



<b>A10</b>	<b>Appropriate Services</b>	<b>Curriculum Framework (Education Services)</b>
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<b>What this policy aims to do</b>	Curriculum covers all arrangements the school makes for students' development and learning. This policy aims to ensure that the development and learning of our students is planned for, implemented, and reviewed in a timely manner.
<b>Who this policy applies to</b>	Mansfield Campus Day Program and Dookie Campus Secondary School staff
<b>Who is responsible for carrying out this policy</b>	Mansfield Campus and Dookie Campus Principal, leading teachers and teachers within the school/s.
<b>What words used in this policy mean</b>	Curriculum covers all the arrangements the school makes for students' development and learning. It includes the topics, student activities, teaching approaches and the way in which teachers and classes are organised.
<b>Legislation this policy is based on</b>	VRQA Guidelines to the Minimum Standards (Schedule 4 clause 6 of the Education Training and Reform Regulations 2017)
<b>Other relevant policies</b>	Victorian Curriculum and Assessment Authority (VCAA) <a href="http://victoriancurriculum.vcaa.vic.edu.au">http://victoriancurriculum.vcaa.vic.edu.au</a> Department of Education and Training School Policy and Advisory Guide

Version	Date	Author/Editor	Approved by	Notes
1.0	4May22	Kerri Grant	Simone Reeves	New policy

## Curriculum Policy

MASS delivers education at two sites: Mansfield Campus and Dookie Campus Secondary School for autistic children and young adults.

MASS aims to provide sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curriculum. Each year the Mansfield and Dookie campuses will map out its curriculums in the form of a yearly curriculum planner. MASS will include a time allocation per learning area and include how the curriculum and teaching practice will be reviewed.

Mansfield Campus and Dookie Campus Secondary School encourage its students to continue grow and build lifelong learning skills. The schools recognise and respond to diverse student needs when developing its programs to enable every student the opportunity to:

- develop a solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built
- think, reflect and become independent, resourceful and adaptable learners
- interact with other students and the wider community

The Victorian Curriculum will be implemented across both campuses. Students also participate in community access programs and specialist programs tailored to their needs.

## Curriculum Guidelines

MASS will provide a variety of engaging, hands on, nature based, and therapeutic programs linked to the Victorian Curriculum.

The education programs in each setting are individualised and flexible with a strong emphasis on health and wellbeing, building relationships and building a student's confidence in independent living skills and life.

All students at both campuses will have Individual Learning Plans with goals set for ASD-specific foundational skills and referencing key learning areas of the Victorian Curriculum. We take a holistic view when planning and encourage paediatricians and allied health staff to contribute the individual's learning plan. The classes at each campus are grouped based on the needs of the students and their individual programs.

## Whole School Curriculum

Teachers at both Mansfield Campus and Dookie Campus plan learning programs in line with our WHOLE SCHOOL Curriculum overview. The curriculum overview outlines how each learning area of the Victorian Curriculum can be addressed, and guides teachers to develop

## CURRICULUM FRAMEWORK POLICY

a progressive learning program that spans the school year and incorporates key foundational skill development.

The Curriculum overview is intended to support teachers to plan their learning programs in line with students' individual goals as well as the guidance provided by VCAA.

