



Context Statement 2016

School Name: Brighton Primary School

Celebrating 139 years of Public Education in 2016

Celebrating 50 years of Service to Hearing Impaired students in 2013

School Number: 0637 Centre for Deaf Education Number: 1294

1. General Information

Brighton Primary is a forward thinking, innovative and cosmopolitan school of 647 students. It is located in the South West of Adelaide not far from Brighton beach. The school's motto is "Pride, Quality and the Pursuit of Excellence", our vision embraces a spirit of learning as we aspire to "Engage, Imagine, Create and Innovate." The school practises its community shared values of "Care and Respect, Achieving Success, being Responsible Learners and being Environmentally Aware" through all its learning and activities.

The school is well regarded for its innovative embedding of technology across the curriculum. Teaching and learning programs are characterised by the effective use of digital resources such as interactive whiteboards, a range of digital platforms and educational/presentation software. A Bring Your Own Device Policy and a video suite are used to further enhance creativity and learning. Inspired by the guiding principles of Reggio our learning environments have been transformed to create flexible learning spaces where students are engaged and challenged to reach their highest potential.

We view students as competent and capable learners and have a focus on the learning dispositions within an inquiry framework.

The school has an active Governing Council and Parents and Friends Group which provide support to the school community. A school and community garden serves to enrich and inform learning across the school particularly in the areas of environmental awareness and sustainability.

Embedded and incorporated within the school is the Brighton Centre for Deaf Education which works collaboratively within the larger school to provide effective bilingual programs for identified hard of hearing and Deaf students in mainstream integrated classes.

Part A

School name: BRIGHTON PRIMARY SCHOOL and CENTRE FOR DEAF EDUCATION

School No. : 0637 Centre for deaf education No: 1294

Principal : Ms Judith Allen

Postal Address : 1 Highet Avenue, Brighton 5048

Location Address : 1 Highet Avenue, Brighton 5048

District : Holdfast Partnership

Distance from GPO : 16 kms

Phone No. : 08 82963614

Fax No. : 08 82967180

Website : www.brightonps.sa.edu.au

School email address: dl.0637_info@schools.sa.edu.au

CPC attached : No

Out of School Hours Care (OSHC) service: yes

February FTE Enrolment 645

Centre for Deaf Education Enrolment: 12

Reception 77

Year 1 77

Year 2 81

Year 3 100

Year 4 71

Year 5 86

Year 6 55

Year 7 86

TOTAL 633

School Card Approvals (Persons) 74

EALD Total (Persons) 70

Aboriginal FTE Enrolment 13

Students with Disability 20 FTE

Centre for Deaf Education - 12

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

1. Staffing numbers:

Primary School

Tier 1 29.4

Tier 2 1.0

FIR 1.03

EALD 0.6

School Services Officer hours 266.5

Centre for Deaf Education coordinator 1.0

Deputy Principal 1.0

Assistant Principal 2.0

Auslan BSSO Support 106.5

ACEO SSO 11.0hrs

Total number of teaching staff 29.5 Full time [24.5 female & 4 male]

Total number of teacher staff 7 Part Time (7 female)

Total number of non-teaching staff 15 [11 female 4 male]

The school's leadership team includes the Principal, One Deputy, Two Assistant Principals, one Coordinator in Well-being and one Co-ordinator in Centre for Deaf Education

OSHC conduct before and After School Care programs as well as Vacation Care.

These programs are very successful and popular with bookings essential especially for holiday care.

Enrolment Trends

Enrolments have grown over the past few years to over 645 students. The proportion of EALD students has also risen over the past few years and we are now a more multicultural school than previously with representation from a range of countries including China, India, Vietnam, Afghanistan, Thailand and New Zealand.

Year of Opening

Brighton Primary School originally opened in 1877.

Public transport access

Buses travel along Brighton Road stopping near the school and the nearest train station is less than 1 kilometre away.

2. Students (and their Welfare)

The school's enrolment at February was 645 students, grouped into 25 classes

from Reception to Year 7 with 12 hearing impaired students integrated into mainstream classes.

The primary school enrolment will remain stable for the rest of 2016. This year we have had a high number of transient students. The CDE enrolment is likely to remain stable. Just over 22% of students receive School Card. EALD students attract 0.4 staffing, Tier 2 salary is 0.6.

The school uses a range of practices and programs to support student wellbeing and behaviour. These include Restorative Practice, Circle Time; Play is the Way and Program Achieve. Bullying surveys are carried out regularly to provide information to ensure the success of these programs. A Well-being Co-ordinator provides support for the implementation and development of a collaborative whole school approach to well-being and engagement.

