



CURRICULUM FRAMEWORK POLICY

Including Assessment, Progress and Reporting

PURPOSE

The purpose of this framework is to outline Northern School for Autism's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.

The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, curriculum area, year level and unit / lesson curriculum plans.

The curriculum framework includes the Accreditation Network (ASDAN) and the Victorian Pathways Certificate (VPC) in the Senior Program.

To ensure Northern School for Autism is aware of its obligations relating to assessment of student achievement across Foundation to Year 10 and in Senior School Year 11 & 12.

To ensure Northern School for Autism is aware of its obligations relating to reporting student achievement across Foundation to Year 12 to parents/carers.

OVERVIEW

Northern School for Autism provides all students with a planned and structured curriculum to meet the stages of learning for students with Autism Spectrum Disorder from ages 5 to 18 years, 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, further education or other development opportunities.

Northern School for Autism is committed to offering a comprehensive curriculum developed from the [Victorian Curriculum F-10](#) Curriculum. The curriculum integrates the 'Towards Foundation Level Victorian Curriculum' directly and is referred to as 'Levels A to D'

ASDAN and VPC will be used as a framework for curriculum development and delivery for year 11 and 12 students in accordance with the Victorian Curriculum and VCAA guidelines..

The key points in this framework, and in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level

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- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- Complying with Departmental policies relating to curriculum provision, including:
 - Health and [Physical and Sport Education — Delivery Outcomes](#)
 - [Sexuality and Consent Education](#)
 - [English](#)
 - [Mathematics](#)
 - [Humanities/ Science](#)
 - [The Arts](#)
 - [Technologies](#)
 - [Personal and social capabilities](#)

Victorian Curriculum Exemptions:

As we are a specialist school setting, we are exempt for providing instruction in Languages Other Than English (LOTE). As we do not teach Levels 9 and 10 on the Victorian Curriculum, we are also exempt for teaching Holocaust Education.

Individual Learning Plans (ILP)

Teachers use a number of resources to inform teaching and learning including Victorian Curriculum, other formal and informal assessments, teacher observations and Student Support Group (SSG) meetings.

The NSA curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for all students. Students will engage with the curriculum with the necessary adjustments made to the curriculum content and how students demonstrate their knowledge, skills and understanding. Each student's individual characteristics will dictate the type of adjustments, what supports and strategies are required, when they are required and what good progress 'looks like'. High expectations ensure that a student's disability is not a barrier to their success,

The ILP process provides a structure for ensuring all students are engaged in the classroom curriculum; they will:

- Sit within whole-school curriculum planning
- Link to a student's learning goals developed by the SSG
- Include age appropriate learning activities and assessment tasks
- Allow for alternative learning pathways for demonstrating achievement
- Identify next steps in a student's learning
- Have agreed dates for ongoing monitoring and review, through SSG process

ASDAN PROGRAM (Senior School)

At NSA we offer ASDAN to the year 10, 11 and 12 students as an alternative to the VPC program.

ASDAN is a curriculum which supports and promotes our students in preparing them for adulthood. Through our ASDAN curriculum we aim to enable our students to develop their self-confidence in being prepared for life after school, preparing to live independently and becoming valued members of their local community. The activities are designed for students to learn in a variety of settings and contexts, both at school and in the local community.

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Victorian Pathways Certificate (VPC)

VPC is 'applied learning' curriculum for students in Years 11 & 12. It is a recognised senior secondary qualification that focuses on developing core academic skills through student-led, 'hands on learning' experiences. The VPC's flexibility enables students to design a study program that suits their interests and learning needs. There are four compulsory strands in VPC:

- Literacy skills
- Numeracy skills
- Work Related skills
- Personal Development skills

*School Based Apprenticeship & Training (SBAT) or VET – optional

Vocational Education and Training Delivered in Schools (VET)

The VET (Vocational Education and Training) program provides secondary students to gain practical skills in a specific industry while undertaking the VPC. Programs are typically completed over one or two years and provide students with a qualification or partial completion of a nationally recognised certificate.

Students who take part in a VET program will:

- Gain industry experience and employability skills
- Create a pathway to further study (certificate, diploma qualifications at TAFE)
- Gain opportunities to develop relationships with industry employers
- Enhance their knowledge of employer and workplace expectations
- Develop the capacity for teamwork and leadership

AIM

Northern School for Autism is highly valued by the community as a centre of excellence. It provides a dynamic and nurturing environment where students are supported in reaching their developmental and educational potential and making a valuable contribution to family, community and the future.

VISION

Northern School for Autism strives to be a centre of excellence.
Our motto is "Learning for Life".

MISSION

Students are supported towards developing their personal and educational potential, so as to be valued contributors to family and community life.

OBJECTIVE

The school is committed to the implementation of best practice in teaching and learning for students with ASD. The community of Northern School for Autism believes that to succeed in the world, students need to develop the capacity to:

- Manage themselves as individuals, and in relation to others,
- Understand the world in which they live,

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- Act effectively in that world,
- Make a positive contribution to their world.

VALUES

Our Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of:

- Trust
- Understanding
- Safety

IMPLEMENTATION

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. Autism specific curriculum will be provided to teachers with professional learning and in-class coaching on evidence-informed structured teaching approaches including the physical set-up of the classroom and school-wide consistent implementation of the tier 1 intervention of learning stations and individual schedules.

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.

Achievements will be measured and reported against (see Assessment and Reporting)

Classroom staff will be provided with ongoing professional learning through curriculum days, Professional Learning Communities (PLC) and regular sub-school meetings to ensure the highest level of competency in implementing the curriculum.

