

CONTEXT STATEMENT

Updated: 03/03/20

School number: 0803

School name: Brighton Secondary School

School profile text:

Vision:

Brighton Secondary School has a vision to be the school of choice to equip young people for a bright future.

Mission:

Our mission is to develop lifelong learners who can problem solve, think creatively and critically, communicate effectively and act ethically.

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

We value: curiosity, courage and citizenship.

Brighton's Site Improvement Plan Goals for 2020 are:

1. To stretch and challenge all students in their learning.
2. To improve the subject specific writing skills of all students in all learning areas.
3. To improve student connectedness and engagement in the classroom and school community.

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. The school is proud that two of our alumni have become Rhodes Scholars. Many 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 ISEC (Intensive Secondary English Course), short-term visits, study abroad and high school programs.

Special Interest Programs

Our highly successful and internationally recognised 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 Volleyball** program is recognised across Australia as a very successful elite sports study and development program. Four of the program's alumni have become Olympians.

The **Special Interest Music** program 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 **Think Bright** program is by application and interview and is open to students transitioning from year 7 to year 8. The program aims to develop entrepreneurial skills through a focus on creative and critical thinking and the program operates from year 8 to year 10.

Year 8 students with an interest in the performing arts have the opportunity to audition for the **Company Bright program** which develops in-depth knowledge and practical skills in the performing arts through rigorous tailored programs that value curiosity, creativity, collaboration and critical thinking. With outstanding performance opportunities utilising the Brighton Performing Arts Centre's state-of-the-art technology, alongside mentoring by industry experts, students develop exceptional skills in both production and performance.

F1 in Schools is a specialist STEM subject offered to students from year 8. This challenge-based subject has resulted in:

- BSS students winning the 2012 and 2018 National and World Titles
- 2013 National title
- 2014 State title
- 2015 National title placing
- 2015 10th place out of 47 teams in the World F1 in Schools final, Singapore
- 2017 2nd place Malaysian World Titles with World Record for Fastest Car
- 2018 Winner National Title, 2nd place National Title

The F1 in Schools program is a worldwide initiative aimed at attracting students to Engineering studies. Whilst the program is fundamentally a study of aerodynamic form and performance, students are presented with opportunities in the corporate world of design, engineering, manufacture, business and enterprise. It is a rich STEM program, requiring students to engage in all four disciplines to be ultimately successful and, as such, it is unique in the world.

In addition, 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 teams represent the school in the State F1 in Schools finals, with the opportunity to win through to represent South Australia at the National competition and beyond in the World Title.

Subs in Schools is a specialist STEM subject offered to students from year 9. This challenge-based subject has resulted in:

2018 State and National Title

2019 State and National Title

Student Wellbeing

A dedicated Student Services Team assists students with their individual health and welfare concerns, course and career counselling and specific study needs. A House and Year Level model provides opportunities for developing wellbeing, character and school connectedness.

Co-Curricular Activities

Students are encouraged to participate in a wide range of co-curricular activities.

1. General information

Part A

School name : BRIGHTON SECONDARY SCHOOL
School No. : 0803
Principal : Mr Tony Lunniss
Postal Address : 305 Brighton Road, North Brighton 5048
Location Address : 305 Brighton Road, North Brighton 5048
Region : Southern Adelaide
Distance from GPO : 13 km Phone No.: 08 83758200
CPC attached : NO

February FTE Enrolment 2020

Secondary	Special, N.A.P. Ungraded etc.	
Year 8		290
Year 9		344
Year 10		357
Year 11		328
Year 12		307
Year 12plus		1

TOTAL 1638 (includes 78 international and 12 FLO students)

Male FTE	789
Female FTE	849
School Card Approvals (Persons)	110 (to 03 March 2020)
NESB Total (Persons)	52.8
Aboriginal FTE Enrolment	36

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 web-site.

