

CURRICULUM AND STUDENT LEARNING OVERVIEW

PURPOSE

The purpose of the document twofold:

To provide curriculum overview that indicates how Brinbeal Secondary College provides all students with a planned and structured school-based curriculum program, including:

- how the learning areas of the Victorian Curriculum will be substantially addressed, and how the curriculum will be organised and implemented, including the number of teaching hours delivered in the key learning areas
- timetables that demonstrate how the key learning areas are delivered
- an outline of how the school will deliver its curriculum
- an explanation of how and when the curriculum and teaching practice will be reviewed;

AND

To outline Brinbeal Secondary College's strategy to improve student learning outcomes to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort, and for the school to plan for and achieve improvements in those learning outcomes, including:

- policies and procedures for reviewing the curriculum and teaching practices
- the processes the school will use to set goals and targets for outcomes for all students including students at risk
- what data will be collected, and how it will be analysed and used to improve student learning outcomes.

CONTEXT STATEMENT

Located in the Wyndham growth corridor of Tarneit, Brinbeal Secondary College provides students from the Tarneit community a wide range of diverse and outstanding opportunities in an orderly and inclusive learning environment that promotes and fosters educational attainment and academic excellence for all.

Brinbeal Secondary College is a Supported Inclusion School (SIS). A SIS is a local government school with additional professional capabilities and facilities designed to cater to a higher proportion of students with disability (up to 10%). Students with a disability will be provided with enhanced support to receive high-quality, evidence-based educational provision alongside their peers without disability in a safe, accessible and supportive environment.

Brinbeal Secondary College can enrol 1,300 students, including 100 places for students with disability.

PART 1 - CURRICULUM OVERVIEW

This curriculum overview outlines the aim and purpose of Brinbeal Secondary College's teaching and learning program and the way in which all students enrolled at the school will be provided with a planned and structured school-based curriculum program.

This curriculum overview is designed to be read in conjunction with Brinbeal Secondary College's Whole-School Curriculum Plan, and outlines Brinbeal Secondary College's teaching and learning program:

- for all year levels or bands of schooling

- across the key curriculum areas including the key learning areas
- shows approximate time allocations for all curriculum areas
- demonstrates the organisation of the curriculum program
- indicates how the curriculum will be implemented and delivered.

Brinbeal Secondary College provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training, or further education.

Brinbeal Secondary College is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#) (inclusive of Levels A-D). The key points in this framework, and in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- Complying with Departmental policies relating to curriculum provision, including:
 - [Physical and Sport Education — Delivery Outcomes](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)

TEACHING AND LEARNING CONTEXT STATEMENT

Brinbeal Secondary College is a vibrant learning community where all students are supported and encouraged to achieve success and to pursue excellence. Our guiding philosophy is the belief that all students learn best when they are happy, healthy and resilient. Our purpose is to ensure that every student is provided with every opportunity to achieve their potential. A Brinbeal Secondary College education will provide all students with the opportunity to develop their talents, to nurture a passion and to grow in confidence about their future. Every student will be supported in their intellectual, emotional, social and physical development by a highly professional group of teachers and education support staff.

Our collective *Vision for Learning* encapsulates the way in which we work together and the common goals we aspire to. Further to this, our College Values of: Achievement, Respect, Aspiration and Acceptance underpin both the design and delivery of all learning programs across the college.

Brinbeal Secondary College is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society.

Our school encourages students to strive for excellence in all of their endeavours. At Brinbeal Secondary College our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning.

To support the delivery of the curriculum at Brinbeal Secondary College we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities. Through our Instructional model all teachers actively implement our Teaching and Learning framework to provide all students with the best possible foundation to progress their learning. All members of the Brinbeal Secondary College learning community are encouraged to set challenging learning goals, to be reflective and to do their personal best.

To support all students to achieve learning growth, regardless of their entry point, teachers work collaboratively to differentiate the learning in all classrooms. For students that have been identified as requiring additional support to progress their learning, teachers can cater for these students' needs through in class support and an established Literacy and Numeracy support program. Further to this, students entering Brinbeal Secondary College at Year 7 are given an opportunity to apply for a place in the Curriculum Enrichment Program. The program is offered to Year 7 students who demonstrate academic skills above those of their peer group. Students also are also provided with the opportunity to participate in enrichment opportunities beyond the classroom through the vast array of extra-curricular learning opportunities.

Supported Inclusion School

Students within the Supported Inclusion program will be predominantly taught within their Home Group classes with mainstream students. This principle will be followed as much as is practicable, considering each individual students needs and Individual Learning Plan.

As such, in the development, teaching and assessment of curriculum, teachers will be guided by the Victorian Curriculum, inclusive of Levels A-D and 7 to 10.

Individual students and/or targeted student cohorts will receive explicit instruction matched to their functional needs, in addition to universal academic and behavioural supports. Some students will require an entire differentiated curricula pathway; others will require the curriculum delivered using alternative instructional strategies. Student Support Groups (SSGs) will be the mechanism for identifying and implementing any student adjustments required. In addition, staff will be supported with building their capabilities in specialist expertise, such as instructional strategies and curricula modifications and accommodations via regular Professional Learning Communities (PLC's) and a school-wide culture of observation, coaching and feedback.

As a Supported Inclusion School, Brinbeal Secondary College operates by the Supported Inclusion School Operational Manual, which further details curricula and pedagogical considerations.

CURRICULUM SUMMARY

Brinbeal Secondary College has developed a program that ensures all the learning areas are substantially address across the year levels and bands of schooling:

There are three overarching stages of learning that students' progress through:

- **Years 7 & 8—Breadth Curriculum:** we teach and learn the full range of subjects in the Victorian Curriculum, develop critical and creative thinking skills, build strong ethical and intercultural capabilities, and explore and discover new talents and interests
- **Years 9 & 10—Pathways Curriculum:** we engage in an even wider ranging curriculum, while beginning to specialise in particular subject areas
- **Years 11 & 12—Either**
 - Victorian Certificate of Education (VCE): increasing independence and subject specialisation (some VET available)

OR

- Victorian Certificate of Education Vocational Major (VCE VM): vocational and applied learning program allowing students to pursue their strengths and interests needed to succeed in further education, work and life (no ATAR received, and VET studies are compulsory)

OR

- Victorian Pathways Certificate (VPC): an inclusive and flexible pathway certificate. It offers an engaging curriculum and additional support to develop the work-related skills and capabilities you need to succeed. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course or employment.

