



BAMBARA
Primary School

2020

Annual Report



www.bambaraps.wa.edu.au



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Principal Executive Summary

I am pleased to share with the school community the 2020 Annual Report. It provides a summary of highlights and information about our students and school performance during 2020. Due to the COVID-19 pandemic, NAPLAN testing was cancelled reducing the amount of information available on student achievement and progress.

COVID-19 challenged the very fabric of society disrupting almost every element of our lives; the education of our children was no exception. 2020 was a year in which our school community showed a united commitment in managing the challenges presented during the COVID -19 pandemic. The community maintained its focus and provided a well ordered, safe and caring learning environment for our students to thrive.

In Term 1, all schools were closed due to the pandemic and were required to provide distance learning. Although hard copy learning packages were made available, students, staff and families quickly transitioned to learning at home using online platforms. While there was much uncertainty about COVID-19, it was pleasing to note the resiliency of our students, staff and parents to make the necessary adjustments to routines.

The old saying that 'there is a silver lining on every cloud' can be a truism of COVID-19 in 2020. There was anecdotal evidence of an increase in 'positive parent perception of schools and teachers', due to parents increased engagement in their child's education through home learning. Our teachers quickly upskilled and adjusted to the increased use of technology making distance learning not only possible but successful.

Overall, I was proud to witness high levels of engagement and participation regardless of the COVID-19 restrictions in 2020.

I wish to acknowledge Curriculum Team Leaders and members of the School Board for their input into the review of 2020. I thank our students, staff and parents for their commitment to the priorities of our 2018-20 Business Plan, Collaboration, Academic Excellence and Lifelong Learning even in the most challenging of times.

Linda Knox





2020 Highlights

- The weekly “What Went Well” Assemblies were delivered on-air and streamed on Facebook to students.
- STEM was implemented school wide and teachers strengthened their understanding of how to develop Enterprising and Innovative Programs.
- Students (K-6) prepared exhibitions and presentations for a two day sustainability STEM Expo. The event was led by students for students.
- COVID restrictions on our Open Day, led to the production of two videos to market the school resulting in positive feedback from the community.
- Online communication processes, including SEESAW and CONNECT, mitigated the impact of COVID restrictions on parents entering classrooms.
- Staff participated in Dyslexic Speld Foundation, Vocabulary and Talk For Writing professional learning programs.
- The covered assembly area floor was replaced to the value of \$75,000, amassed from a combination of two Department of Education grants and the Local Schools Community Grant.
- The Year 6 camp was held at Point Walter Recreation and Conference Centre on the banks of the Swan River in Bicton.
- The school community participated in the National Schools Opinion Survey.
- Students featured in the Telethon 2020 video which promoted the school’s partnership with Oz Harvest.
- Year 2 and 4/5 classes participated in the Buz Friends program delivered by the School Chaplain.
- The school was accredited as a WASTE WISE School, leading to the development of worm farms and participation in the Cash for Cans program.
- Five students were awarded an academic scholarship, 5 were awarded a musical scholarship and 2 students were awarded a sports scholarship. This equates to 47% of our Year 6 students.
- By the end of 2020, the school demonstrated achievement of most, if not all, the milestones and targets outlined in the 2018-20 School Business Plan.





Curriculum Summaries

English

Staff participated in two major professional learning programs during 2020.

- They learnt about new methods of teaching and enhancing student vocabulary. This is to ensure that students leave school having learnt a minimum of 50,000 words.
- Staff participated in a “Talk for Writing” training session. This is an evidence-based program which uses oral language to develop writing skills. Talk for Writing was implemented across all year levels and provided a common language and approach in the teaching of writing. Talk for Writing has improved student engagement and confidence when composing texts.



Maths

- In Mathematics, our focus was on the consistent application of ISTAR (Inform and Inspire, Show and Share, Try and Transfer, Apply and Action and Review and Revise) and the use of cooperative learning strategies.
- Students learnt about a lessons’ learning intentions and the skills and knowledge required for success. The WAGOLL (What a Good One Looks Like) further built the capacity of students to measure their success according to the examples shown by the teacher.
- A focus on students fluency of basic facts demonstrated that students quickly recalled friends of 10, simple addition and subtraction facts, multiplication and division facts.
- We continued to focus on the fluency of basic facts using the Dr Paul Swan resources and games.
- With further consolidation of this knowledge, the students were be able to apply their skills to real life calculations demonstrating an understanding of concepts and a development of problem solving and reasoning skills.





