

# ANNUAL REPORT

# 2020



WE CARE

**BALDIVIS**  
PRIMARY SCHOOL





# BALDIVIS PRIMARY SCHOOL

## School Information

Student Population (Kindy to Year 6) 586

Index of Community Socio-Educational Advantage (ICSEA) 992

Average Index of Community Socio-Educational Advantage (ICSEA) 1000

Teaching Staff 38

Non-teaching Staff 32

Indigenous Students 4% of student population

Student Transiency 7.1%

Students with Disability 5.8% of student population

## PRINCIPAL'S WELCOME

Welcome to BALDIVIS PRIMARY SCHOOL... providing quality education since 1924.

Baldivis Primary School has been successfully educating students for nearly 100 years. The school has grown from a small rural school servicing the wider Baldivis area, to a large and urban primary school.

Due to the rapid housing development in the area, Baldivis Primary School is no longer the solitary school in the region. We are fortunate to be a part of a strong public school education network consisting of three secondary schools and nine primary schools in the Baldivis/Karnup area.

Baldivis Gardens Primary School (opened 2017) and Sheoak Grove Primary School (opened in 2020) have eased enrolment pressure on our school, reducing the student population that peaked in 2016 with over 850 students. Despite the urbanisation of the area, we have been able to retain some of that country school charm and solid connection to the community.

Our strong relationship with the community has developed over decades and this spirit still thrives today. Our students, families and staff are proud of our school and we continue to develop these connections through genuine care for each and every student.

Our school motto of "We Care" encapsulates our commitment and passion to ensure *Every Student Matters Every Day*. As an Independent Public School since 2012, the Baldivis Primary School Board works closely with the school to set and monitor the key directions of the school and make a positive contribution to school improvement. Our very proactive Parents and Citizens Association (P&C) continually supports the school with numerous large scale fundraising campaigns and operates services such as the school canteen and the uniform shop.

The success of our school was validated during our Public School Review conducted in December 2019.

In 2020, we continued to strive towards achieving our 2018 - 2020 Business Plan targets by setting clear objectives under our priority areas of:

- Excellence in Teaching and Learning
- A Positive Climate for Learning
- Strong Partnerships in Learning
- Effective Leadership
- Efficient Resource Management

I would like to acknowledge the effort and understanding of the whole school community during the COVID-19 pandemic. I would also like to extend a very big thank you to the staff for their amazing work during this challenging time.

It is with great pleasure that I present the 2020 Annual School Report. I hope that by reading it you gain an appreciation of the hard work and strong commitment by the staff, students and families of Baldivis Primary School and the success we have achieved by working together.

Tom Burke  
Principal

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# Public School Review

A comprehensive Public School Review process was conducted at Baldivis Primary School during December 2019. All public schools participate in this process at a time determined by the Department of Education.

Our *Effective* School Performance rating from the review validated our own judgements on our performance and improvement as a school.

The review looked at six interrelated areas of our school:

- Relationships and Partnerships
- Learning Environment
- Leadership
- Use of Resources
- Teaching Quality
- Student Achievement and Progress

The review team consisted of a Director School Review from the Department of Education and a Peer Reviewer, a Principal from another school. The review team's findings are summarised below.

## \* Relationships and Partnerships

*The school motto of 'We Care' signifies a strong sense of connection that permeates throughout the school community. Considered by parents as the social hub of the local area, the school hosts events and clubs, including the Baldivis Fair, which is in its 44th year of operation, thus fostering quality, sustained relationships.*

## \* Learning Environment

*A strong sense of mutual trust and good rapport, where staff go out of their way to know and appreciate every student, results in a safe, friendly and inclusive school.*

## \* Leadership

*The principal is recognised as a transformational and instructional leader, who has empowered staff through a distributed leadership model. United in their commitment to harnessing the expertise within the school, the leadership team is driving the cultural shift towards a shared vision focused on school-wide delivery of quality curriculum.*

## \* Use of Resources

*The highly respected manager corporate services (MCS) works in partnership with the principal to manage human, physical and financial resources to best effect. Increase the transparent alignment between resource allocation and operational planning.*

## \* Teaching Quality

*A growing culture of aligned pedagogy and low variance instructional practice has been developed through data collation, analysis, and the subsequent use of evidence-based strategies, to lead to improved student outcomes*

## \* Student Achievement and Progress

*Early indications that student achievement and progress is on an upward trajectory is attributed by teachers to the fostering of a data-informed culture underpinned by whole-school practices.*

The complete Public School Review can be found at [https://www.det.wa.edu.au/schoolsonline/expert\\_review\\_report.do?schoolID=5024&pageID=AD19](https://www.det.wa.edu.au/schoolsonline/expert_review_report.do?schoolID=5024&pageID=AD19)



## Attendance

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.



