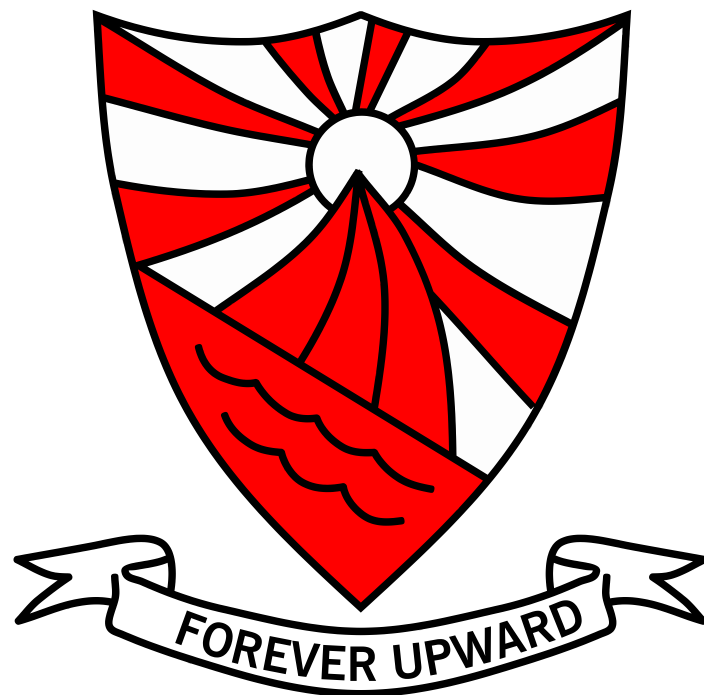


BALCATT PRIMARY SCHOOL



ANNUAL REPORT ***2016***

FROM THE PRINCIPAL

It is with pleasure that I present the 2016 Annual Report. This report provides parents and the wider community with information about the School's activities and performance over the past year.

The 2016 school year has many achievements, both inside and outside of the classroom. The growth in our students, both educationally and socially, has again been very pleasing. Of particular note are the pleasing results achieved by our students in the Australia wide NAPLAN assessment (National Assessment Program for Literacy and Numeracy).

Balcatta students:

- performed equal to or better than “like schools” in 9 of the 10 areas assessed.
- achieved the literacy and numeracy NAPLAN targets.
- outperformed the national average in Writing, Numeracy, Reading and Grammar (Years 3 & 5) and spelling (Year 5).

These results have been possible due to the hard work of a dedicated and professional teaching staff and the assistance of a supportive parent community. The partnership that exists between staff, parents and students and particularly the School Council and Parents & Citizens Association (P&C) is a unique feature of our school and is a source of great pride to us all.

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

OUR SCHOOL COMMUNITY

Balcatta Primary School, situated ten kilometres North West of Perth in the suburb of Balcatta, first opened in 1964. The school, after reaching an enrolment of up to 800 students in the 1960s and 1970s, now has a very comfortable population of approximately 220 students (K to 6). The school is proud of its heritage, with its multicultural population of approximately 36 nationalities being represented (School of Many Nations). The students enjoy extra facilities such as Art/Craft, Music/Drama, Maths/Science and Computers.

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

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

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

OUR SCHOOL ETHOS

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

OUTCOMES SOUGHT FOR STUDENTS

In 2016, the Primary School has focused on improving educational achievement through the following Learning Outcomes.

- Students use language to understand, develop and communicate ideas and information and interact with others.
- Students select, integrate and apply numerical and spatial concepts and techniques.
- Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
- Students select, use and adapt technologies.
- Students describe and reason about pattern, structures and relationships in order to understand, interpret, justify and make predictions.
- Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
- Students understand and appreciate the physical, biological and technological world and have the knowledge and skills to make decisions in relation to it.
- Students understand their cultural, geographical and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
- Students interact with people and cultures other than their own and are equipped to contribute to the global community.
- Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.
- Students value and implement practices that promote personal growth and well-being.
- Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
- Students recognise that everyone has the right to feel valued and be safe, and in this regard, understand their rights and obligations and behave responsibly.

SPECIAL SCHOOL PROGRAMS

Music

All students from Year 4 to Year 6 had the opportunity to join our school choir which performs with great pride at assemblies, special occasions, music festivals and other outside agencies. In 2016 the school choir was involved in the Western Australian Massed Choir Festival held at the University of WA - a highlight of the year.

Instrumental Music Program

Students from our senior years (Year 5/ 6) have the opportunity to learn a musical instrument (presently guitar), which can be carried forward into their secondary education. Tuition is provided through the School of Instrumental Music and lessons are held once a week during school time.

Languages Other Than English (LOTE)

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

Dance

All students from Pre-Primary to Year 6 had the opportunity to undertake dance lessons. Edu-Dance (P-3) and Social Dance (yr4- 6) which concluded with a 'Social' Dance evening in the St Lawrence Hall. Dances taught include old-time favourites *The Barn Dance, Pride of Erin, The Waltz, The Birdy Dance and The Hucklebuck etc.*

Chaplaincy Program

The school is provided with a part-time Chaplain two days a week. Activities which are co-ordinated by the Chaplain include lunch-time activities, breakfast club, a playgroup for toddlers and the Values and Buz programs etc.

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

The school is provided with a part-time teacher and ethnic aides to provide assistance to teachers in helping students from non-English speaking backgrounds, particularly in the English Learning Area. Harmony Day is celebrated each year to highlight our School of Many Nations.

