



Annual Report 2020

Telephone: 9266 6400

Internet: www.banksiapark.wa.edu.au

Email: BanksiaPark.PS@education.wa.edu.au

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 2020 Banksia Park Primary School Annual Report. My special thanks to everyone for your time and effort again this year during an especially difficult and unusual year as we all coped with the COVID-19 pandemic.

Banksia Park has continued to display excellence in many areas – as demonstrated in the following Learning Area reports. The *BeYou* initiative that aims to improve and support primary students mental health and improve well-being was important as we all dealt with the many “unknowns” during the pandemic. We have attempted to keep the school as normal as possible but some activities had to be cancelled, modified or rescheduled due to State Government COVID-19 restrictions. This year Banksia Park PS underwent a Public School Review process and received many commendations for our great work. A summary is included and a full copy of this report is available on our school website. Banksia Park continued to implement the Departmental Priorities and focused on ongoing improvements in Literacy and Numeracy. Students again 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 both with the normal face to face methodology but also with “Learning at Home” via an online or distance education mode when children could not attend due to COVID-19 restrictions. During this time the parents have been very supportive of our endeavours and also assisted their children as tutors. We sincerely appreciate those parents who assisted in the classrooms, sports events, excursions or in any way during the unusual year. On behalf of everyone I sincerely thank the staff for their substantial and highly valued contributions to the education of Banksia Park students.

Special thanks to the P&C Association, under the leadership of Mrs Maria Wilson 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 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 an unusual 2020.

Martin Humphreys

Principal

School Board Report

During 2020 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 School Budget; discussion of Learning Area Assessments of student data including information from the Semester Reports, School Contributions, Charges and Personal Use Items for 2021; this School Annual Report and involvement in the Public School Review process. At our last meeting the School's Operational Plan and Preliminary Budget for 2021 were ratified. Despite some limitations imposed by COVID-19 we viewed much data during 2020 and the Board has determined the school is continuing to perform well and it is pleased with the progress being achieved by the students.

This year our School Board consisted of 6 parents (Tami Bird, Peter Hammer, Chris Lock, Sarah Long, Clive Nightingall, and Alison Ogilvie); 4 staff members (Ann Andrews, Albert Cianfrini, Jane DiSabato, and Sandy Marwick) and our Principal (Martin Humphreys). On behalf of the whole school community we thank these people for their time and expertise. It is unfortunate that we had a few changes this year and I strongly encourage parents to apply for any vacancies in 2021.

Peter Hammer

Chairperson

Learning Area Reports

At the outset it is important to note that some of the data we would normally collect, analyse and utilise (such as NAPLAN results and comparative “like school” information) for these reports was not available due to the impacts of the COVID-19 pandemic on all schools operations.

English

To ensure a level of high quality instructional skill and curriculum delivery, staff collaborated within their cluster groups and embedded a consistent and supportive approach for the implementation of the various strategies outlined in the Banksia Park Primary School Business Plan. These included the Di Rigg (Kindergarten to Year 3) program, Banksia Park Early Literacy Program (that was extended into the PrePrimary area for children at risk), Phonological Awareness and Spelling Continuums, a whole school approach for development of Comprehension (particularly inferential comprehension), Writing, Grammar and Punctuation Scope and Sequences and the Editing Codes for Writing. All of these included explicit teaching strategies.

Classroom teachers continued to analyse and use individual, class and whole school data to inform their learning programs. The Student Literacy Profile continued to be used to analyse early childhood student literacy progress. The Pre-Primary On Entry Assessment is implemented at the beginning of the year and is analysed in conjunction with report grade data in Year 3, showing progress in the early years in Reading. Standardised Reading and Spelling Tests - South Australian Spelling Test and the Pat-R Comprehension Test, were administered and analysed by class teachers from Year 1 to 6 in November. This data supplemented Report Grade data for future planning, both whole school and in the classroom.

Targeted Professional Learning was focussed on enhancing whole school approaches to English. In this forum there was an emphasis on the moderation of standards and SCSA’s A to E grading as well as sharing strategies for Writing and Grammar within year group levels. Unfortunately, this was done as a school and not a Leeming Cell Group of Schools due to COVID-19 restrictions. Staff continued to implement the use of technology for word processing skills in order to assist students when completing NAPLAN online and accessing remote learning.

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, in order to ensure that they continued to support the individuals learning. The support program has also provided extension in Writing for Years 1 to 6 in order to enhance student outcomes.

	A	B	C	D	E
Pre-Primary	1	13	14	6	0
Year 1	7	9	12	2	0
Year 2	0	9	16	1	0
Year 3	1	11	19	4	0
Year 4	4	12	16	3	1
Year 5	7	12	15	1	0
Year 6	5	23	10	1	1

The grade allocation above showed consistency across year levels with Year 1 and Year 5 receiving more A Grades. The students who received E Grades are on an Individual Education Plan. The majority of the students progressed well as they received a B and C Grades across the school. It is important to note that a C grade is considered to be satisfactory achievement.

