

2021 Annual Report

Brighton-Le-Sands Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

At Brighton-Le-Sands Public School students strive for their personal best, to become respectful, reflective learners who are prepared to meet the challenges of the future. We support the development of students with a focus on student wellbeing, student academic growth and social success. Teachers, parents and students work in partnership to maintain high expectations and a positive learning environment where every student is known, valued and cared for.

School context

Brighton-Le-Sands Public School is located in the southern suburbs of Sydney, in close proximity to Sydney Airport. The school is renowned for the extra-curricular opportunities offered in sport, technology, and creative and performing arts, enabling our students to flourish through a range of different experiences. Student wellbeing and the provision of a supportive learning environment remain the focus for the school community.

Our students come from a wide range of socio-economic and cultural backgrounds. 76% of our students have a language background other than English. The most common languages spoken at home are Greek, Arabic, Spanish, Serbian and Macedonian. 1% of students identify as Aboriginal. Our school is supported by a strong multi-cultural community, and our Greek Community Language Program supports students in maintaining and developing further communicative competence in their heritage language.

Brighton-Le-Sands Public School is strongly supported by the Parents and Citizens Association. The school community was consulted in the development of the strategic improvement plan including staff evaluations of the previous school plan, collaboratively developing the school vision and strategic directions and parents and students sharing their goals, ideas and expectations.

Through our situational analysis, we have identified a need to use data driven practices to target areas of improvement in Reading and Numeracy. With a continued emphasis on embedding quality teaching practices in literacy and numeracy and high quality professional learning in data use and analysis, there will be a strong focus on data informed practice. Teachers will develop quality summative and formative assessment tasks and data collection practices, developing greater consistency of judgement across the school. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

We have also identified the need for using high impact teaching strategies and strengthening curriculum knowledge. To improve literacy and numeracy outcomes, instructional leaders will model evidence based practice that will ensure differentiated curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Teachers will be provided collaborative opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through collaborative practice, with teachers developing feedback strategies in order to deeply reflect on teaching and learning.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student learning and wellbeing.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--------------------------------------------------------|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| 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: Student growth and attainment

Purpose

The school will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students, to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices

Resources allocated to this strategic direction

Refugee Student Support: \$763.05

Integration funding support: \$35,710.00

Aboriginal background: \$2,548.92

Socio-economic background: \$12,500.00

COVID ILSP: \$67,112.37

Professional learning: \$2,140.00

Summary of progress

Throughout 2021, the school executive team continued to participate in the LEED project (Leading Evaluation, Evidence and Data) where they revisited strategies around quality teaching and assessment, formative assessment, feedback and data analysis. The strategies and activities have been implemented with staff through a range of data themed professional learning sessions, including a data audit. Teachers have a deeper understanding of student assessment and data concepts and collaboratively use this to inform planning, identify interventions and modify teaching practice. Due to Covid implications, there was a pause on whole-staff professional learning delivery across the school, however ongoing data use has continued throughout the school and within stages. This focus on data has encouraged rich conversations amongst staff to inform 'where to next' for students. Each stage has stronger processes for monitoring and assessing literacy and numeracy and stage based data collection. Collaborative data discussions have improved consistent teacher judgment, using and analysing student work and assessment samples. As a result, teachers have demonstrated greater confidence in data use and analysis in order to promote student growth and attainment in literacy and numeracy. Through the Covid intensive learning support program, teachers have been providing intensive small group support to identified students, teaching, tracking and monitoring them on PLAN2. External data including NAPLAN, and Check-In Assessment indicated that we are on an upward trajectory for reading and numeracy, performing above the state and SSSG and 2019 data.

Given the challenges of 2021, some progress has been made however our focus in 2022 will be around embedding whole school processes to assessment and data analysis to drive student improvement.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase the percentage of Years 3 and 5 students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 44.1%. | <p>In 2019, the school had 44.3% of Years 3 and 5 students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 44.1%.</p> <p>In 2021, 51.2% of students were in the top 2 bands of NAPLAN reading, indicating an increase of 6.9%.</p> |
| Increase the percentage of Years 3 and 5 students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 35.9%. | <p>In 2019, the school had 27.64% of Years 3 and 5 students achieving in the top 2 bands of NAPLAN numeracy. This was below the system-negotiated target baseline of 35.9%.</p> <p>In 2021, 37.5% of students were in the top 2 bands of NAPLAN reading,</p> |

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| Increase the percentage of Years 3 and 5 students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 35.9%. | indicating an increase of 1.6% above the baseline. |
| Increase the proportion of students attending school greater than 90% of the time from the system-negotiated target baseline of 77.2%. | In 2021, the school increased the proportion of students attending school greater than 90% of the time from the system-negotiated target baseline of 77.2% to 79.49%, an uplift of 2.3%. |
| Increase the percentage of Years 3 and 5 students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 66.5%. | <p>In 2019, 52.6% of students attained the expected growth in NAPLAN numeracy.</p> <p>In 2021, the school exceeded the system-negotiated lower bound target (68.02%) with 71.43% of students showing expected growth in NAPLAN numeracy.</p> |
| Increase the percentage of Years 3 and 5 students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 61.1%. | <p>In 2019, 60.2% of students attained the expected growth in NAPLAN reading.</p> <p>In 2021, the school exceeded the system-negotiated upper bound target (68.39%) with 79.2% of students showing expected growth in NAPLAN reading.</p> |
| Uplift from Delivering to Sustaining and Growing in the theme of data literacy. | The school achieved the uplift from Delivering to Sustaining and Growing in the theme of data literacy. |

Strategic Direction 2: Quality Teaching

Purpose

To improve literacy and numeracy outcomes through effective differentiation and formative assessment, modelled by school and classroom leaders; A whole-school approach towards refining teaching practices will ensure that teachers are implementing high quality, effective explicit teaching practices that optimise learning for all students, across the full range of abilities.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly Effective Teaching Practices

Resources allocated to this strategic direction

Professional learning: \$12,000.00

English language proficiency: \$123,329.80

Literacy and numeracy intervention: \$47,089.56

Low level adjustment for disability: \$67,270.80

Literacy and numeracy: \$35,000.00

Summary of progress

To improve literacy outcomes across the school, K-2 classes implemented the Initialit program. This supported staff to strengthen explicit teaching practices. In 2022, this will be extended into Years 3-4 through school developed planning and programming. High expectations and effective, explicit, evidence-based teaching environments exist, where students are challenged and engaged to achieve their educational potential. Despite the challenges of Covid in 2021, student engagement and explicit teaching continued to be promoted during the remote learning period from July-October, evidenced by high quality teaching and learning units and a high level of student engagement on Zoom and See Saw and task completion. During the home learning period, differentiation remained a priority with class teachers and the Learning and Support Team contacting families to evaluate the learning program and provide individualised learning where required. Collaboratively developed teaching and learning programs across the school show evidence of adjustments to address individual student needs, ensuring student needs are catered for, leading to improved learning and engagement. Aligned with the LEED project and improved data use and analysis, teachers use pre and post formative and summative assessments to create opportunities for students to receive feedback on their learning. K-2 classes use a common assessment for 1:1 benchmarking in numeracy. Professional learning was aligned with the school plan, focusing on whole school and stage based learning around data literacy and data analysis. In Semester 1, staff and parents were consulted in developing a new report that indicates future learning goals for students and the new format was received positively.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All teachers review student assessment data and compare results in stage teams through regular data discussion meetings. | Through the implementation of the LEED project, data discussions are held through stage meetings where consistent teacher judgment remains a priority. |
| Teachers develop a deep understanding of differentiation of curriculum delivery through PL and implement strategies in their teaching practice. | Initialit has strengthened differentiation in K-2 classrooms. Teachers use targeted and differentiated activities to consolidate the teaching that has taken place during the whole-class Initialit lesson. |
| Teachers evaluate the current reporting templates and styles, developing a new template for use in 2022. | A new format for school reporting was developed in Semester 1 2021. It contains explicit future learning goals for each student in English and mathematics. It was developed based on feedback from the community and |

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| Teachers evaluate the current reporting templates and styles, developing a new template for use in 2022. | staff. |
| Working towards Sustaining and Growing in lesson planning theme: Teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. | The school is working towards Sustaining and Growing in the lesson planning theme. Teachers collaborate well within their stage teams, however this model is being expanded across stages and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the planning of programs and lessons. |
| Sustaining and Growing in explicit teaching theme: Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. | The school uplifted from Delivering to Sustaining and Growing. Through professional learning, teachers are revisiting and applying explicit teaching techniques such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge. This is an ongoing process. |
| Sustaining and Growing in teaching and learning programs theme: Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. | The school uplifted from Delivering to Sustaining and Growing in the teaching and learning programs theme. Through collaborative practice, teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. |

Strategic Direction 3: Collaborative Practice

Purpose

To model instructional leadership that supports a culture of high expectations, student engagement, learning, development and success; Explicit systems for collaboration, feedback, coaching and mentoring will drive ongoing, school-wide improvement in teaching practice and student results.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leadership - Coaching and Mentoring

Resources allocated to this strategic direction

Socio-economic background: \$6,250.00

QTSS release: \$57,124.00

Summary of progress

Staff engaged in rich, professional dialogue and collaboration through stage meetings and whole staff professional learning opportunities both in a face-to-face forum as well as through Zoom during the remote learning period of July-October. The impact of professional dialogue during stage based collaborative planning is evidenced by teachers' ability to turn quality teaching theory into practice when planning and programming. Through professional learning, teachers have developed a stronger understanding of the most effective evidence-based teaching strategies such as effective feedback and creating an environment that promotes learning and high levels of student engagement. This focus will be continued in 2022. There has been a shift in collegial discussions where data is used continuously to drive teacher practice with focus on improvement, ensuring all student needs are addressed and learning potential is maximised. Early career teachers were supported to improve teaching through additional time allocations to complete tasks or through team teaching opportunities, as per individually identified needs. The school's positive behaviour for learning model, 'Strive for Five' was revisited, embedded and visible across the school, particularly after students returned from remote learning in Term 4. Whilst explicit instructional leadership was not in place for the entire year due to Covid, all staff were supported as required by the school executive team.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
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| School leadership team completes formal growth coaching PL. | This did not occur due to the impact of Covid. This will be revisited in 2022. |
| The school refines the current whole school approach to wellbeing and engagement, to improve learning. | Ongoing reflection and evaluation is an aspect of the Strive for Five positive behaviour system. Post-remote learning, the Strive for Five system was revisited through professional learning to ensure that students understood the expectations upon return from remote learning. |
| The leadership team maintains a focus on distributed instructional leadership and establishes an equitable system to ensure all staff are supported. | In between Covid lockdown periods, the leadership team supported staff who requested the support, as needed. In 2022, the leadership team plans to implement an equitable system to ensure all staff are supported. |
| Increase the proportion of students reporting positive wellbeing in the system-negotiated target baseline of 92.4%. | Data collected in the 2021 Annual Tell Them From Me Survey was conducted in November, immediately upon return to school after an extended period of learning from home. It is clear that the learning from home period had an impact on student wellbeing. Positive student wellbeing will always remain an ongoing focus. |
| Teachers complete a self-evaluation of their classroom management through | Teachers completed professional learning on 'What Works Best' on Staff Development Day in Term 3 with reflections on: What are the major points |

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| What Works Best PL and reflections. | being made about 'What works best' themes? Name at least two points that stand out strongly to you. How do you currently use data to inform your practice? What do you need to strengthen, adopt or start doing? What do you need to adapt, change or stop doing? What questions does this section of the report (What works best: 2020 update) raise for you? What is something you will try in the next three weeks? |
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| Funding sources | Impact achieved this year |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Refugee Student Support</p> <p>\$1,526.10</p> | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Refugee students with additional needs were supported by SLSO's to access the curriculum at their level.</p> <p>After evaluation, the next steps to support our students with this funding will be: If eligible for funding, the funds will continue to be used in 2022 as per 2021.</p> |
| <p>Integration funding support</p> <p>\$71,420.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Brighton-Le-Sands Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Students supported by SLSO's to implement and have success in their personalised learning and support plans. Extensive learning plans successfully promoted engagement for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to support targeted students through the implementation of their personalised learning plans. The funds will continue to be used in 2022 as per 2021.</p> |
| <p>Socio-economic background</p> <p>\$25,000.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Brighton-Le-Sands Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership - Coaching and Mentoring • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> |

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| <p>Socio-economic background</p> <p>\$25,000.00</p> | <ul style="list-style-type: none"> • additional staffing to implement wellbeing and learning initiatives to support identified students with additional needs • additional staffing to implement K-2 Initialit • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: Instructional support provided to class teachers to target explicit teaching strategies in literacy and numeracy. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples and teacher observations.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage this model of instructional leadership in 2022</p> |
| <p>Aboriginal background</p> <p>\$5,097.84</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Brighton-Le-Sands Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: Individual pathways documents have been developed and implemented successfully to support Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of these programs to support class learning, individualised learning plans and curriculum engagement.</p> |
| <p>English language proficiency</p> <p>\$292,706.67</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Brighton-Le-Sands Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: Explicit programs implemented across K-6 to support EAL/D students. Withdrawal sessions for students working at the emergent phase on the</p> |

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| <p>English language proficiency</p> <p>\$292,706.67</p> | <p>progressions resulted in growth in their language acquisition.</p> <p>After evaluation, the next steps to support our students with this funding will be: This will be continued in 2022.</p> |
| <p>Low level adjustment for disability</p> <p>\$214,568.66</p> | <p>Low level adjustment for disability equity loading provides support for students at Brighton-Le-Sands Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Multitilt to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Students with additional needs were supported by Learning and Support Teacher and SLSO's to access the curriculum at their level. Learning and Support teacher worked closely with staff to build capacity in differentiating programs in the classroom as well as developing explicit individualised learning plans targeting student needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue existing practices in 2022 as they are having a positive impact on students.</p> |
| <p>Literacy and numeracy</p> <p>\$52,301.48</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Brighton-Le-Sands Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: Strong NAPLAN growth and attainment data proves the success of our literacy and numeracy interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: The funds will continue to be used in 2022 as per 2021.</p> |
| <p>QTSS release</p> <p>\$114,248.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Brighton-Le-Sands Public School.</p> <p>Funds have been targeted to provide additional support to students</p> |

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| <p>QTSS release</p> <p>\$114,248.00</p> | <p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership - Coaching and Mentoring • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Increased staff collaboration, targeted professional learning and high growth in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: QTSS funding will be utilised in 2022 as per 2021.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$94,179.12</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Brighton-Le-Sands Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: Literacy and numeracy flexible funds were used for staffing and for the purchase of resources, to enhance the results of all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: This equity funding will be utilised in 2022 as per 2021.</p> |
| <p>COVID ILSP</p> <p>\$134,224.74</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in: The majority of the students in the program (targeted students in Years 3-6) achieving significant progress towards their personal learning goals in literacy or numeracy.</p> |

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| <p>COVID ILSP</p> <p>\$134,224.74</p> | <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue the implementation of literacy and numeracy small group tuition targeting specific student need.</p> |
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Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 364 | 328 | 290 | 272 |
| Girls | 335 | 326 | 317 | 281 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 92.2 | 92.4 | 95.6 | 94.7 |
| 1 | 93.3 | 92.6 | 95.5 | 94.4 |
| 2 | 93 | 94.3 | 93.4 | 94 |
| 3 | 93.9 | 93 | 96 | 92.7 |
| 4 | 92.5 | 93.7 | 95.3 | 93.4 |
| 5 | 93.3 | 92.2 | 95.6 | 93.5 |
| 6 | 93.5 | 92.5 | 94.4 | 92.3 |
| All Years | 93.1 | 92.9 | 95.1 | 93.5 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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) | 20.93 |
| Literacy and Numeracy Intervention | 0.84 |
| Learning and Support Teacher(s) | 1.2 |
| Teacher Librarian | 1 |
| Teacher ESL | 2.2 |
| 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---------------------------------------------------------------------------|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 465,139 |
| Revenue | 5,865,031 |
| Appropriation | 5,553,197 |
| Sale of Goods and Services | 6,204 |
| Grants and contributions | 304,782 |
| Investment income | 747 |
| Other revenue | 100 |
| Expenses | -5,949,841 |
| Employee related | -5,176,912 |
| Operating expenses | -772,928 |
| Surplus / deficit for the year | -84,810 |
| Closing Balance | 380,329 |

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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 46,234 |
| Equity Total | 565,919 |
| Equity - Aboriginal | 5,098 |
| Equity - Socio-economic | 53,546 |
| Equity - Language | 292,707 |
| Equity - Disability | 214,569 |
| Base Total | 4,036,505 |
| Base - Per Capita | 149,636 |
| Base - Location | 0 |
| Base - Other | 3,886,870 |
| Other Total | 658,640 |
| Grand Total | 5,307,298 |

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.

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 directions and the relationship with the community. Parents are comfortable to approach staff and feel welcome at the school. The school built strong connections with families in 2021 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 terms 3 and 4 due to Covid-19. When asked about the top 3 strengths of Brighton-Le-Sands Public School, parents voted for student wellbeing, positive behaviour expectations and quality teachers and teaching programs. Parents also indicated that school reports should include identification of learning goals for their children. Changes were made to the existing reporting format and template to reflect this. Evidence shows that Brighton-Le-Sands Public School staff, students and community are positive about the educational opportunities provided at the school. 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.