



CURRICULUM AND STUDENT LEARNING OVERVIEW

PURPOSE

The purpose of the document twofold:

To provide curriculum overview indicates how Kurrun 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 Kurrun 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 Kurrun Primary School'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 Kurrun Primary School's Whole-School Curriculum Plan, and outlines Kurrun Primary School'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 Kurrun Primary School) 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](#)

Kurrun Primary School’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

Kurrun Primary School is committed to providing a safe, orderly, supportive and stimulating learning environment that empowers and inspires students to become interdependent contributors to their community.

Kurrun Primary School will deliver Victorian Curriculum Levels F-10 (inclusive of Levels A-D). The school ensures student learning is personalised, student-directed and focussed on meeting student academic, social, emotional, physical and creative needs. Students engage in a broad range of learning opportunities that are planned and taught sequentially. The learning and teaching program is evidence-based, precise, high-quality and consistent across the school. This is supported by the embedding of ongoing professional cycles of inquiry into the impact of professional practice on student outcomes.

There are high expectations for all students and staff, and this is reflected in the feedback culture of the school. Students are continuously challenged and supported in their learning with a feature of student learning being student voice, agency and leadership. Student progress is continuously monitored at a whole-school, cohort, class and individual level. The information collected at each of these levels is used to provide feedback to staff and students on progress, inform future learning foci and evaluate the impact of practice on student outcomes.



To support high quality delivery of the curriculum at Kurrun Primary School we use a wide range of evidence-based assessments and educational resources to best meet the needs of our learners. We utilise suitable educational resources to enhance classroom learning and home learning opportunities. Our English as a second language students are supported through our EAL program.

CURRICULUM SUMMARY

Kurrun Primary School has developed a program that ensures all the learning areas are substantially address across the year levels and bands of schooling.

Officer Rix Road Primary School's (interim name) F–Year 2 learning program provides:

- a structured teaching and learning program in English and Mathematics at each year level
- substantial attention to Health and Physical Education, The Arts and Personal and Social Capability
- a Language program (Auslan)
- a Science program
- an Inquiry program encompassing Humanities and Technologies.

Officer Rix Road Primary School's (interim name) 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
- an Arts program, including all five Arts disciplines
- a Language program (Auslan)
- a Science program (including physics, chemistry and biology)
- an Inquiry program encompassing Humanities and Technologies.

Officer Rix Road Primary School's (interim name) 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
- an Arts program, including all five Arts disciplines
- a Language program (Auslan)
- a Science program (including physics, chemistry and biology)
- an Inquiry program encompassing Humanities and Technologies.

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 Kurrun Primary School. Kurrun 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
	Maths	5
	Inquiry (incorporating Humanities and Technologies)	3
	Health and Physical Education	2
	The Arts	1
	Science	1
	Languages	1
Additional programs	Sport	1
	Assembly	1

Band 2 (Years 3 and 4)

Grade 3-4 Learning Program	Subjects	Sessions p/w
Subjects	English	9
	Maths	5
	Inquiry (incorporating Humanities and Technologies)	4
	Health and Physical Education	2
	The Arts	1
	Science	1
	Languages	1
Additional programs	Sport	1
	Assembly	1

Band 3 (Years 5 and 6)

Grade 5-6 Learning Program	Subjects	Sessions p/w
Subjects	English	8
	Maths	5
	Inquiry (incorporating Humanities and Technologies)	5
	Health and Physical Education	2
	The Arts	1
	Science	1
	Languages	1
Additional programs (pastoral care)	Sport	1
	Assembly	1

Language provision in 2023

Kurrun Primary School will deliver Auslan as a Language in 2023. The decision to deliver Auslan is based on it aligning with the school's values, mission and vision in building a culture of inclusion. Learning Auslan will result in students developing skills and knowledge that apply in the community in



communicating with people with hearing impairment. It also has the additional benefit of further developing the literacy skills of students.

CURRICULUM ORGANISATION

At Kurrun 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	Inquiry*	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	Humanities (Geography, History) and Technologies	Auslan	Health PE	Performing Arts	Assembly Sport
Semester 2							Visual Arts	

*Inquiry incorporates The Humanities and Technologies.

