School Context Statement

Updated: 6/3/12
School number: 0803
School name: Brighton Secondary School

School profile text:

Mission
Brighton Secondary School has a vision to be the school of choice for the holistic education of girls and boys.

In partnership with families, we are dedicated to providing students with an outstanding preparation for life in a safe environment of open and respectful relationships in which learning, high achievement, good character and participation in the school community are valued.

Our school motto is Fac Omnia Bene - Do all things well.

Values
Cooperation, excellence, fairness, responsibility, integrity and respect.

Academic Success
Brighton Secondary School is well known for the academic success of its students. Many past scholars have progressed to highly regarded academic, vocational and professional careers. Many of our students continue their studies at local universities as a result of high levels of achievement in SACE studies.

Curriculum
A comprehensive curriculum offers increasing choice and diversity from Year 8 to 12.

International Programs
The school offers very successful programs of study to fee-paying international students through an ISEC (Intensive Secondary English Course), short term visits, study abroad and high school programs.

Special Interest Programs
Our highly successful and internationally recognized Special Interest Music and Volleyball program students are selected by application and audition processes which occur initially in Term 2 of the preceding school year.

The Special Interest Music program (SIM) is a lighthouse of excellence in secondary music education which boasts an enviable international reputation for the quality of its choirs, orchestra, performance ensembles and classroom music activities.

The Special Interest Volleyball (SIV) program is also recognized across Australia as a very successful elite sports study and development program.

The Brighton Performing Arts Centre supports the music program as well as a dynamic drama program.

Student Well being
A dedicated Student Services Team assists students with their individual health and welfare concerns, course and career counselling and specific study needs.

Co-Curricular Activities
Students are encouraged to participate in a wide range of co-curricular activities and student leadership and voice is promoted.
1. General information

Part A

School name: BRIGHTON SECONDARY SCHOOL  
School No.: 0803  
Principal: Ms Olivia O’Neill  
Postal Address: 305 Brighton Road, North Brighton 5048  
Location Address: 305 Brighton Road, North Brighton 5048  
Region: Southern Adelaide  
Distance from GPO: 13 kms  
Fax No.: 08 82960949  
Phone No.: 08 83758200  

February FTE Enrolment 2011  
Secondary Special, N.A.P. Ungraded etc.  
Year 8 266.0  
Year 9 285.0  
Year 10 278.0  
Year 11 287.0  
Year 12 264.0  
Year 12 plus 5.0  
TOTAL 1385.0 + 52 international students  

Male FTE 716  
Female FTE 721  
School Card Approvals (Persons) 133  
NESB Total (Persons) 155  
Aboriginal FTE Enrolment 22  

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document ‘Placement Points History’ in the ‘schools/placement’ section of the ‘Legal and Policy Framework Library’ available on the departmental CD-ROM or web-site.

Part B

• Deputy/Assistant Principals:  
  Brighton Secondary School in 2012 has a Deputy Principal Director of Curriculum, Barbara Richards and a Senior Leader 4, Head of Music, Jeff Kong. Four Senior Leader 2 positions are filled by Jill Brindley, David Thomson, Kane Hillman and Warren Eaton who form the Executive Leadership.

• School e-mail address: admin@brightonss.sa.edu.au

• Staffing numbers: 91.8 FTE teacher staffing, 799.5 hours ancillary staffing. This includes FIR and Tier 2 staffing.

• Enrolment trends: The current February enrolment is near 1425 students. Apart from the Special Interest programs in Music and Volleyball, the school zone restricts enrolments although there are always significant requests for out of zone entry to the school. All year levels are filled to ‘ceiling’ capacity and the retention rate remains as high as 90 - 100% into Year 12.

• Year of opening: 1952  
  Brighton Secondary School is an amalgamation of two schools: Brighton High School and Mawson High School. The now Brighton Secondary School community works to maintain the strengths of both previous schools as well as charting directions to provide excellent educational foundations and opportunities for students.

  Brighton High School was established in 1952 and was the fifth high school in metropolitan Adelaide. Brighton Boys Technical High School was established in 1967. With the introduction of comprehensive coeducation the school became known as Mawson High School in 1975.
Mawson High School was formally closed in December 1993 and the school was consolidated on the Brighton Campus with the completion of new facilities from the beginning of 1997.

The school motto of “Do All Things well” underpins a philosophy of striving for excellence and doing your best. Staff and students are expected to work collaboratively in a safe, caring, respectful and engaging learning environment.

