



# Year 7 & 8 Curriculum Handbook 2024



Beaumaris  
Secondary  
College

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We learn purposefully by cultivating curiosity, being reflective and making real-world connections.



# CORE VALUES

## Curiosity

We will be curious, self-aware and confident when expressing ideas.

## Optimism

We are optimistic about the future and believe we can make a positive difference in the world.

## Respect

We uphold respect, empathy and understanding of others.

## Excellence

We promote the pursuit of excellence in ourselves and in others.

## Teaching & Learning

At Beaumaris Secondary College, we believe that all learners can flourish when the school environment provides the conditions that promote curiosity, challenge and community. We are committed to the pursuit of academic excellence across a diverse and engaging curriculum both in and outside learning spaces. The curriculum is differentiated by process, product and content for all students which allows them to be immersed in deep learning suited to their ability.

Our curriculum is informed by the F-10 Victorian Curriculum which sets out what every student should learn during their first eleven years of schooling and outlines the fundamental knowledge, understandings and skills required by students for lifelong learning, social development and active and informed citizenship. Our school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curriculum.

## Curriculum

Curriculum is designed using the Victorian F-10 Curriculum and is differentiated to support diverse learners. At Beaumaris Secondary College, the Understanding by Design Framework developed by Grant Wiggins and Jay McTighe is used to curate curriculum.

As part of this process, our educators:

- > Identify the desired result
- > Determine acceptable evidence
- > Plan learning experiences and instructions

This means that each learning task and instruction has a purpose that fits with the overarching goals and intended outcomes of the unit.



## 21st Century Learning Design

To prepare students to live, learn and work in the 21st century, they need a range of skills and competencies in addition to core subject-matter knowledge. At Beaumaris Secondary College, students are explicitly taught 21st-century skills and given opportunities to apply these skills through Project-Based Learning (PBL) tasks.

### Collaboration

Students are explicitly taught the skills needed to engage in active collaboration including negotiation, conflict resolution, distribution of tasks and integration of ideas into a coherent whole. The development of these skills is designed to prepare students for a life in a globally connected society.

### Knowledge Construction

Students are taught how to make use of information in order to construct knowledge and engage in purposeful meaning-making. They engage in deep learning where they interpret, analyse, synthesise and evaluate information to construct understanding.

### Real-world Problem-solving & Innovation

Students engage with real-world challenges, problems, and questions in all learning areas. In working to find solutions to different problems, students create, adapt, evaluate and apply ideas for specific stakeholders.

### Self-regulation

Teachers provide students with support that allows them to transition from behaviours regulated by others to behaviours regulated by themselves. When students are engaged in self-regulation, they are setting learning goals, deciding on the best strategies to achieve these, and are monitoring the use of these strategies.

### Use of ICT for Learning

Given the extensive use of digital technologies in our world, students are provided with learning experiences that develop skills to evaluate and analyse information and create new information using a wide range of digital technologies.

### Skilled Communication

Technology allows students to capture and share their views with an audience that is outside their school environment. In addition to using technology, students are provided with opportunities to develop their handwriting and literacy skills to communicate with a variety of stakeholders.

## Project-Based Learning

Project Based Learning provides students with opportunities to discover passions and make connections through the process of meaningful inquiry.



Victorian Curriculum Design Process

Project-Based Learning (PBL) is an inquiry-driven methodology that engages students in solving relevant, real-world problems requiring them to attain and strengthen skills essential for success. PBL supports the learning of gifted and talented students as they thrive in a learning environment that is challenging, and dynamic, allowing for more authentic differentiation based on students' learning capacity, needs and interests.

This approach allows teachers to scaffold learning to support students who may need additional guidance through the process. The Victorian Curriculum Design Process is used to support students' engagement in PBL tasks.

Project-Based learning occurs in three key stages:

### Inquire

During the first stage of a project, students are engaged in a series of inquiry-focused learning activities to identify and learn content and skills to be successful with the project.

