BAMBARA
Primary School

2018
Annual Report

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Executive Summary

PRINCIPAL EXECUTIVE SUMMARY

I am pleased to provide the school community with the 2018 Annual Report. The annual report provides our school community with information on how the school and students performed in 2018 and how we expect to grow in the future. 2018 was a celebration of 40 Years of education at Bambara Primary School and the highlights listed below are an indication of a productive and successful year.

- We developed the 2018-20 Business Plan.
- The school was officially registered as a MindUP school,a program that supports student social and emotional well being.
- The Combined Bambara PS and Springfield PS Band was formed.
- New directional signage was installed around the school.
- The school logo was updated depicting a contemporary representation of trees by water.
- Robotic Extension classes for Years 1-6 were initiated.
- Early Childhood Teachers were mentored to implement Digital Technology programs in their classroom.
- Loose Parts Play was implemented for Years 4-6.
- The City of Joondalup invited our Year 5 & 6 students to participate in the Centenary Art Project.
- Swimming lessons for Years 5 & 6 were conducted at Mullaloo Beach.
- The school was awarded a grant to convert a classroom into a Science Laboratory.
- We received a $20 000 establishment grant to resource the new Science Laboratory.
- A commercial kitchen was incorporated in the Science Laboratory development.
- The Kitchen Garden Club sold its garden produce and netted $1200 in sales.
- A sensory path was laid in the Kitchen Garden area with funds from the City of Joondalup.
- A Playground Upgrade Committee was established to oversee the development of new playgrounds.
- The school commissioned a Landscape Architect to draw up a masterplan for the development of new playgrounds in stages.
- An Author/Illustrator visited the school and ran workshops with students.
- An Artist was commissioned by the P&C to work with students and paint a mural on the external walls of the undercover area.

Executive Summary *(continued)*

- The school engaged a web designer to consult and re-design the school website.
- The 40th Anniversary Celebrations included the unearthing of Year 2000-time capsule.
- The 40th Anniversary School Fete held in November celebrated a vibrant and collaborative school community.
- Plans were initiated to introduce Bahasa Indonesian in order to align with the languages program offered at Duncraig Senior High School.
- Applications for 2019 Kindy enrolments doubled.

In 2018 we continued to build a culture of collaboration by continuously seeking opportunities for our community to interact with one another in a positive and meaningful manner. At times high levels of team work, collaborative action, and goodwill was called for to ensure that programs and events were successful and enjoyed by all.

Our teaching and non teaching staff successfully used their knowledge of how students learn best to provide optimal learning conditions. The achievement of Year 3 students in Reading, Writing and Spelling in the National Assessment Program in Literacy and Numeracy (NAPLAN), once again exceeded our expectations as students performed well above like schools in 2018.

We were registered as a MindUp school and now our school sits equally amongst national and international schools who offer the program. The MindUp program was implemented in all classes from Kindergarten to Year 6 and complements our whole school Values program that builds the 10 capabilities of Students as Learners.

I invite you to join me in celebrating 2018 as a year of great change and new beginnings.

Linda Knox

School Board

2018 marked the 40th anniversary of Bambara Primary School, providing an opportunity to reflect on the school's past, present, and future.

The special 40th Year Anniversary Assembly and the opening of the time capsule laid by students in 2000, provided an opportunity to showcase the history of the school and for past teachers and students to share their experiences. Whilst the school has changed significantly from its opening in 1978, it is clear that a constant feature has been the strong sense of community and focus on student development.

The biannual fete held in November opened the school to the local community. In addition to raising funds this event helps raise the school's profile and build relationships with local businesses and residents. The ability for a school of Bambara's size to co-ordinate an event of this nature is a credit to the hard work and dedication of the P&C and everyone who contributed to the running of the day.

On the day it was fantastic to see staff, students and their families working together to create a memorable event. Noticeable too was also the level of community involvement including the local Federal Member of Parliament, Ian Goodenough; Councillor for the City of Joondalup and community representative on the school board, Christine Hamilton-Prime and her partner; and school board community representative Stephen Price, who were all involved in cooking and serving at the sausage sizzle stall.

