

School Profile 2020

West Byford is a Level 5 Independent Public School, located approximately 41kms south of Perth in the Shire of Serpentine Jarrahdale. Byford is a rapidly developing area, with seven government primary schools contributing students to Byford Secondary College. Although Byford is now an urban area, it is also within close proximity to rural areas, national parks and nature reserves. The Shire of Serpentine Jarrahdale is currently the fastest growing local government in Western Australia and the population of the shire is expected to double by the year 2036. Much of this population increase is due to growth in the suburb of Byford. Community and commercial facilities are rapidly being developed to cater for the large population growth. Student enrolments at WBPS in 2020 were 795 after a peak of 1023 students in October 2016. Building is continuing within the local intake zone, with demands for enrolment places high. The school has a significant population of English as an Additional Language / Dialect students who add positively to the cultural diversity of the school. The school's Index of Community Socio-Educational Advantage (ICSEA) is 1005.

School Vision

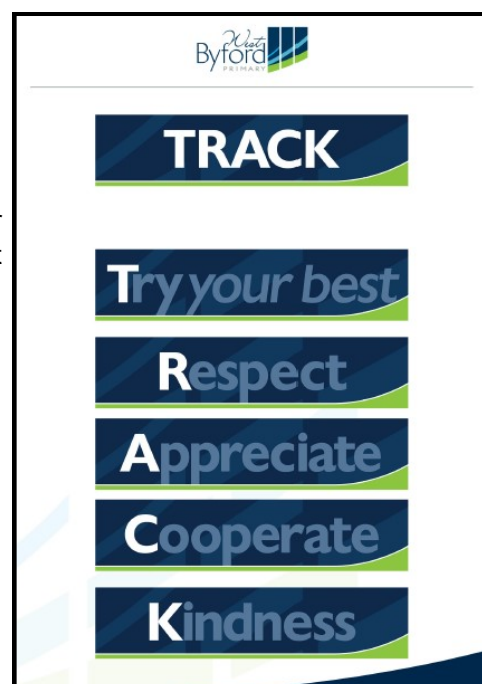
- Build a reputation as a school with high standards and a professional approach.
- Work collaboratively to better meet community needs.
- High standards of behaviour and school dress.
- Students rewarded for excellent behaviour and commitment in the classroom.
- Immaculate school grounds and classrooms.
- Professional, hardworking staff with high standards and a commitment to the school.
- A collaborative environment with common approaches to teaching across all classrooms.
- Direct Instruction of skills in Literacy and Numeracy.
- Straight talking and honesty when communicating, using plain language and contacting parents in a timely manner.

TRACK Agreements

All students at West Byford PS are expected to follow TRACK agreements developed by students, staff and parents. TRACK stands for:

- Try your Best
- Respect
- Appreciate
- Cooperate
- Kindness.

All classrooms display the TRACK Agreements that underpin behaviour management and pastoral care processes. TRACK agreements support the Friendly Schools Plus program that is taught across the school.



2020 Principal's Report

It is my privilege to provide the West Byford Primary School (WBPS) community with the 2020 Annual Report. West Byford Primary School is highly regarded in the local community. It has flourished and grown into the highly respected school it is under the leadership of the Foundation Principal, Mr Mike Bettenay, who retired mid-2020. Mr Brian Abbey and Ms Rebecca Coslani stood in as Principal until the end of 2020. I am currently writing this report as the substantive Principal of West Byford Primary School.

The success of WBPS is built on a foundation of high expectations for all, these are exemplified through the 'TRACK' agreements which underpin behaviour management and pastoral care processes.

A commonly heard refrain is 'The West Byford Way' which captures the daily bringing to life of actions, vision and values which empowers students to achieve their personal best. The culture of valuing every student is evident in the wide range of extra-curricular clubs contributing to the vibrant and engaging learning environment. Being a school known for its standards is central to the school identity; the exceptional behaviour of students is underpinned by a rigorous approach to curriculum development and delivery, management of SAER, behaviour, attendance, uniform and removing distractions from the classroom. The respectful and safe environment for all enables continuation of the achievement of strong results and to be a school of choice in the local area.



Term 1 2021 whilst not a part of the 2020 Annual Report saw WBPS undertake its mandated Public School Review (PSR). I have chosen to provide a snapshot of this review now as it is a reflection of the previous three years.

Through a meticulous examination of the domains of the 'School Accountability Framework' and against 'The Standard of Expectation' for Public schools, the staff students and community are to be commended on their achievements. The review highlighted the complexity and size of WBPS, which has a strong inclusive and collaborative culture focused on the whole child.

The following findings were made from the review;

- A longstanding practice of internal evaluation of school performance has enabled the school to move seamlessly through the self-assessment process as a prerequisite for its Public School Review.
- Staff collaboration and engagement in the analysis of a wide range of evidence informed the school's self-assessment.
- Staff reported significant benefit from being engaged in both the school self-assessment and validation phases of the process.
- The succinct analysis of credible data and appropriate evidence provided a well-considered account of the school's current level of performance.
- The improvement agenda and demonstrated mutual accountability of staff for the quality of student outcomes were a feature of the review process.
- There is strong knowledge of, and alignment between, the factors impacting on the conditions for student success and areas identified for improvement.
- Parent representatives actively engaged and contributed their reflections during the school validation visit.

