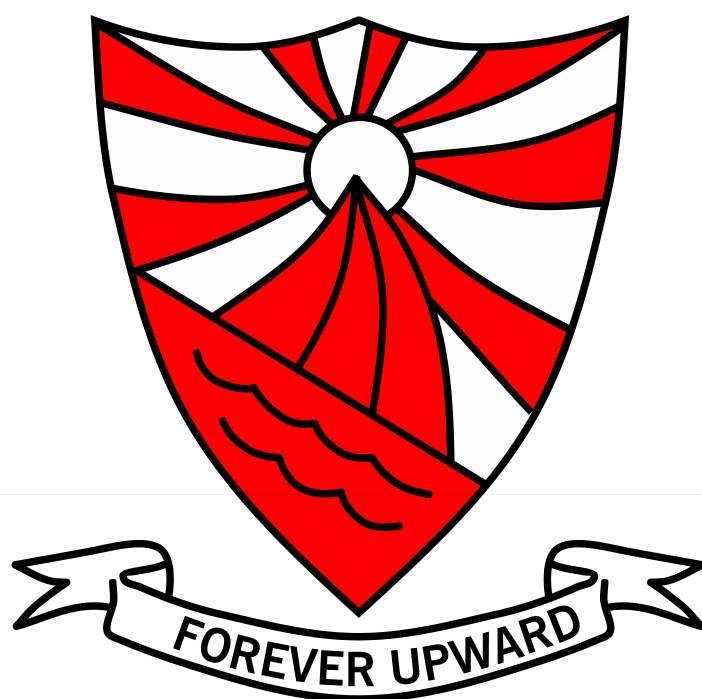


BALCATT PRIMARY SCHOOL



ANNUAL REPORT 2021

FROM THE PRINCIPAL

It is with pleasure that I present the 2021 Annual Report. This report provides parents and the wider community with information about the School's activities and performance over the past year.

During the 2021 school year we had many interruptions due to Covid19 restrictions. These included home schooling on occasions and overall disruptions to the normal academic year.

2021 saw the school take part in its first public review in over 10 years. This resulted in the school being recognised as an effective school, receiving a three year turn cycle of review. As part of this process we outlined key achievements in six areas, relationships and partnerships, student achievement, teaching quality, leadership, learning environment and the use of resources. Balcatta primary was commended for its ability to recognise where we are, where we are going and how to get there.

During 2021 the school continued to have many achievements, both inside and outside of the classroom. The growth in our students, both educationally and socially, has again been very pleasing. Of note are the amazing results achieved by our students in the Australia wide NAPLAN assessment (National Assessment Program for Literacy and Numeracy). Our students outperformed like schools in almost every area. These results have been corroborated by our Progressive achievement Tests that demonstrate whole school growth that exceed what is usually seen by students of the same age across Australia.

This is testament to our commitment to focus on things that research outlines makes an impact on a child's results. The pleasing educational outcomes of our students has been possible due to the hard work of a dedicated and professional teaching staff and the assistance of a supportive parent community. Our moral purpose is clear. Every child is capable of making excellent personal progress when they are engaged and motivated to make the required effort and provided with well targeted, challenging learning opportunities

This report has been prepared by the Principal in consultation with the staff and school community.

OUR SCHOOL COMMUNITY

Balcatta Primary School, situated ten kilometres North West of Perth in the suburb of Balcatta, first opened in 1964. The school, after reaching an enrolment of up to 800 students in the 1960s and 1970s, now has a very comfortable population of approximately 270 students (K to 6). The school is proud of its heritage, with its multicultural population of approximately 36 nationalities being represented (School of Many Nations). The students enjoy extra facilities such as Art/Craft, Music/Drama, Maths/Science, Technologies and Computers.

The school also has a wonderful undercover assembly area with a very modern canteen. The school grounds are also very spacious, and this allows for student movement in a very productive and orderly manner. All our students enjoy refrigerated air conditioning in their classrooms thanks to the wonderful fundraising efforts of our P&C.

The school is staffed by a dedicated group of people with many years' experience, particularly with teaching students of ethnic backgrounds. The staffing profile includes the School Principal, Deputy Principal, Senior Teachers, Teachers, Manager Corporate Services, Library/School Officers, Education Assistants and School Chaplain – all committed to the school ethos of supporting the growth of each child to their fullest academic, social, cultural and physical potential.

“Decision Making” of the school is also enhanced through consultative processes, which involve both parents (School Council, P&C etc.) and staff. Parental involvement is very much encouraged in all aspects of school life.

OUR SCHOOL ETHOS

Balcatta Primary School exists to support the growth of each child to his/her fullest academic, social, cultural and physical potential. Our **vision** is to develop independent learners who will have the necessary skills to cope with the furthering of their education and life within the community. The school is also strongly committed to the teaching of **values** across the curriculum so that everyone is treated with respect and fairness in a caring and supportive environment.

OUTCOMES SOUGHT FOR STUDENTS

In 2021, the Primary School has focused on improving educational achievement through the following Learning Outcomes.

| Literacy | Analysis | Next steps |
|--|--|--|
| <ul style="list-style-type: none"> Increase the percentage of Year 1 students achieving 650 in Speaking and Listening, from 50% to 55% and 460 in Writing, from 64% to 68% in On-entry Testing. | SPL – 50% Writing 58% Not achieved | Ensure targets are written for same groups of students Develop early years scope and sequence |
| <ul style="list-style-type: none"> Increase the percentage of Stage 2 EALD students achieving a Level 4 or above on the EALD Progress Map in Speaking and Writing, from 50% in Speaking and 67% in Writing to 65% in both Speaking and Writing. | Writing – 90% SPL 89% Achieved | Continue exploring observations around EALD teaching strategies |
| <ul style="list-style-type: none"> Maintain 80% of students who have taken part in 6 months of intervention, to move from below 50%, to achieving at least 65% on their respective Sound Check Assessment. | Sound check 1 – Achieved Sound check 2 - Not achieved | Goal to be altered to include a change to 6 month intervention – does not allow enough time for target – Also included 6 months of Sounds Write intervention – Possible exploration of the purpose of this for the future. |
| Numeracy | | |
| <ul style="list-style-type: none"> Move our Numeracy NAPLAN average mean score from a three-year average of 15 above | 2021, 2019, 2018 Year 3 – 7.8 Not achieved Year 5 - 9.3 | Ensure operational targets do not include outliers in their target. Collaborative meetings to explore manipulatives and explicit teaching |

| | | |
|--|---|--|
| the mean to 17 above the mean in year 3 and from an average of 17 above the mean to 19 above the mean in year 5. | Not achieved Original starting point includes outlier data 2017. Lack of action around priority area. | structure during collaborative meetings |
| <ul style="list-style-type: none"> We will move our Numeracy teacher judgements from an average of 16% below WA mean to 5% below WA mean. | 7.5% above Achieved | Alignment of results improvement indicates a greater ability to pitch teaching concepts at student levels. Explore moderation with other schools in Numeracy |
| <ul style="list-style-type: none"> We will move from 54% of year 1 students achieving 550 or above to 58% of students. | 32% Not achieved | With manipulative resources to be purchased and linked with explicit teaching activities this is expected to rise. |
| <ul style="list-style-type: none"> We will move our Numeracy PAT growth from a 7.1 average to an 8.0 growth average. | 10.1 Achieved | Identifies good growth across the school. An additional focus to be placed on early childhood |
| STEAM | | |
| <ul style="list-style-type: none"> All teachers instigate one integrated Digital Technology design cycle each Semester. | Achieved | To continue as a strategy in 2022 |
| <ul style="list-style-type: none"> 100% of staff will demonstrate an improved self-reported confidence in Digital Technology Judging standards and teaching. | Not collected | Due to changing leadership this questions was not included in survey data but will be included in future surveys |
| <ul style="list-style-type: none"> All staff will aim to achieve at least one Modification or Redefinition of a lesson based on the SAMR model per Semester. | Not collected | Due to changing leadership and staff this questions was not included in survey data but will be included in future surveys |
| <ul style="list-style-type: none"> All students participate in DT activities and demonstrate creativity, problem solving, higher order thinking and collaboration skills each semester. | Achieved | Further observations required to ensure validity of data |

Being the first year we have had SMART targets in a business plan with operational targets associated with them we are honing our ability to set targets based on data, evidence and research. As we move beyond 'Minimum standard' targets and push into aspirational targets, it is to be expected that we will not always meet them. We have taken these skills into the targets set for 2022.

