



Beaumaris
Secondary
College



Year 7 & 8
Curriculum Handbook

'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.

CONTENTS

<i>Teaching and Learning at Beaumaris Secondary College</i>	1
<i>Curriculum</i>	2
<i>Pedagogy</i>	3
<i>Assessment</i>	8
<i>Learning Environment</i>	10
<i>Curriculum Structure</i>	11
<i>Learning Area Summary</i>	12
<i>Student Wellbeing</i>	13

Year 7 & 8

Teaching and Learning at Beaumaris Secondary College

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. Our online teaching and learning programs are integrated and support the needs of all learners. 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 curricula.

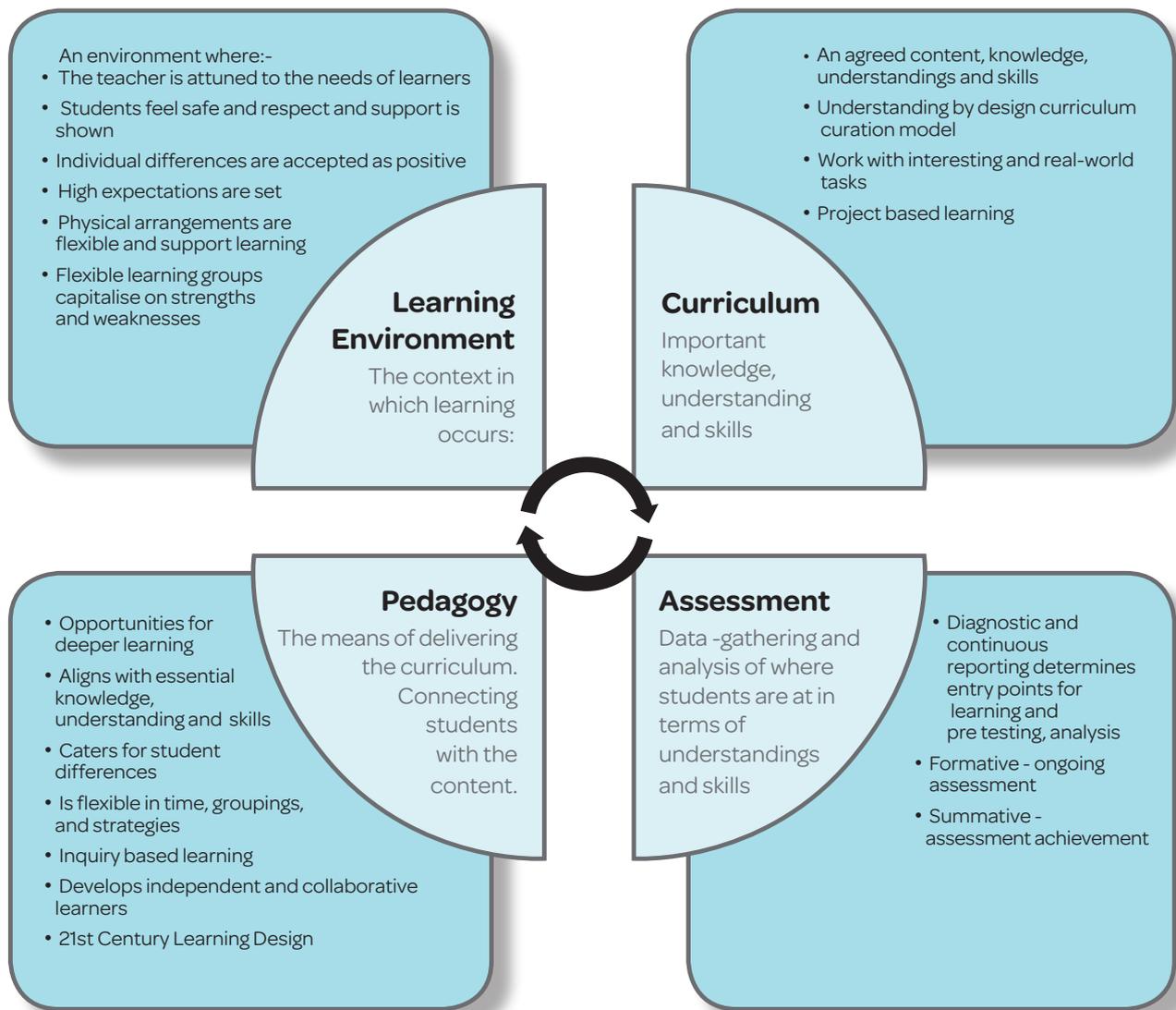
Our Approach to Building Excellence in Teaching and Learning

