

CURRICULUM AND STUDENT LEARNING OVERVIEW

PURPOSE

The purpose of this document is two-fold:

1. To provide a curriculum overview that indicates how Endeavour Hills Specialist 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 school-based curriculum program will be organised and implemented;
 - 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

2. To outline Endeavour Hills Specialist School's strategy to improve student learning outcomes to support all its students to progress towards and achieve the learning outcomes 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;
 - 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 Endeavour Hills Specialist School's learning and teaching program and the way in which all students will be provided with a planned and structured program of learning.

Requirements for curriculum programs in all Victorian government schools (including Endeavour Hills Specialist 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 Victorian Curriculum F-10 \(inclusive of Levels A-D\)](#) and the [Towards Foundation Victorian Curriculum F-10 Guidelines for Students with Disabilities](#) issued by the Victorian Curriculum and Assessment Authority (VCAA)
- Departmental policies relating to curriculum provision as follows:
 - [Curriculum Programs Foundation to 10](#)
 - [Assessment of Student Achievement and Progress Foundation to 10](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Framework for Improving Student Outcomes](#)
 - [Physical and Sport Education — Delivery Outcomes](#)

The Victorian Curriculum informs the development of Individual Learning Plans, providing the context for a discussion with parents/carers, therapists and other service providers.

- Levels A through to 2 focuses on English, Mathematics, The Arts, Health & Physical Education, Humanities and Personal & Social Capabilities.
- From Year 3, students continue to focus on the six curriculum areas (above) with the addition of science and Civics and Citizenship.
- Curriculum Structure allows for the flexibility of extending the curriculum offerings up to Level 10, dependent upon specific student abilities of the Victorian Curriculum.

Each student's individual needs are addressed mainly within small classroom group sessions, with some opportunity for one-to-one learning as required. The table below indicates the number of hours per term.

This curriculum overview is designed to be read in conjunction with Endeavour Hills Specialist School's Whole-School Curriculum Plan.

Endeavour Hills Specialist School's learning and teaching program provides all students with a planned and structured curriculum program. The Victorian Curriculum Levels A – D and F – 4 (and higher levels for students with a specific peak skill set) sets out a single, coherent and comprehensive set of content descriptions and progress towards achievement standards to enable teachers to plan, monitor, assess and report on the achievement of every student.

Each student has an Individual Learning Program (ILP). The goals are developed by the teacher in consultation with the parents/carers, therapists, specialists and others as appropriate. The individualised goals enable the teacher, therapists and specialists to work collaboratively within their specialist fields to give each student an integrated and holistic service with common expected outcomes.

VICTORIAN CURRICULUM A - D AND F - 10

The Endeavour Hills Specialist School documented curriculum covers levels A – D and Foundation to Level 4. There may be students from time to time with peak skills in one or more areas that enable them to participate in curriculum offerings up to Level 10. The ILP structure provides for such students to access the curriculum at higher levels than are addressed by this document. Any extension of the Victorian Curriculum beyond Level 4 will be covered according to the skills of the student, and as such the higher levels of the continuum are not included in the whole curriculum plan.

Language provision

Endeavour Hills Specialist School is seeking registration as a specialist school and is exempt from delivering Languages.

