

Baler Primary School

2017 Annual Report



Respect



Responsibility



*Doing Your
Best*



A Sea of Cultures

Baler Primary School

Forward

Using this report:

Our Annual Report provides parents and members of the wider community with information about Baler Primary School's activities and performance over the past year. Its purpose is not only to inform but to highlight our strengths and successes, and identify areas targeted for improvement. Programs offered and other general information such as finance, attendance figures and relevant staffing information has been compiled to present a broader picture of the school. From this information the school reviews its educational practices where necessary, and determines strategic priorities and operational targets for the following year. To gain maximum benefit from this document a holistic view should be taken and as such this report should be read in conjunction with other information such as school reports for your child, school business plans, Department of Education Strategic directions, operational plans and school newsletters.

School Community Context:

Baler Primary School is in the Pilbara Education District and is the largest of four schools in the South Hedland area. The school was officially opened on the 9th June 1975. Our school community is diverse with over thirty four different nationalities represented. This is evidenced in our school logo: 'a sea of cultures'.

- As of Semester 2 2017, 576 students were enrolled from Kindergarten to Year 6
- There are thirty four different nationalities represented
- 16% of students have a language background other than English
- 34% of our students are indigenous
- 1% of students are under the care of CPFS
- 2% of students have an identified disability (excluding ADD/ADHD)
- 28% of students are identified as needing learning adjustments based on NCCD
- The 2017 school ICSEA is 913 with the average national ICSEA being 1000
- Student transiency is 34% - this places Baler in the 9th decile of all WA Public Schools. This is a slight decrease from 2016 but comparable to the 2013 – 2016 data.

The student population is representative of the community demographics encompassing a range of socio economic backgrounds with the key difference being a higher component of multicultural students - differentiating Baler from other schools in the area. 38% of our students are in the lowest quartile, with 54% in the middle quartile and 8% in the top quartile.

School Staffing Context:

There have been a number of changes in the school leadership team prior to 2017. This is due to a number of 'acting' appointments within the administration team; however Ms Karen Burgess was appointed as substantive principal at the start of 2017. This has provided the school with stability and direction in 2017, giving staff, students and community confidence going forward. 2017 also saw a high level of staff turnover as is common in the region due to the high number of younger teachers expanding career pathways and starting families of their own. Whilst high staff turn-over does present challenges for the school it also provides the school with opportunities to attract motivated and enthusiastic staff. Due to this, our staff demonstrates commitment to self-improvement; they engage in professional learning and embed evidenced based practices in their teaching and learning programs.

School Direction:

Baler Primary School has continued to implement, revise and embed the explicit teaching model and is fortunate to have a very enthusiastic, dedicated and professional staff. We have a blend of experienced and graduate teachers. Our learning community is well catered for with 5 distinct teaching clusters including an onsite ECE facility and the introduction of a school based playgroup in 2016.

Throughout 2017, staff continued to focus on Student Engagement, attendance and Behaviour. These efforts allowed Baler to maintain a low level in the number of student suspensions (1%).

Selected students participated in, PEAC and STEM extension classes; the Baler Choir performed well at the Pilbara Music Festival and the school was represented at all sporting carnivals. Student Leaders were provided opportunities to enhance their leadership skills, representing Baler as school ambassadors. 2017 also saw the introduction of literacy initiatives such as Brightpath, Letters and Sounds, and Cracking the Code. A partnership was formed with Curtin University as part of an action research program integrating iSTEM into numeracy in the early years. This was part funded by BHP and the school continues to benefit from the BHP partnership.

School Vision:

Baler Primary School provides a safe, creative and challenging learning environment within a multicultural and diverse setting. In partnership with families we strive to develop life long, independent learners who have respect for self and others and who seek excellence. Literacy and Numeracy together with a strong Pastoral Care structure are the foundations for achieving the potential of every student.

School Values:

- Respect
- Responsibility
- Doing Your Best

Endorsed April 5 2018

Karen Burgess
Principal (2017)

Michelle Boothey
School Council Chair 2017

School Performance Monitoring

2017 NAPLAN Comparative Performance Summary

For Year 3 in all tasks, the analysis uses the school mean and socio-economic index to calculate expected performance and a school's variation from expected performance, called a residual score.

