



## FERNTREE GULLY NORTH PRIMARY SCHOOL CURRICULUM AND ASSESSMENT POLICY

### RATIONALE

The Victorian Curriculum F–10 sets out curriculum that 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 Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. Implementation of The Victorian Curriculum across the school will provide all students with a sequential curriculum framework that guides their learning, as well as providing measures of learning achievement that follow students, giving teachers and the opportunity to assess student performance against standardised learning outcomes.

### AIMS

To improve student learning through the implementation of the Victorian Curriculum across all Strands and Domains, and across all year levels in a manner consistent with departmental requirements and locally identified needs.

### IMPLEMENTATION

The school is committed to the implementation of Victorian Curriculum across all year levels. School Council will have an active Education Committee in order to oversee curriculum direction and implementation across the school. Staff members across the school will be allocated the responsibility for coordination and implementation of curriculum. In doing so, all Department Education and Training (DET) timelines and reporting requirements must be met. Whole school Professional Learning opportunities will be provided through regular professional learning meetings weekly, curriculum days and specialised learning opportunities when appropriate. All staff members have access to Victorian Curriculum information online and are required to work with their respective teams in the development and implementation of a curriculum that reflects Victorian Curriculum and responds to student's identified levels. Student achievement will be measured and reported to students, parents, DET and the wider community against Victorian Curriculum achievement levels. All staff will participate in the collection of student achievement data, and all staff will have input into school direction decisions resulting from interpretations of student achievement data.



## STUDENT LEARNING OUTCOMES

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of the 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.

Data plays a key part in the ongoing school improvement process. The School Leadership team will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus. All teachers at Ferntree Gully North Primary School assess student performance against the standardised learning outcomes as outlined in the Victorian Curriculum and guided by the school's assessment schedule ensuring all staff are analysing student data across all areas of the curriculum.

## IMPLEMENTATION

All staff follow the Ferntree Gully North Primary School assessment schedule and collate all assessment data within student files at the completion of the year. The following is a breakdown of formal assessment carried out:

**NAPLAN** - NAPLAN relative growth is collected to monitor the progress that students are making between the years 3 and 5 and 5 and 7. Data is monitored to assist with the opportunity to ensure that make medium to high growth.

### Essential Assessment

**Maths** - Essential Assessment is used to pre and post test student knowledge across all three domains of Mathematics. Everyone across the school completes the General All assessment across the three domains at the beginning, middle and end of the year. Each level then uses the sub assessments to collect data on the different topics that they are teaching.

The data collected is used to identify prior knowledge, misconceptions and future learning opportunities. These misconceptions are analysed and accommodated for by adjusting teaching plans or within clinic groups during Mathematics sessions. Year levels will monitor whole cohort growth using the Professional Learning Communities model.

**Reading** - We use Essential Assessment reading as another means of formative assessment to monitor student progress. These assessment are complete at the beginning, middle and end of the year. **Fountas and Pinnell** - Fountas and Pinnell reading assessment is used to assess, monitor and track reading growth across all students. Teachers are required to assess student and locate their instructional level.



**Writing Moderation** - Writing moderation is completed formally within levels during terms 2 and 4 as a support for reporting. All levels use the Writing Assessment Standards 'I can statements' document to track and monitor student writing progress.

**Words Their Way Inventory** - We use the Words Their Way spelling inventory to assess and monitor student spelling abilities. The data is analysed and student are grouped into developmentally appropriate spelling clinic groups. Students are grouped with like students within their class and focus on developmentally appropriate areas. Students are assessed at the end Terms 2 and 4 using this inventory.

Along with the formal assessments completed according to the assessment schedule, teachers at Ferntree Gully North Primary School are required to complete the following informal assessments:

**Reading Conferences** - Teachers use the results from the Fountas and Pinnell assessments to set, monitor and discuss reading strengths and areas for improvement amongst our students. As a school we make use of Fountas and Pinnell framework to set clear reading goals relating to the reading focus which will be discussed, demonstrated and reflected upon during reading sessions. Teachers use anecdotal notes to record general observations within these conferences.

**Guided Reading** - Fountas and Pinnell to implement guided reading within all reading sessions across all levels of the school. Student meet with teachers on a weekly basis. Teachers also use these groups as an opportunity to collect anecdotal notes and general observations.

**Writing Conferences** - Teachers use anecdotal notes to record general observations with students during writing sessions. These anecdotal notes look at areas of strength and areas for improvement within each students writing.

**Teaching allocations weekly -**

	LITERACY	NUMERACY	INTEGRATED STUDIES INVESTIGATION EDUCATIONAL RESEARCH TASKS	SPECIALISTS LOTE P-4 SCIENCE 5-6 MUSIC F-6 ART F-6 PE F-6
PREP	10 HRS	5 HRS	400 MINUTES	200 MINUTES
JUNIOR 1 / 2	10 HRS	5 HRS	400 MINUTES	200 MINUTES
MIDDLE 3 / 4	10 HRS	5 HRS	400 MINUTES	200 MINUTES
SENIOR 5 / 6	10 HRS	5 HRS	400 MINUTES	200 MINUTES

**REVIEW CYCLE AND EVALUATION**

This policy was last updated in May 2019 and is scheduled for review in May 2022.

**Ferntree Gully North Primary School**



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