INDIVIDUALISED PROGRAM

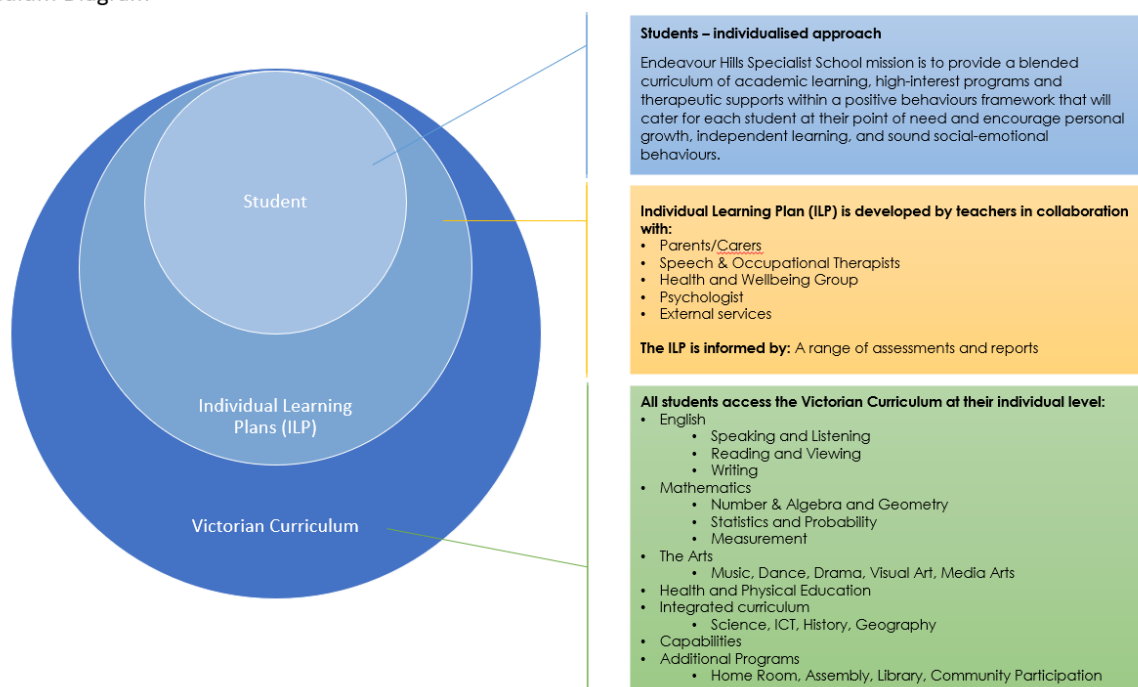
Endeavour Hills Specialist School provides highly individualised programs of learning for students with disability who have a diagnosis of autism spectrum disorder with a language disorder and/or an intellectual disability. The school welcomes students from 5 to 18 years of age.

School participation maximises life opportunities for children and young people by providing them with a comprehensive learning program and access to support networks including appropriate service providers, local council supports, work experience opportunities and volunteering groups. It also helps to develop important skills, knowledge and values that set them up for further learning and active participation in their local community.

The program of instruction is based on Levels A through to Level 4 with the flexibility of extending the curriculum offerings up to Level 10, dependent upon specific student abilities. The curriculum program and is complemented by therapeutic interventions so that every moment of the school day is a learning opportunity. Endeavour Hills Specialist School responds to a diverse cohort of students by tailoring the curriculum and personal goals to the specific abilities and needs of each individual, and provide learning and teaching at each student's point of need.

The opportunity for students to engage in their learning is maximised by the provision of comprehensive, practical and engaging programs. An holistic approach to individual student learning is underpinned by ongoing collaboration between students (where appropriate), parents/carers, teachers and therapists. Learning is assessed against progress on both summative and formative continua).

Curriculum Diagram



CURRICULUM ALLOCATION

The table below includes an overview of how the learning areas of the Victorian Curriculum Levels A to Level 4 are addressed and organised at Endeavour Hills Specialist School, ensuring that all key learning areas are addressed by allocating an appropriate time allowance to each learning area as indicated below.

All students are required to undertake English, Maths, Health and Physical Education, The Arts, and Personal and Social Capabilities. The requirement for daily engagement with physical activity will include time engaged with programs devised by the physiotherapist or occupational therapist for those students who have compromised mobility.

The therapeutic component of the curriculum is delivered in the classroom as part of an holistic approach to ensuring students are able to access and engage in their learning. Goals for therapeutic supports and interventions are vital and play an integral role in service delivery to the students, and as such they are part of the expanded curriculum, and regularly reported.

