Victoria State Government — Department of Education and Early Childhood Development

School Strategic Plan for Brentwood Secondary College North Eastern Victoria Region 2013-2016

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School Profile

Purpose

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. The belief that happy, healthy, resilient students learn best and are therefore able to achieve their best is a guiding philosophy.

Our purpose is to ensure that every student is provided with every opportunity to achieve their potential. A Brentwood education will provide every student 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. 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.

Values for Learning

Creativity
We demonstrate creativity in our learning by:
- balancing satisfaction and scepticism towards our own ideas
- using imagery, analogy and metaphor to find links and make connections.

Curiosity
We demonstrate curiosity in our learning by:
- being open-minded and asking inquiry questions
- looking for new interests and different perspectives.

Discipline
We demonstrate discipline in our learning by:
- thinking critically and planning methodically
- working independently and in collaboration with others.

Reflection
We demonstrate the capacity for reflection by:
- thinking about and being able to articulate how we learn
- identifying our own strengths, weaknesses and areas for growth.

Resilience
We demonstrate resilience in our learning by:
- coping well with uncertainty and complexity
- working hard, persevering and bouncing back from failure.

Values for Community

Compassion
We demonstrate compassion by:
- being kind to each other
- caring about the wellbeing of others.

Empathy
We demonstrate empathy by:
- appreciating that we are all different
- acknowledging the thoughts and feelings of others.

Integrity
We demonstrate integrity by:
- being honest, fair and just
- being trustworthy in what we say and what we do.

Respect
We demonstrate respect by:
- caring for ourselves, for others and for our environment
- being courteous and valuing the dignity of ourselves and others.

Responsibility
We demonstrate responsibility by:
- contributing to a safe, caring and sustainable environment
- being personally accountable and making the most of our opportunities.

Environmental Context

Environment

Brentwood Secondary College is a co-educational, single campus school located in the eastern Melbourne suburb of Glen Waverley within the City of Monash. There are seven other secondary colleges, a specialist science school and eight independent schools located within the City of Monash. The college was built in 1969 to service the then expanding eastern suburbs. The permanent brick buildings feature four main blocks constructed in twin courtyard design. In 2002, School Council funded the construction of a Senior Learning Centre to the north of the permanent building. In 2006, the mathematics and science block was reconstructed and extended under the Department of Education master planning process. Also in 2006, School Council funded the construction of an extensive gymnasium complex adjacent to the college hall. This project was funded with School Council savings and the establishment of a school co-operative. The cooperative loan will be cleared by the end of 2016. In 2007, the Thinking, Learning and Creativity centre, a Leading Schools Fund initiative, was constructed at the eastern end of the English block. There are 28 portable classrooms of varying quality located on the site. Maintaining some of the older portables is an ongoing drain on resources. No major infrastructure projects have been undertaken in the past five years. The grounds are very well maintained and the courtyard gardens are quite beautiful, especially in springtime.

Demographic

The student enrolment has increased from 1,356 in 2008 to 1,427 in 2011. At the February census in 2012 the total student enrolment was 1,450. Brentwood students come from over forty feeder government and non-government primary schools with the three largest within walking distance. An increasing number of families are moving into the Brentwood neighbourhood area in order to guarantee a place for their child. The year 7 enrolment has been capped at 250 for a number of years and there continues to be more applications for places than places available. The cap is a local decision aimed at ensuring the total student enrolment remains below 1,500. Almost 60% of Brentwood students reside in the local Glen Waverley/Wheelers Hill area and those living outside the neighbourhood area generally travel to school by bus. The college is very well serviced by commercial bus companies. There has been a growing trend in the number of students seeking enrolment in senior school. These students are making a deliberate decision to leave their current school in order to complete the VCE at Brentwood.

The Student Family Occupation (SFO) density is calculated at 0.33 which is classified within the low band; the lower the SFO density, the higher the SFO percentile. The higher the SFO percentile therefore implies the higher the socio-economic status of students' families. The Brentwood SFO percentile is located between the 75th and 95th percentiles relative to other government schools. The proportion of students who access the Education Maintenance Allowance has remained fairly constant. It was 26% in 2010 and is 24% in 2012.

