

A Whole-School Guide to Curriculum Planning



Education
and Training

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The Department of Education and Training acknowledges and pays respect to Elders and all Victorian Aboriginal communities. We honour and respect Traditional Owners, past and present, and value the rich culture and history of the First Peoples of this land. Throughout this document the term Koorie is used to refer to both Aboriginal and Torres Strait Islander people. Use of the terms Aboriginal, Aboriginal and Torres Strait Islander and Indigenous are retained in the names of programs and initiatives and unless noted otherwise are inclusive of all Aboriginal and Torres Strait Islander peoples.

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Curriculum planning is essential to student learning growth

Effective teaching is the single biggest determinant of student improvement in schools.

The Framework for Improving Student Outcomes (FISO) uses contemporary research to help schools focus their efforts on key areas that are known to have the greatest impact on improved student outcomes. FISO identifies that effective teaching is the single biggest determinant of student improvement in schools. Effective teaching and learning takes place in schools where teachers:

- have a deep knowledge of the curriculum
- are prepared with strong content knowledge in key learning areas
- have the skills to utilise high-impact pedagogical strategies, suited to the curriculum content, to improve student learning.

Leading research has reinforced the powerful and positive impact of high-quality curriculum on student learning.

The **Victorian Curriculum F-10** sets out what every student should have the opportunity to learn during their first eleven years of schooling. Incorporating the Australian Curriculum, it reflects Victorian standards and priorities and is the curriculum for all Victorian government schools.

Students and their needs are at the centre of curriculum planning. Schools design, plan and implement the curriculum to equip their students with the knowledge, skills and attributes they need to complete their schooling and to make a successful transition to work, training or further education.

The Education and Training Reform Regulations 2017 require all registered schools to have a curriculum framework in place:

- a. for the organisation and implementation of the school's curriculum and teaching practices
- b. to ensure that, taken as a whole, eight key learning areas are substantially addressed
- c. to provide for the review of the curriculum and teaching practices.

This Guide has been developed to support schools to adopt an effective whole-school approach to curriculum planning.

While the Guide focuses on the Victorian Curriculum F-10 (which includes Levels A-D), schools can also use the Guide to support planning of the senior secondary curriculum, or the Victorian Early Years Learning and Development Framework.

“Great teachers don’t rely just on textbooks or materials as is, but can adapt curriculum for the needs of the students and based on their knowledge of the subject.”

(Marzano et al., 2005)



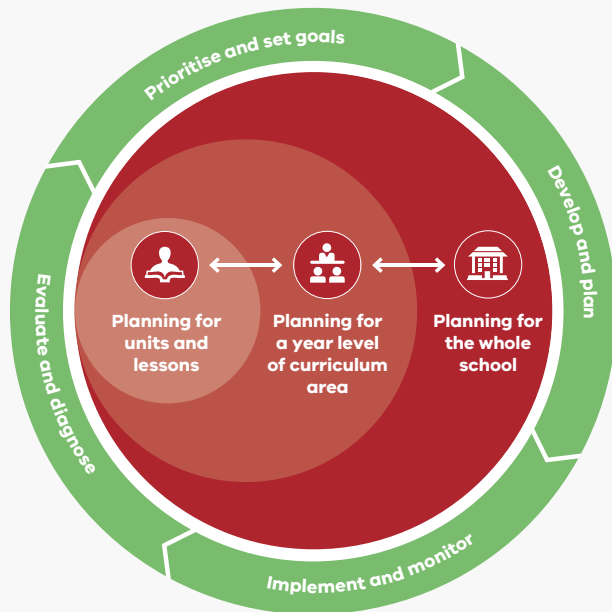
How this guide can help you

The purpose of the Whole-School Guide to Curriculum Planning is to provide practical support for teachers, instructional leaders and school leaders to plan and implement the curriculum at every layer of the school.

Using the FISO Improvement Cycle, the Guide presents a series of guiding questions and key actions to support planning for the whole school, for a curriculum area or year level, and for units and lessons.

The purpose of the Guide is not to present an exhaustive list of actions for schools, nor to provide a checklist for curriculum coverage. Rather, guiding questions invite reflection and self-assessment, to encourage teachers, instructional leaders and school leaders to build collective efficacy and plan for the implementation of the curriculum throughout the school to improve learning for all students.

