

# South Ballajura Primary School



## Annual Report 2020



LEARNING TOGETHER - GROWING TOGETHER

## **Dear Parents, Staff and Students**

2020 was certainly a very different year! Each and every student and staff member overcame obstacles, worked through problems and faced up to difficulties which they may never have faced before. I am so proud of the way our students, staff and community have pulled together to make the most of every situation – from videoed merit award presentations to socially distanced assemblies, open nights and sports carnivals and postponed camps and events. I sincerely thank everyone for their resilience and perseverance in this difficult time.

This report outlines South Ballajura Primary School's performance, operations and activities and provides a variety of information about our school. I am very proud of the achievements of the school in 2020. This would not have been possible if not for the teachers and staff, students, families, P&C, School Council and many volunteers who worked together to provide opportunities for our students to fulfil their potential and to experience some very special and memorable moments along the way.

Strategically our school strives to achieve high standards in all areas. Key to this are the priority areas of our school plan: Successful Students; Excellence in Teaching; and Building Relationships. We undertook a rigorous school review throughout the year in preparation for our formal Public School Review in 2021. Our recommendations and affirmations from that review are detailed later in this report. From our key strategic areas, I can confirm:

### **Successful Students**

Throughout 2020, we strived to continue to provide a safe and caring learning environment for students and staff in exceptional circumstances. We provided opportunities for our students to shine in leadership roles; art, music, and physical education activities. Our talented students enjoyed a range of fun, challenging and rewarding experiences.

The Year 6 Kerem Adventure Camp provided the stimulus for physically and intellectually challenging games and team problem solving activities. Over the camp the students grew in confidence and made many positive friendships.

Staff are to be congratulated on their positive collaboration in developing teaching approaches, which included intervention programs, and automaticity of key concepts and skills through collaborative teaching strategies.

### **Excellence in Teaching**

2020 was a year of development of best practices in teaching and learning. The quality synthetic phonic program Letters and Sounds was rolled out to all classes from K-2 and will expand into year 3 in 2021. iPad Apps assisted with learning Science, Technology, Engineering and Mathematics (STEM) skills and understandings.

Staff embraced the teaching of the specific content of the WA Curriculum with the specific focus in implementing the Digital Technologies learning area.

Outstanding collaboration between Education Assistants and classroom Teachers ensured that the targeted intervention for individuals and small groups, substantially improved the learning outcomes of these students.

### **Building Relationships**

In 2020 we continued to actively seek ways to enhance student learning and wellbeing by partnering with parents, families and the wider community. Some of our successful partnerships included:

- Year 6 students participated in partnership with the City of Swan to undertake tree planting at a local park
- Playgroup WA assisted consolidating a Campus Playgroup;
- Our School Chaplain continued her valued work across the school; and
- Over 60% of our families attended the Open Night. Feedback was positive with everyone enjoying the opportunity to visit classes, complete the Parent Opinion Survey and have an informal chat with the teacher.

We have continued to build relationships with the Ballandjarra Schools Network characterised by:

- Providing professional learning opportunities in Mathematics, Science and Digital Technologies;
- The Principal regularly attending network meetings; and
- Selected Year 5 & 6 students participating in after school STEM programs at Ballajura Community College.

Thank you to the wonderful, hardworking P&C Executive and School Council for your commitment to the school and always looking at ways to benefit our students.

*Wayne Press*

*Principal*

## School Council Report 2020

It has been a busy year for the Council especially given the impact of COVID 19.

The School Council meets regularly (each term). Through the meetings the Council provides oversight of:

- School funding and resourcing
- School Strategic Directions and Operations through Principal's report and Strategic Tracking document
- Monitors school performance
- Endorses policy and procedures
- And provides advice and support as required

Acting principal, Grace Adam was at the school from October 2019 until March 2020 with the substantive principal, Wayne Press, absent due a medical condition. He returned in March 2020. During this period, the school maintained the forward direction through review of the School Plan and revising Operational Plans for the 2020 school year.

Actions of the School Council in 2020 included:

- Endorsing the Funding Agreement for Schools
- Endorsing the school's IPS presentation
- Endorsing the Good Standing Policy

The Council was also provided with exciting information about the school's:

- *Positive Behaviour approach*
- *You Can Do It program and links with the Faction Reward program*
- *Early Literacy program, Letters and Sounds.*
- *Work in Instructional Intelligence and Pedagogy with the State School teachers Union and Barrie Bennett.*

In 2020, SBPS applied for IPS status for the first time. The Council provided unanimous support for the direction of the school and endorsed recent development and initiatives. Ultimately, the application was not successful, due in part to the lack of evidence of full community support, due in some part to COVID and the absence of Mr Press.

The Council was presented the 2016, 2018 and 2020 National School Opinion Survey results and analysis. It was very pleasing to see the increased levels of approval shown by parents in particular.

The Council addressed governance issues throughout the year; implementing a Schedule of Business to ensure all aspects of Council Business were addressed in a timely manner and a Strategic Tracking format to track the implementation of the School's Strategic Plan and the specific actions undertaken. These two actions mean that the Council is more effectively able to undertake the governance role for the school.