The Learning Support Coordinator maintains 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.

Mathematics

Teachers utilised the WA Curriculum for all planning, teaching, and assessment in Mathematics. They collaborated and moderated with like year levels at Banksia Park and, when COVID-19 restrictions are lifted, will work with other teachers within the Leeming Cell of schools for the purpose of validating assessments using the SCSA exemplars that determine the allocation of Semester Grades across the Mathematical strands.

The Pre Primary students undertook the mandatory On Entry Testing in 2020 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.

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. The use of other Mathematical games enhanced skill and knowledge development of all students at Banksia Park PS.

	A	B	C	D	E
Pre-Primary	1	6	26	1	0
Year 1	13	8	9	0	0
Year 2	1	15	8	1	0
Year 3	1	14	19	1	0
Year 4	5	12	15	4	0
Year 5	9	10	15	1	0
Year 6	15	13	9	2	1

The grade allocation above shows consistency across year levels with Year 1 and Year 6 receiving more A Grades. Students across the school who received D and E Grades are on an Individual Education Plan. The majority of the students are receiving a B and C Grades across the school.

The Education Department's SAIS system is normally used to compare the Banksia Park Semester Grade results with the performance of students at like schools. Unfortunately, due to COVID-19, this was unable to be done in 2020. However, Mathematics continues to be a relative strength with most students achieving well in this learning area.

This year the 2020 Australian Maths Competition was available to all students from Year Three to Year Six. Of the 56 students who participated there was 1 High Distinction, 7 Distinctions, 23 Credits, and 23 Proficiency Certificates awarded to Banksia Park students against a pre-set criteria.

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 also continued to develop Individual Education Plans to assist students experiencing difficulties to assist them to develop skills and strategies to meet their individual needs in the Mathematics Learning area. These differentiated learning programs are developed in collaboration with the Learning Support Co-ordinator, School Psychologist and parents/guardians. They are regularly reviewed by the classroom teacher (in conjunction with the parents/guardians) so that the student's individual needs are continually addressed.

Science

Science provided an exciting opportunity for our students to engage in challenging and interesting investigations and projects. As with other Learning Areas, the individual needs and talents of students were catered for and Science also allowed students to take responsibility for their learning through open ended tasks. The staff catered for the diversity of student's individual talents, interests and needs. Science encouraged students to connect with issues from the wider Science community and the global issues that face us as a world community. Staff attempted to instill an interest in STEM and an interest in making a positive contribution to the school and to the wider community as a lifelong commitment. Students at Banksia Park were assessed using the A-E exemplars and generally performed to a satisfactory standard.

Through the Western Australian Curriculum our staff ensured that students developed:

- 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
- 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
- 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 2020 the students at Banksia Park have 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. Earlier in the year (during Home Learning) teachers utilised online teaching platforms that helped deliver Science experiences and knowledge in new and innovative ways and, as expected, on returning to school, classes have continued to be engaged in investigations and lessons which develop an understanding of biological sciences, chemical sciences and physical sciences. Banksia Park participated in the National Science Week 2020 theme - "Deep Blue: Innovations for the future of our oceans".

Humanities and Social Sciences

History, Geography, Indigenous culture, Civics and Citizenship and Economics and Business are embedded into the teaching and learning programs throughout the school as required by the WA Curriculum. Teachers enhanced the implementation of their programs with targeted excursions and incursions. Year level teachers collaborated to ensure continuity of curriculum delivery. The results from the Semester Reporting demonstrated that students are achieving at a satisfactory level.

Technology was used as a tool to enable students to develop their research skills and present their information in a variety of ways. The 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 providing an interactive platform to motivate student learning. The on-line resource “Inquisitive”, an enquiry based learning program, continued to be used extensively throughout the school. This program encouraged higher order thinking skills which is a school priority.

The HaSS Committee led the whole school approach to enhance environmentally responsible attitudes and practices. As a Waste Wise School we continued to implement waste minimisation strategies. Some examples included the use of SITA bins, re-using paper, waste audit and junk play. Staff accessed the Cool Australia website which explored environmental and social justice issues.

Kangaroo Paws were planted by students to aesthetically improve the physical environment of the school grounds and to restore the natural vegetation. During WA Week, the whole school participated in a dress-up day with a WA focus for their costumes and classes explored further aspects of Western Australia. These included special places to visit in WA to complement intra-state holiday plans due to COVID-19. Classes have also studied Indigenous history related to significant sites in WA. The whole school were immersed in Polynesian culture using dance and storytelling to inform and entertain the students. “Mana, the Spirit of Polynesia” embodied multicultural themes, history, geography, the importance of learning about heritage and the power of self-belief.” All classroom HaSS programmes reflected Indigenous Perspectives within their curriculum focus.

Technologies

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

The Report data showed Banksia Park students have a similar performance to previous years. The majority of students received a Satisfactory or Highly Satisfactory grade in both strands.