The PSR report has given us the opportunity to reflect against our current Business Plan and therefore implement continuous improvement strategies. It was very validating for all at WBPS to know we are achieving at or above the expected standard in all areas.

As an integral part of the local community, WBPS encourages parents and community members to become involved in the Parents and Citizens' Association (P&C). The highly engaged P&C provides substantial funding and resources to the school through their fundraising efforts. The School Board assists in shaping the school's strategic direction and provides valuable input into the review of policies and procedures and feedback on performance data. The WBPS P&C and School Board are a strong part of the fabric of the WBPS and must be commended for the way they support the school. Deepest appreciation go to the Ms Nicole Wilton, WBPS Board Chair, and Ms Sharon Hillyard, President of the P&C, and their representatives.

It would be easy for 2020 to be overshadowed by the COVID-19 pandemic, however the reality is that the staff, students and families demonstrated what a flourishing and resilient school community WBPS is. In spite of the COVID-19 pandemic, our students remained at the forefront with steadfast support given to them by our entire school community. Student learning was translated into a framework that enabled all students to remain connected and actively learning. The student services team in collaboration with staff were able to monitor and connect with all students.

2020 Principal's Report

The Leavers' Committee of 2020 had a successful year despite the challenges they faced. A successful cookie dough fundraiser was held and Year Six students helped sell icy-poles on Wednesdays. Monies raised funded the Leaver's Yearbook, Graduation Lunch and gift to the school. We thank this hard working and supportive committee for their support.

Finally, best wishes to our 2020 graduating students. I'm sure they will look back on their time at West Byford with a sense of pride. I wish them every success in their secondary education.

I feel privileged to be the Principal of West Byford Primary School and look forward to taking the great practices that are in place and guiding them over the coming years. I have appreciated the way staff, students, families and the broader community have welcomed and supported me as I have settled into my role. I look forward to deepening our partnership through our combined commitment to ensuring all students are well-prepared for a strong and bright future.

Noelene Mason

Principal

West Byford Primary School

2020 Head Students



The 2020 Head Students, Andi and Cody, have fulfilled their roles with commitment, enthusiasm and a positive attitude, earning the respect of students, school staff, and the parent community. They are both excellent role models and I congratulate them on their efforts and for the exceptional service they have given the school. I am sure they will be successful at whatever they choose to do.



2020 Leavers Gift to the School



2020 Staffing

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Vice / Deputy / Associate Principals	3	3.0	0
Total Administration Staff	4	4.0	0
Teaching Staff			
Level 3 Teachers	2	1.4	0
Other Teaching Staff	44	37.6	0
Total Teaching Staff	46	39.0	0
School Support Staff			
Clerical / Administrative	6	4.4	0
Gardening / Maintenance	1	0.8	0
Other Non-Teaching Staff	19	15.1	0
Total School Support Staff	26	20.3	0
Total	76	63.3	0

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.



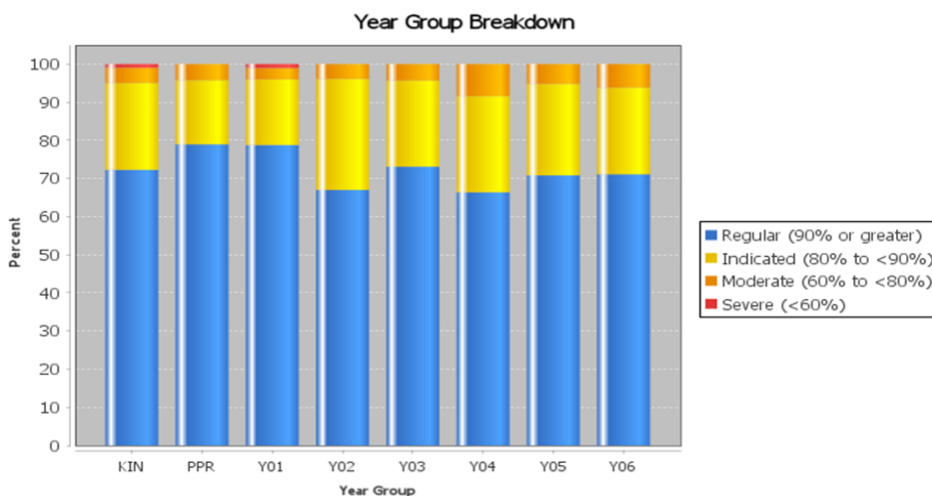
2020 Student Enrolment

Census Year	Month	Total Enrolments
2013	February	328
2013	August	385
2014	February	585
2014	August	623
2015	February	828
2015	August	833
2016	February	973
2016	August	1018
2017	February	757
2017	August	747
2018	February	746
2018	August	756
2019	February	758
2019	August	779
2020	February	801
2020	August	795

2020 Student Attendance

Note

The 2020 attendance rates were adversely affected by the COVID-19 pandemic and are not a true comparison to previous years. Attendance for Semester 2, 2020 is provided in the section below.



