

The Grove Education Centre. Curriculum Policy

In Australian schools the Australian Curriculum and the Keeping Safe: Child Protection Curriculum is the curriculum that is 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. At The Grove Education Centre all students will access a modified Australian curriculum including a modified SACE program that is inclusive of their needs.

At The Grove Education Centre we recognise that each child has individual needs, abilities and strengths. In every classroom the learning environment and curriculum are personalised through the One Plan process to suit the individual child. The One Plan documents the child's learning and care needs and the support they require to access and participate in a meaningful curriculum.

School staff plan their programs with reference to the learning area curriculum documents developed by ACARA (the Australian Curriculum, Assessment and Reporting Authority) 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 a disability. This recommends personalising the teaching and learning by:

- Selecting age equivalent content that is meaningful and respectful of 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 The Grove Education Centre have considered the eight learning areas of the Australian Curriculum in the light of the learning needs of our student cohort and have developed the following curriculum scope and sequence overviews. In the learning areas of Mathematical and English, learning is programmed against a continuum. This is done because basic skills need to be consolidated before experiencing more advanced concepts. Technology is an integrated subject and students have One Plan goals that address individual needs enabling access to technology for learning. All other subjects have a 3 year curriculum plan mapped out for them.

Junior Years Curriculum Overview - Scope and Sequence

Year	Topics	Semester 1		Semester 2	
A	History	Personal and Family History		Personal and Family History	
	Geography		People live in Places (Maps)		People live in Places (Maps)
	Science	Biological Science – Meal Worms		Earth and Space Science - Weather	
	The Arts	Visual Art – creation of own art work Music	Visual Art – creation of own art work. Music	Visual Art – creation of own art work Dance	Visual Art – creation of own art work Dance
	Maths	Learning continuum		Learning continuum	
	English	Learning continuum		Learning continuum	
	Health and PE	Personal social and community health Health - Body Parts PE - Fundamental Movement Skills	Personal social and community health Health - Body Parts PE - Fundamental Movement Skills	Personal social and community health Health - Body Parts PE - Fundamental Movement Skills	Personal social and community health Health - Body Parts PE - Fundamental Movement Skills
	Child Protection Curriculum Themes	Feelings Safe and unsafe		Feelings Safe and unsafe	
B	History	Present and Past Family Life – assessment task 3		Present and Past Family Life – assessment task 3	
	Geography		Aboriginals and Place – assessment task 1		Aboriginals and Place – assessment task 2
	Science	Chemical Science – What is it made of?		Physical Science – The way objects move.	
	The Arts	Visual Art – creation of own art work Media Art	Visual Art – creation of own art work Media Art	Visual Art – creation of own art work Drama	Visual Art – creation of own art work Drama
	Maths	NEP Goals		NEP Goals	
	English	NEP Goals		NEP Goals	
	Health and PE	Personal Social and Community Health Health – community helpers PE – participation in games.	Personal Social and Community Health Health – community helpers PE – participation in games.	Personal Social and Community Health Health – community helpers PE – participation in games.	Personal Social and Community Health Health – community helpers PE – participation in games.
	Child Protection Curriculum Themes	Identity and relationships Trust and Networks		Identity and relationships Trust and Networks	
C	History	The past and the present- assessment task 1.		The past and the present- assessment task 1	
	Geography		People live in places- (Globe)		People live in places- (Globe)
	Science	Biological Science (Australian Animals)		Science as a Human Endeavor – caring for the Environment	
	The Arts	Visual Art – creation of own art work Music	Visual Art – creation of own art work Music	Visual Art – creation of own art work Drama	Visual Art – creation of own art work Drama
	Maths	NEP Goals		NEP Goals	
	English	NEP Goals		NEP Goals	
	Health and PE	Persona Social and Community Health Health – sharing skills PE – understanding movement – directional games			
	Child Protection Curriculum Themes	Strategies for keeping safe		Strategies for keeping safe	