DESIGN AND TECHNOLOGIES

During 2020 classroom teachers continued to engage students in high quality learning. This involved students using design thinking and technologies to generate and produce solutions for authentic needs and opportunities. Some recent Design and Technology projects have included engineering block constructions, 3D robots, designing boats, Viking longboats and a senior class project that involved designing and building floatable self-propelled boats. These boats were tested for seaworthiness on a pond. Other projects included the design of bicycle helmets that students want to wear, a continuation large scale construction of play zones with junk materials and designing and building Marble Mazes. Classes continued to explore cross curricula projects where they have been working on Art, English and Mathematical tasks such as creating large scale models.

DIGITAL TECHNOLOGIES

In Digital Technologies students used computational thinking and information systems to define, design and implement solutions. It provided students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies enabled students to be innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

In 2020 students across all year levels have engaged in Digital Technologies tasks on desktops and iPads. During the later weeks of Term 1 all classes were engaged in a period of online learning using various platform with Connect being the prime source of contact between the classroom and home. Many classrooms used Webex conferencing as a means of engaging with students. These

platforms were well received by students and certainly improved overall ICT skills despite the very hasty nature of implementation due to COVID-19 restrictions.

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 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 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 Initiates and STEM and Science in the Classroom.

The iPads were also utilised in Music to improve reading music notation and to create a recorder tutor for lower grades. Art Extension classes have used iPads to digitally replicate art styles of famous artists. Japanese learning utilised the iPads for oral and spoken language activities.

The Arts

VISUAL ARTS

The creativity and the thinking skills of our Banksia Park artists were explored and developed in a number of different ways during 2020. Students spent a number of weeks in semester one, self-directing their subject matter during their COVID-19 absences. Using their personal sketch pads as a visual diary, students captured a pictorial representation of their daily life. Everything from daily events and experiences, personal experiences and reflections, random creative injections of artwork from a range of inspirations. Students explored a range of materials and complemented this with a plethora of written texts. This included written summaries, inspirations, concepts, poems, rhymes, quotes and questions. It was a combination of a tradition written diary and a collection of artistic works and ideas. The parent night provides the perfect forum for a large selection of these sensational personal expressions to be exhibited.

The 2020 art enrichment students completed a considerable body of work in term 2, in the form of art history research. Delving into the world of Australian artist Bret Whitely and New York subway artist Jean Michel Basquiat, the students took inspiration for their own paintings. Both acrylic paintings on canvas and a collection of paintings on 3D objects were created. These works and many others were showcased by our talented art enrichment students at their Art Assembly

Students had several significant opportunities to develop their ability to respond and interpret art appropriately. Upper school students created a piece of art which required them to interpret symbolic meaning and communicate these ideas in their own piece. This began with a visual analysis of a music video by the band "The Black Eyed Peas". The Middle school focused on responding and interpreting the art of others by reflecting on the elements and techniques used by West Australian artist, Jimmy Pike. This provided a wonderful opportunity for students to continue using and expanding on, a large bank of visual art terminology.

All of the above achievements are reflected positively in the school's Report results. Almost all year levels achieved better results than in 2019. Specific improvement was noted in Years 1 and 2 with vast improvement in Years 5 and 6. This demonstrates a generally pleasing upward trend across the school.

MUSIC

Students from Pre-Primary to Year 6 continued to study the Kodaly Methodology. This introduced students to musical concepts through folk songs and is aligned with the WA Curriculum. Students from Pre-Primary to Year 3 learnt 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 and increased their repertoire of songs. They have also been using the solfa names for the pitches such as so, mi and doh. They have been learning to keep a steady beat and understand rhythm through repertoire and games they have learned. Students in this group have listened to Art music and responded with creative movement and dance which allowed them to visually demonstrate the dynamics in the music. All students have been clapping the rhythms of songs they have learned and have studied the elements of Music.

Students in years PrePrimary to Year 3 have been learning and performing rhymes which allowed them to distinguish between their speaking and singing voice and allowed them to practice sounds which aid their literacy development. The Kindy classes attended music once a fortnight during Term Three for half an hour to let them become accustomed to the music room.

Students in the Year 3 class are learning to perform the limited note range songs they know on Xylophones and have also been learning to perform accompaniments on tuned percussion. This has introduced them to an instrument with a different timbre and is 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.

The older students have been learning Folk songs on the recorder. They learn the rhythm and solfa of the songs, then the note names of the songs before they move onto playing the songs on their recorders. Once they have mastered the songs they perform 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 gives the students who are in the audience an opportunity to practise their audience etiquette. Performing songs from sheet music gives the students an opportunity to practise reading notation on the treble clef, which is relevant to the instruments we have in the music room and will be beneficial to those students participating in instrumental lessons and the band program.

