

# Brighton-Le-Sands Public School

## Annual Report



2016



1358

## Introduction

The Annual Report for **2016** is provided to the community of **Brighton–Le–Sands Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Some of the buildings at Brighton–Le–Sands Public School will be turning 100 years old in early 2017. The history of Brighton–Le–Sands School is one that is littered with innovative teaching strategies and the achievement of high student outcomes.

In 2016 nothing has changed. I believe that Brighton–Le–Sands Public School provides one of the best educations for the whole child that is available in NSW.

Our students are happy, interested and supportive of each other. They have many opportunities to excel in all fields; academic, social and extra–curricula.

The parents are supportive of our school programs and procedures and value the efforts of the staff to provide the extras that makes Brighton so special.

Ian Power

Principal

## School contact details

Brighton-Le-Sands Public School  
35 Crawford Road  
Brighton-Le-Sands, 2216  
[www.brightonle-p.schools.nsw.edu.au](http://www.brightonle-p.schools.nsw.edu.au)  
[brightonle-p.School@det.nsw.edu.au](mailto:brightonle-p.School@det.nsw.edu.au)  
9567 5449

## School background

### School vision statement

Brighton–Le–Sands is working towards being an inclusive learning community, with skilled and committed teachers, where students become highly literate, numerate, confident, creative and respectful individuals who are able to embrace change and build our community for today and tomorrow.

### School context

Brighton–Le–Sands Public School is situated in the Southern Suburbs of Sydney. Having grown from 300 to over 750 students in the last 14 years, Brighton is renowned for its outstanding academic, welfare, sporting and performing arts programs. The successes of these programs have attracted many applications from non–local enrolments. 78% of the students are from language backgrounds other than English.

The socio–economic mix of the school includes high, medium and low income families with almost every employment category identified.

The school supports its students through a highly effective Learning Support Team which implements Reading Recovery, Learning Assistance Teaching and other programs necessary for individual success to be achieved.

Staff have embraced the Professional Learning required to implement the Australian Curriculum – NSW Syllabus. A culture of positive performance management has been established over the last few years with teachers independently setting goals for improved teaching performance.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school's Self Evaluation Survey indicated that the school has improved its delivery of Curriculum and Learning and its practices in both Leadership and Management Practices and Processes. The school has also seen growth in School Planning, Implementation and Reporting.

Areas identified for future focus include: Learning Culture, Assessment and Reporting, Effective Classroom Practice, Data Skills and Use, and Learning and Development.

Our self–assessment process will assist the school to refine the strategic priorities in our new School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Student Learning

#### Purpose

To provide quality student learning experiences that result in the development of students who think critically, creatively and ethically utilising well developed literacy, numeracy and social skills.

#### Overall summary of progress

Teacher judgement and parent and student feedback through surveys indicated that feedback to students which highlighted individual student learning needs was an area for continued development. It was noted that there had been improvement by staff in providing authentic feedback to students about current progress.

Quality Teaching Projects continued to be developed in 2016, including Focus on Reading comprehension strategies, Reciprocal Numeracy cooperative problem solving, and Bounce Back resilience and social skills development.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Increased peer observation becomes a common practice for all staff.</li></ul>	All stages have implemented a timetable establishing Reciprocal Numeracy Groups. By the end of Term 3, Staff supporting each other in teaching FOR strategies.	In School Training by school facilitators. In school training by Justine Williams.
<ul style="list-style-type: none"><li>All staff meeting professional goals.</li></ul>	Individual teachers developing appropriate goals as monitored by the Executive.	Executive staff supporting stages. \$8 000
<ul style="list-style-type: none"><li>Increased number of staff at Brighton–Le–Sands leading Bayside Community Activities.</li></ul>	BLS Staff leading PL in Principal's Credentials and SDD programs.	
<ul style="list-style-type: none"><li>PLAN Data used by allclass teachers to as a measure of student performance</li></ul>	Staff trained in PLAN software.	Executive staff supporting stages

#### Next Steps

Technology Project purchases of additional mobile technology, including laptops and iPads. Analysis of student performance data enabled through the purchase and use of whole–school tracking software.

Professional learning to enhance staff ability to analyse and use performance data to improve student outcomes and to provide clear directions to students about their future progress.

Evaluation of the effectiveness of our Quality Teaching Projects.



## Strategic Direction 2

### Community Engagement, Values and Culture

#### Purpose

To enhance positive relationships as an educational community by developing a culture of shared responsibility, learning and values.

