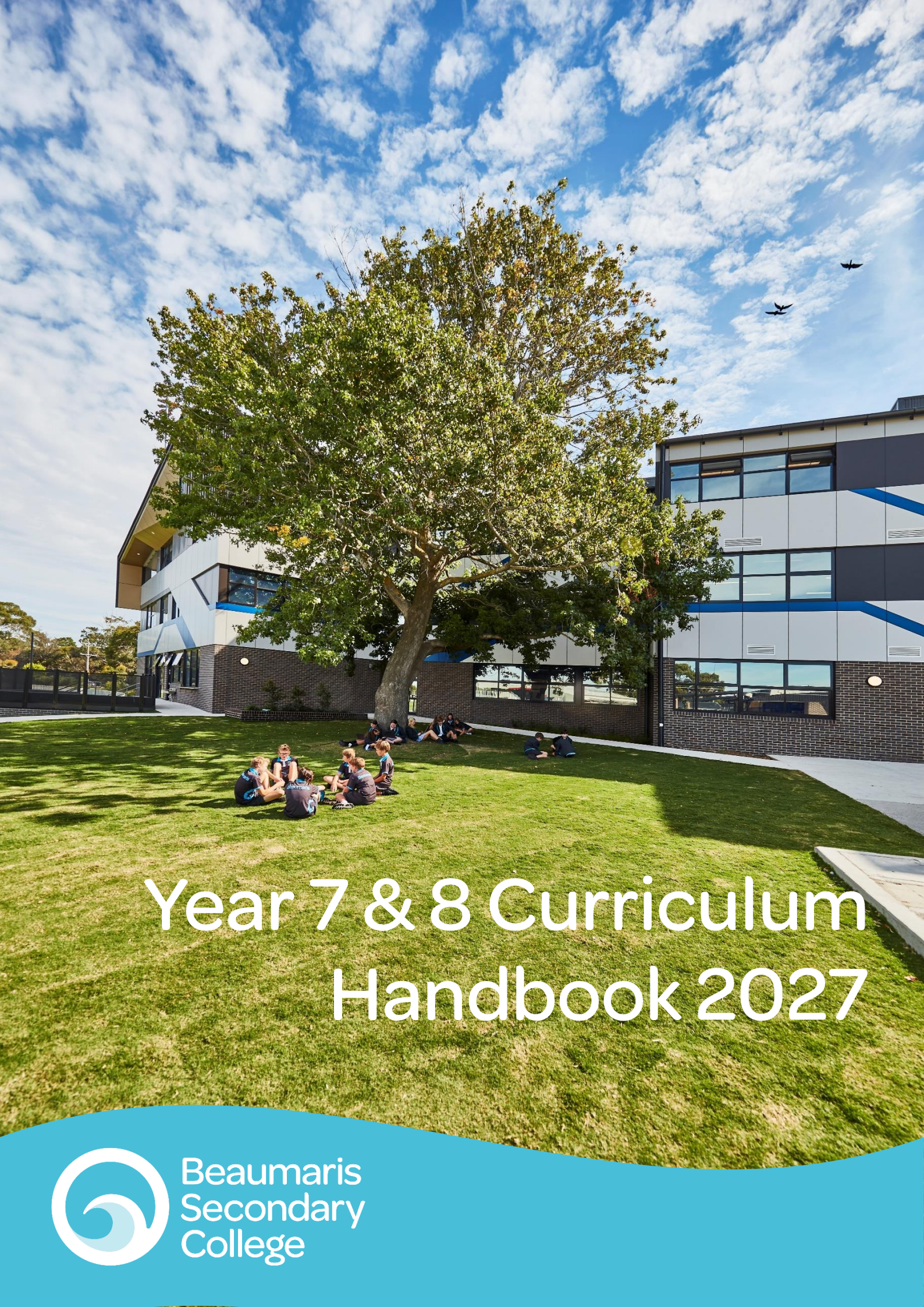




Year 7 & 8 Curriculum Handbook 2027



Beaumaris
Secondary
College

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Vision for Teaching and Learning:

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





Curriculum Overview

Our curriculum is informed by the F-10 Victorian Curriculum 2.0, 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.