The percentage of students from language backgrounds other than English (LBOTE) has remained fairly constant in the past four years. It was 42% in 2008 and 45% in 2012. LBOTE applies when either the student or one parent speaks a language other than English at home. The number of students of Aboriginal and Torres Strait Islander (ASTI) heritage has ranged from between three and five over the past four years. The number of students funded under the Program for Students with a Disability (PSD) has ranged from eight to ten over the past four years. The number of international students attending Brentwood has been maintained at around 40 over the past four years.

Curriculum Program

The curriculum across years 7 to 10 is aligned with the Victorian Essential Learning Standards (VELS). The year 7 curriculum includes the Thinking, Learning and Creativity (TLC) program which has been designed as a transition subject between primary and secondary school. The TLC program integrates the disciplines of English, History, Geography and Information and Communication Technology (ICT). In years 8 and 9 students complete a curriculum that encompasses all elements of the VELS. In senior school, students undertake VCE studies accredited by the Victorian Curriculum and Assessment Authority (VCAA). In year 10, the curriculum is aligned with the VELS and eligible students are also are offered VCE unit 1 and 2 advanced placements. In year 11, VCE unit 3/4 studies are offered as advanced placements and in year 12 university enhancement studies are available to high performing students. Senior students may also access VET subjects at local TAFE colleges. Upon exiting Brentwood, 98% of year 12 students continue their education at Victorian universities or TAFE colleges. Of the 2011 year 12 graduating class, 75% have continued their education at university, with Monash University being the most popular, and 20% at TAFE colleges or other training providers. Usually about 3% of students defer their studies for a year; this is an appropriate decision for some students. A secure education or training pathway beyond Brentwood is a priority for all students.

In 2009, in partnership with Deakin, Monash and Swinburne universities, an Information Technology unit was developed for junior school girls called Digital Divas. This subject has been very successful and has generated international attention. In 2011, Aviation Studies was introduced as a year 10 elective. This unit provides students with the opportunity to qualify for a recreational pilot's licence. The students study theory for three periods per week and undertake flying lessons for two periods per week at Tooradin Airport. The cost to each student for this unit is $2,400. The cost for the total number of flying lessons is subsidised by a generous benefactor who is keen to support the students. Without this subsidy the unit would not be financially feasible. The VCE study, Environmental Science, was introduced into the senior school curriculum in 2010. In 2011, the student led Green Team initiated the establishment of a sustainability garden. This garden has greatly enhanced the delivery of environmental science across all year levels.

The Brentwood integration program supports students funded through the Program for Students with Disabilities (PSD). An extensive English as an Additional Language (EAL) program provides support for LBOTE students and international students, while a literacy enhancement program provides support for junior school students. The timetable is structured to ensure a variety of opportunities for both support and acceleration across all year levels.

There is a strong commitment to pastoral care at Brentwood and the co-curricular program promotes high levels of participation in sport, music and the other performing arts. Student leadership opportunities are spread across a broad range of activities and services. The Student Representative Council is a highly organised and popular group, as is the Green Team and V-Gen (Vision Generation, World Vision).

There is an extensive camps program in operation at Brentwood, including local, interstate and international destinations. In years 7 and 8, year level camps are located in Victoria and in years 9, 10 and 11 the year level camps travel to Tasmania, the Gold Coast and the Northern Territory respectively. The year 12 camp is a study skills camp held at Ormond College at the University of Melbourne. There are five international camps: the language exchange camps to Germany and Japan, the World Challenge Expedition, G'Day USA and in 2012 the Humanities Faculty introduced a camp called 'Battlefields and Great Cities of Europe' which will visit Gallipoli and the Western Front.

The college is organised into a junior sub-school and senior sub-school each composing three year levels. Each year level is divided into ten home groups of 25 students. There are approximately 250 students in each year with the exception of years 11 and 12 which can vary from year to year. The optimum class size is 25 or 26 with EAL classes generally around 15. Each sub-school operates with a Head of School, who is a leading teacher, and two student managers at each year level. Home group teachers are appointed and meet with their home group every day. Student wellbeing is coordinated by a leading teacher who works with the college chaplain, a social worker and a visiting Department psychologist. There are four psychologists who provide on-site services funded by Medicare for students who obtain a mental health plan from their doctor.