#### Overall summary of progress

The Tell Them From Me process was implemented across the school which has provided staff, parents and students with an opportunity to provide feedback to the school. The School Chaplain has provided parents with an additional support structure. The Centenary Committee has completed planning for the Centenary celebrations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Community attendance increased by 10% at P&C and school events  Surveys show communication is recognised as a strength of the school.  Increased number of Bayside Learning Community activities led by Brighton-Le-Sands staff.  School Centenary Celebrated across the community  Parent Curriculum/Program information sessions doubled.	P&C events were well attended.  Tell Them From Me Surveys distributed and the results analysed.  Whole School Combined Development Days featured strong Brighton leadership.  Centenary Committee has completed planning for the celebrations.  Staff, student and Community utilise Chaplain Service.	Educational Speakers –  \$12 350  Chaplain – \$8 000

#### Next Steps

Customisation and expansion of Tell Them from Me surveys to ensure an effective fit to our local context.

Chaplaincy role and profile expanded to increase effectiveness.

Community involvement in the celebration of the school Centenary.

Evaluation of school communication processes (including our website and use of various messaging platforms) and their effectiveness in engaging and connecting with our community.

### Strategic Direction 3

#### Quality Staff Learning and Leadership

#### Purpose

To lead and inspire a culture of collaboration, engaged communication, empowered leadership and effective organisational practices.

#### Overall summary of progress

**Individual Staff Professional Development Plans have been implemented successfully with all staff negotiating individual goals and targeted professional learning to improve their teaching practices. The Bayside Learning Community combined Professional Learning Days provided all staff, including ancillary, with access to quality presenters with a focus on current education research and practice.**

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased peer observation becomes a common practice for all staff.	Lesson Study impact evaluated	Executive supporting staff.
Increased number of staff at Brighton–Le–Sands leading Bayside Community Activities.	Whole School Combined Development Days featured strong Brighton leadership.	
All staff meeting professional goals.	Professional Development Plans negotiated and monitored by Executive.	Executive supporting staff.
Surveys show Performance and Development effectively supports staff.	Professional Development Plans negotiated and monitored by Executive.	Executive supporting staff.
Distributed Leadership obvious in school practice.	Classroom teachers leading school teams	Senior Executive support.

#### Next Steps

Expanded scope for School Improvement Teams to facilitate whole–school change and provide genuine leadership opportunities for aspiring leaders.

Focused professional learning on Creative and Critical Thinking and the implementation of the NESA history and geography syllabuses.

Effective use of Beginning Teacher and QTSS funding to assist all staff to pursue professional excellence.

Structured career development and professional learning for teachers aspiring to become school leaders.

Increased use of the AITSL accreditation framework to shape professional development.

Ongoing leadership of the Bayside Learning Community, enabling targeted and effective professional development for staff at all career stages.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Individual written Report provided to parents. 2016 PLP evaluated by staff and parents	\$2550 • (\$800.00)
<b>English language proficiency</b>	LST meetings to evaluate impact of program	\$19 000 • English language proficiency (\$4 750.00)
<b>Low level adjustment for disability</b>	Program monitored by Learning Support Team. Additional STLA support provided to targeted students.	\$88 530 • Low level adjustment for disability (\$22 100.00)
<b>Socio-economic background</b>	Stage meetings to evaluate impact of program. Additional STLA support provided to targeted students.	\$32 700 • Socio-economic background (\$6 500.00) • Socio-economic background (\$6 500.00)

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	395	411	402	402
Girls	363	372	349	351

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	95.8	94.3	94
1	95.1	95	92.8	93.8
2	95.2	94.9	92.5	92.5
3	96.3	95.7	94.3	93.8
4	95.8	95.7	94.8	93.9
5	94.3	95.5	94.5	93.2
6	95.1	94.1	94.5	93.5
All Years	95.2	95.2	93.9	93.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	29.1
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher of ESL	3.4
School Counsellor	0
School Administration & Support Staff	4.67
Other Positions	0

\*Full Time Equivalent

2% of school staff members identify as Aboriginal.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	80

### Professional learning and teacher accreditation

The school has expended \$45 000 on staff professional learning in 2016. There are 7 teachers who are completing accreditation at Proficient and 2 who are in the process of gaining accreditation at lead. There are 19 teachers who are maintaining accreditation at proficient.