## P&C President's Report 2020

2020 was a very unusual year for the South Ballajura P&C, as it was for the whole world. We started the year with our AGM and the committee was elected in to continue with the same members as at the end of 2019 Annette Hopkinson as President, Danielle Wroblewski as Vice President, Bree McDougall as Secretary, Kylie Mason as Treasurer and Brendan & Tasma Dodd and Jo Amon as our executive members. We very much appreciate Kylie's continued involvement as a community member as her son finished up at South Ballajura PS in 2019.

We had planned in term 1 a school disco and the colour run, which had both been rescheduled in from the previous year, along with Bunnings Sausage Sizzles, Mothers' and Fathers' Day stalls and several special canteen events.

As the term progressed, we managed to squeeze in the Bunnings Sausage sizzle, the final weekend Bunnings held them, before all events were cancelled due to the COVID 19 pandemic. It was very disappointing to have both the disco and Colour Run cancelled again, but we hope to be able to run them in 2021.

As term 1 came to an end, earlier than originally scheduled and with far less students at school, we closed our canteen. Fortunately, the government came up with the JobKeeper Scheme and Kylie was amazing filling out all of the required paperwork etc to apply for JobKeeper for both Bronwyn and Kathy and for some extra payments for the P&C to cover costs. The canteen staff completed their COVID 19 Food Handling training, some adjustments to the running of the canteen were made and the canteen was able to reopen early in term 2. The canteen has been unable to have volunteers assist due to the COVID 19 regulations, apart from the P&C executive, so I would like to acknowledge the huge amount of work Bron and Kathy have put into keeping the canteen running along with many

hours of volunteer work by Kylie and Danielle. I would also like to thank the parent and student population for being willing to keep the canteen going by supporting us by purchasing food through the difficult times.

Our P&C meetings were changed to being Zoom meetings due to parents not being allowed on school site, and group gathering numbers being kept low. We updated some of our policies to ensure they were in line with the new constitution that came in during 2019, and we established a vision and group norms.

With the assistance of school staff, year 6 students and our canteen staff we were still able to run our Mothers' and Fathers' day stalls and both were very successful. In term 4, with restrictions easing, we were able to assist with the school Sports Carnival and Open Evening. We appreciate the donation of a bike to raffle by Hon Rita Saffioti MLA.

We were able to contribute \$6165 to the schools for wifi undercover area caballing, year group excursion bus cost contributions, percussion instruments and sand pit toys for Year 1/2 playground.

We have decided to make a particular effort to recruit new members for 2021. I attended the 2 kindergarten orientation days late 2020 and Danielle made a "what is the P&C" video that was shown at the class parent teacher meetings in 2021. We had handouts for each of these meetings and asked parents to fill out a contact details sheet, and for a parent from each class to be willing to be the parent representative. It's early days yet, but we are hopeful this will encourage further involvement.

We have a welcome event planned for 25<sup>th</sup> March for families to attend where we have some large games from the City of Swan, the year 6's will be fundraising for their camp by providing a sausage sizzle and we will have displays and a talk promoting the P&C and parent involvement in the school council.

I would like to thank everyone for your contributions to the P&C this past year.

Annette Hopkinson

P&C President

## Staff and Student Profile

### Staff Profile

There is a very stable staff at South Ballajura PS with most staff being at the school for over 8 years. In order to ensure staff are kept up to date and in line with current practice, in 2020 a range of professional learning was provided in the areas of classroom and behaviour management; instructional practices; use of digital technologies and STEM and curriculum including synthetic phonics (Letters and Sounds).

### Staff Numbers

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	3	2.4	0
<b>Total Administration Staff</b>	<b>4</b>	<b>3.4</b>	<b>0</b>

<b>Teaching Staff</b>	No	FTE	AB'L
Level 3 Teachers	1	1.0	0
Other Teaching Staff	23	19.2	0
<b>Total Teaching Staff</b>	<b>24</b>	<b>21.2</b>	<b>0</b>

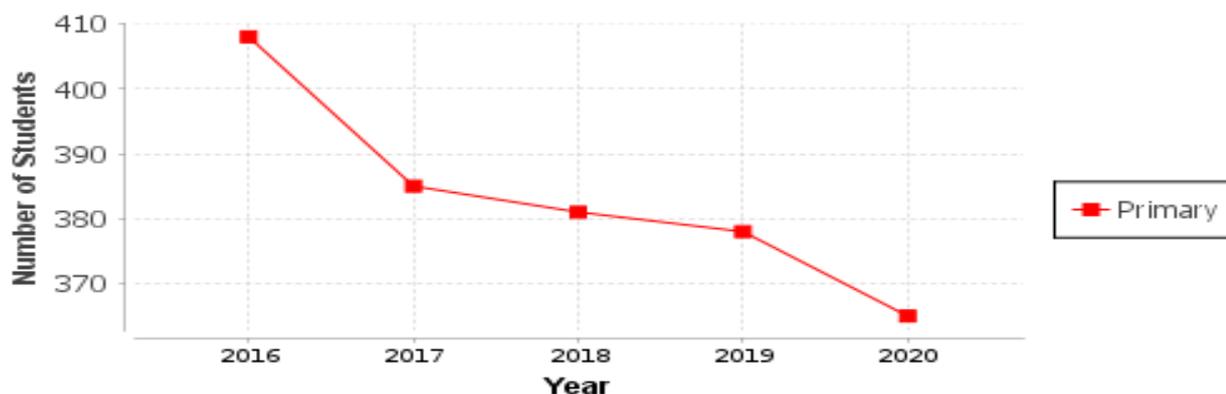
<b>School Support Staff</b>	No	FTE	AB'L
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	1	0.8	0
Instructional	1	0.6	1
Other Non-Teaching Staff	11	8.9	0
<b>Total School Support Staff</b>	<b>15</b>	<b>12.3</b>	<b>1</b>

### Student Numbers and Trends

Since 2016, there has been a gradual reduction in numbers for compulsory education at South Ballajura PS.

