

## CURRICULUM FRAMEWORK POLICY



### Help for non-English speakers

If you need help to understand the information in this policy please contact Hume Valley School.

Ph: 9309 3477

### 1. POLICY STATEMENT

Hume Valley School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training or further education.

Hume Valley School 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 inclusive curriculum. Individual student learning is scaffolded in response to the Victorian Curriculum and individual learning goals set and monitored by the Student Support Group (SSG) four times per year.

Assessment and Reporting is an integral part of teaching and learning. Hume Valley School conducts assessment and reporting that is timely, evidence based and taken from multiple sources.

Hume Valley School follows DET's information and guidance for reporting student achievement and progress Foundation to Year 10 assessing student achievement and progress

developed by the Department of Education. The VCE and VCAL Administrative Handbook and the VCAL Curriculum Planning guides the information used by teachers in their assessment of Victorian Certificate of Applied Learning (VCAL) units.

### 2. GUIDELINES

- 2.1** Hume Valley School has a detailed A-D, F-10 & Year 11 & 12 (VCAL) three-year curriculum plan recognizing and responding to the diverse student needs showing how the learning areas will be substantially addressed and how the curriculum will be organized and implemented.
- 2.2** A critical element of the Hume Valley School curriculum is preparing young people for transition from school into further education and careers is of the Careers Curriculum Framework (15 plus) through our PreCAL (Year 10) and VCAL (Year 11 and 12) programs).
- 2.3** Hume Valley School leadership team review F-12 curriculum plan annually and teaching practice annually. The priority areas are targeted in the school's Annual Implementation Plan.
- 2.4** Hume Valley School complies with all DET guidelines about how the delivery of curriculum – including the length of student instruction time.

Assessment and Reporting practices of the School are transparent, fair and valid, and take account of an individual's right to privacy and confidentiality.

- 2.5** Formal written reports are provided to students and their families on a whole-school basis at the conclusion of each semester.
- 2.6** Reporting on student progress shall be constructive, positive and informative with an emphasis on student growth as they develop their skills, abilities and attitude to learning.
- 2.7** Reporting - Formative and Summative testing is supported by ongoing qualitative and quantitative assessment throughout a unit of teaching and learning.
- 2.8** Students will receive frequent, constructive feedback that supports further learning.
- 2.9** The teacher will make learning intentions and success criteria explicit, and where possible include student voice and input.
- 2.10** Assessment practices of the school encourage self-reflection and facilitate individual goal setting when examining "Where to next?".
- 2.11** The teacher uses evidence from assessment to inform planning, teaching and further learning.
- 2.12** All students are assessed against the set of achievement standards set out in the eight learning areas and four capabilities of the Victorian Curriculum A-d & F-10, consistent with the whole school scope and sequence documentation.
- 2.13** All students at Hume Valley School have additional learning needs, and are funded under the Program for Students with Disabilities (PSD) and recommendations of adjustments are implemented with every student's Personalised Learning Support Plan (PLSP). At the conclusion of each semester these students will receive a Narrative Report.
- 2.14** Assessment and reporting which is judged against the student's Personalised Learning Support Plan (PLSP) and is utilised to individualise end of Semester reports. SSG Meeting's are held termly with the student's family to determine personalised learning goals and appropriate levels of learning support required to achieve these goals.
- 2.15** Students who are performing at least 6 months behind the expected standard will be provided with an ILP. Assessment and reporting which is judged against their Individualised Learning Plan (ILP) will be utilised to individualise end of Semester reports. An SSG Meeting will be held with the student's family to determine personalised learning goals and appropriate levels of learning support required to achieve these goals.
- 2.16** In accordance with DET Guidelines, The National Assessment Program- Literacy and Numeracy (NAPLAN) will be administered annually to students in Years 3 and Year 5 to families who opt in.

### **3. PROGRAM**

- 3.1** Each year Hume Valley School maps out its curriculum offerings in the learning areas of English, mathematics, sciences (including physics, chemistry and biology), humanities and social sciences (including history, geography, economics, business, civics and citizenship), the arts, health and physical education and information and communication technology, and design and technology.
- 3.2** Hume Valley School offers a VCAL senior secondary qualification meeting the requirements outlined by the Victorian Curriculum and Assessment Authority (VCAA).