The Banksia Park Junior Choir hoped to perform at One Big Voice Festival at Perth Arena but this was not possible due to COVID-19 restrictions. They learnt a repertoire of eleven songs and these were performed in our CAA. Unfortunately, the Massed Choir Festival, for the Senior Choir, was also cancelled. However, two of our students had had their artwork featured on the Massed Choir webpage. Their artwork was also featured on the lyric videos for these songs.

The Senior Choir was unable to perform at the School Anzac Day Ceremony due to COVID-19. They had practised two songs "War Medley" and "Here you Lie". A Taiko drumming group has continued this year. They performed at the Japanese Assembly and also "March On" for our Faction Athletics Carnival.

The P and C funded new Choir shirts which look fantastic and should last for many years to come.

SCHOOL BANDS

Twenty-two new students enrolled in the band programme in 2020. The Year 6 Senior Band commenced working on repertoire for the School Anzac Ceremony but the event was cancelled due to COVID-19. In Term Two the Year 5 and 6 students combined to become Senior Band and the Junior Band commenced as a group after a term of instrumental lessons. The Year 5 students attended their Band Bash at Winthrop PS with Rostrata PS. The Year 4 group had their Band Bash at Banksia Park Primary and the Year 6 Band Bash was held at Rostrata PS.

Due to COVID-19 there were many cancelled events and limited performance opportunities. The highly anticipated performance for WAGSMS (at the Crown Theatre) was not possible. The Band Weekend Workshop at school was also delayed until Term 4. The Year 4, 5 and 6 students rotated between instrumental tutorials, band rehearsals and recreational activities.

The annual Banksia Park Bands Fundraising Concert was delayed but eventually held at the Kardinya Community Hall. The final and very successful performance event for the bands was the “One Night Only” concert in our Covered Assembly in December.

Languages (Japanese)

The 2020 focus was on listening and speaking, viewing, reading, writing and cultural understandings through a range of both specific skill-focused and integrated tasks. The students have continued to expand their understanding and use of basic Japanese language, including as talking about themselves and their families, their homes, what someone does during their day, traditional folktales, and comparing Japanese culture with Australian culture.

The Pre-Primary classes participated in the Australian Government’s Early Learning Languages Australia (ELLA) program where the school was provided with digital, play-based learning tools to use in the classroom.

The Japanese Assembly involved representation from all classes in the school. The Taiko Drumming Club also performed at the Assembly. The students in Area 14 heralded the coming of spring with the song *Sakura Sakura*, accompanied by flute instrumental students. Students from the senior block acted as bilingual comperes for the assembly. After the enthusiasm of Japanese Mufti Day in 2019, this was again held in conjunction in 2020. Students were encouraged to dress in Japanese-related clothes or costumes which they were able to show off during assembly.

A number of students participated in the Japanese Language Teachers’ Association of Western Australia (JLTAWA)’s Japanese Calligraphy Contest. These students created their own calligraphy and the best examples in Years 3, 4, 5, & 6 were entered into the state-wide competition.

There were two Japanese culture related clubs with weekly Taiko Drumming group meeting on Wednesday mornings. The Taiko club performed for the “March-On” at the school’s Inter Faction Athletics carnival and the Japanese Assembly. The weekly Friday lunchtime *Anime* appreciation club was also popular with students.

The Semester Grades allocated to students in 2020 were comparable with previous years.

Health and Physical Education

Teachers implemented the Health and Physical Education curriculum and continued to develop their understanding of the achievement standards to ensure reporting of student performance is accurate. As analysis of SAIS data with like schools was not available in 2020, but a comparison of Learning Area grade distribution spanning from Semester One 2019 and 2020 for both the Health Learning Area and Physical Education Learning Area showed a very stable grade distribution in Health across the reporting cycles with a greater differential in grade distribution in Physical Education.

The school provided a minimum of two hours for physical activity each week focussing 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. They also developed 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 as these are our major foci.

The overall physical skills of the students are generally very good. Participation in the Faction Athletics carnival by the Kindergarten to Year Six and Inter-School Athletics carnivals by the Year Three to Six allowed the students to put the skills practised in Physical Education lessons into realistic, competitive and enjoyable practical situations.

Due to COVID-19 there were limited opportunities for Banksia Park teams to participate in Interschool Competitions. In-term swimming lessons were cancelled as were the Faction and Interschool Swimming Carnivals. However, the Banksia Park PS teams performed well at the Interschool T20 Blast Cricket Carnival Year 4 to 6. Both the boys and girls teams performed well and came fourth and third respectfully. School participation in the Open Champions Cup and Girls Champions Cup. Both teams performed well with the girl's team qualifying for the State finals. We were able to conduct our InterFaction Cross Country Competition in a slightly modified format and the Interschool Cross Country Team performed very well. As usual our Interschool Athletics team performed well and showed great sportmanship.

Despite the constraints of 2020 the continued parent support and sharing of expertise by coaching and supporting the students has been invaluable and greatly appreciated by the school.

