

**Brighton Secondary College Strategic Plan 2018-2021**

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endors
Principal: ..... Richard Minack [date]	.....[name].....[date]	.....
School council: Tania Majaric-Grierson . [date]	.....[name].....[date]	.....
Delegate of the Secretary: ..... Sarah Burns [date]	.....[name].....[date]	.....

School vision	School values	Context and challenges	Intent, rationale and focus
<p><b>Vision:</b> .BSC is a safe place where all have the opportunity to achieve personal excellence through collaboration based on respect, empathy, and integrity.</p> <p><b>Mission:</b> 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>	<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 We collaborate with others to work towards common goals We believe everyone has a responsibility to contribute</p>	<p>Brighton Secondary College is a Year 7 to 12 co-educational setting, established in 1955, and located in Brighton East approximately 15 kilometers south-east of Melbourne.</p> <p>The College has a new Science, Arts and Technology Wing (the Da Vinci Centre), Performing Arts Centre, Library, Careers Resource Centre, VCE study facilities, dedicated music and drama rooms, electronic whiteboards fitted throughout and an amphitheatre for musical performances. There is a learning centre for Year 9 students. In 2016 the school commenced a building program for dedicated use by Years 7 and 8 that is due for completion by mid 2018. The sporting facilities include a double basketball court sized gymnasium, a synthetic turf hockey/tennis facility and indoor and outdoor circuit training equipment.</p> <p>The school has maintained a stable enrolment of around 1200 students for the past 10 years. There were 1230 students enrolled in 2016, 504 females and 726 males. Of the total student population, approximately 115 were full-fee paying international students all in the Senior School program. In 2016 there were 12 per cent English as an Additional Language (EAL) students and less than 10 per cent Aboriginal and Torres Strait Islander (ATSI) students.</p> <p>The Student Family Occupation and Education (SFOE) index of the school in 2016 was 0.2394.</p> <p>The staffing profile of Brighton Secondary College in 2016 was 108.8 effective full time employees with a leadership structure consisting of a Principal, three Assistant Principals and seven Leading Teachers.</p> <p>Brighton Secondary College delivers the Victorian Curriculum, VCE and VET curriculum. It offers a range of other enhanced curriculum offerings including Select Entry Accelerated Learning (SEAL) and English, Humanities, Literature Enhancement Studies (EHLES). 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).</p> <p>The review confirmed that a key consideration for future endeavours would be to consolidate and build on the solid foundation provided by the work completed in the previous SSP. The key challenge is to build on consistency of teacher practice that relates to the key improvement strategies, namely implementation of college-wide literacy and numeracy strategies, and providing opportunities for student voice.</p>	<p>Theory of action/Rationale The school has focused on building a collaborative learning community through developing teacher capacity. During the last Strategic Plan, the school implemented a whole school literacy program and more recently a numeracy program, both of which contribute to the development of a culture of collaboration and collective responsibility. The continued focus on all developing effective and consistent teaching practices will contribute to the improvement in improved student outcomes. Schools that build a culture where teachers and students work together, and where student voice is heard and respected contribute to students building their confidence and self-efficacy. Students feel more positive and connected to their school, see themselves as learners, better understand their learning growth and feel confident in expressing this to teachers.</p> <p>Students learn best when they are engaged in work that is stimulating and when they receive regular feedback on their progress. When teachers listen to student voices, they build relations that are respectful and supportive. They also gain valuable insights into how to support student engagement.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve the learning growth of all students in line with the school mission, values and vision.	<b>Building practice excellence</b>	<ul style="list-style-type: none"> <li>Build staff capacity to continually improve their professional practice in line with the school mission, vision and values</li> </ul>	<p>All students to achieve at least one year's growth or greater each school year.</p> <p>NAPLAN: The school data for NAPLAN to show a 10% improvement (calculated as an average of the four years of this plan) in Literacy and Numeracy as measured against a baseline of a 4 or 5 year average (2010-2016) e.g. The percentage of students with Low Relative Growth in NAPLAN Year 9 Literacy and Numeracy to decrease by over the 2018 to 2021 School Strategic Plan. Literacy (Reading) from 23.40% to 21.06%. Literacy (Writing) from 20.75% to 18.05%. Numeracy from 33% to 29.70%. The percentage of students with High Relative Growth in NAPLAN Literacy and Numeracy to increase over the 2018 to 2021 School Strategic Plan. Literacy (Reading) from 25.40% to 29.94%. Literacy (Writing) from 27.75% to 30.50%. Numeracy from 21.60% to 23.76%. VCE: The school data for VCE attainment to show a 10% improvement (calculated as an average of the four years of this plan) as measured against a baseline of a 4 or 5 year average (2010-2016)</p> <p>Ensure that the percentage of VCE Study Scores above 37 increase by 10%. (That is ....need data)</p> <p>Ensure that the percentage of VCE English scores above 37 increases by 10%. That is, from 15.6% to 17.16%.</p>
To further respect and respond to student voice so that it informs school operations to improve student outcomes	Empowering students and building school pride	Enhance the opportunities for student participation in personal learning, college operations and local community	<p>Student Voice and Agency – to improve each year and show overall improvement by the end of the 2018 to 2021 SSP</p> <p>School Connectedness – to improvement each year and show overall improvement by the end of the 2018 to 2021 SSP</p> <p>Sense of Inclusion – to show improvement each year and show overall improvement by the end of the 2018 to 2021 SSP.</p>

