



## **CURRICULUM FRAMEWORK POLICY**

### **POLICY STATEMENT:**

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.

Our 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.

Each year the school will map out its curriculum using the F-10 Curriculum Planning and Reporting revised Guidelines

### **GUIDELINES:**

- Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan. All students will have an individual learning plan (ILP) to meet the specific needs of our student population
- Our 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 the demands of students. The Victorian Curriculum will be implemented from Level A to Level 10 at our school and the Victorian Certificate of Applied Learning (VCAL) will be administered to all Secondary 11-12 students.
- School curriculum programs are designed to enhance effective learning.
- Teaching and Learning programs will be resourced through Curriculum Budget

### **PROGRAM:**

Northern School for Autism will provide a variety of programs that will address the specific needs of students in relation to learning styles, interests, gender, special learning needs, disabilities and impairments and students from language backgrounds other than English.

Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

Northern School For Autism when developing its Curriculum Plan will provide at least 25 hours student instruction per week. The Principal in conjunction with The Teaching and Learning Team will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject.

Input will be sought from the students and school staff across the curriculum areas when determining programs for the following school year through a range of feedback and evaluative tools.

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The Victorian Curriculum will be used as a framework for curriculum development and delivery at level A to level 10, ASDAN and VCAL will be used as a framework for curriculum development and delivery for year 11 and 12 students in accordance with DET policy and guidelines. Every year our school conduct an audit of the curriculum using a self-assessment tool: <http://curriculumplanning.vcaa.vic.edu.au/sat/self-assessment-tool>

The interactive self-assessment tool has been designed to support a school leadership team to review the four essential interrelated layers of the whole-school curriculum plan and identify any areas that require further improvement.

This tool is designed to assist schools to make judgments about the extent to which they have a consistent, rigorous approach to whole-school curriculum planning across the four interrelated layers of School, Curriculum Area, Year Level, and Unit/Lessons.

Using the tool

- There are a series of questions for each of the interrelated layers essential for comprehensive whole school curriculum planning.
- Schools are asked to reflect on each question and rate themselves on a five point scale ranging from 'working towards' through to 'exceeded'.
- The ratings are not stored in the system. They are for school use only.
- All questions need a response before a report can be generated.
- Areas of planning that may require attention are quickly identified.
- Schools can make informed judgments about next steps to improve practice.

To facilitate this implementation, curriculum maps and policies, assessment criteria and record keeping preformats will be produced that reflect the Victorian Curriculum.

The DET requirements related to the teaching of Physical Education and Sports Education will continue to be implemented.

The use of Information and Communications Technology (ICT) will be taught in a specialist setting and integrated across the curriculum to support the improvement of teaching and learning outcomes. Early Years & Middle Years of schooling approaches will continue to be developed and implemented. In developing its curriculum plan Northern School For Autism will provide a broad range of educational pathways to ensure improved student outcomes.

Team leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to the Principal, then School Council.

The leadership team meeting with teaching team regularly to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, On Line Assessment Information (ABLES), school based testing, teacher judgments based on learning outcomes as set in the school's Assessment Schedule and the Victorian Curriculum. Tools used will include Accelurus. Student learning outcomes data will be reported in the Annual Report to the School Community and provided to the DET.

## **ASSESSMENT AND REPORTING:**

Teachers will access the following assessments for students. Teachers will use their judgement to decide which assessments to use. The results of the assessments inform the teacher planning. All results of the assessments are collated on the Assessment Tracker which is stored on the t::drive. Reports will be sent home at the end of term 2 and 4. Teaching and learning portfolios will be sent home at the end of term 1 and 3. Teaching and learning portfolios are samples of the students work.

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At Northern School For Autism there are four SSG meetings where families can discuss their child's progress.

Term 1	Term 2	Term 3	Term 4
NSA Vocabulary NSA Early Mathematics Key Maths Fountas and Pinnel MultiLit Teacher Observations	ABLES Teacher Observations	Teacher Observations	NSA Vocabulary NSA Early Mathematics Key Maths Fountas and Pinnel MultiLit Teacher Observations
Teaching and learning portfolios sent home	Reports sent home	Teaching and learning portfolios sent home	Reports sent home

### Professional Learning Communities (PLC)

Northern School For Autism has introduced PLCs to create a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise.

PLCs help our teachers to evaluate the effect of high impact teaching strategies as well as trialling new curriculum plans.

### Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Northern School For Autism in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

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

Links to DET School Policy & Advisory Guide:

- Curriculum Programs Foundation to 10 <https://www2.education.vic.gov.au/pal/curriculum-programs/policy>
- Framework for Improving Student Outcomes (FISO) <https://www2.education.vic.gov.au/pal/fiso/policy>
- Assessment of Student Achievements and Progress Foundation to 10 <https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy>
- Using Digital Technologies to Support Learning and Teaching Student Wellbeing and Learning <https://www2.education.vic.gov.au/pal/digital-learning/policy>
- Students with Disabilities <https://www2.education.vic.gov.au/pal/students-disability/policy>
- Koorie Education <https://www2.education.vic.gov.au/pal/koorie-education/policy>

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Appendices which are connected with this policy are:

- Appendix 1: Whole School Curriculum Plan
- Appendix 2: Reporting Guidelines

Please refer also to the school's *Assessment of Student Achievement & Progress Policy, Reporting Student Progress & Achievements to Parents Policy, Homework Policy, Koorie Education Policy, Student Wellbeing & Engagement Policy, Digital Learning Policy*

## EVALUATION

This Policy will be evaluated as part of NSA policy review cycle or if guidelines change.

The latest policy update August 2021.

This August 2021 policy was ratified by School Council 9<sup>th</sup> September 2021

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