- **Public transport access**: The following bus services are available:
  - Route 263 via Anzac Highway and Brighton Road.
  - Route 265 via Anzac Highway, Glenelg and King George Avenue.
  - Bus C and B - Brighton Secondary School to Marion Shopping Centre, stop 38 King George Avenue
  - Bus Z - from stop 5 Anzac Highway to Marymount College (am only, to King George Avenue)
  - N from/to Noarlunga interchange, along King George Avenue
  - Bus 680B from Sheidow Park via Brighton Station and then change to bus X.

Train services provide access via the Hove and Brighton stations.

2. **Students (and their welfare)**

   **General characteristics**

   - **House Teams**
     The House Teams structure was implemented in 2010. It aims to create a sense of place and belonging. Students in Year 8-10 are grouped according to their membership of one of the 4 Houses, Buffalo, Cygnet, Holdfast and Rapid. Each House has a defined school location and dedicated House leadership staff team consisting of House Leader, Assistant and Principal Team member.

   - **Senior School**
     The Senior School includes Year 11 and 12 students, staff mentors and year level leadership teams including a Year Level Manager, Assistant and Principal Team member. The Senior School vision is, “We strive for individuals to grow and mature and make informed choices for a successful, balanced plan for life beyond school”.

     The Senior School has a refurbished Learning Centre which includes literacy and research tutorial support.

   - **Student well-being programs**
     **Student Services Team**
     The Student Services Team includes the Principal Team, House Team Leaders and Assistants (8-10), Year 11 Manager and Assistant, Year 12 Manager / (SACE and Senior School Assistant Principal) and Assistant, School Counsellors, Pathways/Career Development Coordinator, Student Wellbeing Coordinator, and a Christian Pastoral Support Worker. The team has oversight for the House system and Senior School mentoring. The team works closely with home group teachers and mentors to:

     - Support the full range of students to engage with learning and the life of the school
     - Promote and model ‘doing all things well’ and the values of cooperation, excellence, fairness, integrity, respect and responsibility
     - monitor attendance and achievement
     - plan and deliver a responsive Personal Learning Plan (PLP) and Senior School Mentoring Program
     - promote active student voice and leadership development across the year levels
     - celebrate success and community citizenship

   - **Student Wellbeing**
     General Characteristics: Students at Brighton Secondary School are generally continuing students and international students
Student support offered

School Counsellors
Two school counsellors are available to assist students with personal concerns and guidance in study and career pathways planning. Student Counsellors are also responsible for student enrolments and have oversight for Peer Support and Student Representative Council (SRC). School counsellors provide support for staff wellbeing.

Curriculum Support
A Curriculum Support Teacher and School Support staff provide learning support to students with Negotiated Education Plans and learning difficulties. Support is provided in the classroom and for small groups and individuals.

Aboriginal and Torres Strait Islander Education
An AET Aboriginal Education teacher provides mentoring support for the school’s indigenous students. Each student has an individual learning plan that helps guide their school experience and planned pathways beyond school.

Christian Pastoral Support Workers
Chelsea Lake is appointed through the local Christian churches to provide spiritual support and guidance for students and staff. She arranges whole school student information sessions relating to health and wellbeing and positive social behaviour. Chelsea also supports class excursions / school events and the Community Service Project.

Student Reception
The student reception area provides a range of student services including first aid and health care, uniform sales, monitoring student attendance signage and parent sms contact for absences.

Special programmes

Peer Support
The Peer Support program aims to support student transition between primary and high school. Year 11 students run a variety of activities during the first semester of each year to support Year 8 students settle into high school life.

Student Management
The school regards student behaviour as an educative process with a focus on restorative principles and practices. The School Discipline Policy has been developed in consultation with parents and students and is supportive of DECS guidelines. School Leadership Teams have overall responsibility for managing student behaviour and follow procedures that include consultation and communication with relevant staff, students and parents, reporting of incidents and appropriate follow-up where necessary. A range of responses to inappropriate behaviour may be used and include behaviour change plans, conferencing, notices of concern, withdrawal, extended school days, suspension and exclusion.

Student Government

Student Voice
Student participation and the development of student leadership skills are encouraged through home group, Student Forum and SRC. The Student Representative Council, including prefects, is elected each year to support formal student leadership and involvement in decision making. The SRC works with all students through each House Student Forum group and subcommittees including Charities, Brighton Up and Environment. Sports Captains are elected to provide leadership for organization of whole school sporting events.
3. Key School Policies

• Site Learning Plan: The school’s 2012 priorities are:

   Thinking Skills
   Literacies Across the Curriculum
   Australian Curriculum

   These priorities are derived from the DECD Improvement and accountability framework as required by DECD. The school has many other priorities derived from the school’s Strategic Plan draft 2010 - 2014.