Curriculum Summaries *(continued)*

STEM

- Learning about STEM was a major focus for Bambara PS throughout 2020 as the school was included in a three year Enterprise and Innovations pilot program. The success of the pilot led to the implementation of subject areas being integrated across all classes during 2020.
- A feature of the STEM program enabled student voice during the development, implementation and presentation stage of STEM.
- We have adopted 'Sustainability' as our main theme across all classroom STEM programs. Students learnt to research sustainable practices and created their own solutions to world wide problems.
- A STEM Expo, promoting integrated learning, was held over two days in Term 4. Students presented their project to others and shared their findings and solutions to sustainability issues.



Library

- The library literacy program is integrated with research and literature studies. In 2020, the study of literary works led students to explore and understand the values embodied in texts. Students enquired about a range of topics and learnt about authors and illustrators, both classic and current.
- The library program was integrated with classroom and school priorities. There was evidence that the Library program impacted positively, increasing students borrowing books from the General and Literacy Pro sections of the library. .

Curriculum Summaries *(continued)*

Health and Wellbeing

- The Health and Wellbeing Plan continued to build clear expectations about behaviour, attitude and effort so that these were understood by students, staff and parents. In 2020, staff professional learning continued to develop the understanding of evidence-based strategies that build the social and emotional wellbeing of students.
- In November, students in Years 1-6 participated in the Progressive Assessment Test (PAT) in Health and Wellbeing. It identified a subgroup of students who experienced self-esteem and social issues. An inquiry into the cohort's behaviour showed a correlation between the PAT results and the subgroup's behaviour.
- A number of staff piloted the use of Collaborative and Proactive Solutions to create learning environments that support the social and emotional well-being of students.

The recommendation is to closely monitor the sub groups and the effects of classroom MindUP, Buz Friends, Values Education program and increased co-curricular programs during lunch breaks. All of which promote social and emotional wellbeing.



HASS - History and Social Science

- A feature of 2020 was that HASS themes were integrated within classroom Literacy and Numeracy Programs.
- Our aim was to develop student understanding of the histories and culture of our First Nation People led to the inclusion of the school's Acknowledgement of Country at the start of our weekly assemblies. We also purchased resource materials for the school library that focused on Indigenous culture in Australia.
- The school received funding to run a program which highlighted sustainable land use and included a worm farm and compost bins to feed our kitchen garden. The program linked Geography lessons with STEM.



Curriculum Summaries *(continued)*

Physical Education

Physical Education provides students with the opportunity to participate in physical activities that support the development of student physical and their social and emotional well-being.

- The sporting schools program funded short courses in surfing, tennis, hockey and gymnastics. Due to COVID-19, most interschool events apart from the Athletics Carnival were cancelled.
- IBambara PS were runners up in the Whitfords Schools Jumps and Throws Interschool Carnival, a significant result as Bambara PS has the second least number of students when compared to participating schools.

The recommendation in 2021 includes the use of a number of 'fitness tests' to enable students to monitor their fitness levels.



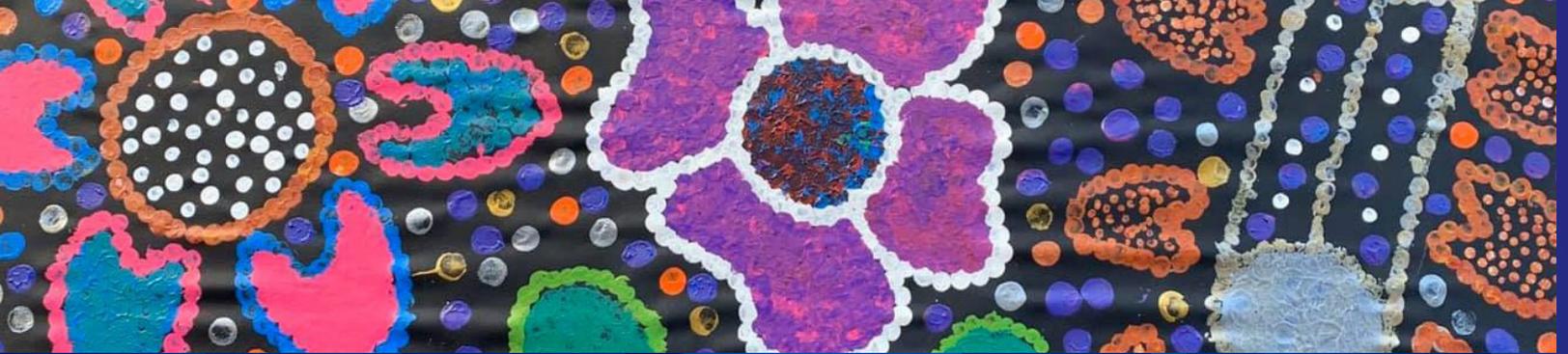
Languages (Bahasa Indonesia)

