



## CURRICULUM, ASSESSMENT AND REPORTING POLICY 2023

### JSA Curriculum

The school curriculum is a statement of the purpose of schooling. It defines what it is that all students have the opportunity to learn as a result of their schooling, set out as a series of learning progressions. Enabling students' progress along this learning continuum is the fundamental role of JSA teachers and schools.

The curriculum is the common set of knowledge and skills that are required by all students for life-long learning, social development and active and informed citizenship.

The JSA curriculum:

- Reflects current educational reform at an international, national and state level, and is informed by the principles and practices of inclusive education.
- Supports inclusive education and the rights of every student to participate in and express their views, take part in decision making with access to the full range of programs and services offered on the same basis as their non-disabled peers.
- Provides an inclusive curriculum so teachers can equip all students with the knowledge, skills and behaviours to help them succeed in a world that is increasingly complex, rapidly changing and rich in information and communications technology.
- Develop a learning culture that provides opportunities for children and students to participate and for the school to be responsive to their contributions to strengthen their confidence and engagement

JSA uses a range of standard curriculum options to develop and provide education programs that are meaningful for all students including:

- Victorian Curriculum F-10
- Advance program
- Senior Secondary programs: Victorian Certificate of Applied Learning (VCAL), Certificate of Individual Achievement (CIA) and Vocational Education and Training (VET) in schools.

### Student Learning

Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others:

1. **Curriculum:** defines what it is that students should learn, and the associated progression or continuum of learning.
2. **Pedagogy:** describes how students will be taught and supported to learn.
3. **Assessment:** identifies how well a student has learnt specified content.
4. **Reporting:** explains to the student and the parent where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals.

### **Victorian Curriculum F-10**

The Victorian Curriculum F-10 provides the framework for curriculum development for Foundations – Year 10. It is structured as a learning continuum that enables teachers to identify the student’s current levels of achievement and to deliver teaching and learning programs that support progression of learning. The curriculum integrates the ‘Towards Foundation Level Victorian Curriculum’ directly into the curriculum and is referred to as ‘Levels A to D’. The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The curriculum achievement standards are provided in 11 levels for English and Mathematics and in five or six bands for all the other learning areas and capabilities. Achievement standards are provided in four levels (Levels A to D) for students with additional learning needs or a disability. The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian standards and priorities.

At JSA, we deliver seven of the eight learning areas, (with the exception of languages) and four capabilities on a mandatory basis. These curriculum areas are timetabled as follows:

<b>Timetabled Allocation</b>	<b>Minimum Timetables Hours of the Week</b>
<b>Learning Areas</b>	
<b>English</b>	3
<b>Mathematics</b>	3
<b>Inquiry (Humanities/Science)</b>	1
<b>Health and PE</b>	1-2
<b>The Arts (Visual Arts, Media Arts, Music)</b>	1-2
<b>Technologies (Stephanie Alexander Kitchen Garden Program)</b>	1
<b>Personal and Social Capabilities</b>	1
<b>Critical and Creative Thinking</b>	Embedded

#### **English:**

- English learning encompasses the modes of Reading and Viewing, Writing and Speaking and Listening as outlined in the Victorian Curriculum.
- It is expected that at least 3 one-hour literacy blocks be scheduled each week. This can include integrating literacy teaching across other learning areas.

#### **Mathematics:**

- Mathematics teaching encompasses the mode of Number and Algebra and one of Measurement and Geometry or Statistics and Geometry modes each semester.
- It is expected that at least 3 one-hour numeracy blocks be scheduled each week. This can include integrating numeracy teaching across other learning areas.

#### **Inquiry (Humanities/Science):**

- Inquiry learning encompasses the curriculum areas of Humanities (Geography and History) and Science (Biology, Chemistry and Physics), as outlined in the Victorian Curriculum.
- It is expected that at least 1 one-hour inquiry block be scheduled each week.

#### **Health and Physical Education:**

- Learning is aligned with the Health and Movement and Physical activity modes, as outlined in the Victorian Curriculum.
- Additional HPE programs (such as Bike Education, Interschool Sports) are also made available to specific secondary student cohorts.
- JSA mandates a 1-2 hour specialist session HPE each week

### **Technologies (Design & Technologies):**

- Learning in Technologies encompasses the principles the Stephanie Alexander Kitchen Garden program, and as outlined in Design and Technologies in the Victorian Curriculum.
- It is expected that at least 1 one-hour block be scheduled each week, either preparing set recipes or exploring our kitchen garden onsite.