The learning program for Year 7 and 8 provides for all of the 8 Key Learning Areas:

- a structured teaching and learning program in English, Mathematics, Science, Humanities (including History, Geography, Civics, Economics and Business), Health and Physical Education (PE) at each year level
- a substantial Arts program incorporating visual and performing arts
- a technologies program that includes both materials and design technology and digital technology
- a Language program will follow after consultation with the school community to determine the language taught. This will be fully integrated in 2025 with an exemption applying in 2024
- EAL programs will also support our students from culturally and linguistically diverse backgrounds.

The learning program for Year 9 provides for all of the 8 Key Learning Areas:

- a structured teaching and learning program in English, Mathematics, Science, Humanities (including History, Geography, Civics, Economics and Business), Health and Physical Education (PE) at each year level
- a substantial Arts program incorporating visual and performing arts
- a technologies program that includes both materials and design technology and digital technology
- a Language program will follow after consultation with the school community to determine the language taught. This will be fully integrated in 2025 with an exemption applying in 2024
- EAL programs will also support our students from culturally and linguistically diverse backgrounds.

The learning program for Year 10 provides:

- a structured teaching and learning program in English, Mathematics, Science, Humanities (including History, Geography, Civics, Economics, Business and Holocaust), Health and PE and a Language
- in the Arts Block the following subjects are offered on a semester basis:
 - substantial Arts program incorporating visual and performing arts
- in the Technologies Block the program includes both design technology and digital technology
- each student must complete at least one subject from the 8 Key Learning Areas

In future years, Brinbeal Secondary College will apply for registration of senior secondary courses: VPC and VCE (including VCE Vocational Major).

CURRICULUM ALLOCATION

The table below includes an overview of how the learning areas of the Victorian Curriculum F-10 (inclusive of Levels A-D) are addressed and organised at Brinbeal Secondary College. Brinbeal Secondary College ensures that all key learning areas are addressed by allocating appropriate time allowance to each learning area, as indicated below.

Band 4 (Year 7 and 8)

Year 7-8 Learning Program	Subjects	Sessions p/w	Total minutes per week
CORE Subjects (Annual Programs)	English/EAL	5	240
	Maths	5	240
	Health and PE	4	190
	Science	4	190
	Humanities	3	140
	Languages (Transitions program in 2024)	3	150
CORE Subjects (Semester Programs)	The Arts (Performing and Visual Arts units spread across 2 semesters)	3	150
	Technologies (Digital and Design technologies spread across 2 semesters)	3	150

Band 5 (Year 9)

Year 9 Learning Program	Subjects	Sessions p/w	Total minutes per week
CORE Subjects (Annual Programs)	English/EAL	5	250
	Maths	5	250
	Health and PE	4	200
	Science	3	150
	Humanities	3	150
	Languages	3	150
CORE Subjects (Semester Programs)	The Arts (Performing and Visual Arts units spread across 2 semesters)	3	150
	Technologies (Materials, Design, Food and Digital Technologies spread across 2 semesters)	3	150
Additional programs	Inspire program (consent and respectful relationships)	1	50

Band 5 (Year 10)

Year -10 Learning Program	Subjects	Sessions p/w	Total minutes per week
CORE Subjects (Annual Programs)	English/EAL	5	250
	Maths	5	250
	Health and PE	4	200
	Languages	3	150
CORE Subjects (Semester Programs)			
Semester 1 (Students must complete 1 subject from each block)	Sciences Biology Chemistry Physics	5	250
	Humanities History Geography Accounting Legal Studies	5	250

Semester 2 (Students must complete 1 subject from each block)	Arts Music Drama Visual Art Visual Communication Design and Media	5	250
	Technologies Product Design and Technology STEM Robotics Food technologies Digital Technology and Systems Engineering	5	250
Additional programs:	Careers education	3	150

Language provision in 2024

Brinbeal Secondary College will seek an exemption from delivering Language in its first year of operation while it consults the school community as to the language to be taught in future years. In 2024, a transitions program will be offered in place of language.

CURRICULUM ORGANISATION

At Brinbeal Secondary College, students undertake 30 x 50-minute sessions per week, totaling 25 hours of instruction per week, **consistent with** the Department's requirement minimum of 25 hours per week as indicated in the table below:

Monday, Tuesday, Thursday, Friday		Wednesday	
9 – 9:10	Mentor Meeting	9 – 9:40	Period 1
9:10 – 10	Period 1	9:40 – 10:20	Period 2
10 – 10:50	Period 2	10:20 – 11:00	Period 3
10:50 – 11:10	Recess	11:00 – 11:20	Recess
11:10 – 12	Period 3	11:20 – 12:00	Period 4
12 – 12:50	Period 4	12:00 – 12:40	Period 5
12:50 – 1:30	Lunch	12:40 – 1:20	Lunch
1:30 – 2:20	Period 5	1:20 – 2:00	Period 6
2:20 – 3:10	Period 6	2:00 – 2:50	Mentor Meeting

At Brinbeal Secondary College the organisation of the curriculum program is indicated on the sample timetable below:

Timetable for Years 7-8	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 9:00am to 9:50am	English/EAL	English/EAL	English/EAL	English/EAL	English/EAL
Learning Session 2 9:50am to 10:40am	Maths	Maths	Maths	Maths	Maths
Recess 10:40am to 11:00am					
Learning Session 3 11:00am to 11:50am	Science	Science	Science	Science	Tech
Learning Session 4 11:50am to 12:40pm	H/PE	H/PE	H/PE	H/PE	Tech
Lunch break 12:40pm to 1:20pm					
Learning Session 5 1:20pm to 2:10pm	Hums	Hums	Hums	Arts	Arts
Learning Session 6 2:10pm to 3:00pm	Lang	Lang	Lang	Tech	Arts

