

# Curriculum Framework

## About Avenues Education

Avenues Education is a South East Victoria Region (SEVR) outreach government school that works in partnership with Child Youth Mental Health Services (Alfred & Eastern Health CYMHS). CYMHS refer students to Avenues Education to provide targeted educational services for individual and groups of students experiencing social, emotional, and/or mental health difficulties in accessing education. We provide schools with tiered interventions to assist them in recognising and responding to the mental health needs of students and reduce the barriers to engagement in learning. We provide students with the necessary skills to access educational pathways. Students participating in Avenues Education retain enrolment in their school of origin. Depending on the program and individual health needs, students undertake sessions with Avenues Education either at their school of origin or at Avenues Education locations.

Avenues Education provides tiered support directly to SEVR schools, including mental health prevention and promotion activities, school capability building sessions and professional learning as well as consultation and liaison.

## Vision, Mission and Values

We are dedicated professional teachers and staff who are committed to positive student mental health outcomes. We continually strive to provide a range of supports that reflect the complex mental health needs of students in our community.

The goal of our values matrix is to create a positive and safe learning environment that enables the student to learn the necessary skills to access education. Our values matrix establishes what behaviours should look, sound and feel like for our students. We explicitly teach these behaviours as skills. We introduce, model and reinforce these with each student, based on their individualised needs. These skills are necessary for students to successfully navigate their life in a positive, safe and meaningful way.

Be Hopeful	Be a Learner	Be Kind
Plan for your future	Use coping and regulation strategies	Take time to care for your physical and mental self
Accept your strengths and build on your gaps	Seek help	Uncover what brings you enjoyment
Advocate for yourself	Communicate your thoughts and clarify instructions	Use a growth mindset of “I haven’t got it yet”
Practice problem solving	Track and celebrate your growth	Take supported risks
Find your people	Know how you learn	Have courage to make mistakes

We teach our values as personal and social skills by:

Plan – *discuss strengths and gaps to build an Individual Education Plan (IEP)*

Voice – *introduce the skill and discuss what it means to the student*

Show – *demonstrate and model*

Practice – *role play and practice in different contexts*

Monitor – *strengthen practice of skills and provide positive feedback*

Re-teach – *review, adjust and practice until automatic*

## Curriculum Overview

At Avenues Education we work with students to enable them to participate in a range of learning activities and support them to re-engage in education. We provide teaching and learning programs that deliver an engaging curriculum relevant to the developmental and mental health needs of referred students.

Our Curriculum Framework outlines how we deliver our curriculum, how we review our curriculum and teaching practice, how we assess student learning, how we record and monitor student performance, and when and how we report to parents and the student's base school.

Avenues Education is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#) Capabilities Curriculum. The Capabilities Curriculum we explicitly teach students are: Creative & Creative Thinking, Ethical Capability, Personal & Social Capability – Self Awareness, Personal & Social Capability – Social Awareness & Management. We commit to:

- Providing clearly defined capabilities curriculum content that is the basis for student learning
- Developing and publishing a whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy
- Complying with Departmental policies relating to curriculum provision

Critical and creative thinking, and personal social capabilities are essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. We explicitly teach students to learn how to recognise and regulate their 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. We aim to support students to become creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future. We support students to develop the breadth and depth of their thinking and to take intellectual risks. This attention to thinking helps students to build self-awareness and their capacities for reflection.

Developing critical and creative thinking capability is an essential element of developing successful, confident and innovative members of the community who can form and maintain healthy relationships.

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

## Implementation

Avenues Education responds to the diverse needs of students in the development of our curriculum programs and curriculum plan. The Collaborative for Academic, Social, and Emotional Learning (CASEL) evidence-based approach and definitions of Social and Emotional Learning (SEL) are the best known and most highly respected in the world today, and provide an excellent framework for integrating the academic, emotional and social dimensions of learning.

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

- Preparing students to return to school in the community or to transition from school into further education and pathways are critical elements in our programs
- The student's base school curriculum will be adopted where appropriate
- Curriculum programs are designed to enhance effective learning

## Assessment

We provide a variety of individualised and group programs to address the specific learning needs of students experiencing disruption to their education as a result of mental health difficulties. We assess student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy. Students are provided with multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover the capabilities curriculum levels to ensure that evidence of learning and growth is captured for every student.

Teachers assess student learning as part of the curriculum program by:

- using 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 learned at the end of a sequence of learning), alongside student self-assessment and reflection
- using assessment as an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress
- using a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the curriculum unit designs and learning sequences. The assessments may include, but are not limited to, pre/post testing, scales, questionnaires, ratings, student/parent/school discussions
- developing assessment tasks to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for achievement. Teachers will make modifications to the learning tasks to cater for students with additional learning needs
- developing Individual Education Plans (IEPs) for students who all students in consultation with students, parents, base school, referrer (CYMHS) and other relevant agencies
- participating in moderation of assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school

## Reporting

We report student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. We ensure that there is continuous sharing of assessment information formally and informally with parents/carers throughout the duration of support we provide. We provide a written report to parents, students base school and referrer (CYMHS) via the IEP reporting:

- directly against the Victorian [Curriculum F-10 achievement standards](#)
- including both student achievement and progress
- age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting (learning goals scale or a learning dimensions scale)

Parents/carers, students, base school and referrer will be provided with the opportunity to discuss the IEP with the teacher and/or school leaders. Parent-teacher meetings will be conducted regularly to enable the opportunity to discuss the students' progress and how they can continue to be supported at home.

## Curriculum and Teaching Practice Review

Our school curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives. High impact teaching strategies (HITS) and high impact engagement strategies (HIES) will be utilised to assess and monitor curriculum and teaching practice.

Professional Learning Communities (PLC) help our teachers to evaluate the effectiveness of high impact teaching strategies and high impact engagement strategies, as well as trial new curriculum plans. PLCs are used to create a culture that is:

- focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fueled by collaborative expertise

The Performance and Development (PDP) cycle is designed to:

- support us in meeting our responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned to the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

We review our curriculum plans and teacher practice continuously throughout the year in PLC Meetings and curriculum days, as well as through formal annual review as part of the AIP and 4 yearly as part of the Strategic Planning and Review process. Refer to the Appendix for our current curriculum map.

## Further Information and Resources

Policy and Advisory Library:

- [Curriculum Programs Foundation to 10](#)
- [Framework for Improving Student Outcomes \(FISO\)](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)

## Communication

This framework will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Referenced in our staff handbook/manual

## Policy Review and approval

Policy last reviewed	29/03/2022
Approved by	Principal
Next scheduled review date	Before November 2025

**APPENDIX – 2022 CURRICULUM MAP OVERVIEW**

Curriculum Area/Program (annual hours)	Focus
Creative & Creative Thinking	Questions and possibilities
	Reasoning
	Meta-Cognition
Ethical Capability	Understanding concepts
	Decision making and actions
Personal & Social Capability – Self Awareness	Recognition and expression of emotions
	Development of resilience
Personal & Social Capability – Social Awareness & Management	Relationships and Diversity
	Collaboration
Mandated assessments and monitoring	SRAS
	IEP
	RTSP
	Curriculum Achievement standards and ABLES (running record, moderate with teachers)
	DET Five Point Scale
	Student Self-Assessment (AIPU Trial)
	Zones Self-regulation Data (longer term work)
	Student At Risk Planning Tool (integrated)
School Readiness Rubric	
Intervention to support assessments	Parent input/ education
	Professionals input /strategies
	Base School education/ intervention
	Pathways investigation/ input
	Surveys (student, parent, professional, school)