



Annual Report 2021

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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

As everyone is aware I retired from teaching at the end of 2021 after 47 years working for the WA Education Department and this in my final Report. So, on behalf of the School Board and Staff, I present the Banksia Park Primary School Annual Report. My special thanks to everyone for your time and effort during another difficult and unusual year as we coped with COVID-19.

Banksia Park PS has continued to display excellence in many areas – as demonstrated in the following Learning Area reports. We have attempted to keep the school as normal as possible but some activities had to be cancelled, modified or rescheduled due to the pandemic. Banksia Park continued to implement the *BeYou* strategies to improve mental health in students and also the Departmental Priorities for ongoing improvements in Literacy and Numeracy.

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 in preparation for any necessary “Learning at Home” due to COVID-19 restrictions. During this time parents have been very supportive of our endeavours so we were ready for any eventuality. We sincerely appreciate those parents who assisted in the classrooms, sports events, excursions or in any way during this unusual year. At the end of 2021 Mr David Brown (a Foundation Staff member) retired and we wish him well for his future beyond school. On behalf of everyone I sincerely thank the staff for their substantial and highly valued contributions to the education of our Banksia Park Primary School 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 important social activities including the Discos.

It has been a great privilege and pleasure to have led Banksia Park Primary School for an extended period – in fact the longest time I have spent at any school during my career. Thank you to the school community for your support and I leave with very fond memories of the students, parents, staff and wider community from the last 16 years. This is a very special school and my only hope is that I made a difference and history shows that it is better than when I was first appointed in 2006.

Thank you, Goodbye and Good Luck.

Martin Humphreys

MEd MEdAdmin GradDipCompEd BEd DipT THC FACEL(WA) MACE MACS(Snr)
Principal

School Board Report

During 2021 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 NAPLAN and Semester Reports; School Contributions, Charges and Personal Use Items for 2022; and this School Annual Report. At our last meeting the School's Operational Plan and Preliminary Budget for 2022 were ratified. We viewed much data during 2021 and the Board has determined the school is continuing to perform well and it is pleased with its progress.

This year our School Board consisted of 6 parents (Peter Hammer, Chris Lock, Sarah Long, Clive Nightingall, Tania Quainton and Carlee Williams); 4 staff members (Albert Cianfrini, Jade Creado, 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. I strongly encourage parents to apply for any vacancies that may become available in 2022.

Peter Hammer

Chairperson

Learning Area Reports

English

Classroom teachers continued to analyse and use individual, class and whole school data to inform their learning programmes. The Student Literacy Profile continued to be used to record and analyse early childhood student literacy progress. The Pre-Primary On Entry Assessment was implemented at the beginning of the year and is now analysed in conjunction with Report data and NAPLAN in Year 3 to demonstrate progress in the early years in Reading. Standardised Reading, the South Australian Spelling Test and the Pat-R Adaptive Reading Comprehension Test were administered and analysed by class teachers from Years 1 to 6. This data supplemented Report Grade data and analysis of “like” school data in the Education Department’s Student Achievement and Information System (SAIS) for future planning – both at classroom and whole school levels.

Whilst overall result comparisons with like school data is satisfactory all classroom teachers continued to target the areas of weakness reflected in recent NAPLAN average results where all areas of Literacy showed a slight decline, in particular the progress from Year 3 to Year 5 and also in the Grammar and Punctuation component.

The 2021 NAPLAN results comparing the Banksia Park Performance are:

YEAR 3	Banksia Park Mean	WA Mean	Australian Mean
Reading	456	426	437
Writing	447	426	435
Spelling	448	410	421
Grammar and Punctuation	444	421	433

YEAR 5	Banksia Park Mean	WA Mean	Australian Mean
Reading	517	505	512
Writing	481	481	480
Spelling	507	501	505
Grammar and Punctuation	493	497	503

To ensure a level of high quality instructional skills and curriculum delivery staff collaborated within their cluster groups, embedding a consistent and supportive approach for the implementation of the strategies outlined in the Banksia Park Primary School Business Plan. There was continued support for the whole school development of language strategies and ongoing professional learning for staff. There was an increased focus on extending students in all areas of Literacy with the introduction of extension resources for extension writing in Years 4 to 6. These included SRA 3A Reading Comprehension resources as well as resources for Seven Steps to Writing Success.

For Years 1 to 3 there is a continued focus on consistent strategies as well as remediation in Language areas. These include: Di Rigg (K-3) program, the Banksia Park Early Literacy Program (now extended into the PrePrimary area for children at risk), Phonological Awareness and Spelling Continuums, Heggerty Phonological Awareness Approach K-1, whole school approach for development of Comprehension (particularly inferential comprehension), Writing, Grammar and Punctuation Scope and Sequences and the Editing Codes for Writing. The support program also provided some extension opportunities in Writing for Years 1 to 6.

Targeted Professional Learning focussed on enhancing whole school approaches with an emphasis on moderation of standards and grading as well as sharing strategies for Writing within year group levels. 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.

The 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 formulate 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 so that they continued to support the individuals learning.