Curriculum planning at every layer of the school



The Guide also provides links to an extensive range of resources, case studies and templates that teachers, instructional leaders and school leaders can draw upon when they are doing this work.

Responsibility for the different layers of curriculum planning will vary across schools. Part of the role of school leaders is to establish the systems and processes for effective planning throughout the school. For example, in some schools:



whole-school curriculum planning may be led by School Improvement Teams



planning for curriculum areas or year levels may be undertaken by teams of teachers including an instructional leader, working in professional learning communities.



planning for units and lessons may also be undertaken in teams, or by individual teachers.

Many schools will already have in place many features of effective whole-school curriculum planning. The FISO Improvement Cycle emphasises that the planning and implementation of the curriculum is an ongoing process, subject to monitoring, evaluation and adaption. Schools can use the Guide to identify and implement strategies to build teachers' knowledge and capability, and to ensure that the school's teaching and learning program continues to meet the evolving learning needs of all students, including English as an Additional Language learners, students with learning difficulties, Koorie students and high-ability students.

Every school is unique and schools are invited to tailor the application of the Guide depending on the context of their schools, students and communities.

Framework for Improving Student Outcomes

FISO Improvement Model



To improve student outcomes, the **FISO Essential Elements for School Improvement** need to be present.

The Essential Elements underpin FISO and are present across all Priority Areas. This Guide directly supports schools to implement FISO Essential Element 1:

Documented curriculum plan, assessment and shared pedagogical approaches.

The school's documented curriculum plan is informed by strategic and annual implementation planning. It is regularly reviewed and updated by teams of teachers. The school allocates time and resources for teachers to share pedagogical content knowledge about the curriculum, the implementation and monitoring of effective learning programs, and the planning of content-specific instruction. The assessment plan includes formative and summative assessment.

Curriculum planning and assessment is also one of the six high-impact improvement initiatives in the **FISO Improvement Model**. These initiatives have been prioritised because they have the highest impact on improving student outcomes.

The FISO **Continua of Practice** describe a range of practices across proficiency levels (Emerging, Evolving, Embedding and Excelling), including for Curriculum planning and assessment. School leaders and teachers can use the Continua to self-evaluate their current practice, locate their performance on an improvement-focused continuum, and understand what improved practice looks like.

“What you teach is as important as how you teach it, and the better your teaching craft, the greater the benefits resulting from a choice of rigorous content.”

(Lemov 2015)

Victorian Teaching and Learning Model

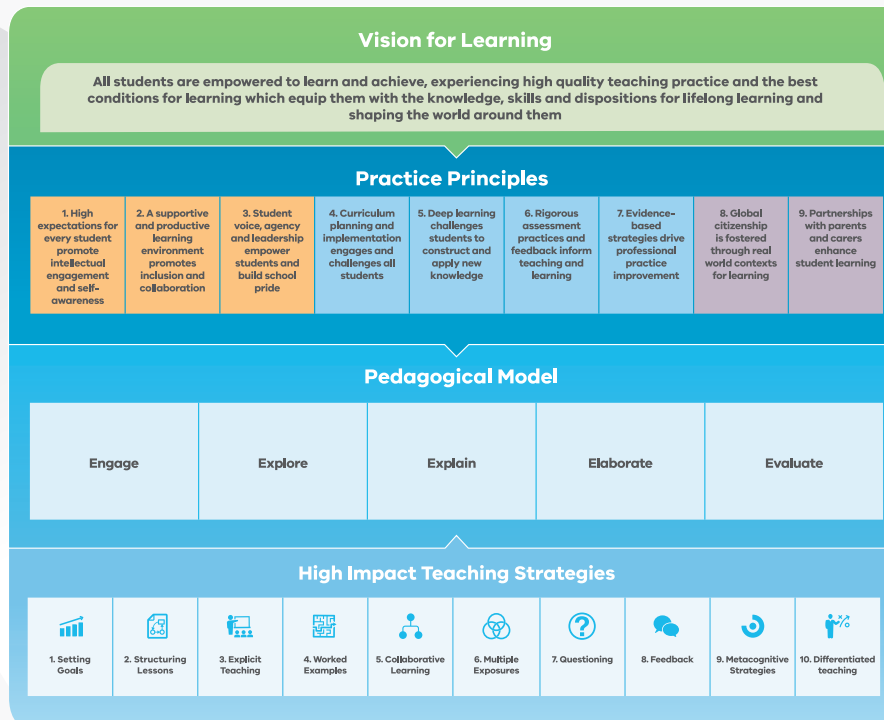
Curriculum planning is also a feature of the Victorian Teaching and Learning Model, which includes the Practice Principles for Excellence in Teaching and Learning.