Timetable for Years 9	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 9:00am to 9:50am	English/EAL	English/EAL	Inspire	English/EAL	English/EAL
Learning Session 2 9:50am to 10:40am	Maths	Maths	Tech	Maths	Maths
Recess 10:40am to 11:00am					
Learning Session 3 11:00am to 11:50am	Science	Science	Science	English/EAL	H/PE
Learning Session 4 11:50am to 12:40pm	H/PE	H/PE	H/PE	Maths	Tech
Lunch break 12:40pm to 1:20pm					
Learning Session 5 1:20pm to 2:10pm	Hums	Hums	Hums	Arts	Arts
Learning Session 6 2:10pm to 3:00pm	Lang	Lang	Lang	Tech	Arts

Indicative timetable for Years 10	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Session 1 9:00am to 9:50am	English/EAL	English/EAL	English/EAL	English/EAL	English/EAL
Learning Session 2 9:50am to 10:40am	Maths	Maths	Maths	Maths	Maths
Recess 10:40am to 11:00am					
Learning Session 3 11:00am to 11:50am	H/PE	H/PE	H/PE	H/PE	Careers
Learning Session 4 11:50am to 12:40pm	Hums block (Semester 1) Arts block (Semester 2)	Hums block (Semester 1) Arts block (Semester 2)	Hums block (Semester 1) Arts block (Semester 2)	Hums block (Semester 1) Arts block (Semester 2)	Hums block (Semester 1) Arts block (Semester 2)
Lunch break 12:40pm to 1:20pm					
Learning Session 5 1:20pm to 2:10pm	Sci block (Semester 1) Tech block (Semester 2)	Sci block (Semester 1) Tech block (Semester 2)	Sci block (Semester 1) Tech block (Semester 2)	Sci block (Semester 1) Tech block (Semester 2)	Sci block (Semester 1) Tech block (Semester 2)
Learning Session 6 2:10pm to 3:00pm	Careers	Careers	Languages	Languages	Languages

CURRICULUM IMPLEMENTATION

Brinbeal Secondary College has developed a curriculum implementation plan. This document outlines the activities and timelines to ensure that Brinbeal Secondary College implements of the Victorian Curriculum, including appropriate assessment activities with a view to the implementation plan being discharged in time for the school's review in our second year of operation.

The Curriculum Implementation Plan is provided as Appendix 1.

CURRICULUM DELIVERY

Please see attached the outline of how Brinbeal Secondary College will deliver its curriculum, as illustrated on the *VCAAs' Whole-School Curriculum Plan*.

CURRICULUM AND TEACHING PLANNING AND REVIEW

Brinbeal Secondary College whole-school approach enables a teaching and learning program that is sequential across year levels and integrated across curriculum areas.

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

The following table outlines Brinbeal Secondary College's approach to curriculum and teaching review:

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	<p>The school's leadership team will oversee the auditing and accountability of each learning area, to ensure their curriculum and teaching plan aligns to the Victorian Curriculum standards and capabilities.</p> <p>Our Instructional Model will be applied consistently across the school as a way of driving practice consistency & improvement.</p> <p>The college will collect a range of student data to monitor and evaluate student learning growth to ensure the teaching practices of staff reflects the needs of all students, including those students within the supported inclusion program, this will include; NAPLAN, ACER testing, pre & post testing, evaluation of IEP's goals and targets etc..</p>	Principal Class, Leading Teachers and Learning Specialists	Informally through PLC team meetings
Curriculum Areas	<p>Each subject area will be responsible for developing and publishing scopes and sequences and unit planners for each subject studied at each year level, which match the relevant Victorian Curriculum standards and capabilities.</p> <p>Teams will evaluate common assessment tasks against their intended outcomes and the Victorian Curriculum standards, the outcome of which will inform the next planning cycle.</p>	Key learning Area Leaders	Key learning Area meetings

Units and lessons	<p>The meeting cycle across a semester and year will allow teaching staff to follow the FISO improvement cycle, as it relates to subject specific curriculum.</p> <p>To assist in this process, teachers will incorporate into their Unit Planners the use of pre and post assessments, as well as data trackers.</p>	Teachers	Ongoing, through meeting schedule including; KLA & PLC meetings
Teaching Practice	<p>The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement. Giving and receiving productive feedback will be a key component of teaching practice improvement. Graduate teachers will be supported by allocated mentors to ensure they are provided opportunities for growth and learning from colleagues.</p> <p>As a SIS, the leadership team will review the teaching practice of all teachers on a regular basis to ensure the individual needs of students are being met through their individual education plans. <u>Staff will be provided with professional development opportunities to build their capabilities.</u></p> <p>Our Instructional Model will be applied consistently across the school as a way of driving practice consistency & improvement.</p> <p>All staff will participate in the staff Performance and Development process in which goals are explicitly aligned with the school's Annual Implementation Plan, School Strategic Plan and the Australian Institute of Teaching and School Leadership (AITSL) standards.</p> <p>The school will use Department of Education policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one-one meetings to support staff to continually improve their method and practice of teaching.</p>	Principal Class, Leading Teachers and Learning Specialists	Informally through PLC team meetings

PART 2 -STRATEGY TO IMPROVE STUDENT LEARNING OUTCOMES

Brinbeal Secondary College has processes in place to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort, and for the school to plan for and achieve improvements in those learning outcomes.

Brinbeal Secondary College will ensure a range of ongoing monitoring and assessment strategies are utilised in the development of student learning outcomes, ensuring the ongoing learning needs of students are addressed. Teachers will monitor student progress and achievement in an ongoing manner, assessing student progress to inform future planning for student learning.

