



# Curriculum and Student Learning Overview

## **Purpose**

The purpose of the document twofold:

To provide curriculum overview that indicates how Wimba 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

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

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

## **Part 1 - curriculum overview**

This curriculum overview outlines the aim and purpose of Wimba 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 Wimba Primary School's Whole-School Curriculum Plan, and outlines Wimba 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.

Wimba 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.

Wimba Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#) (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 is 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 in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- Complying with Departmental policies relating to curriculum provision, including:
  - [Physical and Sport Education – Delivery Outcomes](#)
  - [Sexuality and Consent Education](#)
  - [Holocaust Education - Delivery Requirements](#)

### Teaching and learning context statement

Wimba Primary School's mission is to **cultivate excellence in every student** through high quality, research informed teaching and learning. Our comprehensive curriculum supported by extensive resourcing, research informed practices and high expectations for learning, creates a positive environment for connecting and engaging our learners striving for excellence.

To embed this, our school provides sequential learning and teaching programs that deliver a comprehensive and inclusive curriculum to all students, whilst working to foster an increasing sense of student voice and learner agency. We have high expectations for all our students, academically, socially, and culturally by striving for excellence and honouring our school values of integrity, curiosity, community, and excellence.

Wimba Primary School provides a comprehensive curriculum with a strong focus on Literacy and Numeracy. In addition to these English and Mathematics programs, is an integrated classroom program which addresses the curriculum areas of Humanities, Science, Technologies and Health and Wellbeing. Specialist teachers provide instruction in STEM (Science, Technology, Engineering & Maths), Visual Arts, Physical Education and Music. Interdisciplinary, personal, and social capabilities are addressed across the curriculum and are supported by our camps, incursions, and excursion programs as well as our interschool initiatives. The teachers work as a Professional Learning Community to ensure that the Victorian Curriculum is implemented across the school. Intervention approaches such as Literacy Intervention, the placement of Education Support staff, the development of Individual Education Support Plans and modified programs for individual students, provide the additional support for our students when it is needed.

We apply the high-impact teaching strategies from the Victorian Teaching and Learning Model and ensure teaching is targeted, consistent and specific, delivered within a tiered response model supporting all students, including a high number of students for whom English is an additional language. We use a wide range of assessments and educational resources to best meet the needs of our learners and will utilise suitable educational resources to enhance classroom learning and home learning opportunities.

## Curriculum summary

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

### F – Year 2 learning program provides:

- A structured teaching and learning program in English, Mathematics and Science at each year level
- A learning program in Health and Physical Education and Personal and Social Capability at each year level
- An Arts Program that includes all five disciplines across the two-year band
- A Humanities Program (History, Geography, Civics and Citizenship) at each year level
- A Technologies Program (Design and Technologies; Digital Technologies) across the two-year band
- A Languages Program (to commence in 2025 following community consultation)

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

- A structured teaching and learning program in English, Mathematics and Science at each year level
- A learning program in Health and Physical Education and Personal and Social Capability at each year level
- A Humanities Program (History, Geography, Civics and Citizenship) across the two-year band)
- An Arts Program that includes all five disciplines across the two-year band
- A Technologies Program (Design and Technologies; Digital Technologies) across the two-year band
- A Languages Program (to commence in 2025 following community consultation)

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

- A structured teaching and learning program in English, Mathematics and Science at each year level
- A learning program in Health and Physical Education and Personal and Social Capability at each year level
- A Humanities Program (History, Geography, Civics and Citizenship) across the two-year band)
- An Arts Program that includes all five disciplines across the two-year band
- A Technologies Program (Design and Technologies; Digital Technologies) across the two-year band
- A Languages Program (to commence in 2025 following community consultation)

## 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 Wimba Primary School. Wimba 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)			
Learning Program	Subjects	Session Per Week	Total Minutes Per Week
Curriculum Area	English *	10 x 60mins	600mins
	Maths	5 x 60 mins	300 mins
	Science / STEM	1 x 60 mins	60 mins
	Humanities (In 2024 only an additional 60 mins will be allocated to Humanities in place of a language)	2 x 60mins	120 mins
	Technology	1 x 60 mins	60 mins
	** PE / Health	2 x 60 mins	120 mins
	The Arts (Performing Arts, Music, and Visual Arts)	1 x 60 mins	60 mins
	Language	1 x 60 mins (to commence in 2025) *	60mins
Additional Programs (Personal & Social Capability)	Assembly	1 x 60 mins	60 mins
	SEL/ Library	1 x 60 mins	60 mins
Total		25 x 60 mins	1500 mins

