



Curriculum Framework Policy

PURPOSE

- a. Hamlyn Views School is committed to:
 - delivering an inclusive education that ensures all students with moderate to severe disabilities have access to a high quality education that meets their diverse learning and support needs
 - providing culturally appropriate and inclusive programs for Koorie students and those from non-English speaking backgrounds.
 - supporting the learning needs of students in Out of Home Care.
- b. To ensure the ongoing development and review of the curriculum delivered at our school will be guided by our school philosophy and the following principles:
 - Building the capacity of all staff is paramount
 - High quality instructional practice is based on contemporary research and the implementation of a consistent, whole school approach
 - Data is vital to inform decision-making
 - Authentic Professional Learning Communities support targeted, collaborative, improvement-focused professional learning and an inquiry cycle.
- c. Curriculum covers all of the arrangements the school makes for student's development and learning. It includes course content, student learning tasks, pedagogical approaches, assessment and reporting, school and timetable structures, school and community resources or facilities.

1. AIMS

- a. Ensure curriculum content and delivery maximises and adheres to Department of Education and Training (DET) and Victorian Qualification and Registration Authority (VRQA) curriculum standards and guidelines. In addition, curriculum provision should align to the; Hamlyn Views School Values, Philosophy and Annual Implementation Plan (AIP).
- b. Provide a guaranteed and viable sequential continuum of learning based on the Victorian Curriculum A – 10, Victorian Early Years Learning and Development Framework and EAL Developmental Continuum P-10 (as appropriate), as well as integrating programs and content to develop student's independence, personal and social capabilities, critical and creative thinking, intercultural and ethical understanding.
- c. Provide a Senior Secondary 'Future Directions Program' (FDP) for students in Years 11 & 12, based on the Queensland Certification of Individual Achievement (QCIA) Curriculum Framework. Individual learning goals build from awareness or recognition through to use and application of particular knowledge, understanding and skills.
- d. Ensure school curriculum planning is based on the school's instructional design model, and differentiated and responsive to the diverse learning and age-appropriate needs of students, including those on the Autism Spectrum.

- e. Utilise student and school data and DET resources such as, Practice Principles, the Pedagogical Model and High Impact Teaching Strategies (HITS), Amplify, and the Literacy and Numeracy Toolkit, to deliver high quality teaching and learning, pedagogy and curriculum programs.
- f. Prepare young people for the transition from school to post-school options as part of their Senior Secondary program.
- g. Prioritise every student developing his or her own effective means of communicating.
- h. Ensure a whole school approach to health, wellbeing, inclusion, engagement, and the explicit teaching of respectful relationships, and personal and social capabilities, including self-regulation skills.
- i. Plan for the effective, timely and responsible use of digital technologies within the curriculum to support and enhance teaching and learning outcomes.
- j. Promote student voice, leadership and agency in their own learning so students have positive school experiences and can act as partners in improvement.
- k. Ensure a focus on sustainable practices and practices.
- l. Provide a high quality program of school-based professional learning for all staff, including the adoption of the Professional Learning Communities (PLC) model, to support the schools identified improvement agenda.
- m. Resource teaching and learning programs through adequate Program Budgets effectively managed by school curriculum leaders.
- n. Promote and encourage community partnerships and access to community facilities to broaden and enhance student learning opportunities and inclusive practices.
- o. Work in partnership with the Koorie community to develop an understanding of their cultural identity, promote high expectations and support individualised learning.
- p. Cater for the individual learning needs of students in Out of Home Care.