Part B

- *Deputy/Assistant Principals*

In 2020 Brighton Secondary School has a Deputy Principal Band 6, a Band 5 Head of Music, four Band 3 positions in School Ethos and Learning Environment, School Profile and Operations, Senior School and Human Resources and Data Management. Along with the school's Business Leader, they form the Senior Leaders Team.
- *School e-mail address:* admin@brighton.sa.edu.au
- *Staffing numbers*

106.4 FTE teacher staffing, 1017.75 hours ancillary staffing. This includes FIR and Tier 2 staffing.
- *Enrolment trends*

The current February enrolment is 1633 students. Apart from selective entry for the Special Interest programs in Music, Volleyball, Think Bright and Company Bright, the school zone and school capacity management plan restricts enrolments.

- *Year of opening: 1952*
Brighton Secondary School is an amalgamation of two schools: Brighton High School and Mawson High School. The 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 the fifth high school in metropolitan Adelaide and was established in 1952. Brighton Boys Technical High School was established in 1967 and, with the introduction of comprehensive co-education, 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 *Fac Omnia Bene*, “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
School Bus 670 to Grange Road stop 23
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 Years 8-12 are grouped according to their membership of one of the 4 Houses, Buffalo, Cygnet, Holdfast and Rapid. Each House has a dedicated House Leader who is a member of the Senior Leaders Team.
- *Year Level Teams*
Year Level Teams consisting of a member of the Senior Leadership team, a Year Level Manager and a Wellbeing Teacher Leader who work with year level Home Group Teachers to support and lead the cohort and monitor student performance at years 8,9,10,11 and 12.

Student Wellbeing programs

- *Student Services Team*
The Student Services Team includes the Senior Leadership Team, year 8,9,10,11 and 12 Year Level Managers and 4 School Wellbeing Teacher Leaders. The team has oversight of the House and Year Level systems. The team works closely with Home Group teachers 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 character qualities of curiosity, courage and citizenship

- monitor attendance and achievement
- plan and deliver a responsive Personal Learning Plan (PLP) and Senior School Mentoring/Graduate Skills Program
- promote active learner voice and leadership development across the year levels
- celebrate success and community citizenship.

Student support offered

- *Student Wellbeing Leaders*
Four School Student Wellbeing Teacher Leaders, led by a Student Wellbeing Leader, are available to assist students with personal concerns and guidance in study and career pathways planning. These staff are also responsible for student enrolments and have oversight for Peer Support.
- *Curriculum Support*
An Inclusive Education Leader and School Support staff provide learning support to students with One Plans and learning difficulties. Support is provided in the classroom and for small groups and individuals.
- *Aboriginal and Torres Strait Islander Education*
An Aboriginal Secondary Education and Transition Officer (ASETO) and an Aboriginal Education Teacher (AET) provide mentoring support for the school's Aboriginal and Torres Strait Islander students. Each student has an individual learning plan that helps guide their school experience and planned pathways beyond school.
- *Student Reception*
Student Reception is situated at the front of the Bright Centre. It is a busy place where students sign in and out of school and go if they become unwell during the school day. Parents and students come to pay money for excursions, tickets for concerts, books, school and subject fees, computing fees or fees associated with other activities. Students may also submit work to teachers and collect forms and notices.

Parents make contact with Student Reception via telephone or email if their children are absent from school. Student Reception staff are responsible for informing parents via SMS if their child has multiple unexplained absences from school.

The staff who work in Student Reception are trained in first aid procedures and are accustomed to dealing with a wide range of emergencies and student welfare issues. There are two sick rooms located within Student Reception and there is an emergency defibrillator.

All are kind, caring, professional people who have special skills in dealing with young people and the wide range of activities in a large metropolitan secondary school.
- *Peer Support*
The Peer Support program aims to support student transition between primary and high school. Year 11 students organise a variety of activities during the first semester of each year to support year 8 students to settle into high school life.

Student Responsible Behaviour

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 Department for Education guidelines. Year Level Teams have responsibility for managing responsible behaviour and following 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 Leadership

Student Leadership is organised into a number of groups including: Year 12 Prefects, House Captains, International Captains, Music Captains, Volleyball Captains and Year 11 Peer Leaders.

3. Key School Policies

School Improvement Plan goals for 2020-2021 are:

1. To stretch and challenge all students in their learning.
2. To improve the subject specific writing skills of all students in all learning areas.
3. To improve student connectedness and engagement in the classroom and school community.

