

Brighton Secondary School

2023 annual report to the Community

Brighton Secondary School number: 0803

Partnership: Holdfast



School principal:

Tony Lunniss



Date of endorsement:

14/02/2024

Context Statement

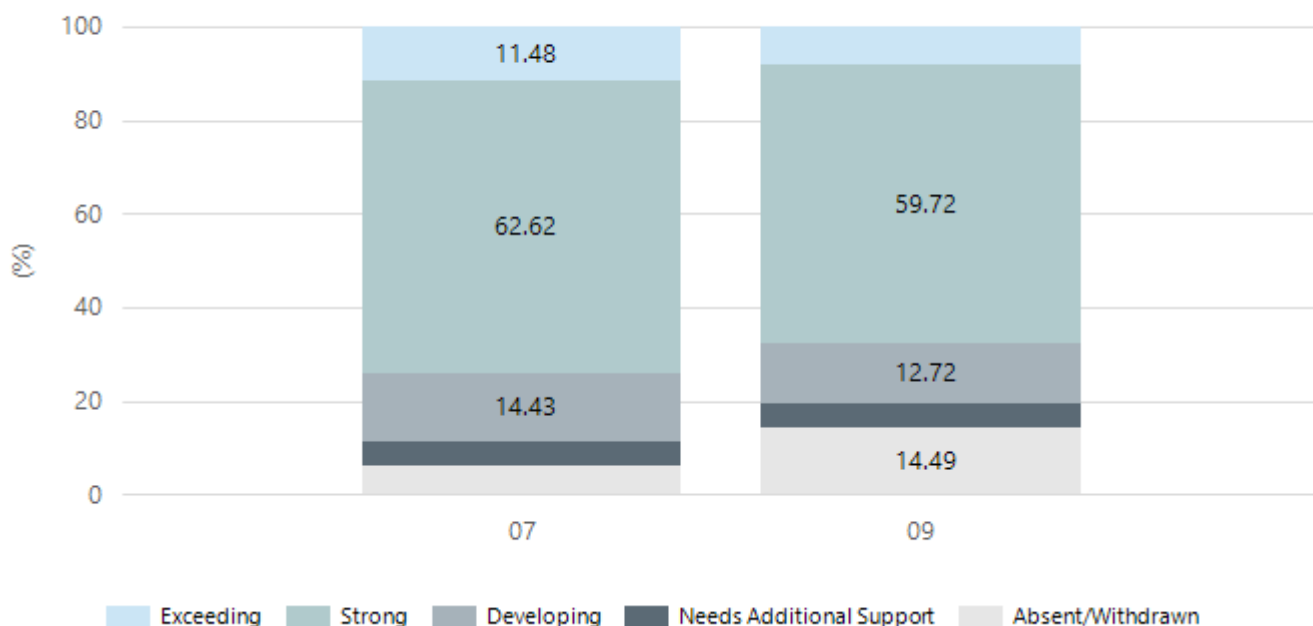
Brighton Secondary School caters for students from 7-12. At the time of this report, the enrolment in 2023 is 1680. Brighton Secondary School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 3% Aboriginal students, 10% students with disabilities, 11% students with English as an additional language or dialect (EALD) funded background. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