Mathematics

Teachers utilised the WA Curriculum for planning, teaching, and assessment. Teachers worked with like year levels and planned work with other teachers within the Leeming Cell of schools. They collaborated in planning, moderating assessment and shared ideas and resources. The SCSA exemplars assisted in making judgements to determine the allocation of Grades across the strands.

The comparative 2021 NAPLAN Numeracy results are:

	Banksia Park Mean	WA Mean	Australian Mean
Year 3	409	395	403
Year 5	510	489	495

The Education Department's SAIS system was used to compare the Banksia Park Semester Grade results with the performance of students at like schools. In the past Mathematics has been a relative strength for most students but this has decreased slightly over time. However, it should be noted that the Business Plan target to increase the number of students in Band 7 or above in Year Five has been achieved. The Business Plan target of an increase in students in Year Three achieving Band 6 or above has not been met when compared to the last cohort. SAIS data shows that Year 5 and 6 students achieved similar grades to like schools. However, the Year Three student distribution indicates the higher graded students are of a lesser number than in like schools. This trend was also noted in the Pre Primary, Year One and Year Two and Year Four grade distributions.

The Pre Primary students undertook the On Entry Testing in 2021 in early Numeracy skills, concepts and knowledge. The results in Numeracy were in the expected range, with a small group of students identified as needing additional attention. The diagnostic results from this testing enabled the teachers to provide early intervention for students at risk.

In addition to the use of a common workbooks for mathematics, differentiated computer and a number of online programs were used to enhance and consolidate mathematical concepts as part of the overall learning programme. This also assisted in the preparation of students for the online NAPLAN testing and remote learning if COVID-19 caused the school to be closed. The use of a variety of games enhanced Mathematical skills and knowledge development and this was supplemented with the purchase of additional resources. Overall, the school is well resourced with a variety of Mathematical equipment.

The 2021 Australian Maths Competition continued to be open to all students from Year 3 to Year 6. Of the 59 students who participated there was 1 High Distinction, 6 distinctions, 16 credits and 25 students who were rated as proficient. As part of the integrated nature of Mathematics and Digital Technologies, especially in the Upper school, students continued working on a variety of "coding" activities to develop logical thinking skills. Prodigy was used in the Upper school for maintaining and extending students in Mathematics.

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 were developed in collaboration with the Learning Support Co-ordinator, School Psychologist and parents/guardians. They were regularly reviewed by the classroom teacher (in conjunction with the parents/guardians) so that the student's individual needs are continually addressed.

Science

Science provides an empirical method of answering interesting and important questions about our biological, physical, and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring, investigating and predicting. Our students engaged in challenging and interesting investigations and projects that nurtured their natural curiosity whilst developing their scientific literacy. As with other learning areas, the diversity of needs and talents of students was catered for individually. 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. An interest in STEM and making a positive contribution to the school and to the wider community was instilled as a lifelong commitment. Students at Banksia Park are assessed for reporting based on the WA Curriculum and, as a school, we perform equal to or above like schools based on the SAIS Grade Distribution Data.

In 2021 the State Government funded the Science Classrooms Project where a spare classroom would be converted into a Science/STEM classroom. Unfortunately, the long term predictions for BPPS showed that all classrooms would be required within a few years so this was not possible. Instead the school received \$40 000 towards the purchase of additional Science and STEM resources.

Banksia Park Primary School's staff provided the teaching and learning of Science consistent with the Western Australian Curriculum and reflects the current pedagogy and trends. The staff also utilised digital technologies to enhance the learning of Science.

An important aspect of our school's Business Plan's emphasis was on environmental sustainability and we continued to implement a whole school approach. The Science Learning Area contributed to this with direct action through the recycling and reusing of a variety of materials including ring tabs, stamps, reading glasses, batteries, bread tags and soft plastics. The school P&C have also introduced drop-off points for aluminium coffee pods and the "Containers for Change" program.

Humanities and Social Sciences

The HaSS area focussed on History, Geography, Indigenous culture, Civics and Citizenship throughout the school as outlined in the WA Curriculum. The SAIS results using Report data demonstrated a similar distribution of outcomes to like schools across all year levels and also comparable to previous years' achievement.

In the History component students accessed an on-line program called INQUISITIVE which employed an enquiry approach to develop their higher order thinking skills. The junior classes explored the past and present family life topic. Within this unit the students investigated the past and learned about the terms which described the passage of time. Thus the historical skills of analysis, chronology and sequencing were addressed. The middle school classes completed an INQUISITIVE unit where the students considered the deep connection that country holds within Indigenous culture. An excursion to the WA Museum further explored the role of dreaming stories.

As part of Geography the upper primary students integrated a unit from a STEM activity which required them to investigate the ways resources are allocated to meet the needs of a community in NEPAL. The students considered the environment, social issues and used their questioning and research skills to lead them towards practical solutions to the problem posed. The task also encompassed an exploration of the Global Sustainable Development Goals where the students were required to reflect upon the Civics and Citizenship aspect of HaSS.