### Create

During the second stage of a project, students work to create a product or solution to a problem. This typically involves brainstorming, planning, seeking feedback, editing and refining a product.

### Showcase

The final stage of a project sees students preparing to showcase their learning to staff, peers, parents and/ or members of the local community.



## Koorie Education

Beaumaris Secondary College is committed to providing culturally appropriate and inclusive programs to Koorie students by:

- > working in partnership with the Koorie community
- > supporting the development of high expectations and individualised learning for Koorie students
- > creating a learning environment for all students that acknowledges, respects and values Koorie cultures and identities
- > ensuring all Koorie students have an individual Educational Plan
- > viewing success for Koorie students as core business.

## Inclusion

The Department of Education and Training and Beaumaris Secondary College is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

Beaumaris Secondary College provides a learning centred approach that is personalised to each student. The school identifies students requiring support through transition information, Progress Achievement Testing and information from students and parents. Students work with teachers to develop Individual Education Plans (IEPs) with personalised learning goals.

Students on IEPs receive the full range of reports provided to other students and Student Support Group meetings are held regularly to evaluate their progress and programs. The Victorian Curriculum Foundation Standards may be used for some students with additional needs.

## Literacy Support Program

The Educational Assistance Group Learning Enhancement (EAGLE) Program is a literacy program for students that is based on the explicit teaching of the alphabetic code. Instructors use a multisensory approach which involves the use of visual, auditory and kinaesthetic learning to enhance memory and knowledge of the written language. This form of instruction is referred to as MSL (Multisensory Structured Language).

Students are selected for the program based on their individual learning needs. These needs may include a diagnosis of dyslexia, auditory processing and intellectual disability. Students who are referred to the program complete a phonics screener test and Neale analysis of reading ability test. These results are used to determine if students would benefit from the program and to determine instructional groups. Students are withdrawn for 30 minutes once a week to receive EAGLE support.



## Home Learning

At Beaumaris Secondary College, our goal is to develop self-regulated learners. This approach to learning requires students to regulate their own emotions, cognition, behaviour and aspects of the context during learning experiences. Examples of excellent self-regulation skills include good time management, the ability to rapidly select the most efficient problem-solving strategies and the ability to monitor emotional states actively.

To assist students with developing the skills of self-regulated learning, the college provides Study Learning Support spaces three times a week on Mondays, Tuesdays and Wednesdays from 3:15pm - 4:15pm where students can engage in learning beyond the school day.

### Years 7 to 10

Home learning tasks at these year levels may include daily independent reading, deeper learning tasks, projects, essays, actions, and research. Some tasks may be assigned to be completed during weekends and on the school holidays.

### How long should students at each year level spend complete home learning?

- > Year 7 3 - 4 hours a week
- > Year 8 4 - 5 hours a week
- > Year 9 6 - 8 hours a week
- > Year 10 8 - 10 hours a week
- > Year 11 15 - 18 hours a week
- > Year 12 15 - 18 hours a week

### How will students document home learning tasks?

Students will choose one of the following platforms:

- > Teams
- > Outlook
- > Personal hard copy diary

### Shared Expectations and Responsibilities

Home Learning is a shared responsibility between the school, teachers, students and their parents/carers.



## Assessment

Assessment is the ongoing process of:

- > gathering, analysing and interpreting evidence
- > reflecting on findings
- > making informed and consistent judgement to improve student learning.

**For students:** Students are provided with ongoing feedback in their OneNote notebooks.

**For staff:** Both informal and formal data is used to inform planning and teaching on both a short- and longer-term basis.

**For parents:** Student Progress and Semester reports and Parent/Student/Teacher Conferences provide an opportunity for teachers to provide feedback regarding student learning.

**For the community:** Student learning outcomes data will be reported in the Annual Report to the School Community provided to DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority.

