



Bassendean Primary School 2018 Annual Report





It is with pleasure that the 2018 Annual Report for Bassendean Primary School is presented to parents and the community. The Annual Report is a summary of our school's achievements, goals, programs and activities over the year, and demonstrates our commitment to promoting our School Vision.

Our School Vision is to provide a positive and safe environment that enriches each child's desire to learn, encouraging them to become happy, responsible, confident members of our community while striving for academic excellence.

We have many reasons to be proud of our school and the achievements as a community. We have a positive learning culture in our classrooms and a caring and supportive pastoral care program for all within our school community.

This report aims to provide clear information about the school's performance over the past year and to share highlights, strengths and achievements.

This Annual Report is a snapshot of the 2018 school year. More information is available at www.det.wa.edu.au, follow the link to Schools Online and enter Bassendean Primary School. Information is also available at the Bassendean Primary School Website www.bassendeanps.wa.edu.au and from the school administration.

Jacqueline Varris
Principal
April 2019

From the School Chair

The School Council meets at least once per term and works in conjunction with our Principal, Jaqueline Varris to work collectively on the school's strategic direction. Throughout the year the Council is kept informed through financial reports, Business Plan progress, NAPLAN results and projects and innovations pursued by the staff and students.

It has been a busy year as the School Chair especially with our move to becoming an Independent Public School. After attending various workshops with Principal Jaqueline Varris and Deputy Susan Bartley and talking to our school council we felt it was the right time for Bassendean PS to become an Independent Public School.



We took this to our school community and the overall response to this move was very positive.

As part of the process Mrs Varris and I made a presentation to the Education Department on why Bassendean PS was ready as a whole school community to take on the responsibility of becoming an IPS. We were very pleased that our presentation was received positively and we were approved to become an Independent Public School.

The governance of the school will change slightly as we will now move to a board structure. With this will come training for the whole board regarding our new roles and responsibilities which we are all looking forward to.

On behalf of the Council I would like to thank all the volunteers who donate their time in classrooms, school events, the canteen and on the P&C. To all our wonderful staff, thank you for your dedication to teaching our children and encouraging them to achieve their best.

Stuart Maughan
School Council Chair
April 2019

School Profile

Bassendean Primary School first opened as West Guildford Primary School in October 1906. In 1922 the West Guildford area, along with the school, was renamed Bassendean.

In 2018 the school comprised of 13 classes from Kindergarten to Year 6. Eight classes are housed in the old school buildings which are centred around an internal reflect garden. Additions to the school have occurred over the years, and the Early Childhood Centre is housed in four classrooms which were built through the BER program. The undercover area was enclosed in 2015 in a joint project with the school and P and C. The school has two transportable classrooms.

While acknowledging our rich history dating back to 1906, we are foremost a contemporary school engaged in best practice teaching methodology. Many of the families who attend our school are multigenerational and have strong links to the community. We also have many families who have chosen to move into the area and as such become a part of our school community.

Our byline 'Service and Loyalty' is embedded in the work we do through our connections with community. As a school we are committed to each other as our values embody kindness and respect. We believe it is important to serve the community through engaging the students in the volunteer, leadership and sustainability programs at our school which will in turn create a better future for our students to live and participate in.

Through the P and C and community consultation in 2018 it was decided to update the school polo shirt. Over the next 2 years we will transition from the yellow polo shirt to a royal blue and navy polo shirt.

It was announced in 2018 through the WA Government Education Program we were successful in our application and will receive the up-grade of a classroom into a Science Laboratory between 2019 – 2021.

Bassendean Primary School proudly became an Independent Public School in 2018. This is our first Annual Report as an Independent Public School. In 2019 we will write our first Business Plan which will build upon our shared set of beliefs and values about how children learn best.



Bassendean is one of 14 schools in the Swan Valley Network – a professional learning community which develops teacher professional knowledge. In January 2018 the Swan Valley Network held its sixth annual conference in support of the implementation of the Western Australian Curriculum. The focus for each conference supports teachers to learn about and implement areas of Department of Education of WA priority imperatives. The focus for the 2018 conference was English with a focus on the curriculum, learning teaching and assessment cycle. This work continues to build upon the previous years' work in English, Mathematics, History, Science and STEM. The focus for 2019 will be on Numeracy – Basic Facts and Computation.

Once again in 2018, Bassendean PS teachers took on leadership roles within the Professional Learning Communities as Network Facilitators. They supported their colleagues at our school as well as the other 13 schools across the Network.

This professional learning model complements the embedded action learning cycle which is a well-established process for teacher and curriculum development at Bassendean.

Principals from each of the Network schools meet twice a term to work on the Network initiatives and the Department's directions.

Bassendean Staff

There are a number of very experienced teaching staff members including experienced school leaders, a Level 3 teacher and eleven senior teachers. Teachers take on curriculum leadership roles through learning area committees and key initiatives of the [Department of Education](#).

Our Education Assistants are an experienced team who support student learning in Early Childhood classes, across the school and provide additional support for students with additional learning needs. Education Assistants have undergone training in Reading and Literacy, Mathematics and Supporting Self-Regulation in students, and Autism, Diabetes and Dealing with Challenging Behaviours.

Our administration team include our Manager Corporate Services, two School Officers and a Library Officer who are an experienced and efficient team supporting the management and day to day operation of the school.

Our part time cleaners and gardeners are responsible for presentation of the grounds and building cleanliness.

The Student Services Team consists of the Principal, Deputy Principal, a Learning Support Teacher, School Psychologist, Chaplain, and a School Based Support Worker. A case management approach is used by the Team to assist children and their families with a range of issues including academic, social, emotional and family matters.



All staff, both teaching and non-teaching have Working With Children Checks and Federal Police Clearances.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	1	1.0	0
Total Administration	2	2.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	22	16.2	0
Total Teaching Staff	23	17.2	0
School Support Staff			
Clerical	4	2.9	0
Gardening	2	0.5	0
Cleaners	3	1.63	0
AIEO	1	0.4	1
Other Non-Teaching	12	8.48	0
Total School Support	24	12.9	1
Total	49	33.11	1

The school has a Chaplain through YouthCare (two days per week), and employs a School-Based Support Worker through Parkerville Children and Youth Care Inc (one day per week). Both roles, whilst different in their operation, are focussed on the mental health and well-being of students and their families.

All teaching staff meet the professional requirements to teach in Western Australian schools and can be found on the public register of teachers of the Teacher's Registration Board of WA (TRBWA).

PARTNERSHIPS AND PROGRAMS

The school is fortunate to have the support of community, businesses and industries.

Through the State Government Local Project, Local Jobs Initiative and in consultation with our school community final designs were agreed upon and a Nature Playground was built in term 1 2018. It is housed on the oval and links several of the play areas within the school. The fence which physically divided the courts and the oval were removed provided cohesion within the play areas. A concept design for future plans were drawn up by a parent who is a qualified landscape architect in the later part of the year. These plans were shared with staff and the School Council in 2018 and will be shared at the P and C AGM in 2019. It is hoped that these long term plans will form part of the future play-scape of our students. Each section of the plan can stand alone allowing for the much funds will need to be raised over a period of several years. This will require the support of the school, P and C, the Board and the wider school community.



We have been fortunate to have the support of the Hawaiian Group, who have generously provided a range of education experiences for our students. We feel very privileged to have been part of the wonderful Perth International Festival over the last 5 years. We first participated in 2014 with the Giants visit to Perth, then the Home project in 2015. In 2017 and 2018 the school participated in the extraordinary Boorna Waanginy – The Trees Speak, as Kings Park was transformed into a nocturnal wonderland with illuminated paper mache gumnuts on display in Kings Park at the commencement of the Festival. Work undertaken by our year two students at the end of 2018 will be included in the Festival for the 2019 opening. Interestingly our ‘token’ for the Festival is the Marri Tree. We feel very connected to this token as we are fortunate to have 3 Marri mature and wonderful trees in our school grounds.



The WA Cadets ‘River Rangers’ is a primary school program hosted by the Department of Biodiversity, Conservation and Attractions and is sponsored by the Department of Communities. It aims to empower students to make positive change to their local communities and waterways and ultimately, their local river park. The program focuses environmental education and enquiry based action research and collaborative learning. Education for Sustainability underpins the River Ranger process with a strong focus on developing team work, leadership, initiative and problem solving.

In 2018 the Year Six students created mosaic stepping stones based on the Noongar Six Seasons - Birak, Bunuru, Djeran, Makuru, Djilba and Kambarang. The stepping stones were designed with the assistance of Lisa and Paul from Workshed Mosaics. Each of the stepping stones represents a different season and depicts the seasonal changes we see annually. For example, the flowering of many different plants, the hibernation of reptiles and the moulting of swans are all helpful indicators that the seasons are changing and we tried to represent this on our stepping stones. The stepping stones were on display for graduation and will be placed in the Bush Tucker Garden in 2018.

With the consultation of SERCUL, the River Rangers Cadets designed and created a Bush Tucker Garden. The School Bush Tucker Garden is a valuable part of the River Rangers Aboriginal education program and has been an integral resource in our continuing commitment to raising cultural awareness. This will be an ongoing project that future River Rangers will become custodians of.



The school participated in the Governor Stirling Senior High School Speech and Drama Festival for the second year and once again scooping many of the awards.

A highlight of each year is the Graduation of our Year Six students. This event is very well supported with the generous donation of prizes and the time commitment from the groups attending the Ceremony. This includes State and Federal Members of Parliament, the Town of Bassendean, Bassendean Lions Club, Guildford-Bassendean Masonic Lodge, Camp Australia, and Woodside - Scitech.



