

2016 Annual Report to the School Community



School Name: Brighton Primary School

School Number: 1542



Name of School Principal:	Anny Lawrence
Name of School Council President:	Glen Harrison
Date of Endorsement:	May 17, 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Brighton Primary School has an enrolment of 770 students, which includes 20 students with moderate to profound hearing loss enrolled in the regional Hearing Unit hosted at the school. Brighton Primary School was established in 1875 and is situated in the Bayside suburb of Brighton, 12 kilometres from the CBD. Brighton fronts Port Phillip Bay. With almost six kilometres of coastline within Brighton's suburban boundary, there is a diverse range of attractions and activities for all.

The school has strong generational ties and is well supported by the School Council and parents.

Brighton Primary School's design is traditional and has thirty-two classes organised in year levels. The school has been redeveloped with attention to maintaining the architectural integrity of the two brick Victorian buildings. Brighton Primary School has a large number of re-locatable buildings. Generally, they are grouped in year levels to support our collaborative approach to learning and teaching and maximise the student playing space. The school is fully air-conditioned and all rooms are uniformly furnished to provide a familiar environment for students as they progress across the school.

Brighton Primary School has a rich, well-resourced Specialist Program. There are purpose-built Science, Music and Art Rooms and a Gymnasium. As well, there are literacy and numeracy resource rooms and a large shared learning space in the junior hall. The Library is centrally located and available to students at lunchtime, as well as in class time. Adjoining it is a large building that houses the Performing Arts Centre, the Italian room and the school canteen. The school community raised the funds to fit-out the spaces and construct the covered walkway that connects all classrooms and specialist teaching areas. Our Outside School Hours Care program, BPOSH, is accommodated in the Italian room and the Gym.

A variety of spacious and shaded areas that are landscaped provide a safe and well-equipped play area for students. There is a turfed oval and an athletics track, two adventure playgrounds, a fitness circuit, netball and down-ball courts and a quiet garden for the younger students. The Brighton Primary School community has funded the outdoor equipment and development of the grounds. They are maintained by the School Council Facilities Committee and regular working bees. As well, School Council employs a groundsman and an arbourist.

Brighton Primary School is internationally accredited as a member of the Council of International Schools and authorised by the International Baccalaureate (IB) to teach the Primary Years Program. In 2016 Brighton Primary School submitted its First Report on Progress and Planning to the Council of International Schools. It details the progress the school is making against the Significant Recommendations of our reaccreditation in 2014. The Recommendations of the Visiting Team's Report formed the basis of our current School Strategic Plan 2015 – 2019.

In the outcome letter, the Council of International Schools was impressed by the school's positive approach to the recommendations contained in the October 2014 Visiting Team Report.

CIS was pleased to learn that there has been considerable progress in ...:

- the facilitation of highly effective learning and teaching that has been achieved through the building of teacher capacity;*
- the provision of greater opportunities for teachers and school leaders to collaborate and engage in professional learning with the focus of enabling students to become more responsible for their own learning;*
- the development of a comprehensive whole school assessment schedule;*
- the clarification of teachers' roles and responsibilities aligned to the school's needs;*
- the development of practices that have improved Occupational Health and Safety....*

The school should continue to address the recommendations noted as "in progress" with particular focus on:

- continue the work already well advanced on developing a contextual definition of international/intercultural learning that provides the school with a common language and is aligned with the intercultural and ethical capabilities contained within the Victorian Curriculum;*
- continue to develop a program of peer mentoring and peer observation with the view of enhancing learning and teaching; and*
- continue to improve and evaluate the effectiveness of communication with all school stakeholders.*



Framework for Improving Student Outcomes (FISO)

ACHIEVEMENT

FISO PRIORITY - EXCELLENCE IN TEACHING AND LEARNING

FISO INITIATIVE - CURRICULUM PLANNING AND ASSESSMENT

Key Improvement Strategies for implementation:

- Engage an expert in Mathematics to work at Brighton Primary School on an ongoing basis to develop teacher understanding of effective teaching strategies for Mathematics using the developmental continuum of the Australian Curriculum
- Utilise the data tracking capacity of SMART
- Review the current Assessment Schedule with an emphasis on effective use of formative assessment

ENGAGEMENT

FISO PRIORITY - EXCELLENCE IN TEACHING AND LEARNING

FISO INITIATIVE - BUILDING PRACTICE EXCELLENCE

Key Improvement Strategies for implementation:

- Introduce Compass
- Continue to build a school wide understanding of differentiated, individualised and personalised learning
- Work with consultants to investigate methods of effective collaborative planning, teaching and learning
- Units of Inquiry reflect the phases of inquiry, in particular drawing conclusions and taking action
- Introduce and model Philosophical inquiry

Achievement

In the Achievement section of the School Strategic Plan, a number of key improvement strategies have been implemented.

