

Bassendean Primary School

An Independent Primary School



2019 ANNUAL REPORT





2019 Principal Report

It is with pleasure that the 2019 Annual Report for Bassendean Primary School is presented to our parents and the community. The Annual Report is a summary of our school's achievements, 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 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 which aims to provide clear information about the school's performance over the past year and to share highlights, strengths and achievements.

2019 was our first year as an Independent Public School (ISP) and throughout 2019 the School Board focussed on our first School Business Plan which we set for 2019 – 2021, focussing on the 5 key areas, Leadership, Learning Environment, Teaching Quality, Relationships and Partnerships, and Use of Resources, complementary strategies, academic and non-academic targets, and tools for self-assessment. which were also used as part of the new School Review Process.

The School P&C Association is to be commended for their generous donations and the provision of great services to the school including; the school uniform shop, the canteen, Farm Garden, school banking, Safety House initiative, social events and much more. Their time, commitment and dedication have been amazing, and we thank them all sincerely.

I would like to thank and acknowledge our school governance body – the School Board. The Board ensured the school had a formal structure which provided opportunities to work together planning, formulating and reviewing school systems and policies. We thank the members of the Board for their hours of service to the school. Mr Andrew Hannah parent Representative and Staff Representative Sue Bartley stepped down at the end of 2019. These positions will be filled in 2020.

This Annual Report is a snapshot of the 2019 school year and more information is available at www.det.wa.edu.au/schoolsonline/home.do and search for *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 2020



2019 School Board Chair Report

The School Board is a collaboration of parents, community members and staff involved in assisting with the governance of the school. The Board plays an important role in ensuring the school operates successfully and supports the school in strategic decision making, policy reviews, reporting requirements, endorses financial arrangements and participates in processes to review school performance in future planning discussions, as well as to provide advice to the Principal with regards to strategic functioning and the consideration of new initiatives and policies.

This was also the first year that the Board was required to hold an election to select new members, having more applicants than vacant positions which I see as a great endorsement of people wanting to be involved in our school community. The election process progressed smoothly, and we were pleased to have Shona Leahy join the board.

In 2019, as a new Board we underwent training; approved our 2019-2021 business plan; went through our Departmental Review (ESAT); continued an ongoing review of the 2019 School Budget; reviewed NAPLAN results; School Contributions, Charges and Personal Use Items for 2020 and the Preliminary Budget for 2020.

When looking back over our first full year as an Independent Public School, it is with gratitude that I acknowledge the work of my fellow Board members, parent representatives Terry Byfield, Andrew Hannah, Damon Staples and Shona Leahy as well as our staff representatives Jacqueline Varris, Sue Bartley, Jo Payne and Alex Nugent, I thank them for their energy, commitment and focus.

I know I speak for us all in saying that we feel privileged to be able to support the work of the wonderful school community at Bassendean Primary School, especially our school staff for their dedication and continuing quest for excellence via on going professional development, work within school area networks and in house reviews.

I would also like to thank the P&C for all their hard work and fund raising to help improve our school from running the canteen and uniform shop to busy bees in the early childhood area, Mothers and Father's Day stalls, cake stalls and the end of year Bush Dance. Even if you only have the time to help at one event or even just for one hour, please get involved as ultimately it is to help your child – many hands make light work and the kids love to see you helping as well.

I would like to thank our Principal, Jacqueline Varris for her leadership and professionalism the huge amount of time that she invests into the school with her hand work and long hours it has not going unnoticed by me and I am sure many others.

Stuart Maughan

School Board Chair

April 2020



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 2019 the school comprised of 13 classes from Kindergarten to Year 6. Seven classes are housed in the old school buildings which are centred around an internal garden. Additions to the school have occurred over the years, including the Early Childhood Centre which is housed in four

classrooms. The undercover area was enclosed in 2015 in a joint project with the school and P and C. The school has two transportable classrooms, one houses our Year 4/5 class and the other is utilised as the Visual and Performing Arts Centre.

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 historical in its context and as a school our current interpretation of this 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.

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

Swan Valley Network

Bassendean Primary School is one of 12 schools which forms part of the Swan Valley Network of Schools. This Network is a professional learning community which develops the professional practice of Education Assistants, Teacher and School Leaders. The focus for the Network throughout 2019 was the action learning in Maths, particularly basic facts and Computation. The staff had the privilege of working with Dr Paul Swan who facilitated a number of professional learning sessions. This knowledge was then reviewed and embedded at school across each class.

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

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 and Aboriginal and Islander Education Officer (AIEO) 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, 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.

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.

	No	FTE	AB'L
Administration Staff			
Principal	1	1.0	0
Deputy Principal	1	1.0	0
Total Administration	2	2.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	21	15.6	0
Total Teaching Staff	22	16.6	0
School Support Staff			
Clerical	4	2.4	0
Gardening	2	0.2	0
Instructional	1	0.4	1
Other Non-Teaching	12	8.3	0
Total School Support	19	11.3	1
Total	43	30.6	1

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

PARTNERSHIPS AND PROGRAMS

The school is fortunate to have the support of community, businesses and industries. The Hawaiian Group, 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 6 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 and the opening for the Festival 2019. Interestingly our 'token' for the Festival is the Marri Tree. We feel very connected to this token as we are fortunate to have 3 wonderful mature Marri trees in our school grounds.

Barking Gecko is a strong supporter of the school. In 2019, the Principal and Arts Teacher met with the Barking Gecko team, the school has been invited to participate in a three year program which will engaged our students in a range of performances, behind the scenes tours, and workshops along with professional learning for staff members in school situ. This is due to commence in 2020.

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.