The ZimBoyz performance was a special highlight of our Harmony Day celebrations. Similarly, our ANZAC Day ceremony was again well attended and a very moving commemoration.

The Arts

VISUAL ARTS

The Visual Art Program has been very exciting this year with a new lesson schedule allowing for 90 minute art lessons. This provided an opportunity to connect other subjects through Visual Art.

Junior students expanded their vocabulary of context specific art words which were on display in their classroom as a constantly changing “word wall”. Other students brought science into the art room while growing plants in science and explored the illustrative drawing of a science illustrator. Other students created collages on old maps in the style of Dutch artist Piet Mondrian. The Year Two students completed a visual analysis of the elements of design used by Marc Chagall. They reflected on the fantasy nature of his work and took this inspiration to create their own fantasy pieces. Students wrote short texts describing the way their own work references that of Chagall.

Middle primary students enjoyed literature based projects such as “My Place In Space” where they read the book, created drawings of their place in space and then designed architectural floor plans of their dream homes. They also brought Indigenous dream time stories to the art room where dot painted collages were created.

The topics of Daintree Rainforest and World Biomes were studied as part of the HASS program with painting, collage, writing tasks and sculpture in the art room. Senior students incorporated the social, emotional component of the Health curriculum in to art lessons with many activities and concepts completed using music, drama and drawing. They also brought literature, research skills, writing and art together for a project on the art of David Hockney where students designed their own research writing task having read a news article on David Hockney’s time in Normandy during COVID-19. The written texts produced were insightful, creative, analytical and diverse.

The data analysis of the like schools results showed that Banksia Park performed exceptionally well across all year levels with more As, similar Bs and considerably less C grades being awarded in all Years from 1 to 6. This reflects the high standard of art being produced by Banksia Park students with year 6 being a particularly good comparison.

During 2021 the art enrichment component was added to daily lessons on a one to one basis for children in year 3 to 6. As the need arose some students were offered alternative methods, techniques and mediums to extend them on a personal level and many beautiful creations resulted.

MUSIC

Junior Primary students continued to develop aural skills through the exploration of the elements of rhythm, tempo, pitch, dynamics, form and timbre. They improvised with sounds and simple rhythm and pitch patterns to create music ideas. They recorded and shared music ideas using symbols, notation and movement. These skills and ideas were developed through the Kodaly Methodology. Students experienced music as performers and audience members, learning to sing and play instruments in tune and in time, and responding to changes. An example of this was the use of tuned percussion such as desk bells and boom whackers to perform known songs.

Middle Primary students continued to develop aural skills, improvising, singing and playing pitch patterns and rhythmic patterns in duplex and triple time. They improvised with the elements of music to create musical ideas incorporating tempo and dynamics, and record and communicate their music ideas using graphic and/or standard notation and terminology. Students experienced music as performers and audience members, singing and playing instruments and experimenting with dynamics to improve their performances. Students performed on Recorders, Xylophones and Marimbas and also used desk bells and our coloured xylophones which indicate the pitches and match the desk bells and boom whackers. The favourite songs have included “You Are My

Sunshine” and “Ode to Joy. They also learned traditional folk dances which allowed them to listen to, reflect on, and respond to, the role of music from different times and cultures.

In Upper Primary students continued to develop their aural and theory skills, improvising, singing and playing rhythmic patterns in simple and compound time, and intervals and pentatonic patterns. They improvised, selected and organised elements of music to create music ideas, incorporating dynamic contrasts and imitating stylistic features. They recorded and communicated their ideas using standard notation, music terminology and relevant technology. The students also experienced music as performers and audience members. They performed with developing techniques and expression, maintaining their own part when performing with others. Students explored how to improve musical performance and sustain audience engagement, working individually or collaboratively to apply rehearsal processes. A favourite song this year was the traditional sea shanty “Wellerman” popularised by Nathan Evans. These students have learned about the form (structure) of songs through learning traditional folk dances. They have also learnt more contemporary dances by following the online tutorials of DJ Raphi. “The Cha Cha Slide”.

When comparing the SAIS data from like schools with our Report Data there is a high level of commonality with our students’ sound achievement in this learning area.

The Banksia Park Junior Choir consisting of Year 3 and 4 students performed at the One Big Voice Festival at RAC Arena on 20 August. They learnt a repertoire of ten songs with choreography which they performed as part of a 3 500 voice choir. The Senior Choir consisting of Year 5 and 6 students performed at The Massed Choir Festival on 21 September at the Perth Concert Hall. They learnt a repertoire of eleven songs with “Choralography”. This Choir also sang at our Anzac Day Ceremony where they performed “War Medley” and “Can You Hear The Children Marching?”

Taiko drumming group continued every Wednesday morning before school and they performed at the Faction Athletics Carnival and the Japanese Assembly.

CONCERT BANDS

The renowned Banksia Park Primary School Concert Band program continued in 2021. The Senior Band comprised students from Years 5 and 6 and the Junior Band was mostly year 4 with a couple of Year 5 students who commenced learning an instrument in 2021. At the beginning of the year the Year 5s began as our junior band and then combined with the Year 6s at the beginning of Term 2 - when the new Junior band of Year 4 and 5 students who started learning their instruments at the beginning of Term One was formed. All band students had a 30 minute instrumental lesson with a tutor and a 60 minute band rehearsal every week.

