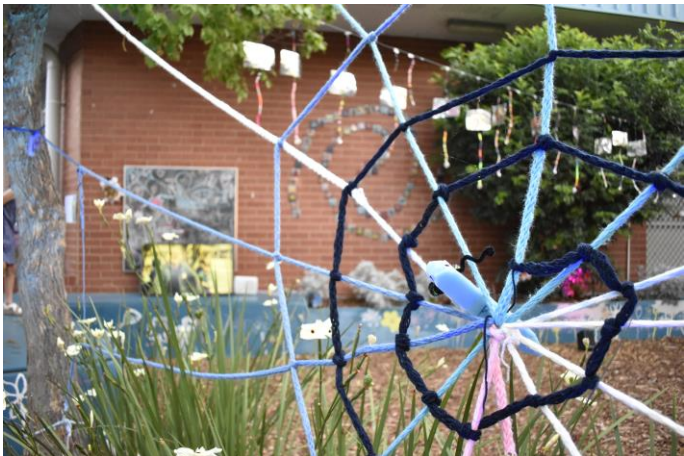




School Report 2023

Bassendean Primary School
An Independent Primary School



School Report

Bassendean Primary School

School Overview



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 2023 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. At the end of 2023 we applied for two new transportable classrooms as there was a significant increase in our student numbers. In 2024, three transportables will be utilised as classrooms and the fourth is the Visual and Performing Arts Specialist Room.

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. In 2019 we wrote our first Business Plan built upon our shared set of beliefs and values about how children learn best. Our Business Plan represents the collective work of our school leadership team, our staff and our School Board in identifying the key elements of the school's targeted improvement agenda. There is a focus on the Positive Behaviours School implementation, Digital Technologies across all year levels, and the further development of staff skills in Literacy with the implementation of InitialLit across the early years.

2023 Principal Report

The 2023 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.

In 2023, the school had its cyclical School Review. This was a whole of staff process, from discussions, the written process through to the presentations to the Director and peer reviewer. Members of the Board, P and C and parents also participated in the Review. Feedback on our review, discussions and presentations were very positive. There were many accolades on our work, along with recommendations of future work which aligned with our reflections as a staff.

At the end of the process, we were delighted to obtain a 3-year return for the next Review. This return affirms the positive and effective work we do in the interests of the students, parents and staff. The Review Feedback is a public document and is available on the school website <http://bassendeanps.wa.edu.au/>.

I would like to acknowledge and thank 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 really look forward to Recess Canteen Day.

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 nine years.

Each Fridays our Library becomes a venue for Playgroup with lots of parents, carers and young children get together, playing and participating in early learning opportunities. They are an engaged and lovely group to have in our school.

Thank you to our 2023 Year 6 graduating students who gifted a sign for the River Rangers Six Seasons Native Garden. The students replanted some of the garden when they were in year 5 and looked after it through year 6. They met the challenge from the 2022 graduates and also donated some funds for the future purchase of permanent soccer goals for the oval!

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 2023 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 2024.



Jacqueline Varris
Principal
March 2023

2023 Board Chair Report

2023 was a busy year for the Bassendean Primary School community culminating in the excitement of the year 6 graduation and the visually spectacular Bilya Project. I would like to commend the hard work of the school staff. So much work is done behind the scenes to support all the students with learning but also working on the many sports, science, IT, art, music and literacy projects throughout 2023. Further thanks should go to Principal Jacqueline Varris and Deputy Principal Sue Bartley for their leadership and direction they provide to the school.

The students at Bassendean Primary School are so committed to working hard and being involved in the many activities throughout the year. The maker space is well and truly established now as it is the nature strip on the far side of the oval. Run club is here to stay with so many students happy to come early twice a week to do as many laps of the oval as possible. The performance of Mrs J's drumming and choir groups show the children have done a great deal of practice and it's great to see it's enjoyed by both the students and audience.

With the dedication and guidance of Ms Barr the children were able to present the Bilya Project in term 4 which showcased the importance of the Swan River throughout the generations and continues to this day. As well as involving the students, teachers, and families of Bassendean Primary school It was wonderful to see other schools and members of the wider Bassendean community showing interest in our children's hard work.

A big thank you also to the P and C who have continued with their amazing efforts in fundraising for the school. The money raised is used for so many educational and school improvement applications. Several of the P and C and school board members were involved with the School Review that was completed in 2023. It is wonderful to see the positive feedback from the Review.

It has been a wonderful experience being a part of the school board. Thank you to all the board members, Ms Varris, Ms Nugent, and the teachers that have taken time to be involved in how the school can continue to achieve the best results for the children who attend Bassendean Primary School.

Angela Gorey
Board Chair 2023

P&C Report

Once again, Bassendean Primary School was fortunate to benefit from the tremendous efforts of our dedicated volunteers in the Bassendean Primary School P & C Association. Through the various fundraising events and subsequent donations to the school community during the year, the P & C was able to provide additional programs, resources and equipment for our students that may have otherwise been unachievable.

In 2023, the P&C raised net funds of \$25,700 through various activities and events of which **\$16,700 was donated to the school** to support:

- Bilya art project and year end event
- Numeracy and literacy resources
- Mural and artwork on the Maker Space container
- Djembe drums to support the Drumbeat program.
- Year 6 graduation prize and gifts

The P&C host **numerous events** not necessarily driven by the need to fundraise. Many events are arranged by our dedicated volunteers in order to engage with the school community and provide social activities for the children and families alike.