The Practice Principles are signature pedagogies which 'make the difference', and research has explicitly linked them to improved student achievement and motivation. The fourth Practice Principle is 'Curriculum planning and assessment engages and challenges all students'.

When learning plans integrate the Victorian Curriculum, instructional practices and assessment strategies into coherent, sequential and contextually relevant programs, they can address the learning needs of all students.



Victorian Teaching and Learning Model



Victorian Curriculum F-10: An overview

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling.

The curriculum provides a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, assess and report on the learning achievement of every student. The Victorian Curriculum F-10 now includes the new **English as an Additional Language** curriculum.

The Victorian Curriculum F–10 includes knowledge and skills, which are organised under eight **learning areas** and four **capabilities**. The capabilities are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas.

Each learning area and capability includes:

- **an introduction** – setting out the rationale and aims; structure; scope and sequence; glossary; and learning in that curriculum area.
- **content descriptions** – which identify what teachers are expected to teach and what students are expected to learn.
- **achievement standards** – which describe what students are typically able to understand and do, and are the basis for assessment and reporting of student achievement and progress.
- **level/band descriptions** – an overview of the content descriptions and achievement standard within a given level or band.

The Victorian Curriculum F–10 includes opportunities for students to learn about the **cross-curriculum priorities** of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Sustainability. These are embedded in the relevant curriculum areas of the Victorian Curriculum F–10, with summaries of curriculum content available on the Victorian Curriculum website’s **Overview** page.

All Victorian government schools must provide students with access to the content set out in the Victorian Curriculum F–10, and report against the achievement standards. Schools have considerable flexibility to design a teaching and learning program that develops areas of specialisation and innovation in ways that reflect and use local resources, expertise and contexts, while also providing the content set out in the Victorian Curriculum F–10 and enabling the reporting of progress against the achievement standards.

Further information is available at the **Victorian Curriculum F-10 website**. The VCAA also publishes a range of **advice and resources** for implementing the curriculum.

Learning areas



The Arts
(including Dance, Drama, Media Arts, Music, Visual Arts, and Visual Communication Design)



English
(including English as an Additional Language)



Health and Physical Education



The Humanities
(including Civics and Citizenship, Economics and Business, Geography and History)



Languages



Mathematics



Science



Technologies
(including Design and Technologies and Digital Technologies)

Capabilities



Critical and Creative Thinking



Ethical



Intercultural



Personal and Social





Why a whole-school approach?

A whole-school approach to curriculum planning ensures that all staff have a shared vision, common language and a shared understanding of the school's processes for curriculum planning, monitoring, evaluation and review.

A whole-school approach enables schools to plan a teaching and learning program that is sequential across year levels and integrated across curriculum areas. This planning is crucial to ensuring that learning progress is maximised for every student.

The role of school leadership is essential in guiding and supporting effective whole-school curriculum practices. Leaders ensure common models of learning and teaching underpin all classroom practice, and that curriculum, pedagogy, assessment and reporting are aligned.

Whole-school curriculum planning is most effective when systems and processes are in place to enable all staff to contribute to the planning and implementation of the school's teaching and learning program, and to access key planning documents. These systems, processes, shared understandings and common language enable teachers and school leaders to participate in the professional discussions that are required to develop a sense of collective efficacy in curriculum planning.