Learning Readiness

Students with moderate to severe impairments may need to acquire pre-learning skills that help them to be 'school-ready'. These skills include – amongst many - gross and fine motor, personal care, social-emotional awareness, organisation and planning.

Hours of instruction

Students of specialist schools attend for a maximum of 6 hours per day, enabling 1,500 minutes of learning time per week (5 hours per day).

	Subjects	Sessions per week	Total mins per week
Curriculum Area	English	5 x 60 mins	300
	Maths	5 x 60 mins	300
	Personal and Social Capabilities	5 x 60 mins	300
	Health and Physical Education	7 x 30 mins	210
	The Arts	3 x 30 mins	90

			= 1200 minutes pw
Additional programs	Home Room Assembly Library Community Participation	10 x 15 mins 1 x 30 mins 1 x 30 mins 3 x 30 mins	150 30 30 90 = 300 minutes pw
		TOTAL	1500 minutes pw

CURRICULUM ORGANISATION

Each week, students at Endeavour Hills Specialist School undertake:

- 17.5 x 60-minute core curriculum sessions (English, Maths, Personal and social capabilities, Health and PE, the Arts, integrated studies (level 3 upwards))
- 5 x 30-minute structured physical activity sessions
- 2 x 30-minute expanded curriculum sessions,
- 1 x 90-minute Community Engagement program,
- 10 x 15-minute Home Room sessions

This plan provides 25 hours of instruction per week, which is consistent with the Department's requirement minimum of 25 hours per week as indicated in the tables below:

Band 1 (Levels A to 2)

	English	Maths	Personal & Social Caps	PE/Health	The Arts	Additional
Time allocation per week	5 x 60 (300 mins)	5 x 60 (300 mins)	5 x 60 (300 mins)	7 x 30 (210 mins)	3 x 30 (90 mins)	5 x 30 10 x 15 (300 mins)
Learning Programs	*Pre-reading *Reading Mastery		*4Rs *Independence skills development *Mindfulness	*Health & PE *Physical movement	*Music *Dance *Arts	*Community Participation *Assembly *Library *Home Room

Total minutes of learning per week: 1500

Band 2 (Level 3 and above)

	English	Maths	Personal & Social Caps	Integrated Studies (science, humanities)	PE/Health	The Arts	Additional
Time allocation per week	5 x 60 (300 mins)	5 x 60 (300 mins)	2 x 60 (120 mins)	3x60 (180 mins)	7 x 30 (210 mins)	3 x 30 (90 mins)	5 x 30 10 x 15 (300 mins)
Learning Programs	*Reading Mastery		*4Rs *Independence skills development *Mindfulness	Integrated Studies (Science, Humanities)	*Health & PE *Physical movement	*Music *Dance *Arts	*Communi ty Participati on *Assembly *Library *Home Room

Total minutes of learning per week: 1500

At Endeavour Hills Specialist School the organisation of the curriculum program is indicated in the timetable below:

Band 1 (Levels A to 2)

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 9 – 10:15am (75 mins)	Home Room	Home Room	Home Room	Home Room	Home Room
	English	English	English	English	English
10:15 – 10:30am	Unstructured play time* (15 mins)				
Session 2 10:30 – 11:30 (60 mins)	Maths	Maths	Maths	Maths	Maths
	Unstructured play time* (15 mins)				
Session 3 11:45am- 12:45pm (60 mins)	Personal & Social Capabilities	Personal & Social Capabilities	Personal & Social Capabilities	Personal & Social Capabilities	Personal & Social Capabilities
	Unstructured play time* (30 mins)				
12:45 – 1:15pm	Unstructured play time* (30 mins)				
1:15pm-1:45pm	Structured games / physical activity (30 mins)				
Session 4 1:45pm – 3pm (75 mins)	Community Participation (Comm Part'n)	Music	Art	Dance	Library
		Health & PE	Assembly	Health & PE	Comm Part'n Preparation
	Home Room	Home Room	Home Room	Home Room	Home Room

Band 2 (Level 3 and above)