Some of the events organised in 2023 include:

- Continued provision of Uniform shop and canteen services
- Neurodiversity day activities and the production of a collaborative artwork
- Faction carnival lunches and cake stall
- BBQ Masterclass and social event
- Annual 'Spooky' themed disco
- Parent's social bingo night
- Referendum sausage sizzle and cake stall
- Mother Day stall & flowers
- Easter themed raffle
- Supporting Containers for Change collections

Karen Ross
P and C Treasurer 2023

Student Characteristics and School Funding by Income Source

Student-Centred Funding

Student-Centred Funding 2023

Per Student Funding	\$2,692,501.00
Student and School Characteristics	\$659,344.58
Disability Adjustments	\$22,910.31
Targeted Initiatives	\$78,730.02
Operational Response Allocation	\$100.00
Regional Allocation	\$0.00
Total 2023	\$3,453,585.91
Transition Adjustment	\$0.00
Total After Transition Adjustment	\$3,453,585.91

Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	40	0	\$211,320.00
Pre-primary	50	0	\$458,900.00
Year 1	64	0	\$587,392.00
Year 2	48	0	\$440,544.00
Year 3	44	0	\$403,832.00
Year 4	36	0	\$276,084.00
Year 5	26	0	\$199,394.00
Year 6	15	0	\$115,035.00
Total	323	0	\$2,692,501.00



Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	14	\$28,678.00
Disability	45	\$239,545.40
English as an Additional Language or Dialect	2	\$6,200.00
Social Disadvantage	40	\$34,312.68
Sub Total		\$308,736.08
School Characteristics		
Enrolment-Linked Base		\$350,608.50
Locality		\$0.00
Sub Total		\$350,608.50
Total		\$659,344.58

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Educational Adjustment	\$11,751.54
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$12,369.24
Targeted Initiative: Preschool Reform Agreement	\$42,240.00
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$12,369.24
Total	\$78,730.02

Operational Response Allocation (Detail)

	Amount
Operational Response: Host School Psychologists	\$100.00
Total	\$100.00

Comments:

Funding is directly linked to enrolments and student characteristics which form the basis of funding. The above graphs show the total funding for the 2023 operational year. These funds directly support the students and the school initiatives including resources and procurements, along with staffing and running costs for the school calendar year.

The student numbers have remained steady for many years. They are weighted more heavily at present in the early years with young families in the area. In 2023 we had a small graduating cohort of 15 students, most of whom completed their entire primary schooling at Bassendean Primary School. This has been the smallest cohort to go through the school in over 12 years.

The school's socio-economic Index is 1073 (average is 1000). Funding is based on student numbers and characteristics at Census. Funding for targeted initiatives support the articulated defined areas.

The Manager of Corporate Services and the Principal, in collaboration with the Finance Committee and Curriculum Committees, have allocated resources according to Business Plan priorities and Operational Planning objectives targeted to support the curriculum demands and identified student needs.

Cost Centre Managers and Curriculum Leaders submit comprehensive requests for funding, which are validated by the Finance Committee in relation to the stated school objectives.

Ongoing analysis of student performance data will support funding priority decisions in a collaborative, equitable and transparent way.

Workforce composition

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Level 3 Teachers	1	0.6	0
Other Teaching Staff	24	17.9	0
Total Teaching Staff	25	18.5	0
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	0.5	0
Instructional	1	0.4	1
Other Allied Professionals	11	7.6	0
Total Allied Professionals	16	10.9	1
Total	43	31.4	1

Comments:

We are fortunate to have a mix of many highly experienced teaching staff members including twelve senior teachers and three 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. In 2023, all Education Assistants participated in workshops based on the MultiLit suite of programs that we are using to support Literacy across the year levels in Reading and Spelling. The AIEO is very experienced and provides additional support within the school to our Indigenous students and their families. She has been an integral part of the RAP meetings and steering of the plan which was published on the Narragunnawali website in March 2023.

All staff have undergone First Aid Training with St Johns. Every 3 years this certification is renewed. CPR training is renewed annually.

Our administration team includes our Manager Corporate Services and School Officers 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.

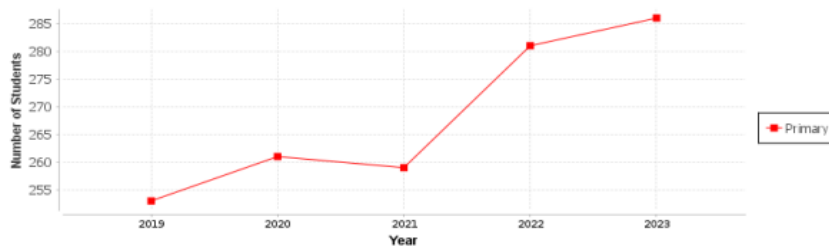
The Student Services Team consists of the Principal, Deputy Principal, a Learning Support Teacher, School Psychologist and the Chaplain. A case management approach is used by the Team to assist, children and their families with a range of issues including academic, social, emotional and family matters.

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 Numbers and Attendance

Student Number Trends (based on 2023 Semester 2 Census Data)



Attendance Rates 2020 - 2023

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2023	92.3%	91.4%	90.3%	86.1%	83.2%	74.3%	92.1%	91.3%	88.9%

Attendance % - Year Level 2020 – 2022

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	93%	95%	92%	92%	91%	93%	90%
2022	90%	91%	91%	90%	90%	89%	88%
2023	92%	93%	92%	92%	90%	95%	93%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

Analysis and impact of evidence

The student attendance records are above *Like Schools* and state averages in each category. This reflects the support of the parents, the importance placed on attendance and the diligence of the teaching programs and support provided in ensuring that attendance remains a high priority.

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.

