

## Curriculum and Reporting Implementation and Review 2021

At Jennings Street School the Curriculum refers to 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.

JSS 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 offerings. It will be in the form of a Curriculum Plan (see **Appendix A**).

### GUIDELINES

JSS will recognise and respond to the diverse student needs when developing differentiated curriculum programs and curriculum plan

JSS will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

The Victorian Curriculum will be implemented from Years P to 12 at our school in accordance with DET policy guidelines. There will be a broad range of programs offered to meet the demands of students

Students from P – 8 will have their learning focus documented within an ILP. Students in years 9 – 12 will have their learning focus documented within a CAPS plan.

JSS places a high priority on the teaching of Physical and Sport Education, together with communication, social skills and independent living skills.

The school curriculum will prepare our secondary students for the transition from school into further education and careers.

The school strategic plan and annual implementation plan document the schools teaching and learning priorities and provide the basis for aligning priority resources.

### PROGRAM

JSS will provide a broad range of programs to address the specific needs of students with autism.

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

<b>CURRICULUM IMPLEMENTATION AND REVIEW_DRAFT.v12.05.2021</b>	4 Jennings Street LAVERTON VIC 3028 Phone: (03) 9360 9322	<a href="mailto:jennings.street.sch@edumail.vic.gov.au">jennings.street.sch@edumail.vic.gov.au</a> <a href="http://www.jenningsstreetschool.vic.edu.au">www.jenningsstreetschool.vic.edu.au</a>	Page 1 of 9
---	---	--	-------------

Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.

(<http://www.eduweb.vic.gov.au/edulibrary/public/schadmin/environment/4-3.pdf>)

The JSS Curriculum Committee will determine the curriculum program for the following year, balancing the needs of students with the school's Curriculum Plan.

In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes. Input will be sought from staff through the consultative process when determining programs for the following school year.

JSS will audit the curriculum in order to monitor domains, dimensions and standards of the Victorian Curriculum being offered. This audit will inform future curriculum planning.

To facilitate this, planning, implementation and assessment criteria will be documented.

At JSS the use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

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

The Curriculum Committee - School Improvement Team (SIT) will meet regularly to track whole school data and identify potential curriculum areas that require focus. Data sources will be determined within the curriculum planning and implementation documentation.

Student learning outcomes data will be reported in the School Council and Annual Report to the School Community provided to the DET,

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

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>
- <http://www.education.vic.gov.au/studentlearning/curriculum/year10to12.htm>
- <http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm>
- <http://www.vcaa.vic.edu.au/vce/>
- <http://www.vcaa.vic.edu.au/vcal/index.html>

<b>CURRICULUM IMPLEMENTATION AND REVIEW_DRAFT.v12.05.2021</b>	4 Jennings Street LAVERTON VIC 3028 Phone: (03) 9360 9322	<a href="mailto:jennings.street.sch@edumail.vic.gov.au">jennings.street.sch@edumail.vic.gov.au</a> <a href="http://www.jenningsstreetschool.vic.edu.au">www.jenningsstreetschool.vic.edu.au</a>	Page 2 of 9
---	---	--	-------------

## EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

<b>Date Implemented</b>	February 2015
<b>Author</b>	Rosemary Hayes
<b>Approved By</b>	Jennings Street School Council
<b>Approval Authority (Signature &amp; Date)</b>	
<b>Date Reviewed</b>	12.05.19
<b>Responsible for Review</b>	Policy Sub Committee
<b>Review Date</b>	12.05.2022
<b>References</b>	

18.02.2015 – v0 – date of implementation

24.10.2017 – v1 –

28.08.2018 – v2 – update footer; minor reformat

V3 Mar 2019 – updating of content and removal of content not required within this policy

v12.05.2021 - updated content and appendices to 2021

## Appendix A

### Curriculum Framework and Implementation Cycle - 2021

Curriculum is the broad term used for the framework and content of educational programs offered at Jennings Street School. We provide a comprehensive and relevant curriculum framework that directs classroom programs and aims to provide students with the skills they will need as they develop and grow. Classroom programs reflect all areas required by the Department of Education and Early Childhood Development (DET). Our curriculum is adapted to our students' needs from the Levels A – 10 - Victorian Curriculum and Senior School (ASDAN, VET, VCAL)

All students have their own “Individual Learning Plan” (ILP) or CAPS plan that documents goals which are developed and devised by the teacher in consultation with the parents and the allied health staff. We establish an Initial ILP and report on these goals to parents/caregivers twice yearly, mid- year and end of year. Teachers and parents/caregivers are also in regular contact through formal and informal means such as communication diaries, phone contact, scheduled meetings and school social events.

