



Brighton Secondary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Brighton Secondary School Number: 803

Partnership: Holdfast

Name of School Principal:

Olivia O'Neill

Name of Governing Council Chair:

Jacqui Squires

Date of Endorsement:

27 February, 2017

School Context and Highlights

There were many opportunities for students in 2016: the Think Bright Program; the Maker Faire (showcasing science, technology, engineering, arts and mathematics); the Japanese cultural tours from Hakuo and Himjei; the annual ski trip; the Shakespeare Festival; the professional drama products; our Living Artists Festival and Fun Fridays in the Learning Laneway to mention but a few. Drama teachers negotiated a partnership with the National Institute of Dramatic art whereby the legendary screen writer and playwright, Stephen Sewell, will mentor students to develop new scripts for the theatre.

The teachers' success in developing Flipped Learning contributed to the Australian Flip Con Conference being held at Brighton where Brighton teachers presented sessions in contemporary pedagogy. As well as Flipped Learning, teachers developed their understanding of Positive Education, discovering how these approaches can make a difference to students' connections with school and their engagement with the curriculum.

The curriculum and co-curriculum continues to adapt to world trends. Brighton was commended in both the Department of Education' School and Partnership Reviews, for strengths in leadership, academic excellence and opportunities for students to pursue their interests. For example, the demand for Outdoor Education has exceeded the number of places available, since its inception in 2014. The group of boys and male teachers who developed a White Ribbon team to lead the school community to say no to domestic violence have added to the rich tapestry of life at Brighton.

The 2016 World Challenge team travelled to Cambodia to do more work on the Kindergarten for which Brighton has raised over \$30,000. The cultural tours to Port Lincoln High School and Koonibba provided Brighton students with more understanding of difference and inclusivity. The White Sands Art exhibition showcased the beautiful art work created by Port Lincoln and Brighton students.

The F1 Team, Infinitude, came second in the World F1 in Schools Championship in Austin, Texas, but possibly even more astonishing, was their World Record for the fastest car ever! If that weren't enough, along came the Subs in Schools team to win the State title and compete in the National Championship.

We experienced more international success, winning Silver in the International Schools Culinary competition, where Year 11 students succeeded where a Japanese and two French Culinary Schools failed.

Governing Council Report

One of the early notable achievements of 2016 was Kate Ceberano's three-day residence workshopping the 200 Music students and starring in an evening concert to a full house.

Principal, Olivia O'Neill, won the Department for Education and Child Development Excellence in Leadership Award resulting in studying at Harvard University in the United States.

Later in the year came the outstanding success in the World F1 in Schools competition. Brighton is the only school in the world to have had 4 teams represent their country at the world finals.

The school environment has been enhanced with a new perimeter fence; new change rooms and toilets; new signage around the school with new student entry from Brighton Road; pin-up boards throughout school; upgrade of tennis court fencing; installation of soccer back-stop fence; classroom airconditioners replaced; upgraded Media and Drama rooms; repairs to back car park; airconditioned Theatre dressing rooms and Server Room; carpeted Theatre workshop; installed LED house lights in the Theatre auditorium; added a new lighting desk in the Concert Hall and installed CCTV in the Concert Hall.

The 2016 Governing Council was well represented by Sue McKenzie, Leah York, Michaela Simmonds, Jimi Krecu, Mike Sard, Robert Warburton, Chris Champion, Kaliopi Eleni, Anne-Marie- Hogan-Wesley, Robyn Clark, Amanda Staples, Catherine Mayfield, Manuel Solis, Carlos Canini, Rachael Edwards, Lorraine Johnston, Oliver Richardson, Celine Chia, Sandra Hall, Brett Carruthers, Maj-Lis Borgen-Smith, NicTubb and Olivia O'Neill. Our school is enhanced by a growing number of volunteers who help to make our school community a more productive place.

The Governing Council ratified many school policies relating to : Anti Bullying, Anti Harassment, Attendance, Canteen, Digital Learning, Drug Intervention, Enrolment, Fee Paying International Student Program Enrolment, Homework Expectations, Mobile Phone and iPod, Psychological Health, Responsible Behaviour, Social Justice Equity Funding, Social Media, Submission of Work and Plagiarism, Uniform and Workplace Health and Safety Policy. All these policies are available on the school's website.