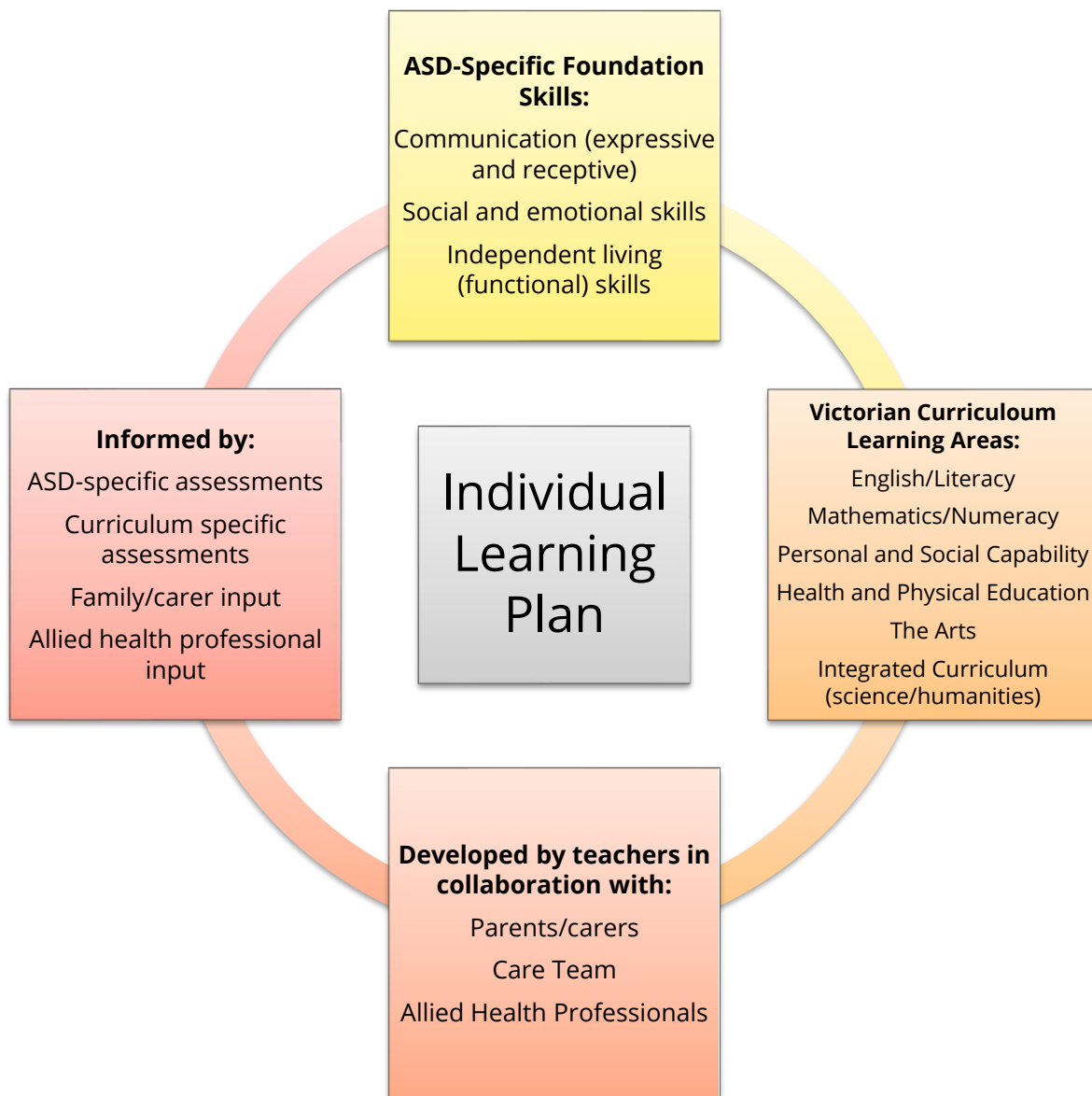
See below for the annual curriculum template:

MASS Curriculum Plan - 2022

Curriculum Area/Program (annual? hours)	Focus	Time allocation (hours)	Term 1	Term 2	Term 3
English xx hours	Reading and Viewing				
	Speaking and Listening				
	Writing				
Mathematics xx hours	Number and Algebra				
	Measurement and Geometry				
	Statistics and Probability				
Science xx hours	Understanding, inquiry skills, human endeavour				
Health xx hours	Personal, Social and Community Health				
Physical Education/Sport xx hours	Movement and Physical Activity				
The Arts xx hours	Visual				
	Performing				
Integrated study xx hours			Theme:	Theme:	Theme:
	History				
	Civics				
	Design and Technology				
	Sustainability				
	Digital Technologies				
Co-curricular activities			Activity	Date (or week)	Activity
Mandated assessments and monitoring					
Intervention support					

