Curriculum Framework
Policy

RATIONALE

The Victorian government has mandated the implementation of the Victorian Curriculum in all schools. Bayside SDS has developed a Curriculum Framework, in line with the Victorian Curriculum. The Victorian Curriculum is a key document used when developing Personalised Learning Plan (PLP) for all school aged students.

CURRICULUM GUIDELINES

Aim and Purpose :

To achieve optimal educational and social outcomes for students with complex learning disabilities, within a caring, safe, harmonious, yet stimulating environment.

Purpose of Curriculum Framework:
- To support teachers in meeting their obligations under the Disability Standards for Education 2005
- To ensure all students with disability are able to participate in the Victorian Curriculum.
- To provide guidance to teachers regarding curriculum planning, assessment and reporting requirements.
- To support teachers in developing their pedagogical practices with regards to planning differentiated/individualised learning programs; selection and implementation of appropriate models of instruction; the planning and application of multiple assessment strategies and tools.
- To serve as a supporting document for the induction of new staff to Bayside SDS

Program Implementation

The Victorian Curriculum Foundation to Year 10 and Towards Foundation Level Levels A-D and Victorian Curriculum and Assessment Authority (VCAA) guidelines are used to develop the BSDS Curriculum Framework. The BSDS curriculum framework facilitates and guides curriculum planning and implementation.

Bayside Special Developmental School provides a variety of programs that address the specific needs of students reflecting individual strengths, needs and interests. BSDS whole-school curriculum plan, curriculum area plan, class and individual assessment record sheet, Personalised Learning Plan, Mid-Year and End-of-Year Reports are all outlined in this document.

Bayside
Special Developmental School   ABN 65 214 288 694

4 Genoa Street, Moorabbin, Victoria 3189, Australia.   Ph: +61 3 9555 4155   Fax: +61 3 9553 2476   Email: bayside.sds@edumail.vic.gov.au   **baysidesds.vic.edu.au**

In agreement with their parent or carer, each student has six student-centred goals embedded across the curriculum.

Student Wellbeing and Engagement

The evidence–based framework, School Wide Positive Behaviour Support at Bayside 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 provided by

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social capabilities of students into their daily learning experiences,
- providing a flexible, relevant, inclusive and appropriate curriculum, and
- accommodating students' developmental needs within the Victorian Curriculum F-10 and Towards Foundation Level.

Curriculum and Teaching Practice Review

Bayside Special Developmental School's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum F-10 and Towards Foundation Level. Curriculum audits and review will inform future curriculum planning and implementation.

The Leadership team oversees teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback is a crucial component of ongoing teaching practice improvement.

All members of staff 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's (AITSL) Professional Standards for Teachers.

BSDS utilises DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and meetings to support staff to improve their teaching method and practice of continuously.

STUDENT LEARNING OUTCOMES

Bayisde Special Developmental school's Strategic Plan sets out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan outlines incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report provides the community with information about the school's performance in implementing improvement strategies and how resources have been used. Data plays a critical part in this ongoing school improvement process.

Bayside
Special Developmental School   ABN 65 214 288 694

4 Genoa Street, Moorabbin, Victoria 3189, Australia.   Ph: +61 3 9555 4155   Fax: +61 3 9553 2476   Email: bayside.sds@edumail.vic.gov.au   **baysidesds.vic.edu.au**

![Bayside SDS]

Data collection

The school continuously monitors student outcomes using a variety of assessment strategies and tools that include ABLES, school-based common assessment tasks, anecdotal evidence, checklists, observation notes and teacher judgement via moderation.

The Leadership team and Professional Learning Teams track whole-school, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

Data and achievement reporting

Student learning and improvement data is reported in different ways according to the audience.

- **For students:** Feedback is given about current learning using the student's preferred means of communication
- **For staff:** Both informal and formal data will be used to inform planning and teaching on both a short and longer-term basis.
- **For parents:** Student reports and parent/teacher meeting will provide an opportunity for teachers to provide feedback regarding student learning, wellbeing and engagement. Parents and/or carers are provided with a written report detailing their child's progress towards agreed goals and learning experiences in the eight learning areas twice a year. Student Support Group meetings are held formally three times a year face to face or via the phone and informally as requested by the parent, carer or teacher. Each meeting is documented and signed.
- **For community:** Student learning outcomes data is reported in the Annual Report to the School Community

LINKS AND APPENDIX

- [Curriculum](#)

- [Framework for Improving Student Outcomes](#)

- [Assessment](#)

- [Student Wellbeing and Learning](#)

- [Students with Disabilities](#)

- [Koorie Education](#)

REVIEW CYCLE

This policy was last updated on December 2019 and is scheduled for review in December 2020.

Bayside
Special Developmental School   ABN 65 214 288 694

4 Genoa Street, Moorabbin, Victoria 3189, Australia.   Ph: +61 3 9555 4155   Fax: +61 3 9553 2476   Email: bayside.sds@edumail.vic.gov.au   **baysidesds.vic.edu.au**