How non-attendance is managed by the school

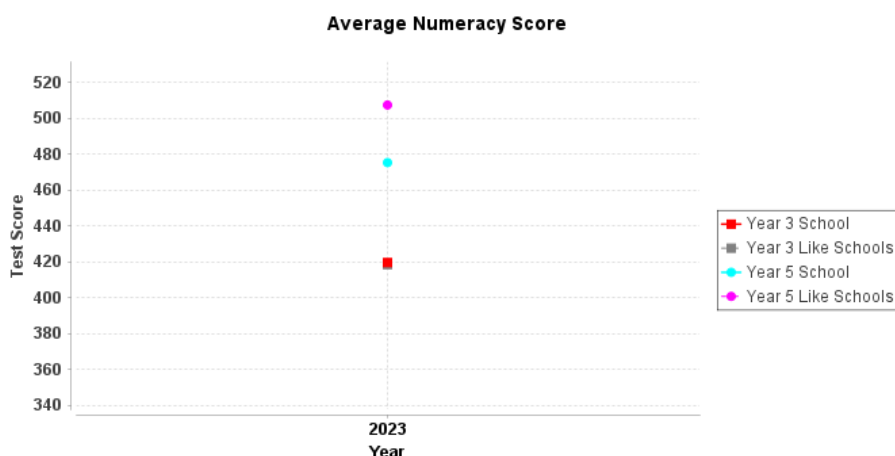
Where there are concerns about individual student attendance a case management approach is implemented to support the child and their family. We continued to monitor a small target group of students whose punctuality and attendance is of particular concern. While students in this group have overall continued to arrive at school late, they are arriving at school earlier than previously. While this is a significant step forward the work on 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.

Student Achievement and Progress

Year 3 and 5 NAPLAN 2023 - Numeracy



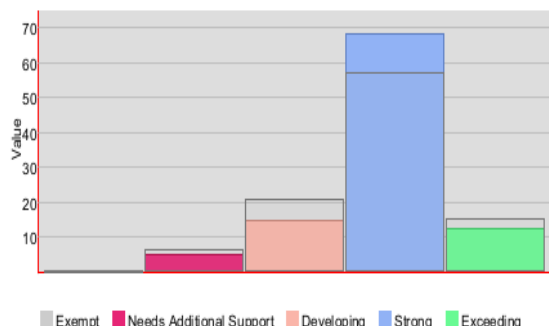
Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2018	388	422	500	507
2019	423	421	511	507
2021	395	414	500	508
2022	403	415	481	504
2023	420	419	475	508

Year 3

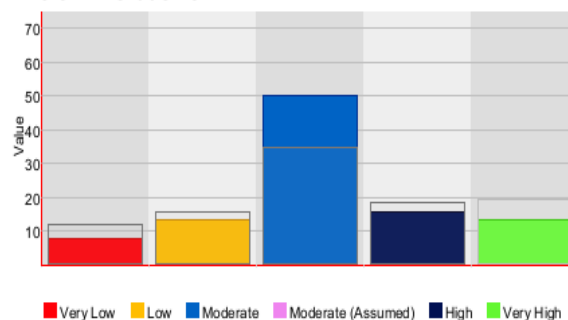
Numeracy - Proficiency

Filters : All Students



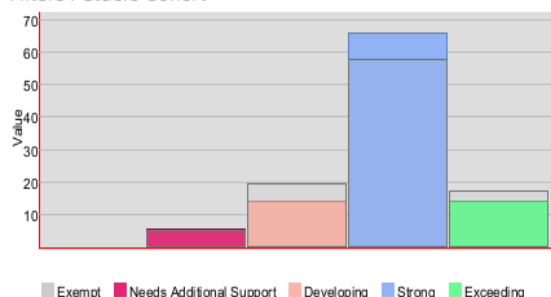
Numeracy - Progress

Filters : All Students



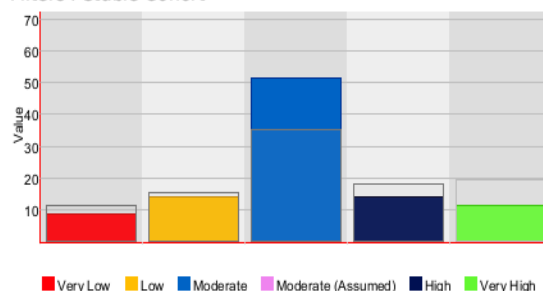
Numeracy - Proficiency

Filters : Stable Cohort



Numeracy - Progress

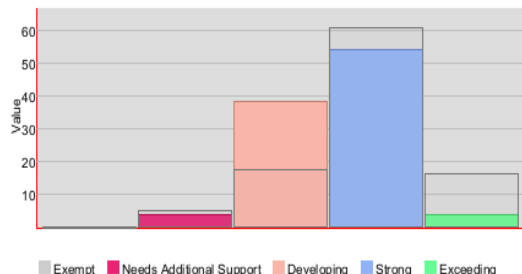
Filters : Stable Cohort



Year 5

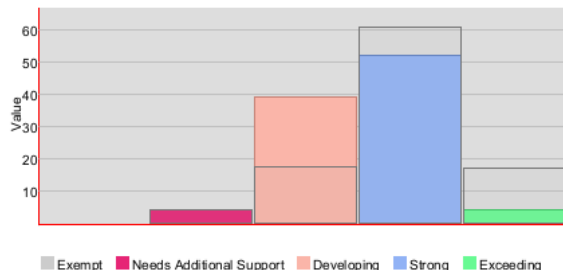
Numeracy - Proficiency

Filters : All Students



Numeracy - Proficiency

Filters : Stable Cohort



Analysis and impact of evidence

The 2023 Numeracy NAPLAN results indicate the Year 3 cohort are tracking with like schools, however the Year 5 cohort is below like schools.

The stable cohort in Year 3 indicates that students have made progress from initial On-Entry testing to Year 3. Results indicate there is a large proportion of students achieving moderate progress compared to like schools.

The Year 5 comparative data is limited due to this cohort of students not participating in NAPL 2020 due to COVID-19.

Future actions: Identify Year 3 students achieving in the 'Developing' and 'Strong' proficiency level and have a targeted approach for these students to achieve higher results in Year 5 (2025)

Targeted whole school focus for 2024: Review the implementation of Oxford Mathematics and targeted teaching of strategies.

