



# NARANGA SCHOOL CURRICULUM FRAMEWORK

*Naranga School offers students with mild intellectual disabilities an alternative and individualised pathway within the Victorian Curriculum. Our curriculum is holistic and caters to the academic, social and wellbeing needs of every student. There is an emphasis on developing the essential skills for successful and positive participation in, and contribution to, community at and beyond school.*

## PURPOSE

The purpose of this framework is to outline Naranga School's organisation, implementation and review of curriculum and teaching practices, to ensure that key learning areas are substantially addressed, while catering to the specific needs of our cohort.

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

## COMMITMENT

Naranga School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Naranga School our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, and undertake a range of student assessment and reporting activities. *Naranga School is committed to using high quality and evidenced based practices, and the ongoing review and improvement of our curriculum and instructional practices.*

## OVERVIEW

Naranga School provides all students with a planned, structured and individualised curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling, and to make a successful transition into society including work, training, or further education.

- Individual student needs drive our curriculum delivery.
- The Victorian Curriculum A-10 underpins curriculum delivery for students aged from Prep to Year 10.
- The Victorian Pathways Certificate (VPC) and the Award Scheme Development and Accreditation Network (ASDAN) bronze and silver curriculums are offered in years 11 and 12.
- There is a broad offering of additional programs, in addition to the Victorian Curriculum and Pathways curriculums, to meet the holistic educational needs of individual students and cohorts.

- All curriculum and programs are refined and adjusted as necessary to ensure the learning offered is relevant, accessible and achievable, catering to the needs of, and improving the outcomes of, students with diagnosed, mild intellectual difficulties.
- Curriculums and programs also address the activities in the Disability Inclusion Profile
- Preparing young people for transition from school, to enable them to contribute positively to society, further education and careers is a critical focus across our school.
- The school complies with Departmental policies relating to curriculum provision, including:
  - Physical and Sport Education — Delivery Outcomes
  - Sexuality and Consent Education

## RATIONALE

- An evidence based, explicit instructional model, linked to the HITs guides curriculum modification and delivery.
- The key understandings that inform our curriculum design are that students with intellectual disabilities:
  - a. learn at different rates, and may show relative strengths, or need more support, across multiple curriculum areas, strands, substrands, and skills.
  - b. require curriculum to be refined, task analysed, and presented in a carefully planned developmental sentence to:
    - i. prevent cognitive overload
    - ii. ensure mastery of foundational skills before moving onto more complex skills
    - iii. ensure foundation understandings are consolidated before more complex skills are introduced
  - c. require communication/language to be planned clear, consistent and reduced to prevent cognitive overload
  - d. require more time (multiple exposures) to learn, practice and maintain knowledge and skills.
  - e. are less likely to learn, if expected to acquire knowledge and skills in the same way, and at the same pace, as the mainstream students
- In line with evidence based practice and to enable learning, the curriculum is considered a developmental sequence. Students will focus on the curriculum at different levels irrespective of their age, according to prioritised needs, and dependent on the particular curriculum area/strand/sub strand.

## IMPLEMENTATION

- Every student has an Individual Education Plan (IEP) directly linked to the curriculums, and to the Disability Inclusion Profile (DIP), describing their learning priorities and, where they sit along multiple curriculum linked, developmentally sequenced, learning pathways. IEPs are developed in consultation with students and families.
- Progress toward students' individual goals is formerly reported on twice yearly. Student Support Group Meetings SSGs are offered four times each year providing further opportunities to discuss student needs and outcomes.
- Curriculum is continuously reviewed and refined to focus on the key understandings students' needs for future independence, employment and positive participation in society.

At Naranga School, class time is structured into a weekly timetable, with 6 hours of learning per day, broken into 6 sessions of academic focus, with additional learning programs that cater to individual student needs offered during a recess and lunch. Naranga School clearly defines the requirements for curriculum implementation, including core and specialist areas, in the *Essential Information for Teachers-Teaching and Learning Handbook*, and monitors curriculum implementation via the Program Planning Team.

Naranga School adopts a home room structure from Foundation to Year 12. Younger students engage with the majority of learning in their home rooms. As they mature, students engage with a broader range of staff and programs both within and outside the school grounds. By year 12 home room teachers meet with students for a minimum of 30 minutes daily, with an emphasis on engagement and personal and social development.

## PEDAGOGY

The pedagogical approach at Naranga School is based on an evidence based Explicit Instruction model, which is informed by, and closely linked to, the High Impact Teaching Strategies (HITS).

## ASSESSMENT

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

Students at Naranga School 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 processes at Naranga School are closely linked to the development, monitoring and adjustment of student IEPs.

- IEPs are developed in Term 1. Informed by previous year's data and student report, teachers assess each student individually at the beginning of the year, to confirm maintenance of skills, and identify the next steps in each student's learning. This information is used to develop individualised SMART goals for every student, across the curriculum.
- Progress towards goals is formally assessed and reported on twice yearly in accordance with Department requirements.
- Teachers teach to student goals and monitor student progress closely throughout the year, using these ongoing assessments and observations to continually adjust and refine curriculum delivery and instruction at an individualised level.

Whole school assessments are scheduled throughout the year to: monitor and track student growth over the longer term, and inform adjustments to curriculum and instruction. These assessments are described in the annual *Assessment and Reporting Timeline*.

