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 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.
- Provides explicit guidelines 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.

**Inquiry 3**

How can teachers 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 4**

How can teachers improve assessment practices to ensure students can effectively demonstrate their learning?

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.

**SUCCESSFUL LEARNERS**

- High expectations of all learners/Continuous Improvement
- Professional Leadership/Shared Leadership
- Purposeful Teaching/Make Data Count
- Literacies across the curriculum
- Teacher Professional Standards
- TFEL / Think Bright
- Shared vision & goals/Listen & Respond/Set Directions
- Student Entitlement
- Focus on Teaching & Learning
- Stimulation Secure Learning Environment/Target Resources
- Learning Communities/Attitude to Culture
- Accountability Think Systemically
- Australian Curriculum
- Bright Learning Centre: Digital Learning

**CONFIDENT AND CREATIVE INDIVIDUALS**

- Teacher Learning Communities
- LEARNERS @ Brighton Secondary School

**ACTIVE AND INFORMED CITIZENS**

- Teacher Professional Standards
- Shared vision & goals/Listen & Respond/ Set Directions
- Literacies across the curriculum
- Purposeful Teaching/Make Data Count
- Teacher Learning Communities
- LEARNERS @ Brighton Secondary School