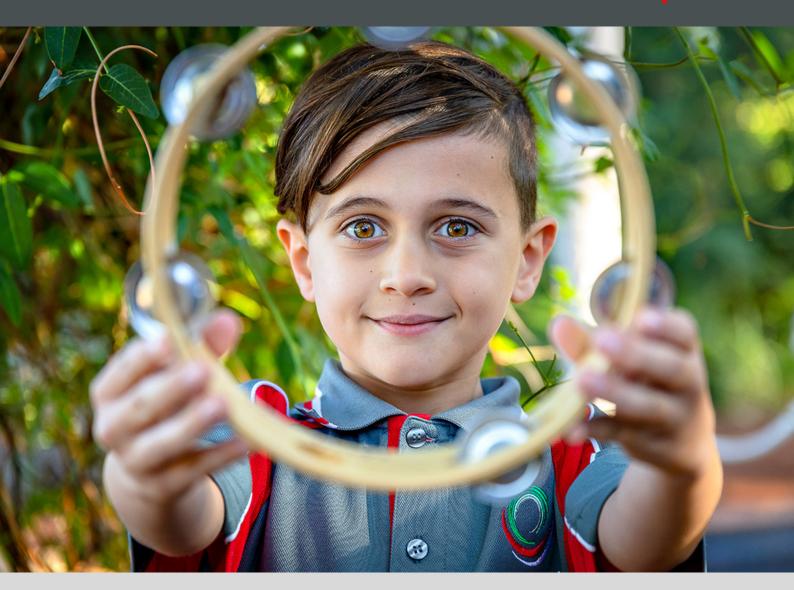


WEST BALCATTA PRIMARY SCHOOL

2021 Annual Report



A Focus on Student Achievement: Success for All
A Classroom Orientation: Sound Teaching
A Context-specific, Distinctive School
Practical Support: Making it Possible
Meaningful Accountability
Community Confidence

Principal's Message

As the newly appointed principal at West Balcatta Primary School in July 2021, it is with great pleasure I present our Annual Report. Compiling it was a wonderful opportunity to review the work and achievements of our school community throughout 2021. This was a year of change for West Balcatta Primary School. At the beginning of the year, Julian Vinciullo, long standing and well-loved principal, officially retired after 18 years of service to the school. The close-knit community worked together to give him a fitting farewell, acknowledging his leadership and commitment to the school.



In Julian's absence, Andrew Knight assumed the principal position, working with the administration team to provide calm leadership through the unpredictable months at the start of the year. Despite navigating lockdowns and Covid-19 restrictions, this approach ensured the students had consistent access to high quality learning, on and offsite, and effective support for their health and well-being. I would like to acknowledge the work of these leaders in creating a positive school culture and continued high academic achievement. Their work in establishing a clear improvement and accountability agenda supports subsequent success and I am excited to continue this work with the new leadership team, the staff and School Board.

As 2021 marked the end of the Success Plan (2019-2021), a thorough analysis of the effectiveness of stipulated strategies and achievement of targets was carried out by the staff and members of the school board. This evaluation is summarised in this report. This work led to the collaborative development of our new school Business Plan (2022-2024) which defines our strategic direction for the next three years. Acknowledging that the school's strength is the consistent approach to teaching that results in high achievement, the new plan focuses on sustaining and extending this. To support this, we have introduced additional assessment and collection of data to track and support student progress. Analysis of this will allow us to measure individual progress, whilst also pinpointing our school strengths and weaknesses. This will help us to prepare for our first public school review scheduled for Term 2.

This year also marked the introduction of West Balcatta's new school uniform, designed as part of the rebranding strategy commenced in 2019. A large percentage of the student population wore the new grey polo shirt and hat, complete with restyled logo, despite the 2-year transition period. Later in the year, matching red shorts and skorts were added and a new winter jacket selected. The uniform will evolve to include these additional items.

West Balcatta is defined by a strong culture of collaboration and the resulting partnerships between staff and the community enhance the experience of our students. As always, parents were a huge support throughout the year, organising opportunities for community connection, whilst raising money to improve the school environment. Events, such as the Bubble Fun Run, school disco and a café on Open Night, funded a new shade shelter at the Kiss and Drive, resurfaced netball courts and a nature playground in Early Childhood. I would like to thank the P&C, School Board and the parent body in general for their ongoing support of our school. We look forward to continuing our work in the coming year. In the meantime, please enjoy reading this summary of 2021.

from the School Board Chairperson...

It's my privilege to share the key activities and focus areas of the West Balcatta Primary School (WBPS) Board in 2021.

WA's Independent Public School Boards work together with the school's administration team to develop, prioritise and review objectives and policies that aim to achieve the best outcomes for students. In 2021, the WBPS Board:

- Supported the development of the new Business Plan
- Monitored the Financial Management of the school
- Inducted new Board Members
- Reviewed and endorsed the 2021 One-line Budget
- Endorsed the 2022 School Development Days
- Approved the 2022 Voluntary Contributions and Charges Schedule
- Analysed the 2021 National Schools Opinion Survey data and identified future actions
- Undertook online professional development training
- Reviewed and endorsed the Uniform Policy and Guidelines
- Informed the rebranding project with specialist skills and advice
- Represented the WBPS community on the selection panel for the Principal and Deputy Principal positions

The WBPS website launched in mid 2021 as part of the broader rebranding project. The new website enhances communication with existing families and provides prospective families with a great insight into our school community.

After 18 years at the helm of WBPS, 2021 also saw the departure of our beloved principal Mr Julian Vinciullo to embark upon his well deserved retirement. Julian's contribution, passion and dedication to our school were hallmarks of his time at WBPS and we wish him well for the next chapter.

It was my pleasure to be part of the selection process and interview panel in selecting our new School Principal, Ms Caroline Booth, who brings considerable experience, focus and vision to the role. The Board looks forward to continuing to work collaboratively with Caroline and the WBPS leadership team in 2022.

We must also acknowledge the dedication of our WBPS teachers and support staff who ensure that our school goes from strength to strength each year.

The School Board recognises the tireless efforts of our P&C Association. Through the donation of their time and expertise, our P&C have identified new and exciting ways to raise funds, bring the community together and support projects and initiatives for the benefit of our students throughout 2021.

Finally, I gratefully acknowledge the contribution and commitment of my fellow board members:

- Parent Members: Steve Pandevski (Deputy Chair), Amy Rudd, Trish Van Der Loo, Chris McLaughlin, Kim Blyth
- Staff Members: Caroline Booth, Lee Tanner, Daniel Graffin, Damian Cato
- Community Members: Helen Maitland, Shari O'Neill, Helen McCaullay

We look forward to representing you again in 2022, working as a team to ensure the school's strategic direction is aligned to our values and the measurable targets of the Business Plan.



