

Brighton Primary School 2019 annual report to the school community



Government
of South Australia
Department for Education

Brighton Primary School Number: 637

Partnership: Holdfast

Name of school principal:

Ian Filer

Name of governing council chairperson:

Simon Froude

Date of endorsement:

04/02/2020

School context and highlights

As in the past two years, Brighton Primary School continues to grow in size, with student enrolments sitting at 694 at the conclusion of 2019. We predict an enrolment of 720 students, growing to 27 classes in 2020. It is the school's strategy to aim to enrol between 90 and 100 Foundation/Reception students each year, almost all from within our zone. With approximately 160 students exiting our school at the conclusion of 2021 (both Year 6 and 7 students moving onto high school), it is critical that we "future proof" our school with between 90 and 100 students per year.

From a staffing perspective we welcomed Catharine Carlin who was appointed as our CDE leader for three years. Lisa Cram was appointed as our Finance Officer while Kristy Field was on extended leave. We welcomed Vanessa Jones to the leadership team, appointed as our Leader Band 1 Writing Mentor. Adam Coulls was successful in winning the ICT Manager's role. We congratulated Kylee Haar, permanently appointed to our school as our teacher of Auslan and Gavin Connor was permanently employed as a Bilingual School Support Officer.

We farewelled Sue Gaardboe, who is undertaking a Masters Degree and welcome Christie Evans who begins as our Assistant Principal, STEM/Numeracy from the beginning of 2020.

2019 saw us consolidate and embed a range of new initiatives and practices that were successfully introduced in 2018, including an inclusive whole school budget, quality Performance Management processes, highly effective communication strategies, Growth As A Learner focus and raising the profile of student voice.

For the first time in many years the leadership team shared student learning data with the Governing Council at our Week 4 meeting in Term 3. This was very well received and will become an annual practice in Term 3.

2019 saw Brighton Primary School confirmed as one of five primary schools to have our Better Schools (\$5M) given the go ahead. Planning is well underway to construct a new building to be located just east of the volleyball courts; to include: 8 new classrooms, a multi-purpose space, break-out spaces and a new canteen. Construction will begin towards the middle of 2020 with occupancy set for the beginning of Term 4. Very exciting indeed!

Governing council report

2019 has been a wonderful year at Brighton Primary School, and builds on the fine work done by Ian and the school leadership in 2018. 2019 also saw some significant initiatives being implemented which will bring long-term and lasting improvement to the school and the education of children in our community.

- In June 2019 the school was fortunate to host a visit from the Chief Executive of the Department of Education and the Senior Executive Group. This provided an opportunity for Ian, the school leadership and Governing Council to raise with the Department some key issues facing the school, in particular facilities, whilst at the same time show-casing what Brighton Primary School can achieve.
- Late in 2019 discussions commenced on a new build at Brighton Primary School, based on \$5 Million the school was allocated through the Building Better Schools program. As part of this process Ian and members of the Governing Council visited a number of schools in Victoria who have adopted an innovative approach to school design and building. As the build progresses in 2020 more information on this exciting development will be shared with parents and the broader community.
- During the year Governing Council had a presentation on the breadth and depth of school data that is available. This data is used to support decision-making across the school to improve learning outcomes for students and can also assist Governing Council in the decisions it makes.
- School leadership and members of the Governing Council participated in a joint Holdfast Partnership Governing Council meeting in September where the Minister for Education and the Chief Executive of the Department of Education spoke. This was a great opportunity to be involved in the discussion and planning for the Holdfast Partnership of schools of which we are part
- Governing Council continues to work closely with Ian and the school leadership group, providing for a clear, consistent and well considered future for the school and our students.

I'd like to take this opportunity to recognise the wonderful work of my colleagues on Governing Council and the numerous sub-committees. Everyone gives their time freely and to have such a dedicated cohort of parents, all of whom are working for the betterment of the school, is truly wonderful.

Simon Froude
Chairperson
Governing Council
Brighton Primary School

Improvement planning - review and evaluate

In 2019 Brighton Primary School adopted the new DfE Site Improvement Planning Model with commitment and energy. As outlined in our 2018 Annual Report, three challenges of practice are:

- . If we were to adopt and implement a whole school, evidence-based approach to the teaching of writing, we will see an improvement in the quality of outcomes in student writing F-7.
- . If we were to adopt and implement a whole school, evidence-based approach to the teaching of reading, based on the Big 6, we will see an improvement in achievement of student reading across our school.
- . If we were to adopt and implement a whole school, evidence-based approach to differentiated teaching, and challenging students in numeracy, we will see an increase in the number of students who are recognised as high achievers.

