



**Brighton  
Secondary  
School**

# **Middle School Parent Information Night 2025**





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.



David Booth, 2022





**Brighton**  
Secondary  
School

# Welcome Address

Deputy Principal – Casey Freeman





# Meet the Team



**Carly Brooks**  
Head of Middle School



**Mel Adams**  
Year 7 Leader



**Alice Carter**  
Year 8 Leader



**Oliver Halstead**  
Year 9 Leader



**Lucinda Yates**  
Wellbeing for Learning  
Leader



**Brandon O'Reilly**  
Youth Worker



**Jack Swinfield**  
Youth Worker



**Milly Parsons**  
Middle School Admin



# Meet the Middle School Wellbeing Team



**Lucinda Yates**  
**Wellbeing for Learning  
Leader**



**Brandon O'Reilly**  
**Youth Worker**



**Jack Swinfield**  
**Youth Worker**



**Danni O'Conner**  
**Psychologist**



# Meet the Aboriginal Education Team



**Makayla Kadow**  
**ASETO**



**James Wallace**  
**AET**  
**Year 7**



**Tayah Zalewski**  
**AET**  
**Year 8**



**Georgie Schapel**  
**AET**  
**Year 9 & 10**



**Jordon Moffat**  
**AET**  
**Year 11 & 12**



# Role of the Home Group Teacher

First point of contact for teachers and families – email or phone

Delivery of Homegroup Program

Monitoring and support of Homegroup students – attendance, uniform, wellbeing

Connection to House Culture

[dl.0803.bssabsences@schools.sa.edu.au](mailto:dl.0803.bssabsences@schools.sa.edu.au)







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# Home Group Program

**Monday** – Home Group Challenge

**Wednesday** – Wellio / Recognising Days of Significance / Whole School Focus

**Friday** – Flexible choice

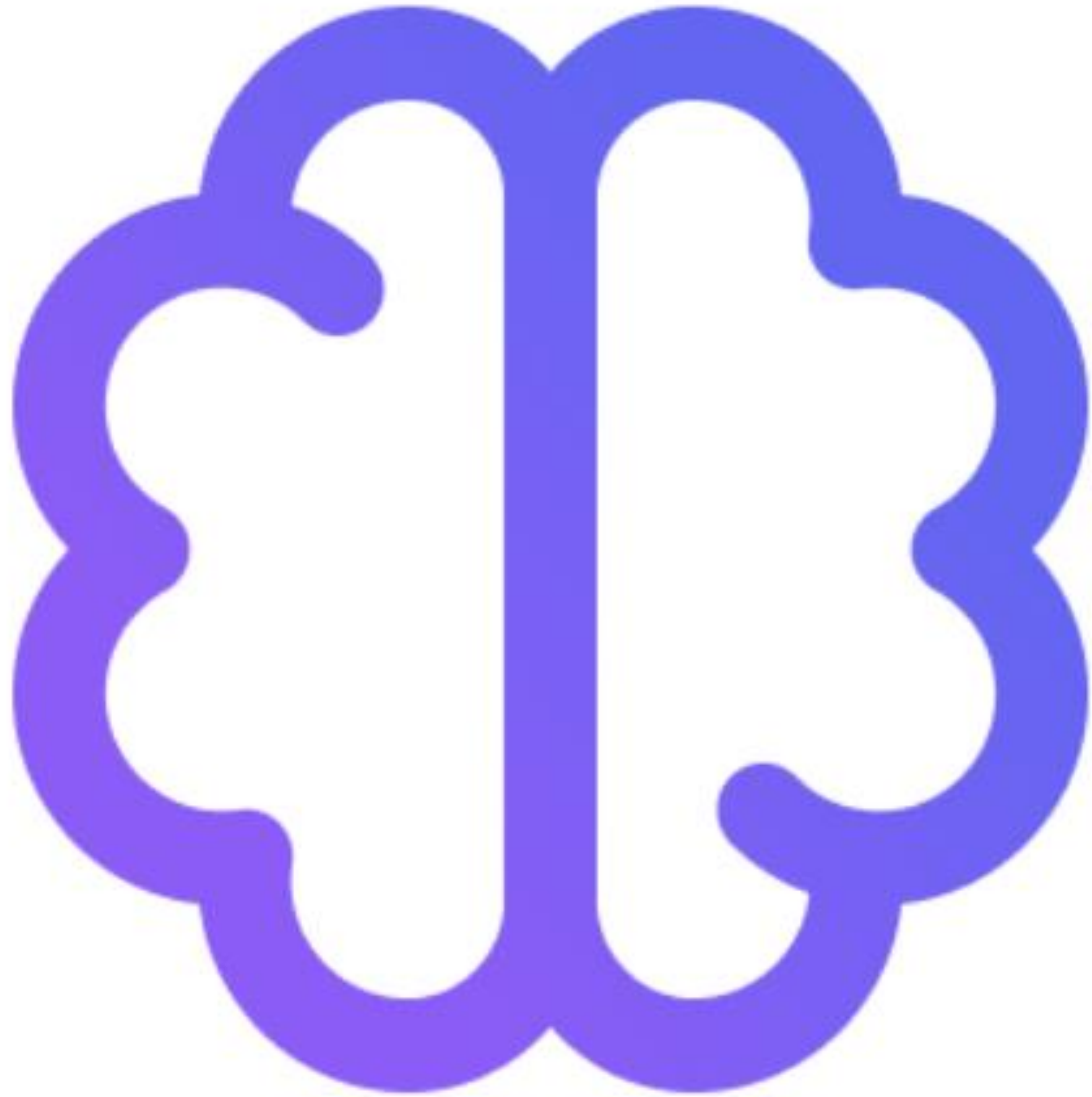




# Our Values

<b>A</b> Ambition	<b>S</b> Success	<b>P</b> Perseverance	<b>I</b> Integrity	<b>R</b> Respect	<b>E</b> Empathy
Demonstrating drive, courage and initiative	Achieving personal and shared goals	Demonstrating resilience when faced with challenge	Acting with honesty and kindness whilst standing up for what is right	Showing care and consideration for ourselves, others and our environment	Seeking to understand and appreciate different perspectives





# Wellio

- An evidence-based online wellbeing platform
- Supports the KS:CPC
- Interactive lessons delivered by teachers in Home Group time
- Responsive to student need



# Daymap

Daymap is our school's learning and student management system, and the Parent Portal is a powerful tool that provides you with an overview of your child's learning.

Importantly, you can view your child's attendance for each class across the day, week and term, assessment tasks, results and reports.

## How to access Daymap

Visit our website: <https://www.brightonss.sa.edu.au/> and click on the 'DAYMAP' button located at the top right corner. You will use this button to access the Portal in the future. On a mobile device, tap to expand the icon in the top right corner and select 'LOGIN DAYMAP'.