- 3.3** Hume Valley School provides a variety of programs to address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, and students from language backgrounds other than English.
- 3.4** Hume Valley School identifies and caters for the different needs of particular cohorts of students when developing its curriculum plan.
- 3.5** Hume Valley School when developing its Curriculum Plan provides at least 25 hours student instruction per week and a minimum of 300 minutes per day.
- 3.6** Victorian Curriculum inclusive of ABLES is used as a framework for curriculum development in accordance with DET policy and guidelines.
- 3.7** Every year Hume Valley School undertakes an audit of the curriculum. This audit informs future curriculum planning.

To facilitate this implementation, assessment criteria and record keeping pro-formas reflect the Victorian Curriculum Standards, assessment reports and the ABLES assessment tools and reports.

- 3.8** The use of Digital Learning is integrated across the curriculum to support the improvement of teaching and learning outcomes.
- 3.9** In developing its curriculum plan the school provides a broad range of educational pathways to ensure improved student outcomes.
- 3.10** Curriculum leaders are required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.
- 3.10** Student Files and Records. Each student has a 'Student File' in which relevant assessment and reporting documentation is placed. This file contains documented evidence of the student's learning. All 'Student Files' are to be archived in accordance with DET Guidelines and the Public Record Office of Victoria (PROV). These guidelines surrounding these records are based upon the life-spans that are determined by standards issued under the 'Public Records Act 1973'.<sup>3.2</sup>
- 3.11** The Assessment Process Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes, being:
  - Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching.
  - Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals.
  - Assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

- 3.12** Student Support Groups and End of Semester Reports
  - In addition to documented 'End of Semester' reports, families are offered four formal opportunities to meet with their child's teacher:

1 – A ‘Getting to Know You’ meeting early in Term One; at which the child’s preferred learning styles, areas of strengths and scope for improvement are discussed and documented.

2 – A mid-year ‘Student Led Conference’ at the end of Term Two; at which the student presents a portfolio of their work and reflects upon their learning in an open discussion with their family and the teacher.

3 – Progress meeting - The family is also offered the opportunity to seek clarification and discuss progression points.

**3.13** The family is also offered the opportunity to seek clarification and discuss progression points and written comments contained within their child’s ‘End of Semester Report’.

In addition to the above-mentioned formal meetings, teachers are available to meet with families as required throughout the year.

At the end of the year, an ‘End of Semester’ written report and a ‘Student Portfolio’ are provided to the family. A copy of this report is then filed on the school server, and selected pieces of assessment are filed in the ‘Student File’. The Student File is then passed on to the teacher for the following year.

**3.14** Student Tracking Database

The School utilises a student assessment tracking, analysis and reporting tool known as Curriculum Rubrics. This is used to track all student progress across domains, standards, student cohorts and individualised growth.

**3.15** Assessment and Reporting Timeline

Each year the teaching and learning team will consult with staff to assure that the ‘Assessment and Reporting Timeline’ is relevant, up to date and meets the current teaching and learning needs of the School. As part of the Assessment and Reporting Timeline, two sessions of whole-school moderation will occur each year in the domains of English and Mathematics.

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

Links which are connected with this policy are:

<https://victoriancurriculum.vcaa.vic.edu.au/>

<https://victoriancurriculum.vcaa.vic.edu.au/>

[Assessment \(education.vic.gov.au\)](https://education.vic.gov.au)

[Reporting Student Achievement and Progress Foundation to 10: Policy | education.vic.gov.au](https://education.vic.gov.au)

[Pages - VCAL assessment \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Appendices which are connected with this policy are:

**Appendix A:** Curriculum Plan, overview and vision, student learning outcomes

#### **5. EVALUATION**

**Review:** This policy will be reviewed via the recommended review cycle of 3-4 years or more often if necessary due to changes in DET policies or curriculum initiatives.

