

# Strategic Plan TOWARDS 2022



**BRIGHT MINDS BRIGHT LIVES BRIGHT THINKING**

Brighton Secondary School promotes  
the character qualities of

Curiosity  
Courage  
Citizenship

**BRIGHTON  
SECONDARY SCHOOL**



**BRIGHT MINDS BRIGHT LIVES BRIGHT THINKING**



Our vision is to be the school of choice to equip young people for a bright future. Our motto, Fac Omnia Bene, - “Do All Things Well”, is reflected in our mission is to create lifelong learners who can problem solve, think creatively and critically, communicate effectively and act ethically in a dynamic global environment. Our vision and our mission are continually informed by new contexts of learning.

# Do All Things Well

Brighton Secondary School promotes the character qualities of Curiosity, Courage and Citizenship

## Curiosity

Students will enthusiastically inquire about their learning. They will be prepared to think deeply in order to make meaning. They will problem solve in collaboration with others on their journey to being self-directed learners.

## Courage

Students will demonstrate courage by standing up for their personal convictions, taking risks and participating.

## Citizenship

Students will respectfully communicate with others and have a sense of their place and responsibility as citizens in a global context, evident through involvement in service and leadership.

Brighton Secondary School has a proud history educating future generations since 1952. We are a leading school in academic achievement, diverse sporting and cultural pursuits, world-class musicians and international Olympic volleyball players. Creative ways of learning are demonstrated in pedagogical approaches within our flagship programs: Special Interest Music, Special Interest Volleyball, Think Bright, Company Bright, Digital Learning, F1 in Schools, Subs in Schools, International, Positive Education and STEM. Co-curricular programs including sport, debating, creative writing, SALA and the highly acclaimed, Lift Dance Company, reflect a dedicated pursuit of opportunities that enhance Brighton Secondary School's prestigious place in South Australian education.

Students and staff share the responsibility to create optimal conditions for sustained,

relevant and rigorous learning within the Australian Curriculum and the South Australian Certificate of Education frameworks. We seek to provide world class education where the curriculum and pedagogical approaches embrace challenge and stretch.

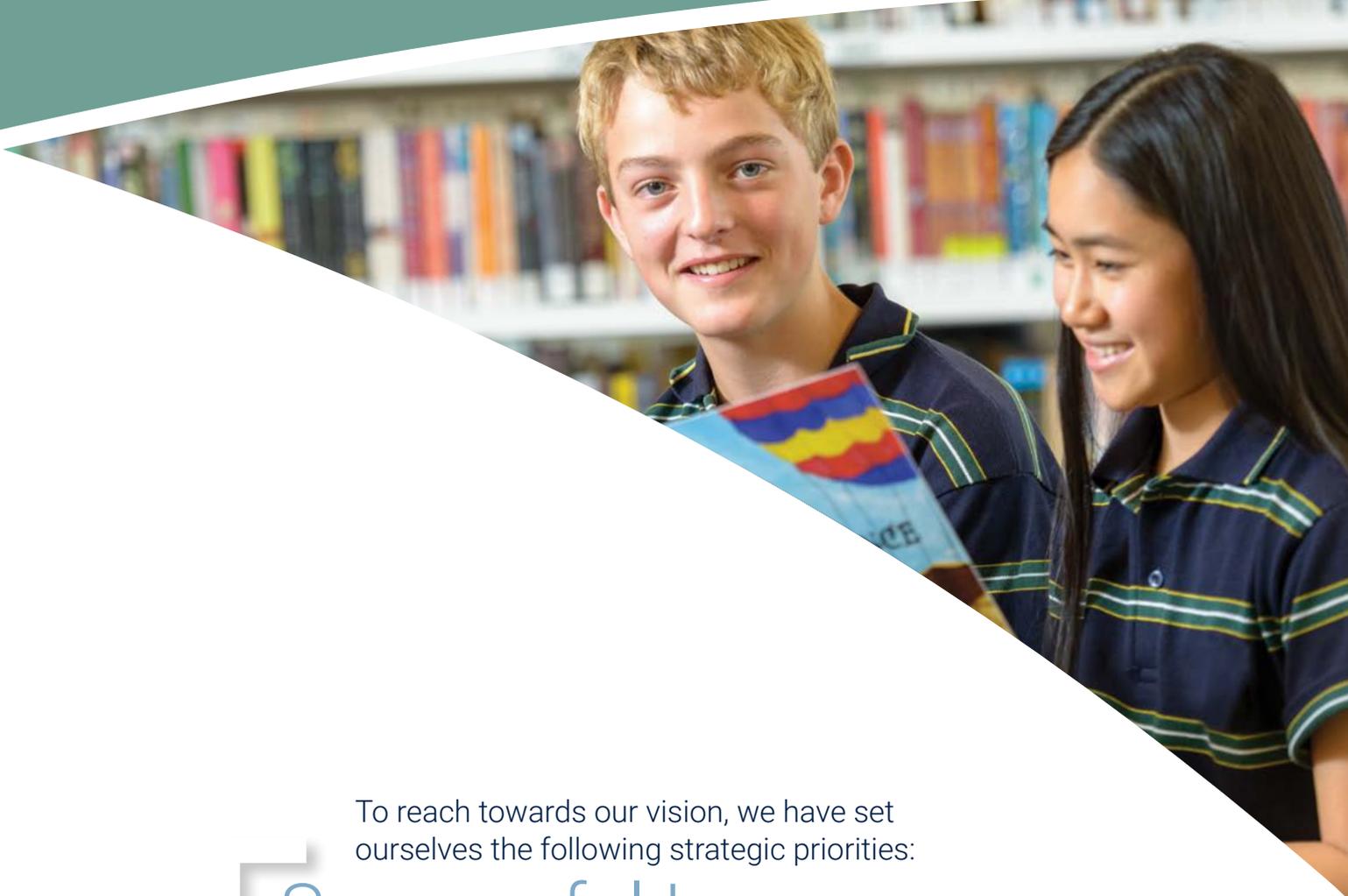
The 2018-2022 Innovation Model for High Quality Teaching Communities is informed by our desire to fascinate, inspire and motivate through an inquiry-based interdisciplinary approach across the curriculum. At Brighton Secondary School, we prepare bright minds for bright lives through bright thinking by:

- acquiring core knowledge
- working collaboratively
- developing an academic and growth mindset
- learning to communicate effectively to solve complex problems
- learning how to learn.



### Strategic Priorities

<b>The school of choice to equip young people for a bright future</b>			VISION
To create lifelong learners who can problem solve, think creatively and critically, communicate effectively and act ethically in a dynamic global environment			MISSION
<b>CURIOSITY   COURAGE   CITIZENSHIP</b>			VALUES
Successful learners	Confident creative individuals	Active and informed citizenship	STRATEGIC PRIORITIES
Learner Voice Individualised Demonstrated Technology enabled	Creative and critical thinking Constructive environment embracing diversity Innovation	Informed citizens Inclusiveness Collaboration Intercultural understanding	STRATEGIES



To reach towards our vision, we have set ourselves the following strategic priorities:

# Successful Learners

## Confident Creative Individuals

## Active and Informed Citizens

### Successful Learners

#### Learner Voice

We believe in a shared understanding of successful learning where students develop an inquisitive mindset to be life-long learners with the knowledge, skills, dispositions and behaviours that allow them to be active, informed social citizens. At Brighton Secondary School, students ask questions, wonder about their world and access opportunities to explore interests.

We believe in a shared pedagogical framework for world-class learning that evolves in response to research about teaching for effective learning.

#### Individualised learning

We believe curriculum should be co-constructed to meet the needs of every student and that all students can learn through collaboration with students and teachers to develop and achieve individualised learning goals.

### Demonstrated learning

Teachers seek real world problems from which to design learning tasks and provide authentic opportunities for students to demonstrate their learning.

#### Technology - enabled learning

Because globalised, digital workplace relies on the effective use of digital technologies, students are empowered by using their 1:1 Apple devices for innovation, life-long personalised learning, global communication and collaboration. Digital technology amplifies learning, communicating and problem-solving for students who can:

- access information anywhere, anytime for personalised learning
- present their learning in new and innovative ways
- create digital solutions for real-world problems
- be confident and curious consumers
- practise digital citizenship when managing their digital footprint and interacting with others.



