

2017 Annual Report to the School Community



School Name: Brighton Primary School

School Number: 1542



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2018 at 01:08 PM by Ann Harris (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 May 2018 at 01:34 PM by Clara Robertson (School Council President)



About Our School

Our Vision

Brighton Primary School, a community of
Critical thinkers
Interactive learners
Global citizens

Think, Act, Become

Our Mission

Brighton Primary School: As an internationally minded school, our reputation stands on honouring our history, focusing on the present and preparing for the future.

We believe that the growth of our children is at the heart of our community.

By focusing on the whole child, we facilitate a sense of belonging and achievement through powerful interactions with other learners and rich learning tasks.

Our school culture of shared responsibility and collaboration ensures that the Hearing Unit functions as an integral part of the school community, supporting students to fully access mainstream education.

We value our colleagues as reflective educators who are open to new ideas and focused on best practice as they educate our students to develop as critical thinkers and lifelong learners.

We are committed to highly effective learning and teaching which is built on relational trust. We have positioned ourselves globally through our membership of Council of International Schools and authorization by the IB to deliver the Primary Years Program and develop global citizens.

We invite you to join us.

Our Values

The values embodied in the International Baccalaureate learner profile are underpinned by the attitudes of the Primary Years Program and will guide the community during the next five years.

Learner Profile – inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced & reflective.

Attitudes – appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect & tolerance.

School Context

Brighton Primary School has an enrolment of 769 students, which includes 20 students with moderate to profound hearing loss enrolled in the regional Hearing Unit hosted at the school. The 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.

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 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. There are 32 classes. Teachers have either on-going positions or fixed term contracts in lieu of staff on leave and enrolment constraints. Our student attendance is regular, however a number of families take extended holidays or relocate for part of the year.

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 class time. Adjoining it is the Performing Arts Centre, the Italian room and the school canteen. The school community raised the funds to fit-out these 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 and netball and down-ball courts. Below the junior play equipment is the Wonder garden, designed by our students. It is both a teaching space and a playing area. The Brighton Primary School community has funded the outdoor equipment and development of the grounds and are maintained by the School Council Facilities Committee and regular working bees. As well, School Council employs a groundsman and an arbourist.

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

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning - Building practice excellence

We identified highly effective learning and teaching as our goal for building practice excellence. Professional learning with David Anderson and our membership of the Victorian PYP Network, refocused our work on learner agency. David has modelled explicit teaching of the enabling skills that underpin learner agency and coached teachers in their use of collaborative processes. Staff has been introduced to the six dimensions of 21st Century Learning Design to move practice from providing activities to designing learning experiences. These areas were the focus of the Engagement goal of teachers' Performance and Development Plans for 2017. There are evident changes in practice. Teachers and leadership use split-screen learning intentions, the phases of inquiry are documented in inquiry planners and the summative assessment tasks require students to apply and transfer their knowledge to new contexts. Professional learning with Professor Phillip Cam on Philosophy in Schools and the work of the philosophy team built teachers' and students' questioning and thinking skills which has deepened inquiry.

Positive climate for learning - Setting expectations and promoting inclusion

Social and Emotional Learning are evident in classroom practice: Circles are used as a teaching tool, most classes practice Mindfulness, there is a whole school process for student wellbeing and a student wellbeing team, with daily release in period five. Staff has written developmental continua for the four Capabilities of the Victorian Curriculum to provide an assessment framework for Social and Emotional Learning. Membership of the Primary Years Program Network, the Council of International Schools Chapter, our affiliation with VAPS and active participation with local community groups enriches our student learning.

In 2018, we will continue to work on **Building practice excellence** with professional learning from David Anderson on assessing the design of learning experiences using the six dimensions of 21st Century Learning Design. Teachers will continue to explicitly teach the enabling skills and apply the collaborative processes to various contexts to embed them in classroom practice. As a school that delivers the PYP, we will build whole school understanding of inquiry as a stance rather than a timetable allotment. Teachers will work with the PYP coordinator to build their expertise in designing strong concept based provocations that will prompt questions and lines of inquiry to explore our contemporary world and follow student interest. This will be modelled in all learning forums - as a Professional Learning Community, in PLTs, leadership meetings and in the classroom. In literacy, our goal will be to lift our reading results by increasing high growth and decreasing medium growth while maintaining our very high growth. We will revisit our agreed instructional model and build teacher capability in teaching the three levels of comprehension to increase high growth, decrease medium growth and maintain the very high growth in reading.