### **Personal & Social Capabilities:**

- PSC learning encompasses the principles of Self and Social Awareness, and as outlined in PSC area in the Victorian Curriculum.
- We deliver structured lessons, as facilitated by the 4Rs curriculum.
- It is expected that at least 1 one-hour block be scheduled each week.

### **The Arts:**

- Learning in The Arts encompasses the Visual Arts, Media Arts, Music and Dance modes, as outlined The Arts area in the Victorian Curriculum.
- It is expected that at least 1 one-hour block be scheduled each week.

### **Victorian Curriculum Exemptions:**

- As we are a specialist school setting, we are exempt for providing instruction in Languages Other Than English (LOTE). We plan alternate learning experiences and a school-wide Cultural Calendar catering to and acknowledging the language and cultural diversity of our community.
- As we do not teach Levels 9 and 10 on the Victorian Curriculum, we are also exempt for teaching Holocaust Education. We deliver alternate learning in both the History and Personal and Social Capabilities curriculum acknowledging commemoration of significant world events and overcoming bullying and discrimination in our student's current context.

### **Tutor Learning Initiative Program**

Even with the very best of efforts of teachers in 2020-2021, there were some students who have not been able to engage as fully in the remote learning program as they would have been able to in the usual classroom teaching program.

Staff judgement and school-based moderation processes are used to support the TLI student selection criteria. Data includes:

- Student achievement of Personalised Learning Support Plan (PLSP) learning goals
- History of engagement during periods before, during and after remote and flexible learning
- Absenteeism data
- Classroom observation data
- Conversations and involvement of parents and carers

The Tutor Learning Initiative (TLI) is designed to support students whose learning has been disrupted as a result of the COVID-19 pandemic. Following the 'Multi-Tiered Support System', (MTSS) framework, Jacana School for Autism's tutor will plan and deliver learning aligned with our Tier 2-3 interventions for cohorts to individual students to achieve specific outcomes addressing both learning (key Learning Areas) and behaviour (Personal and Social Capabilities).

A focus on Personal and Social Capability: Self Awareness and Management, will support students to develop the skills and knowledge to regulate, manage and monitor their emotions in order to engage in onsite learning.

## **Tutor Roles & Responsibility**

The tutor will be expected to:

- Plan with classroom teachers, MHP and Health and Wellbeing Officer, to identify and select targeted Personal and Social Capability: Self-Awareness and Management goals
- Plan and implement cohort or individualised learning programs; targeting student IEP goals
- Monitor, evaluate and report student progress using a range of formative and summative assessments; classroom teachers to oversee reporting student achievement outcomes
- Implement High Impact Teaching Strategies and practices to achieve student IEP goals
- Engage in critical reflection and inquiry, to improve knowledge and skills to effectively engage students and improve learning
- Engage in school-based Professional Learning opportunities to build teacher practice
- Engage in Department Tutor Professional Learning opportunities to enhance tutor practice

## **Referral Process**

1. Students of concern will be flagged in Student Support Team Meetings
2. Identified students will be selected by Week 10, communicate to the classroom teams, parents and carers will be notified.
3. Selected students will receive 1x 30-minute tutoring sessions per week for 8 weeks.

JSA's Tutor Learning Guidelines are attached (see Appendix 1.2) to this policy in full for your reference.

## **JSA Secondary Curriculum Pathways**

In 2021, a new model for JSA's Year 7-12 Secondary Pathways was developed to provide our broader community of the purpose and direction of our secondary curriculum deliverable to our students. A copy of the JSA Year 7-12 Pathways document is attached to this policy (see Appendix 1.1), for your reference.

Each pathway is intended to suit our students' range of skills and abilities, skilling and preparing them for their desired post school option upon graduation, as follows:

### **Advance Year 9-10 Program**

The principles of Advance include 'community, communication and management'. Year 9 and 10 students will develop planning and communication skills in a community project environment where their views are heard and valued. Through the Advance Curriculum, students, JSA and community organisations will develop networks of relationships while achieving shared goals. The program encourages our local community to support and recognise our students' participation and positive role in society.

