

## SCHOOL CONTEXT STATEMENT

School number: 0803

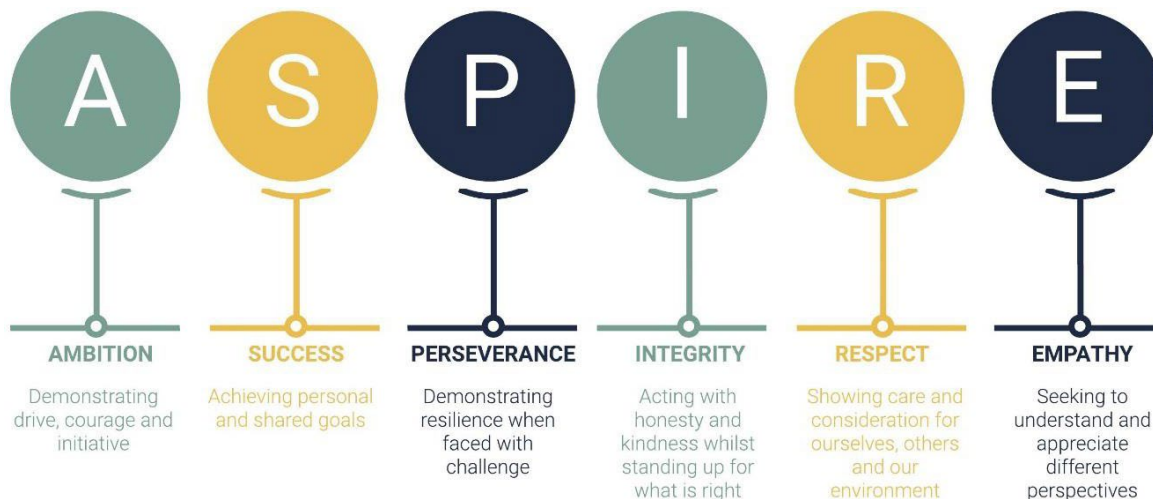
School name: Brighton Secondary School



Government of South Australia

Department for Education

At Brighton Secondary School we foster successful learners, confident and creative individuals and active and informed citizens. Our mission for excellence and equity is underpinned by our ASPIRE values of:



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

**Our School Improvement Plan Goals for 2023 are:**

1. To stretch, challenge and engage all students in their learning.
2. To improve students' connectedness and engagement in the classroom and school community.

### Curriculum

Brighton Secondary School provides a rich curriculum from year 7-12 with a range of flexible pathways for students including strong academic and vocational opportunities and targeted learning support.

As a school, we also provide a comprehensive and diverse range of extracurricular activities for students including clubs, activities and sport.

### Special Interest Programs

Brighton Secondary School offers three highly successful and challenging Special Interest Programs, that provide environments for students to pursue their passions and further develop their talents.

1. Special Interest Music
2. Think Bright
3. Special Interest Volleyball

### International Programs

Brighton Secondary School offers programs of study to full fee-paying International students through International Education Services. We host students on study abroad programs of at least 10 weeks, and the high school Graduate program to support students to achieve their SACE. The International student cohort originates from a range of countries including China, Japan, Vietnam, Thailand, Germany and Brazil. In 2024, we will see the return of an Intensive Secondary English Course (ISEC) which supports newly arrived students from overseas in Year 10 with their English language proficiency, to support them to transition into mainstream subjects.

## 1. General information

**School Principal:** Tony Lunniss

**Deputy Principal:** Kimberley McLean

**Year of opening:** 1952

**Postal Address:** 305 Brighton Road, North Brighton SA 5048

**Location Address:** 305 Brighton Road, North Brighton SA 5048

**DfE Partnership:** Holdfast

**Geographical location** – i.e. road distance from GPO (km): 13km

**Telephone number:** 08 8375 8200

**Fax Number:** 08 8296 0949

**School website address:** [www.brightonss.sa.edu.au](http://www.brightonss.sa.edu.au)

**School e-mail address:** [dl.0803.admin@schools.sa.edu.au](mailto:dl.0803.admin@schools.sa.edu.au)

### February FTE student enrolment:

Cohort	Enrolment	Cohort	Enrolment
Year 7	303	NESB (7-12)	452
Year 8	277	Aboriginal Learners (7-12)	50
Year 9	284	School Card Approvals	208
Year 10	308		
Year 11	255		
Year 12	276		
Year 12 plus	5		
<b>TOTAL</b>	<b>1708</b>		

