

Bassendean Primary School

An Independent Primary School



2021 ANNUAL REPORT



2021 Principal Report



The 2021 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.

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

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.

I would like to thank and acknowledge our school governance body – the School Board. The Board works together planning, formulating and reviewing school systems and guidelines, giving hours of service to the school.

Thank you to all the parents who participated in P and C and school events. And a particular thanks to the P and C Officer Bearers, Executive and Members, for your support of the school and the community. Thank you to the canteen parents and volunteers, the children love canteen recess.

Camp Australia continued to provide a valuable service of quality before and after school care for some of our students. We have very positive relationship with the management and staff of Camp Australia which has now extended over seven years.

Thank you to our 2021 Year six graduating students who gifted Street Libraries to the school as their parting gift. These Libraries will provide a wonderful opportunity for students who like to read and engage with a book during recess or lunchtime.

And a big thank you to all the staff, they are a wonderful group of people to work with. Their focus every day is to improve the learning outcomes of all the children at this school.

This Annual Report is a snapshot of the 2021 school year and 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.

A handwritten signature in dark ink, appearing to read 'Jacqui'.

Jacqueline Varris

Principal
April 2022

2021 Board Chair Report



Despite having a strong COVID19 plan in place from 2020, 2021 was in some ways more difficult than its preceding year, the uncertainty and ever changing conditions left for a constant dance and pivot approach to policy making. I applaud the diligence of the staff to keep the learning environments on track and maintain school morale through the ever-changing conditions. This school spirit was especially evident in the Kaarak and Marri project, culminating the year's work in a triumphant end of year performance which resonated through the community.

It's been lovely to see our new flagpoles at the entrance to the school, flying the Australian, Aboriginal and Torres Strait Island flags. They highlight our inclusive pride and provide a formal entrance to the admin building. Seeing the Year 6 students take part in the daily raising and lowering and the tradition that coincides is a reassuring reminder of our collective vision. Later in the year we welcomed a new Maker Space container in the area occupied by the old scooter cage. There is still work to be done to fit out the container but it is wonderful to imagine the invention and creativity that the space will foster once complete.

Thanks must go to Stuart Maughan, who finished up his board position at the end of 2020. Stuart's calm demeanour and candour always made our meetings travel smoothly and efficiently. We welcomed new board members, parent representative Kristy Chester, and staff representative Andrea Webb. Thanks to all our members who volunteer their time to help oversee the school's direction.

Once again, our P&C continues to kick goals led by the committed Nikki Rodgers. The warmer school assemblies are definitely more comfortable under the new undercover area fan! Designs for new faction shirts were finalised and they should arrive in Term 2, 2022. This much needed update brings our sports uniform in line with our day uniform and we look forward to seeing them all shine in the sports carnival later in the year. Thank you to all the parents and carers that put their time and efforts into helping our P&C thrive.

And a heartfelt thanks to Jacqueline Varris and all the staff at Bassendean for keeping our ship on course and finding a rhythm to lead us through these uncertain times.

I very much enjoy my time on the [school board](#), and look forward to continuing my position through 2022.

Steve Berrick

School Board Chair

April 2022

Learning Environment



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 2021 the school comprised of 13 classes from Kindergarten to Year Six. Seven classes are housed in the old school buildings which are centred around an internal garden, including a Science/STEM Lab and a Computer Room. Additions to the school have occurred over the years, including the Early Childhood Centre which caters for 3 Kindergarten classes and 4 Pre Primary classes.

The undercover area was enclosed in 2015 in a joint project with the school and P and C and in 2020, with Maintenance Funds the roller doors were automated and the floor carpeted with quality external grade covering. 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 school history dating back to 1906, we are foremost a contemporary school engaged in best practice teaching methodology.

Bassendean Primary School proudly became an Independent Public School in 2018 with implementation in 2019. And in 2019 we wrote our first Business Plan built upon our shared set of beliefs and values about how children learn best.

There are a number of very experienced teaching staff members including experienced school leaders, and twelve senior teachers. Teachers take on curriculum leadership roles through learning area committees and key initiatives of the Department of Education.

Our Education Assistants and Special Needs 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, and Dealing with Challenging Behaviours.

Staff	Number	FTE
Administration Staff		
Principal	1	1.0
Deputy Principal	1	1.0
Teaching Staff		
Teachers	25	15.4
School Support Staff		
Clerical	4	3.0
Gardening/Maintenance	1	0.5
Non-Teaching Staff	12	7.8
Cleaners	4	2.1
Total	48	30.8

Our administration team include our Manager Corporate Services and level 2 School Officer who are an experienced and efficient team supporting the management and day to day operation of the school.

Our part time cleaners and gardener 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 (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). All staff, both teaching and non-teaching have Working With Children Checks and Federal Police Clearances.

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 2022.

Mental Health and Well Being

The School has a range of strategies and agreed expectations in place to support our students, staff and family's mental health and wellbeing. Each staff member is responsible to support a positive mental health environment within the school. This work however, can only be achieved with the support and engagement of the families within the school community.

Bassendean Primary School is a registered *Be You* School. Be You is a national mental health initiative for educators which aims to promote and protect positive mental health in children, staff and family members. We use this framework in conjunction with a range of support programs and strategies including the Zones of Regulation, Bounce Back with a focus on our School Values and being kind. Staff have undergone training to better understand trauma in childhood and how this can have a significant effect on a child's behaviour and learning.

Bassendean Primary School has a highly experienced and very 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. Consent for engagement is a formal requirement. Families are able to utilise the services of the School Chaplain should they require support for mental health and wellbeing support for their children and family support.

Parkerville School Based Support School Worker (SBSW), continued into its seventh year. Students needing additional support were 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.

Unfortunately, we were notified by Parkerville at the end of the 2021 school year, that the SBSW role could no longer continue. We are very thankful for the journey we have taken with Parkerville and thank each of the SBSWs we have worked with, providing additional and much needed support for some of the families within the school.

Moving forward the students and families will still access support through Student Services and our School Chaplain. Alternately the Student Services Team will support and provide information for families who may require outsourced additional support needed. This could also be done through work with the Family GP and access to external medical practitioners and agencies.



Student Attendance

Attendance rates are provided for 2019 - 2021 and show data for the first semester each year.

Attendance Rates 2019 - 2021

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	92.6%	93.8%	92.7%	81.8%	89.7%	79.5%	92.3%	93.7%	91.6%
2020	94.4%	94.3%	93.2%	87.9%	82.5%	77.6%	94.2%	94%	91.9%
2021	92.7%	93.3%	92.4%	86.2%	80.9%	76.8%	92.5%	92.9%	91%

Attendance % - Year Level 2019 - 2021

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	92%	94%	92%	94%	91%	95%	88%
2020	95%	93%	95%	94%	94%	93%	94%
2021	93%	95%	92%	92%	91%	93%	90%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%

Student attendance records are in line with or above 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%, to acknowledge regular attendance and punctuality Class Attendance Awards are presented at assemblies.

Where there are concerns about individual student attendance a case management approach is implemented to support the child and their family. 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 focus 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 as a tool to quickly communicate absences with parents.