Through River Rangers, further work took place in the bush tucker garden with the planting of a number of indigenous edible plants. The Stepping Stones created in 2018 by the then Year 6 Cadets were installed in 2019 as a focal point of the Bush Tucker Garden. These stones capture the essence of the Noongar Six Seasons - Birak, Bunuru, Djeran, Makuru, Djilba and Kambarang.

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. Our future River Rangers will become custodians of this garden.

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	94.0%	95.0%	93.8%	90.1%	91.0%	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%
2019	92.6%	93.8%	92.7%	81.8%	89.7%	79.5%	92.3%	93.7%	91.6%

Attendance % Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2017	94%	96%	94%	96%	92%	93%	94%
2018	93%	94%	94%	91%	95%	90%	94%
2019	92%	94%	92%	94%	91%	95%	88%
WA Public Schools 2019	91%	91%	92%	92%	92%	92%	92%

Student attendance records are close to 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. The significant drop in the Year 6 attendance is attributed to a small number of students.

Research indicates learning is maximised when attendance is at least 90%. Class Attendance Awards for class are presented at assemblies to acknowledge regular attendance and punctuality.

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 has been a notable drop in the attendance of a few of our Aboriginal students over the last two years.

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. We continued to monitor a small target group of students whose punctuality and attendance 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 maintained in 2019 as a tool to quickly communicate absences with parents.
- DOEWA Attendance Module – Reflection and Plan be undertaken.

STUDENT SERVICES

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 and attend the Case Conference Meetings and reviews. Where appropriate outside agencies engaged by the families are also included in the meetings. 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 2020.

Mental Health and Well Being Support Programs

With the support of Parkerville the School Based Support School Worker (SBSW) role continued into its sixth 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 who commenced at Bassendean Primary School in 2016. A case management approach is used to facilitate referrals to the Chaplain who supports our students, staff and parents.

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 as our youngest students move from our early childhood to the primary setting. Students from K-6 with identifiable needs have individual transition programs to address their particular circumstances.

A robust handover is undertaken by teaching and non-teaching staff from one year to the next to ensure a smooth transition as each child moves from year to the next. This includes information sessions 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 facilitates a meeting with appropriate staff members 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 Bassendean Primary School Students Services Team and secondary school personnel.

Destination High Schools 2019

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

Destination High Schools	
Number of Students	School
1	Aranmore Catholic College
1	Bob Hawke College
10	Governor Stirling Senior High School
2	Guildford Grammar
1	Hampton Senior High School
2	John Curtin College of the Arts
5	John Forrest Secondary College
8	Kiara College
1	La Salle College
1	Melville Senior High School
1	Mount Lawley Senior High School
1	Shenton College
1	Swan Christian College
1	Trinity College

15 students 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, Aviation, Basketball, Cricket and Music programs in the various schools.

GRADUATION OF OUR YEAR 6 STUDENTS

In 2019 we celebrated the gradation of our Year 6 students who commenced their formal pre-compulsory (Kindergarten) schooling in 2012. 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 from family members, staff and special invited guests.

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 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, commencing with lunch followed by a special outing.

In 2019 the graduating students and accompanying staff enjoyed lunch at the local venue *8Napkins* followed by an afternoon at *Bounce*. The students held two major fundraisers including a Book Week Dress Up day and ice-cream lunchtime sales during Term 4. With funds raised the graduating Year 6 class purchased a range of giant games for the students to use in the playground, including, Giant Jenga, Spider Table and giant Balls.



STUDENT INFORMATION PERFORMANCE

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
- Wave 3 – teacher analysis of classroom configuration filtered to an individual student level

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 use the Disciplined Dialogue approach to analyse the data, along with additional school based information. This information is compared to grade allocations and teacher judgement. The focus is to identify:

- School priorities in Literacy and Numeracy
- Priorities for school and year level sub groups within in each cohort
- Confirm and highlight students needing further intervention
- Areas which need further investigation or adaption of teaching and learning 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 these 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.

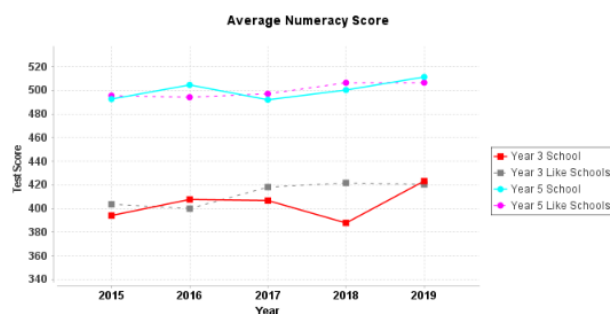
Students who score in the top 20% there is a particular emphasis on lifting their achievement and progress between Year 3 and 5, and where applicable extension programs to support their learning.

In 2019 Year 5 students undertook all sections of the NAPLAN Tests online. The Year 3 tests in Numeracy, Reading and Language Conventions (Spelling, and Grammar and Punctuation) were undertaken online. The Year 3 Writing Test was hand written as per previous years.

Please note: Care must be taken when interpreting data as the cohort number of students is small, for example 4 students is equivalent to 10% of the total group. Due to the small student numbers, percentages in the data may not necessarily add to 100.

Numeracy – NAPLAN 2019

- 40 of the 46 Year 3 students sat the 2019 NAPLAN Numeracy Assessment. There are a few individual students who have specific and additional learning needs.
- Teachers differentiate the learning programs in Numeracy to cater for the wide spread of student needs and achievement.
- 41 students in Year 5 sat the Numeracy Assessment.
- Compared to Like Schools we have a strong middle cohort.
- The graphs show both the Year 3 and 5 cohort are tracking just above 'like schools'.



WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	21%	20%	23%	28%	27%	27%
Middle 60%	68%	49%	70%	63%	61%	61%
Bottom 20%	11%	31%	8%	9%	12%	13%

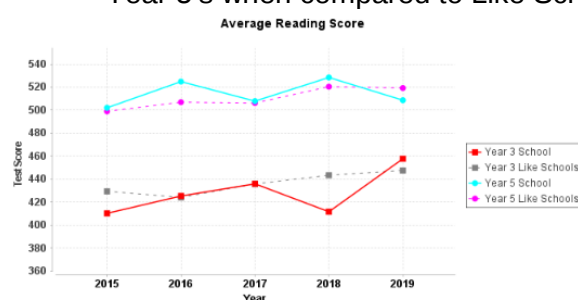
WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	24%	29%	23%	25%	27%	28%
Middle 60%	60%	54%	75%	61%	64%	62%
Bottom 20%	17%	17%	3%	14%	9%	10%

Practices and Recommendations

- Continue with whole school numeracy blocks and whole school practices.
- Whole class learning focus which is then differentiated for groups and individual needs.
- School and network focus on basic facts skills and mental computation to develop a strong foundation to support computation and skill development.
- Sessions for Teachers and Education Assistants will continue with Paul Swan on basic facts.
- With the deletion of EnVision Maths we will look at a new maths program commencing in 2021.
- Continue tracking school and system data
- Investigate a school based intervention numeracy program

Reading – NAPLAN 2019

- 41 of the 46 Year 3 students sat the 2019 NAPLAN Reading Assessment. All 41 of the Year 5 students sat the Reading Assessment.
- Teachers differentiate the learning programs in Reading to cater for the spread of student needs and achievement.
- Compared to 'like schools' we have a strong upper and middle cohort sitting within the top 20% and middle 60%.
- The graphs show the Year 3 are performing better than 'like schools'. However, the Year 5 cohort are over represented in the middle 60% than 'like schools' and this effects the overall average score of the Year 5's when compared to Like Schools.



WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	23%	18%	29%	28%	26%	28%
Middle 60%	67%	62%	68%	58%	61%	61%
Bottom 20%	10%	21%	2%	13%	12%	11%

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	32%	33%	17%	25%	29%	27%
Middle 60%	50%	53%	71%	63%	59%	63%
Bottom 20%	18%	14%	12%	12%	12%	11%

Practices and Recommendations

- Whole of school review of the approach to English. The guidelines articulate the educational direction of Literacy teaching and learning.
- Teachers to have a whole class focus which is then differentiated for group and individual needs.
- A focus on the Year 5 middle cohort with strategies used to 'lift' performance.
- Review and continue *Reading Intervention Program*.
- Staff to undertake *Talk for Reading* professional learning.

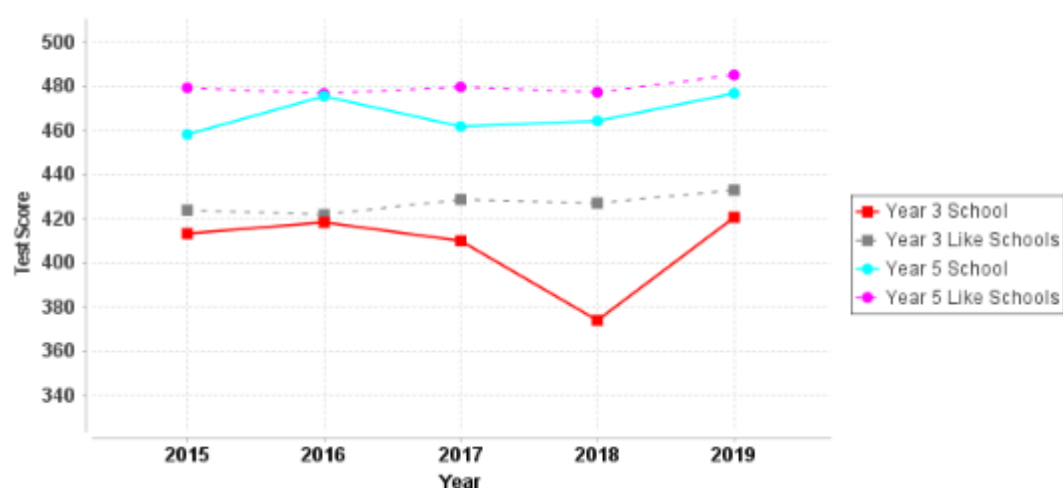
Writing – NAPLAN 2019

- 41 of the 46 Year 3 students sat the 2019 NAPLAN Writing Test. All 41 of the Year 5 students sat the 2019 NAPLAN Writing Test online.
- When looking at the breakdown of the bands, the Year 3 students are over represented in the middle 60% but sitting within Band 5 which is the top end of the 60 percentile. There are no students sitting in Band 6 which represents the top 20%. This discrepancy is reflected in the average score being below 'like schools'.
- There is an upward trajectory of the overall results when compared to previous years.

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	23%	11%	0%	33%	22%	20%
Middle 60%	68%	69%	93%	59%	71%	72%
Bottom 20%	9%	19%	7%	8%	7%	8%

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	18%	11%	10%	29%	25%	21%
Middle 60%	73%	71%	77%	63%	62%	69%
Bottom 20%	9%	17%	13%	8%	13%	9%

Average Writing Score



Practices and Recommendations

- Continue with Brightpath to plot student progress and set new learning focus and major teaching emphases.
- Teachers continue to moderate student performance in year level groups against the Brightpath writing samples.
- Staff to attend professional learning in *Talk for Writing*, and collaborate to establish implementation of the program.
- Staff focus student writing on the authorial concepts of a writer.