# Student Achievement and Progress

2020 was the final year of our 2018-2020 Business Plan. A significant number of our Business Plan targets for student achievement were structured around NAPLAN assessments and attendance. Due to COVID-19, NAPLAN was not conducted and student attendance data was impacted.

As part of our school's robust internal self-assessment processes, we utilise a number of additional school and classroom based data sources and these will be used to demonstrate student achievement and progress.

## Spelling – South Australian Spelling Test

The South Australian Spelling Test is a norm-referenced graded word list. It is a standardised test of spelling achievement for students in the age range 6 years to 16 years. The table below shows the percentage of students below, at or above the expected level for their age in the area of spelling at the start and end of 2020.

	Yr. 1		Yr. 2		Yr. 3		Yr. 4		Yr. 5		Yr. 6	
	Term 1	Term 4										
Below level	42%	11%	23%	15%	26%	9%	30%	11%	26%	15%	28%	16%
At level	38%	34%	37%	21%	34%	19%	18%	20%	20%	7.5%	21%	11%
Above level	19%	53%	38%	79%	38%	71%	51%	69%	54%	77%	48%	72%

## \* Findings and the Future – Spelling

Spelling results indicate a significant movement in the number of students achieving "above the expected level" and a reduction in the number of students achieving "below expected level" at the conclusion of 2020.

A focus for 2021 will be the continued development and implementation of the Baldivis Primary School Spelling program from Kindy to Year 6. The program has been tailored to meet the needs of our students and will develop a deeper understanding of spelling and words.

## Brightpath – Writing

The Brightpath assessments have been designed to provide teachers with detailed information about their students' progression in learning and what their students need to learn next. These results were collected in Term 4, 2020.

	PP Recount	Yr. 1 Recount	Yr. 2 Information	Yr. 3 Information	Yr. 4	Yr. 5* Persuasive
Below level	1 student	1 student	8 students	2 students	**	6 students
At level	9 students	18 students	23 students	16 students	**	8 students
Above level	40 students	38 students	33 students	54 students	**	12 students

\* Results from one class

\*\* No data available

## \* Findings and the Future – Writing

The Brightpath writing assessment clearly illustrates the majority of our students achieved at or above their expected level.

A focus to building on this improvement will be enhanced with the introduction of the whole school writing program Talk for Writing in 2021.





#### On Entry Assessment Program (Pre-Primary)

The main purpose of the On-entry Assessment Program is to provide teachers with information about the skills and understandings that a child brings to school. Conducting this assessment early in the year ensures the teacher has information about the current skills and understandings of each child to assist in the planning and development of targeted learning programs that address the needs of each individual and identify children who may require early intervention or extension. This approach is supported by national and international research into the early identification of students' literacy and numeracy skills.

The table below shows the number of students in each category (Excellent through to Limited) in Term 1 (T1) and Term 4 (T4).

Year Level	Reading		Writing		Speaking + Listening		Numeracy	
	T1	T4	T1	T4	T1	T4	T1	T4
PP Excellent	0	0	2	27	2	4	2	4
PP Good	0	7	9	14	3	4	10	30
PP Satisfactory	12	32	24	3	16	22	28	15
PP Below	34	10	14	6	20	16	9	0
PP Limited	4	1	1	0	9	4	1	0

\* Findings and the Future – On Entry

Overall there was a reduction in the number of students demonstrating limited and below expected level in all tested areas. In 2021, teachers will continue to explicitly teach essential literacy and numeracy skills following the Baldivis Primary School Lesson Design model.