Priority Area: English

2021 was a time for reflecting upon and analysing the practices of the English Operational Plan to pinpoint what is needed to enhance the English outcomes of our students. This review led to the development of a new Business Plan and an operational plan linked to the new milestones and carefully aligned to school resourcing.

A whole-school approach to the teaching of Phonological Awareness and Spelling is now firmly embedded in Years K-2. The focus will move to establishing a more cohesive approach to spelling in Years 3-6. Students in Years 1-2 were assessed using the SPARKLE (Systematic Phonics and Reading Knowledge Levelled Evaluation) Kit, reflecting an updated approach to the assessment of Reading using Running Records for these year levels. Intervention groups were formed to target students in need. Whole school reading assessment using PAT testing was trialled in Term 4 and this will be fully implemented in 2022.

Teachers committed to all prescribed components of a flexible two-hour Literacy Block. Many teachers researched and implemented strategies from Talk For Writing, The Science of Reading and The Writing Revolution. In 2022, we will implement a consistent approach across all year groups, with Talk For Writing being the appointed program. A whole-school focus on the Explicit Teaching Model continued, with Peer Observations suggesting outlined strategies and approaches are fully embedded in teachers practice.

Formal collaboration sessions promoted collaborative year level planning, ongoing revision of teaching strategies and consistent judgement of student performance using moderation practices. Teachers used the analysis of NAPLAN data to form a basis for intervention programs, with staff of all year levels committed to addressing priority areas.

The student achievement targets for 2021 and our relative achievement by the end of 2021 is listed in the table below. See elaborated information in the NAPLAN analysis on subsequent pages.

TARGET	OVERALL ACHIEVEMENT	ACHIEVEMENT DETAILS
85% of Pre-Primary students will independently identify single letter-sound links.	Achieved	92% of Pre-Primary students independently identified single letter-sound links.
75% of Pre-Primary students will achieve green scores for all Identification, Blending and Segmenting Tasks (for CCVC and CVCC words) in the RAT-R.		89% % of Pre-Primary students achieved green scores for all Identification, Blending and Segmenting Tasks (for CCVC and CVCC words) in the RAT-R
85% of Year 1 students will achieve Level 7 or above in the Phonic Book Diagnostic Assessment.	Achieved	89% of Year 1 students achieved Level 7 or above in the Phonic Book Diagnostic Assessment.
80% of Year 1 students will achieve Level 3 or above in the SPARKLE Assessment Kit.	Achieved	81% of Year 1 students achieved Level 3 or above in the Sparkle Assessment Kit.
80% of Year 2 students will achieve Level 5 or above in the Sparkle Assessment Kit.	Achieved	86% of Year 2 students achieved Level 5 or above in the Sparkle Assessment Kit.
Year 3 and 5 Reading and Spelling NAPLAN achievement will be at or above that which is expected of West Balcatta students (in line with like-schools).	Achieved	Year 3 and 5 Reading achievement is in line with like-schools. Year 3 and 5 Spelling achievement is above that of like-schools.

NAPLAN Longitudinal Data: Reading 2021

Comparative Performance

TARGET: Year 3 and 5 students maintain NAPLAN Reading scores above that which is expected of West Balcatta students (like-schools)- achieved in Year 3 & Year 5



- Achievement in Reading is very good and continues to be above like-schools.
- Year 3 students have achieved a score within 1 standard deviation of the expected school mean
 0.2 above.
- Year 5 students have achieved a score within 1 standard deviation of the expected school mean
 0.3 above.

School Proficiency Bands

<u>TARGET:</u> More than 85% of Year 3 students will be above the national minimum standard in all NAPLAN tested areas - <u>achieved in Reading.</u>

- Achievement in Reading is excellent in Year 3 & Year 5 with most students achieving in the top 3 bands—89% in Year 3 and 84% in Y5. This is better than like-schools.
- The percentage of Year 3 students in the top 2 bands (5&6) is slightly lower than like-schools - 59% compared to 61%. However, we have less students achieving in the bottom 3 bands—12% compared to 20%. The percentage of students achieving below the national minimum standard is the in line with like-schools; this is 1 student at West Balcatta.

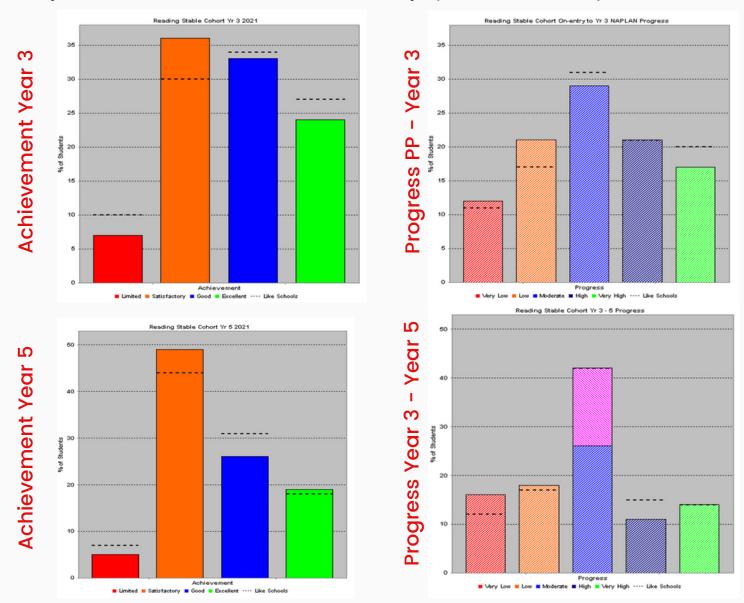
					Rea	ding					
			Yea	ar 3			Year 5				
		20	19	20	2021		2019		21		
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch		
10	686 & Above										
9	634 - 685										
8	582 - 633					15%	18%	19%	18%		
7	530 - 581					39%	27%	25%	31%		
6	478 - 529	43%	40%	34%	39%	30%	31%	40%	28%		
5	426 - 477	33%	26%	25%	22%	11%	15%	10%	16%		
4	374 - 425	14%	16%	30%	20%	6%	6%	5%	6%		
3	322 - 373	5%	9%	4%	10%	0%	3%	2%	2%		
2	270 - 321	5%	7%	6%	8%						
1	Up to 269	0%	2%	2%	2%						



• The percentage of Year 5 students in the top 2 bands (7&8) is slightly lower than like-schools. We have more students in the very top band (19%), but less in the band directly below—25% compared to 31%. Students achieving at and below the national minimum standard are broadly in line with like schools —7%; this is 3 students at WBPS.