Staffing
The College employs the full-time equivalent of 124 staff. This translates to 140 employees including: the principal, 3 assistant principals, 102 teachers, 6 instrumental music teachers and 32 education support staff. While the principal is ultimately accountable for everything, the three assistant principal roles take responsibility for a discreet portfolio relating to students, curriculum and resources respectively. There is one business manager with responsibility for finances and HR administration. The leadership structure at Brentwood is predicated on the belief that improving student outcomes is best achieved through a faculty based model. Accordingly, heads of faculty are leading teacher positions and the faculty structure is closely aligned with the disciplines of the Victorian Essential Learning Standards. In 2011, it was decided to appoint assistant heads of faculty to the four largest faculties: English, Humanities, Mathematics and Science. Along with a leading teacher position for student wellbeing, there is also a leading teacher position with responsibility for student pathways. The teaching staff profile is as follows: 4% principal class officers, 16% leading teachers, 38% expert teachers, 29% accomplished teachers and 15% graduate teachers. Approximately $90,000 is spent annually on special payments to 32% of the teaching staff from the expert, accomplished and graduate class who take on responsibility positions.

School Strategic Plan 2013 - 2016 Strategic Intent

Goals	Targets	Key Improvement Strategies

Student Learning

To improve student learning growth as indicated by progress.

To improve student literacy skills across all disciplines.

To improve student achievement in the post compulsory years.

NAPLAN Performance: Target +5% per year

	Reading		Writing		Numeracy	
NAPLAN Measure/3 year mean	mean	2016	mean	2016	mean	2016
Growth in learning of matched cohort year 7 to year 9 (mean scaled score)	29.5	35.4	34.0	40.8	31.8	38.2
Year 9 students in top two bands (%)	28.8	34.6	36.0	43.2	42.5	51.0
Year 9 students in bottom two bands (%)	15.8	12.6	17.2	13.8	8.5	6.8

VELS Performance: Target +20% by 2016

Years 7 - 10 combined/3 year mean % A & B scores	mean	2016
English Reading	17.6	37.6
English Writing	13.3	33.3
Mathematics Measurement, Chance & Data	4.3	24.3

VELS Performance: Target 1.0 or greater by 2016

Matched cohort/growth in mean score	2011	2016
English Reading: year 7 to 9	0.93	1.0 or >
English Reading: year 8 to 10	0.96	1.0 or >
English Writing: year 7 to 9	0.97	1.0 or >
English Writing: year 8 to 10	0.96	1.0 or >
Mathematics Measurement, Chance & data: year 7 to 9	0.94	1.0 or >
Mathematics Measurement, Chance & Data: year 8 to 10	0.97	1.0 or >

1. Implement a purposeful curriculum that ensures the growth in learning of all students.

2. Implement high quality teaching practices that ensure the growth in learning of all students.

3. Build the capacity of leaders to continually improve teaching and learning.

4. Build the capacity of teachers to continually improve their teaching practice.

VCE Performance: Target +5% by 2016

VCE Measure	2011	2016
Mean study score: All studies	31.8	33.4
Mean study score: English	31.6	33.2
Mean study score: Further Mathematics	32.8	34.4
Mean study score: Mathematical Methods	32.9	34.5
Study scores at or above 40 (percentage)	9.8	10.3
Study means within the SFO percentile range (percentage)	75	79.7

Staff Opinion Survey: Target +5% by 2016

Variable/Score (5 point scale)	2011	2016
Student expectations	n/a	tba
Teacher confidence	4.10	4.31
Quality teaching	3.80	3.99

Student Engagement and Wellbeing

To improve student engagement with the learning culture.