Achievement

In 2017 we shifted from AusVELS to the Victorian Curriculum. As a result, many professional learning sessions were dedicated to enhance teacher capacity to plan effectively for learning and assessment, with a particular focus on Writing. This focus was reflected in teachers PDP goals.

As a natural progression from the previous year, when we engaged with Maths expert Michael Ymer, we transitioned to using his Maths Developmental Curriculum Planners to focus and sequence our Maths planning and teaching. We further strengthened our Assessment Schedule to explore and trial a new online Maths assessment tool, Essential Assessment.

We continued to engage with our educational consultant David Anderson, who facilitated professional learning sessions designed to up skill teachers to conduct professional learning conversations.



Teachers continued to use digital technologies as tools to enhance teaching and augment student learning. Professional Learning included plugged and unplugged learning experiences with a focus on STEM.

We experienced an increased percentage of growth in the medium and high growth range in reading, numeracy, writing and spelling. BPS continues to maintain high levels of academic performance. We continue to be ranked well above the state average across all levels of the school in English and Mathematics. We have maintained our academic status, with our results being on par with similar high achieving schools.

Engagement

In 2017, our understanding of inquiry learning moved from following a model to being a stance across all curriculum areas. In line with current research into 21st Century Learning Design, we prioritised the development of skills and capabilities that are transferable across all curriculum areas. Essentially, students learning how to learn. Impact on teacher practice includes:

- planning using desired results template to identify the five essential elements that will be taught. (knowledge, skills, concepts, attitudes, action)
- creating a continuum for the capabilities of the Victorian curriculum and identified where these capabilities are taught in units
- using split screen learning intentions to identify the content, skills and disposition being developed
- using Cooperative learning strategies with a specific skills focus.

Teachers have developed their understanding of the role they play in highly effective teaching and learning. Namely designers and facilitators of learning experiences in which students can then direct their own learning. Impact on teacher practice includes:

- using 21st century learning design to plan, reflect on and audit learning experiences and units
- making links between the enabling skills, transdisciplinary skills and the capabilities
- using philosophical inquiry and 'communities' of inquiry with a focus on 4cs of thinking; caring, collaborative, critical and creative thinking.

Data for Engagement is based on attendance rates. 2017 rates were in the low-mid 90% for every year level. This is in line with similar schools.

Wellbeing

In 2017, the Student Wellbeing Team continued meeting regularly and was responsible for following-up student wellbeing issues. Class teachers were released to conduct Restorative Practices chats. The process for tracking student wellbeing was supported by:

- the student wellbeing tracker and transition to Compass Chronicles (encompassing all students behavioral concerns). Compass Chronicles provided greater transparency and cross references students involvement.
- Compass Kiosk was purchased and introduced
- student wellbeing was part of each team's weekly planning
- some lunchtime activities were implemented such as hip hop dancing and AFL for girls

Skill and strategies employed by staff to promote social and emotional learning included:

- Professional learning sessions have been provided to help staff support students manage grief and deal with gender identity and inclusion
- Student Wellbeing team members were available for coaching and mentoring other staff in social and emotional learning practices such as Circles.
- Two community conversations were held and they focused on resilience.

When comparing 2016 and 2017 Wellbeing data we found that:

In the Student Attitudes to School - in Connectedness to School and the Management of Bullying, our students were similar to like schools in our social economic area.

For more detailed information regarding our school please visit our website at 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile

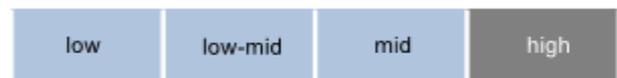
Enrolment Profile

A total of 769 students were enrolled at this school in 2017, 372 female and 397 male.

10 percent were EAL (English as an Additional Language) students and < 10 percent 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

