

ANNUAL REPORTING



CATHOLIC EDUCATION
WESTERN AUSTRALIA



Annual Reporting is in two parts. Both are needed to meet the compliance requirements of the Australian Government, WA Government and/or CEWA.

PART 1: Publication of Information Relating to Schools

1	Contextual Information
2	Teacher standards and qualifications
3	Workforce composition
4	Student attendance
5	NAPLAN assessment
6	Parent, student and teacher satisfaction
7	School Income
8	Annual School Improvement



PART 2: Community

1: 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 2018, approximately 455 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 program. The school continued to focus on Information Technology in 2018, purchasing more Apple iPads which are integrated into the daily teaching and learning through our 1:1 device program.

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 Physical Education, Library, Drama, Science and Italian, plus a Gifted and Talented Program.

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.

2: Teacher standards and qualifications

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

2017 Data

Five Year Trained – 4

Four Year Trained - 25

Three Year Trained – 3

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

Graduate Certificate of Catholic Leadership

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

3: Workforce Composition

	Male	Male Indigenous	Female	Female Indigenous	Total	Total Indigenous	Full-Time Equivalent
Teaching Staff	3	0	23	0	26	0	23.6
Non-Teaching Staff	4	1	16	0	21	1	16.24

4: Student Attendance

Class	Total
Kindy	90%
Pre-Primary	90%
Year 1	93%
Year 2	91%
Year 3	93%
Year 4	91%
Year 5	93%
Year 6	94%
Total Attendance	91%

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.

5: NAPLAN Information 2018

Year 3 2018	Reading	Writing	Spelling	Grammar and Punctuation	Mathematics
BCPS	438	405	421	429	389
Similar Schools	427	404	413	423	403
All Schools	434	407	418	432	408

Year 5 2018	Reading	Writing	Spelling	Grammar and Punctuation	Mathematics
BCPS	507	464	518	488	478
Similar Schools	502	462	498	498	486
All Schools	509	465	502	504	494

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 programs.

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
- Levelled Literacy Intervention
- 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/>

6: Parent, Student and Teacher satisfaction

In 2018 Brighton Catholic Primary School continued to work on improvements as outlined in the 2014 SRC Survey and our Annual School Improvement Plan. 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 mast 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.

In 2019, Brighton Catholic will participate in a CEWA Climate Survey by NSI Partnerships. This will provide staff, children and parents an opportunity to provide feedback and relevant data to drive school priorities moving forward.



7: School Income

For further information please see the following site <https://www.myschool.edu.au/>

<u>Budgeted Operations</u>	<u>Tuition Amount</u>
Recurrent Income	\$4,507,216
Recurrent Expenditure	<u>\$3,704,266</u>
<i>Recurrent Result</i>	<u>\$ 802,950</u>
Capital Income	\$ 44,886
Capital Expenditure	<u>\$ 373,317</u>
<i>Capital Result</i>	<u>-\$ 328,431</u>
Income Result	\$4,552,102
Expenditure Result	<u>\$ 474,519</u>

8: Annual School Improvement

The Annual School Improvement Plan is aligned to our system wide 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.

In 2018 some key areas that were addressed from the ASIP included

Focus Area <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>	Informed by Evidence <i>Qualitative and quantitative</i>	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progression and goal</i>
Focus 1 LEAD Reading 2-B2 2-B6 2-B9	Standardised Testing data and NAPLAN results suggests focus to be on Reading (Faces to the Data – Lyn Sharratt)	100% of students will demonstrate an improvement in their reading and comprehension development.	Reading Levels (PM Benchmarks and Informal Prose Inventory) on a data wall.
Focus 2 LEAD Catholic Education (early years) 2-B3 2-D5	ABS statistics indicate a high percentage of Catholic families in our catchment attending non-Catholic schools	Increase BCPS student enrolment of identified Catholic families.	Number of new Catholic students enrolled at BCPS previously enrolled in non-Catholic schools.
Focus 3 LEAD Nature Playground 2-C13 2-C14 2-B6	P&F and School Board have recognised the need for more shaded areas throughout the school. Staff members and parents have indicated a desire for a more natural playground setting.	More trees planted and shaded areas installed for student use. Nature playground designed with construction to start in mid 2018 for completion in 2019 student use.	Design plans and construction of shaded areas and nature playground.
Focus 4 LEAD Marginalised Education	<p>ATA meetings indicate a need for a gathering point of Aboriginal families of young children.</p> <p>Previous survey results indicate a need to provide a gathering point for families of young children from other cultures, in and outside of our existing school community.</p>	<p>Using the Aboriginal playgroup model (CEWA initiative), provide a caring, safe and welcoming environment for all Aboriginal students within a playgroup setting.</p> <p>Using the St Andrew's playgroup model, provide a caring, safe and welcoming environment for all families within a playgroup setting.</p>	Enrolments of students from marginalised cultures in the BCPS playgroups.

2018 ANNUAL SCHOOL COMMUNITY MEETING

21 November 2018



Principal's Report



Dear Parents and Friends,

Welcome to the 2018 Annual General Meeting.

I appreciate your willingness to attend as through your attendance you are supporting our school community.

We are fortunate to have such a supportive school community, one that strives to provide the best learning opportunities for our children.

