



# Annual Report 2019

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## Purpose

The purpose of Banksia Park Primary School is to provide a supportive environment in which each child can develop their cognitive, physical and social skills to the limit of his/her potential.

## School Ethos

Banksia Park Primary School Community embodies a vision that is characterised by individual students reaching their potential academically and socially.

- Our students are motivated and engaged in challenging learning programmes.
- Staff are responsive to change and motivated to develop knowledge and competencies commensurate with their roles.
- We are committed to stimulating learning environments that are inclusive and safe.
- The school values the partnership of staff, students and parents/caregivers working together to provide a quality education for our students.
- Our school community aims to foster social and civic responsibility together with responsibility for the environment.
- Our actions are guided by the Department of Education's four core values of LEARNING, EXCELLENCE, EQUITY, CARE.
- The staff engage in ongoing reflective practice and focus on generating more effective strategies.

### *LEARNING AND TEACHING*

Banksia Park Primary School will provide a learning environment where:

- Students have a commitment to excellence;
- The diversity of students individual talents, interests and needs are recognised and catered for;
- Students achieve their full potential;
- Students are encouraged and assisted to accept responsibility for their own learning;
- Students are encouraged to make a positive contribution to the school and the wider community;
- Students develop a respect for the rights of others;
- Learning is seen as part of a life long process.

### *COMMUNITY LINKS*

Banksia Park Primary School aims to establish and maintain links between staff, parents and members of the broader community through:

- The free flow of communication;
- A commitment to seek out and encourage those who can enrich the school programme thus enhancing the development of our students;
- Keeping parents advised of educational programmes and their child's progress;
- The provision of opportunities for involvement and initiative in shared decision-making.

## Principal's Report

On behalf of the School Board and Staff I am delighted to present the 2019 Banksia Park Primary School Annual Report. My special thanks to everyone for your time and effort again this year.

Banksia Park has continued to display excellence in many areas – as demonstrated in the following Learning Area reports. The *KidsMatter* initiative we have implemented over the last few years was replaced by *BeYou* which also aims to improve and support primary students' mental health and improve well-being. A Parent Information session by world acclaimed expert Erin Erceg was conducted for parents to provide information about Bullying and approaches to combat it. We have continued to implement the Departmental Priorities and focused on ongoing improvements in Literacy and Numeracy. We have now fully completed the implementation of the West Australian Curriculum and this year we again conducted the NAPLAN testing online. Students participated in the mass planting of kangaroo paws to beautify the school and regenerate our native flora.

The school staff has worked tirelessly to provide the best possible education for your children and you, the parents, have been very supportive of our endeavours. Our sincere appreciation to those parents who have assisted in the classrooms, sports events, excursions or in any way during the year. At the end of 2019 Mrs Ingrid McNally and Mr Tony Carvajal retired and we wish them well for their futures beyond school. On behalf of everyone I sincerely thank them for their substantial and highly valued contributions to the education of Banksia Park students over many years.

Special thanks to the P&C Association, under the leadership of Mrs Melissa Rowles and her Executive Committee, for their terrific efforts to support the school through their fundraising, Uniform Shop, Canteen, Band and many other activities. We also express our appreciation for the special social interactions provided at events such as the School Fair and Student Disco.

I would like to extend my thanks and appreciation to the whole school community for your ongoing support and dedication to continue enhancing our wonderful school throughout 2019.

*Martin Humphreys*

Principal

## School Board Report

During 2019 our School Board attended to many issues related to our overall School's Performance; the timing of School Development Days within the Leeming Cell; the National Quality Standard assessment and On Entry Testing for Early Childhood education; an ongoing review of the 2019 School Budget; discussion of Learning Area Assessments of student data including information from the Semester Reports, the My Schools website and NAPLAN; School Contributions, Charges and Personal Use Items for 2020; the new 2020-22 Business Plan; and this School Annual Report. At our last meeting the School's Operational Plan and Preliminary Budget for 2020 were ratified. Having viewed much data during 2019 the School Board has determined the school is continuing to perform well and it is generally pleased with the progress being achieved by the students.

This year our School Board consisted of 6 parents (Tami Bird, Peter Hammer, Ian Holbrook, Chris Lock, Alison Ogilvie and Sharne Elsbury); 4 staff members (Ann Andrews, Tony Carvajal, Jane DiSabato, and Sandy Marwick) and our Principal (Martin Humphreys). On behalf of the whole school community we thank these people for their time, effort and expertise. At the end of this year I retire from the School Board and thank everyone for their support - but especially during the period we applied and successfully proved we had the ability to become an Independent Public School. I strongly encourage parents to apply for the School Board Vacancies that will occur.

*Sharne Elsbury*

Chairperson

## Learning Area Reports

### English

At Banksia Park Primary School our Business Plan targets are to maintain 100% of students at or above the National Standard compared to like schools in Literacy and to increase the number of Year Three and Year Five students in higher level NAPLAN Bands in Reading, Spelling and Writing, Punctuation and Grammar. The 2019 NAPLAN results comparing Banksia Park Performance are below and these are areas where we must continue to focus our attention.

<b>YEAR 3</b>	<b>Banksia Park Mean</b>	<b>Australian Mean</b>
Reading	455	432
Writing	435	423
Spelling	417	419
Grammar and Punctuation	451	440

<b>YEAR 5</b>	<b>Banksia Park Mean</b>	<b>Australian Mean</b>
Reading	527	506
Writing	488	474
Spelling	526	501
Grammar and Punctuation	524	499

The NAPLAN results show generally pleasing comparisons between Banksia Park and other schools in Australia. It demonstrates good achievement overall but the progress and value adding in the higher bands of achievement has slowed. The Student Achievement Information System (SAIS) allows a comparison of Semester Report data with like schools and whilst the results are still relatively good, have shown a slight decrease so we will focus on these areas into the future.

