

CURRICULUM AND STUDENT LEARNING OVERVIEW



Help for non-English speakers. If you need help to understand the information in this policy please contact administration.



PURPOSE

The purpose of the document twofold:

To provide curriculum overview indicates how Ngarri Primary School, 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 8 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 Ngarri Primary School'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 Ngarri Primary School 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 Ngarri Primary School Whole-School Curriculum Plan, and outlines Ngarri Primary School 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 Ngarri Primary School) are defined with reference to:

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- 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](#)

Ngarri Primary School 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

At Ngarri Primary School, we pride ourselves on our excellent achievements in literacy and our passion for learning. Our curriculum provides students with the necessary knowledge and skills to successfully navigate the curriculum as 21st Century learners and fully participate and contribute to an ever changing, global community.

Our teachers work together in Professional Learning Communities to develop our knowledge and skills as leaders. We work in teams to plan our programs and then work together to assess the achievements of our students. This constant focus on the learning that is happening in our school allows us to refine our lessons and differentiate the curriculum to meet the needs of every student. Importance is placed on all staff working together to keep abreast of best practice and current research in teaching of literacy.

The Victorian Curriculum ensures that students are better equipped to deal with our changing world. The curriculum includes a strong focus on the foundational skills of literacy and numeracy, personal and social skills, and new areas of learning. We deliver Victorian Curriculum Levels F-6 (inclusive of Levels A-D) through flexible use of our Learning Neighbourhoods. Our curriculum is planned and taught sequentially and allows students to have some ownership of their learning using goal setting and student voice and agency in the form of understanding the next phases of learning.

Our programs are designed to develop thinking and social skills and foster connection and engagement with the local community. Information and communication technology is embedded within our program delivery, providing a voice, choice and/or solution to potential barriers faced by students.

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CURRICULUM SUMMARY

Ngarri Primary School has developed a program that ensures all the learning areas are substantially addressed across the year levels and bands of schooling:

F – Year 2 learning program provides:

- A structured teaching and learning program in English, Mathematics and Science at each year level
- Substantial attention to Health and Physical Education, The Arts and Personal and Social Capability
- A learning program drawing on the other curriculum areas including:
 - o Humanities/Technologies
 - o Languages (to commence in 2024)

The Year 3 – 4 learning program provides:

- A structured teaching and learning program in English, Mathematics and Science at each year level
- Substantial attention to Health and Physical Education, The Arts and Personal and Social Capability
- A combined Humanities Program (History, Geography, Civics and Citizenship) and Technologies Design and Technologies; Digital Technologies) across the two-year band
- An Arts Program that includes all five disciplines across the two-year band
- A Languages Program (to commence in 2024)

The Year 5 - 6 learning program provides:

- A structured teaching and learning program in English, Mathematics and Science at each year level
- Substantial attention to Health and Physical Education
- A combined Humanities Program (History, Geography, Civics and Citizenship) and Technologies Design and Technologies; Digital Technologies) across the two-year band
- An Arts Program that includes all five disciplines across the two-year band
- A Languages Program (to commence in 2024)

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 Ngarri Primary School. Ngarri Primary School ensures that all key learning areas are addressed by allocating appropriate time allowance to each learning area, as indicated below.

Band 1 (Foundation to Year 2)

F-2 Learning Program	Subjects	Sessions p/w
Curriculum Area	English	10 sessions per week
	Maths	5 sessions per week
	Science	1 session per week
	Humanities/Tech	3 sessions per week
	PE/Health	2 sessions per week
	The Arts	1 session per week
	Language/Spanish	1 session per week
Additional programs	Assembly	1 session per week
	Community service/Respectful Relationships	1 session per week

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Band 2 (Years 3 and 4)

Grade 3-4 Learning Program	Subjects	Sessions p/w
Curriculum Area	English Maths Science Humanities/Tech PE/Health The Arts Language/Spanish	10 sessions per week 5 sessions per week 2 session per week 2 sessions per week 2 sessions per week 1 session per week 1 session per week
Additional programs	Assembly Community service/Respectful Relationship	1 session per week 1 session per week