Student Absence Rate: Target -10% per year

Year level/Ave no. days absent/student	2011	2016
Year 7	13.6	9
Year 8	18.3	12
Year 9	21.5	14
Year 10	17.9	12
Year 11	15.4	10
Year 12	9.3	6
Years 7 - 12 combined	16.1	11

Students' Attitudes to School Survey: Year 7 - 12: Target +5% by 2016

ATTS Variable/Score (5 point scale)	2012	2016
Teacher effectiveness	3.52	3.70
Teacher empathy	3.52	3.70
Stimulating learning	3.01	3.16
Learning confidence	3.70	3.88
Peer connectedness	3.91	4.10

5. Develop a whole school approach to building students' capacity to be disciplined, reflective and resilient learners.

6. Establish a role for student voice with regard to learning both inside and outside the classroom.

7. Build the capacity of teachers to create a positive learning culture.

Student Pathways and Transitions

To improve internal transitions for all students.

To ensure a guaranteed pathway for all students.

Attitude to School Survey & Parent Opinion Survey: Target +5% by 2016

Variable/Score	2012	2016
ATTS: Student morale (7 point scale)	4.75	4.98
ATTS: School connectedness (5 point scale)	3.52	3.70
ATTS: Student motivation (5 point scale)	4.19	4.40
POS: Transitions (7 point scale)	5.32	5.40

Unknown exit destinations: Target zero

Year Level/Percentage	2011	2016
Year 10 students (n=34)	0	0
Year 11 students (n=22)	0	0
Year 12 students (n=238)	0	0

Exit destinations continuing in education/training/employment: Target 100%

Year Level/Percentage	2011	2016
Year 10 students (n=34)	100	100
Year 11 students (n=22)	86.3	100
Year 12 students (n=238)	98.7	100
Year 12 International Students		100

8. Implement a program to build student's capacity to transition with confidence from one year level to the next.

9. Implement a junior school careers program with a view to building students' capacity to be future focussed in their learning.

10. Enhance the senior school careers program with a view to building students' capacity to be future focussed in their learning.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the 3 student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Student Learning 1. Implement a purposeful curriculum that ensures the growth in learning of all students. 2. Implement high quality teaching practices that ensure the growth in learning of all students. 3. Build the capacity of leaders to continually improve teaching and learning. 4. Build the capacity of teachers to continually improve their teaching practice.	**Year 1**	Implement a purposeful and relevant curriculum. ▪ Provide a curriculum with intellectual rigour, discipline and high expectations. ▪ Provide a differentiated curriculum that ensures all students are challenged and able to achieve growth in their learning. ▪ Provide a curriculum that clearly articulates criteria for success and improvement (growth). ▪ Ensure that classroom teaching practice provides opportunities for students' to develop thinking skills and problem solving skills. ▪ Prepare for the implementation of the Australian curriculum (AusVels) in all studies.	▪ Teachers use the language of high expectations at all times. ▪ Teachers differentiate lesson activities and assessment. ▪ Students are able to articulate learning intentions for a lesson or series of lessons. ▪ Students are able to articulate what they know, understand and are able to do. ▪ Students are able to clearly articulate what they need to do to improve. ▪ The AusVels is progressively implemented.
		Develop a whole of school literacy program. ▪ Build the capacity of teachers to improve student literacy skills across all studies. ▪ Benchmark and evaluate literacy skills of students across the curriculum to inform the effectiveness of the program. ▪ Reference the DEECD 6-18 month literacy strategy and other schools' literacy programs.	▪ Literacy skills are explicitly taught in all studies. ▪ Literacy skills are assessed, including On Demand Testing, benchmarked and tracked for all students across years 7 – 9. ▪ Students are able to articulate what they need to do to improve their literacy skills.
		Continue to embed the use of ICT across the curriculum. ▪ Regularly evaluate eLearning strategies including the 1:1 netbook program and iPad program. ▪ Provide continual opportunities for teachers to enhance their ICT teaching skills.	▪ Teachers will increasingly use ICT to enhance student learning and student engagement with their learning. ▪ The use of Compass, the newly implemented electronic management system, will be expanded.
		Increase collaboration and effectiveness of faculty teams. ▪ Implement a professional learning team model within the faculties that enhances teachers' capacity to personalise learning. ▪ Develop protocols and norms of behaviour for faculty teams to ensure effective action research is undertaken. ▪ Build the capacity of leaders to support the work of faculty teams and to improve teaching and learning. ▪ Promote a high level of accountability within faculty teams.	▪ The meeting schedule will be modified to accommodate regular faculty team meeting times. ▪ Faculty teams will undertake action research focussed on improving teaching practice. ▪ Faulty teams will document their research. ▪ Heads of faculty will monitor the work of faculty teams.