Progress & Achievement in Reading (Stable Cohort)



What does the data show?

- Achievement in Year 3 is good. More WBPS students have good and excellent achievement than like schools.
- Progress from On-entry in PP to NAPLAN testing in Year 3 is not in line with like-schools. Although less of our students make very low progress, more make low progress. We also have slightly less with satisfactory and high progress.
- Achievement in Year 5 is also good. More WBPS students have good and excellent achievement, whilst few students have limited achievement.
- Progress between testing in Year 3 and Year 5 is also good. More of our students make high progress. A significant proportion of the students making satisfactory progress had excellent achievement in Year 3 and Year 5. This is indicated by the pink section of the graph. This consistent achievement means satisfactory is the highest measure of progress that can be achieved by these students.
- The percentage of Year 5 students making low and very low progress is very slightly above like schools.

What will we do about it?

- Administer PAT Maths testing twice yearly (Feb & Oct) to target teaching and assess progress.
- Analyse whole school PAT data to identify strengths and weaknesses and inform strategic planning.
- Identify students not making expected progress. Collaborate in teaching teams to devise appropriate strategies to support these students and track progress. Review impact of teaching regularly.

NAPLAN Longitudinal Data: Writing 2021

Comparative Performance

- Achievement in Writing is very good and continues to be better than like-schools.
- Year 3 students have achieved a score within 1 standard deviation of the expected school mean -0.6 above.
- Year 5 students have achieved a score within 1 standard deviation of the expected school mean -0.4 above.



School Proficiency Bands

<u>TARGET:</u> More than 85% of Year 3 students will be above the national minimum standard in all NAPLAN tested areas - <u>achieved in Writing.</u>

- Achievement in Writing is excellent in Year 3 & Year 5 with most students achieving in the top 3 bands—89% in Year 3 and 84% in Year 5. This is better than like-schools.
- In Year 3, the percentage of students in the top 2 bands is higher than that of likeschools—81% compared to 66%, although the difference is more marked in Band 5.
 Our achievement in the bottom 3 bands exceeds like-schools; 2% (1 student) compared to 13% of students at like-schools.

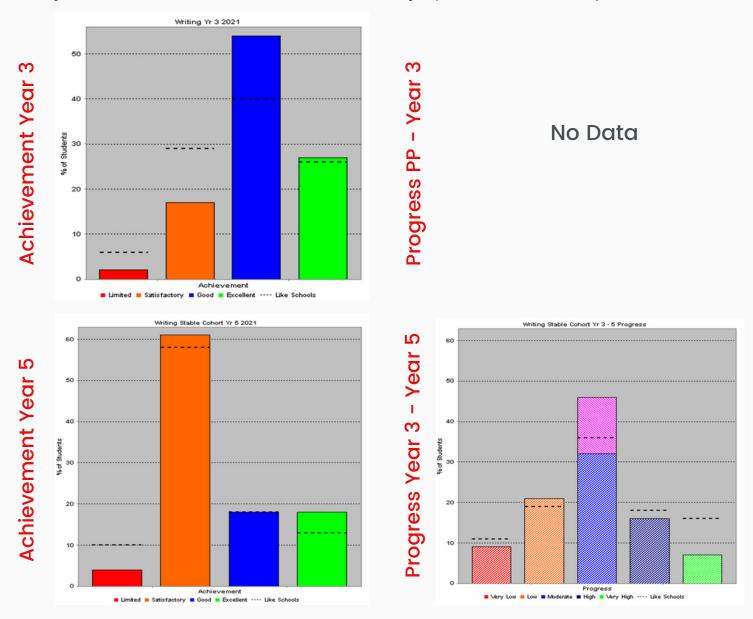
		Wri				iting				
			Yea	ar 3		Year 5				
		20	19	20	2021		2019		21	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	
10	686 & Above									
9	634 - 685									
8	582 - 633					11%	7%	19%	13%	
7	530 - 581					23%	14%	19%	18%	
6	478 - 529	40%	21%	27%	26%	32%	31%	38%	35%	
5	426 - 477	40%	40%	54%	40%	26%	32%	21%	24%	
4	374 - 425	12%	26%	17%	22%	4%	10%	3%	8%	
3	322 - 373	5%	8%	0%	7%	4%	5%	0%	3%	
2	270 - 321	2%	3%	2%	4%					
1	Up to 269	0%	1%	0%	2%					



• The percentage of Year 5 students in the top bands is higher than that of like-schools—38% compared to 32%. We also have less students in the bottom 2 bands—3% compared to 11% in like-schools



Progress & Achievement in Writing (Stable Cohort)



What does the data show?

- Achievement in Year 3 is excellent. More WBPS students have good and excellent achievement than like schools. Very few have limited.
- Achievement in Year 5 is also good. More WBPS students have excellent achievement, whilst few students have limited achievement.
- Progress between testing in Year 3 and Year 5 is also good. More of our students make satisfactory to good progress. Less make excellent progress, but this may be explained by the number of students with excellent achievement between Year 3 & Year 5. This is indicated by the pink section of the graph - satisfactory progress. This consistent achievement means satisfactory is the highest measure of progress that can be achieved by these students.
- The percentage of students making low progress is very slightly above like schools.

What will we do about it?

- Use a consistent approach to teaching writing. Analyse writing samples to identify teaching foci and track student progress.
- Review moderation practices and widen to include similar schools to gain more consistency in judgements.
- Identify students not making expected progress. Collaborate in teaching teams to devise appropriate strategies to support these students and track progress. Review impact of teaching regularly.

NAPLAN Longitudinal Data: Spelling 2021

Comparative Performance

<u>TARGET:</u> Year 3 and 5 students maintain NAPLAN Spelling scores above that which is expected of West Balcatta students (like-schools)- <u>achieved in</u> Year 3 & Year 5



- Achievement in Spelling is very good and continues to be better than like-schools.
- Year 3 students have achieved a score within 1 standard deviation of the expected school mean
 0.8 above.
- Year 5 students have achieved a score within 1 standard deviation of the expected school mean
 0.3 above.