To ensure a high level of quality instructional skills and curriculum delivery staff collaborate within their cluster groups, embedding a consistent and supportive approach for the implementation of the various strategies. These include Di Rigg (K-3) program, Banksia Park Early Literacy Program (for children at risk), Phonological Awareness, our whole school approach for development of Comprehension (particularly inferential comprehension), Writing, Grammar and Punctuation Scope and Sequences and the Editing Codes for writing.

Classroom teachers continued to analyse and use individual, class and whole school data to inform their learning programs. The Student Literacy Profile was used to analyse early childhood student literacy progress. The Pre-Primary On Entry Assessment is implemented at the beginning of the year and is now analysed in conjunction with NAPLAN data in Year 3, showing progress in the early years in Reading and Writing. Standardised Reading and Spelling Tests - South Australian Spelling Test and the Pat-R Comprehension Test are administered and analysed by class teachers from Year One to Six.

Targeted professional learning, focussing on enhancing our whole school approaches, was delivered through the Leeming Cell meetings. During 2019 there was an emphasis on cross curricular integration to enhance the development of both technological and language skills.

The Learning Support Coordinator maintained a register of Students at Educational Risk, which is shared with class and specialist teachers at the beginning of the school year and as needed throughout the year. Staff collaborated over the development of differentiated teaching strategies and skills in order to cater for various learning needs and abilities of individual and small groups of students. In response to the identification of individual learning needs, class teachers formulated Individual Education Plans in collaboration with the Learning Support Coordinator, school psychologist, outside agencies and parents as required. These plans were regularly monitored by the classroom teacher and shared with parents in order to support the students in their learning.

## Mathematics

Teachers continued to utilise the WA Curriculum for all planning, teaching, and assessment in Mathematics. They collaborated and moderated with like year levels at Banksia Park as well as with other teachers within the Leeming Cell of schools to validate assessments using the SCSA exemplars that determine the allocation of Semester Grades across the strands.

The Education Department's SAIS system was used to compare the Banksia Park Semester Grade results with the performance of students at like schools. Across all year levels the number of A and B grades awarded in the Semester 1 2019 Reports exceeded those in like schools. It was noted that as the year levels increased the difference varied between Banksia Park and like schools. In Year One Banksia Park awarded 17.3% with an A whereas in like schools it was 6.8%. In Year Three BPPS was 13.4% and the like schools were 11.2%. In Year 6 the difference was marked with BPPS awarding 31.5% A Grades and like schools awarding 16.6%. Mathematics continues to be a relative strength with most students achieving well.

In 2019 the Banksia Park students undertook the NAPLAN Online in Mathematics for the second time. This allowed students to undertake differentiated tests based upon their performance. All students began at the same level but results from each testlet (a group of questions) then determined if the test became harder, easier or remained constant.

The 2019 NAPLAN Numeracy results were as follows:

	<b>Banksia Park Mean</b>		<b>Australian Mean</b>	
	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>
Year 3	460	438	408	408
Year 5	543	527	494	496

The comparison of Banksia Park Primary School NAPLAN results indicate that, on average, Year Three and Five Numeracy results have declined slightly but all means remain higher than other Australian schools. When compared to like schools Banksia Park continues to achieve well.

In addition to the use of a common workbooks for mathematics, differentiated computer and online programs such as Number Shark and Prodigy were used to enhance and consolidate mathematical concepts as part of the overall learning programs.

Pre Primary students undertook the On Entry Testing in 2019 in early Numeracy skills, concepts and knowledge. The results in Numeracy were generally strong (as they have been for many years) and the diagnostic results enabled the teachers to provide early intervention for any students at risk.

The 2019 Australian Maths Competition was open to all students from Year 3 to Year 6. Of the 52 students who participated there were 8 distinctions, 21 credits and 20 students who were rated as proficient. As part of the integrated nature of Mathematics and Digital Technologies students continued working on a variety of "coding" activities to develop logical thinking skills.

Class teachers continued to develop Individual Education Plans to assist students experiencing difficulties to assist them to develop skills and strategies to meet their individual needs. These differentiated learning programs were developed in collaboration with the Learning Support Coordinator and School Psychologist. They were regularly reviewed by the classroom teacher in conjunction with the parents/guardians so the student's individual needs are continually addressed.

## Science

Science provided an exciting opportunity for our students to engage in interesting and challenging studies and investigations. As with other Learning Areas, the individual needs and talents of students were catered for and Science allowed students to take responsibility for their learning

through open ended tasks. Science encouraged students to connect with issues from the wider Science community and the global issues that face us as a world community. Making a positive contribution to the school and to the wider community are instilled as a lifelong commitment. Students at Banksia Park were assessed for reporting based on the WA Curriculum and, as a school, perform equal to or above like schools based on the Grade Distribution Data using SAIS.

The teaching and learning of Science is consistent with the Western Australian Curriculum and that reflects the current pedagogy and trends. Staff are committed to ongoing self-improvement to enable them to deliver a high quality, targeted and engaging teaching and learning programs.

Through the Western Australian Curriculum our staff will ensure that students develop:

- an interest in Science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

In 2019 the Banksia Park students studied a varied and substantial program of Science topics across the strands of the interrelated stands of Science Understanding, Science as Human Endeavour and Science Inquiry Skills. All classes engaged in investigations and lessons which developed an understanding of biological sciences, chemical sciences and physical sciences. The 50th anniversary of the Lunar Landing in 1969 allowed students to delve more deeply into the Earth and Space Sciences with a wealth of resources and exciting opportunities available for learning in this area. The National Science Week theme was “Destination: Moon” and this provided high quality resources relating to the moon landing. Cross-curricular activities included the engagement of author Mark Greenwood (during Book Week) to deliver his personal perspective on the lunar landing based upon his book, “Moonwalker”.

