



BRIGHTON SECONDARY SCHOOL SITE IMPROVEMENT PLAN

GOAL 1

1. To retain students in the high bands from year 7 to 9 and maintain the achievement of high performing students from year 9 to the conclusion of their schooling.

TARGET 2019

Students in the higher band NAPLAN reading are achieving an improvement in the GPA from term 1 to term 4 in years 8 and 10.

CHALLENGE OF PRACTICE

If all teachers establish dialogic learning environments and collaborate within and outside their learning area to show how their learning design foregrounds critical, creative and independent thinking for deep understanding, then we will maintain and increase the numbers of high performing students.

ACTIONS

- Whole school investigation of levels of achievement with a focus on high band retention.
- To develop and implement a program of professional learning for all staff in the elements of a dialogic classroom and how to design learning in every curriculum area to include effective dialogic practices.
- To develop and implement norms and processes to enable highly effective collaboration, agency and voice for both student and staff.
- To provide professional development for staff in developing the critical and creative thinking capability of students.

SUCCESS CRITERIA

GPA data will be produced termly for identified students. A majority of these students will maintain or improve their GPA scores across all subjects each term.

GOAL 2

2. To improve the writing skills of students from year 8 to the conclusion of year 10.

TARGET 2019

Students will improve writing skills as measured by the year 7 NAPLAN and year 8 Literacy and Writing Skills Indicators

CHALLENGE OF PRACTICE

If we develop a whole school agreement about the importance of writing and implement a common, evidence-based approach to the teaching of writing for purpose across all subject areas in a dialogic classroom environment, then we will increase student achievement in all areas.

ACTIONS

- Review BSS Shared Agreements in Writing in line with school data, Literacy Guidebooks and current best practice.
- Build the capacity of staff to develop a consistent approach to the teaching and learning of writing and in turn, develop student capacity to produce written texts for particular audience and purposes
- To work with individual faculties to develop a clear understanding by teachers and students of the relevant text types and writing for purpose and audience required in each curriculum area and the current recommended best practices in these areas.
- To support every faculty to assess, annotate and moderate writing samples from their curriculum area.
- Develop annotated work samples of common tasks from each grade band to be used as exemplars.

SUCCESS CRITERIA

Students are producing written texts in English/EAL that show clear progression against specified assessment criteria in the English Literacy and Writing Skills Indicator and assessment rubric.

GOAL 3

3. To increase student confidence and achievement in mathematics from year 8 to 10.

TARGET 2019

Students at or under the SEA in year 7 NAPLAN numeracy will achieve improvement in mathematical grades from term 1 to term 4 in year 8.

CHALLENGE OF PRACTICE

If we support teachers to evaluate and modify their design of learning including aspirational learning intentions, formative assessment and using evidence such as student achievement data and student feedback we will increase the number of students achieving the SEA and higher achievement bands.

ACTIONS

- To implement a common evidence-based approach to teaching mathematics across the mathematics faculty.
- To provide professional development to support maths teachers to implement the agreed evidence-based approach.
- To develop a school wide program to lift the status and create more engaged dispositions to learning maths at every level.
- To work with individual faculties to develop clear understandings by teachers and students of the mathematical skills that are relevant for learning in every curriculum area.
- To develop a resource for all teachers that identifies and clarifies the correct mathematical language and teaching process as appropriate for every curriculum area.