Layers of curriculum planning	Key considerations
 <p>The whole school</p>	<ul style="list-style-type: none"> • Enables planning of the teaching and learning program for all year levels or bands and across curriculum areas, including the learning areas and capabilities. • Essential to ensuring that all students receive the benefit of a guaranteed and viable curriculum. • Establishes the foundations for the other layers of curriculum planning.
 <p>Curriculum areas</p>	<ul style="list-style-type: none"> • Enables planning of a sequential and cumulative progression of student learning across the years of schooling. • Encourages teachers to plan and document the big ideas that a curriculum area will contribute to a student's overall education over the course of their schooling. • Minimises the risk of repetition or serious gaps occurring when the units or sequences of lessons are developed.
 <p>Year levels</p>	<ul style="list-style-type: none"> • Enables sequencing of student learning and assessment for a cohort of students. • Supports teachers to make connections between topics and units in different curriculum areas, including the capabilities. This can highlight opportunities for integrated or interdisciplinary learning, or to make links with co-curricular activities. • Identifies potential areas of duplication or overlap in the teaching and learning program, which should be removed.
 <p>Units and lessons</p>	<ul style="list-style-type: none"> • Involves the development of rich and engaging teaching and learning activities and associated assessment tasks that address content descriptions and achievement standards from the curriculum. • Supports delivery of differentiated and scaffolded learning activities to address the needs of all students. • Reflects the context of the whole-school curriculum plan, and decisions made at the curriculum area and year level layers.

Evaluate and diagnose

1 | Assess student learning needs

IMPROVEMENT CYCLE



Planning for the whole school



Planning for a curriculum area or year level



Planning for units and lessons

	Planning for the whole school	Planning for a curriculum area or year level	Planning for units and lessons
Guiding questions	<ul style="list-style-type: none"> Who are our students? What do we know about them? What are the skills, knowledge, attitudes, understandings and behaviours that we want our students to develop – as articulated in the Victorian Curriculum? What are the aspirations of our students and their families? What are the current learning outcomes for our students? What are the patterns and trends? 	<ul style="list-style-type: none"> What are the skills, knowledge, attitudes and understandings that we would like our students to attain? What are the current learning outcomes for our students? Are some students progressing well while others are not? How effectively are students progressing across different aspects of the Victorian Curriculum? How well are students progressing at different year levels and cohorts? 	<ul style="list-style-type: none"> What do our students know and understand? What can they do? What are their skills and capabilities? What are our students' learning dispositions? What are their interests, passions and wonderings? What content from the Victorian Curriculum is important for our students to learn next? How will we know? Do we have all the data we need to inform our planning and teaching? What is our evidence for this?
Key actions	<ul style="list-style-type: none"> Determine which data, evidence and artefacts will inform your work (e.g. NAPLAN, Student Attitudes to School, Panorama, English and Maths Online, student work samples and moderation samples). Undertake a comprehensive analysis of student achievement data to identify patterns and trends across cohorts and curriculum areas. Review progress against School Strategic Plan (SSP) targets, and Annual Implementation Plan (AIP) 12-month targets. 	<ul style="list-style-type: none"> Identify the data you will use to assess student learning, considering all diagnostic, formative and summative assessments (e.g. NAPLAN Relative Growth and Item Analysis). Analyse current learning of students in your cohort, including the distribution of achievement levels and learning growth, to inform areas of focus for your teaching and learning program. Consider students' backgrounds, interests and needs in relation to their learning progress. 	<ul style="list-style-type: none"> Determine which student-level data you will use to inform planning and practice. Use student-level data to evaluate student growth and identify learning needs for individuals and selected cohorts. Establish students' prior knowledge and interests (e.g. through pre-assessments and student focus groups).
Resources	<ul style="list-style-type: none"> School performance information Student mapping tool Attitudes to school survey 	<ul style="list-style-type: none"> Formative assessment resources (VCAA) Assess the capabilities and skills of your students How to create a Guttman chart and find zones of personal development (FUSE) Video: Using data to improve learning programs (AITSL) 	<ul style="list-style-type: none"> Insight Assessment Platform (VCAA) Teacher Tip: How to use formative assessment effectively Videos: Curriculum planning in schools Case study: Using moderation to identify and support student learning needs – Hume Central Secondary College

