

Brighton Secondary School

2018 annual report to the school community



Government
of South Australia
Department for Education

Brighton Secondary School Number: 803

Partnership: Holdfast

Name of school principal:

Olivia O'Neill

Name of governing council chair:

Susan McKenzie

Date of endorsement:

School context and highlights

2018 was a most successful year in the history of Brighton Secondary School. Team Horizon won the F1 in Schools World Title in Singapore. The Subs in Schools team became National Champions. Volleyball won Australian Champion School as well as Girls and Boys Champions, the first time the boys have won this trophy.

The Student Wellbeing Model was revised and incorporates Houses (led by the Principal Team members) and Year Level Managers. The new model for Student Entrepreneurial Leadership focussed on the War on Waste. A student team worked with world educational consultant, Yong Zhao, to understand how to lead and maintain sustainability programs. The new Wik-Ed Wednesdays showcased a variety of activities during lunch time to develop a positive, connected culture across the campus. The Humanitarian Laneway focussed on oceans and sustainability and the War on Waste Hive mural now reflects the school's mission to educate students to protect their world and save the oceans. Sports Day was more special than usual with the purchase of 4 air dancers in House colours. When Cygnet won the House Shield at the annual Charities and Recognition Assembly, the yellow air dancer reigned supreme in the gym!

Our School Improvement Plan continues its focus on learner voice and student agency. This is reflected in the Holdfast Partnership Instructional Round where our Problem of Practice was 'How does talk in the classroom promote learning?' Our work was captured in one of 6 films created to exemplify each of the 6 characteristics of Public Schooling. The Brighton film demonstrates Collaboration. The Digital Learning Coordinator and the Principal travelled to Chicago for the World Apple Summit to learn more about the place of coding in the curriculum and to promote Brighton on the World Stage. The new STEM Special Entry Program got off to a flying start, especially incorporating the opportunity to send data into space and receive feedback from the Space Station. The fifth Special Entry Program, Company Bright, for aspiring drama students, was approved for 2019.

Brighton's relationship with White Ribbon expanded when Assistant Principal, Kane Hillman, raised \$10,000 to run the New York Marathon under the White Ribbon banner.

Governing council report

Three significant leaders retired in 2018:

Principal, Olivia O'Neill, retired after 14 years of service to Brighton.

Business Manager, Sandra Hall, retired having been the Finance Officer before she became the Business Manager in 2010.

Deputy Principal, Barbara Richards served Brighton since 2003.

The Governing Council acknowledges their excellent service to the school and their dedication to the students and the staff. The process to select a new Principal resulted in no nomination, hence, Henley High School Deputy Principal, Toni Carellas, was appointed Acting Principal for Semester 1, 2019 whilst the new process to select the Principal is conducted.

The 2018 Weekend Governing Council conference provided an insight into the expanded use of innovative technologies for teaching and learning. The combined Partnership Governing Council meeting profiled the Department for Education's Improvement agenda. Chief Executive, Rick Persse, was particularly well received by the parents.

The GPA (Grade Point Average) was introduced to the School Report to acknowledge growth and improvement. Week 9 of term 4 had a successful new look with whole school interdisciplinary STEM projects. Brighton leadership provided strategic advice to the Year 7 into Secondary Schools Taskforce.

The Memorial Walkway was finally finished for the beginning of 2019. Fortunately, the Department for Education will replace the windows in the Spence Building but not the roof as the Council was led to believe.

Brighton was shortlisted for one of the new Entrepreneurial schools thanks to the excellent application written by Assistant Principal, Jill Brindley.

Improvement planning and outcomes

1. How to build the capacity of young people to influence and stretch their thinking and learning and to build students' capacity to articulate their thinking and learning?

Whole school agreements for literacy, effective teaching and learning and Daymap, provided consistency across the campus. Years 8 to 10 students focussed on handwriting in exercise books- especially drafts written in class and low stakes writing to improve literacy skills.

Brighton's problem of practice in the Partnership Instructional Round, "How does classroom talk promote learning", resulted in recommendations for 2019: establish a clear definition of talk and describe how it supports learning; develop a comprehensive shared agreement about talk and what it looks like in practice; provide quality professional learning for all staff to build capacity to embrace talk as a driver for improved student learning; develop skills of every learner to actively participate in talking about their thinking and learning. The Think Bright program established Student Instructional Rounds and started with the same Problem of Practice giving very similar results taken on board by teachers. The number of teachers involved in Classroom Observations increased in 2018.

2. How to authentically implement Positive Education practices with tasks and activities that foster positive engagement?