Breakdown	Attendance Rate %
KIN	92.7%
PPR	93.4%
Y01	92.1%
Y02	92.1%
Y03	93.1%
Y04	91.7%
Y05	92.4%
Y06	92.3%

WBPS ASSESSMENT SUMMARY 2020

WBPS KINDERGARTEN ASSESSMENT SUMMARY 2020

TARGET REVIEW	Kindergarten Pre-Literacy Test			Kindergarten Oral Language Assessment			Kindergarten Numeracy Baseline Test			Kindergarten Numeracy Advanced Test		
ACHIEVED TARGET	75% of students at 80% by end of Kindergarten			60% of students at age appropriate score (8) by end of Kindergarten			80% of students at 90% by end of Kindergarten			90% of students at 70% by end of Kindergarten		
MAKING PROGRESS												
REGRESSED												
TARGET	TARGET =		% of class that made progress	TARGET =		% of class that made progress	TARGET =		% of class that made progress	TARGET =		% of class that made progress
KINDERGARTEN TEACHER & CLASS	FEB %	NOV %	NOV %	FEB %	NOV %	NOV %	FEB %	NOV %	NOV %	FEB %	NOV %	NOV %
Percentage of Kindergarten Students Overall	0	78	100	9	89	98	4	80	100	7	36	79

Kindergarten Targets were achieved in the Pre- Literacy (0-100%), Oral language Assessment (9-98%) and Numeracy Baseline Test (4-100%), with progress made in the Advanced Numeracy Test (7 to 70%). The strong progress and achievement in Kindergarten students across the four assessment areas verifies that effectiveness of the Kindergarten program. The level of student oral language when entering Kindergarten, and during PP remains a concern, with 10% or less students at an age appropriate level. 27% of PP students completing On Entry Assessment in 2018/2019 were identified with potential language concerns. This translates to 26 students from an average cohort of 94.



WBPS PRE-PRIMARY ASSESSMENT SUMMARY 2020

TARGET REVIEW	Speaking and Listening Target			Reading Target			Writing Target			Numeracy Target		
ACHIEVED TARGET	50% at or above 471 in Feb and 60% at or above 591 end of Pre Primary			70% at or above 551 end of Pre Primary			65% at or above 450 end of Pre Primary			90% at or above 501 end of Pre Primary		
MAKING PROGRESS												
REGRESSED												
TARGET	TARGET =		% of class that made progress	TARGET =		% of class that made progress	TARGET =		% of class that made progress	TARGET =		% of class that made progress
PRE-PRIMARY TEACHER & CLASS	FEB %	NOV %	NOV %	FEB %	NOV %	NOV %	FEB %	NOV %	NOV %	FEB %	NOV %	NOV %
Percentage of Pre-Primary Students Overall	51	52	98	1	47	100	1	42	97	11	74	100

PAT Targets for the 2020-2022 Business Plan period were increased to 75% of students at Stanine 5, as successful target results had been achieved over the previous business plan. All students made significant progress toward new targets with all being achieved or working towards. It should be noted that this level of achievement is of significance in light of the Covid-19 Pandemic in 2020 and the potential for impact on student achievement.

WBPS ASSESSMENT SUMMARY 2020 Year 1 - 6

February & November Results

TARGET REVIEW	Waddington Spelling		PAT Maths		PAT-R Comprehension		PAT Spelling		PAT Vocabulary		PAT Grammar & Punctuation		PAT Science		PAT EWrite score		PM Benchmarks (Average Level)		Literacy Pro. (Average Lexile)	
ACHIEVED TARGET																				
MAKING PROGRESS																				
REGRESSED																				
TARGET %	At or Above Chronological Age		75% of students to achieve Stanine 5 or Above		75% of students to achieve Stanine 5 or Above		75% of students to achieve Stanine 5 or Above		75% of students to achieve Stanine 5 or Above		75% of students to achieve Stanine 5 or Above		75% of students to achieve Stanine 5 or Above		Target Not Established		70 % of students to achieve at or above BP Targets		70 % of students to achieve at or above BP Targets	
DATE	FEB	NOV	FEB	NOV	FEB	NOV	FEB	NOV	FEB	NOV	FEB	NOV	FEB	NOV	FEB	NOV	FEB	NOV	FEB	NOV
YEAR 1	99	99	46	92	23	54											11	63		
YEAR 2	90	97	25	90	22	64	25	72									5	35		
YEAR 3	98	92	28	67	36	58	52	84	47	76	56	85	31	58					28	41
YEAR 4	70	78	36	71	39	49	51	78	48	69	47	68	29	54	12	36			25	40
YEAR 5	75	82	36	69	52	77	69	87	60	86	61	77	31	63	66	81			45	66
YEAR 6	74	89	61	87	70	84	76	99	63	86	66	80	60	67	31	46			60	67
% of Students Achieving Target	89	89	39	79	40	64	55	84	54	79	57	77	38	60	36	54	8	49	39	53

