



School Report 2024

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 2024 the school comprised of 15 classes from Kindergarten to Year 6. Eight classes are housed in the old school buildings which are centred around an internal garden. Additional to the classrooms are the Science/STEM Lab and the 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 transportable classrooms were 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 the InitialLit program across the early years building each successive year into and beyond Year 3.

The River Rangers Cadet Program continues to be a key extra-curricular component of the Year 6 program developing in our students. We hope these experiences will continue to inspire our students to appreciate the importance of environmental stewardship and community engagement, working towards a safer, better future for us all.

In 2024, additional initiatives such as Lego League and Entrepreneurship were introduced into the schools' programs for students that extend student knowledge and engagement.

2024 Principal Report

The 2024 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 acknowledge and thank our school governance body – the School Board. The Board, made up of parent and staff representatives, 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 ten years.

Each Friday our Library becomes a venue for Playgroup with lots of parents, carers and young children get together, playing and participating in early learning opportunities.

Thank you to our 2024 Year 6 graduating students who gifted a much-needed new lectern. The accumulation of Year 6 fundraising from 2022 – 2024 purchased a 2 metre pencil statue which will be a special sign of our PBS expectations – Be Kind, Be Respectful, Be Safe and Be an Achiever.

To the wonderful students at the school, they are the reason we all come to work each day.

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 students at this school.

And after 38 years in education, and 14 years as the Principal of Bassendean Primary School I retire as Principal and leave the school. I wish you all well.

This Annual Report is a snapshot of the 2024 school year. More information is available at www.det.wa.edu.au. Follow the link to Schools Online and enter Bassendean Primary School. Information is also available at the Bassendean Primary School Website www.bassendeanps.wa.edu.au and from the school.



Jacqueline Varris
Principal
December 2024

2024 Board Chair Report

2024 saw some great infrastructure upgrades across the school, as we reach near capacity for students next year. Two new demountable classrooms for the Year 3 classes, solar panels on the admin building, new air conditioning in the main block, shiny new playground in the senior play area. Wow!

Thanks to Angela Gorey for chairing the board last year. This year we welcomed two new parents to the board, Tim Wood and Karen Ross. Taylor Bell also joined as a staff representative. We farewelled parents Damon Staples and Lisa Maher, and staff member Andrea Webb. A huge thanks to those who volunteer their time on the board. There are two parent positions coming up for vacancy in 2025. We welcome a diversity of voices to help guide our decision making.

After a 14-year tenure, at the close of 2024, Mrs Jaqueline Varris has announced her decision to retire from her role as Principal with the Department of Education. When I think of my time as a parent and Board Member at the school, I look back fondly at all the amazing things Jacqueline and the school administration have accomplished and supported -

The nature corridor which has flourished delightfully since its planting,
The two huge arts projects with the Bilya Project and the Karaak and Marri showcase,
The navigation of uncertain times during COVID19.

These, along with more behind the scenes achievements like the steady increase in NAPLAN scores and behavioural improvements across the school will be looked back on as a thriving time for our students under her guidance.

Farewell Jaqueline. You will be missed, and we wish you all the best in your future endeavours.

Steve Berrick
Board Chair 2024



P&C Annual Report

The P&C is a dedicated team of volunteers that has worked tirelessly to support our school, enhance student experiences, and grow a vibrant school community. This year, we are thrilled to announce that we have raised over \$15,000 through various fundraising efforts. These funds have been instrumental in supporting numerous initiatives that directly benefit our students and school environment.

Initiatives and Investments

We are incredibly proud of our contributions to the school's development:

- Senior Playground Installation: Our crowning achievement this year is supporting the brand-new senior playground. It was possible for us to support this project thanks to years of consistent fundraising.
- Art and Play Installation in the junior school area, creating an engaging and creative space for our younger students
- Sensory Equipment to support diverse student learning needs
- Basketball Facilities Upgrade: Replacing basketball rings and nets to support student sports activities

We've invested in resources to enhance learning opportunities:

- Lego League Equipment to encourage STEM learning
- Bee Bots Coding Resources to introduce students to computational thinking
- Literacy and Numeracy Resources to support academic development
- Sports Carnival Ribbons and Trophies to recognise student achievements
- Online Safety Workshop for parents and carers, helping our community stay informed about digital well-being

Community Engagement and Events

Our P&C has been instrumental in creating a vibrant school community through various events:

- Community Movie Night
- Easter Raffle
- Mother's & Father's Day Stalls
- Bogan Bingo
- Faction Carnival Lunch and Cake Stall
- Spooky Disco

Let's not forget the Hot Cross Buns, Honey Drive, Containers for Change, book stall and more! Our P&C community gives so much so we can give back to the school & its students.

Ongoing Services

We continue to manage two essential school services through our incredible group of volunteers:

- Uniform Shop
- School Canteen

To our current volunteers: **THANK YOU.** Your dedication, time, and passion are the backbone of our P&C. Every hour you contribute makes a significant difference in our school community.

We Need You! We are always looking for more volunteers to help us continue our important work. Whether you can spare an hour a month or can help at a single event, your support is invaluable. Together, we can make our school an even better place for our children.

Looking ahead

As we reflect on our achievements, we remain committed to supporting our school, enhancing student experiences, and building a strong, connected community. We would also like to extend our heartfelt gratitude to Mrs Jacqueline Varris, who is retiring this year after 14 years of dedicated service to Bassendean Primary. Her leadership, vision, and commitment to the students have been instrumental in shaping our school and creating a beautiful environment for our children.