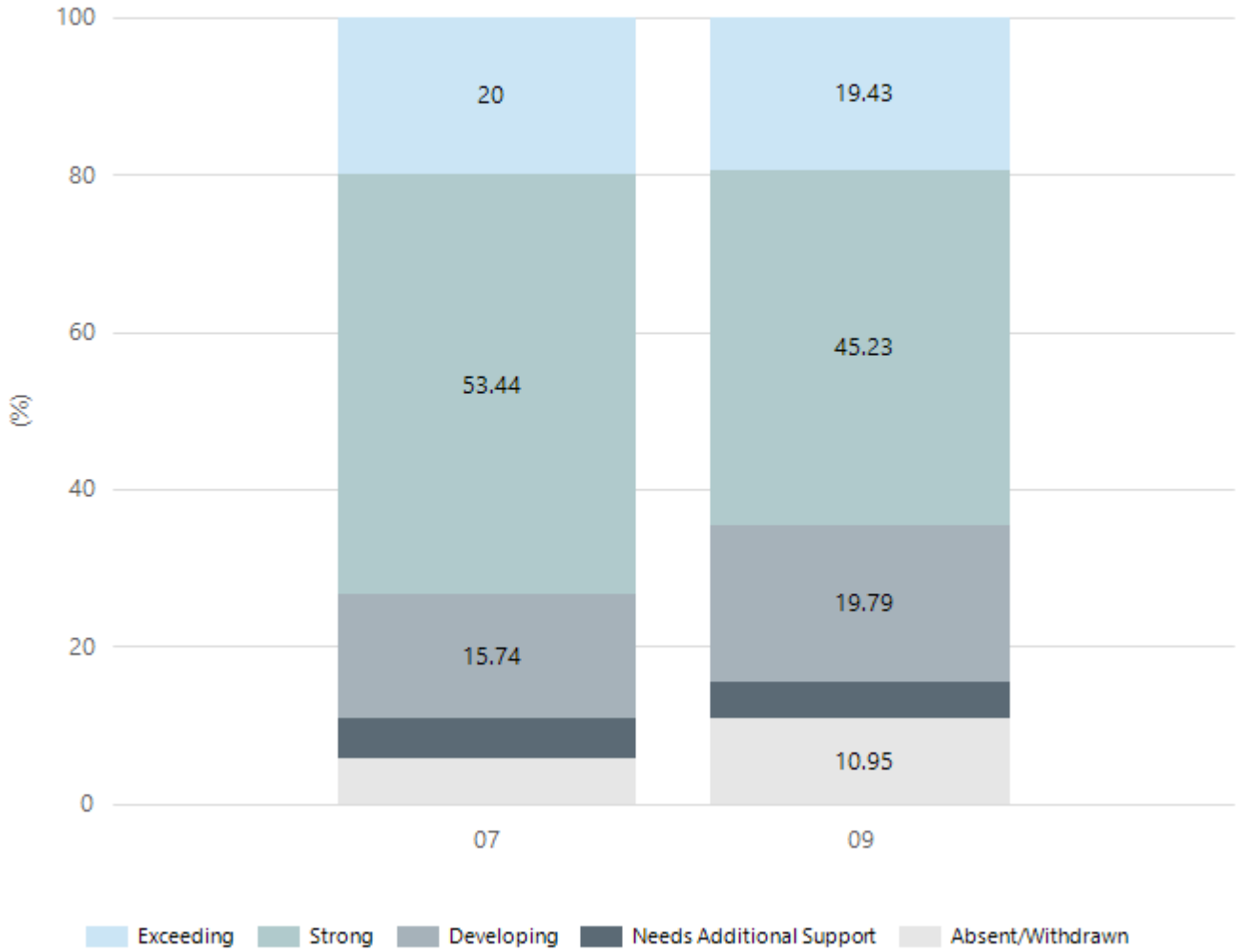
Numeracy



Year Level	07	09
Exceeding	35	23
Strong	191	169
Developing	44	36
Needs Additional Support	16	14
Absent/Withdrawn	19	41
Total	305	283

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

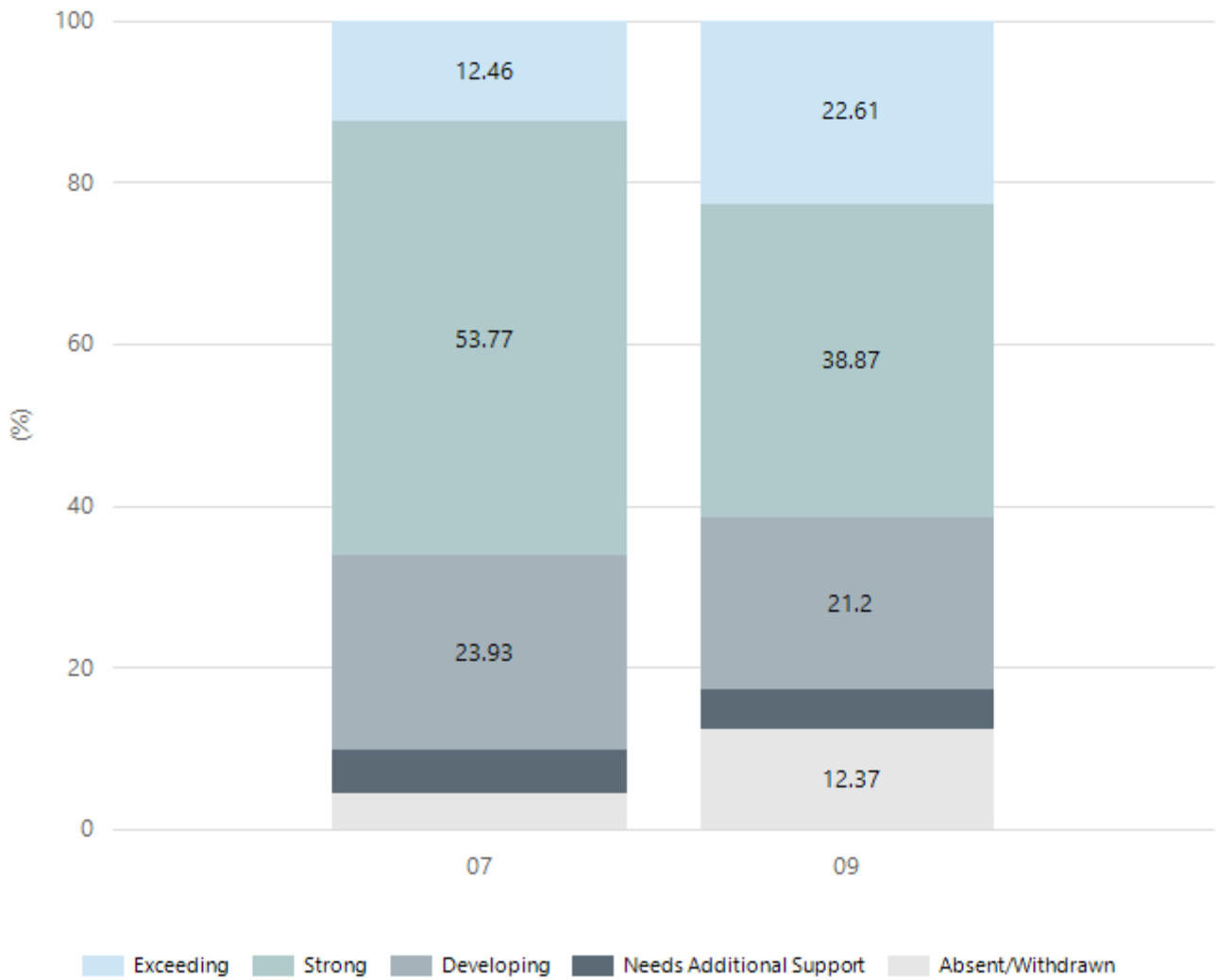
Reading



Year Level	07	09
Exceeding	61	55
Strong	163	128
Developing	48	56
Needs Additional Support	15	13
Absent/Withdrawn	18	31
Total	305	283

Data Source: Department for Education Assessment Data Holdings, 2023.
When there are less than six students in a cohort, no data is supplied.

