



# Brighton Primary School & Centre for Deaf Education

## CONTEXT STATEMENT 2020

### School Name: Brighton Primary School

Celebrating 143 years of Public Education in 2020

Celebrating 50 years of Service to Deaf and Hard of Hearing students in 2013

### 1. General Information

Brighton Primary is a forward thinking, innovative and cosmopolitan school of 721 students. It is located in the South West of Adelaide not far from Brighton beach. The school's motto is "Pride, Quality and the Pursuit of Excellence", our vision embraces a spirit of learning as we aspire to "Engage, Imagine, Create and Innovate." The school practises its community shared values of "Care and Respect, Achieving Success, being Responsible Learners and being Environmentally Aware" through all its learning and activities.

The school is well regarded for its innovative embedding of technology across the curriculum. Teaching and learning programs are characterised by the effective use of digital resources such as interactive whiteboards, a range of digital platforms and educational/presentation software. Our learning environments have been transformed to create flexible learning spaces where students are engaged and challenged to reach their highest potential. The recently introduced 'Growth as a Learner' initiative enhances our desire to ensure all students strive to understand themselves as learners and achieve their very best. We view students as competent and capable learners and have a focus on the learning dispositions within an inquiry framework.

The school has a very active Governing Council and Parents and Friends Group which provide support to the school community. A school and community garden serves to enrich and inform learning across the school particularly in the areas of environmental awareness and sustainability.

Embedded and incorporated within the school is the Brighton Centre of Deaf Education which works collaboratively within the larger school to provide effective bilingual/bimodal programs for identified deaf and hard of hearing students in mainstream integrated classes. All students F-7 learn Auslan as their LOTE subject.

### Part A

School name: BRIGHTON PRIMARY SCHOOL and CENTRE OF DEAF EDUCATION  
School No. : BPS - 0637 CDE - 1294  
Principal : Mr Ian Filer  
Postal Address : 1 Hight Avenue, Brighton 5048  
Location Address : 1 Hight Avenue, Brighton 5048  
District : Holdfast Partnership  
Distance from GPO : 16 kms  
Phone No. : 08 8296 3614  
Fax No. : 08 8296 7180  
Website : [www.brightonps.sa.edu.au](http://www.brightonps.sa.edu.au)  
School email address: [dl.0637.info@schools.sa.edu.au](mailto:dl.0637.info@schools.sa.edu.au)  
CPC attached : No  
Out of School Hours Care (OSHC) service: Yes  
February FTE Enrolment:721



Centre for Deaf Education Enrolment: 11	School Card Approvals (Persons) 76
Reception 88	EALD Total (Persons) 66
Year 1 96	Aboriginal FTE Enrolment 11
Year 2 91	Students with Disability 35 FTE
Year 3 87	Centre of Deaf Education 11
Year 4 87	
Year 5 83	
Year 6 77	
Year 7 101	
<b>TOTAL720</b>	

## Part B

### 1. Staffing numbers:

Primary School

Tier 1 29.4

Tier 2 1.0

FIR 1.03

EALD 0.6

School Services Officer hours 266.5

Centre of Deaf Education Assistant Principal 1.0

Deputy Principal 1.0

Assistant Principal 2.0

Auslan BSSO Support 164hrs

Punjabi BSSO Support 3hrs

ACEO SSO 9.10hrs

Total number of teaching staff Full time [13 female & 5 male]

Total number of teacher staff Part Time (9 female)

Total number of non-teaching staff 26[22 female 4 male]

### The school's leadership team comprises:

Ian Filer, Principal

Jan Taylor, Deputy Principal

Christie Evans, Assistant Principal, STEM and Numeracy

Renee Book, Assistant Principal, Intervention for all

Catharine Carlin, Leader Band 2, Centre of Deaf Education

OSHC conduct before and after school care programs as well as Vacation Care. These programs are very successful and popular with bookings essential especially for holiday care.

### Enrolment Trends

Enrolments have grown over the past few years to 721 students. EALD enrolments are growing with representation from a range of countries including China, India, Vietnam, Afghanistan, Thailand and New Zealand.

### Year of Opening

Brighton Primary School originally opened in 1877.

### Public transport access

Buses travel along Brighton Road stopping near the school and the nearest train station is less than 1 kilometre away.

### 2. Students (and their Welfare)

The school's enrolment at February 2020 was 721 students, grouped into 27 classes from Reception to Year 7 with 11 hearing impaired students integrated into mainstream classes.

The school uses a range of practices and programs to support student wellbeing and behaviour. A recently introduced Behaviour Education Programme has been well received by staff and students and is having a positive impact on student behaviour. Bullying surveys are carried out regularly to provide information to ensure the success of these programs. A STAR/Well-being Assistant Principal provides support for the implementation and development of a collaborative whole school approach to well-being and engagement. A comprehensive OnePlan process is in place.