## **Humanities and Social Sciences**

History, Geography, Indigenous culture, Civics and Citizenship were embedded into the teaching and learning programs throughout the school as required by the WA Curriculum. Teachers supported their programs with targeted excursion and incursion opportunities. Year level teachers collaborated to ensure continuity of curriculum delivery and assessment. The results obtained from the Semester Grades are similar to those of like schools across all year levels.



Technology was used as a tool to enable students to develop their research skills and present their information in a variety of ways. iPads were utilised to further explore concepts pertinent to the HaSS program. Google Earth was used as a tool to explore mapping and the environment. The app ‘Our Nearest Neighbour’ showed the relationship between Indonesia and Australia and enhanced the Year Three Geography program by providing an interactive platform to motivate student learning. The on-line resource “Inquisitive” is an enquiry based learning program. This was used throughout the school as it supports the higher order thinking skills which is a school priority.

The whole school approach to enhance environmentally responsible attitudes and practice included being a WasteWise School as we continue to implement waste minimisation strategies. Some examples include the use of SITA bins, re-using paper, a waste audit and junk play.

Once again Kangaroo Paws were planted to aesthetically improve the physical environment of the school grounds and to restore the natural vegetation. The Millennium Kids team spoke to Area 3, 6 and 10 focusing on the Civics and Citizenship aspect of direct action through exploring “green corridors” in our city. In addition to WA Week, HaSS focused on other significant events, including ANZAC Day. All class programs reflected Indigenous Perspectives within their curriculum focus. Yirra Yaakin, an Indigenous theatre group, performed for the middle and upper school a series of plays to demonstrate the importance of Dreaming Stories. Junior classes visited the Kalamunda Historical Village to experience technologies used in the early days of European settlement. The junior classes attended the Djilba Festival at Kings Park where they engaged in hands on workshops including aboriginal dancing, art and traditional cultural activities. To enhance the History component of HaSS a visiting illustrator, Briony Stewart conducted workshops for senior years based on the Australian historical fiction picture book “Trouble in the Surf”.

## **Technologies**

The Technologies component of the WA Curriculum describes two distinct but related subjects.

### **DESIGN AND TECHNOLOGIES**

During 2019 classroom teachers continued to engage students in high quality learning where they created solutions for authentic needs. This involved project management, design thinking, computational thinking and systems thinking. Some recent Design and Technology projects have included designing planet flags to be used on the school oval to represent distances between planets in our solar system, space rocket models and farm baskets. Other projects included design of bicycle helmets that students want to wear, large scale construction of play zones with junk materials, exploration of engineering principles using block constructions to create solutions and the exploration of critical thinking and models of planets and space craft using recycled materials. Classes continued to explore cross curricula projects where the students have been working on Art, English and Mathematical tasks such as creating large scale models.

The SAIS data demonstrated that our students have a similar performance profile to like schools. The majority of Banksia Park students achieved at a Satisfactory or Highly Satisfactory level.

### **DIGITAL TECHNOLOGIES**

In 2019 students across all year levels engaged in Digital Technologies tasks on desktops and iPads. Learning activities have included a variety of robotics, circuits and coding activities. Coding activities have been conducted with all groups of students from Kindergarten to Year Six. In addition, coding and iPads have been used to manipulate the Edison, Sphero and Dash + Dot robots via their associated apps. Applications used include Scratch, Bee Bot, Swift Playgrounds, Tinker, OSMO, Kahoot, Minecraft and Code.org. Classes have completed lessons in developing safe internet usage and online decision making. Cross curricular activities in the upper primary have

included several webinars discussing Web Safety, Australia's Space Initiatives and STEM and Science in the Classroom.

Digital Technologies are used across the curriculum. Music is using iPads to improve reading music notation and creating a recorder tutor for lower grades. Art Extension classes have used iPads to digitally replicate art styles of famous artists and Japanese utilised the iPads for oral and spoken language activities. In 2019 all Year Three and Five students completed their NAPLAN Testing online successfully, using either a desktop or iPad.

The SAIS data demonstrated that our students have a similar performance profile to like schools. The majority of Banksia Park students achieved a Satisfactory or Highly Satisfactory Grade.

## **The Arts**

### **VISUAL ARTS**

The creativity and thinking skills of our Banksia Park artists have been enhanced in a number of ways during 2019. Students have explored visual elements of different materials through still life painting. Using a variety of approaches and a range of perspectives all classes engaged in a still life project and the results were sensational in terms of composition, colour and texture. Other students have explored the influences of several significant artists as part of their art history programme. Art enrichment students created paintings using iPads in the vein of English painter David Hockney. The printed version of these pieces were vibrant, dynamic and highlights the maturity and flair of our older students. Senior students explored the influences of the ancient Greeks, particular the combination of 2D work on 3D Greek Vases.

The exploration of the visual conventions of types of line and various weight of line was beautifully apparent in the botanical studies. This project provided a direct connection with the topic of biomes and their flora. Students selected their own biome to research and accompanying plant to illustrate. An example of students expressing their personal responses to art included the Year 3 research on their individual family background and then representing it symbolically as a family crest/shield. Year 5/6 students wrote a personal analysis and interpretation of song lyrics then used their writing to inspire a drawing of a visual representation of the same message. This was the precursor to an in class unit of poetry for these students. Our Art Enrichment students created paper versions of street art inspired by the political messages they each unravelled in the works of Banksy.

All of these achievements are reflected directly and extremely positively in the school's SAIS results. All year levels achieved better results than like schools in Visual Art. Year 1 and 2 were best performing against like type schools with Year 6 also performing very well. There is a general trend upwards in the results of the last three years for Banksia Park Primary.