Save the Date!

Our Community Movie Night is scheduled for February 2025. Keep an eye out for more details – it's always a fantastic night of fun and community spirit.

Olivia Bauer
P&C President



Student Characteristics and School Funding by Income Source

Student-Centred Funding 2024

Per Student Funding	\$3,088,380.00
Student and School Characteristics	\$770,488.79
Disability Adjustments	\$9,831.26
Targeted Initiatives	\$121,133.86
Operational Response Allocation	\$0.00
Regional Allocation	\$0.00
Total 2024	\$3,989,833.91

Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	60	0	\$328,080.00
Pre-primary	41	0	\$389,500.00
Year 1	53	0	\$503,500.00
Year 2	64	0	\$608,000.00
Year 3	49	0	\$465,500.00
Year 4	40	0	\$317,520.00
Year 5	36	0	\$285,768.00
Year 6	24	0	\$190,512.00
Total	367	0	\$3,088,380.00



Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	20	\$42,319.33
Disability	47	\$352,573.95
English as an Additional Language or Dialect	4	\$12,836.00
Social Disadvantage	46	\$41,421.51
Sub Total		\$449,150.79
School Characteristics		
Enrolment-Linked Base		\$321,338.00
Locality		\$0.00
Sub Total		\$321,338.00
Total		\$770,488.79

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Educational Adjustment	\$5,229.61
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$24,817.23
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$12,753.51
Targeted Initiative: Preschool Reform Agreement	\$65,580.00
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$12,753.51
Total	\$121,133.86

Comments:

Funding is directly linked to enrolments and student characteristics which form the basis of funding. The above tables show the total funding for the 2024 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, however in 2024 there was a significant increase in student numbers. The numbers are weighted more heavily at present in the early years with young families in the area.

The school's socio-economic Index has increased from 1073 to 1077 (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	2	2.0	0
Instructional	1	0.4	1
Other Allied Professionals	12	8.2	0
Total Allied Professionals	15	10.6	1
Total	42	31.1	1

Comments:

We are fortunate to have a mix of many highly experienced teaching staff members including twelve senior teachers and three teachers in the early phases of their career. 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. All Education Assistants are trained in MultiLit 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.

All staff have undergone First Aid Training with RTS Training Group. Every 3 years this certification is renewed.

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.

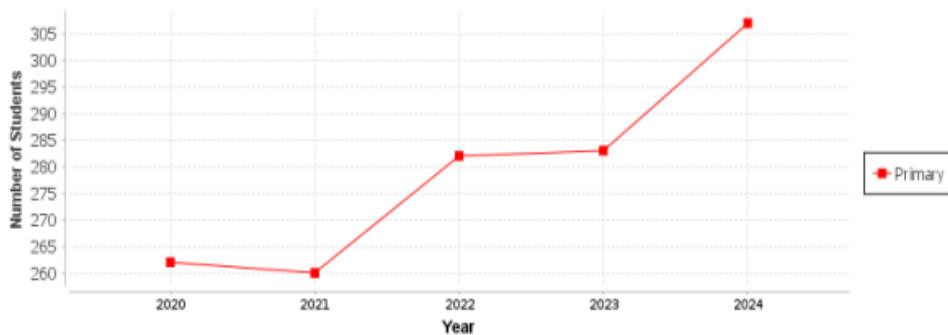
The Student Services Team consists of the Principal, Deputy Principal, a Learning Support Teacher, School Psychologist and the Chaplain. A case management approach is used by the Team to assist, children and their families with a range of issues including academic, social, emotional and family matters.

The school has an experienced Chaplain through Scripture Union (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 Department of Education Screening compliance.

Student Numbers and Attendance

Student Number Trends (based on 2024 Semester 1 Census Data)



Attendance Rates 2022 - 2024

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2024	92.1%	92.1%	91.0%	88.1%	79.2%	74.3%	91.9%	91.7%	89.4%

Attendance % - Year Level 2022 – 2024

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	90%	91%	91%	90%	90%	89%	88%
2023	92%	93%	92%	92%	90%	95%	93%
2024	92%	91%	94%	91%	91%	90%	94%
WA Public Schools 2024	89%	89%	90%	90%	90%	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

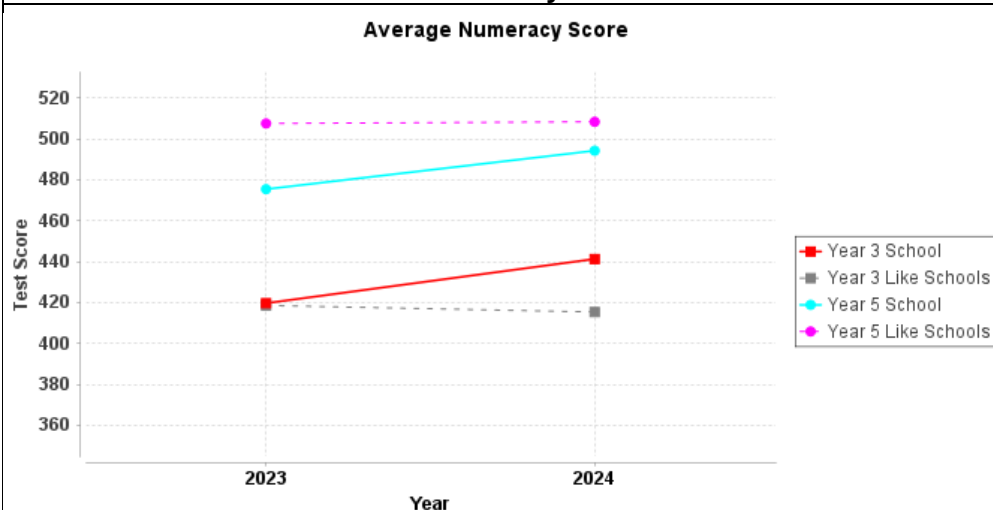
Where there are concerns about individual student attendance a case management approach is implemented to support the child and their family. We continued to monitor a small target group of students whose punctuality and attendance is of particular concern. While students in this group have overall continued 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 2024 - Numeracy