# Confident Creative Individuals

## Critical thinking

Personal, self-determined learning is at the centre of student and teacher work. We value critical thinkers who are inherently curious about a wide range of topics. An understanding of and appreciation for the diversity of cultures and beliefs that encompass humanity is one of the hallmarks of a great critical thinker.

Teachers differentiate between learning and knowing. All personnel work to demonstrate they are learners and all learners have the opportunity to follow their passions.

## Constructive environment

Teacher collaboration and shared practice are fundamental to a powerful learning environment. Everyone has a story that makes them who they are, as well as personal trials and challenges that have shaped them. Teachers are supported to promote the character qualities of Curiosity, Courage and Citizenship within the formal learning program and co-curricular opportunities to foster the personal values of honesty, resilience, empathy and respect for others, irrespective of gender, race or religion.

## Embracing diversity

Students bring to their learning different world views, histories and ways of being. They demonstrate ethical and intercultural understanding by valuing their own and others' cultures, languages and beliefs.

At Brighton, students:

- interpret and practise learning in different ways
- learn how identities are shaped
- engage with diverse cultures in ways that recognise commonalities and differences
- create connections with others that cultivate mutual respect
- learn about country and place, culture and people

## Innovation

Because we believe living in the 21st century requires students to be innovative, enterprising and adaptable with the confidence and skills to use critical and creative thinking, at Brighton Secondary School, students generate and evaluate knowledge, clarify concepts and ideas, consider alternative perspectives and solve problems.



# Active Informed Citizenship

## Informed citizens

We encourage community-wide participation in the equitable, effective education of students. We aim to develop students who are informed local and global citizens. Brighton students embrace Australia's social, cultural, linguistic and religious diversity as well as understanding our system of government, history and culture to understand our national values of democracy, equity and justice. To this end, the three Australian Curriculum Cross-Curriculum Priorities (Asia and Australia's Engagement with Asia, Aboriginal and Torres Strait Islander History and Cultures, Sustainability) and the General Capabilities (Personal and Social Capability, Intercultural Understanding, Ethical Understanding, Literacy, Numeracy, ICT Capability and Critical and Creative Thinking) are embedded in the curriculum.

- Students are provided with real-life opportunities for citizenship.
- Teachers and students seek active partnerships with the larger community.
- Community members provide their expertise.
- Volunteers are welcome to participate in a wide range of activities within the school.
- Students are encouraged to have representation on all committees.
- Classes for the community are conducted after hours.
- Groups such as the White Ribbon Alliance and the LGBTIQI are supported to promote activities to increase awareness.
- Students engage with students in the Holdfast Partnership schools and kindergartens.

## Inclusiveness

Brighton teachers are committed to providing rich and rewarding opportunities to develop citizenship to support all students to belong in an inclusive community. Brighton will continue to provide opportunities for travel to Asia and to other parts of the world to further develop international relations and intercultural understanding.

## Collaboration

Because we believe that students should live with a sense of hope and be self-directed learners with a strong ethical outlook, at Brighton Secondary School, students act as citizens of their school and community by learning to:

- identify and investigate ethical concepts and values
- interact with others and resolve conflict
- collaborate with others, locally and globally, in both physical and virtual spaces.

We continue to educate the community about the why, the what and the how of change. We build communication channels via the web (Facebook and Twitter), email, newsletters and the Brighton App to connect the community with resources and stories that challenge the traditional narrative of school.



# Towards 2022

In 2022, Brighton Secondary School will celebrate 70 years.

We aim to continue to be a school of excellence evidenced by:

- an innovative and responsive educational environment
- a vibrant curriculum
- a collaborative, caring and inclusive community
- international connections.

## Learning and achievement

We expect to further develop teacher pedagogies and student capacity to use innovative approaches to support self-directed learning.

## Wellbeing and character

We expect to:

- embrace Positive Education approaches in all teaching and learning
- encourage and inspire students to have a growth mindset
- develop a wide range of opportunities for autonomy, social entrepreneurship and Learner Voice.

## Participation and engagement

We expect to expand local and international connections for authentic learning.

## Community and culture

We expect to:

- welcome old scholars to share their learning
- establish a Hall of Fame for Creative and Critical Thinking
- expand our international relationships
- nurture intercultural understanding.





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**Government  
of South Australia**

Department for Education

Department for Education  
T/A South Australian Government Schools  
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