

School Strategic Plan 2021-2025

Brentwood Secondary College (7647)



**BRENTWOOD
SECONDARY COLLEGE**

Submitted for review by John Ballagh (School Principal) on 28 February, 2022 at 02:45 PM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 28 February, 2022 at 03:10 PM

Endorsed by Stella Koutsikos (School Council President) on 28 March, 2022 at 04:22 PM

School Strategic Plan - 2021-2025

Brentwood Secondary College (7647)

School vision	<p>Brentwood Secondary College is a vibrant learning community where all students are supported and encouraged to achieve success and to pursue excellence. A learning community is a place where everyone is learning, both independently and together, and where everyone is continually striving to improve. Our guiding philosophy is the belief that all students learn best when they are happy, healthy and resilient and our vision for learning encapsulates all members of our community. Brentwood's vision for learning is "We learn as a connected community to grow as individuals who are future ready".</p> <p>Our purpose is to ensure that every student is provided with every opportunity to achieve their potential. A Brentwood education will provide all students with the opportunity to develop their talents, to nurture a passion and to grow in confidence about their future. Every student will be supported in their intellectual, emotional, social and physical development by a highly professional group of teachers and education support staff.</p> <p>Consistent with the Melbourne Declaration on Educational Goals for Young Australians (2008) our purpose is to ensure that all Brentwood students have the opportunity to become successful learners, confident and creative individuals, and active and informed citizens. We strive to ensure that our students learn in a connected community so that they grow as individuals who are future ready.</p>
School values	<p>Values Brentwood Secondary College values Learning and Community. Our values are:</p> <p>Values for Learning:</p> <p>Creativity - We demonstrate creativity in our learning by:</p> <ul style="list-style-type: none">• balancing satisfaction and scepticism towards our own ideas• using imagery, analogy and metaphor to find links and make connections. <p>Curiosity - We demonstrate curiosity in our learning by:</p> <ul style="list-style-type: none">• being open-minded and asking inquiry questions• looking for new interests and different perspectives. <p>Discipline - We demonstrate discipline in our learning by:</p> <ul style="list-style-type: none">• thinking critically and planning methodically

	<ul style="list-style-type: none"> • working independently and in collaboration with others. <p>Reflection - We demonstrate the capacity for reflection by:</p> <ul style="list-style-type: none"> • thinking about and being able to articulate how we learn • identifying our own strengths, weaknesses and areas for growth. <p>Resilience - We demonstrate resilience in our learning by:</p> <ul style="list-style-type: none"> • coping well with uncertainty and complexity • working hard, persevering and bouncing back from failure. <p>Values for Community:</p> <p>Compassion - We demonstrate compassion by:</p> <ul style="list-style-type: none"> • being kind to each other • caring about the wellbeing of others. <p>Empathy - We demonstrate empathy by:</p> <ul style="list-style-type: none"> • appreciating that we are all different • acknowledging the thoughts and feelings of others <p>Integrity - We demonstrate integrity by:</p> <ul style="list-style-type: none"> • being honest, fair and just • being trustworthy in what we say and what we do <p>Respect - We demonstrate respect by:</p> <ul style="list-style-type: none"> • caring for ourselves, for others and for our environment • being courteous and valuing the dignity of ourselves and others <p>Responsibility - We demonstrate responsibility by:</p> <ul style="list-style-type: none"> • contributing to a safe, caring and sustainable environment • being personally accountable and making the most of our opportunities
Context challenges	<p>Through the self-evaluation and school review process the following challenges were identified for Brentwood Secondary College over the next 4-year period.</p> <ul style="list-style-type: none"> - Learning Growth: Whilst many students achieve high results, NAPLAN and VCE data suggests that some students are not achieving their expected levels of attainment. In particular, analysis of NAPLAN data has demonstrated a large number of students

