Indicative planner for Curriculum at CNPS
KIS: Develop, document and implement the AUSVELS with a focus on developing knowledge and skills across the curriculum.

<table>
<thead>
<tr>
<th>Year 1 2014</th>
<th>Actions</th>
<th>Achievement milestones (incomplete)</th>
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<tbody>
<tr>
<td></td>
<td>• Review current Integrated Scope and Sequence (2 year) including more of AUSVELS History focus</td>
<td>• Updated Scope and Sequence documentation for all units over two years in line with AITSL standard 2.3 Curriculum assessment and reporting</td>
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<td>• Science to be taught across school as a stand alone subject</td>
<td>• Uniformed use of Master Planner template across the school</td>
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<td>• Implement new Master Planner for Integrated that is inclusive of Essential Questions, Focus Questions and authentic links to Cross Curriculum Priorities</td>
<td>• Completed inquiry yearly planners for all units of work (EVEN YEAR)</td>
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<td>• SCIENCE - development of teacher knowledge in Best Practice in Science to be facilitated by Science Coordinator, Science given to be developed</td>
<td>• AUSVELS science scope and sequence driving science instruction across the school</td>
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<td>• Implement the annual ePotential survey mid - year</td>
<td>• Track data from the ePotential survey</td>
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<td>• Implement targeted teacher professional development of best practice in Science, Mathematics, English, Data, Curriculum, ICT.</td>
<td>• NAPLAN/Uni of NSW equivalent to be used to assess student learning in science</td>
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<td>• Collection of baseline data regarding student’s science skills and knowledge in preparation for matched cohorts analysis in 2016.</td>
<td>• Teacher Professional Development undertaken in Science, Mathematics, English, Data, Curriculum, ICT in line with AITSL standard 6 Engage in professional learning</td>
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| Year 2 2015 | • Review current Integrated Scope and Sequence (2 year) including more of AUSVELS History focus  
• Science to be taught across school as a stand alone subject  
• Implementation of uniformed planning documents across teams for Math and English  
• Continue to develop knowledge of cross curriculum priorities and ensuring all year levels (including specialist) have documented units of work in English/ Mathematics/ Integrated/ History and Science that include studies relating to Aboriginal and Torres Strait Islander histories and culture, Asia and Australia's engagement with Asia and Sustainability  
• Use results from ePotential survey to drive ICT focus groups  
• Development of uniformed yearly planning documents within teams for Math and English  
• Develop effective use of ICT in teaching and learning through PD and sharing of best practice. Teachers to include an ICT use growth goal in their strategic conversation documentation.  
• Implement teacher professional development of best practice in Science, Mathematics, English, Data, Curriculum, ICT. | • Updated Scope and Sequence documentation for all units over two years  
• Uniformed use of Master Planner template across the school  
• Completed yearly planners for all units of work ( ODD YEAR)  
• Term 3 schedule ICT sharing of best practice for staff in line with AITSL standard 2.6 Information and Communication Technology  
• ICT growth goal in strategic conversation documentation and staff participation in ICT sharing of best practice  
• Teacher Professional Development undertaken in Science, Mathematics, English, Data, Curriculum, ICT in line with AITSL standard 6 Engage in professional learning | | Year 3 2016 | • Monitor use of Integrated Scope and Sequence across school and within teaching teams  
• Refine the two year science scope and sequence and its implementation  
• Assessment of learning with a science focus  
• Peer observations to have a science focus  
• Refine effective use of ICT in teaching and learning through PD and sharing of best practice. Teachers to include an ICT use growth goal in their strategic conversation documentation.  
• Implement teacher professional development of best practice in Science, Mathematics, English, Data, Curriculum, ICT. | • Successful implementation of AUSVELS across the school  
• NAPLAN/Uni of NSW equivalent to be used to assess student learning in science and compare matched cohorts to 2014 data  
• All teachers teaching science to have a science growth goal developed through peer observations  
• ICT growth goal in strategic conversation documentation and staff participation in ICT sharing of best practice  
• Teacher Professional Development undertaken in Science, Mathematics, English, Data, Curriculum, ICT in line with AITSL standard 6 Engage in professional learning |
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<th>Year 4 2017</th>
<th>Learning</th>
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| • Evaluate current curriculum pedagogy and practice for next strategic planning cycle  
  • Refine effective use of ICT in teaching and learning through PD and sharing of best practice. Teachers to include an ICT use growth goal in their strategic conversation documentation. | • Evaluation used in drafting of new strategic plan  
  • ICT growth goal in strategic conversation documentation and staff participation in ICT sharing of best practice |