IMPROVEMENT CYCLE



Evaluate and diagnose

2 | Evaluate your current teaching and learning program



Planning for the whole school



Planning for a curriculum area or year level



Planning for units and lessons

	Planning for the whole school	Planning for a curriculum area or year level	Planning for units and lessons
Guiding questions	<ul style="list-style-type: none"> Reflecting on our aspirations for our students and their current outcomes, which parts of our teaching and learning program will we prioritise to improve? How effectively is our teaching and learning program meeting the needs of all of our learners? How well is our current teaching and learning program aligned to the Victorian Curriculum (F-10)? Are there gaps or areas of duplication? What are students saying about their learning? 	<ul style="list-style-type: none"> How effectively are we meeting the learning needs of all of our students? What are the implications for our teaching and learning program? How effectively do our current teaching and learning plans and assessments align to the Victorian Curriculum (F-10)? How well are we using formative and summative assessments to inform our teaching practice? How effectively are we collaborating to reflect purposefully on our classroom practice? 	<ul style="list-style-type: none"> What aspects of the unit or lesson worked well? What could be improved? How effectively did we meet the learning needs of all students? How effectively did our formative and summative assessment tools enable students to demonstrate growth? How did we use assessment data to inform our teaching practice? How effectively do our assessments support all students to demonstrate learning in a variety of ways?
Key actions	<ul style="list-style-type: none"> Complete a rigorous self-evaluation against the FISO Continua of Practice, including for Curriculum Planning and Assessment. Identify areas of the curriculum requiring further development to support learning growth for all students. Engage staff, students and the school community in the evaluation of curriculum planning and implementation (e.g. through Learning Walks), as part of your end-of-year assessment of your AIP. 	<ul style="list-style-type: none"> Reflect on the effectiveness of teaching and learning in your curriculum area or year level (e.g. considering Attitudes to School Survey data). Identify any potential common misconceptions that may be inhibiting learning growth. Ensure formative and summative assessment tools, assessment schedules and information are effective, available and clearly articulated. 	<ul style="list-style-type: none"> Assess the effectiveness of the previous unit or lesson. Actively seek student feedback about your teaching practice. Ensure there are differentiated opportunities for students to demonstrate skills, knowledge and understandings.
Resources	<ul style="list-style-type: none"> Student voice practice guide (Amplify) FISO continua of practice 	<ul style="list-style-type: none"> Video: Analysing data to improve student learning (AITSL) Teacher Tip: Using data walls to turn data into instruction Video case study: Assessing and reporting in Physical Education using digital technologies – Leopold Primary School (FUSE) 	<ul style="list-style-type: none"> Teacher self-assessment tool (AITSL) Video case study: Formative assessment in the classroom – Amaroo Park Primary School, ACT (AITSL) Teacher tip: How to use formative assessment effectively

IMPROVEMENT CYCLE



Prioritise and set goals

1 | Set goals for student learning growth



Planning for the whole school



Planning for a curriculum area or year level



Planning for units and lessons

Guiding questions

- What are the learning priorities in our school and why?
- How do the aspirations of our learners align with our goals for student learning, as articulated in our SSP?
- Does the school vision, values and context statement articulated in our SSP need to be updated?

- What are some areas of strength, and areas of development for our students?
- Are there areas of growth that we need to prioritise for our students?
- How will we know we have been successful in the short, medium and longer term?
- What opportunities are there to provide student voice and agency in setting goals for learning?

- How will we support students in our classrooms to achieve individualised learning goals?
- How will we support students to identify their strengths and areas for improvement?
- How will we collaborate with students to identify appropriate goals to progress their learning?

Key actions

- Collaboratively review the goals, targets and Key Improvement Strategies (KIS) for student learning growth in the SSP, and identify priorities for focus in the AIP.
- Implement processes to communicate the SSP and AIP to staff, students and the school community.

- Identify specific learning goals for your cohort of students, consistent with the school's goals and targets.
- Establish processes to provide students voice and agency in their learning.

- Communicate high expectations of learning, effort and engagement for all students.
- Work with students to co-design challenging learning goals that are both differentiated and aligned to the curriculum.