### **MUSIC**

Students from Pre-Primary to Year 6 have continued studying the Kodaly Methodology which introduces students to musical concepts through folk songs and is closely aligned with the WA Curriculum. Students from Pre-Primary to Year 3 have been learning to distinguish between high and low pitch by learning songs with a limited note range such as Star Light, Star bright, Hot Cross Buns, Bye Lo Baby Oh and See Saw. They have also been learning to keep a steady beat and understand rhythm (the words of the song) through repertoire and games such as Apple Tree, Bee Bee Bumble Bee, Blue Bells and Bounce High. Students have listened to Art music and responded with creative movement such as "Scarf Dancing" which allowed them to visually demonstrate the dynamics in the music. Students have been learning form in Music by learning dances and also by responding to Art Music through directed or improvised movement. This year students from Year 1 upwards have been writing the rhythms of songs they have learned.



Students in Pre-Primary to Year 3 have learnt and performed rhymes which allows them to distinguish between their speaking and singing voice and allowed them to practise sounds which aid their literacy development. The Kindergarten classes attended Music in Term Three.

Students in Year 3 learnt to perform the limited note range songs on Xylophones, which introduced them to an instrument with a different timbre and was a good early preparation for learning recorder. Students from Years 3 to 6 have been learning songs to perform in Canon (a round) and this has assisted them to develop an understanding of harmonies.

Other students learnt Folk Songs on the recorder. They learnt the rhythm and solfa of the songs, then the note names of the songs before they moved onto playing the songs on their recorders. Once they mastered the songs they performed for the class in groups, often adding another instrument such as a xylophone or drum into the arrangement. Performing in front of the class also gave the students who are the audience an opportunity to practise their audience etiquette. Students also worked on reading treble clef notation. This year we have installed the “Staff Wars” app onto the iPads so that students can practise reading their notation through a game. They have been using tempo and dynamics to communicate their ideas when performing as well as working on their performance skills to work collaboratively as a group, sing in tune, keep in time and maintain their own part. Students in Year 6 used Book Creator on the iPad to create recorder books for the 2020 Year 4s who will be beginners. They also created an eBook using Book Creator on Instruments of the Orchestra incorporating sounds of their chosen instrument from Garage Band.

The inaugural Banksia Park Junior Choir performed at the matinee of One Big Voice Festival on 30 August 2019. They learned a repertoire of eleven songs which they performed as part of a 2000 voice Massed Choir at the Perth Arena. The Senior Choir performed at our Anzac Day ceremony where they sang “War Medley” and “Our Heroes Today”. They performed a repertoire of ten songs as part of The Massed Choir Festival at the Perth Concert Hall in September. The Senior Choir also performed at the school’s Christmas Concert at the end of the year.

The Taiko drumming group has continued this year. These students performed at the School Fair during Term One and also at the Japanese Assembly.

In addition to class music, students in Years 2 and 3 were able to learn ukulele and there are Instrumental tutors for the students in Years 4 to 6 in the Band Programme. The two school bands performed at the School’s Anniversary Fair in Term One. They enjoyed a band camp weekend at Camp Wattle Grove and the Year 6 Band performed at our Anzac Day commemoration. The Junior Band performed at a Band Bash at Rostrata Primary in Term Three. The Senior Band performed at Crown Theatre for the WA Government Schools Music Society Concert Series. Both Bands performed at Leeming Bowls Club for a fundraising concert and the annual Year 5 Band Bash took place at Banksia Park Primary. The Year 6s had a Band Bash at Winthrop Primary. The finale of the year was the “One Night Only” concert where both Bands and soloists performed in our school’s undercover area in December.

## **Languages (Japanese)**

The focus was on listening and speaking, viewing, reading, writing and cultural understandings through a range of specific skill-focused and integrated Japanese tasks. The students continued to expand their understanding and use of basic Japanese language including topics such as talking about themselves and their families, what someone does during their day, traditional folktales, shopping related conversation, and comparing Japanese and Australian cultures. The Pre-Primary classes participated in the Australian Government’s Early Learning Languages Australia (ELLA) program, in which the school was provided with digital, play-based learning tools to use in the classroom. The Semester Grades across all years were comparable with like school distributions

The Japanese Assembly in Term 2 involved representations from all classes in the school. Also the Taiko Club performed and some Year 2 students performed the song *Akachan Same* (aka *Baby Shark*). Senior students acted as bilingual comperes for the assembly. Kimono design decorations for the assembly were created by students. As the assembly coincided with Mufti Day, students were encouraged to dress in Japanese-related clothes or costumes and were able to show off their outfits during the costume parade.

Senior students participated in the Japanese Language Teachers' Association of Western Australia Contest where they created their own calligraphy. The best examples in Years 4, 5 and 6 were entered into the State-wide interschool competition. Unfortunately, none of the BPPS students won their divisions, but still received a certificate and small *fudepen* calligraphy brush for participating.

All students in the school learned Taiko Drumming basics with the visit from Kiyomi Sensei. They were taught how to drum with correct technique, drumming discipline, and how to keep the school's gomibako (rubbish bin) drums in top condition through safe handling.

As part of Book Week with its 'Reading is my secret power' theme, students created Japanese language superhero manga covers, which were displayed in the library. There were two Japanese culture related clubs this year. Heald Sensei assisted Marwick Sensei in running the weekly Taiko drumming club on Wednesday mornings. The Taiko Club performed at the School Fete, as well as the Japanese assembly. A weekly Friday lunchtime *anime* club was also popular with students.

The Japanese classroom was open during Parent Night for students to demonstrate to the parents what they had learned. Many students and their parents visited the Japanese room.

