

YOUR CHILD; OUR FOCUS

HASS Plan 2023-2027

MAKING A DIFFERENCE
THROUGH QUALITY EDUCATION
AND SUPPORTING STUDENTS WELLBEING



Donnybrook District High School
Knowledge and Progress

As effective Teachers we aspire to deliver innovative and creative curriculum in a nurturing environment where every student can unlock their learning potential. Students are inspired to become self-motivated and confident learners that value Humanities and Social Sciences.

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.



Targets

- Visible support systems in place including timetabled professional learning, collaborative meetings, mentoring, peer coaching.
- Performance management reflects that staff analyse data and differentiate the curriculum in response in order to meet student needs and support student progress.
- Agreed school wide assessment schedule is supported by PLC's 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 are evidencing internal and external networks to inform planning and assessing.
- Planning clearly demonstrates linkage to improving Numeracy and literacy.
- Differentiated learning and teaching adjustments for students working below or above year level expectations are evident in all classrooms and in planning documentation.
- Engagement is evident in all classrooms as is evident through ABE data on attributes: 1, 6 and 7 demonstrating a decrease of 5% in the seldom column, and a 5% increase in the often column.
- All HASS teachers are trained in levels of questioning.

FOCUS AREAS 2023-2027

**CONSISTENCY
OF
APPROACH**

**CURRICULUM
AND
KNOWLEDGE**

**PLANNING
AND
ASSESSMENT**

**SCAFFOLDING
AND
RESOURCING**

Consistency of Approach

What You Will See

- At least 4 explicit HASS lessons in High School and 2 in Primary each week.
- Explicit teaching linked to learning intentions to promote a culture of high expectations.
- The use of subject specific guides to achieve success.
- Use of the plan, teach, assess cycle in all classrooms.
- Cohort common assessments to inform planning and interventions.
- Explicit feedback is used to improve student outcomes.
- Differentiation based on student's academic progress and socio-emotional needs.
- Literacy and numeracy integrated.
- Explicit teaching model evident in all Primary and Secondary classrooms.
- Gradual release of responsibility used to scaffold student learning as well as learning through inquiry.
- Regular reviews completed as the end of learning sequences demonstrate success criteria.
- Common language visible and evident in all classrooms.
- Plan, teach, assess cycle is evident in all classrooms with programs consistent with our whole school approaches.



Supporting Documents

- Our Agreed Approach
- Example of weekly programs including use of RIC resource
- Warm up scope and sequence
- Vocabulary scope and sequence

Curriculum and Knowledge

What you will see

- The application of a consistent vocabulary and explicit teaching of concepts using ACER recommended teacher resources.
- Questioning used to encourage the application of critical thinking and reasoning skills in the classroom.
- Explicit teaching of the levels of questioning, recording chronologically, interpreting scales, and classifying information.
- Explicit teaching of referencing methods.
- Before reading activities that activate prior knowledge and allow for previewing the text.



Supporting Documents

- List of resources in classroom sets
- List of resources available in storeroom

Planning and Assessing

What you will see

- Levels of questioning evident in teaching and learning programs.
- The incorporation of SCSA's Scope and Sequence document is evident in planning documents.
- Student feedback is used to inform future planning.
- Clear links to literacy and numeracy intents.
- Differentiated lessons with evidence of high levels of engagement and curiosity.
- Multiple methods of learning are available to students for them to demonstrate their understanding.
- Assessment is used as a diagnostic measure of learning.
- Specialist support is sought from teachers of HASS through local networks.



Supporting Documents

- Teaching schedule
- Reporting schedule
- Assessment schedule
- Ways of assessing
- Scope and sequence

Scaffolding and Resourcing

What you will see

- A range of resources are utilised to respond to the needs of culturally and linguistically diverse learners.
- Learning environments include print rich displays and reflect student agency.
- Targeted peer observation and feedback to support staff development and student progress.
- Access to professional learning to support the development and progress outlined in Your Child Our Focus.
- The capacity of staff is built through sharing professional knowledge.



Supporting Documents

- List of resources available to implement whole school programs
- List of PL completed and staff to get support from.