What is frequently overlooked is the contribution that this, and other activities held at the school, play in helping contribute to the achievement of Bambara's 2018-20 Business Plan. Our business plan is helping to shape the future of Bambara Primary Schools and establishes a range of targets focused on issues including: school enrolments, academic achievement, development of school programmes, staff development and stakeholder satisfaction. These are reviewed each year to assess how we are progressing against these targets.

The school is tracking well against these targets having already achieved a number of the established targets. Over 2019 the Board will review our progress to identify areas where additional attention is required to ensure that we meet or exceed these expectations.

The following report provides a snapshot of how the school is currently performing. It highlights the efforts made by our students, staff, parents and guardians, and the broader school community, to ensure that Bambara provides an excellent environment for its students to learn and grow.

Paul Moss

School Board Chair (2018-2020)

Staff

All teaching staff hold suitable education degrees, one holds a Master of Education and one member of staff is qualified as a Senior Teacher. All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers at the Teacher Registration Board of Western Australia.

Staff movement in 2018 was significant; three staff took parental leave, one staff member resigned and one staff member transferred out.

In 2018, the teaching and support staff participated in whole of school professional learning programs in MindUp, Classroom Management Strategies, Geometry and Measurement and Writing. All teaching and non-teaching staff was registered to participate in 'Classroom Management Strategies' throughout 2017 and 2018.

Administration	No	FTE
Principals	1	1
Deputy Principals	1	1
Total Administration Staff	2	2

Other Teaching Staff	13	8.8
Total Teaching Staff	13	8.8

Clerical / Administrative	3	2.1
Gardening / Maintenance	1	0.6
Other Non-Teaching Staff	7	3.2
Total School Support Staff	10	5.8

Total	26	16.6

Enrolments

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(11)	21	27	24	17	16	21	20	157
Part Time	21								167

High School Destination

Destination Schools	Male	Female	Total
4129 Duncraig Senior High School	4	7	16
4153 Belridge Secondary College		1	1
1309 St Stephen's School	1	1	2
4192 Joseph Banks Secondary College		1	1
4160 Clarkson Community High School		1	1
1325 St Mark's Anglican Com School	2	2	4

Student Performance Summary

The performance of students at Bambara PS is measured annually through system wide tests such as the National Assessment Program Literacy and Numeracy (NAPLAN), standardised tests and classroom assessments. The results of these assessments provide the school, teachers, students and parents with an understanding of student achievement and/or progress. Student assessment data not only informs teachers and the school about the type of programs and intervention needed to improve student outcomes, but is used to determine whether the business plan targets have been met.

The following pages provide student and school data as evidence that the academic, attendance and behaviour targets of the 2018-20 Business Plan have been met.

Academic Targets - On Entry

The target to increase the percentage of Pre Primary students who achieve a 0.5 progression point in the On Entry tests in Literacy and Numeracy was met.

In the first 6 weeks of school Pre Primary students complete the On Entry test which determines student readiness for school. The areas tested include Oral Language, Reading, Writing and Numeracy. Student achievement is measured in progression points (pp). Figure 1 shows an increase in the percentage of students who achieved a 0.5 progression point in all areas tested.

	Speaking and Listening	Reading	Writing	Numeracy
2016	57%	63%	17%	94%
2017	81%	77%	31%	89%
2018	96%	87%	N/A	100%

Figure 1: Percentage of PP with an On Entry score equal or greater than 0.5 progression points.

The table in Figure 1: shows there was an increase in the number of students who achieved a 0.5+ pp in all areas of Literacy compared to 2017. Success could be attributed to a strong play-based program with explicit teaching of key Literacy and Numeracy concepts.

Academic Targets - NAPLAN

The academic target that all Year 3 and Year 5 students are at or above the National Minimum Standard (NMS) was achieved in eight out of ten assessments in 2018.

Year 3 students are required to achieve test scores in band 2 and above in order to achieve the National Minimum Standard (NMS). Year 5 students on the other hand are to achieve test scores in band 4 and above to achieve the NMS. Figure 2 shows a high rate of students achieving the NMS in all but two areas.

There was an increase in the percentage of students at or above the NMS in Numeracy. Figure 2 shows that 100% of 2018 Year 3 were above the NMS in the five areas tested. On the other hand, 100% of our 2018 Year 5 students were above the NMS in three areas tested. We are pleased to see such good performance and believe that our school improvement program in Literacy and Numeracy has been the leading cause for improved student outcomes.

