



BRIGHTON
SECONDARY COLLEGE

SELECT ENTRY ACCELERATED LEARNING HANDBOOK



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ACCELERATED LEARNING PROGRAM

INTRODUCTION

This booklet outlines courses planned for 2019. Its purpose is to provide parents and students with an overview of our total course structure and description for the College's Accelerated Learning Program.

The Accelerated Learning Program is designed specifically to cater for the needs of students with above average intellectual skills and creativity. It differs from the mainstream program by providing:

- a faster paced curriculum which is non-repetitive;
- the opportunity to work with more abstract, complex and in-depth course material, and
- a learning environment which emphasises working co-operatively with students of similar abilities and interests.

In addition, special classroom provisions for students will include:

- Access to advanced and more complex content beyond the prescribed content.
- Opportunities to progress to abstract concept levels and use higher-order thinking skills and cognitive processes.
- A focus on open-ended and experiential tasks which require advanced enquiry.
- Encouragement to develop new products that challenge existing ideas.
- The provision of challenges as the major learning focus in the classroom.
- Tasks that stimulate the imagination, imagery and spatial abilities.
- Opportunities for study design and research, problem seeking and solving to promote a sophisticated level of student directed learning.
- Emphasis on organisational, research, team work and communicative skills to better support the student in understanding the demands of the curriculum.

The Accelerated Learning Program curriculum has been designed to enable our students to undertake VCE units from the beginning of the fourth year of the program. Higher Education Studies offered by universities and the Victorian Curriculum and Assessment Authority (VCAA) **are expected** to form part of the student's Year 12 program. The Accelerated Learning Program provides an exciting and challenging curriculum for capable students. We look forward to working with students and parents to ensure its success.

If, after reading this booklet, you require any additional information, please forward an email to brighton.sc@edumail.vic.gov.au with "SEAL program" as the subject. Alternatively, you can contact the school by phone on (03) 9592 7488.



ACCELERATED LEARNING PROGRAM OVERVIEW

STATEMENT OF AIMS

The central aim of the program is to provide educational experiences of an appropriate type and quality for that group of children identified through the selection procedures as having exceptional academic ability. These students are capable of high academic performance and will benefit from an accelerated and enriched learning program.

It is expected that students who participate in the program will have exhibited learning and performance outcomes superior to that of their counterparts in the mainstream cohort at primary school. It is also expected that students will demonstrate appropriate performance as prescribed by the Victorian Curriculum Essential Learning Standards (Vic. Curric.).

RATIONALE

The program is directed at students who are capable of outstanding academic achievement. Students in the program are expected to complete their secondary education in six years, with the inclusion of a Higher Education Study in their final year of schooling.

A greater emphasis on learning methods involving independent learning and extensive research is used, and students are encouraged to work more independently.

STRUCTURE OF THE PROGRAM

Students remain as a group for all core subjects (like all other Year 7 students) but will join other students for blocked studies such as Physical and Sport Education (PASE).

In the third year of the program, students continue core studies in their SEAL group, and also have the opportunity to select from a number of elective subjects.

At the commencement of the fourth year, students will have the opportunity to study VCE units relevant to the SEAL strand they are studying. In the following year students will undertake a full VCE program and have the opportunity to continue with either one or two Unit 3/4 studies, depending not only on the successful completion of Unit 1/2 studies in the previous year, but also on the level of academic performance in those units.

PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Students in the Accelerated Learning Program will be expected to participate in the College's co-curricular programs such as academic competitions at national and state levels, school debating, instrumental music ensembles and bands. Students will also have the opportunity to participate in leadership and mentoring programs such as the Student Representative Council (SRC) and peer counselling.

Pathways at this stage of the program will be determined by performance, as evidenced in the student process and end-of-semester reports. Success in the program depends on both ability and commitment.

NOTE: Continued high achievement is necessary for students to remain in the program. The school reserves the right to place students in more appropriate settings if academic performance in the program is not satisfactory.



CURRICULUM STRUCTURE

STUDENTS HAVE THE OPTION OF APPLYING FOR ONE OF THREE DISTINCT SEAL STRANDS:

- ENGLISH, LITERATURE & HUMANITIES ENHANCED STUDY - ELHES
- INNOVATION AND ENTERPRISE - I & E
- SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS - STEM

The Department of Education requires that all schools provide a comprehensive curriculum. Students in the accelerated program study the core subjects of English, Maths, Science, Humanities, for the first 4 years. Languages and Physical Education from Year 7 to 10 are also an integral part of the curriculum. Subjects from the Arts and Technology area of the curriculum will be studied for one semester only. In this way students have access to subjects which will broaden their general range of skills and knowledge.



