School context statement
Brighton-Le-Sands Public School is situated in the Southern Suburbs of Sydney. Having grown from 300 to over 750 students in the last 14 years, Brighton is renowned for its outstanding academic, welfare, sporting and performing arts programs. The successes of these programs have attracted many applications from non-local enrolments. Many of the students are from language backgrounds other than English.

Principal’s Message
Our school continues to be a leading light in Public Education across all areas of school life. From the classroom to the sporting fields to the stage, the staff and students of Brighton have had an outstanding year.

The school’s academic performance continues to be above state average in all areas of the curriculum, with particular strength in Reading, Writing and Numeracy. Recognition of the excellence of the staff and the programs at Brighton has come with the Australian Curriculum Assessment and Reporting Authority filming demonstration lessons here that are to be used around Australia to train teachers in the Visual Arts, Performing Arts and Sport. The results of our maths research partnership with the University Of NSW have been presented locally and internationally. Our partnership with the members of the Bayside Learning Community, particularly Moorefield Girls and James Cook Boys High Schools, has provided outstanding gifted and talented opportunities for the children utilising the great facilities available at these schools. This, along with our own special enrichment programs with the emagazine and the film making group, have provided new and engaging extension activities for our children.

The School’s sports performances have again been outstanding with the school Zone Champions in – Junior and Senior Boys Cricket, Senior B Division 1 and Division 2 Junior B Netball, Junior Girls Softball, Senior Boys A Softball, Division 1 Senior Oztag, All Schools Rugby League Opens and 11years, Champion School Swimming, Champion School and Percentage Champions Athletics, Sydney Region Champion School Athletics, Sydney Region Senior Boys and Girls Relay Champions. A host of students have competed at Regional, State and National Carnivals.

The Creative and Performing Arts have always been a strength and in 2014 the performances were taken to a new level with the magnificent production of Robinson Crusoe and the Pirates. Over 450 children from K-6 performed under the direction of Mr Campbell and his team to a sold out Marana auditorium. For the first time we had students in the Schools’ Spectacular and our school was selected to represent all 1800 primary schools across NSW and perform at the 125th NSW State Primary Schools Carnival.

Our school will continue to develop and introduce improvements to it’s teaching and learning programs with Staff training in Focus On Reading to raise our already high academic standards and Bounce Back to be introduced to improve student resilience.

Perhaps the greatest improvement for the education of our students will come from our implementation of the initial funding the school has received due to the Gonski Review. This initial 40% of funding has allowed us to engage the equivalent of one full time additional staff member who will be delivering programs of support across all stages.

Ian Power
**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Brighton-Le-Sands Public School has a strict attendance policy in line with DET regulations. Student’s bi-annual reports contain data for each student’s attendance and punctuality. Records are kept of late arrivals, early departures, full day absences and long term absences. Class teachers are vigilant in following up unexplained absences. Attendance concerns are followed up by a Deputy Principal and ongoing consultation with the Home School Liaison Officer is part of our Learning Support Team policy. The school has a comprehensive system for monitoring student attendance and contacts parents regarding unexplained absences.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

With the restrictions on non-local enrolments the school lost one class teacher position.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>29.3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.8</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.45</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.79</td>
</tr>
<tr>
<td>Total</td>
<td>47.04</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

2% of the Brighton-Le-Sands staff identify as Aboriginal.

---

**Student enrolment profile**

Attendance rates have remained consistent over a period of time.
Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>70</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

During 2014, Brighton-Le-Sands Public School focused upon the continuation of professional learning in gifted and talented education. Staff were given strategies for identifying gifted and talented students and catering for the needs of gifted learners through curriculum differentiation, in particular, looking at ‘Multiple Intelligences’. BLSPS staff were supported in continuing to implement a whole school thinking skills program.

A further focus area was in literacy. All staff commenced training in an intensive training program called, ‘Focus on Reading’. This program is aimed at developing students’ reading comprehension skills through explicit teaching of key aspects of reading comprehension. ‘Focus on Reading’ draws from a sound research base and emphasises the importance and use of:

- rich, multi-modal texts
- rich dialogue that encourages students to ‘show their thinking’ through talk
- explicit teaching that begins with assessment, involves planning based on students’ needs, and supports and scaffolds students through modelled, guided and independent teaching.