Student Attendance

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	94.3%	94.3%	93.7%	89.6%	90.4%	80.7%	94.1%	94.2%	92.6%
2017	94%	95%	93.8%	90.1%	91%	81.2%	93.9%	94.9%	92.7%
2018	93.3%	94.5%	93.7%	82.7%	91.1%	80.8%	92.9%	94.5%	92.6%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2016	96%	93%	95%	93%	95%	93%	94%
2017	94%	96%	94%	96%	92%	93%	94%
2018	93%	94%	94%	91%	95%	90%	94%
WA Public Schools 2018	92%	92%	93%	93%	93%	93%	93%

Student attendance records continue reflect state averages. This reflects the work of the attendance focus, the diligence of the teaching programs and support provided in ensuring that attendance remains a high priority. However, in the different year levels there appears some downward trends. Information about the importance of regular and punctual attendance is conveyed to parents via letters, parent meetings and newsletters

Research indicates learning is maximised when attendance is at least 90%. In 2018 Class Attendance Awards were presented at assemblies as an acknowledgement of regular attendance.

Where there are any concerns in trends of absenteeism these are mainly influenced by families taking holidays during the school term rather than during the term breaks. These are classified as 'unauthorised' absences as per the Departments Policy. There was a notable drop in the attendance of a few of our Aboriginal students in 2018.

This was closely tracked and contact was made regularly with the families where the children's attendance was of concern.

Where there are concerns about individual student attendance a case management approach is implemented to support the child and their family. This includes incentives for children, phone calls, home visits and where needed case conferences. In 2018 we continued to monitor a small target group of students whose punctuality is of particular concern. While students in this group have on the whole continued to arrive at school late, they are arriving at school earlier than previously. While this is a significant step forward the work in this area must be maintained.

Recommendations

- Continue with the whole school approach to attendance and punctuality.
- Continue early intervention strategies from Kindergarten where attendance and punctuality patterns are established.
- Explicit processes identified and communicated to all staff.
- Staff to complete absences promptly each morning.
- SMS Messages to be maintained in 2019 as a tool to quickly communicate absences with parents.
- DOEWA Attendance Module – Reflection and Plan be undertaken.

STUDENT SERVICES

Students at Educational Risk

Bassendean Primary School has a case management approach to supporting Students at Educational Risk. Regular meetings and case conferences were held to support teachers, students and parents.

The Student Services Team comprises of the Principal, Deputy Principal, Learning Support Coordinator, School Psychologist, School Based Support Worker and School Chaplain. All referrals are case managed by the team. Parents and care givers are an important part of the process. Teaching staff are assisted with the development and implementation of Individual and Group Education Plans using the Department's Reporting System. Depending on the individual case needs the school will engage with the Department of Education specialist teams and Outside Agencies This focus will continue in 2019.

Mental Health and Well Being Support Programs

The School Based Support School Worker (SBSW) role continued into its fifth year. Students needing additional support are referred to the SBSW through a case managed process overseen by administration and the Student Services team.

Federal funding for this program ceased in 2014, but through the flexibility of school funding we have continued to resource the program one day per week since 2015. This position is regularly reviewed in terms of viability and need.

Bassendean Primary School has, a very experienced and qualified Chaplain. A case management approach is used to facilitate referrals to the Chaplain.

Families are, with the increased suite of students services able to choose to utilise the services of either the School Based Support Worker or the School Chaplain should they need these support mechanisms. Consent for engagement is a formal requirement and parents may choose to 'Opt out' at any time. Forms are readily available should families not wish to engage with any of the services.

TRANSITION PROGRAMS

Transition programs operate for students in Kindergarten, Pre Primary and Year 1 to ensure a smooth entry from one year to the next. Students from K-6 with identifiable needs have individual transition programs to address their particular circumstances.

A robust handover is undertaken by staff from one year to the next to ensure a smooth transition as the child moves from year to the next. This includes information for the class and specialist teachers. Class profiles and individual files identify individual student needs in the academic, social and emotional domains.

Where a child is case managed, a member of the Student Services team will meet the class teacher as part of the transition program, additional support, including professional learning or handovers with outside agencies are put in place where applicable. Parents attend a case conference at the conclusion of the school year as part of the transition for the new school year. The parent and child are invited to visit the school, class and teacher before the new school year commences.

Governor Stirling Senior High School and Hampton Senior High School provide a comprehensive transition program to ensure that our Year 6 students are prepared for their move from the primary to a secondary school environment. As part of this process Bassendean Primary School provides a broad range of relevant information for the various and diverse destination high schools to facilitate the move between primary and secondary school.

Specific transition programs for students with disabilities, specific learning difficulties or mental health needs are designed in partnership with members of the BPS Students Services Team and secondary school personnel.

SECONDARY SCHOOL DESTINATIONS 2018

Students heading to High School from Bassendean Primary School enrol in a range of schools.

Destination High Schools 2018	
Number of Students	School
1	Alta 1
1	Chisolm College
1	Churchlands
11	Governor Stirling Senior High School
4	Guildford Grammar
1	Hampton Senior High School
1	Home School
1	John Curtin College
5	John Forrest Senior High School
1	Kalamunda Senior High School
3	Kiara College
2	La Salle
1	Mazenod College
1	Morley Senior High School
4	Mount Lawley Senior high School
1	Orange High School
1	Shenton College
3	St Georges Anglican School
1	St Norbert
4	Swan Christian College

Overall 17 of the students who are continuing their education at Department of Education Schools were successful in applying for Specialist Programs. These programs included GATE, Arts Media, Football. Engineering, Arts and Drama, Netball, Agriculture and Music in the various schools.

GRADUATION OF OUR YEAR 6 STUDENTS

In 2018 we celebrated the graduation of our Year 6 students who commenced their formal schooling in 2011. Over the years the school has developed the strong support of its annual Graduation Ceremony. We receive lots of positive feedback about the high standard of our Ceremony and students.

We have a strong commitment with numerous donations of prizes from community groups, politicians and Regional Office. Many parents, family members, staff and community representatives attend the morning Graduation Ceremony, which is followed by a morning tea generously donated by the P and C.

Over time a range of traditions have been established in our Ceremony, this includes our opening song, the Year 8 Club, all of our Year 6 addressing the audience and reflecting on one another and the cutting of the Graduation Cake at the morning tea. Following the formal events, the students spend the day enjoying one another's company.

In 2018 the graduating students and accompanying staff enjoyed lunch at the local venue 8Napkins followed by an afternoon at Bounce. Throughout the year the graduating students engaged in a range of fundraising activities. In 2018 they presented the school with the large Mosaic Six Seasons Stepping Stones they undertook as River Rangers Cadets with Workshed Mosaics as their parting gifts. Students participated in the design process in conjunction with the artists Lisa and Paul to create the designs based on the Noongar Six Seasons depicting the changing seasons. These vibrant pieces of art will be located in the Bush Tucker garden in 2019.

Student Performance Information

Student performance is monitored using system and school wide information. This data includes:

- On Entry Assessment (Pre-Primary)
- National Assessment Program for Literacy and Numeracy (NAPLAN) Years 3 & 5
- Analysis of teacher judgements from student reports
- School prescribed Alpha Assess and PROBE Reading data.
- Words Their Way inventories and profiles
- Westwood 1 Minute Basic Number Fact Tests
- Students at Educational Risk (SAER) Profiles
- Above Level NAPLAN testing in Year 2, 4 and 6.
- EnVision Concept Check Ins

This data collection is viewed in conjunction with teacher selected classroom assessments and school and Swan Valley Network processes of collaboration and moderation. These processes inform planning, target setting of learning trajectories, and reporting on student achievement and progress.

National Assessment Program for Literacy and Numeracy (NAPLAN) Years 3 & 5

The NAPLAN Test assesses some of the numeracy, reading, writing, spelling and grammar and punctuation skills that students are expected to achieve in years 3, 5, 7 and 9.

Staff thoroughly interrogate the information available through NAPLAN, this is compared to grade allocations and teacher judgement. Staff use the Disciplined Dialogue approach to analyse the data, along with additional school based information. This leads to the following being identified:

- School priorities in Literacy and Numeracy
- Priorities for school and year level sub groups within in each cohort
- Confirms and highlights students needing further intervention
- Areas which need further investigation or adaption of processes and strategies.

Students in the bottom 20% continue to be the focus on *Students at Educational Risk (SAER)* planning and processes. The emphasis of the plans is to have a positive impact on student progress.

For students who sit at National Benchmark or just above National Benchmark scores, there is a particular emphasis on lifting the student's trajectories between Years 3 and 5.

There is also a focus to 'lift' those students in the middle 60% with a focus on differentiation of the teaching and learning programs.

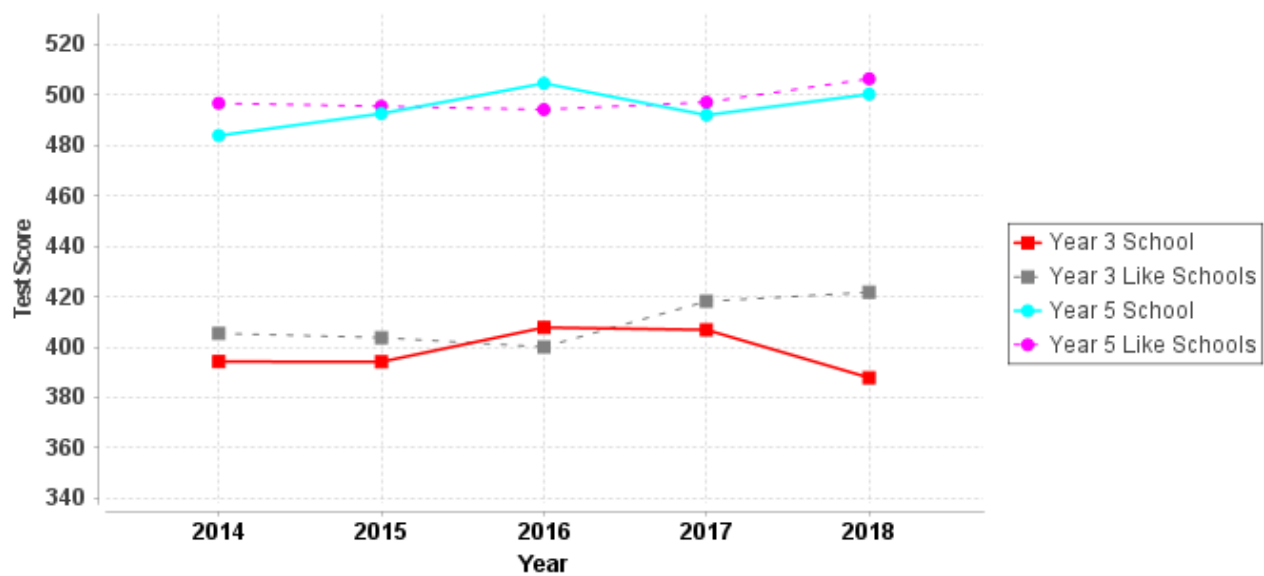
The 2018 Year 3 cohort is diverse in its achievements. Some students did exceptionally well, answering questions beyond the expected level for their year of schooling. However, there is an identified group which have specific learning needs. These need are addressed with the support of individual and/or group plans and a diverse range of intervention programs. Unfortunately, these students did not achieve well on the NAPLAN Tests. Further work continues to support these students and their learning needs.