SPECIAL SCHOOL PROGRAMS

Music

All students from Year 4 to Year 6 had the opportunity to join our school choir which performs with great pride at assemblies, special occasions, music festivals and other outside agencies. In 2021 the school choir was involved in the Western Australian Massed Choir Festival held at the Perth Concert Hall - a highlight of the year.

Instrumental Music Program

Balcatta PS has provided select year 5 and 6 students to participate in Classical Guitar lessons through the tuition of the School of Instrumental Music program. Students are required to attend weekly lessons to develop their performance skills and theoretical knowledge. This allows them to perform in school events such as assemblies and end-of-year concerts.

Italian Language

Our Italian program ran across Year 3 to Year 6 and focused upon developing an appreciation and acceptance of other cultures, as well as an ability to communicate effectively in another language.

Dance

All students from Pre-Primary to Year 6 had the opportunity to undertake dance lessons. Edu-Dance (P-6) and Social Dance (Yr 5-6) which concluded with a 'Social' Dance evening in the St Lawrence Hall. Dances taught include old-time favourites *The Barn Dance*, *Pride of Erin*, *The Waltz*, *The Birdy Dance* and *The Hucklebuck etc.*

Chaplaincy Program

The school is provided with a part-time Chaplain who supports the well-being of staff, students and the wider community. Activities which are co-ordinated by the Chaplain include lunch-time activities, breakfast club, a playgroup for toddlers and the Values programs. Currently this position is vacant.

English as an Additional Language or Dialect Program (EAL/D)

The school supports students from culturally and linguistically diverse backgrounds through the delivery of research-based whole school literacy programs and dedicated support staff. Harmony Day is celebrated each year to highlight our School of Many Nations.

Library

Our school has a fully automated new library and students are provided with regular weekly library and research skill lessons. The P&C has also provided valuable funding to increase the Fiction and Non-Fiction books in the library over the past few years including the purchase of new book cases and colourful floor mats for our junior students.

THE ARTS

Performing Arts – (Music)

All children in Pre-Primary to Year 6 participated in a music program that is based on the Australian Music Curriculum and draws on the methodology of both Kodaly and Orff, being largely developmental and experiential methods of teaching. Students, through these mediums, learn to read and write music, perform, create and broaden their understanding and conceptual knowledge of music in general. The goal is for children to not only become musically literate, but to develop abilities to express themselves musically, in a variety of ways, and to develop a love of music that will provide them with the skills necessary to become independent and able music makers in future years. A strong emphasis is placed on the development of values within the classroom.

Information is gathered in the following ways:

- Community feedback on music performances at assemblies and major performances throughout the year.
- Anecdotal and formal evaluation of student levels of achievement during music lessons, both in the form of formal testing and group work, creating music.
- School reports.
- Student feedback.
- Standardised testing in Year 4 for the instrumental guitar program in Yrs. 5 & 6.
- Teacher feedback

Visual Arts

All students from Year 1 to Year 6 participate in a visual art program that is based on the Western Australian Curriculum. Students reflect on the work of varying artists and explore how it influences society and their own artworks. They select from a range of elements, materials, and mediums to create original artworks. Students learn a variety of techniques and forms such as sculpture, mixed media, media arts, clay, printing, textiles, drawing and painting.

The goal is for students to develop their critical and creative thinking through working collaboratively with others on whole school art projects as well as on independent artwork. Student's artwork will be displayed for parents in the fortnightly newsletters and during open night as an art show presentation.

Information about the student's progress is gathered in the following ways;

- School reports
- Student feedback
- Teacher feedback
- Using SCSA for judging standards.
- Moderating with other art teachers to assess students work.

What We Found

Performing Arts – (Music)

- Whole school immersed in developmental music program from Kindy to Year 6, with performances by class groups and school choir at assemblies and special occasions.
- Inclusive program encouraging multicultural acceptance through classroom work Harmony Day activities and linking music to Indigenous culture and language.
- The school choir performed at the Massed Choir Festival, ANZAC Ceremony and our end of year graduation ceremony.
- There were opportunities for Year 5 & 6 students to study guitar in the instrumental program run by the School of Instrumental Music.
- All classes have drum circle incorporated into music lessons. In this way, students develop their ability to listen to others and from this their ability to improvise their own music. A strong emphasis is placed on students taking responsibility for their own learning in developing their ability to create and improvise music.

What We Found

Visual Arts

- Each term students create an Independent artwork and take part in a school Collaboration artwork.
- Each year group created these in Semester 1.
 - Year 1's were introduced to colour mixing from primary to secondary colours and made a Monster mouth Colour wheel. Skills learnt include brush stroke painting, colour mixing and line/shape drawing.
 - Year 2 did a refresher artwork on Colour mixing to create rainbow popsicles. Skills learnt include line drawing, colour mixing and cutting skills.
 - Year 3/4s learnt about the local Perth Artist Rebecca Cool and drew a self-portrait artwork based on the book 'Isabella's Garden'. Several art elements were covered in this sequence of lessons.
 - Year 5/6s learnt about the American artist Laurel Burch and created Folk art Cats for our class mural. Drawing skills and pattern work was our focus.
- All years created a mural for the Art room wall with the motto "Watch us bloom in the Art room." A Garden was created with Sunflowers, tulips, daisies, chickens and cats. It created a sense of warmth and comfort for the students and integrated Talk for writing topics into our art room.

Future Directions

Performing Arts – Music

- The music program continues at Balcatta again in 2022 following the requirements set by the Western Australian Curriculum, with a strong emphasis on students not only becoming musically literate, but also continuing to develop their musical skills and innate love of being involved in music-making also incorporating opportunities to develop their skills in creating and improvising

their own music. Additionally, a strong emphasis will be placed on the students' mental health incorporating element from the Rhythm to Recovery and the Grow Your Mind program.

- In 2022, the school choir will perform in a school performance according to regulations set out by the Education Department following whatever, if any, Covid restrictions may be in place.
- Students will be continuing their participation in the School of Instrumental Music Program.
- Students in Year 2 and Year 6 will have a semester learning how to play the Ukulele.
- Students in Year 5 will be having the opportunity to have a performance recorded for Harmony Day.
- Students in Year 6 will have the opportunity to learn and an African drumming performance.

Future Directions

Visual Arts

In 2022 the art department will focus on creating independence and confidence in every student to become the best artist they can be and let their imaginations flourish. Each term, all year groups will learn about and be inspired by an artist, which will then be integrated into lessons based on the Western Australian Curriculum.

