

Curriculum Framework

Purpose:

The purpose of this framework is to outline Brentwood Secondary College's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies. The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, and when and how we report to parents.

Overview:

Brentwood 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 to work, training or further education.

Brentwood Secondary College is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). 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.

Aim:

Brentwood 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 Brentwood 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 Values for Learning; Creativity, Curiosity, Discipline, Reflection and Resilience underpin both the design and delivery of all learning programs across the college.

Implementation:

Through our GROWTH Instructional model all teachers actively implement our Vision for Learning and Vision for Assessment to provide all students with the best possible foundation to progress their learning. All members of the Brentwood 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 MYLNs support, tutors as part of the Tutor Learning Initiative and a long-established Literacy and Numeracy support program. Further to this, students entering Brentwood 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 Victorian Higher Abilities Program, Enrichment and Challenge Series, as well as a vast array of extra-curricular learning opportunities. From Year 8 students undertake a core curriculum and access an increasingly broad range of units of study that are organised on an elective basis. Year 9 students are introduced to a range of elective and inquiry units that give them an opportunity to begin to develop areas of passion and interest within their education. In Senior school students have further opportunity to specialise and to narrow their focus to their specific pathway in their study of the Victorian Certificate of Education (VCE), Vocational Education Training (VET) subjects and/or the Victorian Certificate of Applied Learning (VCAL).

At Brentwood Secondary College, class time is structured into a fortnightly timetable, with 5 hours of learning per day, broken into four 75 minute sessions. A breakdown of time allocated to each learning area is documented below:

Year 7:

Learning Area/Subject	TLC (Integrated English & Humanities)	Maths	Sci	Lang	HPE	Art/Music	Digi Tech	ASPIRE
Periods per cycle	10	6	5	5	5	4	3	2
Mins per cycle	750	450	375	375	375	300	225	150

Year 8:

Learning Area/Subject	English	Maths	Sci	Hums	Lang	HPE	Food/Drama	Digi Tech	ASPIRE
Periods per cycle	6	6	5	5	5	4	4	3	2
Mins per cycle	450	450	375	375	375	300	300	225	150

Year 9:

Learning Area/Subject	English	Maths	Sci	Hums	HPE	Elective 1	Elective 2	Elective 3	ASPIRE
Periods per cycle	6	6	5	5	4	4	4	4	2

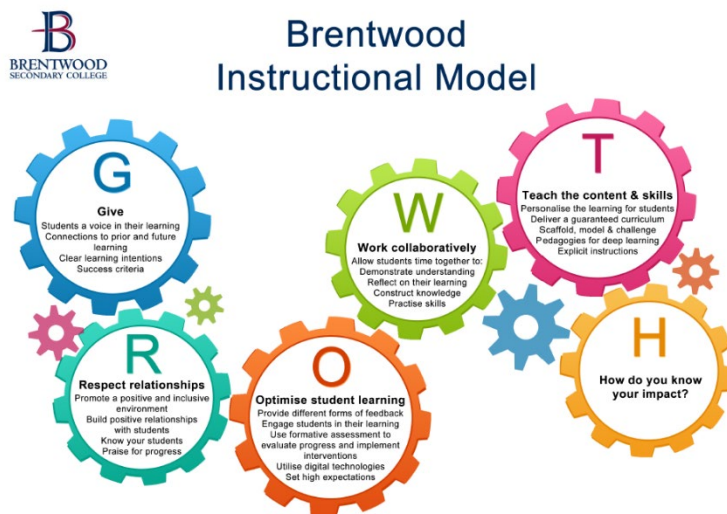
Mins per cycle	450	450	375	375	300	300	300	300	150
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Year 10:

Learning Area/Subject	English	Maths	Elective 1	Elective 2	Elective 3	Elective 4	ASPIRE/ Assessment
Periods per cycle	6	6	6	6	6	6	4
Mins per cycle	450	450	450	450	450	450	150

Pedagogy

The pedagogical approach at Brentwood Secondary College is aligned directly with the FISO model of school improvement, incorporates High Impact Teaching Strategies and the Gradual Release of Responsibility approach in an instructional model, embedded across all faculty areas, based on the aim to promote GROWTH of our students as both learners and people, as is encapsulated in our Vision for learning and School values.