Please note:
Care must be taken when interpreting data as the cohort number of students is small, for example 4 students is equivalent to 11.4% of the total group. Due to the small student numbers, percentages in the data may not necessarily add to 100.

Numeracy – NAPLAN 2018

- Thirty-five Year 3 students sat the 2018 Numeracy Assessment. There is an identified group of students in this year level who have a range of specific and additional learning needs. This is reflected in the data. Individual and group learning plans will continue to support these students throughout their schooling.
- Thirty-five Year 5 students sat the 2018 Numeracy Assessment. Thirty students form the stable cohort (at Bassendean PS in Years 3 & 5). Thirty-three of the students have been tested twice (in Year 3 and again in Year 5).
- The Year 5 group have demonstrated low progress, but high achievement between Years 3 and 5 with their comparative performance being at the expected level of the predicted school mean when compared to Like Schools, but they are performing above Australian Schools. This is an improvement from 2017 of 0.3 Standard Deviation points of the predicted school mean.

Average Numeracy Score



The graph shows the Year 5 students tracking just below 'Like Schools', with an improvement in comparison with the 2017 cohort of tested students. The range of data available shows in Year 3, twenty students scored between Band 3 and 7, 6 students were At the Minimum National Standard while, 1 fell Below the National Minimum Standard.

In Year 5, twenty-nine of the thirty-five students scored between Band 5 and 9+. Twenty-nine were above the National Minimum standard, with eighteen of them above the Australian Mean, six at the Minimum National Standard, zero students were below the Minimum National Standard.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	27%	21%	20%	25%	28%	27%
Middle 60%	59%	68%	49%	61%	63%	61%
Bottom 20%	14%	11%	31%	15%	9%	12%

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	31%	24%	29%	20%	25%	27%
Middle 60%	60%	60%	54%	67%	61%	64%
Bottom 20%	10%	17%	17%	12%	14%	9%

There needs to be a focus on lifting students in the bottom 20%, as well as an upward lift of those students in the middle 60% into the top 20%.

There has been a focus on Mathematics teaching and learning. Through staff investigation, trialling and professional learning a whole school approach was adopted using EnVision Maths as a core teaching, learning and assessment tool in 2018. The program will support teachers to differentiate their teaching programs.

Recommendations

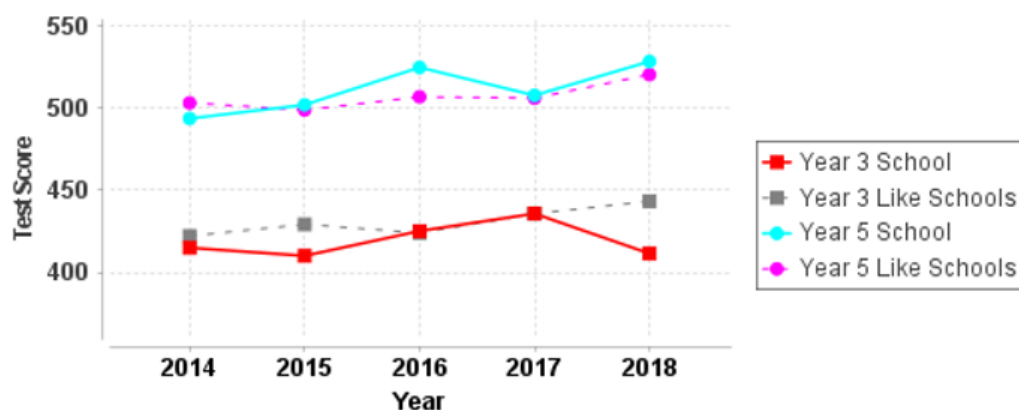
- School and Network focus on Basic Facts skills to encourage the development of taking knowledge from short to long term memory. Sessions will be undertaken with Dr Paul Swan and Elita De'Nardi.
- Whole of School Review of the Numeracy Blocks. The Guidelines will articulate the educational direction of Mathematics teaching and learning.
- Continue with Envision Mathematics in 2019 with a focus on Numeracy Blocks and whole school practices.
- To have a whole class focus which is then differentiated for group and individual needs.
- Whole school mathematics resources of hands on manipulatives to develop basic facts and mental computation knowledge.

Reading – NAPLAN 2018

- Thirty-four Year 3 students sat the 2018 Reading Assessment. There is an identified group of students in this year level who have a range of specific and additional learning needs which reflects across their learning. This is reflected in the data. Individual and group learning plans will continue to support these students throughout their schooling.
- Thirty-one students scored between Band 3 and 9, twelve of them in Band 3. two students were at the Minimum National Level and one was Below the National Minimum Level. These students will require additional support in reading comprehension.
- Overall the wide range of student results is reflected that this year group they are performing 1 Standard Deviation below the predicted school mean.
- Thirty-six Year 5 students sat the 2018 Numeracy Assessment. Thirty-three of the students have been tested twice (in Year 3 and again in Year 5), while thirty students made up the stable cohort at Bassendean Primary School.
- The Year 5 group have demonstrated good progress between Years 3 and 5 with their performance being more than one standard deviation of the predicted school mean. The trend of Year 5 student scores has been within the expected or above the expected range from 2015 – 2018. Overall the Year 5 students overall have made High Progress – High Achievement

The graph and table below indicates average reading scores for both Years 3 and 5. Year 5 are above that of 'Like Schools', Year 3 are below that of 'Like Schools'.

Average Reading Score



Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2014	415	422	494	503
2015	410	429	502	499
2016	425	424	525	507
2017	436	436	508	506
2018	412	443	529	521

The above graph indicates the average reading score of students who sat the test compared to Like Schools. The average lift between the 2016 results, when the Year 5 were in year 3 indicates an increase of 104 NAPLAN points. Which places the students in the High Progress - High Achievement quadrangle.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading						WA Public Schools	Year 5 Reading					
	School			Like Schools				School			Like Schools		
	2016	2017	2018	2016	2017	2018		2016	2017	2018	2016	2017	2018
Top 20%	30%	23%	18%	25%	28%	26%	Top 20%	35%	32%	33%	27%	25%	29%
Middle 60%	54%	67%	62%	65%	58%	61%	Middle 60%	53%	50%	53%	64%	63%	59%
Bottom 20%	16%	10%	21%	10%	13%	12%	Bottom 20%	12%	18%	14%	9%	12%	12%

The distribution of students' scores in the Year 3 group show more students at Bassendean PS in the bottom 20% when compared to 'Like Schools'. While the Year 5 group has more students in the Top and Bottom 20% The spread of Year 3 and 5 students are confirmed by teacher judgements through the allocation of grades. This distribution requires all teachers to be particularly focussed on whole class instruction and small group differentiation to cater for the spread of students.

Given the small number of students the distribution of scores for the current Year 5 students compared to the distribution of scores for the same group when they were in Year 3 in 2016 showing a slight upwards trend. However, work is still required to support those students that fall within the bottom 20%.

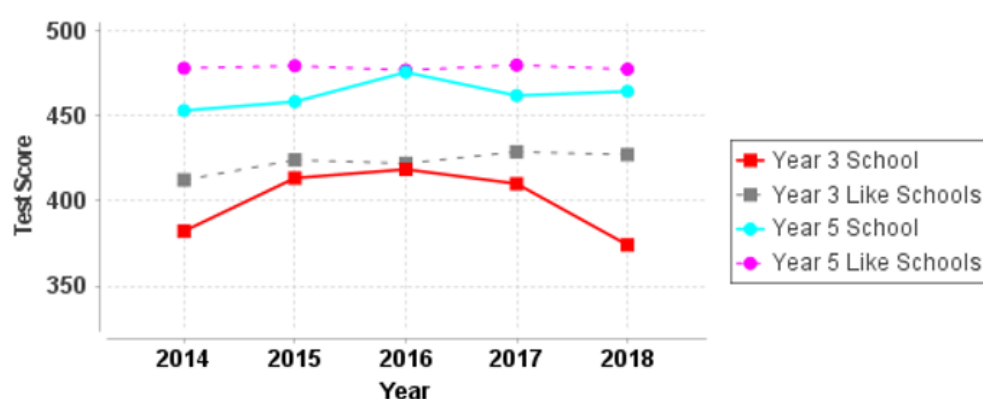
Recommendations

- Whole of School Review of the Approach to English. The Guidelines articulate the educational direction of Literacy teaching and learning.
- To have a whole class focus which is then differentiated for group and individual needs.
- Review and continue Reading Intervention Program.