School Proficiency Bands

					Spe	elling				
			Yea	ar 3			Year 5			
		20	19	2021		2019		2021		
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	
10	686 & Above									
9	634 - 685									
8	582 - 633					24%	17%	32%	21%	
7	530 - 581					28%	24%	35%	28%	
6	478 - 529	41%	29%	36%	33%	20%	28%	21%	25%	
5	426 - 477	33%	25%	28%	22%	17%	20%	8%	16%	
4	374 - 425	14%	23%	23%	22%	6%	8%	5%	6%	
3	322 - 373	7%	15%	8%	13%	6%	3%	0%	3%	
2	270 - 321	3%	6%	4%	6%					
1	Up to 269	2%	3%	2%	4%					



<u>TARGET:</u> More than 85% of Year 3 students will be above the national minimum standard in all NAPLAN tested areas - <u>achieved in Spelling.</u>

- Achievement in Spelling is excellent.
- The percentage of Year 3 students in the top bands is higher than that of like-schools

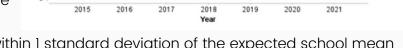
 64% compared to 55%. We also have less students achieving in the bottom 2 bands—
 6% compared to 10%.
- The percentage of Year 5 students in the top bands is higher than that of like-schools

 67% compared to 49%. Again, we have less students achieving in the bottom 2 bands—5% compared to 9%.

NAPLAN Longitudinal Data: Grammar & Punctuation 2021

Comparative Performance

- Achievement in Grammar and Punctuation is very good and continues to be better than like-schools.
- Achievement in Grammar and Punctuation is very good and continues to be better than like-schools.
- Year 3 students have achieved a score within 1 standard deviation of the expected school mean -0.8 above.



Grammar & Punctuation Performance





<u>TARGET:</u> More than 85% of Year 3 students will be above the national minimum standard in all NAPLAN tested areas - <u>achieved in</u> Grammar and Punctuation.

- Achievement in Grammar and Punctuation is excellent.
- The percentage of Year 3 students in the top bands is higher than that of like-schools—72% compared to 63%. We also have less students in the bottom 2 bands, but more below the national minimum standard—6% compared to 4%.
- The percentage of Year 5 students in the top bands is higher than that of like-schools—51% compared to 41%. We also have less students in the bottom 2 bands, with zero below the national minimum standard.

		Grammar &				Punctuation				
			Yea	ar 3		Year 5				
		20	19	20	21	20	19 2		021	
Band	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	
10	686 & Above									
9	634 - 685									
8	582 - 633					22%	21%	30%	21%	
7	530 - 581					26%	21%	21%	20%	
6	478 - 529	59%	43%	47%	40%	35%	24%	27%	29%	
5	426 - 477	26%	25%	25%	23%	9%	20%	19%	20%	
4	374 - 425	7%	16%	19%	17%	6%	9%	3%	7%	
3	322 - 373	5%	10%	4%	10%	2%	5%	0%	3%	
2	270 - 321	2%	5%	0%	5%					
1	Up to 269	2%	2%	6%	4%					





Priority Area: Mathematics

We continued to use iMaths across the school in 2021. In addition to ensuring consistency in teaching approaches, this program provided differentiated learning tasks with support, consolidation and extension for mathematical concepts. Resources from Mathletics and IXL programs were also used to supplement teaching. Individual Education Plans (IEPs) were devised for students at educational risk, with targets set by teachers and evaluated regularly. The maths coordinator purchased a range of concrete materials to support learning in this area.

The PAT Maths assessment was trialled in Term 4 for students in Year 1-6. The data was collated for each year group and analysed to identify whole school strengths and weaknesses. Achievement in each year group was good, but solving word problems was identified as a consistent weakness. In 2022, the explicit teaching of vocabulary and strategies for problem solving will be a priority. Support for this will be given through professional learning, application of concrete resources and collaborative planning. Staff worked collaboratively to compile a new numeracy operational plan outlining our approach as a school to this. A number of staff members volunteered to join a numeracy committee to support this work.

PAT Maths assessment will be fully implemented in 2022, with annual testing taking place in February and October. This will allow us to evaluate the success of our work and measure the progress made by each student. Individuals making insufficient progress will be identified and appropriate support put in place.

Our evaluation of targets set in the Success Plan, 2019–2021, using NAPLAN data was problematic. There was no data available to assess the target '80% of Year 3 and 5 students achieve an average NAPLAN score higher than like-schools'. In addition, despite high achievement in NAPLAN, the target stating that 65% of students should exceed like-schools was too ambitious. New targets set in our new Business Plan, 2022–2024 have pre-identified tools for measurement to avoid this issue in future. A detailed analysis of NAPLAN 2021 follows in this report.

TARGET

OVERALL ACHIEVEMENT

ACHIEVEMENT DETAILS

80% of year 3 and 5 students were to achieve an average Naplan Numeracy score above that of like schools.

. . .

We were unable to measure this target.

The Year 3 and 5 students will maintain NAPLAN Numeracy scores above that which is expected of West Balcatta students each year.

Achieved

Naplan results in Numeracy indicate that achievement in Numeracy is very good and continues to be above like-schools.

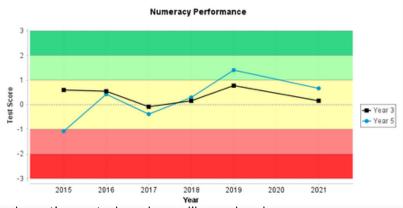
65% of Year 3 and 5 students will achieve band 5 or above in Naplan Numeracy.

Not Achieved Achievement in Year 3 has been excellent despite the target not being achieved. In hindsight, the target was too ambitious and a more achievable target will be set for 2022 – 2024

NAPLAN Longitudinal Data: Numeracy 2021

Comparative Performance

<u>TARGET:</u> Year 3 and 5 students maintain NAPLAN Numeracy scores above that which is expected of West Balcatta students (like-schools)- <u>achieved in</u> Year 3 & Year 5



- Achievement in Numeracy is very good and continues to be above like-schools.
- Year 3 students have achieved a score within 1 standard deviation of the expected school mean
 0.2 above.
- Year 5 students have achieved a score within 1 standard deviation of the expected school mean
 0.7 above.

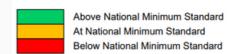
School Proficiency Bands

TARGET: 65% of Year 3 students will achieve Band 5 or above in Numeracy - not achieved.

TARGET: More than 85% of Year 3 students will be above the national minimum standard in all NAPLAN tested areas – achieved in Numeracy.