# DayMap

**Using DayMap will be enable you to view and access the following:**

- Assessment Schedule
- Course Outline
- Assessment Results
- Semester Reports
- Attachments
- Class Notes
- Homework







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# School Routines and Expectations







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School

- In consultation with the Department for Education, Staff and Students, clear and visible routines and expectations for different spaces in the school have been developed during 2024.
- These expectations support the wellbeing and learning of all students at Brighton Secondary School.



## Routines for LEARNING SPACES

**At Brighton Secondary School, we work together to keep our school community safe, clean and focused on learning**

### Before the lesson

- Move to your locker when the first bell sounds
- Collect all of the materials you need for the lessons before the next break
- Arrive to class on time
- Wait for the teacher before entering the learning space
- Greet each other with kindness





### During the lesson

- Start the Do Now activity
- Keep laptop screens down during teacher instruction
- Actively participate in the learning activities
- Ask questions and seek help if you need it
- If you need to leave the learning space, speak to the teacher and request the hall pass (one student at a time)

### End of the lesson

- Clean up and reset the learning space for the next class to use
- When the bell goes, wait to be dismissed by the teacher
- Move directly to the next lesson or to break time





## Expectations for ALL THE TIME

A

### Ambition

Have high expectations for ourselves and others  
Check Daymap regularly to keep up to date with learning and extra-curricular opportunities

S

### Success

Arrive to school and lessons on time or early  
Leave your bag in your locker  
Come prepared for learning with all the materials you need

P

### Perseverance

Remain on school grounds for the whole school day, unless signed out with permission  
Talk to a trusted adult or make a Wellbeing Referral if you or someone you know needs support

I

### Integrity

Wear school uniform appropriately  
Follow all school policies and routines  
Model positive behaviours to other students

R

### Respect

Follow reasonable instructions from staff  
Interact positively with others and with kindness  
Keep the school clean and put rubbish in appropriate bins

E

### Empathy

Leave shared spaces the way you found them or better  
Move around the school safely and give way to others  
Be inclusive of diversity

## Routines for TOILETS

At Brighton Secondary School, we work together to keep our school community safe, clean and focused on learning

Where possible, use the toilet **during break times**



Without interrupting, **ask** the teacher for the **hall pass - 1 person** at a time



**Carry** or **wear** the hall pass and move **directly** and **quietly** to the **closest toilet**



Show your **hall pass** to a staff member if they ask for it



Always go to the toilet on your own  
- **1 person** per cubicle



**Flush** the toilet, **wash** your hands with soap and **dry** them



Move **directly** back to class, return the hall pass and continue with your learning



**Report** any damage or vandalism to a staff member



## Expectations for YARD & BREAK TIMES

A

### Ambition

Get involved in clubs and activities  
Have pride in our school environment  
Be active and connect with others

S

### Success

Leave your bag in your locker  
Eat your food outside, get a drink and go to the toilet  
Move to your locker when you hear the movement bell

P

### Perseverance

Keep phones off and away  
Stay out of the corridors until the movement bell rings

I

### Integrity

Report inappropriate behaviour to a staff member  
Remove yourself from situations that could go wrong

R

### Respect

Keep the yard clean and put rubbish in the appropriate bins  
Follow reasonable instructions from staff  
Interact positively with others and with kindness

E

### Empathy

Move around the school safely and give way to others  
Include others in activities and conversations



# Steps for Success

## REASONABLE RESPONSES

I will be acknowledged for my positive choices and personal successes through Notice of Success and house points

## THRIVING

I am adding value to my learning and the school community

## REASONABLE RESPONSES

I will be acknowledged for my positive choices and personal successes

## GOING WELL

I am positively participating in my learning and school community

## REASONABLE RESPONSES

I will be reminded of classroom commitments and school expectations  
I will be supported to use regulation strategies  
I may be asked to move spaces so I can refocus (e.g. within class, buddy class)  
I may be issued a yard duty or asked to catch up on learning that I missed in my own time  
My teacher may use other classroom management strategies to support me  
My caregivers may be contacted to help identify strategies that will support me

## GETTING IN THE WAY OF LEARNING

I am causing problems for myself or others in a way that stops the teacher from teaching and students from learning

## REASONABLE RESPONSES

A school leader will come to help so that I can regulate away from the situation and help the class to refocus on learning  
I will return to class once I am regulated and ready to focus on learning, which may not be the same lesson  
I will be involved in a restorative conversation with my teacher and/or a leader that will be documented as an agreement and shared on Daymap, with my caregivers and with my Year Level Leader  
I will have the opportunity to do something to help make things right and/or make up for learning that I missed (e.g. After School Catch Up)

## CROSSED THE LINE

I am continuing to make choices that cause problems for myself or others in a way that stops the teacher from teaching and students from learning

## REASONABLE RESPONSES

A school leader will come to help me regulate away from the situation to allow the class to refocus on learning  
The school will follow the Department for Education's Behaviour Support Policy to identify a reasonable response for my actions  
I will be involved in a restorative conversation with my teacher and a leader and/or caregivers that will be documented as an agreement and shared on Daymap, with my caregivers and with my Year Level Leader, before I return to class  
I will have the opportunity to do something to help make things right and/or make up for learning that I missed

## UNSAFE CHOICES

I have caused emotional or physical difficulty or harm to others



# Uniform



→ All students are expected to wear the Brighton Secondary School uniform with pride and in an appropriate manner.

→ Wide range of new options for pants from Devon on Display tonight that better cater for sensory needs, warmth and comfort. Please see the Display in Tarni Warra.

→ Pants must be charcoal grey. PE shorts and tracksuits cannot be worn outside of PE or Volleyball lessons



## Uniform Expectations - Shoes

### Acceptable Shoes



### Unacceptable Shoes



- Clarification for students has been provided at the start of the year around acceptable shoes to support the safety and engagement in learning of all students.
- Brown sandals – no Birkenstock styles
- Black Leather School shoes or sneakers
- Students may need to change shoes in some areas of the school e.g. science labs, kitchens and tech.





