



Brighton Primary School

2020 annual report to the community

Brighton Primary School Number: 637

Partnership: Holdfast

Signature

School principal:

Mr Ian Filer

Governing council chair:

Simon Froude

Date of endorsement:

12 February 2021



Government
of South Australia
Department for Education

Context and highlights

Brighton Primary School has maintained its large size with 712 enrolled at the conclusion of the 2020 school year. We predict an enrolment of 733 students in 2021, located in 27 classes. Foundation enrolments for 2021 will approximate 104 students, meeting our goal of 100 students newly enrolled.

Without a doubt, 2020 was a very challenging year, with the COVID-19 pandemic having a huge impact on our school community. I believed we managed the myriad of challenges extremely well. I was impressed with the flexibility and understanding of all staff who persevered through many challenges. Staff undertook a variety of training and very competently switched to 'on line' learning, with up to 60% of students learning from home. The resilience of students was remarkable and the support and understanding from parents greatly appreciated.

From a staffing perspective we welcomed newly appointed Assistant Principal, Christie Evans, who took on the Numeracy/STEM leader role at our school. Christie's leadership in both spaces has been impressive – achievements have been outlined later in our Annual Report. Kim Lauwrens was newly appointment as Personal Assistant to the Principal and Jan-Marie Cresp as or additional front office administrator. We welcomed newly appointed ACEO Lisa Merritt, BSSO Oksana Barylo, Performing Art teachers Mel Phillips and Stephanie Dawson and year 2 teacher, Kim Green. We farewelled Kirsty Field who resigned to take up a role interstate and Pamela Cornes who retired after a short career at our school.

In 2020 we made impressive improvements in student achievement in the areas of Writing and Reading led respectively by Vanessa Jones and Renee Book – further details are included later in this report. We maintained our quality performance management processes with all staff, continued to regularly update our school community through our blog and again shared student learner achievement with our Governing Council – this was extremely well received.

We were the first school in South Australia to sign a 3 year lease agreement with Apple where we 'purchased' 165 iPads to be personalised for use by our year 6 and 7 students.

Our \$5 million new build moved passed the comprehensive planning stages and the beginning of earth works and installation of underground services were realised late in 2020.

We are on track to occupy our new building at the start of term two, 2021. 2021 will indeed be a very busy time for our school with our ongoing curriculum focus on reading, writing, numeracy and STEM and the finalisation of our ambitious building programme.

Ian Filer, Principal

Governing council report

2020 has been a challenging year for everyone. The COVID-19 pandemic has altered the way we live our lives, how we work, travel and socialise. It has also challenged the way we learn. Whilst Australia has weathered this storm better than many, the restrictions we have faced and the changes to our lives have been challenging. Throughout this, Brighton Primary School has managed to support and educate our children. Ian and the leadership team have led the school cohort and the response from the school has been exemplary. Throughout the year Governing Council has been involved in many discussions and decisions about how best to respond to the changing advice surrounding the pandemic; the school has maintained its consultation and communication and has always been willing to listen to the advice provided by Governing Council members.

Amidst all of this, Brighton Primary School has continued to make significant progress both in terms of revitalising the school facilities and in improving the education of our children.

In October 2020 Nicolle Flint, MP for Boothby officially opened our new nature play area located between learning area 1 and 3. This area looks fabulous and is a great space for students to play and learn.

We have also seen steady progress on the new building located to the East of the courts. Whilst this was somewhat disrupted through 2020 by the end of the year we saw the builders moving in and the first steps being taken towards this exciting new learning area for the school.

The school continues its journey to best utilise its data to support improved learning outcomes for students and during the year Governing Council received a presentation on school data. As well as improving learning outcomes, the data is helpful for Governing Council and the school leadership when we make decisions or consider new initiatives. In this respect the 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.

The school is always looking for more volunteers, whether that be on Governing Council or other aspects of school life and I would encourage every parent to get involved. Even the smallest contribution can make a big difference.