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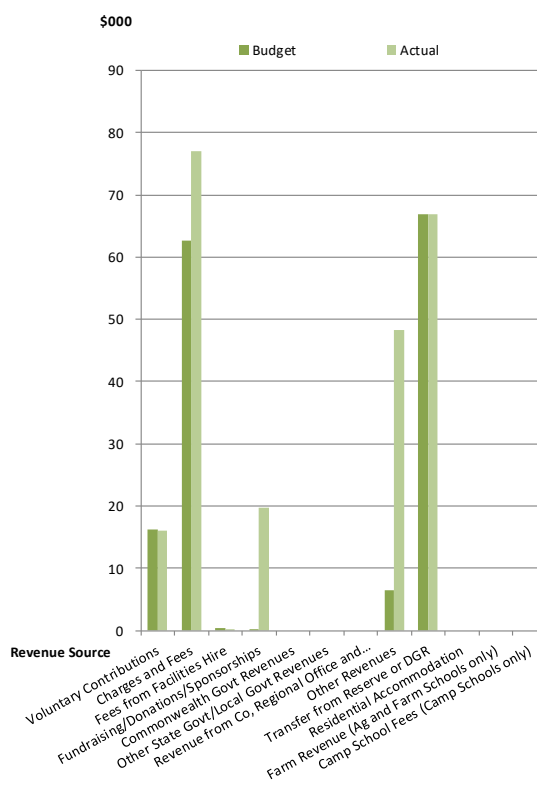
2020 Finance

West Byford Primary School

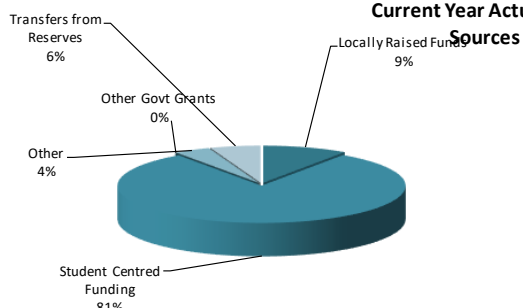
Financial Summary as at
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 16,230.00	\$ 16,024.00
2	Charges and Fees	\$ 62,696.00	\$ 76,960.06
3	Fees from Facilities Hire	\$ 400.00	\$ 183.64
4	Fundraising/Donations/Sponsorships	\$ 104.00	\$ 19,785.42
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 6,500.00	\$ 48,242.48
9	Transfer from Reserve or DGR	\$ 66,811.00	\$ 66,810.63
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 152,741.00	\$ 228,006.23
	Opening Balance	\$ 132,898.67	\$ 132,898.67
	Student Centred Funding	\$ 950,633.00	\$ 950,633.42
	Total Cash Funds Available	\$ 1,236,272.67	\$ 1,311,538.32
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,236,272.67	\$ 1,311,538.32