Our huge focus, going narrow and deep, was writing. Vanessa Jones was appointed as our Leader Band 1 Writing Mentor. All staff were trained in 7 Steps to Writing, all whole school professional development focused on writing, moderation of student writing occurred within our site and across the Partnership, and a writing sample and 2020 goal for every student was collected at the end of 2019. Writing coaches were trained and observations undertaken and Writers' Week continued as a special event that has become a Literacy tradition at Brighton.

NAPLAN Writing results indicated that there was a major increase in the number of students performing in the higher bands – 41% of Year 3s (an increase of 25%), 11% of Year 5s (an increase of 7%) and 18% of Year 7s (an increase of 9%).

A comprehension reading audit was undertaken by Kim Martin and a "road map" forward was developed with a focus on quick gains. PLT and individual teacher recommendations re practice were produced and shared. PAT R data analysis led by Charlene (SLIPP) was undertaken with older students plotting growth and setting goals. All Foundation to Year 3 staff committed to a Phonics and Grammar Literacy Agreement, with Jolly Phonics training to be provided to all staff in Term 1, 2020.

Our focus on Numeracy will hold priority from 2020. A new Assistant Principal, Leader Band 2, STEM/Numeracy focus has been appointed beginning in Term 1, 2020.

A range of inquiry-based STEM initiatives, linked to local industries, were initiated in 2019 with great success. Students were challenged to solve real life problems, using STEM thinking. Approximately half of classes across our school were involved helping solve problems like:

"Can seaweed be a sustainable food source?"

"Our newly constructed railway underpass on Diagonal Road floods following heavy rains. How could you solve this challenge?"

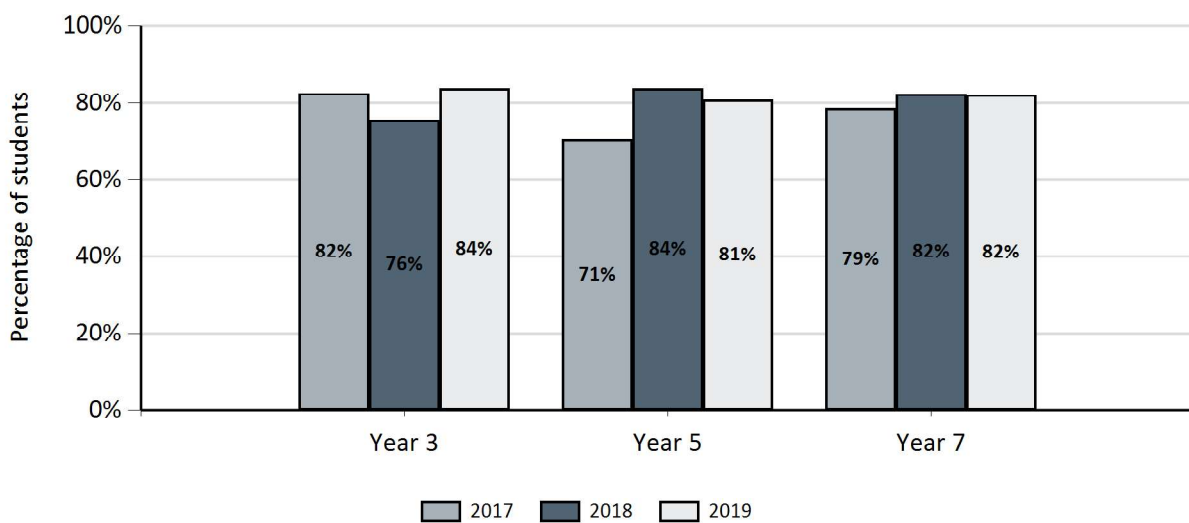
Growth As A Learner has been embedded as part of the school's culture and the majority of students (Yr 1 to Yr 7) can confidently articulate how they see themselves as a learner (their learning dispositions) and what they need to strive for to become independent.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