At Beaumaris Secondary College, our approach to building excellence is informed by the Department of Education's Framework for Improving Student Outcomes (FISO). The Excellence in Teaching and Learning priority focuses on four dimensions:

- Building Practice Excellence
- Curriculum Planning and Assessment
- Evidence-Based High Impact Teaching Strategies
- Evaluating the Impact of Learning



How do we build excellence in teaching and learning?



Curriculum

Curriculum

“In teaching students for understanding, we must grasp the key idea that we are coaches of their ability to play the ‘game’ of performing with understanding, not tellers of our understanding to them on the sidelines.” (Grant Wiggins and Jay McTighe)

The 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.

Further Reading: <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>

Pedagogy

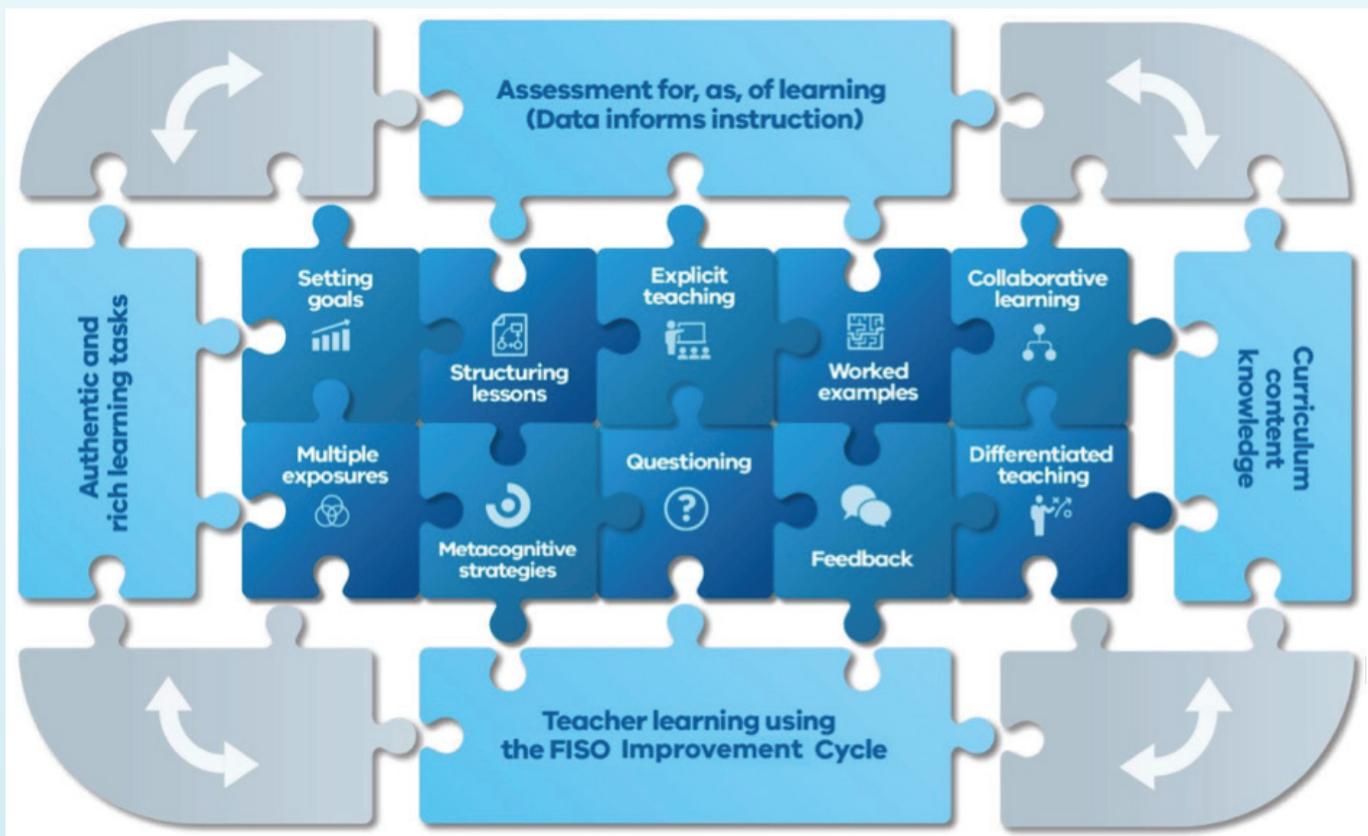
Pedagogy refers to the 'art of teaching'. At Beaumaris Secondary College, a variety of instructional techniques and strategies are used to allow learning to take place.