Policy last reviewed	Term 4, 2021
Approved by	Principal
Consultation:	PCT, school council
Next scheduled review date	Term 4, 2025

## Appendix A

### Curriculum Plan

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#### OVERVIEW AND VISION:

Hume Valley School is a learning community in which there is a shared vision and explicit goals, a tone of high expectations and a strong culture of inclusion, best effort, community, collaboration, service and diversity. The Junior and Primary Sub-schools focus on orienting students to school routines, introducing programs for English listening & speaking, English reading & writing, personal learning and interpersonal learning. The Middles and Secondary Sub-schools scaffold on the learning acquired in Juniors and Primaries and begin the process of creating independent learners. Students are encouraged to have input into their Personal Learning Support Plan goals and where appropriate are included in the student support interviews. The Secondary and VCAL sub-schools have introduced the Careers Curriculum (15+) program. VCAL emphasizes pre-work skill development and specifically teaches the skills needed for successful transition to post-school options including TAFE. Every student from 15 years of age has a Career Action Plan.

#### BELIEFS:

- That all students can learn, be actively engaged in their learning and experience success.
- That all students can be empowered to develop a commitment to learning, perseverance, resilience and meet challenges.
- That all students will participate in all programs offered in their Sub Schools
- That all students will be engaged with real, practical problems which connect them to the world beyond the classroom.
- That best learning takes place in well resourced environments.
- That parents and carers should be engaged in planning their child's progress through school and contribute to their child's achievement and in making informed decisions about future learning and employment.
- That all students will have the knowledge and skills to contribute to ecologically sustainable development.
- That a healthy body impacts on a healthy learning mind - healthy schools.
- Students will, where practicable, have an opportunity to take ownership of their own learning plan.

#### HUME VALLEY SCHOOL CURRICULUM

Hume Valley School leadership team review F-10 and VCAL curriculum plan annually and teaching practice annually. The priority areas are targeted in the school's Annual Implementation Plan. F-10 and VCAL curriculum is based on the A-D & F-10 curriculum core learning areas and capabilities within the Victorian Curriculum and the VCAL curriculum is based on the VCAA standards outlined for senior secondary school.

Students also participate in Specialist subjects covering Health & Physical Education, The Arts and Technologies. Students receive written reports issued to parents/carers in July and December to show individual student progress and achievement in core learning areas and capabilities and achievement within their specialist subject areas.

- for F-12 stages of schooling;
- across all 8 key learning areas and all the capabilities;

#### LEARNING AREAS:

1. The Arts
2. English
3. The Humanities
4. Mathematics
5. Science
6. Design and Technology

7. Digital Technology
8. Health and Physical Education

## CAPABILITIES

1. Critical and Creative Thinking
2. Ethical
3. Intercultural
4. Personal and Social

Hume Valley School curriculum is based on the 'ages and stages' of learning with structured learning communities. To maintain a focus on the the provision of the whole curriculum to every student, the Hume Valley School curriculum overview outlines the whole-school curriculum plan based based on four stages: Foundation (Prep–Year 2), Breadth (Years 3–8), Pathways (Years 9–10) and senior secondary (VCAL).

- Junior Sub-School
- Primary
- Middle Sub-school
- Secondary Sub-school
- Senior sub school
- PreCAL
- VCAL Sub-school

The curriculum is is based on the A-D & F-10 curriculum core leaning areas and capabilities within the Victorian Curriculum. Students also patriciate in Specialist subjects covering Health & Physical Education, The Arts and Technologies.

An example of a yearly overview of the Hume Valley School curriculum below:

	TERM 1	TERM 2	TERM 3	TERM 4
MUSIC	Instrumental - Elements, Beat, Tempo <i>Explore and Express Ideas</i>	Vocal & Sound - Pitch, Songs, Memory <i>Music Practices</i>	Composition & Improvisation <i>Respond and Interpret</i>	X Factor - Performance <i>Present and Perform</i>
VISUAL ARTS	Sculpture & Crafts <i>Explore and Express Ideas</i>	Drawing & Painting <i>Visual Arts Practices</i>	Art History <i>Respond and Interpret</i>	Printmaking & Textiles <i>Present and Perform</i>
ENGLISH & EAL	Reading and Viewing <i>Speaking and Listening</i>	Reading and Viewing <i>Speaking and Listening</i>	Reading and Viewing <i>Speaking and Listening</i>	Reading and Viewing <i>Speaking and Listening</i>
HEALTH AND PHYSICAL EDUCATION	HEALTH - Being Healthy, Safe & Active <i>Personal, Social and Community Health</i>	HEALTH - Communicating and Interacting <i>Personal, Social and Community Health</i>	PE - Moving The Body <i>Movement and Physical Activity</i>	PE - Understanding Movement <i>Movement and Physical Activity</i>
GEOGRAPHY	Places and Livability <i>Place, Space and Interconnection</i>	Water in the World <i>Place, Space and Interconnection</i>	Landforms and Landscapes <i>Place, Space and Interconnection</i>	Changing Nations <i>Place, Space and Interconnection</i>
MATHEMATICS	Number and Algebra <i>Measurement and Geometry</i>	Number and Algebra <i>Measurement and Geometry</i>	Number and Algebra <i>Measurement and Geometry</i>	Number and Algebra <i>Measurement and Geometry</i>
SCIENCE	Biological Sciences <i>Science Inquiry Skills</i>	Chemical Sciences <i>Science Inquiry Skills</i>	Earth and Space Sciences <i>Science Inquiry Skills</i>	Physical Sciences <i>Science Inquiry Skills</i>
DESIGN & TECHNOLOGIES "Homecrafts"	Food and You - Healthy Choices <i>Technologies Contexts</i>	Paddock to Plate - Growing Food <i>Technologies Contexts</i>	Master Chef - Safety & Food Preparation <i>Technologies Contexts</i>	Food Around the World - Recipes <i>Technologies Contexts</i>
DIGITAL TECHNOLOGIES	Hardware, Software, Networks & Safety <i>Google Classrooms</i>	Game-Based Learning - Robotics & Coding <i>Creating Digital Solutions</i>	Computational Thinking - Solving Problems <i>Creating Digital Solutions</i>	Design Thinking - Maker Spaces & Generating Ideas <i>Data and Information</i>
CRITICAL & CREATIVE THINKING "Resilience, Rights and Respectful Relationships (RRRR)"	Topic 1: Emotional Literacy <i>Questions and Possibilities</i>	Topic 2: Personal Strengths <i>Reasoning</i>	Topic 3: Positive Coping & CONSENT ED <i>Metacognition</i>	Topic 4: Problem Solving <i>Questions and Possibilities</i>
PERSONAL & SOCIAL "SWPBS"	SWPBS - Intro <i>Self-Awareness and Management</i>	SWPBS - Respect <i>Self-Awareness and Management</i>	SWPBS - Responsibility <i>Self-Awareness and Management</i>	SWPBS - Resilience <i>Self-Awareness and Management</i>

Teachers plan subject areas using a unit of work aligned with our instructional model – the Gradual Release of Responsibility.

## JUNIOR SUB SCHOOL -Foundation (Prep), 1, 2 - Ages: 5, 6, 7 & 8

Junior students have the opportunity to experience the essential elements of the curriculum. Junior programs are designed using age appropriate content, themes and topics drawn from the Victorian Curriculum. Learning is assessed developmentally to meet individual needs and expectations

## PRIMARIES SUB SCHOOL - Grades 3 & 4 -Ages: 9 & 10

Primaries students have the opportunity to fully engage with all Victorian Curriculum areas. This approach is intended to ensure students are able to engage with and learn age appropriate content, themes and topics drawn from the Victorian Curriculum. Learning is assessed developmentally to meet individual needs and expectations.

#### **MIDDLES SUB SCHOOL - Grades 5 , 6 - Ages: 11 & 12**

Middles students have the opportunity to fully engage with all Victorian Curriculum areas. This approach is intended to ensure students are able to engage with and learn age appropriate content, themes and topics drawn from the Victorian Curriculum. Learning is assessed developmentally to meet individual needs and expectations.

#### **SECONDARY SUB SCHOOL- Years 7 & 8- Ages: 13 & 14**

Secondary students have the opportunity to engage with all the Victorian Curriculum themes and topics relevant to their chronological age. In these years of schooling some students begin to focus on areas of specialisation related to both their future schooling and intended pathways beyond school. Learning is assessed developmentally to meet individual needs and expectations.

