School Strategic Plan for Brighton Secondary College South Eastern Region 2014 - 2017

Endorsement by School Principal	Signed .... Name Julie Podbury Date ....
Endorsement by School Council	Signed .... Name David Marshall Date .... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

School Profile

Purpose – including vision statement	Brighton Secondary College is inclusive of all students and all the students have the right to learn. Every student is be given the opportunity to experience success in learning. Relationships are the platform upon which all teaching and learning is established. Our motto of "Endeavour" reflects our purpose to maintain and grow a learning community in which all students can develop to become successful young adults who are respectful of themselves, the people around them and the world they live in.
Values	We believe that every student has a **responsibility** to their peers, teachers, parents, and most especially themselves, to do their best and to excel where they can. Responsibility is taught in a supportive environment that fosters the development of strong, **respectful** relationships between students, teachers, and parents. Brighton SC instils **resilience** in our students which enables them to **persevere** and to strive to the best of their ability; to deal with adversity.
Environmental Context	Brighton Secondary College was established in 1955, and is located in Brighton East in the City of Bayside. It is a Year 7 to 12 family-oriented, co-educational provider to over 1200 students and draws students from Brighton, Moorabbin, Bentleigh, Hampton and surrounding suburbs. Our student population has a female to male ratio of about 40:60, about a third of its members in receipt of EMA/Youth Allowance and about 19% coming from families where a Language other than English is spoken at home. We have a strong International Students Program (up to 10% of our total enrolment) all in the Senior School. The families of our children are diverse in ethnic origin and come from a wide variety of backgrounds, creating a Student-Family-Occupation index (SFO) of around 0.31which compares favourably with the state mean of 0.52 Brighton Secondary College is situated on 16 acres of land, a small site, and has a state of the art Science Centre, Arts/Technology Centre, and VCE Careers and Pathways Centre and a discrete learning centre for Year 9 students. All students have a netbook computer in keeping with the use of technology in our Teaching and Learning Program. The College has an extensive student well-being structure, policies and programs that are largely pitched at the prevention and early intervention phases of support. We liaise with a range of outside agencies both government and private providers. The College provides a comprehensive range of studies in all AusVELS disciplines and provides additional special programs to support and extend students in Literacy, Numeracy and Integration. It has accelerated learning both informally, when a student excels in a particular area, and formally via Select Entry Accelerated Learning (SEAL) program. There is a wide range of co-curricular programs that have been developed to engage students in learning. The College offers Senior School students in Year 10, access to all VCE Unit 1/2 studies. In Year 11, they are able to access to a range of VCE Unit 3/4 studies and in Years 11 and 12, access to a range of Vocational Education and Training programs (VET) and the opportunity to participate in an extensive School Leadership program.

Strategic Intent

	Goals	**Targets**	**Key Improvement Strategies**
Achievement	▪ To improve the rate of students' learning growth in Years 7-12, across all ability levels, ensuring that each student is appropriately challenged to achieve their personal best in all their endeavours.	▪ Improve VCE Unit 3/4 mean scores, over the period 2014-2016, in each of All Studies, English, Further Maths and Maths Methods to 30.5; and each other mean study score, over the period 2014-2016, be at least 0.5 above the mean score for that study across the period of 2011-2013. ▪ Raise the mean percentage of VCE study scores above 40 to 6% for period 2014-2016. ▪ Ensure that the mean, over the period 2014-2016, is at least 30% of VCE students gaining ATAR scores above 80. ▪ Improve the NAPLAN matched cohort data for Reading, Writing and Numeracy so that their average growth is above respective average growths in the previous three years (e.g. Year 7 in 2013 to Year 9 in 2015; and Year 7 in 2014 to Year 9 in 2016).	▪ Build teacher capacity to consistently implement pedagogy that reflects high expectations for all students and provides a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs. ▪ Embed accurate and consistent approaches to assessment of individuals and groups of students against expected standards across all learning areas and year levels.
Engagement	▪ To build stronger engagement with learning tasks and reduces student absenteeism. ▪ To build a high level of student engagement where students have a strong sense of connectedness to their peers, the college and their teachers.	▪ Improve the Student Attitude to School data for *Stimulating Learning,* or the equivalent, by 2016, so that it is 3.3, or above, on the 5-point scale (from a mean of 3.15 in 2012 and as low as 2.90 in Year 10 and as high as 3.37 in Year 7 in 2013 and these were all below region means). ▪ Reduce the proportion of unexplained absences by 10% across all levels by 2016. ▪ Increase the proportion of exit destinations to further study or employment by 5% by 2016.	▪ Build opportunities for higher levels of student challenge, independence, self-directed inquiry and deep thinking. ▪ Improve student engagement, pathways and transitions by ensuring that all decisions are informed by comprehensive knowledge and supported by sound data and appropriate resources. ▪ Continue with a comprehensive whole school approach to issues of student absence and lateness.