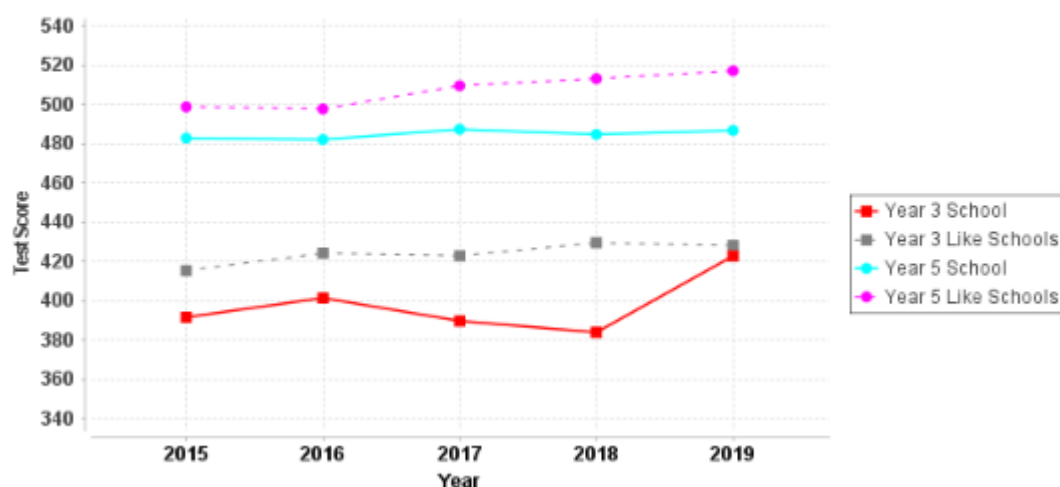
Spelling – NAPLAN 2019

- 41 of the 46 Year 3 students sat the NAPLAN Spelling test in 2019. All 41 of the Year 5 students sat the test.
- There is an over representation of the Year 5s in the bottom 20%. This group of students have identified learning needs and are supported by the Spelling Intervention program.
- It should also be noted that the results in year 3 and 5 fall within the Expected Standard Deviation range

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	9%	12%	17%	23%	24%	26%
Middle 60%	75%	59%	71%	67%	63%	62%
Bottom 20%	16%	29%	12%	10%	14%	12%

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	14%	19%	13%	25%	26%	27%
Middle 60%	70%	56%	60%	65%	63%	61%
Bottom 20%	16%	25%	28%	10%	11%	12%

Average Spelling Score



Recommendations

- Continue with whole school approaches and build upon the review of these approaches from 2018.
- Continue with Jolly Phonics in K-PP.
- Implementation of the Jolly Grammar program in Year 1 – 2.
- Year 3 – 6 will use Words their Way and will implement Jolly Grammar in 2020.

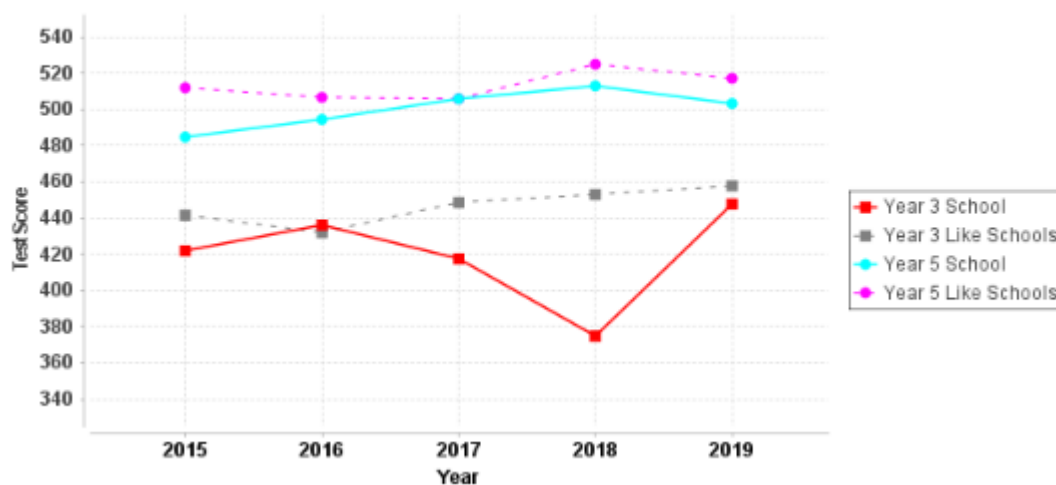
Grammar and Punctuation- NAPLAN 2019

- 41 of the 46 Year 3 students sat the 2019 NAPLAN Grammar and Punctuation test
- 40 of the 41 Year 5 students sat the 2019 NAPLAN Grammar and Punctuation Test
- We are under-represented in the bottom 20% however as we are over represented in the middle 60% this results in the cohort being under the state average mean.
- There needs to be a 'lift' from the middle 60% to the top 20% to address this concern.

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	18%	9%	17%	26%	27%	27%
Middle 60%	64%	74%	76%	63%	62%	62%
Bottom 20%	18%	17%	7%	11%	11%	11%

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	25%	17%	23%	28%	25%	27%
Middle 60%	70%	72%	65%	63%	65%	62%
Bottom 20%	5%	11%	13%	9%	10%	11%

Average Grammar & Punctuation Score



Practices and Recommendations

- Collect data to show strengths and weaknesses in grammar understandings.
- Investigate a grammar program to support student learning for 2020.

On Entry Assessment

On-Entry Assessments of all Pre Primary students in Term 1 are mandated in public schools. The tests provide valuable information to teachers and parents about each individual child in the areas of Literacy and Numeracy.

Recommendations

- Review data with a specific focus on Early Phonological Awareness and Phonics
- Develop a school tracking tool for K-PP with a specific focus on Literacy and Numeracy.

Progress towards Achievement Targets

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 focus groups of under-achieving students are tracked over subsequent years. The following table articulates their progress as we support them to 'lift' their learning and progress.