#### **SENIOR SUB SCHOOL- Year 9 - Ages: 15**

Senior students have the opportunity to engage with all the Victorian Curriculum themes and topics relevant to their chronological age. In these years of schooling some students begin to focus on areas of specialisation related to both their future schooling and intended pathways beyond school. Learning is assessed developmentally to meet individual needs and expectations.

#### **PRECAL SUB SCHOOL - Year 9 - Ages: 15**

The PreCAL curriculum is based on the Victorian Curriculum with the addition of the Advance Curriculum which provides a chance for our students apply skills in the community by participating in Structured Work Places and to begin Vocational Education and Training (VET) by selecting a VET Certificate of choice. In PreCAL students learn by planning projects, building on skills, meeting new people, and by make a meaningful difference in their community. Students who complete PreCAL will receive written reports issued to parents/carers in July and December to show student progress and achievement within the A-D, Foundation to Year 10 Curriculum in the below learning areas, the achievement will be measured through outcomes in classroom based lessons and structured work placements. Upon completion of PreCAL students will meet with VCAL staff to develop an individual year 11-12 pathway into either Stream 1 or Stream 2 of VCAL.

#### **VCAL SUB SCHOOL - Year 11 & 12 - Ages: 15**

Our VCAL sub-school is co-located on the Senior Secondary Campus of Hume Central Secondary College. The VCAL staff have developed a curriculum, which enables all students to access foundation level VCAL, selected Vet in Schools Programs (Cert 1, 2 and 3 courses) and School Based Apprenticeships (SBATs). The VCAL focus is on applied learning and vocational pathways.

The subjects undertaken at each year level and their relationship to the key learning areas are outlined below:

<b>Foundation to Year 10 Key Learning Areas</b>	
<b>Key Learning Area (PLSP goals)</b>	<b>Specialist Subjects</b>
<b><u>LEARNING AREAS</u></b> <b>English</b> <b>The Humanities - Geography &amp; History</b> <b>Mathematics</b> <b>Science</b> <b><u>CAPABILITIES</u></b> <b>Critical and Creative Thinking – including Ethical &amp; Intercultural - <i>Respectful Relationships</i></b> <b>Personal and Social - <i>SWPBS</i></b>	<b>Health and Physical Education</b> <b>Design and Technology - HomeCrafts</b> <b>Digital Technologie</b> <b>The Arts - Dance, Drama &amp; Music / Visual Arts</b>



<ul style="list-style-type: none"> <li>• SWPBS</li> </ul>	
<b>Addition to year 10 PreCAL</b>	
<p><b>Structured Workplace/Workshop (OFFSITE)</b></p> <ul style="list-style-type: none"> <li>• Salvation Army</li> <li>• Craigieburn Bowls Club</li> <li>• Animal Shelter “Second Chance”</li> </ul> <p><b>Industry Based Electives (ONSITE)</b></p> <ul style="list-style-type: none"> <li>• <b>Hospitality</b> - School Lunch Program</li> <li>• <b>Carpentry</b> - Woodwork</li> <li>• <b>Horticulture</b> - Gardening</li> <li>• <b>Retail</b> – Market Garden</li> <li>• <b>Personal Care Services</b> – Salon Skills</li> <li>• <b>Hospitality</b> – HVS Café</li> </ul> <p><b>PreCAL VET Programs (completed over 2 years)</b></p> <ul style="list-style-type: none"> <li>• Certificate I Vocational Pathways</li> <li>• Certificate II Visual Arts</li> <li>• Certificate II Outdoor Recreation</li> <li>• Certificate II Music Industries</li> <li>• Certificate II Salon Assistance (<i>selected units – completed at Kangan Batman TAFE Richmond</i>)</li> </ul>	