Year 3 and 5 NAPLAN 2023 - Reading

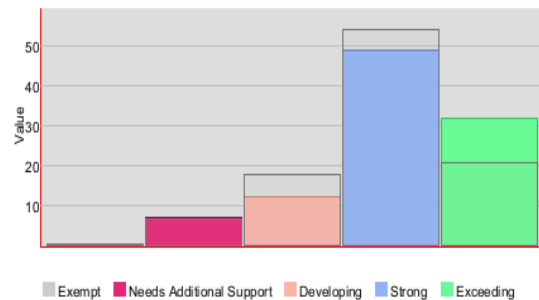


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2018	412	443	529	521
2019	458	448	509	519
2021	421	451	506	525
2022	451	456	524	525
2023	430	416	499	510

Year 3

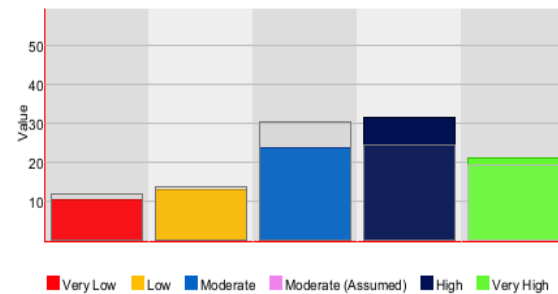
Reading - Proficiency

Filters : All Students



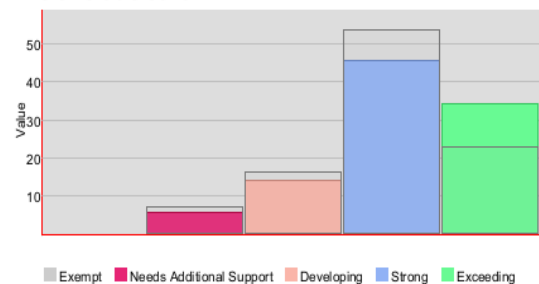
Reading - Progress

Filters : All Students



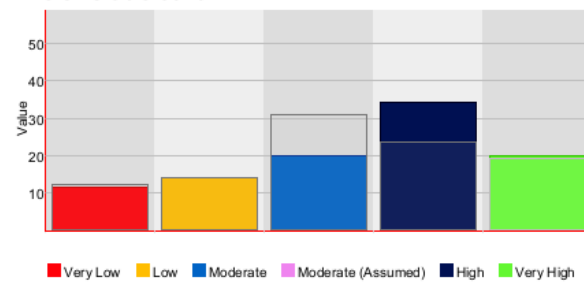
Reading - Proficiency

Filters : Stable Cohort



Reading - Progress

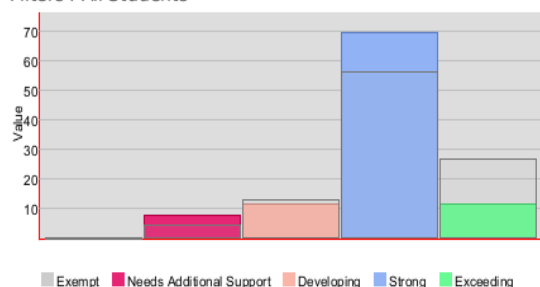
Filters : Stable Cohort



Year 5

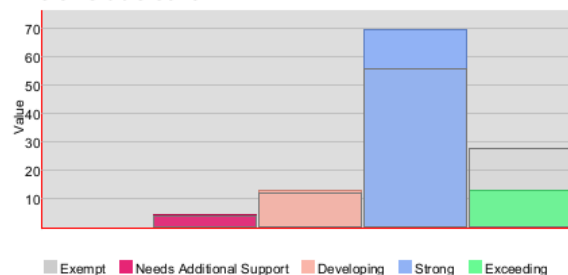
Reading - Proficiency

Filters : All Students



Reading - Proficiency

Filters : Stable Cohort



Describe your analysis and impact of evidence

In 2023 results indicate the Year 3 cohort are tracking above like schools, however the Year 5 cohort is below like schools.

Data indicates a high number of students in Year 3 stable cohort are exceeding above like schools in the progress made. Progress with the stable cohort indicates we are exceeding like schools in the 'high' range. Year 5 data indicates a high number of students who have made strong gains compared to like schools.

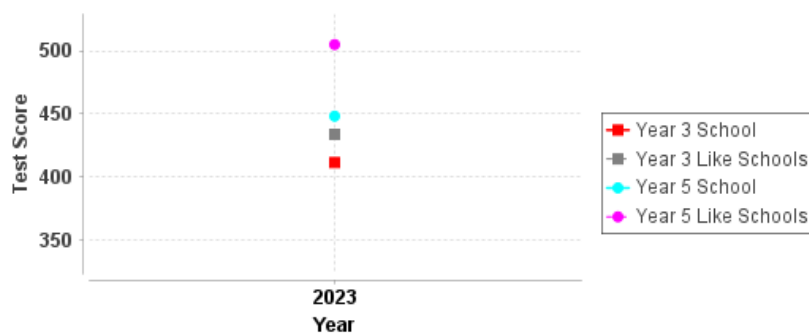
Future actions: We will continue consolidating and refining our whole school approaches in Literacy and identify Year 3 students in the 'Developing' proficiency level and have a targeted approach for these students to achieve higher gains in Year 5.

Targeted whole school focus for 2024: Continue with the Pre and Initial Lit Programs. Engage in testing cycles to identify students for the MiniLit and MacqLit programs to support identified students.

Emphasis on levelled Home Reading to engage students in regular practice in PP to Yr 3.