Positive Behaviour Support

Positive Behaviour Support (PBS) is a positive school-wide consultative framework that enables a common approach to behaviour management. It aims to build and integrate a range of new and existing strategies to improve behaviour outcomes and learning achievements allowing everyone to enjoy a safe, supportive and positive environment.

We commenced our PBS journey in 2021. A leadership team and committee, representative of the school staff. We consulted with students, parents and staff on student expected behaviours. This created further conversations and brought about the change from our Values statements to Student Expectations which are: Be Kind, Be Safe, Be Respectful and Be an Achiever. Moving forward these defined expectations will drive the development of our school matrix.



The matrix will identify specific behaviour skills across different settings of the school, reflecting the culture of our school community.

PBS initially takes 3-4 years to establish fundamentals and then an evolving journey to support student learning and behaviour.



Reconciliation Action Plan

In 2021 we commenced the Reconciliation Action Plan. Our Aboriginal parents were invited to a series of meetings in Term 4 to learn more about the strategy and commence work on the Plan. Joining the enthusiastic parent group was our Aboriginal and Torres Strait Islander Education Officer (AIEO), the Principal, and the Arts Specialist Teacher. 14 key areas within the Narragunnawali Reconciliation Action Plan Framework for Australian schools were adopted by the group. Work on defining 'community' was explored as a basis for connection, advice and support. Work will continue in this area in 2022 and beyond.

Specialist Programs

The Arts

All students from Year 1 to 6 attend Visual Arts, Drama and Design classes for 120 minutes each week. The Arts provides a safe environment for personal expression and creative risk.

Students are exposed to:

- Visual Arts Practices (drawing, painting, sculpture, textiles, design and printmaking experiences).
- Design Practices (planning, creating, making, testing, reviewing, modifying and evaluating)
- Drama Practices (exploring, developing, creating, rehearsing and presenting)

These are scaffolded lessons throughout the years to build on previous skills learnt in class. Students engage with topics from across the curriculum, such as the environment, Indigenous Australia and Local History.

In 2021, through the Arts, students participated in local community activities such the Governor Stirling Senior High School Interschool Speech and Drama Festival.



Marri Tree Project - Kaarak and Marri

Kylie Barr, our Art Specialist Teacher successfully applied for a \$30 000 *Creative Communities COVID-19 Recovery Program Grant* from the DLGSC and Lotterywest that provided funding for a year-long artist-in-residence project. This project engaged in highly skilled art practitioners and facilitators Karen Hethy, Peter and Miranda Farmer, Kobi Morrison, Janine Oxenham, Derek Nannup, Gina Williams and Guy Ghouse. Other local artists Kirsty Grieve and Steve Berrick also contributed their skills and expertise to the project.



The year-long program culminated in an End of Year Concert and Art Exhibition showcasing the works and talents of our students.



Kaarak and Marri developed creative opportunities and connection with two totems the school was gifted in 2017 by the Perth Festival organisers as part of our contribution to the Boorna Yaangkiny: Trees are Speaking Festival (2014-2019). The totems were the Red-Tailed Black Cockatoo (Kaarak) and the Marri Tree. These were significant, as we have a pair of Kaaraks visit out school on a daily basis to eat seeds from the Marri Tree on the school grounds.

The project facilitated an in depth understanding of the relationship between the Kaarak and Marri Tree within the context of the Noongar Six Seasons for students and the parent community. Through the project we have been able to make lasting connections to local initiatives including Trillion Trees and the Kaarakin Rehabilitation Centre.



LOTE Bahasa Indonesian

Lessons held within the Indonesian LOTE classes form an integral part of the overall Asian Awareness program provided at Bassendean Primary School as part of Asian studies according to the Australian Curriculum.

In 2021 students from Years 3 to 6 focussed on learning numbers, greetings, self-introduction, schools, animals, leisure activities, sports, music, food, colours, traditional dancing, and music. The student's instruction followed the Western Australian Curriculum documents for content and assessment for Years 3 to 6.



The students were introduced to the various cultural aspects associated with the Indonesian way of life. This included how to play Indonesian bamboo instruments (angklung) and perform Indonesian traditional dances. Both of these activities were included in the celebration associated with Christmas Celebration. This Annual Assembly showcases the students work and talents.

Indonesian studies for the students of Bassendean Primary School also included the cross curricula introduction and utilisation of ICT skills. This included greater use of iPads through programs and apps which included Making Sequences, Comic Life, Scratch Jr, Minecraft and PuppetPals, and coding skills using BeeBots and Ozobots. Some of the students' work samples were published on DET Connect. Some students of year 5 took part in the Indonesian video competition run by the Modern Languages Teachers' Association of Western Australia (MLTAWA). The video was recorded in the Indonesian classroom. The students received the certificates of participation from MLTAWA.

The students have enjoyed learning the language through songs, quizzes, role play, iPad sessions, and games. We look forward to continued growth and learning in this interesting area of studies in 2022.

Physical Education

The Bassendean Primary School Physical Education program is greatly enjoyed by students and the community. It encourages students to participate in physical activity for fun, fitness and competition. In class, out of school and at interschool level we delivered a program that was challenging, interesting and varied.

Students participated in in-term swimming lessons, gymnastics, fundamental movement skills & games, hockey, AFL, soccer, cross country, athletics, dodgeball, basketball, netball, European handball, cricket, indoor hockey, indoor soccer, golf and bike education.

Bassendean Primary School was lucky enough to gain funding from Sporting Schools to run two programs this year. In Term 1 we held an after school lacrosse program for the Year 1- 6 students with coaches from the Bayswater Lacrosse Club. In Term 4 students participated in a school hockey program for the Year 1- 4 students with coaches from Hockey WA.

The Bassendean Primary School Run Club was back during Term 2 with over 100 participants and many parent helpers.

Our Faction competitions were hugely successful, with wonderful staff and parental support.

Event	Competition Winners
Swimming Carnival for the Year 3-6	Helena
Cross Country event for the Pre Primary-Year 6	Swan
Year 3/4 Faction Footy competition	Swan
Year 5/6 Faction Footy competition	Helena
Kindy-Year 6 Faction Athletics Carnival	Helena

Congratulations Jemma (Year 4) who received the Falzon Family Sports Endeavour Award.

Students participated in the Fremantle Dockers Cup for Girls, Eagles Faction Footy, West Coast Fever Cup, interschool cross country, interschool winter sports against Guildford PS, Bayswater PS, Eden Hill PS & Lockridge PS, Woolworths Cricket Blast Cup Carnival and Regional Finals, and the 'Fuel 2 go' interschool netball & AFL carnival in Midvale.

Our interschool athletics carnival at Steele Blue Oval was a huge success, congratulations to:

Millie Year 1 Champion Girl, Isla Year 2 Champion Girl, Archer Year 4 Runner Up Champion Boy, and to Jake Year 5 Runner Up Champion Boy.

Various organisations visited the school and conducted clinics with our students. These included Rugby WA, the Old Guildfordians Mundaring Hockey Club, the SEDA year 12 netball girls, and the SEDA year 12 soccer class. People on Bicycles conducted 4 weeks of Bike Ed sessions for our year 4/5 & 6 students as a part of our involvement with Your Move program.

