2020 Annual Report

Brighton-Le-Sands Public School

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Introduction

The Annual Report for 2020 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

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School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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	Sustaining and Growing
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	Sustaining and Growing
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)
Staff have been trained in explicit teaching of English with a focus on the four components of reading, English syllabus structure (responding and composing). Staff are aware of whole school expectations for quality English block (explicitly teaching skills, then students apply the skills through literacy group tasks). Staff have adopted the school wide consistent use of language for learning intentions, including the use of student appropriate language to unpack syllabus content Staff have engaged in and reflected on professional reading (focusing on evidence based practice). Focus documents include 'What Works Best' (CESE) and 'High Impact Teaching Stategies'.	Professional Learning funds Instructional Leader

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)
K-6 Progress meeting cycles will focus on 'big picture data' through the supported development of whole class data analysis. Staff Professional Learning delivered on the Literacy and Numeracy Progressions. Due to Covid-19 restrictions, some progress in this strategic direction was	Professional Learning funds Instructional Leader

Progress towards achieving improvement measures	
impacted.	

Process 3: **Numeracy**

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)
Collaborative planning has provided the opportunity for staff to engage in deep discussion and analysis on maths implementation activities, Staff have a deep knowledge of Learning Progressions. Post Covid-19 restrictions, planning and implementation of numeracy groups and best practice restarted with team teaching sessions with instructional leaders.	Professional Learning funds Instructional Leader

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)
Early Stage 1, Stage 1 and Stage 2 implement STEM and Project Based Learning project into teaching and learning programs. Suite of Project Based Learning Professional Learning delivered. COVID -19 restrictions to online learning from home has impacted on the progress of this initiative.	Professional Learning funds

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)
All stages have developed and implement the BLSPS Technology Scope and Sequence.	

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)
All stages have developed and implement the BLSPS Technology Scope and Sequence.	

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)
The school revised the 'Strive for Five' initiative, reflecting the Department's strategy that every student is known, valued and cared for. This included a new award system and promotion of 'Strive for Five'.	$5000

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)
Due to Covid-19 restrictions staff PL was placed on hold or presented through an online platform. In term 4, the professional learning calendar focused on quality professional learning that linked closely to stage meetings and collaboration sessions.	

Process 3:   Staff Professional Practice - Planning

Staff Professional Learning & Planning have been amalgamated

Evaluation	Funds Expended (Resources)
Due to Covid-19 restrictions staff PL was placed on hold or presented through an online platform. In term 4, the professional learning calendar focused on quality professional learning that linked closely to stage meetings and collaboration sessions.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$4215	PLPs demonstrated growth in student outcomes and goal achievement across the student body.
English language proficiency	2.400 FTE + $51,804 Flexible Funding	EAL/D teachers participated in ongoing professional learning and presented this to staff. EAL/D teachers were aligned to a stage which deepened their EAL/D support and practices.
Low level adjustment for disability	1.200 FTE for LST teacher + $80,027 flexible funding + $52,949 Integration Funding Support	Integration funding support was used to support students with disabilities in the classroom. Low level funding is allocated across the school for students that may require extra support. This support has been used to support students access the curriculum as some of these students are functioning below the expected stage level. This additional support has seen these students make progress in reading, writing and numeracy. Transition programs for students from Preschool to Kindergarten or Year 6 to Year 7 were successful.
Quality Teaching, Successful Students (QTSS)	$119,557	QTSS has allowed the school to develop a culture of team teaching, team observations and instructional leadership. This has resulted in stronger teaching practices across the school.
Socio-economic background	$54,044	This funding contributed to additional support teachers across the school.
Support for beginning teachers	$57,924	The school supported four beginning teachers who received additional release time to develop teaching skills, identify areas for improvement and observe high performing staff across the school.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	382	364	328	290
Girls	341	335	326	317

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	93.6	92.2	92.4	95.6
1	94.1	93.3	92.6	95.5
2	92.1	93	94.3	93.4
3	93.6	93.9	93	96
4	92.8	92.5	93.7	95.3
5	94.5	93.3	92.2	95.6
6	93	93.5	92.5	94.4
All Years	93.4	93.1	92.9	95.1
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.19
Literacy and Numeracy Intervention	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	4.06
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	669,644
Revenue	6,028,878
Appropriation	5,744,699
Sale of Goods and Services	4,516
Grants and contributions	276,962
Investment income	2,134
Other revenue	568
Expenses	-6,233,383
Employee related	-5,343,148
Operating expenses	-890,235
Surplus / deficit for the year	-204,505
Closing Balance	465,139

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.

	2020 **Approved SBA** ($)
Targeted Total	72,128
Equity Total	605,750
Equity - Aboriginal	4,215
Equity - Socio-economic	54,044
Equity - Language	336,202
Equity - Disability	211,288
Base Total	4,268,890
Base - Per Capita	157,290
Base - Location	0
Base - Other	4,111,601
Other Total	618,917
Grand Total	5,565,686

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Through the Parent and Citizens (P&C) group and parent surveys, parent feedback shows strong satisfaction towards the school's relationship with the community. Parents are comfortable to approach staff and feel welcome at the school. The school built stronger connections with families in 2020 during the remote learning period as teachers and parents supported each other through the Covid-19 pandemic. The school community offered positive feedback about the remote learning process which occurred in term 2 due to Covid-19.

Evidence shows that Brighton-Le-Sands Public School staff, students and community are positive about the educational opportunities provided at the school. Staff reported that they found the professional learning program, collaborative planning and collective efficacy to be most valuable to their teaching practice. Staff evaluations show that monitoring, evaluation and review process are embedded in the school culture and that staff trust school leaders to be able to offer genuine support and feedback.

Through the Student Representative Council, students supported a range of strategies and offered feedback about positive behaviour and Strive for Five expectations.

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.