### Staffing numbers (as at February census):

Staffing	Total
FTE Teaching staff	115.5
Hours Ancillary staffing	1264
Total number staff	168

## **Public transport access**

### **Bus Services**

Route 263 via Anzac Highway and Brighton Road

Route 265 via Anzac Highway, Glenelg and King George Avenue

Bus B & C – Brighton Secondary School to Marion Shopping Centre, stop 38 King George Avenue

Bus Z – from stop 5 Anzac Highway to King George Avenue (am only)

**Train services** provide access via the Hove and Brighton stations

*\*Subject to change, please refer to Adelaide metro for updates*

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

### **General characteristics**

Every student is a member of a home group which is aligned to a House and part of either the Middle or Senior sub-school. A home group teacher is the main point of contact for students and families regarding student needs. Each cohort has a team to support their learning, engagement and wellbeing including a Year Level Leader, Wellbeing for Learning Leader, youth workers and Head of School.

### **Student engagement and well-being**

Brighton Secondary School has a multi-layered structure to support all students. Year Level Leaders work collaboratively with homegroup teachers to build trusting and supportive homegroup environments and shape positive learning communities.

Youth workers, Wellbeing for Learning Leaders and our school's Clinical Psychologist work collaboratively to design and deliver proactive evidence-informed programs to build positive emotional and social behaviours to support engagement and learning.

Our homegroup program supports the delivery of the Keeping Safe: Child Protection Curriculum enhanced by other targeted wellbeing and engagement activities and projects.

### **The homegroup program and sub-school structures enables:**

- Holistic development of personal, social and interpersonal skills
- Monitoring of achievement, engagement and attendance
- Active engagement and embodiment of our school values
- Promotion of students as agents of their own learning, skill mastery and active citizenship
- A strong sense of belonging and connection to trusted adults

### **Learning Support**

Our Inclusive Education Leader works alongside a team of specialised teaching staff and school support staff work to provide students with identified and verified learning needs personalised and targeted support and intervention. Identified Year 7 students are supported with a targeted literacy intervention class in place of learning a language, which focuses on developing reading fluency and confidence, using a Corrective Reading Program tied with the Orton-Gillingham approach, which is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy.

Other tier 2 and 3 intervention programs focus on developing social skills, and incorporate the flexibilities of SACE to support learning, such as Modified SACE and Recognized Community Learning projects.

### **Aboriginal Education Team**

We have a dedicated team to stretch, challenge and support our Aboriginal learners including 3 Aboriginal Education Teachers (AET) and an Aboriginal Secondary Education and Transition Officer (ASETO). This team works across the Middle and Senior School to ensure each student has an individual learning plan. The team supports students and their families with engagement in school and identifying and accessing post school pathways.

### **Student Leadership**

Formal student leadership is provided through Year 12 Prefects, International, Music and Volleyball Program Captains, Middle School Leaders, Student Wellbeing Leaders, House Captains, and Peer Leadership. Students across the school are encouraged to demonstrate and develop leadership through engagement in action groups and student forums.

### **Co-Curricular Activities**

At Brighton Secondary School we have a dedicated staff member with a focus on School Life. This involves coordinating and promoting a wide range of co-curricular activities both at school and within the local community. Student connectedness is a strong focus at Brighton Secondary School and involvement in activities that expose students to new experiences is a key part of building a sense of belonging.

## **3. Key School Policies**

A range of key policies, and plans are available via our website: [www.brightonss.sa.edu.au](http://www.brightonss.sa.edu.au)

## **4. Staff (and their welfare)**

Staff work in co-located teams to build collegiality, support and shared professional practice.

The professional learning program is aligned to the school SIP and budget allocation is made to ensure all staff have access to professional learning opportunities to support their development.

### **Performance Management**

The Department for Education provides expectations regarding the professional development plan (PDP) process.

