

CURRICULUM FRAMEWORK AND STUDENT LEARNING OUTCOMES STATEMENT

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.

Croydon Special Developmental School (SDS) promotes independence through active learning. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curricula. In a teaching partnership with students, parents and guardians, we focus on functional independence, life skills and application of learning.

1. CURRICULUM GUIDELINES

Croydon Special Developmental School will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.

Croydon Special Developmental School will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

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

At Croydon SDS we have a two year curriculum plan per section, which map out all curriculum and learning experiences at an age appropriate level for our students.

Croydon Special Developmental School will meet the minimum standard with:

- Curriculum mapping of the eight learning areas, across each section. (Croydon SDS Curriculum Mapping; Primary 1, Primary 2, Secondary and Transition)
- An outline of how the school will deliver its curriculum is found in the Croydon Special Developmental School Teaching and Learning Essentials Framework, Assessment Guide and Curriculum Mapping.

Preparing young people for the transition from school into further education and careers is a critical element in our transition section and facilitated through our Pathways program.

Teaching and learning programs will be resourced through Program/Section Budgets.

2. PROGRAM

2.1 Program Development

Croydon SDS 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 planning. In developing its curriculum mapping the school will provide a broad range of educational pathways to ensure improved student outcomes.

The school will implement the Framework for Improving Outcomes (FISO), a model for continuous school improvement. Key components include –

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement, assess and monitor

The Victorian Curriculum (VC) will be used as a framework for curriculum development and delivery at A-D, Foundation to Year 9 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

Teaching and learning is coordinated across 4 age-based sections; Primary 1, Primary 2, Secondary and Transition. These programs are developed within each section, to enable our student's access the Victorian Curriculum Levels appropriate to their age, with learning experiences modified to meet learning abilities. In agreement with their parent or carer, each child has an individual learning plan that contains developmentally appropriate goals from each key learning areas of the curriculum. The Victorian Curriculum will be implemented from A-D, Foundation to Year 9.

Teaching and learning information from each section is detailed in each section information document; Primary 1 Section Information, Primary 2 Section Information, Transition Section Information and Secondary Information.

In developing its Curriculum Plan, the school will provide at least 25 hours of student instruction per week.

2.2 Program Implementation

The school's Leadership Team and Curriculum Committee will regularly review whole school curriculum programs based on provision needs and departmental policy requirements. Input will be sought from teacher meetings and relevant staff in the curriculum area, when planning and implementing programs for the following school year.

The Croydon SDS Teaching Learning Essentials Framework is used to facilitate curriculum planning and implementation. Inquiry unit planners, A-D scope and sequence documents, instructional models, record keeping documentation etc. are all outlined in this document.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's School Policy & Advisory Guide '[Using Digital Technologies to Support Learning and Teaching](#)' and the school's own endorsed policy.

Curriculum aligned ICT planning is outlined in the school's ICT- CSDS Application and Program Outline.

Curriculum team will be required to review their policy statement annually and table it to school council.

2.3 Student Wellbeing and Learning

The evidence-based framework, School Wide Positive Behaviour Support at Croydon SDS enhances student wellbeing and engagement in all learning by creating an educational environment that is inclusive and meaningful to all students:

Explicit teaching of desired behaviours, Respectful Relationships and So Safe (Social and sexuality safety education) are outlined in the Croydon SDS year level cycle planners.

- 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

2.3.1 Students with Disabilities

The Department of Education and Training and Croydon SDS 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.

Croydon SDS will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

2.3.2 Koorie Education

Croydon SDS is committed to providing culturally appropriate and inclusive programs to Koorie students though:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example, regional Koorie Education Support Officer
- 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
- Implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

2.4 Curriculum and Teaching Practice Review

The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.

All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.

3. STUDENT LEARNING OUTCOMES

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.

Data plays a key part in the ongoing school improvement process.

3.1 Data collection

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include - E.g. ABLES, Croydon SDS Assessment Profile, Task Analysis – Speaking & Listening and Teacher Judgement.

