



Brighton
Secondary
School

Year 7 Parent Information Evening



Acknowledgement of Country

We acknowledge this land that we meet on today is the traditional lands for Kaurna people and that we respect their spiritual relationship with their country.

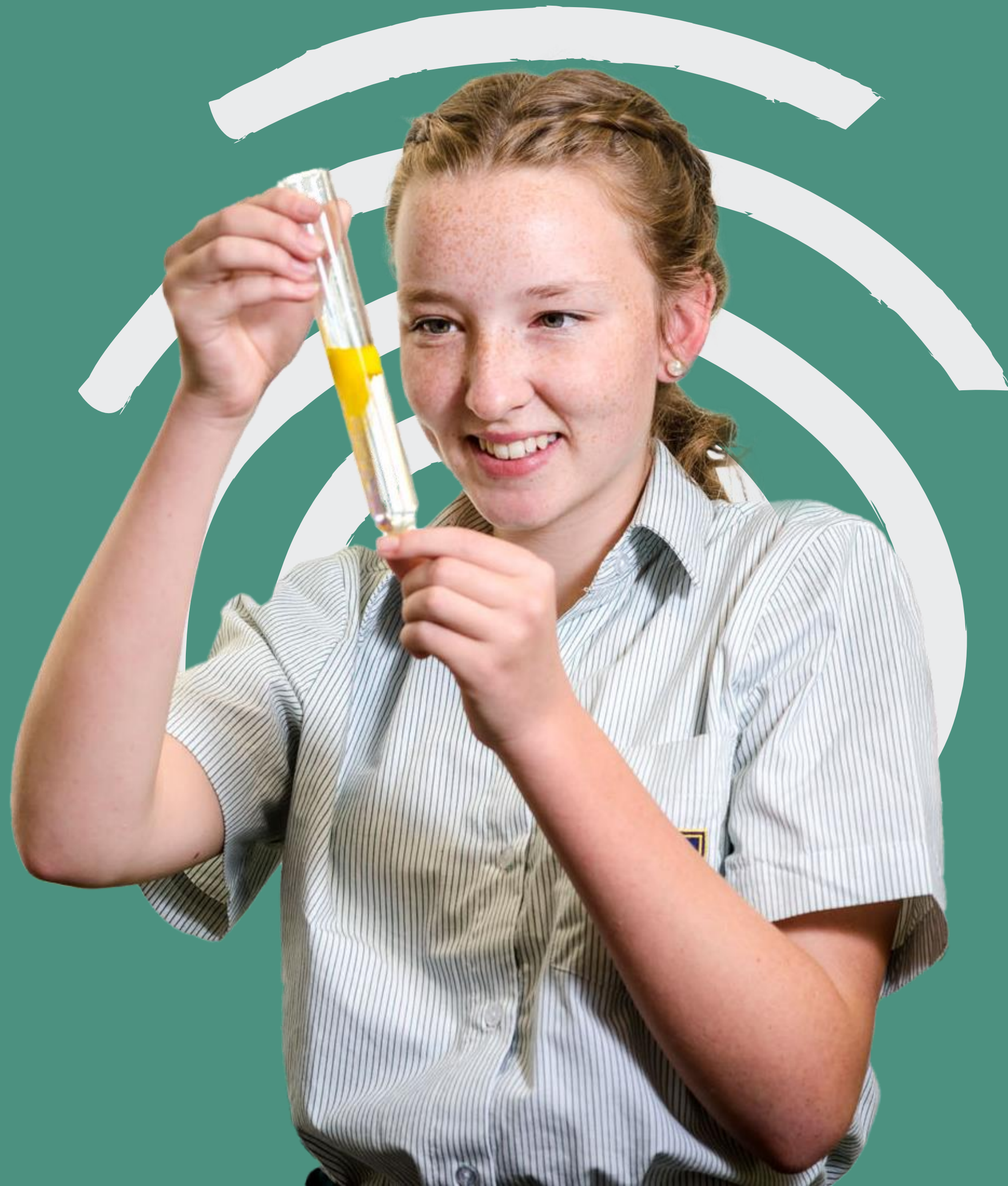
We also acknowledge the Kaurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.