For reading and numeracy in Years 5 school mean, prior performance (from two years earlier) and socio economic index are used.

- Data is against Public Schools only and excludes students with an identified disability
- It is pleasing to note Year 3 students continue to perform above or at expected levels across all NAPLAN areas when compared to like schools
- There are concerns around the decline in results from 2014 to 2017 for our Year 5 students
- A more detailed analysis of this data is provided within the particular reported area of this report

What is the data telling us about our Year 3 students?

- NUMERACY had a slow decline 2012 – 2015. 2016 indicated good improvement however in 2017 this has declined to 2015 levels. Whilst this is still within the accepted range this is an area for targeted school improvement.
- READING is at the higher end of expected performance and has continued to show pleasing growth
- WRITING has maintained expected progress
- SPELLING is in the higher range of expected performance
- GRAMMAR & PUNCTUATION has dropped from 2016 levels

What is the data telling us about our Year 5 students?

- NUMERACY has had a decline in results and needs to be a major part of the school focus
- READING has improved when compared to 2016 results and also for the same cohort of students has shown almost 1.5 standard deviation improvement. Current data is bordering on above expected range when compared to like schools
- WRITING has shown marked improvement and results now indicate good growth
- SPELLING is still below expected performance and a new program will be introduced in 2018
- GRAMMAR & PUNCTUATION whilst not yet back to 2012 – 2014 levels for this cohort, they are now at expected levels of performance and showing progress
- There is cause for concern when comparing the results of this cohort against their results in 2015 as Year 3 students for numeracy. There has been good progress across all other learning areas except spelling which has remained stagnant



Achieved



Working Towards



Not Achieved

	Targets	Achievements / Progress
Reading	Increase the percentage of Yr 3 & Yr 5 students working in the top 2 bands of NAPLAN (Reading) in 2018	<u>Year 3</u> Achieved - increased top band from 6% to 14% in 2016 and up to 19 % in 2017 We also have less students in the bottom band.
		<u>Year 5</u> 7% increase of students in the top band in 2016. Whilst there was a drop in the top band from 2016 to 2017, middle band has continued to grow.
	Baler’s Yr 3 and 5 mean score will be higher than ‘like’ schools in NAPLAN (Reading) in 2018	<u>Year 3</u> Achieved in 2016 & 2017
		<u>Year 5</u> Achieved in 2016 & 2017
Writing, Spelling, Grammar & Punctuation No Targets Set		

On-Entry Testing – Pre-primary

- In Pre-primary the main purpose of on entry testing is to provide teachers with information about the understandings that a child brings to school.
- In Years 1 & 2 the main purpose is to provide teachers with information about the current skills and understandings of students assessed.
- By the **end** of **PP** a student should have reached Progression Point **1**
- By the **end** of **Year 1** a student should have reached Progression Point **1.5**
- The table below incorporates all areas of literacy (Speaking & Listening, Reading, Writing)

LITERACY Progression Points	2015		2016		2017	
	Baler - % of students	State - % of students	Baler - % of students	State - % of students	Baler - % of students	State - % of students
0.0 to 0.3	44	39	46	39	50	40
0.4 to 0.7	44	48	45	49	38	48
0.8 to 1.1	9	11	10	10	13	10
1.2 to 1.5	4	0	0	1	0	0
1.6 to 3.3	0	0	3	0	0	0

What is the data telling us about our Pre-primary students and literacy?

- Across all years Baler PS students have more students on percentage in the lowest band
- In the 0.8 to 1.1 progression point range students are close to or equal to state percentages
- Students are coming to school with low levels of literacy

READING

Summary

What is the data telling us about READING?

- There are still more Pre-primary students in the lowest band than that of all WA students
- Year 3 students have continued to make good progress in comparison to like schools with another pleasing increase in the number of students in the top band. A focus would be to move more students from the bottom band to the middle band.
- Year 5 students have had a decrease in the amount of students in the top band although they are still on track when comparing the same cohort. Minimal movement in the other bands.

