

# CURRICULUM AND STUDENT LEARNING OVERVIEW

## PURPOSE

The purpose of the document is twofold:

1. To provide a curriculum overview that indicates how Kerribana 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 key learning areas
  - timetables that demonstrate how the 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

2. To outline Kerribana 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.

## CONTEXTUAL STATEMENT

Kerribana Primary School is located in the city of Wodonga and serves the diverse and growing communities in the city's southern fringe. Kerribana Primary School is a Supported Inclusion School (SIS). A SIS is a local government school that prioritises the learning and support needs of all students - where resources, including equipment and technology and the physical environment, are carefully considered. Students with a disability are provided with enhanced support to receive high-quality, evidence-based educational provision alongside their peers without a disability - in a safe, accessible and supportive environment.

Kerribana Primary School has the capacity to enrol 525 students, including 50 students with disabilities. Further information regarding enrolment is contained within our school's *Enrolment Policy*.

## PART 1 - CURRICULUM OVERVIEW

This curriculum overview outlines the aim and purpose of Kerribana 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 Kerribana Primary School's Whole-School Curriculum Plan, and outlines Kerribana Primary School's teaching and learning program:

- for all year levels or bands of schooling
- across the key curriculum areas including the 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.

Kerribana Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training, or further education.

Kerribana Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10 Version 1.0](#) and/or [Victorian Curriculum F-10 Version 2.0](#) (inclusive of Levels A-D). The key points in this framework, and in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- A defined curriculum content as the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents/carers in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- Complying with Departmental policies ([Curriculum Programs Foundation to 10: Policy](#)) relating to curriculum provision, including:
  - Victoria's approach to teaching reading F-2
  - [Physical and Sport Education — Delivery Outcomes](#)
  - [Sexuality and Consent Education](#)

## TEACHING AND LEARNING CONTEXT STATEMENT

Kerribana Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Kerribana Primary School's vision is 'Celebrating Everyone's Best' demonstrated through our values; Be Brave and Participate, Encourage Everyone's Best, Speak Kindly with Care and Treat All with Respect. We empower each student to explore their potential, embrace their uniqueness, and excel in a caring and supportive community.

Our innovative curriculum and culture of deep gratitude, growth and excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all their endeavours.

At Kerribana Primary School our 21st century curriculum presents students with differentiated opportunities to develop deep understandings on a range of concepts throughout their school lives. Kerribana Primary School delivers the Victorian Curriculum for Levels F-10, this is inclusive of Levels A-D. Our rigorous, differentiated curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning.



We use the High Impact Teaching Strategies, High Impact Wellbeing Strategies and use a strength based, trauma informed practices when planning our learning and wellbeing curriculums. The Victorian Teaching and Learning Model is used to ensure teaching is targeted, consistent and highly differentiated approaches to learning and teaching is in every learning space, and within every learning experience. We are proud of the high-level differentiation for our students with a diverse range of needs, whether they be social, emotional, educational needs. This high-level differentiation is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. Students who are achieving above the expected academic level are supported to access extension programs to provide rigorous learning experiences.

To support the delivery of the curriculum at Kerribana Primary School we access and select a wide range of suitable educational resources, consider setting homework that enhances classroom learning between home and school, and undertake a range of student assessment and reporting processes.

## CURRICULUM SUMMARY

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

### **Our F – Year 2 learning program provides:**

- A structured teaching and learning program in English (including phonics and English as an Additional Language (EAL)) and Mathematics at each year level
- Substantial attention to Health and Physical Education and The Arts across the band
- A Social and Emotional (SEL) learning program including Respectful Relationships that gives substantial attention to personal and social capabilities and draws on the other capabilities (critical and creative thinking, ethical and intercultural) at each year level
- An Integrated Studies program drawing on the other curriculum areas including:
  - Science
  - Humanities (History and Geography)
  - Technologies (Design and Technologies and Digital Technologies)
- A Languages (French) program at each year level
- Daily connection and reflection to meet as a homegroup, receive key daily information, strengthen student engagement, develop personal learning skills and reflect on the activities of each day.

### **The Year 3 – 4 learning program provides:**

- A structured teaching and learning program in English (including phonics and EAL), Mathematics and Science (Physics, Chemistry and Biology) at each year level
- Substantial attention to Health and Physical Education across the band
- A Humanities Program that includes History, Geography, Civics and Citizenship across the band
- An Arts Program that includes all five disciplines across the band
- A Technologies Program that includes Design and Technologies and Digital Technologies across the band
- A Languages (French) program at each year level
- A Social and Emotional (SEL) learning program that includes Respectful Relationships and all the capabilities (personal and social, critical and creative thinking, ethical and intercultural) at each year level
- Daily connection and reflection to meet as a homegroup, receive key daily information, strengthen student engagement, develop personal learning skills and reflect on the activities of each day.



### The Year 5-6 learning program provides:

- A structured teaching and learning program in English (including phonics and EAL), Mathematics and Science (Physics, Chemistry and Biology) at each year level
- Substantial attention to Health and Physical Education across the band
- A Humanities Program that includes History, Geography, Civics and Citizenship and Economics and Business across the band
- An Arts Program that includes 2 Arts disciplines (at least one from Performing Arts and one from the Visual Arts across the band)
- A Technologies Program that includes Design and Technologies and Digital Technologies across the band
- A Languages (French) program at each year level
- A Social and Emotional (SEL) learning program that includes Respectful Relationships and all the capabilities (personal and social, critical and creative thinking, ethical and intercultural) at each year level
- Daily connection and reflection to meet as a homegroup, receive key daily information, strengthen student engagement, develop personal learning skills and reflect on the activities of each day.