<b>Semester 1</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Primary (No Kindy)	408	385	381	378	365

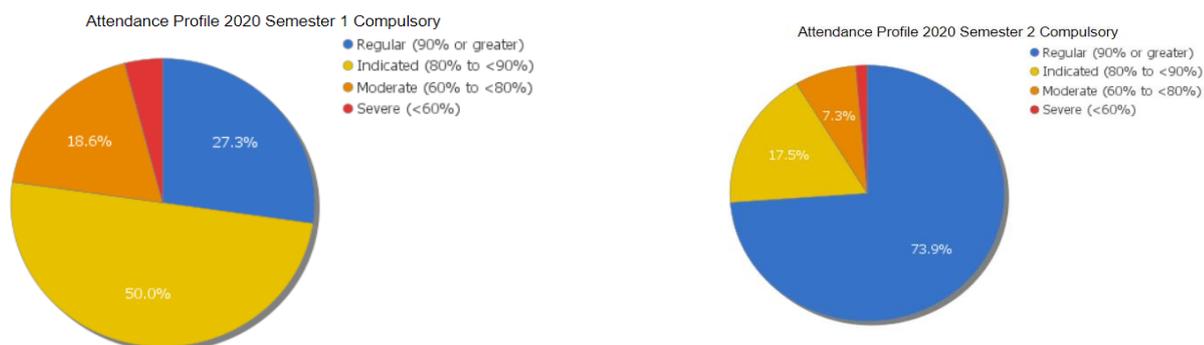
## Semester 2 Student Numbers



### Attendance

South Ballajura Primary School has a very transit population with families moving back and for forth from the far South and the Far North as they move between families, therefore not permanently residing in Ballajura. The school also has a large number of students that are under the care of CPFS, which results in a number of students missing school due to emergency placements, appointments and court proceedings, which has also hinder the attendance of a percentage of our students.

Early 2020 had increased to more students attending on a regular basis, however; during the COVID 19 period is there was decreased regular attendance. In semester two as school resumed normal operation, evidence demonstrated that less students were at risk of non-attendance and were again attending on a regular basis.



### Strategies Implemented:

- Engagement programs– Pizza with Principal, Faction rewards,
- Boonderu, the City of Swan Project.
- Home visits- AIEO and Attendance officer
- Regular Phone calls
- Case Conferences

### Further Actions:

South Ballajura Primary School will continue to implement a variety of engagement programs and continue to closely monitor students who are in the server and moderate category. The attendance office and AIEO will continue to follow up with attendance phone calls and carry out regular home visits.

### Destination Schools

The majority of students from South Ballajura Primary School now attend Ballajura Community College, which is a pleasing reflection of the work of the Ballanjarra Network of schools.

Destination Schools	Male	Female	Total
4158 Ballajura Community College	18	20	38
1441 Australian Islamic College - Kewdale	2		2
4051 Morley Senior High School	2		2
4116 Darling Range Sports College	1		1
1470 Fountain College	1		1
4122 Greenwood College		1	1
4026 John Forrest Secondary College		1	1
1378 John Septimus Roe Ang Com Sch	1		1
4192 Joseph Banks Secondary College	1		1
1221 Mercy College	1		1
4038 Mount Lawley Senior High School	1		1
1374 St Andrew's Grammar	1		1

## School Self Review

South Ballajura Primary School (SBPS) has approximately 400 students of which 65 identify as Indigenous and 197 have English as a second language or dialect. Many students come from disadvantaged backgrounds, giving the school an ICSEA of 929. Student performance, behaviour, attendance and national school opinion survey data show SBPS to be an effective school, with ongoing improvements evident. Interrogation of the data show areas of strength and areas for further development, which will be incorporated into the Strategic Plan 2021 - 2024.

Academic Data shows student performance is at or above Like Schools with value adding year on year. Progressive Achievement Test (PAT) data shows achievement at a satisfactory level with appropriate progress being made.

Attendance and behaviour has recently shown improvement with the work done in student engagement and creating a positive behavioural model bearing fruit.

Data from the National Opinion Surveys in 2020 show an increase in satisfaction with the school from all groups, most significantly the parents.

A major focus at the school in 2019 and 2020 has been developing a culture of positive collaboration. Through conversation, coaching, modelling and sharing there has been a significant move to a more positive approach recently. The culture is shifting and this is indicated through changes in teaching practices (K-2), the Positive Collaboration approach and connected leadership implemented.

## Relationships and Partnerships

Relationships and collaborative practices are highly valued by staff and are embedded in the Staff Charter.

