

Bassendean Primary School

An Independent Primary School



2022 ANNUAL REPORT



2022 Principal Report

The 2022 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. We are a school which is focussed on looking at ways to improve our pedagogy, and the learning outcomes and opportunities for our students.

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 across the school, 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. 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 can't wait for canteen recess days!

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 eight years.

Thank you to our 2022 Year 6 graduating students who gifted seeding funds for Soccer Goals on the oval. They have challenged the 2023 Year 6 students to raise the same funds so the 2024 students can have permanent soccer goals on the oval. These goals would be used throughout the day in lessons and play as well as for the Interschool Winter Carnivals.

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 2022 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.

We are looking forward to a very busy and productive 2023.



Jacqueline Varris
Principal
April 2023



2022 Board Chair Report

2022 saw our state borders open again after almost two years of being shut off from Australia and the rest of the world. It feels like a lifetime ago, but looking back, it's worth reminding ourselves of that turbulent time and how the school staff and administration kept us on track. There's remnants of Covid-safe procedures still evident today in keeping the school clean and safe, and I would say we're all better for it.

The board saw three new parent representatives start, namely Olivia Bauer, Lisa Maher and Angela Gorey. Damon Staples renominated and is continuing with us, and Shona Leahy stepped down after her three year stint. Once again, we encourage parents to nominate for positions on the Board as they arise, if you have time to offer to assist in the school's governance, and we especially welcome a diversity of voices to help guide our decision making.

We had a couple of big events to round off the end of the year. Congratulations to Jacqueline and the staff involved in receiving funding for The Queen's Jubilee nature strip planting, I look forward to seeing the nature corridor down the south side of the school oval flourish over years to come and provide valuable space for local fauna. And heartfelt thanks to the committed Kylie Barr, who once again managed to orchestrate The Whoniverse, a huge whole school end of year performance along with each of the class teachers and EAs who lead their class performances.

Finally, thanks to all our staff and students for making the school a welcome place for our us all to engage in the rigour of learning and enjoy a thriving local community.

Steve Berrick

School Board Chair

April 2023

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 2022 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, including a Science/STEM Lab and a Computer Room.

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 a Year 3/4 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 to enhance each child's learning capacity.

Bassendean Primary School 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.

We are fortunate to have a mix of many highly experienced teaching staff members including twelve senior teachers and two graduate teachers. Teachers take on curriculum leadership roles through learning area committees and key initiatives of the Department of Education.

The 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. The AIEO is very experienced and provides additional support within the school to our indigenous students and their families and has been an integral part of the RAP meetings and steering of the plan.

Staff	Number	FTE
Administration Staff		
Principal	1	1.0
Deputy Principal	1	1.0
Teaching Staff		
Teachers	25	17.2
School Support Staff		
Clerical	4	2.9
Gardening/Maintenance	1	0.5
Education Assistants/AIEO	12	7.2
Cleaners	2	1.56
Total	43	31.36

Our administration team include our Manager Corporate Services and School Officer who are an experienced and efficient team supporting the management and day to day operations 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 and the Chaplain. 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 an experienced Chaplain through YouthCare (two days per week whose focus is 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 and School Chaplain. All referrals are case managed by the team. Parents and caregivers 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 2023.

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.

Staff have undergone training to better understand trauma in childhood and how this can have a significant effect on a child's development, behaviour and learning.

Since 2016 the school has had the services of a highly qualified, experienced In School Chaplain. 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 Chaplain for mental health and wellbeing support.

While support is available directly through Student Services and our School Chaplain, there are a range of alternates for families to access support. The Student Services Team will support and provide information for families who may require outsourced additional support. Families are encouraged to access support services and Health Care Plans through the work of the Family GP and external medical practitioners and agencies.

Positive Behaviour Support

In 2021 we commenced our journey as a Positive Behaviour Support School (PBS). PBS is an evidenced based a positive school-wide consultative framework, It builds upon and integrates a range of new and existing strategies to improve behaviour outcomes and learning achievements allowing everyone to enjoy a safe, supportive and positive environment.

PBS is a framework that assists schools to implement and encourage expected behaviours and essential classroom practices. Our School Expectations are– **Be Kind, Be Safe, Be Respectful and Be an Achiever**. These expectations were derived after consultation with students, parents and staff. The school has an enthusiastic team of 10 educators from across the school on the PBS Team driving this school-wide approach. PBS is a journey for schools over time, but already we have seen a consistency of language and an understanding of the school expectations by our staff and students. We look forward to the next Tiers of this program.

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.

BE AN ACHIEVER
BE KIND
BE RESPECTFUL
BE SAFE

The matrix identifies specific behaviour skills across different settings of the school, reflecting the culture of our school community. In 2023 it will influence the behavioural scope and sequence. Staff will explicitly plan and teach expected behaviours to address the School Expectations.

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



Student Attendance

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

Attendance Rates 2020 - 2022

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	94.4%	94.3%	93.2%	87.9%	82.5%	77.6%	94.2%	94.0%	91.9%
2021	92.7%	93.3%	92.4%	86.2%	80.9%	76.8%	92.5%	92.9%	91.0%
2022	90.2%	89.9%	88.3%	83.0%	75.1%	69.5%	90.0%	89.5%	86.6%

Attendance % - Year Level 2020 – 2022

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2020	95%	93%	95%	94%	94%	93%	94%
2021	93%	95%	92%	92%	91%	93%	90%
2022	90%	91%	91%	90%	90%	89%	88%
WA Public Schools 2022	86%	87%	87%	87%	87%	87%	86%

The student attendance records are 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 different year levels there appears some downward trends, some of this can be explained by the numerous cases of COVID19 experienced within the community during the 2022 school year.

Information about the importance of regular and punctual attendance is conveyed to parents via letters, parent meetings and newsletters.

Research indicates learning is maximised when attendance is at least 90%. 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.



Reconciliation Action Plan

We commenced the Reconciliation Action Plan (RAP) in 2021. Aboriginal parents were invited to a series of meetings in Term 4 2021 to learn about the strategy, a committee was formed and work commenced on the Plan. Joining the enthusiastic parent group was the Aboriginal and Torres Strait Islander Education Officer (AIEO), the Arts Specialist Teacher and the Principal. 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. In 2022 the RAP Team worked on

unpacking the commitments and what they mean to us in the Bassendean context. Each commitment was written within our context to ensure it was meaningful and relevant to the students, staff and community and now forms our goals for the RAP. Our RAP can be found on the Narragunnawali and school website, and around the school for our community to see our work in reconciliation in 2023 and beyond.