## 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 Kerribana Primary School. Kerribana 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:	Total minutes per week:
<b>Curriculum Areas:</b>	English	10 x 60 minutes	600 minutes
	Mathematics	5 x 60 minutes	300 minutes
	Integrated Studies (Science, Technology and Humanities)	3 x 60 minutes	180 minutes
	PE/Health	2 x 60 minutes	120 minutes
	The Arts (Performing and Visual)	1 x 60 minutes	60 minutes
	Language (French)	1 x 60 minutes	60 minutes
<b>Additional programs:</b>	Assembly	0.5 x 60 minutes	30 minutes
	SEL Program including Respective Relationships	2.5 x 60 minutes	150 minutes
	Daily Connection and Reflection time	10 x 10 minutes	100 minutes
<b>Total: 25 x 60 minute sessions (excl. Daily Connection and Reflection)</b>			<b>Total: 1500 minutes (excl. Daily Connection and Reflection)</b>



## Band 2 (Years 3 and 4)

Year 3-4 Learning Program	Subjects:	Sessions p/w:	Total minutes per week:
<b>Curriculum Areas:</b>	English	10 x 60 minutes	600 minutes
	Mathematics	5 x 60 minutes	300 minutes
	Science (Physics, Chemistry and Biology)	1 x 60 minutes	60 minutes
	Humanities (History, Geography, Civics & Citizenship)	1 x 60 minutes	60 minutes
	Technology (Design and Technologies & Digital Technologies)	1 x 60 minutes	60 minutes
	PE/Health	2 x 60 minutes	120 minutes
	The Arts (Music, Drama, Dance, Media Arts, Visual Arts)	2 x 60 minutes	120 minutes
	Language (French)	1 x 60 minutes	60 minutes
<b>Additional programs:</b>	Assembly	0.5 x 60 minutes	30 minutes
	SEL Program including Respective Relationships	1.5 x 60 minutes	90 minutes
	Daily Connection and Reflection time	10 x 10 minutes	100 minutes
		<b>Total: 25 x 60 minute sessions (excl. Daily Connection and Reflection)</b>	<b>Total: 1500 minutes (excl. Daily Connection and Reflection)</b>

## Band 3 (Years 5 and 6)

Year 5-6 Learning Program	Subjects:	Sessions p/w:	Total minutes per week:
<b>Curriculum Areas:</b>	English	10 x 60 minutes	600 minutes
	Mathematics	5 x 60 minutes	300 minutes
	Science (Physics, Chemistry and Biology)	1 x 60 minutes	60 minutes
	Humanities (History, Geography, Civics & Citizenship, Economics & Business)	1 x 60 minutes	60 minutes
	Technology (Design and Technologies & Digital Technologies)	1 x 60 minutes	60 minutes
	PE/Health	2 x 60 minutes	120 minutes
	The Arts (Music, Drama, Dance, Media Arts, Visual Arts)	2 x 60 minutes	120 minutes
	Language (French)	1 x 60 minutes	60 minutes
<b>Additional programs:</b>	Assembly	0.5 x 60 minutes	30 minutes
	SEL Program including Respective Relationships	1.5 x 60 minutes	90 minutes
	Daily Connection and Reflection time	10 x 10 minutes	100 minutes



**Total: 25 x 60 minute sessions**  
(excl. Daily Connection and Reflection)

**Total: 1500 minutes**  
(excl. Daily Connection and Reflection)

### **Language provision in 2026**

Kerribana Primary School will deliver French as a Language in 2026. The decision to deliver French is based on community consultation and to support Languages Other Than English (LOTE) transition to our local secondary schools.

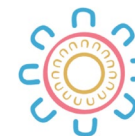


## CURRICULUM ORGANISATION

At Kerribana 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	Mathematics	Integrated Studies	PE/Health	The Arts	Language	Additional
<b>Time allocation per week</b>	10 x 60	5 x 60	3 x 60	2 X 60	1 x 60	1 x 60	3 x 60
<b>Semester 1</b>	English	Mathematics	Integrated Studies: <ul style="list-style-type: none"> <li>• Science</li> <li>• Technology (Design and Technologies and Digital Technologies)</li> <li>• Humanities (History and Geography)</li> </ul>	Physical Education and Health	Performing Arts and Visual Arts	French	Assembly
<b>Semester 2</b>							SEL Program
							Daily Connection and Reflection Time

3-4 Learning Program	English	Mathematics	Science	Humanities	Technology	PE/Health	The Arts	Language	Additional
<b>Time allocation per week</b>	10 x 60	5 x 60	1 x 60	1 x 60	1 x 60	2 x 60	2 x 60	1 x 60	2 x 60
<b>Semester 1</b>	English	Mathematics	Physics, Chemistry and Biology	History, Geography, Civics & Citizenship	Design and Technologies & Digital Technologies	Physical Education and Health	Performing Arts (Dance, Drama and Music)	French	Assembly
<b>Semester 2</b>							Visual Arts (Media and Visual)		SEL Program
									Daily Connection and Reflection Time



5-6 Learning Program	English	Mathematics	Science	Humanities	Technology	PE/Health	The Arts	Language	Additional
<b>Time allocation per week</b>	10 x 60	5 x 60	1 x 60	1 x 60	1 x 60	2 x 60	2 x 60	1 x 60	2 x 60
<b>Semester 1</b>							Performing Arts (Dance, Drama and Music)		Assembly SEL Program
<b>Semester 2</b>	English	Mathematics	Physics, Chemistry and Biology	History, Geography, Civics & Citizenship	Design and Technologies & Digital Technologies	Physical Education and Health	Visual Arts (Media and Visual)	French	Daily Connection and Reflection Time