The Council also approved the new school logo and blazers; had discussions about French immersion, supported new learning methodologies including the Flipped classroom and helped transition in the new uniform supplier, Devon Clothing.

Improvement Planning and Outcomes

PRIORITIES

1: How can we ensure that students have a strong sense of identity where they feel safe, secure and supported to confidently and creatively embrace opportunities?

The main professional learning strand in 2016 was Positive Education (PE). Staff continued to see a lack of grit and resilience in the students and this concern was supported by the MDI data. Our response was to focus on growth mindsets. The inquiry into PE began in 2015. Then in 2016 a small group attended a PE Institute PD day at Geelong Grammar. As a result, we adopted the Learn it, Live It, Teach It, Embed It approach. A professional learning day (PLD) for staff encouraged 20 volunteers (teachers and SSOs) to form a Professional Learning Community. This team will continue to learn how to advance PE strategies. A second PD day further developed the learning of all staff re PE strategies. A logo and poster were developed.

2: How can we develop strategies to ensure students engage in their learning and school community with a shared vision for success? (pedagogy, TfEL, challenge in the task, Flipping)

The SAMR and the TPACK models have assisted staff to develop more effective use of technology across all subjects. The Professional Learning program included a day where Flipped Learning was further developed and the Flipped Badge concept was launched. Since 2015 the Teacher Learning Communities have used an inquiry approach to Flipped Learning to maximise face-to-face class time. Such was the success of the professional learning, Brighton was invited to host the national conference, Flipcon.

A Professional Learning Community, called Steaming It Up, focussed on teacher learning about STEAM led by STEAM Teacher Learning Community members.

3: How can teachers improve assessment practices to ensure students can effectively demonstrate their learning?

To support the Holdfast Partnership (HP) focus on transition points to support the continuity of learning, Brighton hosted a successful 7/8 Mathematics/Numeracy meeting; a Maker Faire where students from the Partnership Primary Schools learned about STEAM activities; Write a Book in a Day with a record number of teams from Brighton and Partnership Primary Schools. A highlight was the collaboration between 2 year 9 Art and English classes on a Challenge-Based Learning picture iBook task, where Brighton Primary volunteered students to read them. An astonishing 180 students attended the Expo.

Brighton led the professional learning for, and participated in the use of Instructional Rounds in HP to inquire into pedagogy across sites. The approach linked inquiry to systematic assessment practices and built on the knowledge teachers gained from the Educational Assessors course in 2015 and its impact on the 2016 Professional Learning Day that focussed on task design and moderation of standards.

In 2016, teachers engaged in internal moderation of common assessment tasks across all year levels. The process prompted debate and a re-examination of AC Achievement Standards and exemplars to develop faculty generic AC rubrics years 8-10 adapted for specific tasks.

The School Review determined the next 4 year Review cycle include:

DIRECTIONS

1: Create expectations and opportunities for all students to be more responsible for and engaged in their learning, so that staff and students are accountable for improved outcomes.

2: Embed professional learning that delivers consistent pedagogical and assessment practices across the school that challenge all students to achieve their potential.