Maker Space

In 2021 we purchased a sea-container. The container was fitted out and installed on the school grounds. In 2022, a verandah was installed enabling the space to be Sun Safe and also be able to be used year-round.

The Maker Space is an additional learning area where our students can learn and engaged in 'shed', craft and making type activities.

Thank you also to the dads who made the benches at the Bassendean Men's Shed. They are purpose built for the students, including those with mobility needs.

Thank you to the P and C start-up money used to help fit out the Maker Space with lots of shed tools. This was in addition to the resources the school had purchased.

The P and C activated the area in Term 4 with a Bunting making morning. Before school students and parents joined in the activity. During the school morning classes visited and students joined in making metres and metres of Bunting. This was used at the Graduation Morning Tea and will be used at events in 2023.



Science Fair

Every two years we hold a Science Fair during Science Week. Every two years it gets bigger and better. It was a huge undertaking from the Science Committee but one we all enjoyed and were proud of. Students also attended an incursion - *Supersonic Science Explosive Science Show*.

Students designed and undertook their experiments at home and then brought the completed experiments along with the write ups to school for Science Week and shared them through oral presentations in the classrooms. The experiments were displayed for the school community to see in the undercover area. Prizes were awarded in two categories per class – People's Choice and Teacher's Choice, which were selected by the classroom teacher.

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 Visual Arts and Design the learning focus included:

Year 1 - Vincent Van Gogh, Easter Islands Moai, and Booyi's Habitat.

Year 2 - Bird habitats, The world of a graphic designer and Kites.

Year 3 and 4 - The Steam Punk era, Cultural masks and Toy History and making.

Year 5 and 6 -Food production, automatas and fibre production.

In 2022, through the Arts, students participated in local community activities such the Governor Stirling Senior High School Interschool Speech and Drama Festival, honing their skills in choral speaking, monologues/duologues, poetry recital and prose reading to a live audience. This required countless hours of rehearsing and refining during lunch times and after school to perfect their stage presence. Students came away with a swag of trophies and commendations.

A snapshot (5-8 min) of the Kaarak and Marri performance was presented in front of the wider community at the Town of Bassendean's Birak Festival on 26 January 26 at the Mary Crescent Reserve. The community were entertained by student performers who showcased the Kaaraks, Wardong and a school of fish in celebration of those who became new Australian citizens. We were also invited to perform again in multiple mini performances at Bunnings Bayswater in celebration of NAIDOC Week. This was Bunnings first NAIDOC focussed workshops and entertainment. The event also included Majital Morna's Choir who sang a range of Noongar songs with Kobi Morrison. Our students joined in and lent their amazing voices to the delight of the choir and the customers who were not expecting to see our puppets in store flying around amongst all things hardware!!

The End of Year Concert saw each class showcase their skills in singing, drumming, acting and movement all whilst taking the audience on a journey through the Universe with an array of Dr Who characters to tie each act together.

LANGUAGE Bahasa Indonesia

Lessons held within the Indonesian Language 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 2022 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 assessment process judgements can be moderated, and levels of assessment are easily substantiated by using those documents. The students were assessed through continual assessment in each Indonesian class. Assessments were made through a range of tools comprising of their mini tests, role play and games and integration of practical skills throughout the lesson.

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 also included the cross curricula introduction and utilisation of ICT skills. The students were able to practise their language skills on the iPads and smartboards. Some of the students' work samples were published on DET Connect. Some students of year 3 took part in the Indonesian video competition run by the Westralian Indonesian Language Teachers' Association (WILTA). The video was recorded in the Indonesian classroom. The students received the certificates of participation from WILTA.

Physical Education

The Bassendean Primary School Physical Education program continues to grow and encourage students to participate in physical activity for fun, fitness and competition. In class, out of school and at interschool level we deliver a program that is challenging, interesting and varied.

During class time, the students participated in in-term swimming lessons, gymnastics, fundamental movement skills & games, badminton, volleyball, rugby league, AFL, soccer, netball, floor ball, cross country, athletics, dodgeball, basketball, European handball, cricket, indoor soccer and bike ed.

Bassendean Primary School was lucky enough to gain funding from Sporting Schools to run three programs this year. In Term 1 we ran an in-school rugby league program for the Year 2-4 students with coaches from the NRL Perth. In Term 2 we ran an in-school netball (Net Set Go) program for the Pre Primary and Year 1-4 students with coaches from Netball WA. In Term 3 we ran an in-school soccer program for the Year 2-4 students with coaches from Football West. The students loved all the fun activities and practised vital fundamental movement and game sense skills.

The Bassendean PS Run Club ran during Term 2 with over 130 participants (including older and younger siblings and parents), as well as many parent helpers.

Our Faction competitions were hugely successful this year. HELENA won the Swimming Carnival for the Year 3-6's at Bayswater Waves. SWAN won the Cross Country event for the Pre Primary-Year 6's at Bindaring Park. BENNETT won the Year 3/4 Faction Footy competition and HELENA won the Year 5/6 Faction Footy competition held at lunchtimes during Term 2. HELENA took home the Perpetual Trophy for winning the Kindy-Year 6 Faction Athletics Carnival held on our school oval. Congratulations Lilly Bickers (Year 6) for being awarded the Falzon Family Sports Endeavour Award. HELENA were ALSO named Term 4 Senior Sport Champions with HELENA 3 being named undefeated champion team.

Students participated in the Freo 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, the 'Fuel 2 go' interschool netball & AFL carnival in Midvale, and the end of year dodge ball carnival.

Congratulations to our Year 5/6 Girls Dockers Cup AFL team for being named State Champions after winning their carnival in Term 1. Congratulations to our Winter Interschool sports AFL, soccer and Netball A teams for all being named Champions for our Term 2, 2022 competitions. Congratulations to our Year 6 Boys dodge ball team for winning the championship, a great way to finish the year.

Individual students who have excelled at interschool level this year include:

Interschool Cross Country (@ Guildford PS) – Jake Leahy (Year 6 Boys Champion); Lily Williamson (Year 6 Girls Champion); and Eden Leahy (Year 3 Girls Champion).

Freo Footy Skills Grand Final (@ Optus Stadium) – Lily Williamson & Fasia Simon (State Champions Kwik Kick). Interschool Athletics (@ Steele Blue Oval) – Millie Charlett (Year 2 Champion Girl).