Middle Years Curriculum Overview - Scope and Sequence

Year	Topics	Semester 1		Semester 2	
A	English	Learning continuum		Learning continuum	
	Maths	Learning continuum		Learning continuum	
	Science	Chemical- Melting Moments		Physical- Smooth Moves	
	Health & P.E	Being healthy, safe and active		Move our body	
	Child Protection	Term 1 – The right to be safe (Topic 2: Reviewing the concept of warning signs)	Term 2- Relationships (Topic 2:Trust and networks)	Term 3- Recognizing and reporting abuse (Topic 2: Recognizing abuse, neglect and unsafe secrets)	Term 4- Protective strategies (Topic 2: Review of networks)
	History	First contacts – Australia’s first people		First contacts – Journey of an explorer	
	Geography	Geographical knowledge and understanding – Demographic locations in Australia		Geographical knowledge and understanding – Aboriginal land and settlement	
	Arts	Media		Visual	
B	English	Learning continuum		Learning continuum	
	Maths	Learning continuum		Learning continuum	
	Science	Biological- Feathers, Fur or Leaves		Earth and Space- Night and Day	
	Health & P.E	Communicating and interacting for health and well-being		Understanding movement	
	Child Protection	Term 1 – The right to be safe (Topic 3: Unsafe situations and acceptable risk-taking)	Term 2- Relationships (Topic 3: Developing personal identity)	Term 3- Recognizing and reporting abuse (Topic 3: Electronic media safety)	Term 4- Relationships (Topic 4: Power in relationships)
	History	Community and remembrance – Celebrations		Community and remembrance – Change over time	
	Geography	Geographical knowledge and understanding - Australian states and territories		Geographical knowledge and understanding - Australia and neighboring countries	
	Arts	Music		Visual	
C	English	Learning continuum		Learning continuum	
	Maths	Learning continuum		Learning continuum	
	Science	Chemical- Material World Natural and processed materials To explore different materials and their properties To develop language to describe properties To experiment/investigate material properties and record/report findings		Physical- It’s Electrifying Participate and explore the making of electrical circuits To record work on electrical circuits To create a working model using an electrical circuit.	
	Health & P.E	Contributing to healthy and active communities Safety in group activities Basic safety skills How do we stay safe		Learning through movement Personal space and movement activities Small group activities – sharing, turn taking teamwork	
	Child Protection	Term 1 Focus Area 1 The right to be safe (Topic 1: Exploring concepts of safety)	Term 2 Focus Area 2 Relationships (Topic 1: Understanding rights and responsibilities)	Term 3 Focus Area 3 Recognizing and reporting abuse (Topic 1: Privacy and names of parts of the body)	Term 4 Focus Area 4 Protective strategies (Topic 1: Problem solving for keeping safe)
	History	First contacts – Stories of the First Fleet All - Identify a boat from the first fleet Most - Give a reason why people were travelling with the first fleet. Some - Write a journal entry as if you were travelling with the first fleet		Community and remembrance – Different groups within the community All - Chart of people in the class according to their physical attributes. Most - Photo board of people in the school community and identify their cultural background Some - Interview people in the school community About their cultural background.	
	Geography	Geographical knowledge and understanding – Environments and protection All- for students to recognise, record and sort basic needs Most- for students to recognise healthy and unhealthy environments Some- for students to explore strategies that protect environments		Geographical knowledge and understanding – Waste management and recycling All- for all students to participate in composting project Most- for students to identify items that can be recycled Some- for students to explore how items are recycled	
	Arts	Drama All – Involvement in a class performance, including all aspects of the production (on or off stage). Most – Participating in a scripted performance, including the preparation of a programme or advertisement. Some – Comment and respond to their participation in the performance.		Dance All – To participate in moving to 2-3 different music genres. Most – Participate in a dance performance of 2-3 steps with props (if appropriate). Some – Provide a written or verbal review of a dance performance.	