## REPORTING

Naranga School reports student progress to parents in written format twice yearly, in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy, and the [Individual Education Plans \(IEPs\) Policy](#). In addition, Naranga School ensures that there is continuous sharing of student progress, both formally and informally, with parents, carers, kin and/or required agencies. This is achieved through termly Student Support Group (SSG) meetings, along with other meetings and less formal communications as required. Naranga School is committed to working in partnership with families and agencies and invites written or verbal input and feedback into the development of IEPs and in response to reports.

Key elements of Naranga School reports:

- The report will be in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.
- Teacher's will report on student progress towards individual SMART goals, across the curriculum
- For each SMART goal both a written comment, and a progress rating on a five point scale, will be provided.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

- Parent-teacher interviews (SSGs), conducted termly, 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

Naranga school is committed to the continuous improvement of its curriculums and instructional practices, to improve academic and life outcomes for our cohort.

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.

- Curriculum planning will reflect school priorities as described in the Annual Implementation Plan
- Student assessment data will be used to identify potential curriculum areas that require a focus.

### Review of school curriculum

| Layer of review & planning | Process & data used                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Responsibility                                                                                                                                                                                                                               | Timeframe                                                                                                                                       |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Whole school               | <ul style="list-style-type: none"> <li>• Map Mathematics/Numeracy from Vic Curriculum level A to our year 11 and 12 Pathways programs (VPC &amp; ASDAN)</li> <li>• Prioritise and refine curriculum according to student needs, instructional time, required</li> <li>• Developed plans to address any areas which require further development.</li> <li>• Prioritise the most impactful use of educational resources, including physical resources, personnel and spaces.</li> <li>• Consult with leadership</li> <li>• Consult with whole staff</li> <li>• Prioritise and roll out changes</li> </ul><br><ul style="list-style-type: none"> <li>• Repeat process for English/Literacy in 2024.</li> <li>• From 2025 review Mathematics and English on a biannual basis.</li> <li>• Envisaging that this process will require less work in subsequent years, we will also incorporate work to refine the other learning areas (beginning with Digital Technologies in 2025)</li> </ul> | <p>Curriculum Team comprising of members of school leadership and broad range of teachers from across the school, will be established each year.</p> <p>Twice Termly meetings are supported by additional work by the curriculum leader.</p> | <p>2023 Focus: whole school Mathematics: mapping, review and planning</p> <p>2024 Focus: whole school English: mapping, review and planning</p> |
| Curriculum Area: Pathways  | <ul style="list-style-type: none"> <li>• ASDAN and VPC programs reviewed, coordinated and delivered by Pathways teachers (PLC 5)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Senior School Coordinator in collaboration with PLC 5 teachers                                                                                                                                                                               | Ongoing                                                                                                                                         |
| Curriculum Unit:           | <p>Deep inquiry cycle generating:</p> <ul style="list-style-type: none"> <li>• a whole school task analysed continuum</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PLCs across the school                                                                                                                                                                                                                       | Fortnightly 2023                                                                                                                                |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                |                                                            |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------|
| <b>Mathematics: Measurement Length</b> | <ul style="list-style-type: none"> <li>Assessment resources</li> <li>Data</li> <li>Improved instructional approaches - informed by explicit instruction and HITS</li> <li>Improved student outcomes</li> </ul>                                                                                                                                                                                                                                                                                                                         |                                                                                |                                                            |
| <b>Teaching strategy: Questioning</b>  | <p>Deep inquiry cycle generating:</p> <ul style="list-style-type: none"> <li>a whole school task analysed continuum</li> <li>Assessment resources</li> <li>Data</li> <li>Improved instructional approaches - informed by explicit instruction and HITS</li> <li>Improved student outcomes</li> </ul>                                                                                                                                                                                                                                   | Specialist PLC                                                                 | Fortnightly 2023                                           |
| <b>Teacher Program Planning</b>        | <ul style="list-style-type: none"> <li>Weekly review of teacher programming <ul style="list-style-type: none"> <li>Programming submitted</li> <li>Required subjects are taught</li> <li>Programming is CRT friendly</li> <li>Articulation and use of: <ol style="list-style-type: none"> <li>Learning intentions</li> <li>Relevance</li> <li>Success criteria</li> </ol> </li> </ul> </li> </ul> <p>Once these elements are firmly in place the next area of focus will be around how differentiation is shown in teacher planning</p> | Programming Planning Team comprising Leading Teachers and Learning Specialists | Meet Weekly<br><br>Ongoing focus on continuous improvement |

## 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](#)
  - [Physical and Sport Education — Delivery Requirements](#)
  - [Reporting Student Achievement and Progress Foundation to 10](#)
  - [Sexuality and Consent Education](#)
- Related links:
  - <https://www.vcaa.vic.edu.au/>
  - <https://www.asdan.org.uk/>
  - <https://www.vic.gov.au/victorian-pathways-certificate>
- This policy should be read alongside:
  - whole school curriculum plans for each learning area
  - teaching and learning programs
  - unit plans/sequence of lessons

## POLICY REVIEW AND APPROVAL

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|----------------------------|---------------------------|
| Policy last reviewed       | August 2023               |
| Approved by                | Kai Pukarinen - Principal |
| Next scheduled review date | August 2027               |