Year 3 and 5 NAPLAN 2023 - Writing

Average Writing Score

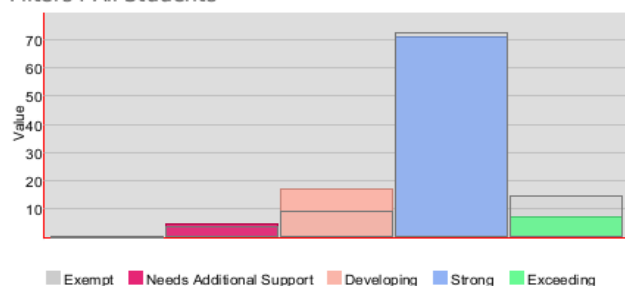


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2018	374	427	465	478
2019	421	433	477	485
2021	415	438	494	497
2022	414	435	474	493
2023	412	434	448	505

Year 3

Writing - Proficiency

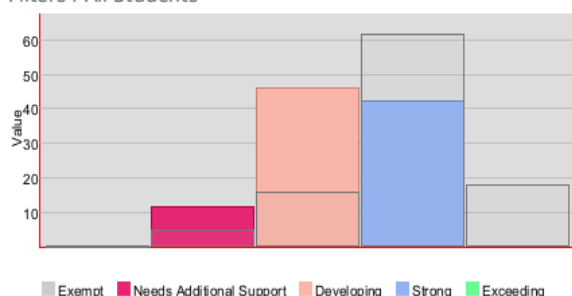
Filters : All Students



Year 5

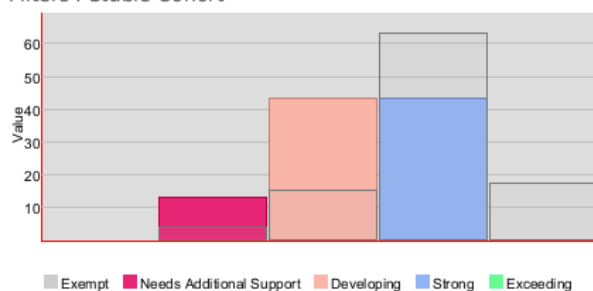
Writing - Proficiency

Filters : All Students



Writing - Proficiency

Filters : Stable Cohort



Analysis and impact of evidence

In 2023 results indicate the Year 3 cohort is tracking below like schools and the Year 5 cohort is significantly below like schools. There was a disproportionately high level of a 'Developing' achievement in Year 5 compared to like schools.

Future actions: Continue to follow Talk for Writing procedures to embed oral and written language skills.

Staff will continue to monitor student progress through Bright Path.

Targeted whole school focus for 2024: Review the whole school Talk for Writing Schedule and Program and the implementation of targeted teaching of strategies.

Destination High Schools 2023

<u>Number of Students</u>	<u>Destination High School</u>
2	John Septimus Roe Anglican Community School
2	Guildford Grammar
1	Kent Street Senior High School
3	Governor Stirling Senior High School
2	Hampton Senior High School
3	John Forrest Secondary College
2	Mount Lawley Senior High School

Analysis and impact of evidence

In 2023 we had a cohort of 15 students. Many of whom 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.



Parent/student/teacher satisfaction with the school National School Opinion Survey

Parents, students and staff will be surveyed in 2024 as part of the two-year cycle.

In 2024, staff will undertake the Teaching Culture Survey. This is part of the DOE Teaching for Impact Initiative that we are working in conjunction with colleagues from the Swan Valley Network of Schools.

Review of English and Mathematics

Mathematics 2023

Our whole school Mathematics program, Oxford Maths, is in its third year of implementation in 2023. Teachers have consolidated using the online component for planning through to assessment as well as continuing to use a range of support materials, from hands on materials, games, student workbook, problem solving tasks and power-points, word walls and online activities to support students' development and understanding of maths skills and concepts. Teachers have continued to have a focus on improving basic facts, vocabulary and classroom learning environment.

Andrea Webb

Our *Whole School Approach to Numeracy Document 2021 – 2023* has reached its time for review by staff in 2024. Areas that need to be considered are:

- NAPLAN results over 2021 -2023 for general progression; identification of positive and problem areas.
- Meeting the needs of all students in Maths: Support to extension in the classroom
- Areas where Oxford Maths does not support student learning of maths skills and application.
- Suitability of Oxford Maths as the whole school program for teaching maths for all phases of learning: P – 6; Kindergarten to be reflected in the WSA to Mathematics Document.

This is to support the refinement and creation of the *Whole School Approach to Numeracy Document 2024 – 2026* to continue improving, supporting current best practice in mathematics.

English 2023

The English Whole School Approach 2023-2025 (Reviewed 2023) forms the basis for Literacy at this school, reinforcing the programs in use across the various learning areas. Literacy programs in use are-

- Early Childhood (K- Year 2) use Pre-Lit (Kindergarten) and InitialLit (Pre-Primary-Year 1)
- Year 2-6 use Jolly Grammar

- Reading Intervention programs complement the classroom programs and students were selected using PAT Data and teacher observations.
- Talk for Writing

Whole school assessment in Literacy included-

- PAT reading
- NAPLAN
- Elastik
- BrightPath - writing
- Teacher assessments

The assessment schedule in early childhood included all assessments from the InitialLit Program.