Edu-Dance was again very successful with students from Pre-Primary to Year Six. The culmination was another enjoyable end-of-term concert albeit it in a modified COVID-19 format attended by 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 in 2019 to assist in the students mental health and well-being. The *BeYou* principles are being embedded in the school through its SEL (Social and Emotional Learning) program. Professional Learning for staff will continue and focus on the five domains of: Mentally Healthy Communities; Family Partnerships; Teaching; Early Support; and Responding Together.

2020 Public School Review Report

A Public School Review of Banksia Park was conducted on 15 October 2020 by the Education Department of WA to ascertain how well the school is functioning against the School Standard.

The summary evaluation comment for each of the domains were:

Relationships and Partnerships

High levels of respect for the leadership are evident in regard to the care and support underpinning a culture of teamwork.

Learning Environment

The affirmative tone of the school reflects a strong sense of pride in creating a safe, inclusive and supportive learning environment where stakeholder contributions are welcomed.

Leadership

The executive leadership group is united and credited with providing the vision outlined in annually reviewed planning documents. Staff commitment to the shared responsibility of supporting student learning is facilitated through clear role descriptions and a distribution of leadership.

Use of Resources

Processes contributing the Student Centred Funding Model are well-understood and addressed. The school has consistently demonstrated exemplary levels of finance and resource management.

Teaching Quality

A good reputation based on the quality teaching is highlighted by feedback received and results in many out-of-area enrolments. Processes to manage teacher development and performance are clear.

Student Achievement and Progress

Historically there have been good standards of student achievement demonstrated across the school, engendering community pride. The school is working to identify and target areas where required.

The full Report including a list of commendations and recommendations for each domain can be found at www.banksiapark.wa.edu.au/school/reviewreport.pdf

Improvement Intent for 2021

Our ongoing targets for improvement are clearly articulated in the 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.

In 2020 the Australian Government cancelled these assessments due to the COVID-19 pandemic.

It is anticipated that these assessments will resume in 2021 – continuing in an online format.

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

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

Photographs from some of our exciting 2020 events.....



During COVID-19 we had School Assembly over the PA



The senior students had to design, build and float their boats



Thanks to the P&C we received new furniture for our School Library



The Faction Cross Country was the first whole school event in 2020.

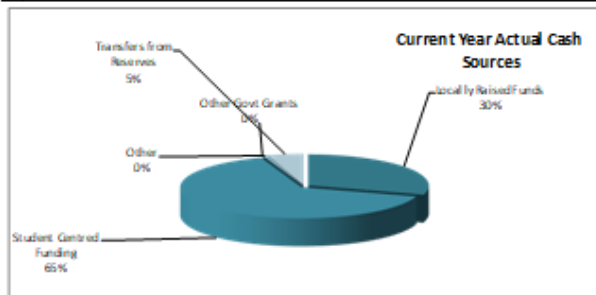
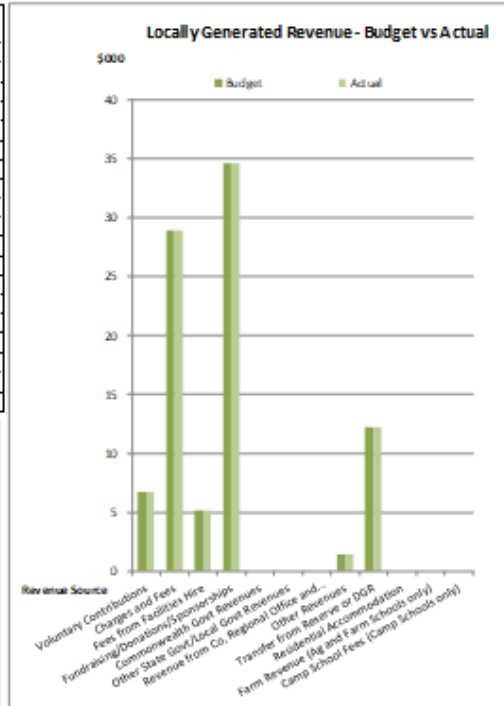
School Finances

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 2020 was \$2 616 269.

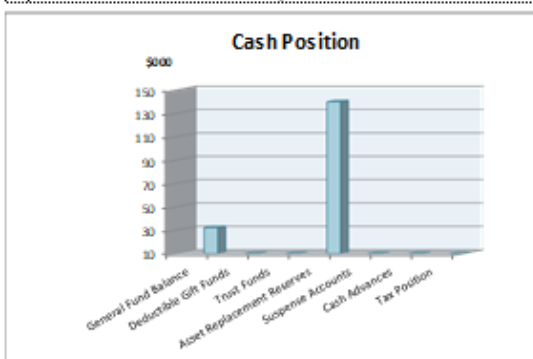
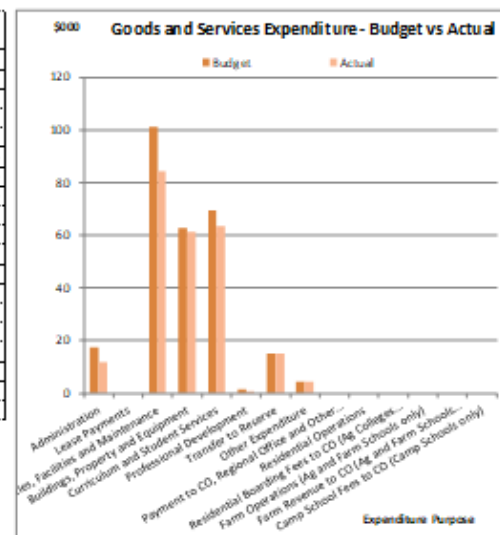
Of this \$150 000 was taken as 'Cash' with the remainder utilised for Salary costs.