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 8 Year 3 (2019) students (23%) in Band 3 to achieve Band 4 by May 2020 (<i>Above Level Testing</i>) and Band 5 by May 2021. The 10 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 and Band 6 by May 2020.	Achieved Achieved Achieved	5 students achieved Band 5. 2 students achieved Band 4. 1 student achieved Band 3. 2 students achieved Band 6. 5 students achieved Band 5. 2 students achieved Band 4. 1 student has left the school. 5 students achieved Band 6. 3 students achieved Band 5. 2 students have left the school.
<u>Reading</u> Lift the results of students from Year 3 to Year 5 into the higher progress quadrants when compared to 'Like Schools'. The 4 Year 3 (2019) students (30%) in Band 3 to achieve Band 4 by May 2020 (<i>Above Level Testing</i>), Band 5 by May 2020 and Band 6 by May 2022 (<i>Above Level Testing</i>). The 11 Year 3 (2018) students (30%) in Band 3 to achieve Band 4 by November 2019 (<i>Above Level Testing</i>), Band 5 by May 2020 and Band 6 by May 2021 (<i>Above Level Testing</i>). The 5 Year 3 students (2017) students (11%) in Band 3 to achieve Band 4 by May 2018 (<i>Above Level Testing</i>), Band 5 by November 2019 and Band 6 by May 2020 (<i>Above Level Testing</i>).	Achieved Achieved Partially achieved	1 student achieved Band 5. 2 students achieved Band 4 2 students achieved Band 7. Student has left the school. 2 students achieved Band 7. 2 students achieved Band 6. 5 students achieved Band 5. 1 student achieved Band 4. 1 student achieved Band 3. 2 students achieved Band 7. 1 student achieved Band 6. 2 students achieved Band 5
<u>Writing</u> Lift the results of students from Year 3 to Year 5 into the higher progress quadrants when compared to 'Like Schools'. The 6 Year 3 (2019) students (14%) in Band 3 to achieve Band 5 by May 2021. The 7 Year 3 (2018) students (19%) in Band 3 to achieve Band 5 By May 2020. The 7 Year 3 (2017) students (15%) in Band 3 to achieve Band 5 by May 2019.	Achieved	No NAPLAN Testing 2020 because of COVID 1 student achieved Band 6. 4 students achieved Band 5. 2 students achieved Band 4.
<u>Attendance & Punctuality</u> - Maintain attendance percentages above that of 'Like Schools' in each year level. - Reduce numbers of students arriving late to school	Partially Achieved Yes	All year levels matched or were above 'Like Schools', except the Year 6 students who were under the equivalent 'Like Schools'. Continuing to show improvement.

Student School Council

In 2019 a School Student Council was introduced as a vehicle to hear the student voice. Students and teachers participate in class meetings once a term. Minutes from the class meeting are kept and taken to the Student School Council Meeting with two representatives from each class from PP to Year 6. Students and the Principal listen to all class reports. Minutes are kept of this meeting and reviewed by the Student Councillors and the Principal. These minutes are shared with the students and staff, the P&C and School Board where applicable, where items are shared and actioned.

Key issues and outcomes raised by students have included:

- Students feel unsafe with the low fence on Whitfield Street. A meeting was held with staff from Central Office, the Principal, and School Chair and the P and C President. Funding was being considered at the Central Office level. This will be a long process involving the school and local community.
- More play opportunities. As a result of this, items were purchased by the graduating Year 6 students and the school, providing a variety of 'giant' games for the students
- Student behaviour in the hallway and toilets. This was addressed at a whole school level and classroom and individual level.
- Use of the recycling bins, it was identified that some students need more support to use the range of bins to engage with the 'War on Waste'.

Our 'War on Waste'

Using funds from the Waste Wise Grant in 2019, the school engaged on a 'War on Waste'. A four bin system was introduced to students:

- **Red** - general rubbish
- **Green** - food scraps which were then turned into compost using the compost bins.
- **Blue** - for recycling materials continued to be used in the classrooms.
- **Yellow** – plastics. While we commenced with this, we found the yellow bin was often 'contaminated' and we were unable to assist with the recycling of 'plastics'. This will be considered for the 2020 school year, once the students have a better developed understanding of the types of waste that can be placed in this bin.

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. The Arts program at Bassendean Primary has evolved and grown in strength over many years.

PALS Art Grant

We received a \$1000 PALS Arts Grant. These funds provided an entertaining and informative incursion for our K-6 students and staff with local indigenous artist, Derek Nannup. They focussed on knowledge and understanding of the links between native flora and fauna and their relationship with the marri tree.

Stage Combat Perth - a fun, energetic and highly motivating workshop for all students. An inclusive event that gave students a greater understanding of how to make stage combat look more authentic to an audience. Skills have been used in iMovie trailers with the upper primary school. Classroom teachers were present for the workshops.

Theatre-sports WA - an engaging workshop for our students and teachers focussing on a variety of speaking and listening games that were highly motivational, successful and team building.

Interschool Speech and Drama Festival

Held at Governor Stirling SHS our Year 4-6 students were invited to compete with local primary schools in choral speaking, mime, monologue, reader's theatre and poetry recital. New categories introduced this year included duologues and reader's theatre. Bassendean won the majority of the categories, coming away with over 50 trophies.

Interschool Theatre Sports Competition

Selected students were invited to represent our school in a theatre sports competition, held after school hours at Governor Stirling Senior High School. Bassendean was a strong and vibrant competitor. Four students represented Bassendean Primary School in a wider competition in the metro area during the mid-year holidays. Bassendean came second in the state run competition.

Bassendean Town Council Arts Award

Bassendean Primary School had 10 artworks across Year 1-6 exhibited in the Town of Bassendean Council Annual Art Awards, which celebrates community artists. An inclusive event that showcases local primary and high schools in a professional environment. Eight student's artworks were chosen. Acrylic paintings, 3D sculptures and sketches were the main focus this year.

