



CURRICULUM AND STUDENT LEARNING OVERVIEW

PURPOSE

The purpose of the document twofold:

To provide curriculum overview indicates how Wayi 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 8 Key learning areas are delivered
- an outline of how the school will deliver its curriculum
- an explanation of how and when the curriculum and teaching practice will be reviewed;

AND

To outline Wayi 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 Wayi 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 Wayi School's Whole-School Curriculum Plan, and outlines Wayi School's teaching and learning program:

- for Towards Foundation curriculum ('Levels A to D') to Level 4
- 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.

Requirements for curriculum programs in all Victorian government schools (including Wayi School) are defined with reference to:

- the Guidelines to the Minimum Standards and Requirements for School Registration (Minimum Standards for School Registration) issued by the Victorian Registration and Qualifications Authority (VRQA)

- the F–10 Revised Curriculum Planning and Reporting Guidelines issued by the Victorian Curriculum and Assessment Authority (VCAA)
- Departmental policies relating to curriculum provision as follows:
 - [Curriculum Programs Foundation to 10 policy](#)
 - [Assessment of Student Achievement and Progress Foundation to 10 policy](#)
 - [Reporting Student Achievement and Progress Foundation to 10 policy](#)
 - [Framework for Improving Student Outcomes 2.0](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust education - Delivery Requirements](#)
 - [Individual Education Plan policy](#)

Wayi School teaching and learning program provides all students enrolled at the school with a planned and structured school-based curriculum program. The Victorian Curriculum F–10 (inclusive of Levels A-D) sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

TEACHING AND LEARNING CONTEXT STATEMENT

Wayi School is committed to developing learner independence, by purposefully using the students’ skills and interests to promote the creation of new skills. We identify the abilities that are unique to individual students and employ a team approach that focuses on the development of skills and practices that promote lifelong learning, independence, communication and agency. Teachers, Allied Health and Education Support staff work collaboratively with the students and their parents/carers to develop Individual Education Program (IEP) goals for each student, that are meaningful and relevant for that student. ICT is used extensively to provide rich educational experiences and enhance independence.

CURRICULUM SUMMARY

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

- All students have documented goals from the key learning areas English, Mathematics, The Arts, Health & Physical Education, Humanities, Science, Technologies, and Personal & Social Capabilities.
- Curriculum structure allows for the flexibility of extending the curriculum offerings up to Level 10, dependent upon specific student abilities.
- Victorian Pathways Certificate (VPC) is a ‘hands-on’ option for senior secondary students. It is a recognised senior secondary qualification that focuses on ‘hands-on learning’ curriculum. VPC’s flexibility enables students to design a study program that suits their interests and learning needs.

Wayi School’s learning and teaching program provides all students with a planned and structured curriculum program. The Victorian Curriculum F-10 sets out a single, coherent and comprehensive set of content descriptions and progress towards achievement standards to enable teachers to plan, monitor, assess and report on the achievement of every student.