At Kerribana Primary School the organisation of the curriculum program is indicated on the timetable below:

Timetable for Years F-2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Learning Session 1*</b> 9.00am - 10.00am	Assembly / SEL	English	English	English	English
<b>Learning Session 2</b> 10.00am - 11.00am	English	English	English	English	English
<b>First Break: 11:00am – 11:30am (Play) and 11:30am – 11:45am (Eating in class)</b>					
<b>Learning Session 3</b> 11.45am - 12.45pm	English	Mathematics	Mathematics	Mathematics	Mathematics
<b>Learning Session 4</b> 12.45pm - 1.45pm	Mathematics	PE/Health	PE/Health	SEL Program	Integrated Studies
<b>Second Break: 01:45pm – 01:55pm (Eating in class) and 01:55pm – 02:15pm (Lunch in class)</b>					
<b>Learning Session 5*</b> 2.15pm - 3.15pm	Integrated Studies	Integrated Studies	SEL Program	Language (French)	The Arts

\*Connection time is incorporated into Learning Session 1 and reflection time is incorporated into Learning Session 5



Timetable for Years 3-6	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Learning Session 1*</b> 9.00am - 10.00am	Assembly / SEL	English	English	English	English
<b>Learning Session 2</b> 10.00am - 11.00am	English	English	English	English	English
<b>First Break: 11:00am – 11:30am (Play) and 11:30am – 11:45am (Eating in class)</b>					
<b>Learning Session 3</b> 11.45am - 12.45pm	English	Mathematics	Mathematics	Mathematics	Mathematics
<b>Learning Session 4</b> 12.45pm - 1.45pm	Mathematics	PE/Health	PE/Health	SEL Program	Technology
<b>Second Break: 01:45pm – 01:55pm (Eating in class) and 01:55pm – 02:15pm (Lunch in class)</b>					
<b>Learning Session 5*</b> 2.15pm - 3.15pm	Visual Arts	Science	Humanities	Language (French)	Performing Arts

\*Connection time is incorporated into Learning Session 1 and reflection time is incorporated into Learning Session 5

## CURRICULUM IMPLEMENTATION

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



## CURRICULUM AND TEACHING PLANNING AND REVIEW

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

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Kerribana Primary School will align its pedagogical approach to the Victorian Teaching and Learning Model 2.0 (VTLM 2.0), beginning with familiarisation immediately with full implementation from the beginning of 2028 school year.

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

Layer of review/planning	Process and data used	Responsibility	Timeframe
<b>Whole school</b>	Whole School Curriculum Overview is mapped, documented and reviewed annually. The Curriculum overview has clear links to the capabilities, all parts of the Curriculum Overview is based on the Victorian Curriculum and includes scope and sequence planning to ensure we are meeting curriculum requirements. This level of planning supports year level planning through Professional Learning Communities (PLCs) and is developed in direct connection with the assessment schedule. The Curriculum Overview and Assessment Schedule is reviewed annually in Term 3. This process is led by PLC Leaders and the School Improvement Team (SIT); the reviewing aspect involves the whole staff.	Learning Specialists Unit Leaders School Improvement Team (SIT)	Review of Curriculum, Overviews and Assessment Schedule completed annually by the end of Term 3
<b>Curriculum Areas</b>	Curriculum Area Planning is led by Learning Specialists, and the Assistant Principal. Each member of the School Improvement Team (SIT) has voice in what is covered in the curriculum areas, and it is mapped over a 4-year strategic plan cycle.  Special consideration will be considered for students supported under Disability Inclusion (DI), EAL learners, Koorie students, Culturally and Linguistically Diverse	Learning Specialists  Assistant Principal	Developed for each Term  Reviewed annually in Term Three



Layer of review/planning	Process and data used	Responsibility	Timeframe
	<p>(CALD) students and other priority cohorts in relation to their learning progress and achievement outcomes.</p> <p>Curriculum areas/content follow the agreed scope and sequence as set out in whole school planning and is reviewed termly during teacher planning days to ensure planned content has been taught.</p>		
<b>Year Levels</b>	<p>Year level planning across curriculum areas is led by PLC Leaders, Learning Specialists and Assistant Principal. Each leader has a specific curriculum area portfolio. For example: English – Reading, Writing, Listening and Speaking, Mathematics, Physical Education etc. These are developed in accordance with the Victorian Curriculum and are sequentially based. These are reviewed each term, as well as an annual review.</p> <p>Data collected during whole school learning walks, lesson observations, team/PLC meeting observations, student assessment data will be used in conjunction with planning documentation to allow for review and improvement.</p>	<p>PLC Leaders</p> <p>Learning Specialists</p> <p>Assistant Principal</p>	<p>Developed and reviewed each Term.</p> <p>Reviewed annually in Term Three.</p>
<b>Units and Lessons</b>	<p>Units and learning experience plans are developed collaboratively by year level based Professional Learning Communities (PLCs). These are informed by the Victorian Curriculum and are based on assessment data (pre-assessments, rubrics, conferences, annotated work samples, moderated tasks, diagnostic assessments) and evidence to meet the differentiated needs of learners. These units and learning experiences are reviewed as part of the PLC meetings to inform improvements as required.</p>	<p>Assistant Principal</p> <p>PLC Leaders</p> <p>Teachers</p>	<p>Developed collaboratively for each week</p> <p>Weekly Teacher Meetings x3 per week</p>
<b>Teaching Practice</b>	<p>The School Improvement Team (SIT) lead, model and coach best teacher practice and do so in a way which supports a culture of inclusion, collaboration, and continuous improvement. The School Leadership Team (Principal, Assistant Principal, Leading Teachers and Wellbeing Leader) are committed to evidence-</p>	<p>Principal</p> <p>School Improvement</p>	<p>Weekly through the Meeting Schedule</p> <p>Each Term through</p>



