



May 2016

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 2015 Annual School Community Meeting.

Brighton Catholic Primary School Performance Data 2015

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 2015, approximately 472 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 2015, purchasing more Apple iPads integrate into the daily teaching and learning. The school 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, Drama, 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. The staff reviewed the four commitments of Honesty, Respect, Consistency and Creativity, deciding to rename these values to Honesty, Respect, Responsibility and 21st Century Learner. These values were taken out into the school community with classrooms exploring what these meant in the Brighton Catholic Primary School setting.

Teacher Standards and Qualifications

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

2015 Data

Five Year Trained	-	5
Four Year Trained	-	25

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

Master of Religious Education (Religious Education)

Post Graduate Diploma of Educational Studies

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 Arts (Community and Environment)

Bachelor of Arts (Drama Studies)

Graduate Certificate of Education (Early Childhood Education)

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	Male Indigenous	Female	Female Indigenous	Total	Total Indigenous	Full-Time Equivalent
Teaching Staff	3	0	29	0	32	0	22.9
Non-Teaching Staff	1	1	17	0	18	1	12.8

Student Attendance 2015

Class	Total
Kindy	91%
Pre-Primary	92%
Year 1	91%
Year 2	92%
Year 3	94%
Year 4	92%
Year 5	93%
Year 6	94%
Total Attendance	92.375%

Managing Student Attendance

Student attendance is monitored through SEQTA. The morning roll must be completed by 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. 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

Year 3 2015	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Mathematics
BCPS	398	390	411	407	355
All Schools	426	416	409	433	398

Year 5 2015	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Mathematics
BCPS	495	477	496	498	476
All Schools	499	478	498	503	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 through the Reading Recovery and EMU programmes.

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 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	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.

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

Teacher, Parent and Student Satisfaction

In 2015, 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 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 were 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 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.

In the staff survey, there were three 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.

This is a biannual 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. Brighton Catholic Primary School will complete this survey again in 2016.