1. 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.

Yarra Ranges Special Developmental School 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.

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

At Yarra Ranges SDS we have a two year curriculum plan as well as Year level cycle plans which maps out all curriculum and learning experiences at an age appropriate level for our students.

Yarra Ranges Special Developmental School will meet the minimum standard with:

- **A time allocation per each of the eight learning areas (**Appendix A)

- **An explanation of how and when curriculum and teaching practice will be reviewed** (statement is at 3.4 of this Guide)

- **An outline of how the school will deliver its curriculum** is found in the Yarra Ranges Special Developmental School Teaching and Learning Essentials Framework as well as our 2 year curriculum plan.

- **A documented strategy to improve student learning outcomes** (statement is at 4.0 of this Guide)

2. CURRICULUM GUIDELINES

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

Yarra Ranges Special Developmental 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 demand, commencing with [Foundation in 2017], designed to enhance effective learning for the 21st century. Promote independence for our students through a whole school approach to Structuring Functional Independence

The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, Languages and EAL. Our school places a high priority on the teaching of Physical and Sport Education.

Preparing young people for the transition from school into further education and careers will be a critical element in senior secondary program.

Teaching and learning programs will be resourced through Program Budgets.

3. PROGRAM

3.1 Program Development

Yarra Ranges Special Developmental 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 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.

There will be a broad offering of programs to meet the demands of students. At our school 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 three developmentally appropriate key goals embedded across the curriculum. The Victorian Curriculum will be implemented from A-D, foundation to year 9.

The Foundation Victorian Certificate of Applied Learning (VCAL) will be used as a framework for curriculum development, delivery and assessment for years 10, 11 and 12.Offering opportunities on the same basis as their peers with reasonable adjustments in the form of a purpose designed Senior Pathways Curriculum.

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

3.2 Program Implementation

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

The Yarra Ranges SDS Teaching Learning Essentials Framework is used to facilitate curriculum planning and implementation. Year level Cycle planners, A-D scope and sequence documents, an annual assessment schedule, 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 team will be required to review their policy statement annually and table it to school council.

3.3 Student Wellbeing and Learning

The evidence–based framework, School Wide Positive Behaviour Support at Yarra Ranges Special Developmental School 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 YRSDS 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

3.3.1 Students with Disabilities

The Department of Education and Training and Yarra Ranges Special Developmental 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.
Yarra Ranges Special Developmental School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

3.3.2 Koorie Education

Yarra Ranges Special Developmental School 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 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
- Implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

3.4 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.

4.   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.

4.1   Data collection

The school will continuously monitor student outcomes using a variety of assessment strategies and tools that include - E.g. English Online Interview, Ables, YRSDS Assessment Profile, Task Analysis 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.

4.2   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.

4.3   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 meeting 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 the eight learning areas (Foundation to Level 9) and for Senior Pathways Students in the four learning areas. Student Initial Learning Plans and reports provide feedback on three key goals agreed upon with parents at a Student Support Group meeting. Student Support Group meetings are held formally four times a year, face to face or via the phone and informally as requested by parent, carer or teacher. Each meeting is documented and signed.

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.

5.   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: Time allocations per learning area Foundation to Year 12

6. Review Cycle

This policy was last updated on the 21/06/2018 and is scheduled for review in June 2020

Appendix A

Curriculum Plan – including time allocations-Years F - 3

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis. The breakdown of the weekly cycle is as follows:

Years F - 3

Years F-3	
Domain	**Minutes per week**
English	300
Mathematics	200
Science	150
*Humanities • History • Geography	100
Health and Physical Education	125
*The Arts • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication • Design	150
Technologies • Design and Technologies • Digital Technologies	150
*General Capabilities • Personal and Social Capability • Critical and creative thinking • Ethical • Intercultural	400
TOTAL	1500 per week

*Curriculum content from all domains over a two year cycle

Curriculum Plan – including time allocations -Years 4 - 9

The curriculum is based on the Victorian Curriculum standards. The timetable is structured on a weekly basis..
The breakdown of the weekly cycle is as follows:

Years 4-9

Years 4-9	
Domain	**Minutes per week**
English	250
Mathematics	250
Science	100
*Humanities • History • Geography • Economics and Business (Level 6) • Civics and Citizenship	120
Health and Physical Education	180
*The Arts • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication • Design	130
Technologies • Design and Technologies • Digital Technologies	70
*General Capabilities • Personal and Social Capability • Critical and creative thinking • Ethical • Intercultural	400
TOTAL	1500 per week

*Curriculum content from all domains over a two year cycle

Years 10-12

The curriculum is based on our Senior Pathways Curriculum. The Pathways Curriculum is a modified version of Foundation VCAL that focuses on competencies met to meet learning outcomes taken from that curriculum. The timetable is structured on a weekly basis. The breakdown of the weekly cycle is as follows:

Years 10-12

Years 10-12	
Domain	**Minutes per week**
Literacy including communication	400
Numeracy	300
Pathways Specific skills	400
Personal and Social Learning	400
TOTAL	1500 per week