The Advance curriculum provides a chance for our students to do something worthwhile in their community based on their choice. Students will apply their skills in undertaking the Hands-On Learning Build and Café programs, as per semester.

### **Certificate of Individual Achievement (CIA)**

Students who are involved in the CIA curriculum will receive written reports issued to parents/carers in July and December to report student progress and achievement in the following areas:

- Literacy - Writing, Reading, Oral/Augmentative Communication
- Numeracy
- Personal Development
- Pathways Specific Skills - Working with others, Work habits, Communication, Travel Education

At the completion of Year 12 students will receive a school-based certificate.

### **Victorian Pathways Certificate (VPC)**

Commencing in 2023, VPC is a new 'applied learning' curriculum for students in Years 10, 11 and 12. It is a recognised senior secondary qualification that focuses on developing core academic skills through student-led, 'hands-on learning' experiences. The VPC's flexibility enables students to design a study program that suits their interests and learning needs. There are four compulsory strands in VPC:

- Literacy Skills
- Numeracy Skills
- Work Related Skills
- Personal Development Skills

\*School Based Apprenticeship & Training (SBAT) or VET - *optional*

Core Foundation Pathways Certificate units will be completed and a certificate with a Statement of Results will be issued to students who successfully complete their VPC qualification.

### **Vocational Education and Training Delivered in Schools (VET)**

VET (Vocational Education and Training) Delivered in Schools provides JSA secondary students to gain practical skills in a specific industry while undertaking the Victorian Certificate of Applied Learning (VCAL) or Certificate of Individual Achievement. Programs are typically completed over one or two years and provide students with a qualification or partial completion of a nationally recognised certificate.

Students who take part in a JSA VET program will:

- gain industry experience and employability skills
- create a pathway to further study (certificate, diploma qualifications) at TAFE
- gain opportunities to develop relationships with industry employers
- enhance their knowledge of employer and workplace expectations
- develop the capacity for teamwork and leadership.

VET delivered at JSA offer the following programs:

- Visual Arts
- Music Industries
- Horticulture

### **Pedagogy**

JSA teachers plan for and implement the curriculum to meet the learning needs and goals of all students; this is achieved through developing appropriate teaching and learning programs. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students covering multiple levels.

According to Marzano (2003), by providing 'a guaranteed and viable curriculum' (GVC) we can achieve the strongest impact on student learning across our school. A 5-step JSA Instructional Model was established for our teachers to 'systematically structure' their lessons and for our students to recognise and follow a 'common approach to learning' across each curriculum area, as follows:

<b>JSA Instructional Model</b>	
<b>Learning Focus</b>	An outline of the curriculum area, mode displayed as a Learning Intention
<b>Hook</b>	Activity to engage the students
<b>Explicit Teaching</b>	The implementation of modelled, shared or guided teacher practice related to the learning focus, inclusive of targeted HITS strategies
<b>Activity</b>	A whole group, split group activity related to their-academic level and common success criteria
<b>Student Reflection</b>	Opportunities for students to share feedback that will guide future learning

At JSA teachers are provided with a Teaching and Learning Program template to formulate their teaching for the day, factoring in differentiated practice involving split groupings, level of prompting and target language required and adult supports for a supportive learning environment.

In following this Instructional Model, teachers also consider different ways students might approach learning, their different abilities and strengths, or their different perspectives on themselves as learners when developing learning and teaching experiences. Teachers plan for a variety of ways that ideas can be represented and the need to approach and demonstrate learning using different media and representational modes. Teachers will use diverse approaches to allow students to experience diverse ways of learning and knowing, and targeted support for individuals, based on teacher monitoring.

JSA teachers will:

- vary the structure and delivery mode across a range of teaching sessions
- provide for a range of learning styles or modalities within teaching sessions and from one teaching session to another in terms of both teacher input and student learning experiences
- help students to understand their own specific learning needs and provide choice to cater for the range of those needs
- set a variety of types of tasks during each unit and using a range of resources eg. print, visual, aural, experiential
- provide variations in tasks to allow student choice on style of presentation or type of approach
- ensure each task has an open-ended aspect that allows students to work at different levels and paces
- arrange for time in each teaching session to give individual support to students in need of particular attention
- provide opportunities to use a range of multimodal communication systems.