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 9 – 10:15am (75 mins)	Home Room	Home Room	Home Room	Home Room	Home Room
	English	English	English	English	English
10:15 – 10:30am	Unstructured play time* (15 mins)				
Session 2 10:30 – 11:30 (60 mins)	Maths	Maths	Maths	Maths	Maths
	Unstructured play time* (15 mins)				
Session 3 11:45am- 12:45pm (60 mins)	Integrated Studies	Personal & Social Capabilities	Integrated Studies	Personal & Social Capabilities	Integrated Studies
	Unstructured play time* (30 mins)				
12:45 – 1:15pm	Unstructured play time* (30 mins)				
1:15pm-1:45pm	Structured games / physical activity (30 mins)				
Session 4 1:45pm – 3pm (75 mins)	Community Participation (Comm Part'n)	Music	Art	Dance	Library
		Health & PE	Assembly	Health & PE	Comm Part'n Preparation
	Home Room	Home Room	Home Room	Home Room	Home Room

*non-learning time

Total minutes of learning per day: **300**

Total minutes of learning per week: **1500**

CURRICULUM IMPLEMENTATION

Endeavour Hills Specialist School has developed a curriculum implementation plan. This document outlines the activities and timelines to ensure that Endeavour Hills Specialist 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 Attachment 1.

CURRICULUM DELIVERY

The VCAAs' Whole-School Curriculum Plan that outlines how Endeavour Hills Specialist School will deliver its curriculum. The Whole-School Curriculum Plan is provided as a separate evidence item with this application.

CURRICULUM AND TEACHING PLANNING AND REVIEW

Endeavour Hills Specialist School's whole-school approach enables a teaching and learning program that is sequential across year levels and integrated across curriculum areas.

The school has implemented the Framework for Improving Outcomes (FISO), a model for continuous school improvement. Key components include:

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor

The following table outlines Endeavour Hills Specialist School's approach to curriculum and teaching review:

Layer of review / planning	Process and data used	Responsibility	Timeframe
Whole school	<p>The leadership group works with staff (teachers and therapists) through Professional Learning Communities to ensure the core and expanded curricula meet the needs of the student cohort. The whole-school curriculum is informed by the Learning and Teaching Platform, providing coherence and continuity across the learning areas.</p> <p>Based on a system of distributed leadership, staff contribute their knowledge, expertise and ideas within a culture that welcomes robust discussion.</p>	Leadership	As per PLC meeting schedule
Curriculum areas	Learning Neighbourhood teams review, develop, implement, monitor and evaluate overarching curriculum considerations for their cohort of students.	Student Learning Leader	LN teams meet weekly - curriculum is a regular agenda item
Band levels	Programs of instruction – teacher-created and commercial – are considered and trialled as needed. Staff are encouraged to be creative in their approach to delivering the curriculum to ensure engagement through high-interest activities that are age appropriate and challenging.	Student Learning Leader	Data reviewed each term

	Student attendance and participation in class data provides evidence of engagement.		
Units and lessons	<p>Learning Neighbourhood teams collaborate to devise agreed units of work each term.</p> <p>Lesson plans are researched, shared and implemented giving due consideration to developmental sequencing.</p> <p>Teachers collaborate with therapists to determine the appropriate differentiation required to meet the learning needs of each student.</p>	Teachers and therapists	<p>Units of work by end of term prior to implementation</p> <p>Lesson plans by end of first week of the new term</p> <p>Ongoing</p>
Teaching practice	<p>The Performance and Development Plan (PDP) structure has a through-line to the Annual Implementation Plan (AIP), and guide regular conversations between leadership and staff to interrogate current practice, identify future learning needs and obtain appropriate professional development opportunities to address those needs.</p> <p>New staff are provided with a mentor or buddy to give support on processes and practice.</p> <p>The Student Learning Leader oversees programs of instruction and staff learning to keep the through-lines from AIP to PDP to classroom practice visible. Formative and summative assessment practices are used informally and formally. A schedule for whole-school and in-class assessment is timetabled with deadlines that ensure data is collected in a timely manner prior to mid and end of year reports.</p> <p>Classroom observation, peer-to-peer feedback, and data inform practice.</p>	Leadership group	<p>At least twice a year, as per PDP review calendar</p> <p>As needed</p> <p>Minimum of twice a term</p>