On-Entry Testing – Pre-primary

READING Progression Points	2015		2016		2017	
	Baler - % of students	State - % of students	Baler - % of students	State - % of students	Baler - % of students	State - % of students
0.0 to 0.3	48	35	46	35	51	36
0.4 to 0.7	41	46	41	47	37	46
0.8 to 1.1	7	16	14	15	10	14
1.2 to 1.5	2	1	0	1	1	1
1.5 to 3.3	5	2	1	1	1	0

What is the data telling us about our Pre-primary students and reading?

- We continue to have students starting school with lower reading levels than state schools.
- In the higher bands (1.2 – 3.3) we are comparable to state schools)

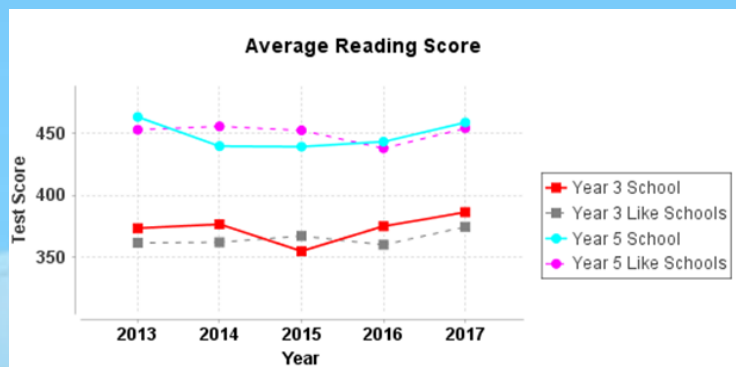
2017 NAPLAN - Reading

Baler Primary School vs WA Public Schools and Like Schools

Percentage of students in top 20%, middle 60%, bottom 20%

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	6%	14%	19%	13%	7%	9%
Middle 60%	62%	54%	50%	55%	58%	60%
Bottom 20%	32%	32%	31%	32%	34%	31%

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	8%	13%	6%	11%	8%	11%
Middle 60%	59%	54%	63%	63%	58%	56%
Bottom 20%	33%	34%	31%	26%	33%	34%



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2013	374	362	463	453
2014	377	362	440	456
2015	355	367	439	453
2016	375	360	443	438
2017	387	375	459	454

WRITING

Summary

What is the data telling us about WRITING?

- Students begin Pre-primary at similar levels to those of state percentages.
- Year 3 students have continued to make solid progress with double the amount of students in the top 20% than 2016 against like schools and less students in the bottom percentages – continuing the strong growth from 2016
- Year 5 student results show a pleasing growth against like schools in 2017 with in the top 20% however we would still like to see more students pushed from the bottom 20% into the middle 20%
- As part of the *Pilbara Partnerships for Success* funding Baler PS will be implementing Talk for Writing in 2018.

On-Entry Testing – Pre-primary

WRITING Progression Points	2015		2016		2017	
	Baler - % of students	State - % of students	Baler - % of students	State - % of students	Baler - % of students	State - % of students
0.0 to 0.3	90	91	86	91	89	91
0.4 to 0.7	8	8	12	9	4	8
0.8 to 1.1	0	0	0	0	0	0
1.2 to 1.5	2	1	2	1	7	1
1.6 to 3.3	0	0	0	0	0	0

What is the data telling us about our Pre-primary students and writing?

- Baler PS students arrive at Pre Primary with comparable understandings about writing when compared to state percentages

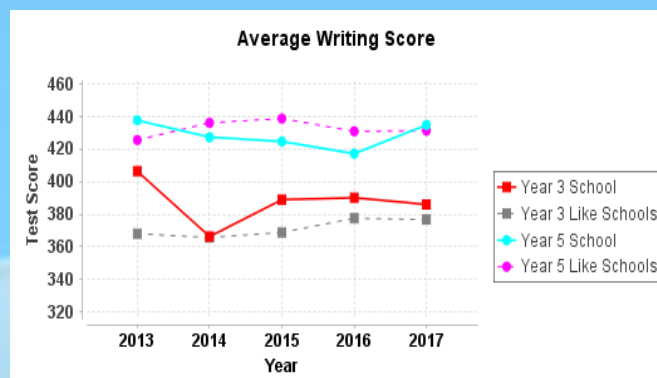
2017 NAPLAN – Writing

Baler Primary School vs WA Public Schools and Like Schools

Percentage of students in top 20%, middle 60%, bottom 20%

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	24%	24%	23%	10%	9%	11%
Middle 60%	54%	51%	51%	55%	59%	61%
Bottom 20%	22%	25%	26%	35%	32%	28%