- High Impact Teaching Strategies
- 21st Century Learning Design
- Project-Based Learning

We use research-based teaching practices in all learning spaces to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods, including explicit instruction and inquiry-based learning to maximise student learning.

High Impact Teaching Strategies (HITS)

As part of our pedagogical practice, we use a variety of High Impact Teaching Strategies which are supported by international experts such as John Hattie and Robert Marzano who have synthesised numerous studies and ranked hundreds of teaching strategies by the contribution they make to student learning. These strategies allow us to create authentic and rich learning experiences for our students.



Further Reading: <https://www.education.vic.gov.au/documents/school/teachers/support/high-impactteachstrat.pdf>

21st Century Learning Design

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

<p>Collaboration</p>	<p>Within our learning spaces, students have opportunities to collaborate on learning tasks authentically. They are explicitly taught the skills needed to engage in active collaboration including negotiation, conflict resolution, agreement on what must be done, distribution of tasks, listening to the ideas of others, 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.</p>
<p>Knowledge Construction</p>	<p>We live in a world that is continuously changing at an ever-increasing pace. Knowledge is more dynamic and continually evolving. Therefore, we need to prepare our students to have more than just the skills of retaining and repeating information. 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. This is followed by opportunities to apply their learning in new contexts.</p>
<p>Real-world Problem-solving and Innovation</p>	<p>Our world faces more complex and challenging problems than ever before, and our society requires problem-solvers who can tackle such 'hard problems' in creative and innovative ways. Students engage with real-world challenges, problems, and questions in all learning areas. In working to find solutions to different problems, students are creating, adapting, evaluating and applying ideas for specific stakeholders. They are provided with genuine opportunities to be innovative.</p>
<p>Self-Regulation</p>	<p>In our learning spaces students are actively involved in the learning process, and they, along with their teachers, construct their own knowledge. They are proactive and take an interest in their learning. Teachers provide students with support that allows them to transition from behaviours regulated by others to behaviours regulated by themselves. In this way, we are helping our students to take control of their learning and to learn more about themselves as learners. When students are engaged in self-regulation, they are setting their learning goals, deciding on the best strategies to achieve these, and they are also monitoring to see if these strategies are working.</p>
<p>Use of ICT for Learning</p>	<p>Given the extensive use young people make of digital technologies in their world outside of the classroom, we need to ensure that they can understand and use these technologies in powerful ways to learn and make sense of their world. We design learning experiences so that students develop the skills not only to evaluate and analyse information and ideas but also to design and create new information and ideas using a wide range of digital technologies.</p>
<p>Skilled Communication</p>	<p>With recent developments, such as cloud technology and smartphones, people can now access the internet and engage in multiple forms of communication while on the move. Such multi-modal communication allows students to find a medium that best suits them to communicate their message. Technology allows young people to capture and to share their views with an audience that is outside their school environment. In addition to using technology to develop their communication skills, students are also provided with opportunities to develop their handwriting and literacy skills to communicate with a variety of stakeholders across all learning areas.</p>

Further Reading: <file:///C:/Users/08453864/Downloads/d90b359d-c1f1-414a-b329-d699e8945018.pdf>

Project-Based Learning

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



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 in the 21st century – collaboration, communication, creativity and digital citizenship. 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 still allows teachers to scaffold learning in such a way 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.