Students are involved in the decision making process through class meetings and the Student Representatives Council.

Students take a very active role in school community responsibilities e.g.

Traffic monitors, Library Monitors, ICT 'Techsperts', SRC & Student Ambassadors. Buddy Class programmes exist across all year levels and support the development of a strong school community with older students developing positive relationships with and modelling for younger students

### 3. Key School Policies

The school's Policies and Agreements are found on the School Website. Policies align with DECD policies. The Site Improvement Plan can also be accessed on the website and site priorities for 2020 are:

- Literacy
- Numeracy
- STEM
- After a range of comprehensive reviews, we are also addressing other priorities of
- Performance Development
- Data Management
- Whole School Agreements
- NAPLAN and PAT test results across the three year levels are interrogated each year to provide information for planning and improvement. School wide standardised testing is also used to monitor the success of school programs and identify areas for development. This will continue to be a focus for improvement.

### 4. Curriculum

The school offers a broad general curriculum based upon the Australian Curriculum and the Early Years Framework. Specialist teachers are Physical Education, Auslan as LOTE, Performing and Visual Arts and Music. The Australian Curriculum General Capabilities also inform our teaching and learning programs. The school offers a wide range of opportunities for students to learn instrumental music. Ukulele is taught to all students in years 3 and 4. Students learning string instruments combine together to form the orchestra. We also have the opportunity for students to take part in Festival of Music, Singing Choir, Specialist Choir, Junior Choir and Dance Troupe.

The Centre for Deaf education provides curriculum access for hard of hearing and deaf students. The students' individual language and communication modes are assessed and appropriately tailored programmes provided. Both oral/aural and sign bi-lingual strategies are offered. Students are integrated into mainstream classes.

### Digital Technologies

We improve student learning outcomes by using digital technologies to enhance teaching and learning. Our focus at Brighton Primary School is on emerging practice rather than emerging technology. We use digital technologies as a way of moving from traditional to transformational ways of working and learning to address the needs of learners in a changing world. We focus on thinking rather than on the technology tools. Students and teachers have access to interactive whiteboards or LCDs and desktop/ laptop computers as well as mobile learning devices such as iPads. Office 365 is used across the school. A wireless network provides valuable internet access to all learning spaces/ classrooms. The development and acquisition of *ICT capabilities* as described in the *Australian Curriculum* underpins the focus of our work.

### Literacy

At Brighton a whole school approach to Literacy is necessary to support and challenge all students. The Australian Curriculum English is the focus document that guides the planning, programming, teaching and assessment of literacy for all F-7 learners. Literacy, as a general capability is also authenticated across all areas of learning. Reading comprehension is critical to student success at school and beyond. It forms a significant part of all student learning and impacts every curriculum area. The Big Six of reading are explicitly taught F-7. All staff are currently undertaking training and development in the Jolly Phonics and Jolly Grammar.

Reciprocal Reading, Guided Reading and Guided Writing are used daily to differentiate instruction. The Oxford Word List is the resource used for sight words F-7. Literacy is scheduled for a minimum of 300 minutes per week in all F-7 classes. Data collection is diagnostic and includes the Screen of Phonological (SPA), Soundations, Running Records and Pat –R reading assessment and NAPLAN.

### Numeracy

Numeracy continues to be a priority capability at Brighton Primary School particularly developing a whole school approach to the teaching of Mathematics. Staff are involved in the Thinking Maths training program again in 2020 to ensure students develop strong numeracy skills and have opportunities for meaningful application of understanding. At Brighton all students will spend a minimum of 300 minutes per week on Mathematics. Staff are expected to teach explicitly the language (literacy) of mathematics so that students

are able to explore and communicate mathematical concepts. Online data is now being collected across the school with PAT Maths tests as a summative and diagnostic tool to monitor student growth.

### **Special Needs**

Identification and support for specific learning needs /students at risks occurs through

- OnePlans for individualised learning programs
- a range of short term intervention programs for targeted students with learning difficulties.
- EALD support for eligible students.
- The Learning Assistance Program is well supported by the community.
- Aboriginal students are supported by an AET and ACEO
- Staff across the school work to differentiate learning to ensure success for all students.

### **Teaching Methodology**

Teaching for effective learning, TfEL, Methodology is actively supported and developed through the implementation of the Site Learning Plan.

### **STEM**

Brighton Primary School has recently undertaken a significant STEM redevelopment with the establishment of a new STEM space. All staff are committed to developing new skills in this area. Brighton Primary is focussed on problem based learning in partnership with industry which connects curricular areas to problem solving with a real world context. Through the engineering design process students develop skills which support all areas of learning and personal development.