	Numeracy	Reading	Writing	Spelling	P&G
Year 3	100	100	100	100	100
Year5	100	95	100	95	100

Figure 2: Year 3 and Year 5 percentage of students who achieved the NMS in 2018 NAPLAN

The academic target that students achievement scores in NAPLAN Numeracy are equal to or better than that of like schools was partially achieved.

In Figure 3 you will see a steady improvement of Year 3 Numeracy test scores. In 2018 Year 3 Numeracy scores were better than like schools. Figure 4 shows Year 5's numeracy test scores below those of like schools. Although the Year 5 performance in 2018 was slightly lower than 2017, the 2018 test score is still better than the preceding years in 2014-16.

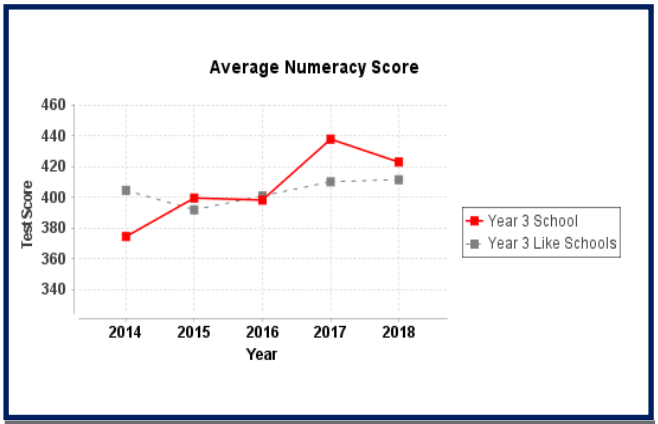


Figure 3: Year 3 performance in Numeracy

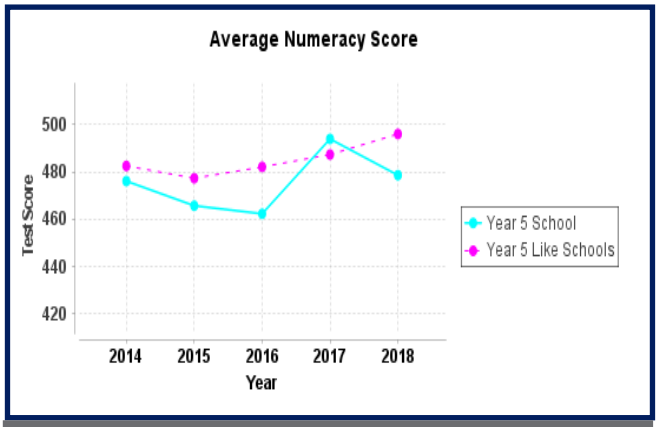


Figure 4: Year 5 performance in Numeracy

Academic Targets - NAPLAN

The academic target that students achievement scores in NAPLAN Writing are equal to or better than that of like schools was partially achieved.

