Bayside Special Developmental School Curriculum Framework Policy

Rationale

Every student is unique, bringing a diversity of experiences, values, talents, attitudes, abilities, aspirations and needs. Students have a range of cultural and linguistic backgrounds, including those with indigenous backgrounds, English as a second language, a variety of disabilities and impairments, as well as students from different social and economic backgrounds.

Aims

The curriculum must;

- Encourage inclusive ways of learning and teaching that support all students contexts, with respect to strengths, interests and needs.
- Must have a commitment to an emphasis on improving the learning outcomes, including strategies that ensure inclusive practices are in place.
- Provide inclusive programs and respect for all cultures and backgrounds to make learning a richer experience for all students.
- Be meaningful and purposeful

Implementation

Student Support Group (SSG) meetings

The school conducts regular Student Support Groups to prioritise goals and gather information to complement, the child's learning.

1. Student Support Group (SSG) meetings will be held up to four times per year (more if required).
2. SSG meetings can be held as face to face meetings or via telephone.
3. Mandatory SSG meetings will be scheduled for the first week in March, the last week in term 2 and the last week in December. Where possible classroom Teachers will be released from class duties for a day during these weeks to conduct these meetings, unless the meetings coincide with a pupil free day.
4. Where possible a member of the Principal class will attend Student Support Group (SSG) meetings.
5. SSG meetings will follow to set guidelines and protocols

Individual Learning Plans (ILP)
1. The school will provide Individual Learning Plans (ILP) using a standardised school format for all school aged students and use the Individual Learning Plan rubric to monitor the quality of the planning documents.

2. Learning foci areas will be finalised from discussions and consensus during the Student Support Group (SSG) meeting with guiding consideration given to the student context as well as their strengths, interests and needs in addition to parent priorities. Communication is a mandatory area for all school aged students in addition to a transition learning focus for all students in the senior school.

3. Each ILP will cover 6 learning foci

4. Learning foci will be derived from the Bayside SDS curriculum (Dandenong Valley SDS curriculum) and the Bayside SDS senior curriculum.

5. Learning Foci will be formulated using information from previous student reports, informal and formalised assessment results, information arising from transition documents and previous Individual Learning Plans (ILP) if applicable.

6. All ILP documents will detail suggested strategies. This information will be individualised and derived from what strategies have been successful in the students learning to date and where possible substantiated with data such as the student observation sheet.

7. All ILP documents will detail the student’s entry level in relation to the Learning focus for a given year. This information will be informed by observations and assessments.

8. All ILP documents will list benchmarks related to the learning focus. This information will be rigorous, measurable and informed by student context (age, strengths, interests, needs and student presentation).

9. All typing on the ILP should be in times new roman font and 10-12 point size. The same font and size is to be consistent throughout the document. The ILP front page will use Times new roman 18pt.

10. Exception to the above points 1-9 will be when the intensive Interaction pro forma is used.

11. All ILPs will be proof read by the Principal and/or delegate for spelling, grammar, quality and appropriateness of language before being sent home to families.

12. A copy of each student’s ILP will be placed by the classroom teacher in the students educational file, located in the Principal’s office.

Work Program/Scheme of work

The work program identifies and organises the Essential Learnings, provides contexts for learning, identifies teaching and learning strategies, resources and provides an assessment plan. The Overview and Organisation identifies the alignment between the Essential Learnings, learning experiences and teaching strategies and assessment.

1. All teaching members of staff must complete a program of work
2. The program of work will be located in the classroom and available during student attendance hours.
3. The work program will be presented in a folder and include timings, be succinct, be easy to follow and organised into clearly identified areas.
4. The work program will include base lining/pre testing, evidence of progressional / developmental planning, links to individual goals and needs, as well as group activities.
5. The work program will include detailed activities, individual learning styles, groupings and any resources required.
6. The work program will include a recorded program evaluation and clearly demonstrate that multiple sources of formal and informal assessments have been used.
7. The work program will use VELS terminology and include an appropriate curriculum spread and percentage summary.

Student Assessment

Assessment and reporting are vital processes which provide information about what students know and can do, and to make recommendations for their future learning. Assessments will;

1. Provide current and future teachers with information on students’ academic profiles.
2. Document student learning and achievement in a consistent, clear and relevant manner.
3. Provide information on the skills and knowledge the student demonstrates and the support which may be required to show this.
4. Provide information on entry level skills when setting goals.
5. Show “holes” in student learning which may be addressed through program planning or the setting of individual goals.
6. Be derived from the use of multiple sources of formal and informal assessments including, but not limited to checklists, anecdotal records, moderation of video, moderation of work/tasks using rubrics and miscue analysis.

Student Reports

1. A written report will be sent home twice a year.
2. Mid-year reports will be presented during the June SSG meeting.
3. End of year reports will be presented during the December SSG meeting.
4. School aged student reports will be recorded using a standardised school format and use the Individual Learning Plan learning foci to report against.
5. Each student report will cover 6 learning foci
6. Student strategies will be updated and recorded on the student report pro forma. This information will be individualised and derived from what strategies have been successful in the students learning to date and where possible substantiated with data such as the student observation sheet.
7. All student report documents will detail the student's current level of progress in relation to the Learning focus. This information will be informed by observations and assessments, referring to listed benchmarks previously related to each learning focus.

8. All typing on the student report should be in times new roman font and 10-12 point size. The same font and size is to be consistent throughout the document. The student report front page will use times new roman 18pt.

9. All student reports will be proof read by the Principal and/or delegate for spelling, grammar, quality and appropriateness of language before being presented in the SSG meeting.

10. A copy of each student report will be placed by the classroom teacher in the student's educational file, located in the Principal's office.

**Teacher opinion of Student Progress**

As part of the school reporting requirements, all students on the Program for Students with Disabilities (PSD) are required to have teacher judgement of student progress for goals set in the relevant VELS domains. These judgements are one of a number of measures used to determine the effectiveness of the learning programs.

1. Each classroom teacher will provide Teacher Opinion of student progress judgements against the priority goals listed in the ILP.

2. These judgements are strongly guided by benchmarks with clear interpretation guidelines. In addition video moderation is used for the intensive interaction program to assist with professional consensus of demonstrated levels. To endeavour to have consistency across the school in specific categories, teachers will follow this guide:

1. No progress - Student has been absent in excess of 50 percent of year and/or no expected benchmarks met;

2. Little progress – Student achieved between 0 and 30 percent of the expected benchmarks and no additional achievements related to the goal were observed

3. Satisfactory Progress – Student achieved 30 – 50 percent of the expected benchmarks and other additional achievements related to the goal may have been observed

4. Good Progress – Student achieved 50 – 70 percent of the expected benchmarks and other additional achievements related to the goal may have been observed

5. Very Good Progress – Student achieved 70 – 85 percent of the expected benchmarks and other additional achievements related to the goal may have been observed

6. Excellent Progress – Student achieved 85 – 100 percent of the expected benchmarks and other additional achievements related to the goal may have been observed.

Signed [Signature] Date 24/3/14  
Signed [Signature] Date 24/3/14

School Council President  Principal

This document was ratified at School Council meeting