Principal's Welcome

**Kimberley
McLean**





Starting Secondary School

A student's perspective

Anushree & Amalie



Head of Middle School

Casey Freeman

Our Middle School

The Middle School aims to deliver effective teaching and learning specifically catered for the unique period of development that occurs in young adolescence



Supporting the transition to
Secondary School

Fostering student
connectedness



Fostering a deeper
connection between peers
and inspiring collaboration



Fostering a deeper
connection with self, a sense
of purpose and with the
community
Supporting the transition into
Senior School

2025 Year 7 Team



Casey Freeman
Head of Middle School



Carly Brooks
Year 7 Leader



Lucinda Yates
Wellbeing for Learning
Leader



Jack Swinfield
Youth Worker



Brandon O'Reilly
Youth Worker

Additional Support Staff



Victoria Cant
**Head of Inclusive
Education**



Makayla Kadow
**Aboriginal
Secondary
Education
Transition
Officer**



Lizzie Mahoney
**Aboriginal
Education
Teacher**



Danni O'Conner
**School
Psychologist**





Year 7 Year Level Leader

Carly Brooks

Year 7 Year Level Leader

- Develop a strong sense of community amongst Year 7 students and staff
- Lead the Year Level Team in supporting Year 7 students' wellbeing and academic success.
- Work with Wellbeing for Learning Leader in the development and distribution of the Pastoral Care Programme

Year 7 Homegroup Teacher

- First point of contact for teachers and families
- Delivery of Homegroup Programme
- Monitoring and support of Homegroup students
- Core Teacher of either English/HASS or Science/Maths
- Connection to House Culture



Curriculum

- 'Core Subjects' - English, HASS, Maths & Science
 - Taught by a team of two teachers.
 - One of these will be the Home Group Teacher
 - Interdisciplinary connections developed through authentic project-based learning opportunities.
- Year 7 students will engage in a range of 'taster' electives
 - Each elective runs for a term
 - Use specialist facilities and staff
 - Project-based learning



Brighton
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Wellbeing for Learning Leader

Lucinda Yates



Wellbeing at Brighton Secondary School



Wellbeing Programs:

- Rock & Water
- Meet Your Amygdala

Wellbeing Interventions:

- Wellbeing Room
- Wellbeing Cards
- Wellbeing Referral
- Wellbeing Hub
- Inschool Psychology



Lucinda Yates
Wellbeing for Learning
Leader



Jack Swinfield
Youth Worker



Brandon O'Reilly
Youth Worker

School Psychologist

Danni O'Connor



Transition to Secondary School



Practical Changes

- New routines, teachers, buildings, friendships.
- Transition and orientation days.
- Do a practice run or two in the school holidays.

Get into good habits

- Work on routines for before and after school.
- Help with organisation and create a quiet study space.
- Consistent sleep/wake times.
- Appropriate boundaries for screen time.

Transition to Secondary School

Feelings

- Uncertainty and mixed emotions around change, friendships and routines.
- Everybody else is in the same boat.
- Reassurance, share your own experiences.
- Actively listen and validate their worries, and encourage them.
- Encourage them to face their fears to help build resilience.
- Check in often and keep the conversation going.