4. Curriculum

The Years 8 - 10 curriculum, based on the South Australian Curriculum and Accountability Framework, aims to provide a broad, balanced learning program to prepare students for effective participation in society, and fulfill their needs to progress to future study and work options. In Year 8 students have a general learning program with few choices. As students progress to Years 9 and 10, more choices are available to enable students to begin to follow their preferred pathways and to undertake more specific and specialised learning programs.

The senior school curriculum includes Stage 1 and Stage 2 subjects of the South Australian Certificate of Education (SACE). In addition, a number of opportunities are offered for students to be involved in Vocational Education and Training (VET) pathways. Students who participate in these VET programs work towards completing industry-based credentials as well as SACE accreditation.

• Open Access: Small numbers of students study through Open Access. This usually involves some students with a medical exemption from school attendance.

• Special needs: The school currently has 1.1 Special Education (Tier 2) staff and students are assisted both in separate lessons and as part of mainstream classes.

• The New SACE: Brighton has implemented the Personal Learning Plan (PLP) as a program across Year 8 – 10, delivered by home group teachers.

• An ISEC (Intensive Secondary English Course) provides intensive English language studies to the fee paying international students.

• Special curriculum features: The school has a Special Interest Music program and a Special Interest Volleyball program. Students who live outside of the designated school zone can audition for entry into these programs.

• Special Interest Music Program

The Special Interest Music program adds excellence to the whole school and is highly regarded at national and international levels. The Special Interest Music Program offers numerous opportunities for students to be involved in a comprehensive curriculum including many performances and an extensive instrumental program.

Each year the Brighton Secondary School Big Band 1 and Big Band 2 tour Mount Gambier to showcase our jazz music program and to participate in workshops with Australian International musician James Morrison. The award winning Brighton Secondary School’s Orchestra and Concert Band perform regularly at community concerts. The BSS Symphony Orchestra performed in Sydney Opera House at the 2009 International Orchestra Festival. Brighton Secondary School Orchestra and Brighton Secondary School Concert Band gave a sensational concert in Adelaide International Hilton Hotel to raise funds for the arrival of the pandas from the Peoples Republic of China.
• **Special Interest Volleyball Program**
  The Brighton Secondary School Special Interest Volleyball Program is recognised both nationally and internationally for its curriculum and competition performances.

  The aim of the Special Interest Volleyball course is to foster the holistic athletic development of talented students. The overall program goal is to promote skills, behaviours, attitudes and knowledge that will benefit students in their performance of volleyball and other sports, academic and vocational pursuits, and personal development.

  SIV classes operate at all year levels. Generally students enter the program at year 8 level then continue through to year 12. Entry at other year levels may occur through special application processes.

  There are three main areas of the program.

  During lesson time, students are involved in a structured learning program of practical and theoretical tasks designed to develop skills, knowledge and team attitudes. Some other sports are also studies, especially in the senior years, to enable accreditation via SACE Physical Education course pathways.

  The other two areas of the program are training and competition. Due to the large number of students in the program and the desire to offer competition and training opportunities, students must be prepared to be involved out of school hours.

• **Teaching methodology:** The school has a focus on academic success, within a school environment which values creativity and the development of teamwork. A current priority is the development of a learning continuum with a focus on multi-liters, thinking and inquiry skills.

• **One to One Learning**
  Since 2008, the Brighton Secondary School community has worked in collaboration to progress towards One to One Learning. An inclusive inquiry-based approach has been used to involve all members of the school community in the design and implementation of the project. Students are more engaged with the curriculum. The Macbook program provides a vehicle for a personalised learning program and supports a constructivist approach to creating curriculum. In keeping with the National Educational Goals for Young Australians, our aim is to promote and to lead world’s best practice for curriculum delivery and assessment and to improve the educational outcomes for all students.

  As a result of the commitment made by staff at Brighton Secondary we were selected to be in the first group of schools to receive wireless infrastructure upgrading. Installation was completed in 2010. Students in Years 9, 10, 11 and 12 have their own Macbook for use both at home and at school.

• **Assessment procedures and reporting:** The Assessment and Report Process includes:
  - Formal Assessment Plans
  - Reporting Processes
  - Parent/Teachers/Student Conferences
  - Daymap is the preferred Learner management System.

• **Community Partnerships** Quality LinCs, Manufacturing Learning Centres, Volleyball SA. Rotary, Holdfast Bay Chamber of Commerce, Returned Services League, Holdfast Bay City Council, Soundhouse Corporation and Brighton RSL.
5. Sporting Activities:
A wide range of interschool summer and winter sports are offered on a weekly basis and in Knock-Out competitions. Swimming and athletics carnivals are conducted, as well as participation in all SSSSA (Secondary School Sport South Australia) championships.