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	11%	10%	19%	9%	12%	9%
Middle 60%	62%	48%	44%	63%	58%	62%
Bottom 20%	28%	41%	38%	28%	30%	29%



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2013	406	368	438	426
2014	366	366	427	436
2015	389	369	425	439
2016	390	378	417	431
2017	386	377	435	431

SPELLING

Summary

What is the data telling us about SPELLING?

- Year 3 students have continued to make excellent progress (against like schools) and are now performing above expected levels having scored consistently higher than like schools since 2013. Our early years programs are evidenced as being effective.
- Year 5 students have not made the same level of progress when comparisons are made against WA state schools – this has been dropping since 2014 as evidenced in the graph on the bottom right hand corner of the page.
- Year 5 students continue to demonstrate achievement levels on par with like schools.
- Based on results, research from the literacy committee and time being wasted through class movement with the Spelling Mastery program it has been decided that the school will implement Soundwaves in 2018. It should be noted that progress will need time to be evidenced.

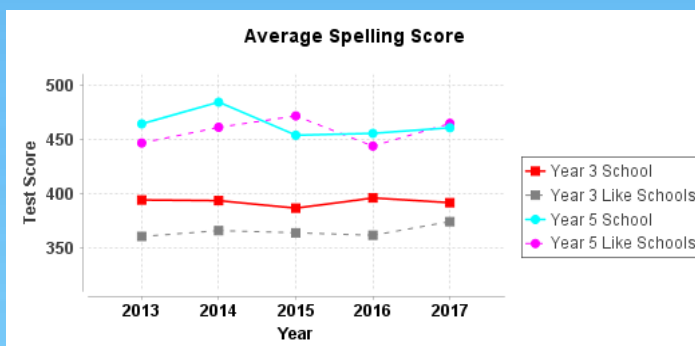
2017 NAPLAN – Spelling

Baler Primary School vs WA Public Schools and Like Schools

Percentage of students in top 20%, middle 60%, bottom 20%

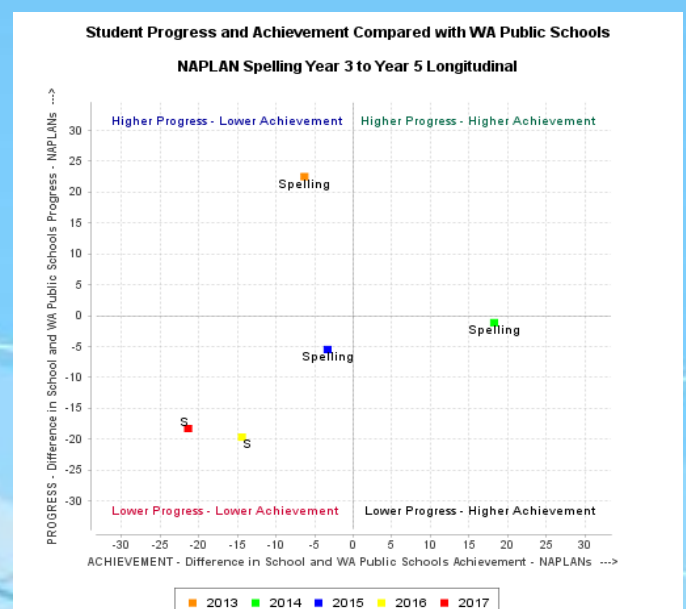
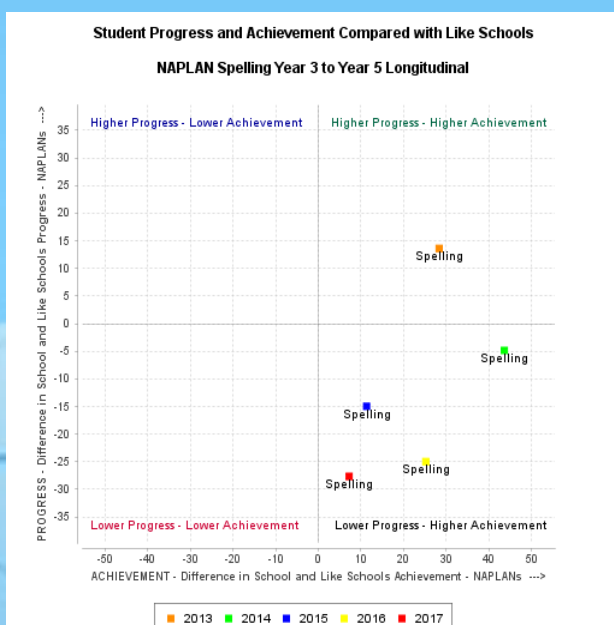
WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	27%	21%	13%	10%	7%	10%
Middle 60%	51%	55%	71%	57%	62%	61%
Bottom 20%	22%	24%	16%	32%	31%	29%