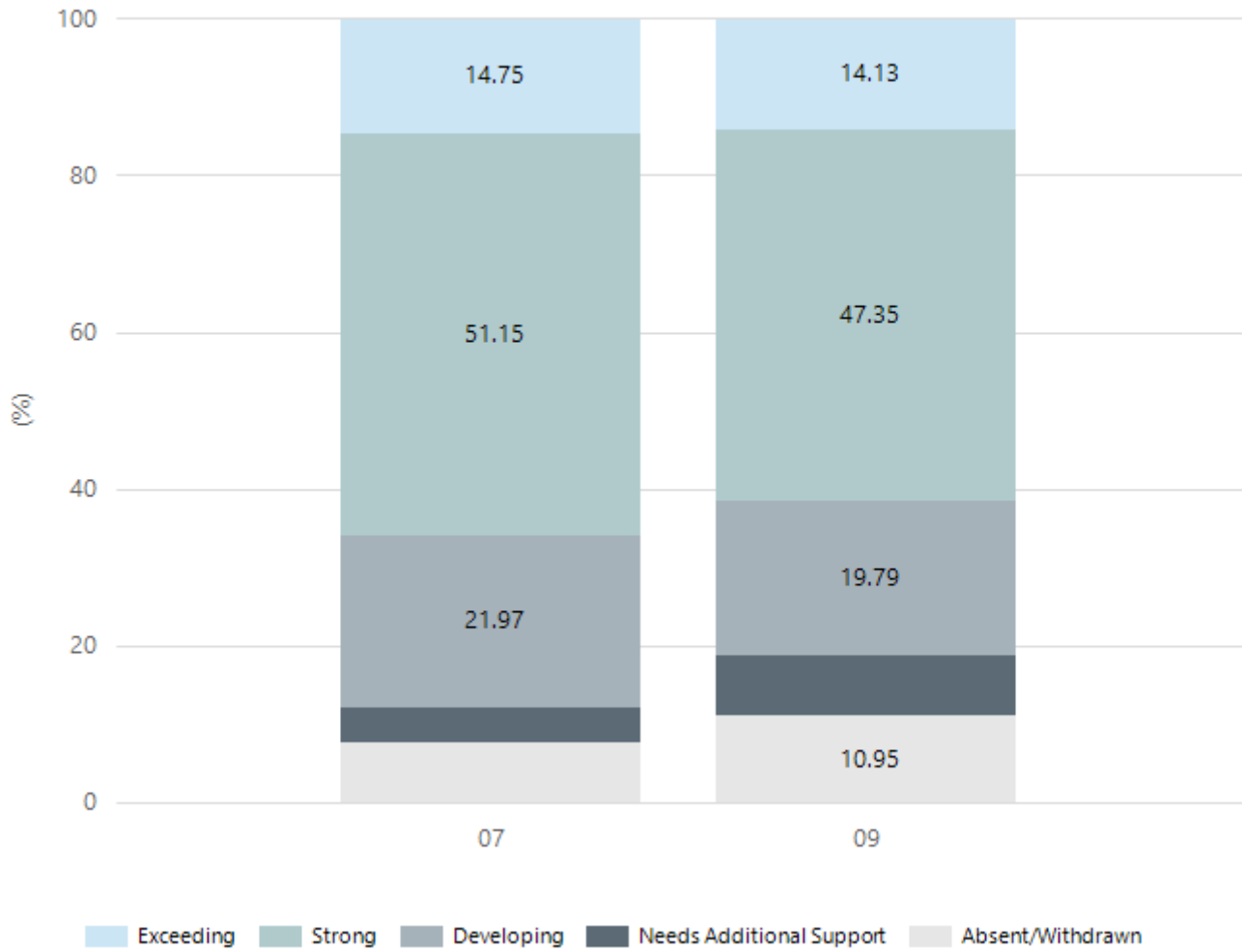
Writing



Year Level	07	09
Exceeding	38	64
Strong	164	110
Developing	73	60
Needs Additional Support	16	14
Absent/Withdrawn	14	35
Total	305	283

Data Source: Department for Education Assessment Data Holdings, 2023.
When there are less than six students in a cohort, no data is supplied.