PROCESS TO SET GOALS AND TARGETS FOR OUTCOMES FOR ALL STUDENTS INCLUDING STUDENTS AT RISK

The process Brinbeal Secondary College will use to set goals and targets for outcomes for all students including students at risk is described below:

Transition from Primary School	<p>The school will have a Transition Officer who will communicate with all local primary schools regarding student needs.</p> <p>This communication will take the following forms:</p> <ul style="list-style-type: none"> ❖ phone calls – for immediate concerns of feedback ❖ email – for primary teacher sharing information ❖ meetings – for individual and at-risk students ❖ written reports – to communicate progress ❖ arranging additional transition days or student support group meeting ❖ reviewing ILP/IEP/BSP as required.
Supported Inclusion Students	<p>The school will have a dedicated Inclusion Coordinator who will:</p> <ul style="list-style-type: none"> ❖ meet with students and families prior to enrolment to develop a supported transition plan ❖ coordinate termly SSG's ❖ provide necessary support to teachers to make reasonable adjustments ❖ ensure all SIS students have an up-to-date IEP (and BSP where necessary) ❖ define the necessary support required for each individual student to maximise their participation in mainstream classes.
Parent and Guardian Communication	<p>The school will have a Student Engagement and Wellbeing Policy which provides overarching guidance to staff on the levels of communication expected with families.</p> <p>Communication will take the following forms:</p> <ul style="list-style-type: none"> ○ phone calls – for immediate concerns of feedback ○ email – for school level updates ○ Compass posts/chronicles ○ meetings – for individual and at-risk students ○ written reports – to communicate progress ○ parent teacher interviews each semester – to communicate progress.
Remote/ Online Learning	<p>The school will adopt a consistent approach to teaching and learning in the case of remote and flexible learning due to COVID lockdown. For all students, this includes regular check ins from identified staff to ensure wellbeing and safety as well as to identify progress.</p> <p>Initially, students at risk will be identified on day 1 and invited to attend school in person or have an online meeting to determine the best supports required for them during that period. In that same SSG meeting it will be determined if any of the following supports may be needed:</p> <ul style="list-style-type: none"> ○ attendance onsite to supervise and support learning ○ creation of an IEP for remote learning ○ modification of work required during remote learning

	<ul style="list-style-type: none"> ○ production of hard copy work ○ other as identified.
Staff Handbook	<p>A staff handbook is developed which includes all the processes and practices expected within our school. This document includes links to templates for use around curriculum design and development, as well as the policies staff will adhere to.</p> <p>The staff handbook will provide guidance to staff on the expected levels of adjustments required for SIS students.</p>
Assessment and Feedback	<p>Assessment is the ongoing process of gathering, analysing, and interpreting evidence, reflecting on findings, and making informed and consistent judgments to improve student learning.</p> <p>Assessment will be conducted as per the published Year Level Curriculum Plans for Years 7-10 (see Appendix 1) and the yearly VCE Assessment Calendar at Years 11 and 12. A minimum of one Common Assessment Task (CAT) will be completed per term for each subject at Years 7-10. VCE assessments (School Assessed Coursework (SACs)/School Assessed Taskwork (SATs)) will be completed in line with VCAA guidelines.</p> <p>Students will be provided with an assessment schedule for each subject in the first two weeks of Term 1 at all year levels – this will also be provided on Teams. The details and results of all CATs and SACs/SATs will be published for parents/carers and students via Compass Learning Tasks, along with teacher feedback.</p> <p>Giving and receiving productive feedback will be a key component of teaching practice improvement. Feedback will be given to students about current learning and areas for future learning. The more immediate the feedback, the greater the impact. Teachers will provide focused and differentiated feedback to support the progress and achievement of every student.</p> <p>Teaching teams will use developmental rubrics or clearly defined success criteria for the assessment of each (CAT). These will include a clear indication to them of the expectations about the depth and breadth of knowledge and skills required to be demonstrated. Students can use the descriptions of performance characteristics to unpick the assessment criteria and develop understanding about what they mean. Since the rubric is open and known to everyone the assessment is seen as fair.</p> <p>It is expected that results and written feedback are provided to students and parents/carers within three weeks of the completion of each CAT or SAC/SAT, via Compass. Feedback will focus on what the student has demonstrated or achieved, and the next steps the student needs to take to improve, including metacognitive strategies.</p> <p>Teachers will also provide students with specific, targeted, and improvement focused feedback in a less formal capacity regularly throughout each unit of work. This feedback may be written or verbal but should focus on the next steps for the student and should be given in response to formative assessment tasks or collection of student work samples.</p>
Common Assessment Tasks	<p>CATs will be delivered for all subjects. CATs are documented into Unit Outlines produced by teachers within their Domain Teams (groups of teachers from the same learning area). Unit Outlines will be provided to students on Teams.</p> <p>CAT's will be designed to ensure accessibility by all students and to provide evidence of the learner's mastery of knowledge, skills and understandings at a point in time. They measure what the learner has achieved against the achievement standards.</p> <p>Teaching teams will provide students with the opportunity to demonstrate their knowledge, skills and understanding, by ensuring the CATs:</p> <ul style="list-style-type: none"> • directly relate to the learning intentions or particular learning outcome • are explicit about what learners are required to do • are time efficient and manageable

