



**BAMBARA**  
*Primary School*

# 2019

## Annual Report



[www.bambaraps.wa.edu.au](http://www.bambaraps.wa.edu.au)



# CONTENTS

Principal Executive Summary .....	3
School Board .....	5
Staff .....	6
Enrolments .....	6
High School Destination .....	6
Student Performance Summary .....	7
Academic Targets - On Entry .....	7
Academic Targets - NAPLAN .....	8
Recommendations .....	11
Attendance .....	12
Financial Summary.....	14
Signatories to the 2019 School Report .....	15



# Executive Summary

I am pleased to provide the school community with the 2019 Annual Report. The Annual Report provides our school community with information on how the school and students performed in 2019 and how we expect to grow in the future. 2019 was a year of consolidation and innovation about our achievements and mindset to ensure our targets are met by 2020.

Students in Year 3 and 5 successfully completed the online National Assessment in Literacy and Numeracy (NAPLAN) program.

The school is proud of the continued success of Year 3 students who have shown outstanding achievement across the board when compared to like schools.

Bambara Primary School was invited to be a pioneer school in the Enterprise and Innovation Schools Program. An initiative by the Federal Government to promote new ways of learning through the STEM curriculum.

As a result of our inclusion in the Enterprise and Innovation Schools Program, our Year 2 and Year 4/5 classes prototyped and developed a classroom program using STEM principles to provide solutions to an age old problem of waste reduction.

The Kitchen Garden colourful sensory path was completed and the sale of produce raised \$1200 and enabled the school to purchase seedlings and materials for the garden.

We formed a playground committee represented by parents and staff. The committee held a round of school and community consultation workshops for the design of a senior playground. The senior playground was constructed at the end of 2019 with P&C and school funds.

A comprehensive new student leadership program was developed to give Year 6 students daily opportunities to build their leadership, management and organisational skills.





## Executive Summary *(continued)*

We maintained our partnership with OZ Harvest, allowing us to distribute food parcels to families in our community.

Our Languages other than English (LOTE) program for Year 1-6 students changed from Japanese to Indonesian to align with the LOTE program taught at Duncraig Senior High School as this is the destination for most of our Year 6 students.

2019 was the third year in which we partnered with Scitech for a Science and STEM Showcase.

Aboriginal elders were invited to tell cultural stories and create themed acrylic paintings using traditional techniques during NAIDOC week celebrations.

As a result of our MindUp accreditation by the Hawn Foundation, we implemented three brain breaks a day in each class to help students regulate their emotions.

All staff participated in the National Excellence in School Leadership Health and Wellbeing program which provided staff with a toolkit to take a proactive approach to their own health and wellbeing.

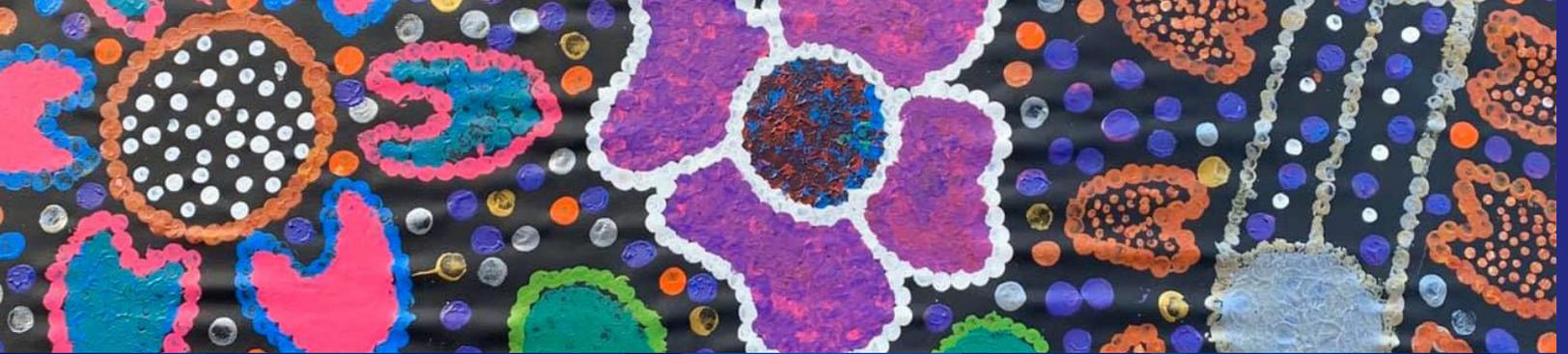
In 2019, the school was in the second year of the 2018-20 Business Plan implementation. I believe that our school community has worked tirelessly to implement new initiatives intended to support the achievement of our Business Plan Targets. 2019 has been a very productive year enabling us to consolidate and be innovative.

