

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT  
OFFICE FOR EDUCATION AND EARLY CHILDHOOD

# EXTERNAL SCHOOL REVIEW

## REPORT FOR BRIGHTON SECONDARY SCHOOL

Conducted in September 2016



**Government  
of South Australia**

Department for Education  
and Child Development

### Review details

*A priority for the Department for Education and Child Development (DECD) is to improve the educational attainment and wellbeing of South Australia's children and young people.*

*The purpose of the External School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.*

*The framework underpinning the External School Review identifies the key levers for school improvement and has been shaped and informed by research.*

*The overarching review question is "How well does this school improve student achievement, growth, challenge, engagement and equity?"*

*This Report of the External School Review outlines aspects of the school's performance verified through the review process according to the framework. It does not document every aspect of the school's processes, programs and outcomes.*

*The support and cooperation provided by the staff and school community is acknowledged. While, not all review processes, artefacts and comments are documented, they all have been considered and contributed to the development and directions of this Report.*

*This External School Review was conducted by Liz Schneyder, Review Officer, Review, Improvement and Accountability Directorate and Richard Abell and Ann Prime, Review Principals.*

### **Policy compliance**

*The External School Review process includes verification by the Principal that key DECD policies are adhered to and implemented.*

The Principal of Brighton Secondary School has verified that the school is compliant in all applicable DECD policies.

Implementation of the *DECD Student Attendance Policy* was checked specifically against documented evidence. The school was found to be compliant with this policy. The school attendance rate for 2015 was 91.7%, which is below the DECD target of 93%.

### **School context**

Brighton Secondary School caters for students from Year 8 to 12. It is situated 13kms south-west of the Adelaide CBD in the southern seaside suburb of North Brighton. The enrolment in 2015 was 1520 students, and in 2016 is 1538 students. Enrolment has steadily increased from 1377 in 2010. The school has an ICSEA score of 1073, and is classified as Category 7 on the DECD Index of Educational Disadvantage. The local ECD Partnership is Holdfast.

The school population includes 3% Aboriginal students, 4% Students with Disabilities, 10% students with English as an Additional Language or Dialect (EALD), 2 young people in care, and 9% of families eligible for School Card assistance. The number of international students increased from 25 in 2005 to 166 in 2015 and is 137 in 2016. Flexible Learning Options enrolments have grown from 2 students in 2012/13 to 18 students in 2015, and 24 students in 2016.

The school Leadership Team consists of a Principal in the fifth year of her second tenure at the school, a Deputy Principal, and 5 Senior Leaders: Senior Years, School Ethos, School Profile and Operations, Data/HR and Music. There are 99.6FTE teachers, including 18 in the early years of their career. The school takes 25 pre-service teachers per year. There are 921.5 hours of ancillary staffing.

## School Performance Overview

*The External School Review process includes an analysis of school performance as measured against the DECD Standard of Educational Achievement (SEA).*

### Reading

In 2015, the reading results, as measured by NAPLAN, indicate that 73% of Year 9 students demonstrated the expected achievement under the DECD SEA. This result represents a decline from the historic baseline average. There is a trend downwards in reading results, from 84% in 2013 to 73% in 2015.

Between 2013 and 2015, the school has consistently achieved higher in Year 9 NAPLAN Reading relative to the results of similar groups of students across the DECD system.

In 2015 NAPLAN Reading, 21% of students achieved in the top two bands.

For those students who achieved in the top two NAPLAN proficiency bands in reading, 33%, or 33 of 100 students from Year 3, remain in the upper bands at Year 9 in 2015, and 63%, or 43 of 68 students from Year 7, remain in the upper bands at Year 9 in 2015.

### Numeracy

In 2015, the numeracy results, as measured by NAPLAN, indicate that 81% of Year 9 students demonstrated the expected achievement under the DECD SEA. This result represents little or no change from the historic baseline average.

Between 2013 and 2015, the school has consistently achieved higher in Year 9 NAPLAN Numeracy relative to the results of similar groups of students across the DECD system.

In 2015 NAPLAN Numeracy, 17% of students achieved in the top two bands.

