialist	Per schedule
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	Leadership Team	End of term
Term 2		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's Assessment Schedule	All teachers	Per schedule
End of term assessment of achievement and progress.	Learning Specialist	End of term
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	Leadership Team	End of term
Student reports prepared and released	Learning Specialist	June 2023
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Learning Specialist	June 2023
Term 3		

Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's Assessment Schedule	All teachers	Per schedule
End of term assessment of achievement and progress.	Learning Specialist	Per schedule
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	Leadership Team	End of term
Term 4		
Action	Responsibility	Completion Date
Review Assessment and Reporting Policy	Principal	End of term
Undertake assessments as outlined in the school's Assessment Schedule	All Teachers	Per schedule
Complete a comprehensive analysis of student achievement data to provide an accurate picture of student achievement across the whole school, within learning areas and the capabilities, within year levels and for student cohorts and individual students.	Leadership Team	End of term
Report Teacher Judgement	Learning Specialist	December 2023
Document curriculum plan for following year	Leadership team	December 2023
Student reports prepared and released	All teachers	December 2023
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Learning Specialist	December 2023