I thank our students, staff and parents who are committed to working collaboratively and striving for excellence in all our endeavours.

Linda Knox

**Principal**





# School Board

2019 was the second year of implementing the business plan 2018-2019 for Bambara Primary School. It is our vision to nurture and prepare our students in readiness for the challenges of the 21st century. As such we want to create a school base which supports the development of students in partnership with teachers, staff, parents and the wider community. It is our focus to cement this partnership through Collaboration, Academic Excellence and Lifelong Learning.

The School Board is a representation of the school community and works collaboratively with the school to ensure targets are achieved by 2020. The School Board meets at least once per term in where we proactively engage and review the School’s performance in accordance with the set targets in the Business Plan 2018-2020.

Whilst it is our priority to provide quality teaching in a caring and engaging learning environment, we can only achieve this through effective leadership and building stronger relationships. In 2019 we frequently touched and reflected on finding ways to engage with parents and the local community.

We live in a rapidly changing world with an increased focus on digital technologies, influenced by social media. We aim to build a partnership of shared responsibility where we can help our students learn and prepare them for their next phase of schooling.

A range of activities are already being undertaken, such as Kitchen Garden, Running Club, Parent Info Sessions and Welcome Picnics in order to connect with parents and carers. Partnerships have been established with HOOSCI, Playgroup WA, OZ Harvest and local businesses. Regular communication is in place whether through Facebook posts, newsletter, face-to-face meetings, website, emails and text messages. The School Board believes more can be done by working together to develop a keener understanding of expectations, the need for support, create better programs and help our students to get most from school.

In the year ahead, we will maintain close collaboration with teachers and staff, members of the P&C Committee, parents and wider community. We will review the school’s performance to determine the priorities and strategies for the next business plan in 2021 – 2023.

The next pages of the annual report will outline our achievements in accordance with our 5 priorities and highlights any recommendations for us to grow as learners. We are committed to prepare our students for the challenges of the 21st Century.

We thank our students, staff, parents, carers and the wider community for their ongoing support in helping us achieve our vision.

Sake Van Weeghel

**Chairperson**

## Current School Board

 Sake Van Weeghel Parent Representative	 Linda Knox Principal	 Shelley Smith School Representative	 Paula Kervin School Representative	 Nik Lavrakas Parent Representative
				

# Staff

All teaching staff hold a suitable education degree and one holds a Master of Education. We currently have one staff member who has qualified as a Senior Teacher, a qualification that can be achieved with demonstrated leadership roles and 12 years of service. It is the aim of the school's Workforce and Business Plan 2018-20 to support teachers into leadership roles in order that Senior Teacher accreditation is possible.

Every teaching staff member meets 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. All non-teaching staff hold a minimum Level 3 Certificate.

Staff movement in 2018 was significant for a small school; three staff took parental leave, one staff member resigned and one transferred. This enabled the school to employ four new staff in 2019, three of which are graduates.

The table shows the number of staff employed at Bambara Primary School in 2019. Of those employed, all but one holds a permanent position.

Administration	No	FTE
Principals	1	1
Deputy Principals	1	1
<b>Total Administration Staff</b>	<b>2</b>	<b>2</b>
Other Teaching Staff	13	8.8
<b>Total Teaching Staff</b>	<b>13</b>	<b>8.8</b>
Clerical / Administrative	3	2.1
Gardening / Maintenance	1	0.6
Other Non-Teaching Staff	7	4.5
<b>Total School Support Staff</b>	<b>11</b>	<b>7.1</b>
<b>Total</b>	<b>26</b>	<b>17.9</b>

Figure 1: 2019 Workforce Diversity

# Enrolments

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(18)	21	17	23	24	20	19	24	166
Part Time	36								184

Figure 2: Enrolment of students in 2019

# High School Destination

Destination Schools	Male	Female	Total
4129 Duncraig Senior High School	6	6	12
4153 Belridge Secondary College	1	2	3
4057 Carine Senior High School	1		
4140 Ocean Reef High School		1	
1309 St Stephen's School	1	1	2
4144 Woodvale Secondary College		1	1

Figure 3: Destination of Year 6 students in 2020.



