

POLICY STATEMENT

(This policy framework has been developed from the VCAA Victorian Curriculum F-10 Curriculum Planning and Reporting Guidelines).

“The curriculum defines what it is that all students have the opportunity to learn as a result of their schooling. A high-quality curriculum is not a collection of disconnected items of knowledge rather a set of progressions that define increasing complex knowledge.” (VCAA Victorian Curriculum Revised curriculum planning and reporting guidelines. Pg.6) At Croydon Community School we don’t crowd the curriculum with content, rather we aim to engage students in deep learning in each curriculum area.

The Croydon Community School Curriculum Framework is uncluttered, making it clear what is most important for all students to learn. Each student’s Individual Learning Plan becomes the core of all their learning. It enables teachers to identify learning progression of each student and plan appropriate next steps. In the first instance, our curriculum ensures that every young person is able to develop the foundational knowledge and skills that enable future self-directed learning, social development and active and engaged citizenship. These key elements are also central to the Big Picture Education distinguishers (see below). Secondly, the rise of digital technologies has increased demand for individuals to possess the capacities to access, analyse and synthesise information, transforming information into knowledge.

Reaching a determination about what it is that students should learn is no simple process. The Individual Learning Plan document is not a static design and will be continually adapted to suit the needs of our students and their changing world. Enabling student learning is the role of the school and its teachers, engaging in the learning process is the responsibility of students.

Croydon Community School encourages its students to strive for excellence in all of their endeavours. The school has a goal of a minimum of “one year of growth for one year of input, regardless of starting point”. Our curriculum framework is based on the five Big Picture Education learning goals and their relationship to the Victorian Curriculum.

GUIDELINES

- All curriculum planning and development will be based on BPE and the 12 distinguishers.
- Curriculum development will focus on passion and interest based learning and a broader project-based structure which encourages deep learning.
- Each year level expectation has a clearly defined set of matrices with targeted requirements based on the BPE model and the Victorian Curriculum.
- Consideration is given for accelerated progress through the year level matrices based on student individual ability
- Curriculum planning in Years 7 – 8 will consider a predetermined set of essential learning skills for students to achieve prior to entering into the full Big Picture Education learning model. These essential learning skills will be drawn from the Victorian Curriculum.
- Curriculum planning in the Senior Years (11-12) will take into consideration Graduation portfolio development for tertiary studies entry.
- There is a broad offering of programs to meet the individual interests and graduation plan of students, including: Victorian Certificate of Applied Learning (VCAL), Vocational Educational and Training (VET) and VCE components.
- Where it is not feasible to offer these on campus students will be assisted to access them at appropriate providers, or by distance education.
- The Victorian Curriculum will be accessible for all students from Years 7 to 10 at Croydon Community School and OPTIONS.
- A key focus of the school is the relationship between learning and real-world experiences. The Learning through Internships program (LTI) is the priority approach used to build this relationship.

- Curriculum planning and content will be based on two-year bands of schooling rather than each year level

BIG PICTURE DISTINGUISHERS

Croydon Community School & OPTIONS is committed to educate our students under the Big Picture School model of “One student at a time in a community of learners”. We base our curriculum on the premise that each student has unique interests, needs and abilities that our education program must take into account. The key to achievement lies in fostering students’ individual interests, encouraging their active participation in the learning process and developing the ability to apply knowledge and skills to real life experiences and challenges.

1. Academic rigour: ‘Head, heart and hand’:

- Powerful learning goals are set for each student:
- Quantitative Reasoning
- Empirical Reasoning
- Social Reasoning
- Communication skills
- Improving Personal Qualities

2. Learning in the community

We ‘build-in’ adult world immersion learning. Ideally, each student over 15 years of age, works two days a week in an interest based internship with a mentor from the community on an intellectually rigorous project connected to their learning goals. This is known as Learning through Internship (LTI).

3. One student at a time

Students all have an Individual learning Plan that is based upon their specific interests. It is developed with input from the students, their advisor and parents/carers. It always includes a range individual projects.

