Executive Summary

In my first year as Principal of Bambara Primary School I have felt privileged to be part of such a small yet dynamic school community. My first impression of a welcoming and friendly student body has been sustained throughout the ensuing year and has been replicated time and time again by parents and staff alike.

2014 was a successful year for Bambara Primary School as it sought recognition of its ability to self-govern and in August received approval to become an Independent Public School for 2015.

Due to the competing forces of two other local primary schools, student enrolments had been fairly stable however in the short period that I have been Principal the student enrolment numbers increased by 28% demonstrating public confidence in the school’s ability to provide a sound education. Bambara is becoming a school of choice for many families.

At Bambara Primary School the academic achievement of students in Literacy and Numeracy is always a priority however the development of a strong moral code is equally as important; a result of system wide assessments student performance and achievement kept pace with Like-School’s performance. Additionally 77% of learning targets that had been set at the commencement of 2014 were achieved.

2014 was a year for building the capacity of staff to enhance their lesson delivery through the use Interactive Whiteboards. In total six interactive whiteboards were purchased ensuring that all classrooms will be equipped with a multi-modal media tool in 2015. Whole school approaches were implemented in the teaching of Reading; consensus was reached about the type of Spelling and Math programs to be implemented in 2015. The development of a Literacy Plan, Moderation and Assessment Schedule, Classroom Observation and Feedback plans set the foundations for a collective purpose. The on-set of teaching teams will further develop the notion of a learning community and will ensure that teaching and non-teaching staff are provided with opportunities to meet regularly, collaborate with their peers to build their instructional strategies and develop deeper curriculum knowledge in order to deliver a first class education to Bambara Students.

The involvement of the community cannot be understated, through new membership the School Council took on a higher profile and more proactive role in the community, bringing a level of professionalism that will be essential as it transitions to being a School Board and the school becoming an Independent Public School. The enormous financial support from the P&C has supported many new and existing school initiatives with well over $20,000 bequeathed to the school.

In closing our school has all the attributes of being a great school, but it will take the commitment of all to ensure that it reaches its true potential. I invite you all to be an active participant.

Linda Knox
Contents

Highlights of 2014 ................................................................. 3
Staff ....................................................................................... 3
Enrolments ............................................................................ 4
Pastoral Care ........................................................................... 5
Curriculum ............................................................................. 6
Curriculum – Specialist Programs ......................................... 7
Student Performance – Academic ....................................... 9
Student Performance – Non Academic ......................... 11
Parent Satisfaction Survey ............................................... 12
Financial Summary .......................................................... 13
Signatories to the 2014 School Report ......................... 14
Highlights of 2014

2014 was the year in which the school sought to become an Independent Public School (IPS) – announcements in August confirmed that the school would transition to IPS in 2015.

Other highlights included the following:

- Appointment of a permanent Principal to the school.
- Inclusion in the School of Instrumental Music Brass Scholarship program.
- Invitation for the choir to sing at the City of Joondalup Remembrance Day Service.
- Achievement of 75% + of 2014 academic targets.
- Attendance targets achieved.
- Development of Whole School Reading Plan.
- Implementation of Guided Reading and complete overhaul of reading materials.
- Purchase of 6 Interactive Whiteboards.
- The year in which both Year 6 and Year 7 students graduated simultaneously.

Staff

In 2014 there was a total of 36 staff comprising of a mix of part time and full time with various levels of qualifications and experience. Every teacher who is employed at Bambara meets the qualifications to be a registered member of the Teachers' Registration Board of Western Australia.

Table 1 outlines the current FTE and headcount of the total number of staff at Bambara Primary School as of August 2014.

<table>
<thead>
<tr>
<th>Occupation Groups</th>
<th>Headcount</th>
<th>FTE</th>
<th>Fulltime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>2</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Heads of Dept/Coordinators</td>
<td>0</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher</td>
<td>15</td>
<td>10.6</td>
<td>47%</td>
</tr>
<tr>
<td>Education Assistant</td>
<td>10</td>
<td>5.3</td>
<td>10%</td>
</tr>
<tr>
<td>Admin</td>
<td>2</td>
<td>1.5</td>
<td>50%</td>
</tr>
<tr>
<td>Cleaner/Gardener</td>
<td>5</td>
<td>3.1</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0.5</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>23.0</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Enrolments

Student numbers grew in 2014 from 185 to 205. This was due to the strong enrolment of Pre Primary students and a number of in-area families deciding to return to their local primary school.

