



South Gippsland Specialist School

PLANNING, ASSESSMENT & REPORTING POLICY

Purpose:

The Victorian Curriculum F – 10 includes the “Towards Foundation Level Victorian Curriculum and is referred to as “Levels A to D”. Levels A – D focuses on progressing students from a pre-intentional to intentional engagement in learning. The curriculum supports students to develop their independence as they explore, participate and engage in the world around them. As student’s progress through these levels, the amount of support decreases as they proceed towards becoming independent learners.

Scope:

In Specialist Schools, The Victorian Curriculum is not associated with any age or year level that links chronological age to cognitive progress. Rather the learning descriptors for Levels A-D – F-3 are structured by the following learning continuum:

Level A: Beginning to Explore

At this level students experience a range of learning activities that will assist them to attend to and explore the world around them with as much independence as possible. Experiences are designed to move students from pre-intentional level of responding to a level where the response indicates beginning intention. Students need high levels of co-active support and focused attention from the teacher to help them initiate and refine their responses. Students demonstrate some awareness and recognition of familiar people and routine activities.

Level B: Active Exploration

Students at this level become less reliant on high levels on co-active support and become more reliant on verbal prompts and gestures to facilitate their learning. They begin to explore their world independently and engage in simple cause-and-effect play activities. Students are able to focus on structured learning activities for short periods of time. They respond to familiar people and events and begin to use “yes/no” responses.

Level C: Intentional Participation

Students at this level are less dependent on co-active support and respond more consistently to prompts and simple clear directions from the teacher to support them in their learning. They are displaying the first signs of independence and becoming more peer focused. Students participate in structured learning activities with others and they begin to use pictures, photographs, and objects to communicate personal interests and experiences. They start to use and link some familiar words and images to construct a meaningful communication.

Level D: Building Independence

With teacher support and curriculum scaffolding, students at this level participate co-operatively in group learning activities. They express their feelings, needs and choices in increasingly appropriate ways and combine and sequence keywords and images to communicate personal interests and to recount significant experiences. They indicate the beginning of understanding of social rules and expectations and are beginning to reflect on their own behaviour.

Foundation – Level 2

In the Foundation level, students communicate with peers, teachers, known adults, and students from other classes. They are actively engaged in learning with visual and verbal prompts. The curriculum focuses on enabling students to interact and play constructively with others and to establish friendships with peers. Students develop a vocabulary to describe the emotions they experience when interacting with others. Students begin to develop an understanding that individuals are unique but also have characteristics in common. The curriculum provides opportunity for students to begin establishing and naming the skills required to work in groups.

Level 3

In Levels 3, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments. They are actively involved with learning at an almost independent level.

The curriculum focuses on developing students' understandings of positive relationships and connections. Students extend their emotional literacy via an enhanced vocabulary of understanding and describing emotions. They learn about the importance of valuing difference in individuals and groups and how appreciating diversity contributes to positive relationships. The curriculum provides opportunities for students to learn to work both independently and in teams. Students discuss the causes of conflicts commonly experienced and discuss options to reduce the possibility of or to resolve conflict.

Work Experience:

Work experience is aimed at providing students with:

- **An improved understanding of the world of work**
- **Increased self-awareness**, especially of a student's strengths and abilities in relation to the work place
- **Improved self-confidence**
- **Learning the skills and competencies required in the workplace**, and therefore and improved understanding of the link between school and work
- **Increased motivation** to continue study or training

Workplace experience which can be used to improve further study, job or apprenticeship.

Policy:

Assessment

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

Reporting

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes.

Comprehensive reporting covers three major areas:

Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs

School reporting: schools report to the local community via their annual report, providing a concise summary of the school's achievements and progress

System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Planning, Developing, and Organizing Programs

One of the most important parts of teaching takes place long before the teacher begins any lesson. Planning, developing, and organizing programs are a major part of a teacher's profession. If a teacher is effective at planning their lessons, they will find that their day-to-day teaching tasks are much easier.

All teachers must have their program plans completed by week one of each term.

Program Plans Folders

Program plan folders must include:

- Yearly Plan for all curriculum areas
- A Term Plan for all curriculum areas
- Weekly Lesson Plans for all curriculum areas
- Daily Routines for each day of the week

Mapbooks

A Mapbook must be prepared for every student focusing on their individual goals which have been developed in the SSG.