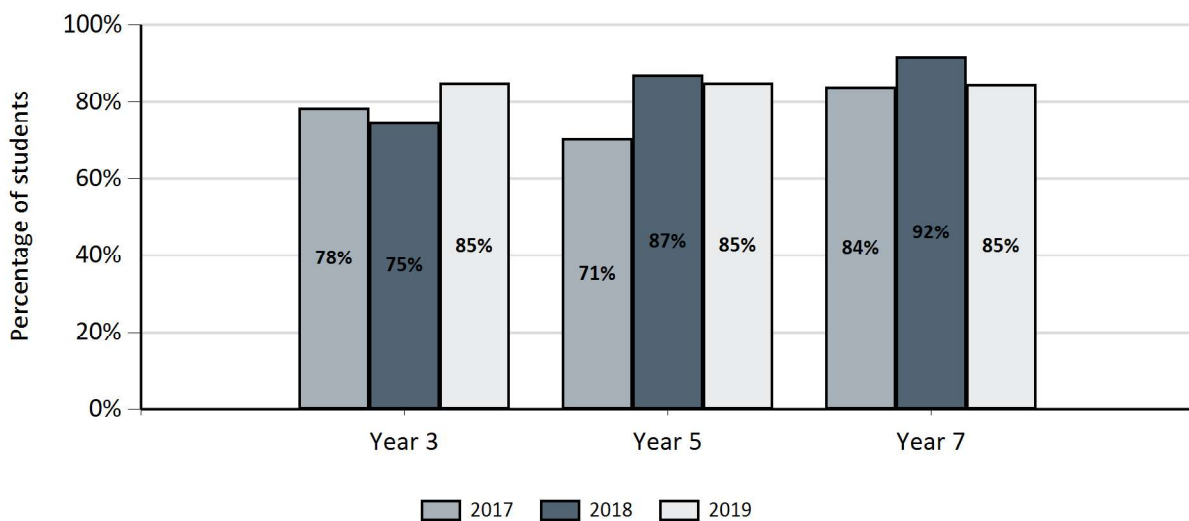
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	25%	28%	25%
Middle progress group	53%	53%	50%
Lower progress group	22%	19%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	32%	20%	25%
Middle progress group	49%	49%	50%
Lower progress group	19%	31%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	86	86	32	29	37%	34%
Year 3 2017-19 average	78.0	78.3	30.3	23.7	39%	30%
Year 5 2019	73	73	21	11	29%	15%
Year 5 2017-19 average	81.0	81.0	25.7	16.0	32%	20%
Year 7 2019	78	78	20	23	26%	29%
Year 7 2017-19 average	73.0	73.0	19.3	22.0	26%	30%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

In 2019, the Reading results, as measured by NAPLAN, indicate that 84% of Year 3 students, 81% of Year 5 students and 82% of Year 7 students demonstrated the expected achievement according to the DfE SEA. For Year 3, this result represents a significant increase of 8%, for Year 5 a slight decrease while our Year 7 maintained the same level. For year 3 this shows a significant increase from 76% to 84% with 37% in the higher bands, and breaks the previously decreasing pattern and returns the year 3's to the historic range for the school. Year 5 result for 2019 has resulted in a decrease of 3 % and continues the saw tooth pattern of results but remains above the historic range for the school. From 2017 to 2019 it was a decrease for the same cohort of students of 1% from 82% to 81% at SEA. The year 7 results are the same as they were in 2018 for Reading however it is a notable increase from the relevant year 5 cohort with result increasing from 71% to 82%. In 2019 37% of Year 3's, 29% of Year 5's and 26% of Year 7's achieved in the higher NAPLAN Reading bands. The adoption of a year F to year 3 phonics and grammar Literacy commitment will be a priority in term 1 2020.

In 2019, the Numeracy results, as measured by NAPLAN, indicate that 85% of Year 3, Year 5 and Year 7 students demonstrated the expected achievement according to the DfE SEA. For Year 3, this result represents a significant increase of 10%, breaking the decreasing pattern and returning them above the historic range. The 2019 result for Year 5 is a slight decrease but remains above the historic range. It is a notable increase from the students as a Year 3 cohort, with an increase from 78% to 85%. The Year 7 results are a decrease from 2018. However it is a notable increase from the relevant Year 5 cohort from 71% to 85%. In 2019, 34% of Year 3's, 15% of Year 5's and 29% of Year 7's achieved in the higher NAPLAN Numeracy bands. Increasing the number of students in higher bands in Numeracy will be a priority in 2020.