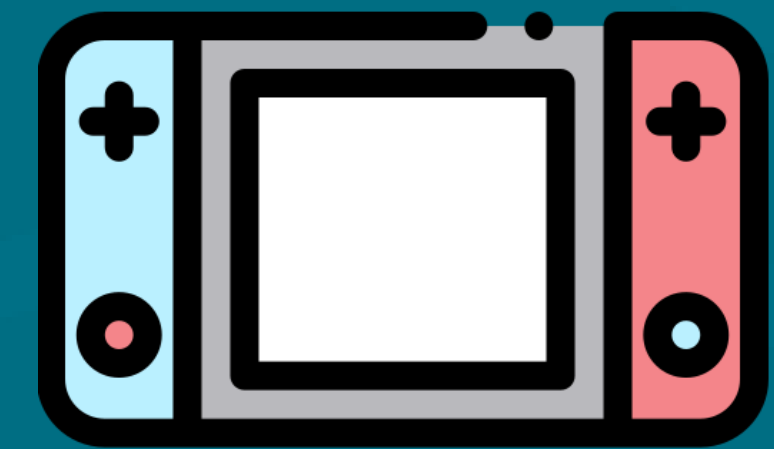
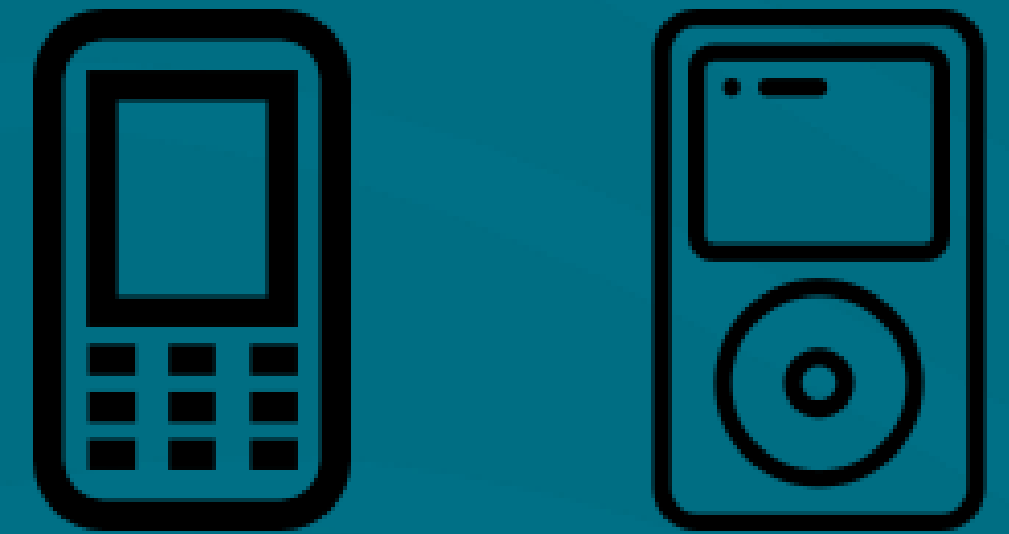
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# Mobile phone and personal device policy



# Mobile Phones & Personal Digital Devices

The policy requires students in all government schools to keep their personal devices, including mobile phones, **off and away between the start and end of each school day** and while attending authorised off site school activities (camps and excursions).





# From the start of 2025...

From the start of 2025, wireless headphones (such as AirPods and other headphones with a wireless connection) will not be permitted between the start and the end of the school day or while on excursion.

**Wireless –not permitted**



**Wired – permitted**



Ensure they have a 3.5mm headphone jack for connection to laptop



# Why?

We want to encourage a school environment that is focused on learning and free from distractions, that supports students to interact positively with others, and where students can move around the corridors safely with full awareness of their surroundings.

We can assume that wireless headphones would be connected to a mobile phone, which should also be off and away.



# 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 team's success

## Clubs and activities

- Student and staff-led lunchtime clubs and activities.



