Brighton Secondary School

2022 annual report to the community

Brighton Secondary School Number: 803

Partnership: Holdfast

	Signature
School principal:	Mr Tony Lunniss
Governing council chair:	Mr Alexis Watt
Date of endorsement:	**15 March 2023**

Government of South Australia

Department for Education

Context and highlights

We began the school year with our Years 7, 8 and 12 students studying face-to-face at school and our Year 9s, 10s and 11s studying online. Late in Term 1, we needed to return to online learning for all year level due to the impact of COVID on staff and student absences. The situation created significant pressures for staff, both teaching and non-teaching, and leaders, and it is important to acknowledge the commitment and effort shown to ensure continuity of learning and care for our students.

The move of Year 7s into high school was a major reform across our education system and, as a result, we transitioned nearly 600 students into the school at Years 7 and 8 in 2022. Apart from the logistical issues, this move also involved designing and implementing a whole new curriculum across all Learning Areas and developing structures and processes to address the needs of these young adolescents. The success of this significant change process is testimony to the quality planning and implementation within our Middle School Team and we appreciate their work.

In part related to the new year level, we also had a significant influx of staff joining Brighton Secondary School: 34 new teachers and leaders during the year along with 11 new SSOs. This represents over 25% of the total number of staff in the school in 2022 and we welcome the new perspectives and experiences they bring to enrich our school.

During 2022 we maintained a strong focus on our two School Improvement Plan priorities:
• To stretch, challenge and engage all students in their learning.
• To improve students' connectedness and engagement in the classroom and school community.

These priorities provided the reference point for our professional learning, our resource allocation, our staffing profile, and our leadership structure. These priorities also link directly to our core School Purpose and Vision and last year we introduced a new set of Values that were developed collaboratively in 2021: Ambition, Success, Perseverance, Integrity, Respect & Empathy.

We have also started to develop a Brighton Secondary School Best Practice Framework, based on a 3-Tier Approach to Wellbeing, Teaching and Learning and Behaviour and Engagement. This Framework will inform our work next year in relation to our approaches to student wellbeing, teaching and learning and behaviour.
In terms of our School Improvement Plan focus on student belonging, we have significantly expanded our extra-curricular offerings, particularly Clubs and Activities. We very much appreciate members of staff who have organised and run activities, as well as the work of Bianca Smith, our Student Life and Sport Manager.
This year also saw the introduction of our new house structure featuring: Karrkala, Mirnu, Tantutiti, Tarnta, Wilya and Yarlu. Building on traditional house events, our new houses, led by their house captains, organised, and ran a range of other activities and this will develop further next year.

Our Aboriginal Education Team was very active and one of the tangible outcomes of their work was a painting incorporating our school story and our houses, designed, and created by Aboriginal artist David Booth and a group of our Aboriginal students. The original hangs proudly in the front office and is the basis of our new PE and House Captain tops.

Our expanded Wellbeing Team have also strongly contributed this year, developing, and implementing some powerful and influential programs. These include the Keeping Safe: Child Protection Curriculum and a range of targeted group programs, some designed by our School Psychologist Danni O'Connor. We provided more opportunities for student leadership, particularly in the Middle School, and worked with our LGBTQI students on a range of activities, including raising the Pride Flag.

We also acknowledge the strong support of our families, with whom we work in partnership, and our Governing Council for their support and contribution.

Governing council report

2022 has been the first full year of Brighton Secondary School's operation as an institution educating 6 different year levels. The changes introduced in 2021 have been largely consolidated, with some adjustments being made along the way, and are proving to be a strong foundation for ongoing improvements across the school.

Governing Council has enjoyed hearing first-hand about the positive impact those changes have had on the school community. It has been a pleasure to share the growth of the school's culture fuelled in no small part by the addition of Year 7 students and the sustained focus on the multiple challenges of student wellbeing, whole-of-person development, and academic achievement.

The middle school building Tarni Warra is proving its worth every day and was joined by upgrades to the senior study centre that continue into early 2023 before being completed for use by students and staff.

Late in 2022 the government introduced a new mandatory policy for mobile device management and Council has been working with school leadership, student representatives, and staff to decide on the very limited number of options to craft the Brighton version for 2023. The diversity of Council members has helped achieve a broad perspective on this and other policy matters, and I am grateful for the considered and professional contributions that have been made.