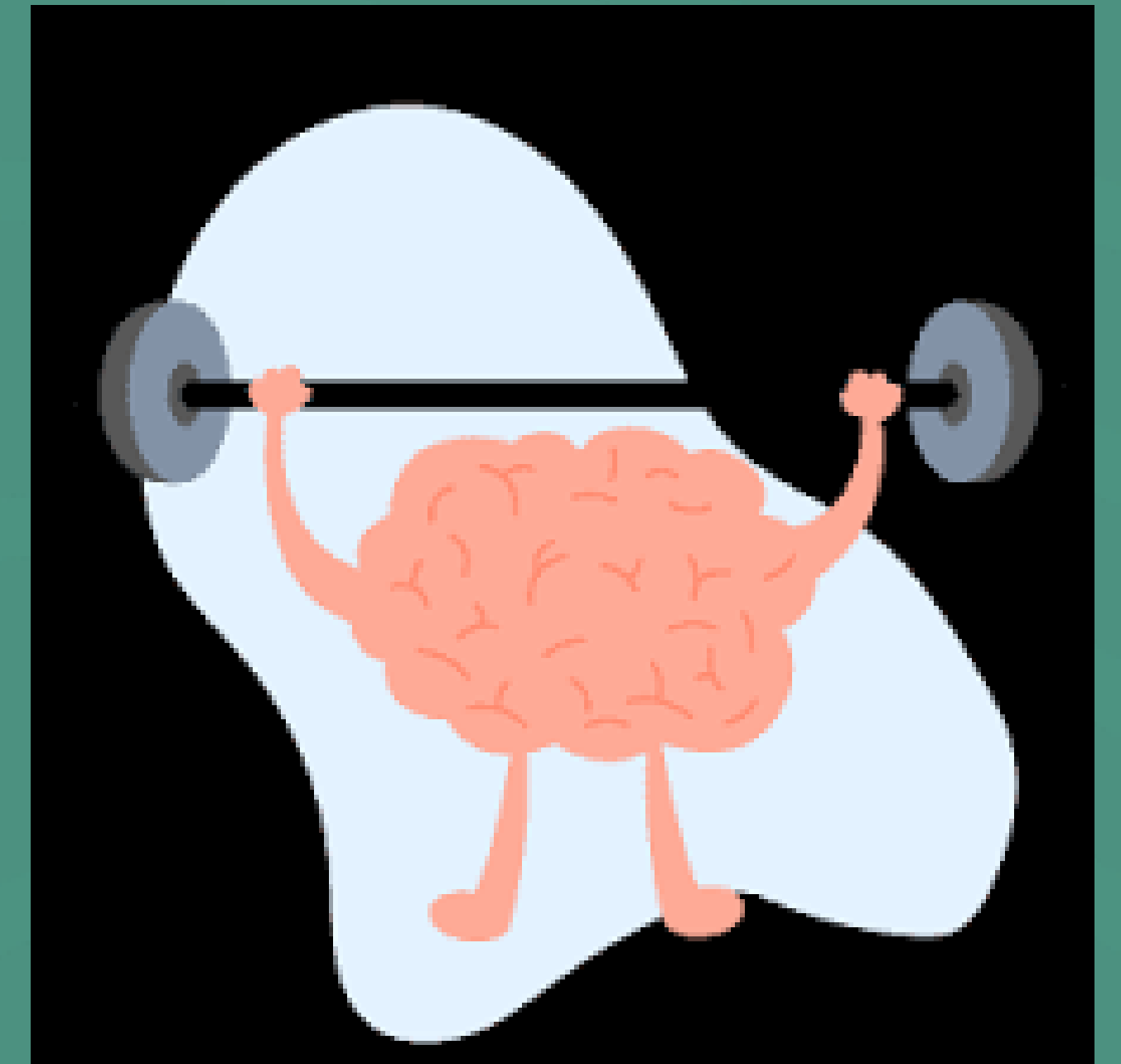
Forming new friendships

- Validate and reassure them.
- Share ideas about clubs and activities they could engage in.
- Let them know that their new friends are welcome in your home and encourage them to catch up.
- Encourage them to keep in touch with their old friends.

Mild Controlled Distress

Stress can be a good thing!

- Exposure to mild, controlled distress throughout childhood and adolescence can lead to increased emotional resilience.
- Learning how to cope with mild, controlled distress and unexpected change helps people to cope effectively with emotional adversity in the future.
- Avoidance – feels good and provides relief in the short-term, but can lead to increased anxiety in the longer-term.
- Face the fear and do it anyway!



Validation to form meaningful connections

- VALIDATION communicates to someone that their feelings, thoughts, and actions make sense and that they are understandable to them in that particular situation.
- INVALIDATION communicates (intentionally or not, through words or actions) that another person's feelings, thoughts, and actions in a particular situation make no sense, are “manipulative”, or “stupid”, or an “overreaction”, or not worthy of your time, interest or respect.