Simon Froude

Chairperson, BPS Governing Council

Quality improvement planning

The whole school was involved in Jolly Phonics and Jolly Grammar training and development. It was implemented into classroom programs from Foundation and throughout the school. The Junior Primary continued to implement Heggerty. This was implemented into the Foundation and Year 1 classes. Data collected showed that 94% of students at the end of the Foundation year were at, or above benchmark with Phonemic awareness. 76% of the Foundation cohort sat at a Year 1 and Year 2 level which is above benchmark. Please note that at the beginning of 2020, 41% of the Foundation cohort began school below the preschool/ early Foundation benchmark in Phonemic Awareness. Students showed an increase in the desire to read at home, increased engagement in learning and improved learning outcomes. Data from the Phonological Screening test at Year 1 showed that 72% of Year 1's made the SEA up from 42% in 2019.

The Year 3's accessed MacqLit and a learning support teacher was employed to work closely with SSO's and SPELD to develop a targeted intervention program for Jolly Grammar. This resulted in an overall increase in student knowledge of the 42 sounds and tricky words which improved reading fluency and comprehension at this level. This Intervention was in preparation for our 2021 focus on Jolly Grammar working alongside SPELD in the middle years. A whole school Literacy expectation document will be developed in 2021.

Discussions have also begun with the Site Improvement Team about the need for a whole school approach to Handwriting using the SA Handwriting guide.

In writing we continued the implementation of 7 Steps to Writing. Our Writing mentored, coached and supported staff in the planning, teaching and assessment of writing in the classroom. Writing samples were collected from all students at the beginning of the year and compared with a sample taken at the end of the year. This gave both students and teachers to analyse their growth as writers. This will continue in 2021 with also the introduction of Bright Path throughout the school - a formative assessment tool for writing.

A Numeracy steering group was established representing all Professional Learning Teams (PLTs) in the school, to direct future training and development as well as resourcing in Numeracy. A whole school survey was conducted with a focus on both students' and teachers attitudes towards Mathematics. Teachers initiated a whole school 'Learning Sprint' approach with a focus on students' attitudes towards Mathematics -with positive results. Small groups of high band years 2,4 and 6 worked with the Assistant Principal for extension and problem solving in Mathematics. A whole school text has been adopted by staff. PLT cohorts were targeted and a range of staff attended Thinking Maths workshops. In 2021 we will be undertaking training and development with Professor Di Siemens on Big Ideas in Number and Thinking Maths and improving resources in Mathematics. Numeracy will be our major focus this year with Quicksmart being introduced as a form of intervention for identified upper primary students.

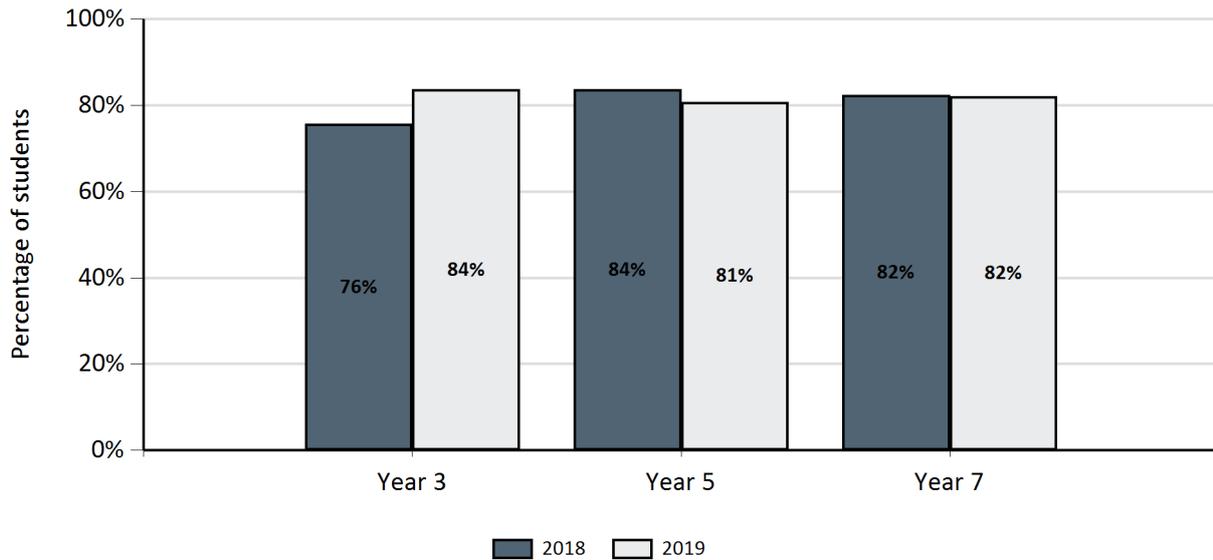
Staff have started to explore and plan with the DfE new curriculum documents within their PLT's. Year 5 to 7 are trialling the DfE units of work this year in English and Mathematics. This is a very exciting initiative that all staff have readily adopted and is progressing very positively.