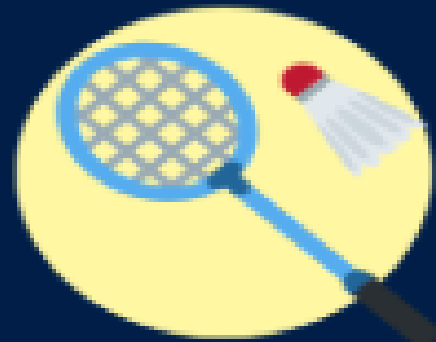
• WE WANT YOU TO GET INVOLVED •

# BSS CLUBS      ACTIVITIES



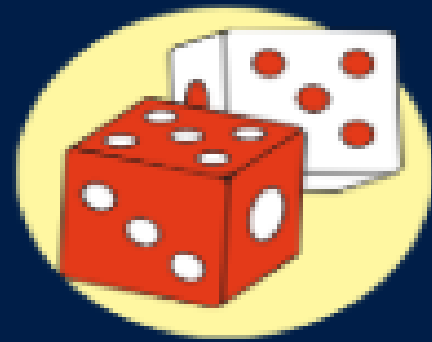
## ART CLUB

Everyday  
Lunch Time  
DG02



## BADMINTON BLAST

Mon, Weds & Fri  
Lunch Time  
Gym



## BOARD GAME CLUB

Tuesday  
Lunch Time  
TG12



## BREAKFAST CLUB

Tuesday  
7.45 - 8.45am  
Theatre Foyer



## STUDY SESH

Tuesday  
7:45 - 8:45am  
Theatre Foyer



## FRENCH PEN PAL

Monday  
Lunch Time  
B106



## HOMEWORK CLUB

Wednesday  
9.00 - 9.45am  
Tarni Warra



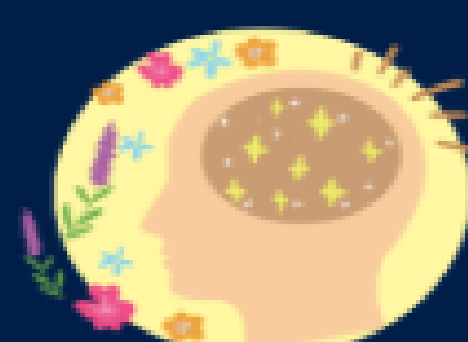
## JAPANESE CLUB

Thursday  
Lunch Time  
B107



## VOLLEYBALL

Everyday  
Lunch Time  
Volleyball Gym



## MINDFUL MORNINGS

Mon, Tues, Thurs & Fri  
8.40 - 8.50am  
TG06



## BSS GSA

Wednesday  
Lunch Time  
Theatre Foyer



## CHESS CLUB

Tuesday  
Lunch Time  
Library



## CHOIR

Monday & Tuesday  
After school  
Music



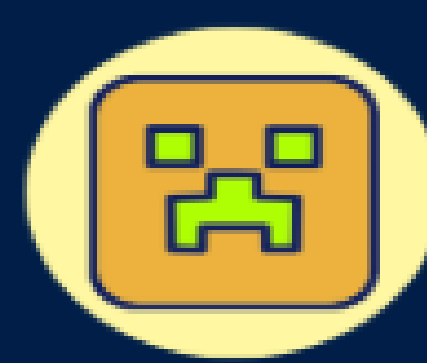
## CLAY CLUB

Tuesday  
After school  
DG01



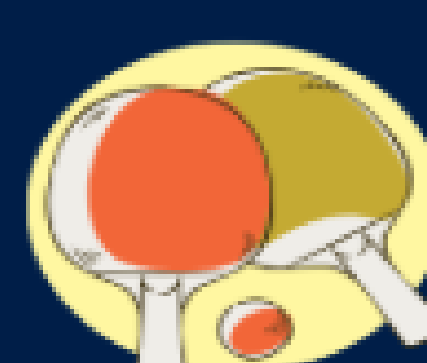
## DRAMA CLUB

Thursday  
Lunch Time  
Theatre Foyer



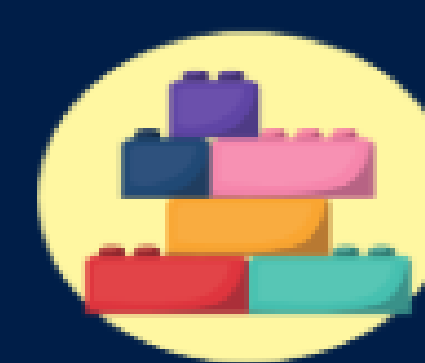
## MINE CRAFT CLUB

Thursday  
Lunch Time  
TG06



## BADMINTON BLAST

Tuesday  
Lunch Time  
Gym Upstairs



## LEGO CLUB

Thursday  
Lunch Time  
TG06



## SONIC ARTS CLUB

Tuesday  
Lunch  
Music



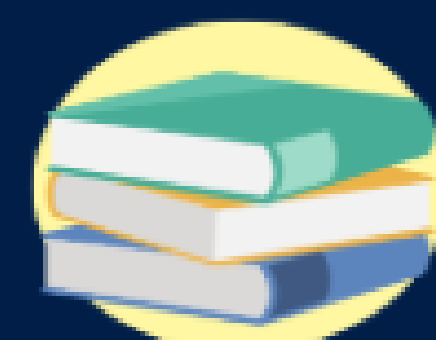
## STITCHING CLUB

Friday  
Lunch  
M108



## GARDENING CLUB

Thursday  
Lunch Time  
TG06



## BSS BOOK CLUB

1st Wednesday of  
each month  
Lunch Time  
Library



## FILM CLUB

Monday  
Lunch Time  
T605



## STRENGTH SQUAD

Tues, Weds (Girls), Thurs  
Lunch Time  
Gym



## FORUM FRIDAY

Friday  
Lunch  
TW Forum



# Wellbeing at Brighton Secondary School



## Wellbeing Programs:

- Rock & Water
- Meet Your Amygdala
- Pobody's Nerfect

## Wellbeing Interventions:

- Wellbeing Room
- Wellbeing Cards
- Wellbeing Referral
- Wellbeing Hub
- In-School Psychology





# Why might you need support?



Cyber/social media issues	Wellbeing for learning issue
Friendships/relationships	Mental health
Bullying	Stress
Family issue	Other



# What We Do:



Lucinda Yates  
Wellbeing for Learning  
Leader



Brandon O'Reilly  
Youth Worker



Jack Swinfield  
Youth Worker

- Communicates with teachers to support students
  - Works with students and families on attendance
  - Provides support and feedback to Year Level Leaders
  - Develops the home group program
  - Works with the wellbeing team to plan and deliver programs that make students feel happy and safe at school
- Usually the first person meeting with young people around wellbeing issues
  - Meet with young people 1:1 or in small groups
  - Can chat about school stress, friendship issues, family problems
  - Practical, supportive tips on how to look after themselves and be successful at school and in life





Email



Office 365



Daymap



Curriculum Documents



Services Request



Documents



PowerBi  
Continuous  
Assesment



Learning Support  
Request



Learning Support  
Request



Wellio

Wellio



SharePoint



Funky Fridays

Funky Fridays  
song requests



Canva



Calendar



ePlatform



Wellbeing Hub



# School Psychologist

## Danni O'Connor





# Outline

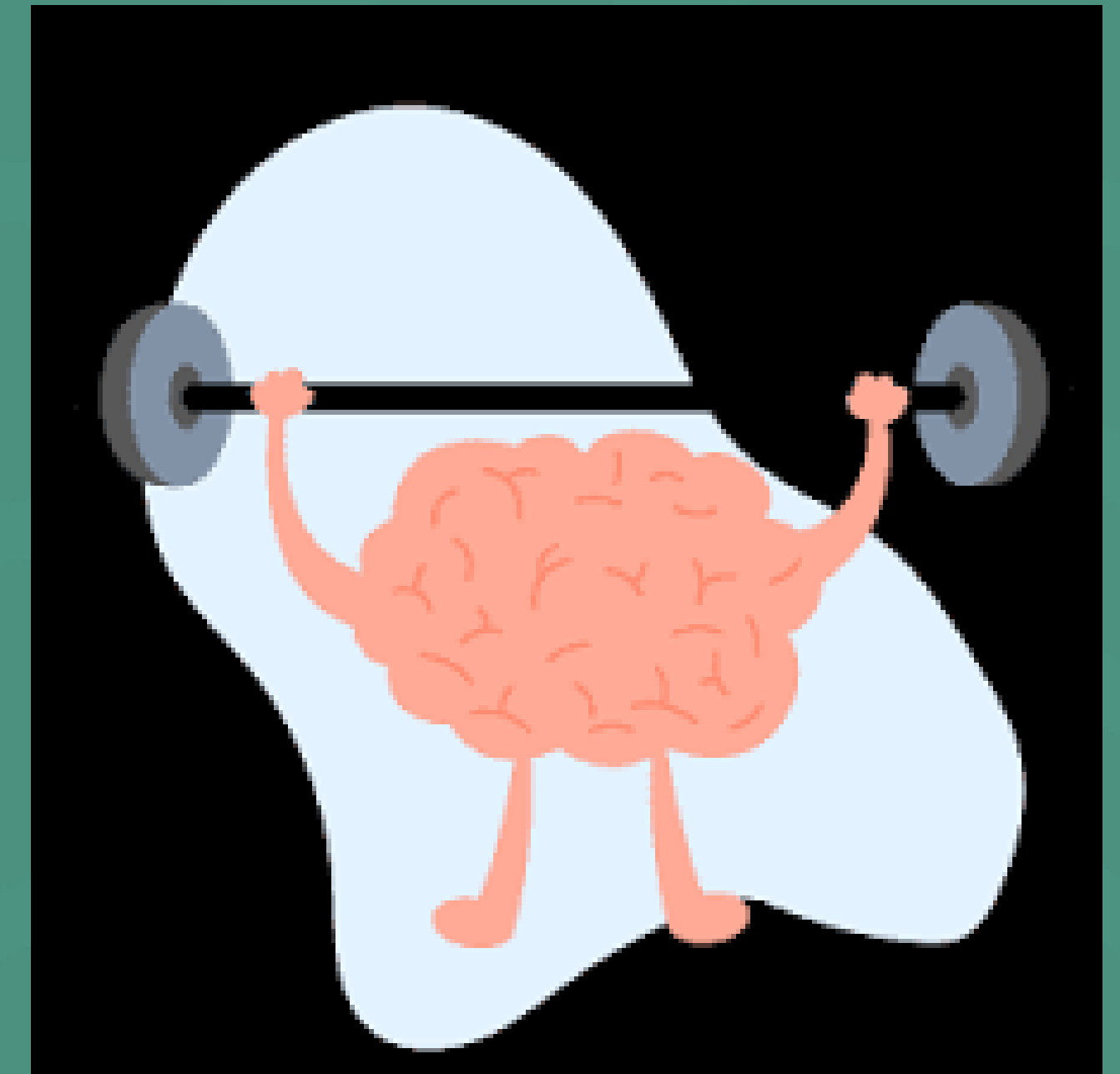
- Building resilience through adversity
- Supporting wellbeing and promoting self-regulation
- De-escalation, ongoing connections and communication



