



2024 annual report to the Community

Brighton Primary School and Centre of Deaf Education

Brighton Primary School number: 637

Partnership: Holdfast

School principal:

Rebecca Read

Date of endorsement:

06/02/2025



Context Statement

Brighton Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 717. Brighton Primary School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 3% Aboriginal students, 6% students with disabilities, 6% students with English as an additional language or dialect (EALD) funded background. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

A great year was had by all at Brighton Primary School in 2024. 2024 was a year of growth, improvement and success. It was a year of fun and teamwork and a year where challenges were overcome and exceeded.

The year started with 678 students including 24 CDE students and 18 new staff, with the Year 5's kicking the football around at their AFL MAX camp and the Year 6's heading to their interstate camp in Sydney and Canberra. The camps were enjoyed by all and will be remembered by all, even the sleepless nights. A special thank you to the staff and parents who helped out during the camps and excursions throughout the year, without you these activities would not be possible.

A special thanks goes out to Matt Cowdry, OAM and Member for Colton, who took the time to visit the school and speak to the LA6 about his journey to the Paralympics, sharing his challenges, struggles and achievements, helping the students gain a clearer understanding of their STEM project. We also had representatives from the Blind Sports SA, Active Inclusion and The Adelaide Strikers just to mention a few.

The school facilities have once again seen a lot of improvements, with the school front office area and the old shelter shed, getting some much needed work. I think the front office looks great and is a much better space for parents, students and staff. As we all know the shelter shed has needed upgrading and the excellent work of the Grounds Committee and staff, to get this work moving, now sees a space that can be used by the school and also OSHC, well into the future. Thank you team.

Last year saw the SEAGULL Production team move into overdrive, with their visit to Channel 9, giving the students the vision of the big time. I believe the SEAGULL site is becoming a must see post and it's good to see all the students participating in all aspects of its production. I look forward to seeing what the team can produce in 2025.

Late 2024 saw the approval of the new school logo, with the governing council heavily involved in the initial concept and the final designs. We can all agree that the final product looks great.

A special mention to the P&F committee, the committee has once again done a great job in conducting some very well run and inclusive activities, like the Quiz night, Wine Fundraiser, Mothers and Father's Day stalls and how can we forget the \$14,000 raised at the Colour Fun Run, that was a great day had by all. The committee has done some excellent work and on behalf of the Governing Council and the School Community I say Thank You.

I have said this before and will continue to say it again, the volunteers at this school; either reading in class, serving in the canteen or acting on the governing council, are the back bone of the school and build on what Rebecca and the team are achieving. It is the responsibility of the volunteers to close the gap for our children and make their experience at school one to remember. I cannot talk highly enough about the commitment and enthusiasm that the volunteers have shown from this school and I am very proud to say I go to Brighton Primary School.

If you have not had the pleasure of volunteering at BPS, I strongly encourage you to get involved. Join us and become involved in the leadership at your child/ren's school to extend and provide additional opportunities within our school community.

As the school moves towards its 150th birthday in 2027, there are some very exciting opportunities coming up.

And please don't forget to put your name on the partition for the new school hall. With help from Sarah Andrews, the hall is gathering momentum and if all goes well, we should have approval soon.

Again I say, Well Done and look forward to 2025.

Shane Bissmire

2024 A year of successful learning

We started the year with 678 students including 24 students enrolled in the Centre of Deaf Education. We started 2024 with 26 classes and grew to 27 classes at the beginning of term 3. We welcomed 36 new Foundation students at the beginning of term 3.

We welcomed 18 new staff to Brighton in 2024 including 2 new leaders. Donna O'Leary and Jo Meredith were appointed to the Learning Hub role leaders.

The new Learning Hub model was established at the beginning of 2024. The new model provided a more streamlined, personalised experience for educators, students and parents/carers. The learning hub model has enhanced a sense of belonging, collaboration, communication and support throughout our community. The three Learning Hubs, are led by an experienced Leader who leads the teaching and learning, wellbeing and intervention in their respective Learning Hub. In 2024 we received cultural permission to name our three learning hubs, Wara Learning Hub, Tarlu Learning Hub and Tirntu Learning Hub. Regular learning hub assemblies were held through the year providing students with the opportunities to share their learning and develop their public speaking skills.