The P&F

Once again the P&F have worked tirelessly to raise the community spirit within our community as well as raising much needed funds for our school. This year was the final year of the three year commitment to raising the funds for the Nature Playgrounds and the result for the children has been fabulous. The two playgrounds are much loved by the kids and I am sure they will only get more use once we continue to develop the 'loose parts play' component of the playgrounds. The third playground will commence in January and should be ready by the start of the new school year. The Colour Run was thoroughly enjoyed by all who joined and children have enjoyed the special lunches and cake stalls that have been held throughout the year. The wonderful initiative of not charging for entry to the disco was well received and I am sure will be again this year. I haven't listed all the events you have undertaken during the year but everything you have done has either raised the spirit within the community or funds for the school which we are thankful for.

Thanks to Lottie, Claire, Renee, Gwen and all the committee for your support throughout the year, your efforts are greatly appreciated.

School Board

It has been another busy year for the School Board with the highlight of their work being demonstrated with the opening of our school hall. While the hall hasn't been officially opened it has proven to be a great asset for our children. We were going to officially open the hall when we found out about our new name but this now won't happen until 2020 and thus we will officially open the hall next year. The extension and refurbishment of the Administration Building will be keeping the Board busy over the coming year. It is hoped construction will commence next April and conclude in December 2019.

After serving the Board for 6 years and the last three as Chairperson, Rebecca Mason will be stepping down. I would like to acknowledge and thank her for her enormous contribution to the Board and the school over the 6 years. Her insightfulness was always welcome and appreciated. I would also like to thank and acknowledge Megan Hakesley for her contribution to the school also over a six year period. Megan served as Secretary for 7 years, often considered the most demanding position on an executive. During her time on the Board, Megan provided excellent service to the school. Shauna Doyle is also stepping down after 6 years of service, thank you for your willingness to serve the community during your time on the Board. Thanks also to Amanda Goodman who served on the Board for a year filling in the role of Treasurer. Due to work and family commitments Amanda stood down from the Board during the year and Jo Richardson stepped into the role of Treasurer for the remainder of the year.

Finally, thanks are extended to all who have served on the Board this year.





Staffing 2018

Staffing for 2019 hasn't been completed at this stage but once everything has been finalised I will inform the community via the newsletter of the changes for next year.

Mrs Fiona Christie will be leaving our school community at the end of term one next year as she has decided to take early retirement. Fiona has been a true and faithful member of our staff and has served the school as Assistant Principal for the last 8 years and during that time was Acting Principal twice. Fiona capably filled this role with ease and was a great source of support for all community members while acting as Principal. Fiona has been ensured the Catholicity of our school has stayed at the forefront of our minds and for this I am extremely thankful and appreciative. We wish her all the best as she starts the next phase of her life.

Mr Michael Morris will also be leaving at the end of the year to take up the position of Assistant Principal at Our Lady of Assumption School in Dianella. Over the past two years Mike has filled the role of Assistant Principal and with one period of Acting Principal, he undertook both roles with energy and excellence. Thanks Mike for your work with us here at BCPS over the last 6 years, we wish you well in your new role.

Miss Holly Jacob is moving to Queen of Apostles in Riverton to be closer to her family that live south of the river. Holly came back to us after spending time overseas and we thank her for her work with us over the past 9 terms and wish her well at her new school.

Mrs Anne Versteegen is also leaving at the end of the year after working as the school librarian for the past 6 years. I would like to thank Anne for continually promoting the importance of literature and the love of reading to the children over her time with us.

Ms. Jodie Scholte won't be returning in 2018 and we thank her for the service she has given to our community during the past four years. Thank you for always putting the needs of the children at the forefront of your thinking.

Mrs. Gina Pusey also won't be returning next year. We thank Gina for her dedication and enthusiasm to her work over the past 7 years. Your willingness to put the children at the centre of your thinking has been greatly appreciated.

Mr. Jason Baker has been appointed to the Assistant Principal role and will take up his position with us at the start of the new school year, welcome Jason.



Professional Development

Whole Staff Professional Development

Team Building	Nature play solutions Loose parts play	Digital Technologies Microsoft Office Tools
Reading & Data	Religious Education – Retreat Day with Karl Brown	

Individual Staff Professional Development

Autism Spectrum Disorder	AERG	Disability Support Coordinators
Primary Science Leaders	Early Career Teachers	EMU Maths
APRE Network	Accreditation to work in a Catholic School	Students with Disabilities
Key Teacher Digital Technologies	Children and Adolescents with Autism	Religious Education in the Early Years
Catholic Social Teaching	Accreditation to teach Religion - Sacraments	Walker Learning
Talk for Writing	Harassment Officer Training	Reading Recovery
The Sacraments	Accreditation to Teach Religion- sexuality	Autism West Synopsium

Curriculum

To comply with State and Federal Government requirements a variety of standardised data is collected, this includes NAPLAN and OLI (On-Entry Assessment). Teachers continually collect other forms of data in each of the learning areas to evaluate the children's work; this data is used to assist the teachers in writing their reports and planning their programs each semester. School NAPLAN Data 2018 (compared to All Australian Schools Mean)

Summary

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	Below (At)	Above	Above	Below	Below (At)
Year 5	Above	Above	Below	Below	Below

Year 3

NAPLAN	Mean All Australian Schools	Mean Brighton CPS
Reading	433.8	437.8
Writing	407.2	404.7
Spelling	417.8	421.4
Grammar and Punctuation	431.7	429.0
Numeracy	407.7	389.3