The Bands performed on multiple occasions for the school community. This included at several fundraisers and the end of the year “One Night Only” concert. Each group was involved in a Band Bash with similar cohorts of instrumental music students from Winthrop and Rostrata Primary Schools. The Senior Band performed brilliantly at the Crown Theatre for WAGSMS on 12 August.

Technologies

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

DESIGN AND TECHNOLOGIES

Teachers engaged students in high quality learning where they created solutions for authentic needs. This involved students using design thinking and technologies to generate and produce solutions. Design and Technology projects included engineering, design, construction and evaluation of a range of activities including assessing the strength of the three little pigs house, paper kites, two-dimensional houses, creating scarecrows, block construction, paper planes, helicopters, two dimensional constructions, three dimensional lions, Olympic torches and stadiums. The Squashed

Tomato Challenge investigated transportation in the steep terrain of Nepal. It included construction to explore engineering principles. Classes have integrated Literacy and Technology. Some projects have included *This Is Not a Box* by A Portis and an open ended design task from *Don't Let the Pigeon Stay Up Late* by M Williams to design and make beds for the pigeon.

An analysis of the SAIS Report data showed Banksia Park students have a similar performance to previous years and also like schools. The majority of students at Banksia Park received a Satisfactory or Highly Satisfactory grade in their Semester Reports.

DIGITAL TECHNOLOGIES

Digital Technologies enable students to be innovative creators of digital solutions, effective users and critical consumers of information conveyed by digital systems. At the beginning of the year all staff and senior students attended a learning program and presentation entitled *Surf Online Safe* by Paul Litherland. At the same time parents / guardians were provided with information to improve their knowledge about Cyber safety for both themselves and their children. This highlighted the importance of safe online strategies and habits to improve safety of students and staff online.

Teachers continued to prepare and upskill students in preparation for the possibility of remote learning using Connect (due to COVID) to provide and receive online learning materials. In preparation for online learning, teachers investigated home learning readiness with online parent surveys, reinforced how to access Connect from home, including receiving and submitting learning activities. Teachers have prepared online learning resources and lessons such as providing access to educational websites, digital treasure hunts, linked interactive resources from the Connect Discover platform and web based learning packages.

Other digital technology activities included a variety of coding using Bee Bots, Scratch, Lightbot, Swift Playgrounds, Code Org, Minecraft Education and Code Spark platforms. Students in lower grades are able to sign in to desktops independently and access a range of applications. They use iPad applications including Book Creator, Chatter Pix, Nessy Fingers and Typing Tournament. Students in upper grades integrate advanced digital technologies into their everyday learning. Some examples of applications used include; Kahoot, Inquisitive, Book Creator and HASS Online for both History and Geography.

The SAIS data shows Banksia Park students have a similar performance profile to like schools. The majority of Banksia Park students received Satisfactory to Highly Satisfactory grades and demonstrated slightly higher average scores than like schools.

Languages (Japanese)

The Languages Learning Area enabled our students to learn to communicate in Japanese and also learn about its associated culture. For most of our students, this is the beginning of a second language acquisition but, for others, it may be their third or fourth language.

Learning a language other than one's first language enabled students to gain an understanding and appreciation of societies other than the one that they grew up in, a skill that is valuable in not only multicultural Australia, but as a citizen of the global community. Being able to interact positively with peoples and cultures other than one's own is a practical skill that can be used in our students' future social, cultural, and vocational areas. Through learning another second language, students were also able to further develop their skill and understanding in the English language and of literacy in general. This was especially true when the language commonly used in the school (in our case, English), and the language being learned (Japanese) have significant differences such as the script, grammar and word usage. Thus learning and contrasting the differences can reinforce the student's own understanding of how they use the English language. Japanese remains a useful and relevant language for Australian students to learn. Our country still has strong economic ties with

Japan, both through exports from Australia and imports of goods from Japan, as well as strong tourism ties between both countries when international travel is possible. At our students' personal level, they are often influenced by Japan in the form of popular culture, such as *Anime* television and movies. Many of our students also participate in Japanese martial arts.

The weekly Japanese lessons focus on listening and speaking, viewing, reading, writing and cultural understandings through a range of both specific skill-focused and integrated tasks. All years follow the Western Australian Curriculum for Languages and students have continued to expand their understanding and use of basic Japanese language including topics such as talking about themselves and their families, their homes, what someone does during their day, traditional folktales, and comparing Japanese culture with Australian culture. Students in the senior years have an increasing emphasis on learning to read the characters from the hiragana syllabary, with the ultimate goal of being able to read independently.