#### Primary Years - Laying the Foundations

During the first years of learning in schools, teachers aim to create and provide a safe and happy environment where students feel valued, praised and encouraged. In the Primary Years, students are encouraged to explore and make sense of the world around them through real-life experiences. We are focussing on “Laying the Foundations” by concentrating on students acquiring the necessary skills for learning such as communication, attending to tasks, developing independence and the appropriate skills required for play and social interactions. We also aim for the students to reach developmental milestones in the curriculum areas of English and Mathematics.

#### Middle Years – Building Breadth and Depth

This period of schooling referred to as the middle years coincides with early adolescence. This is a period of time where students are growing rapidly – physically, intellectually and emotionally. In the Middle Years we are focussing on “building breadth and depth” by continuing to develop and consolidate the curriculum explored within the Primary Years.

The Middle Years students will be encouraged to expand their skills beyond the foundations. Teaching and Learning is centred on students accessing the curriculum with maximum independence. Receptive and expressive communication skills, self-regulation and self-management skills will be a central part of all personal learning.

We continue to extend and encourage students to reach developmental milestones in curriculum areas such as English and Mathematics and students work towards becoming increasingly more independent with a more focussed approach to personal and interpersonal development and learning. Students will be assisted to respect the space and property of others, and will be encouraged to engage in meaningful and appropriate interactions with peers, staff and individuals.

Students are encouraged to participate in situations and problems that relate to real life, and to explore their local community and begin accessing and using resources outside the school

<b>CURRICULUM IMPLEMENTATION AND REVIEW_DRAFT.V12.05.21</b>	4 Jennings Street LAVERTON VIC 3028 Phone: (03) 9360 9322	<a href="mailto:jennings.street.sch@edumail.vic.gov.au">jennings.street.sch@edumail.vic.gov.au</a> <a href="http://www.jenningsstreetschool.vic.edu.au">www.jenningsstreetschool.vic.edu.au</a>	Page 4 of 9
---	---	--	-------------

environment. Students will be given opportunities to make choices and develop interests that may continue into their future.

## Later Years – Developing Pathways

In the Later Years, we are working towards further developing students' exposure and experiences beyond their immediate surroundings and community. Students are aligned to one of three pathways, either Blue, Orange or Green targeting priority learning linked to their individual skill level. The curriculum focus of the students' education prioritises the consolidation of skill development around English, Mathematics, Personal Learning and Interpersonal Development through various functional programs. There is a focus on the development of suitable pathways for students that will equip them with the skills and knowledge they will need as young adults preparing for leaving school. Students explore interests and passions and are provided with opportunities to identify transferable skills and interests that can be applied to post school options. Students are encouraged to take on a greater responsibility for self and others through individual and team activities. Throughout their time in the Later Years students are supported to further develop their skills related to self-management and self-regulations in a variety of different settings and situations.

### 2021 Inquiry Concepts for Learning ~ Scope and Sequence

	Term 1 9 Weeks	Term 2 11 Weeks	Term 3 10 Weeks	Unit 4 11 Weeks
<b>PRIMARY YEARS</b>	<b>HISTORY</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>GEOGRAPHY</b>
	<p style="text-align: center;"><b><u>Toys (past and present)</u></b></p> <p><b>Big Idea:</b> Objects change over time. <b>Essential Question:</b> What toys do I play with now? What toys did people (my parents/grandparents) in the past play with? When were things invented?</p>	<p style="text-align: center;"><b><u>Me and My Life</u></b></p> <p><b>Big Idea:</b> Different events have happened in my life. <b>Essential Question:</b> What has happened since I was born?</p>	<p style="text-align: center;"><b><u>My home and school</u></b></p> <p><b>Big Idea:</b> I have significant places in my life. <b>Essential Question:</b> What is my home like? What are the different places I encounter in my home and school? What places are important to me at school?</p>	<p style="text-align: center;"><b><u>My Community</u></b></p> <p><b>Big Idea:</b> I am part of a local community. <b>Essential Question:</b> What places are in my community (home and school)? Where do I go in my community? Who is part of my community?</p> <ul style="list-style-type: none"> <li>Voice and agency – follow students interests for possible excursions/incursions. Eg. Police visit.</li> </ul>
<b>MIDDLE YEARS</b>	<b>HISTORY</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>GEOGRAPHY</b>
	<p style="text-align: center;"><b><u>My family history</u></b></p> <p><b>Big Idea:</b> People existed and events happened in the past. <b>Essential Question:</b> What has happened since I was born? What important events have happened in my family? What events happened to people in my family before I was born?</p> <p>(Eg. Immediate family – parents got married, we moved house)</p>	<p style="text-align: center;"><b><u>Victoria – past and present</u></b></p> <p><b>Big Idea:</b> Victoria has changed over time. <b>Essential Question:</b> What was Victoria like in the past? What is Victoria like now?</p>	<p style="text-align: center;"><b><u>Visiting Victoria</u></b></p> <p><b>Big Idea:</b> Victoria is made up of many different places and landmarks. <b>Essential Question:</b> What significant places and landscapes are in Victoria? Where have I been in Victoria?</p> <ul style="list-style-type: none"> <li>Voice and agency – let students decide the places in Victoria they learn about.</li> </ul>	<p style="text-align: center;"><b><u>Australia</u></b></p> <p><b>Big Idea:</b> Australia is made up of many different places and landmarks. <b>Essential Question:</b> What are the main states and cities in Australia? What significant places and landscapes are in Australia? Where have I been in Australia?</p> <ul style="list-style-type: none"> <li>Voice and agency – let students decide the states/cities/places they learn about.</li> </ul>
<b>LATER YEARS (STEAM, LY12, LY15)</b>	<b>HISTORY</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>GEOGRAPHY</b>
	<p style="text-align: center;"><b><u>My family in the past and present</u></b></p> <p><b>Big Idea:</b> Things were different in the past compared to now. <b>Essential Question:</b> What important events have happened in my family? Where did my family originate from?</p>	<p style="text-align: center;"><b><u>Australian History and the first settlers</u></b></p> <p><b>Big Idea:</b> European settlement has changed Australia. <b>Essential Question:</b> Who were Victoria's original inhabitants? How did the first settlers arrive in Australia? How has the</p>	<p style="text-align: center;"><b><u>Oceania</u></b></p> <p><b>Big Idea:</b> Australia is part of a continent. <b>Essential Question:</b> What continent is Australia part of? What countries surround Australia? What countries make up Oceania? What are the different cultures in Oceania?</p>	<p style="text-align: center;"><b><u>The World</u></b></p> <p><b>Big Idea:</b> The world is a big place made up of lots of continents and countries. <b>Essential Question:</b> What are the 7 continents of the world? What countries make up the world? What different</p>