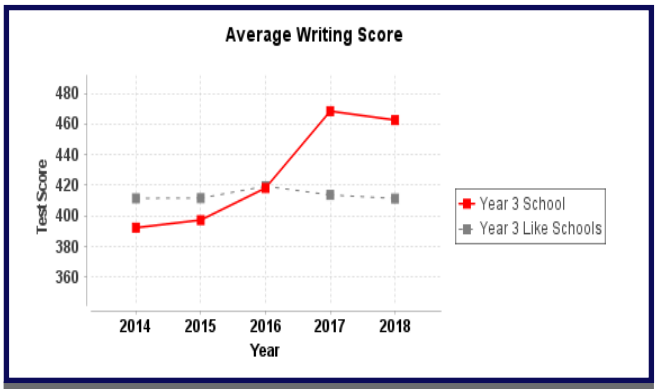


Figure 5: Year 3 performance in Writing

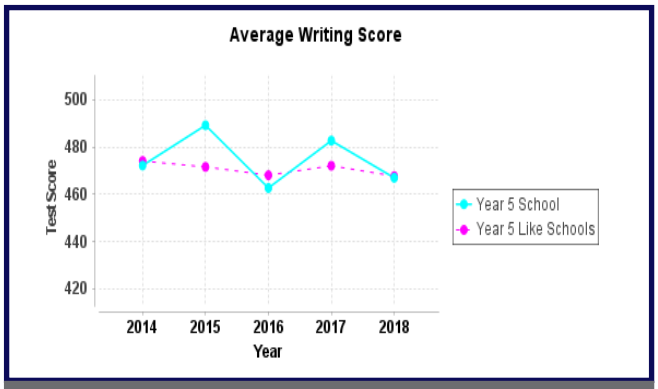


Figure 6: Year 5 performance in Writing

Year 3 have performed well above the expected level in Writing two years in a row. We believe this result is consistent with the onset of whole school Writing plans in 2015 where teaching strategies have been explicitly and consistently delivered across all year levels.

In 2018 the Year 3 test scores in NAPLAN Writing (see figure 5) showed the scores to be well above the scores of like schools in WA and across Australia. The Year 5 students achieved test scores in Writing (figure 6) equal to that of like schools. It is expected that as students who have been a part of the whole of school writing plans, progress to Year 5, their achievement levels will be more consistent.

Academic Targets - NAPLAN *(continued)*

The target in which 25% of students will score in the top two proficiency bands in Numeracy and Writing was partially achieved.

Band	NAPLAN Score Range	School		
		2016	2017	2018
6 to 10	478 & Above	23%	30%	14%
5	426 - 477	14%	30%	36%
4	374 - 425	14%	20%	21%
3	322 - 373	32%	10%	21%
2	270 - 321	18%	10%	7%
1	Up to 269	0%	0%	0%

Figure 7: Year 3 Performance in Numeracy Proficeincy Bands

Band	NAPLAN Score Range	School		
		2016	2017	2018
8 to 10	582 & Above	0%	12%	5%
7	530 - 581	6%	6%	18%
6	478 - 529	28%	25%	23%
5	426 - 477	44%	44%	32%
4	374 - 425	22%	12%	23%
1 to 3	Up to 373	0%	0%	0%

Figure 8: Year 5 Performance in Numeracy Proficiency Bands

Figure 7 shows that 50% of Year 3 students were in the top two proficiency bands in the 2018 testing period in Numeracy, exceeding the target by 25%.

Figure 8 shows that 23% of Year 5 students were placed in the top two proficiency bands but fell short of reaching the target by 2%.

Band	NAPLAN Score Range	School		
		2016	2017	2018
6 to 10	478 & Above	9%	30%	21%
5	426 - 477	36%	55%	64%
4	374 - 425	27%	10%	14%
3	322 - 373	23%	5%	0%
2	270 - 321	5%	0%	0%
1	Up to 269	0%	0%	0%

Figure 9: Year 3 Performance in Writing Proficiency Bands

Band	NAPLAN Score Range	School		
		2016	2017	2018
8 to 10	582 & Above	0%	0%	0%
7	530 - 581	11%	12%	0%
6	478 - 529	44%	41%	41%
5	426 - 477	33%	47%	50%
4	374 - 425	6%	0%	9%
1 to 3	Up to 373	6%	0%	0%

Figure 10: Year 5 Performance in Writing Proficiency Bands

Figure 9 shows 85% of Year 3 students were in the top two proficiency bands in writing, exceeding the target by 60%.

Figure 10 shows 0% of Year 5 students were placed in the top two proficiency bands for writing.

Academic Targets - NAPLAN *(continued)*

The target that Year 3 students will show a progress of 80 NAPLAN points or more in Literacy and Numeracy when retested again in Year 5 has only partially been met.

Student achievement in NAPLAN assessments is measured in NAPLAN points. The expected average growth between two testing periods is 80 NAPLAN points. In 2018 this level of growth was only seen in two areas tested. The good progress can be attributed to the explicit and consistent approach to the teaching of Language Conventions

Assessment	NAPLAN growth should be = to or > than 80 points
Numeracy	62 points
Reading	43 points
Writing	20 points
Language Conventions (Spelling)	126 points
Language Conventions (Punctuation and Grammar)	78 points

Figure 11: Year 3-5 students at or above the NMS

Recommendations

The analysis of NAPLAN test data demonstrates the importance of commitment from all teaching staff to implement evidence based instruction in the delivery of explicit teaching programs in areas of Writing, Reading and Maths.