# 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!

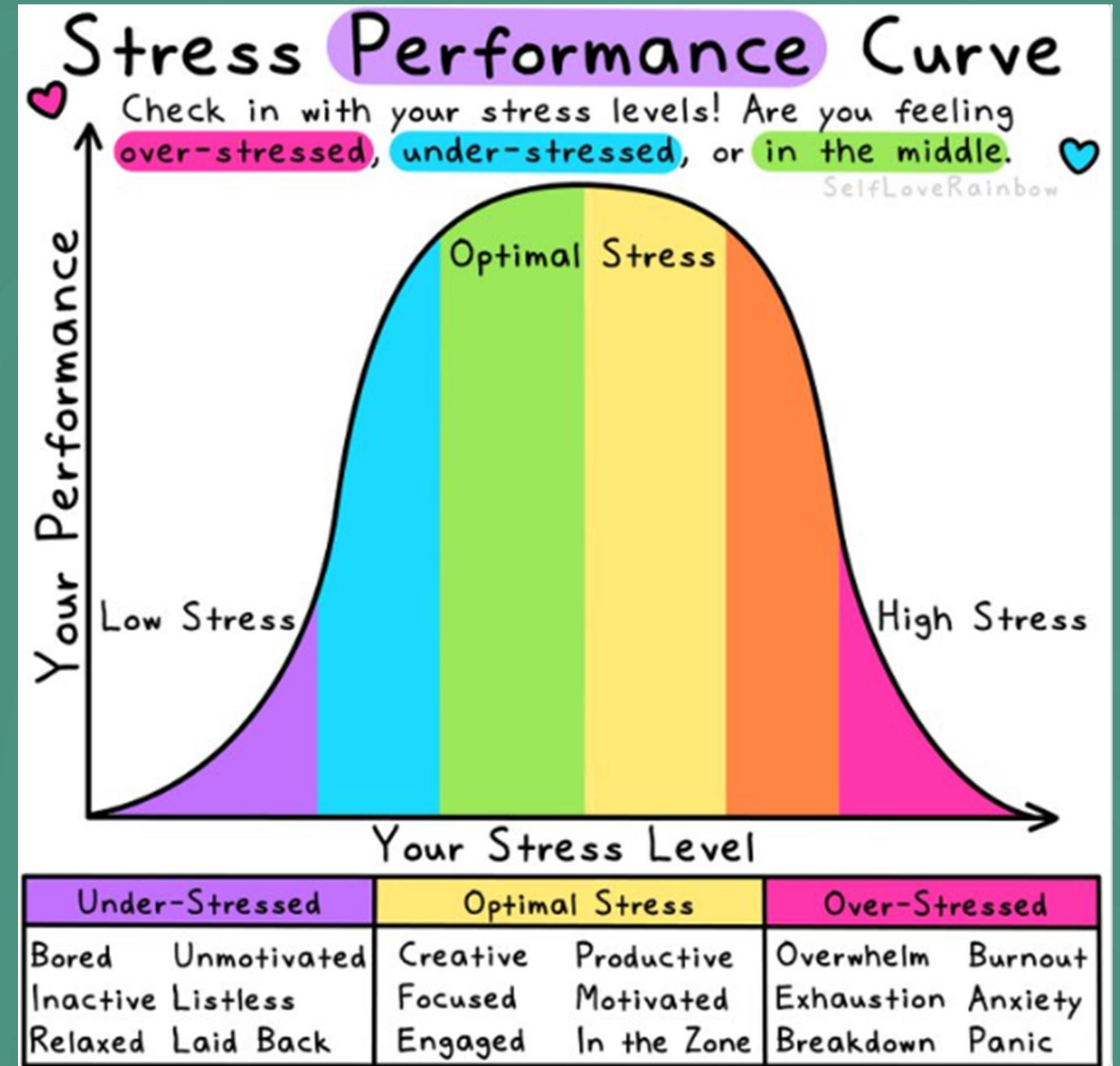




# Yerkes-Dodson Curve

Stress can be a good thing!

- We generally perform better when we're under an "optimal level" of stress
- Can be seen in academic, workplace and sports performance.
- There is a "Zone of Optimal Performance".
  - Below this, we are relaxed, laid back or even bored and unmotivated.
  - Above this, we can become overwhelmed, anxious or burnt out.
- Too much or too little arousal results in poorer performance.





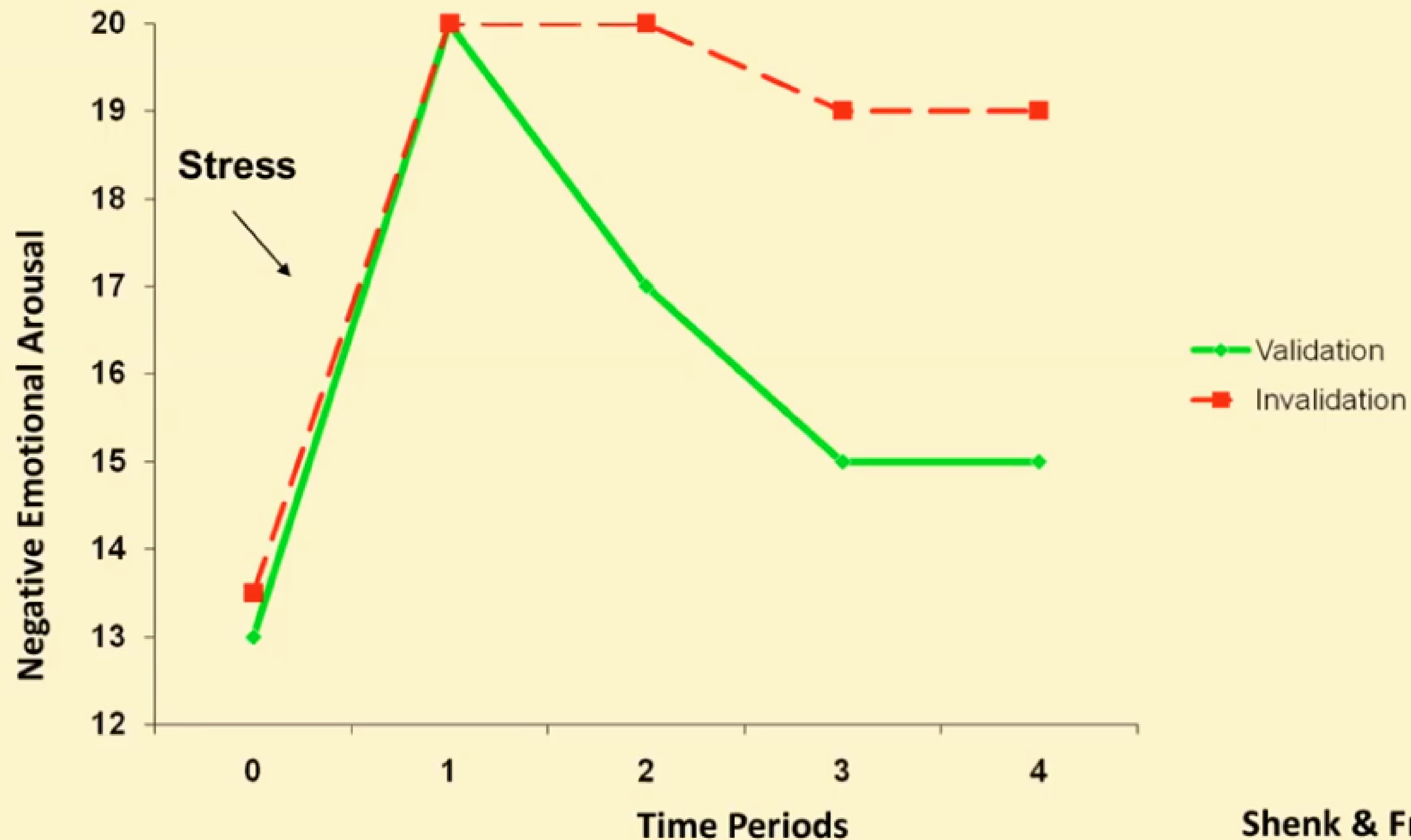
# Validation to form meaningful connections