Thanks to the ongoing support of the P and C, we were once again able to supply trophies, ribbons and shields to winning individuals, teams and factions. As well they gave each student an icy pole at the end of their cross-country race and sold cakes and goodies at our Faction and Interschool athletics carnivals.



River Rangers

River Rangers is a primary school program hosted by the Department of Biodiversity, Conservation and Attractions and is sponsored by Cadets WA.

The Bassendean Primary River Rangers cadetship engages and educates the next generation protect our local rivers. It aims to empower students to make positive change to their local communities and waterways and ultimately, their local river park.

Bassendean Primary School River Rangers program allows students to actively investigate local issues and design, evaluate and share the results of their projects with other schools and the wider community through tailored interactive activities.

Our program focuses on environmental education and enquiry based action research and collaborative learning. Students work in groups and are responsible for designing and carrying out projects connected to the school environment, the Swan and Canning River Park and their local waterways.

Education for Sustainability underpins the River Rangers process and there is also a strong focus on developing teamwork, leadership, initiative and problem solving.

Throughout the year the cadets participated in many excursions, incursions and events, developing experiences and knowledge about the key areas of River Rangers – the environment with a focus on the rivers and waterways, conserving the Noongar and European cultural history connected to water and the environment and team building. This included-

- Water Corporation Incursion – Water in Aboriginal Culture
- Nearer to nature – 'Totems Yarning'
- WA Museum Boola Bardip – 'Cultural Collisions'
- Kaarakin Black Cockatoo Conservation Centre
- Dolphin Watch Matilda Bay
- Clean Up Australia at school – Micro-plastics
- Matilda Bay Clean Up Day
- National Sorry Day Assembly
- Tree Planting at School and Chittering Landcare
- Stop Motion Animation Project – Kaarak and Marri Tree

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Tree Planting

Each year the school participates in a range of tree planting exercises. In 2021 the River Rangers Cadets engaged in the annual tree planting both on the school site as well as at Chittering Landcare.

We were included in the Town of Bassendean Tree Planting Corridor and three trees were gifted to the school. With support from the Town of Bassendean workforce the trees were planted in the school grounds by our three Kindergarten Classes. The Kindy students will be custodians of the trees through their schooling at Bassendean Primary School.

The Fun Room

Through the Student School Council we heard the voices of our students wanting an alternate play option to the playground, running and playing chasey, playing sports games or playing in the Nature playground and the sandpits. So with ideas from the students we created the Fun Room. This is a sheltered area where students can engage in a more passive play option during reces or lunch time. Students can read a book, play a game with friends, complete a jigsaw puzzle or build with construction materials.

Relationships and Partnerships

2021 was a challenging year with the restrictions in place due to COVID-19. We prepared for the anticipated online learning and were ready with an online platform and upskilled staff with programs, strategies, and work packages. Fortunately, online learning did not eventuate and the students continued face to face learning, however, there were still many restrictions in place. All of this was done with the tremendous support of the parents, community and staff.

As a school, we kept our community informed with the COVID19 updates and regular communication through **CONNECT**.

We continued our great relationship with Camp Australia, who provide before and after school care for students. Camp Australia support the school throughout the year with a hardship grant, available for families through application. Any family within the school can apply should they need support for items or excursions as part of their child's schooling.

In 2021, FireTech provided ICT and Coding classes one day a week after school providing an additional learning opportunity for interested students.

Community Participation, Awareness and Engagement - Highlights in a Snapshot

Even with the COVID-19 restrictions in place we still managed to hold number of events for the students and by the end of the year this included parents, the community and other schools:

A huge highlight of the year was The Arts focus culminating in The Kaarak and Marri Twilight Performance.



2021 Kaarak & Marri Project

Important events which occurred in 2021 included:

- Faction Carnival
- Interschool Carnival
- Indonesian Performance Assembly
- Faction Footy
- River Rangers Incursions, Excursions and Camps
- West Coast Fever Clinic
- Wild Cats Clinic
- Running Club
- Cross Country
- Book Week and Assembly
- Graduation



2021 Book Week Parade

Through the COVID-19 restrictions the P and C supported the school community, held numerous events and with the school community support raised over \$12 000 in 2021. A further \$30 000 was donated to the P and C through the school as part of the 2021 State Government election promise. These funds purchased the Big Fan in the undercover area and the Sea Container which will be developed into a Maker Space.

- Mother's Day Flowers and Stall
- Easter Raffle
- Father's Day Stall
- Spooky Disco
- Community Movie Night
- Election Day Sausage Sizzle and Cake Stall
- Containers for Change
- Lasagne Lunch Day
- Faction Carnival Sausage Sizzle and Cake Stall
- Interschool Cake Stall
- Two Feed Up Friday Dinners
- Cadbury Chocolates
- Scholastic Book Club



2021 Athletics Carnival P and C Cake Stall



2021 Maker Space Sea Container Delivery



Reporting and Communicating

We value the importance of communication with our school community. We have responded to the way we communicate with the parents to capture the widest possible audience. Our whole of school reporting and communicating processes include:

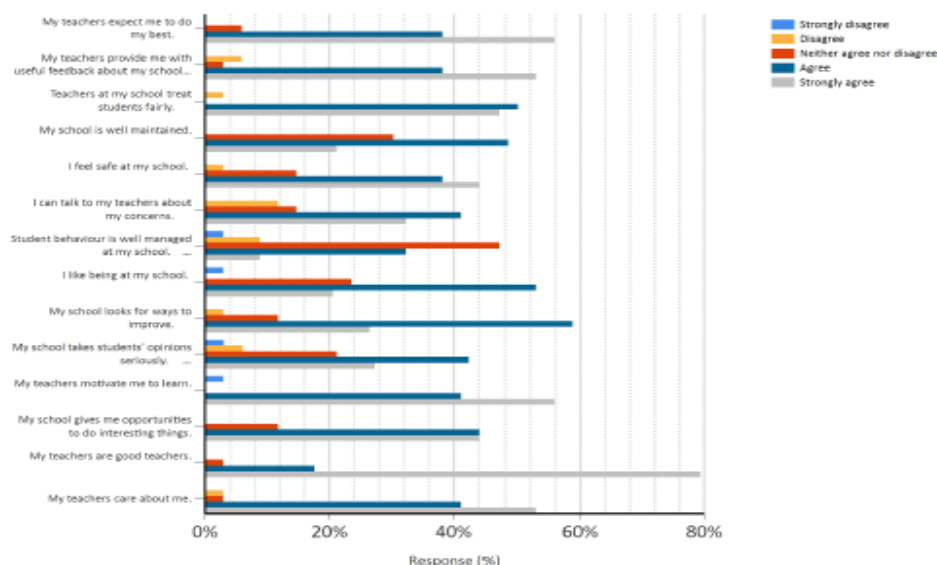
- Class Meetings at the commencement of each school year
- Kindergarten orientation for 2022 students
- Semester Reports
- *CONNECT*, which includes - school and class updates, special notices, excursion notes, Newsletters and Student Reports.
- Case Conferences where applicable
- School Website
- School Facebook Page

Due to COVID-19 the parent-teacher meetings were cancelled. Staff, however, ensured they communicated regularly with parents about student progress and engagement and were prompt to advise parents of any concerns.

