



RHSS CURRICULUM FRAMEWORK

VISION:

RHSS is a community where lifelong learning is promoted through our curriculum and starts with the question, 'What do I need to know and do for my future opportunities to be realised?' and ends with the answer 'I am ready for my future.'

Pedagogy

Targeted consistent and specific teaching, facilitating active engagement in learning so that every student can maximise their potential

- is responsive to the Multi-Sensory learner
- references a variety of evidence informed tools
- is explicit planning for communication to build literacy and numeracy

Curriculum

Highly individualised providing significant educational support based on adjustments to the curriculum content and achievement standards of F (Prep) - 12

ECDP

Early Childhood Development Program (ECDP) children from birth to school age - curriculum is informed by the Early Years Curriculum Guidelines

Early Years

Students in Prep to year 2 - curriculum is informed by the Australian Curriculum: appropriate learning area content, context and general capabilities

Middle Years

Students in year 3 to year 6 - curriculum is informed by the Australian Curriculum: appropriate learning area content, context and general capabilities

Junior Secondary

Students in year 7 to year 9 - curriculum is informed by the Australian Curriculum: appropriate learning area content, context and general capabilities

Senior Years

Students in year 10 - curriculum is informed by the Australian Curriculum: appropriate learning area content, context and general capabilities. Students in years 11 and 12 - curriculum is informed by the Guideline for Individual Learning (GIL)

Assessment

Teaching students with sensory, physical and cognitive impairments requires continual assessment of the learner, the learning environment and the teaching team

- informs curriculum planning and programming
- aligns to the curriculum
- uses a range of evidence of student learning that is moderated
- identifies and minimises barriers to facilitate student demonstration of what they know, understand and can do
- assessment 'of' learning - provides evidence of student learning against individualised curriculum goals
- assessment 'for' learning - enables teachers to monitor student knowledge, understanding and skills development
- assessment 'as' learning - enables students to reflect on and monitor their own progress to inform their future learning

Reporting

Reporting reflects individual student achievements against the Individual Curriculum Plan, individualised goals and other school based programs

- informs teaching and learning
- provides feedback to students and their families
- provides opportunities for parents to discuss their child's educational performance
- aligns with current DET and QCAA policy and procedures

Planning for the **MULTI SENSORY** learner

SCHOOL PRIORITIES

Promote a Pedagogical Framework focused on the Multi-Sensory learner

Collect student performance data to support the continuous improvement of student achievement and monitor student progress

Provide Professional Development regarding pedagogy and curriculum focusing on mentoring and coaching approaches