

Brighton-Le-Sands Public School

Annual Report



2018



1358

Introduction

The Annual Report for **2018** 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.

Steven Mead

Principal

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School background

School vision statement

Brighton–Le–Sands Public School works in active partnership with our community to foster a love of learning, provide opportunities that will prepare future global citizens. Our students take responsibility for their learning and demonstrate courage as they work respectfully and cooperatively with their peers and teachers to strive for their personal best.

School context

Brighton–Le–Sands Public School is situated in the Southern Suburbs of Sydney. Brighton–Le–Sands PS is renowned for its outstanding academic, welfare, sporting and performing arts programs. The success of these programs has attracted many applications from non–local enrolments. 82% 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 a variety of intervention 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 professional growth sees 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 Student Performance Measures and consolidated its practices in Curriculum delivery, Management Practices and School Planning. Areas identified for continued focus as reflected in the current School Plan include: Wellbeing, Effective Classroom Practice, Data Skills and Use and Professional Standards.

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

Expert Teaching in Literacy and Numeracy

Purpose

'Expert Teaching in Literacy and Numeracy' focuses on increasing teacher capacity to have maximum impact on student learning. *Our students need a strong foundation in literacy and numeracy, including deep content knowledge and confidence in their ability to learn.* Staff professional learning reflects evidence-based research and recommendations from the Quality Teaching Framework and principles of Visible Learning. As literacy and numeracy experts, staff utilise effective teaching strategies to develop assessment-capable learners who achieve improved performance and expected growth.

Overall summary of progress

Staff collaboratively analysed the key elements of Visible Learning, the Quality Teaching Framework and Formative Assessment to identify the relevant aspects for our school at this time. This was accompanied by Professional Learning in neuroscience and how this impacts on the learning experiences and behaviours of students.

Members of our Strategic Direction team attended off site Mathematics conferences with highly regarded experts and incorporated their learning from these sessions into Professional Learning opportunities for staff supporting the practical application of this knowledge.

Staff participated in professional learning looking at the new Literacy and Numeracy Progressions, MAP Growth and Plan 2.0 Software.

Staff participated in professional reading looking at the characteristics of high performing schools and applied this to self assessment of our own school and reflection on elements to further develop as part of our school plan.

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">– improved student performance in literacy and numeracy as measured through internal and external testing.– an increased number of students exceeding the 'value added' in literacy and numeracy.– An improved feedback culture utilising structured feedback between staff and students.– Personalised learning goals for teachers and students show improvement, as measured against relevant frameworks.	<p>\$9500 (Casual Relief)</p> <p>\$4500 (Course Attendance)</p> <p>\$3000 (Online Platforms)</p>	<p>Establishment of formal monitoring processes of student achievement.</p> <p>Staff have increased their understanding of the concept of value added.</p> <p>Feedback is being used within rooms in systems designed by individual teachers and stage teams.</p> <p>Staff have increased confidence in supporting students in setting their own goals and understanding their own learning.</p>

Next Steps

Our school will allocate funding to create an Instructional Leadership position and develop links with other schools, both local and further afield, to maximise the impact of this allocation of resources on student learning.

Staff will continue to investigate the elements of Visible Learning, in particular the setting of learning intentions and success criteria and the effective use of feedback aligned to these.

A focus on effective analysis of student data to inform the development of integrated teaching and learning programs will be a key aspect of our focus in this area moving forward.

Strategic Direction 2

Preparing Students for the Future

Purpose

'Preparing students for the Future' recognises the changing nature of our society and the need to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society. Collaborative learning opportunities challenge students to communicate their creative and critical thinking. This learning is preparing our students to have the self-directed, innovative thinking necessary to cope with increasing Information and Communication Technology (ICT) demands.

Overall summary of progress

Through a review of new Science syllabus, staff were able to restructure the Primary Connections Units which has been used within the school to ensure they reflected the outcomes being taught to students.

Student skills were formally assessed within the school using the PAT Science test to inform future planning in this area.

A draft technology scope and sequence was developed to identify the key skills that students needed to develop as building blocks to future learning.

Twilight professional learning opportunities were organised for staff from our own school and our Community of Schools to upskill staff in the use of iPads, Lego EV3, Lego WeDo 2.0, Spheros, Dash Robots and Coding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– increased student capacity in utilising creative and critical thinking skills.	\$3000 (Casual Relief)	Staff have provided increased opportunities for students to demonstrate their creative and critical thinking skills.
– an increase in the number of students meeting expected technology literacy outcomes.	\$1500 (Course Attendance)	
– increased staff capacity and confidence in meeting the technology learning needs of students.	\$32000 (Resource Purchase)	Students are being provided with increased opportunities to demonstrate their technology skills aligned with the school scope and sequence. Staff have increased knowledge of a variety of technology hardware and software applications.

Next Steps

The effective resourcing and use of the current STEM Room will be undertaken through surveying staff to ensure the redesign supports the effective delivery of curriculum elements from a number of learning areas.

Staff will participate in Professional Learning about Inquiry Based Learning and effectively incorporate this into the teaching and learning programs.

The draft Technology Scope and Sequence developed this year will be finalised and incorporated into our Whole School Integrated Scope and Sequence. Staff will also be provided with Professional Learning in any areas required to ensure they are well equipped to teach relevant skills to their students.

