

Written Statement/ Policy – Bayside Special Developmental School Curriculum Framework

The core purpose of this school as defined in the Strategic Plan is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The school seeks to develop successful, engaged and happy learners who demonstrate resilience and self-esteem.

The school provides a comprehensive curriculum, delivered using a student centred, personalised learning approach, with a strong focus on personal and social capabilities, literacy and numeracy. Curriculum initiatives include the Comprehensive Literacy program, Zones of Regulation and tutor learning focussed on Communication. In addition to the comprehensive classroom programs offered in personal and social capabilities, literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Geography/History, Technologies/Design Technology, The Arts, Critical and Creative Thinking, and Health. These curriculum areas are also cross referenced with the personal and social capabilities, numeracy and literacy program to ensure sufficient time is allocated to address the content.

‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’. It provides students with access to curriculum content and standards that enable students to move toward the learning described at Foundation level. Levels A to D focus on progressing students from a pre-intentional to intentional engagement in learning. They support students to develop their independence as they explore, participate and engage in the world around them. ‘Levels A to D’ are not associated with any set age or year level.

Teaching and learning teams across levels ensure curriculum coverage is monitored across the school. These teaching and learning teams are currently responsible for core curriculum development and delivery in all areas of the curriculum.

The school has a School Improvement team with principal class, professional learning team leaders and department leader membership. These teams focus on personal and social capabilities, literacy, numeracy, assessment and reporting and personalised learning.

The leadership group is focused on 4–5 year planning cycles and continuous analysis of a range of data around school improvement. At this level there is an integration of long-term planning around fiscal management, workforce planning and school structures.



There is a high level of professional development and the promotion of professional autonomy in the context of participation in the school improvement and teaching and learning teams and consultancy support for key initiatives.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of specialised, school specific assessments and an analysis of school performance data including staff and parent surveys.

Minimum % of Teaching & Learning Time	
25%	English
15%	Personal & Social Capabilities
15%	Health & Physical Education
10%	Mathematics
5%	The Arts
4%	Technology
4%	Science
4%	Critical & Creative Thinking
4%	History (odd years)
4%	Geography (even years)
86%	Total
1 day per term	Enrichment- Special days, incursions, sports days

NB: These percentages provide scope for differentiation between classes