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

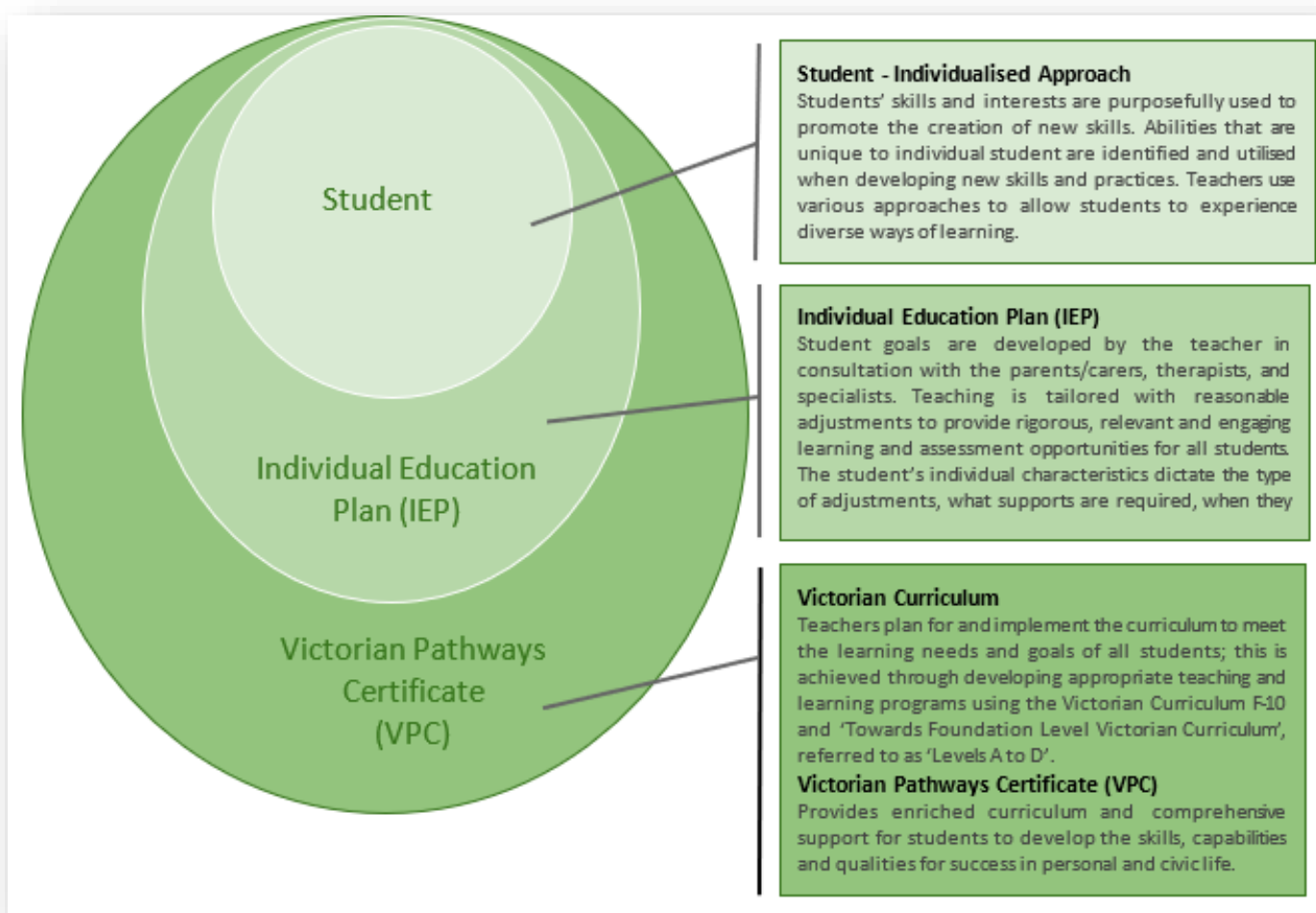
Each student’s individual needs are addressed within small classroom group sessions, with opportunity for one-to-one learning as required.

Wayi School’s documented curriculum covers levels A – D and Foundation to Level 4. Students who present peak skills in one or more areas will be provided with goals and instruction that enables them to participate in curriculum offerings up to Level 10. The IEP structure provides for such students to access the curriculum at higher levels than are addressed by this document. Any extension of the Victorian Curriculum beyond Level 4 will be covered according to the skills of the student, and as such the higher levels of the continuum are not included in the whole curriculum plan.

Wayi School responds to a diverse cohort of students by tailoring the curriculum and personal goals to the specific abilities and needs of each individual and provide learning and teaching at each student’s point of need. The curriculum program is complemented by therapeutic interventions to ensure students achieve their potential for functional independence and gain maximum benefit from their educational program.

