**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**

<table>
<thead>
<tr>
<th>Highly individualised providing significant educational support based on adjustments to the curriculum content and achievement standards of F (Prep) - 12</th>
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</thead>
<tbody>
<tr>
<td><strong>ECDP</strong> Early Childhood Development Program (ECDP) children from birth to school age – curriculum is informed by the Early Years Curriculum Guidelines</td>
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<tr>
<td><strong>Early Years</strong> Students in Prep to year 2 – curriculum is informed by the Australian Curriculum: appropriate learning area content, context and general capabilities</td>
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<tr>
<td><strong>Middle Years</strong> Students in year 3 to year 6 – curriculum is informed by the Australian Curriculum: appropriate learning area content, context and general capabilities</td>
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<tr>
<td><strong>Junior Secondary</strong> Students in year 7 to year 9 – curriculum is informed by the Australian Curriculum: appropriate learning area content, context and general capabilities</td>
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<td><strong>Senior Years</strong> 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)</td>
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**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

**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 |

learning for life