DISCOVER

During the first stage of a project, students are engaged in a series of inquiry-focused learning activities to help them identify and learn content and skills they 'need to know' 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 and then editing/refining a product.

SHARE

The final stage of a project sees students preparing to showcase their learning and often a final product 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, through:

- working in partnership with the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)
- supporting the development of high expectations and individualised learning for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

Students with Additional Needs

Supporting Students with Additional Needs

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 suitable programs and resources to support the delivery of high-quality schooling for students with disabilities.

Beaumaris Secondary College provides a learning centred approach that is personalised to each student. The school identifies students requiring support through transition information, MYAT testing, PAT Testing and information from students and parents. Students work with teachers to develop Individual Education Plans with personalised learning goals. Students on IEPs may have assessments modified by a reduction in the number or length of assessment tasks, the provision of extra time to complete work or the provision of individualised assignments.

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

EAGLE Program

Educational Assistance Group Learning Enhancement (EAGLE) Program

The 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, intellectual disability etc. Students who are referred to the program complete a phonics screener test and the 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 currently withdrawn for 30min once a week to receive additional support.

Home Learning

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. Our home learning extends further than requiring students to study at home but instead focuses on students being responsible for their learning experience.

To assist students with developing the skills of self-regulated learning, the college provides Study Learning Support spaces twice a week on Mondays and Tuesdays from 3:30pm - 4:30pm where students can engage in learning beyond the school day.

Assessment

Assessment

Data is reported in different ways according to the audience.

For students: Feedback is given about current learning and areas for future learning. 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. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Student reports and parent/teacher meetings will provide an opportunity for teachers to provide feedback regarding student achievement.