- We have reviewed the Assessment Schedule, conducted professional learning and agreed timelines for assessment and data entry on SMART.
- Specialist teachers worked collaboratively and developed an Assessment Schedule for their disciplines
- The school has realised the capacity of the report-writing platform, SMART, as a centralised data tracking system. Teachers enter all the data from the Assessment Schedule on to SMART. It has the capacity to triangulate student achievement data; NAPLAN and teacher judgements against the indicative level of AusVELS.
- Policy has been developed and implemented to cater for the range of student learning needs at Brighton Primary School. Teachers have been trained to write targeted Individual Learning Improvement Plans for students six months or more below the indicative level and those 18 months or more above.
- In 2015 – 16, the school formed a relationship with Mathematics expert, Michael Ymer. He conducted professional learning with the whole school, year level teams and modelled practice in the classroom. The Mathematics Developmental Continuum of the Australian Curriculum and Rich Assessment Tasks based on real world scenarios are evident in teacher planning and informed the team goal for the Knowledge domain of the teacher Performance and Development Process. Our results in Grade five Numeracy for NAPLAN, have moved from Lower than like schools in 2015 to Similar to like schools in 2016 with an increase in medium and high growth.
- There are three professional learning teams: P-2, 3-6 and the specialists. They meet regularly to build teacher understanding of the learning continuum so students are assessed across the curriculum and beyond the year level.

Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

Under Engagement we have had three major key improvement strategies: the introduction of Compass to track attendance, building teacher capacity to engage all students particularly our highly able students and deepening teacher understanding of the inquiry cycle.

- Compass was introduced as a single communication platform for the school community. In 2016 Compass was used for student attendance, late arrivals and early departures, events with parent consent and attendance at parent teacher interviews. Curriculum information for each year level was available under School Resources and Student Reports were available to parents on Compass in June and December. In term four the School Calendar was published on Compass. The Admin and Executive staff met regularly throughout 2016 to refine process, trouble shoot and forward plan for 2017.
- The Council of International Schools reaccreditation process established we had successfully built teacher capacity to differentiate and individualise student learning to maintain and sustain student learning outcomes, rather than extend and engage all students as active learners. Working with David Anderson and Leadership, staff grappled with the term personalising learning, throughout 2016. David introduced Andy Hargraves' Ready, Fire, AIM protocol to assist teacher understanding. By the end of 2016 staff reached the understanding that personalising learning is highly effective learning and teaching. Conceptually, the staff understands now that students are responsible for their own learning and the teacher has a role to play to actively engage them.
- The three professional learning teams have supported all teaching teams, to collaborate and write common team goals for the four domains of the Performance and Development Process: Knowledge, Practice, Engagement and Student Learning Outcomes. This was supported by timetabled weekly release for Peer Observation and release each term for teams to collaboratively plan for the term ahead.
- The process of inquiry continued to be taught in Making the PYP Happen (MPYPH)
- We have continued our work with Educational consultant David Anderson, to build teacher understanding of the inquiry cycle. David introduced the Lamp of Learning: a metaphor for moving from basic knowledge level to the application and transference of knowledge within a new context.
- David Anderson attended team planning to help teachers use the Lamp of Learning as an audit tool for Summative Assessment Tasks. The focus was on the drawing conclusions and taking action phases of the Inquiry Cycle
- Teachers audited two of the six units of inquiry against the Lamp of Learning
- The Primary Years Program coordinator, in Making the PYP Happen, introduced Guy Claxton's Split Screen Thinking to align learning intentions and success criteria with the attributes and attitudes of the Primary Years Program:

Learning about	Learning How	Learning to become
Content	Skill	Disposition
Each one is posed as a question to promote inquiry (Kath Murdoch)		