Priority was also given to continuing to support staff in the implementation of the new English and Maths Syllabus through collaborative planning sessions.

Professional learning in using ICT was another focus area with professional learning workshops delivered on how to use Smart software, Microsoft 365 and Animoto.

Beginning Teachers

Brighton-Le-Sands Public School has a diverse teaching population from first year teachers to teachers with over 30 years’ experience.

There are 10 beginning teachers (those with less than 5 years’ experience) who are supported by experienced supervisors and an informal mentoring program. Additionally, opportunities for Professional Learning are offered on a needs basis through negotiation with the stage supervisor and the Deputy Principal.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>300,149</td>
</tr>
<tr>
<td>Global funds</td>
<td>478,003</td>
</tr>
<tr>
<td>Tied funds</td>
<td>238,209</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>452,299</td>
</tr>
<tr>
<td>Interest</td>
<td>11,382</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>58,986</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1539028.00</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas 122,992
  - Excursions 76,178
  - Extracurricular dissections 162,739
- Library 13,075
- Training & development 13,265
- Tied funds 192,808
- Casual relief teachers 179,004
- Administration & office 118,768
- School-operated canteen 0.00
- Utilities 68,743
- Maintenance 67,338
- Trust accounts 55,619
- Capital programs 42,437
- Total expenditure 1112966.00

Balance carried forward 426062.00

The school has planned for the refurbishment of several sections of the buildings in 2015.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014
Brighton-Le-Sands Public School has consistently achieved NAPLAN results above the State and Statistically Similar Groups of schools.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
Year 5 NAPLAN Reading

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>506.3</td>
<td>506.6</td>
<td>497.3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
<th>SSG % in Bands 2014</th>
<th>State DEC % in Bands 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 9 24 27 23</td>
<td>2.1 9.3 24.7 27.8</td>
<td>4.2 7.7 27.9 25.0</td>
<td>4.9 11.3 20.3 28.3</td>
<td>6.8 14.3 22.1 24.7</td>
</tr>
<tr>
<td>2</td>
<td>3 10 14 39 20</td>
<td>3.1 10.3 14.4 40.2</td>
<td>4.2 8.4 26.2 31.2</td>
<td>3.8 13.3 21.1 32.6</td>
<td>6.4 15.7 23.5 27.8</td>
</tr>
<tr>
<td>3</td>
<td>4 5 6 7 8</td>
<td>4.2 8.4 26.2 31.2</td>
<td>4.2 8.4 26.2 31.2</td>
<td>4.2 8.4 26.2 31.2</td>
<td>4.2 8.4 26.2 31.2</td>
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</tbody>
</table>

Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>508.4</td>
<td>498.2</td>
<td>488.5</td>
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</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
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<td>4.2 8.4 26.2 31.2</td>
<td>4.2 8.4 26.2 31.2</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>1</td>
<td>537.8</td>
<td>513.7</td>
<td>502.7</td>
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Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
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<th>Percentage in Bands</th>
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<td>4.2 8.4 26.2 31.2</td>
<td>4.2 8.4 26.2 31.2</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>529.4</td>
<td>519.0</td>
<td>504.7</td>
</tr>
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</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
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<td>4.2 8.4 26.2 31.2</td>
<td>4.2 8.4 26.2 31.2</td>
<td>4.2 8.4 26.2 31.2</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN Writing

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<td>477.2</td>
<td>467.1</td>
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</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
<th>SSG % in Bands 2014</th>
<th>State DEC % in Bands 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 2 34 37 15</td>
<td>2.1 2.1 35.1 38.1</td>
<td>1.8 3.9 31.1 35.2</td>
<td>5.9 9.3 37.8 30.6</td>
<td>9.8 11.2 37.2 26.1</td>
</tr>
<tr>
<td>2</td>
<td>3 4 5 6 7 8</td>
<td>2.1 2.1 35.1 38.1</td>
<td>1.8 3.9 31.1 35.2</td>
<td>5.9 9.3 37.8 30.6</td>
<td>9.8 11.2 37.2 26.1</td>
</tr>
</tbody>
</table>

Other achievements

Arts

Brighton-Le-Sands Public School has a well-deserved reputation for outstanding Performing Arts Programs. This is the result of an emphasis on participation and the enhancement of the individual talents of our students and the willingness and expertise of the staff to develop high quality programs.