\* EAL will be delivered during English classes for relevant students

\*\* PE/Health includes Sport

Band 2 (Year 3 – Year 4)			
Learning Program	Subjects	Session Per Week	Total Minutes Per Week
Curriculum Area	English *	10 x 60mins	600mins
	Maths	5 x 60 mins	300 mins
	Science / STEM	1 x 60 mins	60 mins
	Humanities (In 2024 only an additional 60 mins will be allocated to Humanities in place of a language)	2 x 60mins	120 mins
	Technology	1 x 60 mins	60 mins
	**PE / Health	2 x 60 mins	120 mins
	The Arts (Performing Arts, Music, and Visual Arts)	1 x 60 mins	60 mins
	Language	1 x 60 mins (to commence in 2025)*	60 mins
Additional Programs (Personal & Social Capability)	Assembly	1 x 60 mins	60 mins
	SEL/ Library	1 x 60 mins	60 mins
Total		25 x 60 mins	1500 mins

### Band 3 (Year 5 and Year 6)

Learning Program	Subjects	Session Per Week	Total Minutes Per Week
Curriculum Area	English *	10 x 60mins	600mins
	Maths	5 x 60 mins	300 mins
	Science / STEM	1 x 60 mins	60 mins
	Humanities (In 2024 only an additional 60 mins will be allocated to Humanities in place of a language)	2 x 60mins	120 mins
	Technology	1 x 60 mins	60 mins
	**PE / Health	2 x 60 mins	120 mins
	The Arts (Performing Arts, Music, and Visual Arts)	1 x 60 mins	60 mins
	Language (to commence in 2025) *	1 x 60 mins	60 mins
Additional Programs (Personal & Social Capability)	Assembly	1 x 60 mins	60 mins
	SEL/ Library	1 x 60 mins	60 mins
<b>Total</b>		<b>25 x 60 mins</b>	<b>1500 mins</b>

\* EAL will be delivered during English classes for relevant students

\*\* PE/Health includes Sport

### Language provision in 2024

Wimba Primary School will seek an exemption from delivering Language in its first year of operation while it consults with the school community as to the language to be taught in future years. In 2024 only, an additional 60 mins will be allocated to the Humanities program in place of a language.

### Curriculum organisation

At Wimba 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/EAL	Maths	Science	Humanities	Language*	PE/Health	The Arts	Tech	Additional
<b>Time allocation per week</b>	10 x 60mins	5 x 60mins	1 x 60mins	2 x 60mins	1 x 60mins	2 x 60mins	1 x 60mins	1 x 60mins	2 x 60mins
<b>Semester 1</b>	English	Maths	STEM	Humanities	Additional time allocation to Humanities in 2024 only	PE/Health	Performing Arts/Music	Design and Tech	Assembly, SEL, Library
<b>Semester 2</b>							Visual Arts	Digital Tech	

\*Seeking an exemption in 2024 across all bands. Additional time allocation to Humanities will be offered in place of a language in 2024 only.

3-4 Learning Program	English	Maths	Science	Humanities	Language*	PE/Health	The Arts	Tech	Additional
<b>Time allocation per week</b>	10 x 60mins	5 x 60mins	1 x 60mins	2 x 60mins	1 x 60mins	2 x 60mins	1 x 60mins	1 x 60mins	2 x 60mins
<b>Semester 1</b>	English	Maths	STEM	Humanities	Additional time allocation to Humanities in 2024 only	PE/Health	Performing Arts/Music	Design and Tech	Assembly, SEL, Library
<b>Semester 2</b>							Visual Arts	Digital Tech	

5-6 Learning Program	English/EAL	Maths	Science	Humanities	Language*	PE/Health	The Arts	Tech	Additional
Time allocation per week	10 x 60mins	5 x 60mins	1 x 60mins	2 x 60mins	1 x 60mins	2 x 60mins	1 x 60mins	1 x 60mins	2 x 60mins
Semester 1	English	Maths	STEM	Humanities	Additional time allocation to Humanities in 2024 only	PE/Health	Performing Arts/Music	Design and Tech	Assembly, SEL, Library
Semester 2							Visual Arts	Digital Tech	

At Wimba Primary School the organisation of the curriculum program for all year levels is indicated on the timetable below:

#### Sample timetable for whole school

Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Teaching staff on duty from 8:40am to receive students into classrooms.					
Learning Session 1 8:50am – 9:50am	English	English	English	English	English
Learning Session 2 9:50am – 10:50am	English	English	English	English	English
Eat – 10:50 – 10:55					
Morning break 10:55am – 11:25am					
Learning Session 3 11:25am – 12:25pm	Maths	Maths	Maths	Maths	Maths
Learning Session 4 12:25pm – 1:25pm	Humanities	PE/Health/Sport	Science	Humanities	ARTS
Eat 1:25 – 1:35					
Lunch break 1:35pm – 2:05pm					
Learning Session 5 2:05pm – 3:05pm	PE/Health/Sport	SEL/Library	Technology	Language	Assembly

### Curriculum implementation

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

### Curriculum and teaching planning and review

Wimba 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.