Band 3 (Years 5 and 6)

Grade 5-6 Learning Program	Subjects	Sessions p/w
Curriculum Area	English Maths Science Humanities/Tech PE/Health The Arts Language/Spanish	10 sessions per week 5 sessions per week 1 session per week 2 sessions per week 3 sessions per week 1 session per week 1 session per week
Additional programs	Assembly Community service/Respectful Relationships	1 session per week 1 session per week

CURRICULUM ORGANISATION

At Ngarri Primary School, students undertake 25 x 60-minute sessions per week, totaling 25 hours of instruction per week, **consistent with** the Department's requirement minimum of 25 hours per week as indicated in the table below:

F-2 Learning Program	English	Maths	Science	Humanities /Technology	Language*	PE/ Health	The Arts	Additional
Time allocation per week	10 x 60	5 x 60	1 x 60	3 x 60	1 x 60	2 x 60	1x 60	2 x 60
Semester 1	English	Maths	Science	Integrated humanities and technology program	Community service/ Respectful relationship program in 2023	PE and Health	Performing Arts	Assembly and Community Service
Semester 2			Visual Arts					

Year 3 and 4 Learning Program	English	Maths	Science	Humanities /Technology	Spanish	PE/ Health	The Arts	Additional
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Time allocation per week	10 x 60	5 x 60	2 x 60	2 x 60	1 x 60	2 x 60	1x 60	2 x 60
Semester 1	English	Maths	Science	Integrated humanities and technology program	Community service/ Respectful Language	PE and Health	Performing Arts	Assembly and Community Service
Semester 2							Visual Arts	

Year 5 and 6 Learning Program	English	Maths	Science	Humanities /Technology	Spanish	PE/ Health	The Arts	Additional
Time allocation per week	10 x 60	5 x 60	1 x 60	2 x 60	1 x 60	3 x 60	1x 60	2 x 60
Semester 1	English	Maths	Science	Integrated humanities and technology program	Community service/ Respectful Language	PE and Health	Performing Arts	Assembly and Community Service
Semester 2							Visual Arts	

*No Language in 2023; however, one session per week has been allocated for 2024 which in 2023 will be allocated to the Community service/Respectful Relationships program

At Ngarri Primary School the organisation of the curriculum program is indicated on the timetables below:

Timetable for Years F-2	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 8.50am - 9.50am	English	English	English	English	English
Learning Session 2 9.50am - 10.50am	English	English	English	English	English
Morning break 10.50am - 11.20am					
Learning Session 3 11.20am - 12.20pm	Maths	Maths	Maths	Maths	Maths
Learning Session 4 12.20pm - 1.20pm	Science	Hums/Tech	Hums/Tech	The Arts	Hums/Tech
1.20pm eat inside then 1.30pm -2.00pm lunch break					
Learning Session 5 2.00pm - 3.00pm	PE/Health	Community Service/RR	PE/Heath	Community Service/RR	Assembly

Timetable for Years 3&4	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 8.50am - 9.50am	English	English	English	English	English
Learning Session 2 9.50am - 10.50am	English	English	English	English	English
Morning break 10.50am - 11.20am					
Learning Session 3 11.20am-12.20pm	Maths	Maths	Maths	Maths	Maths
Learning Session 4	Science	Hums/Tech	Hums/Tech	The Arts	Science

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12.20pm-1.20pm					
1.20pm eat inside then 1.30pm -2.00pm lunch break					
Learning Session 5 2.00pm - 3.00pm	PE/Health	Community Service/RR	PE/Heath	Community Service/RR	Assembly