4. Authentic assessment

Each term the students exhibit their work to peers, families, mentors and teachers, providing evidence of achievements of their learning goals and reflecting on the process of their learning.

5. Collaboration for learning

Students work in one-on-one or small group learning environments around their interests both inside and outside the school. Through the LTI the community plays an integral role in the education of the students.

6. Learning in Advisory

Students are in an Advisory with up to 17 other students with one teacher advisor for the whole of their secondary education. The teacher advisor manages students’ learning plans and ensures that all learning goals are covered in these plans.

7. Trust, respect and care

One of the striking things about Big Picture Schools is the ease with which students interact with adults. There is a culture of trust, respect and care between students and adults, as well as among students themselves.

8. Everyone’s a leader

In Big Picture Schools, leadership is shared between the principal, staff, students and family and relevant community partners. Opportunities for leadership are provided and created for everyone.

9. Families are enrolled too...

Big Picture schools aim for real family engagement. Parents and families are regarded as essential members of the learning team, starting with the application process, through to learning plan development, exhibitions and graduation.

10. Creating futures

All students are expected to graduate from school to further learning. They are prepared for and connected to opportunities for learning at University and/or TAFE.

11. Teachers and leaders are learners too...

New ideas are constantly required as the learning cycle is constantly being reviewed. Teachers and leaders need to deal with new ideas and learn new ways of working. They need to develop reflective practice and find ways of sharing this learning with others.

12. Diverse and enduring partnerships

A Big Picture School has a strong focus on building and creating external partnerships. These include partnerships with the family, mentors, local councils, businesses, corporations, Universities, TAFEs and other training providers. These partnerships enable students to pursue their learning and achieve their goals.

CURRICULUM DEVELOPMENT

Croydon Community School and OPTIONS will provide at least 25 hours of student instruction and learning time per week and a minimum of 300 minutes per day. This time is not limited to the school day but can include extended commitment outside of school hours linked directly to Individual Learning Plans.

The School Improvement Team (SIT) will determine the structure of the program based on latest research pertaining to effective teaching and learning, how students learn best and involves teachers and students in the development and determination of programs for each year.

The school's Curriculum Plan will also offer:

- Year 11 VCAL
- Year 12 VCAL
- Access to VCE subjects both onsite and off.
- Portfolio entry into tertiary studies
- Accelerated pathways and transitions through the year levels.
- Possibility of vertical streaming of subjects.

(<http://www.vcaa.vic.edu.au/vcal/index.html>)

DET requirements related to the teaching of Physical Education and Sports Education will continue to be implemented as far as annual resources will allow onsite. Student involvement in community-based physical and sport education will be promoted at all times. Languages other than English are not currently taught onsite due to the significantly deficit English skills of the vast majority of students. Expert teachers support students in Quantitative Reasoning (numeracy) and Communication (literacy). Students are assisted to enrol in offsite and/or online courses where they show interest. ESL will be provided when required.

Considerations and advice will be set out regarding the effective use of ICT across the school. Please refer to the school's ICT Digital Technologies (Internet, Social Media, Devices) Policy 2020.

Please see Appendix 1 for a description of the school's curriculum program.

FURTHER INFORMATION AND RESOURCES

Please also refer to the school's:

<https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?CId=68>

- Annual Report Policy
- Assessment, Student Policy
- Data Analysis and Use Policy
- Framework for Improving Student Outcomes Policy
- Koorie Education Policy
- Statement of Values and School Philosophy Policy
- Teaching and Learning Policy

REVIEW CYCLE

The Curriculum Framework was reviewed in 2016, 2019 and will be reviewed in 2022 as part of the school's three yearly review cycle or if DET guidelines change.

Appendix 1

CROYDON COMMUNITY SCHOOL AND OPTIONS CURRICULUM PROGRAM

Students at Croydon Community School and OPTIONS participate in a program which includes Advisory and Electives. In 2019 we are trialling “Grow Your Passion” Electives. This curriculum program has been designed to meet the individual needs of our students and takes into consideration their individual abilities.