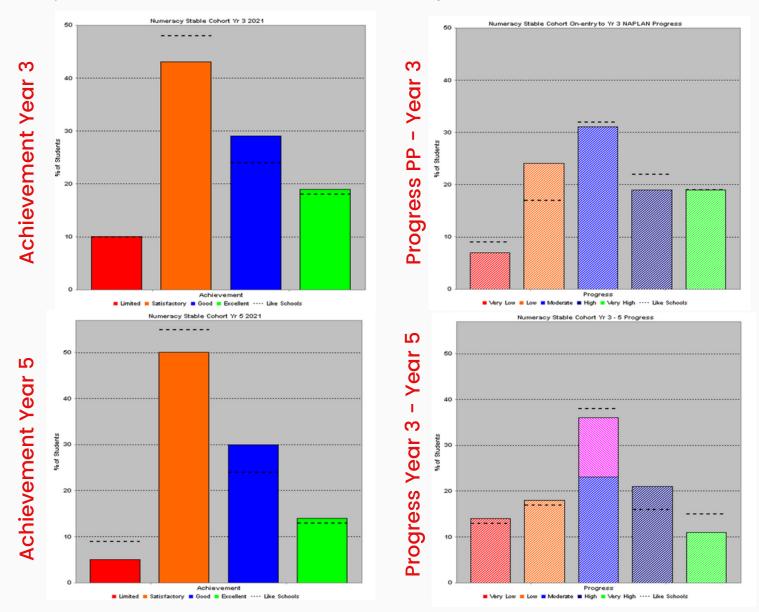
- Achievement in Numeracy is excellent in Year 3 & Year 5. This is despite the target not being met. In hindsight, this was too ambitious and a more achievable target will be set in our next Business Plan (2022-24).
- Achievement in the top 3 bands for Year 3 students is in line with like-schools. There are slightly more students achieving at the national minimum standard than like-schools, but zero below.
- Achievement in the top 3 bands for Year 5 students exceeds like-schools. We also have zero students below the national minimum standard in contrast to like-schools.

			Numeracy							
			Year 3				Year 5			
			20	19	20	2021		2019		21
В	and	NAPLAN Score Range	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
	10	686 & Above								
	9	634 - 685								
	8	582 - 633					19%	13%	15%	12%
	7	530 - 581					22%	20%	29%	23%
	6	478 - 529	26%	24%	17%	18%	33%	34%	35%	32%
	5	426 - 477	36%	27%	26%	24%	17%	22%	15%	24%
	4	374 - 425	26%	26%	30%	30%	7%	8%	6%	6%
	3	322 - 373	7%	16%	17%	19%	2%	3%	0%	3%
	2	270 - 321	3%	6%	9%	8%				
	1	Up to 269	2%	2%	0%	2%				





Progress & Achievement in Numeracy (Stable Cohort)



What does the data show?

- Achievement in Year 3 is good. More WBPS students have good and excellent achievement than like schools.
- Progress from On-entry in PP to NAPLAN testing in Year 3 is not in line with like-schools. Although less of our students make very low progress, more make low progress. We also have slightly less with satisfactory and high progress.
- Achievement in Year 5 is also good. More WBPS students have good and excellent achievement, whilst few students have limited achievement.
- Progress between testing in Year 3 and Year 5 is also good. More of our students make high progress. A significant proportion of the students making satisfactory progress had excellent achievement in Year 3 and Year 5. This is indicated by the pink section of the graph. This consistent achievement means satisfactory is the highest measure of progress that can be achieved by these students.
- The percentage of Year 5 students making low and very low progress is very slightly above like schools.

What will we do about it?

- Administer PAT Maths testing twice yearly (Feb & Oct) to target teaching and assess progress.
- Analyse whole school PAT data to identify strengths and weaknesses and inform strategic planning.
- Identify students not making expected progress. Collaborate in teaching teams to devise appropriate strategies to support these students and trackprogress. Review impact of teaching regularly.

Priority Area: Student Services

West Balcatta Primary School continues to implement PALS: Play and Learning to Socialise, Aussie Optimism and the Safe4Kids Protective Behaviours Program. These programs, along with results from our Student Voice Survey, guided our whole-school Values Program. As a Positive School, we actively prioritise and support the wellbeing, engagement and social-emotional learning of every member of our school community.

Students identified as at 'educational risk' were supported in classrooms with a range of documented plans implemented by teachers, and several received small-group intervention and support from Teachers and Education Assistants.

Year 3 and 5 students took part in our annual Student Voice Survey. Responses were overwhelmingly positive. Improvement was noted in the following statements:

- I feel like I belong at this school all/most of the time 90% (79% in 2020)
- Students in my class are kind to me all/most of the time 91% (75% in 2020)
- I like this school all/most of the time 90% (82% in 2020)
- I feel happy at school all/most of the time 84% (76% in 2020)
- I like my myself all/most of the time 85% (77% in 2020)
- I know that I can do good work all/most of the time 89% (81% in 2020)
- Students at this school get along with each other all/most of the time 88% (79% in 2020)

2022 will see the implementation of a new Health & Wellbeing Operational Plan, led by a team of staff. Foci for the plan include the teaching and promotion of the Values of Western Australian Schooling and the continued improvement and refinement of Social & Emotional Learning and Protective Behaviours Education for all students.

TARGET	OVERALL ACHIEVEMENT	ACHIEVEMENT DETAILS
More than 80% of students will state in the annual Student Voice Survey that they can talk to their teachers about their concerns	Achieved	95% of students stated that staff help students when they are worried or upset.
In the National School Opinion Survey, more than 80% of students will state that they perceive behaviour at West Balcatta Primary School to be well managed.	Not Achieved	75% of students in Years 5 and 6 stated that they agreed or strongly agreed that behaviour at West Balcatta is well-managed. 23% stated that they neither agreed or disagreed.
Whole-school student attendance will continue to be greater than 90% (considered 'regular' by the Department of Education).	Achieved	The whole-school attendance figure for 2020 is 92.7%, which is higher than the state average.
More than 85% of Year 3 students will be above the National Minimum Standard in all NAPLAN- tested areas.	Not Achieved	84.4% of Year 3 students achieved above the National Minimum Standard in all NAPLAN-tested areas. Only 1 student did not achieve the minimum standard in Reading and 3 students did not achieve the minimum standard in Grammar.
More than 75% of Year 5 students will be above the National Minimum Standard in all NAPLAN- tested areas.	Achieved	98% of Year 5 students achieved above the minimum standard in all assessments. Only 1 student in the Year 5 cohort did not meet the minimum standard in a NAPLAN Assessment.