Year 6 Student Survey 2020

Due to the COVID-19 we only surveyed our Year 6 students. Parents, Students and staff will be surveyed in 2022 as part of the two-year cycle.

Year 6 Student Survey 2020



Year 6 Student Responses

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
My teachers expect me to do my best.					2	6%	13	38%	19	56%
My teachers provide me with useful feedback about my school work.			2	6%	1	3%	13	38%	18	53%
Teachers at my school treat students fairly.			1	3%			17	50%	16	47%
My school is well maintained.					10	30%	16	48%	7	21%
I feel safe at my school.			1	3%	5	15%	13	38%	15	44%
I can talk to my teachers about my concerns.			4	12%	5	15%	14	41%	11	32%
Student behaviour is well managed at my school.	1	3%	3	9%	16	47%	11	32%	3	9%
I like being at my school.	1	3%			8	24%	18	53%	7	21%
My school looks for ways to improve.			1	3%	4	12%	20	59%	9	26%
My school takes students' opinions seriously.	1	3%	2	6%	7	21%	14	42%	9	27%
My teachers motivate me to learn.	1	3%					14	41%	19	56%
My school gives me opportunities to do interesting things.					4	12%	15	44%	15	44%
My teachers are good teachers.					1	3%	6	18%	27	79%
My teachers care about me.			1	3%	1	3%	14	41%	18	53%

Overall the students' responses were very positive, with most students either agreeing or strongly agreeing with the items.

Some areas recorded a number of students who neither agreed or disagreed with the item.

The school will continue to develop student voice through Class and Student School Council Meetings.

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. Returning and new 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 each year to ensure a smooth transition as each child moves from year to the next. This includes information sessions for the class and specialist teachers, and Educations Assistants. Class profiles and individual files identify individual student needs in the academic, social and emotional domains.

When a student requires additional support through the transition process we use a case management approach. A member of the Student Services Team facilitates a meeting with parents, staff members and additional support, including outside agencies 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 the 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 2021

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

<u>Number of Students</u>	<u>Destination High School</u>
1	Ballajura Community College
1	Chisolm College
9	Governor Stirling Senior High School
2	Guildford Grammar
2	Hampton Senior High School
1	John Forrest Secondary College
3	John Septimus Roe Anglican Community School
1	Kiara College
3	La Salle College
1	Lake Joondalup Baptist College
2	Mount Lawley Senior High School
1	St Georges Anglican Grammar School
5	Swan Christian College

In 2021 we had a cohort of students who successfully applied for specialist programs and scholarships in both Government and Non-Government Schools. The school is always well represented across the sectors with students applying for and receiving places in specialist programs.

Graduation of our Year 6 Students



In 2021 we celebrated the graduation of our Year 6 students who commenced their formal pre-compulsory (Kindergarten) schooling in 2014. 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 morning Graduation Ceremony, which is followed by a morning tea generously donated by the P and C and Year 5 parent group. 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 their friendship with one another. In 2020 and 2021 due to COVID-19 students received individual Graduation Cup Cakes at the morning tea.

Following the formal events, the graduating students and accompanying staff enjoyed lunch at the local venue *8Napkins* followed by an afternoon to Latitude Joondalup. The students held two major fundraisers including the sale of icy poles in Term 4. With funds raised the graduating Year 6 class purchased two Street Library Boxes which will be built in 2022 by some of our students and staff. The Libraries will be placed in key areas of the school and will be available for students to read books through recess and lunchtime.

The 1961 Student Reunion

It was lovely to host the Bassendean Primary School 1961 Year 7 Graduates for a tour of the school during the October holidays.

There were lots of fond memories shared as they wandered through the school classrooms and grounds. While many of our former students have moved away from the area, they have kept in touch over the years.

It was wonderful to meet their former Year 7 teacher Mr John Cochrane (back row wearing a blue cap). John attended the day and, after they shared a lovely time over lunch at the Bowling Club John gathered them all together for just one more English lesson!



Teaching Quality

All educators at Bassendean Primary School have shared beliefs about how children learn best. There are a number of evidence based programs chosen by staff to best support the teaching and learning programs. The analysis of systemic and school-based data informs teaching plans.

The Bassendean Whole School Approach to Literacy and Numeracy articulates an agreed approach to teaching and learning, with specific strategies embedded in the document. Teachers have the responsibility to select from a range of best practice strategies based on the needs of the students in their class.

The Whole School Approach guides teachers to ensure they create a rich learning environment in their classroom, and consistency of practice across the school. There is an expectation that there is a minimum focus of 50% on Literacy and Numeracy within the learning programs. They plan, teach, assess and report using the Western Australian Curriculum.

The pedagogy of English and Mathematics need to be a balance of explicit and directed teaching and student application. Our approach is explicit instruction, guided practice and application. Teachers need to ensure they review and embed knowledge from short to long term.

Research has shown The Big Six are keys to effective instruction in reading – Oral Language, Phonological Awareness, Letter Sound knowledge (phonics), Vocabulary, Fluency and Comprehension.

We have embedded evidenced based programs into the learning programs, which supports and extends students learning and understanding.

Jolly Phonics and Jolly Grammar

These programs continue throughout the school years, by extending the early phonics teaching with further spelling, grammar and punctuation concepts. Each year of teaching provides continuous revision and consolidation of topics taught in previous years. Children are also taught the core concepts of grammar and punctuation, starting with simple age-appropriate definitions, which are gradually built on with each year of teaching.

Heggerty Phonological and Phonemic Awareness Program K-Year 2

Developed by Dr Michael Heggerty, the Heggerty Phonological and Phonemic Awareness Program is a curriculum that provides daily word play activities focusing on ten different phonemic awareness skills in every lesson for our young students.

Automatic and efficient decoding skills are essential for a child to become a proficient reader. Through teacher-led oral word play activities, students begin to develop the skills necessary for reading before they are able to recognise the letters of the alphabet. These lessons are taught consistently every day with explicit teacher modelling.

Talk for Writing

Talk for Writing is a powerful program based on the principles of how people learn. The movement from **imitation** to **innovation** to **independent application** is adapted to suit the needs of learners. It enables students to imitate the language they need for a particular topic orally, before reading and analysing it then **writing** their own version

Differentiated Learning

Differentiated teaching exists to cater for the learning needs of students. Teachers plan for the range of student understandings within their classroom and differentiate to support students learning needs. Some students may require additional support and they access small group or individual learning support through our Intervention Programs in Literacy and Numeracy.

Assessment

Assessment is used to inform learning and articulate student achievement. All assessment must be valid, educative, explicit, fair and comprehensive. Student assessment focusses on what students can do. This requires monitoring of student's progress, assessing student performance in relation to standards and exemplars to make "on-balance" judgements when determining achievement of a grade.

Leadership

Each year the staff review school planning documents to ensure there is a strong alignment with the direction of the Department of Education's expectations. We review the Department's Focus documents and set plans in place to address key yearly initiatives, as well as following the longer term School Business Plans.