Layer of review/planning	Process and data used	Responsibility	Timeframe
	<p>based quality practice in both academic and social and emotional development.</p> <p>Our Visions, Values and Philosophy sit beside the Kerribana Primary School Instructional Model. This is applied consistently across the school and forms the basis for ongoing professional learning, mentoring, coaching and our lesson observation and feedback model. This is led by members of our School Improvement Team (SIT).</p> <p>A strong commitment to collaboration exists across the school, with a key connection to the work of our School Improvement Team.</p> <p>All staff engage in the staff performance and development process and can opt in to create goals which are explicitly aligned with the school's Annual Implementation Plan (AIP), School Strategic Plan (SSP) and the Australian Institute of Teaching and School Leadership (AITSL) standards. The school uses Department of Education policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observations and one-on-one meetings to support staff to continually learning and improve practice.</p>	<p>Team</p> <p>Assistant Principal</p> <p>Learning Specialists</p> <p>PLC Leaders</p> <p>Teachers and Staff</p>	<p>Planning Days, Coaching, Peer Observations and Feedback opportunities</p> <p>Performance and Development Plans (PDPs) are prepared annually and reviewed each Semester</p>



## PART 2 - STRATEGY TO IMPROVE STUDENT LEARNING OUTCOMES

Kerrribana 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.

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

<b>Processes to set goals and targets for outcomes for all students including students at risk</b>	<p>The processes the school will use to set goals and targets for outcomes for all students including students at risk are:</p> <ul style="list-style-type: none"><li>• Leaders will be assigned to teams to guide planning and discussion. Leaders will meet regularly at a leadership level to report back and 'set the scene' for future work.</li><li>• Students are identified on the continuum through a designated PLC space that allows for data walls/boards to be used to visually track students against Victorian Curriculum.</li><li>• Our school goals and targets are from our objective to have each student achieve their equivalent of a minimum of 12 months growth over a traditional school year.</li><li>• We know if students are reaching their goals and targets through PLC / Student Support Groups (SSGs) / Individual Education Plans (IEP) / Ready To Learn Plans/ Care Team Meetings/ Behaviour Support Plans / Student Safety Plans / SAEBR Data collected regularly / Case Management and Well-Being Meetings / Compass Insights / Student Regulation.</li><li>• Teachers are supported to provide evidence-based teacher judgements against student work and against the Victorian Curriculum F – 10 achievement standards via set Assessment Schedule data from team moderation, PLCs (Professional Learning Communities), and triangulation of data.</li><li>• School Improvement Team (SIT) completes teacher judgement analysis each semester. The ongoing work of PLCs/ Assistant Principal, ensuring that the teacher judgements are consistent, accurate and evidence based.</li></ul>
--	---



- All students will co-construct their goals with their teachers in reading, writing, mathematics, and social/emotional capabilities. These will be determined using data and moderation consistent with teacher planning and PLC processes.
- At the conclusion of Semester 1 and Semester 2, students will receive the mandated school report outlining their growth from year to year against the standards.
- Teachers will use a PLC cycle, moderation and regular team meetings using data to determine whether students are making progress towards the goal. Anyone who needs to be supported or extended will be identified and placed in programs to enable this to occur.
- The meeting schedule will provide teachers with opportunities to moderate and conduct meetings to identify differentiated student needs and provide support to ensure differentiation occurs in every learning experience.
- PLC Leaders will report the progress of students in their team each week, with new goals and targets being outlined for the next cycle based on this data.
- Teacher judgements will be monitored by PLC Leaders and the School Improvement Team (SIT).
- Discussions about student progress will be part of regular team meetings and PLC Leaders and Leading Teachers will provide regular student updates and future targets and goals as part of Sub-School Data Meetings.
- The most vulnerable students will be identified through several modes including teacher, parent/carer referrals. Any students who is part of the Disability Inclusion Process (DIP) or supported under Disability Inclusion (DI) will be required to have an Individual Education Plan (IEP) and termly Student Support Group meetings (SSGs). Any students who are deemed to need extra support in the classroom will also be part of this process and be provided with ongoing Care Team Meetings.
- Reporting processes are communicated to parents/carers through organised Care Team Meetings that occur at least once per term via face-to-face, Webex or phone conversations and are led by teachers. Evidence such as work samples, conference notes and student growth data are used to guide the discussion.

In relation to Assessment and Feedback:

- Assessment will take place using our prescribed Assessment Schedule. Teachers will collect this data and analyse it for the purposes of planning for individualised, differentiated student needs.
- Teachers will be required to share data at team meetings and PLC leaders will report this back to the School Improvement Team (SIT).



- Assessment will be planned for during each week's planning by teacher teams. This will inform how well students are coping with a task and whether it needs to be teased out further. This data will be both anecdotal and structured through the collection of annotated student work samples, formative and summative assessments, conversations with students and parents/carers and anecdotal notes.
- Assessment links to FISO 2.0 through the specific focus on assessment in the document. Student learning and wellbeing are the focus and analysis of the whole child and what they need to succeed is necessary to the success of all students at the school.
- NAPLAN data will be analysed and areas for improvement will be selected for focus in subsequent years.
- Wellbeing data will also be collated, tracked, monitored and used to inform supports, interventions, preventative planning and personalised and nuanced approaches to student social and emotional progress and safety.