Timetable for Years 5&6	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 8.50am - 9.50am	English	English	English	English	English
Learning Session 2 9.50am - 10.50am	English	English	English	English	English
Morning break 10.50am - 11.20am					
Learning Session 3 11.20am-12.20pm	Maths	Maths	Maths	Maths	Maths
Learning Session 4 12.20pm-1.20pm	Science	Hums/Tech	Hums/Tech	The Arts	
1.20pm eat inside the 1.30pm -2.00pm lunch break					
Learning Session 5 2.00pm - 3.00pm	PE/Health	Community Service/RR	PE/Heath	Community Service/RR	Assembly

CURRICULUM IMPLEMENTATION

Ngarri Primary School has developed a curriculum implementation plan. This document outlines the activities and timelines to ensure that Ngarri Primary School implements 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 Ngarri Primary School will deliver its curriculum, as illustrated on the *VCAAs' Whole-School Curriculum Plan*.

CURRICULUM AND TEACHING PLANNING AND REVIEW

Ngarri Primary School 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 include:

- o evaluate and diagnose
- o prioritise and set goals
- o develop a plan
- o implement and monitor.

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The following table outlines Ngarri Primary School approach to curriculum and teaching review:

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	The curriculum leadership team will guide and lead teams of teachers to implement, track and evaluate the Victorian Curriculum to ensure a common set of knowledge and skills are acquired. The sequence of learning begins with the Victorian Curriculum, which leads to the development of Scope and Sequence documents in the 8 Key learning areas and 4 capabilities, which leads to unit planning, weekly planning and lastly individual lesson delivery.	Assistant Principal (Director of Curriculum) Curriculum leaders	Termly whole school planning days. Review of scope and sequence documentation to be reviewed annually.
Curriculum Areas	The school takes a discipline-based approach to the eight key learning areas of English, Mathematics, Science, Humanities, Physical Education and Health, The Arts, Technologies and Language. The school explicitly teaches the four capabilities of personal and social learning, critical and creative thinking, ethical and intercultural understandings in and through the discipline based key learning areas. Curriculum area planning is overseen by our Director of Curriculum and curriculum leader . These are curriculum area specific and are based on the Victorian Curriculum.	Assistant Principal (Director of Curriculum) Curriculum leaders	Termly PLC inquiry cycles
Year levels	Curriculum leaders will ensure all curriculum documentation for Years P-2 and Years 3-6 are up to date and relevant. The P-2 assistant principal will work alongside curriculum leaders to ensure all 8 key learning areas are accurately backward mapped. The 3-6 assistant principal will ensure curriculum documentation provides opportunities for teachers to build breadth and depth with all learners. Mapping and documentation is developed in accordance with the Victorian Curriculum and are sequentially based. These are reviewed each term, as well as an annual review.	Director of Curriculum Curriculum leaders PLC leaders	Termly
Units and lessons	Teachers will work collaboratively in professional learning communities to develop high quality units of work that cover all aspects of the Victorian Curriculum. PLC leaders will guide and facilitate	PLC leaders and teacher leaders	Whole units: Termly

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	<p>teams through the PLC improvement cycle.</p> <p>Units and lessons are informed by the Victorian Curriculum and are based on assessment data (pre-assessments, conferences, work samples, moderated tasks, diagnostic assessments) and evidence to meet the varying needs of learners. These units and lessons are reviewed as part of the PLC meetings to inform changes as required.</p>		Lesson plans: Weekly
Teaching Practice	<p>The school's curriculum leaders will oversee teacher practice and work closely with all educators to create a culture of learning, collaboration and continuous improvement. Activating learning walks and peer observations will be key in monitoring teacher practice. These cycles will provide teachers with positive and productive feedback which is critical in an ongoing cycle of improvement.</p> <p>The teaching and learning model will be applied consistently across the school as a way of driving practice improvement.</p> <p>All staff will participate in the staff Performance and Development process whereby staff are able to align their own development goals with the school's goals and targets.</p> <p>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.</p>	Curriculum Leaders	<p>Informally through PLC team meetings</p> <p>Performance and Development Plans are prepared annually and reviewed four times a year.</p>

PART 2 -STRATEGY TO IMPROVE STUDENT LEARNING OUTCOMES

Ngarri Primary School 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.

