



## CONTEXT STATEMENT 2025

**School Name: Brighton Primary School**

### General Information

Brighton Primary School first opened in 1877. With a proud history of excellence, our school has established a reputation for providing high quality teaching and learning experiences. For over 50 years, we have been dedicated to educating Deaf and Hard of Hearing children and our Centre of Deaf Education is celebrated for its inclusive approach, embracing Deaf culture and Auslan in a mainstream setting.

Our school is at the heart of the 'Brighton' community. We provide opportunities for connection, learning and celebration, nurturing positive relationships among children, staff, families and the wider community. We foster a vibrant and inclusive atmosphere where every member feels valued and engaged. This strong sense of community not only enhances the educational experience but also cultivates lasting friendships and partnerships that enrich our school culture.

Our values of Respect, Inclusivity, Empathy and Excellence underpin everything we do. We pride ourselves on fostering an inclusive community where children have a strong sense of belonging and are empowered to succeed.

Recognising that every child is unique, we take the time to understand their individual strengths, passions and challenges. Our teaching and learning programs are responsive to the needs of the children. Our learning hub model personalises the learning experience for children and their families.

We empower children with the dispositions, capabilities and knowledge they need to thrive in a constantly changing world. Through evidence informed teaching practices and a rich array of extracurricular activities, including camps, incursions and excursions, we enrich children's learning journey.

### Part A

School name: BRIGHTON PRIMARY SCHOOL and CENTRE OF DEAF EDUCATION  
School No. : BPS - 0637 CDE - 1294  
Principal : Mrs Rebecca Read  
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 8296 3614  
Fax No. : 08 8296 7180  
Website : [www.brightonps.sa.edu.au](http://www.brightonps.sa.edu.au)  
School email address: [dl.0637.info@schools.sa.edu.au](mailto:dl.0637.info@schools.sa.edu.au)  
CPC attached : No  
Out of School Hours Care (OSHC) service: Yes  
February 2024 FTE Enrolment:687



# Brighton Primary School & Centre of Deaf Education



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Centre for Deaf Education Enrolment: 20  
Foundation 93  
Year 1 80  
Year 2 11  
Year 3 88  
Year 4 110  
Year 5 102  
Year 6 102

School Card Approvals (Persons)	75
EALD Total (Persons)	66
Aboriginal Learners FTE Enrolment	9
Students with Disability:	7
Centre of Deaf Education (students)	20

**TOTAL February 2024 enrolment: 687 students**

## School Leadership Team

Rebecca Read, Principal  
Karen Knox, Assistant Principal Tirntu Learning Hub leader  
Donna O’Leary , Assistant Principal YarlulLearning Hub leader  
Jo Meredith, Wara Learning Hub leader  
Catharine Carlin, Assistant Principal, Centre of Deaf Education  
Lisa Cram, Business Manager

## OSHC

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 increased in 2024 and it is expected that enrolments will continue to grow over the coming years. The school capacity is 700 students. EALD enrolments are growing 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.

## Students (and their Welfare)

The school’s enrolment at February 2024 was 687 students, grouped into 25 classes from Foundation to Year 6 with 25 deaf or hard of hearing students integrated into mainstream classes.

The school uses a range of practices and programs to support student wellbeing and behaviour. Learning Hub Leaders provide support for the implementation and development of a collaborative whole school approach to wellbeing and engagement. A comprehensive OnePlan process in in place.

Students are involved in the decision making process through class meetings and the Kids Council.

Students take a very active role in school community responsibilities e.g. Traffic monitors, Library Monitors, ‘Digital leaders & Student Executives. Buddy Class programmes exist across all year levels and support the development of a strong school community with older students developing positive relationships with and modelling for younger students.



### **Key School Policies**

The school's Policies and Agreements are found on the School Website. Policies align with DfE policies. The Improvement for Learning Plan can be accessed on the website and site priorities for 2025 are:

- Mathematics
- Making Thinking Visible

### **Curriculum**

The school offers a broad general curriculum based upon the Australian Curriculum and the Early Years Framework. Specialist teachers are Physical Education, Auslan as LOTE, Performing and Visual Arts and Music. 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. Ukulele is taught to all students in years 3 and 4. Students learning string instruments combine together to form the orchestra. We also have the opportunity for students to take part in Festival of Music, Signing Choir, Specialist Choir, Junior Choir and Dance Troupe. 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 in years 3 to 6 have 1:1 iPad access and students in foundation to year 2 have 1:2 access to devices. Office 365 is used across the school.