All staff participated in School Development Days, and other Professional Learning courses. Several staff were selected by the Department to be presenters at courses.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months



(from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>221 446.00</b>
Global funds	473 065.00
Tied funds	280 706.00
School & community sources	371 907.00
Interest	5 489.00
Trust receipts	51 521.00
Canteen	0.00
<b>Total income</b>	<b>1 404 134.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	104 239.00
Excursions	52 491.00
Extracurricular dissections	139 268.00
Library	7 407.00
Training & development	24 168.00
Tied funds	158 482.00
Short term relief	153 619.00
Administration & office	94 727.00
School-operated canteen	0.00
Utilities	63 145.00
Maintenance	44 012.00
Trust accounts	55 678.00
Capital programs	46 036.00
<b>Total expenditure</b>	<b>943 272.00</b>
<b>Balance carried forward</b>	<b>460 862.00</b>

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	526 791.50
(2a) Appropriation	461 357.42
(2b) Sale of Goods and Services	134.54
(2c) Grants and Contributions	64 931.26
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	368.28
<b>Expenses</b>	-287 826.26
Recurrent Expenses	-287 826.26
(3a) Employee Related	-149 963.85
(3b) Operating Expenses	-137 862.41
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	238 965.24
<b>Balance Carried Forward</b>	238 965.24

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school has a Finance Committee which reports regularly to the P&C Executive.

The majority of the funds carried forward will be used to provide additional support to students. Some of the funds will be used to finance the Centenary celebrations and ground improvements.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	4 499 586.94
Base Per Capita	40 456.96
Base Location	0.00
Other Base	4 459 129.98
<b>Equity Total</b>	558 615.14
Equity Aboriginal	2 438.09
Equity Socio economic	32 730.30
Equity Language	365 933.78
Equity Disability	157 512.97
<b>Targeted Total</b>	37 430.88
<b>Other Total</b>	255 646.95
<b>Grand Total</b>	5 351 279.90

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

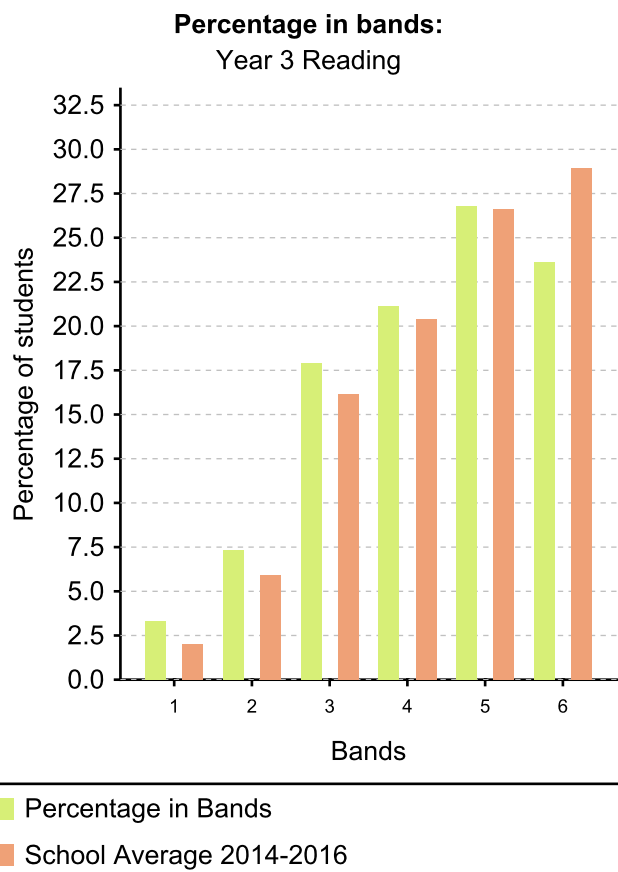
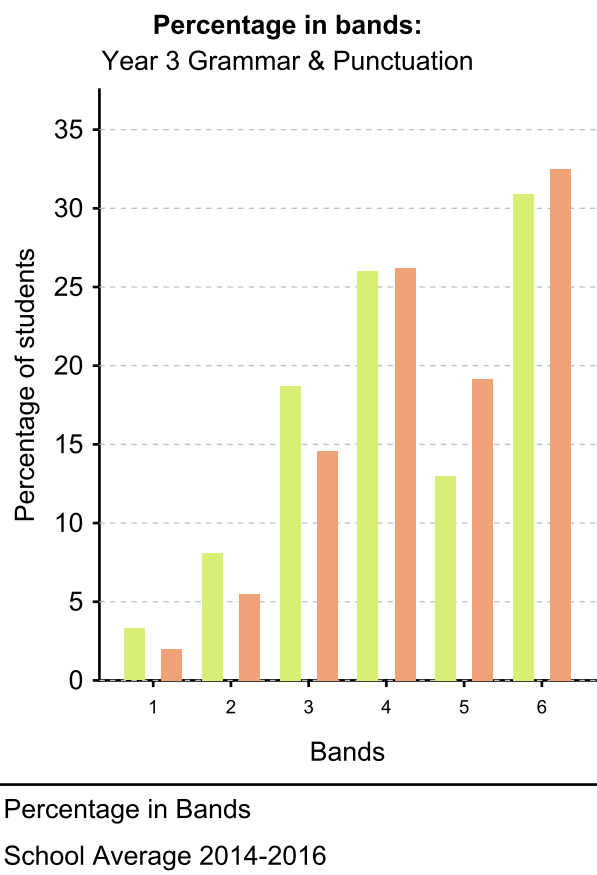
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

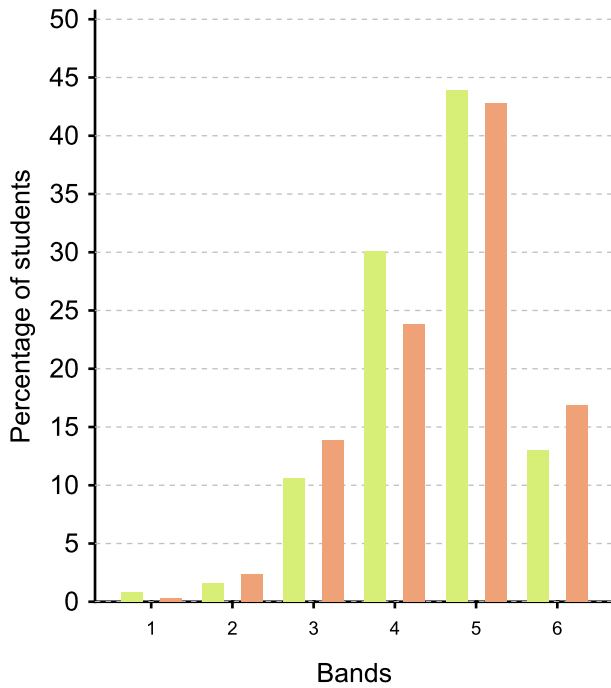
Strategic Direction 1 in our School Plan 2015–2017 outlines our whole-school approach to continue to improve NAPLAN outcomes.

The NAPLAN graphs below contain information regarding the achievement of our 2016 Year 3 and Year 5 cohorts. This includes data regarding students attaining one of the top two NAPLAN bands for their year group, in accordance with the Premier's Priorities.

The school's NAPLAN results consistently identify Grammar and Punctuation as strengths of the school. In reading, 50.4% of Year 3 students and 36.5% of Year 5 students achieved in the top two bands. In comparison, 51.8% of Year 3 students and 38.6% of Year 5 students across the state achieve in the top two Reading bands.