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

Wayi School assesses the individual needs of students through Student Support Groups in consultation with parents/carers, health and wellbeing staff and teachers. Student individual goals and required reasonable adjustments are documented within the student’s Individual Education Plan. Wayi School identifies senior secondary students who will engage in the VPC. The VPC provides a program that allows for flexibility and individualised focus, which will support the education needs of our students.



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

School Learning Program

Learning Program	Subjects	Sessions per week	Total Minutes p/w
Curriculum Area	English	5 (60 minutes)	300
	Maths	5 (60 minutes)	300
	PE/Health	1 (60 minutes) + 10 (15 minutes)	210
	The Arts	1 (60 minutes)	60
	Technologies	1 (60 minutes)	60
	Science	1 (60 minutes)	60
	Humanities	1 (30 minutes)	30
	Personal and Social Capability	5 (60 minutes)	300
Additional programs	Assembly	1 (30 minutes)	30
	Circle Time	10 (15 minutes)	150

VPC Learning Program

Senior Learning Program	Subjects	Sessions per week	Total Minutes p/w
CORE Subjects (Annual programs)	Literacy	5 (60 minutes)	300
	Numeracy	5 (60 minutes)	300
	Work Related Skills	5 (60 minutes)	300
	Personal Development Skills	5 (60 minutes)	300
CORE Subjects (Semester programs)	Structured Workplace Learning	1 (60 minutes)	60
Additional Programs	Assembly	1 (30 minutes)	30
	Circle Time	10 (15 minutes)	150
	Career Education	1 (60 minutes)	60

Language provision

Wayi School will seek an exemption from delivering Language as it is a Specialist School.

CURRICULUM ORGANISATION

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

At Wayi School, students undertake 25 x 60 minute sessions per week, totaling 5 hours of instruction per week, **consistent with** the Department's requirement minimum of 25 hours per week as indicated in the table below:

School program

Learning Program	English	Maths	Science	Humanities	PE/Health	The Arts	Tech	Personal & Social Capability	Additional
Time allocation per week	5 x 60	5 x 60	1 x 60	1 x 30	1 x 60 10 x 15	1 x 60	1 x 60	5 x 60	1 x 30 10 x 15
Modes, Strands, or Learning Programs	Speaking & Listening Reading & Viewing Writing & Spelling Digital Technology	Number & Algebra Measurement & Geography Statistics & Probability Digital Technology	Science Digital Technology	Geography (Semester 1) History (Semester 2)	PE Health	Music Drama Dance (Semester 1) Visual Arts Media Arts (Semester 2)	Design & Technology – Food Tech Digital Technology – See Saw	4 Rs SWPBS BSEM	Assembly Circle Time

VPC learning program will be accredited by the VCAA consistent with the requirements of the qualification.

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

Primary

Timetable for Years F-6	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 9:00 – 9:30am	Morning Movement & Circle Time	Morning Movement & Circle Time	Morning Movement & Circle Time	Morning Movement & Circle Time	Morning Movement & Circle Time
Learning Session 2.1 9:30 – 10:00am	English	English	English	English	English
Morning break 10:00 – 10:30am Playground Engagement Program					
Learning Session 2.2 10:30 – 11:00	English	English	English	English	English
Learning Session 3 11:00 – 12:00pm	Maths	Maths	Maths	Maths	Maths
Learning Session 4.1 12:00 – 12:30pm	Science	The Arts	Technology	PE/Health	Humanities
Lunch. break 12:30 – 1:00pm Playground Engagement Program					

Learning Session 4.2 1:00 – 1:30pm	Science	The Arts	Technology	PE/Health	Assembly
Learning Session 5 1:30 – 2:30pm	Personal & Social Capabilities	Personal & Social Capabilities	Personal & Social Capabilities	Personal & Social Capabilities	Personal & Social Capabilities
Learning Session 6 2:30 – 3:00pm	Afternoon Movement & Circle Time	Afternoon Movement & Circle Time	Afternoon Movement & Circle Time	Afternoon Movement & Circle Time	Afternoon Movement & Circle Time