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



Layer of review/ planning	Process and data used	Responsibility	Timeframe
Whole school	Whole school planning is mapped and documented. It is based on the Victorian Curriculum and includes scope and sequence planning to ensure that we are meeting the curriculum requirements. This level of planning supports Year level specific planning and lesson development in close connection with our school assessment schedule and is reviewed annually in Year Level Professional Learning Communities and as a whole staff.	*Teaching & Learning Assistant Principal (AP)	*Completed Annually  *Revisited termly
Curriculum Areas	Curriculum area planning is overseen by our Teaching and Learning Assistant Principal and Learning Specialist. These are curriculum area specific and are based on the Victorian Curriculum.	*Teaching & Learning AP *Learning Specialist	*Developed termly  *Revisited termly
Year levels	Year level planning across curriculum areas is overseen by our Teaching and Learning Assistant Principal and is curriculum area specific e.g., English – Reading, Writing, 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.	*Teaching & Learning AP *Learning Specialist *PLC Leader	*Plan collaboratively each week  *Weekly PLC meetings
Units and lessons	Units and lesson plans are developed collaboratively by year level based Professional Learning Communities. These are informed by the Victorian Curriculum and are based on assessment data (pre-assessments, conferences, work samples, moderated tasks, diagnostic assessments) and evidence to meet the varying needs of learners. These units and lessons are reviewed as part of the PLC meetings to inform changes as required.	*Learning Specialist *PLC Leader *PLC members	*Developed collaboratively each week  *Weekly PLC meetings
Teaching Practice	<p>The school’s leadership team oversees teacher practice and work, supporting a culture of learning, collaboration, and continuous improvement. A culture of learning, research informed, reflection and feedback are a key component of our commitment to teacher practice development.</p> <p>Our Pedagogical Framework and Instructional Model 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 Leadership Team. A strong commitment to mentoring and coaching exists across the school, with a key connection to the work of our Learning Specialist and Leadership Team members.</p> <p>All staff participate in the staff performance and development process in which goals are explicitly aligned with the school’s Annual Implementation Plan, School Strategic Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.</p> <p>The school uses Department of Education and Training policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one on one meetings to support staff to continually improve practice.</p>	*Principal  *Teaching and Learning AP  *Learning Specialist  *PLC Leaders  *PLC members	*Weekly as part of PLC meetings  *Through our approach to lesson observation and feedback termly  *Performance and Development Plans prepared annually and reviewed four times a year

## Part 2 -strategy to improve student learning outcomes

Wimba 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.

Wimba 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 Wimba Primary 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>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>• Wimba Primary 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) / COACHING / Data Chats / Reports.</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>• Leadership Team completes teacher judgement analysis each semester. The ongoing work of PLC / Assistant Principal / Coaching &amp; Mentoring ensuring that the teacher judgements are consistent, accurate and evidence based.</li><li>• All students will co-construct their goals with their teachers in reading, writing, maths, and social/emotional capabilities. These will be determined using data and moderation consistent with teacher planning and PLC processes.</li><li>• 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.</li><li>• 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.</li><li>• The meeting schedule will provide teachers with opportunities to moderate and conduct meetings to identify student needs and provide support to ensure it occurs. Team Leaders will report the progress of students in their team each fortnight, with new goals and targets being outlined for the next cycle based on this data.</li><li>• Teacher judgements will be monitored by Team Leaders and the Leadership Team.</li><li>• Discussions about student progress will be part of regular team meetings and Team Leaders and Leading Teachers will provide regular student updates and future targets and goals</li><li>• Students at risk will be identified through several modes including teacher and parent referrals. Any students who are on the Program for Students with Disabilities (PSD) will be required to have an Individual Education Plan 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.</li><li>• Reporting processes are communicated to parents through organised meetings that occur at least once per term via face-to-face, Webex or phone conversations and are led by teachers and use data to guide the discussion. Regular communication using Compass will indicate progress with these goals and if new goals are required.</li></ul>
---	---