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

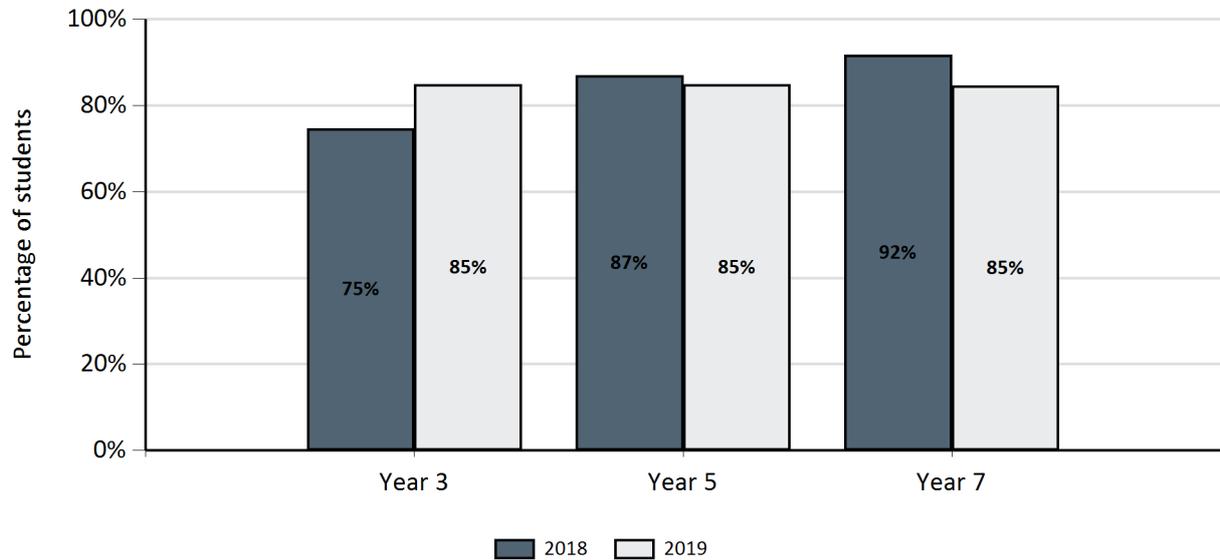


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2020 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 2020.

*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 2020.

*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 2017-2019 Average	78.0	78.3	30.3	23.7	39%	30%
Year 5 2019	73	73	21	11	29%	15%
Year 5 2017-2019 Average	81.0	81.0	25.7	16.0	32%	20%
Year 7 2019	78	78	20	23	26%	29%
Year 7 2017-2019 Average	73.0	73.0	19.3	22.0	26%	30%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

The PAT M and R data again showed a saw tooth distribution which is historical at our school.

In PAT Maths, 84% of the students in year 3 scored at or above SEA, with 15% of the cohort performing in the upper bands. In year 4, 82% maintained or were above SEA, with 14% scoring in the upper bands. Unfortunately the Year 5's dropped significantly from 2019 from 87.5% down to 73% (a 14% drop), however, 10% were still performing in the upper bands. The year 6's and 7's maintained their performance at 83% at or above the SEA, with approximately 20% performing in the upper bands.

