

Annual Implementation Plan 2015 Brighton Secondary College 7650

Based on Strategic Plan developed for 2014-2017

Endorsement by School Principal	Name Julie Podbury Date 5 May 2015
Endorsement by School Council	Name David Marshall Date 5 May 2015

Strategic Intent

	Goals	Targets	One Year Targets
Achievement	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Improve VCE Unit 3/4 mean scores in each of All Studies, English, Specialist Maths and Maths Methods to 30.. Raise the mean percentage of VCE study scores above 40 by 10% over 2013. Ensure that at least 30% of VCE students gain 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.
Engagement	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Improve the Student Attitude to School data for <i>Stimulating Learning</i>, or the equivalent, by 2017, 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. 	<ul style="list-style-type: none"> Improve the Student Attitude to School data for <i>Stimulating Learning</i>, or the equivalent so that it is above state mean. Reduce the proportion of unexplained absences by 5% across all levels. Increase the proportion of exit destinations to further study or employment by 2%.
Wellbeing	<ul style="list-style-type: none"> To support high levels of student wellbeing and implement programs that improve student morale and connectedness to peers and to the school. 	<ul style="list-style-type: none"> Improve the <i>Wellbeing</i> factor on the <i>Attitudes to School</i> survey so that the <i>Student Morale</i> and <i>Student Distress</i> (or equivalent) scores are at least 5.0 in 2017 (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 2017. 	<ul style="list-style-type: none"> Improve the <i>Wellbeing</i> factor on the <i>Attitudes to School</i> survey so that the <i>Student Morale</i> and <i>Student Distress</i> (or equivalent) scores are at least 5.0 (on the 7-point scale) with a focus on Years 9-12. School Connectedness to be at least 3.65 (Attitude to Schools survey)
Productivity	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Individual Learning Plans are developed and trialed. English as Another Language (EAL) support resources are utilised in the Tutoring Program.

Implementation

Key Improvement Strategies and Significant Projects	What must be done? 2015	How will it be resourced? (budget, equipment, IT, learning time, learning space)	Who is in charge? (individuals or teams responsible for implementation)	When will it be completed?	Achievement milestones (changes in practice or behaviours)
<p>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:</p> <ul style="list-style-type: none"> ▪ 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. <p>Embed accurate and consistent approaches to assessment of individuals and groups of students against expected standards across all learning areas and year levels. Through:</p> <ul style="list-style-type: none"> ▪ Enhancing the rigour, challenge and level of differentiation of learning and assessment tasks, incorporating strategies for making consistent judgements across teaching teams 	<ul style="list-style-type: none"> ▪ Document (outline) 3-year Whole-school Literacy program and Innovation & Acceleration program ▪ Implement stage 1 of those programs <ul style="list-style-type: none"> • Further develop the BSC Coaching program <ul style="list-style-type: none"> ▪ Determine model for PALT composition based on College priorities ▪ PL staff on PALT process framework <ul style="list-style-type: none"> ▪ Develop and implement progress reports required to facilitate PLPs ▪ Develop and trial an PLP cycle and framework based on current reports 	<ul style="list-style-type: none"> ▪ Appoint Pedagogical Leaders ▪ Provide PL-time for Pedagogical Leaders ▪ <i>Whole-school Literacy</i> program, <i>Innovation & Collaboration</i> program ▪ Provide PL for Literacy and Literacy committee ▪ Reorganise Principal team to support coaching program <ul style="list-style-type: none"> ▪ Give time in SPIT meeting to develop PALT model and a proposal for staff consideration ▪ Allocate staff to Professional Action Learning Teams ▪ Provide PL-time for staff discussion and feedback on <i>Professional Action Learning Teams</i> <ul style="list-style-type: none"> ▪ Allocate sufficient time in the Mentor program for the development of PLPs <ul style="list-style-type: none"> - establishment time - regular review sessions - final evaluation ▪ Provide PL time and resources for all teachers on <i>Individual Learning</i> 	<ul style="list-style-type: none"> ▪ Overall oversight AP curriculum, plus <ul style="list-style-type: none"> - Pedagogical Leaders - Manager PL CAC <ul style="list-style-type: none"> ▪ AP curriculum <ul style="list-style-type: none"> ▪ Overall oversight SPIT, plus leaders of the respective PALT areas. <ul style="list-style-type: none"> ▪ Overall oversight AP curriculum, plus Pedagogical Leader: engagement and student leadership 	<p>End of term 3</p> <p>End of term 3</p> <p>End of term 3</p> <p>Beginning of term 3</p> <p>On-going</p> <p>Beginning of term 3</p> <p>End of term 3</p>	<ul style="list-style-type: none"> ▪ 3year plans are published for the <ul style="list-style-type: none"> - Whole-school Literacy program - Innovation & Collaboration program ▪ Stage 1 implemented and reviewed <ul style="list-style-type: none"> ▪ PALT model published ▪ Preliminary PL for staff completed ▪ PALT trials conducted and reviewed. <ul style="list-style-type: none"> ▪ Staff have completed new progress reports ▪ PLP cycle and framework published ▪ Preliminary PL for staff completed ▪ PLP cycle and framework trialled and reviewed