The capacity for the school to grow in 2015 is limited as a result of Year 7 students transitioning to high school. However it is expected that student numbers will hold. With the change in local council planning laws, the infill and subdivision potential available to families and local families should see the population of Padbury grow and in turn affect enrolments at Bambara Primary School.

Note: The graph and table include only full-time students

<table>
<thead>
<tr>
<th>Primary</th>
<th>Kin</th>
<th>PPR</th>
<th>Y01</th>
<th>Y02</th>
<th>Y03</th>
<th>Y04</th>
<th>Y05</th>
<th>Y06</th>
<th>Y07</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>(14)</td>
<td>33</td>
<td>26</td>
<td>26</td>
<td>21</td>
<td>23</td>
<td>14</td>
<td>18</td>
<td>14</td>
<td>189</td>
</tr>
<tr>
<td>Part Time</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

With the school becoming an Independent Public School in 2015 it is expected that this will generate significant interest amongst Padbury families who are undecided about which school their child should attend.

In 2014 the school established a close relationship with the community newspaper which is keen to market the school through various media articles. A review of all marketing materials was started and the school engaged a web designer to upgrade the school website and ensure it will be more user friendly.
Pastoral Care

The Whole School Values program ensures our focus on Values reflects student needs and current trends. It supports programs within the school and positively impacts on student behavior. The school has a fortnightly focus on a Value. Explicit teaching of how the Value can be applied daily and the behaviours and attitudes required to demonstrate the Value are outlined at a school leader’s assembly. At the conclusion of the fortnightly focus students are recognised with a Values certificate for showing behaviours aligned to the Values focus.

Bambara Staff and Parents are encouraged to act as role models to students and demonstrate Values through actions and behaviours in the classroom and at home. The schools unrelenting focus on Values supports staff when managing students within their class and in the playground.

In 2014 leadership for senior students was expanded. Faction captains were introduced to give Year Six and Seven an opportunity to develop leadership skills. These captains ran lunch time Faction Carnival training for approximately 20 minutes in the lead up to the Bambara Faction Carnival as well as the Inter-school Athletics Carnival.

Bambara registered with the Active After-School Communities (AASC) program provided by the Department of Sport and Recreation and was funded to run before and after school sport programs. The program provided students with the opportunity to learn new skills, socialise with older and younger students and built their self-confidence. Sessions were delivered by trained coaches from the AFL, Surfing and Cricket codes. For many students it provided them with an opportunity to learn about club sports and the benefits that participation would bring.

Bambara Beginnings is an hour long program for 0-4 year olds delivered by Kindergarten staff to support families from within the Padbury community. During the sessions parents develop an understanding of developmental milestones and learn how to create learning opportunities for their toddlers. The program continues to be an excellent means of introducing Pre-Kinder students to school.

In 2014 a chaplain was appointed to provide pastoral care services to students and their families. Access is always on a needs basis for students and families who need social and/ or emotional support.
**Curriculum**

Staff are encouraged to actively participate in Curriculum Development as facilitators or as mentors to others during the implementation phase. In 2014 all planning focused on the implementation of the Australian Curriculum in English, Mathematics, Science and History. Teaching staff undertook whole school tasks based on these documents. Teachers participated in professional learning brokered through the Language Development Centre and an English Consultant. Emphasis on explicit instruction and the use of evidence based strategies was at the forefront of the professional learning.

All students in Years Four to Six participate in the Literacy Pro Reading program by Scholastic, as part of their school Literacy program. The Literacy Pro Reading program (formerly the Lexile Reading program) is an innovative computer-based resource that motivates, encourages and monitors each student’s independent reading.

The teachers of Years Four to Six students schedule Literacy Pro Reading into their timetable to allow their students the opportunity to read for both pleasure and purpose.

Bambara Primary School has an extensive range of Literacy Pro books in the school library, catering for a diverse range of readers. Each reader selects books at their reading level and in areas of personal interest; each book offering success and a degree of challenge, without frustration.

When students have completed reading a Literacy Pro book, they log onto the Literacy Pro website and complete a comprehension test based on the text. Students receive points for each test they pass and certificates to celebrate milestones achieved. The reading cycle (select a book, read it, complete the test) also encourages independence, responsibility and intrinsic reward.

In 2014, Bambara Primary School entered its second year of using the Australian Curriculum History (AC). Staff continued to familiarize themselves with the new curriculum to plan and gather resources for lessons. Teachers remain positive in their use of the AC History document and find it to be user-friendly.

