



HELP FOR NONENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Southern Autistic School on 03 9563 8139 or southern.autistic.sch@education.vic.gov.au.

POLICY

RATIONALE & DESCRIPTION

The Victorian Government has mandated the implementation of the Victorian Curriculum in all schools. The Curriculum at Southern Autistic School is developed from the Victorian Curriculum. The curriculum is also informed by the Victorian Early Years Learning and Development Framework (VEYLDF) in the Early Education Program and the Award Scheme Development and Accreditation Network (ASDAN), and the Victorian Pathways Curriculum (VPC) in the Senior program.

AIMS

Southern Autistic School aims to

- provide a planned and structured school-based curriculum to meet the stages of learning for students with autism spectrum disorder from ages 3 to 18 years.
- maximise student outcomes through a differentiated and targeted curriculum framework that provides a continuum of learning and wellbeing for all students.
- provide a comprehensive curriculum that is broad and balanced and is focussed on students' individual learning and wellbeing goals.

To maximise opportunities for students with disabilities and additional learning needs to succeed, the policy and practice reflects:

- collaboration between teachers and students, parent/guardian/carer(s), and education and health professionals to develop criteria for agreed understandings and responses to a student's behaviours, communication skills and learning needs.
- comprehensive curriculum-based Individual Education Plans developed by a Student Support Group that set out the student's short-term and long-term learning goals.
- teaching and learning strategies that take account of a student's background, experiences and individual goals.
- opportunities for the student to develop knowledge, skills, and behaviours in a range of domains and context.

IMPLEMENTATION

The school will focus on students' individual learning needs and provide them with a broad and balanced curriculum that encourages maximum independence. Students will access the Victorian Curriculum in the areas of English, Maths, Science, The Arts, Health & PE and Integrated Studies (History and Geography).

Classroom teaching and learning programs will be differentiated and targeted to every student's learning readiness level. A variety of stimulating activities will be provided at each student's ability level to engage and challenge students to achieve their potential.

A Student Support Group (SSG) is a partnership between schools, parents/carers, the students, and relevant agencies and together they work to plan and support the educational, health, social, cultural, and emotional wellbeing of the students. SSGs are mandatory for students supported by Disability Inclusion and are held once a term and other times as requested.

The Student Support Group considers the student's future aspirations and sets long and short-term educational goals.

The important aims when setting teaching and learning goals are to:

- ensure the goals are a priority for the student.
- build on the strengths and skills of the student.
- set teaching and learning goals and strategies appropriate for the individual student.
- monitor the achievement and progress of the student.

The Individual Education Plan (IEP) is written with information from assessments and the SSG.

The IEP format is guided by DET guidelines and incorporates the following:

- focus on supporting the three target areas of ASD:
 - Communication
 - Social Skills
 - Adaptive skills
- build on the strengths and skills of the student by outlining entry skills.
- list long and short-term goals.
- be individualised and specific for the needs of the particular student.
- include teaching and learning strategies and are from the Victorian Curriculum
- be reported on each Semester.

Further implementation will be supported through:

- the school will have an active Curriculum Committee and the committee will oversee curriculum development and implementation across the school.
- achievements will be measured and reported against – (See Assessment and Reporting)
- teachers will be provided with ongoing professional learning through curriculum days, Professional Learning Communities (PLC) and Communities of Practice to ensure the highest level of competency in implementing the curriculum.
- teachers will have access to weekly collaborative planning sessions within their sub-school cohort to develop unit planners for curriculum subject areas.

AUTISM SPECIFIC CURRICULUM

- in the Early Education Program, teachers implement strategies from the Early Start Denver Model, linking with the Victorian Early Years Learning and Development Framework.
- all Teachers will be provided with professional learning and in-class coaching on evidence-informed structured teaching approaches including the physical setup of the classroom and school-wide consistent implementation of the tier 1 intervention of learning stations and individual schedules.
- teachers are trained in the **Adapted More Than Words®- The Hanen Program®**, which supports students in developing social and play skills and language skills and joint attention. This is embedded in our curriculum implementation.

ASSESSMENT

Assessment and reporting are vital processes that provide information about what students know and can do, and to make recommendations for their future learning. Assessment and Reporting identifies how well a student has learnt specified content and explains to the student, parent/carer, and teacher where a student is on a learning continuum at the end of a designated period of learning.

SAS has an Assessment and Reporting committee that regularly meets and continuously updates and researches assessment and reporting practices. SAS aims to provide strategically planned and timed assessments to inform and support the provision and evaluation of quality learning plans.

The purposes of assessment:

- to ascertain each student's strengths, weaknesses, knowledge, and skills before implementing a learning program.
- to identify progress and adjust teaching.
- to make judgments about student achievement to make decisions about future learning and report to parents/caregivers.

A whole school yearly assessment schedule is provided to all teachers.

Assessments are evidence-based and may include:

- ABLES – Abilities Based Learning and Education Support assists teachers to place students on the developmental continuum of learning.
- formal and Anecdotal observations – These are used by staff across curricula areas to assess the level of prompting, and generalisation of skills in different areas, and assist in assessing as to where students sit on the Victorian Curriculum continuum.
- other assessments may include Formal assessments such as Concord Maths, English and Maths Online,
- work Samples e.g. work, videos, photos,
- school-devised checklists

REPORTING

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
- provide each student and parent/caregiver access to accurate information regarding the students' achievements and performance.

SAS meets the current reporting requirements as follows:

- student progress reports are issued twice yearly, at the end of each semester i.e. June and December.
- the report comprises of two parts:
 - An IEP Report
 - reporting on the progress and achievement of students against the individual learning plan goals
 - A Victorian Curriculum report
 - reporting on the progress and achievement in learning areas of the Victorian Curriculum

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

- all reports are saved on the school server and are completed through Compass.