Ngarri Primary School 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.

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

The process Ngarri Primary School will use to set goals and targets for outcomes for all students including students at risk is described below:

<p>Processes used to set goals and targets for outcomes for all students including students at risk</p>	<p>Ngarri Primary School will use evidence and data to set goals and targets for all students including those at risk.</p> <ul style="list-style-type: none"> ● Students will be tracked along the Victorian Curriculum continuum of learning by teachers and teams of teachers to allow staff to identify misconceptions or ‘gaps’ in student learning. ● These gaps will form students’ goals and targets and will be presented and co-developed with students using their own words for student voice and agency. ● Teachers will be supported to provide evidence-based teacher judgements by taking part in Professional Learning and whole school moderation sessions. ● Senior Leadership and other leaders (curriculum and year level) will monitor teacher judgements and ensure that they are consistent and accurate by regularly reviewing data walls and student and teacher work samples. ● Students deemed at risk will be provided with IEPs through Student Support Group Meetings and where applicable by the PSD. They may also be supported by the Tutor Learning Program. ● Goals and achievements will be regularly reported to parents via the Compass platform and ongoing reporting. ● Students will also have a role in setting goals for their learning through regular conferring with staff and reflection of their own work samples. ● Leadership will regularly meet with PLC leaders and PLC teams to discuss both individual and year level goals, targets and achievements. ● The leadership team will ensure formative and summative assessment tools, assessment schedules and information are effective, available and clearly articulated. ● Formative and summative assessment practices will be embedded across the school throughout whole school planning documents and will be planned prior to the commencement of each unit. ● Teachers will collect a variety of assessment documents to track student learning including anecdotal notes, checklists, work samples and conference notes.
<p>Processes the school will use to set goals and targets for students at risk due to remote and online learning.</p>	<p>In 2024, Ngarri Primary School will identify students that require support following extended periods of online/remote learning and who did not thrive in the online environment (e.g. EAL students, those with minimal home support) who may now be disengaged or underperforming. We refer to the Lessons Learned from coronavirus (COVID-19): Findings from the experience of remote and flexible learning in schools by the Parliamentary Secretary for Schools in designing our response.</p> <p>In response Ngarri Primary School will:</p> <ul style="list-style-type: none"> ● Build staff capacity in assessment and differentiation to identify and meet students’ individual learning needs ● Develop a multi-tiered response to meet students’ individual learning needs ● Make use of the Tutor Learning Initiative ● Teachers will identify student learning needs based on diagnostic assessment data ● Teachers and tutors will plan for differentiation based on student learning data ● Teachers will implement differentiated teaching and learning to meet individual student needs ● Tutors will provide targeted academic support to students ● Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning

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In the event, Ngarri Primary School is required to move to flexible and remote learning, then the following process will be enacted:

- Eligible students will be invited to attend on-site supervision
- Students will use google classroom
- Students will participate daily Webex meetings
- Specialist activities will allow flexibility for families and will be provided via video link
- Identified students will work in a breakout room with a member of staff
- Students where the online learning is not suitable will be provided with hard copy packs.

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** Ngarri Primary School uses the following assessments and data to set goals and targets for outcomes for all students including students at risk. Ngarri Primary School 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 the data analysed and when	How data 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			
NAPLAN data	NAPLAN data is collected to enable comparison to “like schools” and State and National standards and targets set accordingly	<p>Data will be analysed in Oct-Nov of each year to address areas for improvement. Identified areas will be documented and included in the following year’s planning</p> <p>The Principal and School Improvement Team will use the data to:</p> <ul style="list-style-type: none"> • examine trends, to see how performance has changed over time • consider the achievements of specific groups of students to assess their performance • analyse outcomes for individuals and groups of students as they move from one-year level to the next • evaluate differences in outcomes between different skill areas within English and Mathematics • make comparisons with state averages or state-wide information about schools 	Targets to improve, maintain or exceed NAPLAN results will form part of the School’s Strategic Plan and Annual Implementation Plan (AIP).