At Beaumaris, we continuously monitor student outcomes using a variety of assessment strategies and tools that include:

### NAPLAN

- > Year 7 and 9

### Pat Maths and Pat Reading

- > Administered at the start and end of Year 7, and end of Years 8, 9 and 10.

## Assessment Methods

At Beaumaris Secondary College, assessment is based on a developmental continuum that is aligned to the F-10 Victorian Curriculum. Assessment and reporting are the ongoing processes of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about students' progress and achievement learning.

Using Continuous Online Reporting and OneNote, students and parents are provided with timely feedback on students' areas of achievement and areas for improvement.

## Formative Assessment

Formative assessment is used to assess a student's performance with the intention of improving their learning outcomes and therefore lead to student learning growth. Formative assessment is ongoing throughout a unit. It enables students to get on the spot feedback and provides teachers with learning data to identify the level of understanding and plan based on the next level of learning (differentiation).

Teacher planning is based on the Principles of Formative Assessment:

- > Students learn with and from other students;
- > Students learn from receiving and giving feedback to their peers;
- > Students learn from giving feedback to their teachers regarding the teaching that is taking place;
- > Students learn by receiving accurate and timely feedback that allows them to move forward;
- > Students reflect using the meta-language of the subject/topic.

## Summative Assessment (Project-based Learning Tasks)

Assessment of learning describes the extent to which a student has achieved the learning goals, including the Victorian Curriculum Standards and demonstrates what the student knows and can do. Its purpose is summative learning for reporting to students, parents and the system. It takes place at the end of a unit, a program, a semester or a year of study. At Beaumaris Secondary College, instructional rubrics are used to assess all summative tasks.





## Reporting Policy

Reports provide parents with a clear picture of their child's progress at the end of a specified period of schooling showing:

- > where their child is on the learning continuum
- > how well they are progressing towards expected levels of achievement
- > where they need to improve and what the next steps in their learning will be.

Reporting to students and parents is designed to highlight achievement and provide recommendations which will assist future learning. It is also aimed at fostering co-operation and encouraging communication between parents, teachers and students.

In addition to Semester Reports, Progress Reports are provided throughout the year.

## Learning Environment

### Physical Learning Spaces

At Beaumaris Secondary College, we focus on providing the best possible environment for new and innovative education to take place. Spaces can be adapted to best suit the needs of the learners. By connecting pedagogy, technology and space, teachers create learning spaces that promote social learning and maximum engagement. Our flexible learning environment promotes curiosity and freedom to engage with content in a way that suits students. These areas promote collaboration and encourage students to be active participants in the learning process.

### Online Learning Spaces

At Beaumaris Secondary College, we have a technology-rich environment that utilises the Microsoft Office 365 Platform for teaching and learning. OneNote is a digital notebook that is used to curate curriculum, organise learning material and allow collaboration. Students are immersed in technology where they can access a visible curriculum anytime and anywhere. Using the Teams app, students can collaborate with peers and teachers to enhance their learning.



## Curriculum Structure

### Year 7 Curriculum

Year-long Learning Areas	Sessions per week
English (Communicate & Relate)	3
Mathematics	3
Science (BEST)	3
Design Technologies (Innovate)	2
Pastoral Care Program (GOAL)	1
Humanities (Our World)	2
Health and PE (Healthy Lifestyles)	2
Sport	1

Semester-based Learning Areas	Sessions per week
The Arts (Create Visual)	2
The Arts (Create Performance)	2
French/Japanese	1

### Year 8 Curriculum

Year-long Learning Areas	Sessions per week
English (Communicate & Relate)	3
Mathematics	3
Science (BEST)	3
Design Technologies (Innovate)	2
Pastoral Care Program (GOAL)	1
Humanities (Our World)	2
Health and PE (Healthy Lifestyles)	2
Sport	1
French/Japanese	1

Semester-based Learning Areas	Sessions per week
The Arts (Create Visual)	2
The Arts (Create Performance)	2

# Learning Area Summary

## Science

The BEST (Bioscience, Environmental Science, Sustainability & Technology) program provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives.