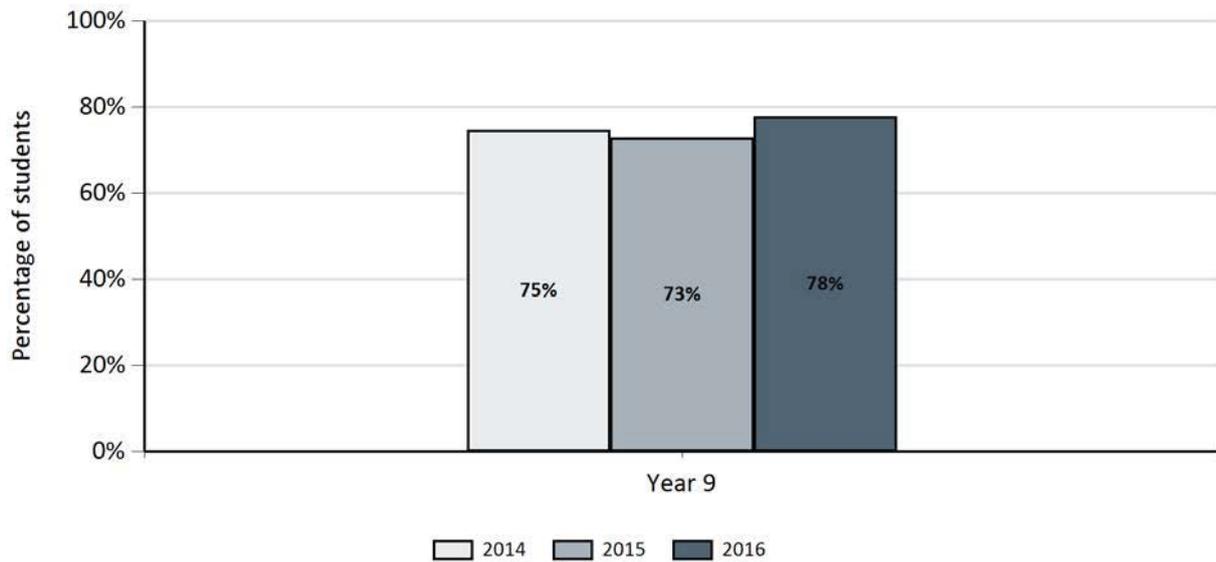
3: Raise the expectation for all leaders and teachers to use data accountably to inform their work, and to use DayMap to store and share their professional documentation to communicate with colleagues, students and parents.

Performance Summary

NAPLAN Proficiency

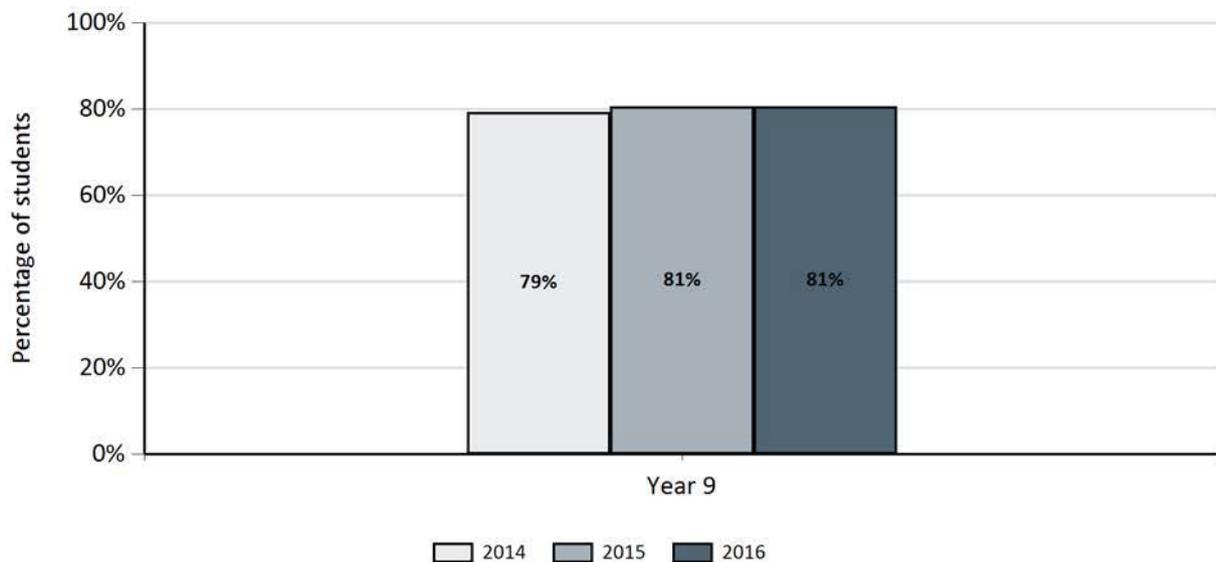
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	23%	25%
Middle progress group	51%	50%
Upper progress group	26%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	14%	25%
Middle progress group	52%	50%
Upper progress group	33%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2016	315	315	71	67	23%	21%
Year 9 2014-16 Average	295.3	295.3	70.3	62.7	24%	21%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2014	2015	2016
94%	94%	96.6%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	2%	2%	3.39%
A	7%	7%	10.00%
A-	14%	11%	12.98%
B+	16%	14%	14.63%
B	16%	18%	14.71%
B-	14%	15%	16.53%
C+	12%	12%	12.15%
C	9%	10%	9.26%
C-	5%	5%	2.89%
D+	2%	2%	1.24%
D	2%	1%	1.16%
D-	1%	1%	0.50%
E+	1%	1%	0.17%
E	1%	0%	0.25%
E-	0%	0%	0.17%
N	0%	0%	0.00%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
91%	94%	96.54%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	24.77%	24.32%	18.75%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification		23.42%	18.75%