Yong Zhao entrepreneurial student groups operated for Sustainability and International Consciousness. The projects included: a 'Wipe Out Waste' audit with KESAB; audit data used for Term 4 STEM program culminating in Shark Tank that saw twice as many students in years 8 and 9 attend Week 9; the Climate Clever App to track school utility consumption and carbon footprint (Digital Technology); TESLA workshops for years 8 to 10.

The International Consciousness projects included: a school wide audit for country of origin; a meeting with Muslim students to discuss perspectives; a student survey developed and implemented.

The Learning Design Assessment and Moderation (LDAM) improvement team undertook comprehensive training throughout 2018 resulting in: task design and formative assessment strategies trialled in 2018 with key leaders, lesson observations and student reflections gathered to inform practice. All staff praised Harvard's Ron Ritchhart, learning about 'Cultures of Thinking'. His work aligned with our focus on positive education strategies, like the Live Kind and the Heart of It All projects which exemplify how positive actions create a unified coherence across the campus.

3. How to use Digital Technologies to improve teaching and learning?

Teacher Learning Communities of 3 or 4 staff worked together to further develop the effective use of the digital technologies for years 8 and 9 students and iPads and years 10 to 12 students with MacBooks. The Teacher Learning Communities developed their inquiries during the Tuesday professional learning time.

The Maths faculty flipped the Year 8 program developing a bank of resources for teachers. The Music staff developed the My Homework app as a practice diary; iPad apps, such as Book Creator were used to create picture books; iMotion HD, Stop Motion and Animation Desk for animations supported all subjects. Google Expeditions using the VR kit were taken up by all subject areas. Google drive, Verso, Padlet, Adobe Spark were used widely.

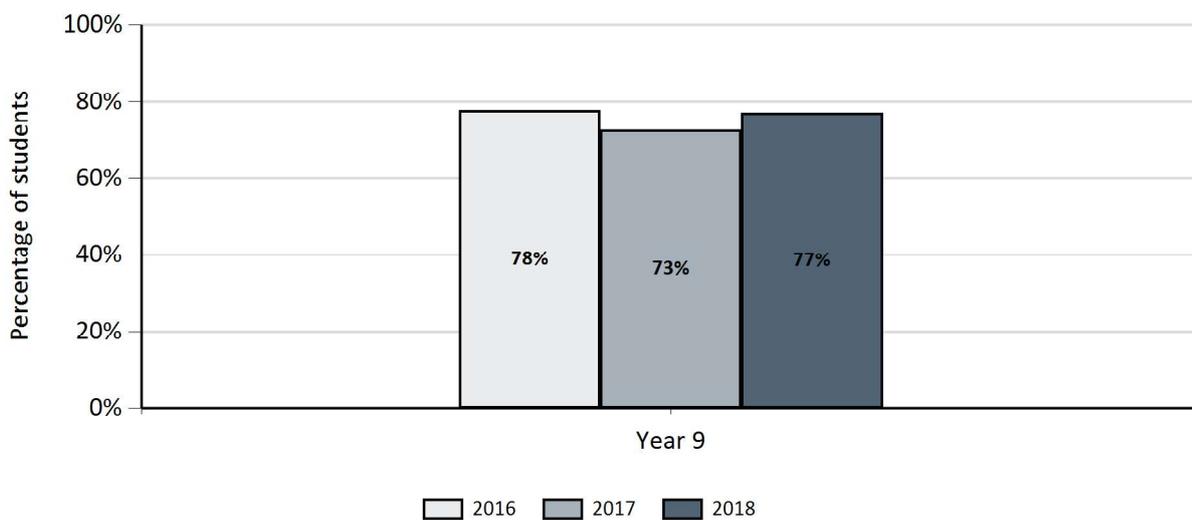
Extensive Daymap links to resources including internet sites, flips, prezis. Turnitin was routinely used in years 10 to 12 to check for plagiarism. Students' conversations were videoed to share their thinking. The Verso app supported student input in discussions.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