Through our involvement with the Your Move program, 'Cycle Sense = Excellence' conducted 4 weeks of Bike Ed sessions for our year 3/4 students. The instructors were outstanding with all but one of the non-riders being able to ride a bike after the four weeks. The lessons culminated with a group ride around the school and down the Smart Active Street adjacent to the school all the way to Sandy Beach and along the river. The kids loved it!

It was a pleasure to have Seth (from Onsite; Chisolm College) and Henry (SEDA) spend many weeks with us at the school helping and working with the students as part of their work placement requirements.

Thanks to the ongoing support of the P&C, we were once again able to supply trophies, ribbons and shields to winning individuals, teams and factions. As well they provided each student with an icy pole at the end of their Cross Country race and sold cakes and goodies at our Faction athletics carnivals. It is great to have parents and school community members that are so supportive of the Physical Education program, carnivals and events.

Event	Competition Winners
Term 1	
Year 3-6 Faction Swimming Carnival	Helena
Year 5/6 Dockers Cup AFL Girls	Bassendean PS - Champions
Term 2	
Faction Cross Country PP – Year 6	Swan
Winter Interschool Sport	AFL – 1 st Place Netball A 4 th Place Netball B – 1 st Place Soccer – 1 st Place
Eagles Footy Faction	Year3/4 Bennett Year 5/6 Helena
Interschool Lightning Carnival	
Year 5/6 Netball	Undeclared
Year 5/6 AFL	Undeclared
Kindy-Year 6 Faction Athletics Carnival	Helena
Interschool Athletics Carnival	5 th Place
Term 4	
Interschool Cricket Carnival	
Year 6 Boys A	Runner Up
Year 6 Girls	Runner Up
Interschool Dodge Nall Carnival	Year 6 Boys Champions
Term 4 Senior Sport Champion	
Champion Faction	Helena
Champion Team	Helena 3.



Congratulations Lily B (Yr 6) who received the Falzon Family Sports Endeavour Award.

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 to 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. There is strong focus on developing teamwork, leadership, initiative and problem solving.

Education for Sustainability underpins the River Rangers process, providing an opportunity for students to actively investigate local issues, and design, evaluate and share the results of their projects with other schools and the wider community through 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.

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-

SWAN VALLEY ADVENTURE DAY CAMP The Year 6 Swan Valley Adventure Day focused on leadership, participation, developing self-confidence, teamwork and developing effective communication skills to enhance relationships with peers, teachers and instructors.

KAREM CAMP OVERNIGHT ADVENTURE CAMP Cadets went on an overnight adventure camp at Camp Karem. Engaging our Cadets in outdoor experiences in a short space of time.

HERDSMAN LAKE BOORLOO ABORIGINAL CULTURAL EXPERIENCE As part of NAIDOC Week, Cadets participated in an aboriginal cultural experience at Herdsman Lake, with contemporary and traditional thinking, breaking down cultural barriers as students learn about the modern and ancient ecological footprint.

NEARER TO NATURE – CARERS’ CATCHMENT TRAIL The activity-based excursion to Mundaring Weir, allowed cadets to journey through the forest to explore the water cycle, flow-on effects in a catchment and how humans effect the forest and our water sources.

RIVER GUARDIANS DOLPHIN WATCH INCURSION This excursion allowed our cadets an opportunity to be involved in citizen science by monitoring dolphins in WA. Cadets explored river food chains and considered the dolphin’s role in the ecosystem. Cadets assessed if the river is a healthy environment for dolphins and considered how negative impacts can be minimised in the future.

KINGS PARK NOONGA BOODJA SIX SEASONS This immersive program enhanced respect for Aboriginal people, appreciation for diversity in our community and a sense of responsibility for caring for our natural environment.

CREEC DJARLGARA YARNING This excursion aligned with National Reconciliation Week (27 May to 3 June). Cadets learnt that Reconciliation must live in the hearts, minds and actions of all Australians as we move forward, creating a nation strengthened by respectful relationships between the wider Australian community, and Aboriginal and Torres Strait Islander peoples.

TREE PLANTING for the Queen’s Jubilee As part of a whole-school grant, Cadets assisted in planting trees on the school oval. Teamwork was an essential component in all activities from tree planting, exploring their environment and carrying out scientific research into water quality.

POINT RESERVE: CLEAN UP AUSTRALIA / CONSULTATION WITH TOWN OF BASSENDEAN / 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 Point Reserve.

SANDY BEACH TANGAROA BLUE SITE SURVEY & CLEAN UP Through Tangaroa Blue Foundation the Cadets engaged in a clean up our local waterway, sorting marine debris into categories. Cadets contributed to real scientific research, with the data presented to Tangaroa to be included in the Australian Marine Debris Initiative (AMDI) Database which will assist with investigating national trends.

KINGS PARK – RACE AROUND THE PARK. Cadets celebrated the end of the school year with a big day out in spectacular Kings Park as they raced around the Western Australian Botanic Garden and Kings Park Education precinct. This social end of year event promoted teamwork, problem solving and connection to nature, and served as an induction to River Rangers for Year 5 students.



Tree Planting for the Queen's Jubilee

Each year the school participates in a range of tree planting exercises. In 2022 the school applied for and was successful in gaining a \$4500 grant to plant trees on the southern boundary of the school oval to acknowledge Queen Elizabeth II Platinum Jubilee.

We engaged with John Winter from Trillion Trees and had the generous support of some parents and local people who shared their expertise to create a wildlife corridor on our school grounds. Tracey Bywaters was a strong supporter and volunteer throughout the project.

The Wildlife Corridor was officially opened on Monday 12 December 2022 by Hon Patrick Gorman.



Feedback regarding the Jubilee Project – John Winter (formerly Trillion Trees)

'Thank you for inviting me to be involved in your Queen Elizabeth 11 Jubilee Project. Your very much-loved trees have made extraordinary growth. I would suggest that your wildlife corridor would be one of the most successful projects of its type in WA.

The project's success has to be due to the thorough planning by you (Jacqueline) and Tracey.

I enjoyed working with your enthusiastic staff who had obviously prepared the children well. Having the entire student body involved in the project was also quite an achievement. The students were a joy to work with.

I look forward to being involved in the next stage of the project, involving families.'

Relationships and Partnerships

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. Camp Australia also donate prizes at the Year 6 Graduation Ceremony.