Students are involved in the decision making process through class meetings and the Student Representatives Council. Genius hour projects are operant in learning areas. Students take a very active role in school community responsibilities eg.

Traffic monitors, Library Monitors, ICT support work, and as Student Ambassadors who guide visitors on tours of the school. Buddy Class programmes exist across the year levels and support the development of a strong school community with older students developing positive relationships with and modelling for younger students.

3. Key School Policies

The school's Policies and Agreements are found on the School Website. Policies align with DECD policies.

The Site Improvement Plan can also be accessed on the website and site priorities for 2016-18 are:

- Leading learning, Continuity and Consistency
- Learning and teaching, Focus on Pedagogy
- Learning environment as the 3rd Teacher, personalising the learning
- Community of learners, sharing the learning
- Numeracy and Literacy Plus

NAPLAN test results across the three year levels are interrogated each year to provide information for planning and improvement. School wide standardised testing is also used to monitor the success of school programs and identify areas for development.

4. Curriculum

The school offers a broad general curriculum based upon the Australian Curriculum in English, Maths, Science and History, Society and Environment, Technology, Health and Physical Education and Auslan. Areas supported by specialist teachers are Physical and Outdoor Education, Auslan as LOTE and Performing and Visual Arts. The Australian Curriculum General Capabilities also inform our teaching and learning programs.

The school offers a wide range of opportunities for students to learn instrumental music. Students learning string instruments combine together to form the orchestra. A school band was started in 2001 utilizing the skills of students who learn music.

The Signing Choir is involved in the Festival of Music each year. Pedal Prix is a yearly event. Students 3-7 can participate in the Children's University.

The Centre for Deaf education provides curriculum access for hard of hearing and Deaf students. The students' individual language and communication modes are assessed and appropriately tailored programmes provided. Both oral/aural and sign bi-lingual strategies are offered. Students are integrated into mainstream classes.

Digital Technologies

We improve student learning outcomes by using **digital technologies** to **enhance teaching and learning**.

Our focus at Brighton Primary School is on **emerging practice** rather than **emerging technology**. We use digital technologies as a way of moving from traditional to **transformational** ways of working and learning to address the needs of learners in a changing world. We focus on **thinking** rather than on the technology tools.

Students and teachers have access to interactive whiteboards and desktop/ laptop computers (dual operating systems, Apple Mac and Windows PC) as well as mobile learning devices such as iPads and iPod Touches. We also embed emerging Web 2.0 technologies into the classroom.

A **wireless network** provides valuable internet access to all learning spaces/ classrooms. The development and acquisition of **ICT capabilities** as described in the **Australian Curriculum** underpins the focus of our work.

Literacy

At Brighton PS we agree that a whole school approach to Literacy is necessary to support and challenge all students. **The Australian Curriculum English (ACE)** is the focus document that guides the planning, programming, teaching and assessment of literacy for all R-7 learners. As well, literacy as a **general capability** is authenticated across all areas of learning. Reading comprehension is critical to student success at school and beyond. It forms a significant part of all student learning and impacts every curriculum area. The Big Six of reading are explicitly taught R-7 and include **oral language development, phonemic awareness, phonics, vocabulary, fluency and reading comprehension**.

Reciprocal Reading, Guided Reading and Guided Writing are used daily to differentiate instruction during an uninterrupted Literacy Block R-7. The Oxford Word List is the resource used for sight words R-7. Literacy is scheduled for a minimum of 300 minutes per week in all R-7 Learning Areas. Data collection is diagnostic and includes the Screen of Phonological (SPA), Soundations, the South Australian Spelling Test (SAST), Running Records and Pat –R reading assessment.

Numeracy

Numeracy continues to be a school priority. Staff have undertaken intensive Professional Development in Numeracy including Back to Front Maths and Natural Maths. At Brighton all students will spend a minimum of 300 minutes per week on Mathematics. Staff is expected to teach explicitly the language (**literacy**) of mathematics so that students are able to explore and communicate mathematical concepts. They plan, program and assess using a backwards design model and teach mathematics and numeracy explicitly through an integrated curriculum approach and in a variety of contexts to allow for a deeper, richer and meaningful understanding of concepts. Online data is now being collected across the school with PAT Maths tests as a summative tool. Diagnostic tools are continually being developed and shared as part of the formative assessment program.

Special Needs

Identification and support for specific learning needs /students at risks occurs through

- . negotiated education plans and support
- . a range of short term intervention programs for targeted students with learning difficulties.
- . EALD support for eligible students.
- .The LAP and Co-ordination Programme are well supported by the community.
- .Aboriginal students are supported by an AET, ACEO and SSO Support hours.