Strategic Intent – continued

Wellbeing	▪ To support high levels of student wellbeing and implement programs that improve student morale and connectedness to peers and to the school.	▪ Improve the *Wellbeing* factor on the *Attitudes to School* survey so that the *Student Morale* and *Student Distress* (or equivalent) scores are at least 5.0 in 2016 (on the 7-point scale) with a focus on Years 9-12. ▪ School Connectedness to be at least 3.70 (Attitude to Schools survey) by 2016.	▪ Review and refine student involvement and participation in decision-making through an enhanced student voice and student leadership opportunities. ▪ Enhance the capacity of teachers to continue building positive relationships across the whole school.
Productivity	▪ To improve the allocation of resources (human, financial, time, space and materials) to maximise learning outcomes for students. ▪ To ensure sound research and evidence are considered in major expenditure decisions, including an evaluation of the impact of existing school practices.	▪ Individual Learning Plans in place for all Year 7-9 students by 2017. ▪ English as Another Language (EAL) support resources are utilised in the Tutoring Program as well as during the day. ▪ Doubling the literacy and numeracy support across the College when adequate resources (Gonski money) are allocated to the school.	▪ Allocate personnel and time to Professional Learning ▪ Ensure that best use is made of staff expertise and staff organisation in providing professional learning. ▪ Better match pedagogy with the new learning spaces across the school. ▪ Ensure best use of resources in Discovery.