The program is based on the five goals of Big Picture Education (BPE):

- Empirical Reasoning
- Quantitative Reasoning
- Communication
- Social Reasoning
- Personal Qualities

The Victorian Curriculum is mapped to the BPE Learning Goals. (See attachments for greater detail)

The Victorian Curriculum comprises:

The Learning areas are:

- The Arts
- The Humanities – Economics & Business, Civics and Citizenship, Geography and History
- English
- Languages
- Mathematics
- Science
- Health & Physical Education
- Technologies

The Capabilities areas are

- Ethics
- Personal and Social
- Intercultural
- Critical & Creative Thinking

Advisory:

Every student is allocated to an advisory with a maximum of 18 students. Each advisory has a teacher advisor and education support advisor to support the class. A key element of the advisory is the development of Individual Learning Plans (ILP) for each student. Further information on ILPs is provided later in the document.

Students spend most of their time in advisory during the week. Students and advisors set goals for each day and each week, identifying specific areas of work whether it be individual projects, community projects and the like. Students identify their individual learning intentions for the day and complete work based on their ILP which is mapped to the Big Picture Education goals. The aim is for students to self-direct their learning under the guidance of advisors. Throughout the advisory time opportunities for group discussions, target explicit teaching and planned learning tasks are included. This allows for a balance of classroom activities throughout each day.

A specific task of the teacher advisor is to map the individual BPE goals to the Victorian Curriculum including working with each student in completing the appropriate year level matrix and along with the individual student mapping tool (see attachments). The Exhibition rubric incorporates the three main aims in the formative assessment. These are to: describe increasing sophistication as a student’s learning progresses, support consistent assessment practices, communicated immediately to intended users,






including family, students and advisors. The rubric is also used each term as a point of reflection for students as they grow through this process.

Attachments:

The following attachments provide greater detail around the links with the Big Picture Education Goals and the Victorian Curriculum, with clear descriptors around the organization of the curriculum for each learning goal and the detail matrices for each year. In the case of the Matrices each student with the assistance of their Advisor maps their progress throughout the year.

VICTORIAN CURRICULUM LEARNING AREAS

The following information is the relationship of the Big Picture Education (BPE) goals with the Victorian Curriculum. Select the link to take you directly to the VCAA website Victorian Curriculum Introductions, Structure & Scope and Sequence.

CCS BPE GOALS	Communication	Social Reasoning	Quantitative Reasoning	Empirical Reasoning	Personal Qualities
Victorian Curriculum Learning Areas					
ARTS	Dance Dance				
	Drama Drama				
	Media Media				
	Music Music				
	Visual Arts Visual Arts				
	Visual Communication Design Visual-Communication Design				
ENGLISH	English				
HUMANITIES		Humanities			
	Civics & Citizenship Civics and Citizenship				
	Economics & Business Economics and Business				
	Geography Geography				
	History History				
MATHEMATICS			Mathematics		
SCIENCE				Science	
HEALTH & PE					Health and Physical Education
LANGUAGES	<i>This is a difficult area given our limited capability to offer languages</i>				Languages
TECHNOLOGIES	Technologies				
	Design and Technology Design & Technology				
	Digital Technologies Digital Technologies				
Victorian Curriculum Capabilities					
	Ethical Ethical Capabilities				
	Critical and Creative Thinking Critical and Creative Thinking				
	Intercultural intercultural				
	Personal and Social Personal Social				

Year 7 and 8: 'On The Path' Matrix



Student Name: _____ Year Level: _____

Below are some of the Big Picture requirements for successfully completing Year 7 and 8. Record the work you complete as the year progresses, and at the end of Term 4 your advisor will sign off on your matrix.

