



BUNBURY REGIONAL COMMUNITY COLLEGE

Reviewing Student Progress Policy



| | |
|---|----------|
| Contents | |
| Purpose | 3 |
| Scope | 3 |
| Definitions | 3 |
| Policy | 4 |
| Applicable Legislation | 6 |
| Policy Review Date | 6 |
| Contact BRCC | 6 |
| Appendix 1 Big Picture Education School Network WA | 7 |



Purpose

Under *Registration Standards and Other Requirements for Non-Government Schools*, the Governing body (“the Board”) is held accountable for the development and implementation of effective processes to plan for, monitor, and achieve improvements in student learning.

As a Curriculum and Re-engagement in Education (CARE) School, BRCC enrolls students who face barriers to their learning in mainstream environments and who are at educational risk. The students are enrolled from a referral to the College by their existing school. To meet the requirements of providing a satisfactory standard of education, BRCC works to achieve improvement for every student through the use of Individual Education Plans (IEPs) and Big Picture Learning.

This policy provides information on how BRCC undertakes and analyses student learning and progress which is reported to the Board as part of the Principal’s Report at Board meetings. These reports enable the Board to carry out its responsibility in relation ensuring students demonstrate progression and achievement, and that BRCC stays committed to continuous improvement and engaging students in learning.

Scope

This policy is applicable to Bunbury Regional Community College.

Definitions

Advisory is a small learning community of around 17 students with one consistent teacher.

Big Picture Learning is a frame for personalising learning in secondary school that puts students at the centre of decisions around what, how, and when they learn and is underpinned by the philosophy of ‘One student at a time in a community of learners’. The Big Picture design for learning is based on research that shows that we learn best when we are personally motivated.

CARE School is a school established and registered solely for the education of students at educational risk.

Educational Risk a student is at educational risk if he/she is of compulsory school age but unable to participate in mainstream schooling due to one or more of the following reasons:

- Is disengaged as evidenced by persistent non-attendance or a failure or refusal to enrol.
- Experiences learning difficulties or disadvantages that cannot be effectively catered for by a mainstream school.
- Is affected by life risk factors including domestic violence, abuse, homelessness, transience, addiction, chronic ill-health, or pregnancy.
- Is subject to a Children’s Court Order.
- Is the subject of a Responsible Parenting Agreement covering school attendance.
- Is a persistent or serious juvenile offender.

Individual Education Plan (IEP) sets out a student’s individual learning goals, support needs and services to be provided which:

- (a) is developed in consultation with the student and his or her parents/carers;
- (b) contains sufficient information, milestones, and detail to guide all staff working with the student;



- (c) may have an explicit focus on literacy and numeracy skills; social skills; emotional and behavioural regulation skills; health and wellbeing skills and/or physical skills;
- (d) records regular assessment and evaluation of student progress and achievement of identified outcomes and targets;
- (e) stipulates a commencement date, monitoring dates and review dates; and
- (f) is reviewed and revised at least twice each school year.

Out-learning allows young people to test out their interests while still at school and helps them to develop communication skills with a variety of adults.

Policy

Context

BRCC offers a full-time alternative education programme under the *School Education Act 1999 (WA)* and complies with Standard 1.3(b) of the [Registration Standards for Non-Government Schools](#) by providing a programme of study that meets the needs of each student through an Individual Education Plan. Underpinning our programme is the principle that each student has a unique set of interests, needs and capabilities around which personalised learning can take place.

BRCC provides learning outcomes for every student through the use of Individual Education Plans (IEPs) and the Big Picture Learning Design. Students work towards obtaining the International Big Picture Learning Credential (IBPLC) which is an education passport awarded to all senior students on pathways to employment, training, and university. The IBPLC recognises a wider range of capabilities, skills, and qualities than traditional end-of-school assessment systems. Year 11 and 12 students can graduate from Big Picture Schools with this innovative new credential that is a non-ATAR pathway to employment, training college or university.

While each student is unique with their own set of passions and capabilities, they are not alone. They are supported by a network of peers, advisory teachers, expert mentors, and family. Students move through the education years in an advisory group with the same teacher each year. This provides the student with consistent care and support on their education and re-engagement journey at BRCC.

BRCC prepares students for opportunities beyond school with an emphasis on relevance and real-world learning. Our students combine academic work with real-world internships, and out learning, use their head, heart, and hands to explore their world, and plan their own pathways to future employment, study, or business opportunities.

The Big Picture Education design for learning is a frame for personalising learning in secondary school. Research shows that we learn best when we are personally motivated.

1. Students are at the centre of our educational design

We say to students ‘Who are you? What matters to you?’ ‘What do you want to learn about?’ rather than ‘Here is a curriculum that everyone must do.’ Students decide what avenues of learning to pursue, and they each develop a Personalised Learning Plan. They then do projects and internships based around their interests. Students develop skills around time-management, goal-setting, planning, research, and presentation, while developing vital skills for life.



