



June 2011

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. We are also publishing this information to cater for families who do not have computer or internet access.

Some of this information has already been provided via Newsletters or through the Principal's Report to the 2010 Annual School Community Meeting.

## Brighton Catholic Primary School Performance Data 2010

### 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 2011, approximately 313 students will be enrolled from Kindergarten to Year 6. As of January 2010, Year 7 students are accommodated at regional Catholic secondary schools.

At capacity, the school will enrol 450 students, primarily from the areas of Butler, Jindalee, Mindarie, Quinns, Ridgewood and Merriwa. Approximately 77% of our students were born in Australia and 23% were born outside Australia.

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 has dedicated art/technology areas. It achieves well in the performing arts, including drama, dance and music. Students take part in school sport and coaching clinics, as well as regionally based lightning carnivals and inter-school carnivals. The school has specialist teachers in the areas of sport, library, music and Italian.

The school's motto, "Be Faithful" leads students to the gospel values of being faithful to God, church, self, family, community and creation.

#### Teacher Standards and Qualifications

All teaching staff met the requirements for registration with WACOT (West Australian College of Teaching).

#### **2010 Data**

Five Year Trained	-	4
Four Year Trained	-	10
Three Year Trained	-	3

Qualifications held by teaching staff include the following:

Master Of Educational Leadership  
Master of Teaching (Primary)  
Master of Educational Management  
Post Graduate Diploma of Educational Studies  
Bachelor Of Education  
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 Arts (Community and Environment)  
Bachelor of Arts (Drama Studies)  
Graduate Diploma of Education Major in Drama Studies  
Graduate Diploma Education  
Graduate Diploma of Education (Primary)  
Graduate Diploma of Applied Science in Teacher Librarianship  
Diploma of Teaching (Primary)  
Teachers Certificate

(Includes replacement staff for maternity/sick leave)

In **2010** all staff attended professional development on the following:

- Science (Primary Connections – Introduction, Investigating and Assessment)
- Using ICT in the Classroom
- Maths
- Dealing with Anaphylaxis
- New staff completed 'Faith, Story and Witness' for accreditation purpose
- Additionally, some teaching and most support staff attended in-services on Read, Write, Inc. (a synthetic phonics programme to be introduced into the school in 2011).

Other external Professional Development included:

- Key Literacy and Learning Support training and network meetings
- Hickey Multi-Sensory Language (Advanced)
- Individual and Small Group Teaching
- Early Phonics and Oral Language
- Cued Articulation
- Fundamental Movement Skills
- Waste Wise Schools Programme (waste management)
- Introduction to Autism
- Persuasive Writing (NAPLAN)
- Godly Play, Religious Education in the Early Years
- NALSSP (National Asian Languages and Studies in Schools Programme)
- Neuro-linguistics.

Additionally selected staff attended various conferences including;

- State Conference for Catholic Assistant Principals
- Catholic Primary Principals State Conference
- State Conference for Education Assistants
- Australian Primary Principals' Association National Conference
- Rascal Conference.
- All staff involved in curriculum attended a 2-day Teachers' Conference during which they could attend sessions of personal interest in the key curriculum areas of numeracy and literacy.

Total expenditure on Professional Development up to the end of October 2010, including teacher replacement costs was: **\$23 847**

### Workforce Composition

	Male	Female	Total Persons	Full-Time Equivalent
Teaching Staff	1	16	17	15.5
Non-Teaching Staff	0	7	7	6.2

**No current staff are of Aboriginal or Torres Strait Islander origin.**

### Student Attendance 2010

Class	Attendance rate	Total
Kindy 1	94%	93.5%
Kindy2	93%	
Pre-Primary B	94%	93%
Pre-Primary W	92%	
Year 1B	90%	91%
Year 1W	92%	
Year 2B	94%	94%
Year 2W	94%	
Year 3	92%	92%
Year 4	93%	93%
Year 5	93%	93%
Year 6	95%	95%
	<b>Total Attendance</b>	<b>93%</b>

### Managing Student Attendance

Parents are required to ring the school before 8.30am 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.

