

# School Strategic Plan 2021-2025

Brighton Secondary College (7650)



Draft

Submitted for review by Richard Minack (School Principal) on 20 July, 2022 at 09:33 AM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2021-2025

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<b>School vision</b>	BSC is a safe place where all have the opportunity to achieve personal excellence through collaboration based on respect, empathy, and integrity.
<b>School values</b>	<p>Values lived</p> <p><b>EXCELLENCE</b> We strive for personal best in all pursuits We take pride in what we do We make the most of all opportunities we are given</p> <p><b>CURIOSITY</b> We strive for understanding We encourage learning through exploration We question and seek solutions</p> <p><b>RESPECT</b> We treat others as we would like to be treated We take pride in and respect ourselves and our environment We accept and celebrate difference and diversity</p> <p><b>INTEGRITY</b> We take ownership for our actions and embrace constructive feedback We do what we promise every time We are honest and transparent</p> <p><b>EMPATHY</b> We are sensitive to the needs of others We try to understand the needs of all in our school community We listen in order to understand</p> <p><b>TEAMWORK</b> We share knowledge and harness our collective strengths</p>

	<p>We collaborate with others to work towards common goals  We believe everyone has a responsibility to contribute</p>
<b>Context challenges</b>	<p>The context which this plan sits within has two main attributes. The first is the local school demography in our defined neighborhood enrolment boundary. A number of independent schools sit within our DNEB (Brighton Grammar, Firbank Grammar, St Leonard's College and the Brighton campus of Haileybury College). As our SFOE has trended down over the past five years (2018 0.2155, 2019 0.2003, 2020 0.1800, 2021 0.1616, 2022 0.1566) we have found it progressively harder to retain talented students of aspirations parents who have the means to send their children to these other schools in our zone.</p>
<b>Intent, rationale and focus</b>	<p>Mission: Our mission at BSC is to develop future-ready global citizens.  We strive to prepare young people to thrive and contribute in the world beyond school. We do this by creating responsible, empathetic citizens who are adaptable, life-long learners, and critical thinkers.</p>

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<b>Goal 1</b>	To maximise the learning growth and achievement of every student at every year level, including in numeracy and literacy.
<b>Target 1.1</b>	By 2025, increase the percentage of students meeting or above Year 9 NAPLAN Benchmark Growth: <ul style="list-style-type: none"><li>• Reading to 82 or above (from 77 in 2021)</li><li>• Writing to 82 or above (from 78 in 2021)</li><li>• Numeracy to 78 or above (from 58 in 2021 and three year average previous to 2021 being 74)</li></ul>
<b>Target 1.2</b>	By 2025, increase the percentage of Year 9 students in the top two NAPLAN bands for: <ul style="list-style-type: none"><li>• Reading to 40 or above (from 37 in 2021)</li><li>• Writing to 20 or above (from 14 in 2021)</li><li>• Numeracy to 38 or above (from 32 in 2021)</li></ul>
<b>Target 1.3</b>	<ul style="list-style-type: none"><li>• By 2025, increase the VCE All Study score mean to 31 or above (from 29.59 in 2021)</li><li>• By 2025, increase the VCE Study Scores over 40 to 10% or above (from 7.6% in 2021)</li></ul>
<b>Target 1.4</b>	By 2025, the percent positive endorsement on the SSS will be: <ul style="list-style-type: none"><li>• Academic emphasis—to 60 or above (from 46 in 2021)</li><li>• Teacher collaboration—to 50 or above (from 33 in 2021)</li></ul>

	<ul style="list-style-type: none"> <li>• Understand how to analyse data—to 50 or above (from 10 in 2021)</li> <li>• Plan differentiated learning activities—to 50 or above (from 24 in 2021)</li> <li>• Instructional leadership—to 50 or above (from 31 in 2021)</li> <li>• Use data for curriculum planning—to 50 or above (from 17 in 2021)</li> </ul>
<b>Target 1.5</b>	<p>By 2025, the percentile improvement for student opinion as measured on AToSS across Years 7–12 will be:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge—to 40 or above (from 17 in 2021)</li> <li>• Stimulated learning—to 65 or above (from 44 in 2021)</li> <li>• Student voice and agency—to 60 or above (from 37 in 2021)</li> <li>• Motivation &amp; interest—to 70 (from 47 in 2021)</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop and implement a coherent, whole college vision for teaching, learning and assessment.
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Build teacher capacity to use individual student and cohort data and assessment evidence to implement a differentiated and stimulated curriculum that targets each student at their point of need and supports learning growth.
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Develop and implement an instructional framework consistently across the college.
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Build a professional learning community culture for collaborative inquiry into planning for teaching and learning, the modelling of effective practice, and the use of peer observation and feedback.

<b>Key Improvement Strategy 1.e</b> Empowering students and building school pride	Build teacher capability to fully support student voice and learner agency.
<b>Key Improvement Strategy 1.f</b> Building leadership teams	Strengthen the instructional and shared leadership capability of all in leadership roles to build higher levels of consistency and shared accountability for improving student outcomes.
<b>Goal 2</b>	To enhance the resilience and wellbeing of all students.
<b>Target 2.1</b>	By 2025, the percentile improvement for student opinion as measured on AToSS across Years 7–12 will be: <ul style="list-style-type: none"> <li>• Sense of connectedness—50 or above (from 29 in 2021)</li> <li>• Teacher concern—40 or above (from 15 in 2021)</li> <li>• Respect for diversity—60 or above (from 36 in 2021)</li> <li>• Managing bullying—to 67 or above (from 47 in 2021)</li> <li>• Emotional awareness &amp; regulation—to 80 or above (from 58 in 2021)</li> </ul>
<b>Target 2.2</b>	By 2025, the percent positive endorsement on the POS will be: <ul style="list-style-type: none"> <li>• Parent participation &amp; involvement—to 60 or above (from 39 in 2021)</li> <li>• Respect for diversity—to 80 or above (from 69 in 2021)</li> <li>• Student motivation &amp; support—to 70 or above (from 48 in 2021)</li> <li>• Promoting positive behaviour—to 75 or above (from 62 in 2021)</li> </ul>
<b>Target 2.3</b>	By 2025, the percent positive endorsement on the SSS will be: <ul style="list-style-type: none"> <li>• Use student feedback to improve practice—to 50 or above (from 27 in 2021)</li> </ul>

	<ul style="list-style-type: none"> <li>• Support growth and learning of the whole student—to 50 or above (from 34 in 2021)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Vision, values and culture	Further enhance formal and informal structures and processes to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on the college culture and to strengthen positive relationships.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Embed a positive behaviours framework consistently across the college.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Build the capacity of all staff to respond to the engagement and wellbeing needs of students.
<b>Key Improvement Strategy 2.d</b> Parents and carers as partners	Embed a culture of partnership with parents and carers to enhance student learning, engagement and wellbeing.