Year 5

NAPLAN	Mean All Australian Schools	Mean Brighton CPS
Reading	509.0	506.7
Writing	464.6	464.1
Spelling	502.5	518.3
Grammar and Punctuation	503.6	488.0
Numeracy	494.2	477.8



OVERVIEW:

YEAR 3	Grammar & Punctuation	Reading	Spelling	Writing	Numeracy
Above National Minimum Standard in 2018	85%	90%	92%	92%	80%

YEAR 5	Grammar & Punctuation	Reading	Spelling	Writing	Numeracy
Above National Minimum Standard in 2018	77%	86%	91%	81%	84%

Summary

Appraise data results in Reading, Spelling and Writing indicate that we are catering well for the learning needs of all students including those students performing at or below the National Minimum Standard. The NAPLAN 2018 Spelling results are a cause for celebration, indicating the effort put into this area by staff over the last two years.

While there are areas to celebrate in our school's performance in NAPLAN 2018, the data gathered, combined with that collected by the teachers, assists us in identifying our areas for future growth, and setting our goals for the forthcoming year. As a staff, we have identified the following areas for focus in 2019:

- Numeracy (Number and Algebra)
- Grammar and Punctuation
- Continued focus on Reading

In 2017, using the NAPLAN 2016 and 2017 data, the staff identified the key areas to focus on were: Numeracy and Spelling. The ability to decode words and make meaning from them transcends the subject of reading, into spelling and writing, and is important across all learning areas including, for example, the decoding and understanding of written mathematics or science questions. Programs such as Read Write Inc., Reading Recovery, MiniLit and Leveled Literacy Intervention, have enabled us to differentiate our teaching and learning programs to meet the individual needs of all students. Our NAPLAN Literacy results (2018) indicate the need to continue to develop reading skills throughout the school, and this will continue to be one of our key focus areas of 2019, with the use of data to inform the teaching and learning cycle. Results in NAPLAN 2018, also indicate the need to continue focusing on the area of Numeracy, as well as Grammar and Punctuation. In 2019 the school will focus on Numeracy as our first priority, while maintaining the Reading focus.



2018 saw the continuation of the Brighton Maths Model across Years 1 – 6. This approach allows staff to differentiate to meet the individual needs of students, and provide opportunities for students to be challenged at their level. Basic Facts were incorporated into the BMM in Years 3-6 and into the Early Childhood classes (Kindy - Year 2) in Number and Algebra lessons, in 2016. This has continued in 2017 and 2018. At the end of 2018 we will review the effectiveness and structure of the Brighton Maths Model to ensure it is meeting the needs of all BCPS students. This review will be led by the newly formed Transformation Team in conjunction with the Numeracy coordinators in each block. In 2018, Mrs. Fiona Christie has continued to provide support to students at risk and other students identified as requiring support in Mathematics through the EMU (Extending Mathematical Understanding) program, for students in Year 1.

In 2016, On-Entry Assessment (OLI) replaced PIPS. The OLI Assessment is conducted for all students in Pre-Primary at the start of the school year, and for identified students at the end of the year. OLI is an assessment FOR learning, rather than the learning that has taken place. It is used primarily as a planning tool for Pre-Primary teaching staff, providing them with information about the skills and understandings that their students bring to school with them at the beginning of compulsory schooling. The OLI assists teachers in identifying students who may require intervention, consolidation or extension through targeted programming. OLI testing in 2018 indicates expected growth in Reading, Writing and Numeracy, with some small growth in Speaking and Listening.

Miss Dee Campbell





Gifted and Talented Programme

AGM G.A.T.E. Extension Report:

Starting G.A.T.E and Extension groups at Brighton in term 2 of this year has been a delightful challenge. Students have worked hard and we have adapted to room locations. Students have been chosen according to data from testing completed at the beginning of the year. Classes include a Year 3 and 4 Verbal Reasoning group, a Year 3 and 4 as well as a Year 5 and 6 S.T.E.M. Extension group as well as a group of six Gifted students. The program of activities for each group has been as follows:

Verbal Reasoning: Students have developed their logical and creative thinking skills through a variety of different reasoning tasks including; developing logical links, thinking outside the box to create solutions to different stimuli, creating 'pro and con lists', brainstorming and developing creative language. Students were asked to apply these skills to a problem-based scenario and act out their solution in small groups. We then studied Edward DeBono's Six Thinking Hats and discussed how these could be applied to real world problems as well as various different moral dilemmas. Their task was to work out what it was that should be done for each scenario and support their opinion using the Six Thinking Hats.

Year 3 and 4 S.T.E.M. Extension activities included, but not limited to, designing and creating their ultimate boat using whatever materials were available at school and include a propeller, that would paddle their boat across a one meter expanse of water. The extra challenge of weights was added into the boats of those who were successful in creating a working propeller. Students could repeat the iteration process of the Engineering problem solving cycle.

Term 4 so far has seen this same group of students apply their S.T.E.M. experience to solve weekly design engineering tasks. Each task challenged students to consider many factors including stability, evenness, accuracy, measurement, speed, appropriateness of materials and more. Students were given the first lesson to plan and design and the second lesson to create, test and make any changes necessary before being assessed.