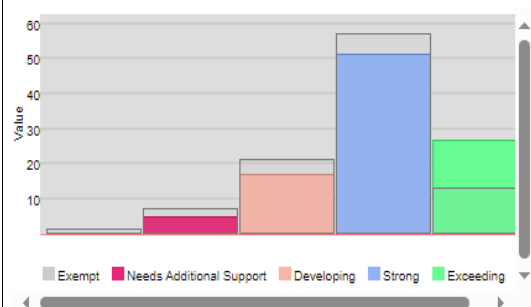


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	420	419	475	508
2024	441	415	494	508

Year 3

Numeracy - Proficiency

Filters : All Students

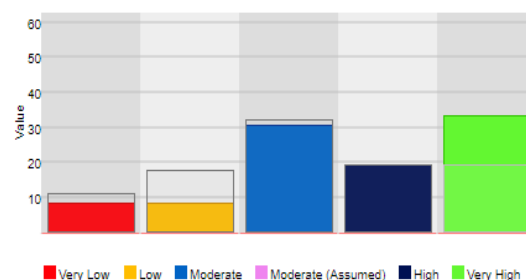


Proficiency Cut Scores (NAPLAN)

493 < 378 - 492 311 - 377 < 310

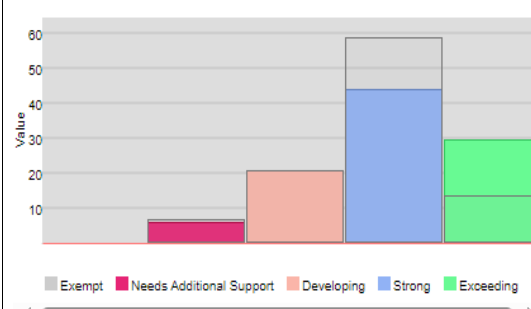
Numeracy - Progress

Filters : All Students



Numeracy - Proficiency

Filters : Stable Cohort

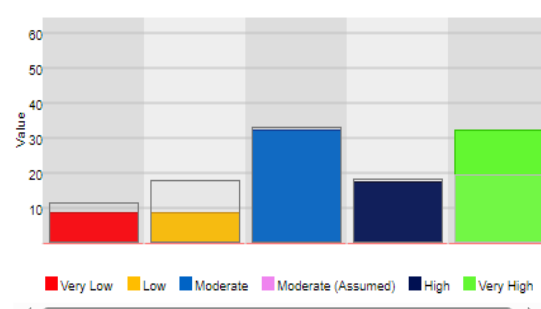


Proficiency Cut Scores (NAPLAN)

493 < 378 - 492 311 - 377 < 310

Numeracy - Progress

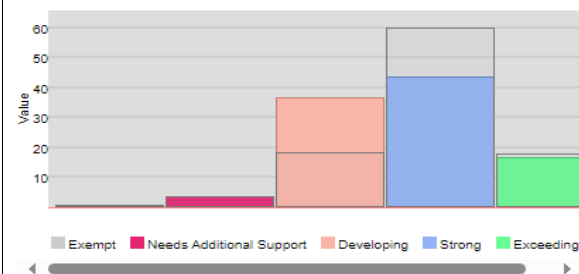
Filters : Stable Cohort



Year 5

Numeracy - Proficiency

Filters : All Students

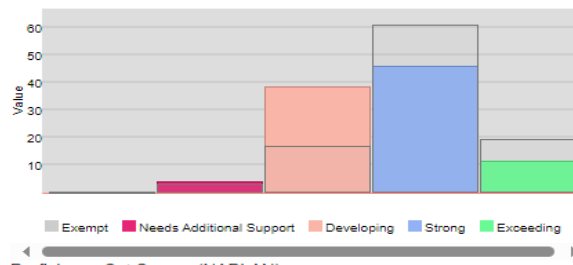


Proficiency Cut Scores (NAPLAN)

577 < 451 - 576 386 - 450 < 385

Numeracy - Proficiency

Filters : Stable Cohort



Proficiency Cut Scores (NAPLAN)

577 < 451 - 576 386 - 450 < 385

Analysis and impact of evidence

The 2024 Numeracy NAPLAN results indicate the Year 3 cohort are tracking significantly above like schools, however the Year 5 cohort is below like schools.