# Student Performance Summary

The performance of students at Bambara PS is measured annually through system wide tests such as the On Entry Assessments for Pre Primary Students and 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 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 summarise the degree to which school and student targets in areas of academic achievement and progress, attendance and behaviour targets, in the 2018-20 Business Plan have been met.

## Academic Targets - On Entry

The academic target is ‘to increase the percentage of Pre Primary students who achieve a 0.5 progression point in the On Entry Assessments in Literacy and Numeracy’.

Pre Primary students complete the On Entry Assessment in the first 6 weeks of Term 1 each year. The On Entry Assessment determines student readiness for school. The areas tested include Oral Language, Reading, Writing and Numeracy.

Student level of achievement in the On Entry Assessment from 2012-2018 was scored using progression points (PP). A score of 0.5 was the minimum standard of achievement expected. In 2019, the scoring for the test changed and achievement was measured against a Scaled Score (SS). In order to demonstrate if the On Entry target was met, the school has provided a Scaled Score that equates to the 0.5 Progression Point.

The table below shows the percentage of students who achieved a 0.5 progression point or its equivalent, scaled score.

	Speaking and Listening	Reading	Writing	Numeracy
2017	81%	77%	31%	89%
2018	96%	87%	265	100%
	0.5=450	0.5=471		0.5=341
2019	95%	80%	254	100%

Figure 4: Percentage of students who achieved Progression Points of 0.5 or more and/or equivalent Scaled Score.

The table in Figure 4 shows that 100% and 95% of students achieved the minimum scaled score in Speaking and Listening and Numeracy respectively. Compared to 2018 results, there was no increase in the percentage of students who achieved a Progression Points of 0.5 or more and/or equivalent Scaled Score in 2019.



# Recommendation

Staff recommend a sharper focus on Shared Book Reading, giving students opportunities to listen and speak about a range of themes identified in a story in order that students are able to make the connection between reading and the printed word.

Staff recommend that they create writing corners for play where students can explore paper, pen and symbols to write for a reason, with a purpose and audience in mind. e.g. today we will write a list of your favourite toys, or write a shopping list for the shop corner etc.

# Academic Targets - NAPLAN

The academic target is that 'All Year 3 and Year 5 students are at or above the National Minimum Standard in all NAPLAN tests'.

Year 3 students are expected to achieve test scores in Band 2 and above, whilst Year 5 students are expected to achieve test scores in Band 4 and above in order to achieve the National Minimum Standard (NMS) as set by the Federal Government.

The table below shows the percentage of 2019 Year 3 and 5 students who were at or above the National Minimum Standard. Figure 5 shows that 100% of our Year 3 students achieved the minimum standard in all five areas tested. Year 5 students reached the target in all areas tested but Reading. It is pleasing to note the target was reached in 9 out of 10 areas tested.

	Numeracy	Reading	Writing	Spelling	P&G
<b>Year 3</b>	100	100	100	100	100
<b>Year5</b>	100	95	100	100	100

Figure 5: Year 3 and Year 5 Percentage of Students who achieved the NMS in 2019 NAPLAN

The academic target is that 'Students achievement scores in NAPLAN Numeracy and Writing are equal to or better than that of like schools'.

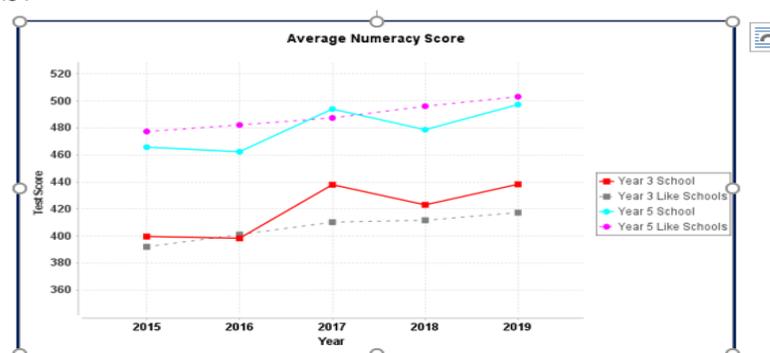


Figure 6: Year 3 and Year 5 Performances in Numeracy

The graph in Figure 6 shows an overall upward trend in the average score of Year 3 and 5 students in Numeracy. It can be seen that Year 3 student achievement scores are better than that of like schools and Year 5 student achievement is equal to that of like schools. The academic target has been met in Numeracy.