Year 5 and 6 S.T.E.M. Extension Term 3 activities were based on their environmental impact experiment from Term 2. Students were required to design and create a prototype device that would assist in either fixing their chosen Ocean Pollution issue or stop the pollution from occurring in the first place. Students were required to produce a detailed design of a device with an explanation of how this would fix or solve their chosen Ocean Pollution issue. Students were also required to critically research information to support their design choice.

Term 4 has seen students continue with the environmental focus and design and create a solar powered device that would help to reduce human impact upon the environment. This could be any device and needed to be powered by the sun. The use of photovoltaic cells was not necessary; however, they were made available and guidance was given on how they work and



their ability to act as a battery in the sun. A similar assessment process was followed to that in Term 3.

Finally, our G.A.T.E. students have been Biomedical Engineers in Term 3 and studied Illusions in Term 4. After studying the chemical process of digestion in Term 2, students were asked to choose a main organ from the digestive system to research, study and understand this organ and its function. Students were then asked to come up with a detailed design, including a labelled diagram for creating a working model of their organ. Students were required to consider materials that would work well when creating their organ and include these materials through labels and annotations in their design. Students needed to follow a sequential, logical path for their written description of why they chose particular materials and the process of how their organ model functioned.

Term 4 Illusions, Students were asked to use their critical research skills to find out, in depth, how and why the brain interprets illusions – whether they are optical, auditory or other. Students were required to pick one form of illusion and create an art installation to demonstrate how this illusion works on the brain. Their accompanying write-up needed to clearly explain how their illusion worked. Students were asked to refer to what happens within the person and the brain for the illusion to be interpreted in such a way.

All in all, students have loved the content covered in GATE and Extension classes this year and have worked hard to produce some high quality work.

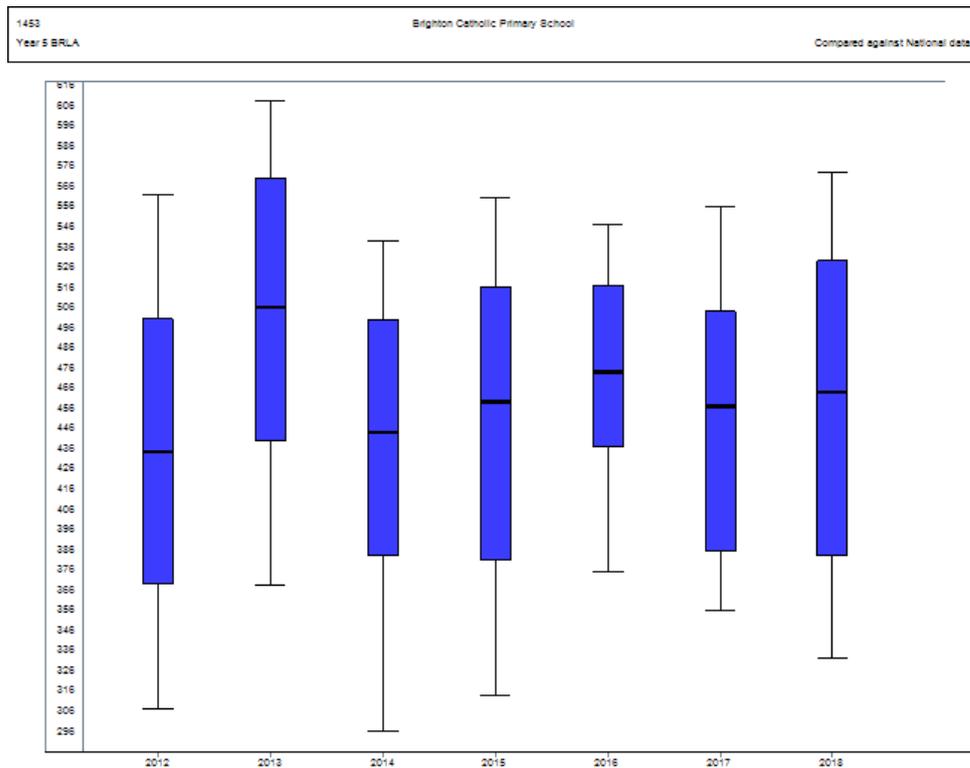
Gen Fenlon

The Bishop's Religious Literacy Assessment 2018 (Year 5)

Our Year Five children participated in this assessment process and the outcome is indicated in the graph below. The results showed an upward trajectory within the mean. As a cohort our student's results have moved upwards which is pleasing to see. These results are encouraging and with your continued support in your child's faith development they will continue to rise. We have in place a number of activities and foci to ensure our students have a deeper knowledge and understanding of our faith practises and traditions supported by the Religious Education Units.

Summary of School Mean Over Time

The graph below shows our school's distribution of students' scores from 2012 to 2018. The range of scores in the blue shaded areas indicate where our children's achievement scores sit. The black line indicates our mean score with a greater variance in our top and bottom range.



It is pleasing to note that over the past 5 years our average score has remained consistent even though the number of students who actively participate in religious activities outside school has declined. The Bishop's Literacy Test is purely a knowledge based assessment tool to assess the children's understanding of Church, the Sacraments and Prayer, the Bible, and Jesus. It is through your faith and modelling of the Catholic Faith and practises that your child will see this is important to you.