	<p>performing greater than other students at the same year level, however their learning growth is not as high. Similarly, VCE Performance has been consistent over recent years, however, analysis of student results has shown some students achieving lower than expected and some subjects performing below state mean. This further highlights the challenge of achieving maximum learning growth for all students in VCE.</p> <ul style="list-style-type: none"> - Learning & Wellbeing: Catch Up: The COVID-19 pandemic over the past 2 years causing significant periods of remote learning has also impacted on learning growth for some students. Whilst a number of students thrived academically during the past two years, some students have not. Similarly, some students' social and emotional development has not grown at the same rate as previous years. Providing more targeted and differentiated support for these students will be a challenge over the coming years. - Student Agency: Feedback from PIVOT surveys, student forums and the Attitudes to School Survey indicate that student agency in their learning and wellbeing is an area for growth for Brentwood. - Wellbeing: The school review identified an opportunity to develop an explicit and tiered approach to student support by aligning and embedding wellbeing capabilities within the classroom beyond the supports offered by our large Wellbeing Team. This will further assist students in their learning by having a more holistic focus on their health and wellbeing at school, in every classroom. This will result in the school developing a tiered approach to supporting individual students and targeted groups, whilst maintaining a level of support for students with additional needs. - Embedding the Year 7-12 ASPIRE pillars of 'the learner', 'the person' and 'the future' more holistically within the co-curricular school programs at each year level.
<p>Intent, rationale and focus</p>	<p>Brentwood Secondary College has a strong vision for learning where everyone "learns as a connected community to grow as individuals who are future ready". To achieve this, Brentwood is committed to ensuring students, staff and parents live our values for learning and community. Over the next four years we expect to see greater connection within the school community that supports the learning and wellbeing growth of every person. While doing this, a focus on growth over performance is an important pillar to support students in achieving beyond what is expected of their age and more in alignment with their potential. Our vision recognises that every person is unique and is valued and celebrated for who they are and their individual growth as a learner and a person and we expect to further foster this in our community by ensuring all students have a strong sense of agency and understanding of their growth in all areas of their schooling life. This, combined with a comprehensive pathways program will ensure all students are future ready upon graduation at the end of Year 12.</p> <p>As Brentwood continues on it's improvement journey over the next four years the strategic focus will be on three goals:</p> <ol style="list-style-type: none"> 1. Maximising the learning of every student 2. Maximising student agency of every student 3. Optimising student wellbeing <p>These three goals will enable Brentwood to build upon the foundations laid over the past four years which have established the pre-conditions required for a more collaborative approach to school improvement. This will involve embedding a whole school Professional Learning Community culture focused on student needs and creating powerful learning opportunities which challenge all</p>

students, regardless of their starting point. To achieve this, teaching staff will continue adapting their curriculum to allow for greater differentiation. Building upon the work from 2020 and 2021 staff will deepen their expertise in designing and using formative assessment strategies and developmental rubrics. Staff will further to refine their knowledge and skills in using evidence and data to inform their practice and moderation within PLC's. These will ultimately result in staff being able to differentiate more effectively for students in their classes.

To support the Professional Learning Community culture there will be further refinement of the Brentwood 'GROWTH' Instructional Model supported by an explicit focus on High Impact Teaching Strategies within the classroom and a new Brentwood Learner Model.

With a strong focus on the three pillars of the Brentwood ASPIRE program; 'the learner', 'the person' and 'the future', students will continue to be further supported in demonstrating more agency in their growth as a learner and person. Establishing and defining what student agency is at Brentwood will be the starting point. Following this, and in conjunction with the focus on differentiation, students will be able to exercise more agency in their learning both in the classroom and outside it.

Brentwood has always had a strong focus on wellbeing and supporting student development more holistically with a well-resourced Wellbeing Centre. Over the next four years, the focus will be developing a shared understanding of what wellbeing is at Brentwood and then embedding wellbeing practices throughout the school in addition to being able to support students at times of need via the Wellbeing Centre. This will require consultation and collaboration with staff, students and parents as a tiered wellbeing framework and model is developed for the school. A whole school wellbeing framework will then need to be supported by professional learning for staff and including wellbeing capabilities within the curriculum.

School Strategic Plan - 2021-2025

Brentwood Secondary College (7647)

Goal 1	Maximise the learning growth of every student.
Target 1.1	<p>By 2025, the percentage of students meeting or above NAPLAN benchmark growth Year 7 to Year 9 will increase.</p> <ul style="list-style-type: none">• Reading from 71 per cent (2019) and 73 per cent (2021) to 77 per cent.• Writing from 62 per cent (2019) and 79 per cent (2021) to 83 per cent.• Numeracy from 69 per cent (2019) and 65 per cent (2021) to 73 per cent.
Target 1.2	<p>By 2025, the percentage of students maintaining the top two bands, Year 7 to Year 9, will increase.</p> <ul style="list-style-type: none">• Reading from 61 per cent (2019) and 68 per cent (2021) to 72 per cent.• Writing from 28 per cent (2019) and 36 per cent (2021) to 40 per cent.• Numeracy from 68 per cent (2019) and 64 per cent (2021) to 72 per cent.
Target 1.3	<p>By 2025, the learning growth measured by teacher judgment semester 2 to semester 2 for Year 7 to Year 10 students achieving above expected growth will increase.</p> <ul style="list-style-type: none">• Reading and viewing from 15.5 per cent (2019) and 13.25 per cent (2020) to 20 per cent.• Writing from 16.75 per cent (2019) and 14.75 per cent (2020) to 20 per cent.• Number and Algebra from 11.4 per cent (2019) and 16.25 per cent (2020) to 20 per cent.

