

# 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 <b>inspire</b> young people to engage with <b>curiosity</b> in their learning	To <b>empower</b> young people to develop a strong <b>sense of identity</b> and increasing <b>responsibility</b> for their learning	To <b>support</b> young people to develop increasing <b>resilience</b> in their learning and wellbeing
Strategy for Public Education		
<p>“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.”</p>		
<p><b>Learning experiences that will support this goal</b></p> <ul style="list-style-type: none"> <li>• Opportunities for wonder and questioning through exposure to new and diverse ideas and perspectives</li> <li>• Open-ended exploration of concepts</li> <li>• Inquiry-based / problem-based learning</li> </ul> <ul style="list-style-type: none"> <li>• Co-design of tasks, units, and experiences with young people</li> <li>• Structured teacher and peer feedback routines</li> <li>• Student-led sharing of learning (exhibitions, showcase, performance, career conversations)</li> <li>• Year level, house, leadership, &amp; extracurricular activities</li> </ul> <ul style="list-style-type: none"> <li>• Safe, supportive, and positive learning environments with consistent, predictable routines and expectations</li> <li>• Explicit teaching of Positive Behaviours for Learning and context-appropriate social/emotional skills</li> <li>• Challenging problems and concepts to solve and resolve with opportunities for reflection</li> </ul>		
<p><b>Teaching practices that will support this goal</b></p> <ul style="list-style-type: none"> <li>• Designing thought-provoking units and tasks based on “big ideas” and questions</li> <li>• Contextualised and engaging learning including authentic interdisciplinary connections</li> <li>• Explicit teaching of dispositions and capabilities within SA Curriculum and SACE</li> </ul> <ul style="list-style-type: none"> <li>• Embedding learner voice and agency in curriculum and assessment design and feedback cycles</li> <li>• Planning lessons aligned with the BSS Instructional Framework including Gradual Release of Responsibility</li> <li>• Eliciting and assessing natural evidence of learning</li> </ul> <ul style="list-style-type: none"> <li>• Teaching expectations, routines, and regulation skills</li> <li>• Teaching subject-specific learning practices and social and emotional skills and behaviours</li> <li>• Differentiating learning including reference to Learner Profiles, Student Adjustment Guides, and OnePlans</li> </ul>		
<p><b>Success criteria*</b></p> <ul style="list-style-type: none"> <li>• Increased SACE and A- E grade achievement</li> <li>• Increased timely submission of tasks</li> </ul> <ul style="list-style-type: none"> <li>• Increased attendance and engagement in events</li> <li>• Positive responses to student perception survey</li> </ul> <ul style="list-style-type: none"> <li>• WEC data</li> <li>• Wellbeing referral and behaviour data</li> </ul>		

\*The success criteria cross over all three goals