



Brighton Primary School

2021 annual report to the community

Brighton Primary School Number: 0637

Partnership: Holdfast

Signature

School principal:

Mr Ian Filer

Governing council chair:

Mr Simon Froude

Date of endorsement:

15 February 2022



Government
of South Australia
Department for Education

Context and highlights

Brighton Primary is a forward thinking, innovative and cosmopolitan school of 721 students. There are 27 classes. The student population consist of 10% school card holders, 10.5% EALD, 2.3% students with disabilities and 1.5% Aboriginal 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.

This year has seen many improvements in facilities with the completion of \$5.2 million build of 8 new classrooms and a Specialized Learning area which can be used for STEM, Art, withdrawal rooms and a teacher prep area. Learning area 2 also was upgraded with painting, carpets, refurbished toilets and lockers as well as the entrance to the school which was designed by a group of students as part of their Mathematics learning. This year also saw the whole school take on a STEM project. This included working with local businesses as well as designing the new Play space which remained after the demolition of LA4. We also purchased more ipads for student use.

Governing council report

2021 continued to be a challenging year for everyone, with the pandemic impacting each and every one of us in different ways. Throughout this Brighton Primary School continued to deliver a series of initiatives which will place the school in the best possible position to provide a quality learning environment for current and future students.

Chief amongst these was the completion and opening of the new learning area. Work on the new building commenced at the end of 2020 and despite the impact of COVID we were able to welcome children into the learning space in Term 3 2020. The official opening occurred on Tuesday 31 August 2021 and saw Mt John Gardner, Minister for Education and the Hon Corey Wingard in attendance for this important occasion. Educators and children alike seem to have thrived in this purpose-built facility.

The building works occurring across the school also saw the demolition of the old Learning area 4. This building has seen many uses over its time and served the school well for many years. An event to mark the occasion was held with many members of the local community in attendance along with past students at the school. The vacant site is now the subject of a STEM learning initiative across the school and a number of Governing Council members were fortunate enough to be part of a range of presentations from different year levels, all of whom had re-imagined what the space could be used for. The school will now be taking those designs and developing a final plan for that space.

And finally, 2021 saw the retirement of Ian Filer, who was Principal of Brighton Primary School for 5 years and led much of the change we have seen across the school in recent years; from the facility work to the improved use of data to improve teaching and learning and the focus on Numeracy, Writing and Reading. With Ian's departure came an opportunity for a new leader and it was with great pleasure and enthusiasm that we were able to appoint Rebecca Read. Rebecca comes to us with extensive experience as a site leader and we look forward to working with her over the coming years.

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.

Quality improvement planning

2021 saw the continuation of the Numeracy Steering Committee (NSC), consisting of representatives from each year level specific Professional Learning Teams and lead by the Assistant Principal, which drove Numeracy teaching and learning improvement across the school through. All staff participated in training in Big Ideas in Number delivered by Di Siemon. Several staff were also trained in Thinking Maths. The NSC analysed the BiN diagnostic tools and developed screening tools for Trust the Count, Place Value, Multiplicative Thinking, and Partitioning. In reflection of the pedagogy and resource audit of 2020 and analysis for best practice and Big Ideas in Number, year level classroom resource kits with accompanying screening tools were developed to ensure all students and teachers had access to teaching and learning tools for Mathematics. To ensure students remained in the higher bands for Numeracy, weekly workshops to extend and challenge student thinking were offered based on the Grange Primary Thinking Maths model.

In Writing we continued the implementation of 7 Steps to Writing and Brightpath. Our writing mentor 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. Bright path was introduced throughout the school with all staff being trained in this formative assessment tool for writing. Results showed a marked improvement in student writing over the year, especially in Foundation.

Jolly Phonics/Grammar is used in all classrooms and Foundation to Yr. 2 teachers are using Heggerty and decodable texts to teach Reading. SPAT-R has been used to monitor growth of Phonemic Awareness in Foundation students.