		- Facilitate cross team collaboration. - Review the Performance Review process and develop a model for peer observation around the work of faculty teams. - Evaluate the outcomes of the work of faculty teams.	- Staff, faculty and curriculum meetings will be used as a forum to share best practice. - The work of faculty teams will be celebrated. - Peer observation will be used by teachers as an improvement strategy in the review process.
		Enhance the use of student learning data. - Develop a clear plan around the different types of student data and its use – a data management plan. - Expand the use of the computer management system (Compass) to support student learning.	- A whole school student data management plan will be developed. - Compass, the newly implemented electronic management system, will be used to track student learning and progress.
		Clarify the use of formative assessment and feedback. - Develop of clear set of principles to guide teachers in the use of formative assessment to inform teaching practice and to improve student learning. - Develop a model for feedback that reduces the discrepancy between learning intentions and what students know, understand and are able to do.	- Professional development will be delivered to all teachers on formative assessment and feedback. - Teachers will increasingly use data to inform the design of lessons that enable students to make progress in their learning.
		Reference the e5 Instructional Model. - Continue using the e5 instructional model to consolidate instructional practice across the curriculum. - Reach agreement on a Brentwood instructional model.	- All teachers will reference the e5 Instructional Model when reflecting on how to improve their practice. - The e5 Instructional Model will be used by reviewers as a framework for coaching conversations during the review process.
	Year 2	The Key Improvement Strategies will be monitored and consolidated by maintaining a focus on the Actions identified in year one. - Implement a purposeful and relevant curriculum. - Develop a whole of school literacy program. - Continue to embed the use of ICT across the curriculum. - Increase collaboration and effectiveness of faculty teams. - Enhance the use of student learning data. - Clarify the use of formative assessment and feedback. - Reference the e5 Instructional Model	Progress towards the Achievement Milestones will be monitored.
	Year 3	The Actions identified in year one will be monitored and consolidated. Actions will be reviewed and modified if and when necessary.	Progress towards the Achievement Milestones will be monitored and reviewed.
	Year 4	The Actions identified in year one will be evaluated and reviewed.	The Achievement Milestones will be evaluated and reviewed.

Student Engagement and Wellbeing 5. Develop a whole school approach to building students' capacity to be disciplined, reflective and resilient learners. 6. Establish a role for student voice with regard to learning both inside and outside the classroom. 7. Build the capacity of teachers to create a positive learning culture.	**Year 1**	Develop a positive education program to enhance student engagement with learning. ▪ Promote the college values as a framework to guide behaviours both inside and outside the classroom. ▪ Develop a common language for the classroom that explicitly references the college values. ▪ Provide clarity about engagement in learning around the responsibilities of all staff and community members. ▪ Reference programs with success in other schools, such as the positive psychology movement, with a view to developing a context specific program at Brentwood.	▪ The Brentwood values for learning and values for community will be published in every classroom. ▪ A common language referencing the values will form part of the lexicon of the college. ▪ A Brentwood specific positive education program will be developed with a view to implementation in subsequent years.
		Increase student voice with respect to learning. ▪ Establish a role for student voice about learning within the classroom environment. ▪ Use regular targeted feedback from students at all levels to inform curriculum programs and teaching. ▪ Expand peer mentoring and teamwork within classrooms. ▪ Provide opportunities for student voice on college decision making committees. ▪ Expand avenues for students to communicate with the college community.	▪ Teachers will regularly provide opportunities for student feedback to inform teaching and learning. ▪ A plan will be developed to promote student voice via student representative groups such as the SRC and year level executives. ▪ A curriculum forum for students will be established.
		Establish a pastoral care program to enhance student connectedness. ▪ Provide an opportunity for students to develop a positive relationship with a 'significant' teacher across junior school and then across senior school. ▪ Investigate the potential of home group to create a space for pastoral care.	▪ A Brentwood specific pastoral care program will be developed with a view to implementation in subsequent years.
	Year 2	The Key Improvement Strategies will be monitored and consolidated by maintaining a focus on the Actions identified in year one. ▪ Develop a positive education program to enhance student engagement with learning. ▪ Increase student voice with respect to learning. ▪ Establish a pastoral care program to enhance student connectedness.	▪ Progress towards the Achievement Milestones will be monitored.
	Year 3	The Actions identified in year one will be monitored and consolidated. Actions will be reviewed and modified if and when necessary.	▪ Progress towards the Achievement Milestones will be monitored and reviewed.