Kindergarten & Pre-Primary

In 2021, the Early Childhood Centre consisted of 3 Pre-Primary classes and 4 Kindergarten classes. Early childhood staff worked collaboratively to share their expertise, further develop their knowledge of early childhood teaching, and provide common learning experiences for all children.

The National Quality Standards and Early Years Learning Framework underpinned the teaching and learning programs for all Kindergarten and Pre-Primary children. Staff aimed to provide high quality, purposeful play-based learning experiences across the Early Childhood classrooms. The Walker Learning approach ran for its second year in the Pre-Primary classrooms and was also successfully implemented in Kindy classrooms.

This year, Kindergarten children participated in a wide variety of learning experiences based on the Early Years Learning Framework and Kindergarten Guidelines. The range of play-based activities aimed to support Literacy, Numeracy, and physical, social and emotional development. Our literacy focus was on the Synthetic Phonics based Letters and Sounds programme and the Diana Rigg oral language comprehension resource. The Kindergarten Assessment Tool was used to assess children's comprehension and phonological awareness skills. Throughout the year we explored many themes, including All About Me, People in our Community, Under the Sea, Lifecycles, NAIDOC and Seasons. We discussed celebrations including Mother's Day,





In Pre-Primary, curriculum outcomes were met through themes, including All About Me and My Family, Our Community (community helpers), Our Environment (features of places and Australiana), Living Things (plants, animals and keeping ourselves safe) and Celebrations. Many themes culminated with a special day or celebration, such as 100 Days of School, Book Week and NAIDOC Week. In Literacy, Pre-Primary teachers continued to implement a Synthetic Phonics approach towards teaching all areas of phonemic awareness. Teachers implemented Talk 4 Writing programmes, focusing on oral language development and storytelling skills. Both have proven to be very successful. In Term 1, our oral language/comprehension homework programme was implemented. In Term 2, Pre-Primary teachers presented an online information session for parents on how to help children get the most out of the Home Reading programme, and following this, phonic readers were sent home for daily reading. Children have been involved in play-based learning experiences through the Walker Learning programme, with many of the learning centres complimenting the classroom programme.

This year, Pre-Primary children were involved in specialist classes for Physical Education and Digital Technologies. During Digital Technologies, children explored and experimented with iPad apps and explored and experimented with robots and coding. As part of the Health Education program this year, children participated in incursions for first aid and emergencies, and a puppet show incursion by Constable Care. This was complemented by the Safe4Kids programme to teach Protective Behaviours. In Science, the concepts of Living Things, Weather, Materials and Objects on the Move were covered, and our Pre-Primaries enjoyed participating in a fun interactive visit from Scitech.

During the year, Kindergarten and Pre-Primary children have had wonderful opportunities to explore the Nature playground, 'The Backyard,' and children have enjoyed participating in a variety of different learning areas that were set up in the playground, such as dramatic play, construction, tinkering, and messy mud and water play. When the weather permitted, teachers used indoor/outdoor play spaces to complement their learning programs.

In 2022 Kindergarten and Pre-Primary teachers will continue to focus on providing our children with play-based learning experiences, which will include the continuation of the Walker Learning play-based learning approach. School and P&C funds will go towards an upgrade of the outdoor play space, which will become an extension of the indoor classroom. Funds from the Early Childhood budget will be spent on purchasing resources to support the Walker Learning pedagogy, fine and gross motor skills, and sensory play.

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Humanities & Social Sciences

The topics of History, Geography, Civics & Citizenship and Economics & Business are taught with the intention of developing students' ability to question, think critically, make decisions based on evidence, devise proposals for actions and communicate effectively. These are all skills that build a broader understanding of the world in which we live and how people can participate as active and informed citizens in the 21st Century.

Students in Years 4 to 6 attend excursions related to the HASS Curriculum. However, due to COVID-19, Year 6 students were unable to attend Parliament House. Year 4 visited the Kings Park Rio Tinto Naturescape and the educational presentation, 'From Firesticks to Fireworks' (based on the WA History Curriculum). Students in Year 5 again had the visited the Fremantle Prison.

Delivery of the HASS Curriculum was supported with the budget expended on a variety of resources such as membership to 'Inquisitive' and fiction and non-fiction books for the library.

Science

The 2021 Science Operational Plan was developed in consultation with staff from the Science Learning Area Team. Our focus continued to link to a sustainability focus, whereby weekly environmental sustainability announcements are made by Student Parliamentarians. This was supported by Trash Free Tuesday, our Recycling Team, Worm Farmers, Plant Carers and Values program.

The Science curriculum is delivered and supported through stand-alone lessons and, where possible, integrated into other learning areas, particularly English, Maths and Design Technology. This enables students to see where Science fits into our world. Investigations allow students to apply learning to real life situations. This included creating electronic games, testing which liquids cause the most rust and investigating environment causes of mould. The curriculum was supported with a Scitech Incursion for students from Pre-Primary to Year 6, generously funded by the School P&C.

Resourcing included the provision of consumables and continued subscription of Inquisitive, to support the planning and delivery of Science. We received a government grant that was used to purchase a range of new and innovative resources and equipment, as well an outdoor water investigation area to support STEM discovery learning in our Early Childhood Unit. These resources will provide hands on, interactive materials to support and extend students learning.

Science & HASS Targets: Ensure learning grade distribution is in line with like-schools and DoE schools. As the table below, indicates our grade allocation is broadly in line with like-schools, apart from Pre-primary and Year 1. A focus on moderation will be prioritised to address this.

SCIENCE	: Average Grade Variation	HASS: Average Grade Variatio				
Year	Like-Schools	Year	Like-Schools			
PP	2.5%	PP	13.8%			
1	12.2%	1	7%			
2	0.5%	2	0.5%			
3	0.4%	3	0.5%			
4	0.5%	4 .	0.9%			
5	0.7%	5	1.9%			
5	0.5%	6	2.2%			

Health & Physical Education

The key role of Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities in various contexts and settings. Students learn about how the body moves; how to approach and resolve challenges; how to optimise movement performance; and the benefits of physical activity to themselves, others and communities. The Physical Education Specialist worked to develop all students' fundamental movement and game skills by combining individual movement and object control skills with modern games and sports.

A key introduction in 2021 was the Physical Education Extension Program, which was a teaching and learning program offered to 20 high performing Physical Education students from years 5 and 6. The aim was to introduce the students to what it takes to become an elite athlete, including the available high-performance pathways for their chosen sport. The program gave students a holistic picture of what they may need to do to get to the top of their chosen sport.