# Academic Targets - NAPLAN (continued)

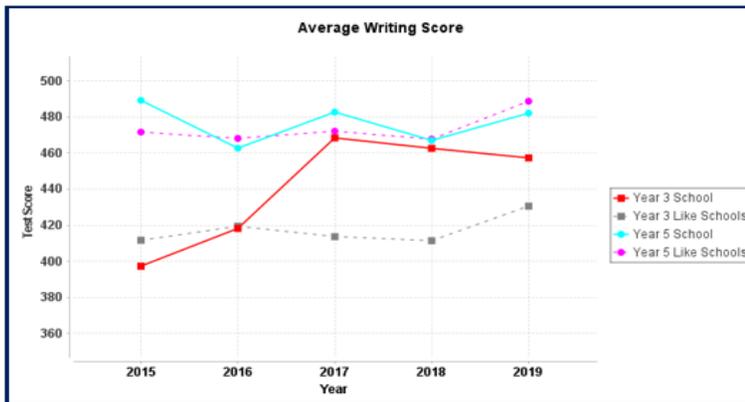


Figure 7: Year 3 and 5 Performances Writing.



The graph in Figure 7 shows that overall there is a significant upward trend in Year 3 Writing and a steady trend in Year 5 Writing.

Year 3 have consistently performed well above the expected level in Writing three years in a row, showing their achievement level is better than that of like schools. The Year 5 achievement level in Writing is on par with the achievement level of like schools. The target was met in Writing.

**The target is that '25% of students will score in the top two proficiency bands in Numeracy and Writing'.**

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
6 to 10	478 & Above	30%	14%	33%	18%	16%	19%	18%	14%	14%
5	426 - 477	30%	36%	29%	22%	29%	25%	18%	22%	22%
4	374 - 425	20%	21%	19%	31%	27%	28%	28%	27%	27%
3	322 - 373	10%	21%	10%	19%	17%	19%	19%	21%	20%
2	270 - 321	10%	7%	5%	8%	9%	7%	13%	11%	12%
1	Up to 269	0%	0%	5%	2%	1%	2%	5%	5%	6%

Figure 8: Year 3 Performance in Numeracy Proficiency Bands.

Figure 8 shows that in the Numeracy NAPLAN test 66% of Year 3 students were in the top two proficiency bands, exceeding the target by 41%.



# Academic Targets - NAPLAN *(continued)*

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

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
8 to 10	582 & Above	12%	5%	0%	7%	11%	9%	9%	7%	7%
7	530 - 581	6%	18%	35%	18%	19%	22%	16%	16%	16%
6	478 - 529	25%	23%	35%	33%	26%	34%	28%	29%	29%
5	426 - 477	44%	32%	18%	27%	30%	26%	26%	28%	28%
4	374 - 425	12%	23%	12%	12%	10%	7%	15%	14%	13%
1 to 3	Up to 373	0%	0%	0%	3%	3%	2%	5%	6%	6%

Figure 9: Year 5 Performance in Numeracy Proficiency Bands.

Figure 9 shows that in the Numeracy NAPLAN test 35% of Year 5 students were in the top two proficiency bands when tested in Numeracy, exceeding the target by 10%.

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
6 to 10	478 & Above	30%	21%	37%	9%	11%	19%	11%	11%	14%
5	426 - 477	55%	64%	37%	37%	38%	40%	34%	27%	32%
4	374 - 425	10%	14%	21%	29%	23%	26%	24%	29%	31%
3	322 - 373	5%	0%	0%	20%	19%	10%	21%	18%	12%
2	270 - 321	0%	0%	5%	4%	6%	3%	6%	8%	6%
1	Up to 269	0%	0%	0%	1%	3%	1%	4%	8%	4%

Figure 10: Year 3 Performance in Writing Proficiency Bands.

Figure 10 shows that in the Writing NAPLAN test 74% of Year 3 students were in the top two proficiency bands when tested, exceeding the target by 49%.

Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
8 to 10	582 & Above	0%	0%	18%	2%	3%	6%	3%	3%	3%
7	530 - 581	12%	0%	12%	9%	9%	17%	10%	10%	12%
6	478 - 529	41%	41%	6%	34%	28%	36%	28%	27%	28%
5	426 - 477	47%	50%	35%	40%	40%	26%	38%	31%	32%
4	374 - 425	0%	9%	29%	9%	13%	10%	11%	17%	16%
1 to 3	Up to 373	0%	0%	0%	5%	7%	4%	10%	13%	9%

Figure 11: Year 5 Performance in Writing Proficiency Bands.

Figure 11 shows that in the NAPLAN Writing test 30% of Year 5 students were in the top two proficiency bands when tested, exceeding the target by 7%.



## Academic Targets - NAPLAN *(continued)*

The target is that 'Year 3 students will show a progress of 80 NAPLAN points or more in Literacy and Numeracy when retested again in Year 5'.

Student progress in NAPLAN assessments is measured in NAPLAN points. The expected average growth over two years is expected to be 80 NAPLAN points. Figure 12 shows the average NAPLAN points achieved by Year 3 students in 2017 and the average NAPLAN points achieved by Year 5 students when they were tested in 2019. The difference between the achievement in 2017 and 2019 is the progress students have sustained. Year 5 students have not been able to sustain the achievement levels of 2017 and therefore the target was not met. The school is taking a keen interest in this anomaly. Teachers have agreed to focus student attention on understanding the question being asked and use elimination strategies to answer multiple choice questions.

Assessments	NAPLAN Progress			Progress
	2017	2019	Average Progress Points	
Numeracy	438	497	58	Low
Reading	456	531	75	Low
Writing	469	482	13	Low
Language Conventions (Spelling)	452	526	74	Low
Language Conventions (Punctuation and Grammar)	478	545	67	Low

Figure 12 : Year 3-5 progress between 2017 and 2019.

## Recommendations

The analysis of NAPLAN test data demonstrates the importance of buy in 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:

We believe the implementation of whole school Maths and Writing plans will ensure the delivery of consistent approaches to Maths and Writing instruction across all year levels. In 2020, the school intends to review its Numeracy Strategic Plan and explore ways in which we develop problem solving and reasoning skills. We plan to develop a clear link with our STEM program to ensure authenticity and purpose for the application of maths skills learnt.

The school intends to undertake further professional learning in Vocabulary as a means of exploring strategies which enhance student oral vocabulary and vocabulary usage in Writing. The school has invested time to research a Writing program that is evidence based and highly effective in supporting student's writing development. The school intends to implement the Talk4Writing (T4W) program. We will partner with the Dyslexic Speld Foundation to deliver the professional learning for this program. Writing is one of the most complex academic skills children are expected to master and the research behind T4W shows skills need to be taught explicitly and sequentially. Developed in the UK, T4W focuses on oral language development first before moving on to written language strategies.



# Attendance

The target is that 'regular attendance rates of students exceeds that of like schools'.

The table below shows an improvement in primary attendance over the past 3 years. Before school co-curricular activities such as Kitchen Garden Club, Running Club, Vocal Group, Instrumental Tuition and the Sporting School's Program are all initiatives that draw our students to our school at the start of the day. Regular attendance rates at Bambara PS exceeded that of like schools showing that we have met the attendance target.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
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%
2019	94.1%	93.7%	92.7%	91.8%	89.2%	79.5%	94.1%	93.6%	91.6%

Figure 13: Primary attendance rates 2019

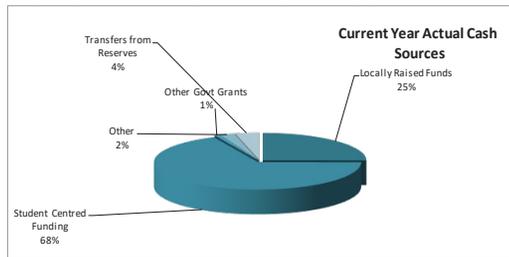
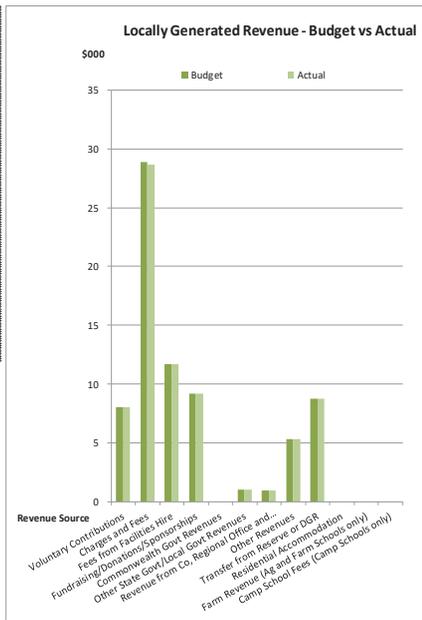