Mrs Fiona Christie



Performing Arts

As Mrs. Dolbel was on leave throughout 2018 we decided to introduce Music into the curriculum and each year level undertook a semester of Music with Mr. Mark Cunniffe. Mark recommenced the school choir and they represented the school at the Catholic Performing Arts festival and they performed extremely well as a new choir. Mrs. Mieschbuehler entered our Liturgical Dance troupe into CPAF and they danced beautifully and were recognized for their performance with a Certificate of Merit for their presentation. When Mrs. Dolbel returns next year we will be reintroducing Drama into the curriculum and will also continue with Music.

Physical Education

Throughout 2018 we have provided the children with many opportunities to participate and try a variety of activities through our before and after school program. Activities such as yoga, jungle konga, badminton, swimming, basketball, netball, hockey, lacrosse, soccer, tennis, rugby, martial arts, running club and dance. The activities are made possible through the parents volunteering their time every term. Thank you Kate Coorey, Narelle Webb, Linda and Duncan Wild and Adele Bunt for your contribution throughout the years.

Each term I apply for and have been successful in obtaining a grant for 2018 from the government's Sporting Schools grant. This money has been able to help subsidise some of the activities on offer before and after school which means it is more affordable for families and more children can participate and be involved. The grant has also helped contribute to a lot of the equipment in the new gym, pay for Footy Fundamentals and yoga lessons for Kindy and Pre-primary students and also pay for interschool football jumpers for our year 5 and 6 boys to wear. We have also held beach safety for Year 5 and 6 children. In 2019 I am hoping to purchase jumpers for the girl's team and continue to update equipment.

Throughout 2018 our children have represented the school at various interschool carnivals including swimming, athletics, cross country and other sports in which only the year 6 students were involved in. We always represent our school with pride and give our personal best. Through the wonderful contribution from our families with the Coles vouchers we have purchased another 40 interschool singlets which the children feel honoured to wear and help them to feel part of a team.

I look forward to continuing to grow and achieve many goals in 2019 across all aspects of Physical Education at Brighton Catholic Primary School and appreciate the ongoing support from all staff and the school community.

Miss Amanda Croxall



Aboriginal Education at Brighton

This year saw our numbers held close to previous years with 16 enrolled students. The word has spread about our engagement with Aboriginal families and we welcomed some new families from other schools who like the fact we have programs for Aboriginal students and also have before and after school care to help those who have work commitments. The inclusion of the bus that now services northern suburbs like Yanchep means we can look to target a bigger area with children being able to travel on a special bus that is for both BCPS and IMCC. As we are the most northern Catholic Primary School in the Archdiocese then this could be a good opportunity to increase numbers.

If we can increase our numbers each year then we are well on our way to implementing the transforming lives 2025 strategy that the Arch Bishop and Catholic Education is hoping to achieve.

This year's incursion was an interactive stage show from Yirri Yaakin, an Aboriginal Theatre group and once again was enjoyed by our Year 2,4 and 6 children. It was great to utilise our new hall for this incursion as the space made it easy for all to enjoy and interact with the performers. The play was the story of Fire and of animals. Dream time stories passed down from our Ancestors. The feedback from staff and students was how amazing it was. I have already been to the launch of Yirri Yaakin 2019 program and am excited to have them back again with the next installment of the series.

Last year I reported that our staff were to undergo a Cultural Immersion Program and as such the feedback from that was amazing. The staff really embraced the understanding of Aboriginal Culture and this flowed through the school as both staff and students started asking more questions and engaging in what Aboriginal Australia looked like and what it meant for Aboriginal people in today's society. Some classes even started to use some Noongar words within the classes and I was kept busy helping out with art projects and also talking about and educating the staff and students about the Noongar seasons.

NAIDOC week was again a great success with a whole school mass followed by the incursion. I also had a very special incursion with a good friend of mine Kookaburra Man and his wife come and play the didgeridoo and do some dance with the Pre- primary and Kindy kids.

The highlight of this was the older students who came down to help gather some sticks and branches from our bug clubs from around the school and together they built a Mia Mia. A traditional hut type construction down in the Pre-primary area. We held a ceremony around that and also kids got to have a go playing the didgeridoo. It was a credit to those older students taking the lead.

Lastly I have started a mentor and homework group for some of our Aboriginal students and wish to thank Anne Versteegen for her wonderful support throughout this. She has opened up the library and volunteered her time to help support me with these children who can get a little more support with their studies.

Mr. Bradley Barbuto



Science 2018

This year, we have trialed a new Science program called “Science: A STEM approach” which delivers all Science understanding and inquiry skills with the integration of any connecting technologies, engineering and mathematical concepts. This new program has proven to be an excellent resource and the incorporation of online resources and IPAD applications, has helped to strengthen the children’s Science skills, whilst also enhancing the use of technology in our Science classroom. In addition to this program, we have also hired the “Scitech DIY kits” each term and made use of the exceptional resources these kits provide. We will continue to use both of these resources throughout 2019.

The “Scitech after School” program continued this year in terms 1 to 3, with the maximum number of children taking part in each series. Children developed their STEM skills and increased their awareness of Science and Technology in their everyday lives by participating in the “Make and Take” and “Edison robotics” workshops.

Tania from the Water Corporation came for her annual visit to our school to deliver an incursion to all classes called “Stormwater Pollution”. More recently, we had Cecily from Earth Science Western Australia at our school for 2 days. She covered a range of topics including Sandpit mining, Chemistry rocks and Fake a fossil. Some photographs from this incursion can be found on the Earth Science Western Australia facebook page.