Year 3-4 Learning Program	English	Maths	Science	Inquiry*	Language	PE/ Health	The Arts	Additional
Time allocation per week	9 x 60	5 x 60	1 x 60	4 x 60	1 x 60	2 x 60	1x 60	2 x 60
Semester 1	English	Maths	Science	Humanities (Geography, History, Civics and Citizenship) and Technologies	Auslan	Health PE	Visual Arts	Assembly Sport
Semester 2							Performing Arts	

*Inquiry incorporates The Humanities and Technologies.

Year 5-6 Learning Program	English	Maths	Science	Inquiry*	Language	PE/ Health	The Arts	Additional
Time allocation per week	8 x 60	5 x 60	1 x 60	5 x 60	1 x 60	2 x 60	1x 60	2 x 60
Semester 1	English	Maths	Science	Humanities (Geography, History, Civics and Citizenship, Economics and Business) and Technologies	Auslan	Health PE	Visual Arts	Assembly Sport
Semester 2							Performing Arts	

*Inquiry incorporates Humanities and Technologies.



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

Timetable for Years F-2	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 9:00am – 10:00am	English	English	English	English	English
Learning Session 2 10:00am – 11:00am	English	English	English	English	English
Morning break 11:00am – 11:30am					
Learning Session 3 11:30am – 12:30pm	Maths	Maths	Maths	Maths	Sport
Learning Session 4 12:30pm – 1:30pm	PE/Health	Maths	Languages (Auslan)	The Arts	Science
Lunch break (1:30pm – 2:15pm)					
Learning Session 5 2:15pm – 3:15pm	Inquiry	PE/Health	Inquiry	Inquiry	Assembly

Timetable for Years 3-4	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 9:00am – 10:00am	English	English	English	English	English
Learning Session 2 10:00am – 11:00am	English	English	English	English	Science
Morning break 11:00am – 11:30am					
Learning Session 3 11:30am – 12:30pm	Maths	Maths	Maths	Maths	Inquiry
Learning Session 4 12:30pm – 1:30pm	Inquiry	Inquiry	Maths	Inquiry	Sport
Lunch break (1:30pm – 2:15pm)					
Learning Session 5 2:15pm – 3:15pm	PE/Health	Languages (Auslan)	The Arts	PE/Health	Assembly

Timetable for Years 5-6	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 9:00am – 10:00am	English	English	English	English	Sport
Learning Session 2 10:00am – 11:00am	English	English	English	English	Science
Morning break 11:00am – 11:30am					
Learning Session 3 11:30am – 12:30pm	Maths	Maths	Maths	Maths	Inquiry
Learning Session 4 12:30pm – 1:30pm	Maths	PE/Health	The Arts	PE/Health	Inquiry
Lunch break (1:30pm – 2:15pm)					
Learning Session 5 2:15pm – 3:15pm	Languages (Auslan)	Inquiry	Inquiry	Inquiry	Assembly

CURRICULUM IMPLEMENTATION

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

CURRICULUM AND TEACHING PLANNING AND REVIEW

Kurrun Primary School whole-school approach enables a teaching and learning program that is sequential across year levels and integrated across curriculum areas.

The school uses implemented the Framework for Improving Outcomes (FISO) 2.0, a model for continuous school improvement. The four stages of the improvement cycle include:

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

The following table outlines Kurrun Primary School's approach to curriculum and teaching review:

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	Whole school planning will be mapped and documented. It will be based on the Victorian Curriculum and will include yearly overview planning to ensure that we are meeting the curriculum requirements. This level of planning will support Year level specific planning and lesson development in close connection with our school assessment schedule.	Leadership Team	Completed Annually Reviewed termly
Curriculum Areas	Curriculum area planning will be overseen by the Assistant Principal and Learning Specialist. These will be curriculum area specific and will be based on the Victorian Curriculum.	Assistant Principal and Learning Specialist	Completed Annually Reviewed termly
Year levels	Year level planning across curriculum areas will be led by Professional Learning Team Leaders, with support from the Learning Specialist, and will be curriculum area specific e.g. English – Reading, Writing, Mathematics, Physical Education etc. These will be developed in accordance with the Victorian Curriculum and will be sequentially based. These will be reviewed each term, as well as an annual review.	Professional Learning Team (PLT) Leader Learning Specialist	Developed termly Reviewed termly and annually
Units and lessons	Units and lesson plans will be developed collaboratively by year level based Professional Learning Teams. These will be informed by the Victorian Curriculum and will be based on assessment data (pre-assessments, common	Learning Specialist PLT Leader PLT members	Developed collaboratively weekly Reviewed