A collaborative framework has been developed to ensure a common understanding of collaboration and a structured approach to collaborative opportunities including DOTT timetabled to enable like year collaboration, dedicated time in School Development and phase of learning meetings

## National School Opinion Survey 2020

The National School Opinion Survey in 2020 showed an overall increase in approval of the school and its operations from 2018 to 2020. The tables show the average response for each question. The green and red shading show a deviation of 0.2 points above or below the average response. It is pleasing to see the increase in overall approval from 2018 to 2020 has increased.

The areas of greatest improvement in all surveys is that of "Student Behaviour at this school is well managed." This, along with strong increases in the area "My child (or I) feels safe at this school" is a clear indication that the concerted effort of the leadership and staff at the school to address behaviour and the implementation of a Positive Behaviour Management process is reaping rewards.

Other areas of strong improvement are: "this school is well led" "This school takes parents/staff opinions seriously", "Staff are well supported at this school" and "I would recommend this school to others" demonstrates the concerted efforts in developing a healthy culture at the school are acknowledged.

<b>National Opinion Survey - Parents</b>				
<b>Question</b>	<b>2016</b>	<b>2018</b>	<b>2020</b>	<b>18 - 20</b>
Teachers at this school expect my child to do their best	4.5	4.2	4.6	0.4
Teacehrs a this school provide may child with useful feedback about their school work	4.3	4.1	4.3	0.2
Teachers at this school treat students fairly	4.2	4.1	4.4	0.3
This school is well maintained	4.2	4.1	4.6	0.5
My child feels safe at this school	4.3	4.1	4.6	0.5
I can talk to my child's teachers about my concerns	4.5	4.4	4.5	0.1
Student behaviour is well managed at this school	3.9	3.6	4.3	0.7
My child likes being at this school	4.4	4.3	4.6	0.3
This school looks for ways to improve	4.3	4	4.3	0.3
This school takes parents' opinions seriously	4.1	3.8	4.3	0.5
Teachers ar this school motivate my child to learn	4.4	4.2	4.5	0.3
My child is making good progress ath this school	4.5	4.2	4.5	0.3
My child's learning needs are being met at this school	4.3	4.1	4.3	0.2
This school works with me to support my child's learning	4.3	4	4.4	0.4
This school has a strong relationship with the local community	4.1	4	4.3	0.3
This school is well led	4.1	4	4.5	0.5
I am satisfied with the overall standard of education at this school	4.3	3.9	4.4	0.5
I would recommend this school to otehrs	4.3	3.9	4.4	0.5
My child's teachers are good teachers		4.4	4.6	0.2
Teachers at this school care about my child		4.3	4.5	0.2
	4.28	4.09	4.45	0.36
<b>National Opinion Survey - Staff</b>				
<b>Question</b>	<b>2016</b>	<b>2018</b>	<b>2020</b>	<b>18 - 20</b>
Teachers at this school expect students to do their best	4.4	4.8	4.4	-0.4
Teacehrs at this school provide students with useful feedbcak about their work	4.1	4.3	4.1	-0.2
Teachers at this school treat students fairly	4.35	4.1	4.2	0.1
This school is well maintained	4.45	4.3	4.6	0.3
Students fel safe at this school	4.2	3.2	4.3	1.1
Students at this school can talk to their teachers about their concerns	4.35	4.5	4.2	-0.3
Parentns at this school can talk to teachers about their concerns	4.3	4.6	4.3	-0.3
Student behaviour is well managed at this school	3.95	2.6	4	1.4
Student like being a tthis school	4.25	4	4.4	0.4
This school looks for ways to improve	4.4	3.9	4.5	0.6
This school takes staff opinions seriously	3.6	2.8	4	1.2
Teachers at this school motivate students to learn	4.35	4.3	4.1	-0.2
Students learning needs are being met at this school	4.15	3.9	3.9	0
This school works with parents to support student learning	4	3.9	3.7	-0.2
I receive useful feedback about my work at this school	3.65	3.4	3.8	0.4
Staff are well supported at this school	3.6	3.1	4.1	1
This school has a strong relationship with the local community		3.4	3.3	-0.1
This school is well led		2.9	4.2	1.3
I am satisfied with the overall standard of education achieved at this school		3.9	3.9	0
I would recommend this school to others		3.4	4	0.6
Teachers at this school are good teachers		4.6	4.1	-0.5
Teacehrs at this school care about their students		4.6	4.3	-0.3
	4.13	3.86	4.10	0.24
<b>National Opinion Survey - Students</b>				
<b>Question</b>	<b>2016</b>	<b>2018</b>	<b>2020</b>	<b>18 - 20</b>
My teacehrs expect me to d my best	4.6	4.4	4.4	0
My teachers provide me with useful feedback about my school work	4.2	4	3.9	-0.1
Teachers at this school treat students fairly	4.2	3.6	3.8	0.2
My school is well maintained	4.1	3.6	3.9	0.3
I feel safe at my school	4.1	3.6	3.8	0.2
I can talk to my teaches about my concerns	3.9	3.7	3.5	-0.2
Student behaviour is well managed at this school	3.5	3	3.4	0.4
like being at my school	4.2	3.6	3.9	0.3
My school looks for ways to improve	4.3	4	3.9	-0.1
My school takes students' opinions seriously	3.9	3.5	3.4	-0.1
My teacehs motivate me to learn	4.5	4.1	4.1	0
My school gives me opportunities to do interesting things	4.5	3.9	4	0.1
My teachers are good teachers		4.2	4.2	0
My teachers care about me		4.1	4.1	0
	4.17	3.81	3.88	0.07

Our school focus is on building relationships at individual and family level and then moving to class based activities and onto larger, whole school events.