During 2024, we continued to strengthen our school community through a range of inclusive events that bring families, students, and staff together. From learning hub breakfasts and Muffins for Mum to celebrations of creativity at the Art Show, these gatherings have fostered a strong sense of connection. Events like Sports Day and our End of Year Celebrations provided opportunities for families to engage with school life, celebrate student achievements, and build lasting relationships. These events reflect our commitment to creating a welcoming, inclusive and connected school environment for all.

Our new school values of Respect, Inclusivity, Empathy and Excellence were introduced to students via classroom programs and learning hub assemblies. Staff and students developed a Values in Action matrix which unpacks what the values look like always, in the yard and in the classroom. The language of our values can be heard across the school.

Whole school assemblies were held throughout the year including Student Leadership, Reconciliation Week, Bookweek/Writers Week, National Week of Deaf people, Remembrance Day, and the Arts Assembly.

Year 6 students were provided the opportunity to participate in our Student Leadership program. The Student Executives raised money for their Positive Impact Project which was to establish a school orchard and to green up the Peace Garden. The Seagull Production team had a successful year producing 3 episodes.

In 2024, students in years 4-6 were given the opportunity to attend a camp. Our year 4 students went to Woodhouse in the Adelaide Hills and participated in range of outdoor adventure activities. Our Year 5s headed off to camp at AFL Max. This was a fun filled, action packed camp that put big smiles on their faces due to the challenges and team games. The 2024 Canberra Camp was attended by 73 students and 8 staff. The camp started in Sydney with a tour of The Rocks. In Canberra students visited a range of places including Parliament House, National Gallery and the Australian War Memorial.

We are committed to providing rich and diverse learning experiences both in and beyond the classroom. Students have engaged in a wide range of excursions and incursions, bringing learning to life through hands-on experiences and real-world connections. Sports opportunities have allowed students to develop teamwork, resilience, and a love for physical activity, while our music programs have nurtured creativity and self-expression. A group of year 6 students participated in the SA Schools Debating program. 12 very keen students attended ASMS (Australian Science and Mathematics School) to participate in the Primary Maths Extension Group. It was an amazing experience where students were solving problems with students from different schools. Over 30 students were involved in the Pedal Prix program.

Our extensive after-school sports program continues to thrive, offering students the opportunity to participate in a variety of team sports, including basketball, netball, soccer, cricket, and volleyball. Thank you goes to our dedicated coaches and team managers who volunteer their time and expertise to support our students. Their commitment plays a vital role in making these opportunities possible and fostering a positive sporting culture within our school community.

During 2024 our improvement work focused on two of the areas of impact- Wellbeing and Effective Learners. Our goal is to support students to persevere at their point of challenge. This focus is aligned to our learner dispositions – We are thinkers and We are resilient. Staff participated in the professional learning with Dr Ron Ritchhard from Harvard University. Teachers have engaged with action research that explores the impact of embedding thinking routines in their classes.

Another focus for staff professional learning in 2024 was on Positive Behaviour for Learning. The purpose of this learning was to build a common approach to support student behaviour and engagement across the school. In 2024, with Governing Council support we developed a new Behaviour Education policy.