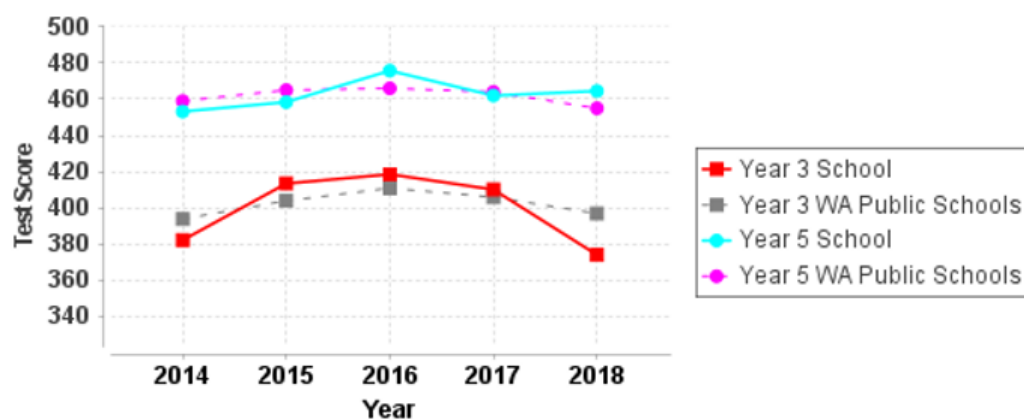
Writing – NAPLAN 2018

- Thirty-six Year 3 students sat the 2018 Writing Assessment. The Year 3 student results are reflective of their performance in the other NAPLAN tests. They scored more than 1 standard deviation below the predicted school mean.
- Twenty-nine students scored between Band 3 and 6. 4 students were at the Minimum National Level and 3 Below the National Minimum Level, this included abandonment of the test. Students have been identified requiring additional support in Narrative writing.
- Thirty-five Year 5 students sat the 2018 Writing Assessment. Twenty-nine students are in the stable cohort between Years 3 & 5. Thirty-two of the students have been tested twice (in Year 3 and again in Year 5).
- Twenty-eight students scored between Band 3 and 8. Six students were at the Minimum National Level and one Below the National Minimum Level. The group of seven students who scored at or below the Minimum Standards have been previously identified as students needing additional plans.
- The Year five group performance is within one standard deviation of the expected mean for students at Bassendean PS.

Average Writing Score



Average Writing Score



In both Year 3 and Year 5 there is an over representation of students in the Bottom 20% when compared to Like Schools., and an under representation of students in the Top 20%. Most of our students sit in the middle 20% which indicates a 'lift' is needed in the complexity of the writing our students produce. The Case Management approach to students at Bassendean PS aims to lift the learning trajectory of students who sit in the bottom 20%. numbers.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	31%	23%	11%	31%	33%	22%
Middle 60%	50%	68%	69%	58%	59%	71%
Bottom 20%	19%	9%	19%	11%	8%	7%

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	26%	18%	11%	29%	29%	25%
Middle 60%	62%	73%	71%	62%	63%	62%
Bottom 20%	12%	9%	17%	10%	8%	13%

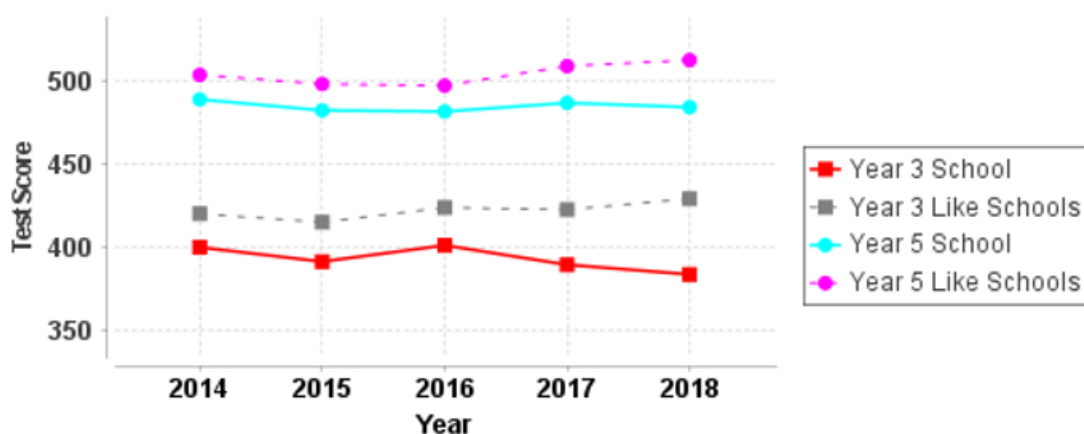
Recommendations

- Staff to undertake professional development in Brightpath and implement the range of strategies to support and lift student performance.
- Moderation of student performance and tracking of student progress within the school and across school moderation with Guildford Primary School.
- Continue explicit differentiated instruction in writing.
- Establish a whole Schedule for Writing Genres.
- K – Year 5 teachers to use EasyWrite handwriting program. A daily 10-minute visual and audio program explicitly teaching handwriting.

Spelling – NAPLAN 2018

- Thirty-five Year 3 students sat the 2018 Spelling Assessment.
- Thirty-six Year 5 students sat the 2018 Spelling Assessment. Twenty-nine students are the stable cohort between Years 3 & 5 at Bassendean Primary School. Thirty-two of the students have been tested twice (in Year 3 and again in Year 5).
- The Year 5 performance fell within one standard deviation of the mean. However, the Year 3 cohort were more than one standard deviation below the predicated school mean.

Average Spelling Score



The distribution of students in both Year 3 and 5, when compared to 'Like Schools', shows fewer students in the Top 20% and Middle 20% when compared to Like Schools. Given our small numbers it must be realised that the bottom 20% is represented by 3 students in Year 5 and 8 students in Year 3.

71% of Year 3 students sit in the Middle 60% and Top 20%, while 75% of students in Year 5 sit within the Middle 60% and Top 20% when compared to Like Schools.

Again this area indicates a need to lift performance for those students in the middle group and a robust program to differentiate for those students in the top and bottom 20%. And as such this should be viewed cautiously due to the relatively small number of students however it does suggest increased emphasis on differentiated instruction is warranted.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	14%	9%	12%	23%	23%	24%
Middle 60%	69%	75%	59%	65%	67%	63%
Bottom 20%	17%	16%	29%	11%	10%	14%

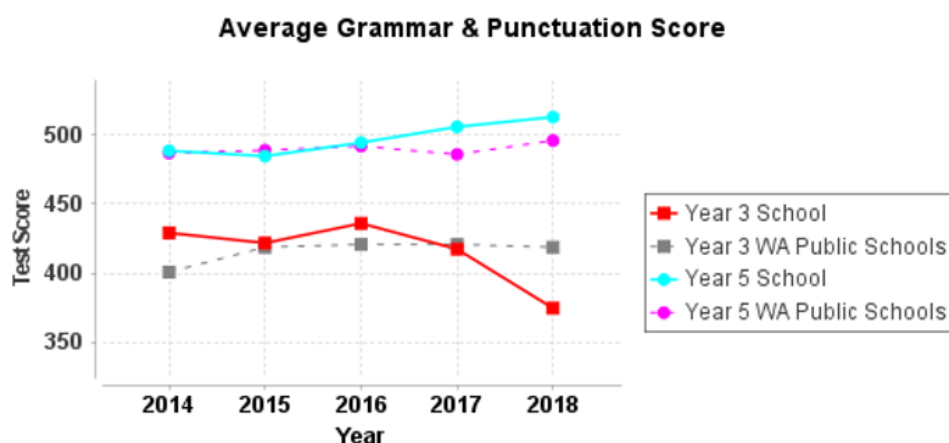
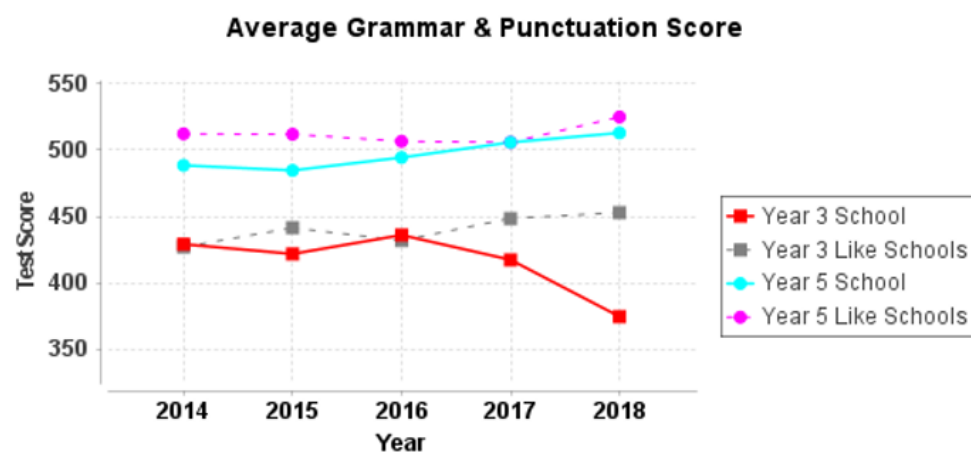
WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	18%	14%	19%	26%	25%	26%
Middle 60%	64%	70%	56%	62%	65%	63%
Bottom 20%	18%	16%	25%	13%	10%	11%

Recommendations

- School review of Whole of School Approach to Spelling to be undertaken with all staff.
- Implementation of Whole School Approach to Spelling to be part of the teaching, learning and assessment cycle for all classes.
- Jolly Phonics will be used in K- PP classes.
- Jolly Grammar 1 will be used by Year 1 classes and Jolly Grammar 2 will be used in Year 2 classes. Year 3 – 6 will use Words their Way, with an emphasis on student learning needs based on student inventories. With explicit teaching at the point of error.
- Professional support is provided by the Deputy Principal with the WTW Program.

Grammar and Punctuation – NAPLAN 2018

- Thirty-five Year 3 students sat the 2018 Grammar and Punctuation Assessment.
- Thirty-six Year 5 students sat the 2018 Grammar and Punctuation Assessment. Twenty-nine students are the stable cohort and thirty-two of the students have been tested twice (in Year 3 and again in Year 5).
- Year 5 student performance falls within one standard deviation of the mean i.e. within expected performance. However, of concern, the Year 3 cohort fell well below the expected predicted school mean.



Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	25%	18%	9%	25%	26%	27%
Middle 60%	67%	64%	74%	65%	63%	62%
Bottom 20%	8%	18%	17%	11%	11%	11%

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	13%	25%	17%	23%	28%	25%
Middle 60%	77%	70%	72%	68%	63%	65%
Bottom 20%	10%	5%	11%	10%	9%	10%

Year 5 distribution is very similar to 'Like Schools' with slightly fewer students in the top 20%. The Year 5 distribution of students shows 72% in the middle compared to 65% for 'Like Schools', but a drop in the students' achieving in the top 20%. The graphs for the Year 5 cohort indicates an upward trend when compared to 'Like' and WA Schools.