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	23%	10%	19%	15%	9%	12%
Middle 60%	45%	58%	50%	63%	55%	61%
Bottom 20%	32%	32%	31%	22%	36%	28%



Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2013	395	361	465	447
2014	394	366	485	462
2015	387	364	455	472
2016	397	362	456	444
2017	392	375	461	465



GRAMMAR & PUNCTUATION

Summary

What is the data telling us about GRAMMAR & PUNCTUATION?

- Year 3 achievement has consistently been above like schools, however 2017 results indicate a drop to just below like schools and the number of students in the top two % brackets are also comparable to like schools . We have significantly more students in the top 20% than like schools.
- Year 5 results have seen a pleasing growth to just above like schools in 2017 arresting the gradual decline since 2013.
- Year 5 results are comparable with like schools in regards to a similar percentage of students in the top band.

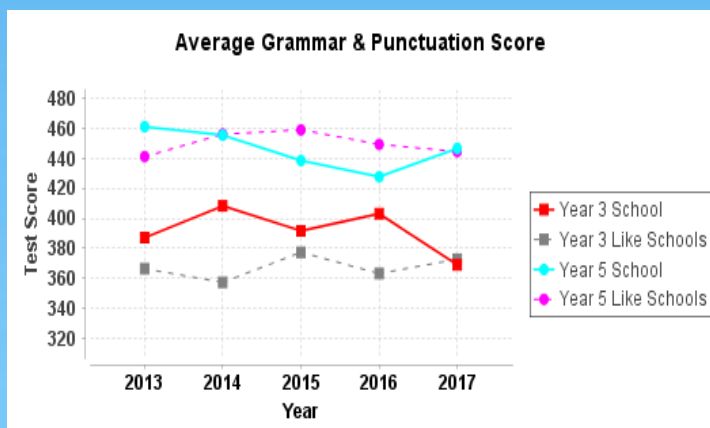
2017 NAPLAN – Grammar & Punctuation

Baler Primary School vs WA Public Schools and Like Schools

Percentage of students in top 20%, middle 60%, bottom 20%

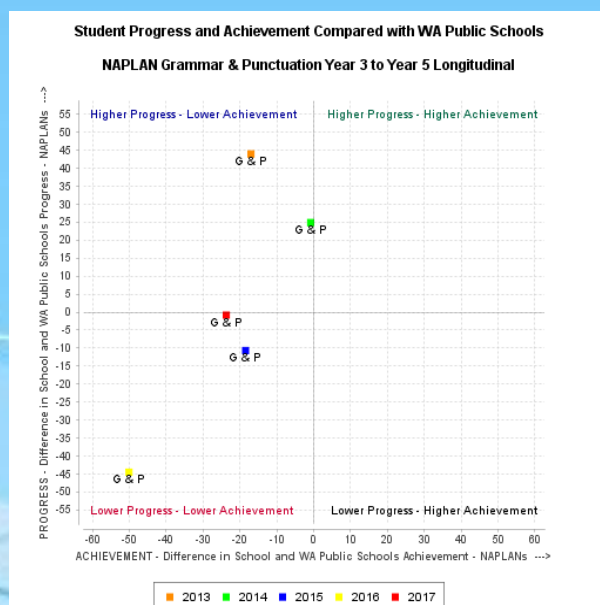
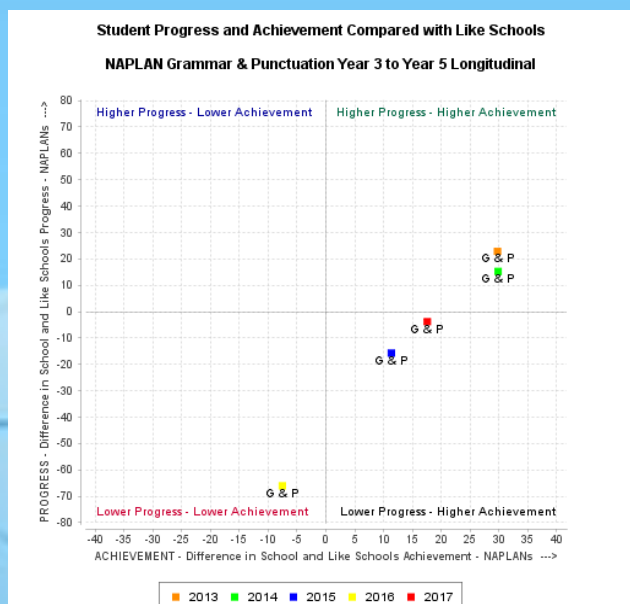
WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	16%	20%	10%	9%	5%	9%
Middle 60%	56%	60%	60%	62%	64%	60%
Bottom 20%	29%	21%	30%	28%	31%	31%

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	12%	10%	15%	14%	9%	10%
Middle 60%	52%	59%	65%	58%	64%	65%
Bottom 20%	35%	31%	21%	28%	27%	25%



Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2013	387	366	461	441
2014	408	357	456	456
2015	392	377	439	459
2016	403	363	428	449
2017	369	373	447	445



2015 – 2017 Business Plan Priority Area 2:

NUMERACY

Achieved

Working Towards

Not Achieved

	Targets	Achievements / Progress
Numeracy	Increase the percentage of Yr 3 & Yr 5 students working in the top 2 bands of NAPLAN (Numeracy) in 2018	<u>Year 3</u> Achieved in 2016 – increased top band from 11% to 13% Still need to move students from bottom band to middle band – growth was not maintained into 2017