- 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.
- We want to validate the valid.





# Validating vs. Invalidating Responses



Shenk & Fruzzetti, 2011

Shenk, C. E., & Fruzzetti, A. E. (2011). The impact of validating and invalidating responses on emotional reactivity. *Journal of Social and Clinical Psychology, 30*(2), 163–183



# Why do we validate?

- It improves relationships!!!
- It can deescalate conflict and reduce intense emotions.
- It helps with the accurate expression of emotions leading to more effective communication.
- 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

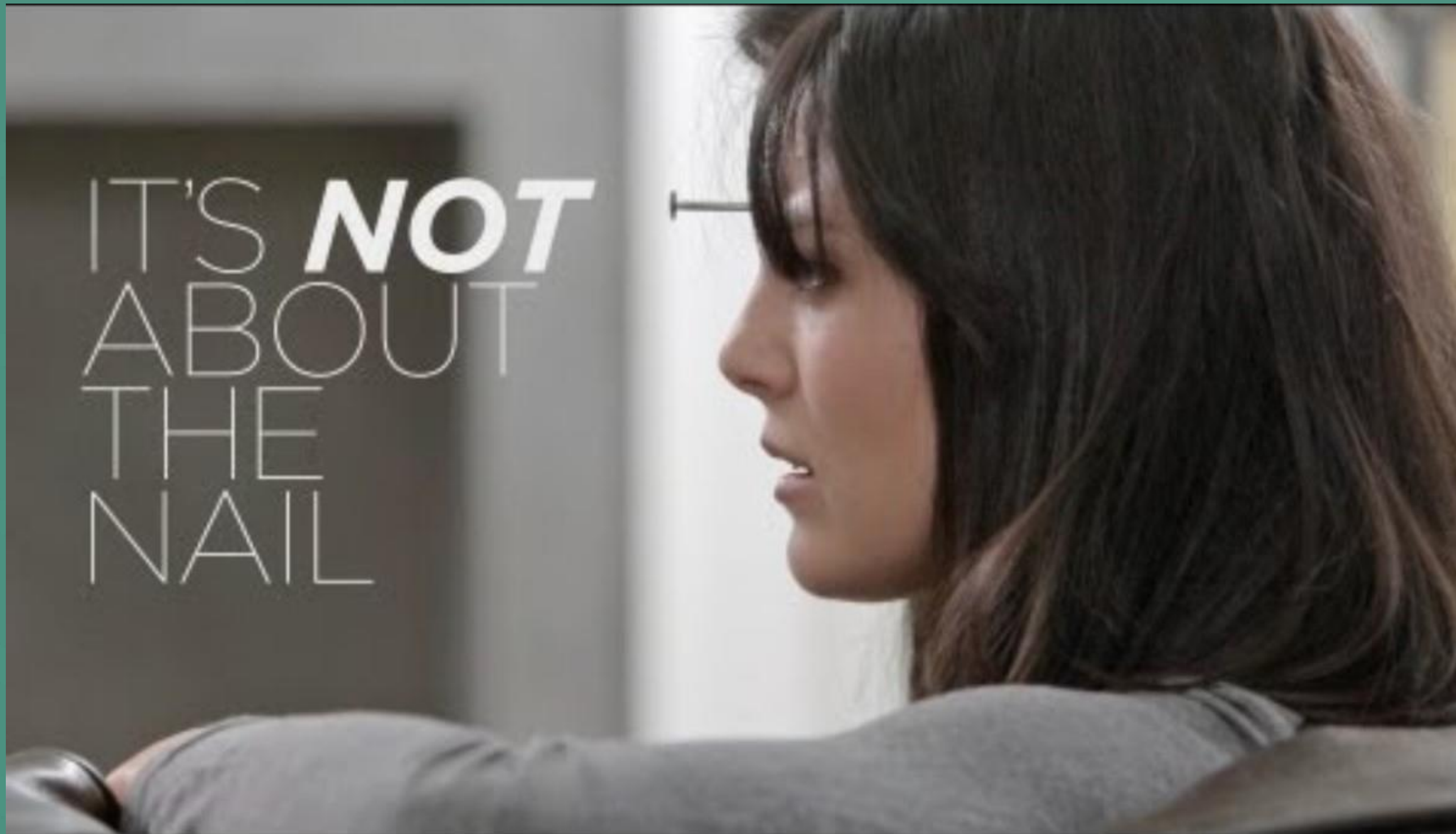


## VALIDATION does not equal AGREEMENT

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.





# Emotional Regulation Throughout Development



## REGULATION

when we experience a balanced and steady state of internal energy, emotions, thoughts, and physiological processes



**EXTERNAL REGULATION:** when someone can only find and maintain regulation with direct intervention from an outside person



**CO-REGULATION:** when someone can find and maintain regulation with the support and assistance of an outside person



**SELF-REGULATION:** when someone can find and maintain regulation by themselves, as a result of countless co-regulating experiences