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		with similar student backgrounds.	
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.	<p>Mid-year and end of year</p> <p>This includes providing a teacher judgement against the achievement standards, assigned as a score, that accurately reflects where each student is along the relevant learning continuum for all curriculum areas taught during the reporting period.</p>	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	Student Attitude to School Survey data: to provide insight into student attitude to school. This will be used to track and monitor trend data and to support our AIP goals and targets.	<p>Midyear collection, basic info at close of collection, complete info end of T3/early T4.</p> <p>Principal and Director of Curriculum will use the data to:</p> <ul style="list-style-type: none"> • examine trends, to see how attitudes have changed • consider the attitudes of specific groups of students to determine future focus • analyse outcomes for individuals and groups of students as they move from one-year level to the next • evaluate differences in outcomes between different survey components • make comparisons with state averages or state-wide information about schools 	Areas for improvement determined based on data. Unpacked with students to gain deeper understanding. Information will be shared with the students and plans for improvements outlined.
Student Wellbeing data	Student Wellbeing data is collated fortnightly and shared with PLCs and the Student Engagement and Wellbeing Team. This data is used to inform individual IEPs and Behavioural Support Plans (BSPs) as required. It is also used to plan for purposeful interventions as needed.	Wellbeing data is analysed ongoingly and forms part of the monthly Student Wellbeing Action Team agenda. This information is analysed to inform future work and resource allocation as needed.	This data is shared with PLCs and the School Leadership. It is also individually utilised in meetings with parents and carers as required.

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<p>Student Attendance data</p>	<p>Students need to be at school to benefit from learning programs. This data is used to inform individual attendance action plans as required. It is also used to plan for purposeful interventions as needed.</p>	<p>Ongoing, weekly reflections and the formation of an Attendance Committee to monitor absence Daily phone calls to parents Meetings with parents when absence is chronic with potential inclusion of DET representatives The Assistant Principal will work with classroom teachers and school student staff to set individual student goals to improve identified attendance issues.</p>	<p>This data is shared with PLCs and the School Leadership. It is also individually utilised in meetings with parents and carers as required.</p>
<p>COHORT (Year Level and Vulnerable Groups) assessment and data to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort</p>			
<p>Transition advice from early learning centres for Foundation students</p>	<p>Early years transition documentation is essential in ensuring the school is best prepared to meet the learning needs of all children entering the school at Foundation level.</p>	<p>Documentation will be analysed by year level leaders the year prior to the child beginning school. Students will be placed with teachers who can best meet their learning needs of individuals.</p>	<p>The documentation will provide teachers with valuable school entry information about individual children and allows teachers to know and understand the specific needs for their students.</p>
<p>Pre enrolment parental meeting for foundation students and student transfers</p>	<p>Pre enrolment parent meetings for all foundation students and student transfers provide an opportunity to strengthen the relationship between home and school. Parents will be able to discuss their child's strengths and areas for improvements.</p>	<p>The information will be analysed by the leadership team so that the child is strategically placed and supported. Parent meetings will take place in term 4, the year prior to commencing foundation or upon enrolment to the school.</p>	<p>The information provided by parents will provide teachers with essential information in identifying any students that require early intervention.</p>
<p>Foundation – Grade 2 teachers will use the English Online Interview</p>	<p>The English online interview provides teachers with essential data to support teachers to interpret, identify, measure and address capability gaps.</p>	<p>Through PLCs, teachers will be able to demonstrate how data from the EOI can help to identify students with literacy learning difficulties.</p> <p>The EOI data can then be used to generate a range of reports at the student, class and school level. These reports provide a point-in-time overview of student achievement, and valuable diagnostic information to inform program planning and resource allocation.</p> <p>Teachers will implement the interview and analyse the data in term 1.</p>	<p>The EOI provides teachers with information about the causes of early literacy difficulties and address gaps in student learning. Targeted teaching is more deliberate based on the EOI assessment data.</p>