		<u>Year 5</u> Achieved in 2016 – increased top band from 3% to 9% Still need to move students from bottom band to middle band but this was not maintained in 2017
	Baler's Yr 3 and 5 mean score will be higher than 'like' schools in NAPLAN in 2018	<u>Year 3</u> Achieved in 2016 – mean score 20 points above like schools but this was not maintained into 2017
		<u>Year 5</u> Achieved in 2016 – mean score 11 points above like schools but this was not maintained into 2017

NUMERACY

Summary

What is the data telling us about NUMERACY?

- It is concerning to see the results for 2017 decline into the lower progress / lower achievement quadrant with an increasing number of students below national minimum standards.
- Year 3 students have arrested the slow decline seen from 2012 – 2015 and have maintained results slightly higher than like schools however we do have a larger percentage of students in the bottom 20% compared to like schools.
- Year 5 students when examining the 2015 Yr 3 (same cohort) have dropped another 0.2 standard deviation points. Only just maintaining the expected level of achievement.
- Year 5 students have more students in the top 20% of students than like schools although there is still lower progress and lower achievement compared to state schools. There is also a larger proportion of students in the bottom 20% compared to like schools.
- A numeracy leader will be appointed in 2018 to work closely with teachers. Fine grained analysis indicates a common language, problem solving interpretation and PD in the proficiency strands are areas to action.

On-Entry Testing – Pre-primary

NUMERACY Progression Points	2015		2016		2017	
	Baler - % of students	State - % of students	Baler - % of students	State - % of students	Baler - % of students	State - % of students
0.0 to 0.3	10	7	13	7	10	8
0.4 to 0.7	26	20	24	18	25	19
0.8 to 1.1	42	42	38	43	39	41
1.2 to 1.6	21	32	25	32	26	32

What is the data telling us about our Pre-primary students and numeracy?