Community Participation, Awareness and Engagement - Highlights in a Snapshot

Throughout the year we had many organisations adding value to the learning environment. This includes the Fremantle Dockers, The Eagles, Puppeteer and Animateur Karen Hethey, Steve Berrick, Trillion Trees and John Winter.

In 2022 we applied for and received \$4 500 grant for the Tree planting for the Queens Jubilee. The ground was prepared by dad Ben D and with the guidance from John from Trillion Trees we planted 18 advanced trees and almost 100 smaller trees. Students dug holes, planted trees, moved mulch and weeded the area. We officially opened the wildlife corridor on Monday 12 December 2022 with the assistance of the Hon Patrick Gorman MLA. A special thanks to the volunteers who assisted me over the summer months tending to the planted area ensuring the plants thrived through the hot summer weather.

The P and C and school have a very good relationship, working in the best interests of the students and the community. Each year they hold numerous events to raise funds and to engage community involvement.

In 2022 they raised \$18249.00 through numerous events These included:

- | | |
|--|------------------------|
| • Easter Raffle | Mother's Day Stall |
| • Mother's Day Flowers | Everlasting Fundraiser |
| • Election Day Sausage Sizzle & Cake Stall | Faction Carnival |
| • Father's Day Stall | Spooky Disco |
| • Canteen & Shed Busy Bee | Makerspace Busy Bee |

They donated their time and enthusiasm along with \$6000 in resources for the students including

Videographer for Kaarak & Marri	Movie Licence
Literacy	Numeracy
Phys Ed	Trikes
Makerspace Benches	Graduation Book Prize
Graduation Morning Tea	Graduation Keyrings

In conjunction with the P and C, families donated books and the school held a second-hand book stall. Over \$700 was raised. Students got to enjoy some 'new' books and we reduced our carbon footprint keeping all those books out of landfill!

In Term 4 some parents assisted with the purchase and set up of equipment and the activation of the Maker Space. Students participated in making Bunting before and during school. The Bunting was used at the Graduation Ceremony Morning Tea. We look forward to using the Bunting at up-and-coming events in 2023.

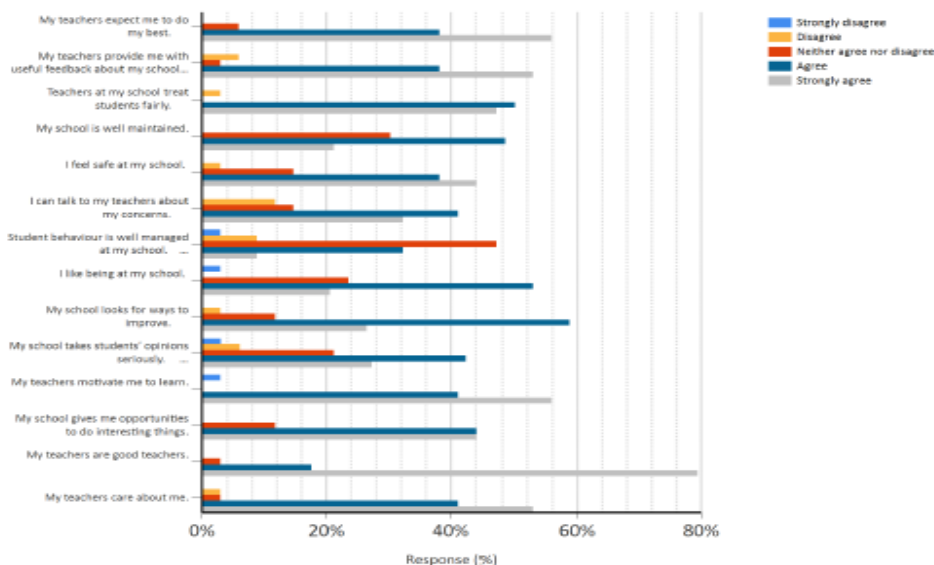
Reporting and Communicating

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:

- Meet and Greet before school commences for students
- Class Meetings at the commencement of each school year
- Kindergarten orientation for 2023 students
- Teacher/Parent Meetings
- Semester Reports
- *CONNECT*- school and class updates, special notices, excursion notes, Newsletters and Student Reports.
- Case Conferences where applicable
- School Website
- School Facebook Page

Year 6 Student Survey 2022

Year 6 Student Survey 2020



Year 6 Student Responses

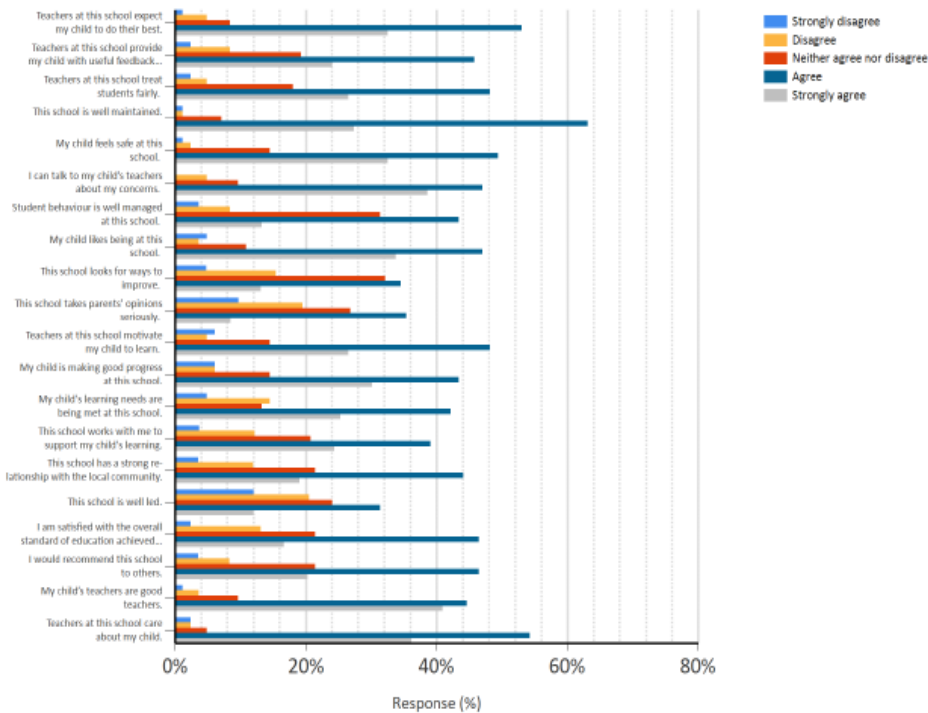
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
My teachers expect me to do my best.					2	6%	13	38%	19	56%
My teachers provide me with useful feedback about my school work.			2	6%	1	3%	13	38%	18	53%
Teachers at my school treat students fairly.			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.