## Communicate and Relate

Communicate and Relate incorporates the English skills students require to actively contribute to society, including speaking and listening, reading and viewing and writing, which are the strands within the English learning area. In this learning area, students develop critical thinking skills and develop a social, emotional and personal understanding of their own development.

## Create Visual

In Create Visual, students are given opportunities to express themselves creatively with a variety of materials and equipment. They reflect on their own and others creativity, which fosters an understanding of the world in which they live and reinforces the value of creativity. Students learn about traditional and contemporary art practices and visual design.

## Create Performance

In Create Performance, students learn music and drama through practical and theoretical studies. Learning tasks focus on expressive performance and skill development. Students are provided with numerous opportunities to perform, including community performances, school productions and musicals.

## Healthy Lifestyles

In Healthy Lifestyles, there is a strong focus on what it means to live a healthy life. This learning area allows students to develop an understanding of their own health and wellbeing and the health of the wider school community. This learning area promotes the importance of being physically active whilst also determining what it means to be healthy and how to make healthy choices.

## Innovate

The Innovate program provides students with an opportunity to foster and establish local and global connections. Innovate is a project-based program where all learning can be incorporated into student-driven projects. Students work at their own pace and level. Student work on projects

collaboratively and individually and share their work in a showcase/expo Innovate night, held each semester. Students present their work to parents and the local community.

## Languages

As part of the Languages Program, students will study French or Japanese. These languages allow students to access a European and Asian language. All students will study a semester of French and a semester of Japanese in Year 7. They will then choose one language to study in Year 8.

## Mathematics

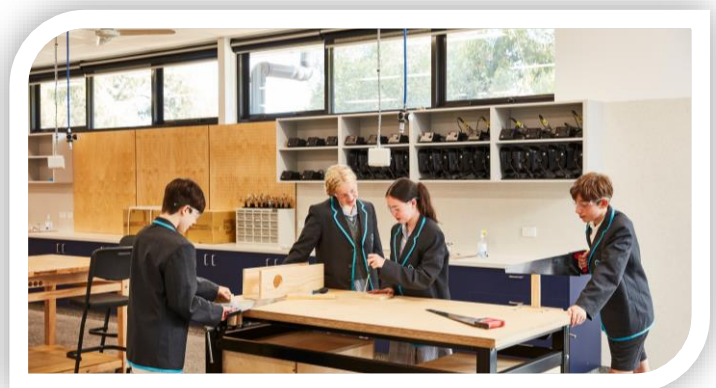
Mathematics is the first form of art, and it sits at the basis of every area of our life. It is at the core of all other learning areas. Students develop their mathematical understanding, fluency, reasoning, modelling and problem solving to develop numeracy skills for everyday life.

## Our World

In Our World, students learn about the world in which they live. They understand where we come from and the history that sits behind it. Students understand the responsibility they have as critical global citizens and what it means to contribute to society. This learning area facilitates an environment where students need to communicate and relate to understanding our world.

## Sport

Beaumaris Secondary College competes in the School Sport Victorian Kingston Division. Students choose and participate in weekly competitive and non-competitive sports. Year 7 students participate in sport on Tuesdays. Year 8 students participate in sport on Fridays.





## Student Wellbeing

### GOAL Group Program Year 7 – 12

Beaumaris Secondary College has embedded student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- > providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- > providing a flexible, relevant, inclusive and appropriate curriculum
- > accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling.

The purpose of GOAL Group is to develop authentic and positive relationships between students, staff, parents and the community. This is done through activities /games, discussions and reflection.

The GOAL Group's main purpose is to support the student throughout secondary school by building an environment and culture where all students feel safe, have a sense of belonging and develop good help-seeking behaviours. Students participate in wellbeing day activities once a semester based on the theme at each year level.