Our students also participated in Japanese related activities and events outside of their regular classwork. For instance, in Term 3, students from Years 4 to 6 participated in the Japanese Language Teachers' Association Calligraphy Contest. Term 3 also saw the Japanese Learning Area assembly and Mufti Day, in which most students dressed in some kind of outfit relating to Japan. The Japanese classroom was open during Parent Night for students to demonstrate to their families what they have been learning. Senior students also conversed with students in Japan online, using video conferencing. Students were able to participate in two Japanese related culture clubs – the *gomibako* (rubbish bin) taiko drumming group, and Friday lunchtime *Anime* Club.

The Semester Grades allocated to students were similar to previous years and also similar to like schools when the SAIS data was compared.

Health and Physical Education

Teachers implemented the Health and Physical Education curriculum and continued to develop their understanding of the achievement standards to ensure the reporting of student performance is accurate and moderated. As analysis of the SAIS data with like schools showed a very stable grade distribution in Health across the reporting cycles with a greater differential in grade distribution in Physical Education where Banksia Park demonstrated a higher level of achievement.

The school provided a minimum of two hours for physical activity each week focussing on the development of physical skills across all year levels. 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. Specialised Golf and Inflatable Squash lessons were conducted as part of the normal Physical Education programme.

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

Due to COVID-19, some opportunities for Banksia Park teams to participate in Interschool Competitions were cancelled. However, the cancelled In-term swimming lessons were able to be rescheduled into Term 4, albeit in a reduced and modified format. Both the Faction and Interschool Swimming Carnivals were held as planned.

We were able to conduct our Lapathon, InterFaction Cross Country Competition and the Interschool Cross Country Team and Flagbelt Tag Rugby teams performed very well. As usual our Interschool

teams performed to a high standard despite some very intense competition and showed great resiliency and sportsmanship by supporting and congratulating their peers.

Edu-Dance was again very successful with students from Pre-Primary to Year Six participating. The culmination was another wonderful end-of-term concert albeit that COVID-19 did not allow an audience. However, these performances were recorded and then viewed by both students and parents at a later time. 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 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 continued and focused on the five domains of: Mentally Healthy Communities; Family Partnerships; Teaching; Early Support; and Responding Together – which was especially important and relevant given the current COVID-19 situation. A *BeYou* survey of parents, senior students and staff further enhanced our planning for the next stage of the implementation of this mental health initiative.

Despite the ongoing COVID-19 constraints of 2021 we still managed to conduct many events across the year. Whilst some were again disrupted by lockdowns in 2021 it was the bad weather that caused other cancellations and rescheduling of including the Soccer Championships and both our Faction and Interschool Athletics Carnivals. The continued parent support, understanding of the unusual situations in which we found ourselves in this pandemic, and sharing of expertise by coaching and supporting the students has been invaluable and greatly appreciated by the school.

Photographs from some of our exciting 2021 events.....



Faction Swimming Carnival



Easter Hat Parade



Gardening Club



Faction Cross Country



Senior Band at Crown Theatre



Interschool Cross Country Team



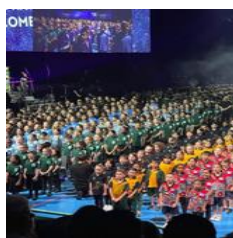
EduDance



Planting Kangaroo Paws



New Hicks Streetscape



One Big Voice



Parent Open Night

Improvement Intent for 2022

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. 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 2021 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:

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

97% of our *Year 5* students achieved the STANDARD in *Reading*
91% of our *Year 5* students achieved the STANDARD in *Writing*
97% of our *Year 5* students achieved the STANDARD in *Spelling*
94% 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:

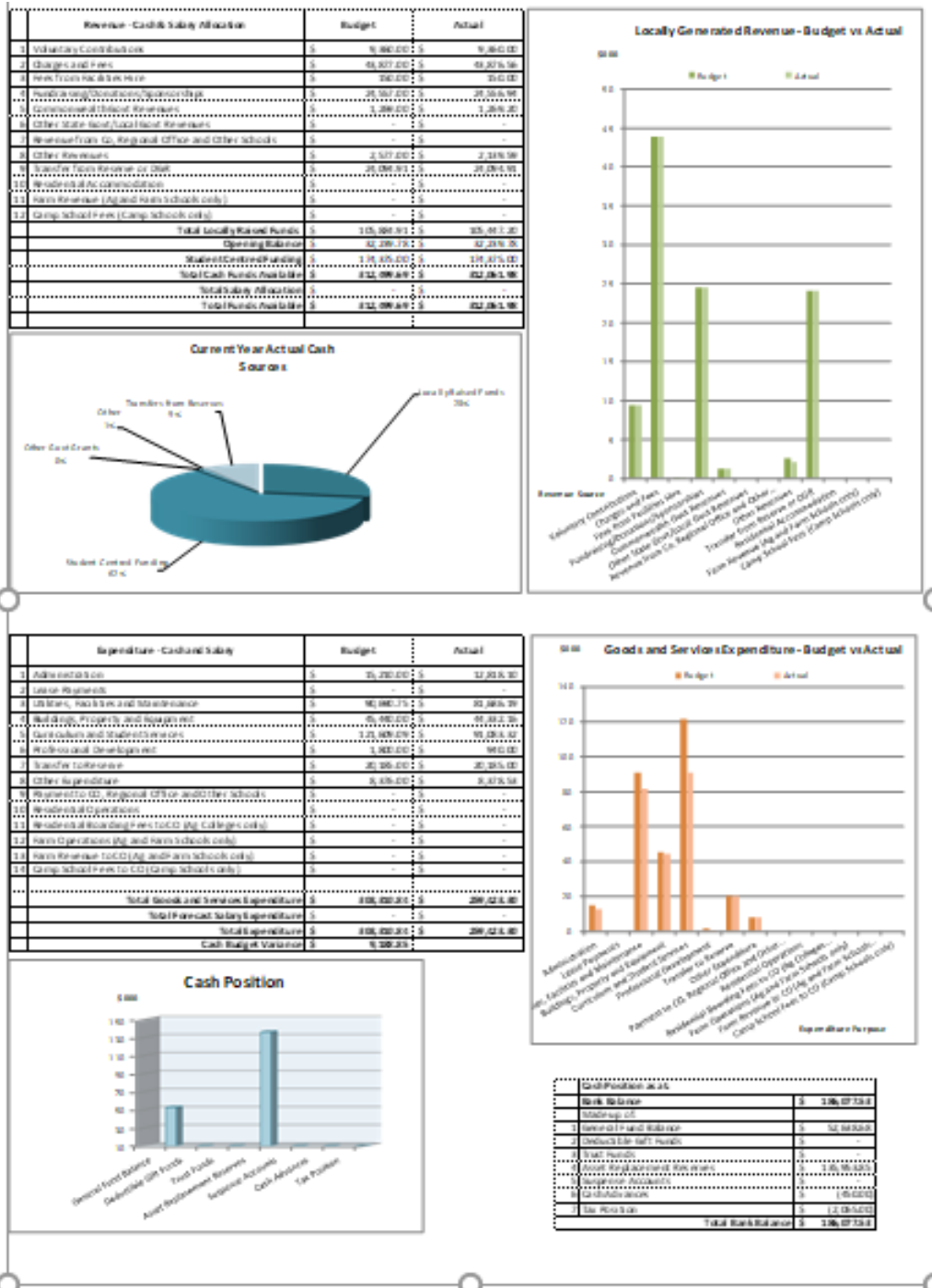
- WA Department of Education - Schools Online (www.det.wa.edu.au/schoolsonline)
- Australian Curriculum, Assessment and Reporting Authority (www.myschool.edu.au)

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 2021 was \$2 644 822.

Of this \$120 000 was taken as 'Cash' with the remainder utilised for Salary costs.

The Banksia Park Primary School Financial Summary as at 31 December 2021 was:



Some targeted funding (the Special Science Grant) was not able to be fully expended in 2021 and will be rolled into 2022. This amount is reflected in the larger than usual General Fund Balance. It should also 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.