Moving forward into 2024 the following initiatives will be implemented-

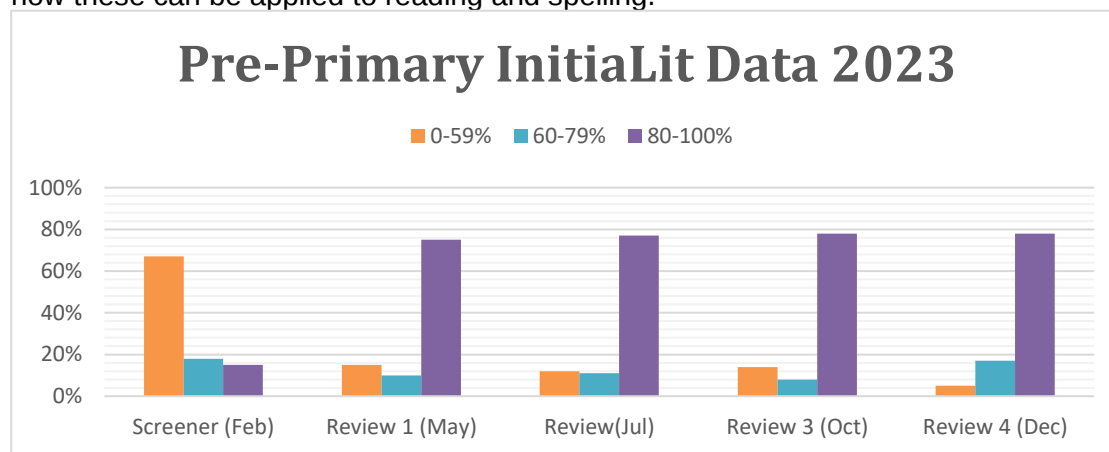
- Research based literacy intervention programs-
 - MiniLit Sage- Year 1-2 and Pre-Primary in the later part of the year
 - MacqLit- Years 3-6
- Look for a suitable research-based Literacy Program for Years 3-6 to replace Jolly Grammar. With changes to the curriculum this program while sequential does not provide sufficient opportunities for revision, application and extension.

InitialLit 2022-2023

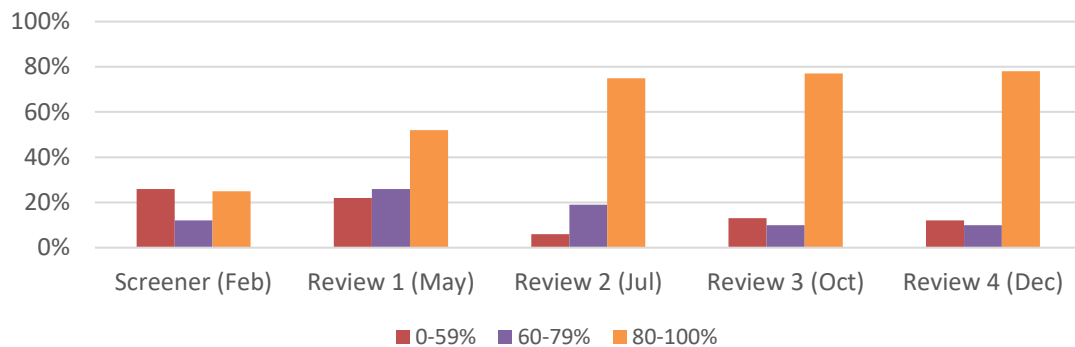
Prior to 2023, the school employed the Jolly Phonics program for the explicit teaching of phonics, spelling and grammar. With an in-depth review of the 2022 NAPLAN results, it was identified that there was a deficiency in assessing student's knowledge and skills within this program.

Resulting from the review the decision was made to implement the MultiLit programs of PreLit and InitialLit for 2023 in Kindergarten to Year 1 and continue using Jolly Grammar for Years 2 to 6. The 2024 Year 2 Cohort will commence the program in 2024. All staff were trained in 2022, for implementation in 2023. The review also indicated that the MultiLit Intervention Programs (MiniLit Sage and MacqLit) should commence in 2024. Education Assistants were formally trained in these programs.

PreLit was selected for the Kindergarten classrooms focussing on developing students' phonemic awareness, oral language proficiency through structured storybook readings. In the Pre-primary to Year 1 classrooms, InitialLit was identified through the DOE Phonics Initiative as a preferred program. The program is designed to enhance student's phonics, vocabulary, oral language and listening comprehension skills. Students who complete this program have improved letter-sound correspondence and develop and understanding of how these can be applied to reading and spelling.



Year 1 InitialLit Data 2023



The effect that this program has had on student success has been quite impressive. The growth from the screener in February has tripled in student achievement levels. The middle and lower levels fluctuate a little depending on the assessment, but overall these students in this band are making some progress. Screened students needing additional assistance are included in the support program. In 2024 some of these students will be included in the MiniLit program. Sue Bartley

CELEBRATIONS and HIGHLIGHTS



Reconciliation Action Plan

We commenced the Reconciliation Action Plan (RAP) in 2021. 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 and published on the Narragunnawali website in March 2023. Learning about Indigenous culture, engaging

in current affairs, and learning language are embedded in our curriculum from Kindergarten to Year 6. Additional to this in 2023, over a 4-week period there was a schoolwide focus on Indigenous learning commencing with Sorry Day through until NAIDOC Week. Through suggestions from the RAP Committee, we engaged Storyteller and performing artist Derek Nannup who held a very special storytelling and cultural session for parents. This built upon the work of the Bilya project. You will find our current commitments articulated in our RAP on the Narragunnawali and school website. You will also find the publish RAP commitments around the school buildings as we share the work in reconciliation for 2023 and beyond.

The Arts

The Bilya Project: 2023 Ni! Derby! Yerrigan Waanginy

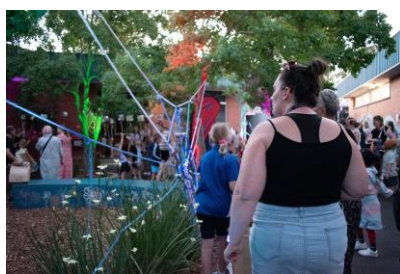
(Listen! The Swan River is Speaking)

Bassendean Primary School embarked on an arts journey in 2023 that looked deeply into stories within the school and local community about how we live, work, and play on and beside the Swan River. Working alongside established and emerging West Australian artists from many fields of expertise, such as puppetry, animation, film, photography, song writing and storytelling students collated, and re-imagined many stories into a visual collage for the community in two evening promenade events that was a multisensory installation situ of found spaces.

Collaborations with Governor Stirling Senior High School Arts Media students, Maali Centre students and Woodbridge Primary School Choir enhanced story creation from our wider community and fostered new and ongoing relationships. A highlight included collaborations with the Class of 61 and the Bassendean Historical Society.

