PROGRAM GOALS
Brunswick Secondary College aims to provide a vibrant and engaging learning culture. Our first goal is for each student to meet or exceed expected academic progress, but we also have additional goals around the totality of the educational experience. We want every student to complete their BSC experience with pride, self-esteem and a sense of connectedness to our community.

We aim for and value:
- Achievement and growth in each child, in their academic, social and emotional learning
- Rigour, choice and vibrancy in our learning programs
- A strong sense of community which values and celebrates diversity
- Engagement with the wider world, fostering student agency and social responsibility
- A welcoming and warm culture that values and celebrates success
- Student resilience and learner confidence
- Appreciative Inquiry as a method to develop the strengths of individuals and the school as a whole

CURRICULUM
Brunswick Secondary College offers a comprehensive, discipline-based curriculum centred on Victorian Essential Learning Standards in line with the Australian Curriculum (AusVELS). This is complemented by a wide range of specialist subjects and enrichment programs. We believe that a school's academic curriculum needs to be supported by a staged and cohesive social and emotional curriculum. We strive to help our students achieve their best possible results and, more broadly, graduate with the skills, choices and strong personal values needed to live successful and fulfilling lives.

At BSC we are determined to seek, develop and implement best practice curriculum and pedagogy. Both what we teach and how we teach are areas of continual development and improvement.

- We have introduced a new curriculum planning template, which requires the documentation of explicit literacy strategies, learning intentions, success criteria, academic vocabulary, starters, plenaries and strategies for students performing above or below expected level. It is being used by all learning areas. We first used this template in curriculum published on the Victorian Curriculum and Assessment Authority (VCAA) website. It has subsequently spread across the school and is being used by teachers, in teams, to write high quality units of work.
- We are currently developing AusVELS whole-school curriculum scope and sequence documents, according to VCAA samples, to enable an overview across and within learning areas.

BSC also values pedagogical practices that have been shown to have significant positive impact on student outcomes. These currently include:
- A focus on reciprocal teaching in the junior years, with professional learning and in-class modelling and support for Year 7 Science teachers. This program is now extending into all Year 7-9 Science, English and History classes
- Professional learning in the language and literacy of subjects, beginning with Maths and Science, to increase teacher understanding of how language works in their subject area, and how to scaffold student understanding of this language
- e-Learning for differentiation – developing teacher capacity to use ICT to support and extend and purposefully assess students at a range of different levels

Two unique features are:
- An extensive co-curricular program in which students pursue their own interests and aspirations. Students can access new experiences, create new connections, and develop new skills. A valuable extension to our academic curriculum, it provides an opportunity for unbounded learning and a way that students can meet like-minded peers within and across year levels. There is a broad variety of co-curricular activities, some which offer study support, and others enrichment.
- COGS (Community Opportunity Growth Success) classes are timetabled once each fortnight for all students in Year 7-12. These sessions provide a space for the social and emotional learning that is important at every stage of school and specifically target the needs of students at different stages of adolescence. COGS supports the everyday teaching of wellbeing and resilience that occurs in all classrooms.

The school offers:
Select Entry Accelerated Learning (SEAL) program which focuses on enrichment and extension work. Entrance is based on a test and interview.

- English Language centre
- VCAL (Victorian Certificate of Applied Learning) pathway
- International Student Program
- Brunswick Secondary College offers a choice of two languages to VCE level, Italian and Chinese. Language is compulsory yearlong subject in Year 7-9 and a semester subject in Year 10. In 2014 there is one class at Year 9 who is doing an alternative to Language, called LSS (Language and Literacy Skills). This is the final year of providing an alternative to Language.
- Chinese specialism and a focus on Studies of Asia

The school has a drawcard Performing Arts program, offering music, dance and drama through to VCE (Victorian Certificate of Education). Music groups, including a concert band, choir and a number of specialised ensembles, perform regularly at school and community events. In 2013 we held our inaugural whole-school musical theatre production. There is an annual student art exhibition and student media awards night.

REVIEW AND DEVELOPMENT
A rigorous and challenging curriculum is important to our school. We develop and value curriculum that is differentiated and targeted to the needs of our students.

We measure student commitment and effort through a series of eight work practices that are common from Year 7-12. The work practices relate to effective study and organisational skills, and responsiveness to feedback. They are measured four times each year. The work practices provide a common language for parents, students and teachers to discuss and improve the habits that increase student achievement.

We also measure student opinions about teaching. Each teacher at BSC is given feedback twice a year from their students on 17 statements about their teaching practices. Teachers use this information to reflect on and improve their pedagogy.

The school’s curriculum is planned and reviewed in a number of ways:

- A Learning Review is held every four years in which feedback is sought from students, teachers and parents about ways in which we could improve our teaching and learning program. Our last review was conducted in 2012 and resulted in significant change to the structure of lessons and the school day, and development of wellbeing programs.
- The Curriculum Committee provides ongoing review throughout the year.
- Each learning area and school program completes an annual report in which actions, achievements and recommendations for the following year are documented.
- Professional Learning Teams (PLTs) are run each semester in which teams of teachers develop, trial and evaluate strategies to improve student learning outcomes. This information is then shared with peers.
- VCE data is analysed extensively each year and teachers work in teams to reflect on the factors which increase VCE success, and how to embed more of these in their planning and assessment.

Evaluation and Review
This policy will be reviewed annually.

Review Date: 21/05/2015