Library

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

THE ARTS

Performing Arts – Music

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

Information is gathered in the following ways:

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

Visual Arts

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

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

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

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

What We Found

Performing Arts – Music

- Whole school immersed in developmental music program from Kindy to Year 6, with performances by class groups and school choir at assemblies and special occasions.
- Specialist groups, including choir, guitar ensemble and African drumming, performing at school assemblies and out of school events.
- Kodaly and Orff based learning program in music.
- Inclusive program encouraging multicultural acceptance through classroom work and Harmony Day activities.
- Individual talent encouraged for solo and group performances in classroom music, assemblies, graduations and special days throughout the year.
- Participation of the choir in major performances outside the school such as the WA Massed Choir festival and the WAGSMS concert.
- Ensemble groups in drumming and ukulele.

What We Found

Visual Arts

- The 'Living Green Grant' from the City of Stirling enabled us to complete a whole school bottle cap mural that was highlighted in the City of Stirling newspaper.
This mural was made from over 5000 bottle caps, which all the students helped collect over a term. The students worked collaboratively to finish the mural and learned new skills such as how to safely use drills.
- Having an Artist in Residence (AiR) from Curtin University enhanced the schools art program by bringing in a media arts project for the students to work alongside.

Future Directions

Performing Arts – Music

- Instrumental work to include drumming, percussion and use of tuned percussion to explore improvisation and learn set pieces.
- Choir for Year 4 to Year 6 to continue.
- Choir to perform at the Massed Choir Festival at the Perth Concert Hall.
- Theme based programming. This year with a focus on Aboriginal culture.
- Community singing at assemblies.
- Value learning encouraged through music lessons. Values of hard work to reach certain goals, commitment, patience and the ability to work together are developed through group improvisation and composition activities.
- Music awards to be continued at the end of the year.
- Commencement of ukulele in year 6.
- Year 5 class to connect with Dalmain Primary School to drum together.

The focus in 2017 will be in the area of 'making' music. This will involve improvising and creating their own music through collaboration with their peers. (as well as reading and playing set pieces).

There will also be a focus on integrating lessons learning about Aboriginal Culture with musical experiences.

Future Directions

Visual Arts

- Art program to continue and include more whole school collaborative work that will be displayed around the school.
- Whole school mural for assembly area using ceramics.
- Indigenous Artist in Residence to come in and provide cultural education and facilitate a mural in the theme of the Noongar six seasons.
- Community art presentation in a local community area.
- Continue having an Art Show during Open Night.
- Art awards to be continued at the end of the year.
- Continue the AiR program from Curtin University in term 3 to introduce the student's to media arts.

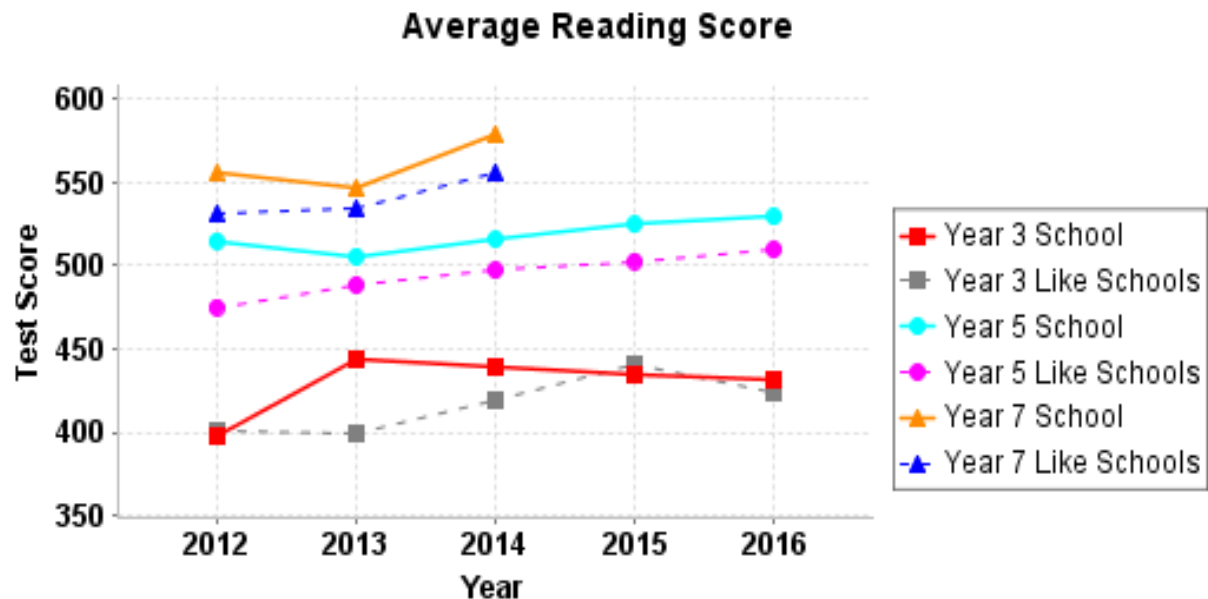
The focus in 2017 will be on collaborative art, such as developing whole school murals and displaying students' art for presentation purposes. The students will have the opportunity to display their work at the Open Night as well as during school assemblies. The visual arts program will continue to focus on encouraging students' critical and creative thinking, as well as improve their confidence, decision-making, focus and perseverance.

ENGLISH

Monitoring of school performance in English is achieved through:

- NAPLAN (National Assessment Program in Literacy).
- EAL/D Progress Maps.
- Student reports.
- Teachers' anecdotal records.

NAPLAN Reading results compared to like schools:



What We Found

- Literacy block is operating successfully and teachers are using a wide variety of strategies to enhance student learning.
- Collaborative teaching using support teachers (i.e. EAL/D) has benefited those students needing extra assistance.
- Early Intervention Program in Junior Primary area continues to achieve positive results (particularly students at educational risk).
- Literacy targets as per NAPLAN results 2016 were achieved, i.e. 92% of students in Years 3 & 5 achieved **above** the National Minimum Standard in English (Reading – 90%; Writing – 97%; Spelling – 83% and Grammar – 97%).
- NAPLAN sub-group results 2016 (EAL/D students) – 100% of EAL/D students in Years 3 and 5 achieved above the National Minimum Standard in all areas – outstanding result.