When comparing the student comparative data with the Year 5s when tested as Year 3 students there has been a lift in performance from -0.1 to 0.2 within the standard deviation of the predicted school mean, which indicates a positive value adding between year 3 and 5.

- Jolly Grammar is implemented in Year 1 and 2 to build on the Jolly Phonics approach in Pre-Primary.
- Differentiated instruction in Punctuation and Grammar is implemented through literacy blocks using the the Whole of School Grammar Scope and Sequence.
- Explicit instruction is informed through analysis of each student's writing. The school will use Brightpath as a tool to monitor student development in writing.

The On-entry Assessment Program is a mandatory standardised assessment of children's learning for all Pre-primary students in public schools. It is conducted by classroom teachers and provides important information which teachers use to assist in the planning and delivery of targeted learning programs. An individual Parent Summary, summarising the skills and understandings their child demonstrated during the assessment is provided for each child.

Recommendations
From 2018, Pre Primary teachers will review all On Entry data with Administration and trajectories of learning will be set for those students.

Each year students in Year 2, 4 and 6 undertake 'above level testing'. This combined with the Year 3 and 5 NAPLAN testing gives us comprehensive data which we use to set learning trajectories for each student. A core group of these students become part of the focus group where we measure our progress towards improved achievement targets. The following table articulates those trajectories and the achievement of those targets.

Focus Area	Achieved	Comments
<u>Numeracy</u> Lift the results of students from Year 3 to Year 5 into the higher progress quadrants when compared to 'Like Schools'. - The 9 Year 3 (2018) students (24%) in Band 3 to achieve Band 4 by May 2019 (<i>Above Level Testing</i>) and Band 5 by May 2020. - The 10 Year 3 (2017) students (24%) in Band 3 to achieve Band 4 by May 2018 (<i>Above Level Testing</i>) and Band 5 by May 2019 - The 10 Year 3 (2016) students (24%) in Band 3 to achieve Band 4 by May 2017 (<i>Above Level Testing</i>), Band 5 by May 2018 and Band 6 by May 2019 (<i>Above Level Testing</i>)	Moving towards Moving towards	All students bar one achieved the 2018 target. 1 students exceeded the 2018 target. 4 students achieved the 2018 target. 3 students didn't achieve the 2018 target.

HIGHLIGHTS



The Arts and Cultural Events and Involvement

The broader Bassendean community in which the school is located has a particular passion for and interest in the Arts. The opportunities for all students at the school complement this community interest included:

Speech and Drama Awards

Over 50 students represented Bassendean Primary School in the interschool Speech and Drama Awards held at Governor Stirling Senior High School. This is Bassendean Primary School's second year being involved in this event. We were placed first in this event for the second year in a row. This is supported by the drama classes held weekly in Arts during Term 2 program. Students across the school participate in weekly classes that focus on choral speaking, monologues, poetry recital, prose reading and mime.

Theatre-Sports

Eight students represented Bassendean Primary School at the annual Interschool Theatre-sports Competition held at Governor Stirling Senior High School. A voluntary event, fully funded by GSSHS that invites primary schools within the Swan area to participate in a series of eight workshops that culminate in a competition at the end of the series. This is the highlight of Term 1 for a select group of drama students who have a high level of skill in improvisation and team work. Bassendean Primary School placed second in this event out of six schools.

Blue Butterfly Project

Bassendean Primary was invited to take part in a performance based project primarily funded by Trillion Trees. This event culminated in a performance held on the Trillion Tree site that showcased student artworks, voice, poetry, song and movement. Students worked alongside resident

artist Karen Hethey to create large scale puppets, compile soundscapes and voice overs for a backing track that would accompany the movement. Noongar Singer songwriters Gina Williams and Guy Ghouse performed a series of songs whilst Dr Noel Nannup spoke of the traditional stories that were the inspiration behind the story created about the Western Blue Butterfly's critical relationship with an indigenous ant (Crematogaster Perthensis) and the Green Stinkwood plant (Jacksonia Sternbergiana) found in the local area.

Community Participation, Awareness and Engagement

- School Surveys and Information sessions regarding the school becoming an Independent Public School (IPS)
- Ride to School Day
- National Walk to School Day
- Bullying No Way!
- Book Week dress up and teacher play performance and Annual Book Fair
- Count Us In – Australia wide singing event.
- P and C and school involvement in the inception of the Fathering Project.
- Life Education
- Participation in Town of Bassendean ANZAC day and Remembrance Day Ceremonies.
- Perth International Arts Festival
- Choir participation in the *WA Massed Choir Festival*, the Valley Voices, and local community events.
- Edu-dance dance lessons and concert.
- *National Indigenous Day* celebration and activities.



Health, Physical Education and Sport

In 2018 the students at Bassendean Primary School participated in a Physical Education program that offered a variety of sport and physical activity opportunities both in and out of class time. Students were encouraged to participate in all sports and activities with participation and 'giving new things a go' being the main focus. The virtues of respect, fairness, resilience and sportsmanship underpinned all lessons and activities.

Students participated in tee ball, tennis, modcrosse, AFL, netball, soccer, athletics, basketball, cricket and ultimate frisbee lessons. All students from Pre Primary to year 6 completed swimming lessons at Bayswater Waves, middle primary students took part in a Rugby Roos Clinic run by players from the Western Force (Rugby WA), and the upper primary students took part in a one off golf lesson run by Golf WA.

Students also had the opportunity to participate in numerous out of class activities which included:

- Eagles Faction Footy competition - run at lunch times in Term 2, with Bennett winning both the year 3/4 and 5/6 competition;
- Interschool winter sports fixtures against Bayswater PS, Guildford PS, Eden Hill PS and Lockridge PS. Our Netball A team were the Premiers of the Fever Cup competition for an outstanding third year running, and our AFL team were Premiers of the Eagles Cup competition for the second year running (year 4-6);
- Dockers Cup girls AFL carnival (year 6);
- Smarter Than Smoking Netball Lightning Carnival (year 4-6);
- Smarter Than Smoking Mountain Biking Championships (year 4-5);
- Woolworths Cricket Blast North East Metro Carnival (year 5-6);
- Dockers Cup girls AFL inaugural matches against Guildford PS (year 4-6).



Before school in terms 3 and 4 students joined the Bassendean PS Run Club and after school students from year 1-6 had the option of joining the Sporting Schools programs. In Term 3, 50 students participated in Athletics, and in Term 4, 40 students participated in tee ball sessions.

All students from Pre Primary to year 6 participated in the Faction Swimming Carnival at Bayswater Waves Aquatic Centre, the Faction Cross Country Event at Bindaring Park, and the Faction Athletics Carnival at school. Selected students also represented Bassendean PS at the Interschool Cross Country and Athletics Carnivals. We had numerous students rewarded for their efforts with individual Champion or Runner Up Champion trophies. The Kindy kids joined the rest of the school and had heaps of colourful fun running in the School Colour Fun Run.



Health Education was taught throughout the year focussing on resilience education, drug education, personal and community safety and nutrition education.

In 2019 we are looking forward to a strong skills focus as well as a continued focus on the skills needed to be a team player. We will welcome back all the carnivals and other sporting opportunities, the Life Education mobile classroom, a re-vamped Run Club, and there will be a greater focus on riding a bike or scooter to school.

Complementing Classroom Learning

- Early Childhood healthy breakfast
- Mother's and father's day events in early childhood
- Scholastic Book Fair
- Book Week
- STEM Challenges
- Life Education Mobile Classroom
- School Drug Education
- Road Aware Challenges and Choices

Reporting and Communication

In 2018 we introduced Online Student reports. As part of the Departments procedures the School adopted the Online reporting process. Parents are now able to receive Student Progress reports online via *Connect*.

- Class Meetings at the commencement of the School Year
- Kindergarten orientation for 2018 students
- Parent Teacher Interviews – April
- Semester Reports
- Connect School App, which includes- school and class updates, special notices, excursion notes, Newsletters and Student Reports.
- School Website

Grounds, Maintenance, Improvements and Enhancements

- Nature Play installation
- Security Screens installed at the front of school
- Continuation of school garden plantings
- Upgrade and replacement of Interactive Whiteboards with LED panels
- Network point capacity for telephone upgrade 2019.

Nature Play Master Plan

Work to design the Nature Playground continued in 2017 with the focus to develop stage 1 on the school oval. Designs built upon the consultation process which was developed in 2016. A committee met with *Programmed* and a final plan decided upon during Term 4 2017. This plan was widely shared with students, staff and parents. The build commenced in early 2018 so the students and school community could see the design progress over a number of weeks. Funding for this project consisted of \$20 000 from the Local Projects, Local Jobs Program from the State Government and donated to the P and C for such projects, along with \$30 900 of school funds.

Graduation

The Graduating Class of 2018 enjoyed a range of celebrations including the Graduation Ceremony, followed by lunch at the local restaurant 8Napkins and an afternoon at Bounce. The Graduation is very well supported with donations for prizes and we sincerely thank the numerous contributors for their support and engagement of: State and Federal Members of Parliament, the Town of Bassendean, Bassendean Lions Club, Guildford-Bassendean Masonic Lodge, Camp Australia, and Woodside – Scitech.

River Rangers Cultural, Environmental and Conservation Activities

Year 6 students Bassendean are very fortunate to be involved in the River Rangers Program. The River Rangers Cadet Program aims to:

- Develop students' leadership and interpersonal skills while improving their self-confidence and initiative.
- It encourages them to take an active role in their community.
- *Increase understanding and engagement with the importance of conserving European and Noongar cultural history*
- *Involve students in the protection of the rivers*
- *Establish recognition of local river systems*
- And strives to develop their understanding if the importance of conserving the European and Noongar cultural history.

Ours Cadets engaged in numerous experiences throughout the year, including:



Halogen National Young Leaders Day

Our cadets attended the Conference which focused on the development of leadership capabilities and harnessing support from mentors within and beyond the community. Each speaker brought their unique life experience to the stage, sharing empowering lessons and instilling the message that despite circumstances or position, students must aspire to have a positive impact on the world.