School Performance Comment

An improved process was implemented to interrogate and respond to NAPLAN results, identifying reasons for static results in some strands. This has resulted in the school's being able to identify specific cohort factors that restrict achievement and allow learning resources to be targeted towards students with genuine literacy and numeracy needs. More staff consistency with regard to continuous reporting of student achievement to parents and students via Daymap and the Parent portal. In 2017 there will be more work to 'Embed professional learning into consistent and accountable pedagogical and assessment practices, to challenge all students to achieve their potential.'

NAPLAN Numeracy

The figure stated is 81% of students achieving the DECD standard. The information provided to the school indicates 86% achieved the minimum standard. It appears the students absent for the test were included as not meeting the minimum standard. The criteria used here is that any student who achieved a Band 5 or 6 is below the standard. The figures below indicate the number of students at each Band level in the 2016 NAPLAN.

Exempt - 1 student (.30%)

Band 5 or below- 3 students (1%)

Band 6- 30 students (10.40%)

Band 7- 85 students (29.5%)

NAPLAN

Naplan Proficiency- Reading

78% of students achieved above Band 6, a pleasing increase of 5% since 2015. The Year 8 and 9 teachers trialed an online literacy program called, Wordflyers, to explicitly teach reading comprehension and grammar skills. This will be embedded in 2017. A working party interrogated the Naplan results to identify students at or below the NMS for 5 week blocks of remediation. There was evidence of improvement.

The percentage of students in the Middle Band were above the State average by 1%. The overall mean scores for reading improved from 587.8 in 2015 to 588.6 in 2016. Students reviewed their scores with their English/EALD teacher rather than the Home Group teacher which improved the conversations.

23% achieved the Upper Bands 9 and 10, 1% lower than the State average. Teachers will continue to further stretch and challenge students by building in more shared text selection and a student book club.

Attendance

Year level	2014	2015	2016
Year 08	93.1%	93.4%	96.7%
Year 09	91.7%	92.1%	94.3%
Year 10	92.1%	91.7%	94.4%
Year 11	89.3%	92.3%	94.9%
Year 12	89.1%	88.0%	93.7%
Secondary Other	69.1%	100.0%	95.4%
Total	87.4%	93.6%	94.9%

Data Source: Student Data Warehouse, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Overall student attendance was 94.8%, just shy of the target of 95%. Brighton was above the target in Terms 1, 2 and 4, however, a Term 3 dip lowered the 2016 average. Attendance on 2014 and 2015 was up significantly, partly due to a renewed focus on attendance and the accuracy of attendance data.

Behaviour Management Comment

The 2016 Behaviour Management data indicates that:

169 Internal Suspensions were mainly for ongoing persistent and wilful inattention to work and interfering with the rights of others to learn, mainly boys and in Year 9.

83 External suspensions related to threatening the good order of the school and some instances of violence – threatening or actual. There was also a number of instances relating to acting illegally, mainly theft. Data indicates a number of students repeatedly suspended for similar behaviours, again mainly boys in Year 9.

5 Exclusions related to acting illegally and threatening good order of the school. 3 students are now enrolled FLO students. 1 student was excluded twice and enrolled at adult senior college.