In 2015, Geography will be implemented for the first time. As part of Professional Development program staff will investigate the AC Geography document, its content, skills to be taught and standards to be achieved. Class sets of the Oxford AC Atlas for Years 3-4 and 5-6 were purchased in 2014 to support the implementation of Geography in 2015. It is anticipated that staff will access Professional Learning in both History and Geography to assist with programming and teaching.
Specialist Programs

The 2014 Physical Education programs focused on the development of Fundamental Skills for students in Kindergarten to Year Three. These skills were monitored and assessed regularly to identify areas of improvement and areas in need of development. The programs for students in Year Four to Year Seven focused on gameplay and the development of game sense. This was to allow students to be involved in a range of sports and learn when and where to apply their understanding of the games. Students in Years Four to Seven were introduced to new sports as well as those most students may have been familiar with. These included: Netball, Basketball, AFL Football, Soccer and Softrosse.

Bambara Primary School’s registration with the Active After-School Communities (AASC) funded by the Department of Sport and Recreation increased student physical skills. The school introduced ‘Bambara Sports Bingo’ which provided an incentive for students to be active outside of school hours. Students who completed a number of activities/sports in their own time and with parents were rewarded at assemblies with recognition and sporting equipment as part of a raffle draw.

Recommendations

- Build a greater connection with community and government funded programs.
- Register the school for more Health and Physical Education events and fundraisers such as National Ride2School Day and Jump Rope for Heart.
- Implement the 50k Club as a part of the Physical Education program in Terms Two and Three.

A Specialist teacher taught Health throughout the school from Kindergarten to Year Seven. The program in 2014 focused on Road Safety, Drug Education (medicine alternatives from K to Year 3 and Passive Smoking and Alcohol for years 4-7), Growth and Development (How my body works – respiratory and digestive systems) Life style choices (Hygiene, Nutritious choices and Fitness), Wellness (building relationships and resilience) and Safety (First Aid).

St John Ambulance delivered their First Aid Focus incursion to all students. Children participated in different activities according to their year level and learnt what they needed to do in case of an emergency. The lower primary students were able to role-play what to do when someone was unconscious and then pretended to call 000 to ask for an ambulance. Additionally students from Year 2–7 had the opportunity to learn to put someone in the recovery position and how to bandage an injury.
A two-hour First Aid lecture was delivered, for a small fee, by St John ambulance to parents interested in refreshing their first aid knowledge. The lecture combined both theory and practical demonstrations, including the Recovery Position, Cardio Pulmonary Resuscitation (CPR) and how to treat common injuries and illnesses.

It is expected that in 2015 classroom teachers will deliver the Health program as a new specialist role has been created to extend students’ Literacy and Research skills by attending Library lessons.

The classroom music specialist program continued to develop an appreciation for music through explicit instruction of musical skills, composition and choral work from Pre-Primary through to Year 7. A school choir comprising of students from years 4 to 7 participated in the Massed Choir Festival, the West Coast Song Fest and the Remembrance Day Commemorative service for the City of Joondalup. In 2014 the school re-applied to be included in the School of Instrumental Music scholarship program and was successful for inclusion in the program for 2015.

The Japanese LOTE program for Pre-Primary to Year 7 students focused on the development of everyday language acquisition. Students were taught the names of everyday items, numbers, colours, greetings and farewells, introductions etc. In the higher grades students were given opportunities to understand the various scripts that are fundamental to Japanese language and communication.

In addition to basic language skills students were given the opportunities to delve into the cultural icons of Japan and develop an understanding of the country and its people. A high degree of interest by parents about the Japanese curriculum and classroom programs has led the Japanese teacher to develop brochures outlining the skills and understandings to be achieved by students at the end of each year. These will be distributed to parents during the parent information sessions at the start of each academic year.
Student Performance – Academic

In 2014 Literacy and Numeracy continued as priority areas and there was an emphasis on developing whole school teaching and learning programs. Major strategies included the ongoing training of staff in the implementation of the Australian English and Math Curriculum, a focus on persuasive writing, explicit phonics instruction, guided and shared reading and the use of online teaching tools and resources integrating multi modal classroom instruction. Additionally staff was engaged in piloting commercial Math programs to support classroom instruction.

Students performed above the National and State mean in Literacy and Numeracy and at expected level in 11 of the 15 areas tested against like schools. Like schools are considered to be similar to Bambara Primary School using a calculation of socio-economic index but does not necessarily compare the school to nearby local schools.