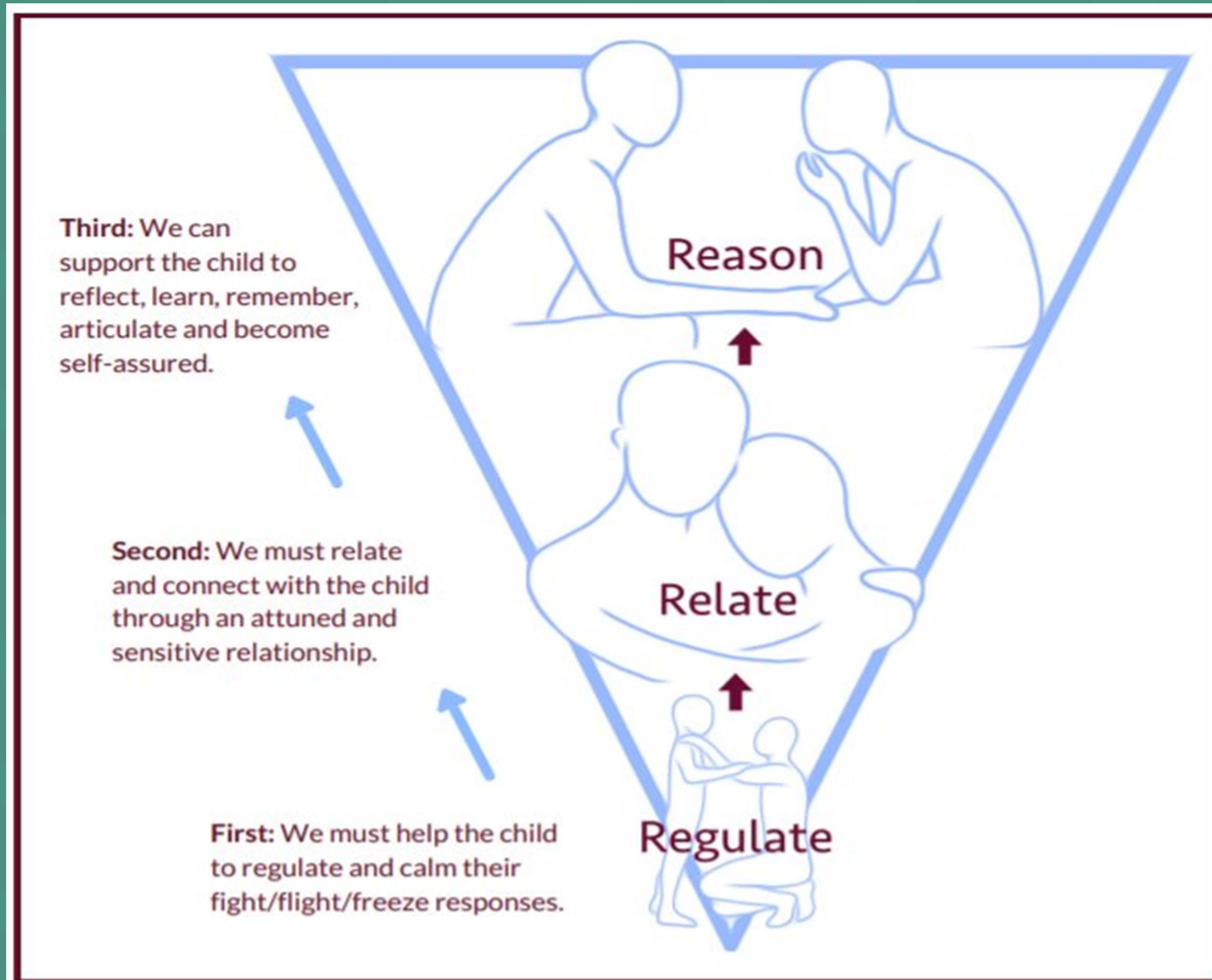
External Regulation

Co-Regulation

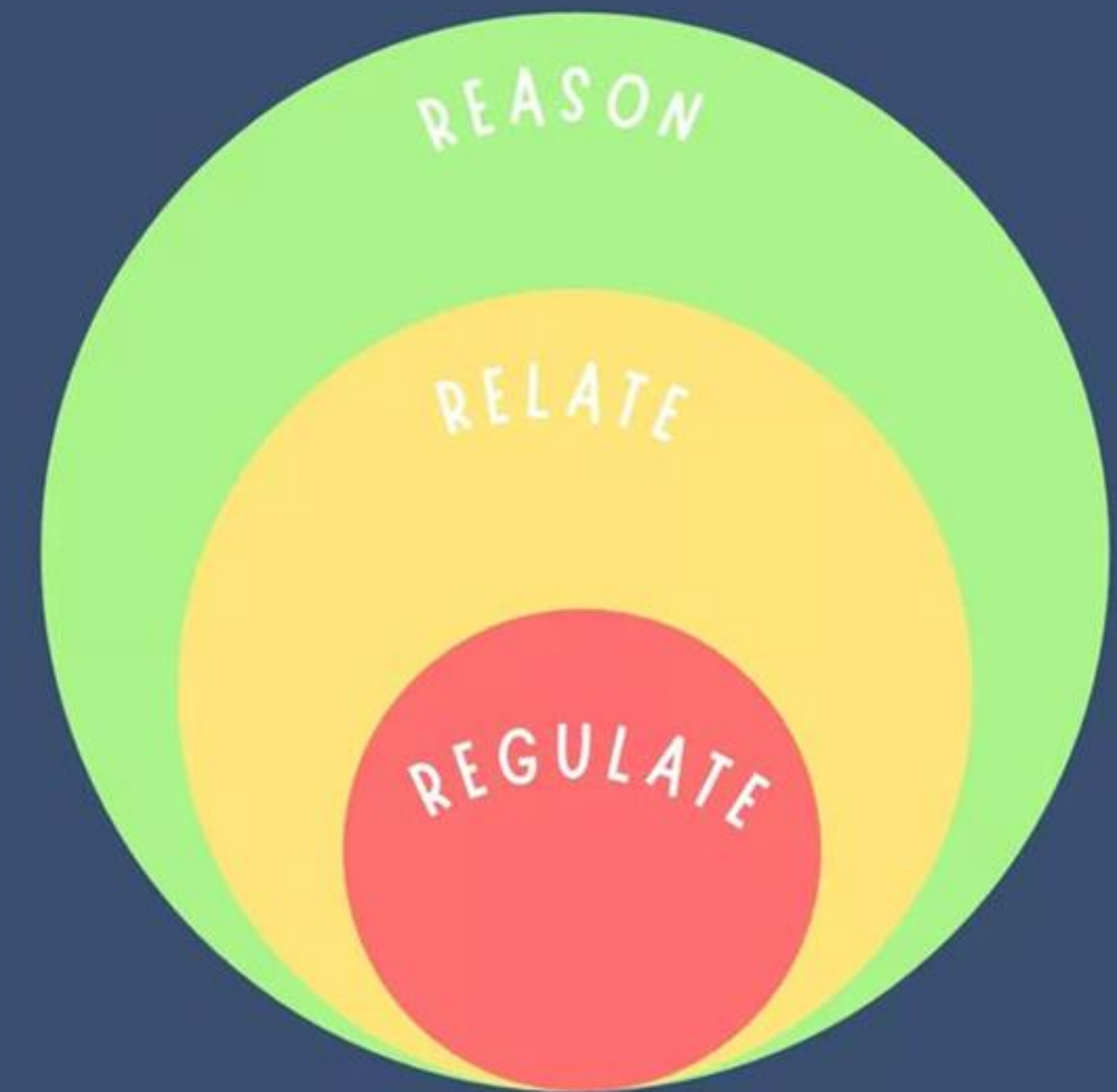
Self-Regulation



# Regulate, Relate, Reason



## DR PERRY'S 3 STEPS EXPLAINED



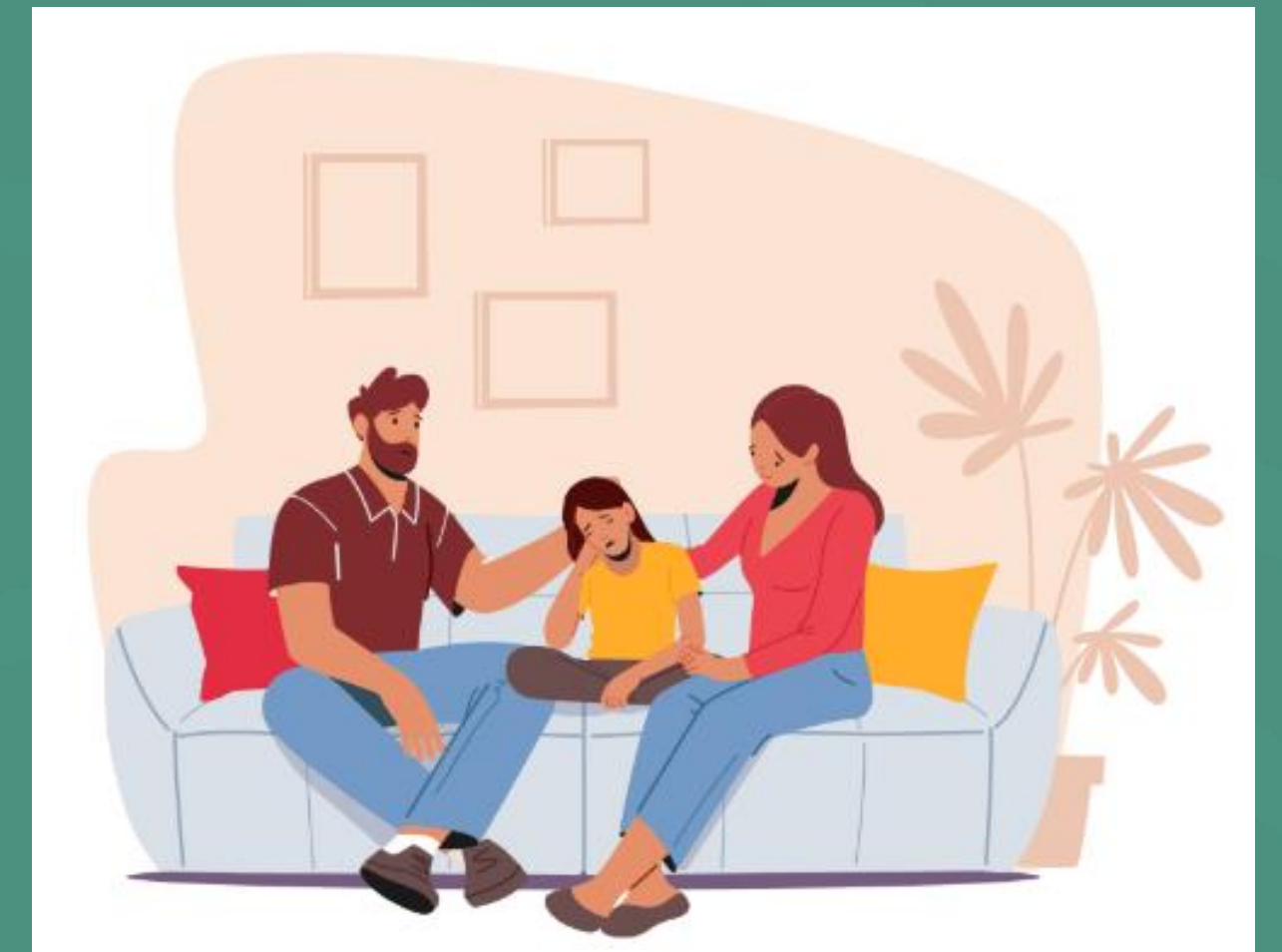
[calmbrainapproach.com](http://calmbrainapproach.com)





# 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?

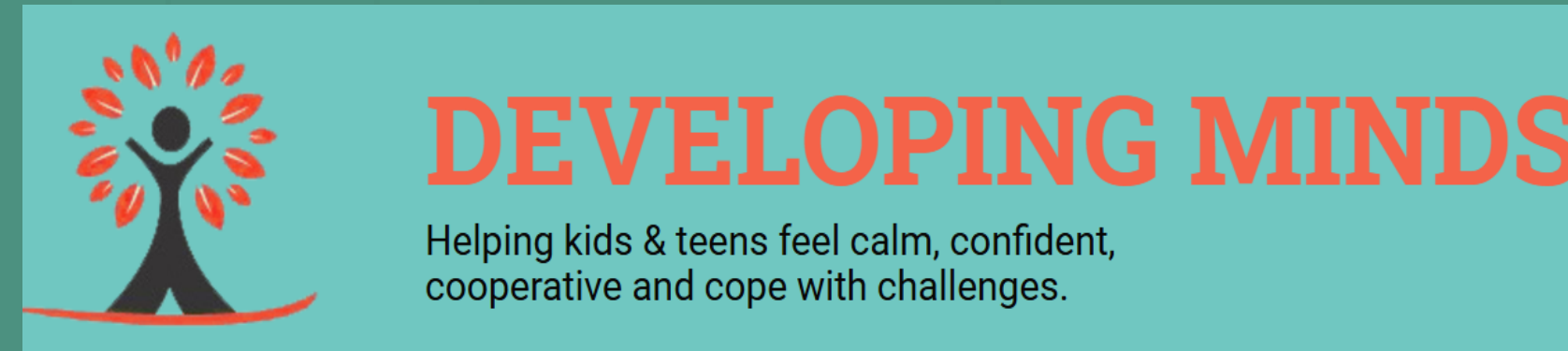




# Resources



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



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

The logo for REACHOUT features the word "REACHOUT" in a bold, white, sans-serif font. The letter "O" is replaced by a purple speech bubble icon with three dots inside. The background is a solid black rectangle.

<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>





**Brighton**  
Secondary  
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# Term Dates

School Photos – Tuesday Week 3

Swimming Carnival – Thursday Week 3

Thursday Week 6 – Year 8 Challenge Cup

Thursday Week 7 – NAPLAN starts (Year 7 & 9)

Wednesday Week 9 – Think U Know Presentation

Wednesday Week 10 - Think U Know

Parent Presentation

Friday Week 9 – Sport's Day





# Thank You

Please join Teachers, Middle School Leaders and  
Staff and families for drinks and nibbles in Tarni  
Warra



**Brighton**  
Secondary  
School