Future Directions

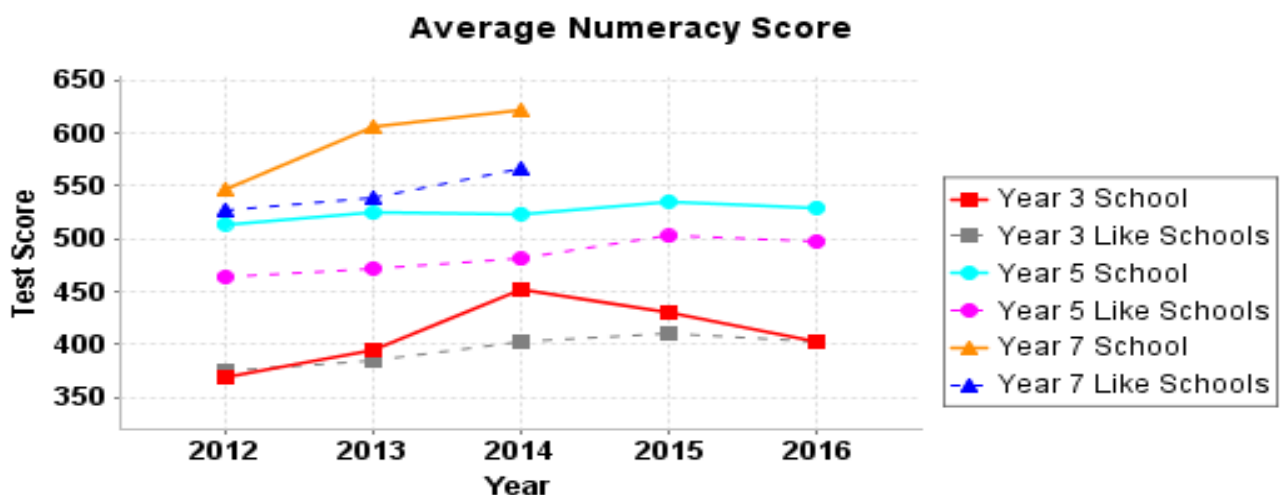
- English to remain a priority area - focus to be on Reading, Writing (Punctuation and Grammar), Speaking and Listening, with particular emphasis on Writing in Years 3 and 5.
- Continue Language and Literacy across the curriculum (support provided where necessary).
- Intervention and phonological awareness programs to assist with spelling, language and speech development to be continued in the Junior Primary area (Jolly Phonics, Jolly Grammar and Spell Check).
- Collaborative planning as needed to adjust and modify programming to meet the needs of all students.
- Continued use of EAL/D Progress Maps for monitoring and reporting on eligible EAL/D students (support provided where necessary).
- Individual and Group Education Plans to be continued for students at educational risk.
- Literacy block to be continued throughout the school.
- School wide phonic based spelling program to be implemented (Soundwaves).
- Reading and writing strategies will be revised through whole school P.D. sessions.

MATHEMATICS

Monitoring of school performance in Mathematics is achieved through:

- NAPLAN (National Assessment Program in Numeracy).
- Teachers' anecdotal records.
- Student reports.

NAPLAN Numeracy results compared to like schools:



What We Found

- The school performed at or above 'like schools' in years 3 & 5.
- NAPLAN Numeracy targets were achieved with 85% of students in Year 3 and 100% of students in Year 5 achieved **above** the National Minimum Standard – outstanding result.
- Cross setting in Years 4 to 6 continues to be beneficial to the students.

Future Directions

- Origo Stepping Stones Maths Program (on-line) to be implemented from Pre Primary to Year 6.
- Promote Maths through incursions such as World of Maths and Maths Factory.
- Students at risk, particularly EAL/D and indigenous backgrounds to be catered for through IEPs and GEPs.
- Continue to integrate Maths into other learning areas, eg Science, Literature, Reading, Health etc.
- Greater use of ICT to facilitate teaching strategies, eg interactive boards, computers.
- Collaborative planning time for teachers to assess, group and re-assess individual students throughout the year.
- Update numeracy teaching aids and consumables, as required.

HEALTH & PHYSICAL EDUCATION

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

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

What We Found

- Swimming program very well attended with above 90% attendance.
- Performance at interschool level well attended with excellent sportsmanship noted. Improved skill level of students.
- Promotion of healthy eating continued successfully, i.e. Sip & Crunch program.
- The Values program continues on a monthly basis and is promoted by school councillors at assemblies.
- BUZ programme introduced by the school chaplain in all year levels.
- Encouragement of the use of extra sports equipment at recess and lunch.
- Reduced number of behaviour problems in the playground due to students being engaged in sporting activities.
- Faction sports carnival was a popular event and included tabloid sports – there was a noted increase in the number of parents attending.
- The senior ballroom dance programme was well attended with the social being very popular with students and teachers.

- Edu Dance lessons introduced for junior grades.
- Interschool sports were hosted by Balcatta Primary this year.
- Established vegetable gardens.
- Interschool Sport program was expanded and included a visit from Saint Lawrence School.
- Recess and lunch-time equipment has been upgraded. Sandpit equipment and low basketball hoops for junior play area have been installed and prove very popular.