Staff across the school work to differentiate learning to ensure success for all students.

Teaching Methodology

TfEL Methodology is actively supported and developed through the implementation of the site learning plan within the working dialogues and practices of the

Professional Learning Teams of the school. This is the core ongoing work of the teams and a targeted area for improvement over the next three years.

Assessment and Reporting

The school has a comprehensive reporting policy that includes acquaintance night, three way learning conversations and reports during the year. We host an open night in Term 3 to showcase student learning.

A range of competitions are available for students to participate in.

Joint Programs

The school has developed a strong Orientation program with its feeder Kindergartens (Warradale Kindergarten, Dover Kindergarten, Seaview Kindergarten, Ballara Park Kindergarten and Darlington Kindergarten) and this program is continually reviewed and adjusted. Brighton Primary works collaboratively with all sites in the Partnership. Professional Development sessions are shared throughout the year building strong networks.

5. Sporting Activities

Students have the opportunity to be involved in a range of school based sports in line with the DECD Junior Sports Policy. Strong parent support and involvement is high. They operate within the bounds of the school's sports policy. Students are exposed to a wide variety of the more non-traditional sports through the Physical Education Programme. SAPSASA opportunities are extended to all students.

6. Other co-curricular Activities

Students have the opportunity to be involved in –

- * National and State competitions (International Schools Competitions)
- * Camps
- * Sports Day
- * Choir/ Orchestra
- * Signing Choir
- * Pedal Prix
- * Instrumental music

7. Staff and their Welfare

Leadership team currently consists of a Principal, a Deputy, 2 Assistant Principals and 2 Coordinators who meet weekly.

Staff work collaboratively in Professional Learning Teams. Time is allocated in staff meetings for these groups to meet and teams meet at another time each week.

Professional development for staff is a priority and reflects the school site improvement plan targets.

Performance Development conversations are based upon consideration of the AITSL Standards, teacher observations and portfolios.

8. School facilities

The school is always seeking to improve its facilities which comprise of a mixture of heritage listed buildings, 1960's classroom's, a new library, a refurbished JP learning area, a canteen, a gym and a large oval which is shared with the community (rugby and cricket). A current focus in the school is to improve our learning environments using a Reggio Emilia inspired approach which includes redesigning learning areas for purpose and affect. A focus in outdoor education is current and we are exploring innovative use of natural resources in play. The yard areas are designed to offer a range of activities and are constantly being upgraded to reflect new approaches in learning. Technology infrastructure across the school includes interactive whiteboards in all classrooms and targeted learning areas. Students have access to a range of technology access including PC's, iPads, Surface Pro's, SmartBoards and a video suite.

9. School Operations

Our school governance model provides the school community with forums and opportunities to give their opinions and to be involved in decision-making through

Governing Council Committees and contribute through Working Parties, Executive Group and Governing Council.

The working parties are open to all parents/caregivers and have staff representation. Parents' comments, ideas, feedback are welcomed.

The staff induction book is a record for all staff of school policies and guidelines.

A School Improvement Team made up of a representative from each PLT meets weekly and reports on their PLT's direction and planning which allows for reflection and dialogue to influence emergent planning. PLT meetings weekly and other staff meetings are dedicated to Professional Development and Administration.

School Services officers meet regularly.

The leadership team also meets weekly.

PAC meets regularly twice a term with the Principal.

We use Sentral for all our online management systems.

Staff have ready access to the internet and use it extensively to communicate.

A fortnightly newsletter informs our

community most importantly about teaching and learning along with all essential notices which will affect them. We have a parent Facebook page.

Student run assemblies are held fortnightly on Wednesday afternoons.

The school has a website with school information and features aspects of classroom activities, extra curricula and special events

<http://www.brightonps.sa.edu.au> The website is regularly updated.

10. Feeder Schools

Brighton Primary accepts children from a number of local Kindergartens including Warradale Kindergarten, Dover Kindergarten and Ballara Park Kindergarten. Students exit Year 7 to attend a variety of schools including Brighton Secondary, Seaview High School, Adelaide High School, Glenunga International School and Mitcham Girls High School.

11. Local Community

The school, in the main, serves the local community. A zone of right was established at the beginning of 1995. The CDE supports students from further afield with students traveling to school by taxi. For parents and caregivers education is a very high priority and respected as a shared partnership between home and school. Parents support a wide range of activities and this is reflected in high parent participation in school activities. Students, staff and parents respect the caring environment and work collaboratively to further develop this in order to enhance student learning. The school is within the City of Holdfast Bay Council area.