- Students from Year 1 to Year 6 participated in 1 hour Bahasa Indonesian language lessons that ran for 60-minute each week.
- Students enjoyed an interesting and engaging language program that included languages, games, art, cooking, dance, songs and role-plays to help maintain and sustain student interest in this learning area.
- Bahasa Indonesia was taught using an explicit teaching model however this was complimented by learning through play, co-operative learning strategies and peer tutoring.
- Students demonstrated their skills and knowledge in a variety of activities and tasks.

Future Directions will focus on increasing the profile of Bahasa Indonesia in the school and increase the use of ICT.

Music

- Five Year 6 students were selected to continue their School Of Instrumental Music Scholarship into high school.
- Music Scholarships were awarded to 13 Year 4 students for 2021.
- The performing arts programs for students to participate in Band, Vocal Group and Choir, continued however there was little opportunity for students to perform at community events due to COVID-19.



School Board

2020 – a year that will have its own chapter in history and our lives. The COVID-19 outbreak has disrupted our way of life and as such the education of our children. The School Board has been amazed about the leadership of Bambara PS and the adaptability of staff, teachers, parents and our children. Throughout the year we have all been tested with the uncertainties this pandemic has created and how we have been able to adapt ourselves very quickly to the constraints and embrace new modes of learning.

In view of the core values of Bambara PS, the School Board certainly noticed an enhanced focus on collaboration, community, excellence and lifelong learning. Bambara PS actively seeks ways to promote a closer and more effective interaction and relationship between teachers, parents and students. In 2020, parents had to rapidly learn how to become co-educators in their child's learning journey. This

also created an opportunity to become more engaged with our children and remind us that we, as a parent, have an important role to play. The increased level of engagement, participation and collaboration by parents, teachers and staff made an impact upon our children's lifelong learning and their ability to meet today's challenges. At the Year 6 students' graduation we could witness the enthusiasm and spirit of these children moving towards their next chapter of their lives.

The management of Bambara PS continued to put priority on the objectives of the 2018-20 Business Plan. As set out in the annual report, Bambara PS managed to deliver many activities to enrich our children's learning journey.

We thank the leaving School Board members Karen Kroeger, Nicole Mattingley and Kirsten Barton for their contribution and support during their tenure and welcome Deanna Foster as a new member of the School Board.

Finally, as we transition into 2021, we have the opportunity to reflect and rethink how we pass our knowledge over and guide our children. Children who start school from now on will grow up in a digital first world that will demand new skills and new ways of thinking. The implementation of Connect is a step forward in how we use technology to transform the way we as parents, teachers and staff communicate. New initiatives will come to enhance the way we teach and learn. After review of Bambara PS's performance in 2020, its core values and attributes, Bambara PS has positioned itself very well in creating a school environment that supports the development of our children into their next phase of life.

On behalf of the School Board, a big thank you for your support to the management of Bambara PS, teachers, staff, parents and our children.

Sake Van Weeghel

School Board Chairperson





Staff

All teaching staff hold a suitable education degree and one holds a Master of Education. We currently have two staff who have qualified as a Senior Teacher, a qualification that can be achieved with demonstrated leadership roles and 12 years of service. It was the aim of the school's Workforce and Business Plan 2018-20 to support teachers into leadership roles in order that staff are able to apply for Senior Teacher qualifications. Senior Teachers take on leadership roles and offer support for the development of new programs.

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.

In 2020; two staff retired after many years of service to Bambara PS and the Department of Education.