The area of communication is an on-going focus. In 2020, Class DoJo became the communication app across the school during the COVID 19 pandemic.

Through a number of partnerships, we have built a community that works together to support student learning. These have resulted in a vast improvement in student engagement programs with better resources and professional expertise that have improved the quality of delivery and student engagement. A number of these programs are further outlined in the **2020 Highlights** section of this report.

### **Working alongside The City of Swan**

Together with the City of Swan the students at South Ballajura Primary school continue their community engagement program from 2019.

**Aim:** The aim of the project is to engage the students within their community, learning about the flora and Fauna in their local area. Through this project the students will work with the local council and establish an area within their local community where parents can work together.

This project was implemented to encourage students to work collaboratively and is a great opportunity for students to step outside their level of comfort in an open environment.

Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

### **To Our Volunteers**

Where would we be without our volunteers? South Ballajura is blessed with many people who give their time, talents and energy for the benefit of our students. There are the regulars who day in and day out contribute to the fundraising and school events and we have those who can only give an hour or two of their time.

The P&C has undertaken to fundraise to pay for a canteen manager to facilitate the canteen being open each day of the school week. This a wonderful service for the students and staff and for this we are appreciative.

Volunteers have been responsible for the following events: Fundraising, Bunnings Sausage Sizzles, Faction Carnival, Open Night Canteen and raffle; Discos; Special Free Dress Days and supervising students on school excursions.

We had a very relaxed and social morning tea in November where the staff took time out to recognise our school volunteers for 2020 and thank them for their excellent contribution to the Campus.



### **Learning Environment**

We provide a safe, caring, inclusive and culturally responsive environment for our students. We have over 40 nationalities at our school so this is very important.

We aim to create a positive and safe learning environment by developing whole school systems and a common language to teach and support appropriate student behaviour and maximise student engagement and learning. Our focus is on developing high quality and positive relationships with our students. A comprehensive Positive Behavioural Guidelines was developed in 2019/20 through a collaborative effort with teaching staff, EAs and admin staff involved. The overwhelming move is towards a PERR approach (Positive, Educative, Respectful and Restorative)



Our aim is to engage students actively in the learning process through: Attendance and Engagement; Behaviour Management; a Positive Learning Environment and creating a sense of personal responsibility for actions.

We seek to develop students' leadership through a range of opportunities offered in a supportive environment. Having effective student leaders supports the development of responsible behaviours and a positive school culture with students to modelling the school values of Persistence, Getting along, Confidence, Organisation and Resilience

The school's physical environment is in very good condition and maintained to a very high standard as acknowledged in the National School Opinion Survey. We have maintained our facilities to a high standard by replacing carpets and undertaking painting on a regular basis. Our gardens are well maintained and lush to provide our students and staff with a tranquil environment. We are a shared campus with SBESC so we work in close liaison to provide the best possible learning environment for all students. Our large campus has a range of play and learning areas for our students, including grassed areas, playgrounds, basketball courts, oval (shared with the City of Swan), obstacle courses, gazebos, undercover area and bike track.

## Leadership

A clear strategic direction has been developed to ensure sustained school improvement with a clear direction for future school development. There is strong alignment between School Plan, Standards of Public School Review, DoE Strategic Direction and Focus Documents



Strategic and operational planning guides classroom practice and is aligned to the School Curriculum and Standards Authority expectations

Leaders provide guidance and instructional support to staff through: Instructional Intelligences; STEM; and NQS

There is a concerted effort for those implementing change to be involved in the development of the actions for that change. This is evidenced by the connected leadership model developed in 2019/20.

Performance management provides the opportunity for individuals to demonstrate their achievements, examine areas of their work where they could improve, and get the support and development they need to achieve this.

## Teaching Quality

A collaborative effort has been made to implement academically, socially and physically supportive learning environment, enhanced through positive relationship and collaboration. A Staff Charter has been developed to outline the Agreed Commitments and Beliefs. In addition, a Framework of Instruction has been developed drive greater connection between phases of learning.

Small group interventions and targeted teaching and encouraged through:

- ✓ through small group interventions
- ✓ Multi Lit
- ✓ EALD Teacher support, coaching and differentiation at the classroom level

Data is interrogated at the school level to show areas of strength and areas of concern. At a class level, teachers collaboratively moderate and use this information to inform their future planning. School data shows pleasing

achievement and progress. Staff are supported to make evidence-based decisions as part of the teaching cycle through use of class based data and year level moderated assessments Judgements based on the SCSA Standards are informed through ongoing information collected over a period of time.

