

The vision for Ashley Park Primary School is to be *all we can be*, a collaborative school community formed through strong partnerships that contribute to the engagement, wellbeing and achievement of all students.

Ashley Park Primary School will realise this vision through the provision of a comprehensive teaching and learning program that empowers our students to contribute to their world, shape their desired future and develop the understandings, skills, capabilities and dispositions that will enable them to be the best they can be.

Ashley Park Primary School is committed to the safety and wellbeing of all children and young people and to providing a child safe environment where children and young people are safe, feel safe and have their voices heard about decisions that affect their learning, development and wellbeing.

Ashley Park Primary School has zero tolerance for child abuse.

CURRICULUM OVERVIEW

Ashley Park Primary School implements the Victorian Curriculum F-10 which sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The design of the Victorian Curriculum F–10 is set out below:

Learning Areas

- English
- Mathematics
- Science
- Languages
- Health & Physical Education
- The Humanities
- Technologies
- The Arts

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

Following the Framework for Improving Student Outcomes (FISO), Ashley Park Primary School will use the latest research on student learning and global best practice to focus on key areas that are known to have the greatest impact on school improvement. Student learning will be driven by the six evidence-based initiatives to enhance student achievement outcomes, wellbeing and engagement. These initiatives include:

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

To ensure the effectiveness of our school, the four state-wide priorities will underpin our curriculum framework. These are

1. Excellence in Teaching and Learning
2. Professional Leadership
3. Positive Climate for Learning and
4. Community Engagement in Learning

Ashley Park Primary School will:

- recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan
- comply with all DET guidelines about the length of student instruction time required in Victorian schools
- resource programs via a Program Budget process

CURRICULUM PROVISION

Ashley Park Primary School will provide a teaching and learning program that will address the specific needs of students in relation to gender, additional learning needs, disabilities and impairments, giftedness and students from culturally diverse backgrounds and Language Backgrounds Other than English.

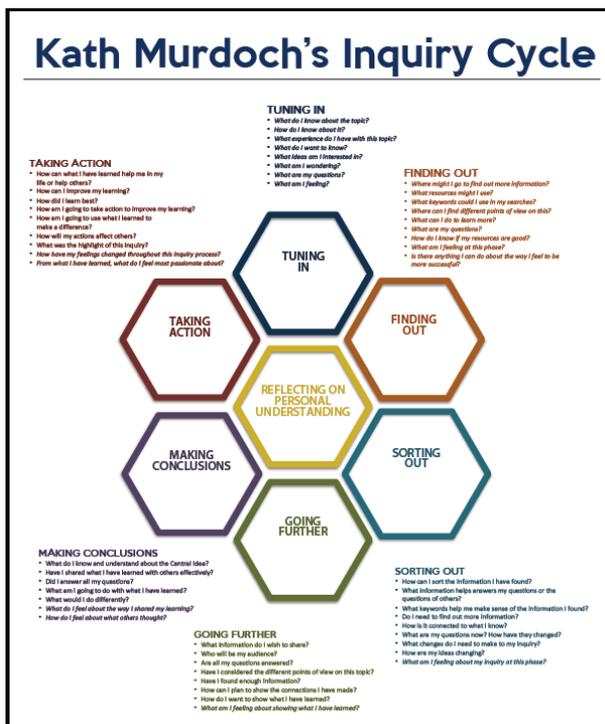
Where practical students will be organised into learning communities based on year levels that correspond to the Victorian Curriculum bands of schooling. The structure and make up of these learning communities will enable the knowledge and skills specific to the relevant band of schooling in the Victorian Curriculum to form the foundation and focus of the teaching and learning program provided. Teachers will work in collaborative, professional learning teams to plan and implement a differentiated teaching and learning program that caters for the individual learning needs of all students who will be operating at various points along the learning continuum. The Victorian Teaching and Learning Model will guide the selection and use of effective teaching practices and inform the decisions about highly effective teaching approaches.

Our teaching and learning program will be structured with a strong emphasis on the development of highly literate, numerate and curious students. Our whole school Victorian Curriculum plan sets out the organisation and allocation of time for each of the learning areas and capabilities and our community timetables ensure implementation on a weekly basis.