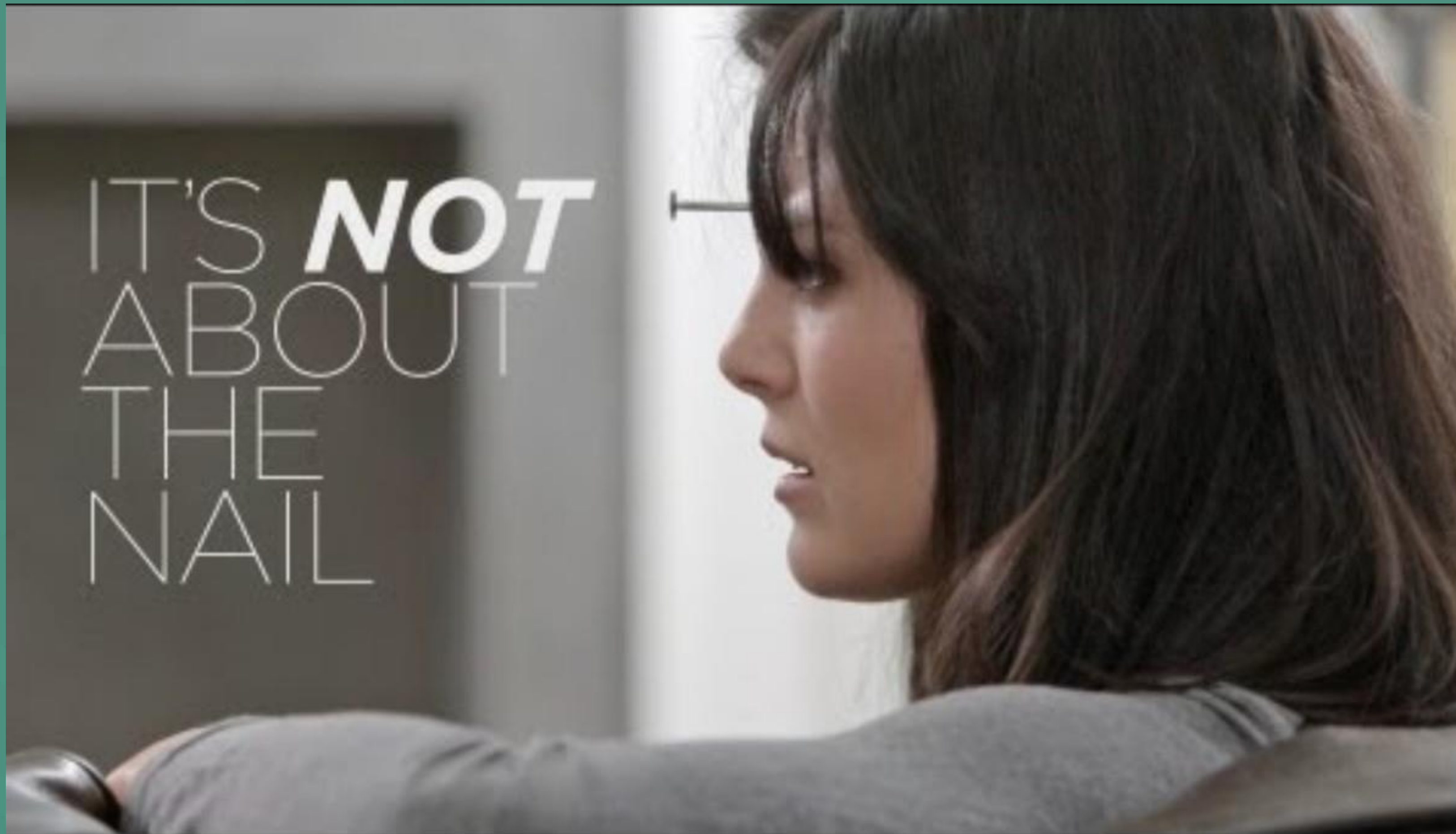


VALIDATION does not equal AGREEMENT

Validation does not necessarily mean that you like or agree with what the other person is doing, saying, or feeling.

It means that you understand where they are coming from.

Validation calms the nervous system, which can then lead to effective problem solving.



Why do we validate?

- It improves relationships!!!
- It can deescalate conflict and intense emotions.
- Validation can show that:
 - We are listening
 - We understand
 - We are being non-judgemental
 - We care about the relationship
 - We can disagree without having a big conflict

EMOTIONAL VALIDATION LOOKS LIKE...

INVALIDATING

Statements

- ✗ "Just let it go"
- ✗ "Everyone suffers"
- ✗ "Yeah I have it even worse"
- ✗ "I bet they did not mean it"
- ✗ "You seem fine"
- ✗ "You are always so sensitive"



