



Brighton Primary School

2022 annual report to the community

Brighton Primary School Number: 637

Partnership: Holdfast

Signature

School principal:

Mrs Rebecca Read

Governing council chair:

Mr Simon Froude

Date of endorsement:

9 February 2023

2022 was an important year in the history of Brighton Primary School, with Rebecca Read commencing as Principal, following the retirement of Ian Filer at the end of the previous year. Rebecca has entered the Brighton school community with passion, dedication and enthusiasm and it is clear she is looking to grow and develop the school into a centre for the community as well as a high-performing centre for education. Under Rebecca's guidance the school has continued its modernisation program and there is a clear plan for strengthening academic results.

One of the key changes that Rebecca has overseen is the introduction of the Buzzy Bees program to Brighton. Buzzy Bees is a new preschool to school transition program, where, over nine sessions pre-school children get to know the school staff, become familiar with the school environment and develop new friendships. The program has been a huge success and supports not only the strong education support for children coming to Brighton but also the sense and connection to the local community.

This year also saw the school return to normal following two years of challenge brought on by the COVID pandemic. Regular school activities such as Sports Day and the very well attended Celebration night have returned, much to the delight of staff, children and parents alike.

As we look forward to the next year there is much to be excited about with further work being done on the old Learning Area 4 site, to develop this into an exciting and usable space by the school community. Other works will continue around the school to improve the experience of the children.

This is my last report as Chair of the Brighton Primary School Governing Council and as I sit and reflect I recall many fond memories of the school and many positive changes over the years. I have been on Council for 10 years, serving as Chair for 8 of those years and it is now my time to hand over the reins to new faces. Brighton Primary School is an exceptional school that flourishes because of the support of leadership, staff, students and parents. The more we help and work together the better place our school will be.

I'd like to take this opportunity to thank all those who volunteer their time at the school and in particular those who make themselves available for the Governing Council and the various sub-committees. I would also like to encourage parents who are interested to contact the school about becoming a member of the Governing Council or finding out how else you may be able to help.

Quality improvement planning

High quality effective teaching and learning continued to be a focus throughout the year. The Site Improvement Plan (SIP) has supported our collective work to focus on our improvement goals/targets of accelerating student achievement in Reading and Mathematics. Staff and Governing Council engaged in reviewing the Site Improvement Plan through allocated meeting times. Leaders reported to Governing Council twice per term about the implementation of the agreed actions and how the school is tracking towards achieving the goals and the targets.

The narrow focus of the Site Improvement Plan is supported with alignment of professional learning, performance and development, professional learning teams and walk throughs. Leaders prioritise time to support and challenge staff through walk throughs, in class coaching and mentoring, participating in professional learning teams and giving timely feedback to staff and supporting them to deliver site improvement actions. The School Improvement Team meet three times a term to review the SIP as part of the improvement cycle and information is used to refine planned actions for improvement.

Teachers met in professional learning teams to track and monitor the progress of students in Literacy and Numeracy. These conversations form part of the tracking and monitoring processes and enable staff to review and evaluate the impact of classroom pedagogy and to plan next steps for students. Information from these conversations determine wave 2 and wave 3 interventions. Teachers were further supported in 2022 with the establishment of an Internal Student Review Team. Time is allocated for ISRT to meet regularly to monitor student progress and to plan targeted interventions for students at risk with their reading and mathematics.

Effective pedagogy enacted through targeted teaching and a learning cycle was a focus of our improvement work. Time was allocated to support staff professional learning through student free days, staff meetings and professional learning teams. In 2022 staff developed two pedagogy scaffolds that unpack the indicators of quality in two aspects of effective pedagogy: learning intentions and success criteria, and formative assessment. In 2023 the scaffolds will be used for self review and as a common reference point for leader/teacher conversations and feedback.

In 2022, teachers engaged in the Learning Sprint process as a tool to undertake collaborative teacher learning and improve practice, focused on improving student outcomes. The Learning Sprints were aligned to our SIP challenge of practice in Mathematics and Reading and supported teachers to further develop their pedagogical content knowledge in teaching Reading and Mathematics.

The school is committed to working towards a low variance curriculum. Time and space were provided to teachers to dive into the new DfE curriculum materials including the scope and sequence and the Mathematics and English Units of Work. A draft 3-6 curriculum map for English and Mathematics was developed and agreed on for implementation in 2023.