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<p>Foundation – Grade 2 teachers will use the Mathematics Online Interview</p>	<p>The Maths online interview (MOIO provides teachers with essential data to support. interpret, identify, measure and address capability gaps.</p>	<p>Through PLCs, teachers will be able to demonstrate how data from the MOI can help to identify students with learning difficulties. Teachers record student responses directly into the online system, which can generate a range of profiles of student understanding, organised around the 'growth points'. These profiles provide powerful information for teachers in planning to meet student learning needs.</p> <p>Teachers will implement the interview and analyse the data in term 1.</p>	<p>The MOI provides teachers with information about the causes of early numeracy learning difficulties and addresses gaps in student learning. Targeted teaching is more deliberate based on the MOI assessment data.</p>
<p>Victorian Curriculum Teacher Judgements – EAL continuum - Literacy</p>	<p>Victorian Curriculum teacher judgement points will be used mid-year and end of year for reporting to parents and to inform teaching practice, based against the EAL continuum.</p>	<p>Mid-year and end of year. That's said, assessing EAL learners' English language proficiency is an ongoing process that involves a variety of assessment activities across the three language modes (Speaking and Listening, Reading and Viewing and Writing).</p> <p>Classroom teachers adhere to the Assessment Schedule to ensure consistent and accurate data is collected on EAL students, and moderation is undertaken with all teachers.</p>	<p>Ongoing assessment of EAL students enables them move through the EAL continuum for Literacy.</p>
<p>Grades 3-6 students complete PAT Testing</p>	<p>Year 3 – Year 6 students are assessed using PAT Testing in the areas of English and Mathematics. These assessments take place in Term 2 and Term 4. This assessment data is used to inform the data footprint and provide tracking data regarding individual student's current abilities in English and Mathematics.</p>	<p>This data will be analysed as part of the year level specific Professional Learning Teams in Term 2 and Term 4. It will be used to plan for point of need instruction and individual student goal setting. This data will also be used to provide evidence against PAT targets of Year Levels 3 – 6.</p>	<p>This assessment data is used to plan for individual and cohort needs. It is also used to track and monitor progress against targets.</p>
<p>Individual Education Plans for students supported under the Program for Students with Disabilities (PSD)</p>	<p>IEP's are developed for all students supported under the Program for Students with Disability. These support teachers and staff to work collaboratively towards individual student goals and targets. These plans are developed in consultation with Parents / Carers and are reviewed each Term.</p>	<p>Data as part of IEP's is collected and analysed in an ongoing way. This data and analysis support review and future goal setting for IEPs.</p>	<p>Data collected as part of the IEPs is used to inform student progress and future IEP goals and targets.</p>

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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	Students may be assessed using various assessments conducted by Wellbeing staff. These assessments are used to support IEPs or BSPs.	This data is analysed by the Wellbeing Action Team and takes place in an ongoing way across the year.	The analysis of this data supports the ILP and BSP planning process and is shared through regular meetings and communication between the Wellbeing Action Team and class teachers.
Health and medical professional assessments	Students may be assessed using various assessments conducted by various Health and Medical professionals. These assessments will be used to support IEPs or BSPs.	This data is analysed by the Wellbeing Action Team and takes place in an ongoing way across the year.	The analysis of this data supports the ILP or IEP and BSP planning and is shared through regular meetings and communication between the Wellbeing Action Team and class teachers.

STUDENT LEARNING OUTCOMES AND ANNUAL IMPLEMENTATION PLANNING

As a new school, Ngarri Primary School will develop an Annual Implementation Plan (AIP) for their first year of operation. The AIP outlines the key planning expectations for Ngarri Primary School in their first 12 months and beyond, and assist the school to:

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

Ngarri Primary School'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 the school council.

Following the initial 12 months of operation, Ngarri Primary School will enter the formal school review cycle and undertake 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, Ngarri Primary School 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 outlined below:

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In the first 12 months of operation, Ngarri Primary School 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 Ngarri Primary School’s 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.