Physical Education Program

The Bassendean Primary School physical education program continues to grow and encourage students to participate in physical activity for fun, fitness and competition. In 2019 students participated in tee-ball, tennis, fundamental movement skills games, AFL, soccer, athletics, skipping, basketball, netball, cricket, indoor hockey, indoor soccer, ultimate frisbee, gymnastics and dodgeball. A new inclusion to the physical education program this year was a 3 week in-class Bike Education program which encouraged students to ride their bikes and how to ride them safely. This program complimented the *Ride to School Day* event on *Fume Free Friday* held in conjunction with the *Your Move Program*.

We gained funding from Sporting Schools to run two after school programs. In term 2 a coach from Star-mites Gym ran a gymnastics program for the Year 1-3 students, and in term 4, East Perth Eagles ran a basketball program for the Year 3-6 students. The Run Club operated during Term 2 with nearly 150 students, their siblings and parents running and walking laps of the school oval. With the introduction of individual run cards, the student's distances were tracked with a QR app program.

The students participated in In-Term swimming lessons which culminated in the fun faction swimming carnival in term 1. Scores were close in the Year 3-6 carnival but Helena were crowned Champions. The inter-faction rivalry continued in term 2 on cross country race day where Swan took out line hours and the inaugural Bassendean Primary School faction cross country shield. In term 3 Helena again took home the shield for winning the Faction Athletics Carnival, with Ava Mathews being awarded the Falzon Family Sports Endeavour Award for 2019.

Students participated in the Freo Dockers Cup for Girls, Eagles Faction Footy, West Coast Fever Cup, Woolworths Cricket Blast Cup Carnival and interschool cross country, athletics and winter sports. Congratulations to Archie Leahy Year 6 champion boy, and Lincoln Thomas Year 3 champion boy at the interschool athletics carnival. The Bassendean Primary School Eagles Cup interschool team won the Premiership for the fourth year in a row, awesome effort.

Various organisations visited the school and conducted clinics with our students. These included Swan Districts Football Club players, West Coast Eagles players, Golf WA and Perth Scorchers. Close links with the Swan Districts Football Club allowed us to participate in their annual indigenous art competition for NAIDOC week and one of our students, Ky McEwan, had his artwork chosen to be displayed on a sign at Steele Blue Oval for the year.

Thanks to the ongoing support of the P&C, we were able to supply trophies and shields to winning individuals, teams and factions; icy poles at cross country; and a brand new interschool polo shirt kit for the interschool teams to wear when representing our school.



Community Participation, Awareness and Engagement

- Ride to School Day
- National Walk to School Day
- Bullying No Way!
- Early Childhood healthy breakfast
- Mother's and Father's day events in early childhood
- Count Us In – Australia wide singing event.
- Life Education
- Participation in Town of Bassendean ANZAC Day and Remembrance Day Ceremonies
- Perth International Arts Festival National Indigenous Day celebration and activities
- Inaugural Science Fair
- UNICEF Year 4 and 5 consultations
- Lightning Carnivals
- Kindy Excursions to Peth Hills Discovery Centre
- Book Fair
- First Aid Incursions
- Indonesia Performance Assembly
- Faction Footy
- River Rangers Incursions, Excursions and Camps
- West Coast Fever Clinic
- Wild Cats Clinic
- Running Club
- Cross Country
- Mother's Day and Father's Day Stalls
- Canteen Special Food Days
- Your Move



Additional Funding



Science Laboratory

In 2019 we applied for the Science Laboratory Funding Grant. The Grant enabled the refurbishment of a classroom into a Science Lab for Primary Schools. This is a very valuable inclusion into our school and we are looking forward to full implementation of the use of the room in 2020.

In 2020 staff will undertake professional learning with SciTech to review the Science Curriculum and to investigate working in a Science Lab.

Funding Grant – Playground

In 2019 we also applied for the Federal Government Local Schools Local Communities. We received a \$20 000 grant, this money in conjunction with the locally raised \$7000 from the School Fun Run will be used to purchase and install a new Adventure Playground in the Early Childhood Centre.

Reporting and Communicating

We value the importance of communication with our school community. We have responded to the way we communicate with the Parents in many ways in anticipating capturing the widest possible audience. The following articulates the whole of school reporting and communicating processes:

- Class meetings at the commencement of the school year
- Kindergarten orientation for 2020 students
- Parent Teacher meetings – April
- Semester Reports
- *Connect* school app, which includes - school and class updates, special notices, excursion notes, newsletters and student reports.
- Case conferences where applicable
- School website
- School Facebook group



River Rangers Cultural, Environmental and Conservation Activities

Our students become River Ranger Cadets in Year 6. This is an invaluable opportunity to develop a range of skills and understandings about environmental issues and develop group and leadership qualities.

Halogen National Young Leaders Day

Our cadets attended the Halogen National Young Leaders Day Conference. Each guest speaker brought their unique life experience to the stage, sharing empowering lessons and instilling the message that irrespective of circumstance or position, students must aspire to have a positive impact on the world, focusing on the development of leadership capabilities and harnessing support from mentors within and beyond their community.

River Ranger Planting Day Excursion

Cadets worked with other units to plant trees. Team work was an essential component in all activities from tree planting, exploring their environment and carrying out scientific research into water quality and how they can have positive impact on their environment.



Bickley Day Camp (Semester 1) & Karem One Night Adventure Camp (Semester 2)



Cadets participated in two camps in 2019. They were exposed to experiences that enabled them to determine their own level of challenge and broaden and develop their perceived limitations through participation in adventure activities both in individual and team environments.



