

# ***BIG PICTURE LEARNING AT CCSC***

FIND YOUR PASSION, CREATE YOUR PURPOSE

**Big Picture**  
EDUCATION AUSTRALIA



CENTRAL  
COAST  
SPORTS  
COLLEGE

# ***OUR VISION***

FOREVER INSPIRING

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# ***OUR MISSION***

TO DEVELOP A COMMUNITY OF CONFIDENT  
AND HEALTHY YOUNG PEOPLE THROUGH  
SPORT, INNOVATIVE EDUCATION AND  
REAL LIFE OPPORTUNITIES

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# ***OUR PILLARS***

K-6  
WALKER  
LEARNING

7-12  
BIG  
PICTURE

K-12  
SPORT  
CURRICULUM

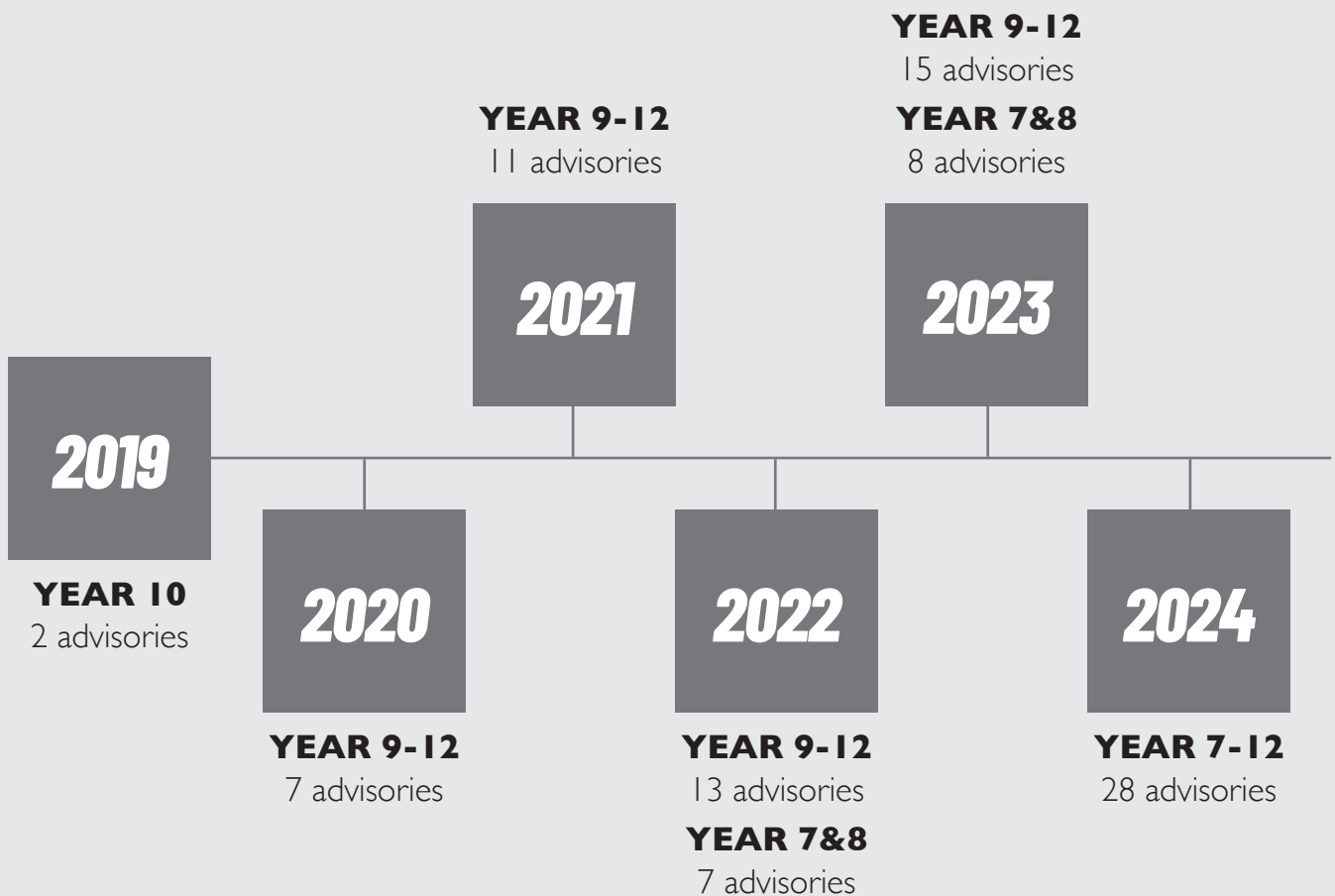
K-12  
LEADER  
IN ME

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# ***OUR VALUES***

EXCELLENCE | RESPECT | INTEGRITY | COURAGE

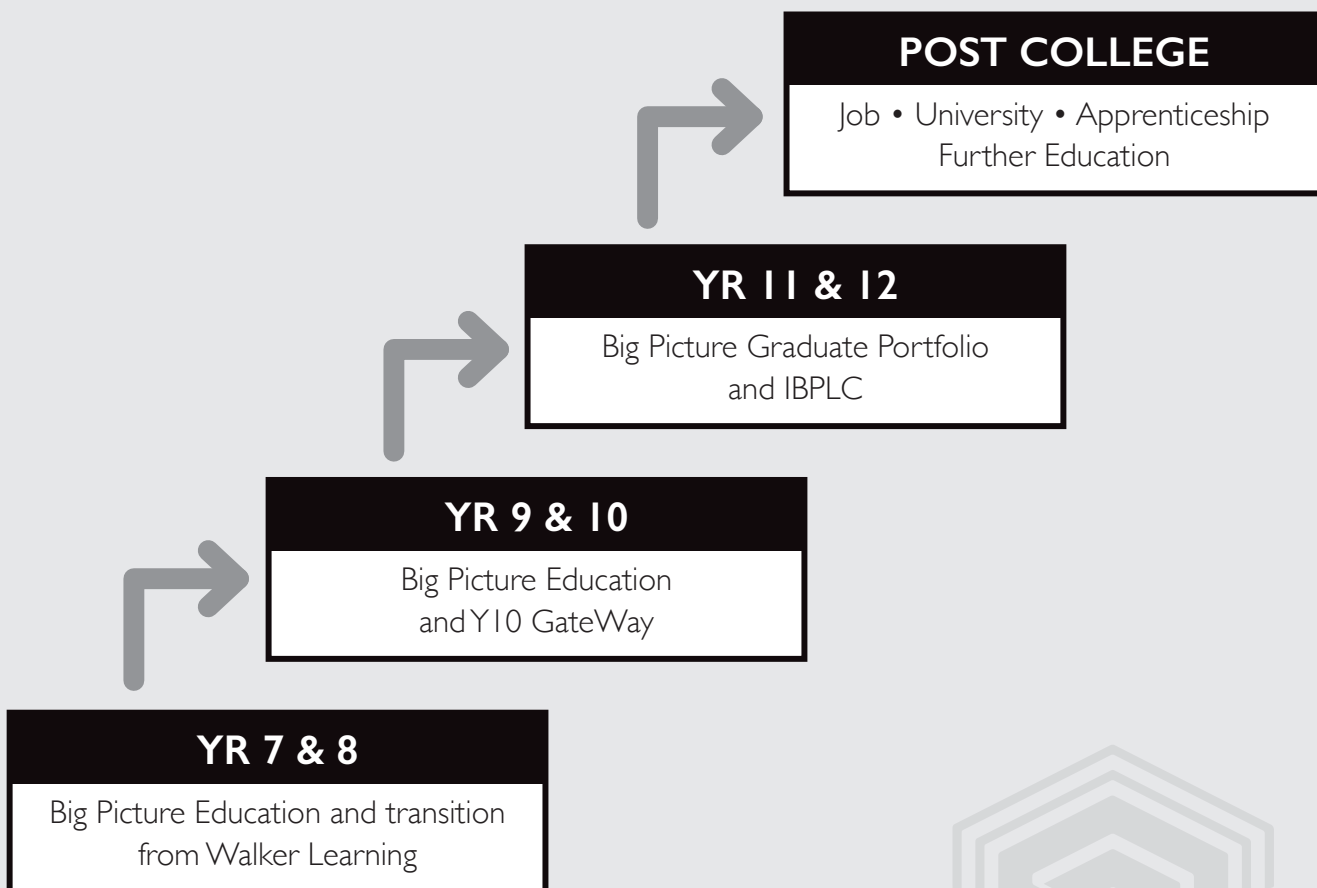
# DEVELOPMENT



- 7 & 8 - Transition from Walker Learning
- Begin to develop, build and refine essential skills and practice for when they enter Year 9
- Years 9-12 will embed the full Big Picture Learning Design