Key Improvement Strategies and Significant Projects	What must be done? 2015	How will it be resourced? (budget, equipment, IT, learning time, learning space)	Who is in charge? (individuals or teams responsible for implementation)	When will it be completed?	Achievement milestones (changes in practice or behaviours)
<p>such as shared criteria, rubrics and moderation protocols.</p> <ul style="list-style-type: none"> Ensuring that all teachers collect and analyse accurate and timely student data to provide personalised, targeted teaching (PLPs) with higher levels of student decision-making and responsibility for their own learning. 	<ul style="list-style-type: none"> Use On Demand Testing (Reading) to collect data for all Year 7 and 8 students Continue refinement and use of BSC Performance and Development Process 	<p><i>Programs</i></p> <ul style="list-style-type: none"> Provide class time for testing each Year 7 class Establish review criteria for BSC Performance and Development Process 	<ul style="list-style-type: none"> Manager: accountability Principal team 	<p>End of term 3</p> <p>End of term 2</p>	<ul style="list-style-type: none"> Comparison data for ODT Reading available. Staff BSC Performance and Development documents
<p>Engagement Build opportunities for higher levels of student challenge, independence, self-directed inquiry and deep thinking. Through:</p> <ul style="list-style-type: none"> 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. <p>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.</p>	<ul style="list-style-type: none"> Document (outline) 3-year Whole-school Literacy program and Innovation & Acceleration program (also in Achievement above) Implement stage 1 of those programs (also in Achievement above) Document (outline) 3-year Innovation & Collaboration program Implement stage 1 of this program Investigate the content, resources, on-going support and delivery method required for a school-wide study skills program (with links to Brighton Basics) 	<ul style="list-style-type: none"> Provide PL for Pedagogical Leaders Whole-school Literacy program, Innovation & Collaboration program, Engagement & Student Leadership program Professional Learning provided to staff on innovative pedagogy and the use of technology to support it Provide time for Yr 7 YLC to visit schools and obtain relevant information 	<ul style="list-style-type: none"> Managers of <ul style="list-style-type: none"> Whole-school Literacy program Innovation & Collaboration program Engagement & Student Leadership program AP junior school 	<p>End of term 2</p> <p>Ongoing</p> <p>End of term 4</p>	<ul style="list-style-type: none"> 3-plans are published for for the <ul style="list-style-type: none"> Whole-school Literacy program Innovation & Collaboration program Engagement & Student Leadership program Year 7 student data presented to teachers