6. Other Co-Curricular Activities
- The school has debating teams and students regularly enter public speaking competitions and competitions in English, Science, Maths, LOTE, Geography, and ICT. Lift Dance Theatre is now being developed at Brighton Secondary School.
- The Pedal Prix has been a highly successful annual event with three vehicles.
- The F1 in Schools program is a worldwide initiative aimed at attracting students back into Engineering studies. Whilst the program is fundamentally a study of aerodynamic form and performance, students are presented with opportunities into the corporate world of design, engineering, manufacture, business and enterprise. Students are required to establish community and industrial links in order to facilitate collaborative relationships, resulting in enhanced outcomes for their F1 in Schools teams. Each year we have teams representing the school in the State F1 in Schools finals, with the opportunity to win through to represent South Australia in the National competition.
- The Debating teams regularly succeed through to the finals as do the entrants in the Plain English Speaking Awards.
- The school has a Chess Club, an Art Club and a Science Club.
- Graduation and Recognition Assemblies are important events on the school calendar.

7. Staff (and their welfare)
- **Staff profile:** The teaching staff is approximately 48% men, 52% women.
- **Leadership structure:** There are 14 Coordinators in the Areas of Learning and School Development, SACE/Senior Schooling, Transition and Pathways, Student Wellbeing and Internationalism. The Coordinators include 7 women and 7 men.
- **Staff support systems:** Staff work in faculty groups, project groups, House teams and in year level teams. Many staff are actively involved in subject associations, South Australian Certificate of Education (SACE) committees, and other curriculum and professional connections and networks. The Professional Development program endeavours to meet the needs of both teaching and non-teaching staff, and for the past few years has embraced an inquiry based approach to a number of selected areas of interest. Since July 2008, staff remain in area of study teams for professional development to focus on an agreed inquiry of pedagogy for engagement. An inquiry approach to PD continues in 2012 with a number of areas of study and across the curriculum projects. Staff new to the school are expected to participate in a structured induction program. All staff are encouraged to become involved in school activities by joining at least one School Committee.
- **Performance Development:** The school has implemented “professional conversation” as a means of ensuring regular, authentic professional discussions around quality teaching and learning. A Leadership Conference is held annually to develop leadership, capacity, skills and understanding to support Performance Development processes. The performance Development program is held in high regard by Workforce Development.
- **Staff utilisation policies:** The Personnel Advisory Committee assists the Principal in deployment of staff, and leadership positions.
- **Access to special staff:** Staff are able to access advice from the Southern Area Regional Office Support Personnel.
- The school is within close proximity to Daws Road Centre, Minda and Townsend House.
8. Incentives, support and award conditions for Staff

- Complexity placement points: 1.5
- Isolation placement points: 1.0
- Cooling for school buildings: All buildings are air-conditioned.

9. School Facilities

- Buildings and grounds
  The school is one of four schools nominated for expansion. By 2014 a new 21st century learning centre will support an additional 250 students. The new centre will incorporate general learning areas, a library and a cafeteria. Indoor and outdoor learning areas will provide flexibility for students to learn independently or in groups. Apart from the Library (single storey solid), the buildings are of two storey solid construction. Most of the buildings have recently been built or renovated. The grounds are well established and maintained with extensive lawn and paved areas.
  The school has fully networked computer facilities with fibre optic cabling and connections for all classrooms and staff offices. There are several dedicated computing rooms for general use, and several other areas have computer facilities for subjects such as Technology Studies, the Brighton SoundHouse and Science research. In addition, computers are located in the Library to facilitate student use and access to information.
  The school hall, foyer, kitchen and toilet area have recently been upgraded.

- Heating and Cooling: All areas are air-conditioned.

- Specialist facilities
  The school has a well equipped Gymnasium, a Music Suite with practice rooms, Orchestra room and a SoundHouse room, well equipped Technology Studies areas including design, electronics, robotics and photography areas, Art rooms, Media Studies studio, Science laboratories, Computer rooms, Home Economics rooms and a school hall. Other subjects are grouped into faculty areas with staff offices near their classrooms. The State Volleyball Centre stadium was opened in 2007 to support and develop the Special Interest Volleyball program at Brighton Secondary School. The Stadium has a 3 court indoor facility as well as 4 outdoor floodlit beach volleyball courts.
  A state-of-the-art Performing Arts Centre was opened in 2011.
  Phase 2, a concert hall, is part of the school’s expansion program.

- Student facilities: There is a separate student services area. There is also a Senior Learning Centre for Year 11 & 12 students. The canteen is a traditional service canteen.