VCAL Key Learning Areas	
Victorian Certificate of Applied Learning (VCAL)	Year 11 & 12 Certificate of Individual Achievement (CIA)
<p>VCAL is a 'hands-on' option for students in Years 10, 11 and 12. It is a recognised senior secondary qualification that focuses on 'hands-on learning' curriculum. VCAL's flexibility enables students to design a study program that suits their interests and learning needs.</p> <p>There compulsory strands in VCAL:</p> <ul style="list-style-type: none"> <li>• Literacy Skills</li> <li>• Numeracy Skills</li> <li>• Personal Development Skills</li> <li>• Work Related Skills</li> </ul> <p>Also delivered:</p> <ul style="list-style-type: none"> <li>• Industry Specific Skills</li> </ul> <p><b>A certificate and Statement of Results will be issued to students who successfully complete their VCAL.</b></p>	<p>Students who are involved in the CIA curriculum will receive written reports issued to parents/carers in July and December to show student progress and achievement in the following areas:</p> <p>There compulsory strands in VCAL:</p> <ul style="list-style-type: none"> <li>• Literacy Skills</li> <li>• Numeracy Skills</li> <li>• Personal Development Skills</li> <li>• Work Related Skills</li> </ul> <p>Also delivered:</p> <ul style="list-style-type: none"> <li>• Industry Specific Skills</li> <li>• Pathway Specific Skills</li> </ul> <p>At the completion of Year 12 students will receive a school-based certificate.</p>
Vocational Education and Training Delivered in Schools (VET)	
<p><b>VET Delivered in Schools’ at HVS offers the following programs:</b></p> <ul style="list-style-type: none"> <li>• Certificate I Vocational Pathways</li> <li>• Certificate II Visual Arts</li> <li>• Certificate II Outdoor Recreation</li> <li>• Certificate II Music Industries</li> </ul>	

- Certificate II Salon Assistance (selected units – completed at Kangan Batman
- TAFE Richmond)
- Certificate II Creative Industries
- Certificate II Horticulture (selected units)

#### **School Based Apprenticeships (SBATS)**

- SBAT – Certificate II Food Processing
- SBAT – Certificate II Warehouse Operations

Junior to Secondary curriculum is based on the Victorian Curriculum inclusive of ABLES, Careers Curriculum Framework. All staff employ the Powerful Learning strategies, including differentiated teaching and clear Learning Intentions and Success Criteria. The school has developed a comprehensive specialist program encompassing Traffic Safety Education, Digital Learning, Outdoor Education, Food Technology, Visual and Performing Arts, Health and Independent Living Skills programs and a variety of additional programs for students within specific sub schools such as Community Connections, Community Radio Program, Woodwork, Instrumental Music and Outdoor Education options including sailing, cheerleading, swimming and fitness groups. Students have access to these programs in addition to Literacy, Mathematics and Integrated studies which are taught by the classroom teachers. There is a strong emphasis on Social and Emotional learning by all staff.

Time allocations for learning areas; and shows the subjects undertaken at each year level outlined below:

<b>Curriculum Areas - minimum allocated times</b>			
	<b>Prep – Year 3:</b>	<b>Years 4-6:</b>	<b>Years 7-10:</b>
<b>Physical and Sport Education</b>	20-30 minutes of physical education a day	3 hours per week of physical education and sport with a minimum of 50% of that time for physical education	100 minutes each per week for physical education and sport
<b>English</b>	60 minutes per day	60 minutes per day	60 minutes per day
<b>Geography &amp; History</b>	60 minutes per week	60 minutes per week	60 minutes per week
<b>Mathematics</b>	60 minutes per day	60 minutes per day	60 minutes per day
<b>Science</b>	60 minutes per week	60 minutes per week	60 minutes per week
<b>Critical and Creative Thinking – including Ethical &amp; Intercultural Respectful Relationships</b>	60 minutes per week	60 minutes per week	60 minutes per week
<b>Personal and Social SWPBS</b>	60 minutes per week	60 minutes per week	60 minutes per week
<b>Design and Technology</b>	45 minutes per week	45 minutes per week	45 minutes per week
<b>Digital Technology</b>	45 minutes per week	45 minutes per week	45 minutes per week
<b>The Arts</b>	45 minutes per week	45 minutes per week	45 minutes per week

#### **CURRICULUM AND TEACHING PRACTICE REVIEW**

Hume Valley Schools teaching and learning program is grounded by DET's Victorian Teaching and Learning Model including the Pedagogical Model, Practice Principles for Excellence in Teaching and Learning and the High Impact Teaching Strategies (HITS). Our Instructional model is through the 'Gradual Release of Responsibility'. This model supports students with intellectual disabilities as it is based on the learning theory that cognitive work should shift slowly and intentionally from teacher modelling, to joint responsibility between teachers and students, to independent practice and application by the learner so

that knowledge is systematically transferred from short to long term memory and finally into permanent memory.