Please refer to the Mapbook handbook for further information.

Personalized Learning Support Plans

A Personalized Learning Support Plan articulates a student's educational, social and behavioral requirements and describes a set of strategies to address those requirements. It is age appropriate, holistic in its approach, flexible and future orientated.

It includes documentation of a student's learning style, interests, goals and support needs and is based on an assessment of a student's specific learning requirements and capabilities. It establishes short-term goals that will lead sequentially to the achievement of long-term goals and ensures that the goals are measurable, achievable, supported, and time-limited.

The PLSP must be developed in consultation with the parents/carers, students, teacher and other relevant stakeholders and should reflect high expectations of a student's capacity for educational achievement and outline a meaningful educational program, linked to learning outcomes of the Victorian Curriculum and their lifelong aspirations.

A PLSP must be created for every student in term one and reviewed in term 3.

School Support Group Meetings

SSG meetings are a collaboration between teachers, students, parents/guardians/carers, education and health professionals to develop agreed understandings and responses to a student's behavior, needs, communication skills and learning needs. A Personalized Learning Support Plan must be created with the information gathered from this meeting.

Please note students must be involved in their SSG meeting. A minimum of one student driven goal is to be recorded as part of the overall focus goal.

Student Welfare plans

A Student Welfare Plan is formulated in conjunction with parents and other relevant professionals. These plans include behavior triggers, observable behaviors and strategies to assist staff so they are well informed about student behavior and what action to take in the event of an incident. All students must have a Student Welfare Plan, these need to be signed by the parents/carers. These plans must be placed in the student information book and clearly displayed on the teacher desk. They must be completed at the beginning of term one and reviewed once a term.

Abilities Based Learning and Education Support (ABLES)

ABLES is an online assessment tool that enables students to be assessed on the basis of their ability. This assessment provides teachers with evidence based curricula, teaching strategies and resources to support the development of targeted learning programs. To log onto the ABLES assessment tool go to www.insight.vic.edu.au/insight-platform

Assessment and Reporting at South Gippsland Specialist School

Teachers are responsible for ensuring that all assessment and reporting requirements are adhered to, the following must be completed by the specified time line indicated on the term planner. One week a term will be dedicated to assessing students this will also be indicated on the term planner.

Term One	Term Two	Term Three	Term Four
<p>Week One Program Plans Risk Assessments</p> <ul style="list-style-type: none"> ▪ Snap Shots ▪ Welfare Plans <p>Week Two & Three SSG Meetings & Notes Personalized Learning Support Plans</p> <p>Week Five & Six Assessment Week</p> <ul style="list-style-type: none"> ▪ Reading Recovery levels ▪ Numeracy online interviews ▪ Initial testing ▪ Vic Curriculum Checklist 	<p>Week One Program Plans Risk Assessments</p> <ul style="list-style-type: none"> ▪ Snap Shots ▪ Welfare Plans <p>Week Two & Three ABLES Reports</p> <p>Week Four Transfer goals from PLSP to report proforma</p> <p>Week Five & Six Assessment Week</p> <ul style="list-style-type: none"> ▪ Vic Curriculum Checklist <p>Week Eight Mid-Year Reports Due</p>	<p>Week One Program Plans Risk Assessments</p> <ul style="list-style-type: none"> ▪ Snap Shots ▪ Welfare Plans <p>Week Two & Three SSG Meetings & Notes</p> <p>Week Five & Six Assessment Week</p> <ul style="list-style-type: none"> ▪ Vic Curriculum Checklist 	<p>Week One Program Plans Risk Assessments</p> <ul style="list-style-type: none"> ▪ Snap Shots ▪ Welfare Plans <p>Week Two & Three ABLES Reports</p> <p>Week Four Celebration Folders</p> <p>Week Five & Six Assessment Week</p> <ul style="list-style-type: none"> ▪ Reading Recovery levels ▪ Numeracy online interviews ▪ Final testing ▪ Vic Curriculum Checklist <p>Week Eight End of Year Reports Due</p> <p>Week Nine Student file handover</p>

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

This policy was ratified in school council in October 2019 and will be reviewed in 2021