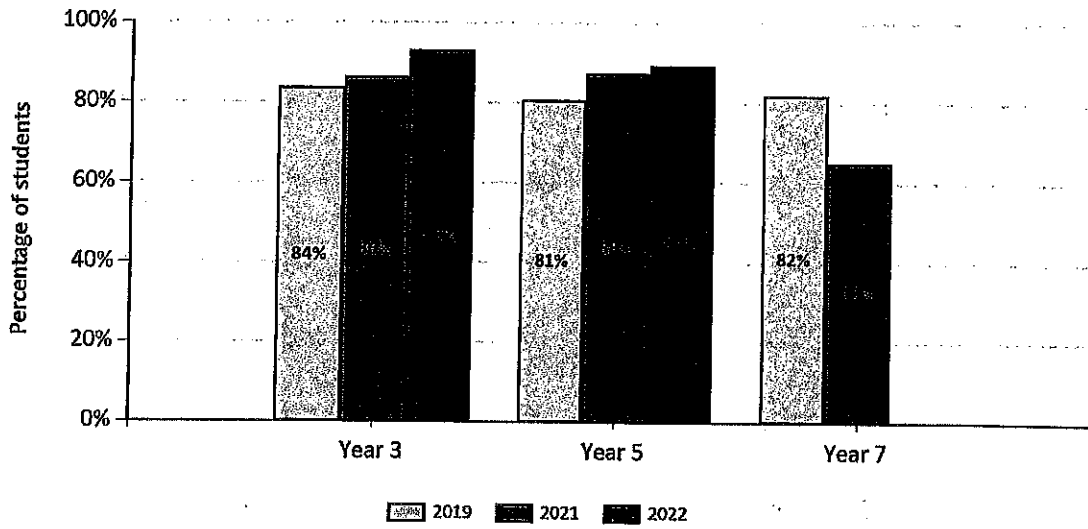
In 2023 the Site Improvement Plan will focus on Reading and Mathematics with the goal of shifting more students to higher level of achievement. This will be achieved through professional learning, coaching and mentoring, strengthening professional learning teams and leader walk throughs.

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



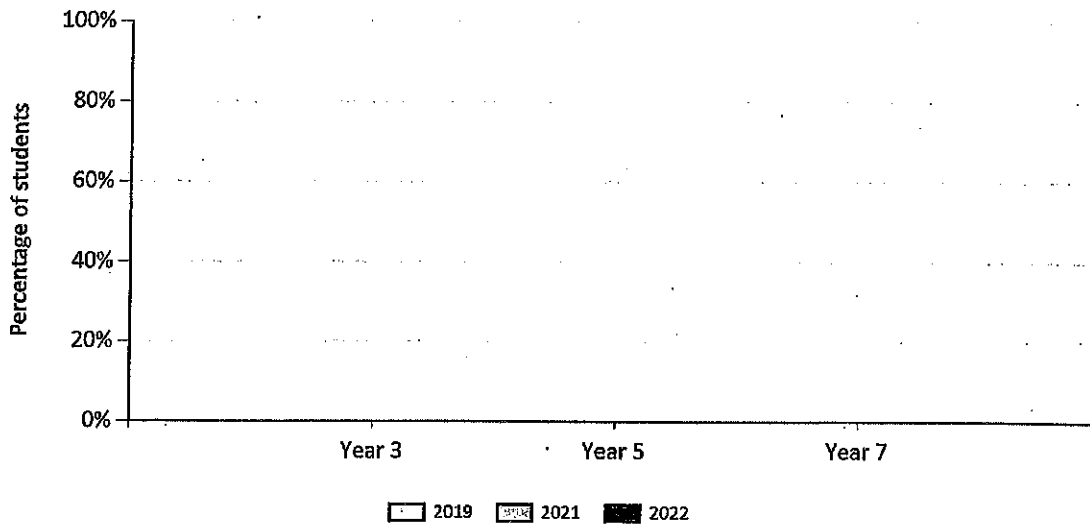
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 proficiency - Aboriginal learners