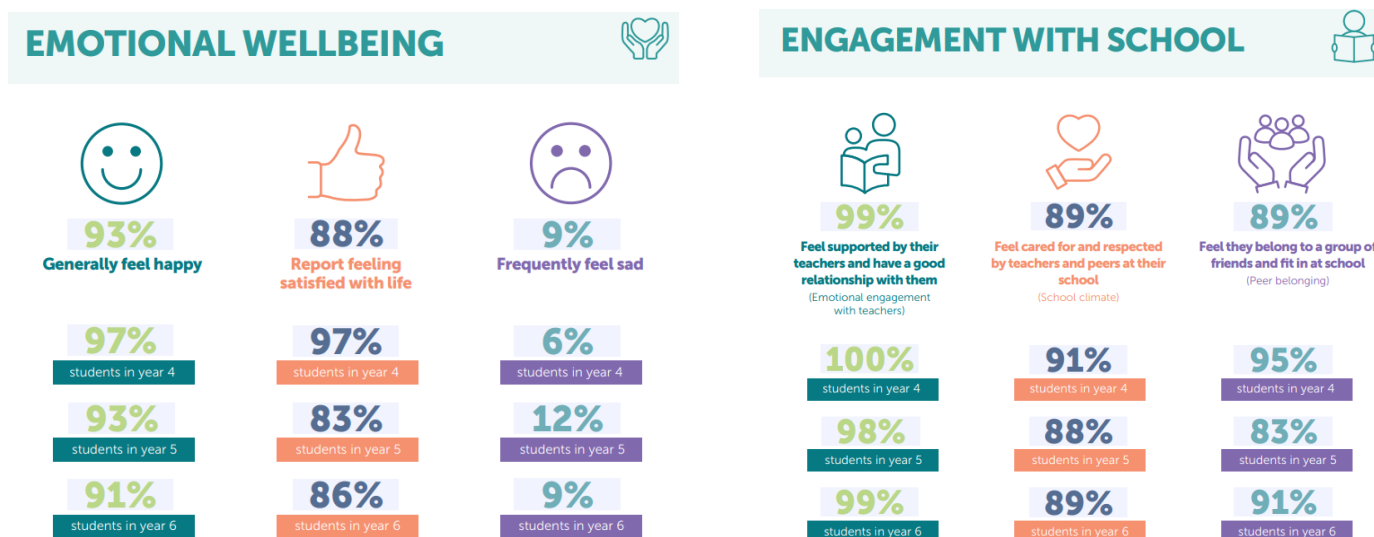
In 2024, we saw the successful trial of the Department for Education (DfE) year 3-6 Spelling Morphology program with outstanding growth and engagement in our students evident. This will be extended to all year levels in 2025 with the Junior Primary teachers implementing the DfE R-2 phonics program.

We updated the Brighton logo to be inclusive of the Centre of Deaf Education. We also adopted a new purpose statement and school motto 'where children thrive', which reflects our commitment to educating the whole child. Our new website was developed and went live in the new year.

The new Communication Strategy was developed in collaboration with staff and the broader community through the Governing Council. It aims to streamline communication channels, ensuring clearer, more efficient, and more accessible information sharing.

2024 saw ongoing grounds improvements, including the development of Tarni Wara and the redevelopment to the front office area. These improvements reflect our ongoing commitment to enhancing our school's facilities for the benefit of everyone.

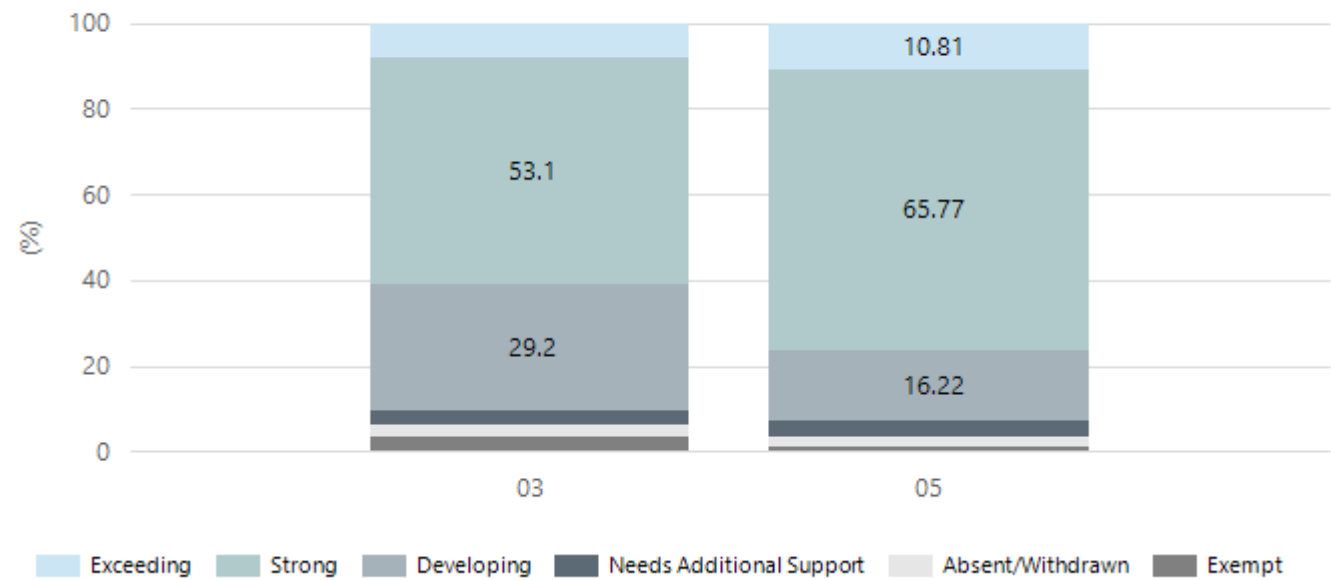
In 2024 284 students in years 4-6 participated in the Wellbeing and Engagement Survey. Results for the survey were very positive, showing that students have positive wellbeing and feel a strong connection to peers and educators.



NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

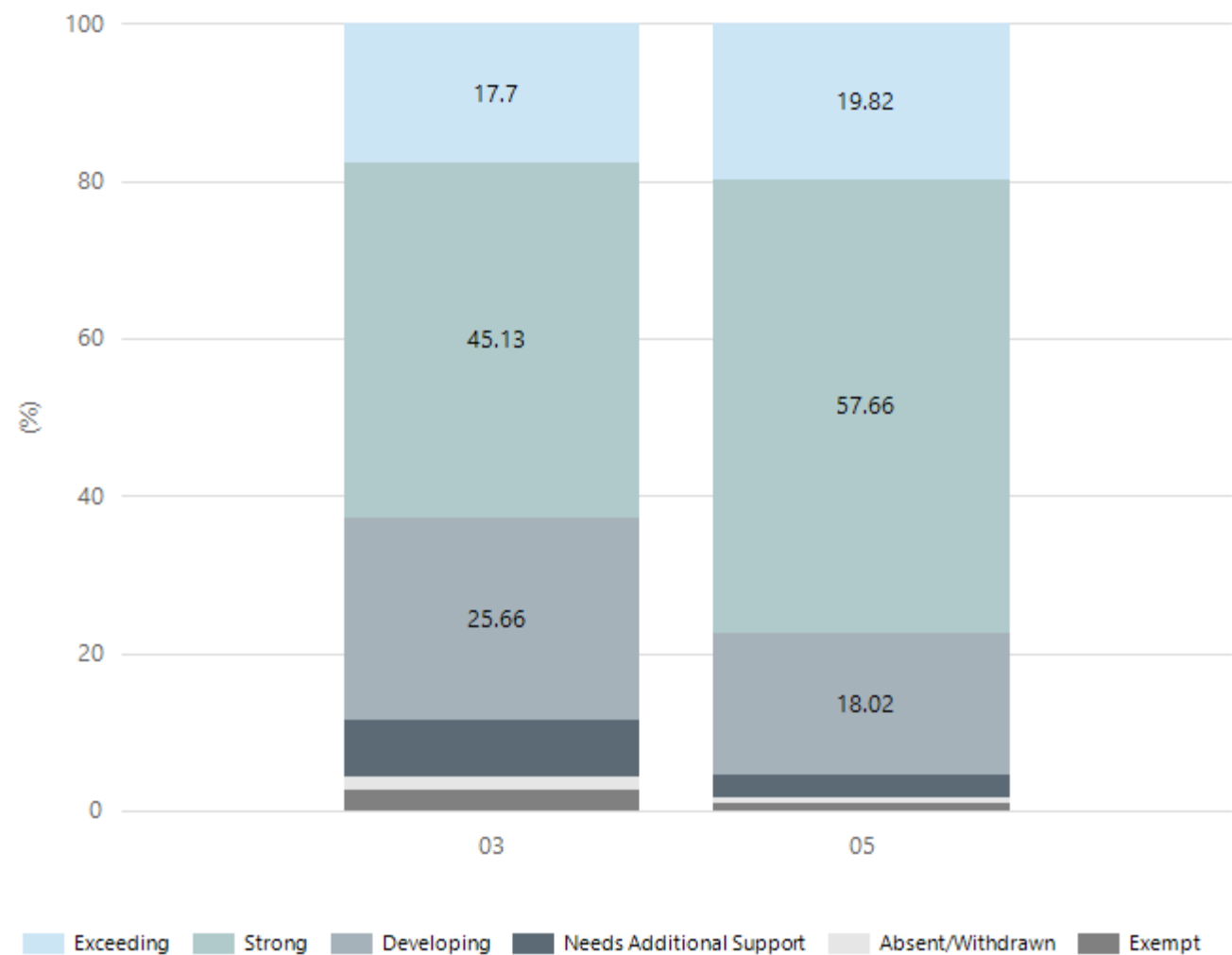
Numeracy



Year Level	03	05
Exceeding	9	12
Strong	60	73
Developing	33	18
Needs Additional Support	4	4
Absent/Withdrawn	3	3
Exempt	4	1
Total	113	111