# Financial Summary

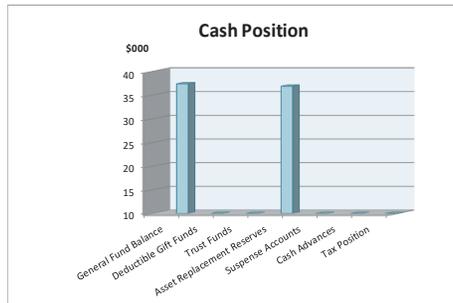
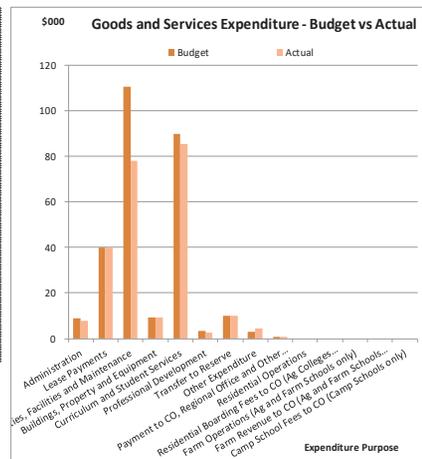


## Bambara Primary School Financial Summary as at 31 December 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 8,055.00	\$ 8,055.00
2 Charges and Fees	\$ 28,861.30	\$ 28,691.35
3 Fees from Facilities Hire	\$ 11,699.53	\$ 11,699.53
4 Fundraising/Donations/Sponsorships	\$ 9,194.55	\$ 9,194.55
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 949.06	\$ 949.06
8 Other Revenues	\$ 5,300.45	\$ 5,302.69
9 Transfer from Reserve or DGR	\$ 8,756.20	\$ 8,756.20
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 73,816.09</b>	<b>\$ 73,648.38</b>
Opening Balance	\$ 45,027.87	\$ 45,027.87
Student Centred Funding	\$ 156,352.27	\$ 156,352.27
<b>Total Cash Funds Available</b>	<b>\$ 275,196.23</b>	<b>\$ 275,028.52</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 275,196.23</b>	<b>\$ 275,028.52</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 9,037.17	\$ 7,681.34
2 Lease Payments	\$ 39,706.24	\$ 39,706.24
3 Utilities, Facilities and Maintenance	\$ 110,398.35	\$ 78,020.85
4 Buildings, Property and Equipment	\$ 9,206.20	\$ 9,206.20
5 Curriculum and Student Services	\$ 89,838.37	\$ 85,408.96
6 Professional Development	\$ 3,332.35	\$ 2,549.20
7 Transfer to Reserve	\$ 10,100.00	\$ 10,100.00
8 Other Expenditure	\$ 2,877.55	\$ 4,291.75
9 Payment to CO, Regional Office and Other Schools	\$ 700.00	\$ 700.00
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 275,196.23</b>	<b>\$ 237,664.54</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 275,196.23</b>	<b>\$ 237,664.54</b>
Cash Budget Variance	\$ -	\$ -



Bank Balance	\$ 70,708.76
Made up of:	\$ -
1 General Fund Balance	\$ 37,363.98
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 36,842.40
5 Suspense Accounts	\$ (1,857.62)
6 Cash Advances	\$ -
7 Tax Position	\$ (1,640.00)
<b>Total Bank Balance</b>	<b>\$ 70,708.76</b>

# Signatories to the 2019 School Report

Principal : Mrs Linda Knox



Signature .....

3 July 2020

Date .....

School Board Chair: Mr Sake an Weeghel



Signature .....

3 July 2020

Date .....





**BAMBARA**  
*Primary School*



**BAMBARA**  
*Primary School*