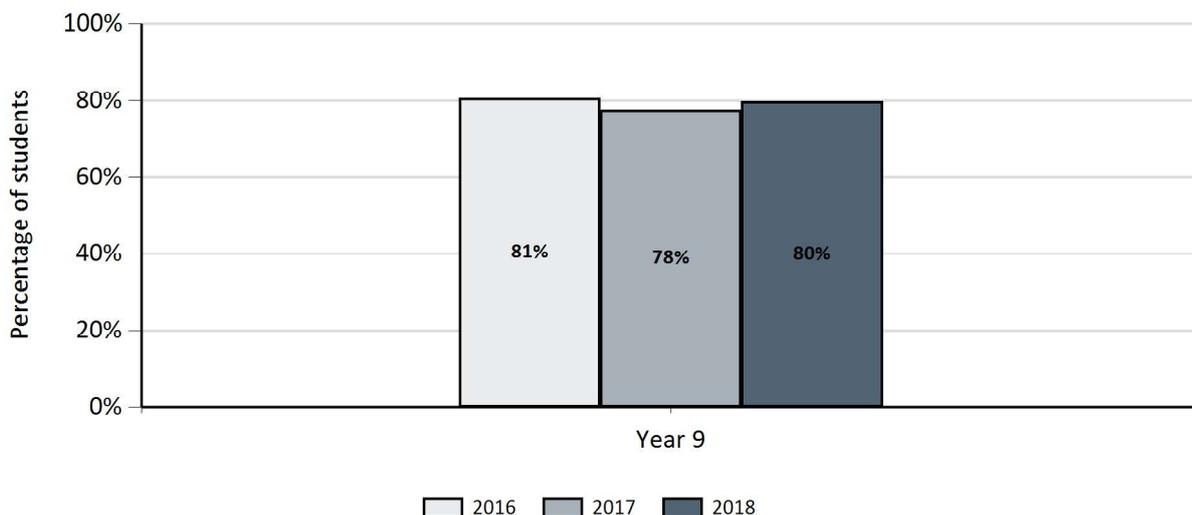
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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.

Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	22%	25%
Middle progress group	54%	50%
Lower progress group	24%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	29%	25%
Middle progress group	55%	50%
Lower progress group	16%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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%.

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 9 2018	337	337	66	84	20%	25%
Year 9 2016-18 average	323.3	323.3	62.0	66.3	19%	21%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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.

South Australian Certificate of Education - SACE

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

2015	2016	2017	2018
94%	97%	96%	97.42

Data Source: SACE Schools Data reports, extracted February 2018.

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

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	2%	3%	3%	2.94
A	7%	10%	8%	10.78
A-	11%	13%	13%	14.33
B+	15%	15%	14%	14.93
B	18%	15%	15%	18.02
B-	15%	17%	14%	14.25
C+	12%	12%	13%	11.16
C	10%	9%	11%	8.07
C-	5%	3%	3%	2.94
D+	2%	1%	2%	1.36
D	1%	1%	1%	0.83
D-	1%	0%	1%	0.23
E+	1%	0%	0%	0.08
E	0%	0%	0%	0.00
E-	0%	0%	0%	0.08
N	0%	0%	0%	0.00

Data Source: SACE Schools Data reports, extracted February 2018.

*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

2015	2016	2017	2018
94%	97%	96%	97.36

Data Source: SACE Schools Data reports, extracted February 2018.

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	24.32%	18.75%	26.89%	17.83%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	23.42%	18.75%	17.23%	14.73%

School performance comment

SACE

SACE completion rose by nearly 2% and had it not included a student as failing SACE (he withdrew from subjects) completion would have been 97.77%. Not surprisingly the attendance rates of non-completers were: 73%, 72%, 72%, 66% and 41% (failed 2 subjects). Moderation shifts are of concern: 104 grade changes by -1, compared to 8 changes of -1 in 2017. The challenge revolves around task design to move the grades towards the A grades and specifically the A+ grades. The biggest challenge is motivating students to work to their potential.

NAPLAN

77% of students achieved the SEA of Band 7 and above, an increase of 4% from 2017 and decrease of 1% from 2016. Female students (592.7) and students from Language Backgrounds Other Than English (604.5) have a higher mean score than the school average of 588.5. The school will work with teachers to improve the mean score of ATSI students at 534.6.

A working party interrogated the NAPLAN results to identify students at or below the SEA in Reading and Writing and with genuine learning needs (as opposed to those students who scored poorly due to lack of effort). Of 20 students invited to work with 2 trained SSOs on a reading and literacy intervention program, 8 students, with parents' consent, did NOT take up the opportunity. The percentage of students in the Upper Year 7-9 reading progress groups is below the state average by 3% and the percentage of students in the Middle progress group is 54%, 4% above the state average. The percentage of students in the Lower Year 7-9 reading progress groups is below the state average by 1%. The overall mean score for Reading of 588.5 improved from 585.5 in 2017. We need to focus on reading for implied meaning and identifying opinion. 20% of students achieved in the upper 2 bands (Bands 9 and 10) in reading, 5% higher than the Year 9 2017 average and 1% higher than the Year 9 2016-18 average. 69 students were identified as achieving in the upper bands in reading while 33 had fallen from the high achievement band.