Locally Generated Revenue - Budget vs Actual

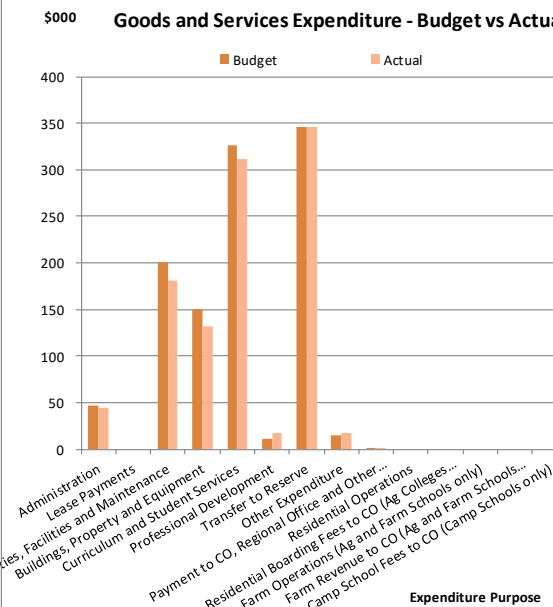


Current Year Actual Cash Sources

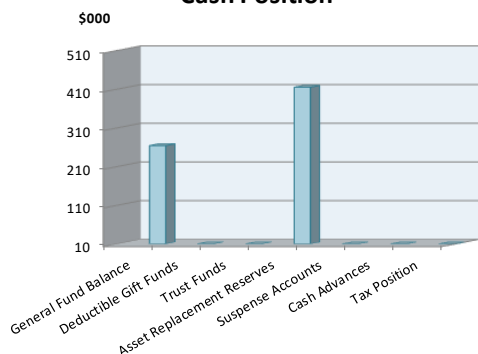


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 46,900.00	\$ 44,301.03
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 201,125.00	\$ 180,588.32
4	Buildings, Property and Equipment	\$ 149,824.04	\$ 131,571.90
5	Curriculum and Student Services	\$ 326,737.21	\$ 311,220.96
6	Professional Development	\$ 11,500.00	\$ 16,812.92
7	Transfer to Reserve	\$ 345,482.00	\$ 345,482.00
8	Other Expenditure	\$ 14,441.00	\$ 17,122.68
9	Payment to CO, Regional Office and Other Schools	\$ 75.00	\$ 285.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,096,084.25	\$ 1,047,384.81
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,096,084.25	\$ 1,047,384.81
	Cash Budget Variance	\$ 140,188.42	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 680,849.95
Made up of:	\$ -
1 General Fund Balance	\$ 264,153.51
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 414,893.37
5 Suspense Accounts	\$ 3,603.07
6 Cash Advances	\$ -
7 Tax Position	\$ (1,800.00)
Total Bank Balance	\$ 680,849.95

Summary

In the School environment and Teachers section, the students scored a high average of 4.0 (which is lower than the 4.2 average from the Student Survey conducted in 2019), which indicates that for the most part, they feel safe and catered for at the school. The highest scores in this area are referring to teacher expectations and how they motivate their students, which shows that there is a great deal of respect for



the teachers at this school, and that they care for the student outcomes. This is also correlated with the data from Question 10, where teachers, staff, learning and activities were consistently repeated in the comments. The variance for most questions from the 2019 to 2020 survey was around 0.1 and 0.2. The biggest drop was 0.4, which was in the question, "My school takes students' opinions seriously."

For Question 2 there is a high correlation of high student self-worth with the scores gaining a high average over all sections, with the highest ratings suggesting high student motivation to perform well and to try their best as well as students recognising their teacher puts a lot of energy into teaching their class. This section performed an average of 4.05 (which is 0.03 lower than the 2019 Student Survey), which is still a very high average. The section on bullying contains an average rating of 2.5 and 2.4 respectfully, which is below average and indicates that although some bullying does occur, it is on a lower trend.

Reward Play activities show that they are generally liked throughout the year, with the movie in Term 2 rating the lowest out of the options presented for this year. The Term 4 water activities ranking 4.1 out of a 5 point scale indicates this is still well received. The Term 3 inflatable course/bouncy castle rated very high at 4.1. In Question 8, a dodge ball game rated the highest out of the presented options, with the obstacle course close behind. Despite the lower rating in Question 7, a movie still performed high in this section over the other options, which is suitable for those less inclined for the higher activity options.

The comments also consistently show a high approval of the variety of lunchtime activities that are run, with many different activities rating very highly in Question 11. In addition to the current activities run, Question 6, regarding alternative recess/lunchtime activities, Teacher vs Student games rated very high at 4.5. This was followed closely by drawing/colouring area and Teacher led games on the oval. This was reinforced in the comments from Question 11 where students indicated a desire for a quiet place during recess and lunch to pursue these activities.

Recommendations

Students have indicated in questions 6 and 11, that they would like a quiet area in order to pursue a variety of less intense activities. Some of the activities that have been identified have been reading quietly, board games, colouring-in silently. A suggestion would be to have this location in the library possibly to run concurrently with the computer lab days, which has been implemented to a degree this year, though perhaps the frequency needs to be increased.



A great number of students have indicated that they would prefer a variety of different organised sports to join in during lunchtime with a high interest in Teacher vs Student activities. There is also an interest in a broad set of oval games being organised and run by teachers during lunch times, which can also be led by the faction captains, and simply directed or supervised by teachers in those areas.

2020 Student Survey

Q10. What is the best thing about coming to West Byford Primary School?

"Getting along with friends that make u happy and teachers that care about you just knowing u are supported by people that care about you."

"The fun activities lot's of the time. We might have to work, but it can really be a help. Having fun activities and work is balanced quite well. You really don't see much people on the buddy bench."

"It is a nice clean school and is a amazing place to go and it has fun activities."

"To learn with all my friends and that my teacher is always outside waiting at the door to welcome everyone back and he asked what we did on the past 24 hours then he tells us what were doing today"

"That there is fun activities at West Byford like walk to school day and Naidoc week."

"The best part about attending WBPS is the wide range of activities and things for all different people."

"The best thing about coming to West Byford Primary School is coming to your amazing classroom."

"the best thing about coming to west Byford is having lots of fundraisers to help the environment and community and also how the staff let the children have there say."

"Learning different things at school"

"The best thing is having lots of fun activities to learn and have some fun at the same time."