# **BIG PICTURE** **AT CCSC**





# ***THE WHY***

**CCSC**

**RELATIONSHIPS**

**KNOW OUR STUDENT ATHLETES**

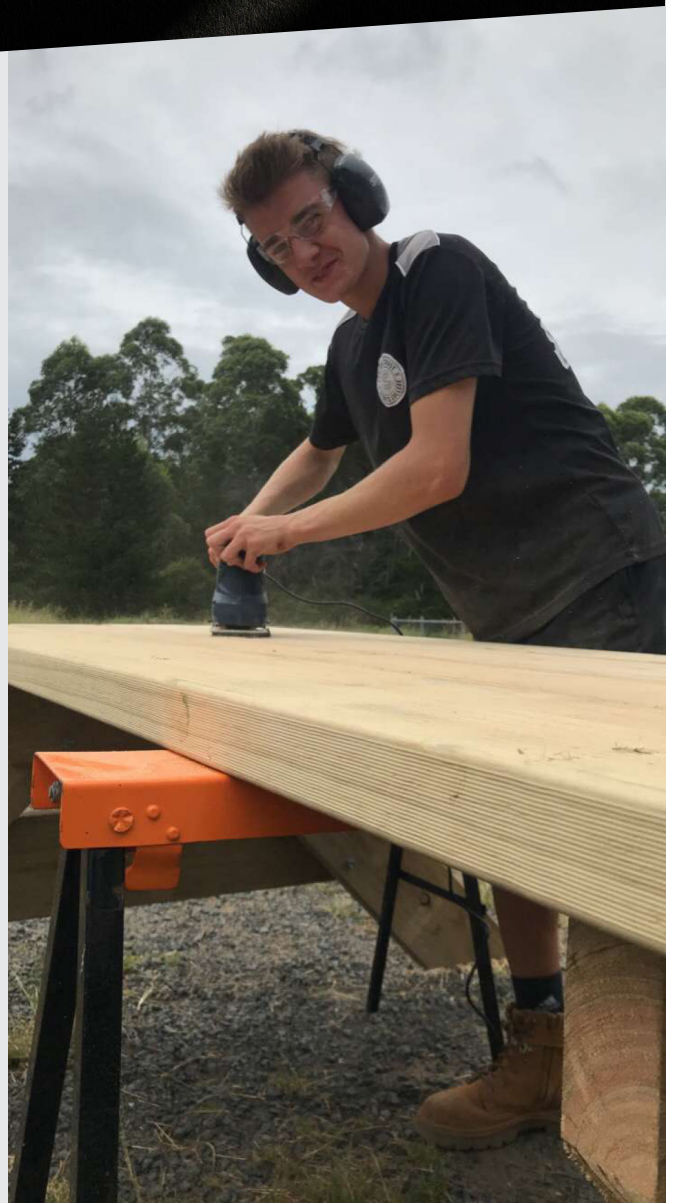
**POST SCHOOL PATHWAY**

- Individual pathway
- Interest based - deep learning and experiences
- Developing strong connections to industry through internship experience
- Big Picture connects wholly to our College vision with student athletes developing their ability to become independent learners, who take responsibility and ownership for their learning



# ***THE LEARNING CYCLE***

- Trimester 11-13 weeks
- Deeper & continuous learning
- Interests first
- Exposure
- Planning what to learn
- Doing
- LTI
- Exhibition
- Reflection
- Parents & community involvement





# THE HOW

- Small class sizes
- 1 advisor
  - Mentor
  - Facilitator of learning
- Close relationships
- Daily check in/out
- Individual pathway - PEP
- Student athletes negotiate and create their learning
- Current interests
- Build and develop learning plans each trimester
- Develop and record evidence of their learning
- Exhibition and feedback on learning





# THE CCSC 5 STRANDS FRAMEWORK

## BIG PICTURE LEARNING AT CCSC

BPC	LTI	PEP	SAP	AIP
Big Picture Commitments	Learning Through Interest	Personal Exploration Project	Social Action Project	Advisory Immersion Project
Journals Reading Maths LIM	Out Learning Internship Immersion & Excursion	Learning Goals Interest Development	Community Action Service	Immersion & Exposure Curriculum & Interest
Showcase / SLC				
Self Reflection				
<b>YEARS 7 &amp; 8</b>				