## 2021/2022 VCAL Concepts for Learning ~ Scope and Sequence

	Semester 1 2021	Semester 2 2021	Semester 1 2022	Semester 2 2022
<b>Integrated Project</b>	<b>Speaking, Reading and Writing for Practical Purposes</b> Project: Creating a community garden	<b>Speaking, Reading and Writing for Self-Expression</b> Project:	<b>Speaking, Reading and Writing for Knowledge</b> Project: Litter less lunches	<b>Speaking, Reading and Writing for Debate</b> Project: Travelling Melbourne
<b>Learning Outcomes</b>	Oral Communication: L03 Reading & Writing: L02, L06 Numeracy: L03	Oral Communication: L01 Reading & Writing: L01, L05 Numeracy: L04	Oral Communication: L02 Reading & Writing: L03, L07 Numeracy: L02	Oral Communication: L04 Reading & Writing: L04, L08 Numeracy: L03
<b>Stand Alone Project</b>	<b>Plan a Simple Activity</b> Project: Grand Opening of the Garden	<b>Deliver a Work-Related Activity:</b> Project: Car Wash	<b>Occupational Health and Safety</b> Project: Safety in the Café	<b>Planning a Social Activity:</b> Project: Exploring Culture and Planning the JSS End of Year Celebration
<b>Unit</b>	PDS Unit 1	WRS Unit 1	WRS Unit 2	PDS Unit 2

### Jennings Street School Assessment Schedule

ENGLISH	Victorian Curriculum Levels						Schedule			
Assessment and Evidence - Reading and Viewing - Writing - Speaking and Listening	A	B	C	D	F	1+	Term 1	Term 2	Term 3	Term 4
Phonics Bag Checklist							Continual			
Shared Read Checklist							Continual			
Videos and Photos (PBA)							√	√	√	√
Student work (PBA)							√	√	√	√
Writing Rubric (PBA)							√	√	√	√
CUBED										
- Listening							√			√
- Reading comp							√			√
Phonemic Awareness Assessment							√			√
Read Write Inc.							√			√
<b>VICTORIAN JUDGEMENT TOOL</b>								√		√

PERSONAL AND SOCIAL LEARNING	Victorian Curriculum Levels						Schedule			
Assessment and Evidence - Social Awareness Self-Awareness	A	B	C	D	F	1+	Term 1	Term 2	Term 3	Term 4
Early collaboration checklist							Continual			
<b>VICTORIAN JUDGEMENT TOOL</b>								√		√

MATHS	Victorian Curriculum Levels						Schedule			
Assessment and Evidence - Number and Algebra - Measurement and Geometry Statistics and Probability	A	B	C	D	F	1+	Term 1	Term 2	Term 3	Term 4
Pre & Post Assessment							Continual – each subject area			
Maths Online Interview							√		√	
Maths checklists							Continual			
<b>VICTORIAN JUDGEMENT TOOL</b>								√		√