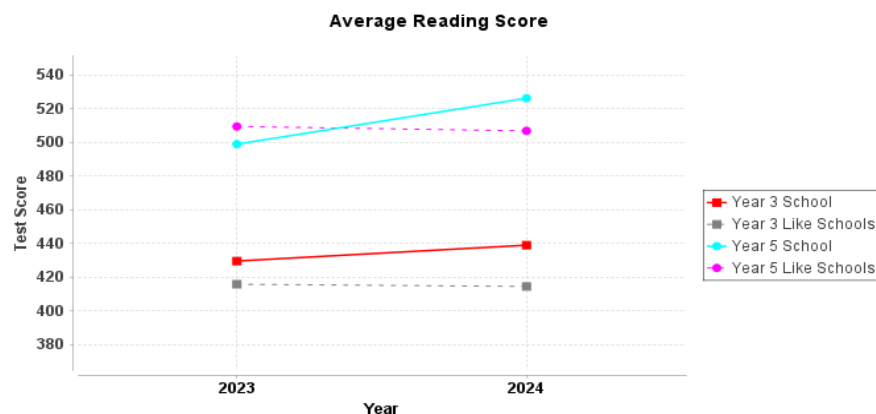
The stable cohort in Year 3 indicates that students have made progress from initial On-Entry testing to Year 3. Results indicate there is a large proportion of students achieving very high progress compared to like schools.

Progress reporting for students in Year 5 is not applicable until 2025, due to a change in the NAPLAN reporting in 2023, creating a new series of data. The stable cohort in Year 5 indicates there is a large proportion of students in the developing phase compared to like schools, indicating the need to analyse the current teaching of Numeracy.

Future actions: Identify Year 3 and Year 5 students achieving in the 'Developing' and 'Strong' proficiency levels and have a targeted approach for these students to make progress to achieve higher results in Year 5 (2025) and Year 7 (2025)

Targeted whole school focus for 2025: Ongoing discussions about the use of Oxford Mathematics in the classroom with a focus on Intervention for lower academic students and higher academic students.

Year 3 and 5 NAPLAN 2024 - Reading

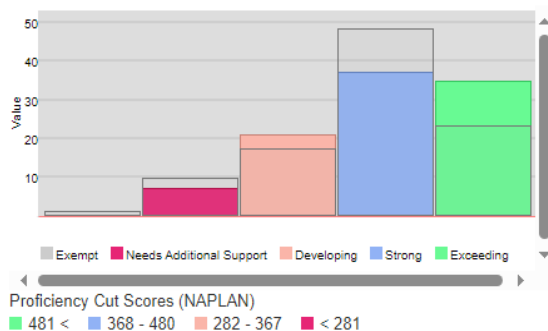


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	430	416	499	510
2024	439	415	526	507

Year 3

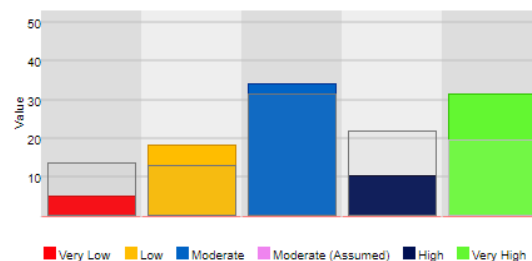
Reading - Proficiency

Filters : All Students



Reading - Progress

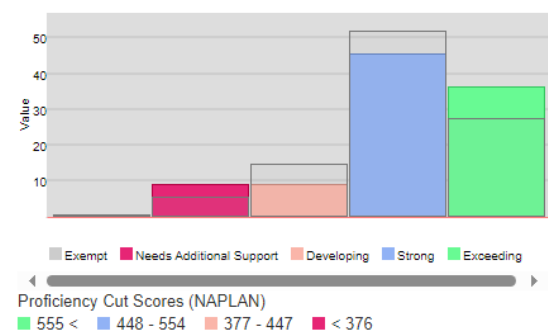
Filters : All Students



Year 5

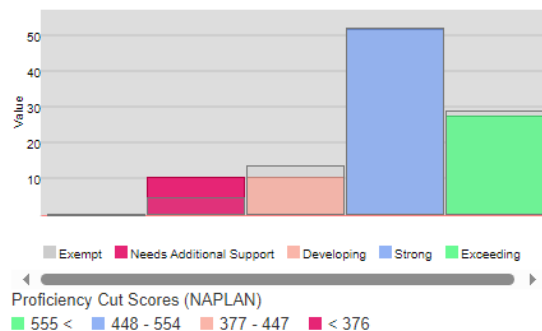
Reading - Proficiency

Filters : All Students



Reading - Proficiency

Filters : Stable Cohort



Describe your analysis and impact of evidence

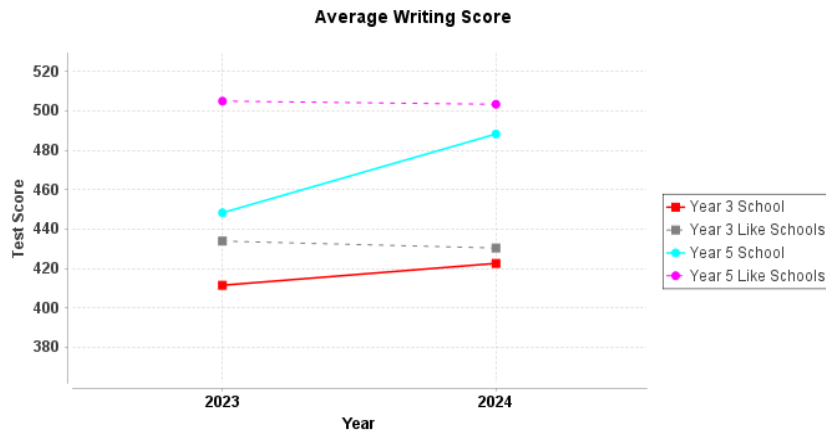
In 2024 results indicate the Year 3 and Year 5 cohorts are tracking above like schools. Data indicates a high number of students in Year 3 stable cohort are exceeding above like schools in the progress made. Progress with the stable cohort indicates we are exceeding like schools in the 'very high' range. 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 progress in Year 5.