Whilst the influence of COVID remained present throughout the year, it has been encouraging to see the flexibility, adaptability, and resilience that emerged over the last few years continue as a feature of our community. Many things about the school have settled into a 'new normal', which helps the wonderful staff of our school get on with the important work of teaching, supporting, guiding, and developing our young people.

The voice of students in Council was particularly strong in 2022 with the Prefect representatives bringing a constructive and professional approach to matters close to the heart of many students. It bodes well for us all to see student leadership of such high quality at Brighton Secondary and the Council thanks everyone involved in making this a reality.

Every year sees new members join Governing Council from our parent community, and every year their commitment to improving the school is strong. I would like to sincerely thank departing members for their service and contributions, and welcome in advance the new faces joining us next year.

Quality improvement planning

Site Improvement Plan (SIP)
Goal 1: To stretch, challenge and engage all students in their learning.
Goal 2: To improve students' connectedness and engagement in the classroom and school community.

As a school, we made significant progress in relation to our two SIP goals during 2022. It has been an intentional strategy to maintain and continue to focus more deeply on the same priorities and goals over the last few years because each of them is a key lever for school improvement.
The goals are interconnected, given the clear link between students' sense of connectedness, and improved academic achievement and wellbeing. There is also coherence between our SIP, our school Purpose, our Vision and our Values and the SIP informs and directs our decision-making, the way we allocate our resources, our professional learning and our HR profile and leadership structure.

A range of sources, including our Perspective Survey, indicate a high level of staff knowledge and understanding of the SIP and their roles within it. Our Professional Learning was very much aligned with the SIP goals, responding to staff surveys identifying areas of perceived need.

During 2023 we continued to promote a culture of continuous improvement and high expectations. In relation to Goal 1 we consolidated and extended task design and curriculum documentation across all learning areas and implemented a consistent approach to Learning Intentions, Success Criteria and 'Do Now's' as components of all lessons. Student surveys confirmed strong uptake in these areas.

Our approach to learning support was also enhanced through expansion of our literacy interventions and further programs are planned for 2023 within a new structure.

A range of initiatives and approaches characterised our work in relation to SIP Goal 2 including enhanced induction processes, expanded student leadership and the introduction of student profiles.
Our new House structure was implemented with a variety of activities and opportunities for students. House assemblies were reintroduced and focused on celebrating student success and our ASPIRE values. Each House, led by their Captains, led whole-school activities to further build school culture.

Our Aboriginal Education Team was active in supporting our students and promoting Indigenous perspectives across the school. A major project involved a collaboration with our students and an Aboriginal artist which culminated in a striking artwork that represents the story of our school and houses and which will be used as the basis for a range of designs within the school.

This year we also began work on a 'Best Practice' Pedagogy Framework, which will be more fully developed in 2023 and provide a blueprint for teaching practice. Leaders and teachers were involved in professional learning and consultation around the draft Framework, including identifying areas for focus in professional learning moving forward.