- The twilight journey took place across two campuses.
- Part 1: Governor Stirling Senior High School was on Thurs 24 Nov.
- Part 2: Bassendean Primary School was on Fri 1 Dec.

Kylie Barr



LANGUAGE Bahasa Indonesia

In 2023 students from Years 3 to 6 learned Indonesian by focusing on 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.

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 activities were included in the celebration associated with Christmas. This was very much appreciated by the parents and students in showcasing the students work and talents. Students also enjoyed Indonesian cooking lessons.

Lessons held within the Indonesian 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.

Ibu Mulyana



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 European handball, fundamental movement skills & games, tennis, rugby league, AFL, soccer, floor ball, cross country, athletics, dodgeball, basketball, cricket, indoor soccer and ultimate frisbee.

The Bassendean PS Run Club ran from Term 1 till the end of Term 4 with over 270 participants (including older and younger siblings, parents, aunties, grandparents, cousins), as well as many parent helpers. Run Club more than doubled in size during 2023. A total of 5207kms were run collectively by all the participants. This is the same as running Perth to Sydney then back to Adelaide...amazing effort. Helena ran the furthest with 2001kms.

Our Faction competitions were hugely successful this year. HELENA 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. SWAN took home the Perpetual Trophy for winning the Kindy-Year 6 Faction Athletics Carnival held on our school oval. Congratulations Myles (Year 6) for being awarded the Falzon Family Sports Endeavour Award. BENNETT were named Term 4 Senior Sport Champions with Bennett 3 being named the undefeated champion team.

Students enjoyed the Dockers and Eagles football clinics. We celebrated National Ride and Walk 2 School Days. The year 1-6 students loved having a go at squash when Squash WA bought their inflatable squash courts to school.

Your Move continued to be a focus with numerous students winning prizes for their participation in our Random Ride Days and Fume Free Fridays. Our rates of active travel to school increased from the start of the year with most of our active travellers choosing to walk to school. We earned our 'Gold' Your Move status this year for the first time since joining Your Move.

Our Year 3-6 students participated in the annual NAIDOC art competition run by the Swan Districts Football Club. Torben from Year 4 was the winner, and his art is on display at Steele Blue Oval. He also won a 'footy experience' with the Swan Districts Football Club for his class.

Congratulations to Jessica who received the Graduation Sports Award in 2023.

Tammy McEwan

River Rangers Cadets

River Rangers is a primary school program hosted by the Department of Biodiversity, Conservation and Attractions and is sponsored by Cadets WA. It seeks to engage and educate the next generation to help protect our local rivers. It empowers students to make positive change to their local communities, waterways and their local river park.

Bassendean Primary River Rangers 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 at Bassendean focuses 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 Riverpark and their local waterways.

Education for Sustainability underpins the BPS River Ranger process with a strong focus on developing teamwork, leadership, initiative and problem solving.

Matt Austin

Key River Ranger events during 2023 included:	
Swan Valley Adventure Day Camp	Kerem Camp Overnight Adventure Camp
Herdsmen Lake – Wildlife Explorer	Kings Park – Race Around the Park
Excursion to Nearer to Nature – Habitat Heroes	Excursion To Kanyana Wildlife Rehabilitation Centre
SERCUL Incursion - River Food Web & Macro invertebrates	Excursion To Whiteman Park Groundwater Festival
The Re-Cyc-Ology Project (Constructing Nest Boxes found around the school)	Point Reserve: Clean Up Australia / Water Testing with CSIRO
National Sorry Day Assembly	Six Seasons Native Garden with Tucker Bush

Highlights of the School Year:

Major Events attended by the school community

Staff, student parent Meet and Greet	P and C Movie Night
Run Club	Girls Dockers Cup
Girls Dockers Cup	P and C Easter Raffle
River Rangers Day Camp – Swan Valley Adventure Camp	Interschool Winter Sports
Freeze Frame Opera	Walk to School Day
Faction Cross Country	Sorry Day Assembly
Parent-Teacher Meetings	School Photo Day
Book Week	Yirra Yaakin Incursion
Swimming lessons	Interschool Cross Country
Speech and Drama Festival	Boola Bardip Museum Excursion Yr 3-6
Faction Athletics Carnival	Year 6 Overnight Camp
Massed Choir Concert	Interschool Athletics
Mini Squash Clinic	Josh McGuire Incursion
Kindy Orientation Days	Bilya at Governor Stirling SHS
Dodgeball Carnival Yr 6	End of Year Awards and Bilya Evening
Indonesian Concert	Year 6 Graduation



School Business Plan 2022 – 2025 The school's second Business Plan was developed in 2022, with implementation commencing in 2023.		
Identified School Priority	Progress against Priority	Planned Actions 2024
Teaching • Whole School Approaches are evident in classroom practices. • Showcase students' understanding and skills learnt in the Arts to the school community. • Staff embed the Technologies Curriculum into their practices and utilise technologies for teaching and learning planning and communication. • Students use technologies through a range of curriculum areas in everyday learning. • Year 5 and 6 students use laptops as a learning tool.	Whole school teaching practices are used across the year levels. In 2023 Bilya showcased a year of learning and culture across the Arts based on collecting stories about life near the river. The multi-sensory display of the work was held over two nights, on two campuses, Bassendean Primary and Governor Stirling Senior High School. The program involved many artists and community members involved in the various arts disciplines. Through a coaching model staff are supported to develop their ICT and computer skills. There has been an increase in staff understanding of utilising technologies for learning. Teachers engage students to use a range of technologies to enhance learning across the curriculum. Students in Year K-4 use the computer lab and iPads to enhance their learning. All Year 5 and 6 students use laptops throughout each day of learning to store, retrieve and explore learning under the directions of staff.	Review and refine Talk for Writing processes across the year level. Implement Teaching for Impact Strategies in conjunction with the Swan Valley Network. Engage with local artist and create glasswork based around the concept of the Swan River. Explore the opportunity to display student work at Hawaiian Bassendean. Staff who have not already been part of the coaching model will be included in 2024 to further develop their skills. Purchase of additional ICT resources to reduce ratio of student to devices. Continue the upskilling and implementation of ICT as a learning platform for students. The ICT capabilities checklist to be used by staff to track progress of students.