1. Attend 12 excursions for the year:

Date:	Date:	Date:	Date:	Date:	Date:
Activity:	Activity:	Activity:	Activity:	Activity:	Activity:

Date:	Date:	Date:	Date:	Date:	Date:
Activity:	Activity:	Activity:	Activity:	Activity:	Activity:

2. Complete four ILPs for the year:

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Topic:	Topic:	Topic:	Topic:

3. Complete the student mapping tool:

<i>Semester 1</i>	<i>Semester 2</i>
Date of completion:	Date of completion:

4. Read a minimum of two books:

Book:	Book:
Date finished:	Date finished:

5. Participate in Writers Workshop:

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>

6. Contribute to Advisory Projects:

Project:	Project:
Contribution:	Contribution:

7. Write a journal everyday (verified at the end of each term):

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Verified by: _____	Verified by: _____	Verified by: _____	Verified by: _____
Advisor signature: _____	Advisor signature: _____	Advisor signature: _____	Advisor signature: _____

8. Present four exhibitions:

<i>Exhibition 1</i>	<i>Exhibition 2</i>	<i>Exhibition 3</i>	<i>Exhibition 4</i>
Date:	Date:	Date:	Date:

9. Contribute to a Town Hall presentation each term:

Topic for term 1:	Topic for term 2:	Topic for term 3:	Topic for term 4:
Contribution:	Contribution:	Contribution:	Contribution:

10. Complete three rounds of On Demand testing (score and date):

	General	Measurement	Number	Literacy	Spelling
<i>Term 1</i>					
<i>Term 2</i>					
<i>Term 4</i>					

11. Complete KTEA testing:

KTEA score and date:

12. Other Student Data:

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Year 9: 'Leaving to Learn' Matrix



Student Name: _____ Year Level: _____

Below are some of the Big Picture requirements for successfully completing Year 9. Record the work you complete as the year progresses, and at the end of Term 4 your advisor will sign off on your matrix.

1. Attend 10 excursions for the year (at least six must be outside the local area):

Date:	Date:	Date:	Date:	Date:
Activity:	Activity:	Activity:	Activity:	Activity:

Date:	Date:	Date:	Date:	Date:
Activity:	Activity:	Activity:	Activity:	Activity:

2. Complete four ILPs for the year:

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Topic:	Topic:	Topic:	Topic:

3. Complete at least one in-depth project covering all five Big Picture Learning Goals:

Topic:	Completion date:
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4. Read a minimum of three books:

Book:	Book:	Book:
Date finished:	Date finished:	Date finished:

5. Participate in at least one Advisory community service activity or project:

Project:	Start date to finish date:
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6. Write a journal everyday (verified at the end of each term):

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Verified by: _____	Verified by: _____	Verified by: _____	Verified by: _____
Advisor signature: _____	Advisor signature: _____	Advisor signature: _____	Advisor signature: _____

7. Participate in Writers Workshop:

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>

8. Present four exhibitions:

<i>Exhibition 1</i>	<i>Exhibition 2</i>	<i>Exhibition 3</i>	<i>Exhibition 4</i>
Date:	Date:	Date:	Date:

9. Contribute to a Town Hall presentation each term:

Topic for term 1:	Topic for term 2:	Topic for term 3:	Topic for term 4:
Contribution:	Contribution:	Contribution:	Contribution:

10. Complete at least one LTI project:

LTI project:	Business/Location:	Start date to finish date:
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11. Develop your portfolio:

Additions and/or modifications to portfolio:
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12. Complete personal narrative:

Format of narrative:	Completion date:
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13. Complete three rounds of On Demand testing (score and date):

	General	Measurement	Number	Literacy	Spelling
<i>Term 1</i>					
<i>Term 2</i>					
<i>Term 4</i>					

14. KTEA:

KTEA score and date:

15. Other Student Data:

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Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Year 10: 'The Gateway' Matrix

Student Name: _____ Year Level: _____

Below are some of the Big Picture requirements for successfully completing Year 10. Record the work you complete as the year progresses, and at the end of Term 4 your advisor will sign off on your matrix.