Resources

- [Strategic Planning Online Tool](#)
- [Framework for Improving Student Outcomes](#)
- [Leading literacy and numeracy improvement](#)

- [Student voice practice guide \(Amplify\)](#)
- [Video: ABLES assessment and curriculum \(FUSE\)](#)

- [Teaching practice: Individual learning goals and targets](#)
- [HITS – Setting goals and learning from them](#)

IMPROVEMENT CYCLE



Prioritise and set goals

2 | Prioritise actions that will have the largest impact on student learning



Planning for the whole school



Planning for a curriculum area or year level



Planning for units and lessons

	Planning for the whole school	Planning for a curriculum area or year level	Planning for units and lessons
Guiding questions	<ul style="list-style-type: none"> Which strategies, actions and activities will most effectively support student learning? How effectively does our school's curriculum plan reflect the school's priorities for improvement? Have we fully integrated learning areas and capabilities, pedagogy and assessment into a coherent, sequential and developmental program of learning? What areas of teacher professional learning should we prioritise to enable more effective teaching and learning? 	<ul style="list-style-type: none"> What are the priority actions for our team to meet the needs of our students? How can we utilise our collective expertise, time and resources to meet our goals and targets? Are there other initiatives taking place in the school that may support our implementation of the curriculum? 	<ul style="list-style-type: none"> What teaching strategies will we use to meet the individual learning needs of each of our students? How will we use formative and summative assessment to monitor and support students to achieve their learning goals? How will we support students to reflect on and monitor their progress towards their learning goals? Are there areas of our own knowledge that we need to deepen in order to create a more effective teaching and learning program?
Key actions	<ul style="list-style-type: none"> Draw on your self-evaluation against the FISO Continua of Practice to develop actions and activities in your AIP that relate explicitly to curriculum planning and assessment. Align Performance and Development Plans with school priorities and actions identified in your AIP. Identify priorities for teacher professional learning to support school goals for student learning growth. 	<ul style="list-style-type: none"> Develop action plans for your team, aligned with the AIP, that identify key steps and milestones to achieve the learning goals for your cohort. Prioritise the actions that are most urgent and will have the greatest impact on student learning. 	<ul style="list-style-type: none"> Understand the school's prioritised improvement strategies and the implications for your practice. Identify professional learning goals that will support you to improve your practice.
Resources	<ul style="list-style-type: none"> School staff performance and development: information for schools (DET intranet) 	<ul style="list-style-type: none"> Professional learning communities Professional learning communities guide Video: How do PLCs use data in the inquiry cycle? (FUUSE) In Our Classrooms: Data today is instruction tomorrow 	<ul style="list-style-type: none"> Video: Teachers, benefits of the PDP Case study: Data walls in action – Carlton Gardens Primary School Teacher tip: Using data walls to turn data into instruction

IMPROVEMENT CYCLE



Develop and plan

1 | Undertake curriculum planning across the school



Planning for the whole school



Planning for a curriculum area or year level



Planning for units and lessons

	Planning for the whole school	Planning for a curriculum area or year level	Planning for units and lessons
Guiding questions	<ul style="list-style-type: none"> • What principles and pedagogy guide our curriculum design work (e.g. Inquiry, backwards design)? Which big ideas, questions and concepts are driving the learning across our whole school curriculum? • Do we have a consistent shared understanding of key terms and concepts from the Victorian Curriculum? • How effectively is our planning across curriculum areas ensuring that each student has access to a coherent, guaranteed and viable curriculum? Is our planning across year levels supporting the continuity of student learning? • To what extent have we built the commitment, skills and capability of staff, to lead curriculum planning that reflects our school priorities? • How are we sharing exemplars of planning and practice across the school and system (e.g. FISO Groups, Communities of Practice)? 	<ul style="list-style-type: none"> • How effectively are we collaborating to design curriculum plans that provide coherence across all curriculum areas, and continuity across all stages of learning? • How will we address the capabilities across the learning areas and year levels? • How effectively are we designing and implementing learning programs that are developmentally scaffolded to meet students' needs? • What diagnostic, formative and summative tools will be used to assess knowledge, skills and understandings? How will these assessments inform planning? • What pedagogical approaches will most effectively suit our learning context? • How are we planning for students to have voice and agency in their learning? 	<ul style="list-style-type: none"> • What worthy questions, big ideas, and concepts can students actively engage with? • Have the students' backgrounds, interests and needs been considered when creating authentic and meaningful learning opportunities? • How will you enable students to have authentic agency in their own learning? • Which High Impact Teaching Strategies (HITS) will be most effective to meet the needs of our learners? • How will we assess depth of understanding over time, using multiple forms of evidence? • What do we need to be mindful of when teaching this learning sequence, unit or lesson?
Key actions	<ul style="list-style-type: none"> • Provide teachers with time to work collaboratively to develop curriculum plans. • Ensure all staff understand the structure and content of the Victorian Curriculum, including the Rationale for each curriculum area. 	<ul style="list-style-type: none"> • Establish shared norms and processes for curriculum planning and development. • Map the scope and sequence of teaching and learning in each curriculum area to ensure consistency with the Victorian Curriculum and the school's goals and priorities. 	<ul style="list-style-type: none"> • Plan teaching and learning sequences, unit plans and/or lesson plans that are differentiated and scaffolded to address the needs of all students. • Design learning programs to build deep levels of thinking, utilising the Victorian Teaching and Learning Model.
Resources	<ul style="list-style-type: none"> • Curriculum planning hints and tips (VCAA) • Middle Years Literacy and Numeracy Support initiative: Getting started (DET intranet) 	<ul style="list-style-type: none"> • Numeracy portal • Literacy portal 	<ul style="list-style-type: none"> • Victorian teaching and learning model • New Student Excellence Program: Supporting high-ability students to excel