River Rangers Planting Day

This event gave the cadets an opportunity to work with other River Ranger units on the essential components of tree planting and scientific research about water quality. They identified local issues, discussed results and looked to find solutions to problems through discussions.



Ern Halliday Camp and Kerem Adventure Camp

These two camps offered our cadets a wide range of experiences in a safe environment where they explored and extended their abilities and limitations in physical, team work and leadership activities, while encouraging an active and healthy lifestyle.

Nearer to Nature, Mundaring

Students learnt about the impacts of bushfires and how we can respond to them and mitigate their effects. Students learnt when, where and why bushfires occur and the impact they have on native plants, animals and human communities.

Kings Park – Bizarre Botanicals

Students discovered the features and unique adaptations of some of Western Australia's most interesting flora. They learned some of the fascinating ways plants have adapted to survive in the harsh Australian environment.

Water Corporation – Water in Aboriginal Culture

Cadets were given the opportunity to understand how Aboriginal people found and preserved water sources through their strong connection to the environment. Students were also introduced to the Aboriginal seasonal calendar.

Clean up Australia Day

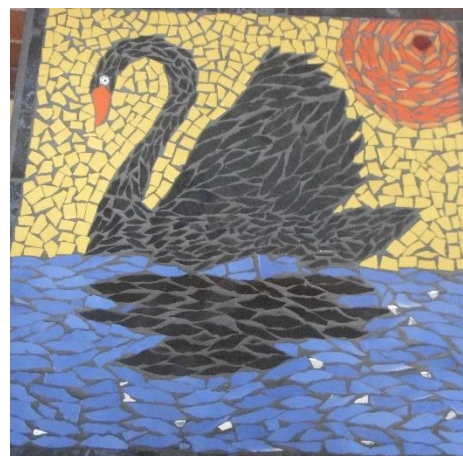
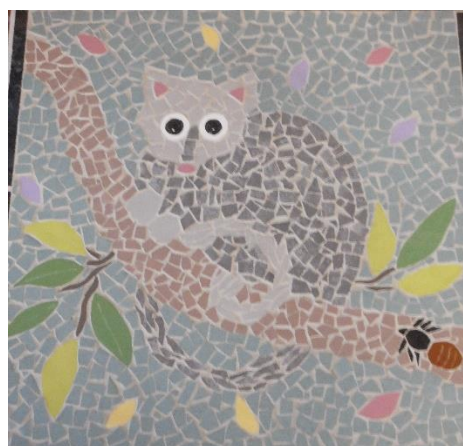
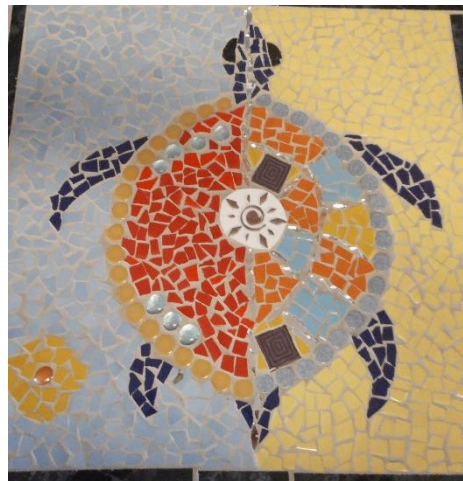
Our cadets participated in a Clean Up of Bindarrang Park and conducted an audit of the rubbish.

National Sorry Day

Cadets attended the National Sorry Day event at Mary Crescent Reserve to explore the experiences and impact of 'Stolen Generations' government policies on First West Australian people.

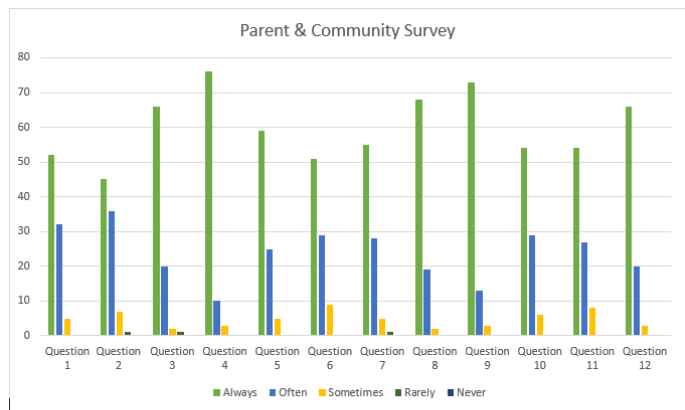
Bush Tucker Garden

In 2018 the river rangers designed and created a Bush Tucker Garden. This ongoing project is a valuable part of the River Rangers Aboriginal education program and has been an integral resource in our continuing commitment to raising cultural awareness.



Independent Public School Survey

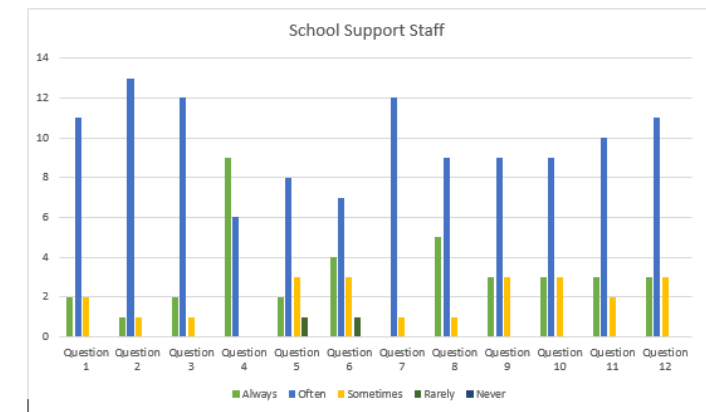
As part of the process to be included in the 2018 IPS process, schools were required to survey their community to demonstrate the culture that existed and to drive any necessary change. Overwhelmingly there was very supportive feedback from all four demographics – parents, students, Support Staff and Teachers.



1	Bassendean Primary School provides high quality instruction to my child.
2	Bassendean Primary School has high expectations for all students
3	I feel welcome to participate in this school
4	School staff respect me
5	School staff take my concerns seriously
6	School staff welcome my suggestions
7	School staff respond to my queries in a timely manner
8	School Staff are helpful
9	My child's background (race, religion, ethnicity) is valued at this school
10	This school is explicit about rules, responsibilities and consequences
11	At this school discipline is fair and consistent
12	My child is safe on school grounds

89 Parents responded to the Survey and overwhelmingly the responses to all facets of school life were very positive. The parents responded they feel welcome to participate in the school, that staff listen to their ideas and they feel respected. Staff provide high quality instructions and have high expectations of the children. The children are safe at school and staff are explicit, fair and consistent.

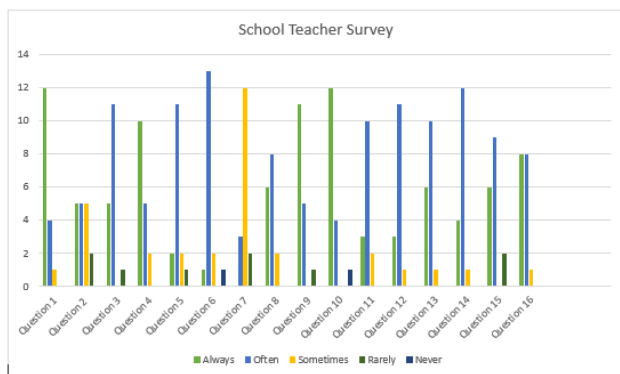
To quote a parent on the survey - ‘I just love Bassendean Primary School, the staff are amazing.’



COLLEGIALITY	
1	Our staff tell stories of celebration that support the school's values
2	Staff at our school enjoy each other's company
3	I am treated with respect at this school
4	Our school reflects a true sense of community
5	Our school provides effective communication opportunities for staff
6	Our school supports and appreciates the sharing of new ideas by members of our staff
7	There is a rich and robust tradition of rituals and celebrations including special events and recognition of goal attainment
SELF-DETERMINATION/EFFICACY	
8	Members of our staff work together and value each other
9	Members of our school community seek alternatives to problems/issues rather than repeating what we have always done
10	Members of our school community seek to define the problem/issue rather than blame others
11	Our school staff is empowered to make decisions rather than waiting for admin/line managers to tell them what to do
12	People work here because they enjoy and choose to be here

Collectively staff reviewed the responses to the Teaching and Support Staff Surveys.

Interestingly staff overwhelmingly chose either Always or Often with the exception of Question 7. We don't meet regularly after school but in discussion we agreed we are very comfortable with this. There are occasions where social events take place and while these are valued and enjoyed it isn't considered a concern that we don't meet up regularly. Staff are cohesive and we enjoy working together, we support and we challenge one another.

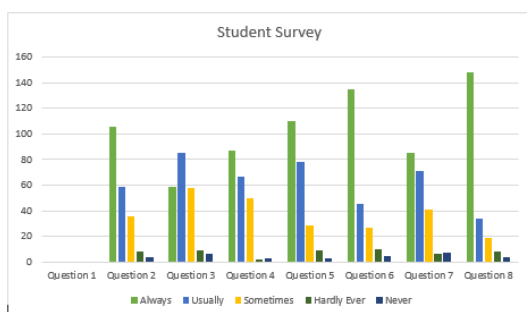


We felt as a staff our strengths are our focus on strong curriculum delivery and strategies, our Professional Learning Community and action learning cycle is well embedded.

We have collectively developed a strong student code of behaviour, and communication was identified as a strength, we share ideas and we appreciate one another.

As a staff we also felt that we seek new ideas and we are empowered to make decisions.