2. **Out-learning connects students to community and to the world of work.** While other educational designs offer work experience for a week or two throughout the year, our students 'out-learn' every week of the year. 'Out-learning' allows young people to test out their interests while still at school and helps them to develop communication skills with a variety of adults. From Year 10 onwards, students do in-depth internships with external mentors who share their interests, in workplaces, community organisations, or universities. This strategy enables students to plan their future pathways and to build the networks they will need to pursue their interests after leaving school.
3. **A new assessment regime.** Throughout their education, assessment is via Portfolio and Exhibition. Students collect samples of their work in hard copy or digital portfolios and explain the results of their learning throughout the term and link it back to their Learning Plan. Students are measured by the quality of their individual work and how this work has changed them, rather than being ranked against 'norms'. This approach also allows students to identify and reflect on their strengths and to incorporate other skills in creative arts and digital media production into their work.
4. **New Pathway: The International Big Picture Learning Credential.** Year 11 and 12 students graduate from Big Picture schools with an innovative new credential that is a non-ATAR pathway to employment, training college, or university. The International Big Picture Learning Credential is warranted by the University of Melbourne's Assessment Research Centre, and it recognises a wider range of capacities, skills, and qualities than traditional end-of-school assessment systems.
Student achievements are represented in an interactive Learner Profile that combines academic results with personalised insights into the learning and work of students. It unlocks entry to over 18 universities around Australia (this equates to over 40% of universities in Australia) with whom Big Picture has negotiated partnerships, and it provides employers with rich evidence of a student's character, performance levels and knowledge..
For more information about the IBPLC see <https://www.bigpicture.org.au/what-international-big-picture-learning-credential> ; [International Big Picture Learning Credential - Learning Goal achieved at Performance Level 1 \(20 credit points at Level 1 per Learning Goal\) - TASC](#)
5. **Wellbeing and positive relationships** In addition to achieving good learning outcomes, it is being shown again and again in Big Picture schools that the Big Picture learning design also functions as a major 'wellbeing strategy' that bolsters confidence, sense of self, and sense of community. A significant part of this can be attributed to the focus on 'relationships'. In the Big Picture system known as 'Advisory', (a small learning community of around 17 with one consistent teacher), each student feels 'known' supported and respected.
6. **Our goal.** Our goal is to help more young people who struggle in mainstream education to access learning in a style that nurtures them so that by the time they leave school, they will have:
 - done meaningful work in areas of great personal interest
 - made a contribution to their community
 - developed the inner confidence and the networks to go out into the world and succeed.

The BRCC Board is committed to providing the students with the best education outcomes possible for them, and to continue to reengage students in learning. The Board analyses student learning, improvement, and progress, along with monitoring for improvement in student attendance, to ensure that BRCC continues to deliver a



programme that provides satisfactory education outcomes for our student cohort. The Board speaks directly to the Principal at each Board Meeting with reference to the information provided in the Principal's Report.

The Board annually reviews how the current delivery programme is meeting the students' needs and education outcomes. To this end the Board is committed to assessing possible amendments and additions to the current programme used and to the way BRCC delivers education, in order to implement any changes in the future that may provide better outcome for the students.

Applicable Legislation

School Education Act 1999

School Education Regulations 2000

School Curriculum and Standards Authority Act 1997

Policy Review Date

This policy is due for review annually.

Contact BRCC

Web <http://www.brcc.org.au/contact/>

Email admin@brcc.org.au

Phone 6724 6971

Bunbury Campus: Level 1/16 Victoria Street, Bunbury

Busselton Campus: 50 Albert St, Busselton WA 6280

| Approval Process | New Policy or Amendment | Minor Amendment or Review |
|-----------------------------------|-------------------------|---------------------------|
| <i>First Approved</i> | December 2016 | Review |
| <i>Reviewed</i> | May 2022 | |
| <i>Endorsed by Principal</i> | June 2022 | |
| <i>Endorsed by Director</i> | June 2022 | |
| <i>Governing Council Approval</i> | June 2023 | |
| <i>Next Review</i> | May 2023 | |



Appendix 1 Big Picture Education School Network WA

- Manjimup Senior High School
- Thornlie Senior High School
- Rockingham Montessori School
- Kalumburu Remote Community School
- Halls Head College
- Yule Brook College
- Ngaanyatjarra Lands School
- Sevenoaks Senior College
- Esperance Anglican Community School
- Leonora District High School
- Bunbury Regional Community College
- Roebourne District High School
- Karratha Senior High School
- Kiara College

[Big Picture Education school network | Big Picture Education Australia](#)