Assessment

Brentwood Secondary College assesses student progress in line with the Department’s [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Brentwood Secondary College has a **Vision for Assessment** that aligns with our Vision for Learning articulating a shared understanding of its implications on the way in which we assess student learning:

- **GROWTH** - focusing on ongoing growth rather than putting caps on student learning. We do this by providing tasks that allow all students the chance to demonstrate this

- **INDIVIDUALS** - we know that each student is different and bring different skills, knowledge and experiences into the classroom. We aim to personalise the assessment of each students learning and work with them to set challenging learning goals.
- **FUTURE READY** - We embed this in our assessment practices by focusing on the key skills and knowledge students need to be successful both within and beyond the Brentwood community.

The school produces a visible online schoolwide Assessment Schedule for each year level aligned with the Assessment Pyramid developed by the Department's NEVR team [North Eastern Victorian Region Assessment Pyramid](#). The schedule outlines the required and additional assessments that will be used by teachers to gather formative and summative assessment of student learning. It is expected that relevant subject specific assessments will be used to track student growth and guide the teaching and learning program.

All teachers have access to extensive resources particularly for formative assessment and feedback practices in a Professional Practice OneNote to support the implementation of our Instructional Model. Teachers are also encouraged to access learning specialists and professional learning to further develop their capacity to assess student learning. All Common Assessment Tasks that appear on reports are assessed with a rubric that demonstrates the student's progression of learning.

Brentwood Secondary College uses both the Compass and Edapt platforms to record student assessment data including standardised and diagnostic testing (including NAPLAN & PAT data) conducted regularly as part of our Assessment Schedule which is used by teachers to determine students' entry points to their learning and measure relative growth.

Data walls are used by PLCs to track student growth and to identify skills to be further developed by students for which targeted teaching strategies are collaboratively developed and trialed.

A shared OneNote (IEP Student Information Notebook) for all teaching staff makes visible co-constructed Individual Learning Plans (using a shared template) for all students that have been identified as performing below standard and/or disengaged from their learning to assist in monitoring and tracking their learning growth. In particular, the students at risk of not achieving a minimum of twelve months growth each year are included in this identified cohort. Structured individual support programs including Literacy and Numeracy support classes, tutoring as part of the Tutoring Learning Initiative and MYLNs capability leaders who support classroom teachers to build their practice to differentiate learning activities to meet students' point of need have been put in place to assist each student at risk to continue to progress their learning.

VCE students are assessed against the Victorian Certificate of Education.

Reporting

Brentwood Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.

Brentwood Secondary College reports on student achievement and growth in an ongoing manner. This includes regularly updated Learning Tasks on Compass for all Common Assessment Tasks. These must include;

- A rubric that demonstrates the progression of learning (either developmental/formative or using the agreed upon Brentwood 5 point scale in alignment with the Victorian Curriculum standards (A-E) and judgements.
- An individualised comment written using a voice that makes the information relevant to both parents and students, in present tense outlining what the student can do (to celebrate the successes) and identify what strategies the student might employ to progress their learning to the identified 'next steps' as indicated on the rubric.
- A consistent grading scale used to report student achievement on all Common Assessment Tasks which is aligned with the Victorian Curriculum progression point awarded to the student identifying students as being either at, above or working towards the expected level.

In addition to this, formal reports are provided at the end of Semesters 1 and 2. Progress reports are provided at end of Terms 1 and 3, with parents invited to attend Learning Conferences at the beginning of Terms 2 and 4 to discuss their child's progress

and are welcome to seek further feedback from relevant teachers outside of this. A Parent Assessment and reporting Guide has also been developed to support parents to understand these practices at the College.

Curriculum and Teaching Practice Review:

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives. This evaluation is completed through the Strategic Planning Online Tool (SPOT) which helps to establish the school's direction in relation to goals and strategies that inform the School Strategic Plan (SSP) and Annual Implementation Plan (AIP).

Curriculum Design and Review

Curriculum planning for all faculty areas is documented using the same template which also includes a Unit Evaluation Tool to support the review and monitoring of curriculum on a continuous and ongoing basis. The Teaching and Learning leadership team, Faculty, Subject Year level teams and PLCs, at different times, review the effectiveness of curriculum implementation through the regular meeting schedule. Regular reflection on curriculum is encouraged through adopting the inquiry cycle to consider if the learning activities and assessment have met individual learning needs, social and emotional factors, pedagogy foci, outcomes for students, government priorities and initiatives. Each Faculty leader develops a Faculty Action Plan annually to identify goals, strategies and key actions that align with our Annual Implementation Plan with a focus on the continuous improvement of both curriculum and teaching practice and use data as measurements of impact and success. These are shared and made visible in the Curriculum OneNote.