Students will have the opportunity to display their work at the parent open night, as well as showcasing them around the school and in the art room.

The Visual Arts program will continue to focus on encouraging students' critical and creative thinking, as well as improve making skills and strive for their best through artistic self-expression and reflection.

Upcoming projects include:

- The Year 5/6's will be involved in the Balcatta High School community Primary School Art competition focusing on a topic.
- Term 3 Sculpture and Clay work creating unique sculptures linking to their Talk for Writing topics.
- Completion of our whole school textiles mural creating the map of Balcatta using hand sewing techniques and quilting with connections to indigenous history to then be displayed in our admin area.
- Continue having an art show during Open Night for parents and teachers.
- Year 6 volunteer Art lunch club. Students are taught art techniques preparing them for Visual Arts in High School.
- Year 6 Art excursion exploring the City of Perth local street artists.
- Art awards to be continued in term 4.
- Street Art large painted school murals for the science room wall and front areas of the school. Mrs Fego and Mr Hatton will be organizing funding from the City of Stirling in Semester 2.

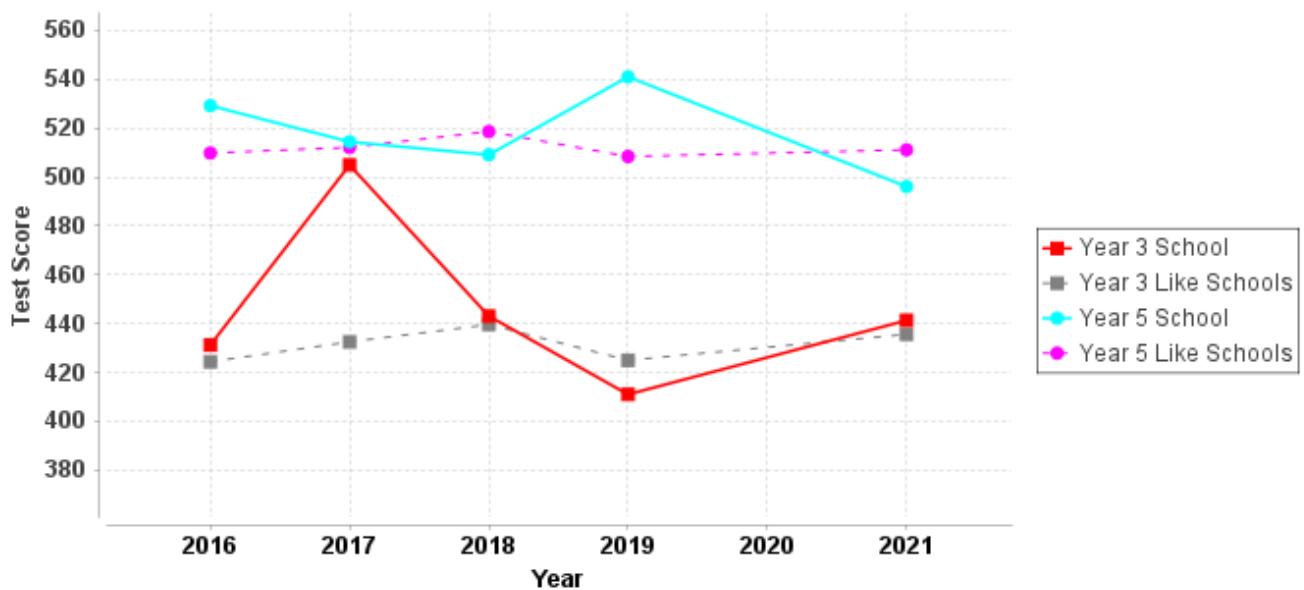
ENGLISH

Monitoring of school performance in English is achieved through:

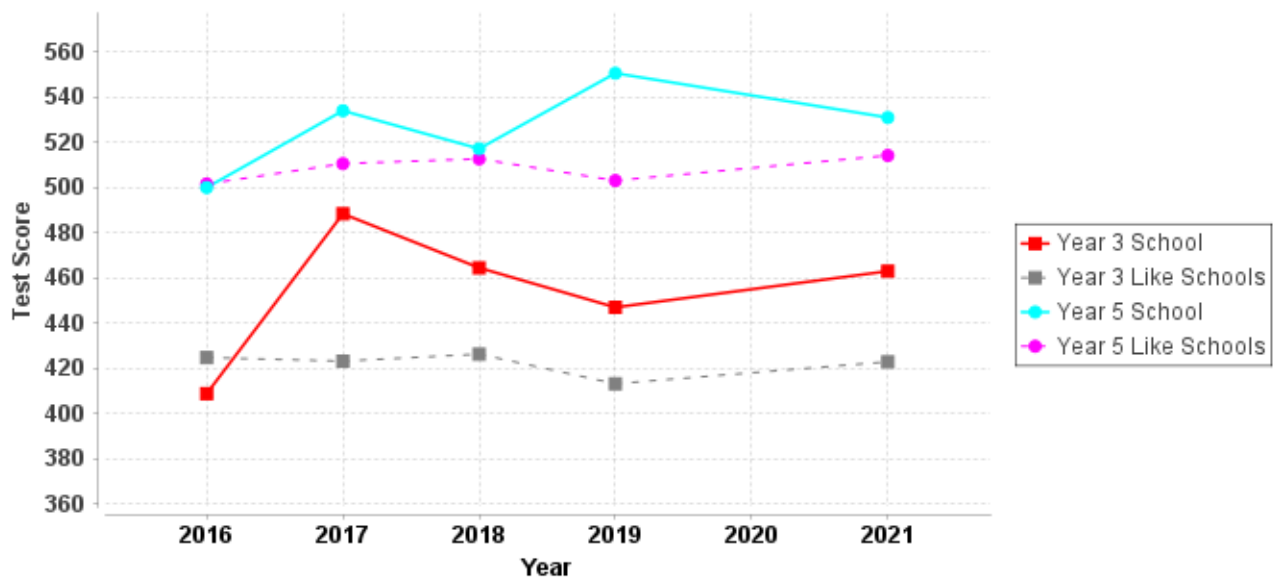
- NAPLAN (National Assessment Program).
- EAL/D Progress Maps.
- Student reports.
- Bright Path Assessment.
- On-entry Testing and PAT Data.

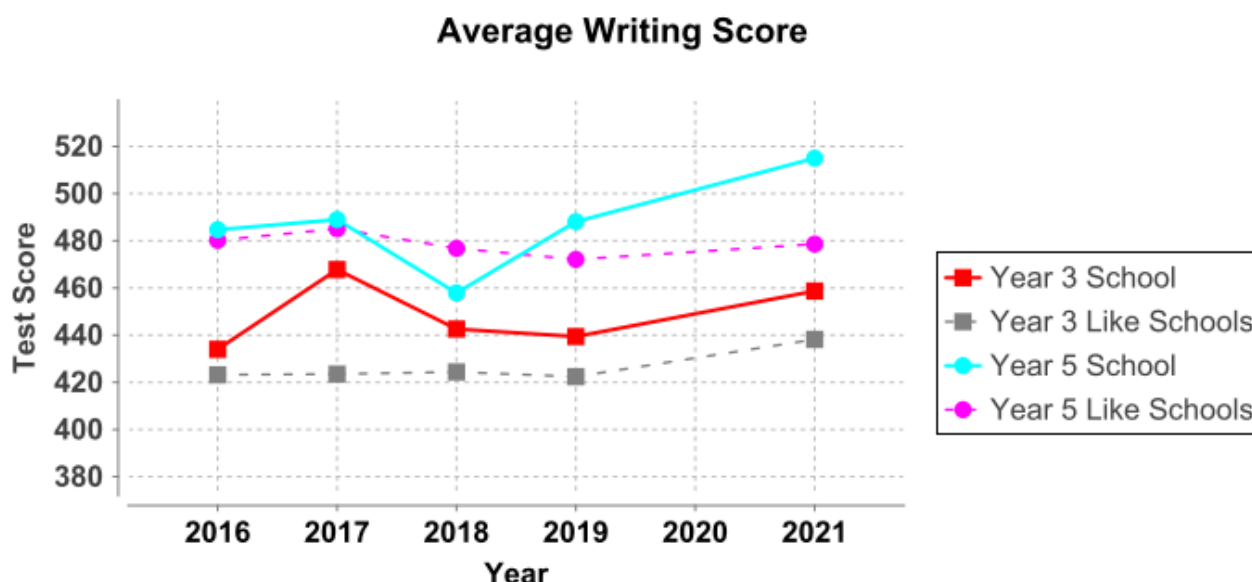
NAPLAN results compared to like schools:

Average Reading Score



Average Spelling Score





What We Found

- Focus on effective pedagogical practice has demonstrated a massive improvement in Writing in all areas across the school – the focus during 2020 and 2021 has resulted in improved student outcomes.
- Early Intervention Program in Junior Primary area continues to achieve positive results (particularly students at educational risk).
- Reading functioned below like schools in year 5.
- The majority of our Year 3 and 5 EAL/D students achieved Moderate to Very high progress in Reading, with all performing above the National Minimum Standard in all areas.
- The Soundwaves Spelling Program (Yrs. 1 – 6) continues to give a whole school focus in a common spelling approach.
- Early Years phonics approach aligning teaching practice in the yearly years
- The T4W Program has supported students writing goal, resulting in high writing achievements.

Future Directions

- English to remain a priority area - focus to be on Speaking, Listening and Reading.
- Continue Language and Literacy support across the curriculum (support provided where necessary).
- Intervention and phonological awareness programs to assist with spelling, language and speech development to be continued in the Junior Primary area.
- Collaborative planning as needed to adjust and modify programming to meet the needs of all students and observation framework to assist teachers. Learning area calls to be increased.
- Continued use of EAL/D Progress Maps for monitoring and reporting on eligible EAL/D students (support provided where necessary).

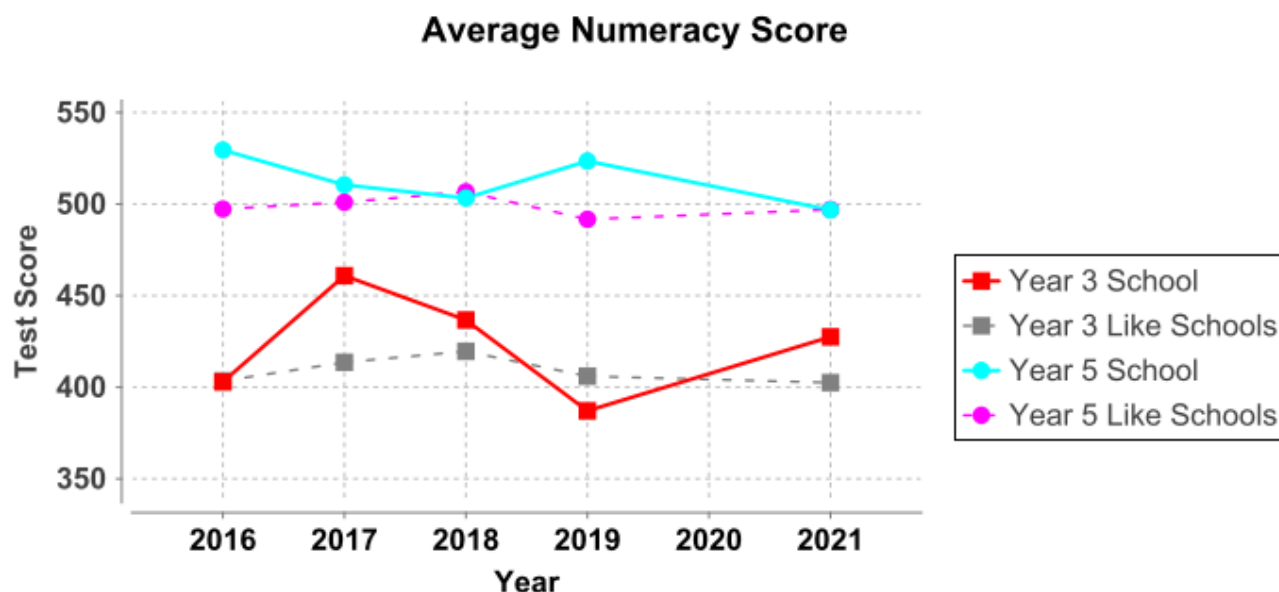
- Individual and Group Education Plans to be continued for students at educational risk.
- Explicit teaching pedagogical model to be explored.
- Work with external agencies to review spelling/phonemic approaches across the school.
- Continue to follow Talk 4 Writing and assessment schedules
- Dedicate time to moderation sessions in writing (T4W).
- Additional reading resources have been purchased to cater for students who struggle in reading e.g. Springboard & Decodable Readers.

MATHEMATICS

Monitoring of school performance in Mathematics is achieved through:

- NAPLAN (National Assessment Program in Numeracy).
- Teachers' anecdotal records.
- Student reports.
- Whole PAT testing on entry early years.

NAPLAN Numeracy results compared to like schools:



What We Found

- The school performed at or above 'like schools' in years 3 and almost in year 5.
- NAPLAN Numeracy targets were achieved in 2019 with 88% of students in Year 3 and 5 achieving **above** the National Minimum Standard.

Future Directions

- Origo Stepping Stones Maths Program (on-line) to be implemented from Pre-Primary to Year 6.
- Promote Maths through STEAM activities.
- Students at risk, particularly EAL/D and indigenous backgrounds to be catered for through IEPs and GEPs.

- Continue to integrate Maths into other learning areas, e.g. Science, Literature, Reading, Health etc.
- Greater use of ICT to facilitate teaching strategies, e.g. interactive boards, computers.
- Update numeracy teaching aids and consumables, as required.
- Reporting to parents in the Australian Curriculum (Maths).
- The on-line “Mathletics Curriculum Support” programme is extensively used in classrooms during computer time and by students at home.

HEALTH & PHYSICAL EDUCATION

The success of the Health & Physical Education program is monitored by:

- Observing student participation and attendance in the relevant program presented.
- Student reports.
- Performance at school and interschool levels.
- Teacher test and anecdotal records.
- SIS – Managing Student Behaviour records.

What We Found

- Swimming program very well attended with above 90% attendance (2021).
- Running Club successful with improved performance at interschool (runner-up cross country) and facilitated positive relationships across all years.
- Promotion of healthy eating continued successfully, i.e. ‘Sip & Crunch’ program.
- New sports equipment purchased through Sporting Schools Grant (received Terms 1, 2 and 3) and school budget has greater participation and improved skills such as lunch time Badminton.
- Edu Dance lessons for PP – Yr 6 continued (final dance cancelled due to COVID).
- Faction points used as behaviour rewards in class and playground and ‘sausage sizzle’ reward was successful.
- Purchases of sports equipment for the younger years has been incorporated into physical education programs.
- Upgraded jump pits were used for interschool carnival hosted at Balcatta 2021.
- Did not participate in interschool summer carnival in Term 4 due to lack of equipment and skills.
- Term 4 sports (combined year groups 3 weeks each) on Friday afternoons was successful.
- The inclusion of tabloids at the faction carnival (2021) was successful in promoting inclusivity and was enjoyed by all.
- The addition of the big fan in the undercover area has provide more needed relief from the heat during sports session.