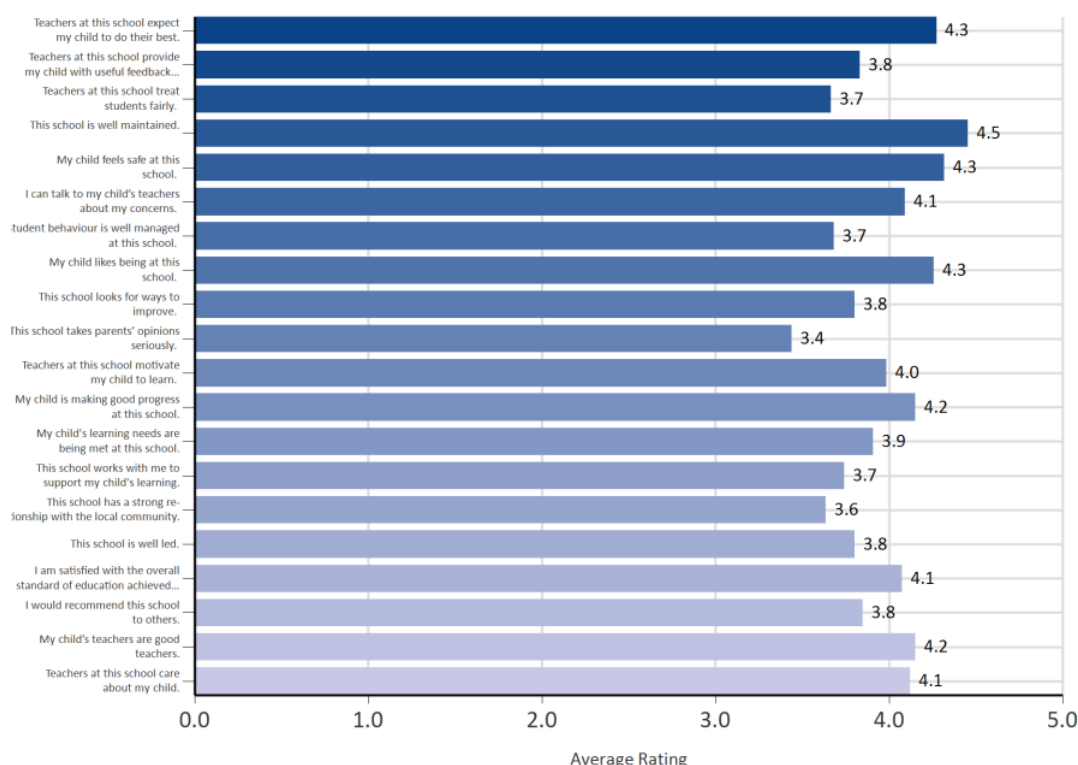
"The best thing about West Byford Primary School is the teachers! Our teachers are the most caring people I have ever met!"

"The best thing about West Byford is, reward play because it gives us the pleasure of knowing that we have done the right thing"

"The best thing about coming to WBPS is that there are a large variety of activities to do at recess and lunch times especially when Miss Finnergan comes down at lunch time and brings down games"



2020 Parent Survey



The 2020 Parent Survey results indicate that overwhelmingly parents are happy with the school.

The responses to the mandated questions ranged between 3.4— 4.5 out of 5. It is great to see that the quality of our teaching staff has been highlighted as a strength of the school. It is also clear that the safe, supportive and clean environment the school provides is appreciated by respondents.

Community engagement was highlighted as an area for improvement. West Byford PS is a large school with a diverse student population. Reaching and engaging with all members of the school community is a challenge that we address with special events, proactive communication, focus groups and annual parent surveys. With COVID-19 putting a stop to many of the community events that had been planned, re-establishing community links through these events will be a focus in 2021.

Thank you to the P and C Association, including the various sub committees and helpers such as School Banking, Bookclub, Fundraising, Canteen, Leavers and all who contribute.

Your support throughout 2020 which has been a very different and unprecedented year has been very much appreciated. West Byford Primary School do not underestimate the amount of time and effort you all volunteer – it is noticed by both staff and students and is truly appreciated.

Some great suggestions were made via the Parent Survey that support our amazing P&C in their planning for 2021.



2020 Fitness Testing—Analysis

WBPS has worked in partnership with Sports Challenge Australia (www.sportchallenge.com.au) to measure the Fitness levels of the students and make comparisons with other Australian schools over a number of years now. The Fitness Test scoring scale is based upon the IQ scale with a mean of 100 points and standard deviations of 15 points. In other words, for fitness you would want an average score of around 100 and a range of 85 to 115 points (1 standard deviation below and above the mean), where approximately 68% of your population would sit.

Therefore, students should have a minimum score of 85 or better to have acceptable fitness levels.

Throughout 2020 we found ourselves in exceptional times due to the COVID-19 pandemic which significantly impacted upon both physical and mental health of students due to absences from school and the uncertainty being created. West Byford has been spared the major impact upon fitness with only a 2% fall away. In other similar schools there was fall away of up to 13%.

