



**Brighton**  
Secondary  
School

# Year 6 Parent Information Evening



# Acknowledgement of Country

Sam Carinci

**Principal's Welcome**  
**Tony Lunniss**





# Starting Secondary School:

**A student's perspective**

Christie and Oliver



**Head of Middle School**

**Carly Brooks**

# 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, and  
Supporting the transition into  
Senior School

# 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



**Year 7 Year Level Leader**

**Mel Adams**

# 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, Science or Maths (sometimes more than one)
- Connection to House Culture

# Curriculum

- 'Core Subjects' - English, HASS, Maths & Science
  - Taught by a team of two or three 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





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**Inclusive Education  
Leader**

**Victoria Cant**



# Adjustment Guides & One Plans

## Student Adjustment Guides

- Students with a diagnosis/ specific learning need
- Not receiving individual funding
- Take place of ILP's, PLPs, One Plan
- Collaboratively built with student, family and teacher input
- Reviewed once a year
- Visible to all teachers via Daymap

## One Plans

- Eligible students with a diagnosis who are receiving individual IESP funding, Aboriginal Learners, Students in Care, students working on Modified Program (I.e being assessed at a lower grade level)
- Collaboratively built with student, family, teachers
- Reviewed yearly
- Visible to all teachers via Daymap

<b>Student Name</b> Student Adjustment Guide	 <b>Brighton Secondary School</b>
<b>Student Name: Student Name</b>	
<b>Background:</b> _____ has a diagnosis of Specific Learning Disorder with impairment in Reading. However, her basic reading, total reading, reading comprehension and fluency, and maths fluency skills are all in the lower end of the Low Average range. _____ struggles to decode texts, has difficulty with phonological processing skills and reading fluency which all requires her to have extra time to complete tasks. She also presents with some challenges with her mathematical skills, in particular maths fluency. _____ <b>can experience a high level of anxiety, in particular around reading in front of peers and answering questions in front of others, please avoid this where possible and provide 1:1 check ins for understanding.</b> _____ is a caring, creative and a sociable student although can be shy when meeting new people. Her strengths are art and craft, creativity, dancing and physical activity.	
<b>Identified needs:</b> Speech and Language students may have trouble with reading, writing or speaking. This can cause difficulty understanding the meaning of words and putting words together to form an idea.	
<b>Adjustments:</b> <ul style="list-style-type: none"><li>- Avoid asking _____ to read in front of the class or answer questions she hasn't volunteered to answer</li><li>- <b>Where possible decrease word limits</b></li><li>- <b>Allow additional time to complete work tasks for processing needs</b></li><li>- <b>Explicit step by step instructions provided in a short, concise format, allowing time for _____ to process the information</b></li><li>- <b>Regular check ins to ensure _____ has a good understanding of the task</b></li><li>- <b>Use concrete examples when teaching new skills/topics</b></li><li>- <b>Repeat instructions to ensure that students understand what is being asked</b></li><li>- Use visuals/verbal cues to help support subject specific words or diagrams (particularly in Maths)</li><li>- <b>Use simple language and short sentences when giving out instructions, and on task sheets</b></li><li>- Minimise background noise when explicitly teaching</li><li>- Allow voice to text</li><li>- <b>Provide scaffolds, templates or sentence starters</b></li><li>- <b>Provide checklists for Celeste to keep track of tasks</b></li><li>- <b>Pre teaching subject specific vocab before starting a topic</b></li><li>- Review any math skills or understanding before starting a new topic, pre-teach basic skills at a lower level</li><li>- Reading aloud in front of others causes a lot of anxiety for Celeste, especially when she's put on the spot, look for alternatives including allowing Celeste to record her presentation, or being put on the spot to answering questions.</li></ul>	

# Learning Supports

## Tier 3

- One Plans
- Modified Curriculum, SSO learning support support

## Tier 2

- Student Adjustment Guides/ One Plans
- Master Literacy – Literacy intervention classes, students identified through primary school data and testing completed on Transition Day. Class replaces learning a second language, families will be contacted.
- Master Numeracy – Numeracy intervention classes, students identified early 2026. Class replaces standard Math, families will be contacted.
- SSO learning support

## Tier 1:

- Quality Differentiated Teaching Practice





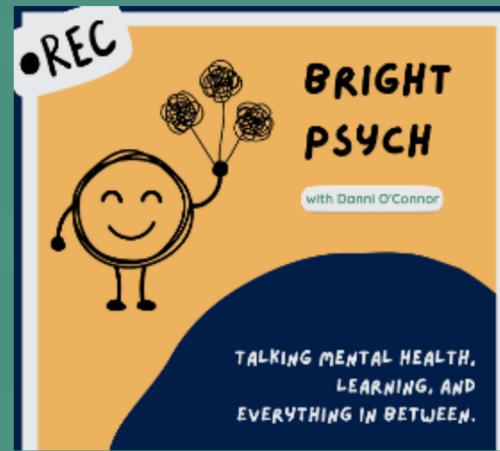
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# Wellbeing for Learning Leader

## 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



Brandon O'Reilly  
Youth Worker



Lucinda Yates  
Wellbeing for Learning Leader



Jack Swinfield  
Youth Worker



Keep GlobalProtect connected (signed-in) at all times and updated (when prompted) to ensure an uninterrupted internet access.