VALIDATING

Statements

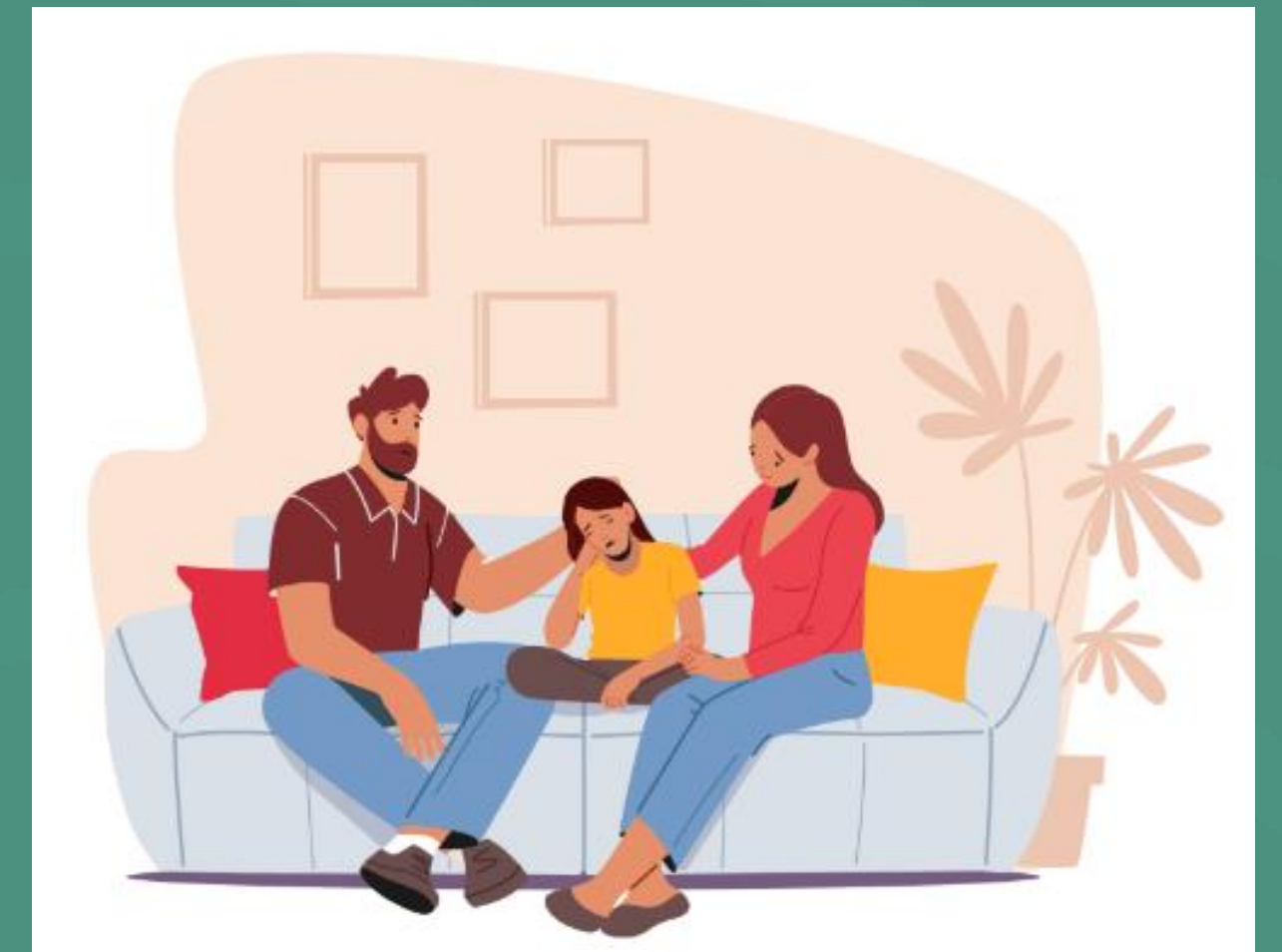
- ✓ "I am here to listen"
- ✓ "I can see you are upset"
- ✓ "If you want to talk, you can"
- ✓ "How can I support you?"
- ✓ "What do you need?"
- ✓ "That must have been difficult"



@THEPRESENTPSYCHOLOGIST

Ongoing connection and communication

- Age-appropriate monitoring throughout development: continued awareness and understanding of friendships, whereabouts, and activities.
- Normalise an ongoing dialogue about day-to-day and trickier matters – friendships, school work, wellbeing, identity etc.
- Have conversations at appropriate times: Asking a lot of questions straight away on school pick-up can sometimes be overwhelming.
- Make time to talk: sometimes best when already doing something together (e.g. driving, walking the dog, preparing dinner together).



Ask curious, open-ended, specific questions to avoid the "good" or "okay" one-worded responses

For example:

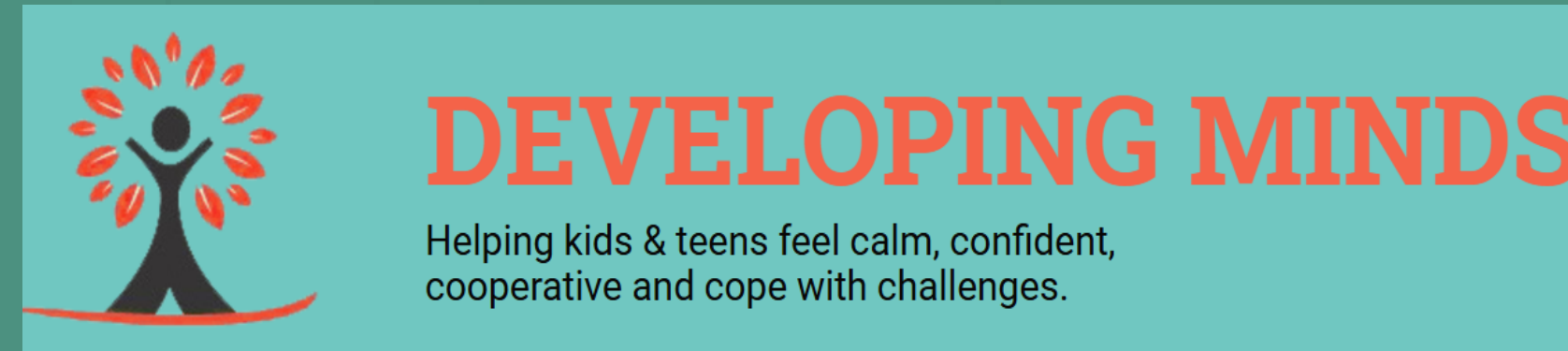
- What was the best thing that happened to you today?
- What was the worst thing about today?
- What did you learn today that you didn't know yesterday?
- Was there something you feel you did really well today?
- Who did you hang out with today?
- What is coming up this week that you're feeling excited/nervous/worried about?



Resources



<https://www.raisingchildren.net.au/>



<https://www.developingminds.net.au/blog>



<https://au.reachout.com/>



Bright Pych Podcast

AVAILABLE ON SPOTIFY, APPLE PODCASTS AND ONLINE

Search on Spotify and Apple Podcasts:
"Bright Psych with Danni O'Connor"

Or Visit:

<https://podcasters.spotify.com/pod/show/brightpsychpod>

Resources

Talking about school concerns with your child:

<https://raisingchildren.net.au/teens/school-education-work/school-homework-tips/talking-about-school>

<https://raisingchildren.net.au/teens/communicating-relationships/tough-topics/difficult-conversations-with-teens>

<https://developingminds.net.au/blog/2017/7/6/useful-questions-to-ask-sadworriedmad-kids-and-teens>

Tips for transitioning to secondary school:

<https://raisingchildren.net.au/pre-teens/school-education/school-choosing-starting-moving/starting-secondary->

[school#:~:text=Help%20your%20child%20explore%20new,they%20still%20feel%20socially%20connected](https://raisingchildren.net.au/pre-teens/school-education/school-choosing-starting-moving/starting-secondary-school#:~:text=Help%20your%20child%20explore%20new,they%20still%20feel%20socially%20connected)

<https://au.reachout.com/articles/tips-for-starting-high-school>

Tips for helping young people with organisational skills:

<https://www.understood.org/en/articles/at-a-glance-7-ways-to-teach-your-high-schooler-organization-skills>

<https://www.understood.org/en/articles/tools-and-tips-to-help-your-teen-get-organized>

Student Life & Sports

Zone and KO sport

- Zone = after school, focus on participation
- Knock out (KO) = selection process, during the school day, multiple rounds depending on the success

Clubs and activities

- Student and staff-led lunchtime clubs and activities.

Student Leadership

- Year 7 opportunities = House Captains and Student Wellbeing Leaders
- More information will be provided on the Transition Day
- Application process will occur for these positions at the start of 2025, but may get started during the holidays!

House Polo Top Order



→ House Allocation emails were sent out on **Friday 15 November.**

Please see Lea or Amber in the foyer after this session if you have not received this information.

→ Please ensure you have ordered your House Top by Sunday **November 30**

→ Volleyball Students not required to purchase a House Polo Top



Events for your calendar

Term 4 2025

→ Transition Day – 6th December 2023

Build connections and familiarity with Brighton structures and daily procedures. Students will work with Peer Leaders to engage in elective lessons.

Note: Please wear Primary School Uniform and hat and bring a small pencil case. Don't forget to bring recess and lunch

More information to come via email.

Term 1 2025

→ Welcome Week – Starts Tuesday Week 1 2024

Get to know you, organisation and preparation for learning, introduction to subject areas, Laptop collection

→ Acquaintance Night – Week 3

Opportunity to meet and connect with Homegroup & Core Teachers

Thank You

Student Leaders and members of the Middle School Team can answer questions outside the Concert Hall.



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