This Framework was structured around the 3 Tiers of Intervention Model: Tier 1 Good for all, Tier 2 Necessary for some and Tier 3 Essential for a few, and incorporates 3 key components: Wellbeing, Teaching and Learning and Behaviour. Many of the initiatives and programs incorporated into the Framework reflect key elements of our work in relation to the SIP which will shape the next iteration of our improvement work in 2023.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading
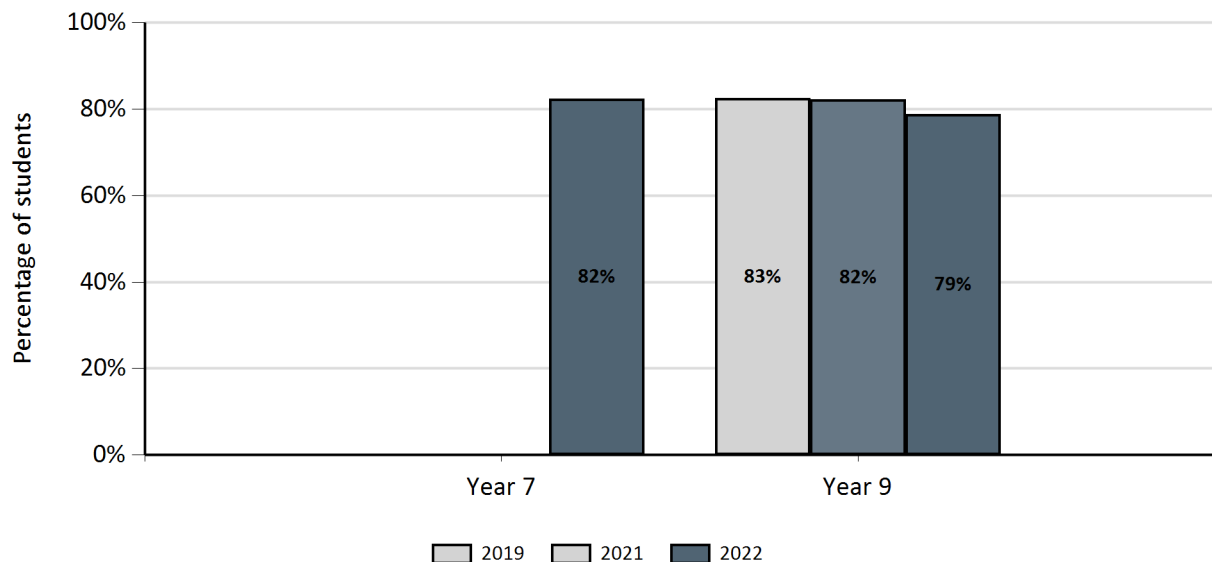
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
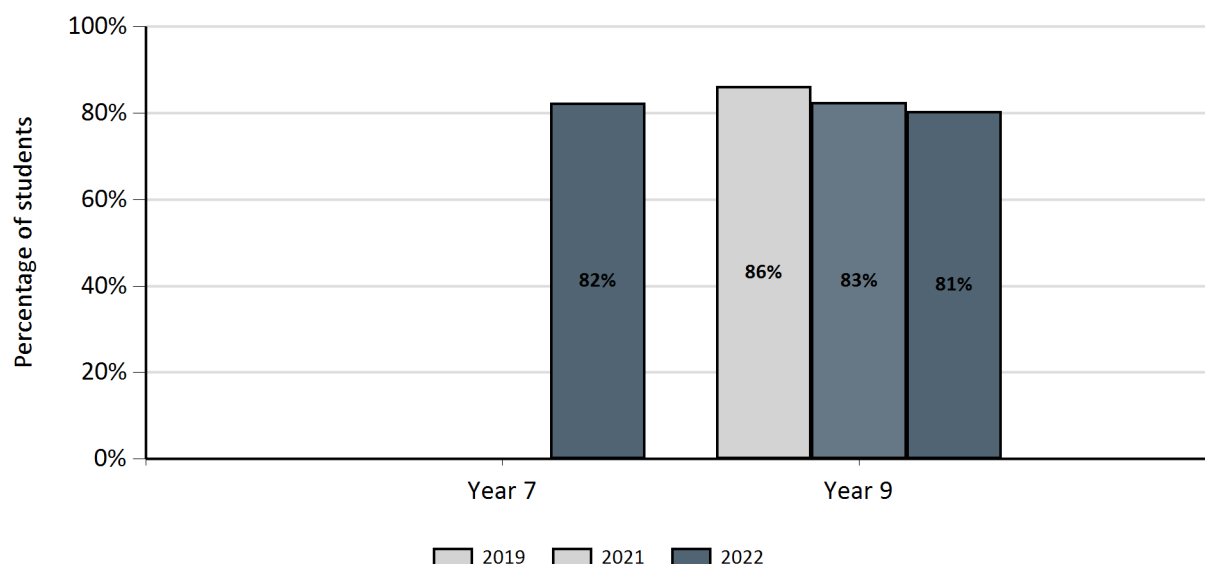
Numeracy