Email



Office 365



Daymap



Curriculum Documents



Services Request



Documents



PowerBi  
Continuous  
Assesment



Learning Support  
Request



Wellio



SharePoint



Funky Fridays  
song requests



ePlatform



Wellbeing Hub



Canva



**School Psychologist**  
**Danni O'Connor**



# 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



## 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 stay connected with their old friends.

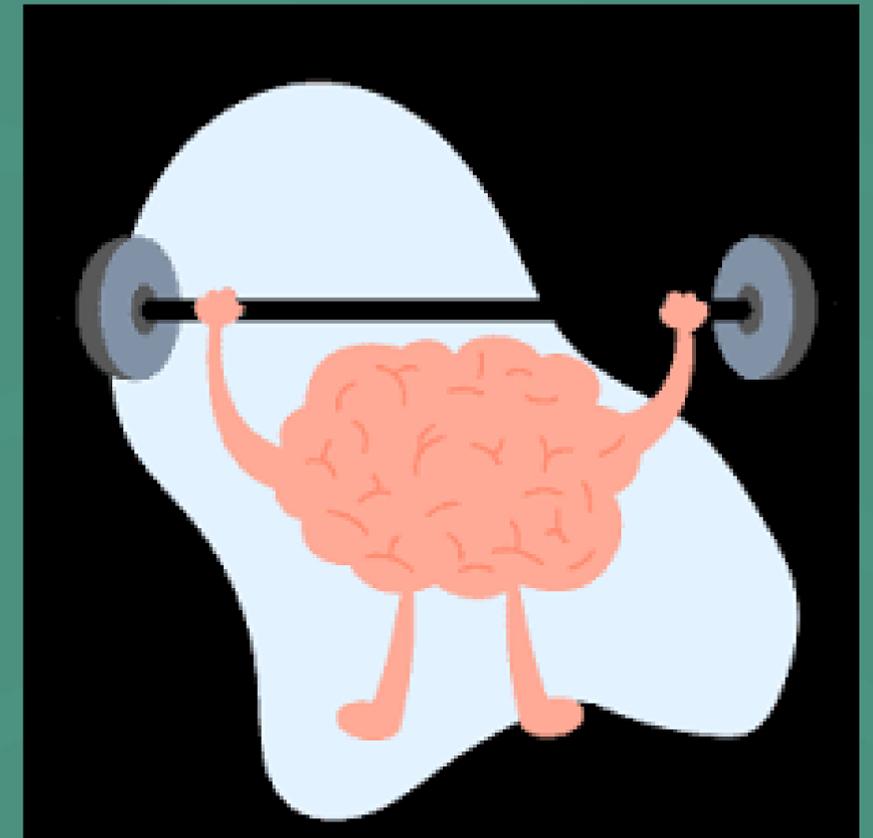
## Feelings

- Mixed emotions due to changes of friendships and routines.
- Everybody else is in the same boat.
- Actively listen and validate their worries.
- Encourage them to face their fears.
- Check in often and keep the conversation going.

# 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 tricky times in the future.
- Avoidance - feels good and provides relief in the short-term, but can lead to increased anxiety in the longer-term.
- Courage isn't the absence of fear - it's feeling the fear and doing 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 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

- *"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's 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>

You're invited to...

# Ask a Psychologist!

A unique opportunity for parents and caregivers to ask our Clinical Psychologist, Danni O'Connor, questions about mental health, learning and development.



To access this opportunity, scan the QR code or follow the web link in the caption.

**Link to the form is available by scanning the QR code, or by following the link on our Brighton Secondary School social media pages**

**<https://forms.office.com/r/6dpfJBB04H>**

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

[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>

**Data Manager**

**Amber Mullins**





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## EdSmart

- Electronic platform for collecting permissions/consent.
- Emails to listed PG 1 & 2
- Whole School process – no more paper consent forms at the bottom of school bags!





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# Daymap

## STUDENT PORTAL

Students can access their diary notes, lesson information, and assessment information, as well as announcements about School Life opportunities

## TEACHER PORTAL

Teachers use Daymap for course planning, academic reporting, and assessment management

## DAYMAP COMPANION – PARENT PORTAL

This powerful tool enables parents and caregivers to stay connected with their child's learning by providing a comprehensive overview, including attendance details, assessment tasks, results, and reports.

*Daymap Companion is also available as an app.*



**Daymap is our DfE approved learner management system**



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- Students signing in & out
- First Aid
- Payments
- Lost property
- Absences – Phone number, email & SMS

# Student Services



# Events for your calendar

## Term 4 2025

### → Transition Day – Thursday 4<sup>th</sup> December 2025

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

### → First Day of School - Starts Tuesday 27<sup>th</sup> January

Only Year 7s and 12s onsite

Getting to know you activities, organisation and preparation for learning and introduction to subject areas

Laptops will be collected later in Week 1 during class time

# Thank You

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



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