#### Westwood Assessment

The Westwood Number Facts Test is designed to test students' recall of their mental Maths facts for addition, subtraction, multiplication and division. In 2020 students' achievement levels were:

Assessment Area	% of students <b>above</b> expected achievement level	% of students <b>at</b> expected achievement level	% of students <b>below</b> expected achievement level
Addition	64%	30%	6%
Subtraction	46%	41%	13%
Multiplication	46%	41%	13%
Division	30%	45%	25%

\* Findings and the Future – Mental Maths

A focus will be to increase the number of student performing above the expected achievement level in all assessment areas, particularly in division, multiplication and subtraction. A whole school Mental Maths scope and sequence plan will be developed in 2021 to identify and explicitly teach basic number facts and mental maths strategies.

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# Achievements

Despite the challenges faced during 2020, as a school community we were able to still accomplish a number of achievements.

- Frau Kuehs was successful in obtaining her Level 3 Classroom Teacher status.
- Baldivis Primary School was selected as a Primary Language Support School to support other schools implement language programs.
- Baldivis Primary School was selected for the Centre for Excellence in the Explicit Teaching of Literacy program.
- Mrs Smith, Mr Bickley, Mrs Voorn and Miss Shellam were selected in the Western Australian Future Leaders Framework 2020 intake for Baldivis Primary School.
- Baldivis Primary School was selected to participate in the Champions of Maths 2021 - high impact maths professional learning program. Mrs Voorn and Miss Shellam will complete an intensive professional learning program during 2021.



## Progressive Assessment Test (PAT) – Maths

PAT Maths measures mathematical ability across six content strands:

1. Number
2. Algebra
3. Measurement
4. Geometry
5. Statistics
6. Probability

Areas of strength identified across the school in PAT Maths include:

1. Language of chance
2. Identifying number values
3. Recognising fractions
4. Identifying 2D shapes
5. Identifying 3D shapes
6. Linking 3D shapes and their nets

Areas of focus identified across the school in PAT Maths include:

1. Money – identifying, adding and subtracting
2. Elements of time: calendars, telling the time and duration
3. Multiplication and division
4. Graphing - interpreting graphs
5. Upper specific is decimals and fractions
6. Directional language
7. Word problems

### \* Findings and the Future – Mathematics

Teachers will focus on the areas identified above as priority areas in their planning and teaching of Maths in 2021. Teachers will continue to implement the whole school Maths program Origo.

## Science

Progressive Achievement Tests (PAT) in Science assess science knowledge, scientific literacy, and understanding and application of scientific principles for students in Year 3 – 6.

It measures the application of science skills and knowledge in four broad systems:

1. Physical (e.g. energy and change)
2. Chemical (e.g. materials)
3. Geological and space (e.g. earth and space)
4. Living (e.g. life and living)

Year	% Students <b>below</b> the expected year level achievement	% Students <b>at</b> the expected year level achievement	% Students <b>above</b> the expected year level achievement
3	34%	41%	25%
4	55%	39%	6%
5	40%	59%	1%
6	42%	49%	9%

### \* Findings and the Future: Science

In our first year of PAT Science testing, the results show a large number of students across the tested age groups achieved below the expected level for Science. In 2021, our Specialist Science teacher will focus on implementing the Inquisitive program.

## Progressive Assessment Test (PAT) – Reading

PAT Reading assesses reading comprehension, covering four broad strands:

1. Retrieve
2. Interpret implied
3. Interpret explicit
4. Reflect

Areas of strength identified across the school in PAT Reading include:

- Locating specific details in procedures and narratives
- Identifying text types
- Identifying emotions
- Summarise ideas in all text types

Areas of focus identified across the school in PAT Reading:

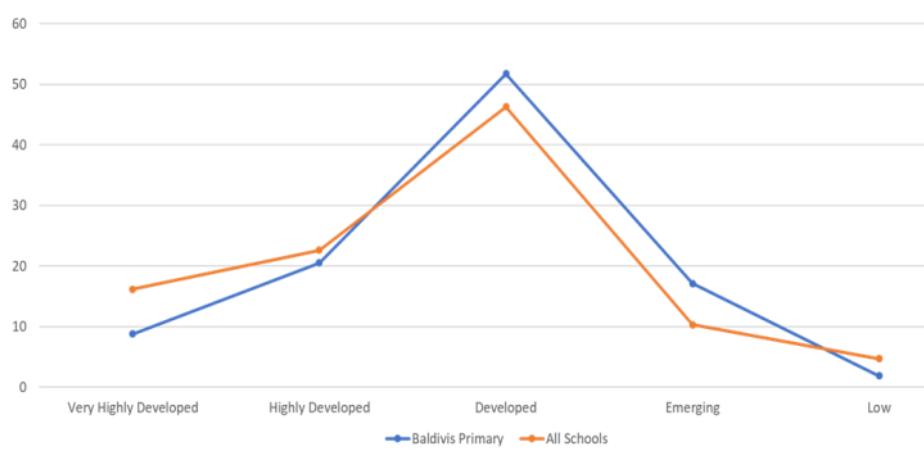
- Inferring reasons for character behaviour
- Identifying the main idea across a range of text types
- Identifying opinion



## Social-emotional Wellbeing Survey

A comprehensive well-being survey of our Year 1 to 6 students was conducted for the first time in 2020. This school-wide survey provides an insight into student wellbeing allowing a more targeted approach to social, emotional and behavioural learning.

\* Findings and the Future: Social-emotional Survey



The summary graph above indicates our students Social-Emotional skills are similar to All Schools with a higher number of students in the Emerging phase and less in the Very Highly Developed phase. The survey asked a series of questions and the examples below highlighted areas of significant need.

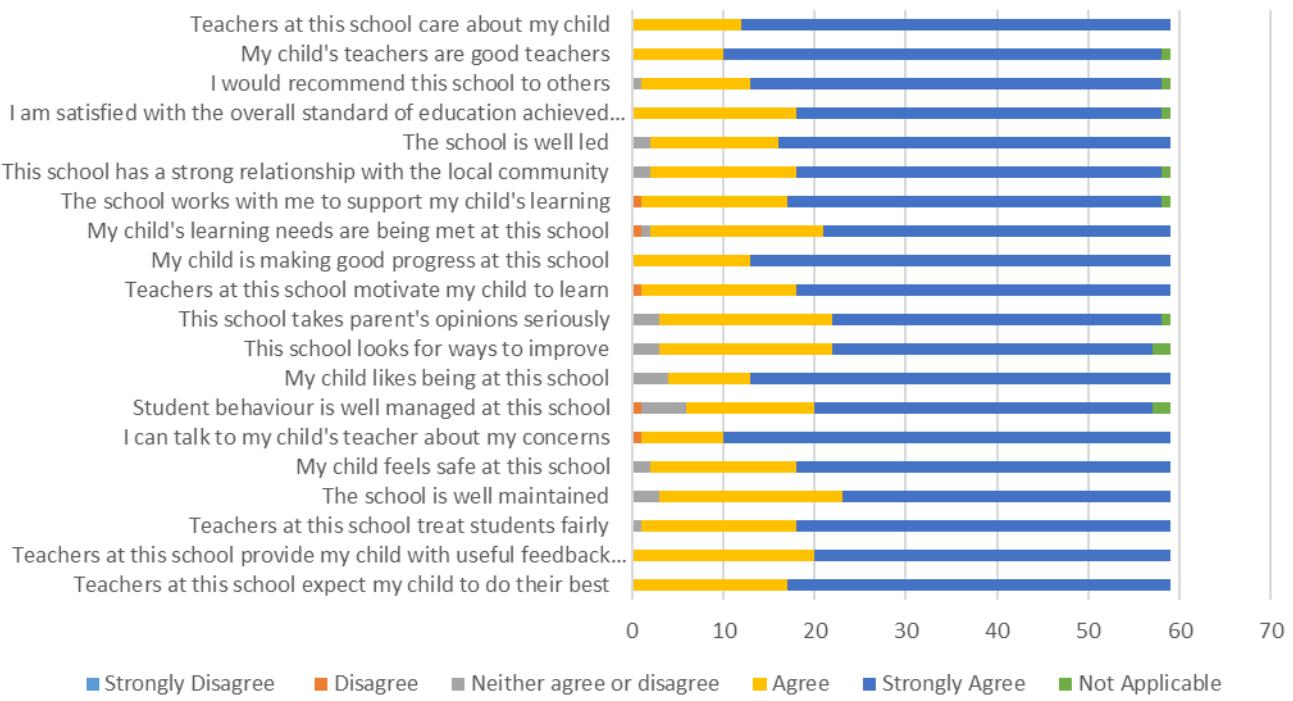
1. I am a happy person – a significant number of Year 6 girls (25%) and Year 5 boys (17.8%) disagreed with this statement.
2. I feel lonely – a significant number of Year 2 boys (32%) agreed with this statement.
3. I know how to make friends – 33% of Year 5 boys disagreed with this statement.
4. It's hard for me to describe how I feel – 38.7% of Year 2 boys agreed with this statement.