	assessment tasks, conferences, work samples, moderated tasks, diagnostic assessments) and evidence to meet the needs of each student. These units and lessons will be reviewed as part of the PLT meetings to inform changes as required.		weekly
Teaching Practice	<p>The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration, feedback and continuous improvement.</p> <p>The Kurrun Primary School Instructional Model will be applied consistently across the school and used in combination with the Professional Inquiry Model to drive improvement in professional practice. This will be led by the Leadership Team and the Professional Learning Team Leaders.</p> <p>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.</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 on one meetings to support staff to continually improve practice.</p>	Principal Assistant Principal and Learning Specialist PLT Leaders PLT members	<p>Informally through PLT 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

Kurrun 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.

Kurrun 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.

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

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

Identifying Students on the Continuum

Student achievement will be the subject of ongoing monitoring and reporting at Kurrun Primary School. Student achievement, progress and next learning steps will be informed by the Victorian Curriculum and will be based on assessment data (pre-assessments, common assessment tasks, conferences, work samples, moderated tasks, diagnostic assessments) and evidence of learning.

Setting Goals and Targets

Student achievement goals and targets will be informed by current assessment data and evidence of learning and be set at the following levels:

- Whole school student achievement goals and targets – Co-constructed as a staff and finalised by the Leadership Team
 - Growth goals and targets
 - 'At level', 'Above level' and 'Below level' goals and targets
- Cohort student achievement goals and targets – Co-constructed by Professional Learning Teams
 - Growth goals and targets
 - 'At level', 'Above level' and 'Below level' goals and targets
- Individual student achievement goals and targets – Co-constructed by staff with individual students and, where relevant, parents/carers

Monitoring Student Progress

Kurrun Primary School will be committed to ongoing tracking and monitoring of student engagement and student achievement data. Students will work in partnership with their teachers to understand their learning goals, monitor their progress and celebrate success in achieving these goals. This will be part of our commitment to continuous reporting. At the beginning of each year Professional Learning Teams (PLT) and individual class teachers will have access to the most recent assessment for the relevant cohort and individual. PLT's will also be supported in co-constructing cohort level data targets around student growth data as well as at level, above level and below level achievement data.



Cohort data targets will be monitored weekly as part of PLT meetings. They will also be reported on to the School Improvement Team each semester.

The School Improvement Team (SIT) will be responsible for overseeing the goals and targets as part of the Annual Implementation Plan. The SIT will meet regularly to track and monitor effectiveness of Key Improvement Strategies and our progress towards goals and targets. In tracking and monitoring progress, the SIT will collect and utilise a range of data sources including student assessment data, instructional data, student wellbeing data and student, parent/carer and staff perception data.

Supporting Teachers

Kurrun Primary School will work as a Professional Learning Community and implement year level based Professional Learning Teams to support collaboration, data informed assessment practices, implementation of the school assessment schedule, implementation of data and evidence of learning schedule as well as moderation and professional learning opportunities.

Teacher judgements will be monitored by the Assistant Principal, Learning Specialist and PLT Leaders. As a school team we are responsible in ensuring that our Teacher Judgements are consistent, accurate and evidence based. This will be led by our Leadership Team, including Principal, Teaching and Learning Assistant Principal, Learning Specialist and PLT Leaders. Consistent data tracking and monitoring will be a key component of our practice. Whole school moderation to support consistent evidence-based teacher judgements across the school will be a key component of our whole school meeting schedule and will take place across curriculum areas.