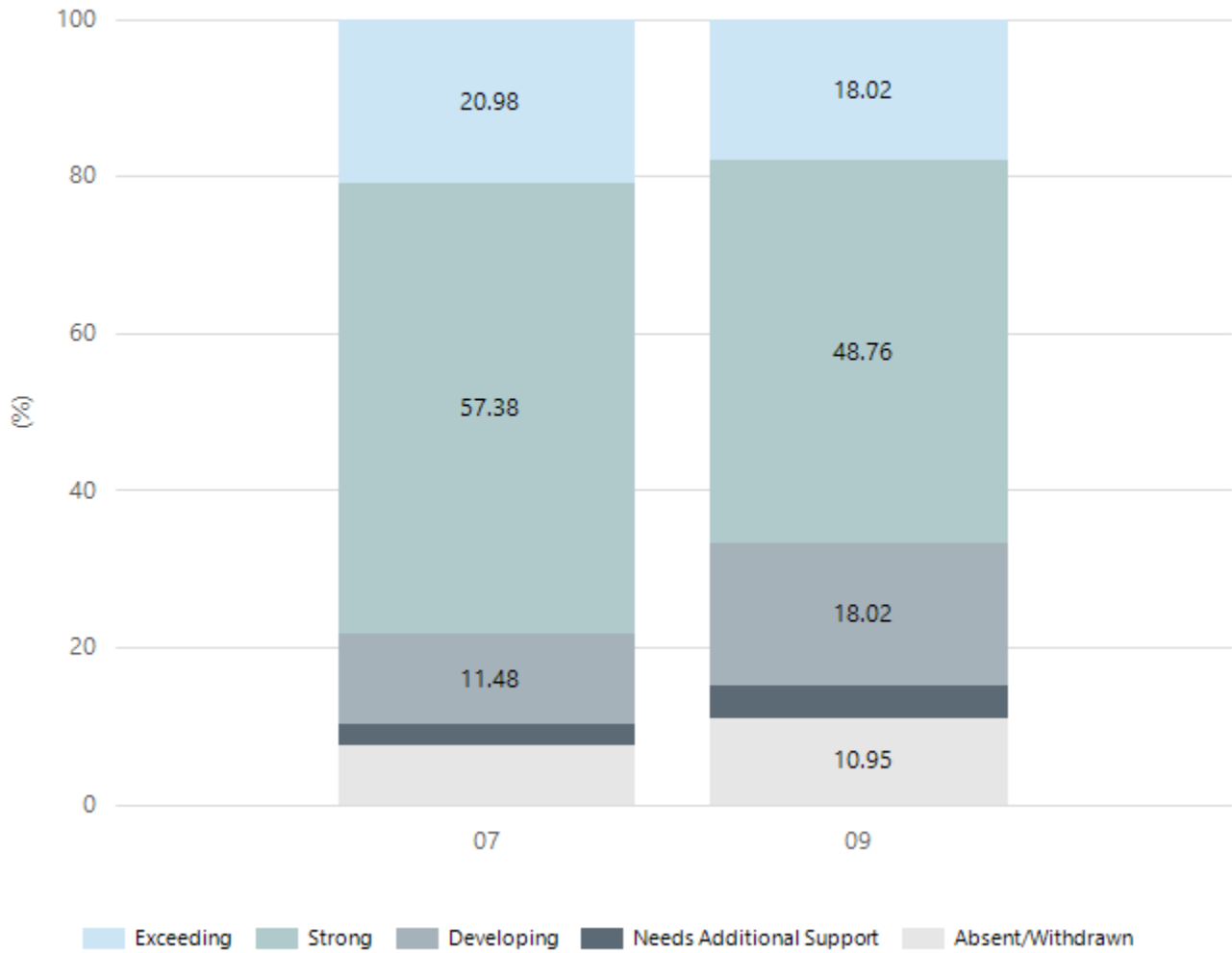
Grammar



Year Level	07	09
Exceeding	45	40
Strong	156	134
Developing	67	56
Needs Additional Support	14	22
Absent/Withdrawn	23	31
Total	305	283

Data Source: Department for Education Assessment Data Holdings, 2023.
When there are less than six students in a cohort, no data is supplied.

Spelling

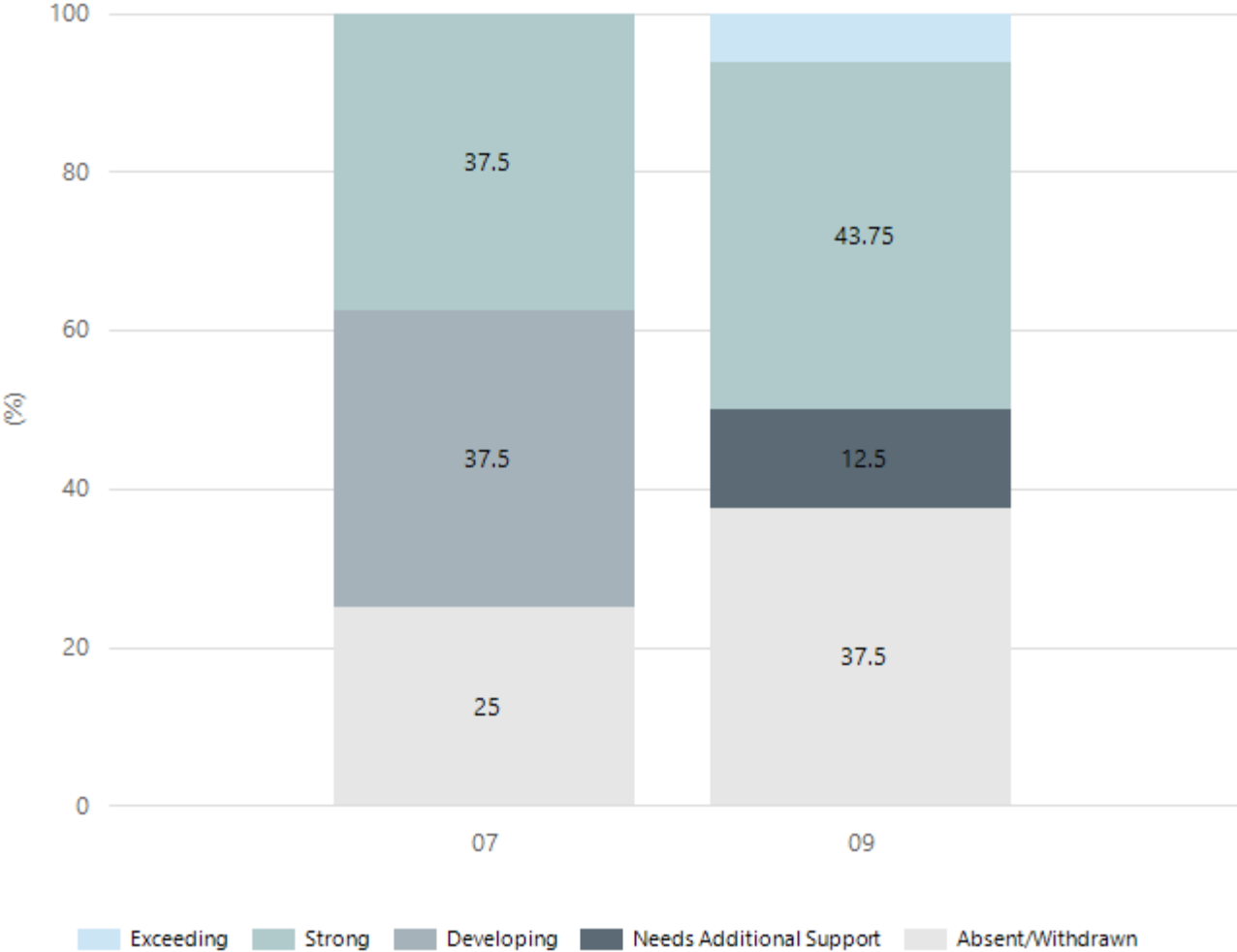


Year Level	07	09
Exceeding	64	51
Strong	175	138
Developing	35	51
Needs Additional Support	8	12
Absent/Withdrawn	23	31
Total	305	283