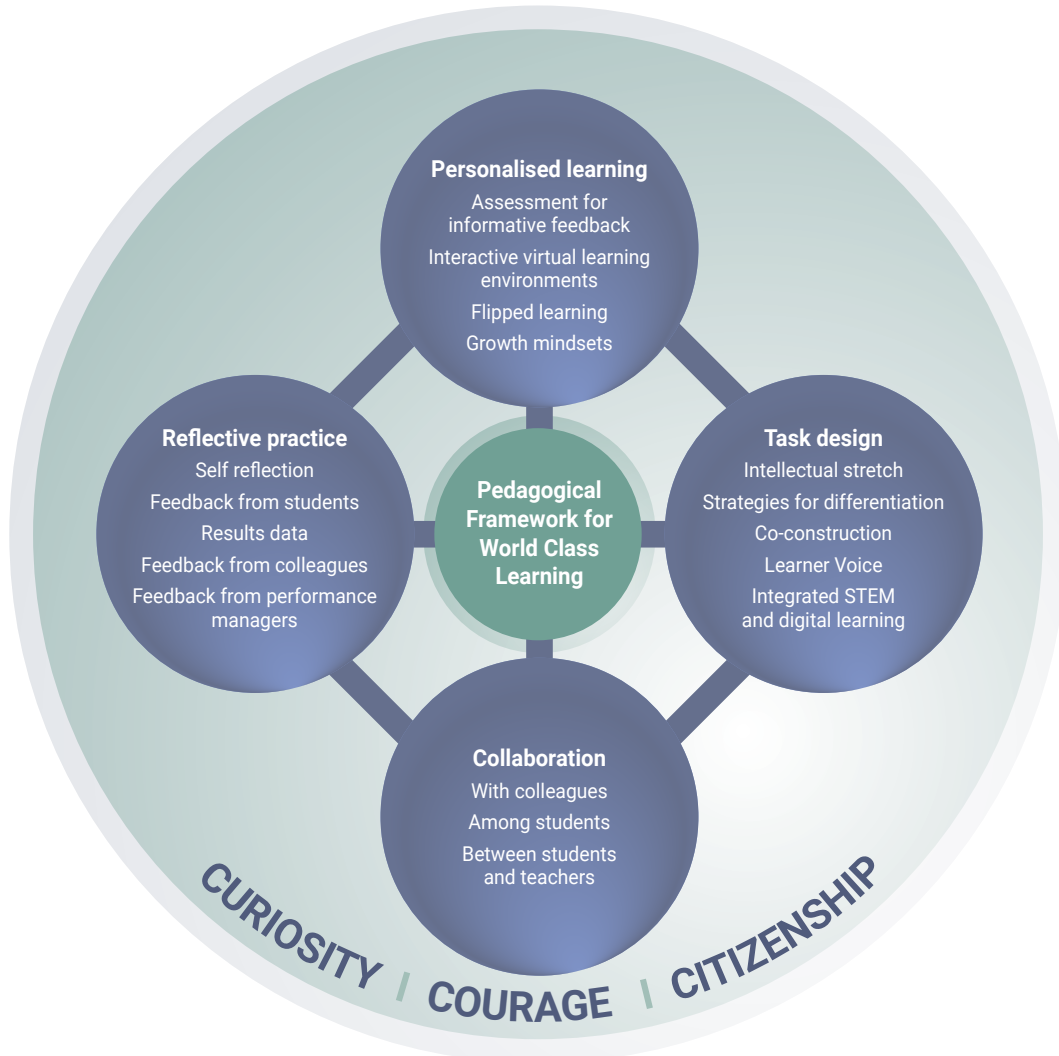
SUCCESS CRITERIA

Students will show demonstrable improvement in NAPLAN Numeracy and PAT –M results. Maths grade data will experience a positive shift toward the higher A- E grade bands. We should also see an increase in enrolment in higher level mathematical subjects for this cohort in 2022.

IMPROVEMENT STRATEGIES

CURIOSITY • COURAGE • CITIZENSHIP

 <p>DEFINE What is our primary goal or vision?</p>	<p>To create lifelong learners who can problem-solve, think critically and creatively, communicate effectively, and act ethically in a dynamic global world.</p>
 <p>DISCOVER What do we need to find or learn? Why is it important to us and our practice?</p>	<p>How to incorporate learner voice in task design and assessment practices that challenge and stretch students</p> <p>We wish to explore:</p> <ul style="list-style-type: none"> • positive education strategies to assist students to develop a growth mindset • digital technologies to create a classroom environment that challenges critical and creative thinking • cutting-edge integrated STEM teaching and learning strategies.
 <p>DREAM What is the best-case scenario? How will it function?</p>	<p>Students will be responsible for, engaged in and be able to articulate their learning.</p> <p>Teachers continuously develop contemporary pedagogical and assessment practices that challenge all students.</p>
 <p>DESIGN What is our plan to move forward?</p>	<p>To use a contemporary Pedagogical Framework for World Class Learning (see over) that focusses on personalised learning, task design, collaboration and reflective practice to:</p> <ul style="list-style-type: none"> • differentiate the curriculum • deprivatise practice through task design, assessment and moderation.
 <p>DELIVER How will we practically apply our knowledge?</p>	<p>Explore and engage with 10 shifts of practice:</p> <ul style="list-style-type: none"> • Lee Crockett's 10 shifts of practice (see over) • Victoria's High Impact Strategies (see over) • other leading educational models.
 <p>DEBRIEF What are the next steps?</p>	<p>To reflect on our journey and identify areas for continued work</p>



LEE Crockett: 10 Shifts of Practice

1. Essential and herding questions
2. Connection through context and relevance
3. Learning is personalised
4. Challenge of higher-order tasks
5. Research component
6. Process oriented
7. Learning intentions are clear
8. Learner-creation focus
9. Assessment is mindful
10. Self and/or peer assessed

Victoria's High Impact Strategies:

1. Setting goals
2. Structuring lessons
3. Explicit teaching
4. Worked examples
5. Collaborative learning
6. Multiple exposures
7. Questioning
8. Feedback
9. Metacognitive strategies
10. Differentiated teaching