

CURRICULUM FRAMEWORK POLICY

The Currajong School takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures, and practices meet all **Child Safe Standards as specified in Ministerial Order No. 870 (2015)**

OVERVIEW

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.

The Currajong School encourages its students to strive for excellence in all their endeavours. To achieve this, the School provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curricula. As each student is diverse in their abilities and needs, *Individual Learning Plans* (ILP) are implemented for all students, and these are the basis of curriculum development along with explicit lessons that are mapped to all domains of the Victorian Curriculum.

The Currajong School Curriculum Framework is founded on the major task areas that each student will undertake on their journey through their primary education. These task areas guide the development of the **Individual Learning Plan** (ILP) and the goals held within. This document is utilised to firstly identify vital goal areas for individual students at any point in their education; then as a catalyst to create meaningful and engaging curriculum programs within the classroom. The classroom in this sense, does not confine itself to the four walls of the school building, but rather extends out into the community in which these students will live and work as they enter adolescence and adulthood.

OUTLINE

Students undertake a holistic curriculum program that is suited to their individual strengths, weaknesses, interests, skills and talents. The framework encompasses each aspect of learning that is required in a specialist educational setting. It is structured in the following way:

- **Task Areas** – These are aligned to Victorian Curriculum domains, plus an additional area of specialist/therapeutic programming, in which all curriculum is encompassed

- **Focus Areas** – Each task area is divided into focus areas, which are groups of common tasks/skills the students require and are based on differentiated learning and instruction
- **Tasks/Skills** – Each focus area has a complete set of tasks/skills, written in their simplest form, which are referred to when writing goals and developing classroom curriculum programs

POLICY

(a) Curriculum Guidelines

The Currajong School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

The Currajong School will comply with all VRQA guidelines about the length of student instruction time required in Victorian schools.

Our school places a high priority on the teaching of Physical and Sport Education, Social and Emotional learning, along with Personal and Social Capabilities.

Preparing young people for the transition from our school into further education is a significant focus for The Currajong School.

Teaching and learning programs will be resourced through Program Budgets.

(b) Program Development

The Currajong 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, giftedness and students from language backgrounds other than English.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The Victorian Curriculum will be used for curriculum development and delivery at Foundation - Year 6, with ABLES pre-Foundation: Levels A-D curriculum framework used for any students who have learning difficulties and are working below level F. All curriculum planning and implementation is in accordance with Victorian Curriculum and Assessment Authority (VCAA) guidelines.

The school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.

(c) Program Implementation

Classroom staff and specialist staff will determine the curriculum program for the year ahead, 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 school year. The Currajong School also has a unit of inquiry cycle that is based on student interest and 2-year bands outlined in the Victorian Curriculum. Programs will also be allocated to the specific term's unit of Inquiry.

To facilitate this implementation, course handbooks, assessment criteria, record keeping documentation and pro-formas will be produced that reflect the Victorian Curriculum.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

(d) Student Wellbeing and Learning

The Currajong School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences.
- providing a flexible, relevant, inclusive and appropriate curriculum.
- accommodating student developmental needs within the Victorian Curriculum stages of schooling; and
- align Respectful Relationships curriculum and School Wide Positive Behaviour Support (SWPBS) programs into the teaching and learning framework.

Students with Disabilities

The Currajong School is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

The Currajong School will use evidenced based research to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

Koorie Education

The Currajong School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG).
- supporting the development of high expectations and individualised learning for Koorie students.

- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum; and
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community

(e) Analysis of data

The School is committed to ongoing analysis of a range of data around school improvement. There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching teams and consultancy support for key initiatives.

The data analysed regularly by staff in their curriculum planning includes year level assessments and an analysis of school performance data including annual student, staff, parent and school governing body LEAD surveys. There are high expectations about the content taught, the way in which students are engaged in learning, and the means by which their levels of understanding are assessed.

A systematic curriculum planning process has been developed by the School which allows staff to make decisions about the range of learning experiences offered to our students. The curriculum planning process ensures:

- a mechanism for the continuous improvement process
- a benchmark for quality that is based on course design principles
- review and feedback across all subject areas
- an internal assessment of courses ensuring consistency of approach
- staff develop a detailed understanding of the whole school curriculum
- consistency between the curriculum and other school activities
- a clear and viable curriculum based on the Victorian Curriculum

(f) Timetable and implementation

The school day at The Currajong School is carefully designed to meet the needs of young students with significant social, emotional, behavioural disorders e.g., learning sessions are 45 minutes in length and lunch break kept to thirty minutes as many children find less structured time very difficult to manage. There are six learning sessions each day – a total of twenty-five hours of teaching and learning each week.