Daily fitness for the Year 1 and 2 students returned this year after a year off. This was held at 8.45am-9.00am, every Tuesday-Friday morning. Every class participated in a different high intensity exercise, such as jump rope skipping, obstacle courses and various types of games each morning. In Term 1, WBPS entered two teams into the all-girls Year 5-6 Dockers Cup AFL tournament held at Richard Guelfi Reserve, Balcatta. After a great day's competition, our A division team finished in 2nd position after only losing one game. To show the impact of this program on girls, two of our Year 6 students were invited to try out for the WA State U12 girls AFL side.

The Year 5 and 6 students again competed in the winter interschool sporting competition in netball, AFL, soccer and modcrosse. This competition culminated in an all-day round robin Winter Carnival in the last week of Term 2, which our Division A netball team won for the first time.

The Faction Athletics Carnival was another successful day with O'Connor winning the Athletics Shield for the first time in several years. This year the running track finishing line was moved from the South to the North, which gave a much better viewing point for the students and parents.

WBPS also joined a new block of schools that better reflected our demographic for interschool cross country and athletics this year. Although we were not particularly successful on the score board, I firmly believe this change will produce more positive results in the near future. In 2022, WBPS will also join this group of schools for additional interschool events.

During 2022 we will continue improving the students Fundamental Movement and Game Play Skills, as well as increasing the student's general strength and cardio-vascular fitness. There will also be a focus on improving our results at interschool sporting events.



The Arts: Music

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential. Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music, individually and collaboratively, draws on their own traditions and life experiences.

Music continues to flourish at West Balcatta. During weekly Music lessons, students in Years 1 to 6 are given the opportunity to express themselves through movement and dance, group and individual performances, composition, singing, musical theory, percussion performances and many other activities. It is through these activities that the Arts outcomes of Making and Responding are achieved.

All students in Years 3 to 6 participated in recorder lessons, as part of their weekly Music lessons. This resulted in 250 students performing a number of pieces as a combined recorder ensemble at the WBPS Showcase, giving purpose to weekly lessons. In addition to these performances, all Instrumental Music School Services (IMSS) students performed at the WBPS Showcase, allowing the students to experience a public performance. Selected students in Year 5 commenced beginner Flute, Clarinet and Classical Guitar tuition in 2021, while selected students in Year 6 continued into their second year of tuition. Students are allocated instrumental tutors for each instrument. Five students in each instrumental year group are selected and provided with group lessons for 30 minutes each week.

During Term 4, Year 6 students participated in weekly dance lessons for 8 weeks, which culminated in the Year 6 Graduation Dance at the end of the year. Pre Primary students also participated in weekly dance lessons, culminating in an end of year performance for parents.



At West Balcatta, students in Years 4 to 6 are given the opportunity to join the school choir. At the commencement of the year, 61 students joined the choir in 2021. Many of the students are in Year 4, with numbers decreasing in Year 5 and Year 6 as alternative opportunities and responsibilities become available to these students.

The choir rehearses weekly for 40 minutes before school and perform throughout the year. Unfortunately, COVID-19 resulted in the sudden and disappointing cancellation of the ANZAC Day Ceremony and the choir's first performance of the year. Numbers dropped to 52 students. The Choir regrouped and through constant uncertainty due to COVID-19, continued to work hard towards performing at One Big Voice at RAC Arena. The choir also performed at the WBPS Showcase in Term 4 and Year 6 Graduation.

The Arts: Visual Arts

All grades from Years 1 to 6 participated in Visual Arts lessons with a specialist teacher in 2020. Students were introduced to or revisited the 'Elements of Art' (line, shape, colour space, texture, value and form) and learnt how various artists used these elements in different ways in their artworks. Our students also became increasingly familiar with the 'Principles of Design' (contrast, unity, balance, emphasis, variety, movement and pattern) and tried to recognise these in their own artwork and those of famous artists. Students identified a variety of Elements of Art and how they were used to achieve Design Principles. Students continued developing the ability to look with curiosity and concentration at qualities of line, shape, texture and colour in their surroundings and in the work of artists with a view to develop their own artistic potential and enjoyment. Opportunities were given for them to plan their work in order to achieve uniqueness and individuality of design; to demonstrate craftsmanship and to explain the artistic process. In order to engage, inspire and teach art with age-appropriate techniques and subjects, lessons took inspiration from famous artists, a process, a medium, a style and/or a subject. Students were also required to demonstrate and apply their understanding through problem solving and develop creative thinking.

In visual arts education, language is vitally important in stimulating ideas and recalling experiences so that students' ideas are vividly presented when trying to express them visually. Being able to talk about art is also an essential part of the child's development in art and therefore is a constant and consistent concern in the planning and implementing of the visual arts programme.

Lessons for a selected Visual Arts Extension Group of Years 5 & 6 students were designed to provide students with some practice exercises to improve drawing and colouring skills and to learn about perspective including one-point perspective for drawing and atmospheric perspective for painting along with using tints, shades and tones. They practised the concept various ways. Colouring involved Shading Value Scales using coloured pencil, blending with 2 and then 3 colours and layering. The next challenge involved blending with shadows.

Students in Years 5 & 6 were invited to participate in and enter the Balcatta Senior High School 2021 Art Competition. The theme was Native Australian Flora and Fauna. Students could use any materials they would like; watercolour, acrylic, coloured pencil, pastels, mixed media, collage and digital media, all being suitable options. Artwork was judged on the following three criteria, these being Composition, Originality and Refinement, where students were required to complete their artwork with attention to detail.



Languages: Italian

Learning an additional language plays an important role in building students' intercultural understanding, while giving opportunities to explore and recognize their own linguistic, social and cultural practices. Furthermore, it develops students' overall literacy, strengthening language related capabilities than can be transferred across learning areas. In 2021 Italian was fully implemented in Years 3-6.

The students in Year 3 interacted and socialised with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members. This knowledge was then transferred and integrated into Digital Technology where the children used the APP "My Create" to make a short-animated movie in Italian about their family. They also enjoyed performing a song about families at the Music Showcase.

The Year 4 students exchanged information about aspects of their personal worlds, including their daily routines at home at school and their interests. They used songs to learn about definite articles indefinite articles and pronouns. They learnt numbers to 1000 and enjoyed learning about school life in Italy.

In Year 5, the students used descriptive and expressive language to exchange information about their home, neighbourhood and local community. They made models of their homes and wrote an advertisement to put their homes on the market! They drew and labelled the outside of their home. They enjoyed the challenge of using the app "Quizizz," to challenge each other on the knowledge and understanding of the topic. They looked at the homes for sale in Italy and compared prices with the Australian homes on the market. They drew house plans and labelled each room.