Reading

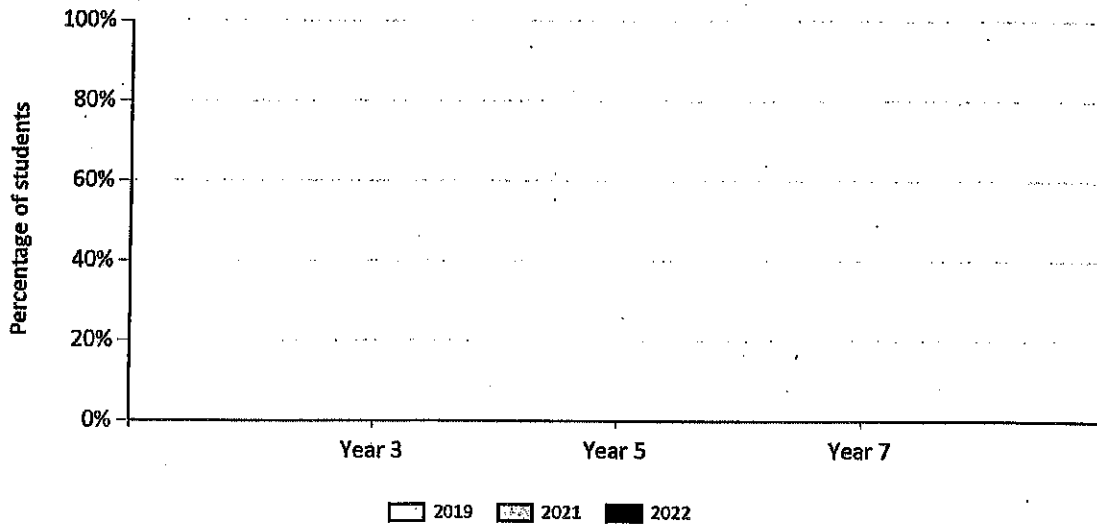


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 upper bands achievement - Aboriginal learners

School performance comment

The 2022 data tells a positive story with the school on track to achieving the three year goal of increasing student achievement in Reading and Mathematics.

The Foundation to Year 2 data sets including Dibels 8th Edition, Year 1 Phonics Screening Check and progress monitoring tools show that the majority of students are making excellent progress with their reading skills and building strong foundations in phonological awareness, phonemic awareness, phonic knowledge and fluency. In 2022 72 % of year 1 students achieved the Standard of Education Achievement (SEA) as measured by the Year 1 Phonics Screening Check. This is a significant increase from 48% in 2018. Students who did not achieve SEA were provided with intensive small group intervention. In 2022, all year 2 children were screened with the DIBELS 8th Edition Oral Reading Fluency assessment to check their fluency abilities. At the Beginning of the Year, the data showed a spread of results of those children at 'high risk' of reading failure to 'minimal risk' readers. By the End of Year, overall achievement results were similar. Interestingly, there were fewer 'high band' readers with minimal risk (from 27 children to 21). However, these children who showed a slower rate of reading than previous results, were developing their accuracy skill instead of their reading rate. Although this highlights only as a green or standard achievement, the development of accuracy skills is part of the necessary reading improvement process.

The 2022 NAPLAN Reading targets outlined in the Site Improvement Plan were achieved. In year 3 NAPLAN Reading 93% of students achieved the Standard of Education Achievement (SEA) with 62.7% of these students achieving in the High Bands which is the highest result to date. In Year 5 NAPLAN Reading, 89% of students achieved SEA with 30.9% of these students achieving in High Bands. Both the Year 3 and Year 5 NAPLAN data shows a positive trend with an increase in the % of students demonstrating SEA and high achievement. Students in years 3-6 completed the PAT R assessment in term 3. In year 3 PAT R 95% of students demonstrated SEA, with 17% demonstrating above average achievement. In year 4 PAT R 93% of students demonstrated SEA, with 16% demonstrating above average achievement. In year 5 PAT R 93% of students demonstrated SEA, with 26% demonstrating above average achievement. In year 6 PAT R 96% of students demonstrated SEA, with 25% demonstrating above average achievement. In PAT R, the average scale score has increased in all year levels as compared to 2020 and 2021 results.

Analysis of mathematics data sets including NAPLAN, PAT M, and Big Ideas in Number screening tool indicates that the school has increased student achievement in Mathematics with more students achieving to a higher level. A-E data shows a 6% increase in the number of students achieving a 'C' or above.

The 2022 NAPLAN Numeracy targets were nearly achieved. In year 3 NAPLAN Numeracy 35.3% of students achieved in the High Bands and 29.4% of students were close to High Bands. In Year 5 NAPLAN Numeracy 27.7% of students achieved in High Bands and 27% of students were close to High Bands.