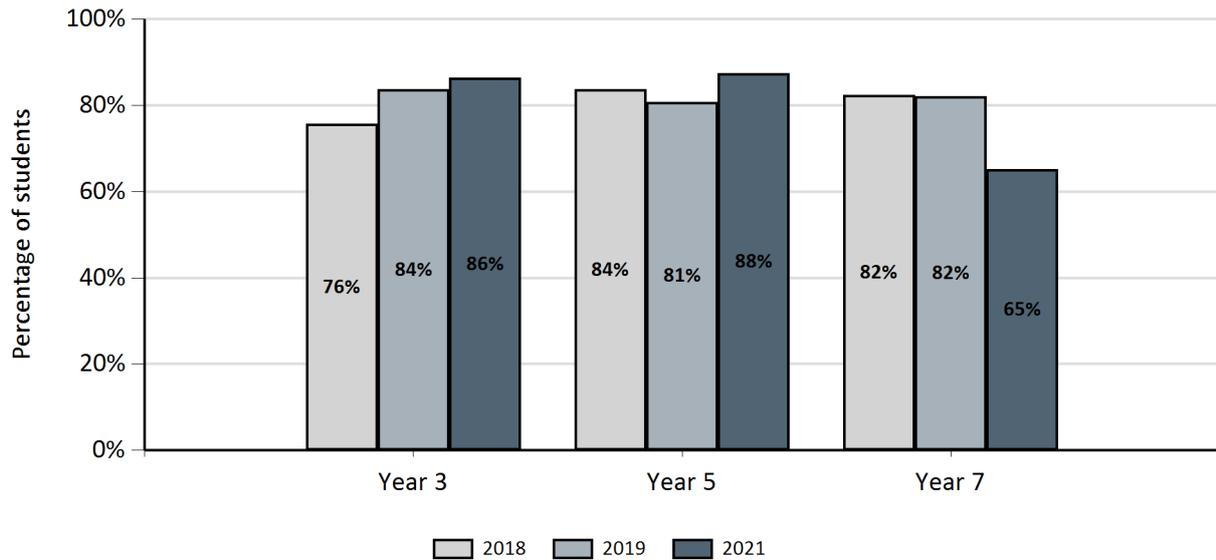
Staff have begun to plan, using the DfE Scope and Sequence with whole year proformas developed in all curriculum areas. Years 3 to 7 have trialed the DfE units of work this year with at least one in English and Mathematics being trialed. Staff have readily adopted and are progressing positively especially planning in their PLT and Year level groups which has led to consistency and continuity. Some staff have been working with Curriculum Champions with the new units of work in their PLTs and classrooms.