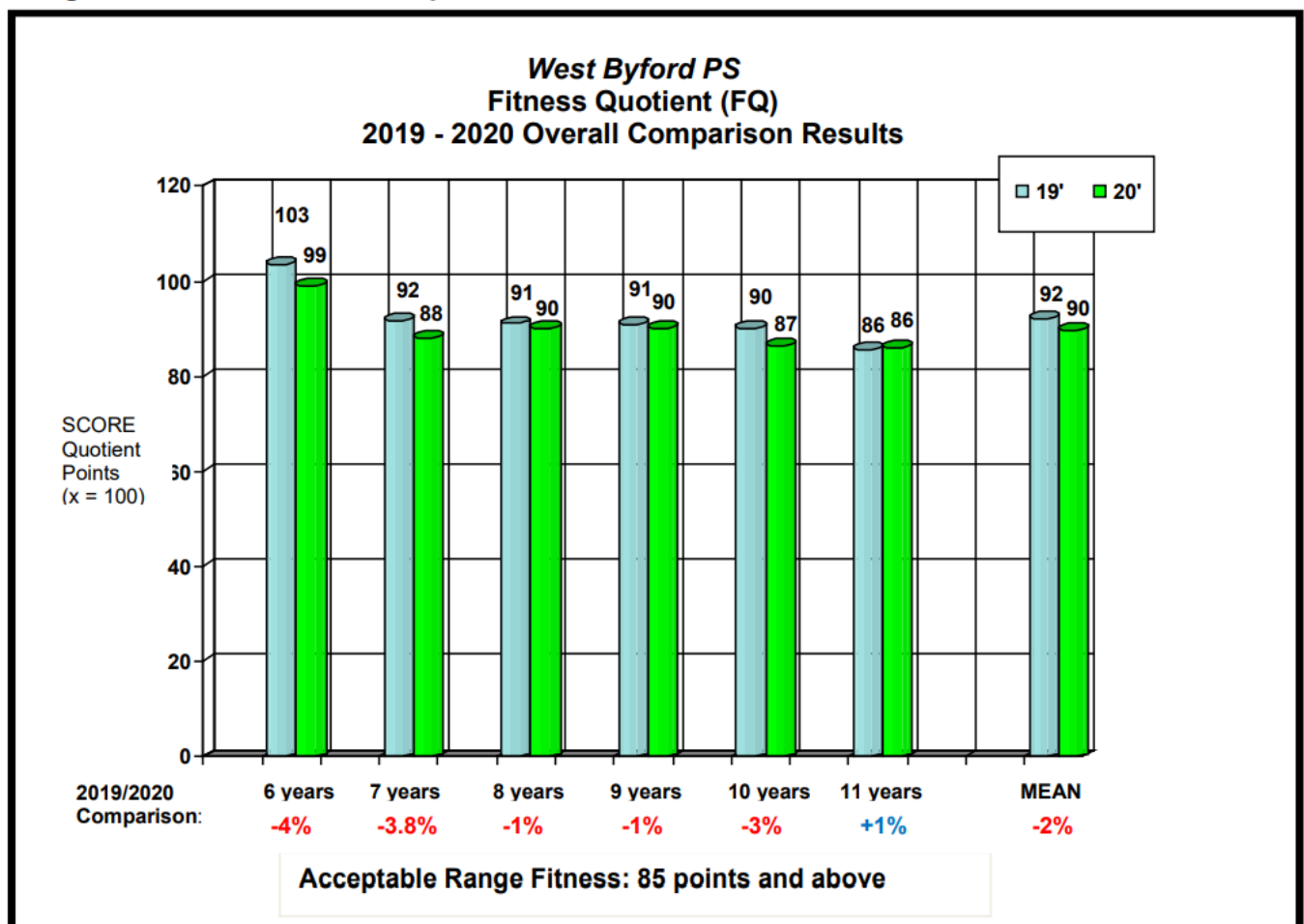
Generally the data suggested focus moving forward in increasing a focus on flexibility in Physical Education & Sport around warming up.

The overall results are once again very good, with all Female cohorts and the majority of Male cohorts above the acceptable range for fitness of 85 points. The Fitness scores (FQ) had a range of 83.8 (Males aged 10 & 11 years) to 102.1 (Females aged 6 years).

The average Fitness (FQ) of all classes combined in 2020 was 89.9, which is a 2% decline from the 92.1 in 2019. In 2020, the female students generated a higher mean score of 91.0 in comparison to the male student mean of 89.00.

Overall, 33% (189 students) of the 562 tested were below 85 points for fitness. In 2019, there were 31% or 186 students below 85 points. The range of students below 85 points in Australia now with the COVID-19 pandemic has slipped to a range of 10% to 49%.