Teachers continue to work in the areas of Problem Solving and Algebraic Reasoning. A Maths Extension program was introduced for years 2, 4 and 6 students in 2020. This program will continue in 2021 with 0.2 staff (1 day/week) allocated to implement the programme. Numeracy is a high priority in the 2021 Site Improvement Plan. The school will be accessing QuickSmart for Maths intervention in 2021 and whole school training of The Big Ideas in Number with Professor Di Seimen.

The PAT Reading data of year 3's showed that 86% of the students scored above or at SEA, with 16% scoring in the higher bands. In year 4 the percentage dropped slightly to 82% making the SEA however 21% were in the upper bands for Reading. Year 5 also decreased to 80%, however 15% scored in the upper bands. The year 6's and 7's improved their results in 2019, with 81% of students reaching or exceeding the SEA. 22% of year 6's scored in the higher bands. Teachers continue to work in the areas of Inferencing. This year a whole school Reading audit was conducted and directions for staff to follow were implemented.

The Running Record data indicated that 81% of Year 2's had reached or exceeded the Year 2 Benchmark of Level 21 by the end of term 3. 75% of the Year 1's had reached Level 11 which is only a slight decrease from 2019. Students who were identified with reading problems attended Mini Lit and made good growth in their fluency and comprehension. There was an emphasis on Jolly phonics and Jolly Grammar and introduction of Heggerty for Phonemic awareness in year 1. By the end of the year only 16% of the Year 3's had not reached Running Record level of 30. Of those students, many attended Macq Lit and Mini Lit and showed good growth in their reading fluency and comprehension.

With the introduction and rigour of teaching Jolly Phonics and Heggerty at the Foundation and Year 1 levels, The Yr 1 Phonic Screening results have shown a dramatic improvement from 42% of students at the year 1 level in 2019 reaching the required level to 72% of year 1 students. This was due to the training of staff in the use of Heggarty and Jolly Phonics and Jolly Grammar by SPELD, and was led by Assistant Principal Renee Book.

STEM was also a major focus this year with great growth shown in this area with year levels linking with business partners to solve real life problems. The student's engagement, knowledge, groups skills and problem solving from Reception to Year 7 was outstanding and will continue to be developed. Brighton Primary School is a 'lighthouse' school in the area of STEM.

Attendance

Year level	2017	2018	2019	2020
Reception	92.7%	94.6%	93.8%	89.7%
Year 1	95.3%	93.0%	94.6%	89.5%
Year 2	94.1%	94.3%	93.2%	90.1%
Year 3	94.4%	93.1%	94.5%	88.0%
Year 4	93.6%	93.3%	94.1%	90.5%
Year 5	92.7%	93.4%	94.0%	90.2%
Year 6	92.2%	93.2%	93.2%	86.2%
Year 7	91.5%	93.2%	92.0%	87.9%
Primary Other	85.3%	86.5%	92.3%	83.9%
Total	93.2%	93.4%	93.7%	88.9%

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

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

Attendance comment

School attendance for 2020 was 95.9%, which was an improvement on our 2019 data and above the DfE goal of 93%. With Covid-19 and the prevalence of home schooling, we are not certain this data is absolutely accurate, however it is a pleasing result. We look forward to this being maintained for the 2021 school year.

Behaviour support comment

Our behaviour education programme at Brighton Primary School is fully embedded, very well understood by students, staff and parents/caregivers, is consistently applied across the school and as a consequence the number of inappropriate behaviour incidents declined in 2020.

With a student population of 722 in 2020 there were 11 external suspensions, two internal suspensions, one take home and one exclusion. We averaged approximately 52 rethinks per term in 2020-approximately one per day -a drop from 60 in 2019. It should be noted that a small number of boys attributed to a large number of all rethinks. Each boy had a comprehensive behaviour support plan drawn up, where expectations of the student, class teacher, leadership and parents / caregivers clearly outlined.

Client opinion summary

A number of surveys were conducted this year. Two hundred parents participated in the on line parent survey, all students in all year 3-7 classes provided feedback to their class teacher/s identifying strengths and areas for growth and school staff participated in 2020 Perspectives Survey in October of 2019.

Staff:

The staff survey results were unfortunately completed by only 76% of staff, which was just below the state average. This is an area we will need to address and strive for 85% plus engagement.