Future Directions

- Continue to develop Physical Education program throughout the school.
- Daily fitness to be held Monday to Thursday mornings and sport on Fridays.
- Continue to have school-based themes and subsidised incursions.
- Promote healthy initiatives for students and parents through school newsletter.
- Reinforce healthy messages through teaching and incursions.
- Continue the swimming program.
- Continue to use Chaplain in health and sport programs, including excursions etc.
- Continue special days and programs i.e. Harmony Day.
- Continue values program in 2017 linked to Chaplaincy BUZ program.
- Continue social dance program for years 5 & 6 with St. Lawrence Primary School.
- Teach students games during physical education lessons that can be played at recess. The aim is to have children educated in the use of playground equipment.
- Healthy school lunch on a class by class basis.
- Continue EDU dance program (PP - Year 5).

HUMANITIES AND SOCIAL SCIENCES

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

- Teachers' tests and anecdotal records.
- Student reports.
- Observing wider community involvement in relevant activities.
- "Values" program.

What We Found

- Multicultural activities during the year have involved some wider community members who have helped the students understand and appreciate cultural diversities.
- The "Values" program has developed student awareness of social values.
- Excursions/incursions provide students with an excellent opportunity to apply skills and values. . (ie: Food Bank and Lansdale Farm School)
- The majority of students continued to achieve very well.

Future Directions

- Humanities & Social Sciences knowledge and skills to be continually reinforced/integrated into other learning areas as well, such as Maths.
- When relevant, an increased level of access to audio/visual resources to be made (eg via the internet and interactive boards).
- Continue giving councillors and faction captains the opportunity to develop civic responsibility and to extend this civic responsibility opportunity, when relevant, to class representatives and elected committee members in Year 6.
- Participate in Harmony Day and NAIDOC Week activities.
- Values program to continue and to be refined as required.
- WA Week activity to highlight WA's history.
- Provide excursions/incursions (school subsidised) that broaden Humanities & Social Science experiences. (ie: Food Bank and Lansdale Farm School)
- Continue to upgrade resources.
- Continue to upgrade access to information and storage via a diversity of resources (ie computer usage).

LOTE (Italian)

About the Program

Throughout 2016 the students have been engaged in a range of activities using strategies in oral communication, language patterns and written responses. The structure of the program is flexible and caters for varying ability levels.

The success of the LOTE program is monitored using:

- Feedback from parents, teachers and students following the parent evenings and presentations by the students.
- Year 3 to Year 6 assessments focussed on oral and written responses.
- Assessment ideas and levels are discussed with LOTE teachers at cell meetings.

What We Found

- The majority of students achieved the student outcomes as required in each year level.
- The Italian course from Years 3 to 6 is devised by the LOTE teacher, taking into account the needs, level and interest of students, in accordance with the Australian Curriculum Guidelines.
- Teaching LOTE incorporates a wide range of skills (oral listening, reading, responding, viewing, writing, games and songs).
- EAL/D students gain confidence and get the opportunity to experience success. They are willing to participate orally and gain a better understanding for the system of our own language.
- Our EAL/D students further enrich the cultural understanding of the LOTE program.
- LOTE was seen as a relevant, important learning area. Students were able to relate to members of the community using LOTE skills.

Future Directions

- Maintain and consolidate the current program.
- Continue to incorporate and make links to other curriculum areas.
- Continue to update resources and create an Italian resource pool.
- Collaborate with other schools in monitoring standards.
- Work in greater partnership with the community, bringing greater relevance to the program, including a variety of incursions such as Italian musicians and performers and a visit from the gelati van.
- Continue to develop student interest in learning another language.

TECHNOLOGIES

The success of the Technologies program is monitored by:

- Teacher observation of students' Technologies related skills such as: design, construction, evaluation of projects, ability to modify designs & group participation.
- Anecdotal records indicating level of participation and success in Technologies projects.
- Level of students' participation in a wide range of activities, some of which were;
 - * Cranes
 - * Lighthouses
 - * Bridges
 - * Solar powered hot water units
 - * Wind powered structures
 - * Underwater community
 - * Sports equipment storage
 - * Paper planes & kites
 - * Rockets - air powered
 - * Rubber band powered vehicles
 - * Desk tidies
 - * Murals
 - * Parking safety zones
 - * Game boards
 - * CD storage boxes
 - * Dwellings made from natural materials

What We Found

- Students showed a consistent enjoyment of the activities and demonstrated increasing skill in the use of Technologies tools and materials.
- Several teachers indicated they were integrating Technologies activities more into other subjects – hence the varying degree of Technologies work being done.
- Students enjoyed using a variety of mediums (i.e. clay work etc.)

Future Directions

- Purchase more texts outlining suggested activities, particularly small scale objects.
- Increase the variety and amount of available materials and tools.
- Implement the Technologies Curriculum through the W.A. Curriculum & Assessment Outline (P-10).
- Have teacher representatives attend network meetings designed by Scitech – Balcatta - Greenwood STEM hubs.
- Introduce Coding into the school (P-6).
- Apply digital Technology skills using Dash & Dot robots, Sphero Robots and Edison Robots.

SCIENCE

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

- Student reports
- Teacher anecdotal records etc.

What We Found

- Excursions/incursions (Scitech etc.) provided students with an excellent opportunity to apply their science skills.
- Students show enjoyment of science activities with improved skills being demonstrated.
- The majority of students continued to achieve very well.

Future Directions

- Continued integration of Science across the curriculum, where possible.
- Teachers to share ideas and collaborate on standards.
- Continued update of materials and equipment in 2017.
- Increased use of digital technology, (e.g. internet research, digital microscopes, interactive boards etc.).
- Purchase of worm farm, composter and gardening tools to teach students more about sustainable living.
- Implementation of the Science Curriculum from the West Australian Curriculum and Assessment Outline.
- Room 5 to be 'set up' as Science Room.

Waste Wise School Program

In 2017 we will continue planning to become a more sustainable school. We will look at how to improve the management of the schools resources, including energy, waste and water. We will be setting up a Waste Wise committee who will then organise a Waste Wise plan and policy for the school. The committee will also organize a waste audit to be conducted at the school. The results from this will help understand how the schools waste can be reduced. After the completion of this, we will then be an accredited Waste Wise school.

