

Curriculum Policy



Adelaide West
Special Education Centre

The Australian Curriculum and the Keeping Safe: Child Protection Curriculum are the curricula that are mandated for learners from Reception to Year 10. The South Australian Certificate of Education (SACE) is the curriculum from Year 11 to the end of schooling.

The Australian Curriculum

The Australian Curriculum is being implemented in phases. Implementation is expected to be complete by the end of 2016. School staff plan their programs with reference to the learning area curriculum documents developed by ACARA (the Australian Curriculum, Assessment and Reporting Authority) and released for use across Australia. ACARA have produced a document called '*Student Diversity and the Australian Curriculum*' that gives advice to schools around meeting the learning needs of students with disability. This recommends personalising the teaching and learning by:

- Selecting age equivalent content that is meaningful and respects students individual needs, strengths and interests, and
- Using their knowledge of students' learning and support needs to make adjustments in relation to curriculum, instruction and environment to enable access to the program.

The teaching staff at Adelaide West Special Education Centre have considered the eight learning areas of the Australian Curriculum in the light of the learning needs of the student cohort attending the school. Adjustments for the learning needs of the whole school have been made as follows:

English All students at Adelaide West Special Education Centre study English through a balanced literacy program that includes the four blocks of Guided Reading, Writing, Self-Selected Reading and Working with Words. With the assistance and guidance of our Australian Curriculum facilitator, all teachers reviewed the content descriptions from the English document. A rubric was then developed that organised the content descriptions by considering which area of our teaching and learning programs they were most suited to – the four blocks and communication (Appendix A). Most students at Adelaide West will not be required to develop the hand writing skills described in the '*Creating texts*' sub-strand of the Literacy strand.

Mathematics Because of the linear nature of mathematical learning and the need to consolidate basic skills before experiencing more advanced concepts, many of the students at Adelaide West will work towards Foundation level content descriptions from the Australian Curriculum Mathematics document for a number of years. In order to ensure that students are exposed to a wide variety of learning in the maths curriculum, a whole school approach has been taken to the teaching and learning of Maths and numeracy across the school. Some aspects of the Mathematics curriculum are taught through literacy sessions and a collection of resources that address numeracy concepts as well as literacy is housed on the Common server.

Students are taught concepts relating to number throughout the school year but concepts in the other strands of Mathematics are taught on a biannual cycle:

- Term 1: Measurement – Length and Capacity
- Term 2: Pattern, Shape, Size and Colour
- Term 3: Measurement – Time and weight
- Term 4: Location and transformation

Science Consideration of the scope and sequence of the Australia Curriculum Science document has resulted in the creation of a three year curriculum plan for students attending Adelaide West Special Education Centre.(Appendix B) Individual students can access different year level content descriptions at their own levels during study of class topics that address many content descriptions. Some aspects of the Science curriculum are taught during literacy teaching.

Humanities and Social Sciences Due to the nature of the HASS curriculum design which sees two subjects not being taught before year 5 only History is scheduled for teaching at Adelaide West. The students learn about Personal and Family History throughout the year with a semester topic covering three different history topics over a three year plan.

The Arts The Arts Consists of 5 interrelated subjects; Dance, Drama, Media Arts, Music, Visual Arts. Students make and respond to artworks in traditional, contemporary and emerging forms, they use materials, techniques and technologies from one Arts subject to support learning in another. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

Technologies Students at Adelaide West use various digital platforms to engage in multiple subjects. Many use technology for communication and others are able to determine which software is appropriate for completing a specific task. Technology is an integrated subject and students in reception to year 10 have an NEP goal that addresses their own need to be able to access technology for learning.

Health and Physical Education All students participate in a minimum of 40 mins swimming each week. The Keeping Safe: Child Protection Curriculum is incorporated into the Health subject and teachers are expected to teach the relevant topics of the Australian Curriculum for their cohort of students each year.

Languages All students at Adelaide West Special Education Centre have complex communication needs and are learning to communicate effectively using a range of Augmentative and Alternative Communication (AAC) systems. Consequently, the Australian Curriculum is adjusted to provide students who attend Adelaide West Special Education Centre with a program that includes communication and AAC rather than a language other than English.

SACE

Modified subjects are designed to allow students with identified intellectual disabilities to demonstrate their learning in a range of challenging and achievable learning experiences. For Stage 1 and Stage 2 modified subjects, assessment is school based. Modified subjects are structured differently from other subjects, as teachers design assessments to enable students to demonstrate the knowledge, skills, and understanding they have developed to achieve their personal learning goals and to develop their capabilities.

Modified subjects from the nine learning areas of the SACE curriculum may be studied as a 10-credit subject or a 20-credit subject at Stage 1, and as a 10-credit subject or a 20-credit subject at Stage 2. At Adelaide West a three year SACE subject plan has been devised so that students may enter the cycle at any point and still complete their SACE: Modified Certificate. The plan is as follows:

Yr A	Yr B	Yr C
English (Stage 1/2 20Credits)	English (Stage 1/2 20Credits)	English
Maths	Maths (Stage 1/2 20Credits)	Maths (Stage 1/2 20Credits)
Health (Stage 1/2 20Credits)	Health (Stage 1/2 20Credits)	Health
Science (Stage 1 10Credits)	Science	Science
The Arts	The Arts	The Arts (Stage 1 20 Credits)
Cross Disciplinary Studies		Language and Culture (Stage 2 20 Credits)
PLP – Yr 10 (Stage 1 10Credits)	PLP – Yr 10 (Stage 1 10Credits)	PLP – Yr 10 (Stage 1 10Credits)
Research Project - Yr 13 (Stage 2 10Credits)	Research Project - Yr 13 (Stage 2 10Credits)	Research Project - Yr 13(Stage 2 10Credits)

The subjects that have additional information in parenthesis are the subjects taught in that year that will contribute to an individual student's final SACE: Modified score of 200 Credits.

The Personal Learning Plan: Modified is undertaken as the only 10-credit Stage 1 subject in year 10.

The Research Project: Modified is undertaken as a 10-credit subject in the student's final year of school.

Teachers assess each student's evidence of learning and assign a result of 'completed' or 'not completed' for the modified subject. For a result of 'completed', the student's evidence of learning demonstrates achievement against:

- one or more of the capabilities selected for development in the subject
- all of the personal learning goals identified for the student.

Keeping Safe: Child Protection Curriculum

It is widely acknowledged that students with disability are more likely to suffer abuse than their peers; for example, research by the World Health Organisation has found that children with disability are almost four times more likely to experience violence than non-disabled children. The Keeping Safe: Child Protection Curriculum (KS:CPC) teaches all children that they have the right to be safe and that they can help themselves to be safe by communicating with people they trust. Staff at Adelaide West Special Education Centre use the KS:CPC age level documents in conjunction with the support materials for educators working with children and young people with disability and additional needs to plan units of work that teach;

- Understanding of appropriate and inappropriate touching
- Ways to keep safe
- Recognising abuse and communicating with trusted adults about it.

Negotiated Education Plans

All learners at Adelaide West Special Education Centre have a Negotiated Education Plan (NEP) that describes the curriculum adjustments and accommodations that need to be made for individual learners. The purpose of the NEP is to support access, participation, and achievement in the mandated curriculum. Individual goals are agreed in collaboration with those involved with each learner e.g. teachers, families and relevant service providers such as speech pathologists, physiotherapists and occupational therapists. Specific goals are identified, agreed, documented and reviewed regularly as appropriate, but at least once a year.