School Opinion Survey - PARENTS 2022

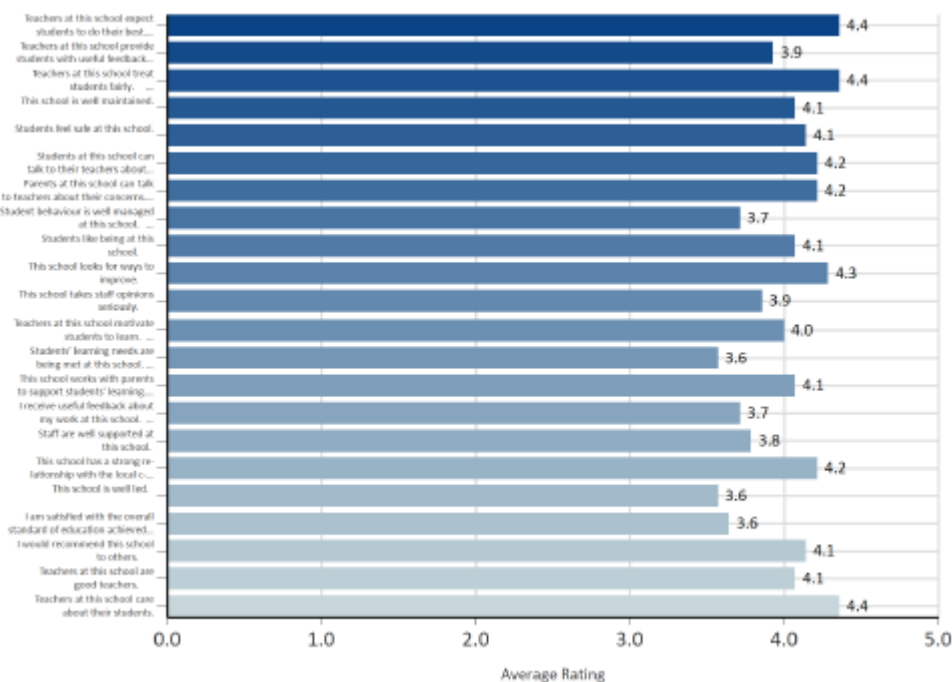


The school is well regarded within the area and commonly referred to as the school of choice. Parents from outside the natural boundary approach the school for enrolments.

Overall, the feedback from parents is very positive about the school. For future surveys we will further promote the survey to gain more parent feedback. Work based on feedback forms the basis of discussion at a school and Board level.

The school will continue to look at ways to improve its work supporting the students learning and development, whilst engaging with parents in many varied ways from supporting students, and engaging in community activities.

Staff Survey



Unfortunately, the number of staff who contributed to the survey was low. The timing of the Survey distribution will be considered due to workload and absenteeism. Overall, the feedback as very positive Staff review and discuss the survey results looking at ways to improve internally in the work we do.

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 staff 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 near to 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.

The day before school commences for students, we hold a Meet and Greet in the Undercover Area so students and parents can meet the class teacher and education assistant. It is a busy session, and a nice transition into the school year.

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 2022

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	Bob Hawke College
1	Balcatta Senior High School
1	Chisolm College
23	Governor Stirling Senior High School
2	Hampton Senior High School
4	John Forrest Secondary College
1	John Septimus Roe Anglican Community School
3	La Salle College
5	Mount Lawley Senior High School
1	Mundaring Christian College
3	Swan Christian College
1	Willetton Senior High School

In 2022 we had a cohort of students who successfully applied for specialist programs 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. The largest cohort of 23 students chose Governor Stirling High School as their school of choice, with 13 students successfully gaining entrance into the specialist programs offered.

Graduation of our Year 6 Students

In 2022 we celebrated the graduation of our Year 6 students who commenced their formal pre-compulsory (Kindergarten) schooling in 2015. 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, and all of our Year 6 students addressing the audience and reflecting on their friendship with one another.

Following the formal events, the graduating students and accompanying staff enjoyed lunch at the local venue 4 Mates followed by an afternoon at Latitude Joondalup. The students sold icy poles in Terms 1 and 4 to raise funds for a parting gift to the school. The graduating Year 6 class donated all funds raised to seed the purchase a set of permanent soccer goals. They invited the 2023 graduating students to add to those funds next year.



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 memory.

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

Differentiation of the teaching program 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.

Students who need extension are well catered for through teaching planning and delivery of higher order learning activities. Through the On Entry screening tool, students may be offered placement within the Early Years Extension Program. In Year 4 students sit a PEAC Test. Those in or above the 97th percentile may be offered a placement in the Primary Extension and Challenge

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. In 2022, two very capable and enthusiastic graduate teachers joined our staff.

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 Principal and Deputy Principal.

Student School Council

In 2019 a School Student Council was developed 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, and 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 students are concerned about a small group of younger students who play by students and people being unkind.
- We considered different play options particularly for the Year 1 students. 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.

Due to the impact of COVID19 professional learning was school based throughout 2022. The Swan Valley Network continued to be a source of collegial support for Principals in the group. Unfortunately, the Annual Conference was cancelled, and most professional learning opportunities went online.

We built upon the school developed documents articulating the ICT and Digital Technologies learning across the year levels. Teacher development and student learning was supported through a Specialist ICT Teacher who developed the learning area plans, ran teacher workshops, and worked side by side developing teacher knowledge and expertise in this learning area. In 2023 as part of the School Business Plan all Year 5 and 6 students will have a laptop as a daily learning tool. All students from PP to Year 6 will engage in ICT and Digital Technologies as part of 'every day' learning.

Administration, Teachers, Education Assistants and Office Staff undertook First Aid Training with St Johns upskilling staff on CPR and injury first aid. Training will be updated on a cyclical basis.

We continued working with Best Performance to further upskill staff on Data Literacy around NAPLAN and school based data. Staff can access school wide data and use the information to specifically target learning needs and gaps of whole class, small group and individual students.