Whole school professional learning will be a priority and the Professional Learning Community approach incorporating the Professional Inquiry Model will be a key driver in the ongoing professional development of staff. Professional learning will be job embedded and in alignment with the School Strategic Plan, Annual Implementation Plan, Performance and Develop Plans and DET resources around FISO, the HITS, AMPLIFY.

Identifying Students At-Risk

Students at-risk are identified through the analysis of the data sets and assessment measures discussed above. This data is used to set an Individual Education Plan with student specific goals and targets or a Behaviour Support Plan with student specific goals and targets, or an Attendance / Engagement Plan with student specific goals and targets.

A range of intervention programs will be utilised to support students identified as being at-risk at Kurrun Primary School. Students on the Program for Students with a Disability will be supported with IEPs and regular Student Support Group meetings.

Targeted intervention for students will be developed and implemented in partnership between the relevant students, staff and parents/carers. This includes parents/carers being actively collaborating with the classroom teacher in the development of an IEP. Students will be involved in development of strategies and targets.

Student achievement / engagement tracking and monitoring is a whole school process. This will be overseen by the Leadership Team (including Principal, Teaching and Learning Assistant Principal, Learning Specialist and PLT Leaders) and will be communicated to all staff who work with identified students. Relevant staff will have access to the individual student plans. This will be supported through regular meeting time, as well as an SSG and IEP schedule which will be termly.

Embedding Assessment into the Curriculum Programs



Assessment is embedded into the curriculum programs through the whole school assessment schedule, year level specific data and through the school wide commitment to be data informed.

Roles and responsibilities for assessment is embedded across the three layers of schooling as illustrated below:

- **Whole School Leadership** (Principal, Assistant Principal and Learning Specialist). Their roles responsibilities include:
 - developing, implementing and monitoring of the whole school assessment schedule
 - leadership of the School Improvement Team in monitoring goals and targets connected to the AIP
 - leadership of whole school moderation and year level specific moderation
 - leadership and coordination of NAPLAN
 - monitoring of whole school achievement targets
 - monitoring achievement data from intervention program
 - oversee the semester-based achievement reports.
- **Teacher Leaders** (PLT Leaders). Their roles and responsibilities include:
 - implementation and tracking of whole school assessments in line with whole school assessment schedule
 - development, implementation and monitoring of PLT based data
 - monitoring of progress against PLT based data targets
 - monitoring of attendance data
 - preparing the semester-based achievement reports.
- **Classroom Teachers**. Their roles and responsibilities include:
 - conducting assessments per the whole school assessment schedule and year level specific data schedule
 - Regular and ongoing feedback to students and families based on student progress and achievement
 - Collaborating with their PLT to monitor and track progress towards year level specific data targets.

A range of whole school assessments will be used across P- Year 6. These include: Running Records (Reading), Reading Conferences, Writing Conferences, PAT-M (Mathematics), PAT-R (Reading), Dynamic Indicators of Basic Early Literacy Skills Prep-Year 6 (Reading), and school developed moderated common assessment tasks. Year 3 and Year 5 will also be part of NAPLAN assessments. Prep students will complete the English Online Interview.

A variety of evidence will be collected to support achievement data, including (but not limited to) student work samples, teacher observational notes, conference notes, formative and summative assessments and pre- and post-tests.

Aligning Assessment Processes with FISO 2.0

The assessment processes and practices at Kurrun Primary School align with the DET Framework for Improving Student Outcomes (FISO) 2.0.

Specifically, the curriculum development, moderation, and data analysis practices are in alignment with the FISO 2.0 Core Elements Assessment and Support and Resources.

Our assessment processes and practices are connected to the following Dimensions of FISO 2.0:



- Assessment - Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities
- Assessment - Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms
- Support and resources - Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students

Setting Goals and Targets for Students At-Risk Due to Remote and Online Learning

We commit to being data informed to support quality instruction at student point of need. This includes students at-risk due to the impacts of remote and online learning. We will:

- review the student data (achievement, growth and engagement data)
- use assessments to ascertain next steps in learning
- develop a student profile to inform our approach to Intervention for individual students, including targets, goals and key improvement strategies.