Observation Framework

At Brentwood Peer Observations, Learning Specialist Classroom Visits and Learning Walks are a structured and negotiated opportunity to learn from and alongside colleagues by observing an aspect of the teaching and learning process. Observations of teaching practice are a valuable developmental professional learning undertaking for teachers, leaders and collegiate groups and are facilitated at Brentwood in order to;

- Foster a common understanding of what high quality teaching and learning looks like
- Build a culture of trust, openness to learning and collective efficacy
- Facilitate the collection of school-wide data for tracking, planning and future professional learning
- Encourage professional growth through professional dialogue, actionable feedback and reflection
- Support the sharing of practice, collegial planning and collaborative learning between teachers and within teaching teams

Professional Learning Communities (PLC)

Brentwood Secondary College has harnessed the collaborative power of our Professional Learning Communities as a vehicle to create and embed a culture that is:

- focused on continuous improvement of teachers and the pedagogy by linking the learning needs of students with the professional learning and practice of teachers through collaboration and structured interaction of a number of other schools
- committed to professionalism through a shared focus on a specific goal and targets
- fueled by collaborative expertise on a regular basis through scheduled meetings and interactions.

The PLCs structure helps teachers to evaluate the effect of high impact teaching strategies, the impact of trials of identified and agreed upon teaching strategies, initiatives and professional learning through the inquiry cycle, and has strengthened our connection with other schools in our Community of Practice Network.

Performance and Development Plan (PDP)

The Performance and Development cycle is designed to:

- support Brentwood Secondary College in meeting its responsibilities to students, parents and to government through linking employee performance with achievement of school and government policies and targets
- provide feedback on performance which will support ongoing learning and development of employees with a focus on ways in which student learning can be improved
- provide a supportive environment for improving teaching practice

PDP goals are directly aligned with the work of PLCs, the School Strategic Plan (SSP) and Annual Implementation Plan (AIP), ensuring that collective focus is on advancing common objectives. The PDP process involves a start-of-cycle, mid-cycle, and end-of-cycle review of every teacher, during which teachers have to demonstrate evidence of achievement in the focus areas.

Holocaust Education

Holocaust education is delivered in Year 10 Humanities as part of an Inquiry Unit. Student facing OneNote pages with learning activities and assessment for this unit are located in the shared Year 10 Humanities OneNote.

Consent Education & Respectful Relationships

These mandated curriculums are delivered through our ASPIRE Program which aims to empower all students across Years 7-12 to become active agents in their own development as learners and as people, to thrive in a global community and be future ready. The Aspire curriculum focuses on the four key areas of Culture, Assessment, Pathways and Wellbeing, which allows teachers to foster positive relationships with students and families through delivering a dynamic program, that ensures both Consent Education and Respectful Relationships are taught in an age-appropriate way.

Further Information and Resources:

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO\)](#)
 - [Assessment of Student Achievement and Progress Foundation-10](#)
 - [Digital Learning in Schools Policy](#)
 - [Students with Disability](#)
 - [Koorie Education](#)
 - [Languages Education](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Holocaust Education](#)
 - [School Hours \(including variation to hours\)](#)
 - [A Whole School Guide to Curriculum Planning](#)
 - [Continua of Practice - Curriculum Planning and Assessment](#)
 - [Consent Education Policy](#)
 - [Respectful Relationships Policy](#)
- This policy is supported by the following resources, those available for the wider school community have links provided:
 - Whole school curriculum plan
 - [Parent Assessment & Reporting Guide](#)
 - Learning programs for each learning area and capability
This incorporates the teaching and learning programs for each year level with each

unit plan/sequence of lessons in student facing OneNote pages collaboratively created and shared by teaching teams to ensure the guaranteed and viable curriculum is delivered consistently

- Year 10 Humanities Holocaust Unit
- Brentwood Observation Framework
- Annual Faculty Action Plans
- Brentwood Statement of Values and School Philosophy [Brentwood Statement of Values and School Philosophy](#)