4. Curriculum

The years 8 to 10 curriculum is based on the Australian Curriculum and aims to provide a broad, balanced learning program to prepare students for effective participation in society, and support their progress to future study and work options. Year 8 students have a general learning program with some 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. Year 8 and 9 core subjects are blocked to create opportunity for interdisciplinary teaching and learning.

The Senior School curriculum includes Stage 1 and Stage 2 subjects of the South Australian Certificate of Education (SACE). Opportunities are also provided 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.

- **Special needs:** The school currently has 6.00 Special Education (Tier 2) staff and students are assisted both in separate lessons and as part of mainstream classes.
- **The SACE:** The Personal Learning Plan (PLP) year 8 to 10 is delivered by Home Group teachers during Home Group period.
- **ISEC** (Intensive Secondary English Course) class provides intensive English language studies to fee-paying international students.
- **Special curriculum features:** The Think Bright Program, Company Bright, Special Interest Music and Volleyball programs. Students who live outside of the designated school zone can audition for entry into these programs.
- **Open Access:** Small numbers of students study through Open Access. This usually involves some students with a medical exemption from school attendance.

- *Special Interest Music Program*

The Music Program fosters musical and academic excellence in gifted and highly committed young musicians through a comprehensive music curriculum, resulting in Brighton Secondary School students consistently achieving merits in SACE Music subjects.

Our strong extra-curricular ensemble program has raised the school's national and international profile through participation in music festivals, cultural events and tours, such as:

- The Big Bands Competition Generations in Jazz in Mount Gambier.
- The Percussion Ensembles gold rating achievement at the ABODA Band Festival.
- The Symphony Orchestra consistent achievement gold standard rating at the Australian International Music Festival.
- The regular high placement of Brighton Secondary School Choirs at the Choral Eisteddfod.
- Involvement in ANZAC Day and Remembrance Day ceremonies.
- Involvement in Italian National Day celebrations.
- Nine international tours since 2008 to China, Malaysia and Europe.

- *Special Interest Volleyball Program*

The Volleyball Program is recognised both nationally and internationally for its curriculum and competition performances.

The aim of the Volleyball Program 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.

Volleyball classes operate at all year levels. Generally students enter the program at year 8 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. Other sports are also studied, particularly 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.

- *Think Bright Program*

The Think Bright program focuses on creative and critical thinking to enrich the learning experience of students who have demonstrated initiative, leadership, problem-solving skills and an interest in rigorous learning. Students are in the same class for English, HASS, Mathematics and Science from year 8 to year 10 and study specialised subjects that focus on innovation and resilience. The program seeks to extend higher-order thinking and entrepreneurial skills through personalised, collaborative and challenge-based learning strategies. Teachers deliver a dynamic interdisciplinary program and embrace inquiry approaches to learning. Students

may apply for the program by completing an online application form, with shortlisted applicants being required to attend an interview.

- *Company Bright Program*
Year 8 students with an interest in the performing arts have the opportunity to audition for the Company Bright program which develops in-depth knowledge and practical skills in the performing arts through rigorous tailored programs that value curiosity, creativity, collaboration and critical thinking. With outstanding performance opportunities utilising the Brighton Performing Arts Centre's state-of-the-art technology, alongside mentoring by industry experts, students develop exceptional skills in both production and performance.

- *Teaching methodology*
The school has a focus on academic success within a school environment which values creativity and the development of teamwork. Current priorities are Formative Assessment (LDAM), Positive Psychology and Pedagogical Shift to promote learner voice.

- *Digital Learning Program*
Since 2008, the Brighton Secondary School community has worked in collaboration to progress towards a comprehensive Digital Learning Program. An inclusive inquiry-based approach has been used to involve all members of the school community in the design and implementation of the project. The MacBook and iPad programs provide a vehicle for a personalised learning program and support 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.

Students in Years 10, 11 and 12 have their own MacBook for use both at home and at school. iPads were introduced to Year 8 students in 2014 and all Year 8 and 9 students have an iPad. The NBN was connected in 2015. This provides students with an increased ability to access resources including YouTube. Teachers use the dedicated Innovation Room to make learning objects to 'Flip' their classrooms.