Senior Years Curriculum Overview - Scope and Sequence

Year	Topics	Semester 1	Semester 2				
A	English	Learning continuum	Learning continuum				
	Maths	Learning continuum	Learning continuum				
	Science	Chemical Science- Mix It	Physical Science – Light Fantastic				
	Health & P.E	Being healthy, safe and active Investigate resources and strategies to manage changes and transitions associated with puberty Plan and practise strategies to promote health, safety and wellbeing	Move our body Practise specialised movement skills and apply them in different movement situations Design and perform a variety of movement sequences				
	Child Protection	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Term 1 Focus Area 1 Exploring concepts of safety Communication, feelings Safety and Risk taking Warning signs in emergencies</td> <td style="width: 50%;">Term 2 Focus Area 4 Protective strategies Problem solving for keeping safe Community networks</td> </tr> </table>	Term 1 Focus Area 1 Exploring concepts of safety Communication, feelings Safety and Risk taking Warning signs in emergencies	Term 2 Focus Area 4 Protective strategies Problem solving for keeping safe Community networks	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Term 3 Focus Area 3 Recognizing and reporting abuse Recognising abuse Identifying abuse and neglect Electronic media abuse</td> <td style="width: 50%;">Term 4 Focus Area 2 Relationships Understanding rights and responsibilities Rights and responsibilities in relationships/teams</td> </tr> </table>	Term 3 Focus Area 3 Recognizing and reporting abuse Recognising abuse Identifying abuse and neglect Electronic media abuse	Term 4 Focus Area 2 Relationships Understanding rights and responsibilities Rights and responsibilities in relationships/teams
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Term 3 Focus Area 3 Recognizing and reporting abuse Recognising abuse Identifying abuse and neglect Electronic media abuse	Term 4 Focus Area 2 Relationships Understanding rights and responsibilities Rights and responsibilities in relationships/teams						
History	The Australian Colonies The role that a significant individual or group played in shaping a colony	Australia as a Nation The contribution of individuals and groups to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.					
Geography	Geographical knowledge and understanding – The influence of people on the environmental characteristics of Australian places	Geographical knowledge and understanding – The impact of bushfires or floods on environments and communities, and how people can respond					
Arts	Visual	Visual					
B	English	Learning continuum	Learning continuum				
	Maths	Learning continuum	Learning continuum				
	Science	Biological Science – Marvellous Micro-organisms	Earth and Space Science - Earth Explorers				
	Health & P.E	Communicating and interacting for health and well-being Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships	Understanding movement Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing				
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History	The Australian Colonies The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.	The Australian Colonies The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.					
Geography	Geographical knowledge and understanding - The influence of the environment on the human characteristics of a place	Geographical knowledge and understanding - The world's cultural diversity, including that of its indigenous peoples					
Arts	Drama	Music					
C	English	Learning continuum	Learning continuum				
	Maths	Learning continuum	Learning continuum				
	Science	Chemical- Change Detectives Materials can change (heating, evaporation, freezing, rusting, burning) To explore the changes to various materials To develop language to describe properties To participate in guided investigations and make and record predictions	Physical- Essential energy To explore and investigate types of energy (solar, electrical,) How energy can be made from simple everyday, domestic materials e.g. 'lemon battery' To generate 'electrical', solar energy To participate in guided investigations and make and record predictions				
	Health & P.E	Contributing to healthy and active communities Preventative health strategies for individual wellbeing Leisure and activities participation in outdoor and community based activities for individual wellbeing	Learning through movement Participate in team sports/activities e.g. Bocce, Sports Days, Aquatics, class excursions				
	Child Protection (Health, Arts Literacy)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Term 1 Focus Area 1 Exploring concepts of safety Communication, feelings Safety and Risk taking Warning signs in emergencies</td> <td style="width: 50%;">Term 2 Focus Area 4 Protective strategies Problem solving for keeping safe Community networks</td> </tr> </table>	Term 1 Focus Area 1 Exploring concepts of safety Communication, feelings Safety and Risk taking Warning signs in emergencies	Term 2 Focus Area 4 Protective strategies Problem solving for keeping safe Community networks	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Term 3 Focus Area 3 Recognizing and reporting abuse Recognising abuse Identifying abuse and neglect Electronic media abuse</td> <td style="width: 50%;">Term 4 Focus Area 2 Relationships Understanding rights and responsibilities Rights and responsibilities in relationships/teams</td> </tr> </table>	Term 3 Focus Area 3 Recognizing and reporting abuse Recognising abuse Identifying abuse and neglect Electronic media abuse	Term 4 Focus Area 2 Relationships Understanding rights and responsibilities Rights and responsibilities in relationships/teams
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HASS	History Migration to Australia and the contribution to Australian society e.g. Vietnamese community All – Identify the cultural groups Most - write a sentence about why people come to Australia Some - write a sentence about the contributions to Australian society	Stories of groups of people who migrated to Australia All – Identify your cultural heritage Most - construct an item that reflects your cultural heritage Some – Compare and contrast the daily living of a cultural group to daily living in Australia					
Arts	Geography Geographical knowledge and understanding Significant events that connect people and places throughout the world All- make a festival artefact Most- describe the significant aspects of a festival Some- write a sentence/description of a festival Media Arts All – Involvement in a class performance, including all aspects of the production (on or off stage). Most – Participating in a scripted performance, including the preparation of a programme or advertisement. Some – Comment and respond to their participation in the performance.	Geographical knowledge and understanding – The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region All- match shadow outlines of countries Most- for students to sort photos/pictures of Australia and other countries Some- for students to label a map of the Australia/Asian region Dance All – To participate in moving to 2-3 different music genres. Most – Participate in a dance performance of 2-3 steps with props (if appropriate). Some – Provide a written or verbal review of a dance performance.					