### **Individual Education Plans (IEPs)**

Teachers use a number of resources to inform teaching and learning, including the Victorian Curriculum, ABLES, and other formal assessments, the JSA School Wide Regulation Package and individual Student Support Group (SSG) meetings.

The JSA curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for all students. Students will engage with the curriculum with the necessary adjustments made to the curriculum content and how students demonstrate their knowledge, skills and understanding. Each student's individual characteristics will dictate the type of adjustments, what supports are required, when they are required and what good progress 'looks like'. High expectations ensure that a student's disability is not a barrier to their success.

The IEP process provides a structure for ensuring all students are engaged in the classroom curriculum; they will:

- sit within whole-school curriculum planning
- link to a student's learning goals developed by the SSG
- include age-appropriate learning activities and assessment tasks
- allow for alternative learning pathways for demonstrating achievement
- include suggested home activities, if appropriate
- identify next steps in a student's learning
- have agreed dates for ongoing monitoring and review, through the SSG process.

JSA's IEPs will include goals from the following learning areas:

English, Mathematics, Critical and Creative Thinking, Personal & Social Capabilities and Specialist Curriculum areas.

## **Assessment**

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements in order to improve future teaching and learning. It allows teachers to provide timely and appropriate feedback to students and informs student's learning growth.

There are two main forms of assessment:

- **Formative Assessment:** involves engaging in ongoing feedback between the teacher and student to continually answer three key questions:
  1. What is to be learned?
  2. How is learning progressing?
  3. What will be learned next?

Formative Assessment is used to identify learning goals, define learning intentions, design lessons based on the Victorian Curriculum, to identify gaps or misconceptions in individual understanding, to identify a student's zone of proximal development, or to inform the cycle of teaching and feedback in the classroom.

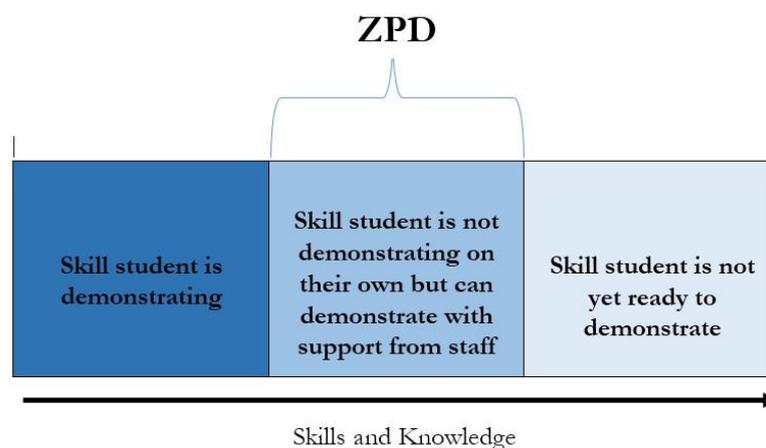
- **Summative Assessment:** involves teachers using evidence of student learning to make judgements on student achievement against goals and standards.

## **Zone of Proximal Development (or ZPD):**

Alongside Victorian Curriculum guidance, classroom teachers need to consider the need for purposeful differentiation of the curriculum to meet individual learning needs. Assessments are used to identify the student's 'Zone of Proximal Development' (ZPD) in order plan for differentiated teaching. Using a range of assessments, classroom teachers can begin to identify students' emerging skills in order to nurture those skills and abilities.

This terminology is based around the abilities-based model of teaching and learning whereby learning is placed on a developmental continuum of increasing levels of complexity and skills.

Classroom teachers then teach students within their ZPD to meet them at the point at which they are most ready to learn and then we consider new skills that they might be able to learn next.



## **ABLES**

The Abilities Based Learning and Education Support (ABLES) program supports the teaching and learning of students with disabilities and additional needs. It provides a suite of curriculum, pedagogy, assessment and reporting resources that assist teachers in recognising and responding to the diverse learning needs of all students, and in assessing and reporting student learning, monitoring student progress and providing accurate intervention advice.

ABLES supports teachers to:

- assess a student's readiness to learn
- develop appropriate personalised learning goals for the curriculum areas in consultation with the Student Support Group
- develop a personalised learning plan that can be linked to teaching and learning strategies that have been found to work
- monitor learning progress.