Areas that were viewed very positively included:

- We work alongside students to provide timely feedback that moves their learning forward
- We routinely check in with students to gather evidence of learning to inform the next instructional steps
- We design learning tasks with an appropriate level of challenge that develops all students as self-regulated learners
- We have a clear Site Improvement Plan
- We design learning plans with clear learning intentions
I know what is expected in my role

Areas that we viewed as needing attention / viewed negatively included:

- A site wide behavioural support policy is consistently applied
- Staff opinions / opinions are given significant consideration in our sites' decision making processes
- At our site every staff member demonstrates leadership behaviour within the scope of their role
At our site, leaders actively seek feedback from staff

Early in term 1, 2021, leadership staff will seek staff opinion through our comprehensive professional learning team process, reflecting on the results provided, but importantly determine what action needs to be taken to address staff concerns.

Parents:

Approximately 205 parent or 14% of our school community population completed the 'parent survey' in October of 2020. Parents were asked to rate their response to 19 questions using a 5 point scale – strongly disagree, disagree, don't agree, or disagree, agree, strongly agree.

Responses that were particularly positive include:

- Teachers and students treat each other with respect at this school (81% agree and strongly agree)
- People respect each other at this school (80%)
- I receive enough information from the school (72%)
- Overall, my child has a good routine around reading, studying and learning at home (71%)
- The school communicates effectively with me (70%).

Responses that require a school response. Listed below in brackets, is the strongly disagree / disagree percentage:

- The school provides me with useful tips on how to help students learn at home (37%)
- The school provides an opportunity for me to have input about my child's learning (34%)
- I have useful discussions with my school about my child's learning (34%)

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	11	10.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	9.3%
Transfer to SA Govt School	87	80.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

A Spreadsheet is kept of all staff, volunteers, sports coaches, parents and support staff who enter the school and work with the students. This is also updated on EDSAS. Copies are kept on site.

Volunteer workshops are run regularly to explain the induction process and mandated requirements. Over 150 parents attended these workshops in 2020.

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	72
Post Graduate Qualifications	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	40.5	0.25	16.5
Persons	0	49	1	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$989,583
Grants: Commonwealth	\$11,650
Parent Contributions	\$261,822
Fund Raising	\$4,333
Other	\$0

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

2020 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 2020 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 wellbeing and engagement	A Wellbeing and Engagement AP worked with students to improvement engagement and wellbeing, social and conflict management skills.	Improvement in relationships, behaviour and engagement in learning.
	Improved outcomes for students with an additional language or dialect	A .6 EALD teacher catered for students both individually and in small groups, catering for over 60 students. Assistance with transition from Preschool and Year 7's to high school. Interpreters were used when needed.	Increased attendance, academic growth and engagement in learning.
	Inclusive Education Support Program	Individual goals were set and monitored with students, parents and teachers using One plans and revised regularly to adjust goals and targets as appropriate.	Students had individualised programs and were supported in class with SSOs.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>The ATSI attendance rate was 90.2%. Overall this was pleasing. We supported some families to make their attendance more consistent. 5 out of 6 students met Benchmark in PAT R with 1 absent. 3 out of 6 students met Benchmark in Pat M with 1 absent. PAT-R- 6 students, 5 students met benchmark and one did not complete due to absence. Intervention included:</p> <ul style="list-style-type: none"> • Small group tuition • Individual withdrawal where needed • In class support from EALD/AET • ACEO/class teacher following up with families • One Plans developed • Training for staff. 	Increased attendance and student growth is evident for most of the students in Literacy and Numeracy.
Program funding for all students	Australian Curriculum	Whole school training in Jolly Phonics and Grammar as well as use of Decodable readers and Heggerty in JP. B1 coordinator in Writing appointed for co- planning, mentoring and workshops. High band Numeracy group release.	Increase in Phonological awareness, Numeracy problem solving, and Writing.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Employment of SSO's to support teachers with students with individualised needs in small groups. Employment of an ACEO and AET to support Indigenous students and raise awareness within the school.	Improvement in Junior Primary Literacy . Raised Awareness of ATSI in school.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A