Future Directions

- Continue before school running for all years each term.
- Continue to develop Physical Education program throughout the school so students are exposed to and learning to play new sports.
- Apply for Sporting School Grants (term 1, 2 and 3)
- Participate in Term 4 interschool summer carnival (cricket and tennis) as a result of newly purchased equipment and programs.
- Continue the Intern Swimming and Edu Dance programs.
- Continue faction points in class and the playground for good behaviour.
- Promote and continue introduced special days – ‘Walk to School’.
- Consider role of a new Chaplain – Virtues, Buzz and Health programs.
- Explore possibilities of getting AFL goal or soccer goals removed to bottom oval (City of Stirling).
- Reflect how Protective Behaviours are being taught throughout the school and consider whether there needs to be a whole school approach (i.e. Term 1 Health and using Education Department resources such as:
[Access protective behaviours resources - Ikon - The Department of Education](#))

HUMANITIES AND SOCIAL SCIENCES

The success of the Society and Environment program is monitored by:

- Teachers’ tests and anecdotal records.
- Student reports.
- Observing wider community involvement in relevant activities.
- “Values” program.

What We Found

- Multicultural activities during the year have involved some wider community members who have helped the students understand and appreciate cultural diversities. (i.e. Harmony Day).
- The “Values” program has developed student awareness of social values.
- Excursions/incursions provide students with an excellent opportunity to apply skills and values.
- The majority of students continued to achieve very well.
- Increasing use of the internet and technology to source information and diversify presentations.

Future Directions

- Humanities & Social Sciences knowledge and skills to be continually reinforced/integrated into other learning areas as well, such as Maths, Talk 4 Writing etc.
- When relevant, an increased level of access to audio/visual resources to be made (e.g. via the internet and interactive boards).

- Continue giving councillors and faction captains the opportunity to develop civic responsibility and to extend this civic responsibility opportunity, when relevant, to class representatives and elected committee members in Year 6.
- Participate in Harmony Day and NAIDOC Week activities with community involvement.
- Values program to continue and to be refined as required.
- WA Week activity to highlight WA's history.
- Provide excursions/incursions (school subsidised) that broaden Humanities & Social Science experiences.
- Continue to upgrade resources as required.
- Continue to upgrade access to information and storage via a diversity of resources i.e. computers, iPads, Science Lab, Library etc.
- Continue to fundraise as a social obligation to community groups e.g. Radio Lollipop, sustainable garden produce etc.

ITALIAN LANGUAGE

About the Program

Throughout 2021 the students from Years 3 to 6 have been exposed to a variety of stimulating and engaging learning experiences designed to foster their appreciation and understanding of the Italian language and culture. Building on the students' intercultural understanding, supports our school's ethos of respect for diversity and difference, encouraging openness to different perspectives. The structure of the program is flexible and caters for varying ability levels. The teaching and learning program is aligned within the Western Australian Curriculum for Languages.

The success of the ITALIAN program is monitored using:

- Feedback from parents, teachers and students.
- Year 3 to Year 6 assessments focussed on oral and written responses.
- Assessment, judgements and levels are discussed with ITALIAN LANGUAGE teachers at informal cell meetings.
- West Australian Curriculum guidelines.

What We Found

- The majority of students achieved the student outcomes as required in each year level.
- The Italian course from Years 3 to 6 is devised by the Italian Specialist teacher, taking into account the needs, level and interest of students, in accordance with the Australian Curriculum Guidelines.
- Teaching Italian incorporates a wide range of skills (oral listening, reading, responding, viewing, writing, games and songs).
- EAL/D students gain confidence and get the opportunity to experience success. They are willing to participate orally and gain a better understanding for the system of our own language.

- Our EAL/D students further enrich the cultural understanding of the ITALIAN LANGUAGE program.
- ITALIAN was seen as a relevant, important learning area. Students were able to relate to members of the community using skills learnt in ITALIAN LANGUAGE classes.
- A thematic approach for each year level supports acquisition of new vocabulary and concepts.
- Students in Year 3 to 6 have enjoyed a pizza lunch and gelato as a reward for their effort and work in Italian.
- The lessons are centred around topics that are engaging and relevant to every child such as numbers, colours, family, food, animals, weather, travel, sport, clothing and classroom objects and instructions.

Future Directions

- Maintain and consolidate the current program.
- Continue to incorporate and make links to other curriculum areas.
- Continue to update resources and create an Italian resource pool, organised into themed boxes.
- Collaborate with other schools in monitoring standards.
- Work in greater partnership with the community, bringing greater relevance to the program.
- Continue to collaborate with Italian specialist teachers for monitoring and assessing student work.
- Organise a variety of interesting and engaging incursions and excursions.
- The implementation of 'The Leaning Tower of Pisa' Award. This award will be given to a student who leans towards giving their best effort in Italian.

TECHNOLOGIES

The concept of having a state-of-the-art computer lab and computers in the classroom is to develop and enhance the children's education by using ICT in all curriculum areas.

Design and Technologies actively engages students in creating quality designed solutions for identified needs & opportunities across a range of technologies context.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions & knowledge.

The success of the Technologies Program is monitored by:

- Teacher observation of students' Technologies related skills such as: design, construction, evaluation of projects, ability to modify designs & group participation.
- Level of student's participation in a wide range of activities, some of which were;

- * Cranes
- * Lighthouses
- * Bridges
- * Solar powered structures
- * Wind powered structures
- * Underwater community
- * Dwellings made from natural materials
- * Paper planes & kites
- * Rockets – air powered
- * Rubber band powered vehicles
- * Parking safety zones
- * Game boards
- * CD storage boxes

In **Digital Technologies**, the students have been using coding programs;

- * Dot & Dash wonder app.
- * Blockly
- * Kodable
- * Code Monkey QR code reader
- * Logo

What We Found

- Use of computer lab. Continues to be popular and heavily timetabled.
- Multimedia equipment usage has continued to increase (e.g. camera, data projector) in all curriculum areas.
- The usage of internet broadband access is diversifying the programs being accessed by staff and students. E.g. Visual demonstrations – how matter behaves.
- Students showed a consistent enjoyment of the activities & demonstrated increasing skill in the use of Technologies tools & materials.
- Teachers are upskilling themselves in their knowledge of Digital Technologies through Professional Development courses & self-investigation.
- Students are highly motivated in computer programming (coding) when their codes are used to make robots follow their instructions. These robots include Dot & Dash, Edison, Sphero and Beebot robots.
- Purchased programs, such as Mathletics & Soundwaves continue to be successful and help increase children's interest.
- All computers have been upgraded to operate on Windows 10. Teachers and students are becoming familiar with the new systems.
- Purchase more texts outlining suggested activities, particularly small-scale objects.
- Increase the variety & amount of available materials tools.
- Implement the Technologies Curriculum through the W.A. Curriculum & Assessment Outline (P-10).
- Upgrade server.

Future Directions

- Teachers with iPads to use “redefinition apps.” each term.
- Plan assess & resource through STEAM (LAP).
- Continue to provide resources and equipment based on teacher requests.
- Integrate technology as a tool for learning through SAMR model.