CURRICULUM AND STUDENT LEARNING OVERVIEW

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

Ngarri Primary School 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.



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

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

1. Teaching and learning
2. Assessment
3. Engagement

CURRICULUM AND STUDENT LEARNING OVERVIEW

Curriculum Implementation Plan (Primary)

This document outlines the activities and timelines to ensure that Ngarri Primary School 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	30 July 2022
Develop Curriculum Framework	Principal	30 July 2022
Develop Assessment Schedule	Principal	30 July 2022
Identify leadership members responsible for whole school curriculum and assessment approach, develop meeting schedule for the year.	Honey Stirling	Oct/Nov 2022
Identify literacy approach or program	Honey Stirling Assistant Principal	November 2022
Identify numeracy approach or program	Honey Stirling Assistant Principal	November 2022
Develop high level scope and sequence for all curriculum areas and all year levels (or bands of schooling) for first 12 months	Honey Stirling Assistant Principal	November 2022
Identify data/evidence to be used to assess student learning, considering all diagnostic, formative and summative assessments.	Honey Stirling Assistant Principal	November 2022
Continue to collect survey responses from the community on their preferred language choice (if applicable)	Honey Stirling	December 2022
Develop a working party to develop language considerations for school council (if applicable)	Honey Stirling	March 2023
Consult with the school council/staff and community on the outcome of survey results for preferred language choice (if applicable)	Honey Stirling	March 2023
Develop a plan for implementation of language program (if applicable)	Honey Stirling	June 2023
<i>Induction and Professional Development</i>		
Action	Responsibility	Completion Date
Prepare induction materials for staff on instructional model	Honey Stirling Assistant Principal	November 2022

CURRICULUM AND STUDENT LEARNING OVERVIEW

Identify Professional Learning Community (PLC) Leads and groupings	Honey Stirling Assistant Principal	November 2022
Identify a mentor for new graduate teachers (this will include mentoring for curriculum and assessment)	Assistant Principal	November 2022
Deliver induction program	Assistant Principal	December 2022 and January 2023
Develop the curriculum Professional Development plan for 2022	Assistant 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)	Assistant Principal PLC leaders	December 2022
Specialist Teachers / PLC groups design inquiry learning programs	Assistant Principal PLC Leaders Specialist Teachers	December 2022 and January 2023
Identify opportunities for excursions, incursion and camps into the annual plan	Leadership Team PLT Leaders/Class Teachers	January and February 2023
Establish approach and processes to provide students voice and agency in their learning.	Principal Assistant Principal All staff	December 2022 Consultation December 2022 and January 2023
<i>Understanding the students</i>		
Action	Responsibility	Completion Date
Review of student transition statements	Assistant Principal PLC Leaders/Class Teachers	December 2022 / January 2023
Review of student data and achievement from previous schools	Classroom teachers PLC Leaders Assistant Principals	January/February 2023
Using enrolment information, identify students likely to require additional support and if necessary, liaise with parents prior to commencement.	Principal Assistant Principal	October – December 2022 and

