



June 2012

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 2011 Annual School Community Meeting.

Brighton Catholic Primary School Performance Data 2011

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 307 students will be enrolled from Kindergarten to Year 6.

At capacity, the school will enrol 450 students, primarily from the areas of Butler, Jindalee, Mindarie, Quinns, 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 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).

2011 Data

Five Year Trained	-	4
Four Year Trained	-	11
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

Workforce Composition

	Male	Female	Total Persons	Full-Time Equivalent
Teaching Staff	1	17	18	16.3
Non-Teaching Staff	0	8	8	7.4

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

Student Attendance 2011

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

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

Year 3 2011	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Mathematics
BCPS	455	433	437	469	420
All Schools	416	416	406	421	398

Year 5 2011	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Mathematics
BCPS	481	465	512	497	476
All Schools	488	483	484	499	488

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

Irene McCormack Catholic College	30
NewmanCollege Catholic College	1
Unknown Queensland School	1

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

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

Teacher, Parent and Student Satisfaction

At the beginning of the school year parents and staff were asked to consider and name three aspects they thought we do well as a school and three aspects they thought we could do better. Parents were invited via the newsletter to send in their thoughts and it became an agenda item at both the P&F and School Board meetings. Staff members had the opportunity to provide their feedback during a staff meeting.

Those parents who responded identified Brighton Catholic Primary School as being welcoming and supportive, having a great community spirit and strong links with the parish. They also stated that staff had the best interests of the children at the forefront of their thinking and appreciated that staff have a detailed knowledge of their children. Parents acknowledged the school provided a safe and happy environment for the children and that there was good communication between home and school.

Staff members agreed that there is a strong sense of community at Brighton Catholic Primary School. It was apparent, that central to staff thinking were the needs of each individual child and communication between home and school was thought to be very positive.

Parents would like to see more after school activities such as music tuition and sporting opportunities provided for the children. Both parents and staff members would like to see air conditioners installed in all classrooms and for more shade areas to be constructed around the school.

The children felt they enjoyed coming to Brighton Catholic Primary School because they were able to be with their friends, the teachers are kind and care about them and they learn things here.

There was a general consensus among the children that they would like to have increased sport time, the school uniform be changed with a dress for the girls in summer and the girls also having the option of wearing shorts instead of their skirts. Thirdly they wanted more play equipment with shade.

Finally, I would like to thank everyone who provided feedback that enabled this report to be written.