COMPUTER

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

What We Found

- There has been continued increase in competencies by teachers to use the resources available in the school (eg Mimio board, data projector, digital microscope and demo screen) and therefore greater enquiry regarding advanced technology. New interactive whiteboards have been installed in all classrooms from kindy to year 5.
- Use of computer lab continues to be popular and heavily timetabled.
- Multimedia equipment usage has continued to increase (e.g. camera, data projector) in all curriculum areas.
- Internet broadband access in all areas in the school K-6 and administration.
- Wireless Points installed in 10 teaching areas around the school.
- The usage of internet broadband access is diversifying the programs being accessed by staff and students, eg visual demonstrations; how matter behaves.
- Click view membership provides a digital resource to the school.
- The children are becoming more sophisticated in their use of the technology to enhance their learning.
- An IT contract is in place. Most technical problems solved by staff members.
- The IT Education Dept. help line provides technical support.
- Purchased programs such as Mathletics and Aus Spell continue to be successful and help increase children's interest.
- Children are becoming confident and skilful in using ICT and willing to tackle most areas of computing.
- All computers have been upgraded to operate on Windows 7 and use Office 2010. Teachers and students are becoming familiar with the new systems.
- Networking of the school computer system has been upgraded. The school has now been assessed as suitable to implement the SOE4 Program.
- SOE4 upgrade is now running in the school. All computers can be accessed remotely by the Education Dept.

Future Directions

- Continue to provide resources and equipment based on teacher requests.
- Continue to appoint a staff member as the curriculum system administrator in charge of maintenance and resources.
- Continue to value an increase students' regular computer usage time.
- Maintain computer lab and continue to develop mini labs in Pre-Primary to Year 6, as required.
- As the price of technology has become more affordable, the focus is on making a transition from a black and white environment to a colour orientated environment (printing).
- Maintain and upgrade digital cameras so that eventually there will be one for every two classrooms.

- In-servicing and professional development for all staff in personal computer use, reporting to parents/administrative duties via computer, as required.
- Continue to purchase computer programs as required.
- Continue present computer contract with Solutions IT.
- Continue to timetable computer lab so maximum use can be made of it.
- Purchase and upgrade computers in classrooms.
- Increased staff and students' familiarity with Interactive boards and safety aspects (OHS).
- Improve the ergonomics of the computer lab in terms of adjustable and comfortable furniture, with improved layout to assist in student posture, eg gas lift chairs.
- Ensure all computers are multimedia capable (headphones).
- Maintain and revise security of equipment.
- Student communication through student portal in Years 5 & 6.
- Using digital technology in S.T.E.M. education projects. This includes coding and robotics.

ENGLISH as an ADDITIONAL LANGUAGE or DIALECT (EAL/D)

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

Currently, the EAL/D students within the program comprise 60% of the total school population (includes PP). EAL/D support focuses on Stage 1 and Stage 2 students. Stage 1 students are those in their first year of compulsory schooling in Australia and Stage 2 students are those in their second year of schooling in Australia. Students in Stage 3 have received support for three or more years.

The following table indicates the percentage of EAL/D students in each stage of the program.

Stage 1 (44) (First year of support)	Stage 2 (16) (Second year of support)	Stage 3 (46) (Three or more years of support)
41%	15%	44%

The EAL/D program operates 0.6 (or three days per week).

The aim of the EAL/D program is to provide support, resources and information for teachers and students in a team teaching manner. Furthermore, the program aims to promote an inclusive and collaborative approach with the whole school community in assisting families from culturally and linguistically diverse backgrounds.

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

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

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

	Levels 1-2 (Emerging Levels)	Levels 3-4 (Beginning Levels)	Levels 5-6 (Developing Levels)
Stage 1	30%	54%	16%
Stage 2	0%	44%	56%
Stage 3	0%	19%	81%

VALUE ADDED

Compared to like-schools over the past five years, the students in each of our Year 3 & 5 classes have performed at or above what is expected.

In particular, the 2016 NAPLAN results were of a high standard, with results noted earlier in this Annual Report (see “From the Principal”).

It is also very pleasing to report that 92% of Year 3 and 5 students achieved above the National Minimum Standard in Literacy and Numeracy.

The progress made by the stable cohort of students from Years 3 to 5 was higher in the tested areas of Numeracy, Reading, Writing, Grammar and Punctuation than the progress made by students from like schools, WA public schools and Australian schools - a fantastic effort.

Adding value to students’ education is also enhanced through programs such as Music, Visual Arts, Computing, Dance, Instrumental Music, Languages Other Than English (LOTE) and English as an Additional Language or Dialect (EAL/D).