PART 2 - STRATEGY TO IMPROVE STUDENT LEARNING OUTCOMES

Endeavour Hills Specialist School has processes in place to support all its students to progress towards and achieve the learning outcomes typically expected for its student cohort, and for the school to plan for and achieve improvements in those learning outcomes.

Endeavour Hills Specialist 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 Endeavour Hills Specialist School will use to set goals and targets for outcomes for all students including students at risk is described below:

<p>Please outline the processes the school will use to set goals and targets for outcomes for all students including students at risk</p>	<p>Each student has an Individual Education Plan with a core curriculum focus on English, Maths, and Personal and Social Capabilities, which is enhanced by expanded curriculum goals to meet physical, social-emotional and behavioural needs.</p> <p>Student Support Group meetings are scheduled once per term and at any time on request.</p> <p>Student skills and needs are identified through the information provided in:</p> <ul style="list-style-type: none"> • PSD funding application; • therapy and psychology reports; • medical reports; • communication with parent/carer/external service providers. • In-class testing, • classroom based assessments, • teacher observations, and program-based progress tests are administered in the classroom to confirm acquisition, consolidation and transference of skills. <p>Professional Learning Communities share teacher-made testing resources. Online testing and standardised assessment tasks are administered regularly for progress reporting and are time-lined on an annual calendar. Assessments include:</p> <ul style="list-style-type: none"> • South Australian Spelling Test; • Maths Online Interview; • English Online Interview; • ABLES. <p>Student Learning Leader coordinates testing kits (such as Maths Online Interview).</p> <p>Professional Learning Communities moderate student work for assessment. Progress reported on Insight Assessment Platform.</p> <p>Professional Learning Communities undertake and moderate ABLES assessments.</p> <p>Leadership group identifies students at risk.</p> <p>Teachers consult with other teachers and therapists to determine the adjustments s required for the student to experience success.</p> <p>Leadership group oversees teacher judgment reports for accuracy and consistency.</p> <p>A digital portfolio of work and assessment tasks (including teacher comments) is maintained for each student.</p>
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	<p>A Multi-Tiered Support System provides the framework for developing academic and behaviour goals for whole-school, small group and individual levels.</p> <p>The Curriculum Policy is available on the website and upon request from the office. It provides details on the core and expanded curriculum, assessment and reporting and responsibilities.</p>
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DATA COLLECTION & ANALYSIS TO IMPROVE STUDENT LEARNING OUTCOMES

In addition to using the assessment process outlined in the Assessment and Reporting Policy and Assessment Schedule, Endeavour Hills Specialist School uses the following assessments and data to set goals and targets for outcomes for all students including students at risk.

Endeavour Hills Specialist 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	When and how data is analysed	How analysis is used to improve student learning outcomes
WHOLE SCHOOL			
Assessment and data that enables teachers to plan for and achieve student improvement			
Reading Mastery placement test	Determines reading and comprehension levels	Test administered to students who are new to the program, with regular in-task assessments to determine progress.	Students are streamed into like groups for Reading Mastery. Students are moved to a different group based on assessment information.
South Australian Spelling Test	Determines baseline and progress for spelling skills. Informs level for goal-setting in ILP.	Annually in February	Teachers have an understanding of ability and focus for improvement. Whole school assessment data over time assess success of teaching programs.
PM Benchmark	The PM Benchmark Kit measures a student's: instructional reading level, ability to read for meaning, ability to integrate meaning with structural and visual cues, use of self-monitoring systems, knowledge of print conventions, rate of learning, level of independence.	Annually in October	Results inform end of year reporting and ILP goal setting for the coming year.
ABLES	ABLES data is collected to enable a standardised assessment of individual progress and achievement.	Data is analysed in June-July of each year to address areas for improvement. Identified areas are documented and used to modify or change mid-year goals as needed. The School Improvement Team uses the data to: <ul style="list-style-type: none"> consider the achievements of specific groups of 	Rocket Reports are used to inform teacher practice. Rocket Reports are used in PLCs to moderate data that indicates unexpected and/or sudden improvement or decline in student progress.

