

HASS

LEADER: Cynthia

Intentions	Success Criteria	Strategies	Resources	Monitoring and Evaluation
To improve student outcomes, confidence and enjoyment in the Humanities learning area	<ul style="list-style-type: none"> ✓ Students engage in meaningful HASS learning opportunities ✓ Student learning is based on WA Curriculum documents ✓ Student learning is differentiated to meet individual student needs 	<ul style="list-style-type: none"> • Geography and History to be integrated into learning and/or explicitly taught in Years 1-6 • Civics & Citizenship to be integrated into learning and/or explicitly taught in Years 3-6 • Economics & Business to be integrated into learning and/or explicitly taught in Years 5 & 6 • Both Knowledge & Understanding and HASS Skills are covered throughout the year 	<ul style="list-style-type: none"> • Curriculum documents • Online resources • Printed materials in the Library • Class sets of quality atlases from Year 3-6 available to all students and teachers • HASS budget 	<ul style="list-style-type: none"> • Student grades at the end of Semester 1 and 2 • To be reviewed in 2018
Staff feel confident to implement the HASS curriculum	<ul style="list-style-type: none"> ✓ Staff are familiar with the requirements of the curriculum at the year level/s they teach ✓ Staff have access to quality digital and hard resources required to effectively teach HASS 	<ul style="list-style-type: none"> • HASS budget to be used to increase the quality of atlases available to Years 3-6 • World Book Online subscription to continue and be accessed in classes using iPads and the computer lab • Staff encouraged to source, evaluate and share quality teaching resources with peers and in the Shared Drive> Curriculum> HASS folder 	<ul style="list-style-type: none"> • HASS budget • World Book Online subscription • Shared curriculum resources 	<ul style="list-style-type: none"> • To be reviewed in 2018 • Staff Survey
Staff to assess and report on student learning in HASS	<ul style="list-style-type: none"> ✓ Global grade given in Semester 1 and 2 ✓ Generic comment to be included in all student reports that illustrates the different learning opportunities that have been made available to students throughout the semester ✓ One Common Assessment Task to be completed in Term 3 in cell groups 	<ul style="list-style-type: none"> • Reporting schedule set online through Reporting to Parents • Cells to facilitate creation of and peer feedback on generic comments by teachers • Cell agreement on CAT set • Cell time used to moderate student work samples 	<ul style="list-style-type: none"> • Cell meeting time • Judging standards resources to assist with setting tasks and moderation of CATs 	<ul style="list-style-type: none"> • To be reviewed in 2018 • Peer feedback on comments