Secondary

Timetable for Years 7-10	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 9:00 – 9:30am	Morning Movement & Circle Time	Morning Movement & Circle Time	Morning Movement & Circle Time	Morning Movement & Circle Time	Morning Movement & Circle Time
Learning Session 2 9:30 – 10:30am	English	English	English	English	English
Morning break 10:30 – 11:00am					
Playground Engagement Program					
Learning Session 3 11:00 – 12:00pm	Maths	Maths	Maths	Maths	Maths
Learning Session 4 12:00 – 1:00pm	Personal & Social Capabilities	Personal & Social Capabilities	Personal & Social Capabilities	Personal & Social Capabilities	Personal & Social Capabilities
Lunch break 1:00 – 1:30pm					
Playground Engagement Program					
Learning Session 5 1:30 – 2:30pm	Science	The Arts	Technology	PE/Health	Humanities Assembly
Learning Session 6 2:30 – 3:00pm	Afternoon Movement & Circle Time	Afternoon Movement & Circle Time	Afternoon Movement & Circle Time	Afternoon Movement & Circle Time	Afternoon Movement & Circle Time

Senior Secondary

Timetable for Years 11 - 12	Monday	Tuesday	Wednesday	Thursday	Friday
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Learning Session 1 9:00 – 9:15am	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Learning Session 2 9:15 – 10:15am	Literacy	Literacy	Literacy	Literacy	Literacy
Morning break 10:15 – 10:45am Playground Engagement Program					
Learning Session 3 10:45 – 11:45am	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
Learning Session 4 11:45 – 12:45pm	Personal Development Skills	Personal Development Skills	Personal Development Skills	Personal Development Skills	Personal Development Skills
Lunch break 12:45 – 1:15pm Playground Engagement Program					
Learning Session 5 1:15– 2:15pm	Work Related Skills	Work Related Skills	Work Related Skills	Work Related Skills	Work Related Skills
Learning Session 6 2:15 – 2:45pm	Career Education	Career Education	Structured Workplace Learning	Structured Workplace Learning	Assembly
Learning Session 7 2:45pm – 3:00pm	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time

CURRICULUM IMPLEMENTATION

Wayi School has developed a curriculum implementation plan. This document outlines the activities and timelines to ensure that Wayi School implements of the Victorian Curriculum, including appropriate assessment activities with a view to the implementation plan being discharged in time for the school’s review in our second year of operation.

The Curriculum Implementation Plan is provided as Appendix 1.

CURRICULUM DELIVERY

Please see attached the outline of how Wayi School will deliver its curriculum, as illustrated on the *VCAAs’ Whole-School Curriculum Plan*.

CURRICULUM AND TEACHING PLANNING AND REVIEW

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

The school has implemented the Framework for Improving Outcomes (FISO 2.0), a model for continuous school improvement. Key components include:

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

The following table outlines Wayi School’s approach to curriculum and teaching review:

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	The Leadership Team and PLC Instructional Leaders work with staff (teachers and therapists) through Professional Learning Communities to ensure the core and expanded curricula meet the needs of the student cohort. The whole-school curriculum is informed by the Whole School Curriculum Plan and Victorian Curriculum providing coherence and continuity across the learning areas. Based on a system of distributed leadership, staff contribute their knowledge, expertise and ideas within a culture that welcomes robust discussion.	Leadership	As per PLC Schedule
Curriculum Areas	Curriculum Teams review, develop, implement, monitor and evaluate overarching curriculum considerations for their specific learning area focus.	AP – Teaching & Learning Curriculum Teams	Curriculum Teams meet weekly – projects will be completed within a term timeframe
Year levels	Teaching Teams collaborate to develop, and resource units of work aligned with the whole school curriculum plan. Programs of instruction – teacher created and commercial – are considered and trialled as needed. Staff are encouraged to be creative in their approach to delivering the curriculum to ensure engagement through high interest activities that are age appropriate and challenging.	Teaching Teams	At least, twice per term
Units and lessons	Units and lesson plans are researched, shared and implemented giving due consideration to developmental sequencing and aligned with whole school curriculum plan. Teachers collaborate with therapists to determine the appropriate differentiation required to meet the learning needs of each student.	Teachers and therapists	Units of work by end of term prior to implementation and lesson plans by end of first week of the new term Ongoing
Teaching Practice	The Performance and Development Plan (PDP) structure has a through-line to the Annual Implementation Plan (AIP), and guide regular conversations between leadership and staff to interrogate current practice, identify future learning needs and obtain appropriate	AP – Teaching & Learning Learning Specialists	At least twice per year, as per PDP review calendar