In 2019, the Writing results, as measured by NAPLAN, indicate that 92% of year 3's, 75% of Year 5's and 77% of Year 7's demonstrated the expected achievement according to the DfE SEA. This was a jump of 15% at Year 3 level, a slight drop of 5% at Year 5, (but maintained the same saw pattern), and an increase of 16% at Year 7. In 2019 there was a major increase across all year levels in the number of students performing in the higher bands, 41% of year 3's, 11 % of Year 5's and 18% of Year 7's. Writing will continue to be a major professional focus for all staff in 2020.

Attendance

Year level	2016	2017	2018	2019
Reception	95.4%	92.7%	94.6%	93.8%
Year 1	94.5%	95.3%	93.0%	94.6%
Year 2	92.0%	94.1%	94.3%	93.2%
Year 3	94.6%	94.4%	93.1%	94.5%
Year 4	93.2%	93.6%	93.3%	94.1%
Year 5	93.9%	92.7%	93.4%	94.0%
Year 6	92.2%	92.2%	93.2%	93.2%
Year 7	92.1%	91.5%	93.2%	92.0%
Primary other	86.8%	85.3%	86.5%	92.3%
Total	93.4%	93.2%	93.4%	93.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance at Brighton Primary has continued to show a slight improvement over the past three years, demonstrating an overall 93.7% attendance average in 2019. This meets the DfE target of 93%. All year levels exceed this target, except years 6 and 7, which are slightly below benchmark. This will be an area of focus for these year level teachers and students in 2020.

Behaviour support comment

Behaviour Management practices introduced in early 2018 were embedded as part of the Brighton Primary School culture in 2019. A whole school approach is now in place and all students, staff and parents are very clear about expectations regarding student behaviour. Our focus continues to be on "Catch Them Being Good" and Restorative Practices, with punitive responses only applied when required. With a student population of 693 in 2019 there were 17 external suspensions, 3 internal suspensions and 17 Take Homes. We averaged approximately 60 Rethinks per term in 2019-just over one per day. It should be noted that 13 boys attributed to over one third of all Rethinks. Each boy had a Behaviour Support Plan successfully implemented, with positive impacts.

Client opinion summary

Client Opinion surveys were not conducted in 2019; there were two reasons for this. We are keen to align our Parent and Student Opinion surveys with the Staff Perception Survey which will be released in May 2020. All will be conducted at the same time next year. And secondly, surveys conducted at the conclusion of any school year are not always well received or completed. A mid-year time frame is more appropriate. Students did however participate in the Student Well being and Engagement Survey. Results are available in a separate External School Review Data 2020 document.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	13	11.9%
Other	4	3.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	8.3%
Transfer to SA Govt School	82	75.2%
Unknown	1	0.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

Brighton Primary School continues to have a large number of Parent/Community volunteers at the school. The cost for volunteers is now paid for by DfE.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	61
Post Graduate Qualifications	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	38.3	0.9	14.0
Persons	0	45	1	18

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	0.00
Grants: Commonwealth	6,600
Parent Contributions	592,179
Fund Raising	4482.55
Other	132,683.79

Data Source: Education Department School Administration System (EDSAS).

2019 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Consistent whole behaviour management approach embedded, "Growth As A Learner" implemented, with a focus on Learning Dispositions.	New behaviour management policy & Growth As A Learner embedded
	Improved outcomes for students with an additional language or dialect	A 0.6 salary allocated to coordinate, assess and deliver support for our 67 EALD students. Language and literacy levels were assigned in July	Improvement in students reaching benchmark
	Improved outcomes for students with disabilities	Collaboratively develop NEPs with SMARTAR goals designed to meet the needs of students and measure personal growth. Transition of NEPs to OCOPs. T & D of staff in the use and development of OCOP	The implementation of personal programs & classroom support for SWD.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Funding of 0.2 ACEO & AET used to support students with their wellbeing and to co-design/support effective learning and assessment practices to improve literacy and numeracy achievement.	Successful transition from Yr 7 to High School. Individualised support provided through MiniLit/Maqlit. Attendance rate 85.84 Semester 1; 79.37 Semester 2.
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	n/a	n/a
	Better schools funding	BSF used to support Intervention Programs for students at risk with reading. MiniLit/Maqlit	Significant improvement in student reading levels
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a
	Primary school counsellor (if applicable)	Awaiting appointment of in-school psychologist for 2020.	