In 2021, the school will investigate the Social-Emotional program Play is the Way to support students in this area. Students requiring greater support will have an individualised plan developed.





## 2020 Parent / Carer Survey



The Parent/Carer survey was conducted during Term 3 during the school's Open Night. The number of completed surveys was less than the previous year due to COVID restrictions. However, the data suggests a positive response to the questions, with Agree and Strongly Agree making up a large quantity of the responses.

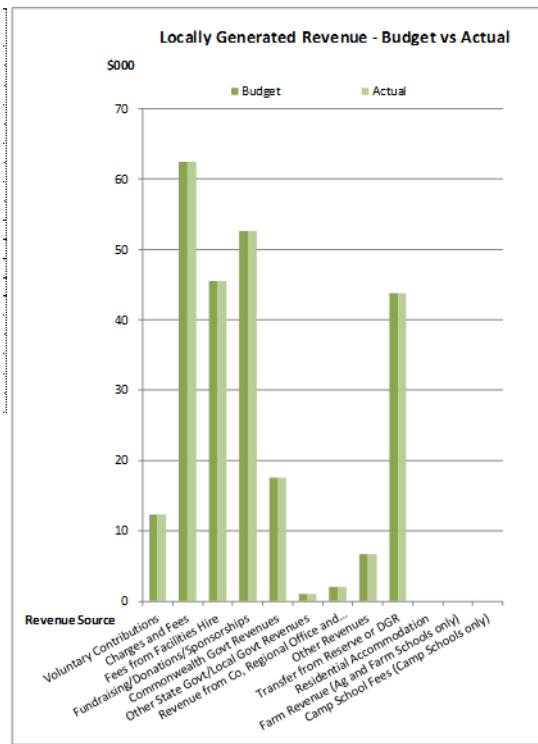
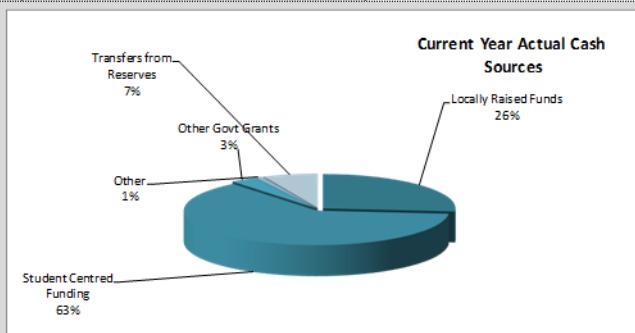


# Baldivis Primary School

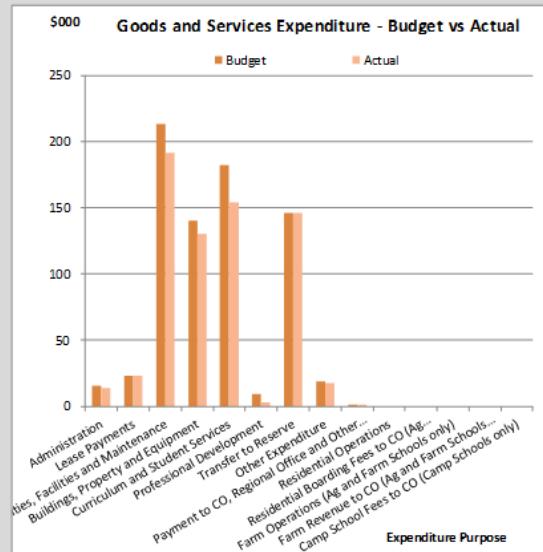
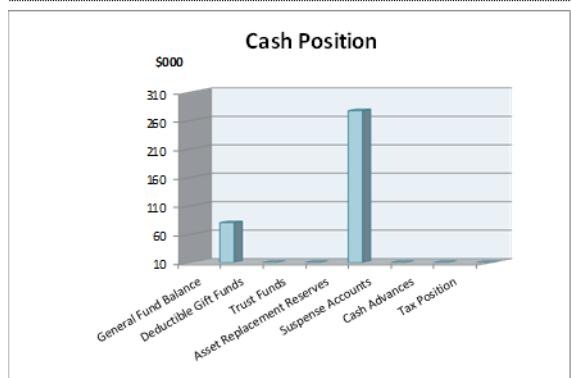
## Financial Summary as at