ENGLISH, LITERATURE & HUMANITIES ENHANCED STUDIES (ELHES)

The English, Literature & Humanities Enhanced Studies strand is a select entry program designed to encourage students with strong literacy skills to pursue excellence in these fields. Students will find themselves absorbed in an environment that fosters and inspires a love of literature, of learning and a high proficiency of writing.

Students will be exposed to a broad range of literary texts that will extend their reading beyond teenage fiction into modern and classical literature. They will engage with other like-minded students to build a repertoire of literary experiences, and develop their analytical and creative writing skills to enhance their future studies of English, Literature and the Humanities.

Students will have the unique opportunity of undertaking creative electives specifically tailored to increase their access to learning of the creative arts and academic fields to enhance their creative, analytical and academic aspirations. They will also have the opportunity to attend sessions at the Melbourne Writer's Festival, craft responses for various writing competitions and showcase their work in Brighton Secondary College's Highlights newsletter and website.

This strand will appeal to, and cater for, students who have a love of literature and creative and analytical sensibilities. They love to write and have vivid imaginations. They like reading challenging texts and seem mature beyond their years in the insights they demonstrate.

Providing students meet the requirements of strand, they will have the opportunity to accelerate into a partial VCE program from Year 10 in the areas of Literature, History and Global Politics as detailed on page 18 & 19.



INNOVATION & ENTERPRISE - (I & E)

The Innovation and Enterprise select entry strand of the SEAL program is designed for students who have a curious disposition, enjoy critical thinking, problem solving and decision making. They are excellent communicators, enjoy a collaborative approach and apply a global context to their thinking.

This strand would be ideal for any student interested in and engaged by entrepreneurial thinking and behaviours. Ideally we would be seeking students who are academically strong but perhaps don't have a particular academic passion or goal.

This strand would suit the child that always asks "Why?" or who sees you doing something and proposes alternative approaches- "Why aren't you doing it this way?" or "Wouldn't it be easier/faster/safer to do it that way?" The program would suit the child who often says "Do you know...?" and "Can I have a go at..." and "But what if..." They may be the child who always has a great business idea or plan and is always thinking about a new scheme or strategy to make money! They may also have a strong interest in social justice issues and facilitating change. They are the entrepreneurs, negotiators and dynamic leaders of the future.

Students selected into this strand would be strong readers and writers, competent but not necessarily highly talented mathematicians, have the patience to conduct research; they should be able to set goals and put processes in place to achieve them. Students should be flexible and not driven by finding the "right" answer; they should be resilient and open to learning through exploration and error.

These students are creative, adaptable and resourceful. Students will have the opportunity to apply their creativity and research skills in a variety of contexts including the specialist semester subjects Marketing & Branding, Business Studies and Advertising

Providing students meet the requirements of the program, they will have the opportunity to accelerate into a partial VCE program from Year 10 in the areas of English, Economics, Business Management and General Mathematics as detailed on page 18 & 19.



SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS - (STEM)

The Science, Technology Engineering and Mathematics SEAL strand is designed for students whose passion clearly lies in the Mathematics and Science areas. Engagement in STEM subjects helps students develop problem-solving, critical thinking, and leadership skills. The program of study focuses on the application of the subjects in a challenging and rigorous manner. Students benefit from STEM by learning about innovation and further developing their problem-solving skills. Integrative STEM develops in students the knowledge, understanding and skills needed to actively contribute to society and influence scientific developments through innovation, both now and in the future.

Students selected for this strand of SEAL take responsibility for his/her learning and when something isn't clear take whatever steps necessary to clarify the concept or problem. These students are very active learners who enjoy seeking solutions to challenging problems. They use mathematics with self-assurance and are prepared to take risks with mathematical concepts and strategies. These students also demonstrate an extensive interest in science and are able to relate that knowledge base to new problems and topics. They are able to comprehend abstract concepts, support thinking with logical reasoning and view problems in a holistic manner. Students typically show confidence in the use of science processes and a willingness to take risks in advancing scientific explanations and posing questions. They are also able to grasp mathematical concepts and strategies with good retention, and relate mathematical concepts within and across content areas and real life situations.

These students will have the opportunity to apply their advanced analytical skills as well as their deductive and inductive reasoning in their specialised semester subjects which include Coding/Robotics and Solar Challenge Design and Application.

Providing students meet the requirements of the program, they will have the opportunity to accelerate into a partial VCE program from Year 10 in the areas of Mathematical Methods 1 & 2, Physics 2 and Biology 2, as detailed on page 18 & 19.

SEAL PROGRAM CURRICULUM STRUCTURE

SEAL PROGRAM CURRICULUM STRUCTURE - YEARS 7 AND 8

All core studies within all SEAL Strands (outside of the accelerated areas) will involve some degree of enhancement.