Students in years 3-6 completed the PAT M assessment in term 3. In year 3 PAT M 95% of students demonstrated SEA, with 19% demonstrating above average achievement. In year 4 PAT M 92% of students demonstrated SEA, with 19% demonstrating above average achievement. In year 5 PAT M 94% of students demonstrated SEA, with 26% demonstrating above average achievement. In year 6 PAT M 96% of students demonstrated SEA, with 36% demonstrating above average achievement. In PAT M, the average scale score has increased in all year levels as compared to 2020 and 2021 results.

Parent opinion survey summary

In 2022 there were 240 responses from Brighton PS parents to the Department for Education Parent Opinion Survey. This number is up from the 228 responses in 2021. Overall the survey indicated parents had confidence in the school to deliver a high quality education for their child/ren. The responses to the majority of questions/statements showed a slight increase to the results in 2020 and 2021. In 2022 there was an overwhelmingly positive response to the question, "People treat each other with respect at this school". From the survey 86% of responses strongly agree/agreed with this statement which represents a slight increase from the strong 2021 result. In 2022 there was an increase in the positive response to the statement "school communicates effectively" with 74% of responses strongly agree/agree, which is the highest result to date. From parents there was significant feedback about the consistency of communication from classroom teachers and the wide range of communication modes being used by the school. Majority of the feedback indicated families are feeling overwhelmed with the number of communication modes being used i.e. Seesaw, Blog, Edsmart. In 2023 the school will address greater consistency of communication and review the communication processes being used with the view of streamlining communication.

In 2022 43 staff (55% participation rate) participated in the Department for Education Perspective Survey. The results of the survey indicated that the respondents felt the school had a clear improvement plan that included ambitious goals and key actions were evidence based and that school had high expectations for student learning. The respondents felt that the improvement goals were understood by staff. Strengthening communication and building a collaborative culture focused on continuous improvement will continue to be a focus in 2023.

In the end of year student reflections, it is evident that the large majority of students are highly engaged in their learning and value the positive relationships they have with staff and their peers. At Friday Forums hosted by the Principal, students speak positively about the school environment, the quality of teaching and learning, and the extra curricula activities offered by the school including camps, after school sports, Oliphant Science Awards and the Music program. Students in years 4-7 completed the Student Wellbeing and Engagement Survey in term 1. The survey provided the school with some data about student's level of engagement with school. 68% of students reported high level of connection with an important adult at school, 85 % of students report high level of emotional engagement with teacher.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	27.3%
NS - LEFT SA FOR NSW	1	9.1%
NT - LEFT SA FOR NT	1	9.1%
QL - LEFT SA FOR QLD	1	9.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	36.4%
VI - LEFT SA FOR VIC	1	9.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. 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). All staff are current with their RAN training.

2022 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 2022 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	Full time Wellbeing/Intervention Leader was appointed for the 2022 school year. Targeted funding was used to support students through the implementation of Zones of Regulation and What's the Buzz.	Increase in student engagement and self regulation.
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect	SSO support was provided to provide targeted small group teaching with a focus on Reading and Writing. Assistant Principal-Literacy supported staff to differentiate teaching and learning.	Improved student achievement in Reading and Writing.
Targeted funding for groups of students	Inclusive Education Support Program	One Plans developed, implemented and reviewed. Students supported by SSOs in classroom and in the yard.	All students achieved goals of their One Plans.
Program funding for all students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Internal Student Review Team was established in 2022 and the team monitored the Literacy and Numeracy progress of all students and supported teachers to differentiate to meet the needs of students. Real time data was used to identify and monitor students at risk. Targeted intensive Reading and Numeracy intervention programs were funded for identified students in years Foundation-year 6. Intervention programs were evidence based including Minit, Maqit and Quicksmart. Leaders worked with classroom teachers in the Site Improvement Plan priority areas of Reading and Mathematics, focusing on differentiation teaching and learning and high floor,	Improved student achievement in Literacy and Numeracy as measured by Dibels 8th Edition, PAT R, PAT M, NAPLAN and school based assessments.
Program funding for all students	Australian Curriculum	Professional learning for staff in Mathematics and Reading. Establishment of a Year 3-6 Curriculum Map for mathematics was developed.	Teachers further developed their content and pedagogical knowledge.
	Aboriginal languages programs Initiatives	N/A	N/A
Other discretionary funding	Better schools funding	Teachers Professional Learning Team (PLT) time was provided to all teachers to develop year/terms Scope and Sequence of learning and units of work in English and Mathematics.	Clear planned learning across classes enabled greater consistency and coherence.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A