		<p>students to assess their performance.</p> <ul style="list-style-type: none"> analyse outcomes for individuals and groups of students as they move up the school. 	
Victorian Curriculum teacher judgement progression points	Victorian Curriculum teacher judgement points are used mid-year and end of year for reporting to parents and to inform teaching practice.	<p>Mid-year and end of year. The School Improvement Team (SIT) uses the data to:</p> <ul style="list-style-type: none"> consider the achievements of specific groups of students to assess their performance. analyse consistency of teacher judgement. 	
Attitudes to school survey	DET-mandated survey of student voice.	<p>Annually. SIT uses the data to:</p> <ul style="list-style-type: none"> consider both whole-school and specific cohort opinions to review and modify school practices. interrogate staff practices and beliefs about students. 	SIT presents data to whole staff to reflect on, influence and improve engagement opportunities and teaching practices.
Student attendance data	Student attendance is an important indicator of positive engagement and learning success.	<p>Weekly. The health and wellbeing group uses the data to identify at-risk and vulnerable students.</p>	<p>The health and wellbeing group uses the data to:</p> <ul style="list-style-type: none"> develop individualised engagement programs. work with parents/carers. Make internal referrals (psychologist, leadership) make external referrals (SSSO, Child Protection)
<p>COHORT Assessment and data that supports progress towards, and achievement of, the learning outcomes normally expected for a specific student cohort.</p>			
Pre-enrolment meeting for parents/carers of a new student	Detailed information regarding student strengths and areas of need to inform ILP goal development and assist teachers to know their students.	Prior to enrolment. Health and wellbeing group review documentation,	
Transition advice from early learning centre or	Detailed information regarding student achievements, strengths and areas of	As acquired. Health and wellbeing group review documentation,	

previous school	need to inform ILP goal development and assist teachers to know their students.		
English Online Interview	Assessment of English skills for students in first three years of schooling.	Annually in February/March. Used to inform ILP goals.	
Maths Online Interview	Assessment of Maths skills for students in first three years of schooling.	Annually in February/March. Used to inform ILP goals.	
INDIVIDUAL STUDENT assessments and data to set goals and targets for outcomes.			
Health and wellbeing assessments	Understand the physical, mental and health skills and needs of each student.	As determined by the therapists or health and wellbeing leader.	Therapists/specialists devise interventions and programs to improve skill, ability and capacity for independence.
Funding assessments	ASD, language and psychological assessments are administered externally.	PSD Review processes for the year the student the student turns 12 to determine eligibility for continued enrolment at EHSS.	
Individual Learning Plans	Develop realistic and challenging goals to develop and improve skills, knowledge, ability and independence.	Twice a year, finalised by mid-March and mid-August.	

STUDENT LEARNING OUTCOMES AND ANNUAL IMPLEMENTATION PLANNING

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

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

The 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, Endeavour Hills Specialist School will enter the formal school review cycle and undertakes its first review. The performance data collected during the year will inform the review, including the school's self-evaluation against the Framework for Improving Student Outcomes (FISO) Continua of Practice.

After the review, Endeavour Hills Specialist 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:

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

In the first 12 months of operation, Endeavour Hills Specialist School will focus on the fundamental tenets that provide a foundation for teaching and learning, including:

- 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 Endeavour Hills Specialist School's vision and establish a clear direction for improving student outcomes.

FISO Improvement Cycle

The FISO Improvement Cycle uses an evidence-based model that helps schools to implement a more effective continuous Improvement Cycle. Endeavour Hills Specialist School uses the 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.