WHOLE YEAR STUDIES (PERIODS PER WEEK)

ENGLISH (Accelerated in ELHES and I&E Strands with catering food)	MATHEMATICS (Accelerated in STEM)	SCIENCE (Accelerated in STEM)	HUMANITIES (Accelerated in ELHES and I&E Strands with catering food)	LANGUAGES (French or Japanese)	PHYSICAL & HEALTH EDUCATION	PHYSICAL & SPORT EDUCATION (PASE) (May include interschool sport)	24
4	4	4	4	3	3	2	

ALL STRANDS COMPLETE: SEMESTER UNITS (TWO PER SEMESTER)

ELHES COMPLETE:

YEAR 7	Food Technology	Art	Creative Writing	Media
YEAR 8	Music	Design Technology	Creative Writing 2	Dramatic Art

I & E COMPLETE:

YEAR 7	Food Technology	Art	Drama	Entrepreneurship
YEAR 8	Music	Design Technology	Business Studies	Visual Communication Branding and Marketing

STEM COMPLETE:

YEAR 7	Food Technology	Art	Drama	Coding
YEAR 8	Music	Design Technology	Solar Challenge 1 Design	Solar Challenge 2 Design

30 LESSONS

SEAL PROGRAM CURRICULUM STRUCTURE - YEAR 9

As part of the middle years of the SEAL program, students continue to be integrated with their year level peers, through the elective program.

LOTE is no longer a compulsory part of the program. Students who wish to continue to study a language can do so by choosing it as an elective.

Acceleration and Enhancement in respective core areas as per Year 7 and 8.

WHOLE YEAR STUDIES (PERIODS PER WEEK)

ENGLISH	MATHEMATICS	HUMANITIES	SCIENCE	PHYSICAL EDUCATION	21
5	5	5	4	2	

SEMESTER UNITS

HEALTH (SEMESTER 1)	EXTENDED ENQUIRY (SEMESTER 2)	3
ELECTIVES: Students complete two elective subjects per semester, each one semester in length, chosen from the mainstream elective group. PLEASE SEE YEAR 9 HANDBOOK FOR MORE INFORMATION. The year 9 STEM elective is not available to SEAL STEM students.		3 + 3
		30 LESSONS

SEAL PROGRAM CURRICULUM STRUCTURE - YEAR 10

ELHES COMPLETE:

ENGLISH LITERATURE (UNITS 1 & 2)	GLOBAL POLITICS (UNIT 1) & HISTORY (UNIT 2)	MATHEMATICS	SCIENCE	20
5	5	5	5	

I & E COMPLETE:

ENGLISH YEAR 10 & ENGLISH LANGUAGE (UNIT 2)	BUSINESS MANAGEMENT (UNIT 1) & ECONOMICS (UNIT 2)	MATHEMATICS YEAR 10 & GENERAL MATHEMATICS (UNIT 2)	SCIENCE	20
5	5	5	5	

STEM COMPLETE:

ENGLISH	HUMANITIES	MATHEMATICAL METHODS (UNITS 1 & 2)	PHYSICS (UNIT 1) & BIOLOGY (UNIT 2)	20
5	5	5	5	

ELECTIVES:

ELECTIVES: Students complete two elective subjects per semester, each one semester in length, chosen from the mainstream elective group. PLEASE SEE YEAR 10 HANDBOOK FOR MORE INFORMATION.	5 + 5
30 LESSONS	



INSTRUMENTAL MUSIC

Instrumental Music is a compulsory component of the Year 7 SEAL program. Lessons are conducted once per week with a highly qualified instrumental music teacher. Lessons are timetabled on a rotating roster so students do not miss the same scheduled classroom subject each week. In addition to their weekly instrumental lesson, students take part in the band program. Bands rehearse once a week at lunch time or after school. Students are encouraged to become involved in more than one band or ensemble.

SEAL students select from a range of instruments including Saxophone, Flute, Clarinet, Trumpet, Trombone, Cello, Violin, Viola, Double Bass and Bass Guitar. The charge for instrumental music is included in Year 7 SEAL Essential Learning Charge, however please note, that any hiring of instruments will incur an additional charge. Students wishing to continue instrumental music in Year 8 SEAL may do so as an optional learning item which will incur an additional charge.



ACCELERATION INTO VCE

Students in all SEAL Strands begin their VCE acceleration during year 10. The particular VCE units are Strand dependent and cannot be changed. By the end of year 10, students should have completed 4 VCE units.

The end of semester report needs to show that in a particular subject the student has obtained a 'S' for the unit and attained a 3 or 4 on the majority of the 7 Learning Attributes on the final process report for the semester. In addition, on all assessment tasks in Units 1 & 2 studies, students must achieve a 'B' Grade or higher, including end of semester examination grades.



PROGRESS REVIEW

Successful enrolment into the SEAL program does not secure an ongoing place in the program. All students undertaking the program will be reviewed twice a year to ensure that they are able to successfully meet the expected standard across the areas of acceleration in each of the respective Strands.