- Explore classroom teacher iPad.
- In-servicing & professional development for all staff in personal computer use, reporting to parents/administrative duties via computer as required.
- Continue to purchase computer programs as required.
- Continue to timetable computer lab so maximum use can be made of it.
- Purchase & upgrade computers in classrooms.
- Increased staff and students' familiarity with interactive boards & safety aspects (OHS).
- Improve the ergonomics of the computer use. Ensure all computers are multimedia capable (headphones).
- Using digital technology in S.T.E.A.M education projects. This includes coding & robotics. Expand the use of D.O.E connect as an education & communication tool, especially to replace the student portal.
- Upgrade wireless access points to increase coverage.

SCIENCE

The success of the Science program is being monitored by using:

- Student reports.
- Teacher anecdotal records etc.
- Checklists – diagnostic, formative & summative assessments.
- PAT.

What We Found

- Excursions/incursions (SciTech etc.) provided students with an excellent opportunity to apply their science skills.
- Students show enjoyment of science activities with improved skills being demonstrated through the use of Primary Connections and Integrated STEAM activities throughout the curriculum.
- The majority of students continued to achieve very well.
- Integration of STEAM throughout other learning areas increased student achievement and engagement.

Whole school purchases of Design and Technology Resource Books assist teachers with their planning and teaching of the Technologies curriculum. Resource Inventory system works well to keep track of resources and whereabouts of Primary Connections Resources, Digital Technologies and Robotics.

New science furniture to accommodate larger class sizes, and all student needs. New Interactive board enhances learning opportunities for the students and enhancement of lesson deliverance.

Set of iPads are useful for larger classes during Science or integrated STEAM lessons.

Future Directions

- Continued integration of Science/STEAM across the curriculum, where possible.
- Teachers to share ideas and collaborate on STEAM design cycle.
- Continued update of materials and equipment in 2021.
- Increased use of digital technology, (e.g. internet research, digital microscopes, interactive boards etc.).
- Continue use of composter and gardening tools to teach students more about sustainable living.
- Implementation of the Science Curriculum from the West Australian Curriculum and Assessment Outline.
- Continue to develop strategies to become a more sustainable school.
- Continue REMIDA Membership for all staff to access.
- Multimedia equipment usage has continued to increase (e.g. camera, data projector) in all curriculum areas.
- Internet broadband access in all areas in the school K-6 and administration.
- Wireless Points installed in 10 teaching areas around the school.
- The usage of internet broadband access is diversifying the programs being accessed by staff and students, e.g. visual demonstrations; how matter behaves.
- Click view membership provides a digital resource to the school.
- The children are becoming more sophisticated in their use of the technology to enhance their learning.
- An IT contract is in place. Most technical problems solved by staff members.
- The IT Education Dept. help line provides technical support.
- Purchased programs such as Mathletics and Aus Spell continue to be successful and help increase children's interest.
- Children are becoming confident and skilful in using ICT and willing to tackle most areas of computing.
- Purchase complete set of Primary Connections Resource boxes to align with the Teacher Books.
- Set up of brand-new Science Room with new Interactive White Board, furniture and resources.
- Class gardens were set up and then harvested for school sales.
- Reorganise and continue to update materials and equipment for science projects and experiments.
- Create inventory system to track Primary Connections Resources, Digital Technologies and Robotics.

INCLUSIVITY & DIFFERENCE

Indigenous Students

Approximately 5% of our school population identify as indigenous. These students and their families are supported within our EAL/D Program as well as through the AEIO (0.2FTE)

Students with Special needs

Approximately 4% of our school population have a diagnosed disability. These students are supported through an inclusive approach where their learning and well-being is tailored to their individual needs and the curriculum differentiated accordingly with in a whole class setting.

English as an Additional Language or Dialect (EAL/D)

Balcatta Primary School continues to provide support in learning English for students from diverse language and cultural backgrounds.

Currently, the EAL/D students within the program comprise approximately 70% of the total school population (includes Kindy & PP). EAL/D support focuses on Stage 1 and Stage 2 students. Stage 1 students are those in their first year of compulsory schooling in Australia and Stage 2 students are those in their second year of schooling in Australia. Students in Stage 3 have received support for three or more years.

The following table indicates the percentage of EAL/D students in each stage of the program (P - 6).

| Stage 1 (First year of support) | Stage 2 (Second year of support) | Stage 3 (Three or more years of support) |
|------------------------------------|-------------------------------------|---|
| 34% | 31% | 35% |

Balcatta PS aims to provide support, resources, linguistic and cultural information for teachers and students in an inclusive manner. Furthermore, Balcatta PS promotes collaboration with the whole school community in assisting families from culturally and linguistically diverse backgrounds.

Harmony Day is a highlight of the year where many Balcatta Primary school parents unite to celebrate their cultural heritages. Parents are invited to join the school assembly and watch classes perform items from around the world and listen to the choir sing songs from various countries. This event is usually a culmination of activities and learning programs which had been taking place in the classroom leading up to Harmony Day. Such things as different cultural festivals, food, clothes and sports are discussed.

The EAL/D Progress Map is used to track the progress and achievement of EAL/D students. All students in the program are monitored on this Progress Map in the modes of Listening, Speaking, Reading and Viewing and Writing. Reports are provided in Semesters One and Two.

The following table indicates the percentage of students at each level according to their stage.

| | Levels 1-2 (Emerging Levels) | Levels 3-4 (Beginning Levels) | Levels 5-6 (Developing Levels) |
|---------|---------------------------------|----------------------------------|-----------------------------------|
| Stage 1 | 33% | 67% | 0% |
| Stage 2 | 7% | 43% | 50% |
| Stage 3 | 0% | 29% | 71% |

STAFF DEVELOPMENT

All teaching staff at Balcatta Primary School meet the professional requirements to teach in Western Australian public schools and are registered with the Teacher Registration Board of WA. During the year, all teaching staff were engaged in professional learning activities, including the continuation of the implementation of the Australian Curriculum through the familiarisation of the WA Curriculum and Assessment Outline, updating skills and knowledge in the learning areas of Reading, Writing, Spelling, Technologies, STEM (coding) and Student Well-being through Protective Behaviours, Talk 4 Writing, Bright Path PD etc.