Staff Leadership

We have a very experienced staff at Bassendean Primary school. Of the 21 teachers almost all of them have gained senior teacher status. This requires teachers to have 9 years' experience and to demonstrate teacher leadership skills with a focus on curriculum knowledge, implementation and leadership.

All education assistants, teachers and administration staff are involved in a number of committees which lead curriculum and special programs within the school.

At various times, additional leadership opportunities and experiences are available to staff as they develop and hone their skills, this includes curriculum and policy development as well as school leadership opportunities. Whether these are school or Department driven, these staff are supported and mentored by the Administration staff.

As a staff we are committed to developing the future generation of Teachers and Education Assistants. We assist the training institutions, including TAFE and the various Universities with suitable practicum placements. Both teachers and Education Assistants host and mentor preservice educators and workplace students. All placements are overseen by the Administration staff.

Our school office is a vital part of our school operations, and the staff are a very important in our day to day operations. They deal with everything from messages, financial matters, communication, building and maintenance faults, HR and enrolments. They assist staff, students and parents each and every day. They are also a key part of our overall functioning and are part of the leadership team supporting the Administration staff.

Student School Council

In 2019 a School Student Council was developed and continued through 2020 and into 2021 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 and 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. Any progress on this matter will be under the Guidelines of the Department of Education and will take some time, and will eventually involve the school and local community.
- The Chaplain will open the Library during Wednesday lunchtimes so children can participate in mindful colouring in sessions.
- We considered different play options and opened the Fun Room. This included colouring in, games, books and building materials for students to engage with.

Professional Development of Staff

The key focus of our professional learning aligned with the Department's expectations on pedagogy in line with the School Curriculum and Standards Authority.

We continued our journey with Paul Swan in Term 1 and participated in sessions with colleagues from the Swan Valley Network of Schools. The focus was on Maths High Impact Teaching Strategies. Follow up and work continued as part of our school based professional learning community.

Much time was spent on preparation and planning for any pending COVID-19 lockdowns and Learning at Home scenarios. Staff built upon their ICT and digital technology skills throughout the year in readiness for any adjustments to teaching and learning due to COVID-19 restrictions.

We developed school documents articulating the development of ICT learning across the year levels, this will support teacher development and student learning and will be one of the drivers over successive Business Plans.

The teachers and office staff undertook First Aid Training with St Johns upskilling staff on CPR and injury first aid. The Education Assistants participated with colleagues from the Swan Valley Network of Schools on Classroom Management Skills with follow up sessions at school.

Later in the year we engaged with Best Performance to further upskill staff on Data Literacy around NAPLAN and school based data.

All staff are reflective professionals and as part of our Action Learning cycle we engage, implement and reflect on our own learning and work as a professional learning community.

Student Achievement and Progress

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.
- Oxford Maths - 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.

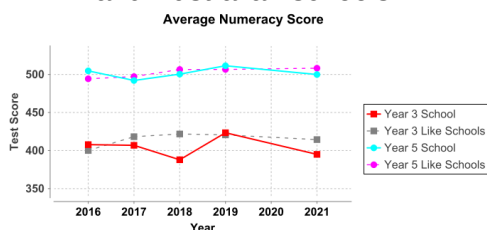
Students who score in the top 20% there is a particular emphasis on lifting their achievement and progress between Year 3 and 5, and where applicable extension programs to support their learning.

In 2021 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.

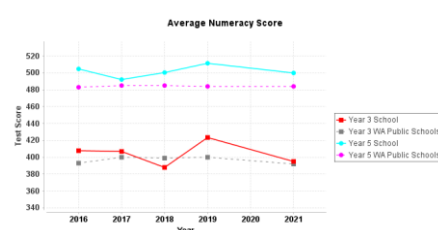
Please note: Care must be taken when interpreting data as the cohort number of students is small, for example 4 students is equivalent to 10% of the total group. Due to the small student numbers, percentages in the data may not necessarily add to 100.

Numeracy – NAPLAN 2021

- 33 Year Three students sat the NAPLAN Numeracy Assessment.
- There is an over-representation of students in the Bottom 20%
- 45 Year Five students sat the NAPLAN Numeracy Assessment.
- While the year five cohort is tracking just below like schools there is an over representation in the middle 60% and an under representation in the top 20%
- Teachers differentiate the learning programs in Numeracy to cater for the wide spread of student needs and achievement.
- The twice tested and stable cohort between Year 3 to 5 are performing above 'like schools', WA schools and Australian schools.



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	408	400	505	494
2017	407	418	492	497
2018	388	422	500	507
2019	423	421	511	507
2021	395	414	500	508



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		
	2018	2019	2021	2018	2019	2021
Top 20%	20%	23%	24%	27%	27%	27%
Middle 60%	49%	70%	58%	61%	61%	61%
Bottom 20%	31%	8%	18%	12%	13%	12%

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

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	29%	23%	22%	27%	28%	29%
Middle 60%	54%	75%	69%	64%	62%	61%
Bottom 20%	17%	3%	9%	9%	10%	10%

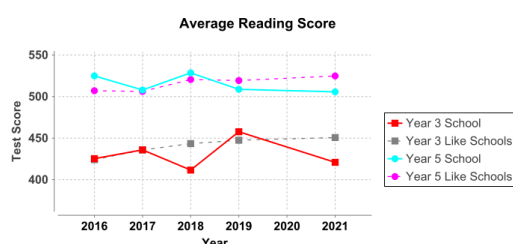
Year	Y03		Y05	
	School	WA Public Schools	School	WA Public Schools
2016	408	393	505	483
2017	407	400	492	485
2018	388	399	500	485
2019	423	400	511	484
2021	395	392	500	484

Numeracy Practices and Recommendations

- There needs to be a push to lift achievement into the middle and top domains.
- Continue with whole school numeracy blocks and whole school practices.
- Whole class learning focus which is then differentiated for groups and individual needs.
- Continue to embed Oxford Maths as a whole school program.
- School on basic facts skills and mental computation to develop a strong foundation to support computation and skill development.
- Continue tracking school and system data
- Establish and continue the Maths Coaching for those students who need additional and intervention.
- Analysis pre and post-tests of Oxford Maths and reteaching at point of gaps in learning.
- Implement PAT Testing to track student achievement and progress each year.

Reading – NAPLAN 2021

- 33 Year Three students sat the NAPLAN Reading Assessment.
- Compared to 'like schools' there is an under representation of the top 20% and an over representation in the middle 60% and bottom 20%.
- 46 Year Five students sat the NAPLAN Reading Assessment.
- While the year five cohort is tracking just below like schools there is an over representation in the bottom 20% and an under representation in the top 20% when compared to like schools.
- When comparing the progress between year 3 and year 5 our students have not performed as well as Like, WA or Australian schools.