Key Improvement Strategies		Year 1	Year 2	Year 3	Year 4
Achievement Build teacher capacity to consistently implement pedagogy that reflects high expectations for all students and provides a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs. Through: ▪ Further developing sustainable programs of coaching, mentoring, modelling, structured Peer-to-Peer observation, and/or visits to other schools to improve the range of teaching strategies used for stimulating learning. ▪ Structuring opportunities to build teachers' capacity to utilise strong, academic/technical language and skills practice - spelling, grammar, basic numeracy, essay writing techniques, etc. ▪ Reviewing the teacher performance and development processes to support ongoing improvement in teacher effectiveness and to establish collective accountability for the monitoring and improvement of student learning outcomes. Embed accurate and consistent approaches to assessment of individuals and groups of students against expected standards across all learning areas and year levels. Through: ▪ Enhancing the rigour, challenge and level of differentiation of learning and assessment tasks, incorporating strategies for making consistent judgements across teaching teams such as shared criteria, rubrics and moderation protocols. ▪ Ensuring that all teachers collect and analyse accurate and timely student data to provide personalised, targeted teaching (*Individual Learning Programs*) with higher levels of student decision-making and responsibility for their own learning.	**Actions**	▪ Create a 3-year plan for the development and school-wide implementation of a - *Whole-school Literacy* program - *Innovation & Acceleration* program with a focus on - improving the range of teaching strategies - building teachers' capacity	▪ Implement stage 1 of - *Whole-school Literacy* program - *Innovation & Acceleration* program	▪ Implement stage 2 of - *Whole-school Literacy* program - *Innovation & Acceleration* program	▪ Implement stage 3 of - *Whole-school Literacy* program - *Innovation & Acceleration* program
		▪ Determine basic *Professional Action Learning Teams* model and introduce it via trials with teams of 3 to 6 teachers, each having an agreed objective, in the areas of - Y7 teachers across faculties (objective = consistent assessment?) - Discovery English and Maths teams (objective = consistent assessment?) - Key Learning Area teams (objective = consistent assessment?) - SEAL teachers (objective = innovation?)	▪ Review *Professional Action Learning Teams* experience and refine model ▪ Consider setting objectives for *Professional Action Learning Teams* in - making consistent judgements in all subjects at Years 7 to 10 - whole-school literacy		
		▪ Develop *Individual Learning Programs* framework (scope; process: identify, liaise, formulate, monitor, encourage) and materials (templates), and introduce to Year 7s in mentor groups	▪ Review Year 7 experience and refine scope, process and materials. ▪ Introduce to Year 7s ▪ Consider changes necessary for Year 8s and implement in mentor groups.	▪ Review and refine scope, process and materials. ▪ Introduce to Year 7s and continue Year 8s ▪ Consider changes necessary for Year 9s, including scope (mentor level, all subjects, or specific subjects?) ▪ Introduce to Year 9s	▪ Review and refine scope, process and materials. ▪ Introduce to Year 7s and continue Year 8s and Year 9s ▪ Consider incorporation of Senior School.
		▪ Establish baseline data for Year 7 literacy and numeracy (On Demand Testing)	▪ Establish baseline data for new Year 7s ▪ Collect progress data for Year 8s	▪ Establish baseline data for new Year 7s ▪ Collect progress data for Year 8s and 9s	▪ Establish baseline data for new Year 7s ▪ Collect progress data for Year 8s, 9s and 10s
		▪ Revise BSC Performance and Development Process	▪ Continue use of BSC Performance and Development Process	▪ Continue use of BSC Performance and Development Process	▪ Continue use of BSC Performance and Development Process
	Milestones	▪ Development and implementation plans are available for the - *Whole-school Literacy* program - *Innovation & Acceleration* program ▪ All teachers have participated in at least one *Professional Action Learning Team* ▪ All teachers have engaged in the process of setting an *Individual Learning Program* for a Year 7 student ▪ Recommendations are available from the reviews of *Individual Learning Programs* and *Professional Action Learning Teams* trials ▪ Staff BSC Performance and Development review documents reflect College priorities	▪ Progress reports of stage 1 from all areas, including recommendations for stage 2. ▪ All *Professional Action Learning Teams* present reports to staff ▪ Staff review documents that reflect College priorities	▪ Progress reports of stage 2 from all areas, including recommendations for stage 3. ▪ All *Professional Action Learning Teams* present reports to staff ▪ Staff review documents that reflect College priorities	▪ Whole-school literacy program established ▪ *Individual Learning Programs* from Years 7 to 9 established ▪ *Professional Action Learning Teams* methodology established and standard part of BSC practice ▪ Staff review documents that reflect College priorities