The table in figure 1 shows the number of staff employed at Bambara PS in 2020. Of those employed all but two hold a permanent position.

| Administration | No | FTE | AB'L |
|-----------------------------------|-----------|-------------|----------|
| Principals | 1 | 1 | 0 |
| Deputy Principals | 1 | 1 | 0 |
| Total Administration Staff | 2 | 2 | |
| Other Teaching Staff | 14 | 10 | 0 |
| Total Teaching Staff | 14 | 10 | |
| Clerical / Administrative | 4 | 2.1 | 0 |
| Gardening / Maintenance | 1 | 0.6 | 0 |
| Other Non-Teaching Staff | 9 | 5.7 | 1 |
| Total School Support Staff | 14 | 8.3 | 1 |
| Total | 30 | 20.3 | 1 |

Figure 1: 2020 Workforce Diversity

Enrolments

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | 0 | 34 | 24 | 17 | 20 | 23 | 21 | 19 | 158 |
| Part Time | 39 | | | | | | | | 197 |
| Aboriginal | | 1 | | 1 | | 1 | | | 3 |
| Non Aboriginal | 39 | 33 | 24 | 16 | 20 | 22 | 21 | 19 | 194 |

Figure 2: Enrolment of students in 2020

High School Destination

| Destination Schools | Male | Female | Total |
|-----------------------------|------|--------|-------|
| Duncraig Senior High School | 7 | 5 | 12 |
| Belridge Secondary College | 1 | 2 | 3 |
| Perth Modern School | | 1 | 1 |
| Ballajura Community College | 1 | | 1 |
| Woodvale Secondary College | | 1 | 1 |
| Warwick Senior High School | 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 for Pre Primary Students and the National Assessment Program Literacy and Numeracy (NAPLAN) for Year 3 and 5 students. In addition, other in-house tests inform the school about student progress and achievement. Unfortunately due to the COVID-19 pandemic and the cancellation of NAPLAN the school has no NAPLAN data for 2020.

The following pages summarise the degree to which targets and milestones related to our school priorities have been met.



Academic Targets - On Entry

The On-Entry Test determines Pre Primary student’s readiness in their first year of compulsory schooling. Students are assessed annually in Speaking and Listening, Reading, Writing and Numeracy. The test is completed in Weeks 6-8 of Term 1.

In the past, student’s level of achievement in the On Entry test was scored using Progression Points; students should be at or above a 0.5 progression point. In 2019, the On Entry Test Scores were reported in Median Scaled Scores. The median scaled score is determined by the median score of schools similar in ICSEA (Index of Community Socio-Educational Advantage) to Bambara PS.

In Figure 4, the table shows the percentage of students who were at or above the median scaled score in each of the areas tested when compared to like schools.

| | Reading | Writing | Numeracy |
|------------------------------------|----------------------|----------------------|----------------------|
| Median Scaled score in 2020 | = or > 467 | = or > 242 | = or > 449 |
| | 69% | 31% | 69% |

Figure 4: Percentage of students who were at or above the expected median scaled score. (Due to the changing nature of a school’s ICSEA, the median scaled score may vary annually)

The table in Figure 4 shows that in 2020, 69% of students were at or above the expected median scaled score in Reading and Numeracy and 31% were at or above the expected median scaled score in Writing.

- The early childhood team develop greater lines of inquiry and comparison, using data from the Kindergarten Assessment Tool tests conducted in Kindergarten and the On-Entry test conducted in Pre Primary.
- Provide students with more opportunities to develop their oral language skills to build reading comprehension.
- Promote the importance of oral language in the home by providing suggested activities..



Attendance

There is no reliable attendance data in 2020 due to COVID-19 to determine if the target that 'regular attendance rates of students exceeds that of like school' was achieved in 2020. Figure 5 shows that between 2018-19 our attendance rate improved.

| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|------|---|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 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% |
| 2020 | Reliable data is not available due to the COVID 19 Pandemic | | | | | | | | |

Figure 5: Primary attendance rates 2020





SCHOOL SURVEY

In 2020 the school community was invited to participate in the National Schools' Opinion Survey (NSOS).

The survey asked respondents to rate 20 positive statements about the school using the Likert rating scale of 1-5, (highly disagree – highly agree). The School Board added 3 questions seeking input from respondents about the future direction of the school.