Identified School Priority	Progress against Priority	Planned Actions 2024
Learning Environment • Primary Attendance rating to be at or the same as Like Schools. • The school achieves all elements of the National Quality Standards (NQS) • Through PBS create a whole school matrix and learning sequence for each Expectation. Be Kind, Be Safe, Be Respectful, Be an Achiever. • Develop each PBS Matrix into year levels and learning sequences which will be actively taught across the school. • Data Literacy - Teacher judgements will be within expected grade allocation in English, Maths, Science and HASS.	School Attendance is above Like School and State Averages. Self-assessment of NQS indicates all areas of NQS are being delivered. Whole school matrix in place in 2023. Behaviour Scope & Sequence created. Individualised year level lessons developed by staff and in place since 2023. Staff moderate student achievement across the year levels.	Continue to manage student attendance so it is seen as priority amongst the community. Early Childhood staff attend professional learning on NQS to ensure they have an aligned understanding. PBS committee meetings continue to review and plan for next phase of implementation and development of staff understandings. Use of NAPLAN data as a line of enquiry to teacher judgements.
Identified School Priority	Progress against Priority	Planned Actions 2024
Relationships and Partnerships • In conjunction with the RAP Committee inclusive of parents, community members and staff, implement actions and commitments articulated in the School's Reconciliation Action Plan and build upon the Aboriginal Cultural Standards Framework. • Continue to develop strong and purposeful relationships with external agencies and businesses. • The Board undertakes an annual self-reflection survey.	School RAP Committee implemented, RAP published around school and on the Narragunnawali Website. The school has strong relationships with Hawaiian Group, Camp Australia, River Rangers Cadets and various sporting bodies.	Review and develop the next strategies to be undertaken at the school within the RAP. Continue to engage with and develop relationships, including invitations to school events, and regular meetings. Documents to be place on Connect Community for Board Members. In 2024 undertake a reflection survey.

Identified School Priority	Progress against Priority	Planned Actions 2024
Leadership • The school self-assessment cycle is completed and reviewed each year. • All staff reflect on school practices and set targets for improvement. • Feedback from students engaged in leadership roles reflect that their contributions are valued and supported by the staff and students. • Student School Council continues to add value to the school with ideas, concerns and actions to support students in the school. • Students actively engage and learn about environmental studies.	Strategies and direction changes reflect reviews of plans and targets. Students engage in reflection with the principal on their leadership roles. The Student Council is a voice of the students to one another and staff. Feedback from students supports the value and success of the River Rangers Program. River Rangers is a very valued part of the school culture and will continue	Continue self-assessment of programs, practices and targets to inform future planning for student achievement. Continue with reflections of students to ensure a student voice. Continue with River Rangers.
Identified School Priority	Progress against Priority	Planned Actions 2024
Use of Resources • Learning Area and Priority Area (Literacy and Numeracy) Plans are appropriately resourced with budgets that are well-managed and adhered to. • Continued focus on the purchase and maintenance of Science, STEM and Maker Space resources. • The Student Characteristics and Targeted Initiatives funding provide support to identified students' learning needs. • Financial Audit is Excellent across all areas.	Finance approved, and learning areas funded. P and C requests were submitted end of 2023. Continued teacher support to ensure quality of the programs, and procurement of resources. Funds for identified students are appropriately allocated to support the students' daily needs, training of staff and purchase of equipment where needed. External review audit 2023, Excellent with no findings.	Budgets reviewed and managed by Board, Finance Committee and Learning Area coordinators. Additional resources purchased for use commencing 2024. Funding allocation continue to be overseen by the Student Services Team in conjunction with both Principal and MCS. Continue rigour of Finances, complete annual self-reflection.

• Workforce Plan successfully implemented to ensure succession planning, and the focused use of staff to support school needs and priorities with a balanced use of Fixed-Term staff and allocation of permanent appointments. • Equipment, furniture and resources are maintained and upgraded as specified in replacement schedules.	The diversity of staffing continues, with an increase in teachers in their early years, along with very experienced staff. Fixed term teachers backfill temporary vacancies such as parental leave. Replacement schedules are adhered to in a timely manner.	Staff continue to support teachers in their early years. Support staff who wish to apply for Level 3 status. Replacing UPS, items of classroom furniture. Funds in place for interactive whiteboards, these will be utilised later 2024.
Identified School Priority	Progress against Priority	Planned Actions 2024
Student Achievement and Progress • Student performance (achievement and progress) to consistently match that of 'Like schools' across all areas in Year 3 and 5. • Progress is evident in On-Entry to Year 3 NAPLAN and Year 3 to Year 5 NAPLAN data for the stable cohort. • Achieve longitudinal improvement in student progress and achievement: • Identified students are case managed and data supports and informs learning progression in identified areas. • Student progress in Progressive Achievement Test (PAT) in Reading, Mathematics and Science demonstrates year on year progress.	Implementation of Initial Lit to support early Literacy development K-2. Students are showing progress from On Entry to Year 3 across the learning areas. School based data showing improvement of student achievement. Students are case managed, parents involved in case meetings alongside any involved external agency Teachers used data as part of the plan teach assess cycle. School based data shows student progress. Students are supported with intervention programs where there is an identified need.	Due to Covid-19 in 2020, NAPLAN data will not show longitudinal data between 2023 - 2024. Teachers use data, and classroom observations, and teacher judgements to adjust learning plans where needed. Continue to use Best Performance to track student progress in the key identified areas. 2024 testing in Term 1 and Term 3.