For those students who achieved in the top two NAPLAN proficiency bands in numeracy, 39%, or 26 of 66 students from Year 3, remain in the upper bands at Year 9 in 2015, and 53%, or 37 of 70 students from Year 7, remain in the upper bands at Year 9 in 2015. For Years 7 to 9, there is a downward trend, from 69% in 2013 to 53% in 2015.

### SACE

In terms of SACE completion, 94% of students who had the potential to complete did go on to successfully achieve their SACE. This result represents little or no change from the historic baseline average.

In terms of SACE achievement, 94% of grades achieved in the 2015 SACE Stage 2 were C- or higher. This result represents little or no change from the historic baseline average.

In terms of the SACE compulsory subjects, 95% of students achieved a C or better in their PLP, 94% of students achieved a C or better in literacy, 88% of students achieved a C or better in numeracy and 99% of students achieved a C or better in the Research Project.

At SACE Stage 2, there was an increase in the number of students achieving a C- or better in humanities and social sciences, arts and cross-disciplinary studies.

## Lines of Inquiry

During the review process, the panel focused on four key areas from the External School Review Framework:

**Student Learning:** To what extent is learner voice evident across the campus?

**Effective Teaching:** To what extent are students engaged and intellectually challenged in their learning?

**Effective Leadership:** To what extent are the school's professional learning and performance and development processes effective in building teacher capacity?

**Improvement Agenda:** How well are the results of data and evidence translated into targeted actions?

### To what extent is learner voice evident across the campus?

#### To what extent are students engaged and intellectually challenged in their learning?

Parents, teachers and students talked about the excellent facilities, friendly and welcoming nature, the family atmosphere, the community feel and the extra-curricular opportunities available for students at Brighton Secondary School. Student achievement in extra-curricular activities is widely promoted, including at whole-school assemblies and in the Newsletter.

Each House Leader has a student leadership team who are able to access leadership opportunities and programs. There are groups of students who are passionate about 'White Ribbon' and 'The Australian Council of Human Rights'. The music and volleyball students talked about fundraising to support their interstate and overseas trips, while the World Challenge students are planning to build a canteen at a kindergarten in Cambodia's Ou Dong Province. The Aboriginal students enthusiastically shared their experiences during their annual Port Lincoln Aboriginal Art and Culture trip.

Some teachers are now beginning to video their lessons/*FLIP* their content, to minimise the impact of absences on their students' progress. The opportunities and support for teachers to *FLIP* their content is impressive, and senior students, in particular, appreciate access to online content, online feedback, and increased one-to-one teacher contact during lesson time.

The school has been focusing on increasing the influence students are having on their learning and promoting creativity and independence in student learners. Students in the 'Think Bright' program talked about the multiple opportunities they have to be involved in planning their learning and owning their achievement, including the co-design of tasks and their assessment. They are positive about this entitlement. The school's Principal Leadership Team is expecting teachers of 'Think Bright' students to use similar pedagogical practices in their other classes and share these with colleagues in their faculty-based offices.

There are a number of examples of engaging and challenging pedagogical practices that were identified by students and teachers, and observed by the Review Panel during the visit. These include a broad range of relevant ICT software programs used in most curriculum areas, and the use of 3D printers. 'Think Bright' students could apply for the F1 project and subsequently access significant challenges and opportunities. The 'Think Bright' program also includes cross-disciplinary activities, group work, shared responsibilities of learners, and a focus on creativity and problem-solving. While students admitted to finding this focus, rather than the achievement of an 'A', confronting in Year 8, they are now enthusiastic about the teaching they access.

As part of the review, some students, particularly in mainstream classes, indicated a willingness and desire to be more actively involved in their learning, with less emphasis on teacher-directed lessons utilising worksheets, textbooks and workbooks.

**Direction 1**

**Create expectations and opportunities for all students to be more responsible for and engaged in their learning, so that staff and students are accountable for improved outcomes.**

**To what extent are the school's professional learning and performance and development processes effective in building teacher capacity?**

Teachers at Brighton Secondary School have access to a broad range of Professional Learning opportunities. Teachers discuss their participation, and their Performance Development Plan, with a line manager, once a semester. Some professional learning opportunities have arisen through the school's involvement in the Holdfast ECD Partnership, where there has been a focus on Task Design, Differentiation, Moderation and Instructional Rounds.