## **Health and Physical Education**

All teachers utilised the WA Health and Physical Education Curriculum for planning, teaching and reporting. Analysis of SAIS data made direct comparison to students in like schools. These comparisons indicated that BPPS students have Physical Education results that are higher. In Health the grades are higher than that of like schools in Years One, Four and Six whilst the other year levels at BPPS grades are similar to that of like schools. Collaborative meetings with other schools in the Leeming Cell were an important strategy to ensure consistent judgements using the Achievement Standards and SCSA exemplars.

The school provided a minimum of two hours for physical activity each week focusing on the development of physical skills across all years. The Physical Education specialist and class teachers planned for the development of hand-eye coordination in throwing, catching and hitting small balls for games such as cricket, tennis and hockey. Developing game awareness and the skills of catching, throwing, bouncing and kicking of large balls for games such as football, soccer, basketball, cricket, flag belt rugby and netball were our major foci.

The overall physical skills of the students at BPPS are very good. Participation by all students in the recent Faction Athletics Carnival and Inter-School Athletics carnivals by the Year 3 to 6 students allowed them to implement the skills practised in Physical Education lessons into realistic, competitive and enjoyable practical situations. The changes to our Athletics Carnival scoring and event participation methods increased participation in all events so that all students were recognised and respected for their contributions and were able to enjoy participating in events they previously were unable to - such as throws, long and triple jumps, 200m, 400m and 800m races. In 2019 we continued the selection process for Championship events and now all students are invited to participate any events they choose.

2019 has been a successful year for the teams participating in other Interschool Competitions. In recent years the enrolment numbers have decreased resulting in Year 4 students being included in

many of the interschool teams and our students have performed above expectations. Some of the 2019 results showed how the students are performing at a high level in a variety of sports. The Boys Cricket team were runners-up in the SCISA Carnival, the Girls Cricket team performed well throughout the competition, the Boys Soccer team won the Southern Regional Open Championship Grand Final and reached the State Championships semi-finals for the first time. The Boys Soccer team were also Champions in the Winter Carnival, the Hockey team came second, the A and C Netball teams won their respective Winter Carnival competitions, with the AFL Football team coming third. The League Tag A were first and the B and C teams were third in their competitions, the Boys Basketball team reached the Semi Finals of the Willetton Championships with the Girls reaching the Grand Final. Our Cross Country Team won the Meritorious Shield (which is based upon enrolment numbers). Banksia Park PS came second overall in the Interschool Athletics Carnival, won the Meritorious Shield and came third in the Team Games Shield.

The continued support of the parents sharing their expertise by coaching and supporting the students has been invaluable and greatly appreciated by the school. Their enthusiasm has helped to develop exceptional team work and sportsmanship in our students.

Edu-Dance was again very successful with students from Pre-Primary to Year Six participating. The culmination was another enjoyable end-of-term two concert attended by many parents and family members. Yoga classes continued in Term Three for Pre-Primary to Year Three.

The *Be You* Initiative has been an on-going commitment, as a whole school focus, since the commencement of 2019 (after the KidsMatter Initiative we utilised was discontinued) and is being embedded through our SEL (Social and Emotional Learning) programs. Professional Learning for staff focused on the five domains of: Mentally Healthy Communities; Family Partnerships; Teaching; Early Support; and Responding together. The Staff and the parents who attended a specially organised workshop with renowned author and presenter on Bullying and SEL, Erin Erceg were able to gain valuable insights on how to deal with bullying, social media and social and emotional learning issues. Teachers provided interesting real life strategies obtained from the Friendly Schools (*BeYou*) resources for the students to adopt in their daily interactions with others.

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## Photographs from some of our exciting 2019 events.....



Faction Swimming Carnival



Easter Hat Parade



Band Weekend



EduDance



Faction Athletics Carnival



Parent Open Night

## Improvement Intent for 2020

Our ongoing targets for improvement are clearly articulated in the new 2020-22 Banksia Park Business Plan. In summary, the overall aim is to improve student outcomes in all facets of education so that every child achieves his/her potential.

In particular, Banksia Park Primary School will continue to focus its efforts on the improvement of the Literacy and Numeracy skills of all students. This is related to the targets associated with continued improvement in the achievement of NAPLAN results.

The staff will also continue to reflect on their performance in light of the AITSL standards. This also includes Peer Observation and Coaching. The staff will also work more collaboratively with the other Leeming schools to enhance the moderation of student teaching and assessment.

The school will continue implementing the National Quality Standards for Kindergarten to Year Two. Additionally, we will continue the implementation of the *BeYou* initiative to promote and develop Social and Emotional Learning and mental health and well being in our students. Banksia Park will also continue its work with a “Thinking Culture” to empower students with the language, tools and strategies to engage in a wide range of analytical, critical, caring and creative thinking tasks. This will involve the explicit teaching of thinking skills to all students. These are linked to the demonstration of improved non-academic (Attitude, Behaviour and Effort) outcomes.

Other emphases will include developing excellence in Music, Visual Arts, Japanese and Physical Education (where we have specialist staff), the ongoing development of school sustainability initiatives, and catering for those students who may not be achieving their full potential.

## NAPLAN – National Literacy & Numeracy Assessment

The National Assessment Program Literacy and Numeracy (NAPLAN) is an assessment of all students in all Australian States and Territories for Years 3, 5, 7 and 9. These assessments were conducted in an online environment at Banksia Park PS and were more individualised than the usual pencil and paper test. The results compared student performance in relation to other students in Australia and a National Minimum Standard. Our achievement of the School Targets associated with NAPLAN in 2019 were varied with a number of increases in higher bands of achievement across both year 3 and 5 but also a slight drop for our target of 100% attainment of the National Minimum Standard as shown below.

