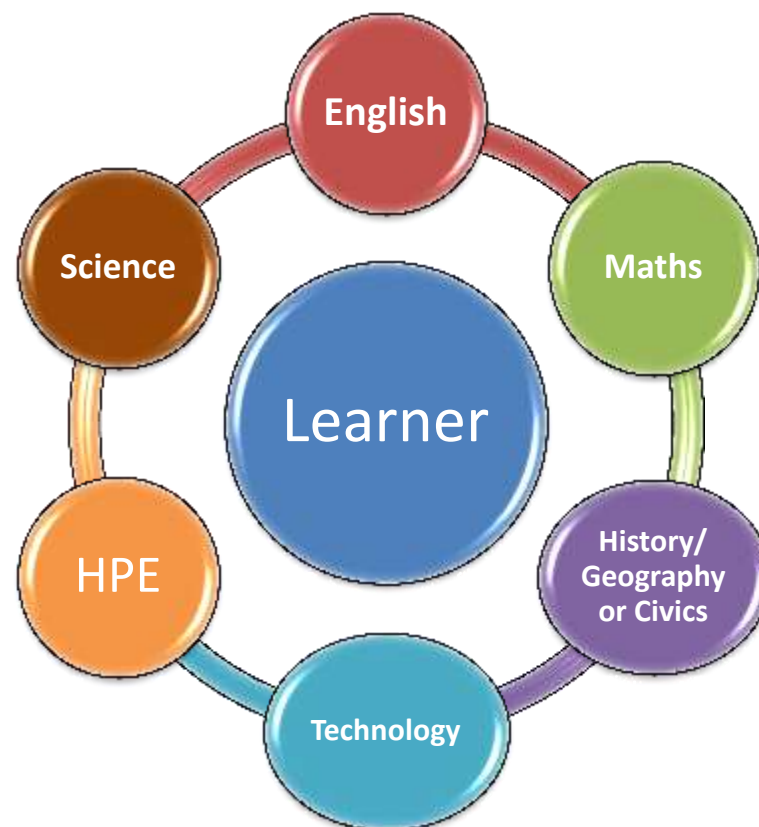


Curriculum at Pine Rivers Special School



KNOWLEDGE

Students are offered relevant information within an age appropriate context and assessed at their individual ability level.

A beginning level learner has a focus on communication and this remains the key goal.

Students have established assessable elements across their schooling years, depending upon their Year of Schooling.

Reporting judgements are made on these elements.

SKILLS

Students are supported to develop individual skill sets within each learning area. These skills focus on the learners' individuality.

Functionally, within these learning areas students will develop skills to:

- Communicate
- Follow procedures
- Follow timetables
- Read/Write/Record
 - Sequence
- Develop numeracy skills
- Develop literacy skills

Comments will be made on skills in reporting

At Pine Rivers Special School (P.R.S.S.), the nationally mandated curriculum learning areas are adopted from entry to exit. The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* are intended to give students with disability, the same rights as other students, including the right to education and training 'on the same basis', as students without disability. (ACARA, 2014)

Adopting the 'on the same basis' philosophy, a framework to roll out the delivery of the core learning areas of the Australian Curriculum is enacted at P.R.S.S., to ensure a structured approach to the teaching of English, Mathematics, Science, Technology and Physical Education. These learning areas remain standardised across the school, with mapped and varied delivery of content, aligned to rich contexts, across the different stages of schooling.

This whole school approach ensures students have access to curriculum from the P level, (Foundation) increasing as the students' progress through the school, but focusing on each student's ability and what they know and can do.

This structure embeds a seamless transition of curriculum delivery across the school, ensuring that students have access to rigorous and engaging learning opportunities. Students are able to immerse in learning, which has a basis in the foundational knowledge and skills of each of the learning areas, from entry to exit.

Students are assessed against their access level within each learning area, ensuring that individual learning goals suit students' needs, strengths and interests.