- Staff facilities: Staff room (air-conditioned) with staff amenities was upgraded in recent years. Most staff have shared preparation rooms.

- Access for students and staff with disabilities: The school has a lift which provides access for people with disabilities to the first floor of the building although access for wheelchairs is difficult in the downstairs part of the older Spence building. All areas of the first floor are interconnected, with ramped walkways, and ramps have been installed in other areas on the ground floor.

- Access to bus transport: See above, public transport access.
10. School Operations

• Decision making structures
  Staff committees contribute to the development and review of school policies and programs, and include the Personnel Advisory Committee, Curriculum Review and PD Committee, Information Communication Technology Committee, Literacies Across the Curriculum, Studies of Asia Across the Curriculum, Faculty and Learning Area groups, Project teams, School Teams and an Occupational Health and Safety Committee.

  The Student Representative Council is led by the Head and Deputy Head Prefects, and includes a number of sub committees: Environment, ‘Bright’n Up’, and Charities Committee. Student forums promote wider participation and student voice.

  The Brighton Secondary School Governing Council with parent, staff and student representatives is a strong and active influence in the school community. Several sub committees including School Resources (finance and facilities), School Uniform, Volleyball Parent Support Committee and the Music Parent Support Committee assist and support the work of the Governing Council. The ‘Friends of Brighton Secondary School’ provides links between the students of today and past students and staff.

• Regular publications
  A suite of Publications provides information about the school’s programs/events. Student and Staff Bulletins are published each day. A comprehensive electronic school Newsletter is emailed home. A comprehensive Curriculum Handbook and the School Yearbook are produced annually.

• Other communication: Whole school and School Team assemblies and parent information evenings assist and support the promotion of school programs and broad involvement in school activities.

• School financial position: The school is in a sound financial state, with financial reserves. Its major commitments are the repayment of loans for the Volleyball Stadium and Performing Arts Centre and lease payments for computers to conclude in 2012. School fees can be paid in instalments. There is a very small percentage of outstanding fees.

• Special funding: The Special Interest Music Program funding is written into the school’s partnerships agreement as a specific amendment. Students in the Special Interest Volleyball program pay an annual fee.

11. Local Community

• General characteristics
  The school is located within the Brighton community in the local Government area of the City of Holdfast Bay. The population is middle socio-economic including significant numbers of professionals. Newer housing around the seafront and Glenelg is in the higher-price bracket for this state, and tends to be medium-density. Students in the special interest programs often travel large distances to school from other parts of Adelaide and even near-country areas, but the majority of the students live in-zone.

• Parent and community involvement
  Parent participation is welcomed in all school activities. Parents are particularly encouraged to become involved in the Governing Council and its various sub committees. Parent volunteers work in the school canteen and in the Library. The school facilities, especially the gymnasium and school hall, are widely used by the local community. The Music Parent support Committee organises a fortnightly Sunday Market on the back oval. It is well publicised and supported by the community. The Volleyball Support Parent committee run a successful annual Quiz Night.

• Feeder or destination schools
  The main feeder schools for Brighton Secondary School are Glenelg, Brighton and Paringa Park, along with Wirrabara, St Leonards, Seacombe and Seaview Downs. A number of students also come to Brighton from independent/Catholic primary schools.
12. Further Comments

- **International Connections**

  Brighton Secondary School is expanding its international connections through a strong International Program, Asian Studies Focus and increasing opportunities for overseas tours by students and staff. The school’s web site is frequently visited by many overseas students and teachers, and several exchanges and community visits have been negotiated.

  The number of international students has grown to reach capacity at 70. In the past 5 years the Music department has toured China 5 times and toured Italy in 2011. The local City of Holdfast Bay Sister City exchanges with Hayama are supported by the school.

  Sister School Relationship - a sister-school arrangement with Toyodai Himeji High School in Japan enriches the Japanese teaching program.

  The International student cohort originates mostly from China, Japan, Germany and Brazil.

  The ISEC (Intensive Secondary English Course) supports newly arrived students from overseas who continue into mainstream courses, mostly in year 11.

  A team of teachers and a Bilingual Support Staff Officer (BSSO) supports the international students. The school offers at least one study tour opportunity to a school from overseas every year.

  The school is a participant in Leading 21st Century Schools: Engage with Asia Project.

  A significant number of staff has completed the “Including Studies of Asia in the Curriculum” professional development program as well as training to teach ESL students.

  In 2009 four staff members accompanied two teams of students in the World Challenge Expedition to Vietnam and in 2011 2 expeditions travelled to Vietnam and Namibia.