Self Review Inquiry to identify the elements that come together to make Brighton Secondary School successful.

Brighton Secondary School is an innovative, safe school that delivers relevant curricula and promotes rigour, relationships and a love of learning.

How can we develop strategies to ensure students engage in their learning and school community with a shared vision for success?

Inquiry 1
How can digital technologies enable teachers to best utilise face to face time?

Inquiry 2
How can we learn about and use positive education to ensure that students have a strong sense of identity where they feel safe, secure and supported to confidently and creatively embrace opportunities?

Inquiry 3
How can teachers improve assessment practices to ensure students can effectively demonstrate their learning with a shared vision for success?
Site Improvement Plan 2016

Brighton Secondary School is an innovative, safe school that delivers relevant curricula and promotes rigour, relationships and a love of learning. Our goal is to develop strategies to ensure students engage in their learning and school community with a shared vision for success.

The key 2016 Brighton Secondary School priority is to challenge and stretch students to be:
1. Successful Learners
2. Confident and Creative Individuals
3. Active and Informed Citizens

These priorities will be developed through the following three strategies to:
1. Improve task design for personalised learning
2. To engage students to be personally accountable
3. To change pedagogy to support independent learning.

Strategy 1 DEPRIVATISE OUR PRACTICE THROUGH TASK DESIGN AND MODERATION

INQUIRY: How can teachers improve assessment practices to ensure students can effectively demonstrate their learning with a shared vision for success?

• Internal moderation
• Team observations and walk throughs
• Internal/external Instructional Rounds
• A focus on transition points to support continuity of learning

Strategy 2 POSITIVE EDUCATION

INQUIRY: How can we learn about and use positive education to ensure students have a strong sense of identity here they feel safe, secure and supported to confidently and creatively embrace opportunities?

• Positive language
• Positive behaviours
• Professional learning through conferences and readings
• Communication Challenge (consultation and Learning Laneway)

Strategy 3 FLIPPED CLASSROOMS

INQUIRY: How can digital technologies enable teachers to best utilise face to face time?

• creation of video

Students and Teachers have specific responsibilities to ensure quality teaching and learning take place:

The Student:
• has the capacity and capability to learn, understand and engage in their studies, and develop deep self-knowledge
• possesses prior knowledge and understanding to bring to their studies
• accepts responsibility for their own learning and ability to contribute positively to the learning environment for the benefit of all learners
• works with others to solve problems

The Teacher:
• builds positive relationships with each student
• recognises the differences among students to develop a knowledge of each student and modifies curriculum where required to meet individual needs
• provides explicit criteria about the quality of work that students are expected to produce
• promotes mutual respect and understanding to make risk-taking possible
• models language and establishes behaviours that build positive relationships
• provides learning experiences that challenge each student
• provides effective and informative feedback to both classroom work and formal/informal assessment
• promotes connections across areas of studies and real life situations
• support the overall development of students in all aspects of the diversity of school life