- Following staff attendance at the IB Primary Years Program Melbourne workshops, teachers were introduced to conceptual Central Ideas, to move inquiry from a subject specific to a transdisciplinary focus for inquiry. The Central Idea for the Grade six Exhibition was built on these new understandings.
- A teacher was trained in Philosophical Inquiry. She was timetabled weekly to model in the classrooms of interested teaching teams. One team wrote their team goal for the Engagement domain of the Performance and Development Process on their implementation of Philosophical Inquiry. At the end of 2016, the teacher modelling Philosophical Inquiry successfully applied for level two training.
- The impact of our focus on student engagement is evident in the 2016 Attitudes to School Survey data. Student perceptions have moved from Lower than like schools in 2015 to Similar to like schools in 2016.



Wellbeing

Although Wellbeing does not have a FISO focus, work continued in 2016.

- The Student Wellbeing Team was formed with representation from each teaching team. It met regularly with the Student Wellbeing Team leader and one of the Assistant Principals. The release of a member of the Student Wellbeing Team each day at period five was continued. The purpose was to have dedicated time to:
 - follow-up incidents
 - work with identified students on a regular basis to build social and emotional skills
 - provide release for classroom teachers to work with students
 - update student wellbeing records
 - track at-risk students.
- School wide policy was agreed and adopted: time dedicated to student wellbeing at weekly teaching team meetings and outcomes minuted.
- A key finding of the Visiting Team's Report, was to implement a centralised data tracking system for student wellbeing as well as student achievement. In both 2015 and 2016, school wide process for tracking student wellbeing has been developed. It has been documented in the Staff Handbook and the policies developed by the Education Committee in preparation for transferring to the Chronicles in Compass. The school processes have been developed in consultation with staff by the Student Wellbeing Team and staff members have been identified for Chronicles training in 2017.
- Work continued on implementing Circles. Members of the Student Wellbeing Team provided whole school Professional Learning and modeled the practice for Peer Observation. Teaching teams committed to using Circles for Social and Emotional Learning.
- The Yoga program continued in years two, five and six and the prep students were introduced to it.
- Mindfulness was used regularly at all year levels.
- Peer Mediation and the Buddy Program ran as part of Junior School Council with strong student input.
- The Grade six Leadership program continued.
- In consultation with the teaching teams clear processes were developed and documented for
 - referring students to Department of Education and Training School Service Support Officers
 - provision, documentation and central filing of intervention support (ILIPs)
 - referring students to the on-site OzChild Counselor
 - frequency of SSGs for funded students under the PSD
 - frequency of SSGs for non-funded students with a diagnosis
 - making application for funding under PSD.

For more detailed information regarding our school please visit our website at
<http://www.brighton.vic.edu.au>



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

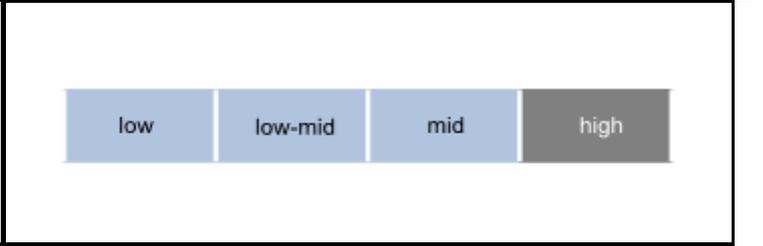
School Profile

Enrolment Profile

A total of 788 students were enrolled at this school in 2016, 401 female and 387 male. There were 8% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

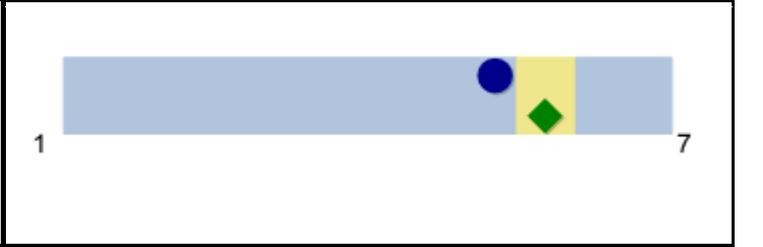
Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