## Learning Plan Meeting

BPC	LTI	PEP	SAP	AIP
Big Picture Commitments	Learning Through Interest	Personal Exploration Project	Social Action Project	Advisory Immersion Project
Journals Reading Maths LIM	Out Learning Internship Immersion & Excursion	Learning Goals Interest Development	Community Action Service	Immersion & Exposure Curriculum & Interest
Exhibition				
Self Reflection				
<b>YEARS 9 &amp; 10</b>				

## Learning Plan Meeting

Graduation Portfolio & IBPLC

Graduation Portfolio & IBPLC

BPC	LTI	PEP	SAP	AIP
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Exhibition				
Self Reflection				
<b>YEARS 11 &amp; 12</b>				

# STRAND 1

## BIG PICTURE COMMITMENTS

### THE NON-NEGOTIABLES

- Journals - allow for the development of writing and expression of ideas and reflection
- Reading - developing confidence in reading, comprehension and vocabulary. Each book requires the student athlete to write a book report, emphasising writing, literary understanding and reflection
- Maths - individual Maths Pathway learning based on zone of proximal development
- Leader In Me - whole college program based around 'The 7 habits of highly effective people'

### BIG PICTURE LEARNING AT CCSC

Learning Plan Meeting				
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Exhibition				
Self Reflection				

YEARS 9 & 10

# STRAND 2

## LEARNING THROUGH INTEREST

- Outlearning experiences
- Extended time in industry
- 1 day internships
- Core aspect linked to PEP and interest/area of passion
- Authentic work
- Mentorship and project-benefit workplace
- Build knowledge and develop understanding and skill in area of interest

### BIG PICTURE LEARNING AT CCSC

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Exhibition				
Self Reflection				

YEARS 9 & 10



# STRAND 3

## PERSONAL INTEREST PROJECT

### FINDING YOUR PASSION

- Developing ideas, interests and projects around areas of interest
- Inquiry, researching and creating evidence of learning
- Connect with interest areas and present understanding and knowledge in exhibitions at the end of each trimester
- Deep dive in to passion areas
- Flexible, diverse and individualised
- Overcoming challenges, grit and perseverance
- Start wide and begin to narrow in years 11-12 where common themes or threads are evident

### BIG PICTURE LEARNING AT CCSC

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Exhibition				
Self Reflection				

YEARS 9 & 10

# STRAND 4

## SOCIAL ACTION PROJECT

- We encourage students to work on a project that encompasses aspects of 'giving or creating awareness' of a social issue they are interested in
- Focus on something other than themselves
- **SAP projects examples**
  - Homelessness
  - Mental health fundraising
  - Recycling projects
  - Rubbish clean up of local areas
  - Coaching younger people
  - Volunteering time for community projects

### BIG PICTURE LEARNING AT CCSC

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Exhibition				
Self Reflection				

YEARS 9 & 10

# STRAND 5

## ADVISORY IMMERSION PROJECTS

- In Big Picture, there are many curriculum crossovers and although the framework shows 'boxes' for the strands, each area does in fact link and relate across each strand
- AIP allows for students to engage in specific curriculum areas, which exposes them to new content and can act as inspiration or lead in to their PEP
- Students engage in whole advisory work developed by the Advisor
- Assessment of this is built into their work organically and presented in their exhibitions

### BIG PICTURE LEARNING AT CCSC

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Exhibition				
Self Reflection				

YEARS 9 & 10



# EXHIBITIONS

- These are integral and essential to the learning cycle in Big Picture
- Trimester - 13/12/11 weeks
- Demonstrate their learning for the term
- Present information from each of the 5 strands
- Accountable for identifying their challenges, strengths and weaknesses and learning against the 6 learning goals
- Work from home
- Feedback on their learning and exhibition, which is discussed and then brought into their learning plan the following term
- Advisor, family, mentor and peers attend
- Share products/portfolio
- Accountability & ownership
- Exhibition video





# REFLECTION

## BIG PICTURE IS AN EXTREMELY REFLECTIVE LEARNING DESIGN

- Narrative
  - Reflect on learning and development and share this
  - Consolidate their learning
  - Understand and embed their learning and experiences.
  - Develop their skills and learning for the following term
  - Evidence for International Big Picture Learning Credential (IBPLC)





# LEARNING PLAN MEETINGS

- Presentation of what they plan to learn/how/development of goals
- Advisor & family members
- Discussion and feedback for term learning
- Accountability & ownership
- Parents know what they are working on and are involved
- Work from home days

## BIG PICTURE LEARNING AT CCSC

Learning Plan Meeting				
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Exhibition				
Self Reflection				