	<ul style="list-style-type: none"> include clear and explicit assessment criteria provide challenge for the full range of learners being assessed are fair to all students including those with additional needs are scored or marked based on transparent rubrics, success criteria or marking guides are appropriate to where learners are in their learning
Assessment and Evidence of Learning and Data Collection & Use	<p>The school will monitor student outcomes using a variety of assessment strategies, including pre-assessments, formative assessments, common assessment tasks, and standardised tests, as well as through school-assessed coursework, learning tasks and examinations.</p> <p>The School Leadership Team will work with teachers to ensure that they have a comprehensive understanding of the importance of gathering evidence about student learning, including how to interpret it, and how to use this evidence to plan for continued improvement in teaching and learning.</p> <p>The school will have an assessment calendar which is produced at the start of each semester to track and record when each CAT/SAC/SAT will occur and inform the relevant stakeholders. This will be the responsibility of the Assistant Principal to facilitate.</p>
Effective Questioning	<p>Much assessment occurs during classroom interactions between teachers and students. The quality of questions asked by the teacher and students, the depth of answers supplied by students, the quality of class discussions and the detailed observations teachers make of students in class all provide evidence of learning including shallow or deep understanding and misconceptions.</p> <p>Questioning is a quick, effective method for gathering evidence of students understanding of ideas, knowledge and concepts and skills to be applied. Effective questions encourage students to think more deeply and provide the teacher with greater insight into the level of understanding of whole groups and individuals. The teacher can quickly adjust their practice to meet the students' needs as identified through using effective questioning techniques.</p>
Teacher Judgements	<p>Teacher judgements will be provided against every CAT as well as for semester reports to families. These judgements will be considered against developmental rubrics and triangulated with the existing PAT or NAPLAN data.</p> <p>These data points will be reviewed by:</p> <ul style="list-style-type: none"> Heads of Domains – prior to reports being published Teaching teams – during moderation practices Assistant Principal – to ensure judgements are uploaded into CASES21 School Improvement Team – to review at a whole school level <p>Specifically, for moderation, this will occur once each CAT is completed and will be structured into the school meeting schedule.</p>
Leadership Responsibility	<p>The School Leadership Team has ultimate responsibility to monitor and ensure that goals and targets for outcomes are set for all students including students at risk. The work identified in this section aligns with FISO 2.0 – specifically Positive Climate for Learning and Excellence in Teaching and Learning – the School Leadership team will ensure consistent alignment</p>
Students at Risk	<p>Students are identified as being at risk in multiple ways:</p> <ul style="list-style-type: none"> through the Student Inclusion, Engagement and Wellbeing Leaders and Year Level Coordinators for social and emotional concerns through the Year Level Coordinators for academic progress through individual teachers for individual teacher/subject progress. <p>The progress and concern for at risk students is documented in Compass and referred for follow up through the relevant teams to ensure communication occurs.</p> <p>Depending on the reason for a student being at risk, the following may occur:</p>

	<ul style="list-style-type: none"> ○ creation of an IEP to monitor progress and initiate further support ○ consideration for intervention programs &/or strategies ○ included into support groups or special programs within the Student Inclusion, Engagement and Wellbeing Team (Wellbeing Coordinator, Mental Health Practitioner, Inclusion Staff) ○ assessed for eligibility for the Disability Inclusion (DI) program
Student Support Groups (SSG)	<p>SSGs will play a large role in developing and evaluating the effectiveness of IEPs for DI (& PSD) funded students, students with IEPs and other at-risk students. The SSG will meet as a minimum once a term, to develop an IEP for DI (& PSD) funded students. The SSG will consist of the parents and carers of the student, at least one of the students classroom teachers, the Inclusion Coordinator (or delegate), the Year level Coordinator and a member of the Principal class (or delegate). The SSG will usually include the student. The SSG may also include a student's advocate such as a case worker, a health professional, psychologist etc.</p> <p>The aims of the SSG are to:</p> <ul style="list-style-type: none"> ○ ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future ○ plan reasonable adjustments for the student to access the curriculum ○ provide educational planning that is ongoing throughout the student's life ○ monitor the progress of the student. <p>The SSG is responsible for:</p> <ul style="list-style-type: none"> ● identifying the student's needs ● determining any adjustments to be made to the curriculum, teaching and learning ● planning an appropriate educational program ● developing an IEP ● discussing the plan with teachers and providing support to implement the learning plan ● providing advice to the Principal concerning the additional educational needs of the student and what may be required to meet these needs ● reviewing and evaluating the student's IEP once per term, and at other times if requested by any member of the group ● evaluating and assessing the student's progress against the Victorian Curriculum, inclusive of Levels A-D and 7 to 10.
Individual Education Plans IEPs, Koorie Education Plans KEPs & Behaviour Support Plans BSPs	<p>IEPs, KEPs & BSPs assist students who require a range of supports with their education. IEPs, KEPs & BSPs are a written document that describes the adjustments, goals, and strategies to meet a student's individual educational needs so they can reach their full potential. These plans are essential as it helps you plan and monitor a student's unique learning needs.</p> <p>An IEP, KEP & BSP:</p> <ul style="list-style-type: none"> ● outlines clear educational goals for the student ● encourages student voice to allow the student to engage and take part in their own learning ● is strengths-based with a focus on the student's potential to achieve positive educational outcomes ● is age appropriate, holistic in its approach, supports cultural needs and safety, and is flexible and future orientated ● includes short-term goals that will lead to the achievement of long-term goals ● <u>includes clear strategies for supporting students in their learning, behavioural and developmental needs</u> ● <u>identifies challenges and barriers to the student's success and outlines strategies to overcome these</u> ● is developed in consultation with the student (where appropriate) and their parent/carer/guardian. A Student Support Group (SSG) is required for students supported under individualised disability funding programs including the PSD and

