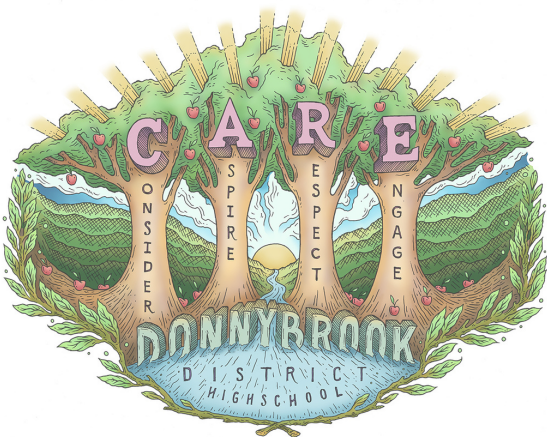


# YOUR CHILD; OUR FOCUS

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HASS  
PLAN  
2020-2022



Donnybrook District High School

# 02

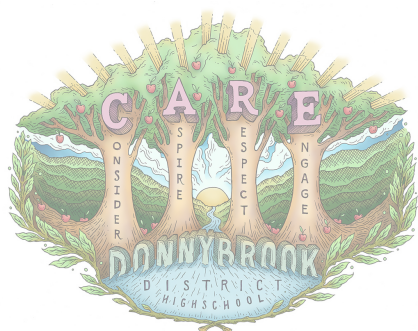
# Humanities and Social Sciences

## The Rationale

Our approach in Humanities and Social Sciences (HASS) is fundamental to improving outcomes for all students. We see the opportunity to embed core literacy practices into HASS in order to target students needing additional support to achieve, and to cater for those needing extension.

The HASS curriculum is designed to provide students with the knowledge and skills to develop a broad understanding of the world in which we live. We prepare our students to be informed, ethical citizens who can think critically.

We recognise an existing need for small group moderation, whole school collaboration and common assessment practices to improve student outcomes.



## Vision

At Donnybrook District High School, we believe that every student, with our support, will achieve high performance in HASS. We want to ensure every student has an unwavering curiosity about their world, a sense of belonging to their extended communities and a commitment to social responsibility.

## Milestones

- Professional Learning Communities (PLC) Action Learning Model Reviews demonstrate clear evidence of collaboration, peer observation and coaching
- Performance Management plans and PLC Action Learning Models reflect that staff are analysing data and differentiating the curriculum in response, to meet student needs or support student progress.
- Agreed school wide assessment schedule is supported by PLCs and adhered to by all staff.
- Staff are utilising the judging standards and assessment samples provided by School Curriculum and Standards Authority (SCSA) to help make valid judgements regarding Common Assessment Tasks.
- Professional Management plans and PLC Action Learning Models are evidencing internal and external networks to inform planning and assessing.
- Planning clearly demonstrates linkage to improving Numeracy.
- Differentiated learning and teaching adjustments for students working below or above year level expectations are evident in all classrooms and in planning documentation.
- Visible support systems in place including timetabled professional learning, collaborative meetings, mentoring, peer coaching and classroom observations across K-10.
- Regular implementation of student feedback evident in all classrooms.
- PLC Action Learning Models show evidence of reflection on progress.
- Levels of Questioning evident in all classrooms
- Focus on engagement and curiosity evident in all classrooms.

# HUMANITIES AND SOCIAL SCIENCES

SKILLS BASED APPROACH

2020 - 2022

QUESTIONING  
AND  
RESEARCHING

1

**Explicitly teach:**

- Levels of Questioning
- Recording chronology
- Interpretation of scales
- Classifying information
- Primary and Secondary sources.

**Before reading**

- Activate prior knowledge
- Preview text

ANALYSING

2

**Explicitly teach:**

- Language of opinion and factual information.

**Numeracy focus**

- Data set interpretation to explain relationships.

**During reading**

- Note-taking
- Re-writing from a variety of sources
- Graphic organiser use

**After reading**

- Summarise
- Reflect and review

EVALUATING

3

Students negotiate, orally and in written form, to resolve contentious issues.

**After reading**

- Summarise and edit
- Draw conclusions and make predictions
- Propose a course of action

Critical thinking and higher order thinking evident in programming.

Senior students understand that texts offer multiple perspective and stereotypes and propaganda.

COMMUNICATING  
AND REFLECTING

4

**Literacy focus:**

- Terminology
- Presenting arguments and personal opinion in different formats
- Awareness of importance of target audience
- Developing arguments - shared writing, guided writing, independent writing
- Reflecting on personal values and attitudes

MODERATION  
AND  
ASSESSMENT

5

School wide assessment schedule.

Staff moderating against SCSA judging standards and achievement standards.

Development of common assessment tasks, whole school writing templates and assessment rubrics.

Modified assessments created for SAER students.



# HUMANITIES AND SOCIAL SCIENCES

STRATEGIC DIRECTION  
2020 - 2022

## STRONG STAFF PERFORMANCE AND DEVELOPMENT

1

All teachers of HASS, build local area networks of support and evidenced based tools to support learning and assessment (e.g. SCSA moderation Year 6/7).

Specialist support sought from Secondary HASS teachers to develop content knowledge.

## CURRICULUM CONCEPTS

2

Explicit teaching evident in HASS classrooms.

The incorporation of SCSA's Scope and Sequence document evident in planning.

Feedback sought from students in classrooms to check for understanding.

Planning clearly demonstrates linkage to Literacy and Numeracy improvement.

## SUPPORTIVE AND INCLUSIVE ENVIRONMENTS

3

HASS lessons show evidence of high levels of engagement and curiosity, offering differentiated learning.

Levels of Questioning evident in teaching and learning programs.

Challenging and extending students through responsive learning environments.

## ABORIGINAL CULTURAL STANDARDS FRAMEWORK

4

Seek opportunities to engage with Aboriginal histories, culture and language into learning activities.

Support Aboriginal students to identify and achieve through targeted activities.

Staff work with Aboriginal students, their parents and families, to support students at key transition stages of schooling.

Teachers know relevant background and experiences, that Aboriginal students bring to school.