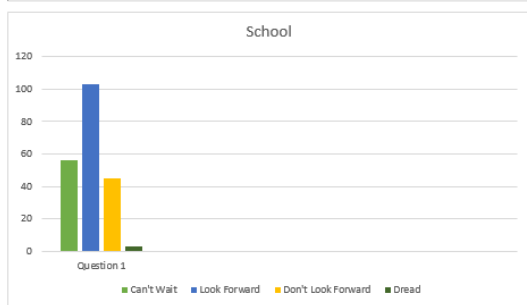
PROFESSIONAL COLLABORATION	
1	Teachers and staff discuss instructional strategies and curriculum issues
2	Teachers and Staff work together to develop the school timetable
3	Teachers and staff are involved in the decision-making process with regard to materials and resources
4	The student behaviour code is a result of collaboration and consensus among staff
5	The planning and organisational time allotted to teachers and staff is used to plan as collective units/teams rather than separate individuals
AFFILIATIVE COLLEGIALLY	
6	Teachers and staff tell stories of celebrations that support the school's values
7	Teachers and staff visit/talk/meet outside of school to enjoy each other's company
8	Our school reflects a true "sense" of community
9	Our school schedule reflects frequent communication opportunities for teachers and staff
10	Our school supports and appreciates the sharing of ideas by members of our school
11	There is a rich and robust tradition of rituals and celebrations including holidays and special events
SELF-DETERMINATION / EFFICACY	
12	When something is not working in our school, the faculty and staff predict rather than react and repair
13	School members are interdependent and value each other
14	Members of our school community seek alternatives to problems/issues rather than repeating what we have always done
15	The school staff is empowered



217 students were surveyed. On the whole the student responses were very positive, the students told us their teacher's help them learn, they are happy and feel safe at school, both in the classroom and the playground.

We identified that while our most at risk students do not enjoy coming to school, they do however feel safe, all agreed their teachers help them learn and they were happy in the playground. They have become a new focus group for us to consider how we can make coming to school a better experience.

While our students indicated they felt happy in the playground there was some shift to infer they did not feel as safe. On investigation some responses were time in place. A couple of children had fallen over the day of the survey, some told us didn't like the fences being low. Individual teachers were tasked with investigating students' perspective on the playground to gain a better idea of any issues and to consider future strategies.

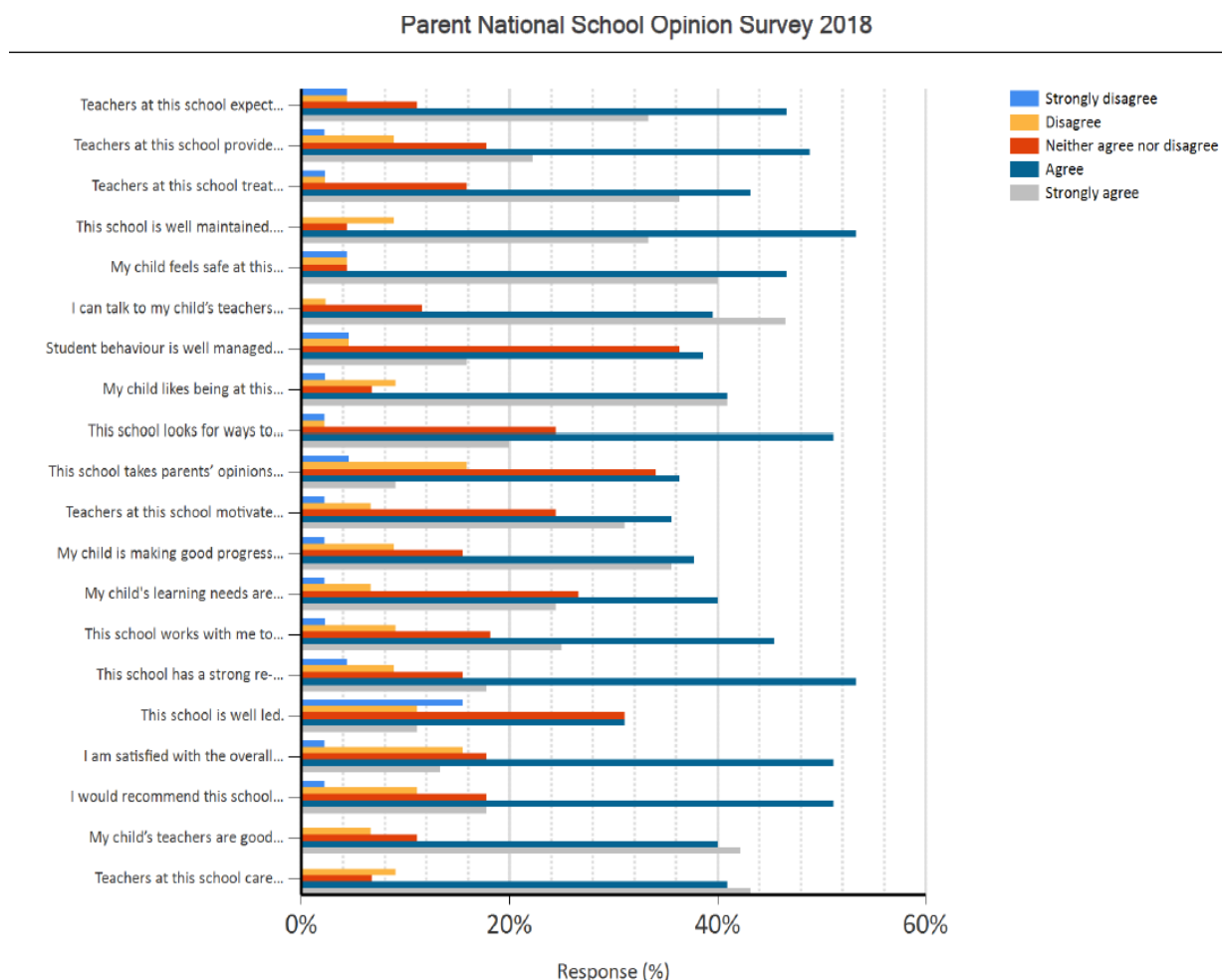


1	Coming to school
2	Feeling safe at school
3	Happy at school
4	Happy in the classroom
5	Happy in the playground
6	Safe in the classroom
7	Safe in the playground
8	My teacher helps me learn

Satisfaction Surveys

National School Opinion Surveys are undertaken on a cyclical basis. The most recent surveys were completed in 2018. The next Survey will be undertaken in 2020.

Parent Survey Results 2018

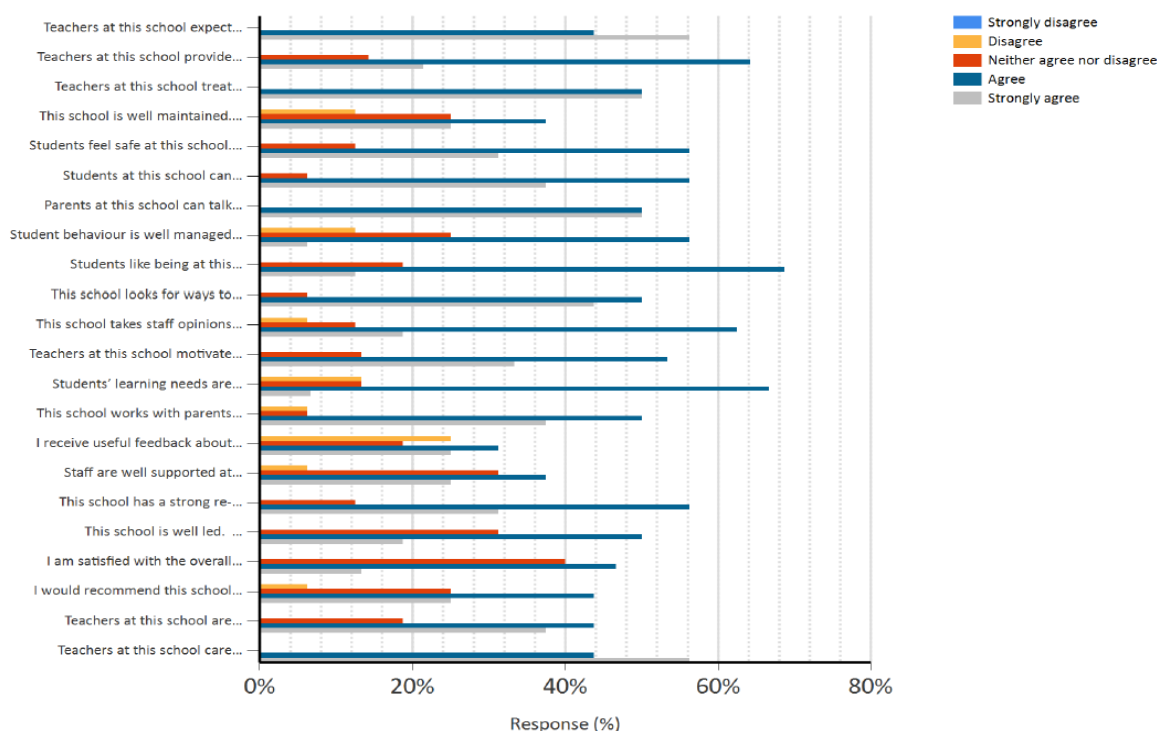


45 parents (17%) responded to the survey.

Observations	Recommendations
- Parents are confident to discuss issues with teachers 87% of parents surveyed report students feel safe at this school - Teachers are seen to have high expectations 10% report student behaviour is not well managed 86% responded the school is well maintained 71% of respondents believe the school looks to find new ways to improve 45% of respondent felt the school did take their opinions seriously, this is a pleasing increase from the 2016 survey.	- Keep parents well informed about new developments and changes intended for the school - Build partnerships through communication about programs and positive changes and innovations. - Review current behaviour management procedures - Advertise the school's achievements via- newsletter, local papers, Connect and the Website.

