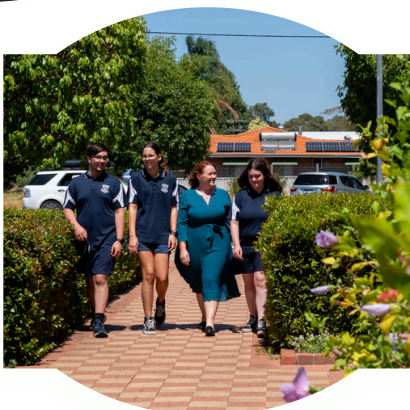
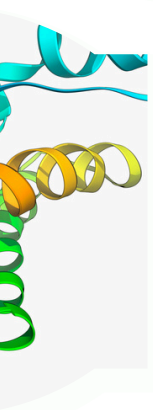


YOUR CHILD; OUR FOCUS

HASS Plan 2023-2027

MAKING A DIFFERENCE
THROUGH QUALITY EDUCATION
AND SUPPORTING STUDENTS WELLBEING



Donnybrook District High School
Knowledge and Progress

Targets

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.

- Grade allocation in Semester 1 and Semester 2 reports are comparable against like schools.
- Percentage of students achieving at the D and E range decreases by 5% each year.
- Students attaining D and E grades is comparable with like schools.
- Engagement is evident in Senior Campus classrooms 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.

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 2 HaSS lessons in Primary School and 4 single timetabled HaSS lessons in High School each week.
- Use of the plan, teach, assess cycle in all classrooms.
- Differentiation based on student's academic progress and socio-emotional needs.
- Literacy and Numeracy integrated into all lessons.
 - Numeracy focus
 - Data set interpretation to explain relationships.
 - Literacy Focus
 - Note-taking
 - Re-writing from a variety of sources
 - Use of graphic organisers
 - Summarising
 - Reflecting and reviewing
 - Short and long answer responses follow the taught sentence, paragraph and essay structures
- Explicitly teach:
 - Levels of Questioning
 - Recording chronology
 - Interpretation of scales
 - Classifying information
 - Primary and Secondary sources.

Supporting Documents

-Our Agreed Approach



Curriculum and Knowledge

What you will see

- Resources used to support curriculum delivery include:
 - SCSA Scope and Sequence;
 - SCSA Teaching and Assessing Resources including the curriculum support materials; and
 - Australian's Together resources in planning documents.
- Cross-curriculum planning is evident. Such as in Year 9/10 Agriculture.
- The application of a consistent vocabulary and explicit teaching of concepts.
- Explicit teaching of the levels of questioning, recording chronologically, interpreting scales, and classifying information.
- Questioning is used to encourage the application of critical thinking and reasoning skills.
- Explicit teaching of referencing methods, research skills and notetaking skills.
- Specialist support sought from Secondary HASS teachers to develop content knowledge.



Supporting Documents

-SCSA website

-Australians Together website

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.
- Planning demonstrates opportunities to engage with Aboriginal histories, culture and language in learning activities.
- Student feedback is used to inform future planning and improve outcomes.
- Differentiated lessons with evidence of high levels of engagement and curiosity.
- Provide students with multiple methods of learning and a variety of ways to demonstrate their understanding as outlined in SCSA's Ways of Assessing.
- Assessment is used as a diagnostic measure of learning.
- Cohort common assessments to inform planning and interventions.
- SCSA Judging Standards, Assessment Activities and moderation are used to form fair, valid and reliable judgements.
- Specialist support is sought from teachers of HaSS through local networks.



Supporting Documents

- Teaching schedule
- Reporting schedule
- SCSA Judging Standards
- SCSA Assessment Activities
- SCSA Ways of assessing

Scaffolding and Resourcing

What you will see

- A range of resources are utilised to respond to the needs of culturally and linguistically diverse learners.
- Whole school sentence structure and extended answer format are embedded in HaSS lessons.
- 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 Business Plan'.



Supporting Documents

-Whole school sentence and extended answer format