1. Complete four ILPs for the year:

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Topic:	Topic:	Topic:	Topic:

2. Complete Occupational Health and Safety (OHS) training: (Plus White Card, Safe Food, First Aid etc)

<i>safe@work General</i>	<i>safe@work Industry</i>				
Completion date:	Completion date:	Completion date:	Completion date:	Completion date:	Completion date:

3. Attend and participate in Polish Day:

Date of attendance:

4. Complete Pathway Interview program:

<i>Industry Research</i>	<i>Job ad</i>	<i>Resume</i>	<i>Letter of Application</i>
Date of completion:	Date of completion:	Date of completion:	Date of completion:

<i>Interview Skills</i>	<i>Interview</i>	<i>Review Feedback</i>	<i>Update Resume and Letter of Application</i>
Date of completion:	Date of completion:	Date of completion:	Date of completion:

5. Complete LTI Matrix:

Date of completion:

6. Complete two LTIs:

LTI project 1:	Business/Location:	Start date to finish date:
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LTI project 2:	Business/Location:	Start date to finish date:
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7. Participate in Writers Workshop:

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>

8. Read a minimum of five books including one autobiography:

Book:	Book:	Book:
Date finished:	Date finished:	Date finished:

Book:	Book:
Date finished:	Date finished:

9. Update Personal autobiography:

Updates made:	Date of completion:
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10. Complete the AddMe program (community service):

Date of completion:

11. TAFE visits/tasters:

Program:	Program:	Program:
Date of completion:	Date of completion:	Date of completion:

12. Identify a possible certificate 1 or 2 course:

Course: Provider:

13. Attend university tours:

University:	University:
Date:	Date:

14. Present four exhibitions:

<i>Exhibition 1</i>	<i>Exhibition 2</i>	<i>Exhibition 3</i>	<i>Exhibition 4</i>
Date:	Date:	Date:	Date:

15. Present Portfolio of work at gateway exhibition:

Date presented:

16. Write letter of application for Year 11:

Date of completion:

17. Contribute to a Town Hall presentation each term:

Topic for term 1:	Topic for term 2:	Topic for term 3:	Topic for term 4:
Contribution:	Contribution:	Contribution:	Contribution:

18. Create a graduation and career plan:

Date of completion:

19. Complete three rounds of On Demand testing (score and date):

	General	Measurement	Number	Literacy	Spelling
<i>Term 1</i>					
<i>Term 2</i>					
<i>Term 4</i>					

20. Complete KTEA testing:

KTEA score and date:

21. Other Student Data:

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Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Year 11: Senior Pathway Matrix

Student Name: _____ Year Level: _____

Below are some of the Big Picture requirements for successfully completing Year 11. Record the work you complete as the year progresses, and at the end of Term 4 your advisor will sign off on your matrix.

1. Complete four ILPs for the year (Include Career Pathway plans, Tertiary Admission research, Time line plan, all plans /goals for meeting VCAL LOs):

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Focus:	Focus:	Focus:	Focus:

2. Participate in family Career Pathway Planning meetings Semester 1 and 2:

Date	Focus

3. Complete Occupational Health and Safety (OHS) training: (Plus White Card, Safe Food, First Aid etc)

<i>safe@work General</i>	<i>safe@work Industry</i>	<i>Unit 1 VCAL WRS Foundation</i>			
Date:					

4. Attend and participate in Polish Day:

Evidence (Eg Photo, reflection)	Date

5. Complete Pathway Interview program (All documents filed in folder):

<i>Industry Research</i>	<i>Job ad</i>	<i>Resume</i>	<i>Letter of Application</i>
Date of completion:	Date of completion:	Date of completion:	Date of completion:

<i>Interview Skills</i>	<i>Interview</i>	<i>Review Feedback</i>	<i>Update Resume and Letter of Application</i>
Date of completion:	Date of completion:	Date of completion:	Date of completion:

6. Attend Beacon and CCS Career Activity Days:

Activity	Evidence (Eg Photo, reflection)	Date

7. Undertake Informational Interviews:

Industry	Business/Location	Name & role of Interviewee	Evidence (Eg Report, photo, reflection)	Date