2. IMPLEMENTATION

- a. The school curriculum team (teachers) will determine the curriculum program for the following year in consultation with all staff, based on the school's Two-Year Curriculum Plan (**Refer to excel document**).
- b. Curriculum planning documents, Individual Learning Plans and Student Reports will reflect the language and content structures of the Vic. Curriculum and Senior Secondary FDP.
- c. The school timetable will provide at least 25 hours of student instruction per week.
- d. An annual audit of time allocations for all curriculum areas will be conducted (**Refer to Time Allocation document**)
- e. The school will adhere to DET's policy that we must conduct Physical and Sport Education for the mandated time for all students in Years P – 10. These are:
 - o Primary Years:
 - P – 3: 20 -30 minutes of physical education per day
 - 4 – 6: 3 hours per week of physical education and sport, with a minimum of 50% of that time for physical education
 - o Secondary Years:
 - 7 – 10: 100 minutes per week for physical education and sport
- f. Clearly documented expectations, plans and schedules for whole school teaching instructional practice, record keeping, individual learning plans, school curriculum planning, and student assessment and reporting, will be available and accessible on the school's Google Drive, including handbooks, timetables, protocols and non-negotiables.

- g. Every student with Complex Communication Needs will have an Augmentative and Alternative Communication system consistently available, taught and modelled.
- h. Social and Emotional Learning (SEL) will be explicitly taught based on relevant Vic. Curriculum domains e.g. H&PE, Personal and Social Capabilities, DET's Respectful Relationships, Drug Education, Zones of Regulation, and SEL programs and resources.
- i. Digital literacies will be integrated across the curriculum, with cyber safety messages taught and reinforced through the eSmart School's initiative.
- j. Environmental education (sustainability) will be a planned whole school curriculum focus.
- k. Preparation and transition for life beyond school will be assisted by student access to practical, real-life learning opportunities and community based experiences.
- l. Students will have opportunities for decision-making on their learning goals and future pathways, through opportunities to express their voice and choice including goal setting, curriculum choices and participation in student representative teams e.g. Green Team.
- m. Time will be allocated for teacher teams to meet as PLCs to create a guaranteed and viable curriculum, moderation of common assessment tasks, and review, analysis and evaluation of student data and learning growth over time.
- n. Regular, scheduled professional learning will be aligned to the school's key improvement strategies, contemporary research and identified teacher professional practice activities.
- o. Create an environment that respects, recognises and celebrates Koorie culture and students through curriculum initiatives, teaching practice and Individual Learning Plans.
- p. For every student in Out-of-Home Care, appoint a Learning Mentor, assign a Student Support Group and develop an Individual Learning Plan.

3. REFERENCES

- a. DET Curriculum Planning Guidelines
<http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>
- b. EAL Developmental Continuum P-10
<http://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/default.aspx>
- c. Guideline for Individual Learning (QCIA)
https://www.gcaa.qld.edu.au/downloads/senior/qcia_guidel_ind_learn.pdf
- d. Victorian Curriculum and Assessment Authority (VCAA)
<http://www.vcaa.vic.edu.au>
- e. Victorian Early Years Learning and Development Framework
<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/veyldframework.pdf>
- f. Victorian Registration Qualification Authority
www.vrqa.vic.gov.au
- g. Victorian Teaching and Learning Model
<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorian-teachingandlearningmodel.aspx>

EVALUATION

This policy will be reviewed annually as part of the school's policy review cycle.

This policy was approved November, 2018.

Date for next review: 2019

APPENDIX A: Review of Curriculum and Teaching Practice

At Hamlyn Views School we value curriculum that is differentiated, responsive and targeted to the needs of our students. We regularly review our curriculum provision and pedagogical practices through engaging in professional conversations based on data and current research. Curriculum documentation and revision is completed as a whole school to maximise scaffolding and transition from year to year.

Our actions include:

- a. Maintaining a School Improvement Cycle where the School Strategic Plan is developed and reviewed every four years based on the Framework for Improving Student Outcomes.
- b. Creating an Annual Implementation Plan (AIP) where data is reviewed to ensure curriculum delivery is progressing the attainment of school improvement targets.
- c. The four Student Free Days per year dedicated to school priorities within the AIP.
- d. The School Council kept informed of curriculum developments via an Annual Implementation Plan report tabled at each meeting (at least two per term).
- e. The Curriculum Team determining the school's curriculum program based on student need, such as, the Vic. Curriculum and FDP, ensuring a balanced and comprehensive provision of subject offerings.
- f. The staff Curriculum Team conducting an audit in term four each year to reflect on what is currently being addressed within the curriculum plan, ascertain its relevance and effectiveness, and inform future curriculum planning decisions.
- g. Seeking input from all relevant staff during the audit process.
- h. Curriculum leaders leading an annual review of their learning area policy statement and preparing a program budget for ratification by School Council.
- i. The School Improvement Team (SIT) meeting regularly to ensure consistency of curriculum delivery across the whole school.
- j. Professional Learning Teams meeting at least 4 times per term to ensure a whole school strategy for teaching and learning is developed and embedded.
- k. Professional Learning Communities (PLC's) meeting weekly to track individual and cohort data to identify successes and potential curriculum areas requiring further focus.
- l. All meetings recorded and shared via Google Docs and/or email.
- m. Oversight to ensure all class programs reflect student Individual Learning Plan (ILP) goals.
- n. Teachers develop Term Plans based on the Vic. Curriculum or FDP, and relevant school curriculum documentation and data.
- o. A Guaranteed and Viable Curriculum will be developed, implemented and reviewed for all learning areas.
- p. Scope and Sequence Learning Area Maps developed, implemented and reviewed over a Two Year period e.g. English, Mathematics, Science, Humanities, Health and Physical Education, Technology and Personal and Social Capabilities.
- q. Teachers participate in the school's program of Peer Coaching and Learning Walks, with a view to reviewing and enhancing individual classroom instructional practice.
- r. The focus of Teacher Professional Practice Days includes opportunities for observation and feedback on teaching learning practices.

APPENDIX B: Student Learning Outcomes

Learning is a complex process that is multi-dimensional, integrated and revealed in student performance over time. Assessment is most effective when it reflects this fact. Our Assessment and Reporting practices are aligned with DET and school policies and guidelines, and reflect the *Principles of Assessment* and three overarching purposes:

1. Assessment **for** learning
2. Assessment **as** learning
3. Assessment **of** learning

a. What data?

Each year the school curriculum team collaboratively develops an Assessment and Reporting Schedule. This directs the evidence to be gathered about what students know and can do, and their particular strengths and weaknesses. Generally, a single assessment instrument does not tell us all we need to know about student achievement and how it can be improved therefore a variety of assessment tools are used where possible to enable triangulation of assessment data.

Data to be collected will include, but is not limited to:- ABLES, English Online Interview (F), School Entry Assessment (F), Letter Identification Test, Fountas and Pinnell - Reading Benchmark Assessment, Phonemic Awareness, Letter Identification and Word Recognition, Numeracy Common Formative Assessment Tasks and Rubrics of progress toward Vic. Curriculum Achievement Standards.

Teachers should ensure assessment activities are equitable for, and accessible to all students, providing appropriate opportunities to demonstrate their level of proficiency.

b. How is data analysed to set goals and targets?

Individual student assessment data is reviewed by class teachers, while level and school cohort data is reviewed within PLCs, PLTs and SITs. Individual goals are developed for student's Individual Learning Plans aligned to the relevant curriculum framework standards and their point of need as indicated by assessment data. Whole school outcome targets are established by the SIT by reflecting on student performance trends within learning areas.

c. How is data analysed and reported?

Written mid and end of Year Reports are based on teacher judgements, reflecting student progress toward, or achievement of, goal targets set in their ILP. As appropriate, students receive feedback on their learning and performance. Moderation between teachers, where practical and appropriate, is used to enhance objectivity and contribute to a shared understanding of the 'on balance' judgements that are made.

Each term SSG meetings are conducted in collaboration with parents, teachers, students as appropriate, and relevant Allied Health and/or healthcare professionals. At these forums through consultation, student's ILP goals are established, and progress toward goal achievement monitored and reviewed.

Student Vic. Curriculum achievement data is reported in June and December to DET via CASES 21 from data obtained from the school's Assessment and Reporting Software Package COMPASS. School performance data is detailed in the Annual Report to the School Community, and available on the VRQA State Register and school website.