ELHES

Students in the ELHES strand must demonstrate that they are 6 months to a year ahead in both English and Humanities. Students must also be receiving at least 3's and 4's in the 7 Learning Attributes in the accelerated subjects.

I & E

Students in the I & E strand must demonstrate that they are a minimum of 6 months ahead in English, Maths and Humanities. Students must also be receiving at least 3's and 4's in the 7 Learning Attributes in the accelerated subjects.

STEM

Students in the STEM strand must demonstrate that they are 6 months to a year ahead in both Maths and Science. Students must also be receiving at least 3's and 4's in the 7 Learning Attributes in the accelerated subjects.

Each year students' progress will be reviewed initially after the publication of the term 1 process report. If a student's Process Report is not reflecting the expected level of the relevant capabilities, a letter will be sent home outlining any progress concerns, followed by a meeting with the student and the SEAL Coordinators. After the completion of the first semester report, if a student is not performing to the standards as outlined above, they will be asked to attend an interview, with their parents in early term 3 so as to address concerns and outline strategies that can be adopted to improve their progress.

A final review will occur in late term 3 after the publication of the second process report, in close consultation with the student's teachers. If a student's progress is deemed satisfactory there will not be any further communication. If a student is not meeting the expected standard, a final meeting will be organised with the SEAL Coordinators, the student and their parent to discuss possible options as to how best move forward for the following year. This will inevitably include the possibility of the student moving into mainstream classes.

Please note that it is the parent's responsibility to closely monitor all student's work requirements on compass, to communicate with the respective teachers if they have any concerns and to attend both Teacher and Parent and Student (TAPAS) Conferences throughout the year.

PROGRESS REVIEW TIMELINE

IF RESULTS ARE BELOW THE EXPECTED STANDARD AS OUTLINED ABOVE FOR AN ACCELERATED STUDENT

- **Term 1** - Process Report - letter sent home & meeting with student
- **Early term 3** - First semester report - meeting with student and parent
- **End of term 3** - Second Process Report & teacher consultation - meeting with student and parent. May result in student moving back into mainstream.



OVERVIEW OF VCE STUDIES

Note: This is a sample of subjects offered in the past. Changes may occur in any given year (i.e. subjects may be added or deleted due to class numbers, teacher availability and/or availability of resources).

VCE UNITS - 5 PERIODS PER WEEK AT YEAR 11 AND YEAR 12

- Year 11 Students - 6 subjects per semester
- Year 12 Students - 5 subjects per semester

VCE UNITS 1 - 4

English

- English
- English Language
- EAL
- Literature

Languages

- Japanese
 - French
- Languages studied at external venues*

Mathematics

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Health and Physical Education

- Physical Education
- Health & Human Development

Science

- Biology
- Physics
- Chemistry
- Psychology

The Arts

- Drama
- Visual Communication Design
- Studio Arts
- Media
- Music

Humanities

- Accounting
- Business Management
- Economics
- Global Politics
- History
- Legal Studies

Technology

- Product Design and Technology (Wood)
- Food Studies



SEAL APPLICATION PROCESS

Students will be required to sit an exam early term 2 conducted by Edutest. All applicants will be required to nominate the preferred SEAL strand. Each strand will include an additional test for all students. Any student who has sat the Edutest elsewhere and shortlisted for an interview at Brighton Secondary College will complete the additional test on the day of the interview.

Registration for the exam is completed online which can be accessed on the Brighton Secondary College website. Both tests will occur on the same day. Successful candidates will be shortlisted for an interview.

Whilst student preferences for a particular SEAL strand will be taken into consideration, the college reserves the right to offer a place in a SEAL strand where we believe the student will be best suited.

Please note NO alternative testing dates are available.

Language choice for each strand will be determined by the college.

Please be aware that in line with DET zoning requirements, all SEAL students must reside in the college zone upon commencement.



2022 SEAL INTAKE SCHEDULE

Online applications open

February 2021.

Information Evening

Wednesday 31st March at 6:00pm.

Applications closing date

Friday 23rd April 2021.

Testing Day at Brighton Secondary College

Saturday 1st May 2021 at 9:00am (in the Performing Arts Centre).

Please arrive at 8.30am.

Students should bring grey lead pencils and eraser (in a clear bag) and morning tea.

Parents are not permitted in the examination room at any stage.

Ample parking is available on Marriage Road.

Results released

Early May - shortlisted students notified by mail.

Interviews for shortlisted students

Mid to end of May

First round offers to successful students

Late August - specific date TBC

For further information regarding the SEAL Program at Brighton Secondary College, please visit the College website:
www.brightonsc.vic.edu.au

Lee Angelidis and Kaye Sentry
SEAL Program Coordinators



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