The Banksia Park Primary School Financial Summary as at 31 December 2020 was:

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 6,740.00	\$ 6,740.00
2	Charges and Fees	\$ 28,911.00	\$ 28,910.83
3	Fees from Facilities Hire	\$ 5,181.00	\$ 5,181.82
4	Fundraising/Donations/Sponsorships	\$ 34,608.00	\$ 34,607.32
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 1,374.00	\$ 1,369.25
9	Transfer from Reserve or DGR	\$ 12,248.00	\$ 12,248.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 89,063.00	\$ 89,057.22
	Opening Balance	\$ 20,275.38	\$ 20,275.58
	Student Centred Funding	\$ 164,013.00	\$ 164,013.30
	Total Cash Funds Available	\$ 273,351.38	\$ 273,346.10
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 273,351.38	\$ 273,346.10



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 17,413.00	\$ 11,745.61
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 101,296.00	\$ 84,334.92
4	Buildings, Property and Equipment	\$ 62,830.00	\$ 61,321.12
5	Curriculum and Student Services	\$ 69,587.39	\$ 63,562.77
6	Professional Development	\$ 1,500.00	\$ 660.00
7	Transfer to Reserve	\$ 15,200.00	\$ 15,200.00
8	Other Expenditure	\$ 4,297.00	\$ 4,300.90
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 272,123.39	\$ 241,106.32
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 272,123.39	\$ 241,106.32
	Cash Budget Variance	\$ 1,228.39	\$ -



Cash Position as at:	
Bank Balance	\$ 170,452.54
Made up of:	
1 General Fund Balance	\$ 32,239.78
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 139,862.76
5 Suspense Accounts	\$ -
6 Cash Advances	\$ 430.00
7 Tax Position	\$ (1,201.00)
Total Bank Balance	\$ 170,452.54