**Processes the school will use to set goals and targets for students at risk due to remote and online learning.**

As above, however supports provided in a digital platform – Webex. This is supplemented by hard copy packs and/or provision of devices with internet.

Implement tiered supports such as the Tutor Learning Initiative (TLI) to support those students who have been adversely impacted by remote and online learning

Implement rigorous Individual Education Plans (IEPs) to inform our approach to tutoring and Intervention for individual students, including targets, goals and key improvement strategies which are communicated to parents/carers.

Students must undertake the Department's time requirements for each subject. If the online students are not joining in real time, teachers are expected to have contact with them at various points across the day to check on their progress and to maintain student motivation and engagement.



## DATA COLLECTION AND ANALYSIS TO IMPROVE STUDENT LEARNING OUTCOMES.

In conjunction with the assessment process outlined in the *Assessment and Reporting Policy* and *Assessment Schedule*, Kerribana Primary School uses the following assessments and data to set goals and targets for outcomes for all students including students at risk. Kerribana 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	Data analysis and timelines	Feedback loop to inform student learning outcomes
<b>WHOLE SCHOOL</b> assessment and data to enable school to plan for and achieve improvements in whole school learning outcomes			
NAPLAN data	NAPLAN data is collected to enable comparison to “like schools” and State and National standards and targets set accordingly	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. The Principal and School Improvement Team (SIT) will use the data to: <ul style="list-style-type: none"> <li>• examine trends, to see how performance has changed over time</li> <li>• consider the achievements of specific groups of students to assess their performance</li> <li>• analyse outcomes for individuals and groups of students as they move from one-year level to the next</li> <li>• evaluate differences in outcomes between different skill areas within English and Mathematics</li> <li>• make comparisons with state averages or state-wide information about schools with similar student backgrounds.</li> </ul>	Targets to improve, maintain or exceed NAPLAN results will form part of the School’s Strategic Plan and Annual Implementation Plan (AIP).



Data source	The purpose of data collection	Data analysis and timelines	Feedback loop to inform student learning outcomes
Victorian Curriculum teacher judgement progression points	Victorian Curriculum teacher judgement points will be used mid-year and end of year for reporting to parents/carers and to inform teaching practice.	<p>Mid-year and end of year</p> <p>These judgements will be considered against developmental rubrics and triangulated with the existing PAT or NAPLAN data. These data points will be reviewed by:</p> <ul style="list-style-type: none"> <li>• Learning Specialists – prior to reports are published</li> <li>• PLCs – as learning occurs and during moderation sessions</li> <li>• Teaching teams – during moderation practices</li> <li>• Assistant Principal – to ensure judgements are uploaded into CASES21</li> </ul> <p>School Improvement Team – to review at a whole school level</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 will also be placed on their own Individual Education Plan (IEP).
Annual attitudes to school surveys (AToSS)	This data is used to understand how students in Years 4-6 are feeling about school. This data set will identify our strengths and which areas to target for student voice and intervention.	<p>Collection and reports as per DE timelines.</p> <p>Principal and Assistant Principal will use the data to work alongside School Improvement Team (SIT) in Term 3 to:</p> <ul style="list-style-type: none"> <li>• examine trends, to see how attitudes have changed.</li> <li>• consider the attitudes of specific groups of students to determine future focus.</li> <li>• analyse outcomes for individuals and groups of students as they move from one-year level to the next.</li> </ul>	<p>Areas for improvement determined based on data.</p> <p>Data is unpacked with students to gain deeper understanding of school strengths and future target areas.</p> <p>Information will be shared with the students and plans for improvements are outlined.</p>



Data source	The purpose of data collection	Data analysis and timelines	Feedback loop to inform student learning outcomes
			Results and next steps reported to School Council.
Student wellbeing data	<p>Wellbeing and Engagement Team will gain an understanding of how well students are tracking with social/emotional wellbeing, and whether they need external or school-based supports.</p> <p>Teachers will have insights into the positive impact of using a strength based, trauma informed pedagogy in their classrooms and the impact this has on student wellbeing.</p> <p>Teachers will have insights into Attachment Theory and the positive impact it has on student regulation, who are more likely be confident, resilient, and socially competent.</p>	<p>Anecdotal evidence gained through the number of students seeing the Wellbeing and Engagement Team will be used to track wellbeing needs. This data is collected ongoing.</p> <p>School Behaviour data will be collected to indicate which areas of the school may be causing concern.</p> <p>Understand whether students attending social skills programs have less incidents.</p> <p>Planned interventions to support improvements in student behaviours will be documented into personalised Support Plans.</p>	<p>Areas for improvement determined based on data and where appropriate, will be unpacked with students.</p> <p>Student voice about how their teachers care for them, who their trusted adult is at the school and how connected they are to school will be ongoing conversations as part of establishing and maintaining a culture of attachment and connection.</p>
Social, Academic, and Emotional Behaviour Risk (SAEBR) data or Wellbeing baseline assessment tool	The student check-in resource is a screening tool teachers can use to efficiently identify students who may be at risk of social, academic and emotional behaviours which interfere with their learning.	Updated each Term as part of the Meeting Schedule.	This assessment data is used to inform planning for teaching and learning for the individual. It may also form the basis of IEPs as required.