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

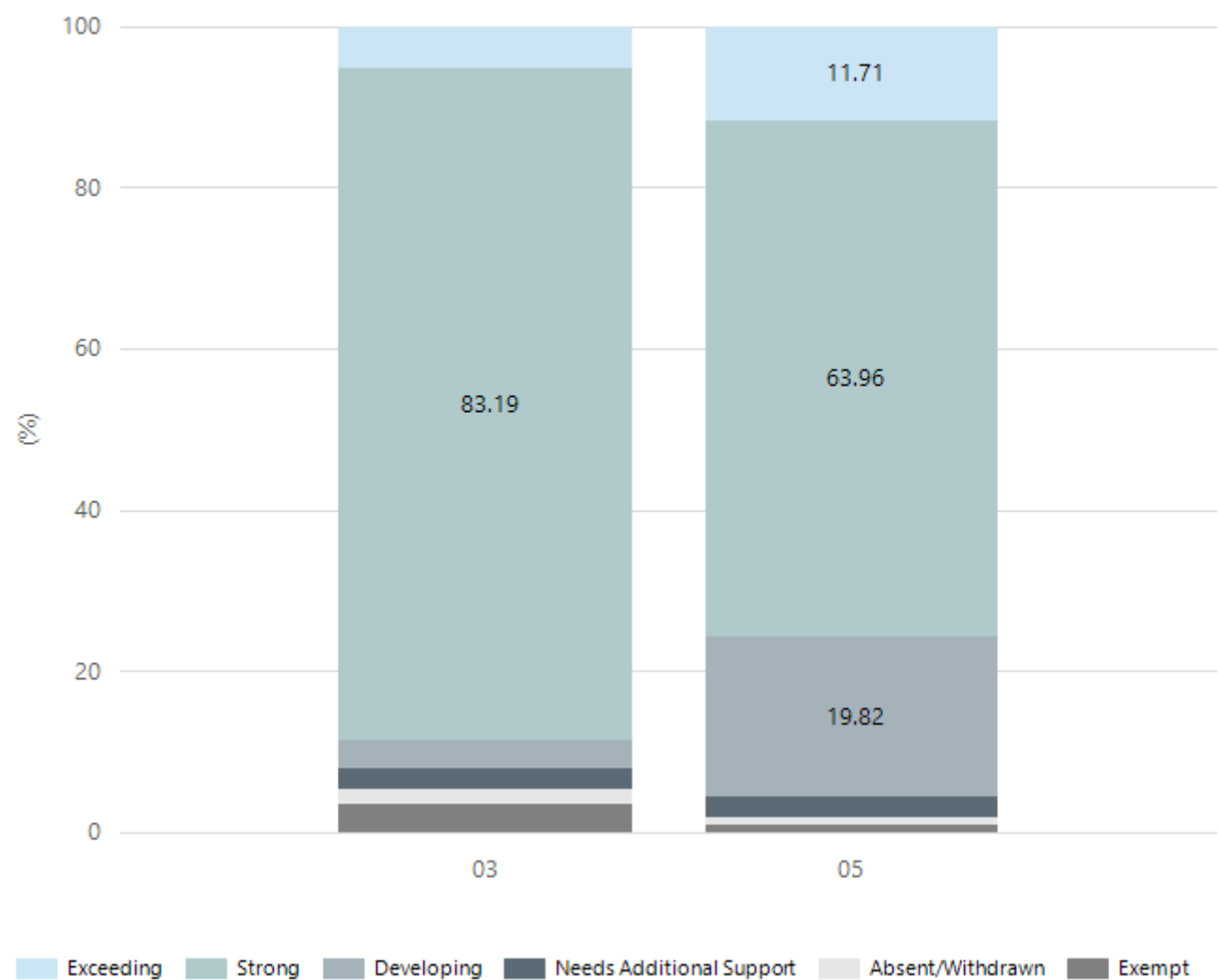
Reading



Year Level	03	05
Exceeding	20	22
Strong	51	64
Developing	29	20
Needs Additional Support	8	3
Absent/Withdrawn	2	1
Exempt	3	1
Total	113	111