Assessment procedures and reporting

- *The Assessment and Reporting Process includes:*
 - Formal Assessment Plans
 - Reporting Processes
 - Parent / Student / Teacher Conferences
 - Daymap as the school's Learner Management System, incorporating the parent portal.
- *Community Partnerships*
Quality LinCs, Volleyball SA, Rotary, Returned Services League, Holdfast Bay City Council, Trade Schools for the Future, Rotary Club of Brighton, Rotary Club of Brownhill Creek, Schools in Business, Brighton RSL, Submarine Corporation.

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 students regularly enter debating and public speaking competitions as well as competitions in English, Science, Maths, Languages, Geography, and ICT. The Debating teams regularly succeed through to the finals as do the entrants in the Plain English Speaking Awards.

Graduation and Recognition Assemblies are important events on the school calendar.

7. Staff (and their welfare)

- *Staff profile*

The teaching staff are approximately 49% male and 51% female.
- *Leadership structure*

There are 11.8 FTE Band 1 and 1.8 FTE Band 2 leaders in the Areas of Learning, School Development, Transition and Pathways, and International.
- *Staff support systems*

Staff work in faculty groups, project groups 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 networks. The Professional Learning program endeavours to meet the needs of both teaching and non-teaching staff. For the past few years it has embraced an inquiry-based approach to a number of selected areas of interest. In 2019 teachers continued to work together in Teacher Learning Communities to develop strategies for implementing the Site Improvement Plan. Staff new to the school are provided with 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 conversations' as a means of ensuring regular, authentic professional discussions around quality teaching and learning. The Department for Education Performance and Development Plan (PDP) processes are followed.
- *Staff utilisation policies*

The Personnel Advisory Committee provides advice to the Principal in relation to the deployment of staff and leadership structures.
- The school is within close proximity to Daws Road Centre, Minda and South Australian School for Vision Impaired.

8. Incentives, support and award conditions for Staff

- *Complexity placement points:* 1.5
- *Isolation placement points:* 1.0

9. School Facilities

- *Buildings and grounds*

In 2014 a new 21st century learning space, the Bright Centre, was opened to support an increased enrolment. A 400 seat Concert Hall and refurbished Science Laboratories, Home Economics Kitchen, Technical Studies workshop and Physical Education space complemented existing school facilities. The Bright Centre incorporates general learning areas and a library. Indoor and outdoor learning areas provide flexibility for students to learn independently or in groups. The buildings are of two-storey solid construction. The grounds are well established and maintained with extensive lawn and paved areas.

In 2019 the school was granted \$13.8m for capital works in preparing for year 7 entry in 2022. Architects Thompson Rossi will design a new middle school building for the school ready for 2022.

The school is connected to the NBN and has fully networked computer facilities with fibre optic cabling and connections for all classrooms and staff offices. There are some 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. All students have access to an iPad (years 8 to 9) or MacBook Pro laptop (years 10 to 12).

- *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, 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 Senior Study Centre for students in years 11 and 12. 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. 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 and a 400 seat Concert Hall was completed in January 2014.

- *Student facilities*

There is a separate student services area and the Spence Study Centre for year 11 and 12 students. The canteen is a traditional service canteen.

- *Staff facilities*

The new Staff Room in the Bright Centre provides a relaxing environment for staff. Most staff have shared offices.

- *Access for students and staff with disabilities*
The school has two lifts which provide 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, School Leaders, Faculty and Learning Area groups, Teacher Learning Communities, School Teams and a Work Health Safety Committee among others.
Student Leadership includes the Prefects, incorporating a number of sub-committees, and other student leadership is provided through Music, Volleyball, International and House Captains and Vice Captains. Student forums promote wider participation and learner voice.
The Brighton Secondary School Governing Council with parent, staff and student representatives is a strong and active influence in the school community. Sub-committees including 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. This group was of particular importance during the 60th celebrations in 2012.
- *Regular publications*
A suite of publications provides information about the school's programs/events. Student and Staff Bulletins are online each day. A comprehensive electronic school newsletter is emailed home. A comprehensive Curriculum Guide and the School Yearbook are produced annually. The school's Facebook page and the Brighton App provide instant communication of notices and events.
- *Other communication*
Whole school and School Team assemblies and parent information evenings assist 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.
- *Special funding*
The Special Interest Music Program funding is written into the school's partnerships agreement as a specific amendment. Students in the 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.
- *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 contribute to several of the Special Interest Programs. The school facilities, especially the gymnasium, Brighton Theatre and Brighton Concert Hall, are widely used by the local community. The Music Parent Support Committee organises a fortnightly Sunday Market on the ovals, which is well publicised and supported by the community. The Volleyball Support Parent committee run a successful annual Quiz Night.
- *Local and transition primary schools*