English will be undertaken on a daily basis with focussed sessions for reading and writing. These will be implemented with students in like needs groups. Speaking and listening skills will be explicitly developed during both reading and writing sessions and will be practiced and utilised during all other areas of the curriculum and the weekly assembly. In the lower levels of the primary school sessions focussed on the development of speaking and listening skills will be included as need determines.

Mathematics will be undertaken on a daily basis with focussed sessions for the development of skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. Number and Algebra sessions will be implemented with students in like needs groups while Measurement and Geometry and Statistics and Probability strands will be the focus of maths Proficiency sessions. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are fundamental to learning mathematics and working mathematically and will be developed through hands on application of mathematics skills and understandings using real life problem solving contexts with students collaborating in mixed ability groups.

Our **Inquiry Learning** approach underpinned by Kath Murdoch's Inquiry Cycle will be utilised to design learning experiences that focus on and enable the skills and knowledge of the following Victorian Curriculum learning areas and capabilities to be developed.



Victorian Curriculum - Inquiry

Learning areas

- Science
- Health (& Physical Education)
- The Humanities
- Technologies

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Our inquiry learning approach will capitalise on the inherent inquisitiveness and curiosity of learners. The Victorian Pedagogical Model will guide the design process we use where student voice and agency are captured and utilised to develop the architecture for the learning to come. The design process informs planning and ensures the needs and interest of our students are met. In our whole school Victorian Curriculum plan, only the seed linked to the learning areas and capabilities for each inquiry is stipulated. This seed provides the starting point and curriculum base for the inquiry to sprout and then grow guided by the interests and needs of the students along with the expertise and knowledge and understanding of the teachers throughout its duration.

English and mathematics skills and understandings will, where possible, be linked to each term's inquiry assisting children and teachers to make connections between and across the learning areas. The capabilities will be incorporated in all learning areas while specific capabilities will be a contributing focus of the inquiry seed and a key consideration as the inquiry grows enabling the explicit development of the capability. Our Inquiry, writing and capabilities overview provides greater detail of our guaranteed and viable curriculum.

Our **specialist program** includes focussed instruction in the following learning areas and capabilities.

Learning areas

- Languages
- (Health &) Physical Education
- Technologies
- The Arts

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Weekly sporting opportunities will be provided to students Year 4 - 6 through their participation in an interschool sporting program. Appropriately aged children will also have the opportunity to participate at the interschool, district, regional and state level in teams or as an individual. We will provide a camping program to enable children to develop skills and understandings in the area of outdoor education and to build their wellbeing and their social, emotional and positive relationships skills.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes, adhering to DET's School Policy & Advisory Guide 'Using Digital Technologies to Support Learning and Teaching' and the school's Digital technologies (Internet, social media and digital devices) policy.

Wellbeing

Ashley Park Primary School will embed student wellbeing in all learning experiences by aligning student wellbeing, engagement and curriculum policies and creating an educational environment and teaching and learning program that is inclusive and meaningful to all students. This will see two weekly wellbeing sessions included in the community timetables so that the school values and behavioural expectations can also be explicitly taught and social and emotional wellbeing can be fostered along with the development of positive relationships. The personal and social capability curriculum will underpin the learning in this area.

The school will implement a weekly wellbeing session that has a focus that is common across the whole school. It will draw on the Resilience, Rights and Respectful Relationships learning materials to ensure that students develop the necessary social, emotional and positive relationship skills that empower them and keep them safe. This session will also provide opportunity for cross age and buddy programs to foster positive relationships and build a sense of community, contributing to the wellbeing and engagement of individuals and that of the school as a whole.

The Resilience Project, Berry Street Education Model, We Thinkers - Social Explorers, Zones of Regulation and approaches from School Wide Positive Behaviours will also be drawn upon to provide further whole school focuses or focuses that are common to the different learning communities.

The weekly community focussed wellbeing session will consider the personal and social issues of students in that community and a flexible, relevant, inclusive and appropriate curriculum will be provided in response to these.

ASSESSMENT AND IMPROVING STUDENT LEARNING

Ashley Park Primary School has developed an assessment schedule that outlines the tasks, performances of understanding and assessment tools that will be utilised by teachers to gather information about and evaluate student performance. These include

- Pre and post tests for teaching and learning cycles that will be used to shape learning programs and organise groupings for instruction.
- Provocation and prior learning tasks to activate student voice and prior knowledge and inform inquiry design
- A variety of tools used by teachers for observing, recording and analysing a student's abilities in order to plan the next steps. These include NAPLAN, DET interviews and other standardized and diagnostic tests, as well as observational surveys.