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**

A whole school approach to Literacy is valued and deemed essential to support and challenge all students. The Australian Curriculum English is the focus document that guides the planning, programming, teaching and assessment of literacy for all F-6 learners. Literacy, as a general capability is also authenticated across all areas of learning. Reading is considered through three lenses: accuracy, fluency and comprehension. Evidence based frameworks such as the Simple View of Reading and the Big Six of Reading inform the elements explicitly taught through F-6. Writing is taught alongside reading, focusing on text generation (words, sentences, discourse) as well as transcription (handwriting, keyboard skills, and spelling). Educators will use a range of effective teaching methods to instruct students in literacy, including the use of targeted small group learning. Identified children will receive the necessary additional support required through evidence informed intervention programs.

### **Numeracy**

Numeracy continues to be a priority capability at Brighton Primary School particularly implementing a whole school approach to the teaching of Mathematics. With the foundation of Big Ideas in Number and a consistent lesson structure and problem solving process students build on prior knowledge and are challenged to extend their thinking. Staff are involved in the Thinking Maths training program to ensure students develop strong numeracy skills and have opportunities for meaningful application of understanding. At Brighton all students will spend a minimum of 300 minutes per week on Mathematics. Staff are expected to teach explicitly the language (literacy) of mathematics so that students are able to explore and communicate mathematical concepts. Data is collected across the school with the aid of screening tools and PAT Maths tests as a summative and diagnostic assessment to monitor student growth.



### **Students with additional learning Needs**

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

- OnePlans for individualised learning programs
- a range of short term intervention programs for targeted students with learning difficulties.
- English as an Additional Language or Dialect, EALD, support for eligible students.
- Aboriginal Learners are supported by an ACEO
- Staff differentiate the learning to ensure success for all students.

### **STEM**

Brighton Primary is focussed on problem based learning in partnership with industry which connects curricular areas to problem solving with a real world context. Through the engineering design process students develop skills which support all areas of learning and personal development.

### **Professional Learning Teams (PLTs)**

Brighton Primary School has a very strong Professional Learning Team culture with teams meeting regularly to drive team planning. PLTs are an extremely important driving force for whole school improvement.

### **Assessment and Reporting**

The school has a comprehensive reporting policy that includes Acquaintance Night, Three Way Learning Conversations and written reports both mid-year and end of year.

### **Joint Programs**

The school has developed a strong Transition program with its feeder preschools (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.

### **Sporting Activities**

Students have the opportunity to be involved in a range of school based sports, including after school sports. Strong parent support and involvement is high, with over 56 teams participating in a range of sports. 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 in year 6.

### **Other co-curricular Activities**

Students have the opportunity to be involved in –

- \* Camps
- \* Sports Day
- \* Choir/ Orchestra
- \* Signing Choir
- \* Pedal Prix
- \* Strings
- \* SAPSASA

### **Staff and their Welfare**

The leadership team currently consists of a Principal, 4 Assistant Principals and Business Manager. The leadership team meets weekly.



## Brighton Primary School & Centre of Deaf Education



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Staff work collaboratively in Professional Learning Teams. Time is allocated in staff meetings for these groups to meet and teams meet at another designated time each week. Professional development for staff is a priority and reflects the Improvement as Learning Plan.

All staff participate in Performance Development aligned to school priorities.

### School Facilities

The school is always seeking to improve its facilities which comprise of a mixture of heritage listed buildings, 1960's classrooms, a newly built learning community, a library, a refurbished JP learning area, a canteen, a gym and a large oval which is shared with the community (football, rugby and cricket). A focus on 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.

### Governing Council

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 and subcommittees. Governing Council meets twice a term in weeks 4 and 8.

### School Improvement Team

The School Improvement Team is made up of representatives from each staff PLT. The School Improvement Team meet twice a term. This team helps drive our Improvement for Learning plan, provides feedback from each PLT and is used as a forum to seek opinion about whole school initiatives.

### Other Staff Teams/Committees

Ancillary staff meet twice per term for professional learning aligned to the Learning as Improvement plan. The leadership team meets weekly with a focus on school improvement and teaching and learning. PAC meets with the Principal twice a term.

### Communication

Frog is used for all internal staff communication. In 2024, after extensive community consultation a communication strategy was launched, further information is available on the school website.

### 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.

### Local Community

The school, in the main, serves the local community. A zone 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.