

Brighton-Le-Sands Public School

Annual Report



2017



1358

Introduction

The Annual Report for **2017** 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.

In 2017, the school had a change of Principal in the middle of Term 4 at which time Mr Ian Power retired and Mr Steven Mead was appointed. Although the report is being completed by Mr Steven Mead as the newly appointed Principal, the initiatives and information covered have been informed by the staff who worked across the full school year.

Steven Mead

Principal

School contact details

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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 continued its improvement in the delivery of Curriculum and Learning and its practices in both Leadership and Management Practices and Processes. The school has consolidated the work in School Planning, Implementation and Reporting.

Areas identified for future focus include: Assessment, Student Performance Measures, Data Skills and Use, and School Planning, Implementation and Reporting.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

There has been an increase in the technology resources available to students which has led to increased opportunities. This has been evident within classrooms and the availability of these resources for extra curricula activities.

There has been an increase in the use of individual student data to inform the decision making processes of the Learning Support Team.

There has been an identified increase in peer observation across all stages within the school. The process of observation has been resourced and supported through the allocation of school resources.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased peer observation becomes a common practice for all staff.	\$9000 casual release	Peer observation was structured around the adoption of Learning Sprints oriented towards targeted student improvement against specific learning outcomes. Observations focused not only on teacher pedagogy and practice, but also on having a second pair of eyes to evaluate student learning behaviour and peer academic support. This change in focus Improve both formative assessment and effective feedback at both the student and teacher level.
<ul style="list-style-type: none">All staff meeting professional goals.		All teaching staff formed Performance and Development Plans that articulated goals related to whole-school, stage and personal targets. Office staff also undertook analogous processes for the first time. Three staff members formally began the process towards accreditation at the standard of Highly Accomplished.
<ul style="list-style-type: none">Increased number of staff at Brighton-Le-Sands leading Bayside Community Activities.	\$7000 for professional learning (not just the leadership component)	Two combined Bayside Staff Development Days were coordinated by executive members of staff in conjunction with other schools. Senior executive staff also contributed to the leadership of the regular executive meetings across the network.
<ul style="list-style-type: none">PLAN Data used by allclass teachers to as a measure of student performance	\$8000 for software	PLAN continued to be used as a basis of assessment and analysis in all K-2 classes. Student attainment and progress was gathered using ACER PAT online testing and evaluated using SPA Platform for Years 3-6.

Next Steps

A focus on teacher pedagogy in the area of technology will ensure that the increase of resources is met with expert lesson delivery to maximise the impact on student learning.

The peer observation process will become further refined through systematically aligning targeted feedback with lesson focus areas.

The content of lessons being observed by colleagues will be further informed through the Professional Development Framework for each individual staff member.

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 School Chaplain program has become better aligned with school identified priorities and has reported data to provide direction for school programs moving forward.

The Centenary celebrations were well attended by the school and wider community and have provided momentum for increased engagement across all areas of the school.

The Bayside Community of Schools initiatives allowed staff to share their expertise across the learning community to enhance the teaching and learning programs beyond our own school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$56500.	P&C attendance continued to improve, particular in the latter part of the year. The 2017 Centenary was a highlight. P&C events continued to contribute valuably to school life. (Nil cost) Increased use of surveys included the adoption of Tell Them From Me surveys for staff, students and the parent/carer community. Extensive consultation surrounded the implementation of BYOD. (\$500 for staff training) The 2017 School Centenary was a powerful celebration of the history and successes of the school. It was well–attended and valued by both current and past staff, students and members of the parent/carer and wider community. (\$55000) Curriculum and program information sessions again formed part of Education Week. The BYOD implementation process entailed information sessions at a whole–school, stage and class level. (\$1000 for teacher release)

Next Steps

A comprehensive formal evaluation of school systems and processes including communication and engagement will be undertaken through a formal tool. Information from this process will inform future directions in this area.

The school will work to actively engage parents beyond participation in school activities to gain their input into educational programs.

Bayside Community of Schools priorities will be aligned more closely with our own school focus areas to ensure the effective allocation of resources in meeting identified targets

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

Beginning teacher funding was successfully aligned to support staff in meeting their identified challenges as early career teachers. Through regular meetings and alignment of personal priorities and resources we were able to make best use of this resource.

A new approach to the allocation and use of QTSS funding ensured that all staff were provided with time and support to work towards their professional goals in a supported environment.

The induction of new staff to the school successfully prepared them for their role at our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased peer observation becomes a common practice for all staff.	\$9000 for casual release.	Peer observation was structured around the adoption of Learning Sprints oriented towards targeted student improvement against specific learning outcomes. Observations focused not only on teacher pedagogy and practice, but also on having a second pair of eyes to evaluate student learning behaviour and peer academic support. This change in focus Improve both formative assessment and effective feedback at both the student and teacher level.
Increased number of staff at Brighton–Le–Sands leading Bayside Community Activities.	\$7000 for professional learning (not just the leadership component).	Two combined Bayside Staff Development Days were coordinated by executive members of staff in conjunction with other schools. Senior executive staff also contributed to the leadership of the regular executive meetings across the network.
All staff meeting professional goals.		All teaching staff formed Performance and Development Plans that articulated goals related to whole–school, stage and personal targets. Office staff also undertook analogous processes for the first time. Three staff members formally began the process towards accreditation at the standard of Highly Accomplished.
Surveys show Performance and Development effectively supports staff.	\$80 000	Performance and Development Plans were supplemented by targeted and intentional professional learning at a whole–school, stage and individual scale. Bayside Learning Community events allowed high quality professional learning to be attended by all staff in a context that facilitates the development of profession relationships with staff in other school contexts. The majority of staff attended offsite professional learning, most particularly our six early–career teachers.
Distributed Leadership obvious in school practice.	\$1000 for course attendance.	Roles and responsibilities relating to whole–school programs are spread across all staff. The 2017 Leadership Development Program provided opportunity for nine aspiring leaders to take on

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Distributed Leadership obvious in school practice.		additional organisational and leadership roles. Involvement in the ASPIRE leadership development program continued, and opportunities to relieve in “higher duties” positions were taken by five staff members.

Next Steps

The Performance and Development process will be directly informed by staff self evaluation utilising tools including the AITSL Self Assessment Survey. The goals and personal development areas identified by staff will be targeted through a differentiated approach to Professional Learning.

A continued focus on building the leadership capacity of staff will be enhanced through the alignment of leadership opportunities to target areas within the school plan. This will ensure an authentic opportunity to develop skills and capabilities of individual staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2561	Student Personalised Learning Plans developed in consultation with parents. Individual written reports provided to parents.
English language proficiency	\$29 405	Allocation of individualised and target group interventions based on student data. Impact of interventions evaluated.
Low level adjustment for disability	\$72 274	Student Learning Support Officer support provided to targeted students. Additional Learning and Support Teacher intervention funded in response to student needs.
Socio-economic background	\$45 382	Additional Learning and Support Teacher intervention funded in response to student needs. Targeted financial support to ensure participation of students in specific activities. School funded welfare initiatives.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	411	402	402	382
Girls	372	349	351	341

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	94.3	94	93.6
1	95	92.8	93.8	94.1
2	94.9	92.5	92.5	92.1
3	95.7	94.3	93.8	93.6
4	95.7	94.8	93.9	92.8
5	95.5	94.5	93.2	94.5
6	94.1	94.5	93.5	93
All Years	95.2	93.9	93.5	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance at Brighton–Le–Sands remains in line with State Department of Education figures. Concerns about student attendance are managed through the school and families working together. If necessary additional support is provided in consultation with the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	26.02
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher of ESL	3.2
School Counsellor	1
School Administration & Support Staff	4.47
Other Positions	1.6

*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 \$40 053 on staff professional learning in 2017. There are 5 teachers who are completing accreditation at Proficient and 2 who are in the process of gaining accreditation at lead. There are 21 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 of Education to be presenters at courses.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	238,965
Revenue	6,236,183
Appropriation	5,763,263
Sale of Goods and Services	11,150
Grants and Contributions	457,424
Gain and Loss	0
Other Revenue	0
Investment Income	4,346
Expenses	-6,189,516
Recurrent Expenses	-6,189,516
Employee Related	-5,501,987
Operating Expenses	-687,529
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	46,667
Balance Carried Forward	285,632

The school has a finance committee comprising the SAM, Principal and Deputy Principal who consult with staff and the President from the P&C. The P&C makes contributions to the school to enable improved programs, learning resources and activities to enhance the learning opportunities for every child.

The majority of the funds carried forward will be used to provide additional support to students.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,553,404
Base Per Capita	115,078
Base Location	0
Other Base	4,438,325
Equity Total	570,190
Equity Aboriginal	2,561
Equity Socio economic	45,382
Equity Language	348,353
Equity Disability	173,893
Targeted Total	37,678
Other Total	411,166
Grand Total	5,572,438

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

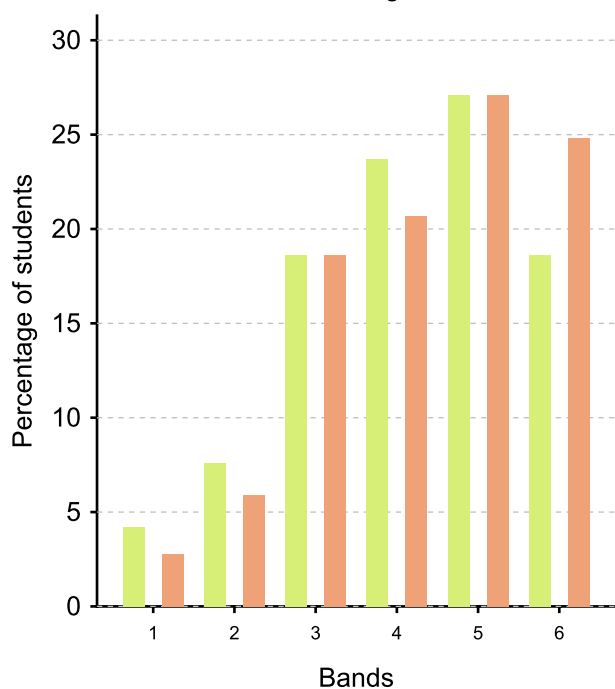
NAPLAN

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.

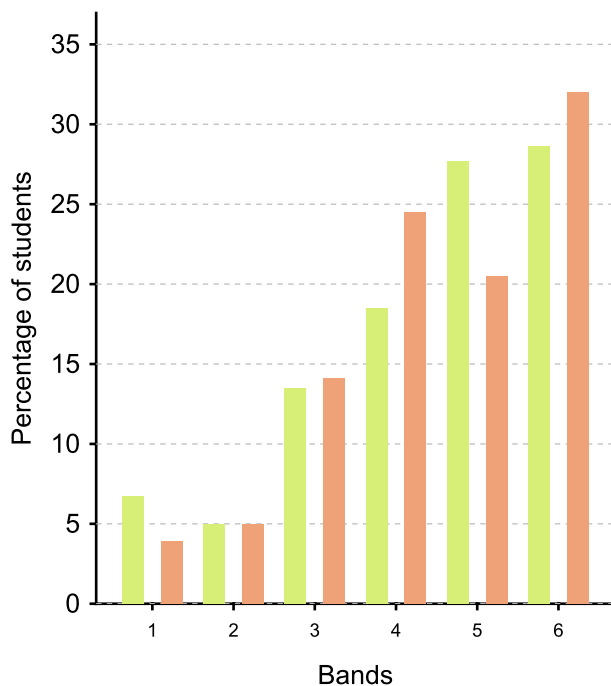
The school's NAPLAN results in Literacy identify Spelling and Grammar and Punctuation as strengths in Year 3 with 61.3% and 56.1% of students respectively performing in the top two bands. IN Year 5, the strongest areas were Reading and Spelling with 42.4% and 41.4% respectively in the top two bands.

The school's NAPLAN results in Numeracy reflected 35.9% of our Year 3 students in the top two bands (Band 5 and 6) and 39.4% of our Year 5 students in the top two bands (Band 7 and 8).

Percentage in bands:
Year 3 Reading



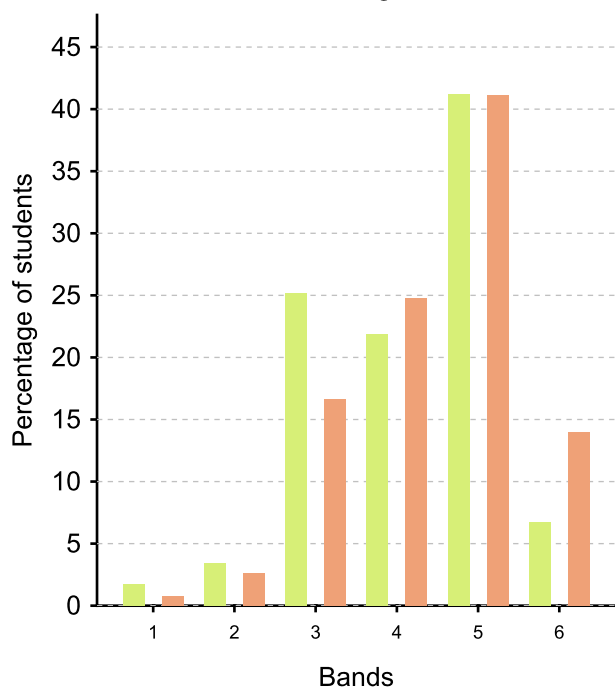
Percentage in bands:
Year 3 Grammar & Punctuation



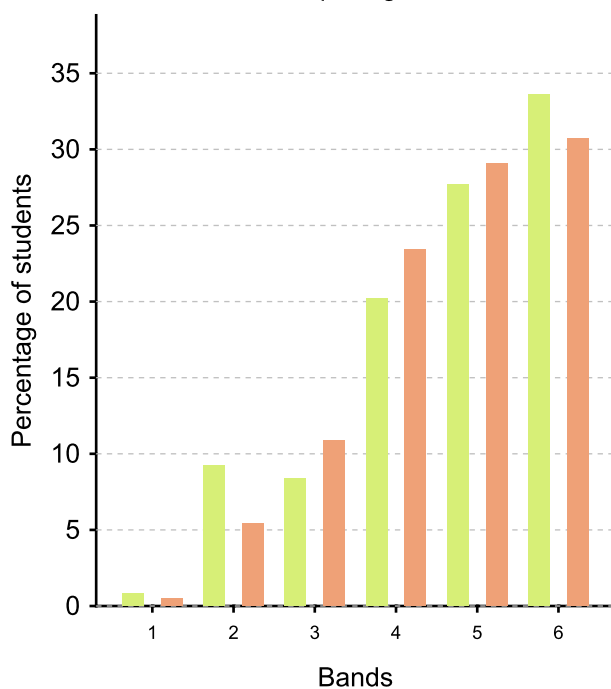
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



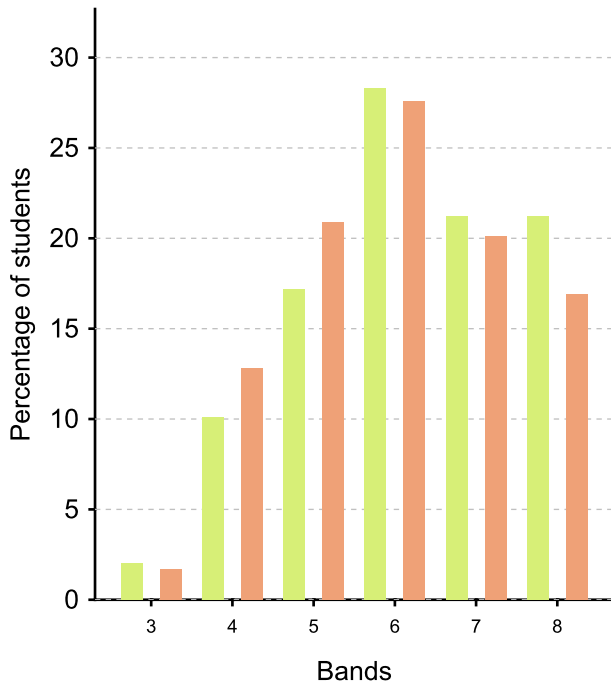
Percentage in bands:
Year 3 Spelling



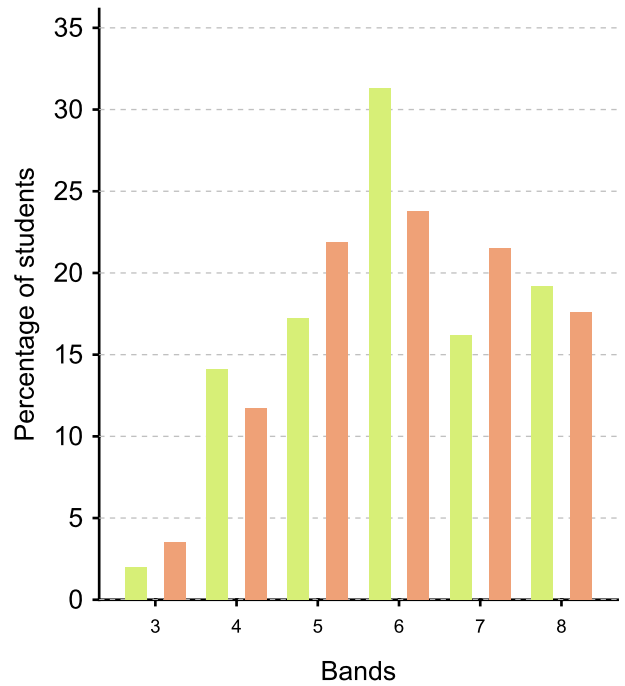
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



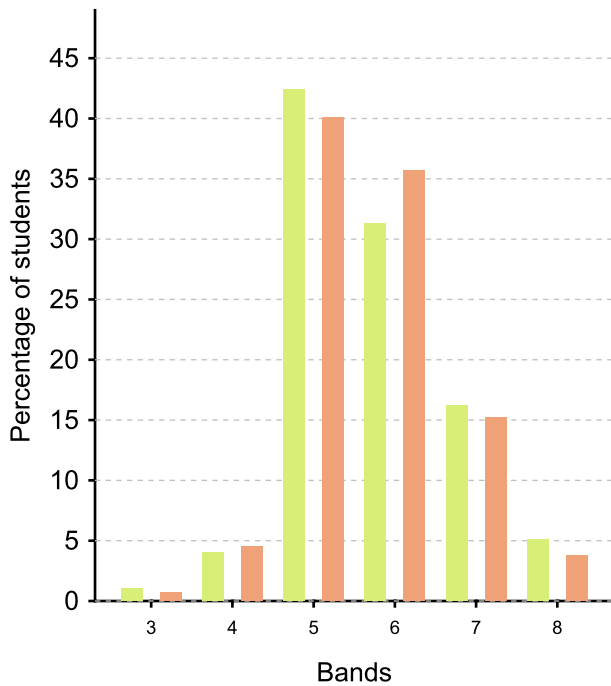
Percentage in bands:
Year 5 Grammar & Punctuation



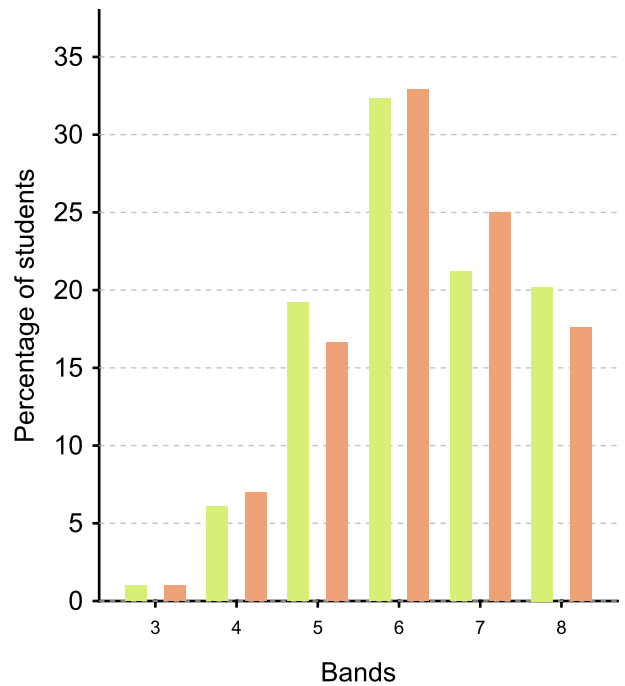
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Parent/caregiver, student, teacher satisfaction

In 2017, the school utilised the Department's Tell Them From Me Surveys. Parents, students and staff 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.

Parents felt well prepared to support learning at home, identified the strength of the school in supporting positive behaviour and felt the school provided a safe learning environment. These areas were all above state norms.

Feedback from students was overwhelmingly positive. The areas where they identified out school as significantly outperforming the NSW Government School norm were participation in school sports (93% vs 83%), participation in extra curricula activities (75% vs 55%) and students with positive behaviour at school (93% vs 83%). They also identified that they had a positive sense of belonging and positive relationships with their peers above the state norm.

Staff identified all areas within the survey as exceeding the state norm, except for technology which was on par with the state. The areas that were significantly above state norms were teaching strategies, parent involvement, learning culture and collaboration.

Policy requirements

Aboriginal education

Brighton–Le–Sands Public School implements the Department's Aboriginal Education Policy by meeting the individual needs of all Aboriginal students through the collaborative planning and implementation of Personalised Learning Plans (PLPs). These plans differentiate the curriculum to engage students and achieve the best outcomes possible. The Learning Support Team works with teachers and parents to develop plans with appropriate and challenging learning goals to improve Aboriginal students' outcomes in social, academic and extra-curricular areas.

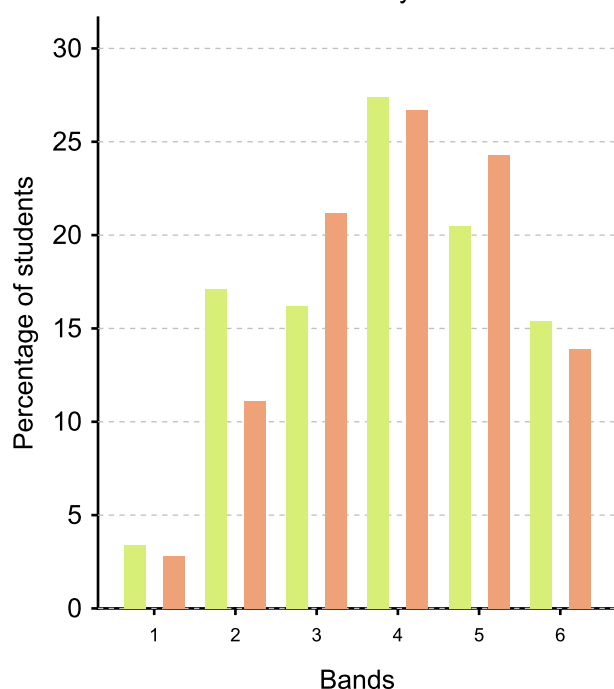
Throughout 2017, all teachers continued to ensure that cross curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures were embedded into teaching and learning programs. These perspectives were taught in line with the NSW Syllabus for the Australian Curriculum.

The school also recognised significant events throughout the year through class based activities and whole school performances.

Multicultural and anti-racism education

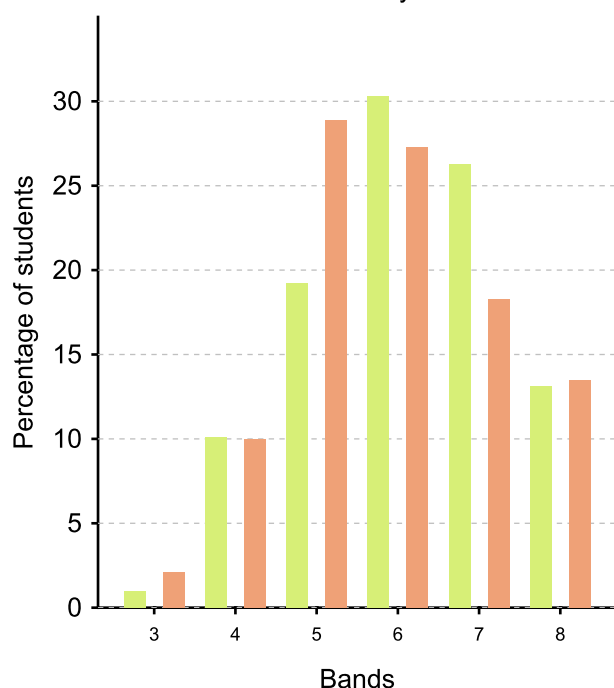
Brighton–Le–Sands Public School is proud of its diverse multicultural community. Our school provides

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

students with an inclusive education where cultural and linguistic diversity is recognised and celebrated. Multicultural perspectives are embedded across units of work that focus on developing intercultural understanding and respect for other cultures.

The school prides itself on being an inclusive community and all staff accept responsibility for supporting students to develop an understanding of inclusive education. The school has a trained Anti-Racism Contact Officer to promote multiculturalism and anti-racism awareness. The English as an additional language or dialect(EAL/D) program supported second language learners to develop the language required to access the academic language demands of the curriculum. EAL/D teachers developed programs using the ESL Scales and in line with the K-10 English syllabus, that focused on progressing students' oral language, reading and writing skills through intensive language lessons and collaborative teaching with classroom teachers.