



PURPOSE

The purpose of this framework is to outline The Austin School's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas and four capabilities of the Victorian Curriculum are addressed.

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

This curriculum framework should be read alongside our whole school programs and program outlines.

OVERVIEW

The Austin School provides an educationally based intervention for students who are patients of Austin, Infant Child and Youth Mental Health Service (ICYMHS) & Austin Health.

Students are supported to improve their wellbeing, to make positive changes and to be successfully reintegrated into education or vocation.

The Austin School encourages young people with social and emotional needs to engage and re-engage with the educational process. The school's short-term objectives are to develop young people's confidence and trust in the educational process. The long-term goals aim to have students successfully reintegrate into education and vocation.

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the program content, student activities, teaching approaches, the way in which teachers and programs are organised and decisions on the need for and the use of facilities and resources.

The Austin School responds to the social and emotional educational needs of its students who are either inpatients or outpatients of Austin Infant Child and Youth Mental Health Services (ICYMHS) or Austin Health. Length of student enrolment in the Inpatient Programs is determined by clinical staff and on average ranges from two days to several weeks. Outpatient students are enrolled for the duration of a term. The transient nature of enrolments means that students are not assessed against the achievement standards in the curriculum as in mainstream schools.

At The Austin School students are encouraged to make positive changes which support wellbeing. Each student in attendance for 10 plus days has an Individual Education Plan. Individual goals developed in consultation with the student are based on SMART goals providing students with opportunities to experience success and mastery in identified areas.

Whilst all students from F-12 are provided with an educational program, curriculum is differentiated to meet the individual needs of students. Teachers consult with the student, their family and students' base schools to devise learning goals and strategies. As part of a multi-disciplinary team of the Austin Infant Child and Youth Mental Health Services (ICYMHS) and Austin Health, individual goals are also often developed in consultation with a case managers and relevant stakeholders.

Individual learning goals are based on the Victorian Curriculum, with a focus on the Learning areas of English, Health and Physical Education and Capabilities of Personal and Social and Critical and Creative Thinking. Evidence based practice, particularly in the areas of interpersonal development or social and emotional learning informs the teaching approaches of teachers at the school.

Student progress is determined against individual learning goals as identified in the Individual Education Plans supported by whole school and program specific data sets.

All outpatient programs are provided an outreach component whilst they remain clients of ICYMHS to support student transition to schools/vocation. Outreach is supported with appropriate scheduled time for teachers to visit students at schools and community agencies.

Inpatient programs are provided with outreach/ liaison teacher support with appropriate scheduled time release when required.

Hours outside of the instructional classroom time are dedicated to school outreach/liaison, multi-disciplinary meetings and preparation.

IMPLEMENTATION

Each program has a program outline which maps out its alignments to Learning and Teaching the Victorian Curriculum. This is reviewed and updated on an ongoing basis by program teachers. This is located on the public server in the program outline folder.

Students do not attend a full five-day program. Length of student instruction time is determined by a number of factors and therefore varies to the standard hours applied to mainstream schools. Programs are designed to respond to students' needs and the needs of the clinical services. Length of instruction time is determined by the level of student functioning, receptiveness given mental health issues and the time required to undergo individual or family therapy services provided by the clinical teams.

Pedagogy

The pedagogical approach at The Austin School is in accordance with FISO 2.0. It places students at the centre and supports teachers to design engaging and challenging learning experiences. It provides a clear and consistent framework across the school for curriculum planning and program development.

Assessment

Students at The Austin School will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks to ensure that evidence of learning and growth is captured for every student.

The Austin School assesses student learning as part of the school-based programs, including formative and summative assessment.

- *Teachers at The Austin School use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has achieved at the end of a sequence of learning), to inform student Individual Education Plans (IEPs).*

- *Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.*
- *Teachers will use a variety of assessment strategies to gather evidence about student achievement. The assessments may include, but are not limited to, surveys and behavioural observations.*

Reporting

The Austin School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester. Student learning outcomes data will be reported in the Annual Report to the School Community provided to the Department of Education.

At The Austin School;

Student reports 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.

- *Both student achievement progress and recommendations will be included in the report.*
- *Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders, if required.*

Program meetings will be attended by teachers when required to enable the opportunity to discuss the students' progress and how they can continue to be supported at base school. Interpreting services will be made available where required.

CURRICULUM AND TEACHING PRACTICE REVIEW

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.

Review of school curriculum

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	AtoSS School Data (Destination Data)	Learning Specialist All staff SIT (School Improvement Team)	Annually Quarterly & Annually
Curriculum Areas	AIP monitoring and review (end of Term 1, end of year)	Leadership Team	Quarterly

		SIT (School Improvement Team)	
Year levels	Program student Reports IEPs	Program Teachers	Termly Per admission
Units and lessons	Planning documents Rubrics Assessment Tools	Professional Learning Community SIT (School Improvement Team)	Regular and Ongoing

Each year school programs will review and update their program outline.

Program Leaders will be required to review their programs and prepare a comprehensive annual program report which Leadership will submit to School Council as part of The Austin School Annual Report to School Council.

Review of teaching practice

The Austin School reviews teaching practice via:

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- The Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

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](#)
 - [Languages Education](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Holocaust Education](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)
- This policy should be read alongside:
 - whole school programs
 - teaching and learning outline for each Program

POLICY REVIEW AND APPROVAL

Policy last reviewed	08- 05- 25
Approved by	Principal
Next scheduled review date	08- 05- 28