The Year 3 students performed at expected level in all areas except Numeracy. The Year 5 students performed at expected level in all areas and showed greatest improvement in Reading. The performance of Year 7 students was well below the expected level in three of the five areas tested. It is thought the small size of the group impacted negatively on results. The Years 5 and 7 performed best in Writing and Grammar/Punctuation while the Year 3 students performed best in Spelling.

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>-1.0</td>
<td>0.4</td>
<td>-1.4</td>
</tr>
<tr>
<td>Reading</td>
<td>-1.0</td>
<td>1.0</td>
<td>-0.6</td>
</tr>
<tr>
<td>Writing</td>
<td>-0.3</td>
<td>0.7</td>
<td>-0.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>-0.3</td>
<td>1.6</td>
<td>0.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>-0.4</td>
<td>0.5</td>
<td>-0.7</td>
</tr>
</tbody>
</table>

Note: The table shows the relative performance of students against like schools

Above Expected - more than one standard deviation above the predicted school mean
Expected - within one standard deviation of the predicted school mean
Below Expected - more than one standard deviation below the predicted school mean

When the 2012 Year 3 students were tested again in Year 5 (2014) the results showed that students had made High Progress and High Achievement in Reading, Writing and Spelling but made Low Progress and Low Achievement in Numeracy and Punctuation/Grammar. Similarly when the Year 5 students (2012) were tested again in Year 7 (2014) the results showed that students had made High Progress and High Achievement in Writing and Punctuation/Grammar, Low Progress and High Achievement in Spelling and Low Progress and Low Achievement in Numeracy and Reading.
The student performance data shows a need for a whole school focus in Numeracy and Reading in 2015. Whole school planning will be at the heart of school improvement in which explicit teaching strategies, resource use and monitoring are systematically applied across all year levels.

Recommendations:

**Numeracy:**
- Develop whole of school Numeracy plan to ensure consistency in practice and explicit teaching of skills/concepts.
- Adopt a commercial numeracy program that will be used across all years and forms the basis for classroom teaching.
- Undertake Math moderation sessions each term.
- Use a case management approach to set aspirational teaching targets for students in the middle bands of NAPLAN achievement.
- Purchase concrete materials to support the numeracy program.

**Literacy:**
- Develop whole of school Literacy plans in Reading, Writing and Speaking & Listening to ensure consistency in practice and explicit teaching of skills/concepts and monitoring.
- Monitor the implementation of Shared and Guided Reading across all year levels.
- Use a case management approach to set aspirational teaching targets for students in the middle bands of NAPLAN achievement.
- Incorporate the teaching of the 18 FS in Reading comprehension strategies
- Use FS in Writing strategies to teach Persuasive, Narrative and Report Writing Texts.
- Appoint a Library resource teacher to focus on Literature and Library Skills and support the classroom writing program.
- Undertake moderation activities each term in reading and writing.
- Purchase Reading materials to compliment the Guided and Shared reading programs.

Of the 20 Academic improvement targets that were set out in the 2014 School Plan, sixteen of these were achieved. The four targets that were not achieved related to students achieving results in NAPLAN that placed them in 80th percentile and above.

It is expected that the implementation of whole school strategies in 2015 should impact positively on student achievement and raise the level of academic achievement across the board.
Student Performance – Non Academic

Bambara Primary School students are acknowledged for their consistently good behaviour and caring attitude to others. In 2014 more than 50% of all students in Years 3, 5 and 7 consistently demonstrated the behaviours attitudes and efforts reported in the semester reports. In 2014 only one student was suspended on two occasions.

Recommendations:

☐ Continue with explicit teaching of Values and relate to the Attitude, Behaviour and Effort descriptors in the semester reports.
☐ Develop a scope and sequence for the implementation of Kagan strategies.
☐ In-build Madeleine Hunter lesson design identifying what will be learnt, how and what has been learnt.
☐ Professional Learning for staff to build a culture of goal setting and reviewing at the beginning and conclusion of each term. Use 3 stars I wish in student work samples to build goal setting behaviours.
☐ Implement the use of a student diary in Years 3-6.

Overall attendance in 2014 was slightly lower than in 2013. However it was found that most absences were attributed to illness and/or extended family vacations. Newsletter items regularly outlined the risks associated with long term absences and promoted strategies to keep students healthy. Additionally parents were asked to notify the Principal in writing of any vacation absences that were planned during the term. The negative impact of late arrivals was also outlined in the school newsletter and parents and students were informally approached by the Principal.