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

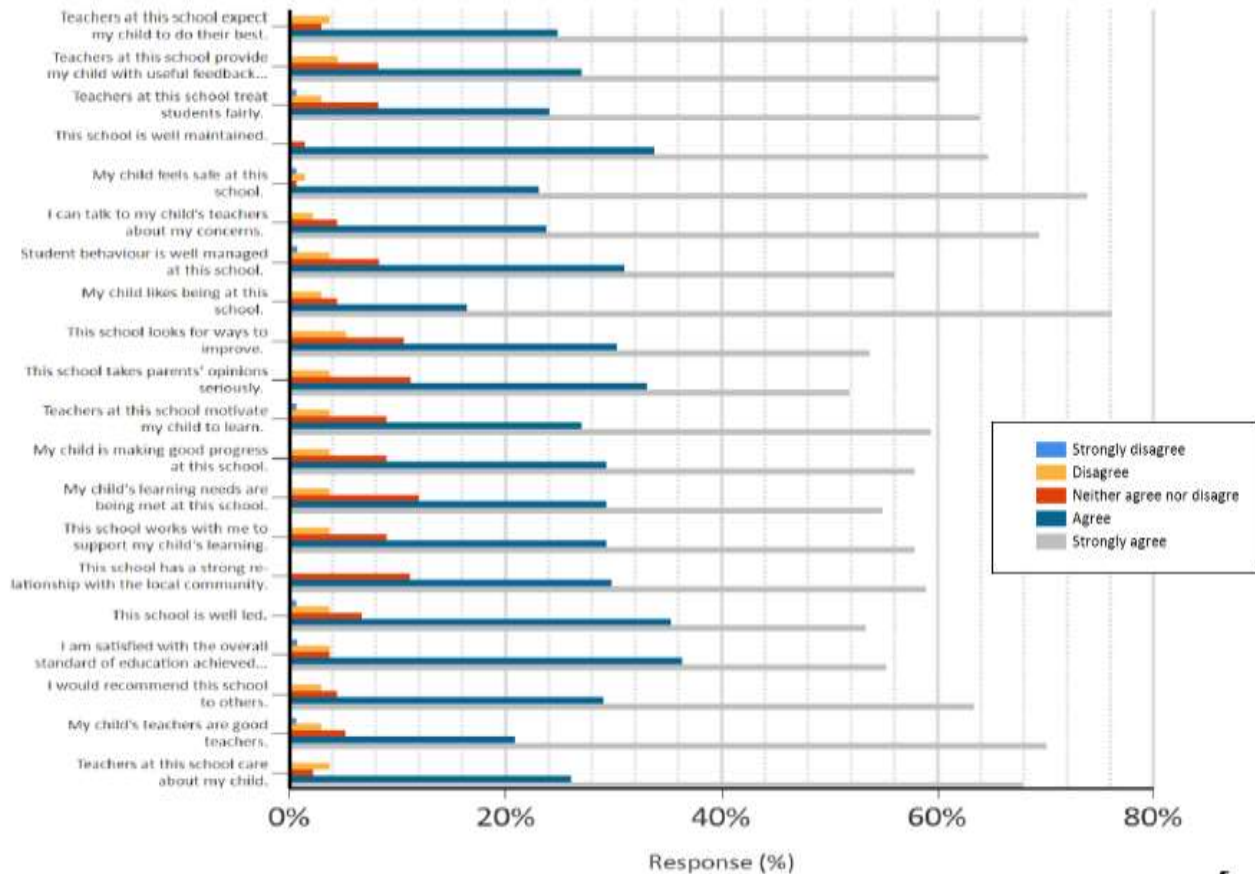
Parent, Student and Staff Satisfaction

The National School Opinion Survey for parents, students and staff was again utilised in 2020.

There were 135 responses (from 188 families) 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:

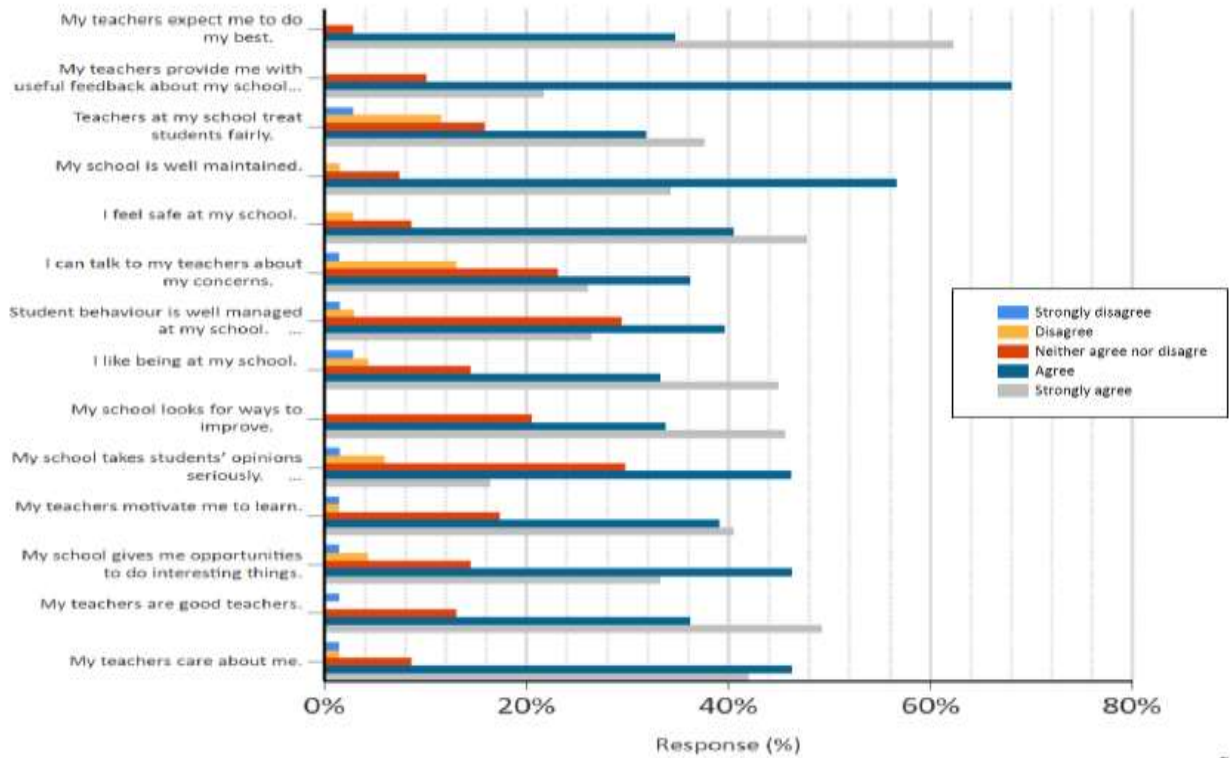
Parent Results



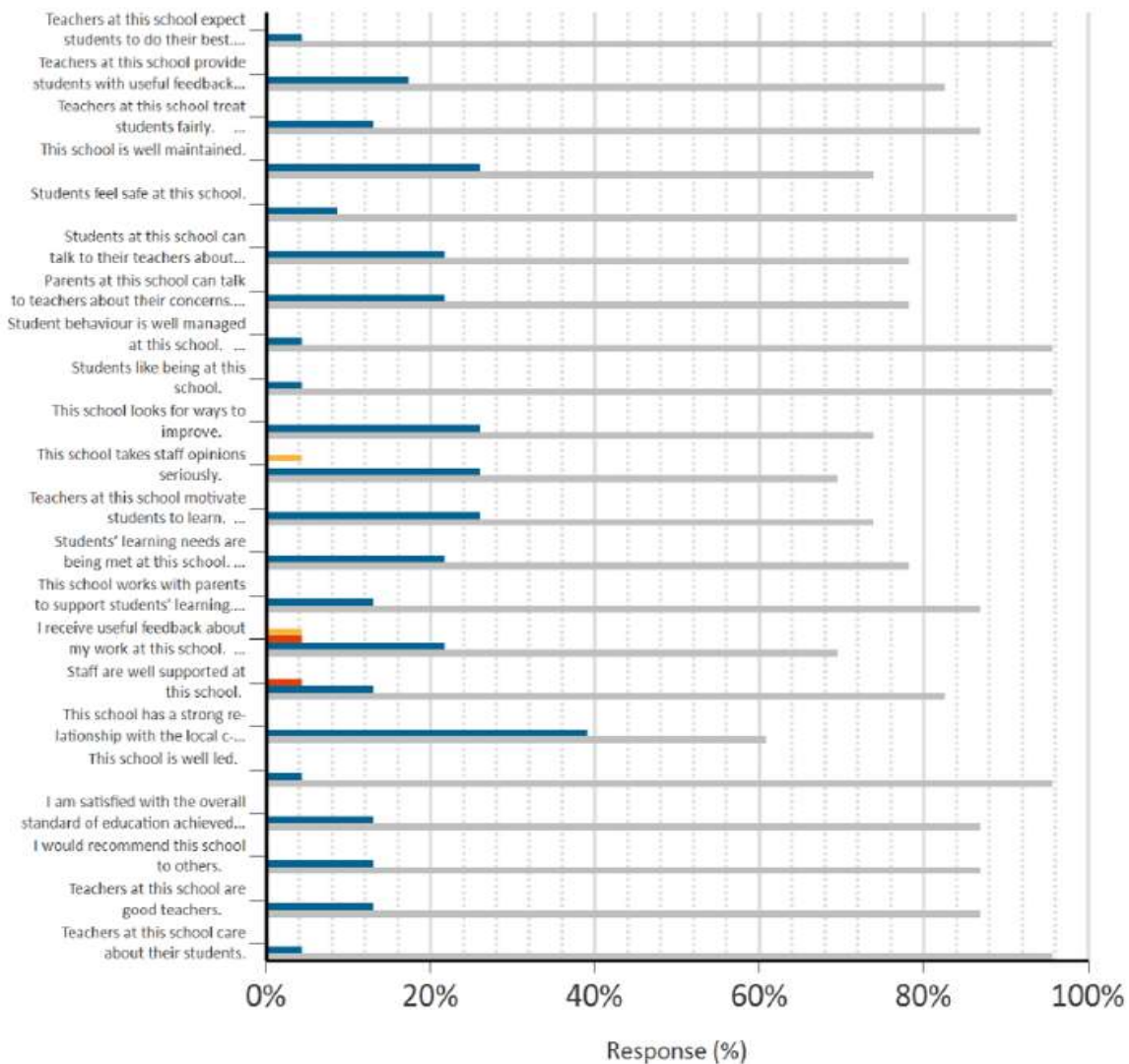
Some of the parental comments from the survey were:

- *Thank you for your work with my children.*
- *We love this school and we are very happy children attend here.*
- *I am extremely happy with the school. It has a great environment and I am very pleased that they attend.*
- *Banksia Park is a brilliant, community-focused school with a staff that genuinely care about the well being and education of my kids!*
- *My son is happy going to school.*
- *Very good school.*
- *Banksia Park is a really wonderful school. Thank you.*
- *My child is in year six and we will be very sad to leave the school at the end of the year. The school has done a great job educating my daughter.*
- *Thank you for being a great little school.*
- *It is good to see some younger staff this year*
- *The school and teachers encourage my child to learn and be her best, she is more confident than before. She loves school, and is very proud of being part of BPPS. Thank you to all the teachers.*
- *We have appreciated all the feedback and support given to us, particularly during this tricky time of not being able to be on site. I have had my child's teacher contact me and be available for discussions. Very happy*
- *We came here from another school - Banksia school is just fantastic.*

Student Results



Staff Results



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 and a generational change is starting to occur with a resurgence of enrolments 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 final enrolment of 273 students consisted of 32 Kindergarten, 34 Pre Primary, 31 Year One, 27 Year Two, 37 Year Three, 36 Year Four, 36 Year Five, and 40 Year Six students.

Student Attendance

Due to the effects of COVID-19 on Attendance Rates during 2020 Banksia Park Primary School is unable to report on this facet of School Performance.

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)

Australian Curriculum, Assessment and Reporting Authority (www.myschool.edu.au)