(g) Goals and targets for students at risk

Under both State and Commonwealth laws the School must make 'reasonable adjustments' to accommodate students at The Currajong School – all of whom

present with significant social, emotional, behavioural disorders. Adjustments or measures of action are in place in order to assist all students to participate in education and training on the same basis as their peers without a disability. Adjustments made in response to a student's unique learning needs can affect not only how they access age-equivalent content but also what the focus of that learning will be. This might involve, for example, a greater emphasis on Literacy, Numeracy and Personal and social capability, which represent the essential skills that all students need in order to become successful learners at school and in their lives beyond school.

By explaining the connections between learning goals, learning activities and assessment tasks, teachers demonstrate the purpose of classroom tasks, making the learning visible to students. This helps students become self-motivated and use learning goals to monitor and progress their learning.

(h) Pedagogy and implementing new approaches

A curriculum can only be successful if teaching staff understand how to adapt their professional practice to teach it effectively and are fully supported to do so.

Classroom practice is improved by identifying what currently works well, and then building on existing skills and routines. While teaching staff are expected to use their professional judgement to select and adapt teaching materials as required, there are key aspects to pedagogy which should always be considered including the provision of timely and high-quality feedback.

The implementation of new curricula is supported through appropriate resources and professional development for teaching and support staff. Curriculum changes need to become thoroughly embedded but changing the pedagogical approach takes time, and the support of teaching staff during any period of change is critical.

Prior to the introduction of any new curricula the School is committed to:

- audit current teaching practices, program delivery, and student outcomes to inform the introduction of new approaches
- build the capacity of teaching staff to strategically and intentionally plan for and ensure student success (e.g., professional development, instructional practices, parent involvement)
- ensure common expectations and understandings of instructional methods and specialist support (including integration of technology), and set rigorous expectations for all students and staff
- welcome input and feedback to inform development of practices and procedures designed to achieve the intended outcomes

- engage key stakeholders strategically to foster partnerships and collaborations to maximize support and expertise required to close identified gaps in student achievement

Our Instructional Model

'I Do, We Do, You Do' model

At The Currajong School, the 'I Do, We Do, You Do ' is a model of teaching which is also known as the 'gradual release of responsibility' model. The aim is to show our students how to perform a task and give them a chance to test it out with support, before they embark on the work themselves.

What is the 'I Do, We Do, You Do' model of teaching?

Modelling is when our teachers demonstrate new ideas or techniques to their students who learn by observing what the teacher does.

'I Do, We Do, You Do' is a method of modelling that starts with some demonstration by the teacher, then moves to supported practice, before finally turning into independent work.

It is also known as the 'gradual release of responsibility' model because it begins with a very traditional style of teaching where the teacher has a dominance of the classroom and is doing most of the talking. And it ends with students busily working on the new tasks that they have just learned how to tackle.

Learning Intentions and Success Criteria

To support teaching and learning at The Currajong School, our Instructional model of 'I Do, We Do, You Do' is supported by Learning Intentions and Success Criteria.

Learning intentions are statements that describe what our students should know, understand and be able to do by the end of a task. Success criteria are linked to learning intentions and describe what success looks like.

From implementing Learning Intentions and Success Criteria, Teachers at The Currajong School have found they:

-assist our teachers to articulate the purpose of a learning task and make judgements about the quality of student learning.

-support our teacher assistants in understanding the purpose and intention of the lesson/activity.

-help students to focus on the task or activity taking place, what they are learning and also self-reflect.

- at our school, this may be used for the whole class or differentiated for individuals or smaller groups within the class.

(i) Curriculum Evaluation and Review

The Teachers will regularly track whole school data and identify potential curriculum areas that require focus. Data analysed will include goal achievement in student Individual Learning Plans, formal assessments, Running Records, Assessments in the whole school schedule, Sentral Continuum Tracker and Student Reports.

Student learning outcomes data will be reported in the Annual Report to the School Community, and available on the State Register maintained by the Victorian Registration and Qualifications Authority.

EVALUATION

This policy will be reviewed as per our three-year review cycle or more often if necessary due to changes in regulations or circumstances.

Approval date:	Approved by:	Next review:
October 2021	School Board	October 2024



The Currajong School acknowledges the traditional owners of this country throughout Australia and their continuing connection to land and community. We pay our respects to them and their cultures and to the Elders past, present and emerging.