The school intends to re-focus its attention in the following areas;

- Review classroom teaching of Guided Reading to ensure its alignment with the whole school Reading program.
- Train staff in the TALK for Writing, a program endorsed for the teaching of Writing for students with learning difficulties.
- Re-direct the Maths focus on the use of the Paul Swan resources that support the development of the 4 Maths proficiencies of Understanding, Fluency, Problem Solving and Reasoning.

Figure 10: Year 3 Students at or above the NMS in writing

Attendance

The target that attendance rates of students exceeds that of like schools was met. Regular attendance rates were dramatically impacted in 2018 by sickness and extended overseas vacations. In 2018 ….. students had sick days in excess of ….. while …. Students had extended overseas holidays.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	94.3%	93.7%	93.7%	91.1%	87.2%	80.7%	94.2%	93.4%	92.6%
2017	93.4%	93.8%	93.8%	91.7%	88.9%	81.2%	93.3%	93.7%	92.7%
2018	93.2%	94.2%	93.7%	90.8%	89.1%	80.8%	93.1%	94.1%	92.6%

Figure 12: Overall attendance rate 2016 - 2018

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	85.4%	12.2%	1.7%	0.5%
2017	82.3%	13.9%	1.3%	2.5%
2018	77.0%	14.9%	6.8%	1.2%
Like Schools 2018	82.1%	13.8%	3.5%	0.5%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Figure 13: Attendance rate by category

National Satisfaction Opinion Survey

The Bambara PS community was surveyed in November 2018 using the National Satisfaction Opinion Survey NSOS where participants were asked to rate the statements based on a 5 point Likert scale. A rating of 5 is highly agree and a rating of 1 is strongly disagree.

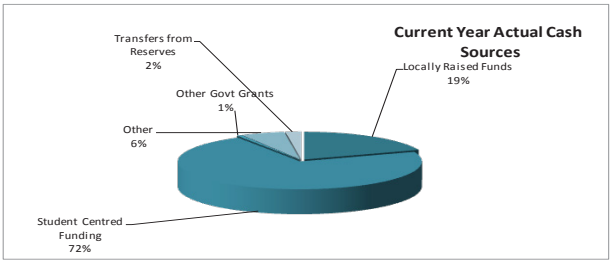
NSOS Targets	Result
The staff NSO Survey results indicate that 'the school looks for ways to improve' providing a satisfaction rating of 4 or more.	YES
The NSO Survey results indicate that 'students like being at this school' with a satisfaction rating of 4 or more.	YES
The National Schools' Opinion Survey (NSO Survey) results indicate that 'staff receive useful feedback about their work' with a satisfaction rating of 4 or more.	NO
The NSO Survey results indicate that 'student behaviour is managed well' with a satisfaction rating of 4 or more.	YES

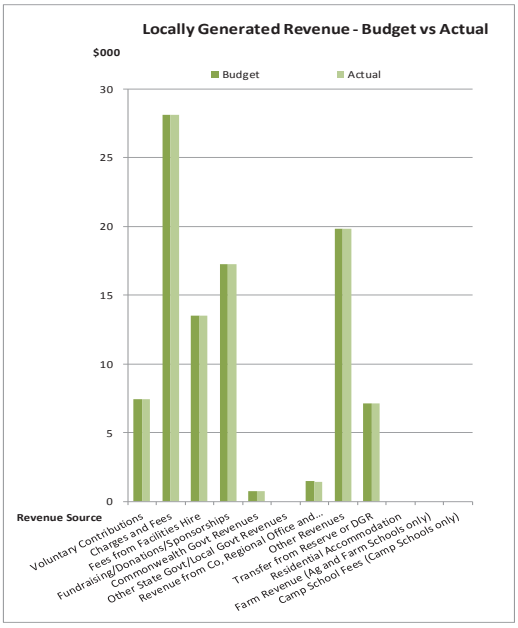
The responses by parents, staff and students to the NSOS were positive giving the school an average rating of 4.2, 4.7 and 4.1 respectively. The Business Plan targets that relate to the National Schools Opinion Survey were all met apart from the statement that related to staff receiving feedback. When staff were asked to provide further elaboration about the result, it was clear from their responses that they were satisfied with the feedback they received about their teaching from administration and colleagues, but would like feedback from parents and students. The school will bring this matter to the School Board for recommended strategies that will enable this target to be met.