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

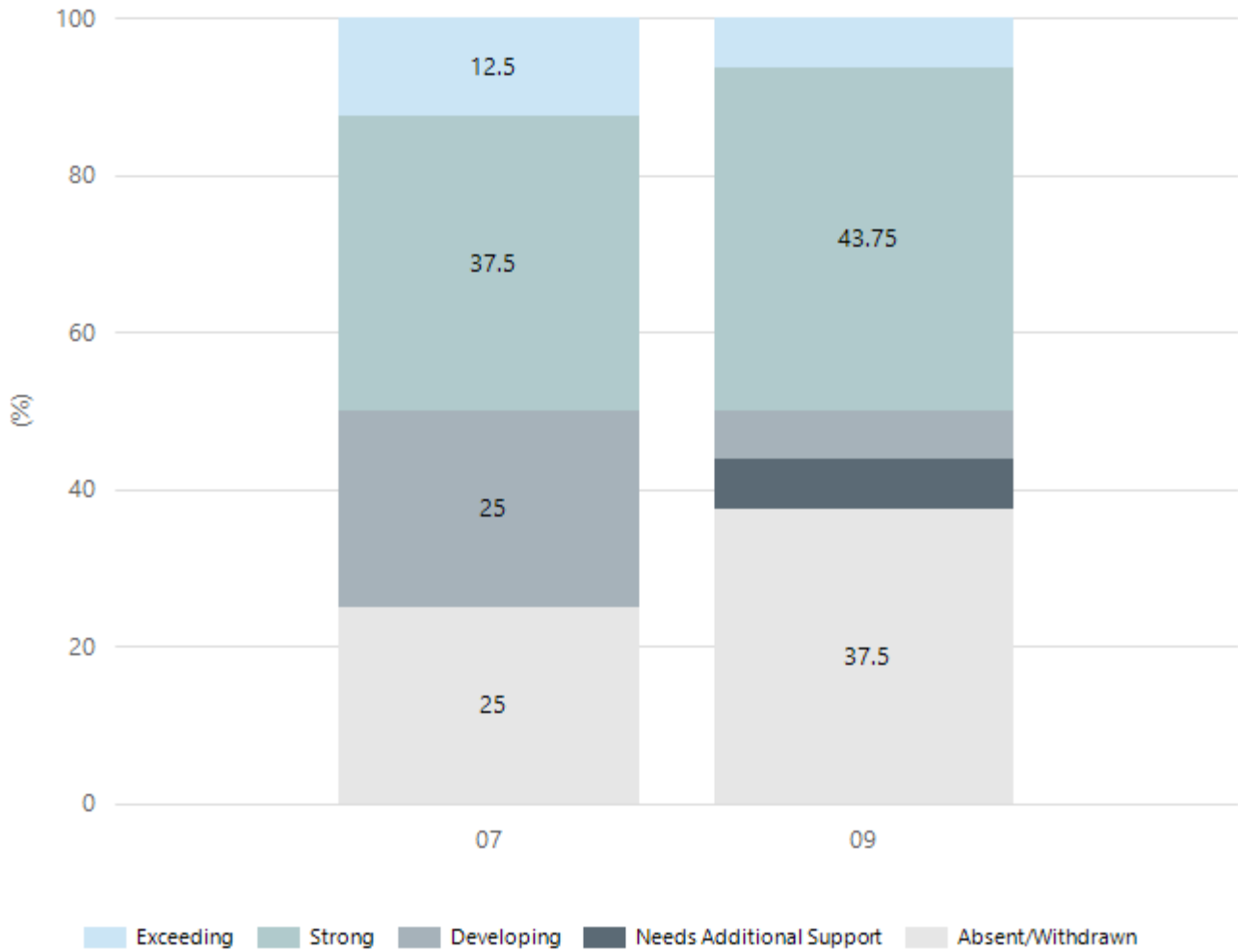
Numeracy



Year Level	07	09
Exceeding		1
Strong	3	7
Developing	3	
Needs Additional Support		2
Absent/Withdrawn	2	6
Total	8	16