	<p>professional development opportunities to address those needs.</p> <p>New staff are provided with a mentor or buddy to give support on processes and practice and complete a series of induction professional learning sessions.</p> <p>The AP – Teaching & Learning oversees programs of instruction and staff learning to keep the through-lines from AIP to PDP to classroom practice visible.</p> <p>Formative and summative assessment practices are used informally and formally. A schedule for whole-school and in-class assessment is timetabled with deadlines that ensure data is collected in a timely manner prior to mid and end of year reports.</p> <p>Classroom observation, peer-to-peer feedback, and data informed practice.</p> <p>PLC Instructional Leaders lead teams effectively and prepare to collaboratively focus on the core work of improving instruction and student outcomes.</p>		<p>Annually and as required.</p> <p>Termly</p> <p>Ongoing</p> <p>At least twice per term</p> <p>As per PLC schedule</p>
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PART 2 -STRATEGY TO IMPROVE STUDENT LEARNING OUTCOMES

Wayi 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.

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

Individual Education Plan (IEP)	Each student has an IEP including English, Maths, and Personal and Social Capabilities, which is enhanced by expanded curriculum goals to meet physical, social-emotional and behavioural needs.
Student Support Group (SSG)	SSG meetings are scheduled once per term and at any time on request.
Student skills and needs	<p>Student skills and needs are identified through the information provided in:</p> <ul style="list-style-type: none"> • PSD funding application • therapy and psychology reports • medical reports • communication with parent/carer/external service providers • review of Learning Profiles • teacher observations, and program-based progress tests are administered in the classroom to confirm acquisition, consolidation and transference of skills • Student/Teacher Conferences. <p>Online testing and standardised assessment tasks are administered regularly for progress reporting and are time-lined on an annual calendar. Assessments include:</p> <ul style="list-style-type: none"> • ABLES • Maths Online Interview • English Online Interview • PM Benchmarking. <p>Assessments are specifically selected to give teachers the information they need to:</p> <ul style="list-style-type: none"> • identify students learning strength and needs • set accurate personalised learning goals • make reasonable adjustments that foster achievement, engagement and wellbeing. <p>Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:</p> <ul style="list-style-type: none"> • Assessment FOR learning (Formative) - occurs when teachers use inferences about student progress to inform their teaching. • Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals. • Assessment OF learning (Summative/Evaluation) - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.
Abilities Based Learning and Education Support (ABLES)	<p>ABLES is completed for all students during Semester 1 and Semester 2 of each year. ABLES is used to describe skills and abilities that teachers have observed in everyday school and classroom contexts and during interactions with other students; moderation is completed to support the accuracy of the assessments. Professional Learning Communities undertake and moderate ABLES assessments. ABLES provides a tool to effectively assess, monitor and respond to a student's abilities by:</p> <ul style="list-style-type: none"> • accurately identifying and setting learning goals for students

