



South Gippsland Specialist School

CURRICULUM FRAMEWORK POLICY

Purpose:

To help the school community understand the Victorian Curriculum.

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.

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 an 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.

Scope:

This policy applies to all staff working at South Gippsland Specialist School.

Policy:

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

In partnership with parents and carers, our school encourages and supports students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan .

CURRICULUM GUIDELINES

- Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

- Our school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.
- There will be a broad offering of programs to meet the needs and interests of students and comply with department guidelines.
- The Victorian Curriculum will be used as a framework for curriculum development and implemented from Foundation to Year 10, in line with Department of Education and Training (DET) guidelines.
- Modifications to the curriculum content for students with complex needs or medical conditions will be made in consultation with the parents and leadership team.
- A purpose designed Senior Curriculum will be implemented from years 10-12. A critical element in this program will be to prepare young people for the transition from school into post school options.
- School curriculum programs are designed to enhance effective learning and are supported by our therapy staff so that students have the best opportunities to access their learning.
- Our school will continue to prepare young people for the transition from school into secondary college and from kinder to primary school.
- Teaching and learning programs will be resourced through Program Budgets.

PROGRAM

- Our school will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, and students from language backgrounds other than English.
- Our school will identify and cater for the different needs of individual students. Each student will have a Personalised Learning Support Plan (PLSP) based on assessment using the ABLES tools and the Victorian Curriculum.
- Teachers and therapists will collaborate to write the PLSP after consultation with parents/carers in Student Support Group Meetings (SSG). The ABLES assessment results and developmental level of the student will be shared during these meetings.
- All areas of the Victorian Curriculum will be addressed in our whole School Curriculum Plan in a two year cycle. Geography and History will be covered on alternating years.
- The Curriculum Coordinator, in consultation with teaching staff, will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.
- Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

- The use of Augmentative and Alternative Communication (AAC) appropriate to individual student needs will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
- Student learning outcomes data will be reported in the Annual Report to the School Community and provided to the DET.
- Our school will embed student wellbeing in all learning experiences through the implementation of the School Wide Positive Behaviour Support Program to create a safe and inclusive learning environment that incorporates the personal and social issues of students into their daily learning experiences

REPORTING

- Individual Student Reports will detail what is being done to achieve the student's goals and progress in all learning areas against the students' individual goals. Achievement of these goals is rated on a scale of 1 to 5. Teachers also include comments on the student's progress, interests and achievements in each area.

Further information:

Assessment & Reporting Policy
Curriculum Plan

Evaluation:

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