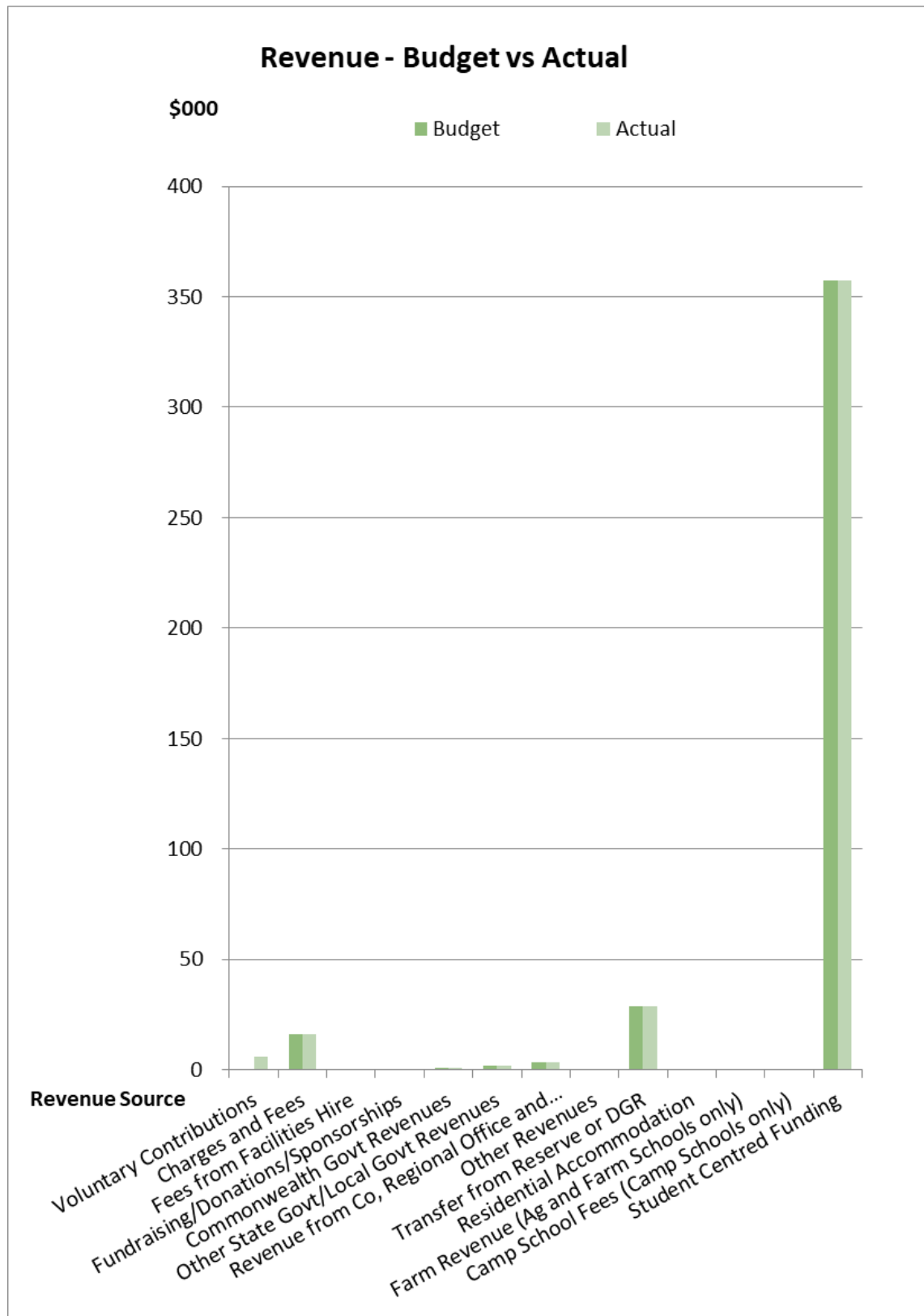
In 2021 teachers will continue to update teaching strategies in classroom management skills and continue with the implementation of the Australian Curriculum through the familiarisation of the WA Curriculum & Assessment Outline, updating skills and knowledge in the learning areas of Reading, Writing, Oral English, Digital Technologies, STEAM and Student Well-being etc.

SUSPENSIONS

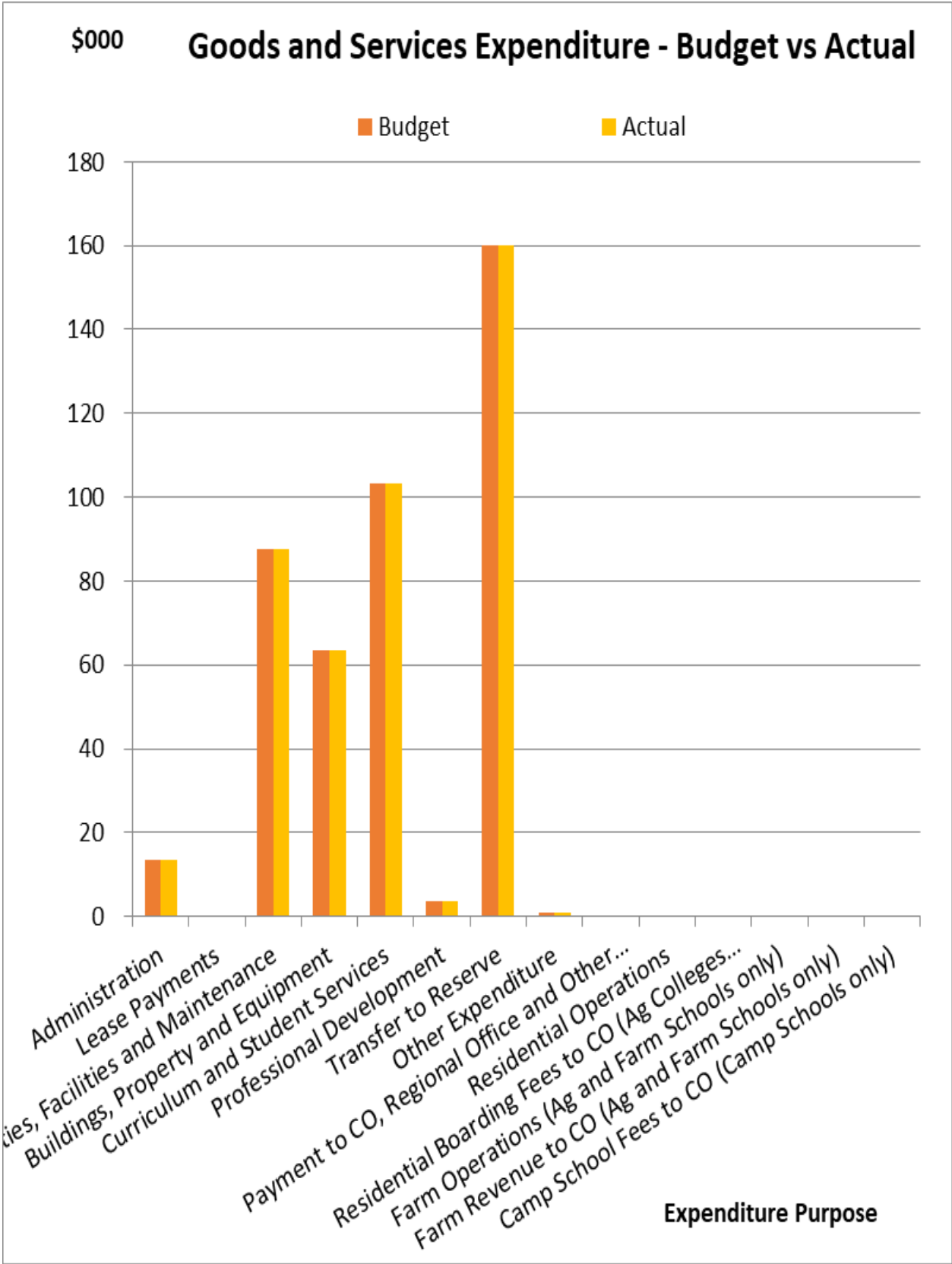
As part of the school's Managing Student Behaviour Program, suspensions are used for serious breaches of the school behaviour code. In 2021 there were 0 suspension. The continuation of the Values program and along with the introduction of Zones are the key for helping students to deal with 'bullying' and negative behaviour issues in a responsible and effective way.

SCHOOL BUDGET

Revenue Source



Expenditure Purpose



ATTENDANCE

The Department of Education collects information on student attendance rates on a yearly basis. A comparison with attendance rates in other schools across the State in 2021 shows that the overall student attendance rates at Balcatta Primary School are above other schools at 94%. Overall, the attendance rate of all our students is very high.

We now seek to increase our “regular” attendance rate and decrease the rate of unexplained absence from 36.5%.

