School Improvement Plan

The Student as Learner

- Has the capacity and capability to learn, understand and engage in their studies, and to develop deep self knowledge.
- Possesses prior knowledge and understanding to bring to their studies.
- Has the capability to consider new ideas, theories, values, attitudes and alternative views.
- Accepts responsibility for their own learning and ability to contribute positively to the learning environment for the benefit of all learners.
- Has empathy for members of the community that is reflected in their capacity to care, understand and engage with others in an honest and open manner.
- Works with others to solve problems.
- Develops an understanding of the challenges the community faces in a global context.
- Seeks challenges aiming to increase knowledge, understanding and self improvement.

Inquiry 1
How can we ensure that students have a strong sense of identity where they feel safe, secure and supported to confidently and creatively embrace opportunities?

Inquiry 2
How can teacher learning communities through shared leadership, foster best practice within teaching and learning and attend to the culture of high expectations for the whole school community in the 21st century?

Inquiry 3
How can we develop strategies to ensure students engage in their learning and school community with a shared vision for success?

The Teacher as Teacher

- Builds positive relationships with each student.
- Identifies the developmental stage of each student.
- Recognises the differences among students to develop a knowledge of each student and modifies curriculum where required to meet individual needs.
- Provides explicit criteria about the quality of work that students are expected to produce.
- Builds students’ understanding of themselves as learners and thus enhances their capacity to learn.

Environment
- Establishes effective, safe classroom procedures.
- Promotes mutual respect and understanding to make risk-taking possible.
- Models language and establishes behaviours that build positive relationships.

Quality Learning
- Communicates high expectations of programs to all students.
- Provides learning experiences that challenge each student.
- Provides explicit guidelines and criteria about work requirements as well as support and processes available to students to meet expected standards.
- Provides effective and informative feedback to both classroom work and formal/informal assessment.

Significance
- Allows opportunities for connections to be made between studies and ‘real-life situations’.
- Promotes connections across areas of studies.
- Support the overall development of students in all aspects of the diversity of school life.

School Improvement Plan

An innovative, safe school that delivers relevant curriculum and promotes rigour, relationships and a love of learning.

Self Review Inquiry to identify the elements that come together to make Brighton Secondary School successful.

Inquiry 1
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School Values

<table>
<thead>
<tr>
<th>Integrity</th>
<th>Respect</th>
<th>Fairness</th>
<th>Excellence</th>
<th>Cooperation</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>An imaginative and creative environment which allows everyone to critically reflect on our core purpose</td>
<td>A respectful learning environment which encourages resilience and dignity</td>
<td>A school environment which is welcoming, inclusive and sustainable</td>
<td>A learning environment which values individual work</td>
<td>A relational environment which promotes hope and optimism for the future of all</td>
<td>A professional environment which develops collegiate efficacy</td>
</tr>
</tbody>
</table>

Australian Curriculum Capabilities

<table>
<thead>
<tr>
<th>Creative/Critical Thinking</th>
<th>Personal &amp; Social</th>
<th>Literacy/ICT</th>
<th>Numeracy</th>
<th>Inter-cultural Understanding</th>
<th>Ethical Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability</td>
<td>Asia and Australia’s Engagement with Asia</td>
<td>Aboriginal and Torres Strait Island Cultures and Histories</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SACE Capabilities

<table>
<thead>
<tr>
<th>Personal Development</th>
<th>Communication</th>
<th>Learning</th>
<th>Citizenship</th>
<th>Work</th>
</tr>
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