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

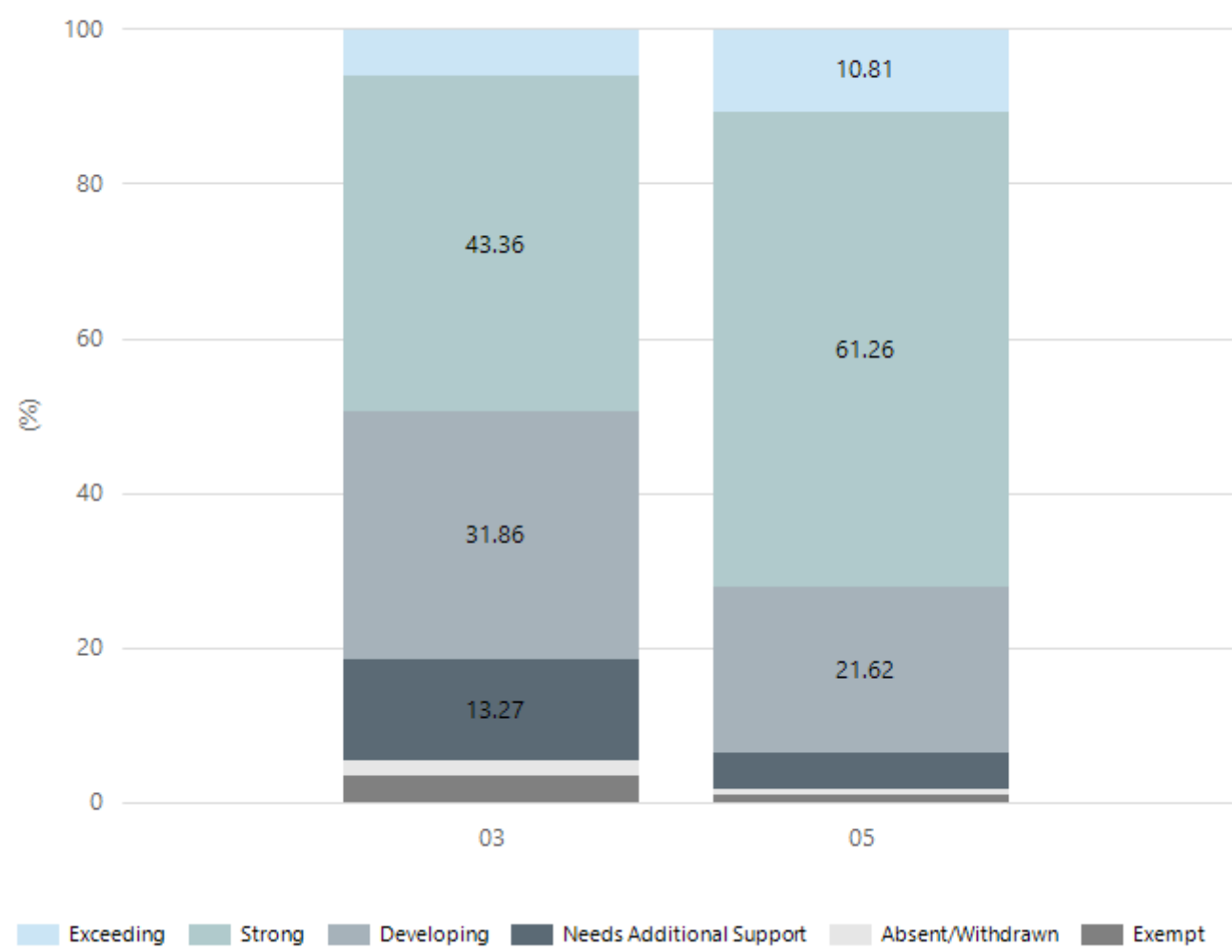
Writing



Year Level	03	05
Exceeding	6	13
Strong	94	71
Developing	4	22
Needs Additional Support	3	3
Absent/Withdrawn	2	1
Exempt	4	1
Total	113	111