### **Personnel Advisory Committee**

The Personnel Advisory Committee (PAC) provides advice to the Principal in relation to staff deployment and leadership structures.

## **5. School Facilities**

### **Buildings and grounds**

Buildings are mostly of two-storey solid construction. The grounds are well established with extensive lawn and paved areas. In 2021 the new building named Tarni Warra was opened to provide dedicated spaces for middle school students and aid the transition into year 7 as well as refurbished spaces in the original Spence building, to provide more contemporary and flexible learning spaces.

The Senior Study Centre was opened at the start of 2023 as part of the school's site funded works. This upgrade provides students with improved study spaces, a hub for support services, and creates a more suitable environment for learning.

During 2023, toilet refurbishments will take place in the Spence building to create additional All Gender toilets that are of high quality and accessible to our diverse student population.

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 and Media. All students have access to a one-to-one learning device.

### **Specialist facilities and equipment**

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 learning 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 3 outdoor floodlit beach volleyball courts. A state-of-the-art Theatre was opened in 2011 and the Concert Hall was completed in January 2014.

### **Staff facilities**

There is a small Staff Room in the Bright Centre and most staff have shared offices with individual offices for some admin staff and senior leaders.

### **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 central buildings although access for wheelchairs is difficult in the downstairs part of the Spence building. The new middle school building will be equipped with the site's third lift.

All classrooms in the middle school building, as well as the refurbished upstairs rooms in the Spence building, are fitted with a hearing augmentation system for students with hearing difficulties or auditory processing challenges.

## **6. School Operations**

### **Decision-making structure**

Staff committees contribute to the development and review of school policies and programs, and include the Personnel Advisory Committee, School Leaders, Learning Area groups, Sub-School Teams, Year Level Teams, School Climate Team, Action Groups and a Work Health Safety Committee.

The Brighton Secondary School Governing Council has parent, staff and student representatives and is a strong and active influence in the school community. Sub-committees including Finance, School Uniform, Canteen, Volleyball Parent Support Committee, and the Music Parent Support Group Committee, support the work of the Governing Council.

Student Leadership includes Year 12 Prefects, Special Interest Program and International Captains, Middle School Leaders, Student Wellbeing Leaders, House Captains and peer leadership. Student forums promote wider participation, learner voice and student agency.

### **Regular publication**

A suite of publications provides information about the school's programs and events. Student and Staff Bulletins are online each day, and an electronic school newsletter is emailed to families regularly. The Curriculum Guide and School Yearbook are produced annually. The school's social media channels provide instant communication of notices and events.

School Assemblies, Parent Information Sessions, and Open Day assist in the promotion of school programs and broad involvement in student learning and 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.

# **7. Local Community**

## **General characteristics**

The school is located within the Brighton community in the local Government area of the City of Holdfast Bay.

## **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 subcommittees. Parent volunteers contribute to the Special Interest Programs.

The school facilities, particularly the gymnasium, Brighton Theatre and Brighton Concert Hall, are widely used by the local community.

The Music Parent Support Group Committee organises and manages a fortnightly Sunday Market on the school grounds which is well supported by the community.

## **Local and transition primary schools**

Students transition from local primary schools including Glenelg, Brighton, Paringa Park, Warradale and St Leonards. Students also transition from up to 50 other schools including Independent and Catholic Primary Schools.

## **Other local care and educational facilities**

Several child-care facilities operate near the school. Flinders University (approximately 4 kms) is the nearest tertiary campus.

## **Commercial/industrial and shopping facilities**

Marion Shopping Centre (approximately 3 kms) is nearby. There are major shopping precincts on Brighton Road and Jetty Road in Glenelg.

## **Other local facilities**

Minda Incorporated.

## **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.

## **8. Further Comments**

### **International Connections**

In addition to our International Student Program, Brighton Secondary School has a sister-school relationship with Toyodai Himeji High School in Japan which enriches our Japanese curriculum and learning. Students from Toyodai Himeji visit Brighton on a study tour each year, and our students can travel to Japan every second year. On the alternate year, students can attend a study tour to New Caledonia as part of our French curriculum.

Students in the Special Interest Music program also have opportunities for International tours, with the program visiting New Zealand in 2023.