Client Opinion Summary

In the Student Well Being Survey 2015-2016, Brighton students scored highly against the Australian standard with regard to empathy, friendships, body image and school connectedness. Students showed a medium level of perseverance, optimism, self-esteem, connection with adults at school and academic expectation. They scored low on sadness and engagement. The latter continues to provide us with a challenge.

In the DECD Staff Psychological Health Survey it was pleasing to see an improvement in role clarity, co-worker interaction, participatory decision making, goal alignment, employee development, work demands, individual morale and distress.

Client Opinion Surveys from parents, teachers and students were very positive with no score below 3.2 out of 5 point scale. The lowest rating from students was 3.2 for the statement, "my school takes students' opinions seriously". Similarly parents gave the statement, "This school takes parents' opinions seriously" was the lowest score, on 3.4 out of 5. The lowest score for staff was 3.4 in reference to the statement, "I receive useful feedback about my work at this school".

Students rated most highly feeling safe at school; my teachers expect me to do my best and my school looks for ways to improve.

Parents' highest scores were with regard to "teachers expect my student to do his/her best; the school is well maintained; my child feels safe; my child is making good progress; the school looks for ways to improve; teachers treat students fairly".

The staff rated themselves 4.4 for, "teachers expect students to do their best; the school looks for ways to improve; teachers treat students fairly; teachers motivate students to learn; students like being at Brighton".

Learner Voice continues to be a priority for improvement.

Intended Destination

Leave Reason	School	
	Number	%
Employment	6	1.5%
Interstate/Overseas	70	17.8%
Other	5	1.3%
Seeking Employment	3	0.8%
Tertiary/TAFE/Training	7	1.8%
Transfer to Non-Govt School	13	3.3%
Transfer to SA Govt School	29	7.4%
Unknown	261	66.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Brighton Secondary School is meeting all policy requirements related to DECD Relevant History Screening.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	187
Post Graduate Qualifications	68

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	99.6	1.0	23.8
Persons	0	106	1	25

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	15,954,860.16
Grants: Commonwealth	100,770.52
Parent Contributions	1,439,585.90
Fund Raising	125,335.60
Other	18,000.00

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Operation Flinders organised for 10 students in Year 9; social skills development through boxing for 10 students at risk in Year 9 which will continue into 2017.	Year 9 boys have fewer negative interactions with teachers
Targeted Funding for Groups of Students	Improved Outcomes for Students with an Additional Language or Dialect	A dedicated EALD class in each of Years 8, 9 and 10.	Community more prepared to accept help for EALD students
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	20 hours of SSO time per week to support students with literacy issues.	More students successfully submit work
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Additional 32 hours of SSO2 support for students struggling with Literacy and Numeracy; 34 students in FLO; 32 hours of SSO support for students with ASD. 22 Year 9-12 students involved in Australian Indigenous Mentoring Experience (AIME) enabled access to University tutor squads and attendance at mentoring sessions at UniSA. The CORKA Pathways Program built on Deadly Start to High School (7/8 transition) and involved senior boys including Head Prefect mentoring incoming Year 7 students.	Increased attendance term 4 - highest % attendance of ATSI students - 96.4% across all year levels, a 7.1% improvement on previous term at 89.3% - improvement.
Program Funding for all Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Professional learning continued for teachers.	
Program Funding for all Students	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	The ASETO and the AET developed a partnership with Port Lincoln High School for students through an Arts program; the AIM mentoring project supported ATSI students; Two students accepted with two teachers for Kokoda	Students preparing for Kokoda trip. Boys established White Ribbon team
Program Funding for all Students	Better Schools Funding	Literacy support, Respectful Relationships training, support strong parenting; Radio station led by students, uniform for ATSI students, Yarning circles and active learning, training & development for Positive Education.	Q & A event to engage parents Positive interactions between teachers & students
Other Discretionary Funding	Specialist School Reporting (as required)		
Other Discretionary Funding	Improved Outcomes for Gifted Students	The Think Bright team provided time for the teachers to plan curriculum and excursions such as the Maker Faire for the Partnership.	Improved connections with Partner Primary Schools
Other Discretionary Funding	Primary School Counsellor (if applicable)		N / A