This expertise was recognized through the selection by ACARA (Australian Curriculum, Assessment and Reporting Authority) of Brighton staff to be filmed and used as exemplars of teaching practice in nationwide teacher professional learning in Visual Arts, Music, Dance and Drama.

The Musical Theatre Production of “Robinson Crusoe and the Pirates” involved 450 students from K-6 in a full-scale stage production. Playing to an audience of 1200, the experience was one that the children and their families will never forget.

Brighton’s choirs and dance groups again performed during Education Week and at the St George Performing Arts Festival. Ten students were successful in gaining a position in the Schools’ Spectacular Concert which was televised on Channel Nine.

Students entered external visual arts competitions and were successful in the Brighton Public Library competition and the Count Down Magazine competition.
Sport

At Brighton-Le-Sands the achievement of individual improvement is paramount. This is reflected in the school’s continued success in sporting activities in individual and team events. The teaching staff work with the students to improve skills in all areas of sport.

Our Primary School Sport program encompasses skill development in the major areas of Football, Basketball, Dance, Gymnastics, Fundamental Movement Skills, Tennis, Athletics, Water Safety, Bike Education and Swimming. Some of these activities are provided by a paid provider.

The Infants Sport Program includes Fundamental Movement Skills, Swimming (Kinder) and Ball Skills. In 2014 we introduced a K-6 Athletics Carnival which was well supported by parents. The Kindergarten Classes participated in the Premier’s Sporting Challenge.

The school competed in all Botany Bay PSSA Team Sports and Carnivals. Brighton-Le-Sands School was named Champion School at the zone Swimming and Athletics Carnivals and also Champion School in Cricket. At the Regional level, the school was recognized as the Sydney East Champion Athletics School.

Many individual students and relay teams competed at the State Championships with the Senior Girls Relay Team placing third.

The school also participated in Milo Cup Cricket and Rugby League Knockouts provided by the St. George Leagues Club. Brighton were the St George All Schools Champions in U9’s and Open A.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Aboriginal education is implemented as a perspective across Key Learning Areas. We are committed to educate all students about Aboriginal Australia through specific activities in literacy, numeracy and creative and practical arts. All classes held special activities to celebrate NAIDOC Week. Teachers will continue to receive training on the Aboriginal Education Policy with the aim that we will see an increase in Aboriginal perspectives within teaching and learning programs.

The Aboriginal education team continues to support staff and student awareness of Aboriginal Education.

In 2014, work continued on a native plant garden established with the support of the Aboriginal community and elders to enhance the teaching of Aboriginal culture. A $5 000 grant was received from Sydney Airport Corporation, which was used to purchase plants and signage. Stage 2 & 3 students worked with staff to create artwork for the garden.

In 2014 we have implemented Personalised Learning Plans for indigenous students aiming to increase and monitor each child’s performance. The school’s Aboriginal students performed at or above the average for their grades.
Multicultural education

Brighton-Le-Sands Public School is proud of the many and varied backgrounds that our students have. We celebrate their heritage in all classes on a regular basis and at a special community day celebrating Universal Children’s Day and Harmony Day.

Members of the various communities are welcomed on this day and share part of their culture with the school. All students are encouraged to come dressed in their national costumes or wear clothes with the colours of the family’s country of origin. Parents send plates of traditional food delicacies to school which are shared among the students across each Stage.

Each year specially designed cultural studies units of work are undertaken by all classes. The Study of Another Culture program supplements the Greek native speakers’ program.