Individual performance is confidential to the student, parent and teacher but the Banksia Park Primary School percentage of students achieving at or above the National Minimum Standard is:

97% of our *Year 3* students achieved the STANDARD in *Reading*  
100% of our *Year 3* students achieved the STANDARD in *Writing*  
92% of our *Year 3* students achieved the STANDARD in *Spelling*  
94% of our *Year 3* students achieved the STANDARD in *Punctuation and Grammar*  
97% of our *Year 3* students achieved the STANDARD in *Numeracy*

100% of our *Year 5* students achieved the STANDARD in *Reading*  
97% of our *Year 5* students achieved the STANDARD in *Writing*  
97% of our *Year 5* students achieved the STANDARD in *Spelling*  
100% of our *Year 5* students achieved the STANDARD in *Punctuation and Grammar*  
100% of our *Year 5* students achieved the STANDARD in *Numeracy*

Further details and comparisons about these Literacy and Numeracy results may be found at:

- WA Department of Education - Schools Online ([www.det.wa.edu.au/schoolsonline](http://www.det.wa.edu.au/schoolsonline))
- Australian Curriculum, Assessment and Reporting Authority ([www.myschool.edu.au](http://www.myschool.edu.au))

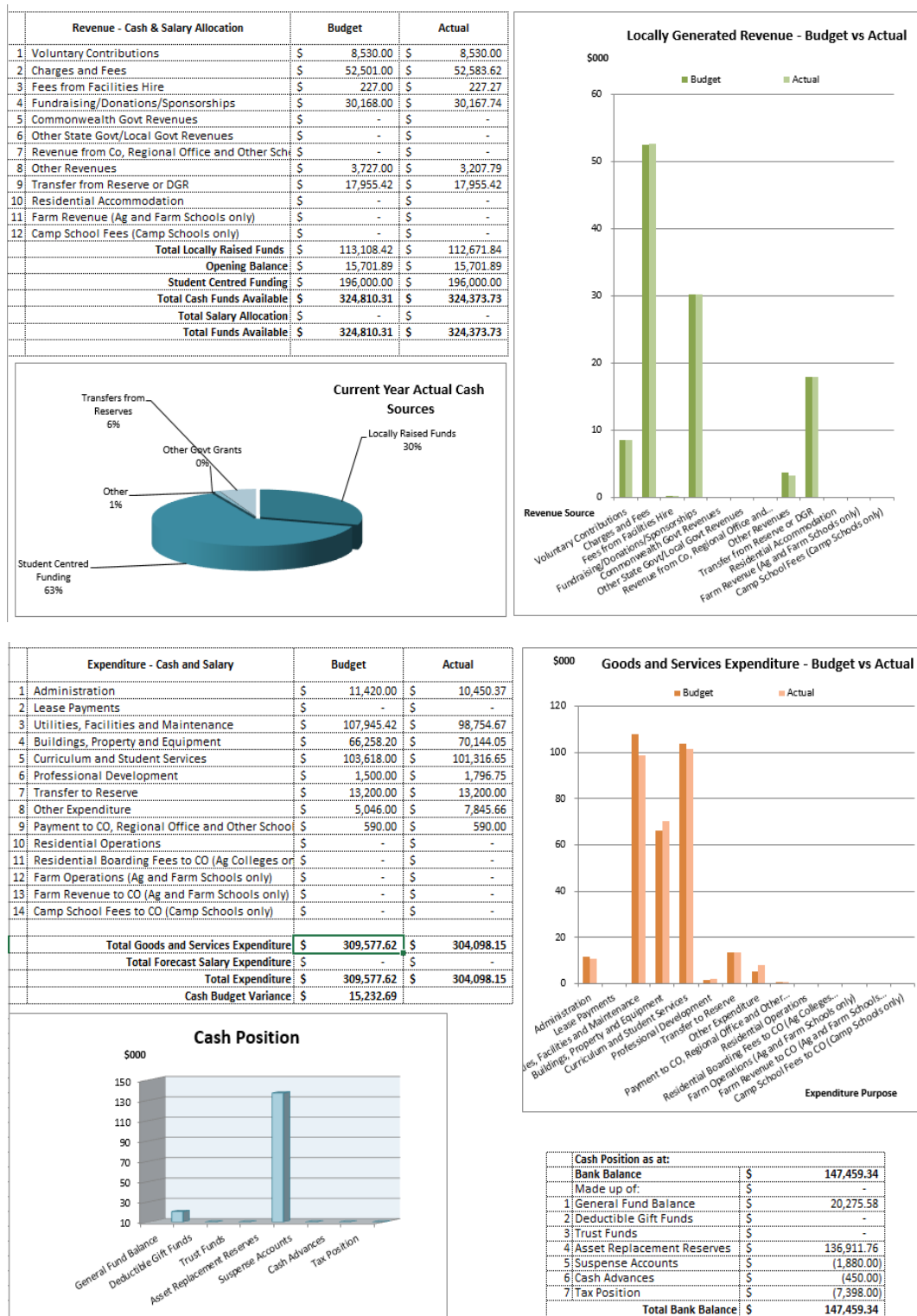


## School Finances

Banksia Park Primary School operated under the Department of Education Student Centred Funding Model (or One Line Budget). The total funding allocated to the school in 2019 was \$2 660 484.

Of this \$170 000 was taken as 'Cash' with the remainder utilised for Salary costs.

The Banksia Park Primary School Financial Summary as at 31 December 2019 was:



It should be noted that some expenses such as communication costs and building maintenance are not included in the budget as they are paid directly by the Department of Education.