Target 1.4	By 2025, increase the VCE Unit 3 and 4 subjects are at or above the adjusted score of 0 according to the Selected VCE Studies (Adjusted) VASS Report 10 from 23.3 per cent (2019) and 33.3 per cent (2020) to 50 per cent.
Target 1.5	<p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> • Academic emphasis from 58 per cent (2020) to 62 per cent. • Guaranteed and viable curriculum from 70 per cent (2020) to 74 per cent. • Collective efficacy from 67 per cent (2020) to 71 per cent. • Staff trust in colleagues from 71 per cent (2020) to 75 per cent. • Teacher Collaboration from 40 per cent (2020) to 48 per cent. • Instructional leadership from 66 per cent (2020) to 70 per cent. • Understand how to analysis data from 53 per cent (2020) to 61 per cent.
Target 1.6	<p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Stimulating learning from 56 per cent (2021) to 60 per cent. • Differentiated learning challenge from 56 per cent (2021) to 60 per cent.
Key Improvement Strategy 1.a Curriculum planning and assessment	Embed Professional Learning Communities (PLCs) to enable staff collaboration and reflection to strengthen student learning and teacher practice.
Key Improvement Strategy 1.b	Further enhance the agreed evidence based instructional practices to embed differentiation

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 1.c Curriculum planning and assessment	Further enhance the agreed evidence-based assessment practices to embed differentiation.
Key Improvement Strategy 1.d Curriculum planning and assessment	Strengthen the shared understanding and enhance responsive use of curriculum frameworks
Key Improvement Strategy 1.e Instructional and shared leadership	Strengthen the instructional and shared leaderships capacity of all staff.
Goal 2	Maximise student agency of every student.
Target 2.1	<p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Student voice and agency from 45 per cent (2021) to 49 per cent. • Self-regulation and goal setting from 60 per cent (2021) to 64 per cent. • Sense of confidence from 59 per cent (2021) to 63 per cent. • Attitudes to attendance from 81 per cent (2021) to 85 per cent.
Target 2.2	<p>By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> • Stimulating learning environment from 79 per cent (2020) to 83 per cent. • Student voice and agency from 74 per cent (2020) to 80 per cent. • Parent participation and involvement from 68 per cent (2020) to 72 per cent.

Target 2.3	<p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 54 per cent (2020) to 58 per cent. • Use student feedback to improve practice from 75 per cent (2020) to 79 per cent.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and embed a whole school approach to enhance student agency
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Further enhance and embed the agreed evidence based instructional practices to enable student agency.
Goal 3	Optimise student wellbeing.
Target 3.1	<p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Sense of connectedness from 50 per cent (2021) to 58 per cent. • Resilience from 62 per cent (2019) to 66 per cent. • Respect for diversity from 46 per cent (2021) to 50 per cent. • Perceptions of LGBTIQ-Phobic discrimination from 25 per cent (2021) to 29 per cent. • Teacher concern from 36 per cent (2021) to 40 per cent. • Life satisfaction from 47 per cent (2021) to 51 per cent.
Target 3.2	<p>By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> • Student connectedness from 84 per cent (2020) to 88 per cent.

	<ul style="list-style-type: none"> • Confidence and resiliency skills from 81 per cent (2020) to 85 per cent.
Target 3.3	<p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> • Trust in students and parents from 64 per cent (2020) to 68 per cent. • Staff professional safety from 42 per cent (2019) to 50 per cent. • Staff psychological safety from 29 per cent (2019) to 40 per cent. • Staff safety and wellbeing consultation and participation from 36 per cent (2019) to 44 per cent.
Key Improvement Strategy 3.a Health and wellbeing	Develop a whole school tiered approach to support student wellbeing.
Key Improvement Strategy 3.b Health and wellbeing	Build staff capacity to improve student wellbeing capabilities.??
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Embed wellbeing capabilities within the whole school curriculum