Data source	The purpose of data collection	Data analysis and timelines	Feedback loop to inform student learning outcomes
Student attendance data	<p>Attendance data is used to inform individual attendance action plans as required. It is also used to plan for purposeful interventions as needed.</p> <p>Students need to be at school to benefit from learning and wellbeing curriculum.</p>	<p>Ongoing, weekly reflections and the formation of an Attendance Lead Team to monitor absence and attendance. Attendance is celebrated with milestone recognition.</p> <p>The school organises daily phone calls/communication to families for absence and attendance.</p> <p>Meetings are scheduled with families when absence is chronic with potential inclusion of DE representatives.</p> <p>The Assistant Principal will work with classroom teachers and ES staff to set individual student goals to improve identified attendance issues. This will be documented in an Individual Education Plan (IEP) with the focus being attendance.</p>	<p>Enables students to connect more readily with their learning. Attendance data is also an indication of student engagement.</p>
<b>COHORT (Year Level, Subject Area, Vulnerable Groups) assessment and data to support students to progress towards and achieve the learning outcomes normally expected for the cohort</b>			
<p>Transition advice from early learning centres for Foundation students/ Transition advice from primary schools for Year 7 students</p>	<p>This data is used to support students transitioning from Kindergarten to Foundation.</p> <p>All new enrolments complete a Pre - Enrolment Care Team Meeting.</p> <p>Transition advice is provided by the Year 6 level PLC team to secondary schools as part of the year 6-7 transition process.</p>	<p>Analysed by the Enrolments Manager ongoing and presented to Principal and PLC Leaders. Care Team Meetings are held with every family enrolling into the school.</p>	<p>This data will inform student connectedness to school and will support the development of measures to be put in place from pre-enrolment.</p>



Data source	The purpose of data collection	Data analysis and timelines	Feedback loop to inform student learning outcomes
Pre enrolment parent/carers meeting for Foundation students and student transfers	All new enrolments complete a Pre - Enrolment Care Team Meeting.	These Care Team Meetings will take place in Term 4 for beginning Foundation students and as required for student transfers. Data is analysed ongoing and supports the transition planning, class placement and intervention required.	This data will inform student connectedness to school and will support the development of measures to be put in place from pre-enrolment.
Year 1 phonics check	<p>The phonics check enables Year 1 teachers to identify the ability of children to identify, sequence, manipulate and substitute sounds in words. This extends to syllabification, phonemes, rime and phonemic awareness.</p> <p>The data is also analysed to measure the effectiveness of interventions.</p>	Collected in Term 3 and analysed in Term 3, the data informs instructional teaching focuses alongside needed intervention for Year 1 children. This data set enables a whole-school capture to monitor interventions and teaching programs.	<p>This data informs the teaching and learning program of the individual classroom and classrooms of the cohort.</p> <p>Findings are shared with the leadership team and families as needed.</p>
Mathematics Online Interview (MOI) (F – Year 2)	MOI is used to support differentiated learning experiences which identify student strengths and the next steps for learning, in Mathematics.	<p>Analysed by PLCs. Student learning goals are set as a result of these assessments.</p> <p>Teachers will organise meetings with families to go through the goals. This will take place in Term 1 and 3 and then in an ongoing way.</p>	<p>Student success in learning growth celebrated in an ongoing way through student reports, student planner notes, compass chronicles, and assemblies.</p> <p>Highlighting the school culture of individual growth, effort and success.</p> <p>Data is further used to plan for individual and cohort needs. It</p>



Data source	The purpose of data collection	Data analysis and timelines	Feedback loop to inform student learning outcomes
			may form the basis of IEPs as required.
Number Fluency Assessment (Year 3-6)	Used to support differentiated Numeracy learning experiences which identify student strengths and the next steps for learning. It also allows for inclusion in Intervention programs if required.	Analysed by PLCs in Term 2. Student learning goals are set informed by these assessments.	Assessment data is used to adjust teaching strategies and monitor growth and progress.
Fractions and Decimals Online Interview (Year 5-6)	Fractions and Decimals Online Interview (FDOI) allows teachers to gain a thorough overview of students' mathematics skills and knowledge. The FDOI data is collected in Terms 2 and 4 to inform individual student's current abilities in Mathematics.	Data is analysed as part of the years 4-6 PLC in Term 2 and 4 to plan for point of need instruction and to develop data targets for Term 3 and Term 1.	This assessment data is used to inform planning for teaching and learning for both individual and student cohort needs. It may also form the basis of IEPs as required.
Moderation for all students in Years F-6 (including teacher judgements)	Moderation ensures consistent, accurate, and evidence-based teacher judgements against the Victorian Curriculum achievement standards, supporting reliable assessment and reporting for all students.	Moderation is embedded in weekly collaborative planning sessions in level teams, with whole-school moderation typically conducted once a term to support consistency across the school.	Insights from moderation inform planning, guide differentiation, and support professional learning.
Digital Assessment Library (DAL) (Year 3-6) assessment	Used to support differentiated learning across subjects by planning for experiences which identify student	Administered in Term 1 and 3, with data reviewed in PLCs to inform planning and instruction. Analysed by PLCs. Student learning goals are informed and set by these assessments.	Student success in learning growth celebrated in an ongoing way through student reports, student planner notes, and



Data source	The purpose of data collection	Data analysis and timelines	Feedback loop to inform student learning outcomes
testing for key curriculum areas	strengths and the next steps for learning.	<p>Subject planning is reviewed and evaluated against student achievement to track if fit for purpose.</p> <p>Families are informed of student progress via student reporting processes.</p>	assemblies. Results guide targeted teaching, monitor progress, and support whole-school tracking and moderation.
Common Assessment Task (CAT) Data	CATs are used as formative and assessment tools against the Victorian Curriculum. They are developed by PLCs to assess student learning. They include written tasks such as projects and writing pieces, oral/digital tasks, written/oral tests.	<p>CAT data is collected each term. The rubrics can be used as tools for students and teachers to inform the task requirements and assessment standards.</p> <p>This data is analysed in Term 1 and 3 to inform precise planning, teaching and assessment including IEPs.</p>	CATs provide samples and data that can be triangulated with other data sets to form summative teacher judgements against the curriculum for assessment and reporting.
Year F-6 students complete Progressive Achievement Test (PAT) testing for reading and Mathematics curriculum areas	PAT tests provide standardised assessment information to measure and track student achievement growth	PAT reading and mathematics will be administered once a year in Term 4 as a summative tool to measure achievement growth annually	<p>PAT data enables teachers to moderate and triangulate with other assessment tools to measure student achievement growth.</p> <p>The school will utilise the data to compare with NAPLAN results and track and monitor student achievement growth.</p>