CURRICULUM AND STUDENT LEARNING OVERVIEW

Term 1		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's Assessment Schedule <ul style="list-style-type: none"> ● All Prep students commencing at Ngarri Primary School undertake the English Online Interview (EOI) ● Include other assessments as appropriate 	Classroom teachers Assistant Principal	February 01 – March 10 th 2023/24
Undertake analysis of student data to identify patterns and trends across cohorts and curriculum areas	Assistant Principal	28 th February 2023/24
Identify/confirm specific groups for interventions	Classroom teachers Assistant Principal	28 th February 2023/24
Develop Individual Education Plans (IEPs) <i>if required</i>	Classroom teachers Assistant Principal	28 th February 2023/24
Undertake assessments as outlined in the school's Assessment Schedule, including but not limited to: <ul style="list-style-type: none"> ● NAPLAN for Years 3 & 5 ● Moderated Rich Assessment Tasks (Numeracy) ● Big Write (Writing sample & moderation) ● Spelling & Word ID Test (Oxford Word List) ● PAT M (Maths) ● Fountas & Pinnell/PM Benchmark (Running Records- Reading) ● Moderated Rich Assessment Tasks (Numeracy) ● Moderated Common Assessment Task (Writing) ● Moderated Common Assessment Task (Science) ● Reading Conference ● Writing Conference Mathematics Conference 	Assistant Principal Leading teachers	NAPLAN 15 th -17 th March 2023/24 and as per the Assessment Schedule.
Review curriculum plan and assessment schedule to ensure strength and weaknesses are targeted.	Assistant Principal	31 st March 2023/24
End of term assessment of achievement and progress.	Assistant Principal	31 st March 2023/24
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	Assistant Principal	31 st March 2023/24
Term 2		
Action	Responsibility	Completion Date

CURRICULUM AND STUDENT LEARNING OVERVIEW

Undertake assessments as outlined in the school's Assessment Schedule, including but not limited to: <ul style="list-style-type: none"> • Moderated Rich Assessment Tasks (Numeracy) • Big Write (Writing sample & moderation) • Spelling & Word ID Test (Oxford Word List) • PAT M (Maths) • Fountas & Pinnell/PM Benchmark (Running Records- Reading) • Moderated Rich Assessment Tasks (Numeracy) • Moderated Common Assessment Task (Writing) • Moderated Common Assessment Task (Science) • Reading Conference • Writing Conference • Mathematics Conference 	Assistant Principal Leading teachers	As per the Assessment Schedule.
End of term assessment of achievement and progress.	All classroom teachers and curriculum leaders	19 th June 2023/24
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	All classroom teachers and curriculum leaders	19 th June 2023/24
Student reports prepared and released	All classroom teachers and curriculum leaders	19 th June 2023/24
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Assistant Principal	22 nd June 2023/24
Term 3		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's Assessment Schedule, including but not limited to: <ul style="list-style-type: none"> • Moderated Rich Assessment Tasks (Numeracy) • Big Write (Writing sample & moderation) • Spelling & Word ID Test (Oxford Word List) • PAT M (Maths) • Fountas & Pinnell/PM Benchmark (Running Records- Reading) • Moderated Rich Assessment Tasks (Numeracy) • Moderated Common Assessment Task (Writing) • Moderated Common Assessment Task (Science) • Reading Conference • Writing Conference • Mathematics Conferences 	Assistant Principal Leading teacher	As per the Assessment Schedule.
End of term assessment of achievement and progress.	All classroom teachers Leadership team	15 th September 2023/24
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	Curriculum leaders Assistant Principal	15 th September 2023/24

CURRICULUM AND STUDENT LEARNING OVERVIEW

Term 4		
Action	Responsibility	Completion Date
Review Assessment and Reporting Policy	Assistant Principal Leading teacher	06 November 2023/24
Assessment: Undertake assessments as outlined in the school's Assessment Schedule, including but not limited to: <ul style="list-style-type: none"> ● Moderated Rich Assessment Tasks (Numeracy) ● Big Write (Writing sample & moderation) ● Spelling & Word ID Test (Oxford Word List) ● PAT M (Maths) ● Fountas & Pinnell/PM Benchmark (Running Records- Reading) ● Moderated Rich Assessment Tasks (Numeracy) ● Moderated Common Assessment Task (Writing) ● Moderated Common Assessment Task (Science) ● Reading Conference ● Writing Conference ● Mathematics Conferences 	Assistant Principal Leading teacher	As per the Assessment 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.	All classroom teachers Curriculum leaders PLC leaders	11 th December 2023/24
Report Teacher Judgement	Assistant Principal	11 th December 2023/24
Document curriculum plan for following year	Assistant Principal Leading teacher	15 th December 2023/24
Student reports prepared and released	Leading teacher	11 th December 2023/24
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Assistant Principal	12 th December 2023/24