	<p>Disability Inclusion and those in OOHC, and strongly encouraged for any students with additional learning needs</p> <ul style="list-style-type: none"> • should be used (along with SSG minutes and documentation demonstrating student progress against agreed IEP goals) as supporting information for students participating in a Disability Inclusion Profile • communicates individual and shared responsibilities • includes a record of important decisions, actions, and student progress • is supported and informed by other relevant plans such as a cultural plan or behaviour support plan • is reviewed regularly in accordance with the timeline as agreed by all members of the SSG (or at least once per term for students supported under individualised disability funding programs including the PSD and Disability Inclusion and those in OOHC) • acknowledges and celebrates the achievement of student progress.
Professional Learning Communities - PLCs	<p>PLCs will be a core focus across the whole school and applied with a high level of rigour and expectation. Teachers from across all Curriculum Areas will regularly meet to explicitly plan for teaching within their discrete subject areas. Teachers will share practice within their own subject areas and collaboratively choose literacy and numeracy strategies to trial and evaluate over a single inquiry process. Teachers will follow the FISO improvement cycle in PLC's but with a specific focus.</p> <p>Professional learning communities will be formed within Domain Teams and meet regularly to document and discuss curriculum, and to plan for and reflect on the implementation of curriculum in classes. The work of PLCs will be guided by evidence collected about student learning. PLC members will moderate the assessment of student learning against the Victorian Curriculum Standards using the school's Moderation Protocols after the completion of each common assessment task. This assessment will form the basis of feedback to students and reporting to parents/carers. The work of PLCs will be informed by the inquiry cycle.</p> <p>As a Supported Inclusion School, PLC's will have a focus on ensure inclusive practices are being embedded across all learning areas. This will include ensuring that teaching teams have specifically documented the reasonable adjustments that are being made for SIS students.</p>

DATA COLLECTION AND ANALYSIS TO IMPROVE STUDENT LEARNING OUTCOMES.

In **addition** to using the assessment process outlined in the **Assessment and Reporting Policy** and **Assessment Schedule** Brinbeal Secondary College uses the following assessments and data to set goals and targets for outcomes for all students including students at risk. Brinbeal Secondary College uses sources of information that enable the school to make better decisions about how to improve learning outcomes and to understand the various factors that are contributing to an aspect of the student and school performance.

Data source	The purpose of data collection	How is the data analysed and when	How is the analysis used/fed-back to improve student learning outcomes
WHOLE SCHOOL assessment and data to enable school to plan for and achieve improvements in those learning outcomes			

<p>NAPLAN data</p>	<p>NAPLAN data is collected to enable comparison to “like schools” and State and National standards and targets set accordingly</p>	<p>Data will be analysed in Aug-Sep of each year to address areas for improvement. Identified areas will be documented and included in this year & the following year’s planning</p> <p>The Principal and School Improvement Team will use the data to:</p> <ul style="list-style-type: none"> • examine trends, to see how performance has changed over time • consider the achievements of specific groups of students to assess their performance • analyse outcomes for individuals and groups of students as they move from one-year level to the next • evaluate differences in outcomes between different skill areas within English and Mathematics • make comparisons with state averages or state-wide information about schools with similar student backgrounds. 	<p>Targets to improve, maintain or exceed NAPLAN results will form part of the School’s Strategic Plan and Annual Implementation Plan (AIP).</p>
<p>Victorian Curriculum teacher judgement progression points</p>	<p>Victorian Curriculum teacher judgement points will be used mid-year and end of year for reporting to parents and to inform teaching practice.</p>	<p>Mid-year and end of year</p>	<p>At risk students, those performing 6 or more months behind expected level will be identified and will be placed on their own Individual Education Plan (IEP). Students identified as performing 12 months or more ahead of the expected level with also be placed on their own Individual Education Plan (IEP).</p>
<p>Annual attitudes to school surveys (AToSS)</p>	<p>AToSS data is collected to enable comparison to “like schools” and State and National standards and targets set accordingly</p>	<p>Data will be analysed in when received each year to address areas for improvement. Identified areas will be documented and included in the following year’s planning.</p> <p>The Principal and School Improvement Team will use the data to:</p> <ul style="list-style-type: none"> • examine trends, to see how data has changed over time • consider the data of specific groups of students to assess their performance • analyse outcomes for groups of students as they move 	<p>Targets to improve, maintain or exceed previous results will form part of the School’s Strategic Plan and Annual Implementation Plan (AIP).</p>

		from one-year level to the next <ul style="list-style-type: none"> • make comparisons with state averages or state-wide information about schools with similar student backgrounds. 	
Student wellbeing data	Student Inclusion, Engagement and Wellbeing Team will collect and track regular data on their intake work which monitors the number of referrals and types of issues they are supporting our students with.	This data is analysed each term and led by the Wellbeing Coordinator who reports to the Principal. This data then informs decision making about: <ul style="list-style-type: none"> • programs both reactionary and preventative in nature • future staffing requirements to support student wellbeing • external services required to support at the school level. 	Data triangulated with Attitudes to School data and staff observations in comparison to learning outcome trends. We use data to also identify students in need of wellbeing support.
Student attendance data	Attendance data is tracked at the school level using Compass as a data set to monitor engagement and connection to school.	Attendance data is reviewed daily by each sub school, and then term by term by the School Improvement Team. This data is used to then ensure students who are demonstrating poor attendance are supported to engage in learning through just in time supports but following a staged response process to intervention that works in partnership with parents/carers.	Targets to improve, maintain or exceed Attendance data will form part of the SSP (School Strategic Plan) and AIP. Data is also used ensure students with attendance concerns and disengagement are identified as early as possible and appropriate meetings and strategies are had to provide best chance of success for the student.
COHORT (Year Level, Subject Area, Vulnerable Groups) assessment and data to support all its students to progress towards and achieve the learning outcomes normally expected for its student cohort			
Transition advice from primary schools for Year 7 students	Prior to commencement confidential data and advice is collected for each student relating to learning outcomes as well as social emotional data to inform the secondary school of any interventions or support required.	For students coming from primary school: <ul style="list-style-type: none"> • data is collected via survey to primary schools in Term 3 & 4 • data is then used to develop a Student Learner Profile to capture the individual needs of the student • Individual meetings occur with primary school and family throughout Term 4 to identify supports as required 	This data is then summarised into Student Learner Profiles that appear in compass for staff to view and take into consideration when planning their teaching and learning programs.
Pre enrolment parental meeting for new enrolments and student transfers (not in Year 7)	Prior to commencement confidential data and advice is collected for each student relating to learning outcomes as well as social emotional data to inform the school of any interventions or support required.	<ul style="list-style-type: none"> • data is collected 1 week prior to commencement by enrolments officer including pre-entry testing. • data is then reviewed by the relevant Assistant Principal who organises internal supports as required. 	This data is then summarised into Student Learner Profiles that appear in compass for staff to view and take into consideration when planning their teaching and learning programs.
Common Assessment Task (CAT) Data Moderation for all	CAT results and Victorian Curriculum teacher judgement points will be used mid-year and end of year for reporting	Data points are used for moderation practices by teaches in PLCs and Domain Teams across	At risk students, those performing 6 or more months behind expected