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

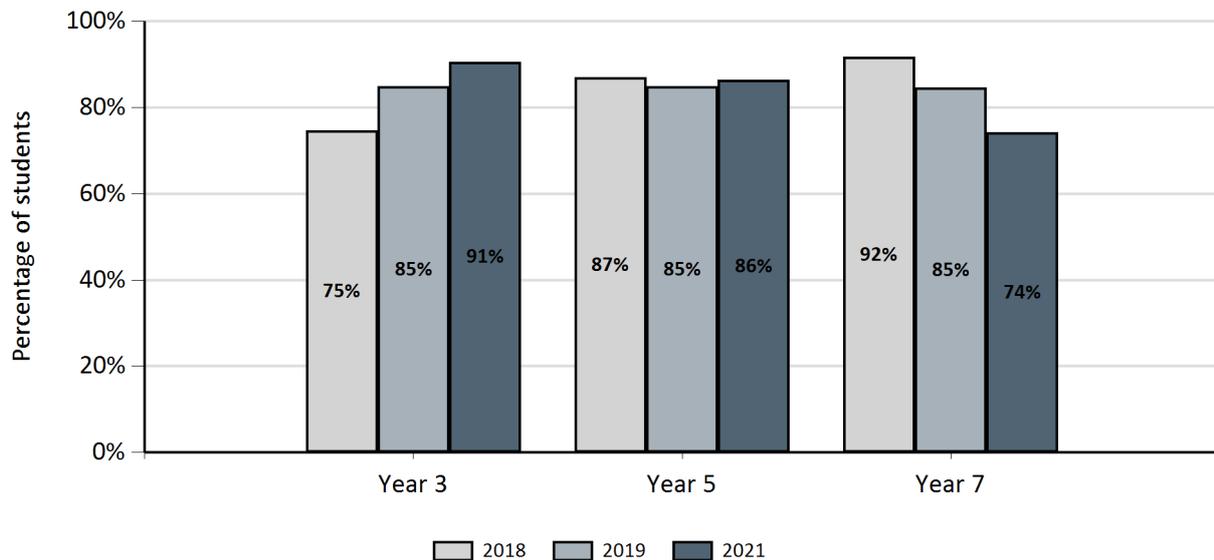


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

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NAPLAN progress

The data below represents the growth of students from 2019 to 2021 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	35%	39%	33%
Middle progress group	53%	43%	48%
Lower progress group	11%	19%	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	39%	29%	33%
Middle progress group	47%	58%	48%
Lower progress group	14%	13%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	96	96	42	35	44%	36%
Year 3 2019-2021 Average	91.0	91.0	37.0	32.0	41%	35%
Year 5 2021	96	96	25	25	26%	26%
Year 5 2019-2021 Average	84.5	84.5	23.0	18.0	27%	21%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

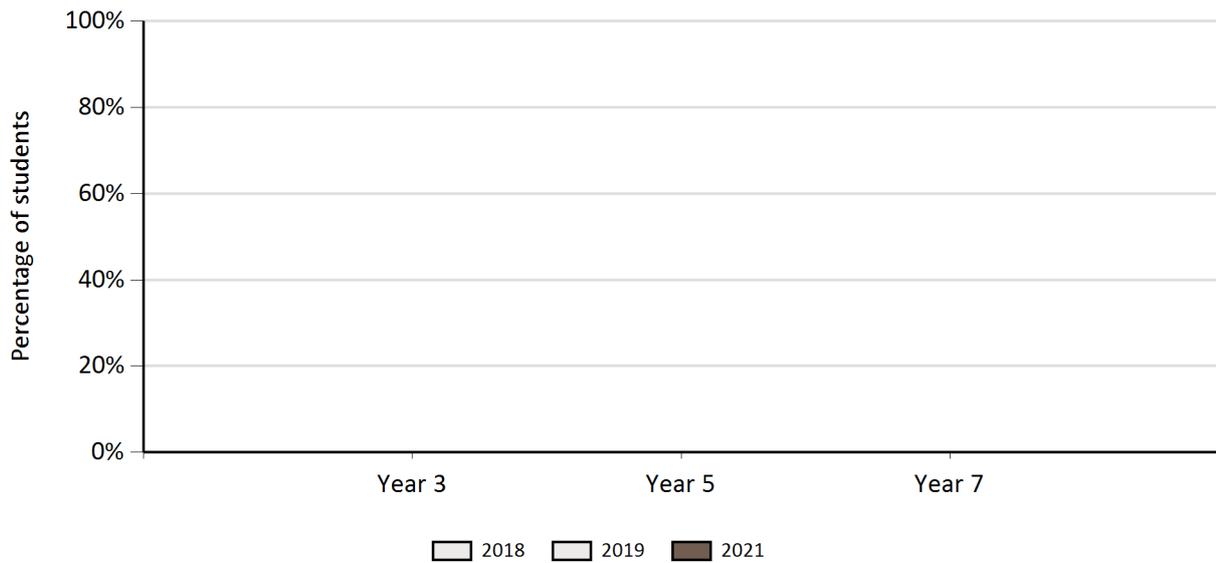
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



