

2025 Site Learning Plan

Our vision: “To **inspire** and **empower** young people to be **curious**, **resilient**, and **successful** partners in learning within an **inclusive** and **innovative** learning community”



**Brighton
Secondary
School**

Goal 1: Effective learners	Goal 2: Learner Agency	Goal 3: Wellbeing
To inspire young people to engage with curiosity in their learning	To empower young people to develop a strong sense of identity and increasing responsibility for their learning	To support young people to develop increasing resilience in their learning and wellbeing
Strategy for Public Education		
“Learners need to develop the skills to be effective learners so that they can make the most of future opportunities and respond to changes in their worlds.”	“Our learners are empowered to develop a sense of identity and responsibility as they participate in their school community and are supported to play a role in shaping their learning experiences.”	“Our learners feel safe, included, and valued. They have access to support, experiences, teaching, and resources to build their resilience and social and emotional skills to positively and confidently engage in learning.”
Learning experiences that will support this goal		
<ul style="list-style-type: none"> • Opportunities for wonder and questioning through exposure to new and diverse ideas and perspectives • Open-ended exploration of concepts • Inquiry-based / problem-based learning 	<ul style="list-style-type: none"> • Co-design of tasks, units, and experiences with young people • Structured teacher and peer feedback routines • Student-led sharing of learning (exhibitions, showcase, performance, career conversations) • Year level, house, leadership, & extracurricular activities 	<ul style="list-style-type: none"> • Safe, supportive, and positive learning environments with consistent, predictable routines and expectations • Explicit teaching of Positive Behaviours for Learning and context-appropriate social/emotional skills • Challenging problems and concepts to solve and resolve with opportunities for reflection
Teaching practices that will support this goal		
<ul style="list-style-type: none"> • Designing thought-provoking units and tasks based on “big ideas” and questions • Contextualised and engaging learning including authentic interdisciplinary connections • Explicit teaching of dispositions and capabilities within SA Curriculum and SACE 	<ul style="list-style-type: none"> • Embedding learner voice and agency in curriculum and assessment design and feedback cycles • Planning lessons aligned with the BSS Instructional Framework including Gradual Release of Responsibility • Eliciting and assessing natural evidence of learning 	<ul style="list-style-type: none"> • Teaching expectations, routines, and regulation skills • Teaching subject-specific learning practices and social and emotional skills and behaviours • Differentiating learning including reference to Learner Profiles, Student Adjustment Guides, and OnePlans
Success criteria*		
<ul style="list-style-type: none"> • Increased SACE and A- E grade achievement • Increased timely submission of tasks 	<ul style="list-style-type: none"> • Increased attendance and engagement in events • Positive responses to student perception survey 	<ul style="list-style-type: none"> • WEC data • Wellbeing referral and behaviour data

*The success criteria cross over all three goals