Teachers will review the data collected from these assessments and then together, determine the allocation of a teacher to each group of students to ensure that the needs of the children in that group can be best met by the allocated teacher's expertise and skill.

Each learning community team will utilise the whole school Victorian curriculum plan and collaborate to plan and document the teaching and learning program at both the band of schooling and curriculum area level using google apps for education as their collaborative tool. Teachers will be responsible for the documentation of the program they plan and provide for the group of students whose learning they have direct responsibility for, while the responsibility for improving the learning of the cohort will be the collective responsibility of the team and will occur weekly through our PLT meetings and within our PLC schedule and teaching and learning cycles.

Data interrogation and student learning gain will form the basis of our PLC schedule that will involve teachers from the same learning community reviewing instructional groupings and developing learning intentions for the cohort of learners. Both the Principal and Assistant Principal will work as instructional leaders as part of our PLTs and the PLC schedule. Each week there will be a different learning area that will be the focus of the teaching and learning cycle ensuring that across each term the learning program, teaching practice and resulting achievement is reviewed at least twice, creating learning cycles of approximately 5 weeks in the following areas; reading, writing, spelling, mathematics, inquiry and specialised learning. These areas are indicated in community timetables, demonstrating our whole school approach to implementing our Victorian curriculum plan.

Evidence of student growth, progress, and achievement will be reviewed and utilised to evaluate effective teaching practice and determine the continuing learning needs that will become the focus for the next five week learning cycle in that area. Based on this evidence and evidence students gather themselves students will review and reflect upon their individual goals and set new ones that will drive their focus for the next learning cycle in that area.

The following key questions will guide PLTs during their teaching and learning cycles

1. What do we want each student to learn?
2. How will we know when each student has learnt it?
3. How will we respond when a student experiences difficulty in learning?
4. How will we respond when a student already knows it?

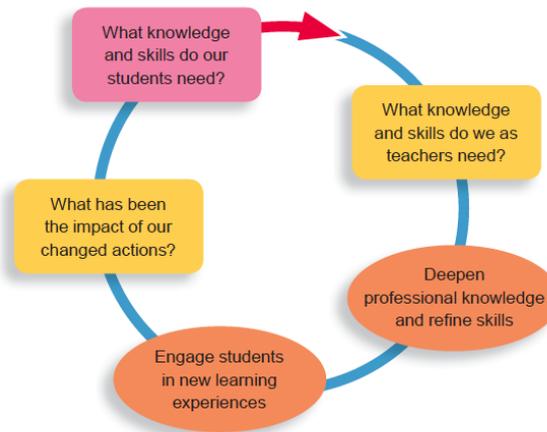
As teachers identify the learning needs of their cohort they will also identify their own learning needs and that of others in their team. This will provide the focus for their own professional learning and ensure that teachers build their own professional knowledge, skills and practice to improve student learning outcomes. This learning will be directly transferable to teaching practice and its effect measured through student learning gain at the conclusion of each learning cycle. Teacher capacity to utilise The Timperley Inquiry Improvement Model will be developed to enable them to improve their practice to meet the student learning needs they identify as part of the PLC schedule.

The Timperley model is grounded in the ability to identify fit for purpose data, to analyse the data and make correlations between student and teacher evidence that informs and measures the impact of professional learning. The cycle consists of five dimensions, which will help to breakdown the perennial teacher question: "Based on the needs of my students what do I need to know and do differently in my teaching practice to progress the learning of my students?"

Five Dimensions within the cycle:

1. What do my students need to be able to know, understand and be able to do?
2. What do I need to know and be able to do in response to my students' needs?
3. How do I go about deepening my knowledge and refining my skills?
4. What happens in the classroom when I apply my learning?
5. What impact did my learning have on my practice and on my students' learning?

Figure 1: Teacher inquiry and knowledge-building cycle to promote valued student outcomes



(Timperley et al., 2008)

The weekly PLTs and PLC schedule will enable teachers to reflect on their own learning and their teaching effectiveness using the student data evidence that is central to our data and cohort planning meetings.