YEARS 9 & 10



# ***BIG PICTURE*** ***YEAR 11 & 12***

Students in Years 11 & 12 develop their work within the Graduate Portfolio. This is a compilation of work-centred around 9 areas:

- Senior thesis
  - Social action project
  - Post school pathway
  - Autobiography
  - LTI
  - Learning plans
  - Exhibitions
  - Personal video introduction
  - Online portfolio
- These elements are assessed against the learning goals and the International Big Picture Learning Credential progressions
  - Each student athlete that completes Year 12 will be awarded the IBPLC which outlines their achievements in the areas above

# IBPLC

- The flower diagram indicates the level of proficiency within each learning goal. This is assessed by their advisors through a series of data checkpoints during years 11 & 12
- Students can engage in a variety of academic and skill based learning achievements, including; Cert 2, 3 and 4 or other qualifications while completing their Big Picture studies. They often graduate with a higher attainment than the HSC provides
- 100% of Big Picture student athletes seeking Uni placements have gained entry into their chosen course



## International Big Picture Learning Credential

*A passport to the world*



Student

Student is hard working, self-motivated and passionate about wildlife conservation, animal science, animal behaviour and how companion animals are having a positive effect on those suffering from mental illness. Student has successfully completed a Certificate IV in Companion Animal Services and has proactively sought out opportunities to gain valuable experience by gaining employment and volunteering in the positions of Veterinary Nurse, Rescue Animal Foster Carer, Animal Attendant and Dog Trainer. Student has proven herself to be a valuable team member and volunteer, confidently demonstrating her ability to work proactively in a fast-paced environment. Student has a strong moral compass, determination and an innate sense of her own values that she does not compromise. This strength of character allows student to be a leader, have the courage to follow her passions and make a positive impact in every activity she is involved in.

[Online portfolio](#)

[Video profile](#)

### Knowing How to Learn - Level 5

Students at this level are open to ideas that challenge their current thinking and action and they pursue new knowledge to develop improved solutions.

### Social Reasoning - Level 4

Students at this level recognise the connections and distinctions between social issues through systematic investigation.

### Communication - Level 5

Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives.

#### Achievements:

- Complete a Certificate IV in Companion Animal Services
- Completed a University Unit in Criminology and Criminal Justice
- Completed St Johns First aid course
- Completed Science of well-being course



[What do these levels mean?](#)

#### Real World Experiences:

- Internship at Vet Centre
- Internship at Top Dog Training
- Internship at Boarding Kennels I
- Internship at local Hospital
- Foster Carer at Pet Rescue group

### Personal Qualities - Level 5

Students at this level are insightful and hold themselves accountable for their actions.

### Quantitative Reasoning - Level 3

Students at this level make use of their growing repertoire of mathematical strategies to explore unfamiliar situations.

### Empirical Reasoning - Level 5

Students at this level systematically refine hypotheses to develop authoritative knowledge from their investigations.

**Big Picture**  
LEARNING AUSTRALIA





# ONLINE PORTFOLIO

Ellie Rudder

Home Senior Thesis Autobiography Out-Learning Sport Exhibitions Project Work

Welcome to my  
Online Portfolio

Please click the play button below to see  
my video statement

Let's Chat

**A self managed online website that holds work associated with the Graduation Portfolio**

This and the Big Picture Learning Credential are made available to Universities in order to gain entry and other organisations for employment/apprenticeships or TAFE entry



# POST SCHOOL PATHWAYS

UNIVERSITY



TAFE



APPRENTICESHIP



EMPLOYMENT



There are various ways to attain entry to University

- HSC/ATAR is one route to university and one way to attain entry
- Big Picture is one of the various other routes
- Student athletes advantage:
  - explored and discovered interests and passions
  - developed knowledge and understanding connected to real life
  - engaged in multiple industry learning opportunities, creating networks and skills in the fields of their choice

# **FURTHER READING AND CURRENT ARTICLES RE: HSC & ATAR**

<https://www.facebook.com/BigPictureEducation/videos/210918540299189>

<https://theconversation.com/we-know-by-year-11-what-mark-students-will-get-in-year-12-do-we-still-need-a-stressful-exam-140746>

<https://www.abc.net.au/news/2020-08-11/slow-death-of-atar-as-school-leavers-head-for-jobs-cliff/12529898>

## **NEED MORE INFORMATION**

**Contact Sally Anderson**  
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