Green Lab Project

River Rangers attended the Millennium Kids (MK) driven "Green Lab" project with other cadets. They were asked to help Millennium Kids and Department of Biodiversity, Conservation and Attractions construct new ways of thinking around greening the City of Bayswater. River Rangers were inspired to care for trees, learn new skills, create a project, pitch their ideas and create a Green Lab concept in partnership with local stakeholders.

Bindaring Park Site Survey & Water Testing with CSIRO

River Rangers worked in partnership with CSIRO to conduct a site survey and water testing using equipment donated by CSIRO at our local wetland area. They conducted the site survey over the course of Term One using the process of Define issue, Plan, Act and Reflect.



Urban Indigenous Incursion - Water in Aboriginal Culture

As part of Reconciliation Week, Cadets participated in a thought provoking presentation shared by a local Elder. Personal accounts captured the heartache, challenges and the history that is the Stolen Generation. Stories revealed individual triumph over tragedy providing lessons in forgiveness, a commitment to Reconciliation, and positive change for Aboriginal families and Aboriginal Australia.



National Sorry Day (May 26) Excursion: Danjoo Koorliny Reconciliation Gathering event at Mary Crescent Reserve in Eden Hill

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



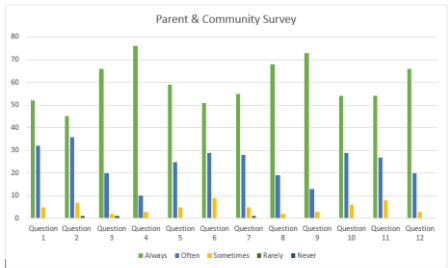
Bush Tucker Garden

Building on consultation with SERCUL in 2018, we 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.



INDEPENDENT PUBLIC SCHOOL SURVEY

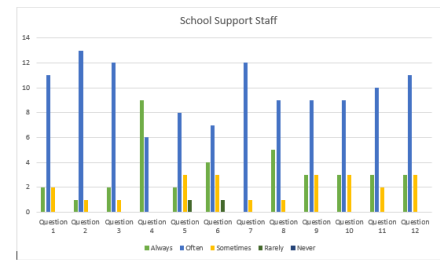
As part of the process to be included in the 2018 IPS process, schools were required to survey their community to demonstrate the culture that existed and to drive any necessary change. Overwhelmingly there was very supportive feedback from all four demographics – parents, students, Support Staff and Teachers. As part of the two-year cycle, parents, Year 6 students and Staff will be invited to participate in the National Schools Survey in 2020.



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

Overwhelmingly Parent Survey 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.'*

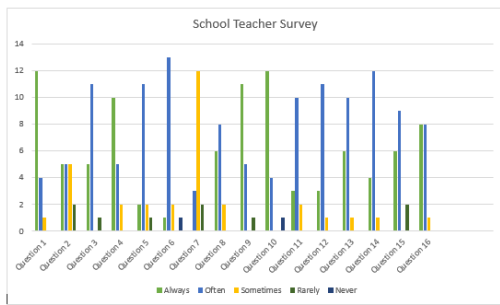


COLLEAGUELY	
1	Our staff tell stories of celebration that support the school's values
2	Staff at our school enjoy each other's company
3	I am treated with respect at this school
4	Our school reflects a true sense of community
5	Our school provides effective communication opportunities for staff
6	Our 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
PROBLEM SOLVING/RESPONSE	
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 to do the best we can each day for our students.

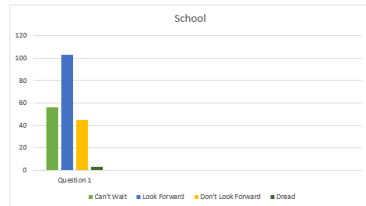
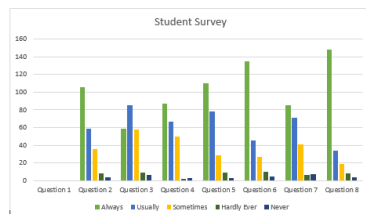


We felt as a staff our strengths are our focus on strong curriculum delivery and strategies, our Professional Learning Community and action learning cycle is well embedded.

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



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

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.

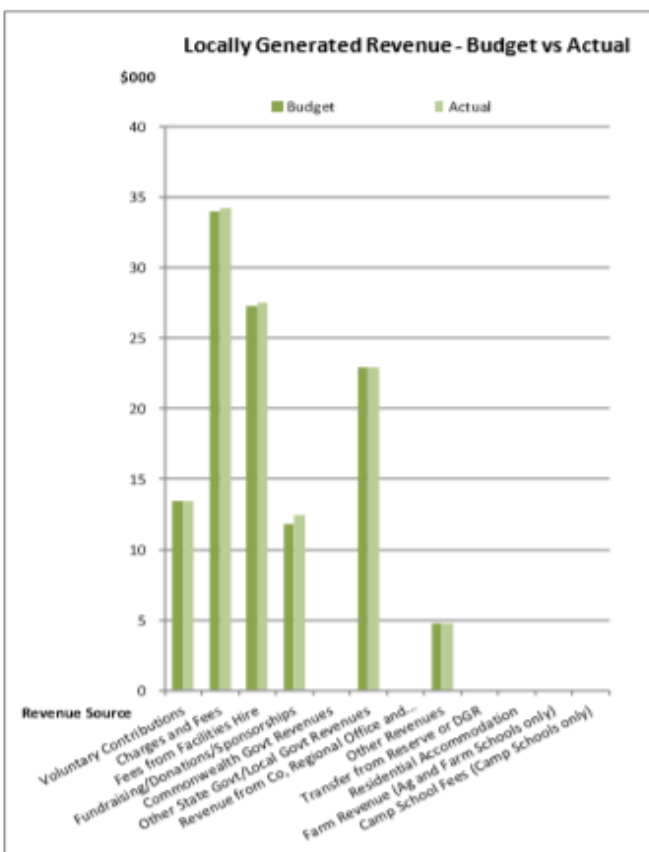
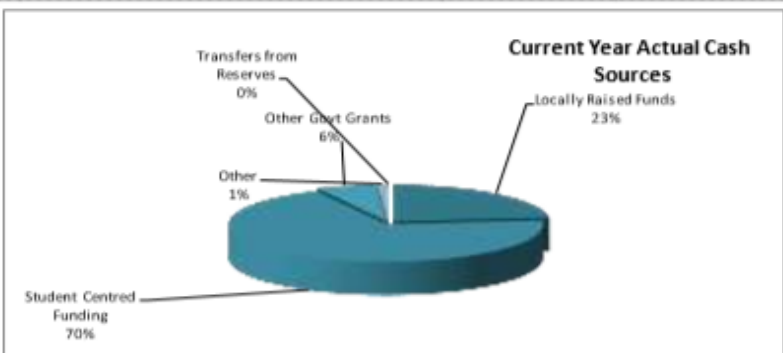
While our students indicated they felt happy in the playground there was some shift to infer they did not feel as safe. On investigation some responses were time in place. A couple of children had fallen over the day of the survey, some told us didn't like the fences being low. We have continued to work on this perspective of our students throughout 2019. We have included more play and passive play options, and started to investigate alternate fence options with the Department.