TEACHING AND LEARNING EVALUATION AND REVIEW

Through the Performance and Development cycle, teachers will reflect and review their teaching practice, based on cohort results. These results will also enable the review of their Timperley inquiry cycle and mid and end of year cycle discussions will focus on this professional learning and its resulting increased capacity to improve student outcomes. Teachers will have the opportunity to revise, set and amend goals as appropriate throughout the process, based on the needs of their target groups and the cohort. All teaching staff will use the AITSL standards to assist in understanding and guiding teacher practice.

Through the use of professional practice days and weekly APT teachers will undertake peer observations each term focussed on their area of inquiry determined through the use of the Timperley Model Cycle of Inquiry. They will have the opportunity to give and receive feedback on their own teaching practice and that of others. This feedback will be utilised during discussions at both mid and end of year as part of the performance and development cycle.

Their performance and development goals will align with whole school priorities, goals and targets that will connect student performance with teacher inquiries. Reflections and discussions will in turn guide professional learning opportunities for both individuals, teams and the whole school throughout the year and will contribute to the improvement of teaching practice across the school.

The School Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The Annual Implementation Plan will outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12-month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.

The Principal and Assistant Principal will form the Leadership Team in the initial stages of the school. They will play a key role in the PLTs providing instructional leadership and coaching to ensure scope and sequence and curriculum coverage is developed and monitored across the school for all learning areas and capabilities of the Victorian Curriculum. The effect of this work and the teaching and learning programs will be monitored by the School Improvement Team on a regular basis, using student performance data to measure our impact on student learning outcomes.

The School Improvement Team will include the whole staff in the initial stages of the school and then grow to include learning specialists and PLT leaders. It will continuously monitor student outcomes and will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

Whole school data sets - NAPLAN, Victorian Curriculum teacher judgements, Student Attitudes to School and Staff Opinion and Parent Opinion Survey results will be reviewed and inform the development of the Annual Implementation Plan and measure the impact of the School Strategic Plan.

Data will also be used to determine student support options including for those at risk of not realising their potential, developing an Individual Education Plan, provision of extra support and/or referral for further assessments.

The Leadership team will ensure that data is reviewed as described above, the structure and workforce evaluated and the professional learning program that is based on identified student needs is designed and planned to ensure the capacity of our teachers is continually increased and improved. Collective efficacy will be paramount and the promotion of professional collaboration in the context of participation in school improvement and professional learning teams will support the implementation of key initiatives.

REPORTING ACHIEVEMENT

To students: Feedback will be given about current learning and areas for future learning in a timely ongoing manner for all areas of learning and development. Students will be provided the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new ones to drive future learning as part of each teaching and learning cycle.

To staff: Both informal and formal data will be used to inform planning and teaching on both a short and longer-term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

To parents: At the beginning of each year communities will hold a Community information session for parents/carers. Each family will be provided a data pack that provides information gathered through various assessments showing starting points for each child. The information session aims to develop the data literacy of parents/carers so they are informed and better placed to support their child's learning at home.

Throughout the semester parents will be kept informed of their student's achievement progress and areas for future learning through the sharing of work samples and assessment task via Learning tasks that will be posted on the school's third party software Compass. This in time communication will align with the learning cycles and will foster Community Engagement in Learning.

Each semester parents will be provided with a written summary report that includes teacher judgements against the Victorian Curriculum Standards in the learning areas and capabilities that have been part of the teaching and learning program for that semester. Teachers will also provide information about the student's engagement and wellbeing so parents are fully informed in relation to the learning and development of the whole child.

At the beginning of the second semester Student Learning Conferences will be held which see parents/carers, teachers and students come together to celebrate achievement and growth from Semester one and set goals and supports for Semester two.

Opportunities for parents/carers to meet informally with teachers will occur after school on a daily basis with all teaching staff present in the learning spaces/learning street between 3.30 and 3.40pm. To ensure that a strong relationship is developed and effective communication is built and maintained all parent/carers will have a teacher contact for their child known as their community teacher. Parents will be able to contact their child's community teacher through Compass at any time and can request more formal meetings or discussions about achievement and progress throughout the year.

To community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority.