

# 2022 Annual Report

## Brighton-Le-Sands Public School



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# Introduction

The Annual Report for 2022 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

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## 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	2022 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

**Literacy and numeracy:** \$17,301.48

**QTSS release:** \$54,500.00

**Literacy and numeracy intervention:** \$96,533.64

### Summary of progress

The focus for 2022 was on embedding stronger use and analysis of data to inform teacher planning, programming and practice. This involved high impact professional learning, guiding teachers through the process of analysing student assessment data. Teachers used student data to plan and embed quality practices into their teaching practice and engaged in collaborative planning sessions identifying future teaching and learning directions. Staff have strengthened their use and analysis of data.

### 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
A minimum of 51.5% of Years 3 and 5 students achieve in the top 2 bands (or equivalent) NAPLAN reading.	2022 NAPLAN data indicates 56% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
A minimum of 43.1% of Years 3 and 5 students achieve in the top 2 bands (or equivalent) NAPLAN numeracy.	2022 NAPLAN data indicates 38% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 2%.
Increase the proportion of students attending school 90% of the time or more to be at or above the system-negotiated lower bound target of 83.7%.	<p>The number of students attending greater than 90% or more of the time is 50% indicating progress yet to be seen toward the lower bound target of 81%.</p> <p>Some contextual factors that may have affected attendance in 2022 are:</p> <ul style="list-style-type: none"><li>* Sick students staying at home until a negative COVID-19 test was returned;</li><li>* Household members testing positive to COVID-19;</li><li>* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.</li></ul>
Continue to uplift the percentage of Years 3 and 5 students achieving expected growth in NAPLAN numeracy from the 2021 progress measure, towards the system-negotiated lower bound target of 69.5%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Continue to uplift the percentage of Years 3 and 5 students achieving	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

expected growth in NAPLAN reading from the 2021 progress measure, towards the system-negotiated lower bound target of 65.7%	
Uplift from Delivering to Sustaining and Growing in the theme of data analysis.	Self-assessment against the School Excellence Framework in the theme data analysis, shows the school currently performing at Sustaining and Growing.

## 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

QTSS release: \$55,134.63

### Summary of progress

The focus for 2022 was on improving literacy and numeracy outcomes through high quality, differentiated classrooms. This involved refining teacher practice to ensure explicit instruction and differentiation. As a result, teachers used data analysis to inform student needs and next steps in learning. Team teaching opportunities supported the enhancement of best practice in classrooms. Staff developed knowledge of the High Potential and Gifted Education Policy. Next year the focus will be to utilise the skills of the Assistant Principal, Curriculum and Instruction to support teachers in quality differentiation.

### 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
School Excellence Framework: Uplift from Delivering to Sustaining and Growing: Learning Domain - Assessment - Student Engagement theme	Self-assessment against the School Excellence Framework in the theme student engagement, shows the school currently performing at Sustaining and Growing.
Working towards Sustaining and Growing, teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.	Self-assessment against the School Excellence Framework in the theme differentiation, shows the school currently performing at Sustaining and Growing.
Student reports contain personalised information about individual student learning progress and achievement.	The school report format was changed to contain an outline of student achievement as well as personal learning goals and directions for students.
Uplift to 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.	Self-assessment against the School Excellence Framework in the lesson planning theme shows the school currently performing at Sustaining and Growing.

Working towards excelling in explicit teaching theme: A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities	Self-assessment against the School Excellence Framework in the explicit teaching theme shows the school currently performing at Sustaining and Growing, working towards Excelling.
Working towards excelling in teaching and learning programs theme: Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices.	Self-assessment against the School Excellence Framework in the teaching and learning programs theme shows the school currently performing at Sustaining and Growing, working towards Excelling.



## 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

**Professional learning:** \$23,000.00

**Socio-economic background:** \$48,803.77

### Summary of progress

The focus for 2022 was on staff using embedded systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This involved a structured team teaching model that was implemented in semester 2 where staff identified areas for improvement and worked with other staff members to observe and offer feedback on classroom practice, resulting in an effective school wide system of collaborative practice. The 'Strive for Five' positive behaviour for learning model is embedded and visible across the school. Next year the focus will be on strengthening the 'Strive for Five' behaviour model with increased signage and use of the behaviour matrix which will support further improvement towards student wellbeing. In 2023, through the Assistant Principal Curriculum and Instruction role and additional curriculum reform release time, staff will better understand what they need to do to help address the school's improvement measures.

### 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
The school formalises the structure and organisation of coaching and mentoring so that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored.	Staff programming, surveys and observations indicate that all staff have actively collaborated with each other to reflect and improve upon teaching practice. This was done through a formal structure implementing the teaching and learning cycle, where all teachers focused on an area of improvement.
Strive for Five - An increase in teachers and students using consistent language and following school wide practices when teaching and modelling Positive Behaviour for Learning expectations.	Student wellbeing data is inconsistent for this progress measure in 2022 with an absence of comparison data from the 2021 remote learning period. However, internal observational data indicates strong focus on teacher and student classroom practice based on Strive for Five values.
Working towards Excelling: The leadership team maintains a focus on distributed instructional leadership to sustain a culture of high quality, consistent, evidence-based teaching.	Self-assessment against the School Excellence Framework in the instructional leadership theme shows the school currently performing at Sustaining and Growing, working towards Excelling.
Increase the percentage of students reporting positive wellbeing in 2021 towards the system-negotiated lower bound target of 94.2%.	Tell Them From Me data shows 81% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target (of 94%).
Working towards Excelling: Teachers	Self-assessment against the School Excellence Framework in the

<p>model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. Learning walks are established, scheduled in and embedded in the school culture.</p>	<p>classroom management theme shows the school currently performing at Sustaining and Growing, working towards Excelling.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$76,727.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student Learning Support Officers have been timetabled to assist students with additional learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure that the current model of support is the most effective model for supporting students with additional learning needs. The funds will continue to be used in 2023 as per 2022.</p>
<p>Socio-economic background</p> <p>\$48,803.77</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership - Coaching and Mentoring</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support instructional leadership program implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of additional staff has allowed for assistant principals to work in the role of instructional leader for their stage. The school was able to support students to engage in additional school activities and programs through the provision of economic support to families.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Align the instructional leadership role to the new role of Assistant Principal, Curriculum and Instruction in 2023.</p>
<p>Aboriginal background</p> <p>\$3,823.37</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$3,823.37</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students have received additional support in the classroom, targeted to their individual needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure that the current model of support is the most effective in supporting Aboriginal students in their learning. The funds will continue to be used in 2023 as per 2022.</p>
<p>English language proficiency</p> <p>\$236,930.58</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional English as an Additional Language/Dialect (EAL/D) support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students have been supported in the classroom. Classroom teachers have worked with EAL/D teachers to ensure effective resources and teaching strategies are being implemented in classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support EAL/D students across the school, using progressions data to ascertain most effective support model.</p>
<p>Low level adjustment for disability</p> <p>\$208,318.25</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of Learning and Support Teacher (LaST) and interventionist teacher</li> <li>• targeted students are provided with evidence-based intervention programs, MiniLit and MultiLit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with additional needs were supported by LaSTs and Student Learning Support Officers (SLSOs) to access the curriculum at their level. LaSTs worked closely with staff to develop explicit individualised learning plans targeting student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue existing practices in 2023 as they are having a positive impact on student progress.</p>
<p>Professional learning</p> <p>\$37,640.54</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Brighton-Le-Sands Public School.</p>

<p>Professional learning</p> <p>\$37,640.54</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership - Coaching and Mentoring</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff participated in coaching workshops and whole staff professional learning through a Coach in Residence bespoke program.</li> <li>• staff have engaged in professional learning focused on the new K-2 curriculum for English and mathematics.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through the coaching workshops, staff are committed to demonstrating high expectations, best professional self and improving self care. All staff have engaged in K-2 curriculum reform professional learning and have increased their knowledge of the new curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teachers will continue to engage in explicit teaching professional learning aligned to the new K-2 curriculum, anticipating stronger academic outcomes for students.</p>
<p>Literacy and numeracy</p> <p>\$17,301.48</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Positive NAPLAN growth and achievement data has demonstrated the success of the school's literacy and numeracy interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Literacy and numeracy funds will continue to be used in 2023 as per 2022.</p>
<p>QTSS release</p> <p>\$109,634.63</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Highly Effective Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have had increased opportunities for collaboration, targeted professional learning, data analysis and discussions relating to student growth and achievement.</p>

<p>QTSS release</p> <p>\$109,634.63</p>	<p><b>After evaluation, the next steps to support our students will be:</b> QTSS funding will be utilised in 2023 as per 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$96,533.64</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional staffing was allocated to targeted literacy and numeracy intervention of K-2 students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the implementation of literacy and numeracy small group intervention targeting specific student need.</p>
<p>COVID ILSP</p> <p>\$107,380.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students in the program (targeted students in Years 3-6) made significant progress towards their personal learning goals in literacy or numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The targeted intervention approach of Covid ILSP groups will continue as a support model in 2023.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	328	290	272	231
Girls	326	317	281	257

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.4	95.6	94.7	89.6
1	92.6	95.5	94.4	89.7
2	94.3	93.4	94.0	88.2
3	93.0	96.0	92.7	87.8
4	93.7	95.3	93.4	86.6
5	92.2	95.6	93.5	86.3
6	92.5	94.4	92.3	85.3
All Years	92.9	95.1	93.5	87.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	18.59
Literacy and Numeracy Intervent	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	3.96
Other Positions	1.6

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	380,329
<b>Revenue</b>	5,742,756
Appropriation	5,340,129
Sale of Goods and Services	11,518
Grants and contributions	384,196
Investment income	6,314
Other revenue	600
<b>Expenses</b>	-5,342,735
Employee related	-4,524,233
Operating expenses	-818,502
<b>Surplus / deficit for the year</b>	400,021
<b>Closing Balance</b>	780,350

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	76,727
<b>Equity Total</b>	497,876
Equity - Aboriginal	3,823
Equity - Socio-economic	48,804
Equity - Language	236,931
Equity - Disability	208,318
<b>Base Total</b>	3,826,218
Base - Per Capita	139,732
Base - Location	0
Base - Other	3,686,486
<b>Other Total</b>	705,559
<b>Grand Total</b>	5,106,380

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Through the Parent and Citizens (P&C) group and parent feedback opportunities, strong satisfaction is shown towards the school's directions and the relationship with the community. The school worked effectively with the P&C to see activities 'reset' after the global pandemic, a time where it was difficult to engage parent volunteers. Parents appreciate the open communication and frequent updates about their child's progress, as well as the numerous opportunities to be involved in school events and activities. Evidence shows that Brighton-Le-Sands Public School staff, students and community are positive about the educational opportunities provided at the school. Staff evaluations indicated that the school has had growth in the planning and implementation of explicit teaching and learning programs, curriculum knowledge and collaboration. In 2022 the school utilised the Department's Tell Them From Me Surveys to provide feedback to the school in the areas of advocacy, expectations for success and sense of belonging. Feedback from students was overwhelmingly positive. The areas where they identified our school as significantly outperforming the NSW Government School norm were advocacy at school (83% vs 63%), expectations for success (95% vs 84%) and students with positive behaviour at school (92% vs 83%). Students have reported feeling comfortable in the classrooms and interacting with teachers who are passionate about education. Overall, parents, staff and students are happy and proud to be a part of a positive and supportive school community.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.