

Curriculum, Assessment and Student Learning Policy

RATIONALE

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.

Dandenong Valley SDS encourages its 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 culturally inclusive curricula.

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

Dandenong Valley SDS will meet the minimum standard with:

- A explanation of how curriculum and teaching practice will be reviewed
- An Outline of how the school will deliver its curriculum (found in the Dandenong Valley SDS Scope and Sequence.)
- A documented strategy to improve student learning outcomes (found within the School Strategic Plan)

AIMS

- To recognise and respond to diverse student needs when developing curriculum programs and curriculum plan.
- To comply with all DET guidelines about the length of student instruction time required in Victorian schools.
- To provide a broad offering of programs to meet demand, designed to enhance effective learning for the 21st century.
- To prepare our young people for the transition from school into adult options
- To ensure teaching and learning programs are adequately resourced.

IMPLEMENTATION

Planning

- The Victorian Curriculum will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

- The Dandenong Valley SDS Curriculum Committee 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 curriculum areas when determining programs for the following school year.
- Theme-based Units of work will be developed at sub-school and whole school levels and will detail expected outcomes from the 'host' Learning Area as well as other Learning Areas. They will provide a clear focus for teaching sessions. A planning week will be undertaken towards the end of each term to plan for the next term. This week will be free of any other meetings. Units will be planned on a two year rotation to ensure all learning Areas are addressed across a two year period.
- Routine programs such as cooking, shopping and walking may be used to address the expectations for different students from a number of Learning Areas. These expectations will be detailed, listing the expected outcomes for students on class and individual basis.
- Students in their final two years of schooling will participate in a Transition Program designed to prepare them for future adult placements. The staff in the Transition Program will work closely with parents and outside agencies to ensure all exiting students and their families are aware of their post-school options.
- All teachers will maintain a detailed Weekly Planning document which will show curriculum links, expected outcomes and clear evidence of differentiation.

Goal-setting

- Individual Student Goals will be established for each student at the beginning of term 3. They will be taken from the Victorian Curriculum and set for each of the strategic plan priorities. Goals will also be set by appropriate therapists for students undertaking therapy.
- To improve goal setting practices and promote communication between therapists and teachers at Dandenong Valley School a team approach to the goal setting process will be followed.
 - The first 2 weeks of the school year are the observation/familiarization period when therapists attend classrooms to participate in the class and observe student needs.
 - A half day's time release will be provided to each classroom beginning in week 3. This time will be devoted to professional conversations between therapists and teachers to discuss each child's individual needs.
 - SSG meetings with parents will be held in week 4.
- Goals will be created using the online STAR (student tracking and reporting) system. End of year reports will be created using the same system.

- Class teachers will also develop a program overview detailing the curriculum content to be addressed during the year in all Learning Areas. This provides parents with a broader view of the student's educational programs and direction for the class teacher.

Reporting

- Student Support Group (SSG) meetings will be held each term.
- Individual Student Reports prepared twice-yearly will detail what is being done to effect progress in all learning Areas. These reports also report against the students' individual goals. Achievement of these goals is rated on a scale of 1 to 5 with 1 being no progress, 2 little progress, 3 or 4 indicating the goal was achieved and satisfactory progress made and 5 when progress has exceeded the goal set and the student is able to generalise the skill or knowledge. Teachers also include comments on the student's progress, interests and achievements in each area.
- Teachers will report student achievement to DET through STAR. This provides an indication of where the student is on a continuum from A to Foundation stage and beyond.
- Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET.

Assessment

- All students will be assessed using the ABLES assessment tools . The reports generated will be used as a starting point for establishing relevant goals and for reporting student achievement levels.
- Therapists and specialist teachers will complete individual student assessments and reports. Such programs include Perceptual Motor Program, Hydrotherapy, speech therapy, occupational therapy, music therapy and physiotherapy.
- Thinking tools: As a means of developing the students' abilities to undertake assessment as learning, 'Thinking cards' have been developed which prompt the student to reflect on their learning. Self-reflection sheets have also been developed to enable students to further reflect on their learning.
- ICT can be a powerful assessment tool and should be used extensively throughout the school . ICT resources can provide tools for students to use skills such as exploring, observing, solving problems, predicting, discussing and reflecting on their own learning, with computers not the only ICT resources. I pads, digital cameras both still and video, microphones and recorders, floor robots, interactive screens, programmable switches and a range of interactive equipment in the sensory studio are all used for assessment of learning and a range of software which incorporates assessment tasks and records is available.

Student Wellbeing and Learning

- Dandenong Valley SDS 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 learning.
 - creating an environment that respects, recognizes and celebrates cultural identity through practice and curriculum
 - implementing initiatives and programs that meet student needs

EVALUATION

The program and policy will be reviewed as part of the school's three-year review cycle to ensure that:

- the aims of the policy are appropriate to the needs of the school population
 - appropriate and sufficient resources are available
 - the policy reflects the School Strategic Plan
 - program goals are consistent with policy.
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- Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council
 - Every year our school will do an audit of the curriculum to enable professional learning teams to audit the content of a particular program to see which learning Areas of the Victorian Curriculum are currently being addressed. This audit will inform future curriculum planning.

Ratified by School Council 16/03/16

Last reviewed April 2018