How teaching and learning at Hume Valley School is produced, shaped, and affected is by and four connected components. Each of these components play a separate and distinct role in the process of student learning and each is interconnected with all the others.

- The first is the curriculum that defines what it is that students should learn, and the associated progression or continuum of learning.
- The second is pedagogy that drives our instruction how students will be taught and supported to learn.
- The third is assessment that identifies how well a student has learnt specified content.
- The fourth is reporting that explains to the student and the parent where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals.

Hume Valley School's pedagogy, our approach to teaching and learning, the interactions between teachers, students, and the learning environment and learning tasks, has been formed by understanding 3 key pedagogical elements: Intellectual Disability, Trauma Informed and School Wide Positive Behaviour Support.

#### ***KEY ELEMENT 1: Intellectual Disability***

Special Education is a specialised teaching practice and a learner-centred strength-based approach that is responsive to the individual needs of all students. Special Schools select and implement appropriate teaching strategies to facilitate effective learning for students with disabilities also known as specific pedagogy designed to address disability related needs.

At Hume Valley School we understand the cognitive impact on our students in relation to their specific learning disability and we make reasonable adjustments to ensure each of our students can learn. We understand our students as unique individuals, this means that students don't all just get the "the same thing" (fairness) rather we provide students with personalised learning so that individuals students get what they need to be successful (equity). Under the Commonwealth Disability Discrimination Act 1992 and the Disability Standards for Education 2005 educational authorities are required to make changes so that a person with disability can safely and productively participate in an education program, these changes are known as Reasonable Adjustments. The Standards cover enrolment, participation, curriculum development, student support services and the elimination of harassment and victimisation.

#### ***KEY ELEMENT 2: Trauma Informed***

We view our students through a strengths-based lens, grounded in an understanding of and responsiveness to the impact of trauma, which emphasises physical, psychological, and emotional safety for everyone. We support post traumatic growth by creating opportunities for survivors to rebuild a sense of control and empowerment. We use strategies from the Berry Street Education Model to enable students' academic and personal growth and we support and encourage our staff to develop trauma sensitive resiliency and to practice self-care.

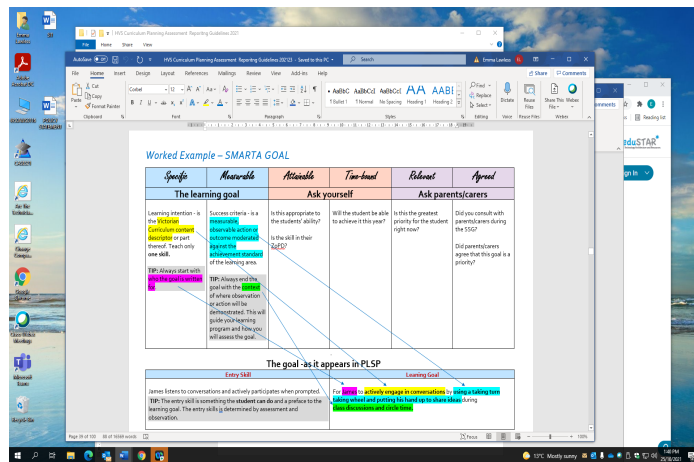
#### ***KEY ELEMENT 3: School Wide Positive Behaviour Support (SWPBS)***

We are a school community that shares the same values, and we offer a positive, safe and supportive learning culture. We understand that there is a function behind all challenging behaviours and the function is often to meet an unmet need. We understand that antisocial behaviours need to be replaced with positive pro social behaviours, this means we do not punish, seclude or restrain students, instead we teach replacement pro-social behaviours, the same way we teach everything else.

## **Student Learning Outcomes**

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All students at Hume Valley School have Personal Learning Support Plans (PLSPs) with prioritized learning goals. Learning goals are developed through the SMARTA goal setting formula as below:



Personal Learning Support Plans (PLSPs) developed and monitored by student support group (SSG) members. The SSG groups convene four times a year and can consist of parents/carers, class teachers, sub-school leaders, speech pathologist and student wellbeing staff. Each SSG is responsible for short and long term goal setting and assisting progress against specific goals.