ABLES Reports:

- capture students' achievement once in a year within the curriculum areas
- place students on a developmental continuum or pathway
- provide each pathway with a list of validated teaching and learning strategies and links to the Victorian Curriculum including Towards Foundation Level Victorian Curriculum (Levels A to D).
- include students Learning Readiness, Class, Profile and School.

ABLES Levels A to D:

- focus on progressing students from a pre-intentional to intentional state
- encourages students to develop their independence as they explore, participate and engage in the world around them.



ABLES is completed once per year; in Term 1 for Prep students and in Term 3 for all others. This enables teachers to compile a comprehensive profile of their student's strengths and abilities in the Victorian Curriculum F-10 curriculum areas of English, Mathematics, Personal and Social Capability, Digital Learning, Movement and Physical Activity at a minimum. Teachers are encouraged to utilise the Learning Readiness Reports and tools to assist them to develop their classroom programs and inform them when developing their students' future IEP goals.

ABLES is completed on the Insight Assessment Platform: <http://www.insight.vic.edu.au/>

### **Reporting Student Achievement**

Reporting is the process of communicating comprehensive information about student achievement and progress against the Victorian Curriculum F-10 at a given point in time.

JSA Reports provide parents with a clear picture of their child's progress at the end of a specified period of time that demonstrates:

- individualised PLSP goals indicating where their child is on each area on the learning continuum
- a four-point scale score indicating each student's PLSP goal achievement and progress
- where their child will need to improve
- what the next steps in their learning will be.

PLSPs provide an important focus for reporting to parents. JSA will report what has been taught each semester and to Individual Education Plans (IEPs). In reporting student learning progress to parents, JSA teachers will clearly identify the areas of strength and areas for improvement for each individual student. Reporting student achievement to parents will be supported through student work samples, portfolios, parent, student and teacher conferences, and student self-assessment. Parents/carers are invited to attend SSGs to discuss their child's report with the classroom teacher each term.

#### **Semester 1 Reports will include the Learning Areas:**

English, Mathematics, The Arts (Visual Arts/Media Arts/Music), Health, The Humanities, Technologies, Creative & Critical Thinking and Personal & Social Capabilities.

#### **Semester 2 Reports will include the Learning Areas:**

English, Mathematics, The Arts (Visual Arts/Media Arts/Music), Physical Education, Science, Creative & Critical Thinking and Personal & Social Capabilities.

### **Curriculum Review**

The aim of a Curriculum Review is to improve our implementation of the Victorian Curriculum F-10 by refining, realigning and reducing the existing content of our teaching and learning programs and units of work throughout the school. Apart from the Assistant Principal (Curriculum Development, Assessment and Reporting) ultimately overseeing all curriculum planning and its delivery, the following actions contribute to a broad, comprehensive curriculum review occurs:

#### **Whole School**

- Establishing a school wide strategic focus on implementing measureable achievements and milestones to underpin the 'Building Practice Excellence' and Curriculum Planning and Assessment' dimensions of the FISO 2.0, in our AIP for 2022
- Review of our annual Whole School IEP Goal Achievement as a percentage measure of learning engagement and student success across each curriculum area
- Align and report upon annual Whole School IEP Goal Achievement to our school wide student learning goal focus in our AIP by our School Improvement Team to support planning of future implementation in subsequent years

### Curriculum Area/Units of Work

- Curriculum Team Leaders ensure that units of work align with the Victorian Curriculum (thus the relevant JSA 3-year Scope and Sequence)
- The Assistant Principal (CDAR) administers a school wide teacher survey seeking explicit feedback relevant to each curriculum area each term to inform the team of any enablers, barriers and suggestions for change.

### Sub Schools/Teaching and Learning

- Review of our Sub School IEP Goal Achievement Scores as a percentage measure of student learning success across each curriculum area
- Sub School Leaders conduct weekly and ongoing collaborative review of our classroom teachers' broad Teaching and Learning Programs: shared feedback regarding links to the Victorian Curriculum, and both implementation of HITS teaching strategies are applied and suitable Tier 1 Reasonable Adjustments are administered to their students
- Classroom Teams, Sub School Leaders and therapists attend weekly Classroom Team Meetings to review students' planned reasonable adjustments and learning goal progress across all curriculum areas following an annual cycle.