31st December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1 Voluntary Contributions	\$ 12,346.00	\$ 12,345.80	
2 Charges and Fees	\$ 62,457.00	\$ 62,455.46	
3 Fees from Facilities Hire	\$ 45,455.00	\$ 45,454.56	
4 Fundraising/Donations/Sponsorships	\$ 52,665.00	\$ 52,664.46	
5 Commonwealth Govt Revenues	\$ 17,500.00	\$ 17,500.00	
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00	
7 Revenue from Co, Regional Office and Other Schools	\$ 2,100.00	\$ 2,100.00	
8 Other Revenues	\$ 6,656.00	\$ 6,657.15	
9 Transfer from Reserve or DGR	\$ 43,800.00	\$ 43,800.00	
10 Residential Accommodation	\$ -	\$ -	
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -	
12 Camp School Fees (Camp Schools only)	\$ -	\$ -	
<b>Total Locally Raised Funds</b>	<b>\$ 243,959.00</b>	<b>\$ 243,957.43</b>	
<b>Opening Balance</b>	<b>\$ 107,096.00</b>	<b>\$ 107,096.32</b>	
<b>Student Centred Funding</b>	<b>\$ 410,023.00</b>	<b>\$ 410,023.30</b>	
<b>Total Cash Funds Available</b>	<b>\$ 761,078.00</b>	<b>\$ 761,077.05</b>	
<b>Total Salary Allocation</b>	<b>\$ 5,489,533.00</b>	<b>\$ 5,489,533.00</b>	
<b>Total Funds Available</b>	<b>\$ 6,250,611.00</b>	<b>\$ 6,250,610.05</b>	



Expenditure - Cash and Salary		Budget	Actual
1 Administration	\$ 15,886.00	\$ 13,799.18	
2 Lease Payments	\$ 23,210.00	\$ 23,203.24	
3 Utilities, Facilities and Maintenance	\$ 213,508.00	\$ 191,326.03	
4 Buildings, Property and Equipment	\$ 140,210.00	\$ 130,155.69	
5 Curriculum and Student Services	\$ 182,349.00	\$ 154,021.93	
6 Professional Development	\$ 9,600.00	\$ 3,454.94	
7 Transfer to Reserve	\$ 146,000.00	\$ 146,000.00	
8 Other Expenditure	\$ 19,056.00	\$ 17,442.77	
9 Payment to CO, Regional Office and Other Schools	\$ 1,565.00	\$ 1,565.00	
10 Residential Operations	\$ -	\$ -	
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -	
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -	
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -	
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -	
<b>Total Goods and Services Expenditure</b>	<b>\$ 751,384.00</b>	<b>\$ 680,962.78</b>	
<b>Total Forecast Salary Expenditure</b>	<b>\$ 5,301,139.00</b>	<b>\$ 5,301,139.00</b>	
<b>Total Expenditure</b>	<b>\$ 6,052,523.00</b>	<b>\$ 5,982,101.78</b>	
<b>Cash Budget Variance</b>	<b>\$ 9,694.00</b>		



Cash Position as at:	
Bank Balance	\$ 356,568.75
Made up of:	\$ -
1 General Fund Balance	\$ 80,114.27
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 277,118.48
5 Suspense Accounts	\$ 3,226.00
6 Cash Advances	\$ -
7 Tax Position	\$ (3,890.00)
<b>Total Bank Balance</b>	<b>\$ 356,568.75</b>