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

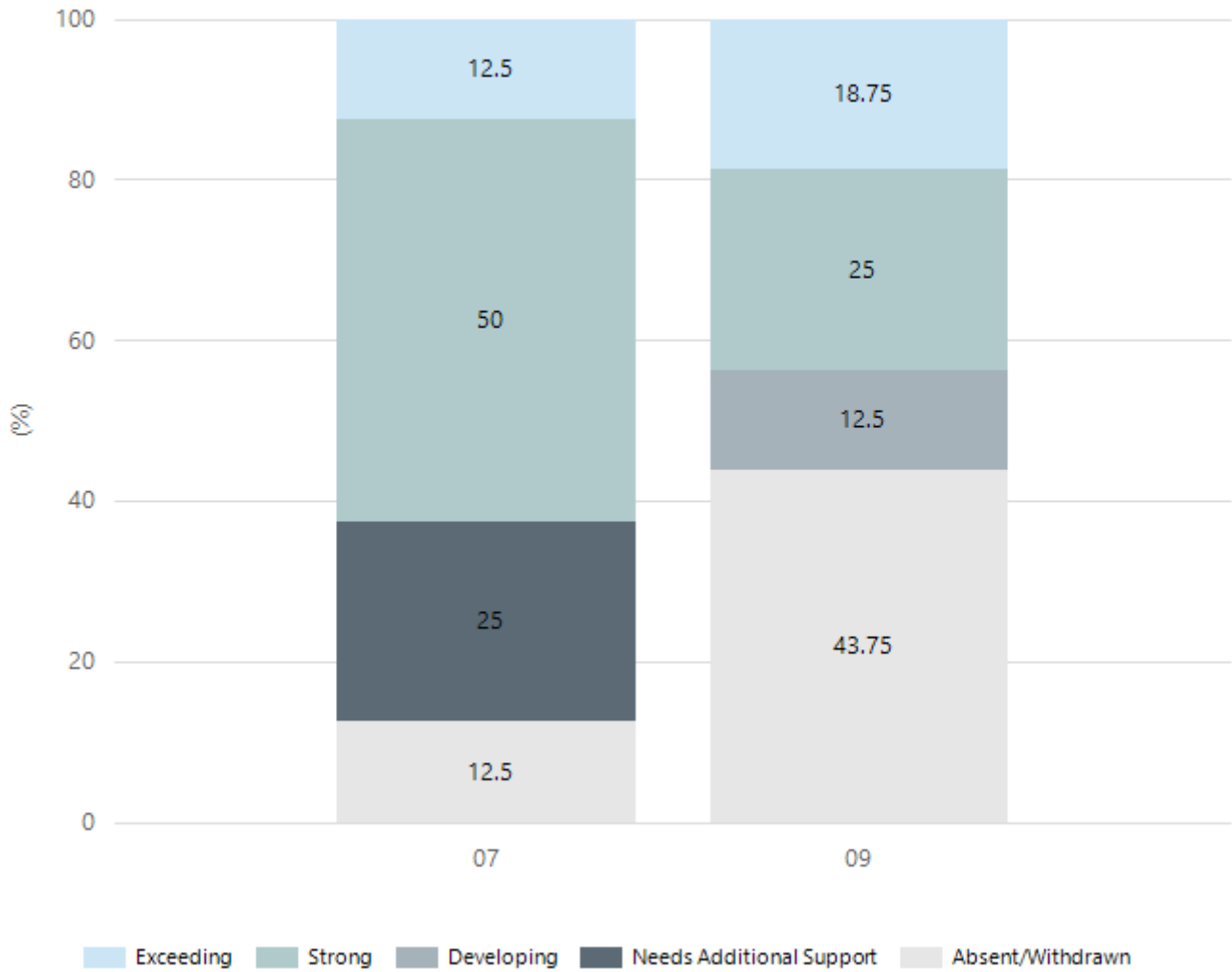
Reading



Year Level	07	09
Exceeding	1	1
Strong	3	7
Developing	2	1
Needs Additional Support		1
Absent/Withdrawn	2	6
Total	8	16

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

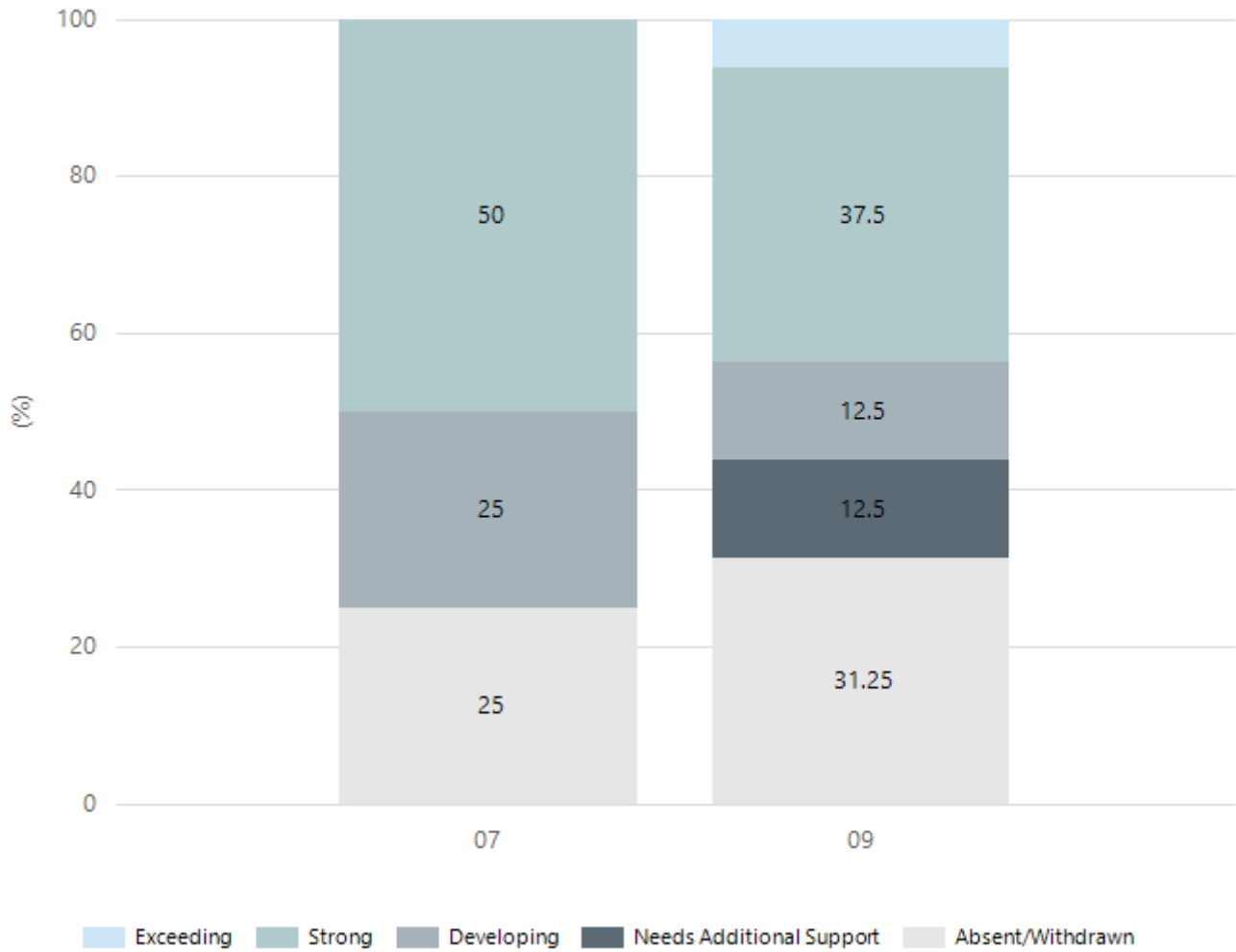
Writing



Year Level	07	09
Exceeding	1	3
Strong	4	4
Developing		2
Needs Additional Support	2	
Absent/Withdrawn	1	7
Total	8	16