### **References**

Marzano, R. (2003), *What Works in Schools: Translating Research into Action*, Association for Supervision and Curriculum Development, Alexandria, VA. Student Learning Curriculum (what), Pedagogy (how), Assessment (how well) and Reporting (where) © VCAA p.4

<http://victoriancurriculum.vcaa.vic.edu.au/>

<http://www.education.vic.gov.au/school/teachers/teachingresources/Pages/default.aspx>

Victorian Curriculum and Assessment Authority at <http://www.vcaa.vic.edu.au/Pages/index.aspx>

### **Policy Evaluation**

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

<b>Ratified at School Council</b>	9 <sup>th</sup> December 2021 Revised 5 October 2023
<b>Review Date</b>	Term 4, 2026

## Appendix 1.1 Secondary Curriculum Pathways

Pathway Options	Year 7 & 8	Year 9 & 10	Year 11 & 12	Post School Options
Certificate of Individual Achievement 1	<b>Individual Education Plan:</b> English, Mathematics, Personal and Social Capabilities, Critical and Creative Thinking, Science, The Humanities, Health and Physical Education, The Arts and Design and Technologies (IEP)			<ul style="list-style-type: none"> <li>✓ Onemda</li> <li>✓ BRITE Industries</li> <li>✓ Volunteering</li> <li>✓ Centre-Based Disability Programs</li> </ul>
	<b>Personal &amp; Social Capabilities</b>			
	<ul style="list-style-type: none"> <li>✓ Personal Skills C1</li> <li>✓ Travel Education C1</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal Skills C2</li> <li>✓ Travel Education C2</li> </ul>	<ul style="list-style-type: none"> <li>✓ BRITE</li> <li>✓ Travel Education C3</li> <li>✓ Personal Skills C3</li> </ul>	
Certificate of Individual Achievement 2	<b>Individual Education Plan:</b> English, Mathematics, Personal and Social Capabilities, Critical and Creative Thinking, Science, The Humanities, Health and Physical Education, The Arts and Design and Technologies (IEP)			<ul style="list-style-type: none"> <li>✓ Onemda</li> <li>✓ BRITE Industries</li> <li>✓ Volunteering</li> <li>✓ Centre-Based Disability Programs</li> </ul>
	<b>Personal &amp; Social Capabilities</b>			
	<ul style="list-style-type: none"> <li>✓ Personal Skills C1</li> <li>✓ Travel Education C1</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal Skills C2</li> <li>✓ Travel Education C2</li> </ul>	<ul style="list-style-type: none"> <li>✓ BRITE</li> <li>✓ Travel Education C3</li> <li>✓ Personal Skills C3</li> </ul>	
	<b>Design and Technologies</b>			
			<ul style="list-style-type: none"> <li>✓ Hands On Learning (Build)- CIA</li> <li>✓ Hands on Learning (Café)- CIA</li> </ul>	
Victorian Pathways Certificate (VPC)	<b>Individual Education Plan:</b> English, Mathematics, Personal and Social Capabilities, Critical and Creative Thinking, Science, The Humanities, Health and Physical Education, The Arts and Design and Technologies (IEP)		<b>Victorian Pathways Certificate (VPC)</b>	Visual/Media Arts <ul style="list-style-type: none"> <li>✓ TAFE Cert II</li> </ul> Hospitality <ul style="list-style-type: none"> <li>✓ Employment</li> <li>✓ TAFE Cert II</li> <li>✓ Apprenticeship</li> </ul> Horticulture: <ul style="list-style-type: none"> <li>✓ Employment</li> <li>✓ TAFE Cert II</li> <li>✓ Apprenticeship</li> </ul> Warehousing & Logistics: <ul style="list-style-type: none"> <li>✓ Warehousing &amp; Logistics Certificate II</li> <li>✓ Building and Construction Certificate II</li> </ul>
	<b>Personal &amp; Social Capabilities</b>	<b>Civics and Citizenship &amp; Design and Technologies</b>	<ul style="list-style-type: none"> <li>✓ Core Foundation VPC/Foundation Pathways Certificate units</li> <li>✓ Visual Arts (VET)</li> <li>✓ Music Industries (VET)</li> <li>✓ Horticulture (VET)</li> <li>✓ Head Start Apprenticeships/Traineeships</li> <li>✓ School Based Apprentice &amp; Training (SBAT)</li> </ul>	
	<ul style="list-style-type: none"> <li>✓ Travel Education C1</li> <li>✓ Travel Education C2</li> </ul>	ADVANCE Program: <ul style="list-style-type: none"> <li>✓ Community</li> <li>✓ Communication</li> <li>✓ Management</li> </ul> Delivered through: <ul style="list-style-type: none"> <li>✓ Hands On Learning (Build)</li> <li>✓ Hands on Learning (Café)</li> </ul>		