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

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

NAPLAN

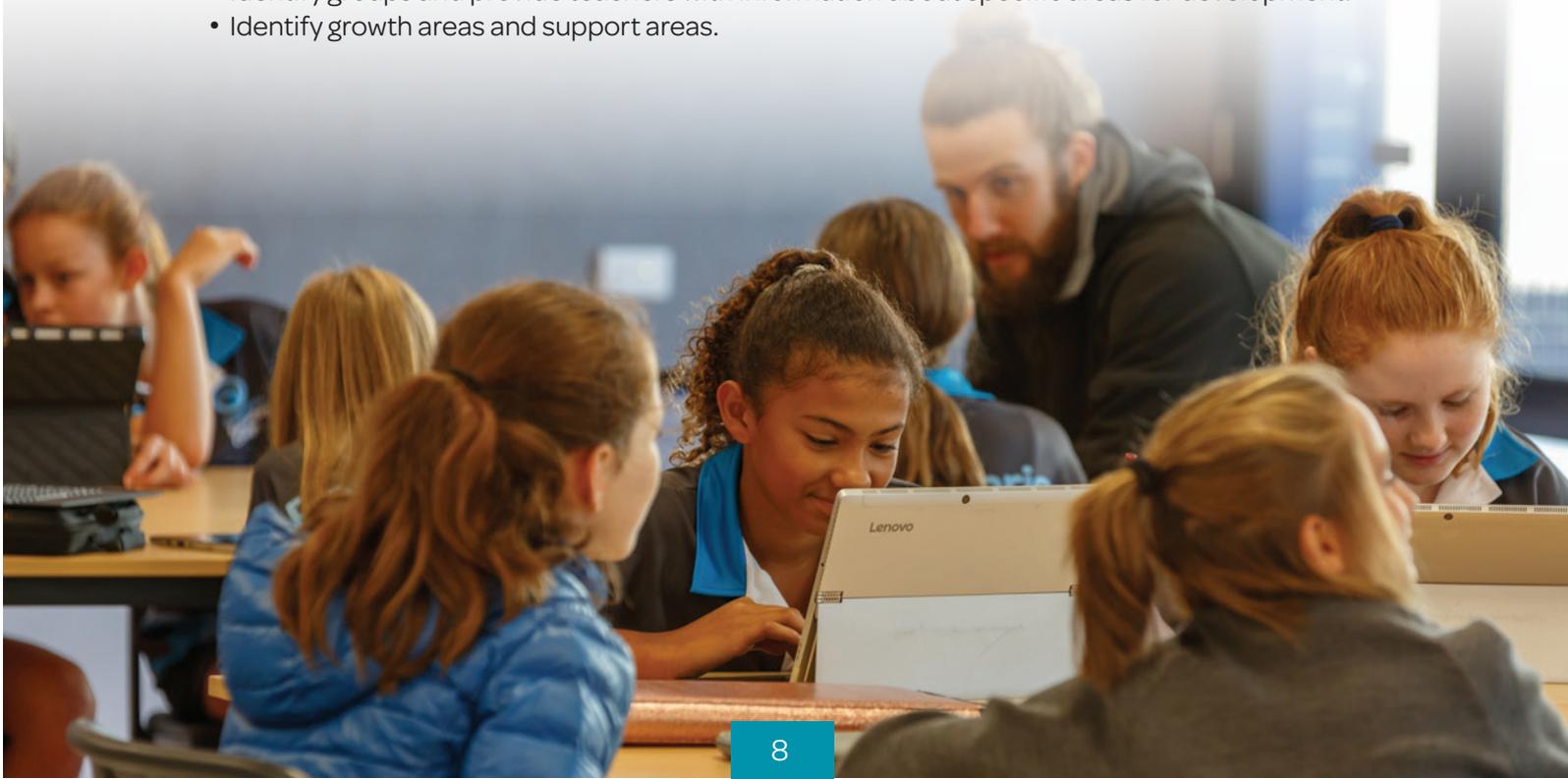
- Year 7 and 9

MYAT (Middle Years Achievement Test)

- MYAT is given to Yr. 6 students coming to the school before starting
- Provides achievement measures for:
 - Literacy
 - Numeracy
 - Nonverbal skills
- Scaled scores and stanines
- MYAT is used to:
 - Inform student placement for Yr 7
 - Identify group needs in Years 7 – 9

Pat Maths and Pat R (Comprehension and vocab)

- Administered at the start and end of Year 7, and end of Years 8, 9 and 10.
- Identify groups and provide teachers with information about specific areas for development.
- Identify growth areas and support areas.



Assessment Methods

Assessment Methods (incorporating assessment as, of and for learning)

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

The three primary purposes for assessment are described as follows:

- Assessment for learning occurs when teachers use inferences about student progress to inform their teaching. (Formative)
- Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning. (Formative)
- Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. (Summative)

(Current Perspective on Assessment Key elements of formative & summative assessment from DEET 2014)

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 lesson and unit. It enables students to get on the spot feedback and provides teachers with evidence of 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 (PBL 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, the parents and the system. It takes place usually at the end of a unit, a program, a semester or a year of study. It is based on teacher moderation to ensure consistent judgement of student achievement and is supported by examples or evidence of student learning. Assessment of learning can be used to plan for future learning goals. At Beaumaris Secondary College, instructional rubrics are used to assess all summative tasks.

No single method of assessment is suitable for providing evidence on the full range of learning outcomes. A holistic picture of a student's level of achievement in an area of learning must be determined from a broad range of observations both formal and informal. Assessment methods must be chosen carefully and may include pen and paper assessments, performances, portfolios and models. The assessment method must be capable of providing evidence about the learning outcomes. The method of assessment should reflect to students what is valued.

The purpose of assessment is to improve student learning; that is to determine the point of intervention and thus facilitate further learning.

Reporting Policy

Purpose

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 and individual learning goals and targets
- 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 to provide recommendations which will assist the student's future learning. It is also aimed at fostering co-operation and encouraging communication between parents, teachers and students.