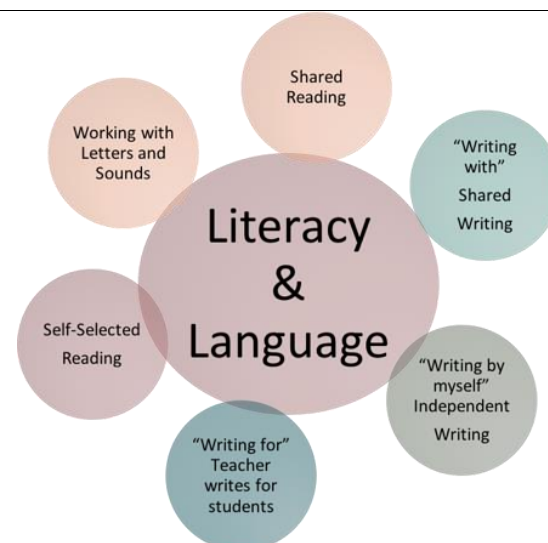
Balanced Literacy at The Grove

The Grove Education Centre uses a balanced literacy approach to literacy teaching in all classrooms, based on information outlined in “Research-Based Practices for Creating Access to the General Curriculum in Reading and Literacy for Students with Significant Intellectual Disabilities” Erickson, Hanser, Hatch and Sanders (2009).

At The Grove there are a mix of students who are emergent or conventional literacy learners.

For emergent literacy learners we understand that there is a set of skills which lead to later literacy success.

Our emergent literacy instruction specifically targets these skill areas. A typical emergent literacy program will include these components, based on the Building Blocks model, Hall & Williams (2001):



For conventional literacy learners, we understand that there are different areas of literacy instruction which may prevent them from reading with comprehension at one level higher. Our conventional balanced literacy instruction works to ensure that each student gets input in each of these areas based on the Four Blocks approach, Cunningham, Hall and Sigmon, (1999):



We also conduct annual literacy assessments which help guide our teaching. We have deliberately included both literacy and language on the diagrams above as we recognise that good literacy instruction has a positive outcome on language development – and that language development has a positive outcome on literacy development.