There was evidence of transition of this professional learning into teaching practice. Students talked about providing feedback to their teachers, and they appreciate the one-to-one feedback they receive from their teachers, as part of their formative assessment. Drafting of assignments is encouraged and appreciated.

Students could talk about the use of rubrics, with templates often downloaded from the SACE website, and requiring sophisticated literacy skills. Many teachers refer students to DayMap for assessment criteria. Some faculties and teachers use Common Assessment Tasks and most are using internal moderation. There was a discussion in some faculty meetings about 'stretching' students through increased use of open-ended tasks and investigations.

Students indicated that they generally use traditional practices for completing their assignments, although with all teachers and students having their own laptop/iPad, there is an opportunity to make greater use of technology for assessment purposes.

Literacy and Numeracy Coordinators, House Leaders and members of the Wellbeing Team, identify and provide support for students who are struggling with their learning. They are proud of the personalised learning approach and are embedding positive education training into teachers' practice, to improve students' disposition and mindset. Significant SSO support is provided in classes where students are experiencing difficulties. There are few students identified as 'at risk' and most of these are chronic non-attenders. A number of international students require additional tutoring in literacy.

There has been an increase in the number of students who are referred to the Flexible Learning Options (FLO) program and more students are using Vocational Education and Training (VET) and Community Studies B towards their SACE completion. It was identified that some teachers are explicitly challenging students who achieved in the upper bands of NAPLAN, and this practice should be encouraged for all teachers.

**Direction 2**

**Embed professional learning that delivers consistent pedagogical and assessment practices across the school that challenge all students to achieve their potential.**

**How well are the results of data and evidence translated into targeted actions?**

The school provided comprehensive data to the Review Panel and much of it is readily available to teachers on DayMap, the school's Learner Management System.

There is an expectation from the school's Principal Leadership Team that teachers store their curriculum materials in DayMap. It was evident that not all teachers are using DayMap, and some faculties have created their own websites or internal drives to store their curriculum materials.

The parent portal provides parents and students access to curriculum materials and termly reports at home. Parents appreciate the ready access to information on their children's performance, and the regular and timely emails they receive from teachers, but are looking for greater consistency in the use of DayMap by all teachers.

The Wellbeing Team and House leaders use a range of spreadsheets to track students at risk or those identified as not achieving. House Leaders use DayMap to access the A-E grades that determine the academic awards presented at year-level assemblies. Information for Year 8 and home group teachers is available in paper form from primary schools. The school is about to introduce snapshot data and a 'traffic light' system to assist teachers to more effectively monitor their students' progress.

All faculty leaders meet with the Principal to discuss their SACE results, and are expected to share their observations and advice with their teachers. Greater consistency in the understanding of student achievement data by both leaders and teachers would help embed this strategy more pervasively across the school.

**Direction 3**

**Raise the expectations for all leaders and teachers to use data accountably to inform their work, and to use DayMap to store and share their professional documentation to communicate with colleagues, students and parents.**

### OUTCOMES OF EXTERNAL SCHOOL REVIEW 2016

Brighton Secondary School is highly regarded by the local community, and effective leadership provides strategic direction and planning. There are multiple opportunities for teachers and leaders to participate in professional learning and for students to participate in engaging programs.

The Principal will work with the Education Director to implement the following Directions:

1. Create expectations and opportunities for all students to be more responsible for and engaged in their learning, so that staff and students are accountable for improved outcomes.
2. Embed professional learning that delivers consistent pedagogical and assessment practices across the school that challenge all students to achieve their potential.
3. Raise the expectations for all leaders and teachers to use data accountably to inform their work, and to use DayMap to store and share their professional documentation to communicate with colleagues, students and parents.

Based on the school's current performance, Brighton Secondary School will be externally reviewed again in 2020.



Tony Lunniss  
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Anne Millard  
EXECUTIVE DIRECTOR,  
PARTNERSHIPS, SCHOOLS AND  
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The school will provide an implementation plan to the Education Director and community within three months of receipt of this report. Progress towards implementing the plan will be reported in the school's Annual Report.



Olivia O'Neill  
PRINCIPAL  
BRIGHTON SECONDARY SCHOOL



Governing Council Chairperson