Develop and plan

2 | Document your curriculum plans

IMPROVEMENT CYCLE



Planning for the whole school



Planning for a curriculum area or year level



Planning for units and lessons

	Planning for the whole school	Planning for a curriculum area or year level	Planning for units and lessons
Guiding questions	<ul style="list-style-type: none"> How effectively does our whole-school curriculum plan document the teaching and learning program for all year levels or bands and curriculum areas, including the capabilities? Are our curriculum plans sufficiently detailed to ensure consistent delivery across curriculum areas, year levels and individual classrooms? 	<ul style="list-style-type: none"> What planning documents or templates will we use to convey our curriculum plans (e.g. scope and sequence charts, curriculum maps, assessment schedules)? Do our planning documents outline the continuum of student learning, overarching concepts and ideas, curriculum content and assessments? How will curriculum planning documents be made available to all staff to use? What changes might be made to improve the effectiveness of our current planning documents or templates? 	<p>How effectively do our planning documents:</p> <ul style="list-style-type: none"> specify the content descriptions addressed in each unit/sequence of lessons? identify the resources and activities used to develop knowledge and skills? provide experiences that offer deep, authentic learning experiences for students? provide for a range of student abilities? specify the assessments used to monitor and progress student learning, linked to the achievement standards?
Key actions	<ul style="list-style-type: none"> Establish school-wide expectations, systems and processes to ensure that curriculum plans are documented consistently and coherently. Document your whole-school curriculum plan. 	<ul style="list-style-type: none"> Document the scope and sequence of teaching and learning in your curriculum area or year level. Ensure your planning documents align with the whole-school curriculum plan. 	<ul style="list-style-type: none"> Develop learning sequences, unit plans and/or lesson plans that show a clear relationship between the learning goals, learning activities, assessment strategies and the Victorian Curriculum. Ensure your plans align with the whole-school curriculum plan, including expectations of content, time allocation, differentiation, student voice and agency.
Resources	<ul style="list-style-type: none"> Curriculum planning self-assessment tool (VCAA) Curriculum planning resource (VCAA) FISO case studies: curriculum planning and assessment (FUSE) Establishing a shared vision 	<ul style="list-style-type: none"> Curriculum planning by year level (VCAA) Curriculum planning by curriculum area (VCAA) Case study: Westgarth Primary School's assessment overhaul Video: Precision assessment – Westgarth Primary School (FUSE) 	<ul style="list-style-type: none"> Curriculum planning by unit/lessons (VCAA) Support students with additional learning needs: Individual education plan In Our Classrooms: Differentiation to improve teaching and learning