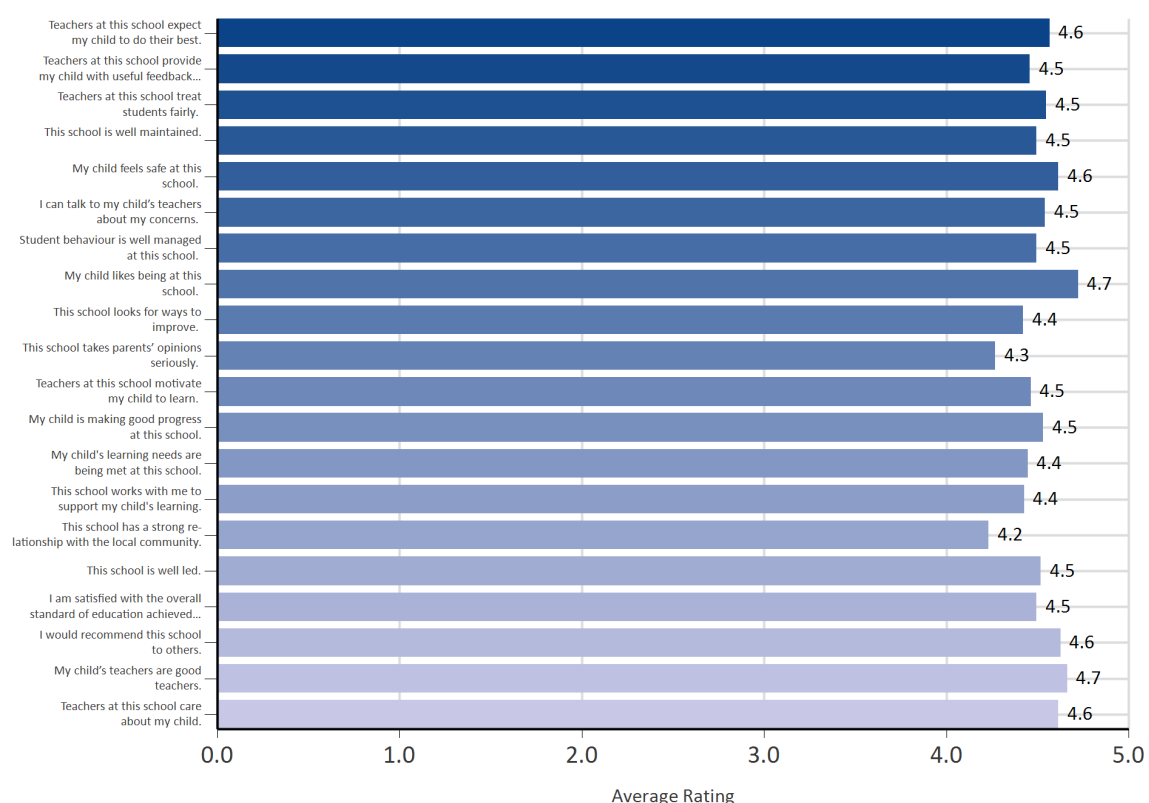
PARENT, STUDENT & TEACHER SATISFACTION

The school collects information through various ways, i.e. surveys, meetings, assemblies, interviews, classroom discussions etc to gauge the level of satisfaction that its clientele (i.e. parents, students and staff) has in regard to the school.

‘The National School Opinion Survey’ is used by all schools throughout Australia to survey their parents, staff and students on various aspects relating to the performance of the school every two years. We conducted our National Opinion survey in 2021 with pleasing results.

We had a large response rate across all areas of the school. As shown by the graphs below, the majority of parents are very satisfied with the school in the areas surveyed. It was very pleasing to note that approx. 94% of parents indicated that their child is making good progress and like being at the school and 92% were satisfied with the educational standards achieved at the school. The Survey also included our strong relationships with the community and 91% of parents feeling the school is well led.

The results that more than 96% of parents say their child likes being at the school was backed up by strong student survey data.



SCHOOL IMPROVEMENT TARGETS

As part of the school's continued improvement strategy, the following improvement targets have been developed because of the school's self-evaluation and are set against achievement standards and comparative data of like schools, all WA Public schools and all Australian schools. This forms the basis of our first business plan after moving to IPS status and provides an ambitious vision for the future of our school.

Provide targets

P 1.1 reduce our Greenhouse footprint by 20%, as evidenced by the Climate Clever Measurement Tool.

P 1.2 move the "regular" attendance rate from 79% to 85%.

P 2.1 use the Zones of Regulation Program effectively in every classroom with 70% of students able to articulate age-appropriate concepts, evidenced by Classroom Walk Throughs and Teacher Surveys.

P 3.1 increase the number of staff who believe our school has a culture where mutually respected relationships are promoted and valued from 71% to 85%, as evidenced in the School Culture Self-Assessment Survey – Staff.

Connect Targets

C 1.1 increase effective feedback to students from 3.69 to 4.1, measured through student voice collection methods and the Be You survey.

C 2.1 move the number of school community members who believe the school council operates effectively from an average of 3.8 to 4.1, evidenced by the School Assessment Survey – Staff.

C 2.2 increase the number of parents believing that the school has strong ties with the local community from 76% to 90%, measured in the NSOS.

C 3.1 move the number of staff who believe the Aboriginal Cultural Standards Framework informs our culturally responsive whole school planning from 38% to 80%

Leadership Targets

L1.1 80% of staff can accurately identify school leaders and their roles and responsibilities, as evidenced in the NSOS.

L 2.1 80% of teachers will plan for SAER, as evidenced in their daily programming.

L3.1 demonstrate our NAPLAN three-year average mean score to be increased further above the like school average from their current starting points as evidenced in whole school planning in;
3.1.1 Reading

3.1.2 Writing
3.1.3 Numeracy

- L 4.1 move our teacher judgements to within .3 standard deviation from their current starting points, and 10% WA mean when compared to NAPLAN as evidenced in whole school planning.
- L 5.1 increase the number of staff strongly feeling they receive useful feedback about their work from 27% to 40%, as evidenced by staff surveys.
- L 6.1 increase the number of staff who believe school leaders effectively lead the school improvement cycle from 57% to 70%, as evidenced by the School Assessment Survey – School Leaders.

Teaching Targets

- T 1.1 increase our percentage of Year 1 students achieving their goals in on-entry testing, as evidenced in whole school planning in;
 - 1.1.1 Speaking and Listening
 - 1.1.2 Reading
 - 1.1.3 Writing
 - 1.1.4 Numeracy
- T 2.1 demonstrate our PAT three-year average mean scaled score to be above research outlined means, as evidenced in whole school planning, in;
 - 2.2.1 Reading
 - 2.2.2 Grammar and Punctuation
 - 2.2.3 Numeracy
 - 2.2.4 Science
- T 2.2 increase the percentage of Stage 2 EALD students who obtain a Level 4 or above in Speaking and Writing by the end of Year 2, from 50% in Speaking and 67% in Writing to 70% in both Speaking and Writing, as evidenced by the EALD Progress Map.
- T 3.1 increase the number of teachers who believe we have a whole-school pedagogical framework designed to help achieve the learning outcomes that we intended for our students from 64% to 85%, as evidenced by the School Assessment Survey – Staff.
- T 3.2 increase effective feedback to students measured through student voice collection methods resulting in 80% of students being aware of where they are, where they are going and how to get there.
- T 4.1 maintain 80% of students who have taken part in 6 months of intervention with the Sound Check program, to move from below 50%, to achieving at least 80% on their respective Sound Check Assessment.