At Beaumaris Secondary College, the Understanding by Design Framework developed by Grant Wiggins and Jay McTighe is used to curate the curriculum.

As part of this process, our educators:

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

Teaching & Learning

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

Our approach aligns with the Victorian Teaching and Learning Model 2.0, which emphasizes evidence-informed teaching, high impact instructional strategies and a learning environment that nurtures student agency and engagement.

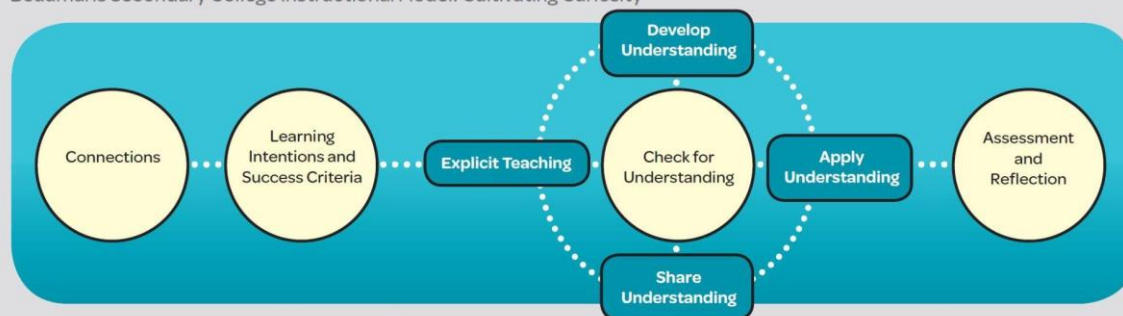
Beaumaris Secondary College

TEACHING AND LEARNING MODEL

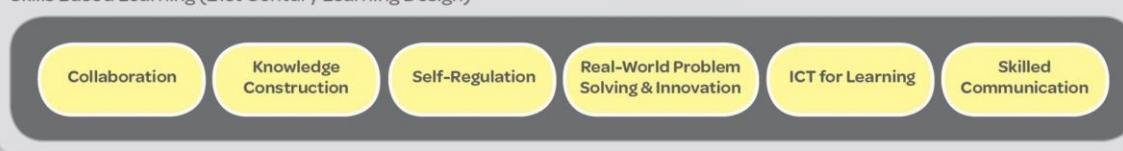
Beaumaris Secondary College Vision for Teaching and Learning:

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

Beaumaris Secondary College Instructional Model: Cultivating Curiosity



Skills Based Learning (21st Century Learning Design)



The Science of Learning and Inquiry

At Beaumaris, teachers use both the science of learning and inquiry-based learning to ensure every student can succeed. Teachers support students to:

- > Break down new information into clear, manageable steps
- > Revisit and practise knowledge over time
- > Use questioning and feedback
- > Build on what students already know

Our Practice Principles encourage explicit teaching, high expectations and the use of evidence-informed strategies.

Project-Based Learning (PBL) then gives students the chance to apply what they know in meaningful ways. Students investigate essential questions, explore real-world problems and develop their creativity, problem-solving and teamwork. We ensure students gain the essential knowledge they need and the confidence to be curious, ask questions, think critically and take ownership of their learning.

Project-Based learning occurs in three key stages:

Inquire

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

Create

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

Showcase

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

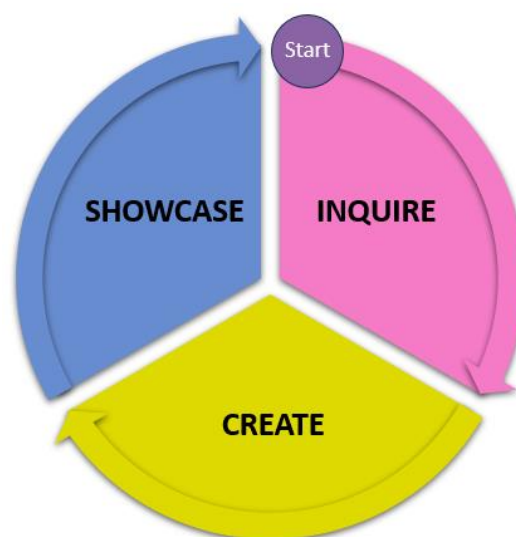
Learning Environment

Physical Learning Spaces

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

Online Learning Spaces

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



Victorian Curriculum Design Process



Curriculum Structure

Year 7 Curriculum

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

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

Year 8 Curriculum

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

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

Learning Area Summary

BEST - Science

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

Communicate and Relate

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

Create Visual

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

Create Performance

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

Healthy Lifestyles

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

Innovate

The Innovate program provides students with an opportunity to foster and establish local and global connections. Innovate is a project-based program where all learning can be incorporated into student-driven projects based on the Technologies curriculum.

Students work on projects collaboratively and individually and share their work in a showcase/expo Innovate night, held each year. 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.



High Abilities

Year 7 students can access programs tailored to their strengths, both internal (such as the High Abilities Wider Knowledge Program, or HAWK) and external (such as the Victorian High Abilities Program). Top performers in literacy and numeracy are generally selected for internal enhancement, while teachers may nominate other students for extension opportunities. HAWK focuses on literacy, with selection based on applications, primary school transition information, and standardised test results. VHAP is an external online program, selected by the Education Department using NAPLAN and Victorian Curriculum data, running once a week for a term in English or Maths. High ability students will also be invited to apply for creative writing workshops, maths and science Olympiads, and Victorian Challenge and Enrichment Series opportunities.

Inclusion

The Department of Education and Training and Beaumaris Secondary College is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. At Beaumaris, inclusive education means that all members of our school community are valued and supported to fully participate, learn, develop and succeed within a safe and inclusive school culture.

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

Literacy Support Program

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

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

Koorie Education

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

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



Home Learning

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

To assist students with developing the skills of self-regulated learning, Home Learning Support is available on Monday and Tuesday afternoons between 3:15 pm and 4:15 pm in Room B13 and is open to all students seeking additional support with their learning or a quiet space to study.

Lunchtime Learning Club is also available to Year 7–10 students several times a week.

Years 7 to 10

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

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

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

How will students document home learning tasks?

Students will choose one of the following platforms:

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

Shared Expectations and Responsibilities

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



Assessment

At Beaumaris Secondary College, assessment is based on a developmental continuum that is aligned to the F-10 Victorian Curriculum 2.0. Assessment and reporting are the ongoing processes of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about students' progress and achievement learning. Using Compass Online Reporting and OneNote, students and parents are provided with timely feedback on students' areas of achievement and areas for improvement.

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

NAPLAN

- > Year 7 and 9

PAT Maths and PAT Reading

- > Administered at the start of the year in Years 7 - 10.

Formative Assessment

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

Summative Assessment

Assessment of learning describes the extent to which a student has achieved the learning goals, including the Victorian Curriculum 2.0 Standards and demonstrates what the student knows and can do. Its purpose is summative learning for reporting to students, parents and the system. It takes place at the end of a unit, a program, a semester or a year of study. At Beaumaris Secondary College, instructional rubrics are used to assess all summative tasks.

Reporting Policy

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

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

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

In addition to Semester Reports, Progress Reports are provided throughout the year. Progress Reports provide students and parents with an indication of students' academic achievement based on assessed classwork and the following three learning behaviours:

- > Approach to learning
- > Collaborating with others
- > Organisation



Student Wellbeing

GOAL Group Program Year 7 – 12

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

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

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

In addition, the GOAL Group aims to support students 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.

During GOAL, students and staff explore the Visible Wellbeing SEARCH Framework to integrate learning and wellbeing in practical ways. Students also participate in wellbeing day activities once a semester based on the theme at each year level.