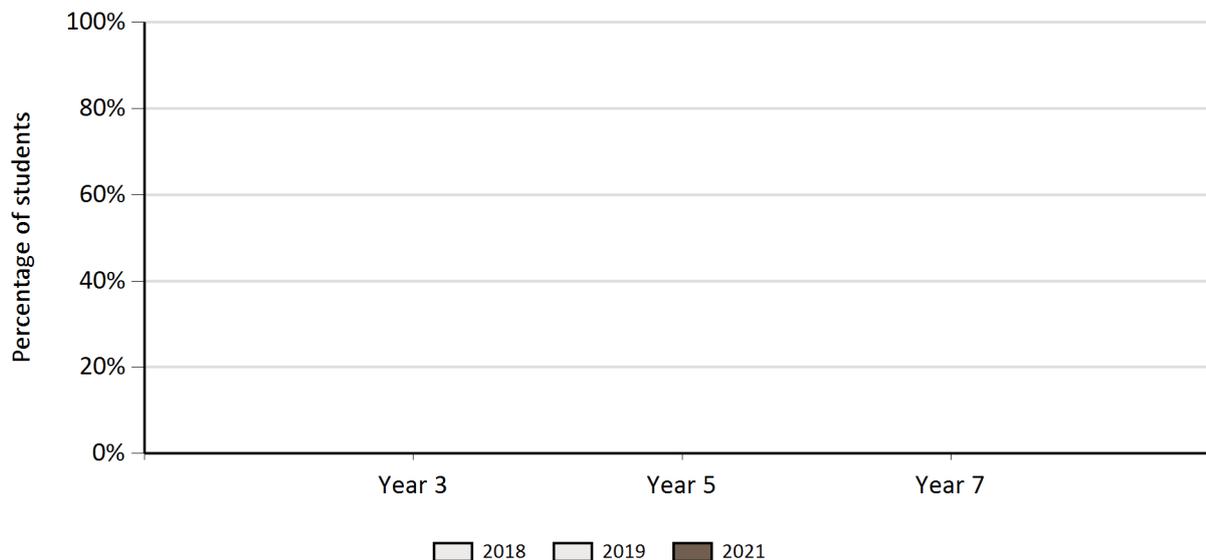
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The school has closely analysed Aboriginal learner achievement data to identify patterns, inform practice, pedagogy and planning to influence next steps for student learning and attendance.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

All Aboriginal learners have made significant progress except for two children who had attendance issues. Students have received intervention to support them to achieve SEA and others have been challenged to achieve higher levels of learning.

School performance comment

The results in NAPLAN writing showed 98% of yr. 3 students performing at or above SEA with 42% in higher bands. This was a huge increase. 87% of year 5 students were at or above SEA with 19% in the higher bands and increase of 13% in both areas. However, the yr. 7 writing showed a drop with only 63% at or above SEA and 14% in the higher bands. Brightpath data showed good growth in all year levels when comparing samples over the year, especially in Foundation.

The yr 3 results in NAPLAN reading showed an increase in students at or above SEA (86%) and high bands of 44%. Results for year 5 Reading showed a decrease in high bands of 3% but an increase in students making SEA of 87% and increase of 6%. There was a drop in yr 7 Reading in both students performing above or at SEA and in the higher bands.

In NAPLAN Maths there was a big increase in students scoring at or above SEA in year 3 to 91% and 36% scoring in the higher bands. The performance of year 5s stayed the same at 86% but an increase of 11% into the higher bands. There was a drop in SEA and high bands in the year 7 cohorts of 10%, but if you compare the same cohort of students with their year 5 results it showed an increase in the higher bands from 15% to 26%.

Teachers continue to work in the areas of Problem Solving. A math's extension program continued for years 2,4 and 6 students with 0.2 staff allocated to implement the program. Staff were trained in Quicksmart for Maths interventions and the staff trained with Di Seimen in The Big Ideas in Number.

With the continued focus on teaching Reading using Jolly Phonics, decodable texts and Heggarty at Foundation and Year 1 levels there was a slight improvement in the Phonics Screening Check from 71% to 77%. This is the highest result to date which supports what teachers have implemented in Junior Primary.

The Running Record data indicated that 78% of Year 2s had reached or exceeded the Year 2 Benchmark of level 21 by the end of term 3. 77% of the Year 1s had reached Level 13 an increase of 13%. Students who were identified as requiring extra support attended Mini Lit making good growth in their fluency and comprehension. By the end of the year, 31 of Year 3s 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.

All classes, Foundation to 7, engaged with STEM Problem Based Learning in partnership with industry this year. Following the engineering design process teachers married content knowledge and General Capabilities to design learning opportunities for students to solve a real-world problem. Classes worked with industry professionals from our local and Governing Council to national construction companies. The year 7 students were invited to showcase their STEM learning at the National Water Conference, 'Oz Water' in May and 2 educators travelled to Queensland to present to teachers in preparation for Oz Water Brisbane 2022.