Targeted whole school focus for 2025: 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. Spellex will be introduced as the spelling program for Year 3.

Year 3 and 5 NAPLAN 2024 - Writing

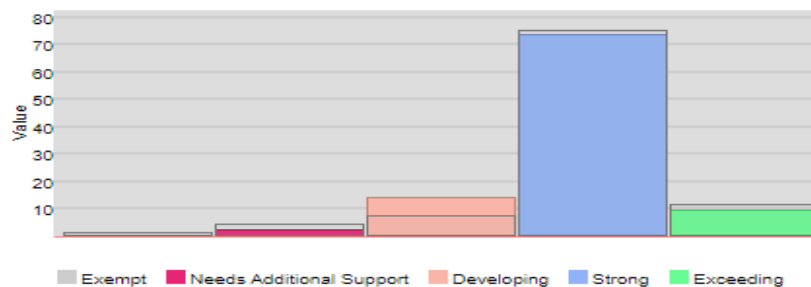


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	412	434	448	505
2024	423	430	488	503

Year 3

Writing - Proficiency

Filters : All Students



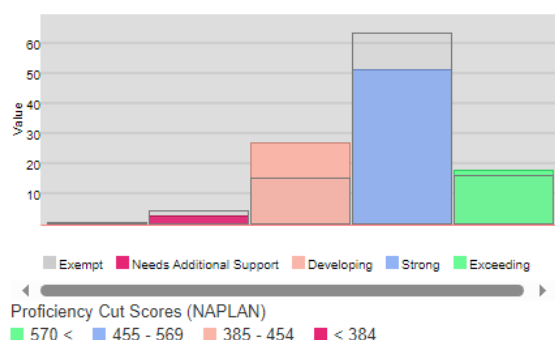
Proficiency Cut Scores (NAPLAN)

503 < 370 - 502 296 - 369 < 295

Year 5

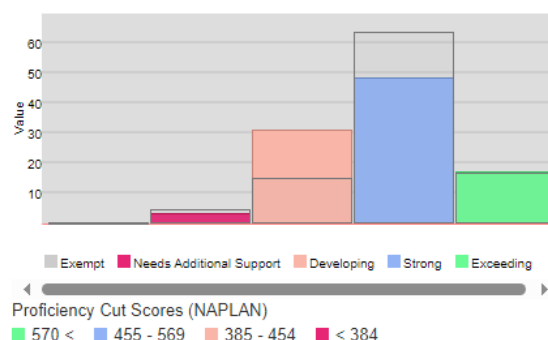
Writing - Proficiency

Filters : All Students



Writing - Proficiency

Filters : Stable Cohort



Analysis and impact of evidence

In 2024 results indicate the Year 3 cohort is tracking slightly below like schools and the Year 5 cohort is below like schools. It is pleasing to see the positive gains being made in the average Writing summary. Data shows there is a 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 2025: Review the whole school Talk for Writing Schedule and Oral Language Program and the continuation of targeted teaching of strategies.

Destination High Schools 2025 of 2024 cohort

Number of Students	Destination High School
4	Governor Stirling Senior High School
1	Guildford Grammar
4	John Forrest Secondary College
2	Hampton Senior High School
1	Kiara College
1	John Curtin College of Arts
2	Aranmore College
1	Chislom College
3	La Salle College
1	Mercedes College
4	St Georges Anglican Grammar School

Analysis and impact of evidence

In 2024 we had a cohort of 24 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 2025 as part of the two-year cycle.

In 2024, due to statewide industrial action, staff did not undertake the Teaching Culture Survey as part of the DOE Teaching for Impact Initiative.

Review of English and Mathematics

Mathematics 2024

Our whole school Mathematics program, Oxford Maths, is in its fourth year of implementation in 2024. 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.

Bassendean Primary has been working on the following things for Mathematics in 2024:

- We have reviewed the current program of Oxford Mathematics, to debate whether it is the right program for us.
- The below NAPLAN data shows the Year 3 and Year 5 Numeracy scores compared to Like Schools and WA Public Schools. We are on par or above both Like Schools and WA Public Schools in Year Three Mathematics; therefore, we have decided to continue with Oxford Mathematics and make Mathematics more of a focus in whole staff discussions.

Percentage of students in each Proficiency Level

include School Student Numbers ☒

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	493 and above	12% (5)	27% (11)	15%	13%	11%	9%
Strong	378 - 492	68% (28)	51% (21)	58%	58%	50%	50%
Developing	311 - 377	15% (6)	17% (7)	21%	22%	24%	26%
NAS	310 and below	5% (2)	5% (2)	6%	7%	14%	13%

Percentage of students in each Proficiency Level

include School Student Numbers ☒

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	577 and above	4% (1)	17% (5)	17%	18%	11%	12%
Strong	451 - 576	54% (14)	43% (13)	61%	60%	53%	51%
Developing	386 - 450	38% (10)	37% (11)	17%	18%	23%	24%
NAS	385 and below	4% (1)	3% (1)	5%	4%	12%	11%