IMPROVEMENT CYCLE



Implement and monitor

1 | Implement an integrated approach to curriculum, pedagogy and assessment



Planning for the whole school



Planning for a curriculum area or year level



Planning for units and lessons

	Planning for the whole school	Planning for a curriculum area or year level	Planning for units and lessons
Guiding questions	<ul style="list-style-type: none"> How are we supporting teachers to have a consistent and shared understanding of what they are teaching, how they are teaching and how they are assessing student learning? What time, resources and support are we providing teachers to enable them to implement the curriculum effectively and consistently? How are we ensuring that high impact, evidence-based pedagogical and assessment practices are undertaken by all teachers? What structures do we have in place for teachers to moderate student assessment? 	<ul style="list-style-type: none"> How well do we understand and articulate the curriculum, pedagogy and assessment practices used? What processes are we using to ensure high impact, evidence-based pedagogical and assessment practices are enacted by all (e.g. peer observations)? How can we achieve greater consistency of practice (e.g. teacher judgments against the Victorian Curriculum)? How are we reflecting on and considering students' backgrounds, interests and needs as we implement the curriculum? 	<ul style="list-style-type: none"> What High Impact Teaching Strategies will support student learning in this sequence, unit or lesson? How and when will we use formative and summative assessment to make informed decisions about progressing students' learning? How do we communicate what, how and why we are learning with our students? How will we engage students to co-construct learning experiences and explicit assessment criteria? How does this lesson or learning sequence integrate with and complement other learning?
Key actions	<ul style="list-style-type: none"> Provide instructional leadership to ensure the school's curriculum plan, pedagogical approach, common language and assessment practices are aligned and mutually reinforcing. Support teachers to differentiate the curriculum and assessment to meet the full range of students' needs. Establish processes to systematically collect and analyse student assessment data. 	<ul style="list-style-type: none"> Work collaboratively in teams to ensure curriculum implementation, pedagogical practices and assessment strategies are consistent across the school. Work in teams to moderate student assessment against the Victorian Curriculum Achievement Standards. 	<ul style="list-style-type: none"> Access and apply evidence-based research and resources to enrich teaching and learning and to enhance student engagement. Use evidence, artefacts and qualitative and quantitative data to assess students' progress and identify next steps for learning.
Resources	<ul style="list-style-type: none"> Teaching practice: Analysing and using data 	<ul style="list-style-type: none"> Video: modelling numeracy lessons (AITSL) Video: moderating work samples (AITSL) Video case study: Using the FISO improvement cycle to implement and monitor – Brandon Park Primary School 	<ul style="list-style-type: none"> High Impact Teaching Strategies Video: using assessment data (AITSL)

IMPROVEMENT CYCLE



Implement and monitor

2 | Monitor and adapt the teaching and learning program



Planning for the whole school



Planning for a curriculum area or year level



Planning for units and lessons

Guiding questions

- Are students demonstrating learning growth in line with goals and targets in the SSP and AIP?
- How will we ensure that our documented curriculum (i.e. what is on paper) is also our lived curriculum (i.e. what is actually being taught in classrooms)?
- What is our cycle of review for ongoing monitoring and modification of our curriculum plans? How is student data used in this process?
- What opportunities exist for staff, students and the school community to collaborate, reflect and provide feedback on curriculum planning, teaching and assessment?

- How do we use evidence to regularly monitor the effectiveness of the teaching and learning program?
- How effectively does our teaching and learning program support student progress and enable the development of appropriate and challenging learning goals for all students?
- How do we analyse student assessments to inform curriculum development and monitor the effectiveness of teaching practice?
- What might we need to adapt as we continually consider our students' needs and aspirations?

- Which students are demonstrating learning growth and which students are not? How do we know? What are the implications for our teaching and learning program?
- How have our students demonstrated voice and agency in their learning? How do we know and how might we respond?
- How are our teaching practices influencing student learning outcomes? What is the feedback and evidence?

Key actions

- Regularly monitor progress against the goals, targets and KIS set out in the SSP and AIP.
- Support and empower teachers to adapt their plans to meet the needs of all students.

- Plan for specific times of year to review the teaching and learning program against the Victorian Curriculum.
- Monitor student progress against the curriculum plan.

- Regularly monitor the effectiveness of the teaching and learning program in meeting student learning needs, using student assessment data and collegiate reflective processes.
- Adapt the curriculum plan and teaching practices to respond to students' learning needs.

Resources

- **Using data, conversations and observations for school improvement (ACER)**

- **Practice principles for excellence in teaching and learning**

- **Assess the knowledge and understanding of your students**