8. Undertake Shadow Days:

Industry	Business/Location	Name & role of Supervisor(s)	Evidence (Eg Photo, reflection)	Date

9. Complete two LTIs:

LTI project 1:	Business/Location:	Start-finish date

LTI project 2:	Business/Location:	Start-finish date

10. Complete a Structured Workplace Learning placement (absolute minimum of 60 hours in area of passion/career pathway):

Industry	Business/Location	Name of Supervisor & Your Role	Supervisor Report, Reflection, Photo etc	Start-finish date

11. Undertake an RTO Certificate (Minimum 100 hours):

Course	Training provider	Start-finish date

12. Attend Tertiary Institution tours (at least one planned & organised by you):

Institution:	Faculty/Course:	Activity:	Date/Evidence in folder:

13. Participate in Writers Workshop:

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>

14. Read a minimum of six books including one autobiography:

Term One:

Book:	Book:
Genre:	Genre:
Date finished:	Date finished:

Term Two:

Book:	Book:
Genre:	Genre:
Date finished:	Date finished:

Term Three:

Book:	Book:
Genre: Date finished:	Genre: Date finished:

Term Four:

Book:	Book:
Genre: Date finished:	Genre: Date finished:

15. Update Personal autobiography (25 pages minimum for the year):

Updates made:	Date & further plans:
Term 1	
Term 2	
Term 3	
Term 4	

16. Contribute to a Town Hall presentation each term (evidence in folder):

Topic for term 1:	Topic for term 2:	Topic for term 3:	Topic for term 4:
Contribution:	Contribution:	Contribution:	Contribution:

17. Organise two Service/Community activities:

Activity	Your contribution/evidence	Start-finish date

Activity	Your contribution/evidence	Start-finish date

18. Show Leadership/Mentor a younger student:

Activity	Your contribution/evidence	Start-finish date

19. Complete VCAL Learning Outcome Grid for each enrolled unit:

VCAL unit	Semester One progress	Semester Two completion

20. Present four exhibitions:

Date	Focus	
Exhibition 1		
Exhibition 2		
Exhibition 3		
Exhibition 4		

21. Present Portfolio of work at gateway exhibition (Best work, resume, awards, certificates etc):

Date presented:

22. Create a graduation and pathway plan:

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23. Enrol in a certificate course for Year 12:

Certificate:	Training Provider:

24. Submit a Senior Thesis Project proposal for Year 12:

Proposal & approval:

25. Complete three rounds of On Demand testing (score and date):

	General	Measurement	Number	Literacy	Spelling
<i>Term 1</i>					
<i>Term 2</i>					
<i>Term 4</i>					

26. Complete KTEA testing:

KTEA score and date:

27. Other Student Data:

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Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Note: This is only one part of the expectations of every Big Picture Year 11 student

Year 12: Graduation Matrix

Student Name: _____ Year Level: _____

Below are some of the Big Picture requirements for successfully completing Year 12. Record the work you complete as the year progresses, and at the end of Term 4 your advisor will sign off on your matrix.

1. Complete four ILPs for the year (also include Senior Project Thesis, Career Pathway plans, Tertiary Admission research & plans, Time line, all plans /goals for meeting VCAL LOs):

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Focus:	Focus:	Focus:	Focus:

2. Participate in family Career Pathway Planning meetings Semester 1 and 2 (link to VTAC timeline):

Date	Focus

3. Complete Occupational Health and Safety (OHS) training: (Plus White Card, Safe Food, First Aid etc)

<i>safe@work General</i>	<i>safe@work Industry</i>				
Date:					

4. Attend, participate and show leadership at Polish Day:

Evidence (Eg Photo, reflection)	Date

5. Complete Pathway Interview program (All documents filed in folder):

<i>Passion/Industry/ Tertiary Research</i>	<i>Entry Prerequisites for chosen pathway</i>	<i>Portfolio</i>	<i>Resume</i>	<i>Letter of Application</i>
Date of completion:	Date of completion:	Date:	Date:	Date of completion:

<i>Interview Skills</i>	<i>Interview</i>	<i>Review Feedback</i>	<i>Update portfolio & undertake further research if required</i>
Date of completion:	Date of completion:	Date of completion:	Date of completion:

6. Attend and show leadership at Beacon and CCS Career Activity Days:

Activity	Evidence (Eg Photo, reflection)	Date

7. Undertake LTI/Structured Workplace Learning research and secure a placement:

Evidence (Eg Report, work papers)	Date

8. Undertake Informational Interviews:

Industry	Business/Location	Name & role of Interviewee	Evidence (Eg Report, photo, reflection)	Date

9. Undertake Shadow Days:

Industry	Business/Location	Name & role of Supervisor(s)	Evidence (Eg Photo, reflection)	Date

10. Complete two LTIs:

LTI project 1:	Business/Location:	Start-finish date

LTI project 2:	Business/Location:	Start-finish date

11. Complete a Structured Workplace Learning placement (absolute minimum of 60 hours in area of passion/career pathway):

Industry	Business/Location	Name of Supervisor & Your Role	Supervisor Report, Reflection, Photo etc	Start-finish date

12. Undertake an RTO Certificate (Minimum 100 hours):

Course	Training provider	Start-finish date

13. Attend Tertiary Institution tours (at least one planned & organised by you; be aware of Open Day dates):

Institution:	Faculty/Course:	Activity:	Date/Evidence in folder:

14. Tertiary Pathway planning and applications:
(Remember to talk to your family about your choices)

Research relevant courses and institutions (at least 4)	Date & further plans:
1.	
2.	
3.	
4.	
5.	
6.	

Review prerequisites	
Apply via VTAC by end of August	
Complete direct applications	
Apply for scholarships	
Prepare relevant portfolios	
Prepare for interviews	
Access & practise entry tests	

15. Participate in Writers Workshop:

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>

16. Read a minimum of nine books including one autobiography:

Term One:

Book:	Book:
Genre:	Genre:
Date finished:	Date finished:

Term Two:

Book:	Book:
Genre:	Genre:
Date finished:	Date finished:

Term Three:

Book:	Book:
Genre:	Genre:
Date finished:	Date finished:

Book:	Book:
Genre:	Genre:
Date finished:	Date finished:

Term Four:

Book:	Book:
Genre:	Genre:
Date finished:	Date finished:

17. Update Personal autobiography (75-100 pages minimum for the year):

Updates made:	Date & further plan:
Term 1	
Term 2	
Term 3	
Term 4	

18. Undertake a Senior Project Thesis:

Submit a Senior Thesis Project proposal:	Date & approval:
Progress check	
Progress check	
Progress check	
Completion	

19. Contribute to a Town Hall presentation each term (evidence in folder):

Topic for term 1:	Topic for term 2:	Topic for term 3:	Topic for term 4:
Contribution:	Contribution:	Contribution:	Contribution:

20. Organise (autonomously/minimum teacher help, in a team, to completion) two Service/Community activities. At least one must include a link to a community organisation.

Activity 1:	Your contribution/evidence	Start-finish date

Activity 2:	Your contribution/evidence	Start-finish date

21. Participate and support others in the running of two additional Community activities:

Activity	Your contribution/evidence	Start-finish date

25. Present Portfolio of work at Graduation Exhibition (Best work, Senior Project thesis, resume, awards, certificates etc):

Date presented:

26. Confirm pathway plan:

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Note: This is only one part of the expectations of every Big Picture Year 12 student

LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

[HTTP://bigpicture.org.au](http://bigpicture.org.au)

<http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>

<http://www.education.vic.gov.au/studentlearning/curriculum/year10to12.htm>

<http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm>

<http://www.vcaa.vic.edu.au/vce/>

<http://www.vcaa.vic.edu.au/vcal/index.html>