Staff Survey Results 2018

Staff National School Opinion Survey 2018

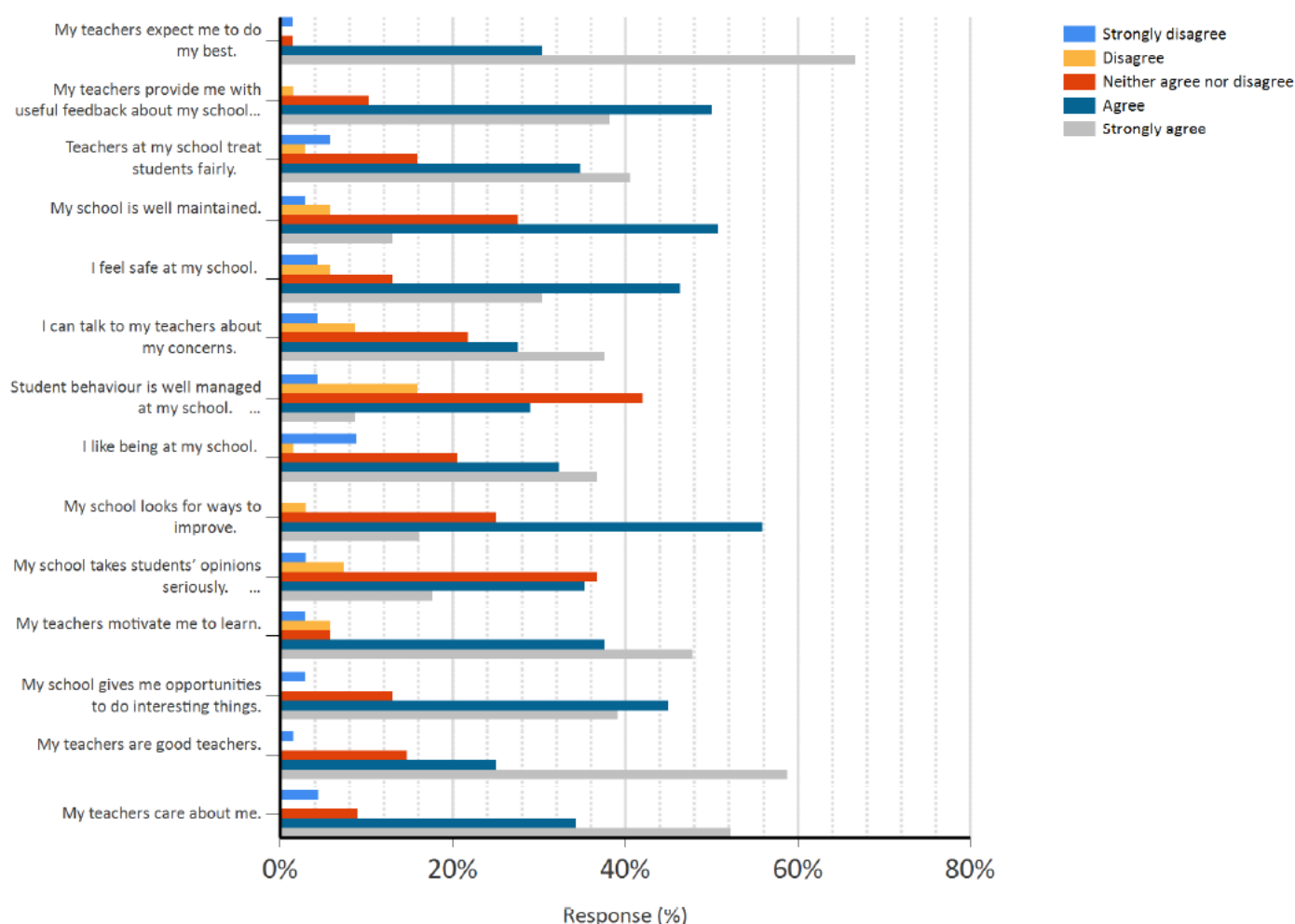


16 staff teaching and non-teaching (55%) responded to the survey.

Observations	Recommendations
- Respondents rated teacher/student relationships as a strength. They believe they motivate students, care about them, expect the best and treat them fairly. - Staff felt their opinions were valued and their colleagues were good teachers. While there has been an increase in the staff perception about feedback they would still like more feedback about their work. - Student behaviour was an area in which 62% agreed or strongly agreed was well managed. 94% feel the school looks for ways to improve.	- Continue to use evidence-based high impact strategies (such as feedback). - Develop a 2019 timeline for feedback for staff – revisiting previous successful processes. - Review the behaviour management policy – whole school approach to student behaviours. - Continue reflective processes and involving staff in review, data analysis and planning.

Student Survey Results 2016

Student National School Opinion Survey 2018



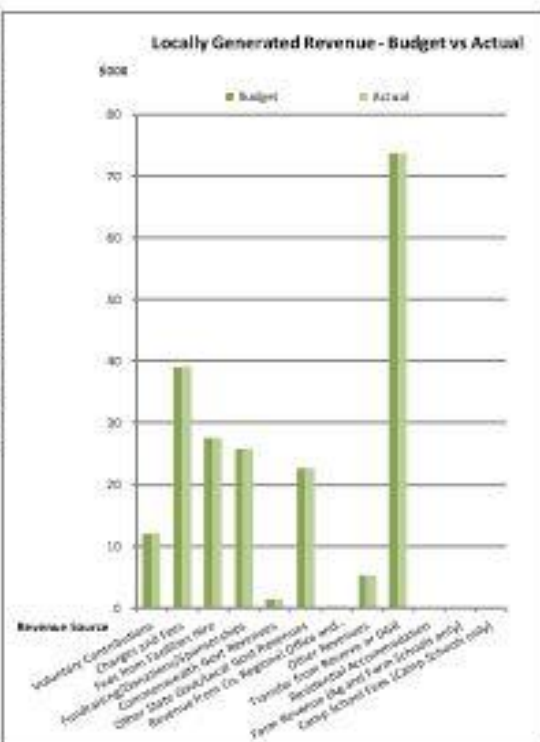
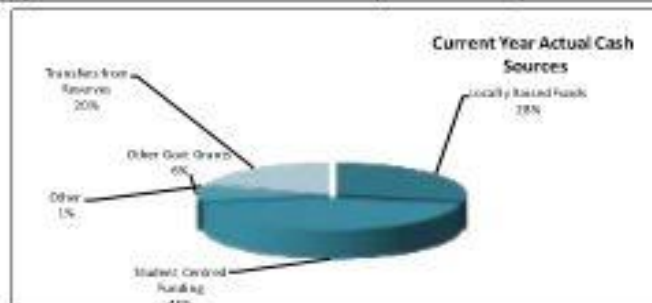
69 Year 5 and 6 students responded to the survey.

Observations	Recommendations
- Overall the students were particularly positive about their experience at school. 20% of students (14) indicated concern about how behaviour is managed. 97% responded that teachers expect the students to do their best, 88% felt they were given useful feedback and 96% were motivated them to learn. 76% of the students believed they were treated them fairly, 16% neither agreed or disagreed. - Most students feel safe coming to school.	- Staff to consider the ways we acknowledge positive behaviours. - Review the school's behaviour management policy, review incentives, include Good Standing. - Discuss perceptions v reality issues such as dealing with behaviour. - Maintain River Rangers within the robust Year 6 program.

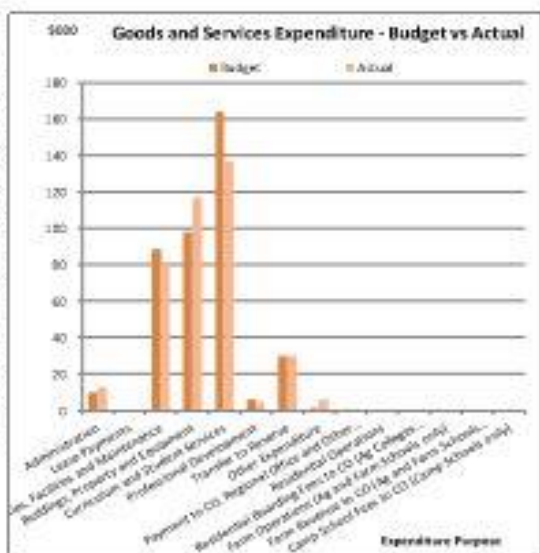


Bassendean Primary School Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 12,021.00	\$ 12,143.00
2. Charges and Fees	\$ 38,924.58	\$ 39,123.68
3. Fees from Facilities Hire	\$ 27,500.00	\$ 27,500.00
4. Fundraising/Donations/Agreements	\$ 25,772.23	\$ 25,772.23
5. Commonwealth Govt Revenues	\$ 1,268.52	\$ 1,268.52
6. Other State Govt/Local Govt Revenues	\$ 22,625.00	\$ 22,625.00
7. Revenue from Co, Regional Office and Other Schools	\$ 100.00	\$ 100.00
8. Other Revenues	\$ 5,261.79	\$ 5,261.80
9. Transfers from Reserve or DGR	\$ 73,645.00	\$ 73,645.00
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 207,251.13	\$ 207,442.13
Opening Balance	\$ 67,946.33	\$ 67,946.33
Student Contributed Funding	\$ 187,841.50	\$ 187,841.50
Total Cash Funds Available	\$ 463,038.96	\$ 448,230.16
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 463,038.96	\$ 448,230.16



Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 9,875.00	\$ 12,774.28
2. Lease Payments	\$ -	\$ -
3. Utilities, Facilities and Maintenance	\$ 85,170.77	\$ 81,468.52
4. Buildings, Property and Equipment	\$ 87,807.46	\$ 105,505.88
5. Curriculum and Student Services	\$ 164,096.36	\$ 136,701.56
6. Professional Development	\$ 5,808.00	\$ 4,176.63
7. Transfers to Reserve	\$ 30,000.00	\$ 30,000.00
8. Other Expenditure	\$ 855.00	\$ 6,169.55
9. Payment to Co, Regional Office and Other Schools	\$ 200.00	\$ 200.00
10. Residential Operations	\$ -	\$ -
11. Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12. Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13. Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14. Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 367,902.59	\$ 386,107.53
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 367,902.59	\$ 386,107.53
Cash Budget Variance	\$ 44,896.35	



Cash Position as at:

Bank Balance	\$ 113,543.27
Made up of:	
General Fund Balance	\$ 55,123.63
Deductible Gift Funds	\$ -
Trust Funds	\$ -
Asset Replacement Reserves	\$ 55,820.32
Reserve Accounts	\$ 1,268.52
Cash Advances	\$ -
Tax Position	\$ 1,205.00
Total Bank Balance	\$ 113,543.27