Figure 1 – Overall Mean Comparison between 2019 - 2020



2020 Self Esteem Testing—Analysis

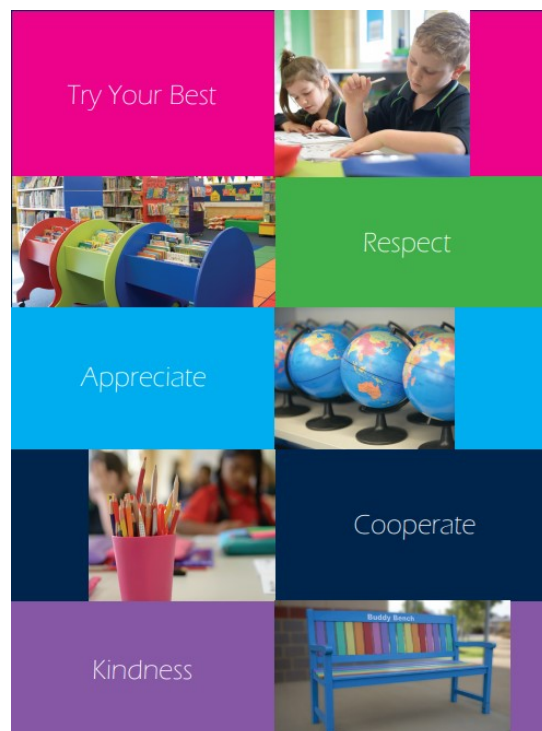
Student Self-Esteem is tested annually in four distinct areas:

- Self and School (school & ability to achieve).
- Self and Other (peer interaction & acceptability).
- Self Worth (confidence in self & physical appearance).
- Self and Home (family interaction & acceptability)
- Overall Mean (the grand mean of SS, SO, SW & SH).

The maximum score on any one item is 2. Results are compared to WA Schools and Australian Schools that have completed the testing.

OVERVIEW

- The overall Self-Esteem (SE) score for the Junior Primary in 2020 (Yr 1 - 3) was 1.66 from a possible 2.00, which is an increase of 2% (1.63 in 2019). The overall SE score for Middle and Upper (Yr 4 - 6) was 1.31 from a possible 2.00, which also has a very good increase of 3% (1.27 in 2019).
- It should be noted that due to the COVID-19 pandemic the variable of (Self & Other) and (Self Worth) have significantly decreased in schools across Australia due to students having long periods of time away from school and interaction with their peers and important others, especially in years 4 to 6.
- **West Byford PS bucked the State trend with increases in both Self & Other and Self Worth.** Other schools in WA have seen fall away in these two areas between 5% to 13%. In the Junior Primary data (Yr 1 - 3) where the students are so happy just to be able to return to school and interact with their peers, there has also been an increase in Self and Other and Self Worth, which reflects a safe and respected environment. Well done to our teachers.



As stated above the data measures four (4) areas of a student's life, West Byford's mean scores were:

- ⇒ Self and School Yr 1-3 = 1.83 (2% improvement), and Yr 4-6 = 1.31 (3% improvement) (school and ability to achieve)
- ⇒ Self and Other Yr 1-3 = 1.58 (4% improvement), and Yr 4-6 = 1.15 (1% improvement) (peer interaction and acceptability) Self-Worth Yr. 1-3 = 1.56 (1% improvement), and Yr. 4-6 = 1.40 (4% improvement) (confidence in self and physical appearance)
- ⇒ Self and Home Yr 1-3 = 1.55 (a fall away of 1%), and Yr 4-6 = 1.44 (4% improvement) (family interaction and acceptability)

2020 were exceptional times due to COVID-19 and the impact upon the mental health of students measured all around Western Australia has been significant. West Byford has been spared major impact with increases in over-all scores in all years. Well done to all.

2020 Behaviour Management

Year and Enrolment	Behaviour			
	Number of Incidents (incidents per student)	Number of Students (% of Student Pop.)	Days of Suspension (Number of students)	Withdrawals (Number of Students)
2020 Totals (795 Students)	469 (0.59 p/s)	130 (16%)	13.5 (5 Students)	25 (13 Students)
2019 Totals (779 students)	568 (0.73 p/s)	161 (20.6%)	20.5 (8 students)	27 (14 students)
2018 Totals (753 students)	552 (0.73 p/s)	156 (20.7%)	7 (6 students)	16 (12 students)
2017 Totals (747 students)	605 (0.80 p/s)	150 (20%)	33 (7 students)	18 (8 students)
2016 Totals (1024 students)	1007 (1.01 p/s)	236 (23%)	33 (9 students)	39 (18 students)
2015 Totals (833 students)	840 (1.0 p/s)	201 (24.1%)	56.5 (10 students)	39 (10 students)
2014 Totals (623 students)	622 (1 p/s)	183 (29.4%)	9 (3 students)	39 (18 students)

There were 469 incidents in 2020, representing a ratio of behaviour incidents per student of 0.59 overall which was a statistically significant reduction compared to historical data. This reduction is also reflected in the number of students recording behaviour incidents which was down to 16% of the student population. Suspensions and withdrawals were also down marginally compared to 2019.

All classes implicitly follow the WBPS Behaviour Policy, with parents made aware of both the positive and negative behaviour of their child through Class Dojo. Across the year, over 95% of feedback parents received through Class Dojo was positive, with a majority of students earning Super Student status at least once during the year.

The school Reward Draw / Play happens at the end of each term and rewards attendance, punctuality, correct uniform, behaviour and the return of Library Books.