STAFF DEVELOPMENT

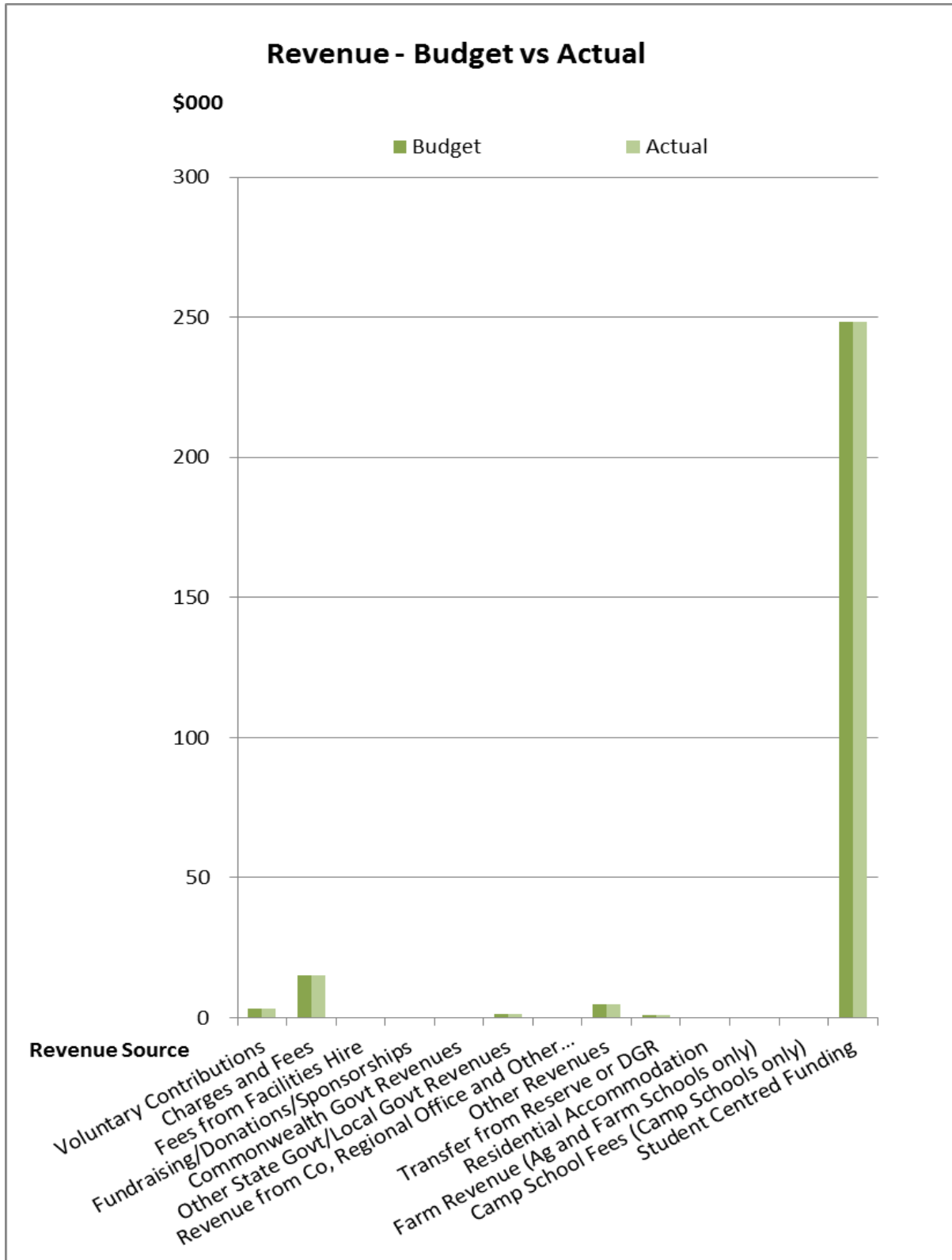
All teaching staff at Balcatta Primary School meet the professional requirements to teach in Western Australian public schools and are registered with the Teacher Registration Board of WA. During the year, all teaching staff were engaged in professional learning activities, including the continuation of the implementation of the Australian Curriculum through the familiarisation of the WA Curriculum and Assessment Outline, updating skills and knowledge in dealing with students with Disabilities (ie: Dyslexia Awareness PD) and the Aboriginal Cultural Framework (ie: Aboriginal Cultural Awareness PD etc)

In 2017 teachers will continue to update teaching strategies in classroom management skills (ie: Principals of Teaching and Learning) and continue with the planning and implementation of the Australian Curriculum (phase 3 learning areas) through the familiarisation of the WA Curriculum & Assessment Outline, updating skills and knowledge in the learning areas of Reading, Writing, Spelling, STEM (Coding) and student well-being through Protective Behaviours PD etc.