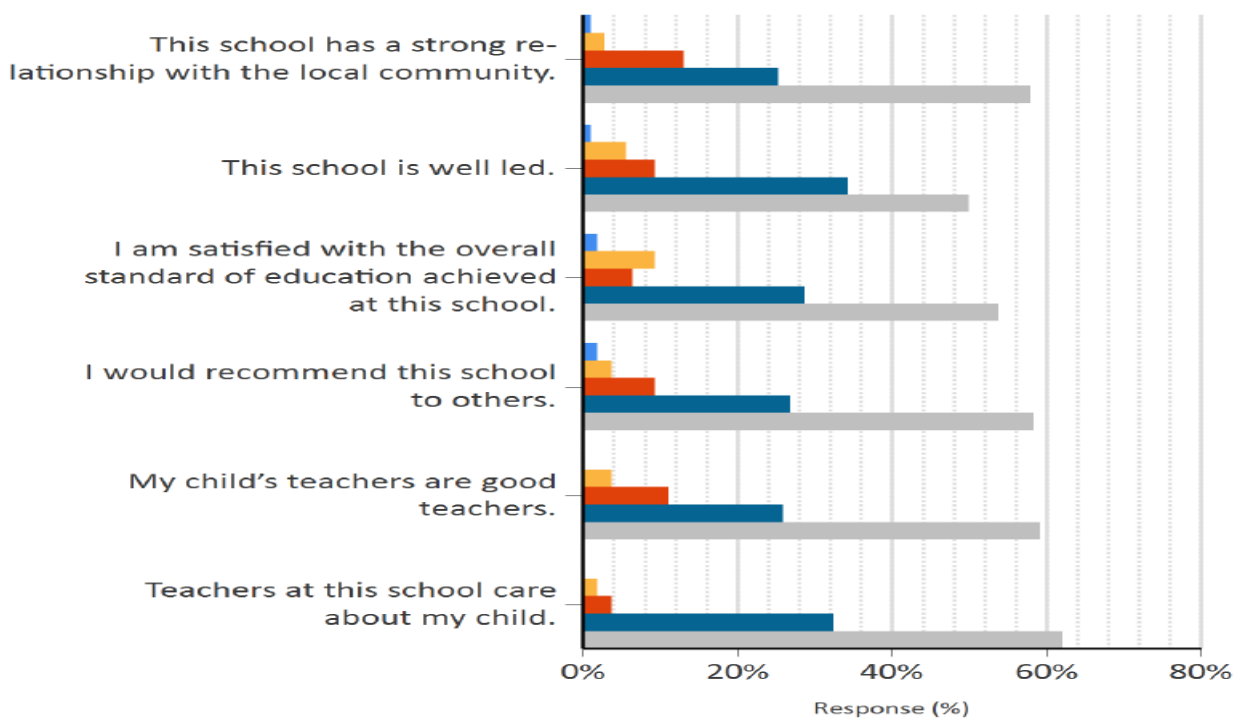
## Parent, Student and Staff Satisfaction

The National School Opinion Survey for parents, students and staff was utilised in 2018. Last year's Annual Report contained the first part of results on a range of topics. The results below complement last year's information.

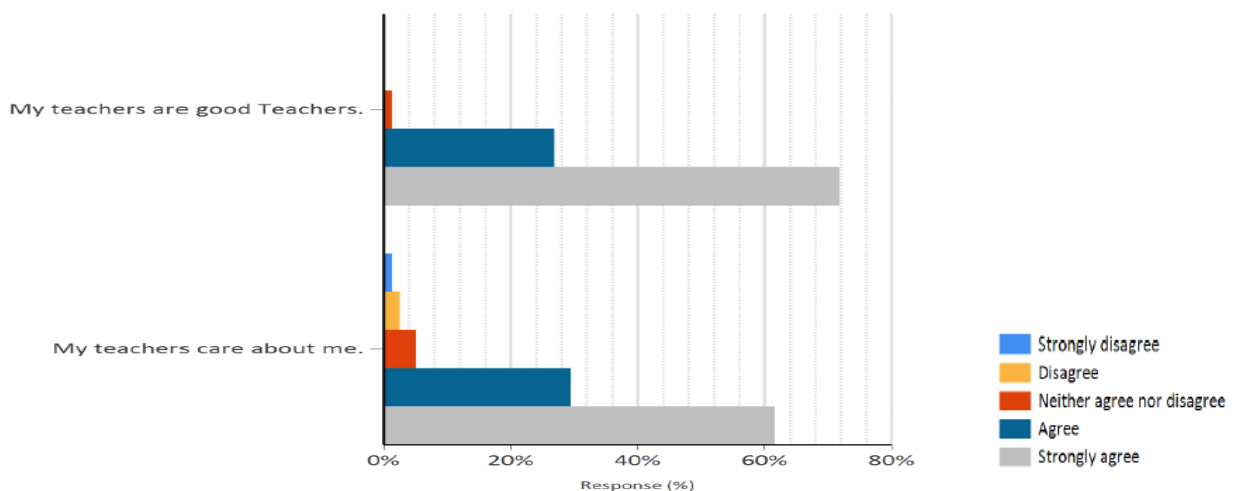
There were 108 responses representing a wide cross section of the school from Kindergarten through to Year 6. All Year 5 and 6 students participated in the Student Survey and the entire staff were encouraged to participate in their survey.

These results indicate ratings between Strongly Disagree and Strongly Agree for all items. The specific results are:

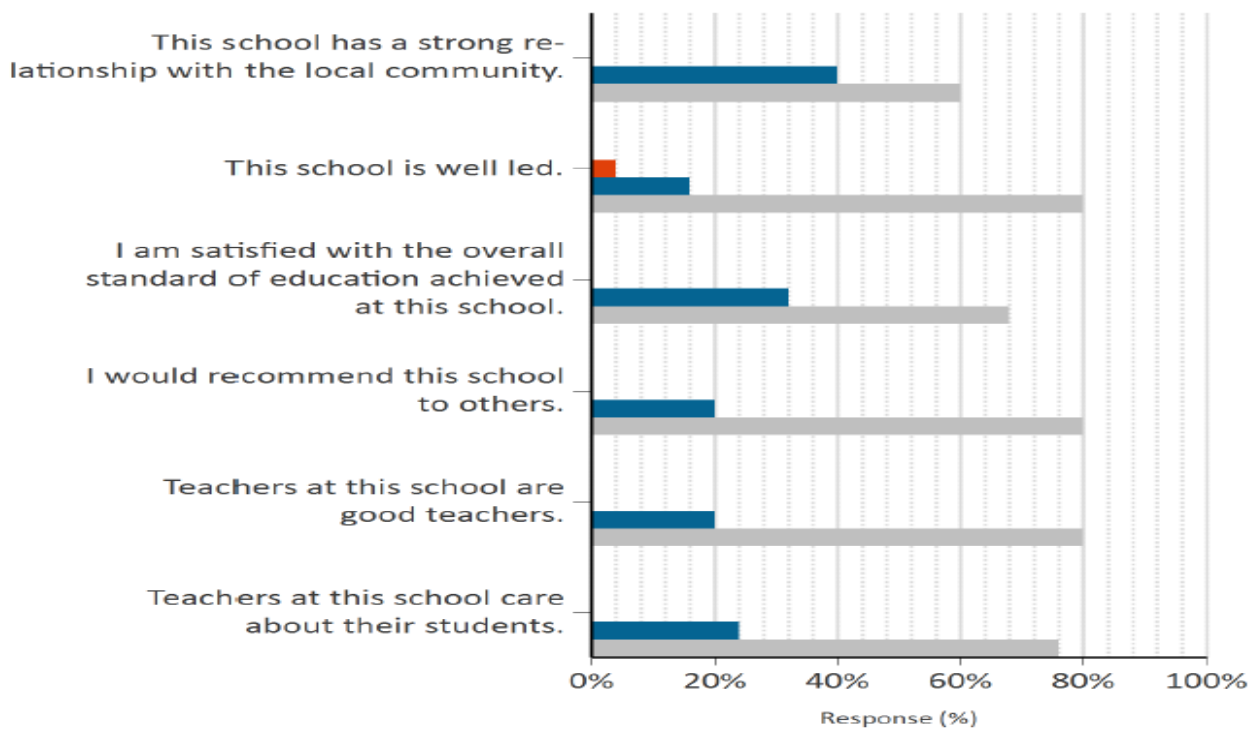
### Parent Results



### Student Results



## Staff Results



Some of the parental comments from the 2018 survey were:

- *A wonderful school where the staff really care about my children.*
- *I am very happy my child attends Banksia Park Primary School. I like the size of the school, the 'family' atmosphere and that the children always look happy.*
- *Excellent work from the Staff and Principal of the School. Thank you for your commitments and dedication.*
- *I believe that the parent community in this school is unique. The parents are very supportive of the school and work hard to make it a better place for their children.*
- *I like the benefit of it being a small school and that the teachers and Deputy and Principal know who every child is and their siblings and family it makes us feel very welcome.*
- *My child loves the school.*
- *I really enjoy the fact that our school feels like it's tucked away in a secluded bushland. I also feel that the chosen topics really keep my child engaged in their learning activities.*
- *It is great the kids can be part of a band. their performances are always fabulous.*
- *My child has enjoyed her first year at BPPS and we are very happy with her social and learning development.*
- *Our family is very lucky to attend Banksia School as we live outside its zone. We chose it due to the great work it does with the students.*
- *Tight knit small community who always look after each other. Wonderful staff and teachers who do their best for children's safety, learning and overall development. Good discipline. Love to be a part of this community.*
- *The office ladies are always so nice and helpful when I need something my child has lost or forgotten. Nothing is too much trouble for them. Thank you.*
- *This is a very lovely school. Thank you!*

## School Profile

Banksia Park Primary School opened its doors on the 1 February 1989. Situated in the suburb of Leeming, the students are housed in attractive air-cooled classrooms with extensive bushland surrounds. School facilities are of a high standard and include a large library, art room, music room, Performing Arts Centre with enclosed covered assembly area, canteen, tennis courts, cricket nets, playground equipment and grassed oval.

The catchment area for Banksia Park is compact and completely built out and we have a significant number of “out of boundary” enrolments. The profile of the neighbourhood is aging but a generational change is starting to occur and a resurgence of enrolments is expected in the future. Over the years a real community spirit has evolved, with parents/caregivers and staff working together to provide the best possible facilities and educational programmes for the students at the school. Students are well behaved and motivated to learn, parents are extremely supportive and the experienced teaching staff is committed and enthusiastic.

Our school has much to offer new residents. The size of the school, the innovative and established education programmes and positive working relationships between staff and parents all contribute to make this school a sought after location for primary education.

## Enrolment Trends

The student population reduced significantly some time ago but has now stabilised and is expected to increase in the future with more generational change in home ownership and some urban infill. Our enrolment of 285 students consisted of 32 Kindergarten, 28 Pre Primary, 29 Year One, 35 Year Two, 37 Year Three, 34 Year Four, 40 Year Five, and 50 Year Six students.

## Student Attendance

Banksia Park Primary School had an attendance rate of 94.8% in 2019. This has remained stable over many years and is comparable with similar schools in the South Metropolitan Education Region and other schools from similar socio-economic areas across Western Australia.

## Student Behaviour

Banksia Park Primary School has an effective Behaviour Management Policy and ongoing parent-teacher contact results in good communication of student behaviours being encountered at school. It is also noteworthy that during excursions and incursions many outside agencies involved with our school continue to make frequent complimentary comments about the outstanding and exemplary behaviour of our students.



**Further information about Banksia Park Primary School may be found at:**

WA Department of Education - Schools Online ([www.det.wa.edu.au/schoolsonline](http://www.det.wa.edu.au/schoolsonline))

Australian Curriculum, Assessment and Reporting Authority ([www.myschool.edu.au](http://www.myschool.edu.au))