- Two staff members, Ms Slocum and Mrs McKnight attended a 2-day Professional Development session on Intervention in Mathematics with Tierney Kennedy the Founder of Back to Front Maths. During these sessions participants were exposed to “What makes great Maths”, the impacts and effects of different approaches to Mathematics including whole class, small group tuitions, reducing class sizes, an Education Assistant in class with the understanding that approaches such as formative feedback, the correct pedagogical approaches and interleaved practice having more of an impact and gain on students learning. Participants learnt about misconceptions in Mathematics, how they relate to other concepts and how to identify and correct them.
- Ms Slocum and Mrs McKnight delivered a presentation to all staff about their above findings. Staff were receptive to the information, resulting in more Mathematics to be included in our whole school discussions.
- A follow up staff meeting session to align Oxford Mathematics with our current Scope and Sequence and the SCSA Judging Standards to ensure teachers are teaching the correct content for each year level. Staff discussed the “Letter to Parents” that Oxford includes and how teachers should use that letter to explain to parents about the use of Oxford Mathematics in our classes, as staff are worried about parental concerns if teachers do not use the whole book.

In 2025:

- Ongoing discussions about the use of Oxford Mathematics in the classroom with a focus on intervention for lower academic students and higher academic students.
- Planning has begun for a Mathematics Incursion from World of Maths for engaging, hands on activities which students will work together to solve problems.
- Numerous staff from year levels to participate in a planning half day/day School Maths Review.
- Mathematics storeroom to be cleared out and new resources bought to ensure the resources we use are up to date with current practices.

Beth Slocum - Mathematics Coordinator 2024

English 2024

The English Whole School Approach 2023-2025 (Reviewed 2024) serves as the foundation for literacy at this school, reinforcing the programs and pedagogy used across various learning areas.

Current Literacy Programs:

- Early Childhood (Kindergarten to Year 2):** Pre-Lit (Kindergarten) and InitialLit (Pre-Primary to Year 2)

- **Year 3-6:** Jolly Grammar
- **Reading Intervention Programs:** Complement classroom programs, with students selected based on assessments from the MultiLit Programs MiniLit and MacqLit.
- **Talk for Writing**

Whole School Literacy Assessments:

- PAT Reading
- NAPLAN
- Elastik
- BrightPath (Writing)
- Teacher Assessments

In Early Childhood, the assessment schedule includes all assessments from the InitialLit Program.

Future Initiatives for 2025:

- **Research-based Literacy Programs:**
 - **Spellex** will be introduced as the spelling program for Year 3.
 - Over time, Spellex will gradually replace Jolly Grammar as the primary spelling program.

InitialLit 2022-2024 Overview:

Before 2023, the school used the Jolly Phonics program to teach phonics, spelling, and grammar. However, following a comprehensive review of the 2022 NAPLAN results, a gap was identified in the program's ability to fully assess students' phonics knowledge and skills.

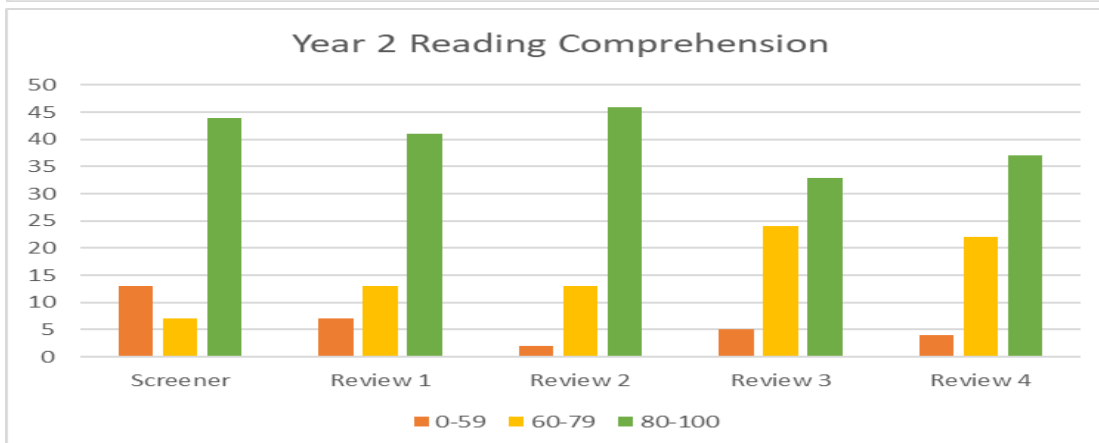
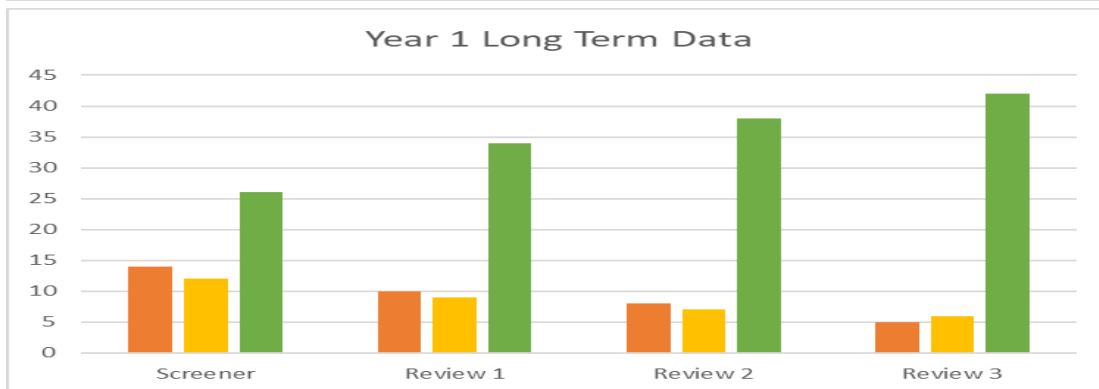
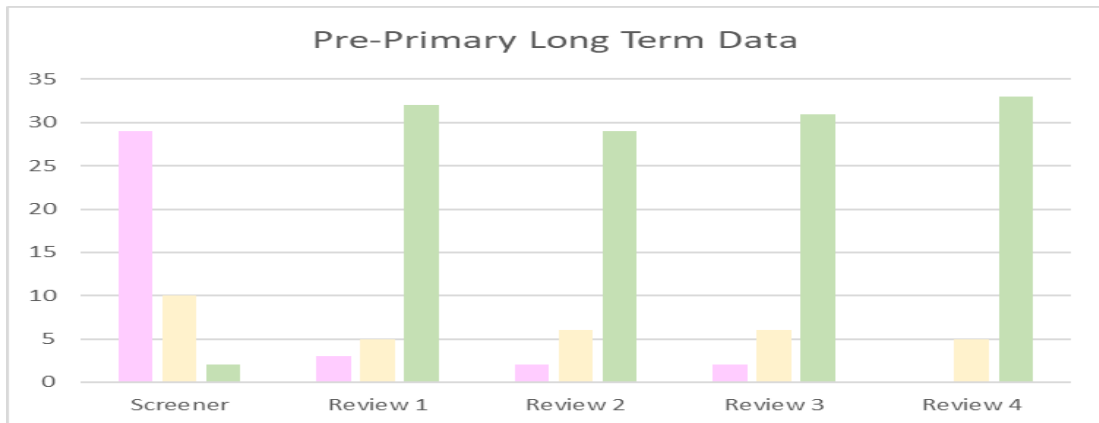
As a result of this review, the decision was made to implement the MultiLit programs, PreLit and InitialLit, for Kindergarten to Year 1 starting in 2023 and Year 2 starting from 2024, while continuing to use Jolly Grammar for Years 3 to 6. The review also led to the introduction of the MultiLit Intervention Programs (MiniLit Sage and MacqLit) starting in 2024. Education Assistants were formally trained in these programs.