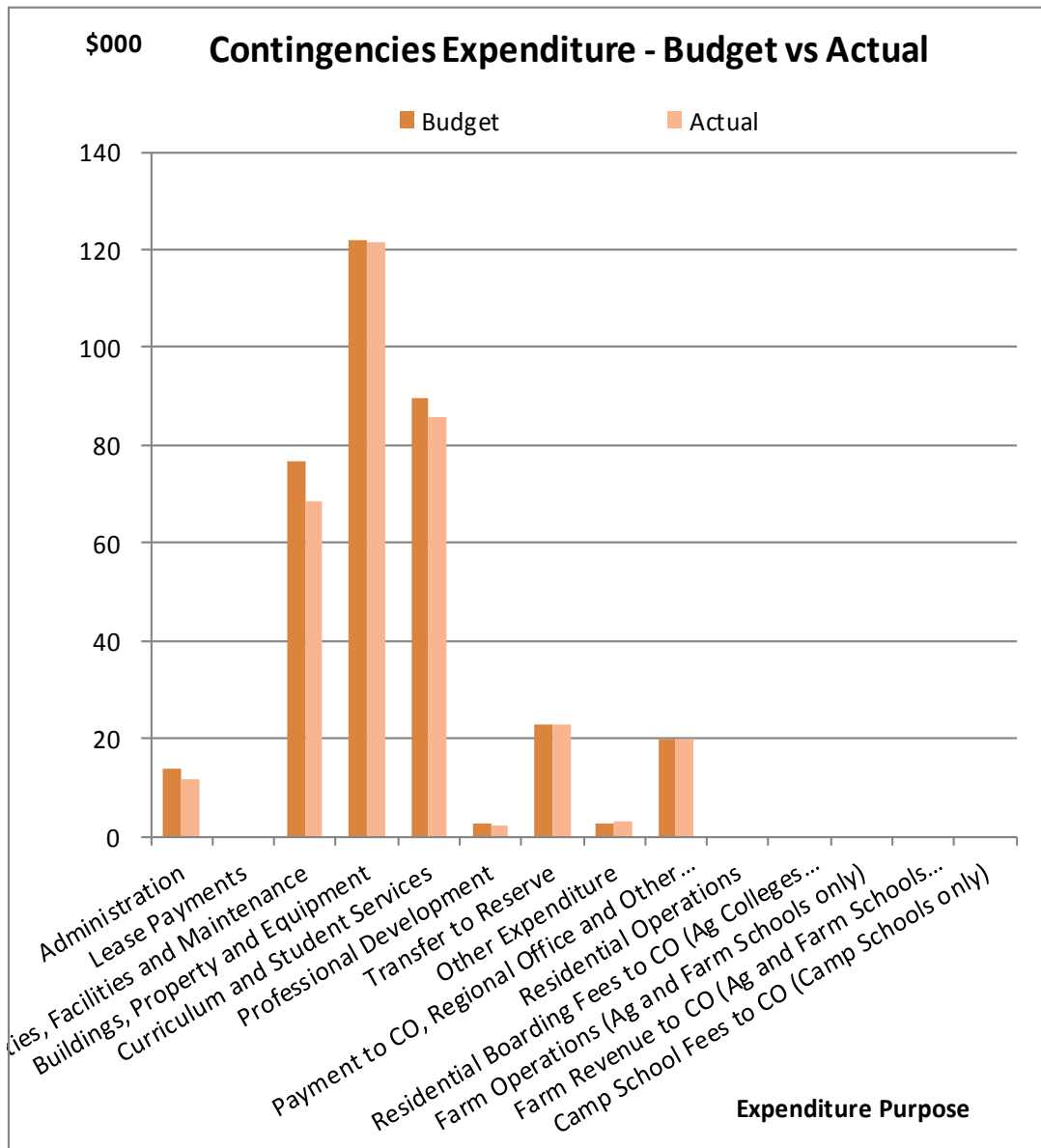
SUSPENSIONS

As part of the school’s Managing Student Behaviour Program, suspensions are used for serious breaches of the school behaviour code. In 2016 there were no suspensions. The continuation of the Values program and other initiatives are helping students to deal with ‘bullying’ and negative behaviour issues in a responsible and effective way.

SCHOOL BUDGET



Revenue Source



Expenditure Purpose

ATTENDANCE

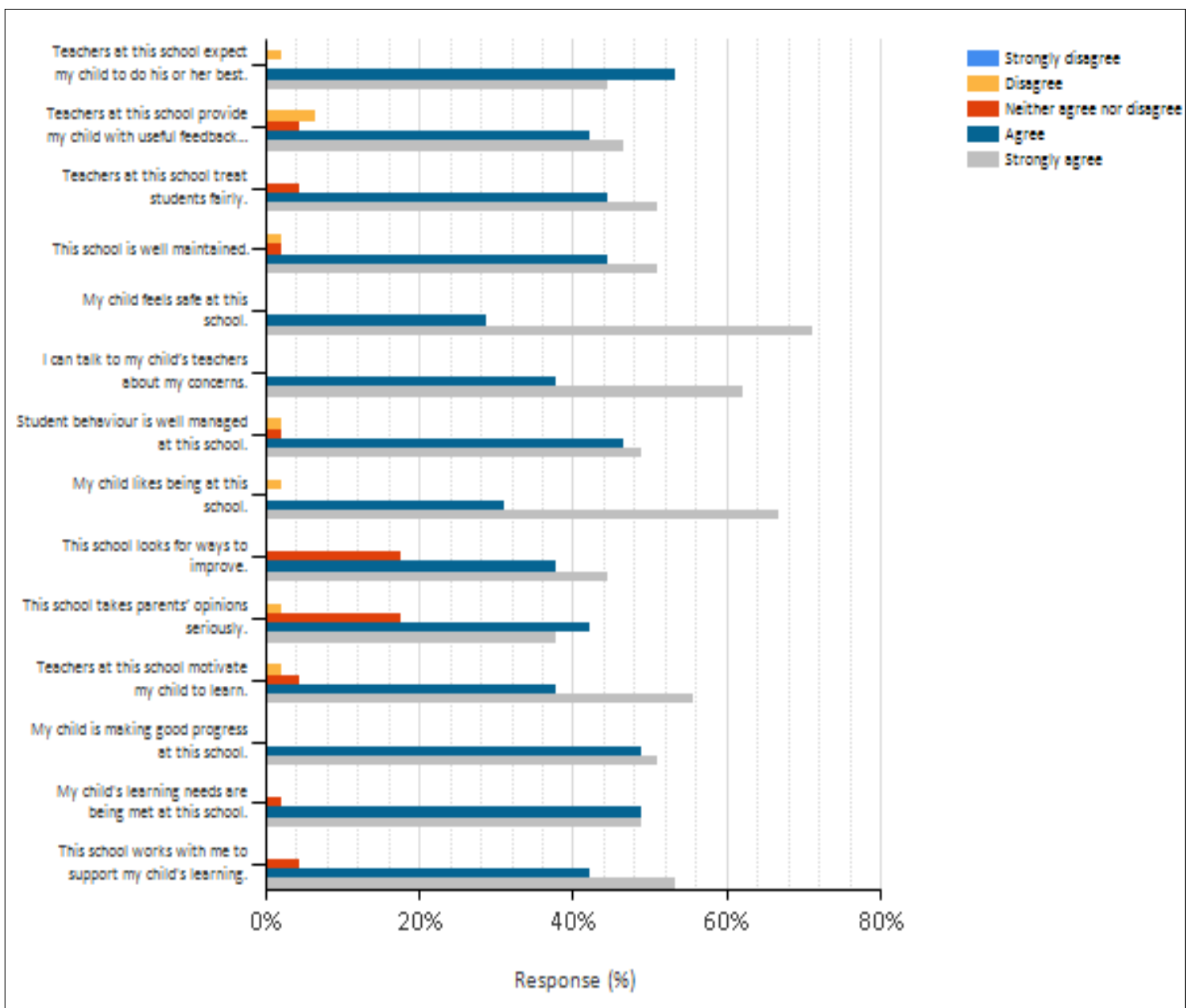
The Department of Education collects information on student attendance rates on a yearly basis. A comparison with attendance rates in other schools across the State in 2016 shows that the student attendance rates at Balcatta Primary School are comparable with other schools. State average 92.6% and Balcatta Primary School 94.1%. Overall, the attendance rate of all our students is very high.