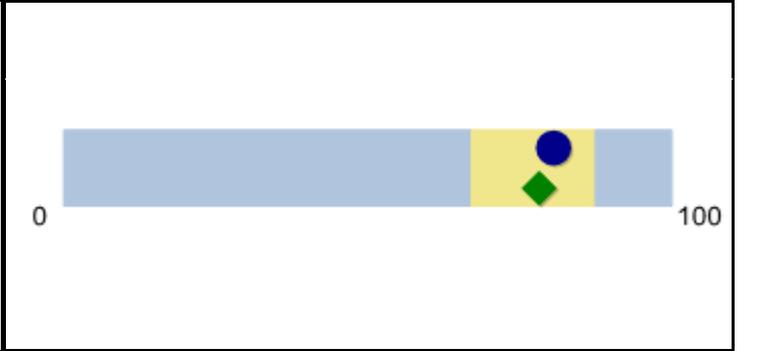
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>44%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>54%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>55%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>51%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>46%</td> <td>42%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	44%	24%	Numeracy	23%	54%	22%	Writing	21%	55%	24%	Spelling	28%	51%	21%	Grammar and Punctuation	12%	46%	42%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	33%	44%	24%																							
Numeracy	23%	54%	22%																							
Writing	21%	55%	24%																							
Spelling	28%	51%	21%																							
Grammar and Punctuation	12%	46%	42%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	94 %	93 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	94 %	93 %	93 %	93 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>

How to read the Performance Summary

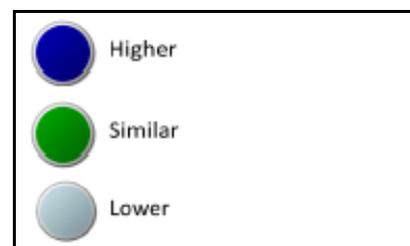
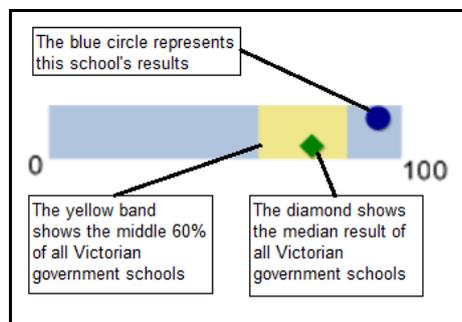
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

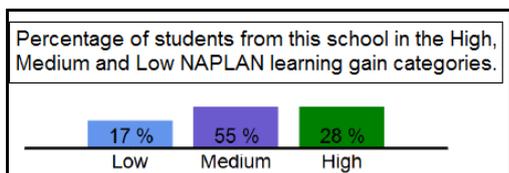
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.





Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$5,590,242
Government Provided DET Grants	\$806,110
Government Grants Commonwealth	\$9,772
Revenue Other	\$39,966
Locally Raised Funds	\$1,421,410
Total Operating Revenue	\$7,867,500

Expenditure	
Student Resource Package	\$5,366,100
Books & Publications	\$7,883
Communication Costs	\$22,006
Consumables	\$225,250
Miscellaneous Expense	\$828,775
Professional Development	\$85,078
Property and Equipment Services	\$509,451
Salaries & Allowances	\$151,147
Trading & Fundraising	\$255,248
Travel & Subsistence	\$3,225
Utilities	\$48,050
Adjustments	\$20,720

Total Operating Expenditure	\$7,522,933
Net Operating Surplus/-Deficit	\$344,567
Asset Acquisitions	\$5,948

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$1,035,411
Official Account	\$47,639
Other Accounts	\$79,372
Total Funds Available	\$1,162,422

Financial Commitments	
Operating Reserve	\$330,078
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds incl SMS<12 months	\$30,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$40,000
Revenue Receipted in Advance	\$417,770
Provision Accounts	\$4,500
Asset/Equipment Replacement > 12 months	\$70,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$200,074
Total Financial Commitments	\$1,162,422



Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Brighton Primary School is a large school that is 140 years old. There are thirty-two classes and six Specialist programs. The generosity of the school community through the building fund, the library fund and fund raising events, provides the funds to maintain the facilities, both old and new, the grounds and invest in resources including, digital technology, air-conditioning and phones in all teaching areas, a fully equipped Health Centre as well as contributing to the resourcing of the Specialist programs. In 2016 a major expenditure was new carpet in both the senior and junior brick buildings.