



June 2014

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 2013 Annual School Community Meeting.

Brighton Catholic Primary School Performance Data 2013

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 2013, approximately 399 students were enrolled from Kindergarten to Year 6.

At capacity, the school will enrol 450 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 focused on Information Technology in 2013, purchasing Apple iPads and Apple TVs to integrate into the daily teaching and learning. The school also has a dedicated Information Technology teacher.

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, Science and Italian, plus a Gifted and Talented Programme.

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 TRB (Teacher Registration Board).

2013 Data

Five Year Trained	-	5
Four Year Trained	-	21
Three Year Trained	-	2

Qualifications held by teaching staff include the following:

Master of Educational Leadership
 Master of Gifted Education
 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	2	25	27	19.0
Non-Teaching Staff	1	14	15	11.3

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

Student Attendance 2013

Class	Attendance rate	Total
Kindy 1	96%	96%
Kindy2	96%	
Pre-Primary B	96%	96%
Pre-Primary W	96%	
Year 1B	96%	96%
Year 1W	96%	
Year 2B	97%	96.5%
Year 2W	96%	
Year 3B	98%	97%
Year 3W	95%	
Year 4B	97%	96.5%
Year 4W	96%	
Year 5B	98%	97%
Year 5W	96%	
Year 6	96%	96%

	Total Attendance	96.375%
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Managing Student Attendance

Student attendance is monitored through SEQTA. The morning roll must be completed before 8.40am, all students arriving after this 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.

NAPLAN Information

Year 3 2013	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Mathematics
BCPS	424	431	427	426	405
All Schools	419	416	411	428	397

Year 5 2013	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Mathematics
BCPS	520	506	519	521	473
All Schools	502	478	494	501	486

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/>

<u>Post School Destinations</u>	
Irene McCormack Catholic College	27
East Butler Primary School	1
Aranmore Catholic College	2
Butler College	1
Not specified	1
<p><u>School Income</u> Please check the following site and type in the school's name to verify availability.</p> <p>http://www.myschool.edu.au/</p>	

Teacher, Parent and Student Satisfaction

During 2013 families, children and staff were all surveyed as part of the Quality Catholic Schooling Project/Programme. The results from the surveys were positive and provided us with an insight into areas that we 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 indicated that a celebration for our school is connectedness to peers; parents felt their child was accepted by and got on well with other students at school. Parents also specified that social skills were to be celebrated; parents thought that their child was mastering a wide range of valuable skills in this area. Other strengths as indicated by the parent survey are connectedness to school and learning focus.

Students indicated that they felt motivated at school; doing well at school was very important to students, continuing or completing education was also important. The students stated that they felt connectedness to their peers and felt safe at school.

In the staff survey, there were three main factors to celebrate. Staff felt that students were respected at the school; students are treated as responsible people, they are encouraged to experience success and they are treated with respect in school. 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 comfortable teaching individually, however, expressed desire for greater teamwork. Staff also saw parent partnerships and more consistency in management of student behaviour in the school as extremely positive.

This is an annual survey which will help the school continue grow and achieve the highest standard of teaching and learning. Throughout the year the school continued to implement suggestions given and look forward to reviewing the outcomes of next year's survey.