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

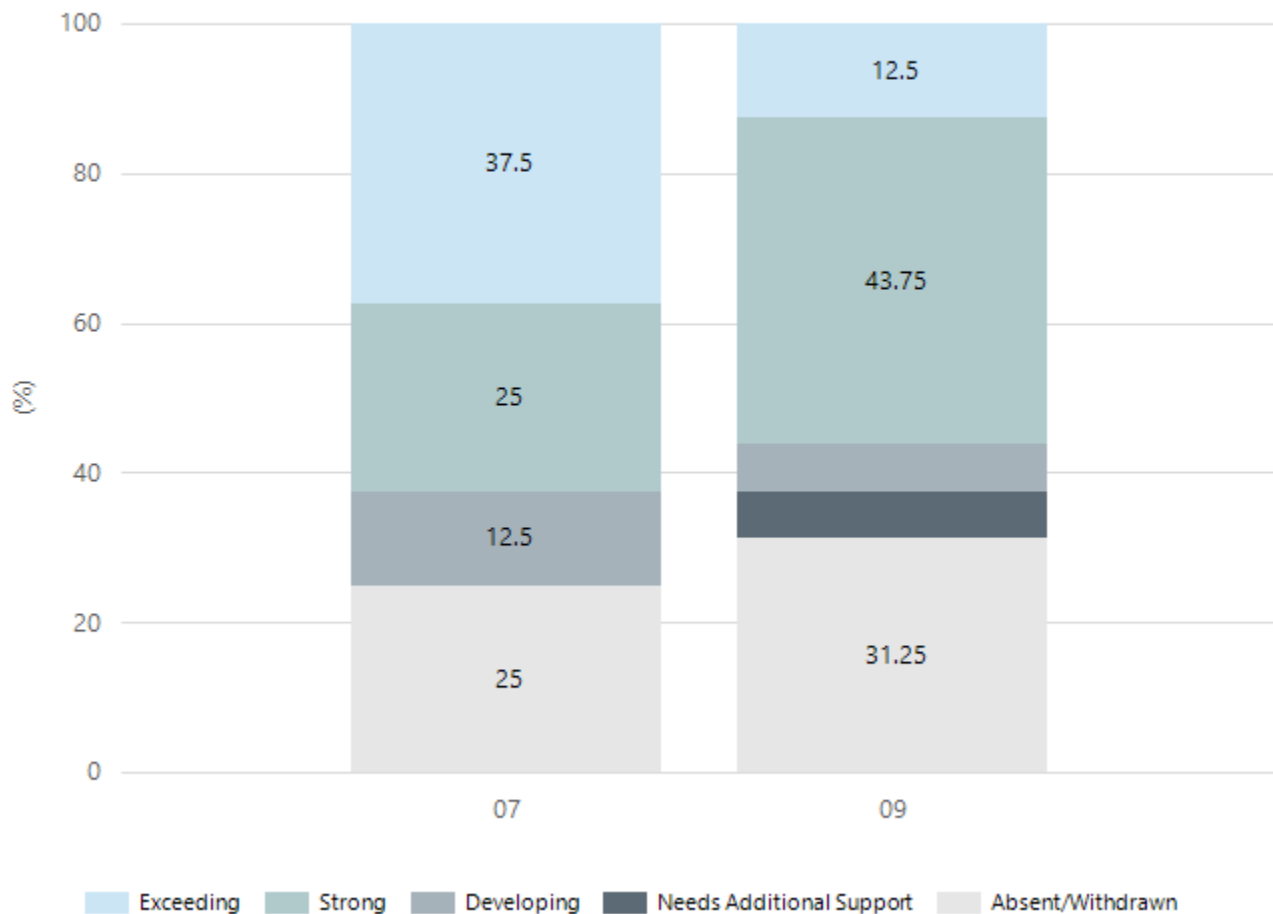
Grammar



Year Level	07	09
Exceeding		1
Strong	4	6
Developing	2	2
Needs Additional Support		2
Absent/Withdrawn	2	5
Total	8	16

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Spelling



Year Level	07	09
Exceeding	3	2
Strong	2	7
Developing	1	1
Needs Additional Support		1
Absent/Withdrawn	2	5
Total	8	16

Data Source: Department for Education Assessment Data Holdings, 2023.
 When there are less than six students in a cohort, no data is supplied.
 Only data for Aboriginal learners is displayed.

South Australian Certificate of Education - SACE

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

2020	2021	2022	2023
100%	99%	96%	96%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2020	2021	2022	2023
A+	4%	4%	3%	5.2%
A	12%	11%	9%	11.8%
A-	16%	16%	15%	15.2%
B+	17%	15%	17%	17.4%
B	17%	16%	13%	14%
B-	14%	14%	15%	10.6%
C+	9%	11%	10%	10.6%
C	8%	9%	11%	7.4%
C-	2%	2%	4%	3.7%
D+	0%	0%	2%	0.9%
D	0%	0%	0%	0.9%
D-			1%	0.8%
E+			0%	0.5%
E			0%	0.4%
E-		0%	0%	0.3%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

2020	2021	2022	2023
99%	99%	95%	96%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2021	2022	2023
Percentage of Year 12 students undertaking Vocational Training or Trade Training		22%	26.8%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	77.34%	70.69%	64.96%

Data Source: School supplied data

School Attendance

Year Level	2021	2022	2023
Year 07		89.8%	91.4%
Year 08	89.9%	88.3%	86.8%
Year 09	85.7%	87.6%	86.7%
Year 10	86.0%	86.1%	88.4%
Year 11	87.7%	86.8%	88.2%
Year 12	75.7%	88.7%	88.0%
Secondary Other	97.0%	99.3%	84.0%
Total	85.2%	87.9%	88.3%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