Data source	The purpose of data collection	Data analysis and timelines	Feedback loop to inform student learning outcomes
Individual Education Plans (IEPs) for students supported under Disability Inclusion	Used to support differentiated learning experiences with learning and wellbeing. IEPs identify student strengths and the next steps for learning, aligning with any external reports from professionals such as: Speech, Occupational Therapy, Psychology.	Analysed by Assistant Principal, PLC Leader and Leading Teacher termly. Student learning goals are monitored in the IEP. Care Team Meetings with families to go through the IEP will take place termly. Professionals Care Team Meetings will take place termly.	Student success in learning growth celebrated in an ongoing way through student reports, student planner notes, compass chronicles, and assemblies. Highlighting the school culture of individual growth, effort and success.
All students co-write a Ready to Learn Plan at the beginning of every Semester	Used to support differentiated learning experiences with learning and wellbeing. Ready to Learn Plans identify student character strengths using the VIA Character Strengths and documents strategies for success when students are experiences success and challenges throughout the school day.	Analysed by the classroom teacher ongoing. Communicated with families to ensure a clear line of sight between character strengths at home and at school. Builds student knowledge of own strengths and positive strategies for regulation and learning.	Student success in learning growth celebrated in an ongoing way through student reports, student planner notes, compass chronicles, and assemblies. Highlighting the school culture of individual growth, effort and success.
Reading and Vocabulary assessment for English as an Additional Language students (RVEAL)	Students identified as EAL will be assessed against TEAL (Tools to Enhance Assessment Literacy of English as Additional Language). The data will be collected on as as-needs basis in Term 1 and 3 for Year 3 – Year 6 students.	Data will be analysed in Term 2 and Term 4. It will be used to plan for point of need instruction and individual student goal setting.	This assessment data is used to inform planning for teaching and learning for both individual and student cohort needs. It is also used to track and monitor progress against targets.



Data source	The purpose of data collection	Data analysis and timelines	Feedback loop to inform student learning outcomes
Abilities Based Learning and Educational Support (ABLES)	<p>Data is collected using the ABLES assessment tool to inform curriculum planning and to support reporting for students with a disability or additional needs.</p> <p>Student needs should be taken into account before assessing against the ABLES scale. Not all students will require a full ABLES assessment.</p>	Student progress is tracked through the twice-yearly assessment in Terms 1 and 3.	<p>Information from ABLES assessment is used to inform teaching and to provide guidance and strategies so that teachers can support student learning needs.</p> <p>Information from this assessment data may also be used by teachers when reporting to parents/carers or passed on to the student's secondary school when transitioning from Year 6 to Year 7.</p>
<b>INDIVIDUAL STUDENT (particularly students at risk) assessments and data to set goals and targets for outcomes for all students including students at risk.</b>			
Assessments conducted by wellbeing staff	<p>Deeper understanding of differentiated individual student needs.</p> <p>Potential connection to social skills curriculum, facilitated by the school.</p>	Ongoing as needed or referral to Student Support Services made. Wellbeing and Engagement Team to assess needs.	<p>Guide Ready To Learn Plan and possibilities for differentiated education curriculum for individual students.</p> <p>Support for staff to best meet needs of these individual students.</p>



Data source	The purpose of data collection	Data analysis and timelines	Feedback loop to inform student learning outcomes
			Could support receiving additional funding/resources.
Health and medical professional assessments	Deeper understanding of differentiated individual student needs. Potential referrals for sight, hearing, mental health concerns, learning difficulties etc.	Ongoing as needed or referral to Student Support Services made. Foundation completed with DE School Nurse in T1 of each school year.	Guide Ready To Learn Plan and possibilities for differentiated education curriculum for individual students. Support for staff to best meet needs of these individual students.



## STUDENT LEARNING OUTCOMES AND ANNUAL IMPLEMENTATION PLANNING

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

Kerribana 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, Kerribana 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, Kerribana 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:

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, Kerribana Primary 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 Kerribana 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

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



### Teaching and learning

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



### Assessment

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



### Engagement

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



### Support and resources



Support and resources 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.

Kerribana 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.



Kerribana Primary School will use [FISO 2.0](#), including resources and tools, to develop our 2025 Annual Implementation Plan (AIP). As a new school, Kerribana Primary School's 2025 – 2026 Annual Implementation Plan (AIP) will focus on the following core elements:

- Leadership
- Teaching and learning
- Engagement

#### FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
  - [Curriculum Programs Foundation to 10](#)
  - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
  - [Assessment of Student Achievement and Progress Foundation to 10](#)
  - [Digital Learning in Schools](#)
  - [Students with Disability](#)
  - [Koorie Education](#)
  - [Languages Education](#)
  - [Physical and Sport Education — Delivery Requirements](#)
  - [Reporting Student Achievement and Progress Foundation to 10](#)
  - [Sexuality and Consent Education](#)
  - [Abilities Based Learning and Education Support](#)
  - [School Hours \(including variation to hours\)](#)
- This overview should be read alongside:
  - Whole school curriculum plan
  - Assessment and Reporting Policy



## APPENDIX 1 – CURRICULUM IMPLEMENTATION PLAN

### Curriculum Implementation Plan (Primary)

This document outlines the activities and timelines to ensure that Kerribana 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.