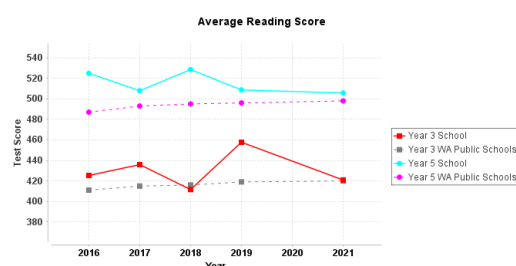
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	408	400	505	494
2017	407	418	492	497
2018	388	422	500	507
2019	423	421	511	507
2021	395	414	500	508

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					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	18%	29%	18%	26%	28%	28%
Middle 60%	62%	68%	64%	61%	61%	59%
Bottom 20%	21%	2%	18%	12%	11%	13%

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

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	33%	17%	20%	29%	27%	29%
Middle 60%	53%	71%	63%	59%	63%	61%
Bottom 20%	14%	12%	17%	12%	11%	10%



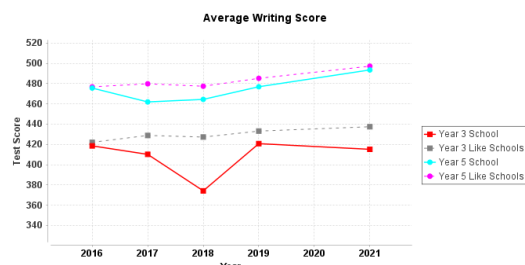
Year	Y03		Y05	
	School	WA Public Schools	School	WA Public Schools
2016	425	411	525	487
2017	436	415	508	493
2018	412	416	529	495
2019	458	419	509	496
2021	421	420	506	498

Reading Practices and Recommendations

- Focus on Middle 60% of students in Year 3 and 5 to raise comprehension levels
- Increase the number of Shared Reading session per week with a focus compression skill as part of the Whole School Approach to English Plan.
- Continue with the Reading Coaching Program to support those students who need additional support.
- Emphasis on levelled Home Reading to engage students in regular practice in PP to Year 3.
- Implement PAT Testing to track student achievement and progress each year.

Writing – NAPLAN 2021

- 31 Year 3 students sat the NAPLAN Writing Assessment.
- Compared to 'like schools' there is an under representation of the top 20% and an over representation in the middle 60% and bottom 20%.
- 44 Year Five students sat the NAPLAN Writing Assessment.
- While the year five cohort is tracking just below like schools there is a push up in the results when compared to like schools.
- When comparing the progress between year 3 and year 5 our students have out-performed Like, WA or Australian schools, in Cohort, Twice Tested and Stable Cohort.



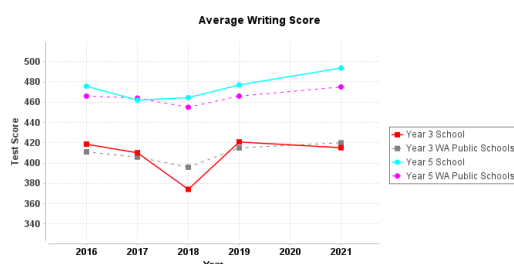
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	419	422	476	477
2017	410	429	462	480
2018	374	427	465	478
2019	421	433	477	485
2021	415	438	494	497

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		
	2018	2019	2021	2018	2019	2021
Top 20%	11%	0%	13%	22%	20%	24%
Middle 60%	69%	93%	68%	71%	72%	64%
Bottom 20%	19%	7%	19%	7%	8%	12%

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

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	11%	10%	20%	25%	21%	30%
Middle 60%	71%	77%	70%	62%	69%	56%
Bottom 20%	17%	13%	9%	13%	9%	14%



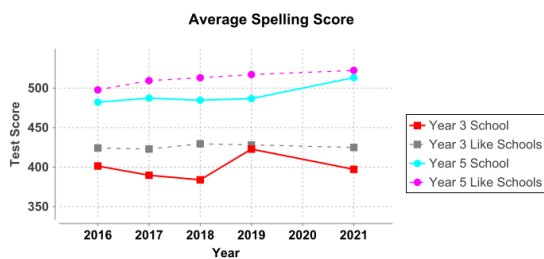
Year	Y03		Y05	
	School	WA Public Schools	School	WA Public Schools
2016	419	411	476	466
2017	410	406	462	464
2018	374	396	465	455
2019	421	415	477	466
2021	415	420	494	475

Writing Practices and Recommendations

- Continue to develop a whole school Talk for Writing Schedule and Program.
- Continue to follow Talk for Writing procedures to embed oral and written language skills.
- Continue to monitor students through Bright Path.

Spelling – NAPLAN 2021

- 33 Year Three students sat the NAPLAN Spelling Assessment.
- Compared to 'like schools' there is an over representation in the bottom 20%.
- 47 Year Five students sat the NAPLAN Spelling Assessment.
- While the year five cohort is tracking just below like schools there is a push up in the results when compared to like schools.
- When comparing the progress between year 3 and year 5 our students have out-performed Like, WA or Australian schools, in Cohort, Twice Tested and Stable Cohort.



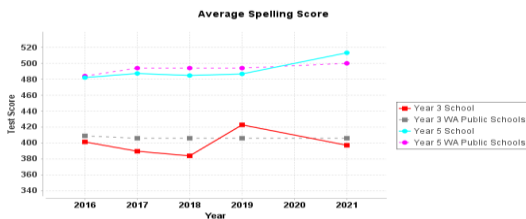
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	401	424	482	498
2017	390	423	487	510
2018	384	430	485	513
2019	423	428	487	517
2021	397	425	513	522

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		
	2018	2019	2021	2018	2019	2021
Top 20%	12%	17%	15%	24%	26%	23%
Middle 60%	59%	71%	61%	63%	62%	64%
Bottom 20%	29%	12%	24%	14%	12%	13%

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

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	19%	13%	21%	26%	27%	26%
Middle 60%	56%	60%	64%	63%	61%	64%
Bottom 20%	25%	28%	15%	11%	12%	11%



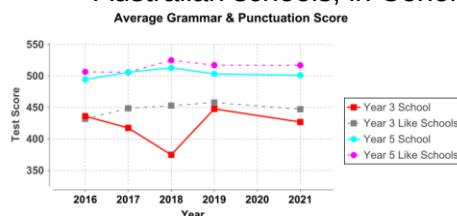
Year	Y03		Y05	
	School	WA Public Schools	School	WA Public Schools
2016	401	409	482	484
2017	390	406	487	494
2018	384	406	485	494
2019	423	406	487	494
2021	397	406	513	500

Spelling Practices and Recommendations

- Continue to follow Jolly Phonics K-PP and Jolly Grammar Year 1 -6.
- Analyse the Words Their Way Inventory Tool.
- Implement PAT Testing to track student achievement and progress each year.

Grammar and Punctuation- NAPLAN 2021

- 33 Year Three students sat the NAPLAN Grammar Assessment.
- Compared to 'like schools' there is an over representation in the middle and bottom 20% and an under representation in the top 20%.
- 47 Year Five students sat the NAPLAN Grammar Assessment.
- While the year five cohort is tracking just below like schools it is tracking closely to the bottom 20%, middle 60% and top 20%.
- When comparing the progress between year 3 and year 5 our students have out-performed Like, WA or Australian schools, in Cohort, Twice Tested and Stable Cohort.