Program Details:

- **PreLit** was chosen for Kindergarten to develop phonemic awareness and oral language skills through structured storybook readings.
- **InitialLit**, selected through the Department of Education's Phonics Initiative, is designed to improve students' phonics, vocabulary, oral language, and listening comprehension skills. By completing InitialLit, students show improved letter-sound correspondence and a better understanding of how these skills can be applied to reading and spelling.

Impact of the Program:

The effect of this program on student achievement has been impressive. Growth from the initial screener in February shows that student achievement has improved across each year level. Notably, by the end of Pre-Primary 2024, after completing PreLit in Kindergarten and InitialLit in Pre-Primary, no students were identified as being at risk in the Term 4 Cumulative Review. While the middle and lower levels fluctuate slightly depending on the assessment, overall, students in these groups are making progress. Students requiring additional support are included in the intervention programs, and some will be part of the MiniLit program in 2025.



CELEBRATIONS AND HIGHLIGHTS

LANGUAGE Bahasa Indonesia

In 2024 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. The Language Learning program has made significant gains in enhancing students' language skills and cultural awareness.

Ibu Mulyana - Indonesian Language Teacher

Physical Education Specialist Program 2024

What an exciting year for Bassendean Primary School. We won the Interschool Athletics Overall Championship in 2024! This was the first win in at least 12 years and one that was celebrated by the whole school. We had two Champion Boys and five Runner Up Champion Boys and Girls. We also had a group of strong and athletic junior school students to hopefully take us back-to-back in 2025.

During class time, the students participated in European handball, fundamental movement skills & games, tennis, rugby league, AFL, soccer, floor ball, cross country, athletics, dodgeball, capture the flag, netball, basketball, cricket, indoor soccer and ultimate frisbee.

Bassendean Primary School was lucky enough to gain funding from Sporting Schools to run two programs. In Term 1 we ran an in-school hockey program for our Year 3-6 students with Rowena (Bence and Kinga's Mum and hockey coach from Old Guildfordians and Mundaring Hockey Club) running the sessions. Teeball was booked in Term 4 with coaches from Morley Eagles Teeball and Baseball Club; running four weeks of sessions for our year 3-6s. The students practised vital fundamental movement and game sense skills with fun games and activities.

The Bassendean PS Run Club ran from Term 1 until Term 4. We had over 300 participants (including older and younger siblings, parents, aunties, grandparents, cousins), as well as many parent helpers. Run Club continued to grow in 2024 with new members continuing to join up until the end of Term 3. By the end of week 2 of Term 4, a total of 3417kms had been run collectively by all the participants.

Our in-school Faction competitions were again hugely successful.

- HELENA won the Cross-Country event for the Pre-Primary - Year 6's at Bindaring Park.
- BENNETT won the Year 3/4 AND 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 Aiden F (Year 6) for being awarded the Sports Endeavour Award.

Students participated in the Freo Dockers Cup for Girls, Eagles Faction Footy, Eagles Cup, West Coast Fever Cup, interschool cross country, interschool winter sports against Guildford PS, Bayswater PS, Eden Hill PS & Lockridge PS, the 'Fuel 2 Go' interschool

netball carnival in Midvale, interschool athletics, and the end of year dodge ball carnival at Swan Active.