The Year 6 students used context related vocabulary to develop and apply grammatical elements in simple spoken and written texts to generate language for a range of purposes. They learnt how to conjugate simple verbs in the present tense and used the Strategies of 'Talk 4 Writing" to learn and perform the story of "The Three Bears," in Italian. They also created Carnevale masks after gathering information using digital and multimodal texts. Students continued to use their iPad in Italian to access "Duo Lingo" and other Italian Apps to supplement and enrich their learning.

Once again open night attracted a huge audience to the Italian room with many parents enjoying the pizza provided and giving positive feedback on the volume and standard of work being produced by the students. The comprehensive program and rich learning environment has continued to fulfil the overall aim of making children enthusiastic and passionate about learning another language and culture at West Balcatta Primary School.



Chaplaincy Program

During 2021, the Chaplain focused on the wellbeing of students, parents and staff within the school community. The Chaplain helps to support, mentor, encourage and empower students, staff and families by providing pastoral care. Social and emotional needs of the school community were addressed in a formal yet relaxed setting.

The Chaplaincy Program supported numerous students on a 'one-to-one' basis. The students, teachers and parents have utilised the Chaplain to provide support for anxiety, grief and loss, family separation and friendship issues. The Chaplaincy Program aim to establish two new programs for 2022. A Peer Skills Program to train senior students with the necessary skills and strategies to support their fellow students, and a GRIT-program (Growth, Resilience, Integrity, Traction) where students get to experience what can be achieved by having personal goals and a positive mindset.

The Chaplaincy Program operates on two days per week. Attending carnivals, assemblies and visiting classes are all features of the program. The program has helped to build rapport with students, staff and parents, and has given support to students whilst they navigate their way through school.

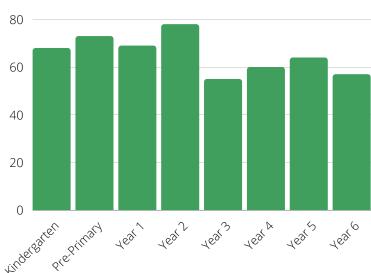
The school Chaplain also coordinates EdConnect. In this intergenerational program, volunteer mentors from the local community visit the school to support students on a one-to-one basis. This 'service' encourages children to achieve their full potential by developing and improving life skills and their quality of life. The school currently has three mentors who are greatly appreciated by the students they work with as well as by the staff.

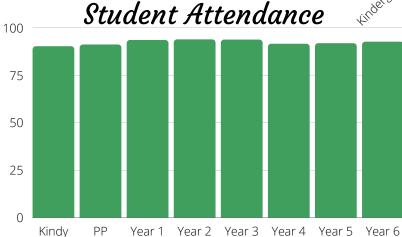
Student Destinations

In 2021, 56 Year 6 students graduated from West Balcatta Primary School. The destination of these students was as follows:

Balcatta SHS - 33 Servite College - 12 Carine SHS - 2 Shenton College - 2 Newman College - 1 Duncraig SHS - 1 Bob Hawke College - 1

Student Enrolments 2021





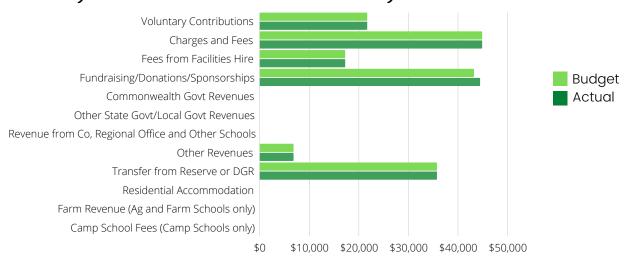
Due to the ongoing COVID-19 situation affecting student attendance, 2021 attendance targets were adjusted to take into consideration the number of families keeping unwell children home from school.

This year, we aimed for whole-school attendance to be greater than 90% (considered 'regular' by the Department of Education)

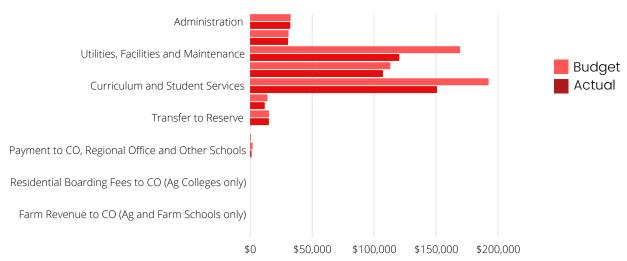
This year, the school's average attendance rate was 92.6% which, although lower than previous years, achieves the realistic target set and prioritises the health and wellbeing of families and staff.

2021 Budget

Locally Generated Revenue - Budget vs Actual



Goods & Services Expenditure - Budget vs Actual



Voluntary Contributions & Charges

Collection statistics for School charges and Contributions reveals the following receivables data:

87% of Kindergarten contributions collected, 89% - of Pre-Primary contributions collected, 80% - of Year 1 to 6 contributions collected.

Total bad debts written off for the year: N/A Total assets/resources written off for the year: \$0

Financial Summary as at 31 December 2021.

Cash Position

Made up of:

General Fund Balance \$254.109.01 Deductible Gift Funds \$-Trust Funds \$-

Asset Replacement Reserves \$46,037.00 Suspense Accounts \$ (695.00)

Cash Advances \$-

Tax Position \$ (1803.47)

Total Bank Balance \$222,360.11

Focus for Improvement 2022

The following broad areas will be prioritised as we move into our next planning and self-assessment cycle.

- A shared understanding of strategic direction required to meet student learning needs.
- An agreed pedagogical approach, using High Impact Teaching Strategies (HITS), applied in all classrooms.
- Whole school approaches to teaching and learning reviewed and strengthened in identified areas of need with a particular emphasis on:
 - o Implementation of Talk for Writing across the school.
 - Implementation of a structured approach to teaching problem solving in maths.
 - A structured approach to distributed leadership with curriculum leaders supporting the implementation for whole school initiatives.
- Performance Development and Professional Learning closely aligned to school strategic direction.
- Assessment data used to identify areas of strength and weakness in teaching and track progress of individual students.
- ICT general capabilities to be integrated into subject areas to enhance learning.
- Play based learning practices embedded in Early Childhood.
- Provision of a safe and welcoming environment with strategies for student safety, social and emotional learning explicitly taught.
- Student voice expanded to support academic priorities.



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