	<p>In implementing this process, the following steps are taken.</p> <ul style="list-style-type: none"> <li>• Assessment will take place using a prescribed Assessment Schedule. Teachers will collect this data and analyse it for the purposes of planning for individualised student need.</li> <li>• Teachers will be required to share data at team meetings and team leaders will report this back to the School Improvement Team</li> <li>• 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 student work samples, formative and summative assessments, conversations with students and parents and anecdotal notes</li> <li>• Students will be placed on data Walls and tracked for progress. This will be monitored by the Leadership Team</li> <li>• 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</li> <li>• NAPLAN data will be analysed and areas for improvement selected for focus in subsequent years</li> </ul>
Please outline the processes the school will use to set goals and targets for students at risk due to remote and online learning.	<p>As above however supports provided in a digital platform – Webex. This is supplemented by hard copy packs and/or provision of devices with internet. Eligible students will be invited to attend on site supervision when restrictions allow – dependant on School Operation Guide.</p> <p>Students will undertake the DE time requirements for each subject. Teachers will be expected to have contact with their class at various points across the day to maintain student motivation and engagement.</p>

### Data collection and analysis to improve student learning outcomes.

In **addition** to using the assessment process outlined in the **Assessment and Reporting Policy** and **Assessment Schedule** Wimba Primary School uses the following assessments and data to set goals and targets for outcomes for all students including students at risk. Wimba Primary School uses sources of information that enable the school to make better decisions about how to improve learning outcomes and to understand the numerous factors that are contributing to an aspect of the student and school performance.

Data source	The purpose of data collection	How is the data analysed and when	How is the analysis used/fed-back to improve student learning outcomes
<b>WHOLE SCHOOL</b> assessment and data to enable school to plan for and achieve improvements in those learning outcomes			
NAPLAN data	NAPLAN data is collected to enable comparison to “like schools” and State and National standards and targets set accordingly	<ul style="list-style-type: none"> <li>• 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</li> <li>• The Principal and School Improvement Team 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</li> </ul> </li> </ul>	Targets to improve, maintain or exceed NAPLAN results will form part of the School’s Strategic Plan and Annual Implementation Plan (AIP).

		<p>from one-year level to the next</p> <ul style="list-style-type: none"> <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>	
Victorian Curriculum teacher judgement progression points	Victorian Curriculum teacher judgement points will be used mid-year and end of year for reporting to parents and to inform teaching practice.	<p>Mid-year and end of year Classroom and Specialist Teachers to adhere to whole school assessment schedule to ensure consistent and accurate data is collected.</p> <p>Classroom and Specialist Teachers to do moderation tasks, led by Assistant Principal.</p> <p>Teachers to work in Professional Learning Teams to collaborate and collectively make accurate judgments based on data collected via Assessment Schedule.</p>	<p>At risk students performing 6 or more months behind expected level will be identified and will be placed on their own Individual Education Plan (IEP). Students identified as performing 12 months or more ahead of the expected level with also be placed on their own Individual Education Plan (IEP).</p> <p>Students in the PSD program will be placed on termly IEPs and SSG (Student Support Group) meetings.</p>
Victorian Curriculum Teacher Judgements – EAL (English as an Additional Language) continuum - Literacy	Victorian Curriculum teacher judgement points will be used mid-year and end of year for reporting to parents and to inform teaching practice, based against the EAL continuum.	Mid-year and end of year. Classroom teachers adhere to the Assessment Schedule to ensure consistent and accurate data is collected on EAL students, and moderation is undertaken with all teachers.	Students who are deemed EAL will move through the EAL continuum for Literacy.
Annual attitudes to school surveys (AToSS)	Used to understand how students in Years 4-6 are feeling about school	<p>Midyear collection, basic info at close of collection, complete info end of T3/early T4.</p> <p>Principal and Assistant Principal will use the data 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>	Areas for improvement determined based on data. Unpacked with students to gain deeper understanding. Information will be shared with the students and plans for improvements outlined.
Student wellbeing data	Wellbeing Centre will gain an understanding of how well students are tracking mentally, and whether they need external or school-based supports	Anecdotal evidence gained through the number of students attending the Wellbeing Centre will be used to	Areas for improvement determined based on data. Unpacked with students.