Professional Learning has been based around school and individual need are determined through NQS review; identified school need; DoE Focus and priorities; and the individual professional needs of staff

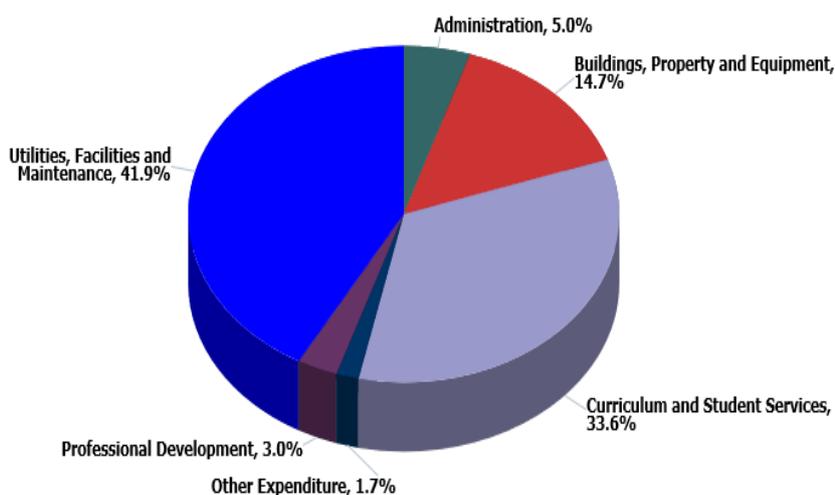
### Use of Resources

South Ballajura maintained a very sound financial position in 2020. After carrying forward \$214 964 from 2019, an additional class was formed to ensure a better student teacher ratio in the early years. This along with sound resourcing of intervention and engagement programs saw the carry forwards reduced to \$148 889 for the year.

Carry Forward (Cash):	185,769
Carry Forward (Salary):	29,195
<b>INCOME</b>	
Student-Centred Funding:	4,123,385
Transfers and Adjustments:	37,025
Locally Raised Funds:	145,644
<b>Total Funds:</b>	4,521,019
<b>Expenditure</b>	
Salaries:	3,839,832
Goods and Services (Cash):	561,467
<b>Total Expenditure:</b>	4,401,299

Through our processes, we demonstrate a clear and defensible link between school budgeting and its plans for raising standards. Decisions are strategic and evidence based. Resources driven by priority areas and allocated according to short, medium and long term goals. The majority of the cash budget, outside of utilities and facilities, is spent on curriculum and student services to support the teaching and learning of our students.

#### Goods and Services - Current Expenditure Budget



	Goods and Services
Administration	\$28,000
Buildings, Property and Equipment	\$82,756
Curriculum and Student Services	\$188,902
Lease Payments	\$0
Other Expenditure	\$9,509
Payment to CO, Regional Office and Other schools	\$0
Professional Development	\$17,000
Transfer to Reserve	\$0
Utilities, Facilities and Maintenance	\$235,300
<b>Total</b>	<b>\$661,467</b>

School Resource System (SRS) is used to plan and monitor the school’s one-line budget. There is clear alignment between student needs, planning, budgeting and management.

Our Workforce plan considers school needs and context to ensure selected staff align with school needs.

## Student Achievement and Progress

Planning at SBPS is based around Successful Students. It is understood that this is measured by student achievement and progress. Specific programs and interventions are planned and implemented to meet the needs of all students.

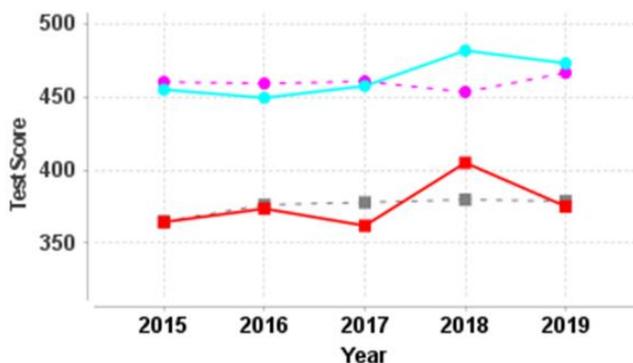
NAPLAN data has been used as the primary whole school data source along with On Entry assessments. PAT testing in English and Mathematics has taken place and has been used primarily for in class information

NAPLAN analysis demonstrates the school is achieving at or above "Like Schools" in all areas (from 2018 and 2019). This is confirmed through our PAT assessments.

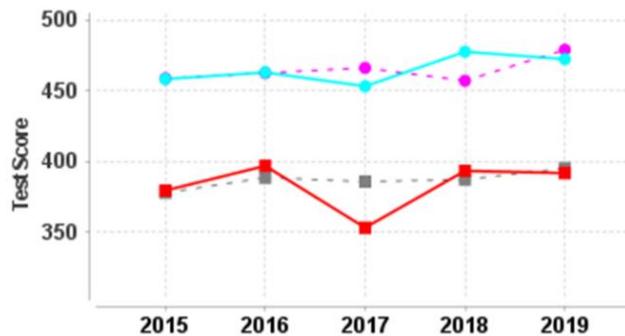
The results when compared to the state distribution indicate a positive pattern of upward growth across Reading, Spelling and Numeracy. Other data collected indicates above average "value adding" in the areas of reading and numeracy from both Pre Primary to year 3 and from year 3 to year 5.

Due to COVID 19, NAPLAN testing did not take place in 2020. The graphs below show NAPLAN results from 2019.

