Travancore Curriculum Framework Policy

OVERVIEW

Travancore School provides a safe environment which supports young people with mental health difficulties in education; provides pathways and options to build successful educational transitions; and develops mental health awareness across educational communities.

We do this by:

- Providing individual programs appropriate to needs and abilities
- Working cooperatively with other relevant agencies
- Supporting home schools in the development of appropriate support programs
- Advocating for the educational needs of all students

At Travancore School we create a positive and supportive culture through living and promoting our values of collaboration, trust, innovation, optimism and respectful practice.

CURRICULUM GUIDELINES

Travancore School is committed to offering a meaningful curriculum that addresses the key learning needs of students which are particularly relevant in transitioning back to school. In light of this, the school offers a curriculum based on the Victorian Curriculum, with an emphasis on Personal and Social Capabilities.

The Personal and Social Capability aims to enable students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. It involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively (VCAA).

Our whole school curriculum priorities are based on the following understandings:

- Social and emotional learning programs are associated with more positive social behaviour, less risky and disruptive behaviour and improved academic performance

- The teaching of positive coping skills and stress management is an appropriate response to the higher levels of stress and distress experienced by students with serious mental illness
- The teaching of help seeking behaviours can improve mental health and wellbeing and promotes readiness for learning

Within the delivery of key curriculum, we take opportunities to incorporate other areas of the Victorian Curriculum, as best meets the needs of the current students. This includes:

- Critical and creative thinking
- English
- Mathematics
- Health and Physical Education

A systematic curriculum planning process has been developed by the school which allows us to make decisions about the range of learning experiences offered to our students. The curriculum planning process ensures:

- Staff develop a detailed understanding of the whole school curriculum
- Consistency between the curriculum and other school plans and documents.
- An internal assessment of teaching and learning programs across the school
- A mechanism for the continuous improvement process of teaching and learning programs

PROGRAM

Program Development

Travancore School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness, and students from language backgrounds other than English.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

The school will implement the Framework for Improving Student Outcomes (FISO), a model for continuous school improvement. Key components include:

- Evaluate and diagnose
- Prioritise and set goals
- Develop a plan
- Implement and monitor

The Victorian Curriculum (VC) and VCAL will be used as a framework for curriculum development and delivery at Foundation - Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

Program Implementation

Travancore School will determine the curriculum program for the following year based on student needs and/or goals' needs and departmental policy requirements. Input will be sought from the relevant staff with curriculum area expertise when determining programs.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes and adheres to DET's Policy & Advisory Library 'Digital Learning in Schools' and the school's own endorsed policy.

Travancore School Team leaders will be required to review the policy statement and prepare annual program budgets and submit these to the business manager.

Student Wellbeing and Learning

Travancore School will embed student wellbeing in all learning experiences by aligning student engagement and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students.

This will be addressed by:

• providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
• providing a flexible, relevant, inclusive and appropriate curriculum
• attending to student voice and interest through the principles of Deep Learning
• accommodating student developmental needs

Students with Disabilities
The Department of Education and Training and Travancore School are committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.
Travancore School will liaise with DET to provide suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

Koorie Education
Travancore School is committed to providing culturally appropriate and inclusive programs to all students through:

• working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG).
• supporting the development of high expectations and individualised learning for Koorie students.
• creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum.
• implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

Curriculum and Teaching Practice Review

The school's curriculum will be audited on a cyclical basis to ensure currency with the Victorian Curriculum. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement.

All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.

The school will utilise DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one to one meetings to support staff to continually improve their method and practice of teaching.

STUDENT LEARNING OUTCOMES

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan will outline incremental stages of the Strategic Plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the community with information about the school's performance in implementing improvement strategies and how resources have been used.

Data plays a key part in the ongoing school improvement process.

Data collection

The school will continuously monitor student outcomes using a variety of assessment strategies and tools relevant for our particular cohort of students.

The School Leadership team will track whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus.

Data analysis

All teaching staff will implement the school's data analysis schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.

The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.
The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the school's Strategic Plan and Annual Implementation Plan.

Data will also be used to determine student support options and to inform Individual Learning Improvement Plans and intervention strategies.

Data and Achievement Reporting

Data will be reported in different ways according to the audience.

For students: Feedback based on formative assessment, will be given about current learning and areas for future learning. This will be done through student/teacher conferences and setting learning goals. The more immediate the feedback, the greater the impact.

For staff: Both informal and formal data will be used to inform planning and teaching on both a short and long term basis.

For parents: Student reports and parent/teacher meetings will provide an opportunity for teachers to provide feedback regarding student achievement.

For community: Student learning outcomes data will be reported to School Council and also available in the Annual Report to the School Community.

Links and Appendices (including processes related to this policy)

Links to DET School Policy & Advisory Library:
Curriculum Programs https://www2.education.vic.gov.au/pal/curriculum-programs/policy
Framework for Improving Student Outcomes https://www2.education.vic.gov.au/pal/fiso/policy
Assessment of Student achievement https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy
Digital Learning in Schools https://www2.education.vic.gov.au/pal/digital-learning/policy
Student Engagement https://www2.education.vic.gov.au/pal/student-engagement/policy
Students with Disability https://www2.education.vic.gov.au/pal/students-disability/policy
Koorie Education https://www2.education.vic.gov.au/pal/koorie-education/policy

Links to other Travancore School Policies:
2019 Student Wellbeing and Engagement Policy
2019 Digital Technologies Policy

Appendices which are connected to this policy are:

Evaluation

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

This policy was reviewed in June 2020.

Appendix 1

PRIORITY LEARNING AREAS

Personal and Social Capability									
STRAND	Self-Awareness and Management				Social Awareness and Management				
SUB - STRAND	Recognition & expression of emotions	Development of resilience (strengths)	Development of resilience (facing challenges)	Development of resilience (working independently)	Relationships and diversity (values & beliefs)	Relationships and diversity (diversity)	Relationships and diversity (respectful relationships)	Collaboration (working in groups)	Collaboration (dealing with conflict)
BANKSIA	☐	▓	▓	▓	▓	▓	▓	▓	▓
PARKVILLE/ SUNSHINE	▓	▓	▓	▓	☐	▓	▓	▓	▓
RE-ENGAGEMENT	▓	▓	▓	▓	☐	☐	▓	▓	▓
TSOT	▓	▓	▓	▓	☐	☐	▓	▓	▓