Legend: 2019 | 2021 | 2022

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	272	272	74	75	27%	28%
Year 07 2021-2022 Average	272.0	272.0	74.0	75.0	27%	28%
Year 09 2022	303	303	67	56	22%	19%
Year 09 2021-2022 Average	298.0	298.0	69.0	60.5	23%	20%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
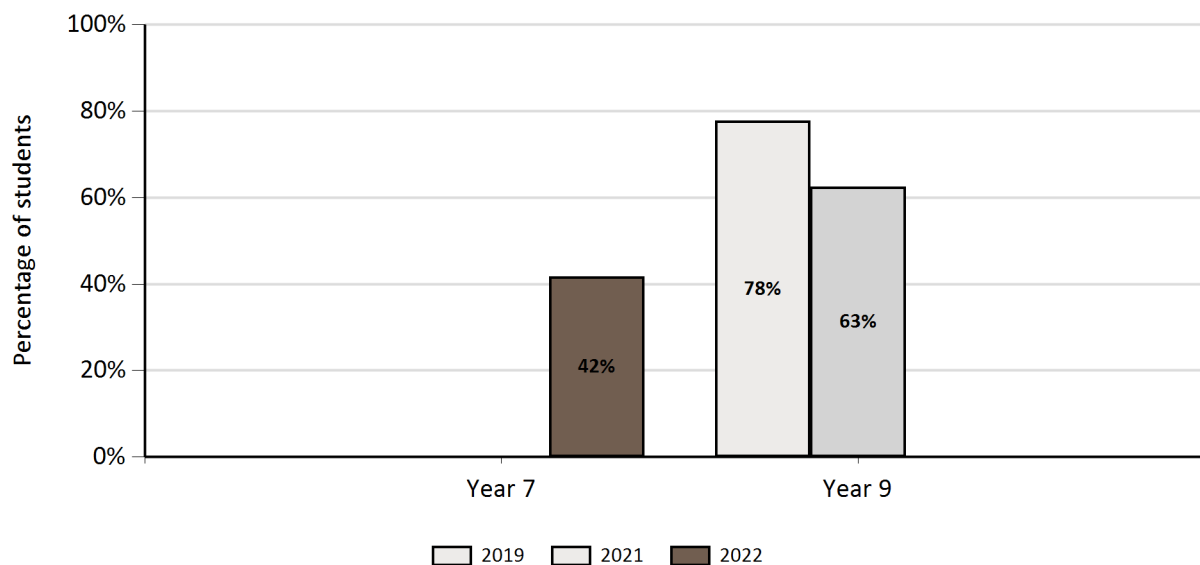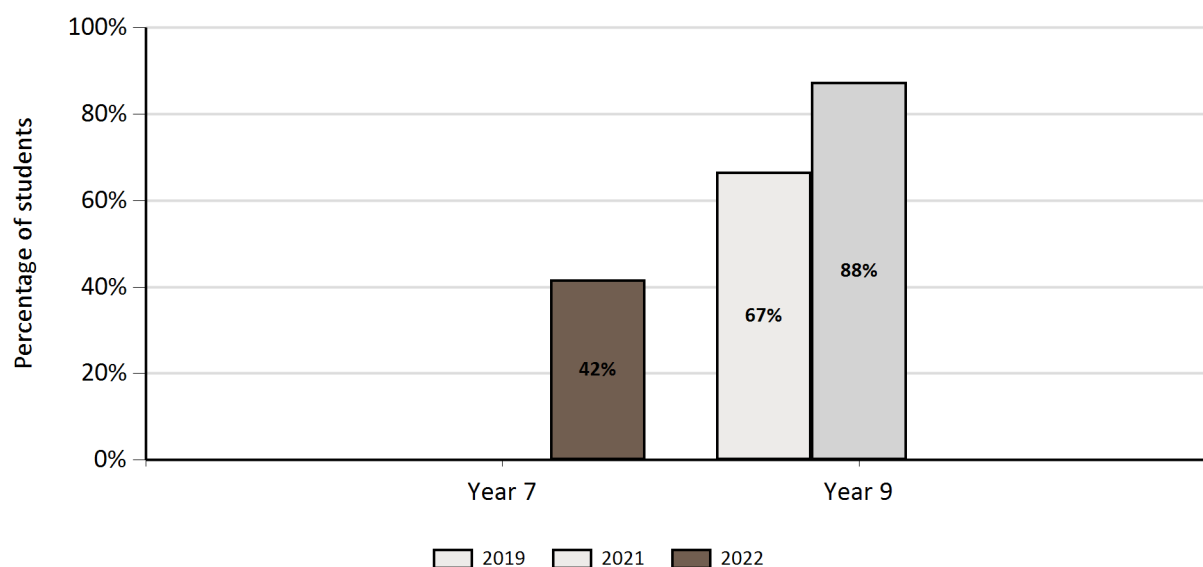Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	12	12	0	0	0%	0%
Year 07 2021-2022 Average	12.0	12.0	0.0	0.0	0%	0%
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2022, Brighton Secondary School focused on Element 5: engaging Aboriginal Families as partners in literacy and numeracy learning and Element 6: promoting the continuity of learning and made preparations to focus on Element 1: Data informed planning and Element 2: tracking and monitoring growth and achievement in 2023.