Attendance

Year level	2015	2016	2017	2018
Year 7		98.0%		
Year 8	93.6%	94.9%	92.7%	95.1%
Year 9	92.3%	92.5%	92.2%	93.1%
Year 10	91.9%	92.4%	90.4%	93.9%
Year 11	92.5%	93.0%	90.6%	93.0%
Year 12	88.3%	91.7%	88.9%	92.1%
Secondary other	97.9%	92.1%	60.4%	91.5%
Total	91.9%	92.9%	91.0%	93.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

Too many students are taken from school for family holidays, especially in the weeks preceding a school holiday break. Anxiety and associated issues have increased and impact students' confidence to attend school regularly.

Attendance is generally on an upward trend, with the exception of 2017, however we are not close enough to our target of 96% across the school.

Aboriginal student attendance has increased from 86.3% in 2017 to 89.2% in 2018.

Behaviour management comment

There were 147 internal suspensions in 2018 compared with 78 suspensions in 2017 with 104 reports relating to persistent and wilful inattention to work. There were 144 external suspensions in 2018 compared with 74 in 2017 in the main relating to violence – threatening or actual and threatening the good order of the school. There were 7 exclusions compared with 6 in 2017 involving threatening violence, threatening the good order of the school and threatening the safety or wellbeing of other students/staff. A core group of Year 9 and Year 10 boys were reported for repeat behaviours of violence (threatening and actual) throughout the year. Conflict between these groups also took place beyond the school yard and involved police intervention.

Client opinion summary

The parent, student and teacher comments in the Opinion Surveys remain very similar to previous years. The question which scores the lowest results refers to one's opinion being listened to, whether it be the teachers referring to leadership, the parents referring to teachers or the students referring to teachers.

The Perspectives Survey completed by the teachers was a surprise and did not appear to be in sync with the evident culture in the school or observed relationships amongst staff and leadership.

The Perspectives Survey highlighted the school's strengths in the areas of expert teaching, and its strength in working towards department and site goals. The areas to look at strengthening focussed on voice and communication, which as a large school we are looking at ways to address in 2019.

Intended destination

Leave Reason	School	
	Number	%
Employment	9	2.2%
Interstate/Overseas	64	15.4%
Other	5	1.2%
Seeking Employment	9	2.2%
Tertiary/TAFE/Training	11	2.7%
Transfer to Non-Govt School	17	4.1%
Transfer to SA Govt School	25	6.0%
Unknown	275	66.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

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

Teacher qualifications 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	208
Post Graduate Qualifications	71

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Please note: 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	109.3	1.0	25.0
Persons	0	115	1	26

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	\$18,067,494.42
Grants: Commonwealth	\$104,785.16
Parent Contributions	\$1,609,015.91
Fund Raising	
Other	\$15,000.00

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

2018 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 2018 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 behaviour management and engagement	Operation Flinders organised for 10 Year 10 boys. Social skills development including team work through long distance walking, abseiling camping and navigation.	Working on fewer negative interactions with teachers
	Improved outcomes for students with an additional language or dialect	Continued additional EALD classes in each Year 8,9 and 10.	The community is more prepared to accept help for EALD students.
	Improved outcomes for students with disabilities	32 additional hours of SSO time per week to support students with literacy learning needs. Continued Qualified Special Education Teacher Manager.	More students successfully submit work
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	ATSI students have improved participation in programs such as Volleyball Eyre Peninsula tour, ASSETS engineering program, Reconciliation Week activities, students speaking at Kokoda breakfast, art workshops, AIME program, Volleyball Melbourne trip, Shield making with indigenous artist, Corka Pathways program. 2 Year 11 students accepted into SA Aboriginal Sports Training Academy. More students demonstrating learner voice at school events / taking up student leadership.	Intended 100% One Plan transfer Attendance has remained steady at 87%. 100% SACE completion.
Program funding for all students	Australian Curriculum	Professional learning for teachers with experts	
	Aboriginal languages programs initiatives		
	Better schools funding	Crossfit program building resilience / team work for ATSI students. Literacy and numeracy resources on-line, phonics text, reading and workbooks & screening tests for students with learning difficulties / specific needs.	Improved targeted student grades
Other discretionary funding	Specialist school reporting (as required)	Funding was used in the following ways: replace very old instruments; instrument repairs; classroom resources; sound desk upgrade for the concert hall; and guest artists. MFS funds used to increase SSO and classroom time	In year 8, 9 & 10 SIM 80% of students were in the "AB" band. SACE: 70% A grades
	Improved outcomes for gifted students	Student Instructional Rounds with a problem of practice relating to 'classroom talk' Involvement in Sustainability and International Consciousness groups.	Think Bright students scored increase number of A grades across all year levels.
	Primary school counsellor (if applicable)		