



Brighton Catholic Primary School Performance Data 2016

June 2017

Dear Members of Brighton Catholic Primary School Community,

The Australian Government accountability regulations currently require schools to report information on school performance to their community via the school's website.

Some of this information has already been provided via Newsletters or through the Principal's Report to the 2016 Annual School Community Meeting.

SCHOOL PERFORMANCE INFORMATION

Contextual Information

Brighton Catholic Primary School is a co-educational Catholic primary school; one of two serving the parish of St Andrews, Clarkson. The school commenced in 2004 with an enrolment of 75 students from Kindergarten to Year 7. A second stream commenced in 2008. In 2016, approximately 477 students were enrolled from Kindergarten to Year 6. At capacity, the school will enrol 480 students, primarily from the areas of Butler, Jindalee, Mindarie, Quinns Rocks, Ridgewood and Merriwa.

Brighton Catholic Primary School has an individual, family and parish focus. It offers a diverse curriculum catering for children with a wide range of learning needs, including the gifted and talented. It has a strong academic focus combined with an effective pastoral care programme. The school continues to focus on Information Technology in 2016, moving to a one to one student device ratio using iPads. These devices are integrated into daily teaching and learning as a tool to supplement and enhance learning. The school has two dedicated Information Technology teachers who run internal PD targeted at teachers and students needs.

The school has dedicated art/technology areas. It achieves well in the performing arts, including drama, dance and music. Students take part in over 12 before and after school sport and coaching clinics (on school grounds), as well as regionally based lightning carnivals and inter-school carnivals. The school has specialist teachers in the areas of Sport, Library, Drama, Science and Italian, plus a Gifted and Talented Programme. Remedial support in the school is provided by the way of EMU maths, Reading Recovery and MiniLit English support.

The school's motto, "Be Faithful" leads students to the gospel values of being faithful to God, church, self, family, community and creation. We continue to integrate our four core school values of Honesty, Respect, Responsibility and Creating 21st Century Learners into our daily lives. These values are key in living the Brighton Catholic Primary School vision.

Teacher Standards and Qualifications

All teaching staff met the requirements for registration with TRB (Teacher Registration Board).

2016 Data

- Five Year Trained - 9
- Four Year Trained - 21
- Three Year Trained – 3

Qualifications held by teaching staff include the following:

Master of Education
Master of Educational Leadership
Master of Teaching (Primary)
Master of Educational Management
Master of Religious Education (Religious Education)
Bachelor of Education (Kindergarten – Year 7)
Bachelor of Arts in Education
Bachelor of Education (Early Childhood)
Bachelor of Social Science (Children and Family Studies)
Bachelor of Arts (Social Sciences)
Bachelor of Education (Primary)
Bachelor of Applied Science
Bachelor of Physical and Health Education
Bachelor of Economics
Graduate Certificate of Education (Early Childhood Education)
Graduate Diploma Education
Graduate Diploma of Education (Primary)
Diploma of Teaching (Primary)
Post Graduate Certificate in Education
Post Graduate Diploma of Educational Studies

Workforce Composition

	Male	Male Indigenous	Female	Female Indigenous	Total	Total Indigenous	Full-Time Equivalent
Teaching Staff	2	0	30	0	32	0	23.9
Non-Teaching Staff	3	1	16	0	20	1	13.62

Student Attendance 2016

Class	Total
Kindy	92%
Pre-Primary	90%
Year 1	92%
Year 2	91%
Year 3	91%
Year 4	94%
Year 5	90%
Year 6	90%
Total Attendance	91.3%

Managing Student Attendance

Student attendance is monitored through SEQTA. The morning roll must be completed by 8.40am, all students arriving after 8:35am time are to sign in at the office. Parents are to ring the school before this time to advise if children will be absent on that day. The children are then required to bring a written note on their return which is retained as part of the school records for accountability purposes. If students do not return with a written note, teachers forward an absentee note to the parents requesting an explanation for the absence. Parents who have not rung on the day to advise of a child's absence are contacted by SMS or telephone. The afternoon roll must be completed immediately after lunch. If a child leaves school, the parent must sign them out in the office with a valid reason.

NAPLAN Information 2016

Year 3 2016	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Mathematics
BCPS	424	434	433	413	400
Similar Schools	423	421	419	435	401
All Schools	426	421	420	436	402

Year 5 2016	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Mathematics
BCPS	508	479	489	495	487
Similar Schools	500	476	494	508	493
All Schools	502	476	493	505	493

Summary of NAPLAN Results

Brighton CPS figures include those children who were classified as Special Needs, Language Background Other than English, on intervention plans and/or had modified class programmes.