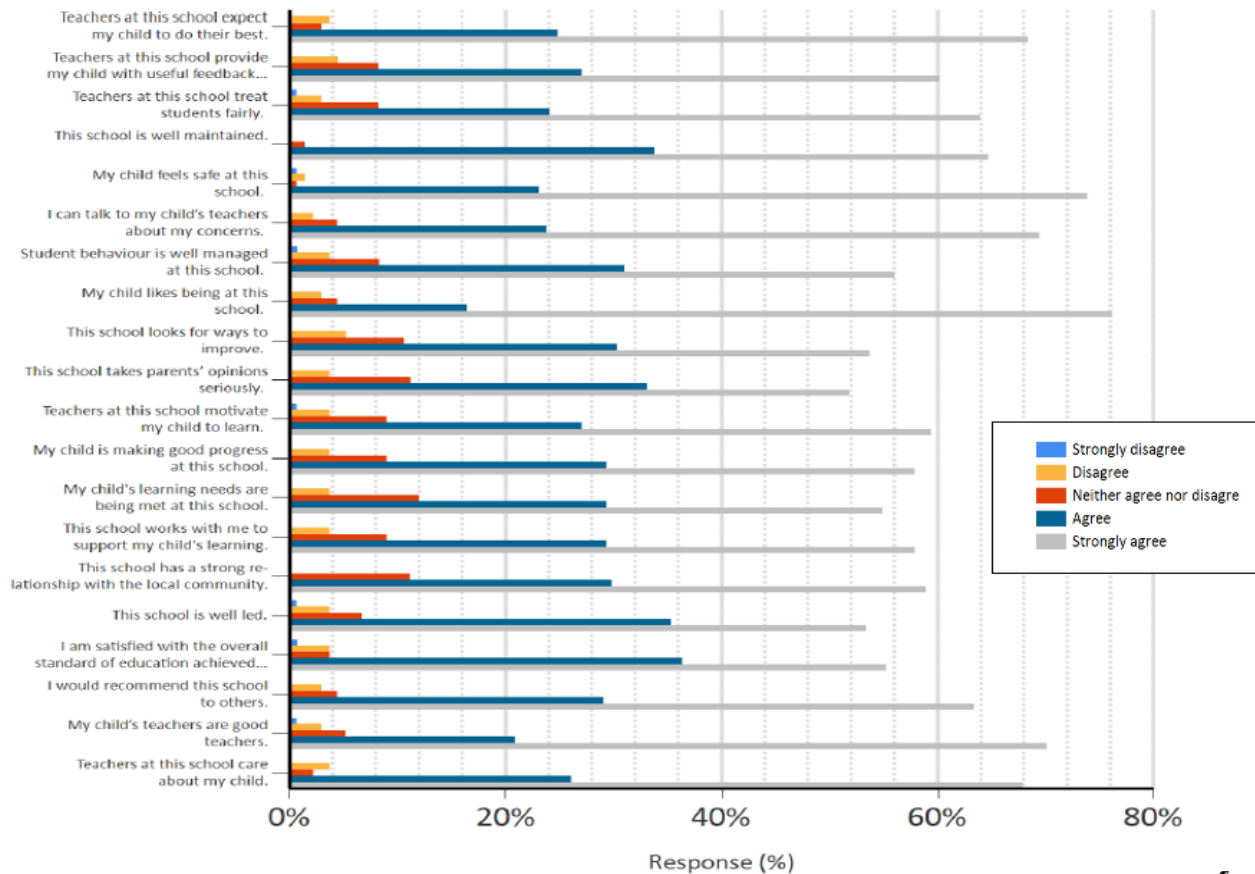
Parent, Student and Staff Satisfaction

The National School Opinion Survey for parents, students and staff was 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:

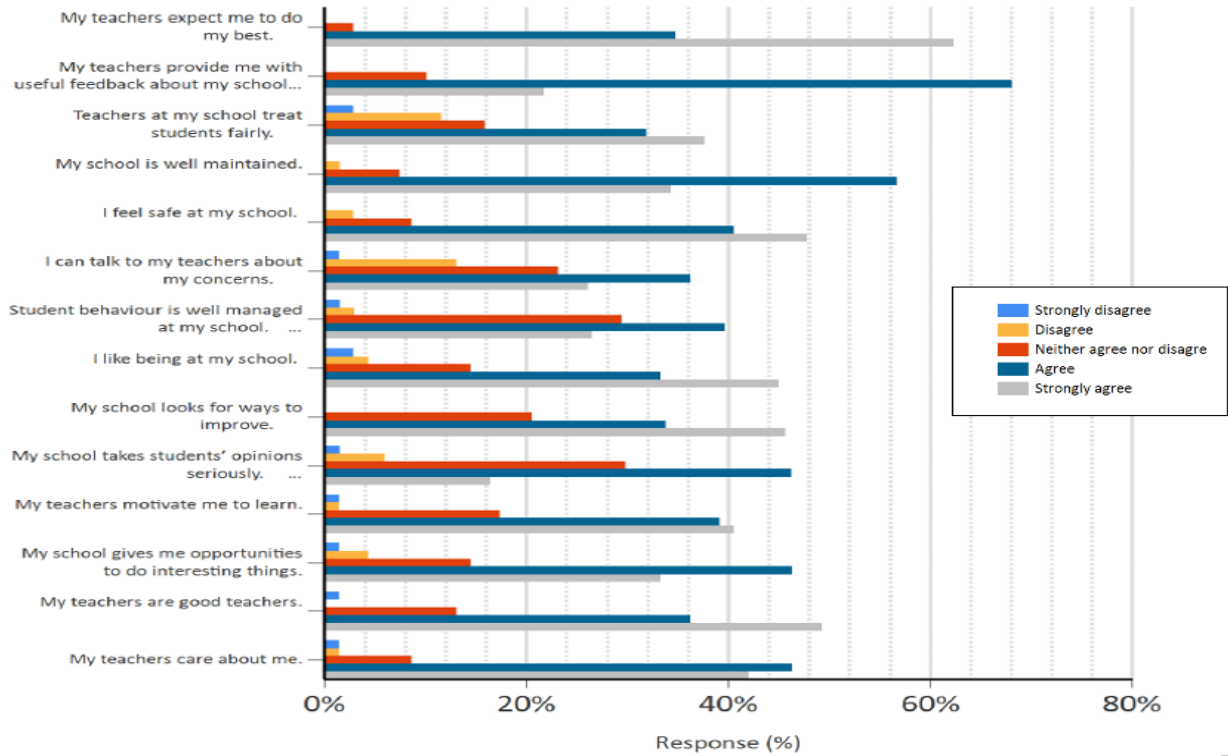
Parent Results



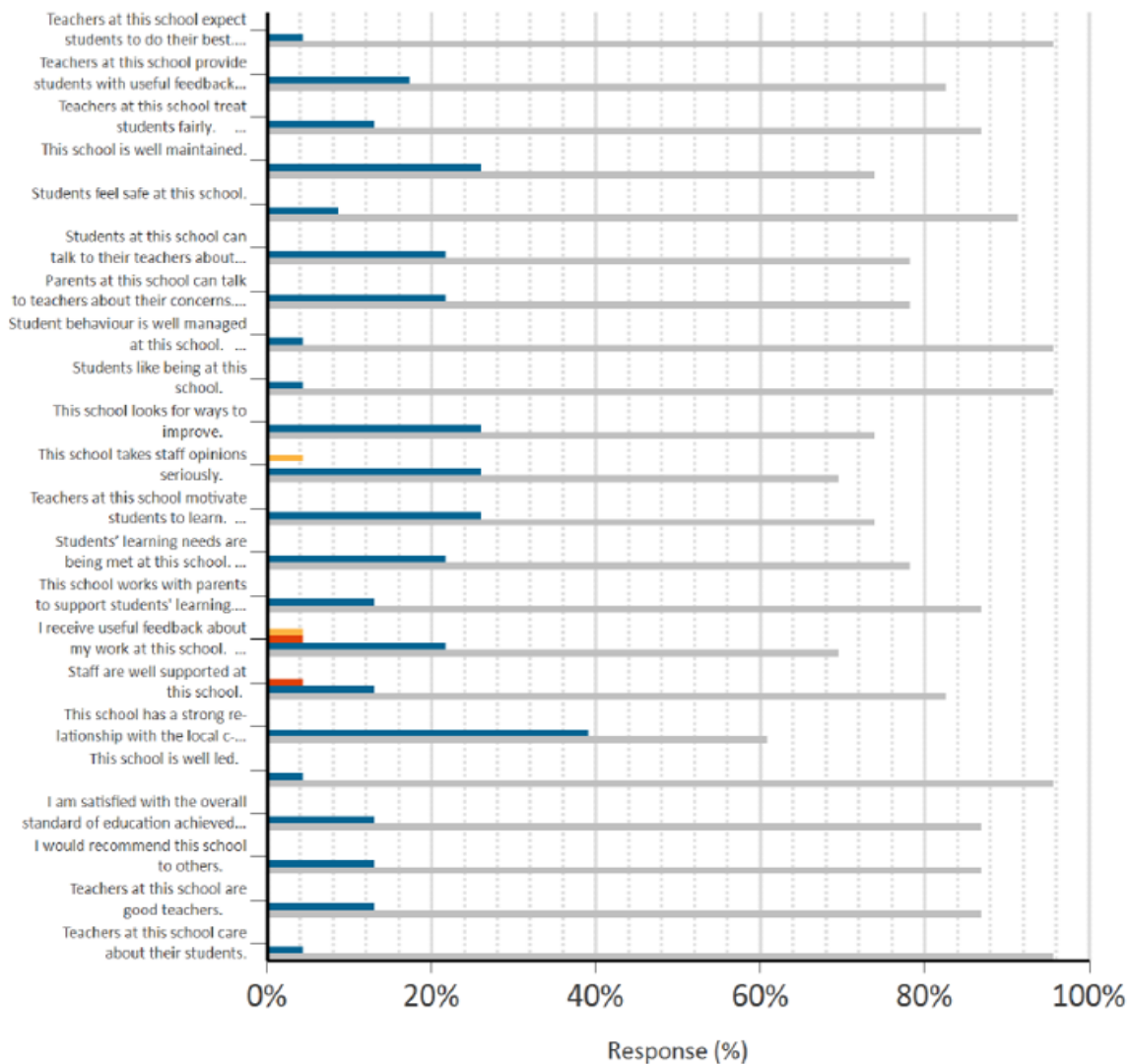
Some of the parental comments from the survey were:

- *We love this school and we are very happy our children attend here.*
- *Banksia Park is a brilliant, community-focused school with a staff that genuinely care about the well being and education of my kids!*
- *The teachers have gone above and beyond and we have noticed a huge difference in our children's social and emotional well-being. They can't wait to go to school each day and have thrived academically and socially.*
- *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.*
- *The office staff is always so welcoming and helpful. Thank you.*
- *We're new to BPPS and the change we have seen in our children has been amazing. Coming from a large school they love that they actually see their Principal every morning and are greeted with a smile.*
- *Banksia Park is a really wonderful school. Thank you.*
- *A terrific school. We are very lucky to have BPPS in our local community.*
- *The staff's flexibility and commitment is greatly appreciated by the parent community during COVID-19.*
- *As a former student at BBPS this school has a special place in my heart and I was delighted when my own child began school here. I felt like it was in some way a continuance of a legacy! I have personally experienced the care and passion expressed by the teachers and I recognise the impact a teacher can have on a child's learning. The teachers are wonderful. The whole staff really care!*

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 near 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 has now stabilised and is beginning to increase. It is expected that this will continue into the future with more generational change in home ownership and some urban infill. Our final enrolment of 274 students consisted of 30 Kindergarten, 35 Pre Primary, 35 Year One, 31 Year Two, 31 Year Three, 40 Year Four, 35 Year Five, and 37 Year Six students.

Student Attendance

Banksia Park Primary School had an attendance rate of 93.9% in 2021. This is slightly reduced due to COVID-19 precautions (and we thank parents for keeping their children home even if they were only slightly unwell). This rate is comparable with similar schools in the South Metropolitan Education Region and other schools from similar socio-economic areas across WA.

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)