The main local primary schools that have students transitioning to Brighton Secondary School are Glenelg, Brighton and Paringa Park, along with Warradale, St Leonards, Seacliff and Seaview Downs. Students also come from 50 other schools including Independent and Catholic primary schools.
- *Other local care and educational facilities*

A number of child-care facilities operate near the school. Flinders University (approximately 4 kms) is the nearest tertiary campus.
- *Commercial/industrial and shopping facilities*

The Marion Shopping centre (approximately 3 kms) is nearby. There are major shopping strips on Brighton Road and Jetty Roads in Glenelg and Brighton.
- *Other local facilities*

Minda Incorporated.
- Availability of staff housing: N/A
- *Accessibility*

The school is reached from Brighton Road via Ilfracombe Ave. The rear staff car park is accessed from King George Avenue.
- *Local Government body*

The school is in the City of Holdfast Bay.

12. Further Comments

- *International Connections*

Brighton Secondary School has a strong International Program. 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 grew to reach capacity at 125 in 2015 and was 101 in 2018. This number will now be reduced in line with the school's capacity management plan.

Over the past decade, the Music Department has engaged in 8 overseas tours: China / Malaysia 2008; China / Europe 2010; China / Europe 2013; Belgium 2014; Europe 2015; Scandinavia 2017 and 2019.

A sister-school relationship with Toyodai Himeji High School in Japan enriches the Japanese teaching program. Brighton students have a biennial tour to Japan for cultural and linguistic exchange and Brighton hosts reciprocal visits from our sister school during alternate years. We also hosted an annual 2 week Japanese Study Tour from Hakuo Junior Primary School, Tokyo from 2009 – 2017. A new school, Marioka Chuo High School was hosted in 2018.

Students participate in a successful French trip to Noumea for language classes and cultural pursuits. A sister school is being established in the Loire Valley in France.

Brighton Secondary School has a relationship with schools in Norway, Scandinavia and Finland.

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

The ISEC (Intensive Secondary English Course) supports newly arrived students from overseas who continue into mainstream courses, mostly in year 10.

A team of teachers and a Support Officer support the international students. The school offers at least one study tour opportunity to an overseas destination every year.

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

The school has had a commitment to send students on expeditions since 2009 to South East Asian destinations. In:

- 2009 4 staff members accompanied 2 teams of students in the World Challenge Expedition to Vietnam
- 2011 2 expeditions travelled to Vietnam and Namibia
- 2013 2 teams travelled to Vietnam
- 2014 2 World Challenge teams of students and 4 staff visited Cambodia and assisted in the building of a school. The school community raised the money for the construction of the buildings and will continue to support the school building program with student participation and financial funding.
- 2016 2 staff members accompanied a team of students to Vietnam and Cambodia. In Cambodia students helped to build a new Canteen for the kindergarten which was built in 2014.
- 2016 2 staff and 2 students walked the Kokoda Track
- 2018 Antipodean Tour to Cambodia and Vietnam
- 2020 Antipodean Tour to Nepal

Staff accompanied students to Korea in 2011 and 2012. A staff member was selected to present Professional Development for Thai teachers in Thailand in 2019.

A partnership was formed with Satee Phuket School in Thailand in 2014. In July 2016 a third staff member visited Satee Phuket School to present Professional Development to school staff and further develop the partnership between BSS and the Phuket School. Three teachers from Satee Phuket School visited Brighton Secondary School on a teacher training program in 2014, 2015 and 2016.

Brighton Secondary School regularly facilitates teacher training programs for teacher groups from Indonesia and Thailand.