The survey was completed by 48 (31%) parent/carers, 11 staff and 35 Year 5 and 6 students. The table in Figure 6 shows how the parent/carers rated the school's performance in 2020.

| NSOS 2020 Parent Ratings 1-5 | |
|---|-----|
| Teachers at this school expect my child to do his or her best. | 4.4 |
| Teachers at this school provide my child with useful feedback about his or her school work. | 4.0 |
| Teachers at this school treat students fairly. | 4.0 |
| This school is well maintained. | 4.3 |
| My child feels safe at this school. | 4.3 |
| I can talk to my child's teachers about my concerns. | 4.4 |
| Student behaviour is well managed at this school. | 3.7 |
| My child likes being at this school. | 4.4 |
| This school looks for ways to improve. | 4.0 |
| This school takes parents' opinions seriously. | 3.7 |
| Teachers at this school motivate my child to learn. | 4.3 |
| My child is making good progress at this school. | 4.1 |
| My child's learning needs are being met at this school. | 4.0 |
| This school works with me to support my child's learning. | 4.1 |
| This school has a strong relationship with the local community. | 3.7 |
| The school is well led. | 4.0 |
| I am satisfied with the overall standard of education achieved. | 4.1 |
| I would recommend this school to others. | 4.2 |
| My child's teachers are good teachers. | 4.4 |
| Teachers at this school care about my child. | 4.4 |

Figure 6: Summary of Parent Ratings in the National Schools Opinion Survey 2020

The following can be reported about the results of the survey parents.

- Three survey items showed an improved rating of 4 in the following; 'the school looks for ways to improve,' 'students like being at this school' and 'the school is well led'.
- Two items did not improve in rating; 'Student behaviour is well managed at this school,' and 'This school has a strong relationship with the local community'.
- Areas of strength included; open communication and transparency during COVID, values education and co-curricular programs.
- Areas to focus on in the future included; increased positive behaviour support for students, focus on digital education, the performing arts and raise the profile of the school to increase student enrolments.



SCHOOL SURVEY RECOMMENDATIONS

Bearing in mind the results of the parent survey we have identified the need to continue to engage our school community in feedback surveys about the programs and activities undertaken. In particular the item regarding behaviour had a high percentage of parents not able to provide a response. This raises the importance of our internal/external communication, marketing and feedback strategies. For example, parents should be aware of the school's approaches to managing behaviour and know what Good Standing looks like at Bambara PS.

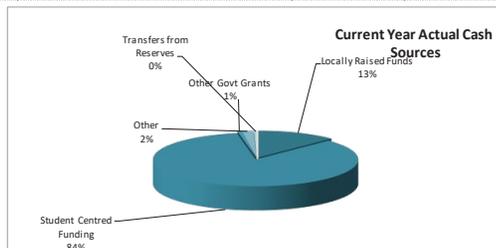
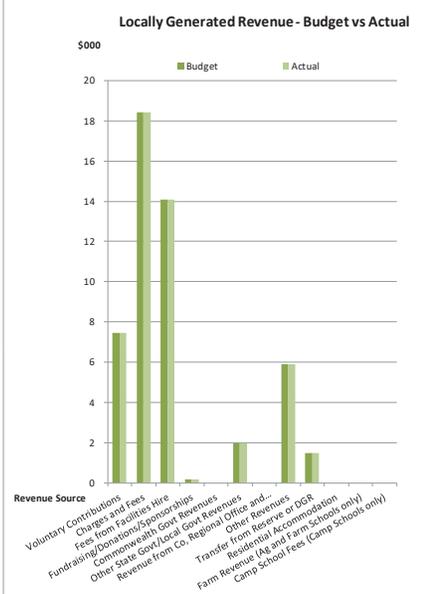
In summary Bambara PS achieved an overall average rating of 4.2 in the 2020 National Schools Opinion Survey. These results celebrate the achievement of our school meeting the Business Plan targets and milestones that relate to our community's opinions about Bambara PS.