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

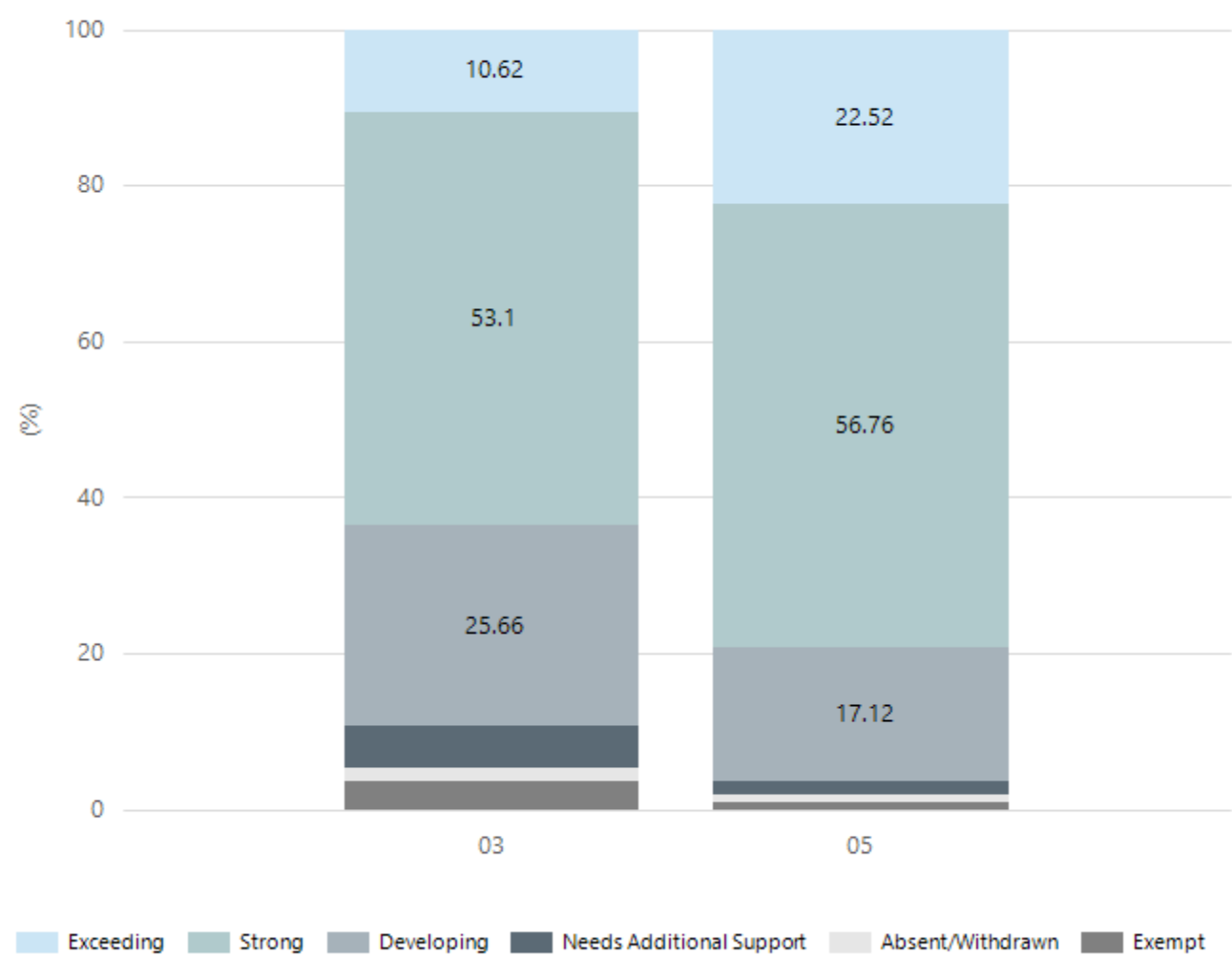
Grammar



Year Level	03	05
Exceeding	7	12
Strong	49	68
Developing	36	24
Needs Additional Support	15	5
Absent/Withdrawn	2	1
Exempt	4	1
Total	113	111

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	12	25
Strong	60	63
Developing	29	19
Needs Additional Support	6	2
Absent/Withdrawn	2	1
Exempt	4	1
Total	113	111