<b>Planning</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Completion Date</b>
Confirm Whole School Curriculum Plan	Principal	June 2025
Develop Curriculum Framework	Principal	June 2025
Develop Assessment Schedule	Principal	June 2025
Identify leadership members responsible for the whole school curriculum and assessment approach, develop meeting schedule for the year.	Principal	June/July 2025
Familiarise leaders with revised Victorian Curriculum F–10 Version 2.0	Principal	August 2025 and ongoing
Familiarise leaders with Victorian Teaching and Learning Model 2.0	Principal and Assistant Principal	August 2025 and ongoing
Identify literacy approach or program, ensuring the <a href="#">Victorian approach to teaching reading for F-2</a> is implemented	Principal Class Team (Principal and Assistant Principal)	July 2025
Identify numeracy approach or program	Principal Class Team	July 2025
Develop high level scope and sequence for all curriculum areas and all year levels (or bands of schooling) for first 12 months	Principal Class Team	October 2025
Identify data/evidence to be used to assess student learning, considering all diagnostic, formative, and summative assessments	Principal Class Team	October 2025



Develop a plan for implementation of language program	Principal	June 2026
<b><i>Induction and Professional Development</i></b>		
<b>Action</b>	<b>Responsibility</b>	<b>Completion Date</b>
Prepare induction materials for staff on VTLM 2.0, which must be implemented by 2028	Principal Class Team	October 2025
Identify Professional Learning Community (PLC) Leads and groupings	Principal Class Team	October 2025
Identify a mentor for new graduate teachers (this will include mentoring for curriculum and assessment)	Principal Class Team	October 2025
Deliver induction program to graduate teachers	Principal Class Team	October 2025
Develop the curriculum professional development plan for 2026 including on the revised Victorian Curriculum F–10	Principal Class Team	October 2025
<b><i>Curriculum design</i></b>		
<b>Action</b>	<b>Responsibility</b>	<b>Completion Date</b>
PLC team meeting to identify the specifics of the content for Term 1 (and ongoing for subsequent terms) including the revised Victorian Curriculum F–10 Mathematics	School Improvement Team	November 2025
Specialist Teachers / PLC groups design inquiry learning programs	School Improvement Team	November 2025
Identify opportunities for excursions, incursions and camps into the annual plan	School Improvement Team	December 2025
Establish approach and processes to provide students voice and agency in their learning	School Improvement Team	November 2025
Learning Specialists / Specialist Teachers / PLC groups to familiarise themselves with revised Victorian Curriculum F–10 for implementation in 2026	School Improvement Team	November 2025
<b><i>Understanding the students</i></b>		
<b>Action</b>	<b>Responsibility</b>	<b>Completion Date</b>



Review of student transition statements	School Improvement Team	November/December 2025
Review of student data and achievement from previous schools	School Improvement Team	November 2025
Using enrolment information, identify students likely to require additional support and if necessary, consult with parents/carers prior to commencement	School Improvement Team	November 2025 – January 2026

<b>Term 1</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Completion Date</b>
Undertake assessments as outlined in the school's Assessment Schedule	Teachers Assistant Principal Learning Specialist	Throughout Term 1 2026 as per assessment schedule
Undertake analysis of student data to identify patterns and trends across cohorts and curriculum areas	School Improvement Team	February and March 2026 and ongoing
Identify/confirm specific groups for interventions	School Improvement Team	February and March 2026 and ongoing
Develop Individual Education Plans (IEPs) (if required)	School Improvement Team	March 2026 and ongoing
Develop Ready to Learn Plan, to be monitored and updated each term	Teachers	March 2026 and ongoing
Review curriculum plan and assessment schedule to ensure strengths and weaknesses are targeted	School Improvement Team	Termly 2026
End of term assessment of achievement and progress.	Teachers	Termly 2026
Reflect on curriculum planning, including assessment, and adjust as required to meet the needs of students	Teachers	Termly 2026
<b>Term 2</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Completion Date</b>



Undertake assessments as outlined in the school's Assessment Schedule	Teachers Assistant Principal Learning Specialist	Throughout Term 2 2026 as per assessment schedule
End of term assessment of achievement and progress	Teachers	June 2026
Reflect on curriculum planning, including assessment, and adjust as required to meet the needs of students	Teachers Assistant Principal Learning Specialist	June 2026
Student reports prepared and released	Principal Class Team Teachers	June 2026
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Principal Class Team, Business Manager	June 2026
<b>Term 3</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Completion Date</b>
Undertake assessments as outlined in the school's Assessment Schedule	Teachers Assistant Principal Learning Specialist	Throughout Term 3 2026 as per assessment schedule
End of term assessment of achievement and progress.	Teachers	September 2026
Reflect on curriculum planning, including assessment, and adjust as required to meet the needs of students	Teachers Assistant Principal Learning Specialist	September 2026
<b>Term 4</b>		
<b>Action</b>	<b>Responsibility</b>	<b>Completion Date</b>
Review Assessment and Reporting Policy	All Staff	December 2026



Undertake assessments as outlined in the school's Assessment Schedule	Teachers	Throughout Term 3 2026 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	School Improvement Team	November/December 2026
Report Teacher Judgement	Teachers	December 2026
Document curriculum plan for following year	School Improvement Team, Learning Specialists	December 2026
Student reports prepared and released	Principal Class Team Teachers	December 2026
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Principal Class Team, Business Manager	December 2026