	<ul style="list-style-type: none"> tracking a student’s progress over time and providing new information to parents on their child’s learning and development identifying optimal resources that are known to improve learning, which can be adjusted as the learning needs of students change over time. <p>AP – Teaching & Learning coordinates testing kits (such as Maths Online Interview).</p> <p>Progress is reported on Insight Assessment Platform for ABLES and DET Online Assessments. Victorian Curriculum Rubrics provide teachers with a system to find a Zone of Proximal Development (ZoPD) for their students within each learning area of the curriculum. The rubrics are working documents and support teachers to write targeted, relevant and sequential personal learning goals and to track and monitor student progress across the Victorian Curriculum.</p> <p>Teachers consult with other teachers and therapists to determine the adjustments required for the student to experience success and identifies students at risk.</p> <p>Leadership group oversees teacher judgment reports for accuracy and consistency.</p> <p>A digital portfolio of work and assessment tasks (including teacher comments) is maintained for each student.</p> <p>A Multi-Tiered Support System provides the framework for developing academic and behaviour goals for whole-school, small group and individual levels.</p> <p>The Curriculum Policy is available on the website and upon request from the office. It provides details on the core and expanded curriculum, assessment and reporting and responsibilities.</p>
<p>Remote and Flexible Learning.</p>	<p>Teachers provide a learning program for all students in their classroom or home group in line with the students IEP goals and DET guidelines.</p> <p>Students are encouraged to access their learning program through SeeSaw interactive learning platform; the school will provide technology for students in required. If this is not possible, the students learning program can be delivered by the teacher to the student via a weekly hard copy work pack.</p> <p>Specialist Teachers, Therapy staff and Student Wellbeing and Engagement staff will continue to provide support for students and consultation with teachers.</p> <p>Teachers will assess tasks submitted via Seesaw and complete observations and formative assessment during virtual sessions.</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** Wayi School uses the following assessments and data to set goals and targets for outcomes for all students including students at risk. Wayi School uses sources of information that enable the school to make better decisions about how to improve learning outcomes and to understand the various factors that are contributing to an aspect of the student and school performance.

Data source	The purpose of data collection	How is the data analysed and when	How is the analysis used/fed-back to improve student learning outcomes
WHOLE SCHOOL assessment and data to enable school to plan for and achieve improvements in those learning outcomes			
Abilities Based Learning and Education	ABLES data is collected to enable a standardised assessment of individual progress and achievement.	Data is analysed in June/July of each year to address areas for improvement. Identified	Rocket Reports are used to inform teacher practice.

Support (ABLES)		<p>areas are documented and used to modify or change mid-year goals as needed.</p> <p>The School Improvement Team uses the data to:</p> <ul style="list-style-type: none"> consider the achievements of specific groups of students to assess their performance. analyse outcomes for individuals and groups of students as they move through the school. 	Rocket Reports are used in PLCs to moderate data that indicates unexpected and/or sudden improvement or decline in student progress.
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.	Mid-year and end of year	<p>The School Improvement Team (SIT) uses the data to:</p> <ul style="list-style-type: none"> consider the achievements of specific groups of students to assess their performance. analyse consistency of teacher judgement.
PM Benchmarking	The PM Benchmark Kit measures a student's: instructional reading level, ability to read for meaning, ability to integrate meaning with structural and visual cues, use of self-monitoring systems, knowledge of print conventions, rate of learning, level of independence.	Termly	Results inform end of year reporting and IEP goal setting.
Annual attitudes to school surveys	DET-mandated survey of student voice.	<p>Annually.</p> <p>SIT uses the data to:</p> <ul style="list-style-type: none"> consider both whole school and specific cohort opinions to review and modify school practices. interrogate staff practices and beliefs about students. 	SIT presents data to whole staff to reflect on, influence and improve engagement opportunities and teaching practices.
Student Wellbeing data	To increase student engagement and reduce the frequency and intensity of incidents of student disengagement and/or distress (i.e. EduSafe Plus, Cases21, incident reports, SWPBS data, WorkCover reports etc.)	Fortnightly, the Student Engagement & Wellbeing Team, as part of a multidisciplinary team, provide a more focused and intensive discussion on responses to situations where disengagement and/or distress is likely.	The Student Engagement & Wellbeing Team provide reasoning for resource allocation and distribution (e.g. Consultancy) throughout the school to meet student wellbeing and engagement needs. The Student Engagement &