## Appendix 1.2 Tutor Learning Initiative

# TUTORING LEARNING INITIATIVE

### RATIONALE:

Even with the very best of efforts of teachers in 2020-2021, there were some students who have not been able to engage as fully in the remote learning program as they would have been able to in the usual classroom teaching program.

Staff judgement and school-based moderation processes are used to support the TLI student selection criteria. Data includes:

- Student achievement of Individual Education Plan (IEP) learning goals
- History of engagement during periods before, during and after remote and flexible learning
- Absenteeism data
- Classroom observation data
- Conversations and involvement of parents and carers

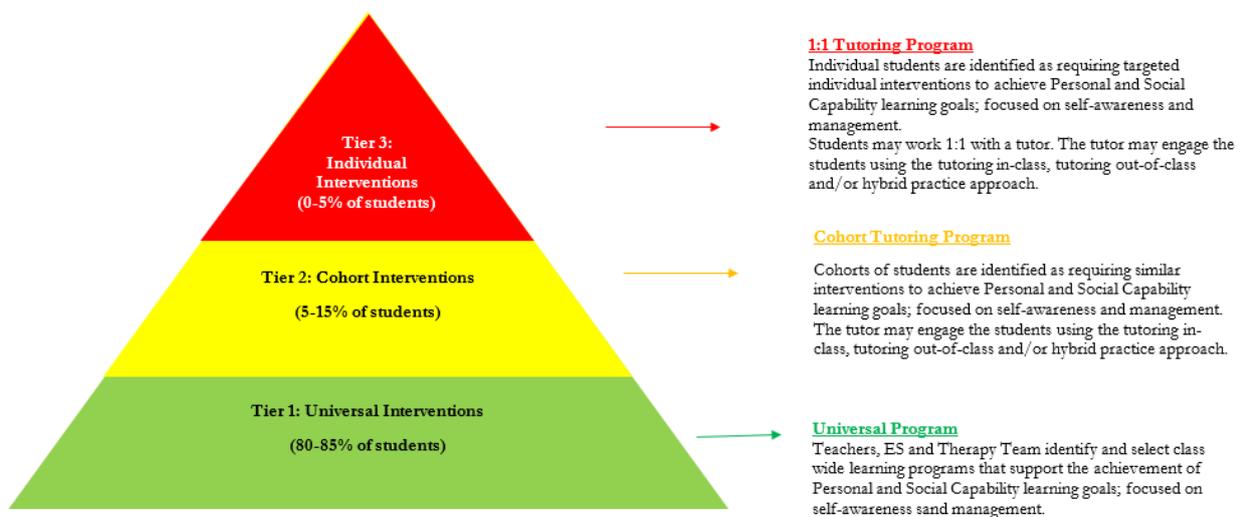
### PROGRAM:

The Tutor Learning Initiative (TLI) is designed to support students whose learning has been disrupted as a result of the COVID-19 pandemic. Following the 'Multi-Tiered Support System', (MTSS) framework, Jacana School for Autism's tutor will plan and deliver learning aligned with our Tier 2-3 interventions for cohorts to individual students to achieve specific outcomes addressing both learning (key Learning Areas) and behaviour (Personal and Social Capabilities).

A focus on Personal and Social Capability: Self Awareness and Management, will support students to develop the skills and knowledge to regulate, manage and monitor their emotions in order to engage in onsite learning.



### TLI Multi-Tiered Support System (MTSS) Framework



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Individual students are identified as requiring targeted individual interventions to achieve Personal and Social Capability learning goals; focused on self-awareness and management.

Students may work 1:1 with a tutor. The tutor may engage the students using the tutoring in-class, tutoring out-of-class and/or hybrid practice approach.

### **Tier 2: Cohort Tutoring Program**

Cohorts of students are identified as requiring similar interventions to achieve Personal and Social Capability learning goals; focused on self-awareness and management.