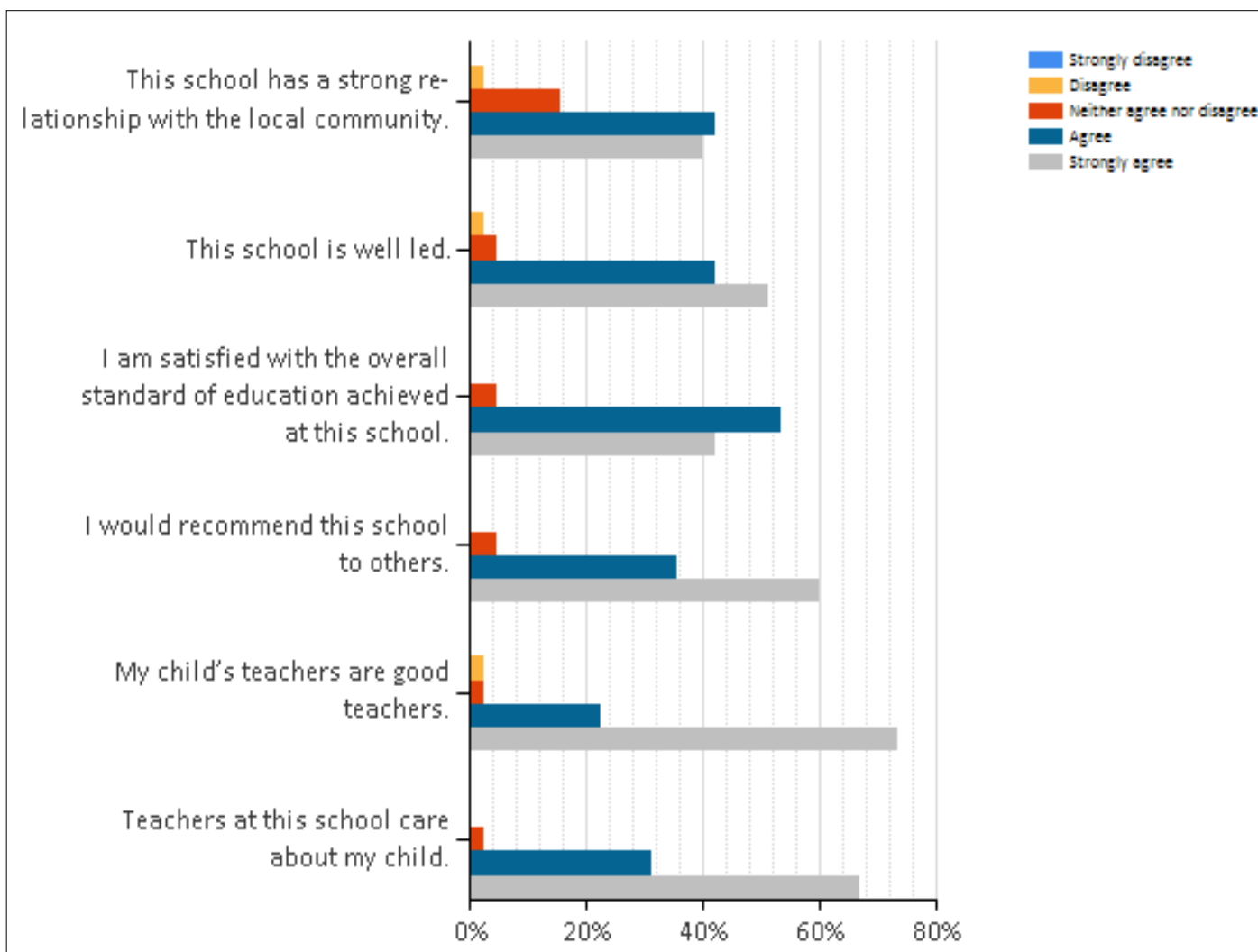
PARENT, STUDENT & TEACHER SATISFACTION

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

In 2016 'The National School Opinion Survey' was used by all schools throughout Australia to survey their parents, staff and students on various aspects relating to the performance of the school.

As shown by the graphs below, the majority of parents are very satisfied with the school in the areas surveyed. It was very pleasing to note that approx. 95% of parents were happy to recommend the school to others and 92% were satisfied with the educational standards achieved at the school. The staff and student survey results also indicated high levels of satisfaction with the school. Please note that the 'National School Opinions Survey' will be undertaken again in 2018.





SCHOOL IMPROVEMENT TARGETS 2017

As part of the school's continued improvement strategy, the following improvement targets have been developed as a result of the school's self-evaluation and are set against achievement standards and comparative data of like schools, all WA Public schools and all Australian schools.

NAPLAN Testing:

Year 3

- 75% of students to be **above** the National minimum standard in Reading, writing and numeracy
- 80% of students to be **above** the National minimum standard in Spelling and Punctuation & Grammar

Year 5

- 85% of students to be **above** the National minimum standard in Spelling, Reading, Writing and Punctuation & Grammar.
- 90% of students to be **above** the National minimum standard in Numeracy.