In January 2019, I am excited to have been successful in securing a place on a program in Canberra called the STEM X academy. This event, run in partnership with the Australian Science Teachers Association (ASTA), CSIRO and Questacon, will provide me with the opportunity to work alongside scientists, fellow teachers and Questacon/CSIRO educators to strengthen my science teaching, improve pedagogy, develop resources and be exposed to the latest cutting edge science that Australia has to offer. I look forward to bringing what I have learnt into our Science classroom next year.

Mrs Gina Vescovi

Library

As the school year draws to an end and we close the Library doors on another year, many favourite stories come to mind. We have such an extensive collection of the most wonderful books to entertain, amuse and inform that the challenge to find a great read is further complicated by the vast number of titles to choose from. The Phantom Tollbooth is a children’s fantasy adventure novel written by Norton Juster and published in 1961. Milo, the main character encounters all sorts of weird and wonderful creatures on his epic journey of discovery. Many reflections on life and learning are at the centre of this story.

The Princess of Pure Reason tells Milo, “but whatever we learn has a purpose and whatever we do affects everything and everyone else, if even in the tiniest way... Whenever you laugh, gladness



spreads like the ripples in a pond; and whenever you're sad, no one anywhere can be really happy. And it's much the same with knowledge, for whenever you learn something new, the whole world becomes that much richer."

I hope at least one book has touched the life of each student at Brighton Catholic PS, that is my Christmas wish.

Sincere regards

Anne Versteegen (Teacher Librarian)

Marie Gray (Library Technician)

Italian

2018 has seen the introduction of the new mandated SCASA curriculum for Year 3.

Our focus has been writing about ourselves and our families. The children have enjoyed using Scratch Junior and Book Creator apps to produce their guided compositions with great success and enthusiasm. It has been quite a challenge trying to cover the mandated learning in an hour a week but the children have risen to the occasion! Having Signora Carla our Language Assistant to help out has been invaluable. Grazie mille Signora and bravissimo bambini!

Year 5's are presently putting together travel blogs about the various Italian regions and should be able to give Mr Danaher an entertaining synopsis of possible Italian holiday destinations.

As a reward for their hard work we will be enjoying our own gastronomic Giro d'Italia food feast shortly! Years 5 and 6 have also been involved in a pen pal writing task with a school in Assisi, Italy. This is an ongoing collaboration between the two schools and the children in both countries have very eagerly participated in this cultural exchange.

This year we will again be delighting everyone with the performance of our Piccolo Coro Italiano, our little Italian choir at the Christmas concert. How gratifying it has been to see so many students from years 1-4 giving up their lunchtimes to rehearse and perform! Fantastico!

The final week of school is a highlight of our Italian year with the famous Year 6 pasta making and graduation breakfast and culminating in our Italian and Gelato day! Year 4 and 5 students have been busily preparing for our medieval extravaganza and the running of our "Palio of Brighton" horse race and "Spot the Icon" challenge. In bocca al lupo everyone! That's good luck in Italian.

Thanks are extended to our P&F for their very generous contribution to gelato day this year. It is very much appreciated by one and all!

Ciao,

Signora Josephine McDonald



Parish Involvement

As a community we are very blessed to have two wonderful priests in Father Robert and Father Konrad. It is through their presence in our school at our liturgies for the little ones and in the masses presented by the older year groups, we encounter our God within.

The Sacramental Program began in term 1 with 61 children from Saint Andrew's Catholic School, the Parish Religious Education Programme and Brighton Catholic Primary School coming together in workshops for the parents and their children who were making their First Reconciliation. This year we celebrated the Sacrament as a whole with students and families coming together for a liturgy on the Saturday afternoon. The Parents then brought their children to the priests to make their First Reconciliation. It was a very prayerful and moving ceremony.

In term two, 94 children were prepared for the Sacrament of First Eucharist beginning with the parish workshops held at both Brighton Catholic Primary and Saint Andrews Catholic Primary and then came together on the 16/17th June during the main masses to celebrate the Sacrament of Eucharist. This meant the community was able to welcome the children and their families in a very special way to the Table of the Lord.

In term 3, the schools and parish came together to prepare the Year 6 students as well as students from Irene McCormack Catholic College for Confirmation. There were over 84 students attending the workshops at the two schools. We were again delighted to have Mario Borg from Middle School Ministry and his team, lead the children on retreat in preparation for Confirmation. This year, Auxiliary Bishop Donald Sproston confirmed the children. We celebrated the Sacrament firstly within the 9am Sunday morning mass and then at a special mass at 11.30am where the parish were invited to join the remaining Confirmation students. It is always a privilege to be part of the Sacramental Program and we congratulate you as parents for the support and witness you give to your children.

In the weeks leading up to Easter, the Year 5 students rehearsed the Stations of the Cross under the tutorage of Miss Carmen Mirto, Mrs Rebecca Freeman and Mrs Fiona Christie. This year we embarked on a modern twist using digital technology and drama and dance in our school hall. It was a very moving and prayerful way to reflect on Christ's journey to the cross.

May is the month of Mary and the parish invited the schools to be part of the celebration at 9am Mass on the 26th May to honour Our Lady in the Flower Festival by processing in with flowers. It was a beautiful sight.