Strategic Direction 3

A Positive Learning Environment

Purpose

'A Positive Learning Environment' ensures that *every student is known, valued and cared for in our school*. A culture of high-expectations is embedded in a clear, consistent whole-school approach, explicitly taught expectations, and the recognition and celebration of success. Quality teachers have the biggest impact on student learning, and by strengthening teacher capacity and pedagogy, we will ensure *our school is a great place to work and our teachers are of the highest calibre*.

Overall summary of progress

During this year we conducted a review of our current behaviour systems including expectations, rewards and recognition and consequences for not meeting school expectations.

Staff participated in Professional Learning in the theory behind positive behaviour systems and the implications for the redesign of our whole school approach to behaviour and learning.

A 'matrix' of expectations was developed after consultation with students and parents and refined after seeking feedback from staff, students and the community.

The implementation of the Department of Education Performance and Development Plan process was reviewed to ensure staff has the capacity to set their professional goals and receive direct support through all aspects of the process including observations.

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">– an increased proportion of students reporting a sense of understanding expectations, recognition of success and advocacy at school.– increased involvement of the school community in setting expectations and recognising success.– increased staff engagement and growth with professional learning and professional standards.	<p>\$10500 (Casual Relief)</p> <p>\$15000 (Professional Learning)</p>	<p>Student feedback through 'Tell Them From Me' shows continued positive responses in all areas.</p> <p>Parent feedback reflected a shared commitment to the new behaviour expectation system and appreciated direct input to the development of the 'matrix'.</p> <p>Staff indicated increased confidence in understanding their professional requirements aligned with National Education Standards Authority expectations.</p>

Next Steps

In 2019, the 'matrix' of behaviour expectations will be finalised and implemented across the school accompanied by explicit lessons as part of a scope and sequence incorporating matrix elements.

The current awards and recognition system will be reviewed through consultation with staff, students and the community to develop a new system directly aligned with our behaviour expectations.

The staff will participate in professional learning analysing the Department of Education's priority that 'Every Student Known, Valued and Cared for.'

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,398	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.
Quality Teaching, Successful Students (QTSS)	\$129,621	Funding received under this initiative was used to fund the release of School Executive to work across the school supporting quality teaching initiatives and developing classroom teacher capacity.
Socio-economic background	\$42,538	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.
Support for beginning teachers	\$41,358	Beginning teachers were provided with additional release days, increased in-class support via the instructional leaders, small group and one on one professional learning and support for specific areas of practice.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	402	402	382	364
Girls	349	351	341	335

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.3	94	93.6	92.2
1	92.8	93.8	94.1	93.3
2	92.5	92.5	92.1	93
3	94.3	93.8	93.6	93.9
4	94.8	93.9	92.8	92.5
5	94.5	93.2	94.5	93.3
6	94.5	93.5	93	93.5
All Years	93.9	93.5	93.4	93.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.56
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	4.26
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	18

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	285,632
Revenue	6,391,875
Appropriation	5,957,712
Sale of Goods and Services	4,803
Grants and Contributions	423,613
Gain and Loss	0
Other Revenue	100
Investment Income	5,646
Expenses	-5,970,029
Recurrent Expenses	-5,970,029
Employee Related	-5,312,156
Operating Expenses	-657,873
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	421,847
Balance Carried Forward	707,479

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.

	2018 Actual (\$)
Base Total	4,566,698
Base Per Capita	139,806
Base Location	0
Other Base	4,426,892
Equity Total	586,890
Equity Aboriginal	5,398
Equity Socio economic	42,538
Equity Language	341,744
Equity Disability	197,210
Targeted Total	42,852
Other Total	492,730
Grand Total	5,689,171

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school's NAPLAN results in literacy identified Reading and Spelling as strengths in Year 3 with 60.6% and 71.3% of students respectively performing in the top two bands. Student performance in all aspects of literacy in Year 3 were above the Department of Education average performance. In Year 5, the strongest areas were Spelling and Grammar and Punctuation with students again performing above the

Department of Education average in both areas with 36.1% and 31.5% of students in the top two bands respectively.

The school's NAPLAN results in Numeracy reflected 45.2% of our Year 3 students in the top two bands (Band 5 and 6) and 26.2% of our Year 5 students in the top two bands (Band 7 and 8).

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.

In 2018, in accordance with the Premier's priorities: improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. At Copacabana Public School, in Year 3, 60.6% of students were in the top two bands for reading and 45.2% in numeracy. In Year 5, 31.2% of students were in the top two bands for reading and 26.2% in numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018, this feedback was sought through school based surveys, the 'Tell Them from Me' survey and the 'Excellence in School Customer Service 360 Reflection Tool.

There were a number of strengths identified by parents and staff through the 360 Reflection survey including effective communication, empathy, collaboration being valued and recognised and providing quality information. The three strengths that were identified above all others were:

- Parents and staff believe that communication and engagement is a priority for the school.

- At our school, it is obvious that maintaining great relationships is valued

- Even in difficult situations, staff remain steadfast in their support of Departmental policies.

Through student responses to the 'Tell Them from Me' survey, we were able to identify that in our school the instances of bullying are significantly lower than the Department of Education average. We were also able to identify that students felt important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

In all areas that students were surveyed about, they identified our school as performing above the average Department of Education school.

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 2018, 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 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.