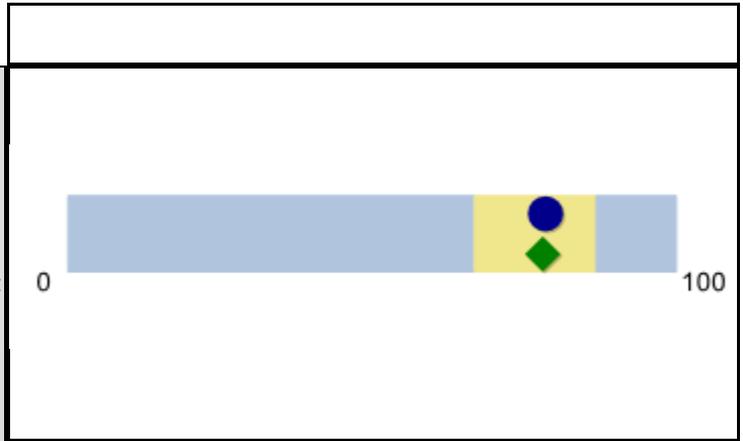




School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>57%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>60%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>57%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>48%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>47%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	57%	23%	Numeracy	14%	60%	26%	Writing	11%	57%	32%	Spelling	26%	48%	26%	Grammar and Punctuation	18%	47%	35%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="552 913 1039 1003"> <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>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	93 %	93 %	94 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	93 %	93 %	94 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

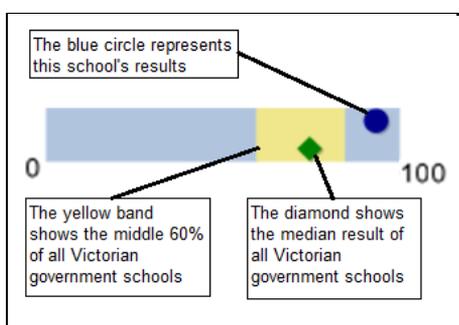
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

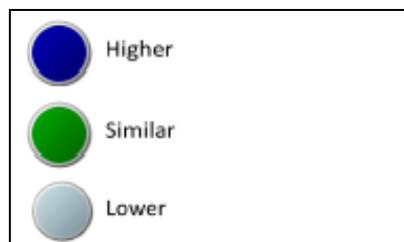


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,624,831	High Yield Investment Account	\$1,146,405
Government Provided DET Grants	\$780,702	Official Account	\$118,766
Government Grants Commonwealth	\$21,841	Other Accounts	\$43,325
Revenue Other	\$35,714	Total Funds Available	\$1,308,496
Locally Raised Funds	\$1,127,278		
Total Operating Revenue	\$7,590,367		
Equity¹			
Equity (Social Disadvantage)	\$9,867		
Equity Total	\$9,867		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,421,098	Operating Reserve	\$270,699
Books & Publications	\$7,587	Asset/Equipment Replacement < 12 months	\$120,000
Communication Costs	\$13,277	Capital - Buildings/Grounds incl SMS<12 months	\$99,468
Consumables	\$116,296	Maintenance - Buildings/Grounds incl SMS<12 months	\$132,001
Miscellaneous Expense ³	\$756,861	Beneficiary/Memorial Accounts	\$66,055
Professional Development	\$92,114	Revenue Received in Advance	\$532,985
Property and Equipment Services	\$475,317	School Based Programs	\$4,136
Salaries & Allowances ⁴	\$169,054	Provision Accounts	\$3,100
Trading & Fundraising	\$151,850	Other recurrent expenditure	\$32,227
Travel & Subsistence	\$375	Capital - Buildings/Grounds incl SMS>12 months	\$47,825
Utilities	\$51,660	Total Financial Commitments	\$1,308,496
Total Operating Expenditure	\$7,255,488		
Net Operating Surplus/-Deficit	\$334,879		
Asset Acquisitions	\$36,769		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.



In 2017 the equity funding was used to support the Reading Recovery Program.

Comparison of the Financial Performance and Position in 2016 to 2017

- The significant increase in the cost of Communication was due to further implementation of Compass: the associated merchant fees and the purchase of the Compass Kiosk to monitor people visiting the school, late arrivals and early departures.
- The variation in figures for expenditure was the result of a review of the coding of items in CASES 21 – the money has been reallocated and the bottom line remains similar from 2016 to 2017.
- The significant increase in Trading and Fundraising from 2016 to 2017 was due to:
 - creating a role for an Education Support staff member in the front Office to be in charge of the hire of facilities in accordance with school council process; the result was increased availability of the facilities and therefore more income;
 - the hard work of the Friends of Brighton, the fundraising arm of School Council, in running a variety of successful and profitable events throughout 2017.
- The 'Other Accounts' include the Building and Library Fund. In 2017 we resurfaced the floor in the Gymnasium and upgraded the furniture in the library.

Brighton Primary School is a large school that is 142 years old. There are 32 classes and six specialist programs. The generosity of the community through the building and library funds and an annual fundraising calendar of events provide the funds to maintain the facilities, the grounds and invest in resources, not funded in the Student Resource Package, including an extensive digital landscape, air conditioning and phones in all teaching areas and a fully equipped Health Centre and materials for our Specialist programs.