This coming Sunday 25th November is the Feast Day of Saint Andrews and again our children and families are invited to join in the celebration of the 9am Mass as part of the procession. This is the first year we have had a choir and they have been invited to lead the singing. We begin with Mass followed by laughter, food and fun for all.

At the end of the year, we have our Christmas Concert celebrated by the children in song, dance and drama. Our concert is on Wednesday 28th November at 6pm. We are going to fully utilise our hall for the concert and invite the community to bring a picnic dinner and eat it on the grass as a family before



beginning the concert. This is a joyous occasion where the families and members of the parish come together in preparation for the birth of Jesus.

The following week is our Year 6 Graduation Evening for our Year 6 students and their families on Wednesday 5th December. Our final school Mass is on Friday 7th December at 8.45am in the school hall. It is fitting that we all come together and give thanks to God for the school year. It is also a time to farewell our Year six students as they move to the next stage of their lives as secondary students.

Mrs. Fiona Christie

In Giving We Receive

Throughout the year a number of fundraisers were held to assist those in need.

In term one, we raised \$637 for Project Compassion as part of our Lenten Appeal and in term two, the children and community gave generously raising \$500 for the Arch-Bishop's Life Link Appeal. Our school also participated in writing and decorating cards for parishioners who access our Social Services. We took the cards along with all the Catholic schools in the metropolitan area to the launch of the Arch Bishop's Life-link Appeal held at Newman College. It was humbling to see the boxes of cards filled with the children's prayers and drawings. Arch Bishop Tim Costelloe spoke to the children and joined in the fun.

In term 3, our focus was on the Homeless and those in need. Through your generosity we gathered all your toiletries and dropped them off at the newly opened Refuge Centre for Women and families here in Butler. They were overwhelmed by the thoughtfulness of the variety of donations and the great need they have for these items being donated. It is sad to think we too have families who need to use this facility due to family violence. We received a huge thank you from them and rest assured your donations are appreciated. We also called for donations to support the people affected by the earthquake in Lombok and raised \$650. Your generosity was also shown in concern for the drought affected areas in WA raising \$675 for the appeal.

In term 4, the Mission Fete raised \$2,393 through the efforts and fun had by the children and a generous donation of \$170 from the Cake Stall organised by the P&F. All money raised from the fete will go directly to Guimbalo Kindergarten and San Mateo Primary School which are both in Father Robert's home parish in the Philippines. Of the money raised, it will be used to purchase stationery for the children and books to resource the teacher's class programs.

Our final appeal brings our focus to our own community as we prepare for Christmas. Some of the Christmas Hampers go to families in our school who are doing it tough and the remaining baskets are given to the local chapter of St. Vincent De Paul.

Thank you for your amazing generosity this year in reaching out to those in need.

Mrs Fiona Christie



Annual School Improvement Plan (ASIP)

This time last year we wrote our ASIP for 2018 after reflecting on our goals for 2017. Below is an outline of our achievements in the areas of areas of Learning, Engagement, Accountability and Discipleship (LEAD) during this year. The Annual School Improvement Plan document was updated by CEWA in October 2017 to reflect the changing face of Catholic Education, and to incorporate all aspects of the school.

Focus 1: LEAD Reading

- 100% of students will demonstrate an improvement in their reading and reading comprehension development.

Achieved

- Developed and implemented the use of Data Cards to track the progress of all students (PP-6) in reading and reading comprehension development, and to inform the Teaching and Learning Cycle (TLC).
- 95% of students recorded expected growth for their year level, or above expected growth in reading (PAT-R)
- PAT-R data reflected growth in comprehension of inferred information.

2019

- PAT-R data & NAPLAN 2018 data reflected need to focus comprehension on interpreting information within the text.
- Continue to monitor all students from PP-6 in reading, and use data to inform TLC.

Focus 2: LEAD Catholic Education (early years)

- Increase BCPS student enrolment of identified Catholic families.

2019

- Identify Catholic families in St Andrew's Parish attending non-Catholic schools.
- Continue to promote BCPS as a school of faith, learning and acceptance.

Focus 4: LEAD Marginalised Education

- Using the St Andrew's playgroup model, provide a caring, safe and welcoming environment for all families within a playgroup setting.

2019

- Initial investigation into a playgroup at BCPS began in 2018, based on the St Andrew's model. This will be a focus going forward for 2019.
- Playgroup Team to be initiated and commence work at the beginning of 2019, with the aim of the BCPS Playgroup to become functional at the commencement of the 2020 school year.
- Playgroup to service existing and potential new families.



*** The 2019 Annual School Improvement Plan will be replaced with the Transformation Plan, based on the Fogarty Project. The Transformation Team has reviewed current standardised testing data in NAPLAN and PAT Testing to formulate goals for the next three years. The Transformation Team commenced work with Tim Emery in Term 4, 2018 and will continue to work with Tim Emery to implement the plan at the commencement of the 2019 school year.

Beyond the Classroom

As in previous years a great deal of community building activities have taken place throughout the year and I would like to thank all involved in organising and running the various events for the community. Below are a list of events that have helped build our community spirit.

