Brighton-Le-Sands Public School

2019 Annual Report

1358

Brighton-Le-Sands Public School 1358 (2019)

Introduction

The Annual Report for 2019 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.

School contact details

Brighton-Le-Sands Public School
35 Crawford Road
BRIGHTON-LE-SANDS, 2216
www.brightonle-p.schools.nsw.edu.au
brightonle-p.school@det.nsw.edu.au
9567 5449

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

– 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.

Progress towards achieving improvement measures

Process 1:   Quality Teaching

School learning environments are structured to reflect deep knowledge of the key elements of Visible Learning and the Quality Teaching Framework. Teacher pedagogy and improved student achievement reflect this knowledge.

Evaluation	Funds Expended (Resources)
– Instructional Leader in transferring knowledge and resources from IL network into Professional Learning for staff at Brighton–Le–Sands PS. – Increased staff understanding of teacher mindset and school culture and the implications for student achievement. – Implementation of strategies identified through Professional Learning in 'High Impact Teaching Strategies' and 'What Works Best'	$11,000 (Casual Relief) $3500 (Course Attendance) $3000 (Online Platforms)

Process 2:   Literacy

A consistent approach to delivering high quality Reading and Writing programs is supported by a culture of maximising student growth and achievement. Professional learning in the effective collection and use of data informs teaching practice and improves student performance.

Evaluation	Funds Expended (Resources)
– All students are involved in learning aligned with the school Literacy Block expectations. – An increase in feedback to students aligned with syllabus based success criteria. – 100% of teaching and learning programs reflect our school scope and sequence aligned with NSW syllabus documents.	Reflected in Quality teaching resource spending.

Process 3:   Numeracy

Progress towards achieving improvement measures

Process 3: A consistent approach to delivering high quality Numeracy programs is supported by a culture of maximising student growth and achievement. Professional learning in the effective collection and use of data informs teaching practice and improves student performance.

Evaluation	Funds Expended (Resources)
– Staff programming and lesson delivery continues to reflect the 2018 focus within Strategic Direction One. – Continued improvement in student growth and achievement K–6 in Mathematics as reflected in school assessment data. – Maintenance of currency of staff knowledge through scheduled professional learning sessions.	Nil additional to Literacy. Focus in 2019 was Literacy.

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.

Improvement Measures

– increased student capacity in utilising creative and critical thinking skills.

– an increase in the number of students meeting expected technology literacy outcomes.

– increased staff capacity and confidence in meeting the technology learning needs of students.

Progress towards achieving improvement measures

Process 1: **Science and the Enquiring Mind**

Students effectively communicate creative and critical thinking through collaborative learning experiences focused on scientific enquiry.

Evaluation	Funds Expended (Resources)
– Purpose designed and resourced STEM Room for delivery of lessons. – Series of school designed 'Thinking Like' posters developed. – Students are engaged in Project Based Learning tasks embedded within regular teaching and learning programs.	$10,000 (Furniture and Resourcing of STEM Room) $1000 (Casual Relief)

Process 2: **Technology in Learning**

(Combination of Technology Resourcing and Technology Pedagogy Processes in original plan)

Technology (including coding, robotics and digital learning) is embedded in student learning programs aligned with the Design and Technologies and Digital Technologies Australian Curriculum content. Innovative resourcing supports the development of effective pedagogy through professional learning.

Evaluation	Funds Expended (Resources)
– Brighton–Le–Sands PS Technology Scope and Sequence embedded in teaching and learning programs. – Increased student participating in school based and external robotics and coding programs. – Increase in knowledge of 100% of staff in implementing coding and robotics in teaching. – All students have access to technology as a learning resource on demand.	$93, 276 (Hardware, Online Subscriptions, Professional Learning)

Process 3: NB: Technology Resourcing and Technology Pedagogy were individual processes in the initial plan. However, these have been combined as we have worked through the 2018–2020 cycle.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Embedded in Process 2 Above.	Reflected in Process 2 above

Brighton-Le-Sands Public School 1358 (2019)

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.*

Improvement Measures

– 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.

Progress towards achieving improvement measures

Process 1:   Strive for Five

Our five school values inform a school–wide system that enhances student wellbeing. High expectations are explicitly outlined and taught, and student achievement is recognised and celebrated in line with these expectations. Additional support needs are met through targeted intervention.

Evaluation	Funds Expended (Resources)
– Whole School Matrix accompanied by awards and recognition in place.	$7,500 (Casual Release)
– Increased student understanding of expectations through involvement in explicit lessons directly linked to the school matrix.	$2,400 (Resources and Awards)
– School planning reflects DoE priorities through involvement in professional learning aligned with the 'Every Student is Known Valued and Cared For' team.	

Process 2:   Staff Professional Practice – Learning

Differentiated professional learning aligned with the Performance and Development Framework strengthens teacher pedagogy and skills.

Evaluation	Funds Expended (Resources)
– An increased number of staff PDPs are directly aligned with the Australian Teaching Standards.	$4,000 (Casual relief to facilitate PDP Meetings).
– 100% of staff participate in formal peer observation processes aligned with self identified goals.	
– Professional Learning for staff is delivered through a differentiated model utilising group, stage and optional sessions to accompany whole staff sessions.	

Process 3:   Staff Professional Practice – Planning

A cycle of planning, review and implementation informed by the AITSL Teaching Standards and the Quality Teaching Framework supports school operations.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Reflected above in Staff Professional Practice – Learning	Reflected above in Staff Professional Practice – Learning

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Reflected above in Staff Professional Practice – Learning	Reflected above in Staff Professional Practice – Learning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$4,817	Student Personalised Learning Plans developed in consultation with parents. Individual written reports provided to parents
English language proficiency	$33,349	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)	$122,510	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	$45,324	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	$46,659	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			
	2016	**2017**	**2018**	**2019**
Boys	402	382	364	328
Girls	351	341	335	326

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94	93.6	92.2	92.4
1	93.8	94.1	93.3	92.6
2	92.5	92.1	93	94.3
3	93.8	93.6	93.9	93
4	93.9	92.8	92.5	93.7
5	93.2	94.5	93.3	92.2
6	93.5	93	93.5	92.5
All Years	93.5	93.4	93.1	92.9
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	23.38
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	4.26
Other Positions	1.6

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	707,479
Revenue	6,239,203
Appropriation	5,756,683
Sale of Goods and Services	5,253
Grants and contributions	459,856
Investment income	5,672
Other revenue	11,740
Expenses	-6,277,038
Employee related	-5,343,147
Operating expenses	-933,892
Surplus / deficit for the year	-37,835

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	55,362
Equity Total	568,946
Equity - Aboriginal	4,817
Equity - Socio-economic	45,324
Equity - Language	310,810
Equity - Disability	207,995
Base Total	4,365,592
Base - Per Capita	164,012
Base - Location	0
Base - Other	4,201,580
Other Total	651,981
Grand Total	5,641,881

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

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:

– Responses indicated that teachers at our school represent the school at all times and act as positive ambassadors of the school as well as public education.

– Families indicated school staff appear to be self–confident and welcoming.

– Families see staff performing their duties in a manner that is respectful, honest and ethical.

Although all feedback was overwhelmingly positive, three areas that may benefit from future focus were:

– Increasing the frequency in which families are asked about how well the school communicates and engages with me.

– Ensure the school engages with families about the school plan and clearly communicate the school plan and vision to me.

– I have been asked to provide input to the school plan, my input has been reflected in the revised plan.

Through the use of 'Tell Them From Me' surveys, students indicated their satisfaction and experience at our school against a number of areas. Our school scored significantly above the state norm in the following areas:

– Students have a high rate of participation in sports with an instructor at school, other than in a physical education class.

– Students have friends at school they can trust and who encourage them to make positive choices.

– Students do not get in trouble at school for disruptive or inappropriate behaviour.

– Students try hard to succeed in their learning.

Our school was very pleased to be significantly below the state average for:

– Students are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.

Areas for future focus with students are:

– Increase the percentage of students who feel accepted and valued by their peers and by others at their school (currently in line with state average).

– Increase the number of students who believe that schooling is useful in their everyday life and will have a strong bearing on their future (currently slightly above state average).

– Increase the percentage of students who are interested and motivated in their learning (currently in line with state average).

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.