			Wellbeing Team identify, prioritise and coordinate supports/consultancy to classrooms teams for students requiring additional support and interventions.
Student Attendance data	Student attendance is an important indicator of positive engagement and learning success.	Weekly. The Student Engagement & Wellbeing Team uses the data to identify at-risk and vulnerable students.	The Student Engagement & Wellbeing Team uses the data to: <ul style="list-style-type: none"> • develop individualised engagement programs. • work with parents/carers. • make internal referrals (psychologist, leadership) • make external referrals (SSSO, Child Protection).
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			
Pre-enrolment meeting for parents/carers of a new student	Detailed information regarding student strengths and areas of need to inform IEP goal development and assist classroom placement	Prior to enrolment. Leadership Team and Student Engagement & Wellbeing Team to review documentation.	Information shared via Compass.
Transition advice from early learning centre or previous school	Detailed information regarding student achievements, strengths and areas of need to inform IEP goal development and classroom placement.	As acquired. Leadership Team and Student Engagement & Wellbeing Team to review documentation.	Information shared via Compass.
English Online Interview	Assessment of English skills for students in first three years of schooling.	Annually in February/March. Used to inform IEP goals.	Information shared via Insight Platform.
Maths Online Interview	Assessment of Maths skills for students in first three years of schooling.	Annually in February/March. Used to inform IEP goals.	Information shared via Insight Platform.
INDIVIDUAL STUDENT (particularly students at risk) assessments and data to set goals and targets for outcomes for all students including students at risk.			
Health and wellbeing assessment	Understand the physical, mental and health skills and needs of each student.	As determined by the therapists or Student Engagement & Wellbeing Team.	Therapists/specialists devise interventions and programs to improve skill, ability and capacity for independence.
Funding assessments	Cognitive assessments are administered externally.	PSD Review processes for the year the student turns 12 to determine eligibility for continued enrolment.	Results inform PSD and IEP development.
Individual Education Plans	Develop realistic and challenging goals to develop and improve skills, knowledge, ability and independence.	Twice a year, finalised prior to the end of Semester 1 & 2.	Information shared via Compass and at SSGs.

Victorian Curriculum Rubric	Victorian Curriculum rubrics are working documents used to track and monitor student progress across the Victorian Curriculum.	Ongoing basis by the teacher; particularly during PLCs.	Support teachers to write targeted, relevant and sequential personal learning goals.
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STUDENT LEARNING OUTCOMES AND ANNUAL IMPLEMENTATION PLANNING

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

Wayi 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, Wayi 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, Wayi School will complete a School Strategic Plan (SSP) as a four-year plan for school improvement. The four-year goals, targets and Key Improvement Strategies (KIS) outlined in the SSP inform the development of further AIPs and outline the incremental steps towards achieving these goals. This process is outline below:

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

New schools annual and strategic planning cycle			
Year 1 of operation	Year 2 of operation	Year 3 of operation	Year 4 of operation
AIP	AIP School Review and development of SSP	AIP informed by SSP	AIP informed by SSP

- vision and values that underpin school culture
- effective strategic resource management
- shared instructional leadership
- high-performing learning culture amongst teaching staff
- whole-school curriculum plan.

To support this, the first AIP establishes broad goals and targets relating to student outcomes of achievement, engagement and wellbeing. These goals and targets consider Wayi 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 refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.

Wayi 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.



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

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

- Leadership
- Teaching and learning
- Support and resources

APPENDIX 1 – CURRICULUM IMPLEMENTATION PLAN

Curriculum Implementation Plan

This document outlines the activities and timelines to ensure that Wayi School implements the Victorian Curriculum, including appropriate assessment activities with a view to the Implementation Plan being discharged in time for the School Review in our second year of operation.

This document should be read in conjunction with the school’s Whole School Curriculum Plan, Curriculum and Student Learning Overview, and the Assessment and Reporting Policy.