The School Leadership team will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

3.2 Data analysis

All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.

The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.

Data will also be used to determine student support options including for those at risk, developing an Individual Learning Improvement Plan, provision of extra teaching support and/or referral for further assessments.

3.3 Data and achievement reporting

Data will be reported in different ways according to the audience.

For students: Feedback will be given about current learning using the student's preferred means of communication. The more immediate the feedback, the greater the impact.

For staff: Both informal and formal data will be used to inform planning and teaching on both a short and longer-term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports and parent/teacher meetings will provide an opportunity for teachers to provide feedback regarding student achievement. Twice a year parents and / or carers will be provided with a written report detailing their child's progress towards key goals and learning experiences in

- Literacy
- numeracy
- personal, social and community health
- movement and physical education and
- inquiry units

based on the Victorian Curriculum A-D, Foundation to Level 9 and Senior Pathways Curriculum. Individual Learning Plans and reports provide feedback on the goals agreed upon with parents at a Student Support Group meeting. Student Support Group meetings are held formally face to face or via the phone and informally as requested by parent, carer or teacher. Each meeting is documented and signed. Parents are provided a copy of the minutes of each Student Support Group meeting.

For community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

4. LINKS AND APPENDICES (including processes related to this policy)

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Framework for Improving Student Outcomes](#)
- [Assessment](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

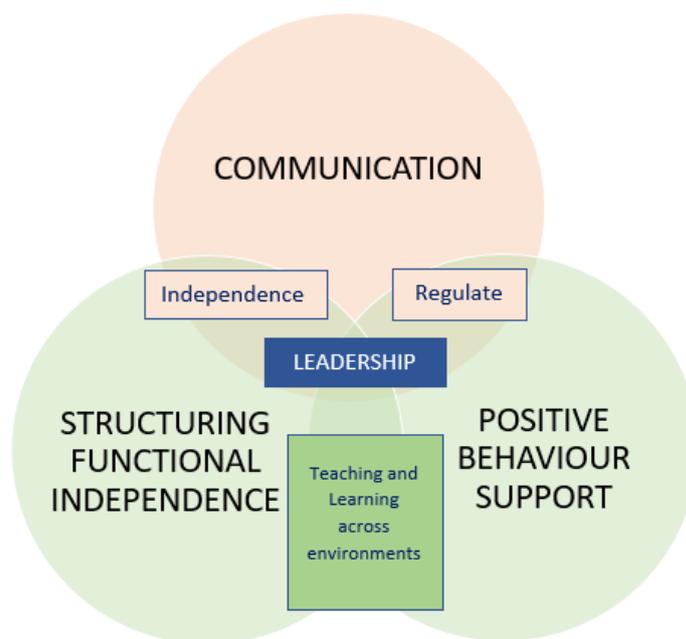
Appendices which are connected with this policy are:

- Appendix A: Croydon SDS Instructional Model

Review Cycle

This policy draft was last updated on the 03/04/2019 and is scheduled for review in April, 2020

Appendix A: CROYDON SDS – INSTRUCTIONAL MODEL



The four factors identified by PCO team are:

1. Leadership
2. Communication
3. Structuring Functional Independence
4. Positive Behaviour Support

The model shows that Leadership of Teachers is central to the implementation of the other factors. Teachers are the drivers of each pedagogical practice.

The intersections of these factors emphasise Student and Teacher Voice. These are:

Teacher voice: Teaching and Learning across environments – by working with the principles of SFI and PBS, teachers will demonstrate effective practices that can be generalised beyond the classroom. This intersect is about taking teaching practice to a level of continuous reflection and inquiry.

Student voice: Independence – by linking the principles of SFI and the school's approach to Communication, students will be provided with personalised tools that promote independence.

Student voice: Regulation – by linking the principles of PBS and the school's approach to Communication, students will learn to identify, express and demonstrate appropriate emotions.