Improvement initiatives

The six Improvement Initiatives are:

- Building practice excellence
- Curriculum planning and assessment
- Building leadership teams
- Empowering students and building school pride
- Setting expectations and promoting inclusion
- Building communities

As a new school, Endeavour Hills Specialist School's 2022 – 2023 Annual Implementation Plan (AIP) will focus on:

- Building Communities
- Building Practice Excellence

Appendix 1

Curriculum Implementation Plan

This document should be read in conjunction with our Whole School Curriculum Plan, Curriculum and Student Learning Overview, and Assessment Schedule.

This document outlines the activities and timelines to ensure that Endeavour Hills Specialist 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.

The Principal (or 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
Confirm Whole School Curriculum Plan	Principal	July 2021
Develop Curriculum Framework	Principal	July 2021
Develop Assessment Schedule	Principal	July 2021
Identify leadership members responsible for whole school curriculum and assessment approach, develop meeting schedule for the year.	Principal	January 2022
Identify literacy approach or program	Ass't Principal	November 2021
Identify numeracy approach or program	Ass't Principal	November 2021
Develop high level scope and sequence for all curriculum areas and all year levels (or bands of schooling) for first 12 months	Ass't Principal	January 2022
Identify data/evidence to be used to assess student learning, considering all diagnostic, formative and summative assessments.	Ass't Principal	January 2022
<i>Induction and Professional Development</i>		
Action	Responsibility	Completion Date
Prepare induction materials for staff on instructional model	Leadership	November 2021
Identify Professional Learning Community (PLC) Leads and groupings	Leadership	February 2022
Identify a mentor for new graduate teachers (includes mentoring for curriculum and assessment)	Ass't Principal	January 2022
Deliver induction program	Principal	December 2021
Develop the curriculum-based Professional Development plan for 2022	Leadership	December 2021
<i>Curriculum Design</i>		
Action	Responsibility	Completion Date
PLCs meet to identify the detailed content for Term 1 (and ongoing for subsequent terms)	Leading Teacher	March 2022
Specialist teachers / PLCs design inquiry learning programs	Leading Teacher	March 2022
Opportunities for excursions, incursion and camps identified for inclusion into the annual plan	Ass't Principal	February 2022
Processes for providing student voice and agency in their learning are identified	Principal	January 2022
<i>Understanding the students</i>		
Action	Responsibility	Completion Date
Review of student transition statements	Ass't Principal	February 2022

Review of student data and achievement from previous schools	Teachers	As provided
Identify additional supports required by specific students and liaise with parents/carers prior to commencement	Health and Wellbeing group	As enrolments are confirmed

Term 1 2022

Action	Responsibility	Completion
Undertake tests and assessments as per the Assessment Schedule.	Teachers	As per schedule
Undertake analysis of student data to identify patterns and trends across cohorts and curriculum areas	Ass't Principal	August and December
Identify/confirm specific groups/students for interventions	Teachers	As per schedule
Produce Individual Learning Plans	Teachers	March
Review and revise Individual Learning Plans	Teachers	July (<i>if needed</i>)
Review curriculum plan and assessment schedule to ensure strength and weaknesses are targeted.	Leadership group	July and December
End of term assessment of achievement and progress	Teachers	As per schedule
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	Leadership group	March

Term 2 2022

Action	Responsibility	Completion
Undertake assessments as outlined in the school's Assessment Schedule	Teachers	As per schedule
End of term assessment of achievement and progress	Teachers	As per schedule
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	Leadership group	June
Student reports prepared and released	Principal	June

Term 3 2022

Action	Responsibility	Completion Date
End of term assessment of achievement and progress.	Teachers	As per schedule
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	Leadership group	September

Term 4 2022

Action	Responsibility	Completion Date
Assessments	Teachers	As per schedule
Report Teacher Judgement	Principal	December
Document curriculum plan for 2023	Principal	December
Student reports prepared and released	Principal	December