Students Not Meeting the National Minimum Standard

These students are monitored closely throughout these years under the guidance of the education support teacher who assists teachers in planning and implementing strategies into their programmes and classrooms. Students who fall below the benchmark have usually been previously identified through the school's on-going programme of testing and are already on modified programmes.

Intervention Plans

Students throughout the school are continually assessed against a set of achievement checkpoints. From this assessment, teachers are able to identify students who may be experiencing difficulties with specific literacy or numeracy skills. Teachers then prepare an intervention plan addressing these concerns and then modify their teaching programme to suit the student's needs.

Students identified 'at risk' in Literacy and Numeracy are supported by the school through the following intervention programmes

- Reading Recovery – Reading Intervention
- MiniLit – English Intervention
- Intensive Reading Programme
- EMU – Early Mathematical Understanding programme

Individual Learning Plans (ILP)

All students needing support in curriculum are now on ILPs. The support is for students who require some curriculum adjustment in any learning area or students who are eligible for funding or whom the school deems, in consultation with the special needs consultant from the CEWA, to require significant adjustments to the learning program in any learning area.

For further details of the school's results, including how we rated nationally, please access the following site.

<http://www.myschool.edu.au/>

Post School Destinations

Irene McCormack Catholic College	48
Butler College	6
Moved to Eastern States	1

School Income - Please check the following site and type in the school's name to verify availability. The information on the right was sourced from;

<http://www.myschool.edu.au/>

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).

Net recurrent income 2015

■ Australian Government recurrent funding
■ State/territory government recurrent funding
■ Fees, charges and parent contributions
■ Other private sources
Total gross income (excluding income from government capital grants)
Less deductions
Total net recurrent income

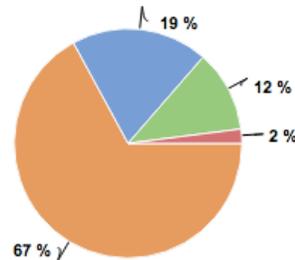
	\$ Total	\$ Per student
Australian Government recurrent funding	3,114,741	7,560
State/territory government recurrent funding	902,398	2,190
Fees, charges and parent contributions	536,275	1,302
Other private sources	93,131	226
Total gross income (excluding income from government capital grants)	4,646,545	11,278
Less deductions	401,285	974
Total net recurrent income	4,245,260	10,304

Capital expenditure 2015

■ Australian Government capital expenditure
■ State/territory government capital expenditure
■ New school loans
■ Income allocated to current capital projects
■ Other
Total capital expenditure

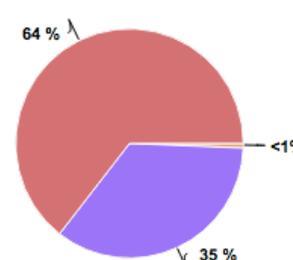
	\$ Total	\$ Total 2009-2015
Australian Government capital expenditure	1,454	1,353,194
State/territory government capital expenditure	0	12,500
New school loans	0	1,368,008
Income allocated to current capital projects	78,287	916,990
Other	144,672	421,150
Total capital expenditure	224,413	4,071,842

Total gross income 2015

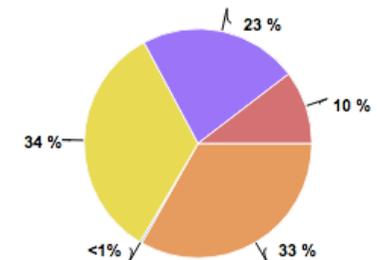


(excluding income from government capital grants)

Total capital expenditure 2015



Total capital expenditure 2009-2015



Teacher, Parent and Student Satisfaction

In 2016, Brighton Catholic Primary School did not participate in the Quality Catholic Schooling Project as this became a biannual survey. Therefore, the leadership team continued to work on improvements as outlined in the 2014 SRC Survey. The results from these surveys were positive and provided the school with an insight into areas that could develop and grow. Highlighted below is some feedback which the school can celebrate as a result of the teacher, parent and student satisfaction survey.

Parents

- Parents indicated that a celebration for our school is connection to peers; parents felt their child was accepted by and got on well with other students at school.
- Parents also specified that student engagement was to be celebrated; parents thought that their child was engaged within their learning environment that helped them master a wide range of academic skills.
- Other strengths as indicated by the parent survey are stimulating learning and learning focus.