Financial Summary

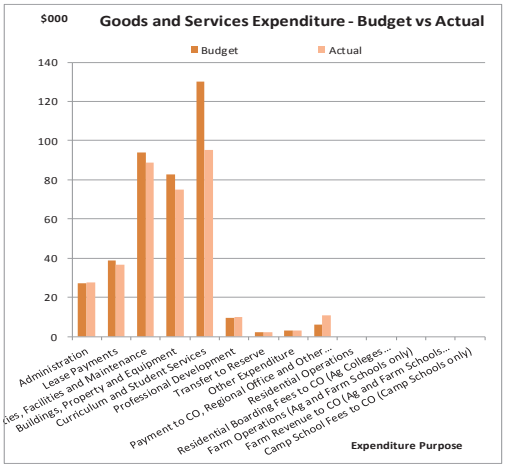
Bambara Primary School
Financial Summary as at
31 December 2018

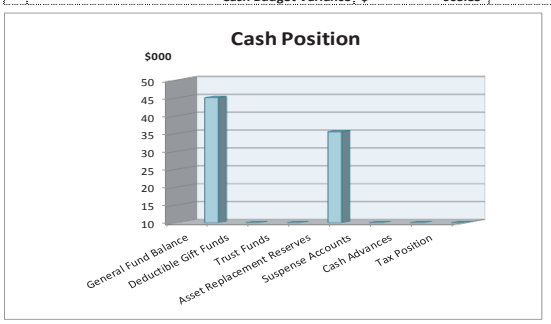
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 7,428.50	$ 7,428.50
2	Charges and Fees	$ 28,122.05	$ 28,122.05
3	Fees from Facilities Hire	$ 13,546.98	$ 13,546.98
4	Fundraising/Donations/Sponsorships	$ 17,271.07	$ 17,271.07
5	Commonwealth Govt Revenues	$ 745.12	$ 745.12
6	Other State Govt/Local Govt Revenues	$ -	$ -
7	Revenue from Co, Regional Office and Other Schools	$ 1,473.18	$ 1,429.96
8	Other Revenues	$ 19,866.70	$ 19,868.12
9	Transfer from Reserve or DGR	$ 7,150.82	$ 7,150.82
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 95,604.42	$ 95,562.62
	Opening Balance	$ 51,270.56	$ 51,270.56
	Student Centred Funding	$ 247,246.70	$ 247,246.70
	Total Cash Funds Available	**$ 394,121.68**	**$ 394,079.88**
	Total Salary Allocation	$ -	$ -
	Total Funds Available	**$ 394,121.68**	**$ 394,079.88**





	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 27,243.73	$ 27,687.56
2	Lease Payments	$ 38,727.32	$ 36,659.86
3	Utilities, Facilities and Maintenance	$ 94,055.41	$ 88,534.03
4	Buildings, Property and Equipment	$ 82,569.15	$ 75,135.78
5	Curriculum and Student Services	$ 129,996.24	$ 95,214.02
6	Professional Development	$ 9,676.98	$ 9,848.71
7	Transfer to Reserve	$ 1,954.00	$ 1,954.00
8	Other Expenditure	$ 3,099.02	$ 3,124.07
9	Payment to CO, Regional Office and Other Schools	$ 5,893.98	$ 10,893.98
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	**$ 393,215.83**	**$ 349,052.01**
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	**$ 393,215.83**	**$ 349,052.01**
	Cash Budget Variance	**$ 905.85**	





	Cash Position as at:	
	Bank Balance	**$ 78,901.66**
	Made up of:	$
1	General Fund Balance	$ 45,027.87
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 35,498.60
5	Suspense Accounts	$ 374.19
6	Cash Advances	$ -
7	Tax Position	$ 1,999.00
	Total Bank Balance	**$ 78,901.66**

Signatories to the 2018 School Report

Principal : Mrs Linda Knox

Signature ..... Date .....

School Board Chair: Mr Paul Moss

Signature ..... Date .....

BAMBARA

Primary School