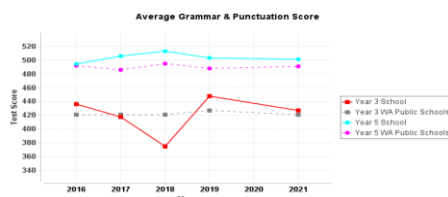
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	436	432	495	507
2017	418	449	506	506
2018	375	453	513	525
2019	448	458	503	517
2021	427	447	501	517

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		
	2018	2019	2021	2018	2019	2021
Top 20%	9%	17%	15%	27%	27%	27%
Middle 60%	74%	76%	70%	62%	62%	63%
Bottom 20%	17%	7%	15%	11%	11%	11%

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

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	17%	23%	21%	25%	27%	26%
Middle 60%	72%	65%	68%	65%	62%	64%
Bottom 20%	11%	13%	11%	10%	11%	10%



Year	Y03		Y05	
	School	WA Public Schools	School	WA Public Schools
2016	436	421	495	492
2017	418	421	506	486
2018	375	421	513	495
2019	448	427	503	488
2021	427	421	501	491

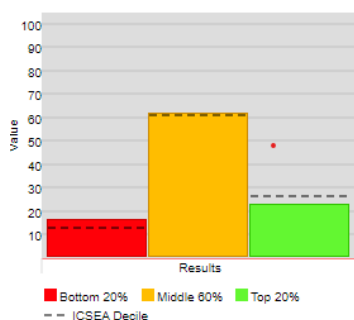
Grammar and Punctuation Practices and Recommendations

- Collect data to show strengths and weaknesses in grammar understandings.

On Entry Assessment

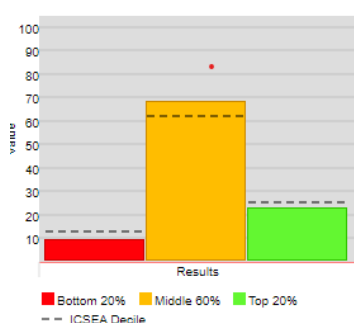
The On-Entry results show a satisfactory Academic achievement in our Pre Primary cohort for 2021.

Numeracy



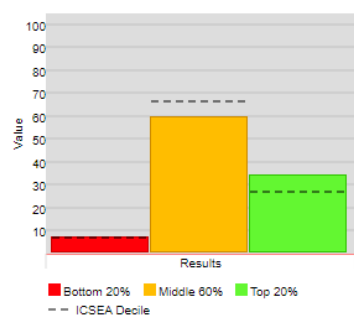
The Numeracy (429) results shows that we are just under the ICSEA (449) and Public School (456) medians

Reading



The Reading result (473) shows that we are just above the ICSEA (467) and Public Schools (456) medians.

Writing



Student results in Writing were strong with a score of 242, which is above the ICSEA (210) and Public Schools (210) medians.

Recommendations

Provide ECE Home Packs to practice writing, numeracy and reading skills, for Kindergarten and Pre-primary Students. Since COVID-19 restrictions, the early morning parent/child routines have not been able to continue. It is intended that it is these types of activities which parents will be encouraged to engage in with their children, at home to support learning and to establish early practice routines.

- Offer parent workshops to support practice at home
- Offer parent Reading workshops.

Intervention

The Numeracy and Reading Coaching Programs are delivered every afternoon by trained Education Assistants. The students are identified by using-

- Teacher nomination
- NAPLAN data
- Above Level NAPLAN data
- Waddington Reading test score
- Westwood One Minute Mathematics test.

Using the Best Performance Gap Analysis each student results are interrogated to identified the point of need. The common errors across each group of students are then identified. The teaching and learning program targets and addresses the gap in the students' learning.

Progress towards Achievement Targets

Each year students in Year 2, 4 and 6 undertake 'above level testing' in Numeracy and Reading. 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 who need additional support become part of the focus group where we track and measure their progress towards improved achievement targets. The table below articulates those trajectories and the achievement of those targets in Numeracy, Reading, Writing and Attendance.



Progress Towards Achievement of Targets 2019 - 2021

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 2 (2021) students in Band 3 (35%) to achieve Band 4 by May (2022) and Band 5 by May (2023) and Band 6 by May (2024) and Band 7 (2025) - The 4 Year 3 (2020) students (17%) in Band 3 and the 2 Year 3 students in Band 4 to achieve Band 4 and 5 respectfully by May (2021) and Band 5 by May (2022) and Band 6 by May (2024). - The 8 Year 3 (2019) students (23%) in Band 3 to achieve Band 4 by May (2020) and Band 5 by May (2021) and Band 6 By May (2022).	Achieved Achieved	1 student achieved Band 4- below the expected target. 4 students achieved the expected target of Band 5 1 student achieved Band 4- below the expected target. 5 students achieved the expected target of Band 5. 2 students' achievement was above the expected target of Band 5. They achieved Band 6.
<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 5 Year 2(2021) in Band 3 (18%) to achieve Band 4 by May 2022 (<i>Above Level Testing</i>), Band 5 by May 2023 and Band 6 by May 2024 (<i>Above Level Testing</i>) - The 6 Year 3 (2020) students (50%) in Band 3 to achieve Band 4 by May 2021 (<i>Above Level Testing</i>), Band 5 by May 2022 and Band 6 by May 2023. (<i>Above Level Testing</i>) - 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 2021 and Band 6 by May 2022. (<i>Above Level Testing</i>)	Achieved Moving towards	All students achieved the set target of Band 4 in 2021 1 student has left the school. 2 students did not achieve the required Band 5 target in 2021 1 student achieved the set target of Band 5 in 2021
<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 Year 3 (2021) students (19%) in Band 1 & 2 to achieve Band 5 By May 2023. - No NAPLAN 2020- COVID-19 - The 6 Year 3 (2019) students (17%) in Band 3 to achieve Band 5 by May 2021.	Achieved Achieved	4 students exceeded the target of Band 5 in 2021 2 students did not achieved the set target of Band 5 in 2021.
<u>Attendance and Punctuality</u> - Maintain attendance percentages above that of 'Like Schools' in each Year level. - Reduce numbers of students arriving at school late.	Yes Yes	2021 attendance rates were above the 2021 of 90% target. ☐ In 2021 the school's attendance rates were 92,3% compared to WA public Schools attendance rate of 91.6% There has been an improvement in students who arrive after the start of school especially in the early years. This focus will continue in 2019

Use of Resources

The Manager Corporate Services (MCS) and the Principal follow and comply with the expectations of the Funding Agreement for School. Resources are allocated through decision making processes which prioritise student and curriculum learning needs, including using the Student Characteristics and Targeted funding.

Cost centre managers provide comprehensive requests for funding, aligning with the operational plans, to ensure that all curriculum areas are well resourced. Our ICT replacement plan ensures that our technology driven resources are always operational and up to date, providing our students with a range of different equipment to learn with. All Budget submission requests which are presented and finalised by the Finance Committee which is made up of the Principal, the MCS and 4 staff members.

Funding received through targeted initiatives have ensured the continued service of a Chaplain at Bassendean Primary School and has allowed funding to remain available to secure the services of the Support Worker through Parkerville. Both services, along with the Student Services Team and School Psychologist, work collaboratively to ensure that our students needs are addressed.