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
- Words Their Way inventories and profiles (diagnostic for class use)
- 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 PP – Year 6
- Wave 3 – teacher analysis of classroom configuration filtered to an individual student level
- PAT Testing – English, Mathematics and Science
- PM Benchmarks- Reading PP – Year 2

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. From 2023 the NAPLAN Tests will be conducted in Term One.

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 2022 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 handwritten as per previous years.

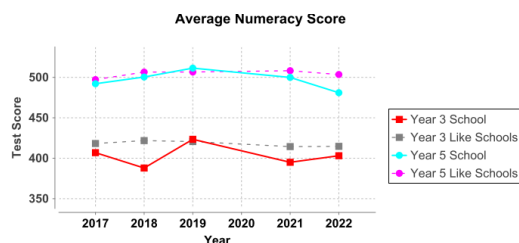
Due to COVID19 some test and comparative data results were not available for NAPLAN 2022.

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 total group of 40 students. Due to the small student numbers, percentages in the data may not necessarily add to 100.

Due to COVID19 some system statistical data is not available.

Numeracy – NAPLAN 2022

- 36 Year Three students sat the NAPLAN Numeracy Assessment.
- 15 Year Five students sat the NAPLAN Numeracy Assessment.
- The NPALAN score is below Like Schools in both Year 3 and 5. There is a strong representation in the middle 60% and an under representation in the top 20%
- No twice tested and stable cohort between Year 3 to 5 was available for the 2022 testing cycle.



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	407	418	492	497
2018	388	422	500	507
2019	423	421	511	507
2021	395	414	500	508
2022	403	415	481	504

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		
	2019	2021	2022	2019	2021	2022
Top 20%	23%	24%	22%	27%	27%	28%
Middle 60%	70%	58%	64%	61%	61%	61%
Bottom 20%	8%	18%	14%	13%	12%	10%

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

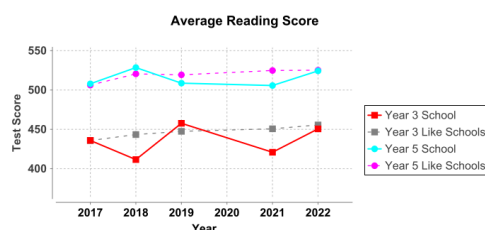
WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	23%	22%	13%	28%	29%	27%
Middle 60%	75%	69%	67%	62%	61%	62%
Bottom 20%	3%	9%	20%	10%	10%	11%

Numeracy Practices and Recommendations

- There needs to be a lift into the Top 20% domain in Year 3 and 5.
- Continue with whole school numeracy blocks and whole school practices.
- Teachers differentiate the learning programs in Numeracy to cater for the wide spread of student needs and achievement. The teaching focus commences at the whole class level, it is then differentiated for groups and individual needs.
- Continue to embed Oxford Maths as a whole school program.
- Focus on the automaticity of basic facts skills and mental computation to develop a strong foundation to support computation and skill development moving from short to long term memory.
- Continue tracking school and system data
- 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.
- Teachers focus on reducing the errors in understanding - 'big bubble, big trouble' interrogating the school data collated by Elastik.

Reading – NAPLAN 2022

- 36 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%.
- 16 Year Five students sat the NAPLAN Reading Assessment.
- The average Reading score is tracking close to Like Schools in both year 3 and 5.
- No twice tested and stable cohort between Year 3 to 5 was available for the 2022 testing cycle.



Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	436	436	508	506
2018	412	443	529	521
2019	458	448	509	519
2021	421	451	506	525
2022	451	456	524	525

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		
	2019	2021	2022	2019	2021	2022
Top 20%	29%	18%	25%	28%	28%	29%
Middle 60%	68%	64%	64%	61%	59%	61%
Bottom 20%	2%	18%	11%	11%	13%	10%

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

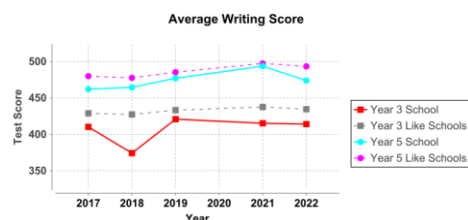
WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	17%	20%	25%	27%	29%	28%
Middle 60%	71%	63%	69%	63%	61%	62%
Bottom 20%	12%	17%	6%	11%	10%	10%

Reading Practices and Recommendations

- Focus on Middle 60% of students in Year 3 and 5 to lift some students into the Top 20%.
- 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 2022

- 36 Year 3 students sat the NAPLAN Writing Assessment.
- 17 Year Five students sat the NAPLAN Writing Assessment.
- 31% of the Year 3 students performed in the Top 20% when compared to students in Like Schools.
- There is an over-representation of Year 3 students in the Bottom 20%.
- Compared with Like Schools in Year 5 there is an over representation in the Middle 60% and an under representation in the Top 20%.
- No twice tested and stable cohort between Year 3 to 5 was available for the 2022 testing cycle.



Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	410	429	462	480
2018	374	427	465	478
2019	421	433	477	485
2021	415	438	494	497
2022	414	435	474	493

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		
	2019	2021	2022	2019	2021	2022
Top 20%	0%	13%	31%	20%	24%	33%
Middle 60%	93%	68%	47%	72%	64%	56%
Bottom 20%	7%	19%	22%	8%	12%	10%

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

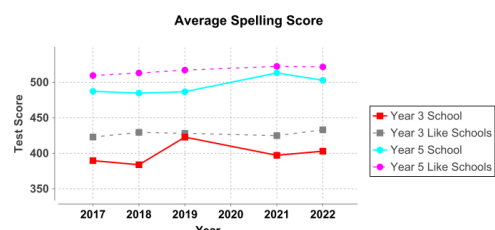
WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	10%	20%	18%	21%	30%	27%
Middle 60%	77%	70%	71%	69%	56%	64%
Bottom 20%	13%	9%	12%	9%	14%	9%

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 2022

- 37 Year Three students sat the NAPLAN Spelling Assessment.
- Compared to 'like schools' in Year 3 there is an over-representation in the bottom 20%.
- 16 Year Five students sat the NAPLAN Spelling Assessment.
- The year five cohort is tracking below like schools, with a larger group of students in the Middle 60% when compared to like schools.
- No twice tested and stable cohort between Year 3 to 5 was available for the 2022 testing cycle.



Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	390	423	487	510
2018	384	430	485	513
2019	423	428	487	517
2021	397	425	513	522
2022	403	433	503	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		
	2019	2021	2022	2019	2021	2022
Top 20%	17%	15%	16%	26%	23%	26%
Middle 60%	71%	61%	65%	62%	64%	63%
Bottom 20%	12%	24%	19%	12%	13%	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 Spelling					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	13%	21%	6%	27%	26%	27%
Middle 60%	60%	64%	81%	61%	64%	61%
Bottom 20%	28%	15%	13%	12%	11%	12%

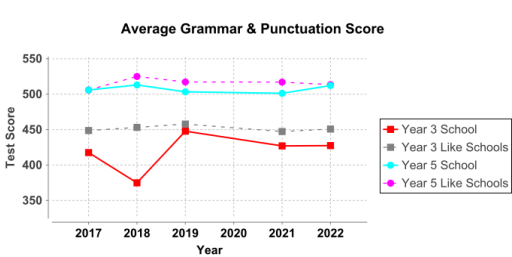
Spelling Practices and Recommendations

- Introduce Pre Lit into Kindergarten, and Initial Lit into the PP-Year 1 program. Year 2 will commence Initial Lit in 2024. Jolly Grammar will continue in Year 2 - 6.
- Continue the Heggerty program with those students in PP who have not mastered Phonological Awareness.
- Implement PAT Testing to track student achievement and progress each year.

Grammar and Punctuation- NAPLAN 2022

- 37 Year Three students sat the NAPLAN Grammar Assessment.

- Compared to ‘like schools’ there is an under representation in the top 20% and bottom 20% and an under representation in the middle 60%.
- 16 year Five students sat the NAPLAN Grammar Assessment and are tracking close to Like Schools.
- The Year 5 cohort is tracking well with a lift into the Top 20%.
- No twice tested and stable cohort between Year 3 to 5 was available for the 2022 testing cycle.



Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	418	449	506	506
2018	375	453	513	525
2019	448	458	503	517
2021	427	447	501	517
2022	427	451	512	514

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		
	2019	2021	2022	2019	2021	2022
Top 20%	17%	15%	22%	27%	27%	27%
Middle 60%	76%	70%	57%	62%	63%	62%
Bottom 20%	7%	15%	22%	11%	11%	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 Grammar & Punctuation					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	23%	21%	38%	27%	26%	25%
Middle 60%	65%	68%	56%	62%	64%	64%
Bottom 20%	13%	11%	6%	11%	10%	12%

Grammar and Punctuation Practices and Recommendations

- Collect data to show strengths and weaknesses in grammar understandings.
- Teachers use the Elastik (formerly Best Performance) support teaching modules to fill misunderstandings.
- Investigate Jolly Grammar in Year 2 and 3. Is it providing the necessary skills and understandings?



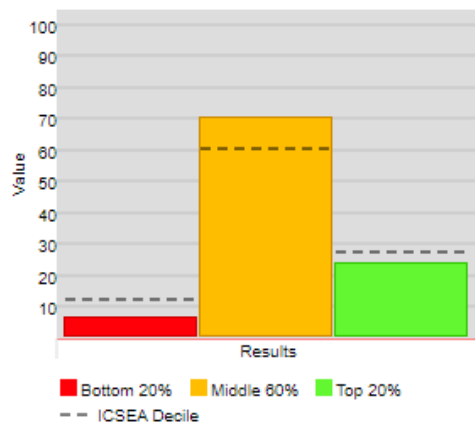
ANZAC Assembly 2022



Reporting Period: Semester 1, 2022

On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools

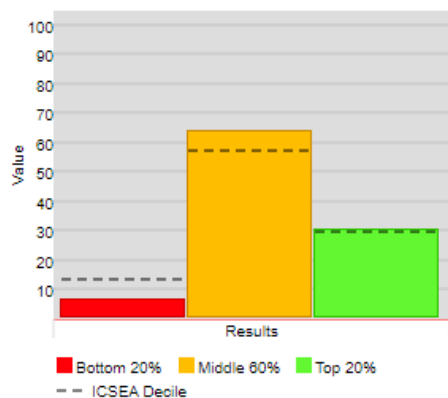


Numeracy		
Category	School	Comparison
Top 20%	15 24%	27%
Middle 60%	38 60%	60%
Bottom 20%	4 6%	12%

Reporting Period: Semester 1, 2022

On-Entry - Reading

Results compared to ICSEA Decile including data from other schools

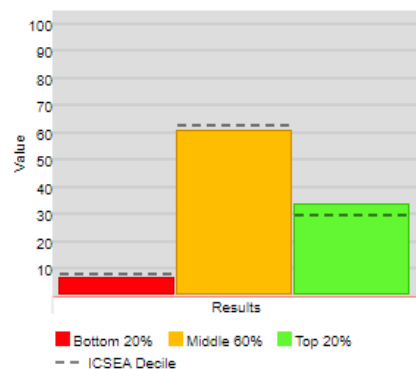


Reading		
Category	School	Comparison
Top 20%	19 30%	30%
Middle 60%	40 63%	57%
Bottom 20%	4 6%	13%

Reporting Period: Semester 1, 2022

On-Entry - Writing

Results compared to ICSEA Decile including data from other schools



Writing		
Category	School	Comparison
Top 20%	21 33%	30%
Middle 60%	38 60%	63%
Bottom 20%	4 6%	8%

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 regularly 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 Elastik Gap Analysis (formerly Best Performance) each students' results are interrogated to identify 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 at an individual, group, class and year level.



End of Year Performance – December 2022



Progress towards Achievement Targets 2021-2022

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.