The school hosted two Aboriginal Education family nights to support the new team to develop relationships with families and students. Aboriginal learners participated in Year 7 and 8 literacy intervention classes based on NAPLAN, PAT and school grades data and diagnostic testing. All students in the intervention classes saw significant growth in reading fluency and confidence and will return to mainstream English classes in 2023. Middle School AETs and ASETO were involved in Year 6 transition to high school, including Learner Profile Conversations, school visits and the whole year level transition day. APAS funding was used to support Senior School students' achievement in compulsory SACE subjects. Partnerships with families supported Senior School students to engage with SAASTA and Workabout.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Structures were developed to support data informed planning and tracking and monitoring of growth and achievement by using Daymap and PowerBi to establish a working document to track grade, behaviour, and engagement data. Along with identified case management structures, this will support ongoing tracking and monitoring of students to identify additional support and stretch opportunities for learners.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
98%	100%	99%	96%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	3%	4%	4%	3%
A	8%	12%	11%	9%
A-	15%	16%	16%	15%
B+	18%	17%	15%	17%
B	17%	17%	16%	13%
B-	15%	14%	14%	14%
C+	11%	9%	11%	10%
C	8%	8%	9%	11%
C-	4%	2%	2%	4%
D+	2%	0%	0%	2%
D	1%	0%	0%	0%
D-	0%	0%	0%	1%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
SACE No Result	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
96%	99%	98%	99%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2020	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	60%	27%	18%	20%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	99%	17%	15%	17%

2021	2022
77%	71%
100%	95%

School performance comment

The NAPLAN tests ran again in 2022 and for the first time we had 2-year levels participating: Year 7 and Year 9. Both our reading and numeracy proficiency levels were down slightly while our upper band achievement was very similar to previous years, apart from our performance in Year 9 numeracy, which was down a little.

In terms of literacy, key skills to focus on include punctuation and sentence structure, while in numeracy fractions and scale require some work. We believe our targeted intervention programs will assist identified students in improving their skill levels and clearer scaffolds and exemplars will enhance learning for all students.

In terms of the SACE, we had some outstanding results from a number of our students: 15 students achieved an A with a Merit in 13 subjects, there were 43 A Grades in 18 subjects and 352 A grades overall.
We had 32 ATARs above 90 and our Dux, Ethan Taljaard, scored 98.9.

In 2022,43% of Year 12 graduates have confirmed enrolments in Flinders University and of the remaining 29.75% and 27.31%, graduates have confirmed their enrolments in University of South Australia and the University of Adelaide respectively. University applications in STEM related courses remain higher including enrolments in Science (39.6%), Engineering and Medicine (20.1%), Business and Law (15.7%), Arts and Music (14.5%).

Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	N/A	89.8%
Year 8	95.2%	87.7%	90.1%	88.3%
Year 9	93.4%	85.0%	85.8%	87.7%
Year 10	93.4%	85.8%	86.0%	86.3%
Year 11	94.6%	85.1%	87.9%	87.0%
Year 12	93.2%	87.7%	75.9%	88.8%
Secondary Other	99.2%	97.1%	97.0%	99.2%
Total	94.0%	86.2%	85.3%	88.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our school attendance in 2022 improved on the levels of the last few years even though the impact of COVID-19 remained a significant factor.

We began the year with 3-year levels at school and 3-year levels engaging in online learning and, late in Term 1, we needed to go to online learning across the school because of the high absentee rates of both staff and students.