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<p>Through</p> <ul style="list-style-type: none"> ▪ 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). <p>Continue with a comprehensive whole school approach to issues of student absence and lateness.</p> <p>Through:</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Continue collecting data from feeder schools about primary school performance of new Year 7s and disseminate to current Year 7 teachers. ▪ Consider setting objectives for <i>Professional Action Learning Teams</i> in Year 7 <ul style="list-style-type: none"> - aligning pedagogical approaches with primary schools - raising expectations - WAGLLL ▪ Establish social media presence ▪ Create database of Alumni ▪ Analyse student absentee/lateness data and develop and implement protocols and programs for student lateness and absences 	<ul style="list-style-type: none"> ▪ Allocate time in SWAP and CAC meetings ▪ Allocate time to Publicity and Marketing portfolio ▪ PL for sub-school secretaries ▪ Allocate time to CAC and SWAP 	<ul style="list-style-type: none"> • SPIT • Publicity and Marketing Manager ▪ AP junior and senior school ▪ Managers of <ul style="list-style-type: none"> - PL - Engagement & Student Leadership program 	<p>End of term 4</p> <p>End of term 4</p> <p>End of term 3</p> <p>End of term 4</p>	<ul style="list-style-type: none"> ▪ Database of Alumni is established • School-wide 'absentee and lateness protocols' in place

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<p>Wellbeing Review and refine student involvement and participation in decision-making through an enhanced student voice and student leadership opportunities, including international students. Through:</p> <ul style="list-style-type: none"> ▪ Further analysing the Student Attitudes to School 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. <p>Enhance the capacity of teachers to continue building positive relationships across the whole school. Through:</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Document a 3-year plan for the development and school-wide implementation of an <ul style="list-style-type: none"> - Engagement & Student Leadership program with a focus on - student voice - student leadership ▪ Implement stage 1 of <i>Engagement & Student Leadership</i> program <ul style="list-style-type: none"> ▪ Teachers to continue to acquire student feedback as part of BSC Performance and Development process and use this feedback to improve Teaching and Learning <ul style="list-style-type: none"> ▪ Analyse Student Attitudes to School Survey to identify successes and concerns <ul style="list-style-type: none"> ▪ Develop strategies <ul style="list-style-type: none"> - to incorporate feedback from different groups of students - to enhance successes and ameliorate concerns arising from the Student Attitudes to School Survey 	<p>Provide PL and time for Pedagogical Leaders Whole-school Literacy program, Innovation & Collaboration program, Engagement & Student</p> <ul style="list-style-type: none"> ▪ PL staff re conducting student surveys 	<ul style="list-style-type: none"> ▪ Managers of <ul style="list-style-type: none"> - Whole-school Literacy program - Innovation & Collaboration program - Engagement & Student Leadership program ▪ AP teaching, learning & well-being plus Pedagogical Leader: Engagement and Leadership <ul style="list-style-type: none"> ▪ AP teaching, learning & well-being <ul style="list-style-type: none"> ▪ AP teaching, learning & well-being plus Pedagogical Leader: Engagement and Leadership 	<p>End of term 2</p> <p>End of term 2</p> <p>End of term 4</p> <p>End of term 3</p> <p>End of term 2</p>	<ul style="list-style-type: none"> ▪ 3-plans are published for the <ul style="list-style-type: none"> - Whole-school Literacy program - Innovation & Collaboration program - Engagement & Student Leadership program <ul style="list-style-type: none"> ▪ Staff BSC Performance and Development review documents show that teachers have acquired and reflected upon student feedback <ul style="list-style-type: none"> ▪ Presentation of finding of analysis of Student Attitudes to School survey

APPENDIX

PLP	Personalised Learning Plan
VCE	Victorian Certificate of Education
EAL	English as Another Language
BSC	Brighton Secondary College
PALT	Professional Action Learning Team
SWAP	Student Well-being and Pathways committee
PL	Professional Learning
SPIT	Strategic Plan Implementation Team
AP	Assistant Principal
CAC	Curriculum Advisory Committee
ODT	Online Demand Testing
YLC	Year Level Coordinator
WAGLLL	What a Good Lesson Looks Like
NAPLAN	National Assessment Plan Literacy And Numeracy
ATAR	Australian Tertiary Admissions Rank