		<p>track wellbeing needs.</p> <ul style="list-style-type: none"> <li>- School Wide Positive Behaviour data will be collected to indicate which areas of the yard may be causing concern</li> <li>- Students attending social skills programs will have less incidents</li> </ul>	
Student attendance data	Students need to be at school to benefit from learning programs	<ul style="list-style-type: none"> <li>- Ongoing, weekly reflections and the formation of an Attendance Committee to monitor absence</li> <li>- Daily phone calls to parents</li> <li>- Meetings with parents when absence is chronic with potential inclusion of DET representatives</li> <li>- The Assistant Principal will work with classroom teachers and SSSO staff to set individual student goals to improve identified attendance issues.</li> </ul>	Enables students to connect more readily with their learning. Is also a clear indication of engagement.

**COHORT (Year Level, Subject Area, Vulnerable Groups) assessment and data to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort**

Transition advice from early learning centres for Foundation students/	Support smooth transition to school and allow for supports to be in place for identified students.	Data is analysed T4, year before enrolment by Wellbeing Team.	Teachers will analyse once they commence in T1, 2022.
Pre enrolment parent/carers meeting for foundation students and student transfers	Support smooth transition to school and allow for supports to be in place for identified students.	The Leadership Team (Principal and Assistant Principal) will analyse collected student information and data to create the best placement and supports for students and cohorts in Term 4.	Teachers will analyse once they commence in T1, 2022
Foundation – Grade 2 teachers will use the English Online Interview	Identify cohorts of students with similar/like needs for their next steps of learning.	Term 1 2021, Leadership will analyse for like needs, and resourcing requirements.	Teachers will use data to support planning.
Foundation – Grade 2 teachers will use the Mathematics Online Interview	Identify cohorts of students with similar/like needs for their next steps of learning.	Ongoing analysis by Leadership Team to identify resourcing requirements, coaching opportunities and like needs of cohorts of students.	Teachers will use data to support planning.
Grades 3-6, students participate in Mathematics Essential Assessment	Identify cohorts of students with similar/like needs for their next steps of learning.	Ongoing analysis by Leadership Team to identify resourcing requirements, coaching opportunities and like needs of cohorts of students.	Teachers will use data to support planning.
Grades 3-6 students complete	All students to complete this twice a year as benchmark data	Analysis during these periods to help triangulate data and identify areas of need	Teachers will use data to support planning.

DAL (Digital Assessment Library) testing for reading and number curriculum areas			
Individual Education Plans for students on supported under the Program for Students with Disabilities (PSD)	Identify cohorts of students with similar/like needs for their next steps of learning.	Ongoing analysis by Leadership Team to identify resourcing requirements, coaching opportunities and like needs of cohorts of students.	Teachers will use data to support planning.
<b>INDIVIDUAL STUDENT</b> (particularly students at risk) assessments and data to set goals and targets for outcomes for all students including students at risk.			
Assessments conducted by wellbeing staff	Deeper understanding of individual student needs.  Potential connection to social skills programs run by the school	Ongoing as needed or referral to SSSO services made.  Student Welfare Officer to assess need.	Guide education program for individual students.  Support for staff to best meet needs of these individual students.  Could support receiving additional funding/resources.
Health and medical professional assessments	Deeper understanding of individual student needs.  Potential referrals for sight, hearing, mental health concerns, learning difficulties etc.	Ongoing as needed or referral to SSSO services made.  Foundation completes with DET School Nurse in T1 of each school year	Guide education program 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, Wimba Primary School will develop an Annual Implementation Plan (AIP) for their first year of operation. The AIP outlines the key planning expectations for Wimba 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.

Wimba 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, Wimba Primary School will enter the formal school review cycle and undertakes its first review. The performance data (including student learning outcomes) collected during the year will inform the review, including the school's self-evaluation against the Framework for Improving Student Outcomes (FISO 2.0) Continua of Practice.

After the review, Wimba 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 (Annual Implementation Plan) and outline the incremental steps towards achieving these goals. This process is outlined below:

In the first 12 months of operation, Wimba 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 Wimba 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 refer to responsive practices and curriculum programs through which students develop their knowledge, skills, and capabilities.



#### Assessment

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



#### Engagement

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



#### Support and resources

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

Wimba 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.