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** Kurrun Primary School uses the following assessments and data to set goals and targets for outcomes for all students including students at risk. Kurrun 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 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			
NAPLAN data	NAPLAN data is collected to measure and evaluate improvement in student learning outcomes and to enable comparison to “like schools” and State and National standards and targets set accordingly	Data will be analysed by teaching staff in Oct-Nov of each year as part of working as a professional learning community to identify practices that are significantly positively impacting on students learning and address areas for improvement. Identified areas will be documented and included in the following year’s planning The Principal, School Improvement Team and	Targets to improve, maintain or exceed NAPLAN results will form part of the School’s Strategic Plan and Annual Implementation Plan (AIP).



		<p>teaching staff 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 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>The Principal, School Improvement Team and teaching staff 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 • evaluate differences in outcomes between different skill areas within English and Mathematics 	At risk students performing 6 or more months behind expected level will be identified and an Individual Education Plan (IEP) will be developed and implemented in partnership with the student and their parents/carers. Students identified as performing 12 months or more ahead of the expected level will also have an Individual Education Plan (IEP) developed and implemented in partnership with them and their parents/carers.
Annual attitudes to school surveys	Student Attitude to School Survey data: to provide insight into students' perceptions and experience of school. This will be used to track and monitor trend	Term 3. - The Principal and School Improvement Team as part of working as a professional learning community to identify	Targets to improve, maintain or exceed ATOSS results will form part of the School's Strategic



	data and to support our AIP goals and targets.	practices that are significantly positively impacting on students' experience of school and address areas for improvement. The data will be used to: <ul style="list-style-type: none"> • examine trends, to see how performance has changed over time • consider the perceptions and experience of school to assess the effectiveness of school programs • analyse outcomes for 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 	Plan and Annual Implementation Plan (AIP).
Student Wellbeing data	Student Wellbeing data will be collated twice per term and shared with Professional Learning Teams (PLTs) and the Student Engagement and Wellbeing Team. This data will be used to inform individual IEPs and Behavioural Support Plans (BSPs) as required. It will also be used to plan for purposeful interventions as needed.	This data will be analysed ongoingly and will form part of the twice per term Student Engagement and Wellbeing Team agenda. This information will be analysed and inform future work as needed.	This data will be shared with PLTs and the School Improvement Team (SIT) It will also be individually utilised in meeting with parents/carers as required.
Student Attendance data	Attendance data will be collated fortnightly and shared with PLTs and the Student Engagement and Wellbeing Team. This data will be used to monitor and inform individual attendance action plans as required. It will also be used to plan for purposeful interventions as needed.	This data will be analysed ongoingly and will form part of the twice per term Student Engagement and Wellbeing Team agenda. This information will be analysed and inform future work as needed.	This data will be shared with PLTs and the SIT. It will also be individually shared with families each month.
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			
Transition advice from early learning centres for	Kinder Transition Statements will be used in December each year to support student placements and	This data will be analysed as part of the Foundation team PLT, both at the end of the	This advice will be used to plan for individual and cohort