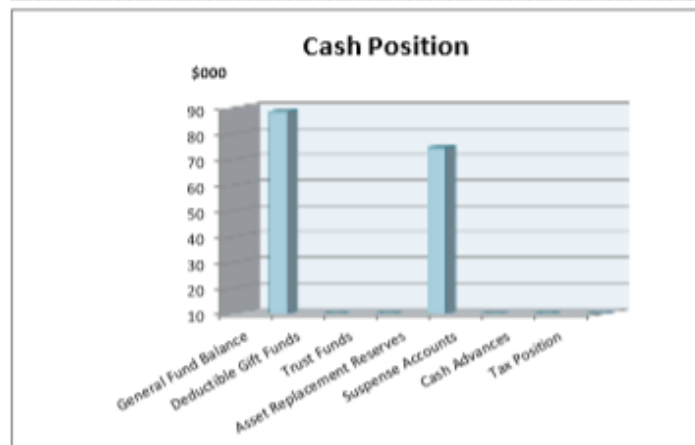
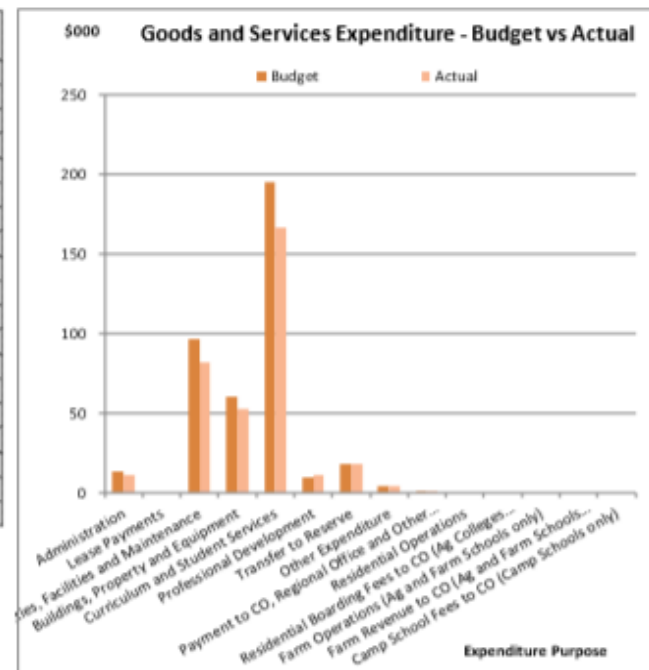
Bassendean Primary School

Financial Summary as at 31 December 2019

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,443.80	\$ 13,467.80
2	Charges and Fees	\$ 33,996.13	\$ 34,256.59
3	Fees from Facilities Hire	\$ 27,310.00	\$ 27,497.88
4	Fundraising/Donations/Sponsorships	\$ 11,787.73	\$ 12,419.63
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 22,962.90	\$ 22,962.90
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 4,739.87	\$ 4,749.21
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 114,240.43	\$ 115,354.01
	Opening Balance	\$ 55,123.00	\$ 55,122.63
	Student Centred Funding	\$ 261,475.68	\$ 261,475.68
	Total Cash Funds Available	\$ 430,839.11	\$ 431,952.32
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 430,839.11	\$ 431,952.32



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 13,125.00	\$ 10,751.67
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 96,485.00	\$ 81,383.39
4	Buildings, Property and Equipment	\$ 59,978.55	\$ 52,686.65
5	Curriculum and Student Services	\$ 194,237.71	\$ 166,045.87
6	Professional Development	\$ 9,199.66	\$ 10,496.72
7	Transfer to Reserve	\$ 17,700.00	\$ 17,700.00
8	Other Expenditure	\$ 3,903.40	\$ 3,697.57
9	Payment to CO, Regional Office and Other Schools	\$ 720.00	\$ 720.00
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	\$ 395,349.32	\$ 343,481.87
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 395,349.32	\$ 343,481.87
	Cash Budget Variance	\$ 35,489.79	



Cash Position as at:	
Bank Balance	\$ 162,708.29
Made up of:	
1 General Fund Balance	\$ 88,470.45
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 74,519.84
5 Suspense Accounts	\$ 710.00
6 Cash Advances	\$ -
7 Tax Position	\$ (992.00)
Total Bank Balance	\$ 162,708.29