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 13 Year 2 (2022) students in Band 3 (30%) to achieve Band 4 by May 2023 and Band 5 by May 2024 and Band 6 by May 2025 and Band 7 2025 - The 7 Year 2 2021 students (16%) in Band 3 to achieve by May 2022 and Band 5 by May 2023 Band 6 by May 2024. - The 5 Year 2 2020 students (17%) in Band 2 to achieve Band 3 by May 2021 and Band 4 by May 2022 and Band 5 By May 2023.	Achieved Achieved	1 student achieved Band 4- below the expected target. 4 students achieved the expected target of Band 5 1 student was absent 2 students' achievement was below the expected target. 4 students achieved the expected target of Band 5. 3 student's achievement was above the expected target. All students achieved the set target
<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 10 Year 2(2022) in Band 3 (28%) to achieve Band 4 by May 2023 Band 5 by May 2024 and Band 6 by May 2025 - The 5 Year 2 (2021) students (35%) in Bands 1-3 to achieve Band 3 by May 2020. Band 4 by May 2022 and Band 6 by May 2023. - The 4 Year 3 (2019) students (30%) in Band 3 to achieve Band 4 by May 2020 (Above Level Testing), Band 5 by May 2021 and Band 6 by May 2022. (Above Level Testing)	Achieved Moving towards	All students achieved the set target of Band 4. 2 students achieved Band 7 and 3 students achieved Band 6 1 student has left the school. 1 students did not achieve the required Band 5 target in 2021 1 student achieved the set target of Band 5 in 2021 1 student was absent.
<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 4 Year 3 students (2021) in Bands 2-3 to achieve Band 4 in 2022 and Band 5 in 2023. - The 5 Year 3 students (2022) in Band 2 will achieve Band 4 in 2024.	Achieved	All students reached the target
<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 2022 the school's attendance rates were 92.53% compared to WA public Schools attendance rate of 86.6% There has been an improvement in students who arrive after the start of school especially in the early years. This focus will continue in 2023

Use of Resources

The Manager Corporate Services (MCS) and the Principal follow and comply with the expectations of the Funding Agreement for Schools. 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 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.

The Annual Internal Audit is submitted by the Principal and the MCS, and the school was given an Excellent grading for its financial and governance work.

Funding received through targeted initiatives have ensured the continued service of a Chaplain at Bassendean Primary School. Unfortunately, Parkerville could no longer provide the services of a School Based Support Worker. The option to have a Social Worker at schools is now being considered by the Department of Education. The Chaplain, 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 during the school day. The continued relationship with Camp Australia as an OSH provider to the school community remains a constant form of revenue to supplement our budget. The River Rangers Cadet Program is a highlight of the Year 6 school year. We are very fortunate to be have the Cadet Program within the school. It provides funding for our students to participate in numerous learning opportunities and epoxperiences.

Voluntary Contributions

The Voluntary Contributions and Charges for 2022 final collection rate overall was 77%:

- 73% Primary
- 84% PP
- 84% 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.



2022 Speech and Drama Festival

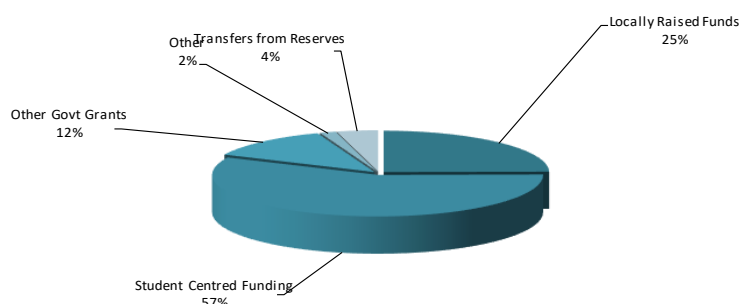


Bassendean Primary School

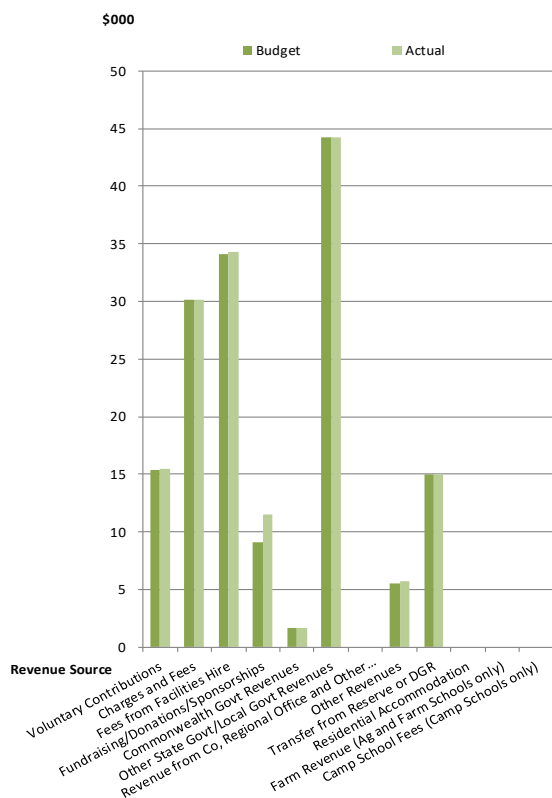
Financial Summary as at
31 December 2021

	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

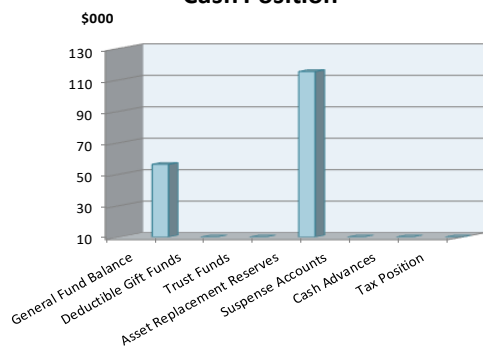


Locally Generated Revenue - Budget vs Actual

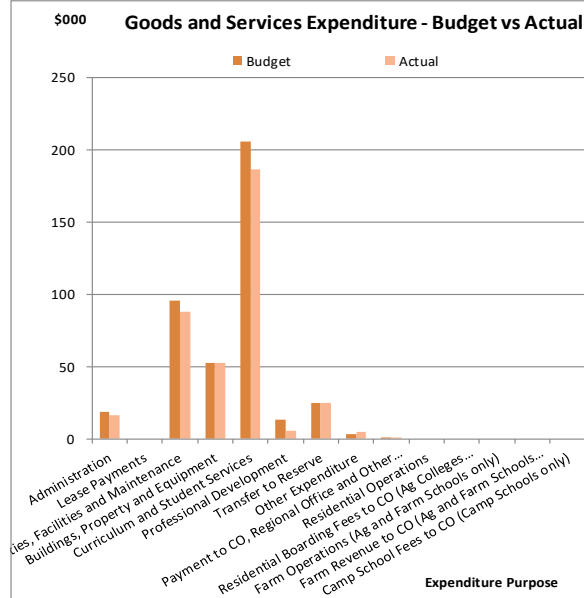


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 18,842.85	\$ 16,008.32
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 95,162.96	\$ 87,968.21
4	Buildings, Property and Equipment	\$ 52,318.60	\$ 52,126.78
5	Curriculum and Student Services	\$ 205,478.18	\$ 185,813.57
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