**Average Numeracy Score**

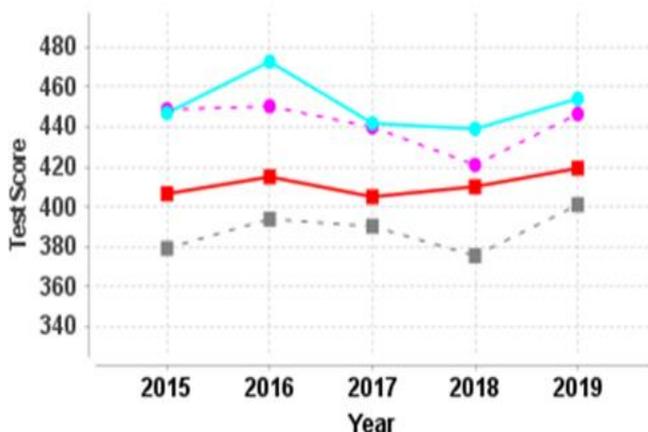


**Average Reading Score**



**Student Progress and Achievement Compared with Like Schools  
NAPLAN Year 3 2017 to Year 5 2019**

**Average Writing Score**



## 2020 Highlights

### Faction Rewards and Positive Behaviour Reinforcement at SBPS –

Based on the 5 Keys to Success From You Can Do It! our new Faction Token system is working extremely well with students are collecting faction tokens for their end of term faction reward but also individual recognition.

Faction tokens can be rewarded based on the 5 Keys for Success (taught within our values program You Can Do It!) and teachers may award these tokens to any student at any time during a school day. Faction Captain student leaders have the important job of collecting and recording these tokens on a rotating roster at the beginning of each day, supported and supervised by Miss Hamid.

When individual students earn target amounts they receive individual awards as follows:

Every **increment of 50 points** = Progress certificate, presented in classrooms by Faction Captains.

**300 Points** = certificate and bronze badge, presented at a school assembly by deputy principal

**800 Points** = certificate and silver badge, presented at a school assembly by deputy principal

**2000 Points** = certificate and gold award badge, presented at a school assembly by deputy/principal.

### **Year 6 Camp**

The three day camp at Kerem Adventure Camp was postponed from term 1 to term 4 due to COVID 19 restrictions, however it was none the less a huge success. Everyone got along so wonderfully well, participated with enthusiasm, persevered with the challenges and had fun. Thank you to the students who responded so positively to one another and really made the camp a memorable experience. A big special thank you to our staff who so willingly gave of their time so that the children could have a fabulous camp experience: Ms Merrington, Ms Underwood, Mr Donegan, MissHamid, and Mrs Taverniti.



### **Faction Athletics Carnival**

The Faction Athletics Carnival was a successful community event bringing everyone together! Our students once again impressed us with their skills during jumps, throws, running events and team games. Students participated with enthusiasm and wonderful team spirit.



A big thank you to the staff who arrived early to assist with the morning set up and with the smooth running of the day's schedule, the family and friends of students who cheered them on and showed their support, our school canteen for the efficient management of lunches and the pavilion food, the P&C for the organisation of the raffle, classroom staff for preparing the students leading up to the day, the Hon Rita Saffioti MLA for her generous bike donation and our amazing gardener all-rounder, Mr Mike Fletcher for ensuring our oval was carnival ready. His time and commitment to making our carnival a success is greatly

appreciated. Special mention and appreciation to Miss Hamid for her tireless and meticulous planning, resulting in all children participating and having a great day.

### **Interschool Athletics**

Congratulations to our students who represented South Ballajura PS in the Interschool Athletics Carnival. Every child gave their best. Special thanks to Miss Hamid for preparing the team along with our dedicated staff.

### **State Schools Jump Jam Competition**

South Ballajura Primary School students shone at the Jump Jam State Schools Competition held via video this year. Congratulations to the squads for winning multiple awards.

The students had a great time performing and a special thanks goes to Miss Hamid for all their hard work before and after school with the students.

### **In-term Swimming**

Thank you to all parents for efficiently organising your children for the ten swimming lessons. We are very pleased with the daily, smooth transition from class to the pool and back to class. Everything ran like clockwork! Congratulations to all students who participated, listened carefully to their teacher, practised their strokes and worked hard to improve. The skills learnt will help each child to be safe around water and have fun when swimming. A special thank you is extended to Ms Ngatia her planning and organisation of the In-term Swimming Program.

### **Boonderu**

Boonderu ensures that music is accessible and available to all school aged children and plays an integral role in their personal and academic journey. After careful consideration we recognised the benefits this program could have on

our school and the well-being of our students. The aim of implementing Boonderu into our school was to encourage students to think outside the box and realise the different ways to reach their full potential. The program was implemented to enhance student's self-esteem and to help encourage low attending students to attend school. The program also played a vital role in re-engaging our disengaged students back into the classroom.



After a discussion with the staff 20 students were selected. After a year of participating in the Boonderu program, the students have shown great enthusiasm and a strong passion for music. Students have demonstrated potential to work with other students and carry out a simple piece of music. It has been reported that students who were often quiet have started to contribute and share stories. Boonderu has also provided several students with music opportunities outside of school. We have seen slight improvements in our attendance data, however; and overall shift in positive attitude across the school.