Note: The table shows attendance for all year levels

<table>
<thead>
<tr>
<th>Attendance Category</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular 90%+</td>
<td>84.2%</td>
</tr>
<tr>
<td>Indicated 80-90%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Moderate 60-80%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Severe</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Recommendations:

☐ Establish an attendance committee to case manage students at moderate – severe attendance categories.
☐ Case manage students in the moderate and severe categories.
☐ Establish an attendance monitor which is published fortnightly in the newsletter and website with targets to reach.
Parent Satisfaction Survey

In each category the response was extremely positive with between 50-52% of respondents highly agreeing or agreeing with the survey statements. The only areas with of significance where parents disagreed with the survey statements related to the effective use of learning technologies in the class (11%), the homework arrangements (13%) and the strength of the pastoral care program (15%).

In response to the survey findings the school promptly investigated ways to address the three areas of concern, a significant amount of resources were deployed to the purchase of Interactive Whiteboards and multi-media programs to support Literacy and Numeracy teaching and learning. The homework policy was reviewed and parents were advised of homework requirements for each grade at parent information evenings. Finally the school invested a significant amount of time to receive funding for the Active After-Schools Community program which was designed to build student self-esteem and positive social skills. A survey in 2015 will once again seek the opinion of the school community to provide guidance and direction for whole of school improvement plans.
Financial Summary

Bambara Primary School
Financial Summary as at 31 December 2014

Revenue - Cash

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$8,490.00</td>
<td>$8,490.00</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$24,104.63</td>
<td>$24,104.63</td>
</tr>
<tr>
<td>Government Allowances</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>P&amp;C Contributions</td>
<td>$8,930.53</td>
<td>$8,930.53</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>DoE Grants</td>
<td>$210,732.78</td>
<td>$210,732.78</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>$3,480.00</td>
<td>$3,480.00</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>$49,617.04</td>
<td>$48,617.04</td>
</tr>
<tr>
<td>Internal Transfers</td>
<td>$15,244.20</td>
<td>$15,244.20</td>
</tr>
<tr>
<td>Total</td>
<td>$320,593.87</td>
<td>$319,549.18</td>
</tr>
</tbody>
</table>

Opening Balance $70,956.56

Total Funds Available $390,950.43

DoE Grants $210,732.78
Other Govt Grants $3,430.00
Other $48,617.04
Transfers $15,244.20

Current Year Actual Revenue Sources

- Locally Generated Revenue 13%
- DoE Grants 66%
- Other Govt Grants 3%
- Transfers 5%

Expenditure

<table>
<thead>
<tr>
<th>Expenditure Purpose</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$10,787.00</td>
<td>$10,384.25</td>
</tr>
<tr>
<td>Leases</td>
<td>$5,564.00</td>
<td>$4,548.79</td>
</tr>
<tr>
<td>Utilities</td>
<td>$81,492.14</td>
<td>$65,381.96</td>
</tr>
<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$60,626.19</td>
<td>$54,561.09</td>
</tr>
<tr>
<td>Building Fabric and Infrastructure</td>
<td>$17,878.00</td>
<td>$17,877.94</td>
</tr>
<tr>
<td>Assets and Resources</td>
<td>$10,806.00</td>
<td>$10,245.84</td>
</tr>
<tr>
<td>Education Services</td>
<td>$44,422.71</td>
<td>$43,039.63</td>
</tr>
<tr>
<td>Other Specific Programs</td>
<td>$36,455.15</td>
<td>$31,966.98</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Salary Pool Payments to Central Office</td>
<td>$102,481.00</td>
<td>$75,000.00</td>
</tr>
<tr>
<td>Other</td>
<td>$14,099.00</td>
<td>$13,942.22</td>
</tr>
<tr>
<td>Transfers to Reserves</td>
<td>$6,100.00</td>
<td>$6,100.00</td>
</tr>
<tr>
<td>Total</td>
<td>$390,701.19</td>
<td>$331,448.10</td>
</tr>
</tbody>
</table>

Cash Position

- Locally Generated Revenue 13%
- DoE Grants 66%
- Other Govt Grants 3%
- Transfers 5%

Revenue - Budget vs Actual

Expenditure - Budget vs Actual

Cash Position as at:
- Bank Balance $86,028.69
- General Fund Balance $58,467.64
- Deductible Gift Funds -
- Transfers to Reserves -
- Reserves $30,560.13
- Suspense Accounts - $84.08
- Cash Advances -
- Tax Position - $2,395.00
- Total Bank Balance $86,028.69
Signatories to the 2014 School Report

Principal: Mrs. Linda Knox

Signature………………………………… Dated 2/4/2015

School Council Chair: Mrs. Karen Wallis

Signature………………………………… Dated 2/4/15