Key Improvement Strategies		Year 1	Year 2	Year 3	Year 4

Engagement
 	
Build opportunities for higher levels of student challenge, independence, self-directed inquiry and deep thinking.
Through:
▪ Utilising the learning environments now available to embed innovative pedagogy.
▪ Focusing professional learning on rigorous and innovative pedagogy.
▪ Further embedding the "Brighton Basics" and "What a good lesson looks like" into daily practice.
▪ Further development of the use of innovative technology, especially in Years 7 - 10, to support innovative pedagogy.
Improve student engagement, pathways and transitions for all students, including International students, by ensuring that all decisions are informed by comprehensive knowledge and supported by sound data and appropriate resources.
Through
▪ Refining the approach to Year 6 transition, including better aligning pedagogical approaches with those used in Year 6 and raising the challenge level of Year 7 experiences.
▪ Creating an Alumni group of past students as visiting speakers, mentors and contact, (perhaps through a web-based Forum) for aspirational purposes for Year 10-12 students (further developing the "Where are they now?" column in the Newsletter).
	Actions	▪ Create a 3-year plan for the development and school-wide implementation of a
		  - *Whole-school Literacy* program
		  - *Innovation & Acceleration* program
		  - *Engagement & Student Leadership* program
		with a focus on improving engagement by
		- increasing the level of student challenge and enabling them to meet that challenge
		- increasing the level of responsibility students take for their own learning
		- best use of the learning environment
		- innovative pedagogy and the use of technology to support it
			▪ Implement stage 1 of
			  - *Whole-school Literacy* program
			  - *Innovation & Acceleration* program
			  - *Engagement & Student Leadership* program
				▪ Implement stage 2 of
				  - *Whole-school Literacy* program
				  - *Innovation & Acceleration* program
				  - *Engagement & Student Leadership* program
					▪ Implement stage 3 of
					  - *Whole-school Literacy* program
					  - *Innovation & Acceleration* program
					  - *Engagement & Student Leadership* program

		▪ Strengthen relationships with primary schools	▪ Consider setting objectives for *Professional Action Learning Teams* in Year 7 - aligning pedagogical approaches with primary schools - raising expectations - WAGLLL		
			▪ Investigate the content, resources, on-going support and delivery method required for a school-wide study skills program (with links to Brighton Basics)	▪ Develop and implement Year 7 to 9 study skills program (pending resourcing), including - a formal course - on-going follow-up in the classroom (task-oriented, common practices) - links to Brighton Basics	▪ Develop and implement whole-school study skills program
		▪ Develop database of Alumni	▪ Update database of Alumni ▪ Make database available to staff and raise awareness about it		
		▪ Develop school-wide protocols around student attendance (including register of regular absentees)	▪ Implement protocols for absentees ▪ Analyse absentee data and consider steps that could be taken to minimise 'aberrant' absences		

Continue with a comprehensive whole school approach to issues of student absence and lateness.
Through:
▪ Year level coordinators and International student coordinator continuing to promptly follow up absences and minimise unexplained absences.
▪ Analysing aberrant absences and implementing programs such as e.g. "It's not OK to be Away" particularly for cohorts with higher absenteeism rates.
	Milestones	▪ Development and implementation plans are available for the
		  - *Whole-school Literacy* program
		  - *Innovation & Acceleration* program
		  - *Engagement & Student Leadership* program
		▪ Database of Alumni is ready
		▪ Programs run in conjunction with primary schools
		▪ School-wide 'absentee protocols' are published and register of regular absentees is ready
			▪ Progress reports of stage 1 from all areas, including recommendations for stage 2.
			▪ Good teaching practice is clearly articulated
			▪ Greater interaction between Year 7 teachers and primary schools
			▪ 'Absentee' protocols are being followed
				▪ Progress reports of stage 2 from all areas, including recommendations for stage 3.
				▪ Consistent use of Brighton Basics
				▪ Review findings
				▪ Study skills program
					▪ Comprehensive database of Alumni
					▪ All teachers practise the Brighton Basics at all times

Key Improvement Strategies		Year 1	Year 2	Year 3	Year 4

Wellbeing
 	
Review and refine student involvement and participation in decision-making through an enhanced student voice and student leadership opportunities including international students.
Through:
▪ Further analysing the Student Attitudes to School Survey data to investigate the gender and year level variations with Focus Groups of girls, boys, different year levels, etc.
▪ Ensuring evidence of student feedback is used by teachers in their work.
▪ The appointment of an International students' captain who will participate in regular meetings with the Principal and fellow student captains.
 	