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

School Attendance

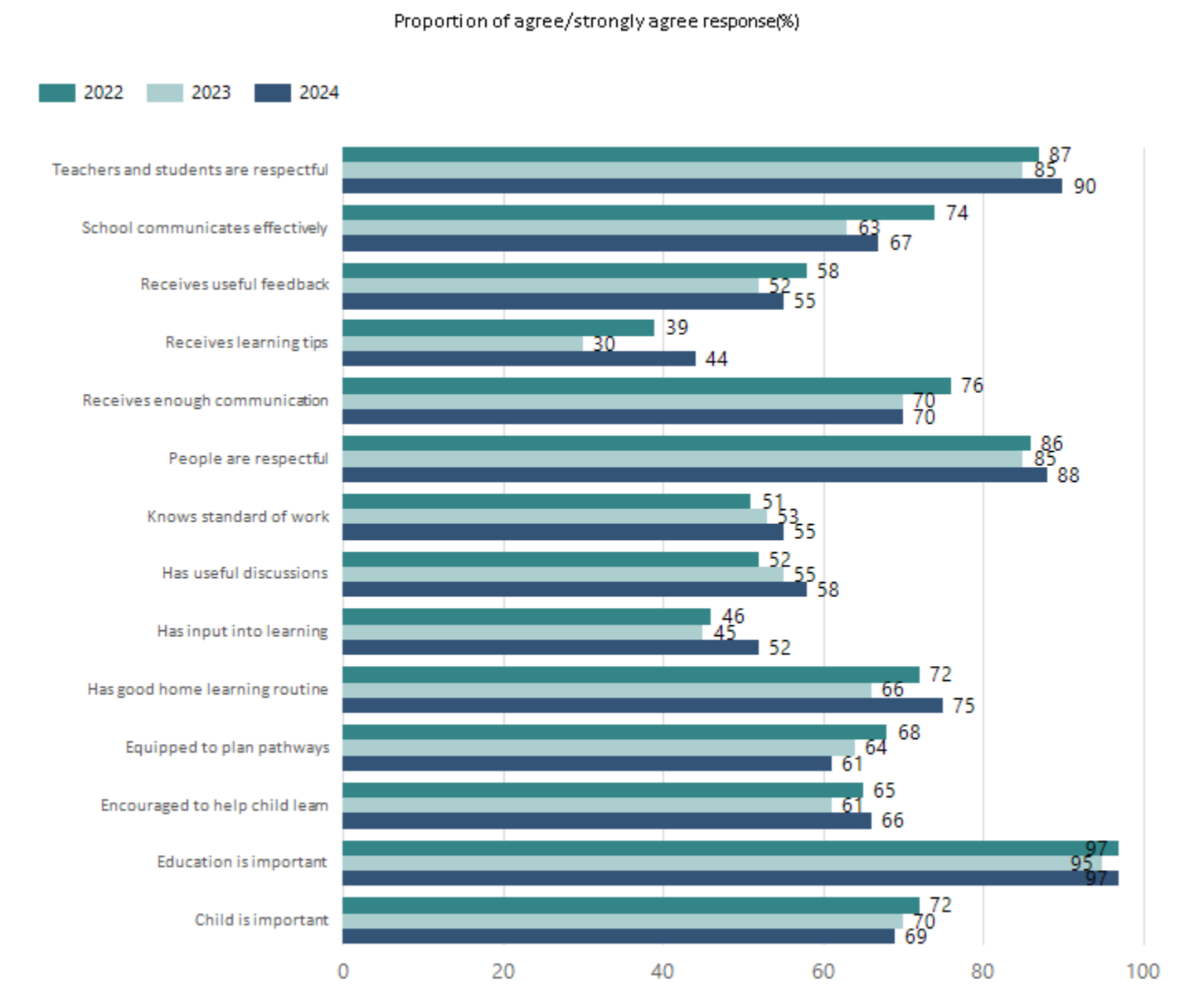
Year Level	2022	2023	2024
Reception	88.7%	92.1%	92.9%
Year 01	90.6%	89.4%	93.3%
Year 02	89.9%	93.1%	91.8%
Year 03	92.5%	90.2%	92.4%
Year 04	89.3%	93.2%	90.2%
Year 05	90.0%	91.1%	92.7%
Year 06	88.6%	91.7%	90.5%
Primary Other	87.3%	88.0%	85.2%
Total	89.9%	91.6%	91.7%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	1	8.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	23.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	31.0%
U - UNKNOWN	5	38.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	37
Postgraduate Qualifications	17

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Non-Teaching Staff		Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	18.9	2.4	45.0
Persons	0.0	28.0	3.0	51.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$8,431,929.47
Grants: Commonwealth	\$6,700.00
Parent Contributions	\$442,774.67
Fund Raising	\$4197.20
Other	\$166,700.82

Data Source: School supplied data.