The Principal (or their delegate) is responsible for ensuring the completion of this Implementation Plan. The Principal (or delegate) will report regularly through staff meetings on implementation progress.

<i>Planning</i>		
Action	Responsibility	Completion Date
Confirm Whole School Curriculum Plan	Principal	July 2022
Develop Curriculum Framework	Principal	July 2022
Develop Assessment Schedule	Principal	July 2022
Identify leadership members responsible for whole school curriculum and assessment approach, develop meeting schedule for the year.	Principal	October 2022
Identify literacy approach or program	AP – Teaching & Learning	December 2022
Identify numeracy approach or program	AP – Teaching & Learning	December 2022
Develop high level scope and sequence for all curriculum areas and all year levels (or bands of schooling) for first 12 months	AP – Teaching & Learning	December 2022
Identify data/evidence to be used to assess student learning, considering all diagnostic, formative and summative assessments.	AP – Teaching & Learning	December 2022
<i>Induction and Professional Development</i>		
Action	Responsibility	Completion Date
Prepare induction materials for staff on instructional model	Leadership Team	December 2022
Identify Professional Learning Community (PLC) Leads and groupings	Leadership Team	December 2022
Identify a mentor for new graduate teachers (this will include mentoring for curriculum and assessment)	Principal	December 2022
Deliver induction program	Leadership Team	December 2022
Develop the curriculum Professional Development plan for 2023	Leadership Team	December 2022
<i>Curriculum design</i>		
Action	Responsibility	Completion Date

PLC team meeting to identify the specifics of the content for Term 1 (and ongoing for subsequent terms)	PLC Instructional Leaders	March 2023
Specialist Teachers / PLC groups design inquiry learning programs	PLC Instructional Leaders	March 2023
Identify opportunities for excursions, incursion and camps into the annual plan	Leadership Team	February 2023
Establish approach and processes to provide students voice and agency in their learning.	Leadership Team	February 2023
<i>Understanding the students</i>		
Action	Responsibility	Completion Date
Review of student transition statements	Leadership Team	January 2023
Review of student data and achievement from previous schools	Teachers	As provided
Using enrolment information, identify students likely to require additional support and if necessary, liaise with parents prior to commencement.	Leadership Team and Student Engagement & Wellbeing Team	As enrolments are confirmed

Term 1 2023		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's Assessment Schedule	Teachers	As per schedule
Undertake analysis of student data to identify patterns and trends across cohorts and curriculum areas	Leadership Team and SIT	End of term
Identify/confirm specific groups for interventions	Leadership Team and Student Engagement & Wellbeing Team	End of term
Develop Individual Education Plans (IEPs)	Teachers	End of term
Review curriculum plan and assessment schedule to ensure strengths and weaknesses are targeted.	Leadership Team	End of term
End of term assessment of achievement and progress.	Teachers	As per schedule
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	Leadership Team	End of term
Term 2 2023		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's Assessment Schedule	Teachers	As per schedule
End of term assessment of achievement and progress.	Teachers	As per schedule

Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	Leadership Team	End of term
Student reports prepared and released	AP – Teaching & Learning	June 2023
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	AP – Teaching & Learning	June 2023
Term 3 2023		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's Assessment Schedule	Teachers	As per schedule
End of term assessment of achievement and progress.	Teachers	As per schedule
Reflect on curriculum planning, including assessment, and make adjustments as required to meet the needs of students	Leadership Team	End of term
Term 4 2023		
Action	Responsibility	Completion Date
Review Assessment and Reporting Policy	Leadership Team	End of term
Undertake assessments as outlined in the school's Assessment Schedule	Teachers	As per 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.	Leadership Team	End of term
Report Teacher Judgement	AP – Teaching & Learning	December 2023
Document curriculum plan for 2023	AP – Teaching & Learning	December 2023
Student reports prepared and released	AP – Teaching & Learning	December 2023
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	AP – Teaching & Learning	December 2023