Enhance the capacity of teachers to continue building positive relationships across the whole school.
Through:
▪ Investigating the use of positive psychology approaches to relationships and how other schools use positive psychology to improve student wellbeing.
▪ Further refining the Mentor Program in the school with a focus on ongoing wellbeing and connectedness.
	Actions	▪ Create a 3-year plan for the development and school-wide implementation of a
		   - *Engagement & Student Leadership* program with a focus on
		   - student voice
		   - student leadership
		   - the *Mentor* program
			▪ Implement stage 1 of
			   - *Engagement & Student Leadership* program
				▪ Implement stage 2 of
				   - *Engagement & Student Leadership* program
					▪ Implement stage 3 of
					   - *Engagement & Student Leadership* program

		▪ Teachers to acquire student feedback as part of BSC Performance and Development process ('feedback' means: students' thoughts about the classroom teacher's approach to teaching, but, should it also mean: students' immediate understanding of subject matter?)	▪ College to develop standard student feedback tool	▪ Implement on-line survey for acquiring student feedback about teacher performance	

		▪ Analyse Student Attitudes to School Survey to identify successes and concerns
		▪ Discuss analysis with Student Representative Council
			▪ Develop strategies
			   - to incorporate feedback from different groups of students
			   - to enhance successes and ameliorate concerns arising from the Student Attitudes to School Survey
				▪ Implement strategies developed to address concerns of Student Attitudes to School Survey	

		▪ Student well-being team investigate "positive psychology"
		   - what is it?
		   - does it suit our school?
		   - do we want to implement it?
			▪ Subject to investigation recommendations, develop strategies for introducing "positive psychology" (or facets of it) into classrooms.		

	Milestones	▪ Development and implementation plans are available for the - *Engagement & Student Leadership* program ▪ Staff BSC Performance and Development review documents show that teachers have acquired and reflected upon student feedback ▪ Presentation of finding of analysis of Student Attitudes to School survey ▪ Presentation of findings of investigation into Positive Psychology	▪ Progress reports of stage 1 from all areas, including recommendations for stage 2. ▪ Strategies developed for addressing student feedback about Student Attitudes to School Survey ▪ College 'student feedback' tool developed	▪ Progress reports of stage 2 from all areas, including recommendations for stage 3. ▪ On-line feedback tools implemented	▪ Student Voice is part of routine teaching practice ▪ Mentor program embedded

Key Improvement Strategies		Year 1	Year 2	Year 3	Year 4

Productivity
 	
(Strategies to ensure effective delivery of the School Strategic Plan)
Provide professional learning that
▪ targets school priorities
▪ allocates appropriate personnel and time
▪ utilises the most appropriate modes of delivery
▪ ensures that best use is made of staff expertise
 	
Better match pedagogy with the
▪ new learning spaces across the school
▪ technologies available within the classroom
▪ forms of staff organisation used within the classroom.
	Actions	▪ Develop a 3-year whole-school Professional Learning program, covering
		  - specific/proven teaching techniques
		  - *Professional Action Learning Teams*
		  - *Individual Learning Program*s
		  - Brighton Basics
		  - 'What A Good Lesson Looks Like"
		  - requirements of BSC Performance and Development Process
		  - the needs of the
		    - *Whole-school Literacy* program
		    - *Innovation & Acceleration* program
		    - *Engagement & Student Leadership* program
		  and delivery methods and modes, including
		  - whole-staff activities
		  - use of *Professional Action Learning Teams*
		  - on-line techniques
		  - use of staff expertise
			▪ Implement stage 1 of Profession Learning program.	▪ Implement stage 2 of Profession Learning program.	▪ Implement stage 3 of Profession Learning program.

		▪ Establish a schedule for the review of school programs	▪ Begin review cycle		
		▪ Deploy resources enabling the Professional Learning of Discovery teaching teams (English & Maths)			
	Milestones	▪ Whole-school Professional Learning program documented ▪ Professional Learning program schedule for Discovery English and Maths teaching teams.			