### **Professional Learning Teams (PLTs)**

Brighton Primary School has a very strong Professional Learning Team culture with teams meeting regularly to drive team planning. PLTs are an extremely important driving force for whole school improvement.

### **Assessment and Reporting**

The school has a comprehensive reporting policy that includes Acquaintance Night, Three Way Learning Conversations and written reports both mid-year and end of year. We host an open night in Term 3 to showcase student learning and a series of year level spotlight sessions during the year.

### **Joint Programs**

The school has developed a strong Transition program with its feeder Kindergartens (Warradale Kindergarten, Dover Kindergarten, Seaview Kindergarten, Ballara Park Kindergarten and Darlington Kindergarten) and this program is continually reviewed and adjusted. Brighton Primary works collaboratively with all sites in the Partnership. Professional Development sessions are shared throughout the year building strong networks.

## **5. Sporting Activities**

Students have the opportunity to be involved in a range of school based sports in line with the DfE Junior Sports Policy. Strong parent support and involvement is high, with over 65 teams participating in a range of sports. They operate within the bounds of the school's sports policy. Students are exposed to a wide variety of the more non-traditional sports through the Physical Education Programme. SAPSASA opportunities are extended to all students in year 7.

## **6. Other co-curricular Activities**

Students have the opportunity to be involved in –

- \* Camps
- \* Sports Day
- \* Choir/ Orchestra
- \* Signing Choir
- \* Pedal Prix
- \* Strings
- \* SAPSASA

## **7. Staff and their Welfare**

The leadership team currently consists of a Principal, a Deputy, 2 Assistant Principals and one Leader Band 1 appointment. The leadership team meets weekly.

Staff work collaboratively in Professional Learning Teams. Time is allocated in staff meetings for these groups to meet and teams meet at another designated time each week. Professional development for staff is a priority and reflects the School Site Improvement Plan targets.

The newly adopted DfE Performance Development approach has been whole heartedly adopted by all staff and has been successfully introduced.

## **8. School Facilities**

The school is always seeking to improve its facilities which comprise of a mixture of heritage listed buildings, 1960's classrooms, a new library, a refurbished JP learning area, a canteen, a gym and a large oval which is shared with the community (rugby and cricket). A focus on outdoor education is current and we are exploring innovative use of natural resources in play. The yard areas are designed to offer a range of activities and are constantly being upgraded to reflect new approaches in learning. Technology infrastructure across the school includes interactive whiteboards in all classrooms and targeted learning areas.

Students have access to a range of technology access including PCs, Laptops, iPads, Smart Boards or Interactive LCDs and a range of robotic devices. The school has recently been allocated \$5M Building Better Schools funding to be actioned in 2020 and onward.

## **9. School Operations**

Our school governance model provides the school community with forums and opportunities to give their opinions and to be involved in decision-making through Governing Council Committees.

The School Improvement Team is made up of representatives for each PLT meeting regularly. This team helps drive our Site Improvement Plan, provides feedback from each PLT and is used as a forum to seek opinion about whole school initiatives.

Ancillary staff meet twice per term with School Support Officers and Bilingual School Support Officers.

The leadership team meets weekly.

PAC meets with the Principal as required.

Sentral is used for all our online management systems.

Staff have access to the internet and use it extensively to communicate.

The School uses the SeeSaw app to communicate with parents.

Brighton Primary has adopted a modern approach and no longer produces paper based newsletters opting for an electronic blog to communicate, sharing information in a timely and efficient manner.

We have a parent Facebook page.

Brighton Primary is constantly changing the format of showcasing student learning within our school community to include assemblies, spotlight learning, buddy assemblies etc. These formats will be shared within the school and PLT groups. We believe this is a very effective way to demonstrate to our parents what our students are learning, in a very interactive manner.

The school has a website with school information and features aspects of classroom activities, extra curricula and special events [www.brightonps.sa.edu.au](http://www.brightonps.sa.edu.au). The website is regularly updated.

## **10. Feeder Schools**

Brighton Primary accepts children from a number of local Kindergartens including Warradale Kindergarten, Dover Kindergarten and Ballara Park Kindergarten. Students exit Year 7 to attend a variety of schools including Brighton Secondary, Seaview High School, Adelaide High School, Glenunga International School and Mitcham Girls High School.

## **11. Local Community**

The school, in the main, serves the local community. A zone was established at the beginning of 1995. The CDE supports students from further afield with students traveling to school by taxi. For parents and caregivers education is a very high priority and respected as a shared partnership between home and school. Parents support a wide range of activities and this is reflected in high parent participation in school activities. Students, staff and parents respect the caring environment and work collaboratively to further develop this in order to enhance student learning. The school is within the City of Holdfast Bay Council area.