Students

- Students indicated that they felt engaged in their learning
- Doing well at school was very important to students, continuing or completing education was also important.
- The students stated that they felt connectedness to the school and learning was stimulating.

Staff

In the staff survey, there were several main factors to celebrate.

- Staff felt that there are strong parent partnerships. Parents are encouraged to form a positive relationship with the teacher and therefore support the learning that occurs in their child's classroom.
- Staff felt that student motivation was high and to be celebrated. Children are motivated learners that engage within their learning environment.
- The report indicated that teaching confidence was high; staff strongly believed they motivate students' learning and make a difference to the wellbeing of students.
- The report also showed that staff can effectively engage students in learning and they can optimise students' opportunities.
- Staff articulated the need for more clarity in communication with the leadership team and between each other.
- They felt personal enthusiasm for their role within the school, but also indicated that a greater sense of harmony could be achieved by everyone being on the same page.
- It was also acknowledged that when staff worked together it was easier to manage the children's behaviour.

Annual School Improvement 2016

The Annual School Improvement Plan is aligned to our systemwide LEAD initiative as well as our underlying planning documents, including the Strategic Plan, Curriculum Plan and Evangelisation Plan. The Annual School Improvement Plan is also directly linked to the Quality Catholic Schools initiative.



STRATEGIC DIRECTION 2014 - 2016
LEADing in a flourishing Catholic Education system

FOCUS AREA	INTENT	OUTCOMES
LEARNING (Education)	LEARNING is what we do – We are committed to learning at every level.	<ul style="list-style-type: none">› Enhance student achievement and wellbeing› Increase student and staff engagement in their own learning and faith formation
ENGAGEMENT (Community)	ENGAGEMENT is essential – We are committed to Catholic Education's mission through relationships with all.	<ul style="list-style-type: none">› Enhance parental engagement in their child's learning and faith formation› Develop our people to be leaders in Catholic Education's mission
ACCOUNTABILITY (Stewardship)	ACCOUNTABILITY is not optional – We have personal and collective responsibility for our system's success.	<ul style="list-style-type: none">› Increase understanding of our individual and collective responsibility for Catholic Education's mission› Ensure inclusivity, good governance and the resource allocation required to meet our mission
DISCIPLESHIP (Catholic Identity)	DISCIPLESHIP is our calling – We are committed to deepening our relationship with Jesus.	<ul style="list-style-type: none">› Enhance opportunities for personal faith development› Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action

LEAD CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA

In 2016 some key areas that were addressed from the ASIP included

Learning

Outcome Three

Improve basic Numeracy skills, focusing particularly on Number.

SMART Goal - Class teachers to implement Brighton Maths Model (BMM) in Years 3-6 for Number.

PANL Team to attend PANL PD modules (Terms 1 & 2).

ACTIONS / STRATEGIES - PANL team members to provide support at Cluster Meetings for staff new to BMM and run PLCs in Semester 2.

TA support & KTN in 3-6 in Number sessions (Monday- Friday)

EMU teacher

Engagement

Outcome One

Foster and strengthen communication between school and families.

SMART Goal - Strengthen communication between school and parents.

ACTIONS / STRATEGIES - Class Blogs to be implemented in Term 1, embedded in Semester 1. Digital Portfolios to be implemented in Semester 2.

Sacramental Information evenings and workshops.

School newsletter.

Accountability

Outcome One

Staff are responsible and accountable for student and ongoing personal professional growth.

SMART Goal - Implement Brighton Growth Plan for all Teaching Staff.
Enhance Brighton Teacher Assistant Growth Checklist for all Teacher Assistants.

ACTIONS / STRATEGIES - Revise Brighton Growth Plan model at the beginning of 2016.

PLC and Cluster Meeting time for Teaching Staff to work with peer teacher, other staff and cluster leader.

Teaching Staff to set own SMART goals.

Teacher Assistants to meet with Principal and TA Coordinator each semester.

Discipleship

Outcome One

In the Year of Mercy our foci are Mission to BCPS, our community and the schools we support in the Philippines.

SMART Goal - Building awareness and support within the school community, for those in need.

ACTIONS / STRATEGIES - Fund raising activities run by the students and teachers with the involvement of our parent community through Project Compassion, Mission Fete, St Vincent de Paul Christmas hampers, Winter Appeal, shared lunch and LifeLink activities.