- Family Fun Night
- Before and after school sports and activities
- Harmony Day
- Mission Fete
- Book Week
- Chess Club
- Brighton's Got Talent
- Mother's Day Morning Tea
- Father's Day Breakfast
- Grandparents Day

Staff

I can't thank the staff enough for the work they do that often goes unseen either undertaken after school, over the holidays or on the weekends. It is their dedication to their profession that has such a positive impact on the children and their learning. It is often said, "it takes a village to raise a child" well in our case it could be said that it takes a team of dedicated staff, all staff, including the office staff, the teachers assistants, specialist teachers, leadership team members and support staff to create a wonderful school. I think we have a fabulous school thanks to the staff and the tremendous support they receive from the parent community.

Our Children

The children are the reason we exist as a school and we are fortunate to have a school full of wonderful children. While there are the odd hiccups along the journey, each and every child at BCPS are a delight. As parent body and staff we must always endeavor to provide a learning environment that is hope filled and one that encourages the children to grow and develop at their own rate of development. I think we can reflect on 2018 and say we have achieved the above.

Thanks to the children for working to the best of their ability and for their willingness to support one another. The Yr. 6 children have provided good leadership for the children in the younger years, and they can be proud of their efforts and achievements as they move onto the next and exciting challenge in their education. We wish you well for your future and invite you back to visit over the coming years.



2019

Though we haven't concluded the 2018 school year I believe we can look forward to 2019 with optimism and joy as there will be many exciting challenges ahead in the New Year. It will be a year of change with community members leaving and new families joining us, this will be mirrored with the changes in staffing for next year. Carol Cooper said, "Change is constant, growth is optional" and I guess this could be our mantra for 2019. I encourage all community members to help us honour the past, respect the present and help us create a fabulous exciting future for our children in 2019 and beyond.

When the children arrive back at school next year they will be greeted by a new senior nature playground that will extend from the basketball courts past the current Year Six classrooms. This means that the Kindy/Pre Primary children will have their new playground, the juniors will have their new playground in front of the sandpit which was opened in Term 3 2018 and the senior students will have their new playground ready for the commencement of 2019.

Finally, thank you to everyone involved in the Brighton Catholic School Community for your continual support throughout the 2018 school year. We are extremely fortunate to have such a wonderful school community, one where the children have the opportunity to blossom and grow into their underlying potential.

Enjoy your break over the holiday period with family and friends and may the peace of the new Christ child be with you and your family during the Christmas festivities and into the New Year.

The reports from tonight's meeting will be posted on our website by the end of the week.

Thank you for your attendance tonight and for your ongoing support for our school.

James Danaher



BRIGHTON CATHOLIC PRIMARY SCHOOL
Annual School Community Meeting
Wednesday 21 November 2018

Board Chair's Report – Rebecca Mason

Thank you all for taking the time to attend this year'S AGM.

This year had been another big year for Brighton Catholic. A year of extended achievements and the ability to make our community stronger.

The first mention must be given in regards to the new hall, we as a school have been able to build and by doing so, offer our children and staff a beautiful area in which the learning and teaching journey can further thrive.

In addition to the hall, the school has developed 3 nature playground areas for the children to learn and grow. A wonderful journey and another aspect of the school's growth that we should be very proud of.

The Board itself has gone through change by way of it being time to move on for several longstanding members. I am one of those and I wish to take this opportunity to express how much I have enjoyed my time on the board and as board chair. I thank also the other members who have also moved on this year, from their positions on the board. I thank Peter Larkin for agreeing to stay on and act as such a valuable asset to the board, especially during the journey of the hall build.

I take this opportunity to also thank the P&F for their ongoing effort and services that allow our children and community to experience such wonderful events and experiences. Your time and dedication is truly regarded.

I wish to thank all the teaching and admin staff, those who are leaving and those who are staying next year. An extended welcome also to the new additions we will be fortunate to have on staff. Your unwavering dedication to the children allows our children to be embraced within an environment of strong education, love and support.

Thank you again and I wish you all a wonderful Christmas and break.

Kind regards

Rebecca Mason



BRIGHTON CATHOLIC PRIMARY SCHOOL

Annual School Community Meeting

Wednesday 21 November 2018

Treasurer's Report – Jo Richardson

School Fees for 2019 has been indexed by 2% as directed by the Catholic Education Office of WA.

The **Building Levy** is calculated 20% of the tuition fee. This levy is used to pay our Low Interest Loan repayments.

The **Resource Levy** is used to purchase such things as general classroom resources, photocopying paper, PAT Maths/ RAZ, Literacy & Numeracy resources and Computer Applications for iPads.

The **ICT Levy** allows the school to provide an up to date ICT environment. It also allows all students to have an iPad each. The levy covers the cost of purchase and maintenance of ICT infrastructure, computers, iPads, insurance against thefts and breakages and internet usage. The fee for KG to Year 3 is \$100.00 and Year 4 to Year 6 is \$200.00. There is no increase to this levy.

Income

Commonwealth Grants	2,935,018
State Gov. Grants	1,040,346
School Fees	344,837
Grants, Levies & Other Income	889,140
Trading A/C (Uniform Shop)	40,000
Building Levy	<u>66,667</u>
Total	5,316,008

Expenditure

Salaries & on costs	3,723,674
Admin Expenses	992,313
Trading A/C (Uniform Shop)	40,000
Loan repayments	383,091
Improvements	<u>170,000</u>
Total	5,309,078

Total Income 5,316,008

Total Expenditure 5,309,078

Surplus 6,930

Jo Richardson – Board Treasurer