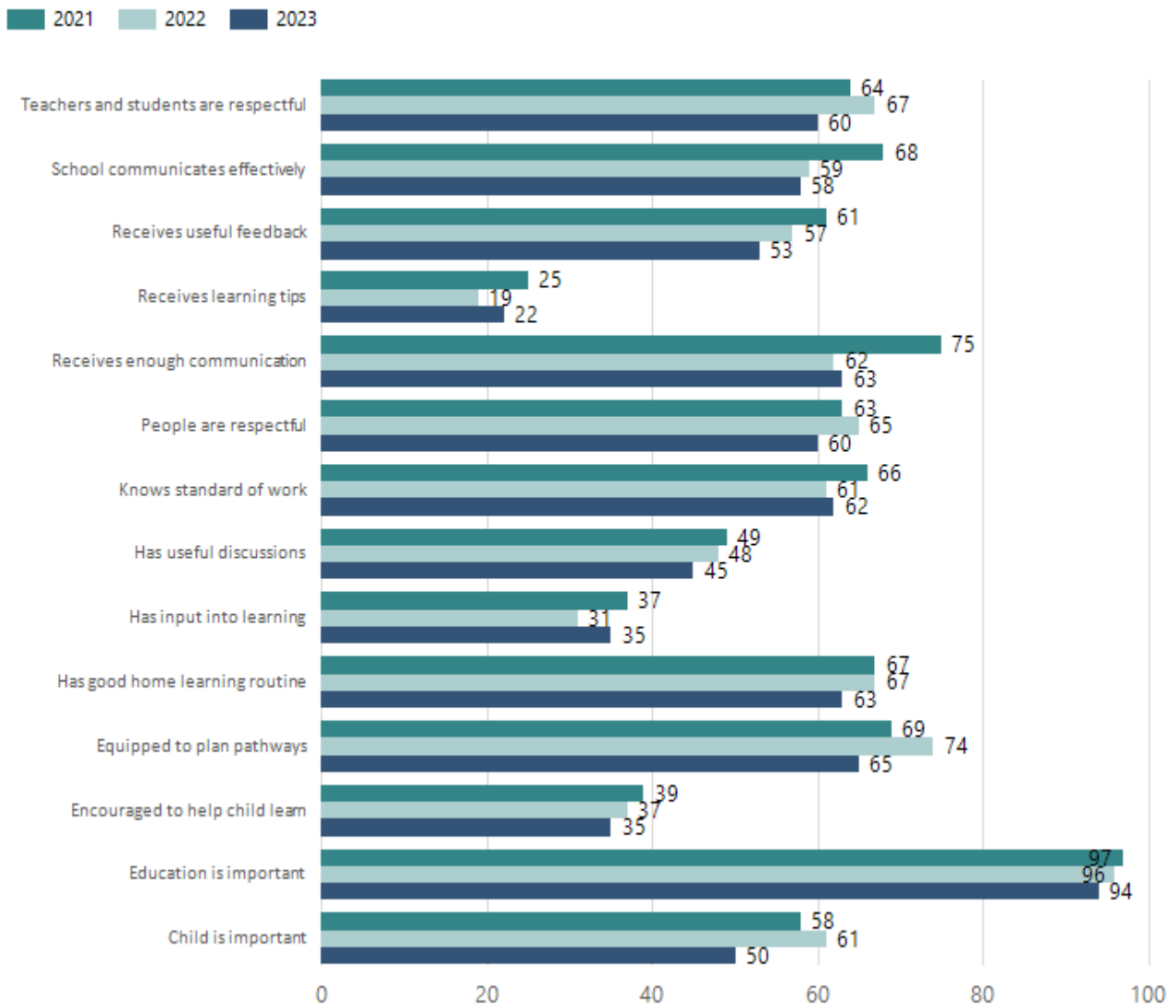
In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university).

Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school and attends school all day and everyday it is open, unless a child is sick or has an approved exemption.

Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	10	11.0%
OV - LEFT SA FOR OVERSEAS	30	33.0%
PE - PAID EMPLOYMENT IN SA	11	12.0%
QL - LEFT SA FOR QLD	3	3.0%
SM - SEEKING EMPLOYMENT IN SA	4	4.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	18	20.0%
U - UNKNOWN	6	7.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	72
Postgraduate Qualifications	57

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	120.5	1.0	33.7
Persons	0.0	130.0	1.0	39.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$20,559,833.64
Grants: Commonwealth	\$4,900.00
Parent Contributions	\$1,577,227.74
Fund Raising	\$1,104.60
Other	\$8,623.25

Data Source: School supplied data.

Governing Council Report

In 2023 Governing Council continued its constructive and impactful relationship with Brighton Secondary School leadership, meeting 8 times across the year to address a range of issues.

A major reform introduced to the school was the mobile device ban, directed by the Minister and facilitated through the Department. With input from all its members, Council shaped the implementation and communication strategies to bring this policy into effect. Clear feedback has been that this was successful for the school community and represents a model to be adopted for similar changes in the future. Key to this was the strong focus placed on consultation and information sharing, two features that played a large role in achieving the most welcome, and higher than anticipated initial levels of acceptance and compliance. Now that the policy has been fully in place for half a year the school campus certainly sounds and looks different, especially in the break times!

It has been a pleasure to observe and hear about the progress made in expanding the identities of the school's 6 new Houses as well as the creation of the new student-led acknowledgement of country. Combined with the work on the Reconciliation Action Plan and the broader wellbeing strategies, the support and guidance available to all students is ever improving.

With the settling-in year from introduction of Year 7 having passed, the school has brought more attention to how it welcomes, embraces, supports, and recognises the needs and contributions of all year levels. Council's scope has certainly expanded to embrace this, and continued strong interest in enrolments is testament to the outcomes that flow from this ongoing focus.

A new constitution was introduced for Council at the start of the year, along with new administrative guidelines published by the Department in late 2023. Importantly, Council membership remains predominantly elected parents, as it should be, and a diverse range of other members also remain. The voices of staff, students, and school leaders remain a strong and essential part of Council doing more than just fulfilling its obligations: they are instrumental in Council adding value to the school's direction and the experience it provides students, staff, and parents.

Affiliated Committees for the Music Parents Support Group and Special Interest Volleyball maintained their long-standing dedication to those programs. The efforts of both groups of volunteers cannot be underestimated in supporting the remarkably high standards and extraordinary successes of both programs.

Every year sees changes in Council membership, and I would like to express my sincere thanks to those members not continuing, and for their individual contributions to the fabric of Brighton Secondary School. A new Council has been constituted for 2024, with more than 15 nominations from our parent community which is a record in recent years.

I look forward to working with the new Council to foster the positive and inclusive approach to governance and leadership enjoyed at the school.

Alexis Watt
Brighton Secondary School
Governing Council Chair