### **Telethon Student Ambassador**

In 2020, South Ballajura PS participated in the Telethon Student Ambassadors program. This provided the opportunity for a student from our school to engage with others and take part in the Telethon TV event!



The Telethon Student Ambassadors Program is a new initiative for our school to assign students in special leadership roles where they are responsible for the school's engagement with Telethon...

The teachers in year 6 collaborated together and made recommendations using the selection criteria and students were given an opportunity to present why they would be a good Telethon Ambassador for our school.

### **Benefits to our school and wider community:**

- Students become involved in fundraising
- Develop a sense of community
- Awareness of the Telethon institute
- Enhance interpersonal skills
- Community engagement

## **Student Services Reports**

### **Aboriginal and Islander Education Officer**

What can I say! 2020 was the year no one saw coming! However we still succeeded to excel at South Ballajura. As the AIEO, I began with sending notes home to Indigenous Parents about a meeting or morning tea provided by the school. We had the interest of a few parents and there was plenty of yarn between myself, the parents and the admin staff. Wayne said, "Irene let's do it again later on down the track"



I got straight on to the PALS grant and it was successful along with the art teacher getting the grant for the local Aboriginal resident artist. I was so proud to help or be part of the painting with students and directing them with the Aboriginal designs.

I then got to and organised our NAIDOC celebrations.

We had a very successful NAIDOC. The noongar students were so proud and inspired.

I love being in the playground with our students and always like to know what's going on.

I am on duty recess and lunch and sit with student who are struggling to sit in class or have behavioural and learning difficulties. Calling families, home visits and talking with guardians is a huge part of my job. I always tread carefully when it comes to listening and understand their situations.

In November I sent out another invitation for a second morning to for Indigenous parents. The morning tea had a good outcome we had a number of guardians and a parents show.

*Irene Farmer* (AIEO South Ballajura Primary School)

### **PALs Grant 2020**

In 2020, Ms Tamsen Beck (Art teacher) had the vision to name each of the teaching blocks after flora and fauna with indigenous names. She worked with AIEO, Ms Irene Farmer to determine what animals and plants would be best to depict, the worked with staff to choose names for the blocks.

These names were then translated into Noongar. As Noongar has a number of different dialects, Ms Farmer contacted several groups and elders to get the collect spelling and pronunciation. We settled on the advice given to us through Statewide Services of the Education Department (Dylan Collard). An example is:

### ***Block 2 Sea Creatures***

Class	Creature	Noongar Name
TA4	Humpback Whale	Maamoong – correct
TA5	Crab	Karil – correct
TA7	Dolphin	Kwilena – correct
TA8	Shark	Kwila – correct



In engaging an artist, it was decided that Ms Farmer would approach the mother of a family at school. This provided a connection with the school and a real sense of pride both for the mum (Bianca) and her children.

All children were involved in the project painting with Ms Farmer, Bianca or Ms Beck. They discussed the techniques, the stories and language.

In 2020 only blocks were named. From here we will be creating artworks for each classroom

### **Chaplain**

Many students at SBPS come from disadvantaged backgrounds, giving the school a low Index of Community Socio-Educational Advantage (ICSAA) 929, with the average being 1000.

Many students come from traumatic backgrounds including, many student with refugee backgrounds; a high rate of parent incarceration, a high number of students from single parent families with many of the children dealing with family breakup.

The Chaplaincy program enables the school to provide support to these students and families and the staff. Working in conjunction with the school, the chaplain provides one on one, group and family support through specific programs and counselling. She also provides advice and support to staff. The Chaplain is an important part of the Positive Behaviour group and assists in working with disengaged students to assist in re engaging them in the school.

The Chaplain liaises to provide services to parents and carers including assisting with emergency accommodation, ordaining uniforms, organising emergency lunches.

### **Interventions and Programs**

- Breakfast Club (see below)
- Aboriginal girls club Tuesday lunch time.
- Classroom support – The Chaplain has mainly interacted with year 2 and 3 as a support to teachers and students.
- 1:1 with students, staff, families

- Work with staff on classroom practices to recognise trauma in students and teach in appropriate ways. Present to the staff, with the School Psychologist a workshop on how Trauma effects children and how they learn.
- Support student services in new behavioral model
- Work closely with School Psychologist.

**Community Links**

- Dreambuilders Church supports breakfast club, helps provide uniforms and resources.
- Food Bank provides food for breakfast club
- Local daycares in regards to before and after school care.
- Liaison with DFCP staff, staff from other schools, other Chaplains, Men’s Shed to get a computer for a family.

Through the Chaplaincy program there is support for families from diverse backgrounds to enhance their participation and engagement with the school community. Without this assistance in social, economic, mental health and family relations, some students would not be able to attend school.

**Conclusion**

Even though 2020 was a challenging year, South Ballajura Primary School celebrated many achievements. Our students and staff faced the challenges put before them and shone through!

Students, staff and the community of South Ballajura Primary should be very proud of their school, the opportunities which are afforded the children and the achievements they make each and every year. South Ballajura has once again proved to be a wonderful school where students are at the heart of everything we do. I look back on 2020 with pride and look forward to 2021 with confidence.