Wimba Primary School will use [FISO 2.0](#), including resources and tools, to develop our 2024 Annual Implementation Plan (AIP). As a new school, Wimba Primary School's 2024 - 2025 Annual Implementation Plan (AIP) will focus on the following core elements: (Choose 2 or 3 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](#)
  - [Holocaust Education](#)
  - [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

This document outlines the activities and timelines to ensure that Wimba 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 2023
Develop Curriculum Framework	Principal	June 2023
Develop Assessment Schedule	Principal	June 2023
Identify leadership members responsible for whole school curriculum and assessment approach, develop meeting schedule for the year.	Principal	June 2023
Familiarise leaders with revised Victorian Curriculum F-10 Mathematics for implementation in Term 1, 2024.	Principal	February 2024
Identify literacy approach or program	Principal Class Team	July 2023
Identify numeracy approach or program	Principal Class Team	July 2023
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 2023
Identify data/evidence to be used to assess student learning, considering all diagnostic, formative, and summative assessments.	Principal Class Team	October 2023
<i>Induction and Professional Development</i>		
<b>Action</b>	<b>Responsibility</b>	<b>Completion Date</b>
Prepare induction materials for staff on instructional model	Principal Class Team	October 2023
Identify Professional Learning Community (PLC) Leads and groupings	Principal Class Team	October 2023
Identify a mentor for new graduate teachers (this will include mentoring for curriculum and assessment)	Principal Class Team	October 2023
Deliver induction program	Principal Class Team	October 2023
Develop the curriculum professional development plan for 2024 including the revised Victorian Curriculum F-10.	Principal Class Team	October 2023
<i>Curriculum design</i>		
<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.	Leadership Team	November 2023
Specialist Teachers / PLC groups design inquiry learning programs	Leadership Team	November 2023
Identify opportunities for excursions, incursion, and camps into the annual plan	Leadership Team	November 2023
Establish approach and processes to provide students with voice and agency in their learning.	Leadership Team	November 2023
Specialist Teachers / PLC groups to familiarise themselves with revised Victorian Curriculum F-10 for implementation in 2025.	Leadership Team	June 2024
<i>Understanding the students</i>		
<b>Action</b>	<b>Responsibility</b>	<b>Completion Date</b>
Review of student transition statements	Leadership Team	November 2023

Review of student data and achievement from previous schools	Leadership Team	November 2023
Using enrolment information, identify students likely to require additional support and if necessary, consult with parents prior to commencement.	Leadership Team	November 2023

Term 1		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's Assessment Schedule <ul style="list-style-type: none"> <li>All Prep and Grade 1 students commencing at Wimba Primary School undertake the <a href="#">English Online Interview</a> (EOI)</li> <li>NAPLAN for Years 3 &amp; 5</li> </ul>	Teachers	Ongoing based on Assessment schedule in 2023  Prep testing in first 2 weeks of 2023
Undertake analysis of student data to identify patterns and trends across cohorts and curriculum areas	Leadership Team	Ongoing
Identify/confirm specific groups for interventions	Leadership Team	Ongoing
Develop Individual Education Plans (IEPs) <i>if required</i>	Teachers	Ongoing
Review curriculum plan and assessment schedule to ensure strengths and weaknesses are targeted.	Leadership Team	Ongoing
End of term assessment of achievement and progress.	Teachers	March 2024
Reflect on curriculum planning, including assessment, and adjust as required to meet the needs of students	Teachers	March 2024
Term 2		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's Assessment Schedule	Teachers	Ongoing based on assessment schedule in 2024
End of term assessment of achievement and progress.	Teachers	June 2024
Reflect on curriculum planning, including assessment, and adjust as required to meet the needs of students	Teachers	June 2024
Student reports prepared and released	Assistant Principal	June 2024
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Principal	June 2024
Term 3		
Action	Responsibility	Completion Date
Assessment: Undertake assessments as outlined in the school's Assessment Schedule	Teachers	Ongoing based on assessment schedule in 2024
End of term assessment of achievement and progress.	Teachers	September 2024
Reflect on curriculum planning, including assessment, and adjust as required to meet the needs of students	Teachers	September 2024
Plan for implementation of revised Victorian Curriculum F-10 in Term 1, 2025 or as prescribed by the VCAA.	All staff	September 2024
Term 4		
Action	Responsibility	Completion Date
Review Assessment and Reporting Policy	All staff	December 2024
Assessment: Undertake assessments as outlined in the school's Assessment Schedule	Teachers	Term 4 2024
Complete a comprehensive analysis of student achievement data to provide an accurate picture of student achievement across the whole school, within learning areas and the capabilities, within year levels and for student cohorts and individual students.	Leadership Team	December 2024
Report Teacher Judgement	Teachers	December 2024
Document curriculum plan for following year	Leadership Team	December 2024
Student reports prepared and released	Assistant Principal	December 2024
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Principal	December 2024