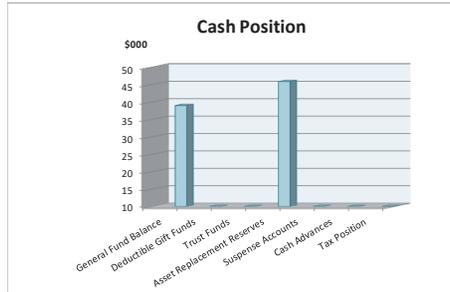
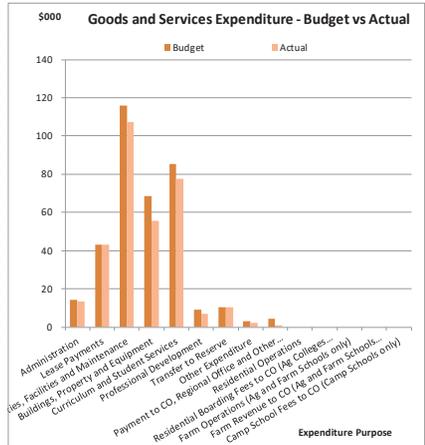
Financial Summary

Bambara Primary School Financial Summary as at 31 December 2020

| Revenue - Cash & Salary Allocation | Budget | Actual |
|--|----------------------|----------------------|
| 1 Voluntary Contributions | \$ 7,470.55 | \$ 7,470.55 |
| 2 Charges and Fees | \$ 18,414.08 | \$ 18,414.08 |
| 3 Fees from Facilities Hire | \$ 14,082.24 | \$ 14,082.24 |
| 4 Fundraising/Donations/Sponsorships | \$ 190.00 | \$ 190.00 |
| 5 Commonwealth Govt Revenues | \$ - | \$ - |
| 6 Other State Govt/Local Govt Revenues | \$ 1,972.08 | \$ 1,972.08 |
| 7 Revenue from Co, Regional Office and Other Schools | \$ - | \$ - |
| 8 Other Revenues | \$ 5,897.16 | \$ 5,898.24 |
| 9 Transfer from Reserve or DGR | \$ 1,500.00 | \$ 1,500.00 |
| 10 Residential Accommodation | \$ - | \$ - |
| 11 Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | \$ 49,526.11 | \$ 49,527.19 |
| Opening Balance | \$ 37,363.98 | \$ 37,363.98 |
| Student Centred Funding | \$ 268,947.08 | \$ 268,947.08 |
| Total Cash Funds Available | \$ 355,837.17 | \$ 355,838.25 |
| Total Salary Allocation | \$ - | \$ - |
| Total Funds Available | \$ 355,837.17 | \$ 355,838.25 |



| Expenditure - Cash and Salary | Budget | Actual |
|---|----------------------|----------------------|
| 1 Administration | \$ 14,311.77 | \$ 13,207.57 |
| 2 Lease Payments | \$ 42,983.49 | \$ 42,983.49 |
| 3 Utilities, Facilities and Maintenance | \$ 115,880.25 | \$ 107,201.39 |
| 4 Buildings, Property and Equipment | \$ 68,454.05 | \$ 55,622.23 |
| 5 Curriculum and Student Services | \$ 85,481.71 | \$ 77,546.72 |
| 6 Professional Development | \$ 8,902.71 | \$ 6,986.54 |
| 7 Transfer to Reserve | \$ 10,526.00 | \$ 10,526.00 |
| 8 Other Expenditure | \$ 3,057.99 | \$ 2,065.43 |
| 9 Payment to CO, Regional Office and Other Schools | \$ 4,114.02 | \$ 715.00 |
| 10 Residential Operations | \$ - | \$ - |
| 11 Residential Boarding Fees to CO (Ag Colleges only) | \$ - | \$ - |
| 12 Farm Operations (Ag and Farm Schools only) | \$ - | \$ - |
| 13 Farm Revenue to CO (Ag and Farm Schools only) | \$ - | \$ - |
| 14 Camp School Fees to CO (Camp Schools only) | \$ - | \$ - |
| Total Goods and Services Expenditure | \$ 353,711.99 | \$ 316,854.37 |
| Total Forecast Salary Expenditure | \$ - | \$ - |
| Total Expenditure | \$ 353,711.99 | \$ 316,854.37 |
| Cash Budget Variance | \$ 2,125.18 | \$ - |



Cash Position as at:

| | |
|------------------------------|---------------------|
| Bank Balance | \$ 79,682.14 |
| Made up of: | \$ - |
| 1 General Fund Balance | \$ 38,983.88 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 45,868.40 |
| 5 Suspense Accounts | \$ (3,555.14) |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ (1,615.00) |
| Total Bank Balance | \$ 79,682.14 |

Signatories to the 2020 School Report

Principal : Mrs Linda Knox

Signature  Date 30 April 2021

School Board Chair: Mr Sake van Weeghel

Signature  Date 30 April 2021