students in 7-12 (including teacher judgements)	to parents/carers and to inform teaching practice.	the year level and learning area twice per term.	level will be identified and will be placed on their own IEP. Students identified as performing 12 months or more ahead of the expected level with also be placed on their own IEP.
Individual Education Plans for students on supported under the Program for Students with Disabilities (PSD), including students within the <u>SIS</u>	The year level coordinators will monitor the IEP along with the Inclusion Coordinator. The Inclusion Coordinator will arrange SSG meetings per term as required for everyone.	This data is analysed each term and led by the Inclusion Coordinator who reports to the Assistant Principal. The AP will work with the Inclusion Coordinator, Wellbeing Coordinator and Year Level Coordinators to use this data to make informed decisions about: <ul style="list-style-type: none"> • programs both reactionary and preventative in nature • additional teaching materials/training or support aides • external services required to support at the school level. 	Data appears in compass for staff to view and take into consideration when planning their teaching and learning programs.
EAL data	To identify student's ability levels and set appropriate targets and goals	As required	Data appears in compass for staff to view and take into consideration when planning their teaching and learning programs.
INDIVIDUAL STUDENT (particularly students at risk) assessments and data to set goals and targets for outcomes for all students including students at risk.			
Assessments conducted by Wellbeing Staff Health and Medical Professional Assessments	The Student Inclusion, Engagement and Wellbeing Team will collect and track regular data on their intake work which monitors the number of referrals and types of issues they are supporting our students with.	This data is analysed each term and led by the Student Inclusion, Engagement and Wellbeing Team who reports to the principal. This data then informs decision making about: <ul style="list-style-type: none"> • programs both reactionary and preventative in nature • future staffing requirements to support student wellbeing • external services required to support at the school level. 	Data triangulated with Attitudes to School Data and staff observations in comparison to learning outcome trends.
PAT Testing	To identify student's ability levels and set appropriate targets and goals	As required	Data is used to improve student growth and identify points of need.

STUDENT LEARNING OUTCOMES AND ANNUAL IMPLEMENTATION PLANNING

As a new school, Brinbeal Secondary College will develop an Annual Implementation Plan (AIP) for their first year of operation. The AIP outlines the key planning expectations for Brinbeal Secondary College in their first 12 months and beyond, and assist the school to:

- operationalise the goals and targets set out in the SSP
- efficiently and effectively allocate strategic resources
- monitor progress and success
- communicate their work to the school community.

Brinbeal Secondary College’s initial AIP articulates the school community’s broad goals and targets and identifies Key Improvement Strategies that will guide the first 12 months of operation. Endorsement of the school’s first AIP by the principal, Senior Education Improvement Leader (SEIL) and School Council President will be obtained within the first term of the school’s operation, after presentation to school council.

Following the initial 12 months of operation, Brinbeal Secondary College will enter the formal school review cycle and undertakes its first review. The performance data (including student learning outcomes) collected during the year will inform the review, including the school’s self-evaluation against the Framework for Improving Student Outcomes (FISO 2.0) Continua of Practice.

After the review, Brinbeal Secondary College will complete a School Strategic Plan (SSP) as a four-year plan for school improvement. The four-year goals, targets and Key Improvement Strategies (KIS) outlined in the SSP inform the development of further AIPs and outline the incremental steps towards achieving these goals. This process is outline below:

In the first 12 months of operation, Brinbeal Secondary College will focus on the fundamental tenets that provide a foundation for teaching and learning, including:

New schools annual and strategic planning cycle			
Year 1 of operation	Year 2 of operation	Year 3 of operation	Year 4 of operation
AIP	AIP School Review and development of SSP	AIP informed by SSP	AIP informed by SSP

- Vision and values that underpin school culture
- Effective strategic resource management
- Shared instructional leadership
- High-performing learning culture amongst teaching staff
- Whole-school curriculum plan.

To support this, the first AIP establishes broad goals and targets relating to student outcomes of achievement, engagement and wellbeing. These goals and targets consider Brinbeal Secondary College’s vision and establish a clear direction for improving student outcomes.

Framework for Improving Student Outcomes (FISO 2.0)

The Framework for Improving Student Outcomes ([FISO 2.0](#)) is the continuous improvement framework for all Victorian government schools. FISO 2.0 sets out five core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every student.

The student learning and wellbeing **outcomes** at the centre of FISO 2.0 work together:

- **Learning:** Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.
- **Wellbeing:** Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.



Core elements



Leadership

Leadership is the development of shared processes and actions by staff and students that build a positive school climate for learning and wellbeing through practices and relationships based on high expectations, shared values and a culture of trust.



Teaching and learning

Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities.



Assessment

Assessment is the use of evidence and data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities to design and implement priorities for improvement.



Engagement

Engagement refers to the relationships and actions that support student learning, participation and sense of belonging to their school community.



Support and resources

Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.

Brinbeal Secondary College will use the FISO 2.0 Improvement Cycle to self-evaluate, review and diagnose areas that require attention, plan for improvement and report to our community on our activities, outcomes and plan for improvement as illustrated below.