Foundation students	used to inform any individual plans (IEP, BSP) that may be required. They will also be shared with Class Teachers to support the development of the data footprint (starting points) for their class.	year upon receipt and at the beginning of the year.	needs. It may form the basis of IEPs and BSPs as required.
Pre enrolment parental meeting for foundation students and student transfers	Pre-enrolment meetings will be used for beginning Foundation students and student transfers. These will take place in Term 4 for beginning Foundation students and as required for student transfers. These meetings will be used to support data collection and information to support positive transition into the school.	This data will be analysed as collected and support transition planning, class placement and interventions as required.	This data will be used to support grade placement and interventions as required.
Foundation teachers will use the English Online Interview	Foundation students will be assessed using the English Online Interview during their individual one on one Teacher conferences at the beginning of the year. This assessment data will be used to inform the data footprint, providing initial start-up data regarding individual student's current abilities in English.	This data will be analysed as part of the Foundation team PLT in Term 1 and will be used to plan for point of need instruction. This data will also be used to develop data targets.	This assessment data will be used to plan for individual and cohort needs. It will also inform the development of IEPs as required.
Foundation teachers will use the Mathematics Online Interview	Foundation students will be assessed using the Mathematics Online Interview during their individual one on one Teacher conferences at the beginning of the year. This assessment data will be used to inform the data footprint, providing initial start-up data regarding individual student's current abilities in Mathematics.	This data will be analysed as part of the Foundation team PLT in Term 1 and will be used to plan for point of need instruction. This data will also be used to develop data targets.	This assessment data will be used to plan for individual and cohort needs. It will also inform the development of IEPs as required.
Grades 3-6 students complete DAL testing for English and Mathematics curriculum areas	Year 3 – Year 6 students will be assessed using Digital Assessment Library (DAL) in the areas of English and Mathematics. These assessments will take place in Term 2 and Term 4. This assessment data will be used to inform the data footprint and provide tracking data regarding individual student's current abilities in English and Mathematics.	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 DAL data targets of Year Levels 3 – 6.	This assessment data will be used to plan for individual and cohort needs. It will also be used to track and monitor progress against targets.
Individual Education Plans for students supported by the	IEP's will be developed for all students on the PSD. These will support teachers and staff to work collaboratively towards	Data as part of IEP's will be collected and analysed continuously. This data and analysis will support review	Data collected as part of the IEPs will be used to inform student progress and



Program for Students with Disabilities (PSD)	individual student goals and targets. These plans will be developed in consultation with Parents / Carers and will be reviewed each Term.	and future goal setting for IEPs.	future IEP goals and targets.
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 will be used to support IEP's or BSP's.	This data will be analysed by the Student Engagement and Wellbeing Team and will take place ongoingly across the year.	The analysis of this data will support the ILP and BSP planning and will be shared through regular meetings and communication between the Student Engagement and Wellbeing 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 IEP's or BSP's.	This data will be analysed by the Student Engagement and Wellbeing Team and will take place ongoingly across the year.	The analysis of this data will support the ILP or IEP and BSP planning and will be shared through regular meetings and communication between the Student Engagement and Wellbeing Team and class teachers.

STUDENT LEARNING OUTCOMES AND ANNUAL IMPLEMENTATION PLANNING

As a new school, Kurrun Primary School will develop an Annual Implementation Plan (AIP) for their first year of operation. The AIP outlines the key planning expectations for Kurrun Primary School 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.

Kurrun 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 school council.

Following the initial 12 months of operation, Kurrun Primary School 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, Kurrun 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 outline below:

In the first 12 months of operation, Kurrun 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 Kurrun 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.

Core elements



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



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





KURRUN Primary School

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.

Kurrun 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.



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

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

- Engagement
- Teaching and Learning
- Leadership



APPENDIX 1 – CURRICULUM IMPLEMENTATION PLAN

Curriculum Implementation Plan (Primary)

This document outlines the activities and timelines to ensure that Kurrun 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	August 2022
Develop Curriculum Framework	Principal	August 2022
Develop Assessment Schedule	Principal	August 2022
Identify leadership members responsible for whole school curriculum and assessment approach, develop meeting schedule for the year.	Principal	August 2022
Identify literacy approach or program	Principal and Assistant Principal	October 2022
Identify numeracy approach or program	Principal and Assistant Principal	October 2022
Develop high level scope and sequence for all curriculum areas and all year levels (or bands of schooling) for first 12 months	Principal and Assistant Principal	November 2022
Identify data/evidence to be used to assess student learning, considering all diagnostic, formative and summative assessments.	Principal and Assistant Principal	November 2022
Continue to collect survey responses from the community on their preferred language choice	Principal	July 2022
Consult with the school council/staff and community on the outcome of survey results for preferred language choice	Principal	August 2022
Develop a plan for implementation of language program	Principal	September – October 2022
<i>Induction and Professional Development</i>		
Action	Responsibility	Completion Date
Prepare induction materials for staff on instructional model	Principal and Assistant Principal	November 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 and Assistant Principal	December 2022
Develop the curriculum Professional Development plan for 2023	Principal and 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)	Principal and Assistant Principal Learning Specialist PLT Leaders	December 2022
Specialist Teachers / PLC groups design inquiry learning programs	Principal and Assistant Principal Learning Specialist PLT Leaders	December 2022 – January 2023
Identify opportunities for excursions, incursion and camps into the annual plan	Principal and Assistant Principal Learning specialist PLTs	January – February 2023
Establish approach and processes to provide students voice and agency in their learning.	Leadership Team All staff	December 2022 – January 2023
<i>Understanding the students</i>		
Action	Responsibility	Completion Date
Review of student transition statements	Assistant Principal Prep PLT	December 2022 – January 2023
Review of student data and achievement from previous schools	Assistant Principal PLTs	December 2022 – January 2023
Using enrolment information, identify students likely to require additional support and if necessary, liaise with parents prior to commencement.	Principal and Assistant Principal	October 2022 – January 2023