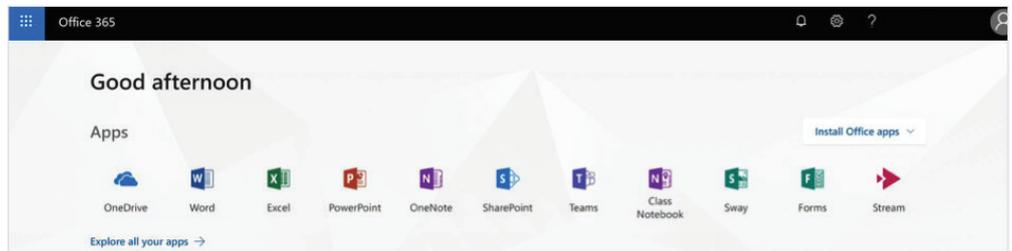
Learning Environment

Learning Spaces

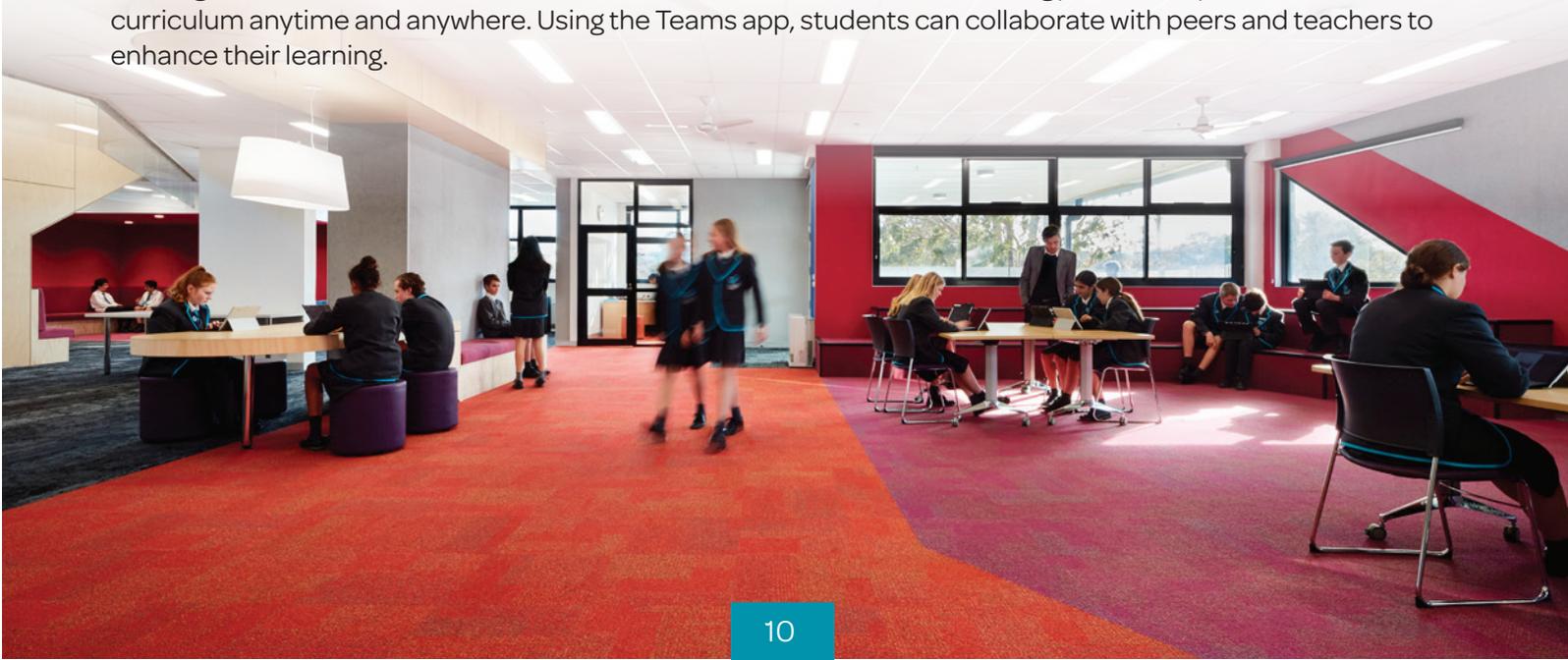
At Beaumaris Secondary College, we focus on providing the best possible environment for new and innovative education to take place. Spaces can be adapted to best suit the needs of the learners. By connecting pedagogy, technology and space, the teacher creates learning spaces that promote social learning 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