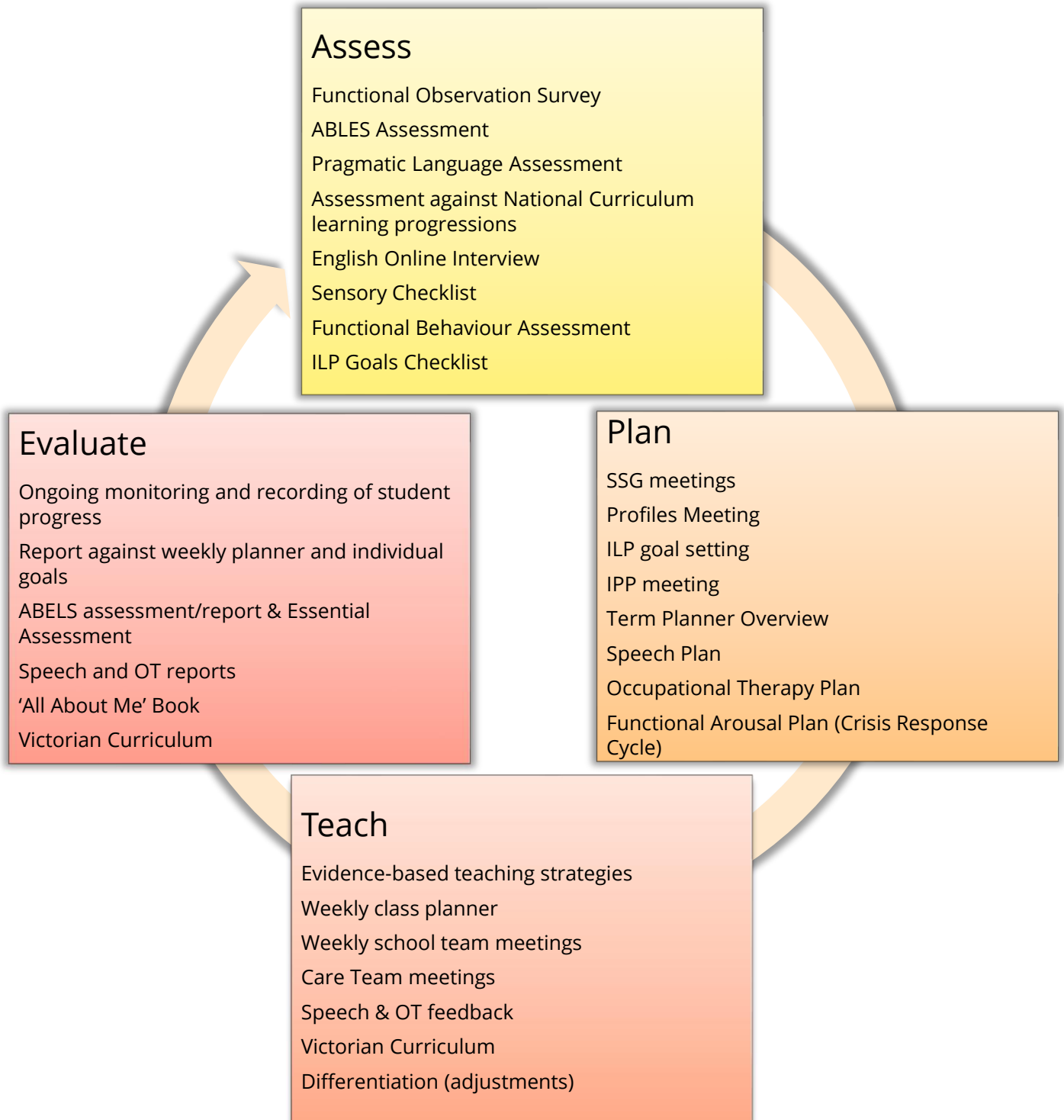
## Individual Learning Plans

All students at MASS will have individual learning plans that will incorporate specific SMART goals. These goals are established with the student’s parent/s and care team. Teachers collect data on student progress towards the SMART goals and this information is used to inform student outcomes.



## MASS Teaching and Learning Cycle

Teaching staff at MASS schools engage in an ongoing process of assessment, planning, teaching, and evaluating to ensure that our students' needs are being met in the best possible way. The Teaching and Learning cycle helps review and improve student outcomes. The curriculum overview is appropriate to student's achievement level and should be incorporated into the teaching and learning cycle.



## VRQA Guidelines

VRQA Guidelines to the Minimum Standards (Schedule 4 clause 6 of the Education Training and Reform Regulations 2017) state that:

*A registered school must have a curriculum framework in place –*

- a) For the organisation and implementation of the school's curriculum and teaching practices; and*
- b) To ensure that, taken as a whole, the learning areas in Schedule 1 to the Act are substantially addressed.*

Mansfield Autism Statewide Services – Dookie & Mansfield Campuses will meet the VRQA minimum standard with:

- A time allocation per each of the learning areas (excluding areas of exemption: Languages (both campuses) and Digital Technologies (Mansfield Campus))
- An explanation of how curriculum and teaching practice will be reviewed
- An outline of how the schools deliver its curriculum can be found on the website and within the individual school brochures
- A strategy to improve student learning outcomes.

## Curriculum Procedures

- ☑ The Mansfield Campus and Dookie School staff will determine the curriculum program at the start of the new year, based both on student demand and the needs of the school's cohort. The school curriculum plan will follow the Victorian Curriculum guidelines.
- ☑ Mansfield Autism will ensure that the educational environment and curriculum is inclusive and meaningful to all students. Mansfield Autism will create a curriculum that is comprehensive, flexible, inclusive and appropriate for all stages of learning.
- ☑ Mansfield Autism will provide every student with an Individual Learning Plan (ILP) in consultation with parent Student Support Group (SSG) meetings / case conferences. SSG meetings / case conferences will occur twice yearly in Terms 1 & 3.

## Teaching Evaluation and Review

- ☑ The school staff will meet annually to consider curriculum areas. At the start of each year staff will review the whole school curriculum plan and plan for the year, taking into consideration the cohort of students and individual needs.

## Assessment & Student Outcomes

- ☑ All students have Individual Learning Plans with SMART goals. The SMART goals show individual progress with the learning domains. Further assessments used to determine student outcomes is ABLES and Essential Assessment for the curriculum learning areas of English and Mathematics.

## Appendix A

### Dookie Campus

Time allocations per learning are based on the Victorian Curriculum. The timetable is structured on a weekly basis. The breakdown of the weekly cycle is as follows:

#### Foundation

Domain	Approx. Hours per Week
English	5
Math	4
Integrated – STEAM / Humanities	4
PE / Health	10
Art	1
ICT	2
Capabilities	4

### Mansfield Campus

Time allocations per learning are based on the Victorian Curriculum. The timetable is structured on a weekly basis. The breakdown of the weekly cycle is as follows:

#### Foundation

Domain	Approx. Hours per Week
English	4
Math	2
Integrated – STEAM / Humanities / Science	3
PE / Health	10
Art	1
Capabilities	10