Term 1		
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"> All Prep students commencing at Kurrun Primary School undertake the English Online Interview (EOI) and the Mathematics Online Interview (MOI) NAPLAN for Years 3 & 5 PAT-M (Mathematics) PAT-R (Reading) Running Records – Reading Dynamic Indicators of Basic Early Literacy Skills Prep-Year 6 (Reading) 	Assistant Principal Learning Specialist PLT Leaders PLT members	As per Assessment Schedule
Undertake analysis of student data to identify patterns and trends across cohorts and curriculum areas	Principal Assistant Principal Learning Specialist PLT Leaders PLT members	February – March 2023
Identify/confirm specific groups for interventions	Assistant Principal Learning Specialist PLT Leaders PLT members	February – March 2023
Develop Individual Education Plans (IEPs) <i>if required</i>	Teachers	March 2023
Review curriculum plan and assessment schedule to ensure strength and weaknesses are targeted.	Assistant Principal Learning Specialist PLT Leaders PLT members	April 2023
End of term assessment of achievement and progress.	Assistant Principal Learning Specialist PLT Leaders PLT members	April 2023



Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	All teaching staff	April 2023
Term 2		
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"> • Running Records- Reading • Dynamic Indicators of Basic Early Literacy Skills Prep-Year 6 (Reading) • Moderated Common Assessment Task (Maths) • Moderated Common Assessment Task (Writing) • Moderated Common Assessment Task (Spelling) 	Assistant Principal Learning Specialist PLT Leaders PLT members	As per Assessment Schedule
End of term assessment of achievement and progress.	Principal Assistant Principal Learning Specialist PLT Leaders PLT members	June 2023
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	All teaching staff	June 2023
Student reports prepared and released	Principal Assistant Principal Learning Specialist PLT Leaders PLT members	June 2023
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Principal Assistant Principal Learning Specialist PLT Leaders PLT members	June 2023
Term 3		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's Assessment Schedule including but not limited to:	Assistant Principal Learning Specialist	As per Assessment Schedule



<ul style="list-style-type: none"> • Running Records- Reading • Moderated Common Assessment Task (Maths) • Moderated Common Assessment Task (Writing) • Moderated Common Assessment Task (Spelling) 	PLT Leaders PLT members	
End of term assessment of achievement and progress.	Assistant Principal Learning Specialist PLT Leaders PLT members	September 2023
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	All teaching staff	September 2023
Term 4		
Action	Responsibility	Completion Date
Review Assessment and Reporting Policy	Principal	November 2023
Undertake assessments as outlined in the school's Assessment Schedule including but not limited to: <ul style="list-style-type: none"> • Running Records- Reading • PAT-M (Mathematics) • PAT-R (Reading) • Dynamic Indicators of Basic Early Literacy Skills Prep-Year 6 (Reading) 	Assistant Principal Learning Specialist PLT Leaders PLT members	As per 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.	Principal Assistant Principal Learning Specialist PLT Leaders PLT members	December 2023
Report Teacher Judgement	Assistant Principal Learning Specialist	December 2023
Document curriculum plan for 2023	Principal Assistant Principal Learning Specialist PLT Leaders	December 2023
Student reports prepared and released	Principal Assistant Principal Learning Specialist	December 2023



	PLT Leaders	
	PLT members	
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Principal Assistant Principal Learning Specialist PLT Leaders PLT members	December 2023