### NAPLAN Information

**The percentage of students who scored at or above the national minimum standard in 2010.**

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
<b>Yr 3</b>	93%	96%	89%	82%	100%
<b>Yr 5</b>	100%	100%	96%	93%	100%

### **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.

### **Curriculum Adjustment Plans (CAP)**

Curriculum Adjustment Plans are for those students who require some curriculum adjustment in any learning area. This adjustment will be detailed in the teacher's teaching and learning program.

### **Individual Education Plans**

Individual Education Plans are for students who are eligible for funding or whom the school deems, in consultation with the special needs consultant from the CEO, 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**

As local Catholic Secondary Colleges have now made provision for the enrolment of Year 7 students, 2009 was the last year that Year 7 students were accommodated at Brighton Catholic Primary School.

### **Post Year 6 Student Destinations**

Irene McCormack Catholic College	21
Prendiville College Catholic College	1
Peter Moyes Anglican College	1
East Butler primary School	1

**School Income** Please check the following site and type in the school's name to verify availability.

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

## **Parent Satisfaction**

A survey of the whole parent body was conducted in 2010 to determine levels of satisfaction in a variety of areas. Results were analysed and reported externally. The responses represent the 81% of the parent population who responded to the survey. Parents were asked to rate items STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE and UNABLE TO COMMENT. The results are indicated below. The high rate of UNABLE TO COMMENT in some areas is an indication of areas where parents have not yet been involved in that aspect of the children's schooling eg children in Kindergarten to Year 3 have not yet been involved in formal preparation for the sacraments. All areas will be scrutinised for further improvement.	Strongly Agree/ Agree	Unable to Comment
This school is well organised and runs smoothly.	98%	
This school encourages a sense of pride in achievement and a sense of self worth.	98%	1%
My child enjoys being at school.	97%	
Teachers and students at this school care about each other.	98%	2%
This school has clear goals and a positive school identity.	93%	3%
This is a safe and secure school.	88%	1%
This school does not have a bullying problem.	98%	1%
The rules and consequences relating to discipline are well understood by both staff and students.	91%	3%
The rules and consequences relating to discipline are enforced in a consistent manner.	81%	8%
This school strives for high academic standards.	90%	5%
This school has realistic educational expectations of my child.	95%	2%
My child receives help from teachers when he/she experiences difficulty learning.	87%	7%
Teachers at this school are professional, committed and enthusiastic.	93%	3%

The staff and students at this school respect each other.	96%	3%
Teachers at this school treat my child fairly.	94%	≤1%
My child's teachers provide a stimulating learning environment and make school work interesting and enjoyable.	96%	1%
My child is encouraged to achieve to the best of his/her ability.	95%	1%
There is effective behaviour management in my child's classes.	87%	5%
Teachers at this school care about how my child is going.	96%	1%
I receive helpful information about my child's progress and achievement levels.	78%	2%
I feel well informed about the activities of this school and its students.	84%	2%
I am informed promptly if my child has a problem.	77%	7%
The school promotes itself as being part of the Catholic Education sector	96%	1%
Preparation for Sacraments is carefully done	70%	28%
There is a close connection between the school and the Parish	92%	5%
My child is taught their prayers	96%	2%
The school reports I receive about my child are informative and easy to understand.	70%	20%
This school's staff are approachable and are willing to talk about my child's progress.	95%	1%
Staff at this school address my concerns.	86%	7%
This school's goals are consistent with those I have for my child.	92%	4%
This school assists my child with the development of understandings and skills that he/she will need beyond school.	86%	8%
At this school my child is able to learn how to solve problems, to question and to make decisions.	91%	5%
This school assists with the development of my child's personal and social skills.	92%	2%
This school encourages achievement across a broad range of areas.	89%	3%
This school is meeting the educational needs of my child.	91%	3%
Teachers at this school motivate my child to want to learn.	95%	4%
At this school, my child's interests and talents are being developed.	81%	7%
Overall, I am satisfied with my child's educational progress at this school.	93%	≤1%
The school values the role of parents in the educational process.	93%	
Parents are encouraged to assist in a variety of ways	97%	

### **Teacher Satisfaction**

Through a review of the school's Evangelisation Plan staff have indicated satisfaction in various areas, including, the level of personal support, peer mentoring, positive relationships and professional development opportunities.

### **Student Satisfaction**

Anecdotal evidence provided to teachers and other staff members through personal discussion, three way interviews, learning journeys and informal contacts, suggests a high level of satisfaction with the school.