Individual students who excelled at interschool level this year include:

Netball A captained by Isla J were named undefeated Winter Interschool Champions.

Year 4 Netball Team captained by Zoey J were named undefeated 'Fuel to Play & Go' Champions.

Year 2 Champion Boy Interschool Athletics Ayden L.

Year 3 Champion Boy Interschool Athletics Jensen M.

We celebrated National Ride 2 School Day and National Walk 2 School Day. Students participated in a free after school cricket clinic run by the WACA and a rugby union clinic run by Rugby WA. In Term 4 Squash WA brought their inflatable squash courts to school and Golf WA ran golf clinics for our year 3-6 students.

Your Move unfortunately became less of a focus this year, however we still managed to get our 'Silver' Your Move Status.

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. They again provided each student with an icy pole at the end of their Cross-Country race, and sold cakes, goodies and sausage sizzle lunches 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.

Congratulations to Isla J. who received the Graduation Sports Award in 2024.

Tammy McEwan - Health & Physical Education Specialist

River Rangers Cadets

The Bassendean Primary River Rangers program is a partnership between the



Department of Biodiversity, Conservation and Attractions and Cadets WA.

Key activities and outcomes include:

- *Environmental education and action research:* Students investigate local issues and design projects to address them.
- *Personal development:* The program focuses on teamwork, leadership, initiative, and problem-solving skills.
- *Community engagement:* Students participate in community events and projects to raise awareness about environmental issues.
- *Wellbeing:* The program promotes physical and mental wellbeing through outdoor activities and connection to nature.

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 a strong focus on developing teamwork, leadership, initiative, and problem-solving skills. 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 Rivers, and their local waterways.

Excursions and Activities

Adventure Camps -

- *Ern Halliday Adventure Day Camp:* Focused on leadership, participation, self-confidence, teamwork, and communication skills.
- *Bickley Adventure Day Camp:* Offered unique and exciting activities in a tranquil bush setting, focusing on life skills and outdoor experiences.
- *Kerem Camp Overnight Adventure Camp:* Provided opportunities for cadets to develop a wide range of skills, including communication, teamwork, and leadership.



Excursions -

- *Nearer to Nature – Fire, Fuel & Country Excursion:* Learned about fire ecology, plant and animal responses to fire, and bushfire prevention.
- *AQWA Excursion:* Offered cadets a rare window into the underwater world, including a turtle-themed Wildlife Rescue Excursion Package.
- *Perth Zoo Excursion & Incursion:* Focused on conservation education, habitat, and wildlife.
- *Whiteman Park Groundwater Festival:* Provided opportunities to learn about water, groundwater, sustainability, and other environmental topics.
- *Excursion to Parliament House:* Learned about the roles and responsibilities of electors and representatives in Australia's democracy.
- *Paddle WA Academy at Sandy Beach:* Cadets celebrated their contributions and the river at the end of the year by spending 3, two-hour sessions on the river.



Incursions

- *Ocean Discovery Education:* Focused on inspiring cadets to care for the marine environment and become advocates for its protection.
- *Yirra Yaakin – Boodjar Kaatijin:* Cadets learned about contemporary and traditional Aboriginal culture and connection to country.
- *Einsteins Australia – Mini Terrariums:* Cadets explore the water cycle by constructing their own mini terrarium. They explored their part in the cycle and what they can do to assist.

- *Critters up Close*: Cadets created freshwater and marine ecosystem models with the assistance of Critters Up Close staff, then got to learn more about the conservation of these environments whilst interacting with critters/creatures native to those ecosystems.

Community Projects

- *Chittering Landcare Tree Planting Excursion*: Worked with local volunteers to plant trees in a wetland affected by urban development.
- *National Sorry Day Assembly*: Cadets led a whole-school assembly to educate students about the Stolen Generations and intergenerational trauma and the role they play in the process of reconciliation.
- *School Tree Planting*: Supported by SERCUL (Southeast Regional Centre for Urban Landcare), cadets participated in tree planting activities on school grounds.
- *Simon Cherriman & Re-cyc-ology*: Cadets worked with Simon Cherriman, a renowned ornithologist to observe and record data about the nesting boxes on the school grounds.



In school Learning projects

- *Nature Art*: Engaged in creative activities inspired by nature, working with Landscape Magazine to create art representing the beauty of WA's native flora and fauna.
- *STEM Project – Makey Makey Bushfire Posters*: Created interactive presentations on bushfires and their effects, presenting them to their peers and other students.
- *Ella's Adventures* – Threatened Species Activity: Using the Book "Ella's Adventures" as inspiration, the cadets created short stories about threatened species native to WA. Some of these were published into books for younger students to read.
- *End of Year Reflections*: Completed reflections on the program and designed end-of-year news reports.

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	Life Education
Girls Dockers Cup	P and C Easter Raffle
River Rangers Day and Overnight Camps	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
Protective Behaviours Workshops	Interschool Athletics
Faction Athletics Carnival	Indoor Hockey Program
Massed Choir Concert	Squash Workshops
The Magic Kazoo – Freeze Frame Opera	River Rangers Tree Planting
Kindy Orientation Days	River Rangers Parliament House Incursion
Dodgeball Carnival Yr 6	End of Year Awards Assembly
Indonesian Concert	Year 6 Graduation