Pedagogy

Northern School for Autism provides:

- A curriculum that is developed to suit the individual student focusing on a functional curriculum and designed to meet the learning needs and goals of all students which is achieved by developing appropriate teaching and learning programs
- A teaching approach that enhances the students self esteem and respects their dignity
- An emphasis on each student's development of communication, social skills and independent living skills
- A behaviour management program tailored to each student's needs which incorporates the School Wide Positive Behaviour Supports
- Regular integration in the wider community through excursions and shopping program.

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The Northern School for Autism includes:

- Small classes and teaching teams
- Promotion of successful learning and self esteem building on students strengths
- Regular speech therapy consultation
- Regular occupational therapist consultation
- Regular recreational and leisure program to promote learning skills in the community
- Commitment to provide on going professional development to staff
- Department Education & Early Childhood Development transport to and from home within a designated area.

The Northern School for Autism Teaching Approach:

- The use of visual supports to aid students in their understanding of the world around them
- An Autism Spectrum Disorder specific curriculum that encourages students to become independent learners
- Provides a physical environment where distractions are minimized.

Assessment

Northern School for Autism assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Northern School for Autism will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

- Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements in order to to guide future lessons and learning. It allows teachers to provide timely and appropriate feedback to students and parents informed of student progress.
- Purposes of assessment is to ascertain each student's strengths, weaknesses, knowledge and skills before implementing a learning program.
- Teachers at Northern School for Autism use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning)
- Teachers will use a variety of assessment strategies to gather evidence and document about student achievement. Teachers will use their judgement to decide which assessments to use. The results of the assessments inform the teacher planning and any adjustments to teaching
- Teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.
- NSA aims to provide strategically planned and timed assessments to inform and support the provision and evaluation of quality learning plans.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- Northern School for Autism will develop Individual Learning Plans (ILPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.

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- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.

ASDAN PROGRAM Assessment (Senior School)

- The ASDAN curriculum allows students of all abilities demonstrate a level of achievement. A student's learning is documented through the development of a portfolio of evidence which is assessed by trained moderators, at school level as well as by ASDAN staff, for the award of an accredited certificate.

VET Assessment (Senior School)

VET contributes to the VPC through satisfying the requirements of the Industry Specific Skills or Work Related Skills strands. Each completed 90-hour block of VET equals one VPC unit. The additional VET options for VPC students will allow students to participate in some day long VET programs.

VET Curriculum must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units. The Assessment for VET will depend on the course requirements. For a VCE VET course with a study score may require a formal end of year examination. For a VET course with a block credit, it may comply with the VCAL assessment requirements.

VPC Assessment (Senior School)

The purpose of VPC assessment is to measure a student's achievement of a learning outcome by collecting evidence about their performance and making a judgment about whether they have met the requirements of that learning outcome. These requirements are clearly outlined in the elements of each learning outcome.

Teachers should use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome.

Evidence of achievement can include, but is not limited to, direct observation, written work, oral presentations, object production and project implementation.

Students must be observed to demonstrate achievement of a learning outcome on more than one occasion and in different contexts to make sure the assessment is valid and reliable, fair, flexible and efficient.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VPC unit cannot be used to demonstrate achievement in any other VPC unit or VET unit of competency.

Assessment of students with disability

The VPC structure provides a number of strategies to support students with disabilities. However, all VPC students are required to meet the course requirements as outlined in the *VCE and VPC Administrative Handbook* and in the *VPC Curriculum Planning* guides. Information regarding the assessment of students with disability is available in the *VCE and VPC Administrative Handbook* under the 'Special provisions' section.

Reporting Student Achievements

The purpose of reporting is to:

- Identify the areas of strength and areas for improvement for each student
- Identify where and what kinds of interventions may be necessary to support learning
- Plan for future learning and

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- Provide each student and parent/carer access to accurate information regarding the student's achievement and performance.

Northern School for Autism reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Northern School for Autism, ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester.

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.

Student Progress Reports will be sent home at the end of term 2 and 4. They will comprise of:

- ILP report – reporting on the progress and achievement of students against the individual learning plan goals
- Victorian Curriculum Report - reporting on the progress and achievement in learning areas of the Victorian Curriculum.

A mandatory 5 point scale is used on ILP reports as per DE guidelines and reporting to the DE as the students' Victorian Curriculum Level.

At Northern School for Autism:

The report will be in a written format easy for parents/carers to understand

- Northern School for Autism will report directly against the Victorian [Curriculum F-10 achievement standards or ASDAN standards](#), in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- Both student achievement and progress will be included in the report.
- Northern School for Autism will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews (Student Support Meetings), conducted each term, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Review of school curriculum

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, 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.

The school curriculum and framework will be a consistent element of the school's strategic planning and reviewed in accordance with the wider school review.

The leadership team will execute an annual review of the student learning outcomes data, and this will be used to assess the impact of curriculum initiatives, planning and implementation.

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Review of teaching practice

Northern School for Autism reviews teaching practice via:

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
 - [Assessment of Student Achievement and Progress Foundation to 10](#)
 - [Digital Learning in Schools](#)
 - [Students with Disability](#)
 - [Koorie Education](#)
 - [Languages Education](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - Teaching and Learning Protocols
 - whole school curriculum plan
 - teaching and learning program for each learning area and capability
 - unit plans/sequence of lessons.

POLICY REVIEW AND APPROVAL

Policy last reviewed	Aug 2024
Approved by	Principal
Next scheduled review date	Aug 2027 – noting the recommended review cycle is 3-4 years

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