Brinbeal Secondary College will use [FISO 2.0](#), including resources and tools, to develop our 2024 Annual Implementation Plan (AIP). As a new school, Brinbeal Secondary College's 2024 – 2025 Annual Implementation Plan (AIP) will focus on the following core elements:

- Teaching and learning
- Assessment
- Support and resources

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
 - [Assessment of Student Achievement and Progress Foundation to 10](#)

- [Digital Learning in Schools](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Languages Education](#)
- [Physical and Sport Education — Delivery Requirements](#)
- [Holocaust Education](#)
- [Reporting Student Achievement and Progress Foundation to 10](#)
- [Sexuality and Consent Education](#)
- [Abilities Based Learning and Education Support](#)
- [School Hours \(including variation to hours\)](#)
- This overview should be read alongside:
 - Whole school curriculum plan
 - Assessment and Reporting Policy

APPENDIX 1 – CURRICULUM IMPLEMENTATION PLAN

Curriculum Implementation Plan (Secondary)

This document outlines the activities and timelines to ensure that Brinbeal Secondary College implements the Victorian Curriculum, including appropriate assessment activities with a view to the Implementation Plan being discharged in time for the School Review in our second year of operation.

This document should be read in conjunction with the school’s Whole School Curriculum Plan, Curriculum and Student Learning Overview, and the Assessment and Reporting Policy.

The Principal (or their delegate) is responsible for ensuring the completion of this Implementation Plan. The Principal (or delegate) will report regularly through staff meetings on implementation progress.

Planning		
Action	Responsibility	Completion Date
Develop Whole School Curriculum Plan	Principal	30 August 2023
Develop Curriculum Framework	Principal	30 August 2023
Develop Assessment Schedule	Principal	30 August 2023
Identify leadership members responsible for whole school curriculum and assessment approach, develop meeting schedule for the year.	Principal	20 December 2023
Familiarise leaders with revised Victorian Curriculum F–10 Mathematics for implementation in Term 1, 2024.	Assistant principal	20 December 2023
Identify literacy approach or program	Principal	20 December 2023
Identify numeracy approach or program	Principal	20 December 2023
Develop high level scope and sequence for all curriculum areas and all year levels for first 12 months	Assistant Principal	1 December 2023
Identify data/evidence to be used to assess student learning, considering all diagnostic, formative, and summative assessments.	Assistant Principal	1 December 2023
Induction and Professional Development		
Action	Responsibility	Completion Date
Prepare induction materials for staff on instructional model	Principal	1 December 2023
Identify Professional Learning Community (PLC) Leads and groupings	Principal	29 January 2024
Identify a mentor for new graduate teachers (this will include mentoring for curriculum and assessment)	Principal	29 January 2024
Deliver induction program for graduate teachers	Principal	Prior to 20 December 2023
Develop the curriculum Professional Development plan for 2024 including on the revised Victorian Curriculum F–10.	Principal	20 December 2023
Curriculum design		

Action	Responsibility	Completion Date
PLC team meeting to identify the specifics of the content for Term 1 (and ongoing for subsequent terms) including the revised Victorian Curriculum F–10 Mathematics.	Assistant Principal	29 January 2024
Specialist Teachers / PLC groups design inquiry learning programs	Assistant Principal	28 March 2024
Identify opportunities for excursions, incursion, and camps into the annual plan	Assistant Principal	29 January 2024
Establish approach and processes to provide students voice and agency in their learning.	Assistant Principal	29 January 2024
Specialist Teachers / PLC groups to familiarise themselves with revised Victorian Curriculum F–10 for implementation in 2025.	Assistant Principal	29 January 2024
Understanding the students		
Action	Responsibility	Completion Date
Review of transition statements	Assistant Principal	24 November 2023
Review of student data and achievement from previous schools	Assistant Principal	24 November 2023
Using enrolment information, identify students likely to require additional support and if necessary, consult with parents prior to commencement.	Assistant Principal	24 November 2023

Term 1		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's assessment schedule	Assistant Principal	28 March 2024
Undertake analysis of student data to identify patterns and trends across cohorts and curriculum areas	Assistant Principal	28 March 2024
Identify/confirm specific groups for interventions	Assistant Principal	1 March 2024
Develop Individual Education Plans (IEPs)	Inclusion Coordinator	1 March 2024
Review curriculum plan and assessment schedule to ensure strength and weaknesses are targeted	Assistant Principal	28 March 2024
End of term assessment of achievement and progress	Assistant Principal	28 March 2024
Reflect on curriculum planning, including assessment, and adjust as required to meet the needs of students	Principal & Assistant Principal	1 March 2024
Term 2		
Action	Responsibility	Completion Date
Undertake assessments as outlined in the school's assessment schedule	Assistant Principal	24 June 2024

End of term assessment of achievement and progress. (including teacher judgements)	Assistant Principal	24 June 2024
Reflect on curriculum planning, including assessment, and adjust as required to meet the needs of students	Principal & Assistant Principal	24 June 2024
Student reports prepared and released	Assistant Principal	24 June 2024
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Assistant Principal	24 June 2024
Term 3		
Action	Responsibility	Completion Date
Undertake assessment as outlined in the school's assessment schedule	Assistant Principal	16 Sept 2024
End of term assessment of achievement and progress.	Assistant Principal	16 Sept 2024
Reflect on curriculum planning, including assessment, and adjust as required to meet the needs of students	Principal & Assistant Principal	16 Sept 2024
Plan for implementation of revised Victorian Curriculum F–10 in Term 1, 2025 or as prescribed by the VCAA.	Principal & Assistant Principal	16 Sept 2024
Term 4		
Action	Responsibility	Completion Date
Review Assessment and Reporting Policy	Principal & Assistant Principal	1 November 2024
Undertake assessment as outlined in the school's assessment schedule	Assistant Principal	15 December 2024
Curriculum and Assessment Lead undertakes a comprehensive analysis of student achievement data to provide an accurate picture of student achievement across the whole school, within learning areas and the capabilities, within year levels and for student cohorts and individual students.	Principal	1 December 2024
Report Teacher Judgement	Assistant Principal	15 December 2024
Document curriculum plan for following year	Assistant Principal	1 December 2024
Student reports prepared and released	Assistant Principal	15 December 2024
Submit teacher judgments to the Department (via CASES21) for all curriculum areas taught over the reporting period	Assistant Principal	20 December 2024