Attendance

Year level	2018	2019	2020	2021
Reception	94.6%	93.8%	89.7%	94.2%
Year 1	93.0%	94.6%	89.5%	94.6%
Year 2	94.3%	93.2%	90.1%	95.8%
Year 3	93.1%	94.5%	88.0%	95.2%
Year 4	93.3%	94.1%	90.5%	93.0%
Year 5	93.4%	94.0%	90.2%	94.1%
Year 6	93.2%	93.2%	86.2%	93.8%
Year 7	93.2%	92.0%	87.9%	91.3%
Primary Other	86.5%	92.3%	83.9%	94.4%
Total	93.4%	93.7%	88.9%	94.1%

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 2021 was 94.1% which was an increase of 6% from 2020 and above the DfE goal of 93%. Attendance is monitored by staff and interventions were implemented to support improved attendance. This included home visits by staff. We continue to raise awareness of the importance of regular school attendance through the school BLOG, text messages and Governing Council meetings.

Behaviour support comment

Our behaviour education programme at Brighton Primary School is fully embedded, very well understood by students, staff and parents/caregivers and consistently applied across the school and as a consequence the number of inappropriate behaviour incidents has declined slightly. With a student population of 721 in 2021 there were 5 external suspensions, 3 internal suspensions, 1 take home and no exclusions. We averaged approximately 57 rethinks per term which is similar to the 2020 numbers. It should be noted that a small number of students attributed to a large number of all rethinks. Some students were provided with additional support through a behaviour support plan where expectations of the student, class teacher, leadership and parents/caregivers is clearly outlined, revisited and modified when necessary.

Parent opinion survey summary

The parent survey was completed by 228 parents or approximately 14% of our school community population. 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 (80%)
- People respect each other at this school (79%)
- I receive enough information from the school (68%)
- Overall my child has a good routine around reading, studying and learning at home (70%)
- The school communicates effectively with me (58%)

Responses that require a school response include:

- The school provides me with useful tips on how to help students learn at home (63%)
- The school provides an opportunity for me to have input about my child's learning. (34%)
- The school provides useful feedback about my child's learning. (54%)

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	14	11.5%
QL - LEFT SA FOR QLD	3	2.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	105	86.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Brighton Primary School has processes in place to ensure it is compliant with DfE Relevant History Screening Policy and Procedures. All staff have current teacher registration and/or DfE approved relevant history screening clearance. The school has effective processes in place to ensure all persons engaged with the site have relevant history screening in line with DfE policy. Volunteers undertake volunteer training including Responding to Abuse and Neglect (RAN) and have current Working with Children's Checks. All staff are current with their RAN training.

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	69
Post Graduate Qualifications	21

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	41.7	0.0	17.2
Persons	0	49	0	24

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$7,419,729
Grants: Commonwealth	\$1,192,130
Parent Contributions	\$704,422
Fund Raising	\$4,231
Other	\$0

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

2021 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 2021 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 improve engagement 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 6s and 7s 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 student, parents and teachers using One Plans. These were revised regularly to adjust goals and targets as appropriate. Support was provided by SSOs directed by class teachers	Students have individualised programs and were supported to achieve their goals.
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 Aboriginal Learner attendance rate was excellent except for 2 students. Some families were supported to make their attendance more consistent. All students showed growth even though they are still below benchmark.</p> <p>Intervention included:</p> <ul style="list-style-type: none"> Small group explicit teaching Individual withdrawal where needed In class support from EALD/AET ACEO/class teacher following up with families One Plans developed and reviewed 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	Continued whole school training in Jolly Phonic and Grammar, use of decodable texts and Heggerty. A coordinator in Writing was appointed for co-planning, mentoring and workshops. School trained and adopted Brightpath.	Increase in students demonstrating the SEA in English and Mathematics.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Employment of SSOs to support teachers with students with individualised needs in small groups. Employment of an ACEO and AET to support indigenous students and raise the awareness within the school	Improvement in Literacy. Raised awareness of Aboriginal Learners in the school.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