Our PE teacher continues to apply and receive grants for School Sports which provides many opportunities for students to participate in different sports after school. The continued relationship with Camp Australia as an OSH provider to the school community remains a constant form of revenue to supplement our budget.

In 2021 our Arts Specialist, Kylie Barr was successful in receiving a \$30 000 Creative Communities COVID-19 Recovery Program Grant from the DLGSC and Lotterywest which seeded the Marri Tree Project and brought artists and facilitators into the school for a year-long Arts project enriching the school community connection and understanding of the Arts, Culture and Biodiversity under the umbrella of the Noongar Six Seasons.

Voluntary Contributions

The Voluntary Contributions and Charges for 2021 final collection rate overall was 80%:

- 77% Primary
- 78% PP
- 94% Kindy

These funds are vitally important to supplement the One Line Budget and support learning of the students through the purchasing of much needed equipment and resources. Funds are directed to Literacy, Numeracy, Library, ICT and Physical Education. We continue to encourage parents to pay the Voluntary Contributions to support student learning.



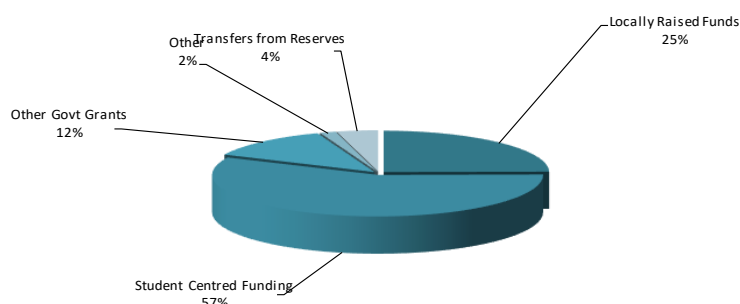


Bassendean Primary School

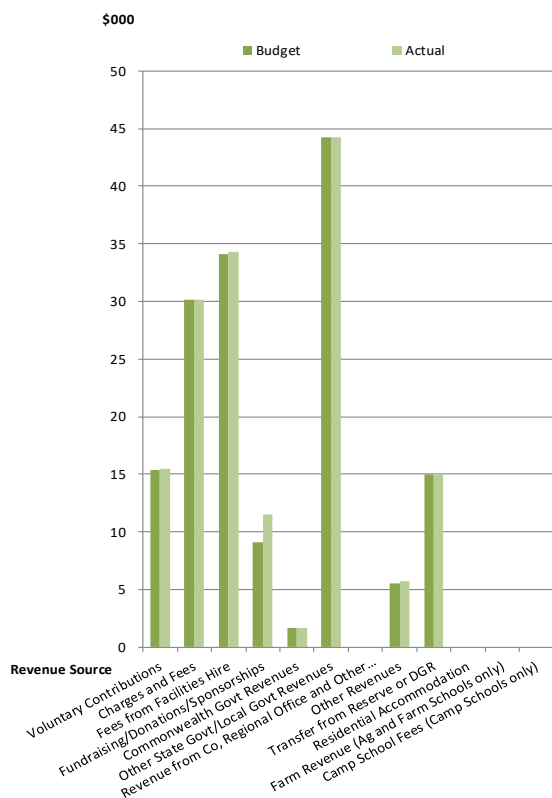
Financial Summary as at
31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 15,393.55	\$ 15,453.55
2	Charges and Fees	\$ 30,106.14	\$ 30,151.59
3	Fees from Facilities Hire	\$ 34,078.16	\$ 34,282.71
4	Fundraising/Donations/Sponsorships	\$ 9,126.50	\$ 11,525.75
5	Commonwealth Govt Revenues	\$ 1,650.00	\$ 1,649.96
6	Other State Govt/Local Govt Revenues	\$ 44,240.00	\$ 44,240.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 5,493.11	\$ 5,723.20
9	Transfer from Reserve or DGR	\$ 14,934.00	\$ 14,934.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 155,021.46	\$ 157,960.76
	Opening Balance	\$ 65,466.13	\$ 65,466.13
	Student Centred Funding	\$ 209,907.67	\$ 209,907.67
	Total Cash Funds Available	\$ 430,395.26	\$ 433,334.56
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 430,395.26	\$ 433,334.56

Current Year Actual Cash Sources

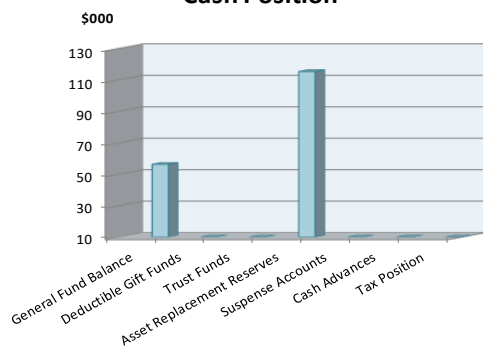


Locally Generated Revenue - Budget vs Actual

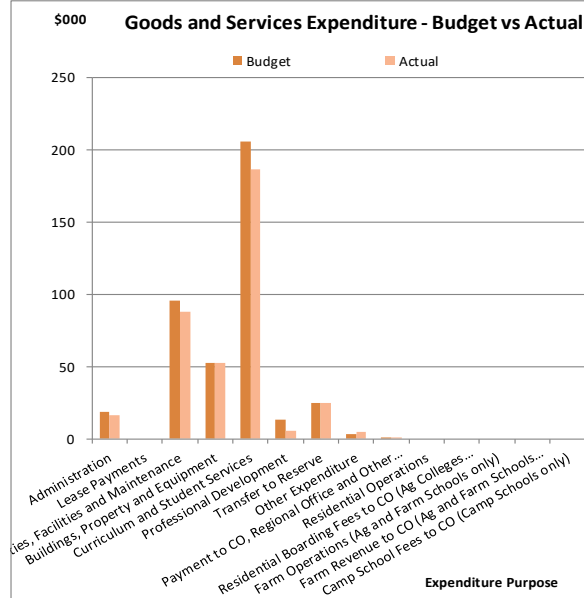


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 18,842.85	\$ 16,008.32
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 95,162.96	\$ 87,968.21
4	Buildings, Property and Equipment	\$ 52,318.60	\$ 52,126.78
5	Curriculum and Student Services	\$ 205,478.18	\$ 185,813.57
6	Professional Development	\$ 12,800.00	\$ 5,688.84
7	Transfer to Reserve	\$ 24,574.00	\$ 24,574.00
8	Other Expenditure	\$ 3,323.56	\$ 4,302.37
9	Payment to CO, Regional Office and Other Schools	\$ 875.00	\$ 622.52
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	\$ 413,375.15	\$ 377,104.61
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 413,375.15	\$ 377,104.61
	Cash Budget Variance	\$ 17,020.11	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 168,731.48
Made up of:	
1 General Fund Balance	\$ 56,229.95
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 115,247.84
5 Suspense Accounts	\$ (1,350.31)
6 Cash Advances	\$ -
7 Tax Position	\$ (1,396.00)
Total Bank Balance	\$ 168,731.48