Learning and Support

Our school has an active Learning and Support Team that continues to coordinate and oversee the support programs for all students in the school as required. In late 2013 the model of support for schools was changed significantly and as such schools are now expected to provide a greater range of support services for all students.

Members of the Learning and Support Team together with School Staff have undertaken substantial Professional Learning in areas such as of Speech and Language, Fine Motor Skills, Managing Challenging Behaviours, Autism and Non-Violent Crisis Intervention Training to help in supporting students with identified needs. Additionally in 2014 the school participated in a trial project aimed at supporting the implementation of the National Disability Data Collection.

Community Language

The Department of Education provides one full time and one part time Teacher to support the Greek Language background of many of our students. The Greek Government also provides a one and a half day per week Teaching Assistant to assist in the classes.

All students in Years 1 and 2 participate in Greek Language lessons. Native speakers in years 3-6 continue to receive Greek lessons.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff evaluation of school performance data and the development of appropriate teaching programs to address identified needs.
- Strong supervision processes are in place to monitor the teaching programs delivered to the students.
- Executive monitoring of staff performance through the Teacher Assessment Review schedule matched to Institute of Teachers Standards.
School planning 2012-2014:

School priority 1
Improve student growth in Reading, Grammar and Writing

Outcomes from 2012–2014
Evidence of achievement of outcomes in 2014:

- Teachers enthusiastically introducing new writing techniques.
- Additional support and training provided to students with special needs in reading through Reading Recovery.
- The National Curriculum was fully implemented across all stages.

Strategies to achieve these outcomes in 2014:

- Reading seminars to be held for parents.
- Continued support provided to targeted students from specialist teachers.
- Professional Learning undertaken by teachers, including linking with Bayside Learning Community.

School priority 2
Improve student growth through improved teaching of Mathematics

Outcomes from 2012–2014
Evidence of achievement of outcomes in 2014:

- Reciprocal Numeracy Lessons effectively delivered in all classes. Students demonstrated increasing confidence in utilizing the strategies to solve problems of increasing complexity.
- Teachers programs identify differentiated content appropriate the needs of the children in their classes.

Strategies to achieve these outcomes in 2014:

- Reciprocal Numeracy strategies embedded in all classes.
- Maths text books discontinued leading to more differentiated preparation by teachers.
- Mathletics utilized in all classes.
- Analysis of whole school areas for development identified through NAPLAN results.

School priority 3
All staff to be utilizing Quality Teaching Strategies across all KLAs

Outcomes from 2012–2014
Evidence of achievement of outcomes in 2014:

- Teachers utilizing a team based approach to develop teaching programs.
- Teachers programs identify differentiated content appropriate the needs of the children in their classes.
- High levels of teacher satisfaction with Professional Learning strategies.

Strategies to achieve these outcomes in 2014:

- Continued Professional Learning provided with various groups of teachers appropriate for their level of expertise.
- Experienced mentors to be assigned to beginning teachers.
- Leadership Teams to be expanded to provide additional support to staff.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Reporting to Parents

A survey was conducted on our school’s Report and interviewing process. This was given to a random selection of 150 families:

SCHOOL REPORT

From the survey responses received:

- 80% of parents believed the school report is very informative. They found that teacher comments on how to improve their child’s learning and where to next were beneficial.
- 80% believe that the report showed a clear gauge of where their child’s level of achievement was.
- 20% would prefer less generic comments in Science and HSIE.

TEACHER/PARENT INTERVIEW

- 70% believe that the parent/teacher interview is where the most valuable information is given on their child.
- 30% believe that the interviews should be held at the end of Term 2.

Results from this survey have been presented to staff for further consideration and planning.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Ian Power Principal
Tracey McKinniery Deputy-Principal
Justine Williams Deputy-Principal
Kim Carroll Assistant Principal

School contact information

Brighton-Le-Sands Public School
35 Crawford Road
Brighton-Le-Sands
2216
Ph: 9567 5449
Fax: 9556 1660
Email: brightonle-p.school@det.nsw.edu.au
Web:
http://www.brightonle-p.schools.nsw.edu.au
School Code: 1358

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:


Brighton-Le-Sands Public School