The fact that our overall attendance increased given these circumstances is indicative of the high levels of engagement and connectedness felt by our students.

Behaviour support comment

Our Behaviour for Learning policy continued to provide the framework for behaviour processes within the school, both at the classroom and whole school levels.

The policy incorporates 6 levels of behaviour: exemplary; positive, inclusive and respectful; low-level off task/non-compliant; persistent low-level off task/non-compliant; challenging behaviour; complex and unsafe behaviour.
For each of these levels of behaviour there are identified levels of response.

Parent opinion survey summary

The Parent Survey conducted through the Department for Education again indicated a largely positive response to each of the survey sub-domains.

Areas of the survey identified as needing attention included the effectiveness of school communication with parents. In response to this area, the school has streamlined the parent communication through a regular 'Brighton Brief' e-news email and continued and focused use of social media.

In the area of Learning, the survey indicated more work could be done on supporting parents to assist their children with their learning as well as allowing parents opportunities to have input into the learning their child is undertaking at school. Continued work in this area in 2022 included, a Senior School Study Expo for students and parents, Parent Information Evening on a variety of adolescent-based topics, Year 6 Learner Profile Conversations and in 2023 a return to Acquaintance Evenings and Parent/Student/Teacher Conversations.

Parent feedback and opinion data continues to be an important source of information for the school and assists in the development of the site improvement plan.

Intended destination

Leave Reason	Number	%
IL - ILLNESS	1	1.4%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	8.3%
OV - LEFT SA FOR OVERSEAS	10	13.9%
PE - PAID EMPLOYMENT IN SA	16	22.2%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	2	2.8%
SM - SEEKING EMPLOYMENT IN SA	5	6.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	25	34.7%
U - UNKNOWN	2	2.8%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	3	4.2%
VI - LEFT SA FOR VIC	1	1.4%
WA - LEFT SA FOR WA	1	1.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Brighton Secondary School is meeting all policy requirements relating to the DfE Relevant History Screening.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	182
Post Graduate Qualifications	72

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	105.3	0.6	30.0
Persons	0	112	1	37

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$20,781,283
Grants: Commonwealth	$10,293
Parent Contributions	$1,703,772
Fund Raising	$79,586
Other	$2,029,359

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Support was provided for improved wellbeing and engagement by expanding our Wellbeing Team to include another Youth Worker in the Senior School and a school Psychologist.	Improved Wellbeing & Engagement Collection results in identified areas.
	Improved outcomes for students with an additional language or dialect	Employment of a Teacher with specific skills in working with students with an additional language or dialect. Training of staff in language levels relevant to EALD students.	Increased capacity of teachers to work effectively with EALD students.
	Inclusive Education Support Program	The IESP funding supported learning programs within the school, such as the expansion of the Mastering Literacy (ML) program, classroom support and other interventions.	Data from the ML program demonstrated improvement in students' reading levels.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	The IESP funding supported learning programs, such as the expanded Mastering Literacy program, initiated through the Literacy Guarantee Unit, classroom support and other interventions. In 2022, APAS funding was used to support 21 Senior School Aboriginal students. An external tutor supported students on Mondays, with a focus on work completion in compulsory SACE subjects. Tutoring supported the following outcomes for Aboriginal students: • 100% SACE completion for Year 12 Aboriginal learners • 100% of Year 10, 11 and 12 Aboriginal learners achieving a C or higher for Stage 1 PLP, English and Maths and Stage 2 Research Project	Data from the Mastering Literacy program demonstrated continuing improvement in reading for targeted students.
Program funding for all students	Australian Curriculum	Focus on enhanced task design to improve implementation of the Australian Curriculum.	Improvements in A-E grades in identified areas.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Support for a B1 position focused on student connectedness, additional wellbeing support in expanding our school Wellbeing Team including an additional Youth Worker and a school Psychologist.	Further improved in WEC data in identified areas aligned with our School Improvement Plan.
	Specialist school reporting (as required)	Funding provided support for leadership within the Specialist Music Program and instrumental support for students.	Ongoing excellence of Special Interest Music Program.
	Improved outcomes for gifted students	N/A	N/A