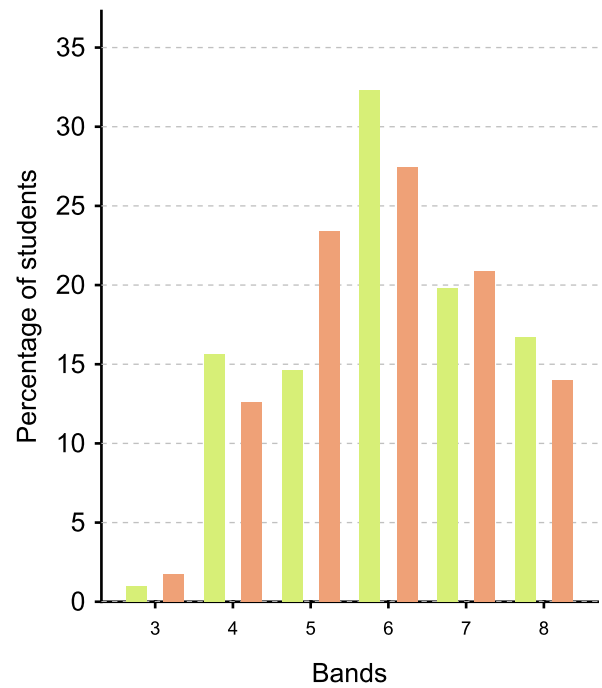


**Percentage in bands:**  
Year 3 Writing



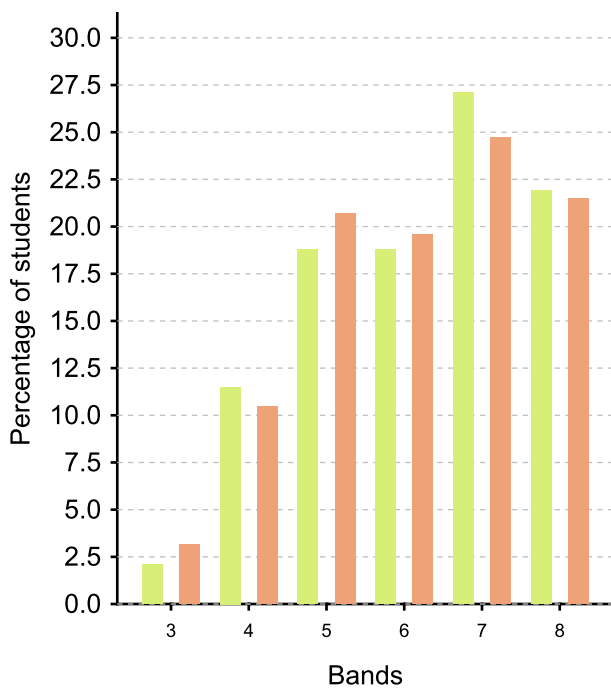
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Reading



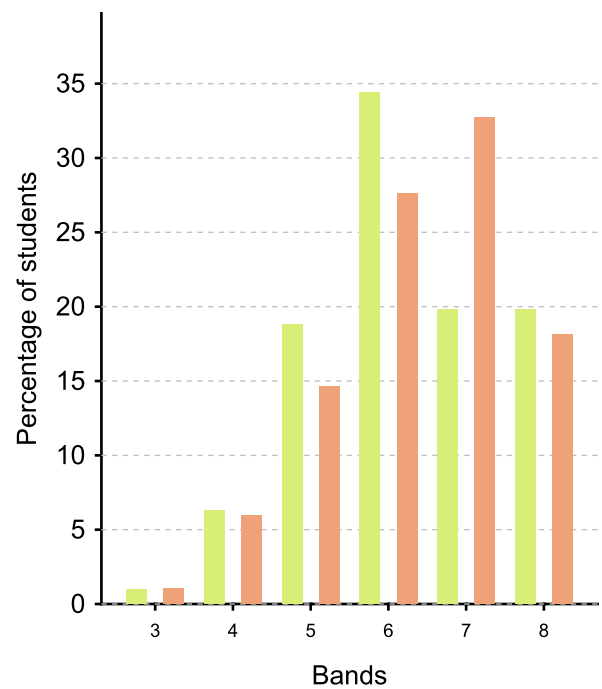
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2014-2016

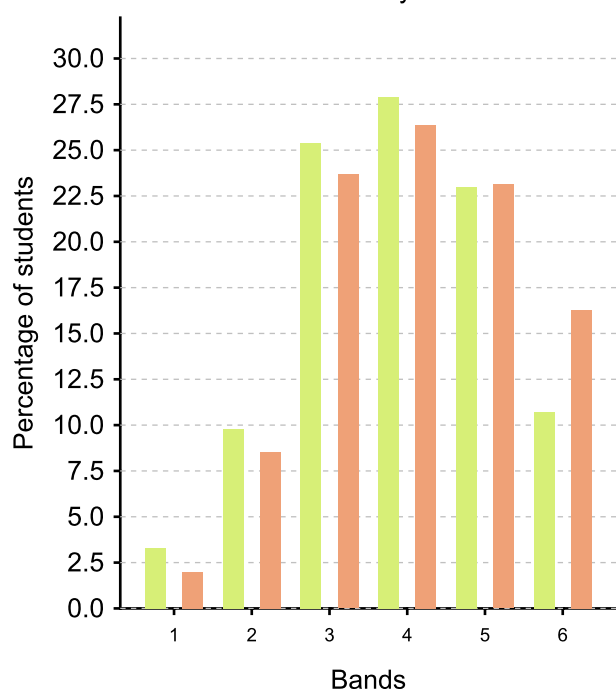
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2014-2016