Microsoft 365 Platform



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 & 8 Curriculum Structure at a Glance

Year 7 Curriculum

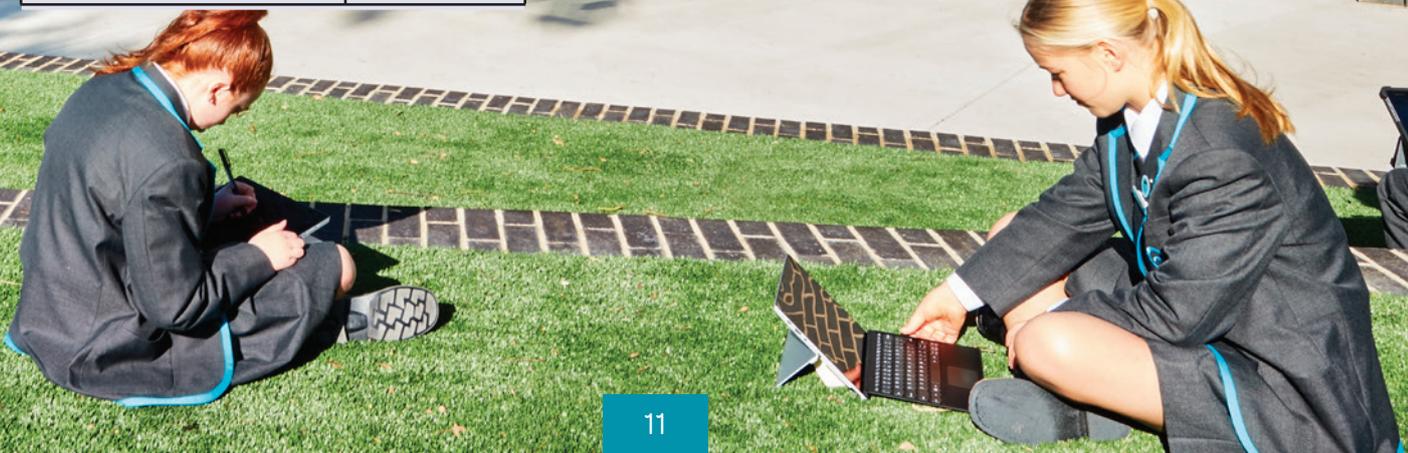
Year-Long Learning Areas	Sessions per week
Communicate and Relate (English)	3
Mathematics	3
BEST (Science)	3
Innovate (Design Technologies)	2
GOAL (Pastoral Care Program)	1
Our World (Humanities)	2
Healthy Lifestyles (Health and PE)	2
Sport	1

Year 8 Curriculum

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

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

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



Learning Area Summary

Learning Area	Definition
BEST	The BEST program links the environment, the marine world and science with the community. This learning area allows students to develop specific scientific skills and knowledge in areas such as biomedical science, biomechanics, environmental science, and science/marine technology.
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 Wellbeing Program Year 7 – Year 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.

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Themes	My School Life	My Life	My Community	My Career	My Aspirations	My Future
Year Level Overview	My secondary school and my academic focus	Develop greater self-awareness & a positive mindset	Develop community awareness	Explore my Career pathways	Explore aspirations for my future success	Prepare for my life beyond secondary school
Key Activities	Gratitude Journal Mindfulness Practices House Activities	Gratitude Activities Mindfulness Practices House Activities	Volunteer Improving school community House Activities	Work Placements Study Skills House Activities	Study Skills Stress management House Activities	Study Skills Stress Management House Activities





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Assistant Principals - Peter Bartlett & Deb Kirk
Curriculum and Pedagogy Leading Teacher - Sarah Keating



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