The Hume Valley School Curriculum Rubric process provides teachers with a system to find a Zone Of Proximal Development (ZoPD) for their students within each learning area of the curriculum. The rubrics are working documents and support teachers to write targeted, relevant and sequential personal learning goals and to track and monitor student progress across the Victorian Curriculum throughout schooling at Hume Valley School – see below:

Within a HVS Curriculum Rubric is divided into:

- ⇒ Curriculum Level
- ⇒ Learning Area
- ⇒ Sub Strands
- ⇒ 7 Progression Points (content descriptors)

Name:	DOB:	ENGLISH	HVS Curriculum Rubric
<b>Reading &amp; Viewing</b>			
<b>Text structure and content</b> Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text.	<b>Expressing and responding to texts</b> Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text.	<b>Phonics and word knowledge</b> Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text.	<b>A - Achievement Standard</b> Reading and Viewing By the end of school, students read a range of texts, written and multimodal texts from familiar contexts. They respond to images of familiar people, objects or events. They describe main ideas and details of a person or object. They apply reading material as it is being read, interpreted, shared or told. They can track objects, people or images for a short period of time.
A1	A2	A3	A4
<b>Writing</b>			
<b>Text structure and content</b> Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text.	<b>Expressing and responding to texts</b> Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text.	<b>Phonics and word knowledge</b> Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text.	<b>A - Achievement Standard</b> Writing When experiencing creative writing activities, students make choices between objects and images and select and report objects and activities. Students develop their own ideas and plans for writing. They can demonstrate their own group and can hold an object briefly when it is placed in their hand.
A1	A2	A3	A4
<b>Speaking &amp; Listening</b>			
<b>Language for interaction</b> Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text.	<b>Expressing and responding to texts</b> Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text.	<b>Phonics and word knowledge</b> Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text. Identify the main idea of a text and support it with evidence from the text.	<b>A - Achievement Standard</b> Speaking and Listening Students listen to and read to some familiar objects, people, words and sounds within the environment by using their hearing, watching and/or touching. They respond to their name and to familiar items when named. Students make an attempt to identify and/or remember of everyday social interactions such as greetings by using gestures or vocalisation. They can observe between objects, images and activities and select or report an object or activity. They can identify and/or select a person or a personally or culturally meaningful object.
A1	A2	A3	A4

This process ensures:

- Student always make progress in their learning within the Victorian Curriculum continuum
- Learning goals are consistently written for individual ability levels
- A common language around the Victorian Curriculum standards, accurate goal setting and that there is focused professional discussion around ability based groups
- Allows for both breadth and depth to the content of the Victorian Curriculum - the content descriptors & achievement standards (breadth) and individual learning goals (depth).

- A developmental approach to the curriculum (in line with ABLES), rather than the traditional chronological approach.

## **Monitoring and Reporting on Student Performance**

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Mathematics, English and ABLES on-line assessments, speech assessments and student work samples are used to assess progress. Professional learning teams provide ongoing teaching and learning professional development, moderating, sharing and reviewing of data opportunities

Students F-12 receive written reports issued to parents/carers in July and December to show individual student progress and achievement the core learning areas and capabilities and achievement within their specialist subject areas.

Reports written in Semester 1 Reporting (Term 2 - June) - reports are individualised, accurate and easy to understand. Mid-year reports are written to tell parents and carers what their child is learning and how they are progressing towards meeting learning outcomes by explicitly explaining what they can do. Reports are written for parents and carers, which means they are in plain English and free of jargon. Classroom Teachers goals indicated in the students' PLSP in the learning areas and Specialist Teachers report against goals indicated in the students' PLSP their specific curriculum learning area achievement standards. VCAL Teachers report against goals indicated in the students' PLSP and VCAL competencies.

Semester 2 Reporting (Term 4 - October) provides an accurate and fair picture of student progress against clearly defined Victorian Curriculum standards. End-year reports tell parents and carers what their child has achieved/learnt and how well. VCAL Teachers report against goals indicated in the students' PLSP and VCAL competencies.