The tutor may engage the students using the tutoring in-class, tutoring out-of-class and/or hybrid practice approach.

### **Tier 1: Universal Program**

Teachers, ES and Therapy Team identify and select class wide learning programs that support the achievement of Personal and Social Capability learning goals; focused on self-awareness and management.

### **TUTOR ROLES & RESPONSIBILITY:**

The tutor will be expected to:

- Plan with classroom teachers, MHP and Health and Wellbeing Officer, to identify and select targeted Personal and Social Capability: Self-Awareness and Management goals
- Plan and implement cohort or individualised learning programs, targeting student IEP goals
- Monitor, evaluate and report student progress using a range of formative and summative assessments, reporting to classroom teachers student achievement outcomes
- Implement High Impact Teaching Strategies and practices to achieve student IEP goals
- Engage in critical reflection and inquiry, to improve knowledge and skills to effectively engage students and improve learning
- Engage in school-based Professional Learning opportunities to build teacher practice
- Engage in Department Tutor Professional Learning opportunities to enhance tutor practice

### **REFERRAL PROCESS:**

4. Students of concern will be flagged in Student Support Team Meetings
5. Identified students will be selected by Week 10, communicate to the classroom teams, parents and carers will be notified.
6. Selected students will receive 1x 30-minute tutoring sessions per week for 8 weeks.



**TUTORING TEACHING AND LEARNING INQUIRY CYCLE.**

IMPROVEMENT CYCLE STAGES KEY QUESTIONS	WHEN	HOW
<p><b>Evaluate and Diagnose</b></p> <ul style="list-style-type: none"> <li>▪ What is each student’s current stage of knowledge, skill and understanding against different Victorian Curriculum learning areas?</li> <li>▪ What professional learning does each tutor require to build on their existing knowledge and skills to address each student’s learning needs?</li> </ul>	<p><b>Weeks 1-2</b></p>	<ol style="list-style-type: none"> <li>1. Meet with classroom teacher to review available data to identify each student’s ZPD via the Victorian Curriculum, and how the level of onsite and offsite school engagement impacted their learning</li> <li>2. Review student data including student profiles, past reports and assessments</li> <li>3. Get to know student’s strengths and interests</li> <li>4. Identify whether the student would benefit from 1:1 or cohort tutoring</li> <li>5. Identify whether the student would benefit from an in-class, out-of-class or hybrid practice approach</li> </ol>
<p><b>Prioritise and Set Goals</b></p> <ul style="list-style-type: none"> <li>▪ Where is the student’s next developmental progression, considering the student’s current zone of proximal development (ZPD) in the targeted curriculum area(s) as informed by a range of assessments?</li> <li>▪ What are the students’ curriculum learning goals and priorities? How do students’ personal interests contribute to these priorities?</li> </ul>	<p><b>Weeks 2-3</b></p>	<ol style="list-style-type: none"> <li>1. Meet with classroom teacher to discuss the agreed IEP goals and set success criteria that increase in complexity within an 8-week learning progression</li> <li>2. Plan for targeted work programs that will meet student’s IEP goal and success criteria</li> <li>3. Develop an 8-week program.</li> </ol>
<p><b>Develop and Plan</b></p> <ul style="list-style-type: none"> <li>▪ How will we know that students are learning?</li> <li>▪ What will implementation look like?</li> <li>▪ Who else should we speak to, to help inform and strengthen this work?</li> </ul>	<p><b>Week 4</b></p>	<ol style="list-style-type: none"> <li>1. Implement the program, using strategic formative assessments such as: success criteria, work samples, videos, photos, anecdotal notes etc. that will demonstrate student engagement and achievement of learning.</li> </ol>
<p><b>Implement and Monitor</b></p> <ul style="list-style-type: none"> <li>▪ To what extent are we using differentiated strategies in our tutoring work?</li> <li>▪ How are we monitoring our implementation?</li> </ul>	<p><b>Weeks 5-10</b></p>	<ol style="list-style-type: none"> <li>1. Review the Teaching and Learning Work Program which will demonstrate differentiation of work tasks</li> <li>2. Use formative and summative assessments to demonstrate student outcomes.</li> <li>3. Converse with the classroom teacher to adjust work programs and assessment of IEP goals</li> <li>4. Review TLI Program with AP for the subsequent term planning.</li> </ol>