	Year 4	The Actions identified in year one will be evaluated and reviewed.	▪ The Achievement Milestones will be evaluated and reviewed.
Student Pathways and Transitions 8. Implement a program to build student's capacity to transition with confidence from one year level to the next. 9. Implement a junior school careers program with a view to building students' capacity to be future focussed in their learning. 10. Enhance the senior school careers program with a view to building students' capacity to be future focussed in their learning.	**Year 1**	Improve student data transfer from primary schools. ▪ Develop a strong understanding of student learning capacity between teachers of year 7 and grades 5 and 6. ▪ Access prior NAPLAN results for prospective year 7 students. ▪ Document the scope and sequence of curriculum from the main feeder primary schools.	▪ A record of student learning outcomes from primary schools will be established. ▪ A curriculum outline will be collated from the main feeder primary schools.
		Strengthen the transition program throughout the school. ▪ Develop an age and stage appropriate orientation program for each year level. ▪ Clarify the understanding of transition for parents and staff. ▪ Engage students in a conversation to develop an age and stage appropriate orientation program for each year level.	▪ A record of student learning outcomes from primary schools will be established. ▪ A curriculum outline will be collated from the main feeder primary schools.
		Strengthen the careers counselling program across the year levels. ▪ Ensure all junior school students, especially year 9, have access to careers counselling with a view to focusing on their learning future. ▪ Ensure all senior school students have access to careers counselling and an appropriate senior school pathway such as VCE, VET or VCAL.	▪ All senior school students will complete a careers action plan. ▪ All students in junior school will complete a careers action plan.
		Integrate the careers framework into the year 7 – 10 curriculum. ▪ Develop a program curriculum based careers program. ▪ Ensure staff understanding of the purpose, benefits and methodology for the incorporation of careers across the curriculum. ▪ Provide professional learning to support staff in delivering these aspects of the curriculum. ▪ Develop an assessment and reporting tool for staff to evaluate student progress and development across the years of schooling. ▪ Monitor and evaluate the integration of the careers framework within the curriculum.	▪ A framework that incorporates careers into the curriculum will be developed and implemented. ▪ Teachers and staff will regularly reference elements of this framework in their interactions with students. ▪ A curriculum outline will be collated form the main feeder primary schools.
		Develop an explicit college communication plan. ▪ Strengthen the interactive nature and effectiveness of electronic communication for students, staff, parents and members of the wider community.	▪ A communication plan will be developed and implemented.

Year 2	The Key Improvement Strategies will be monitored and consolidated by maintaining a focus on the Actions identified in year one. • Improve student data transfer from primary schools. • Strengthen the transition program throughout the school. • Strengthen the careers counselling program across the year levels. • Integrate the careers framework into the year 7 – 10 curriculum. • Develop an explicit college communication plan.	• Progress towards the Achievement Milestones will be monitored.
Year 3	The Actions identified in year one will be monitored and consolidated. Actions will be reviewed and modified as necessary.	• Progress towards the Achievement Milestones will be monitored and reviewed.
Year 4	The Actions identified in year one will be evaluated and reviewed.	• The Achievement Milestones will be evaluated and reviewed.