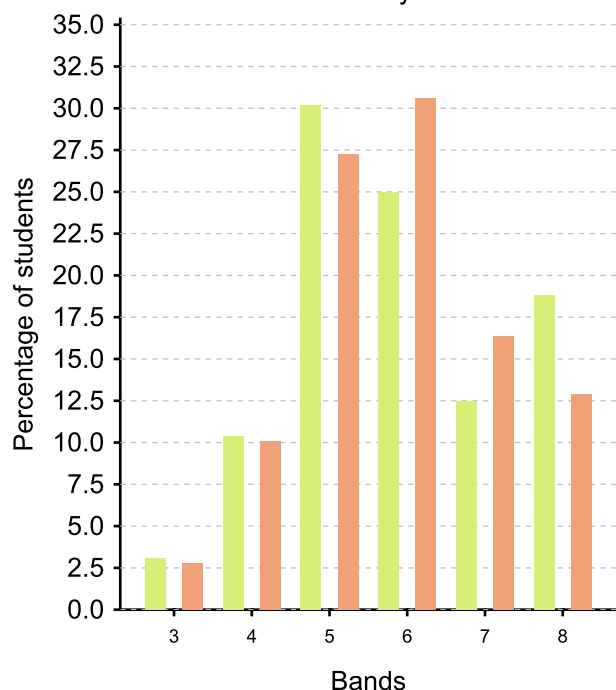
In Numeracy, 33.7% of Year 3 students and 31.3% of Year 5 students achieved in the top two NAPLAN bands. As a comparison, 38.7% of Year 3 students and 30.5% of Year 5 students across the state achieve in the top two Numeracy bands.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and use the *Find a school* search to access our school data.

The school has no Aboriginal students who have sat NAPLAN.

## Parent/caregiver, student, teacher satisfaction

In 2016 the school utilised the Department's Tell Them From Me Surveys for the first time. 100 randomly selected parents, all students 4,5,6 and all teachers were offered the opportunity to provide feedback to the school in the areas of leadership, parental involvement, technology, inclusivity, safety and positive behaviour at school.

Positive results were: Parents felt welcomed and informed, that the school supports positive behaviour and student learning

Students; (compared to state norms) our students had high levels of participation in sports and extra-curricula, felt strongly about a sense of belonging and that the school fostered positive behaviour. The students' responses indicated that bullying issues were significantly lower than the state norms and that any issues were dealt with effectively by the staff.

Staff; the school fostered a culture of collaboration and inclusivity and that the leadership supported learning opportunities for staff.

Areas for development include: Technology training for staff, additional support for parents in working with their children and improving homework behaviours among senior students.

## Policy requirements

### Aboriginal education

The school opened its Aboriginal food garden with all classes able to access the uses of the plants through QR Codes linking to the school website. An incursion was held for all children 1– 6 which focused on traditional Aboriginal art, music, dance and stories.

The school has renamed the Friday Assembly groups – Marang – sand and Garrigarang – sea.

All students who have identified as Aboriginal have a Personal learning Plan negotiated between the teacher and caregiver monitored by the Learning Support Team.

### Multicultural and anti-racism education

Brighton–Le–Sands Public School has students from 55 different language backgrounds. The Anti–Racism Contact Officer has not been called upon to deal with any issue for the last 7 years.

The school celebrates the variety of students' heritages by holding a Universal Children's day celebration in

Term 4 which is linked to Harmony Day activities

Cultural Studies lessons for students 3–6 take place when the Greek students are withdrawn for Greek language lessons.

## Other school programs

### Achievements in the Arts

Brighton–Le–Sands continues to offer a wide variety of opportunities for students to develop and demonstrate their skills in Creative Arts. Our choirs and dancers participated in the St George Performing Arts Festival at the Hurstville Entertainment Centre, and our school band entered the Engadine Music Band Fest. Students attended Engadine Music's Band Camp and the Create South enrichment program. Films were entered into the Film by the Sea competition, and entries went into Moorefield Girls High School's annual art competition and the Rockdale RSL Anzac Day Competition, in which one of our students placed second. All students chose from a range of creative arts activities during their scheduled stage-based CAPA Time programs. Options included choir, dance, drama, guitar, music, puppets and aerobics. Dance2BFit ran programs for Stages 1 and 2, and Year 5 students danced at the Dancesport Homebush Gala Night.

### Achievements in Sport

A multitude of sporting options were available in 2016. PSSA sports included softball, cricket, netball, soccer, Oz Tag and rugby league. School sport programs included swimming, gymnastics, beach sports, Bike Education, yoga, tennis, dance, golf, basketball, soccer skills, netball NetSetGO and AFL. Our Brighton–Le–Sands swimmers were Zone Champions again, and our Senior Girls Division Three softball team were also champions in 2016. Several students represented our zone at regional carnivals and our region at state carnivals.