- In most instances we have slightly more % of students in the lowest band – by the end of Pre-Prim the expected level is 1.6. It is pleasing to see we have a large number of students already making solid progress towards this at the beginning of the year.

2017 NAPLAN - Numeracy

Baler Primary School vs WA Public Schools and Like Schools

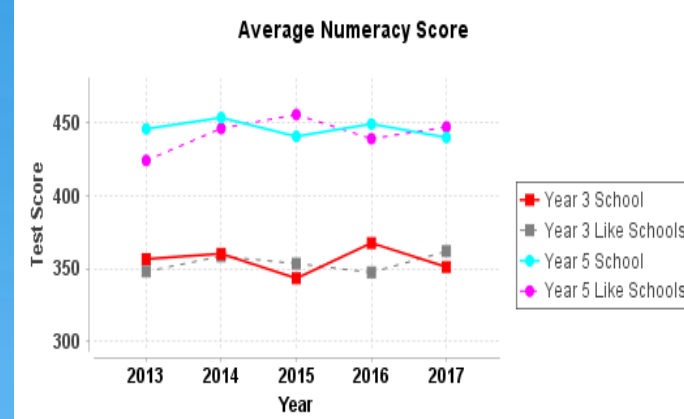
Percentage of students in top 20%, middle 60%, bottom 20%

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	11%	13%	10%	10%	6%	8%
Middle 60%	54%	57%	53%	63%	60%	62%
Bottom 20%	35%	30%	37%	28%	34%	30%

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2015	2016	2017	2015	2016	2017
Top 20%	3%	9%	9%	11%	6%	7%
Middle 60%	64%	64%	49%	64%	56%	56%
Bottom 20%	33%	28%	43%	26%	37%	37%

Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2013	357	348	446	424
2014	360	359	454	447
2015	344	354	441	456
2016	368	348	450	439
2017	351	362	440	447



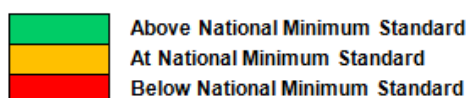
Student Progress and Achievement Compared with Like Schools

NAPLAN Numeracy Year 3 to Year 5 Longitudinal



Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2016		2017		2016		2017	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					3%	2%	2%	2%
7	530 - 581					5%	5%	11%	8%
6	478 - 529	7%	3%	10%	6%	14%	16%	19%	21%
5	426 - 477	20%	9%	6%	12%	43%	34%	26%	32%
4	374 - 425	16%	22%	29%	25%	26%	28%	26%	26%
3	322 - 373	28%	32%	18%	27%	9%	14%	17%	11%
2	270 - 321	24%	22%	18%	22%				
1	Up to 269	6%	12%	19%	8%				



2015 – 2017 Business Plan Priority Area 3:

STUDENT ATTENDANCE

Achieved

Working Towards

Not Achieved

	Targets By the end of 2017, we will have	Achievements / Progress
Attendance	Increased our school's overall attendance to 90% or above	Working towards in 2017 (87.1%). Attendance has increased from 86.9% in 2015. Still below like schools and WA Public Schools.
	Over 81% of our students achieving an attendance rate above 80%	Of concern is that only 53% of our students are considered regular attenders (ie they are attending 90% or more of the time). Only 74% of students attend over 80% of the time.
	Reduced the percentage of students in the severe category (59% or below) to below 5%	Working towards in 2017 (at 8%). Reduced from 9.8% in 2014. Still higher than like schools (4.1%) & WA Public Schools (2%).
	Decreased unauthorized absences to 3% or below	Not achieved. Unauthorized absences decreased from 2014 to 2015 but increased in 2016 to higher than 2014. This needs to be addressed with teachers to make sure absences are followed up and recorded correctly.
	Reduced the percentage of Aboriginal students in the moderate and severe categories by 9% to 41%	Achieved 2016 (40.8%). Reduced from 49.9% in 2014. Like schools – 31.8% WA Public Schools – 36%

ATTENDANCE

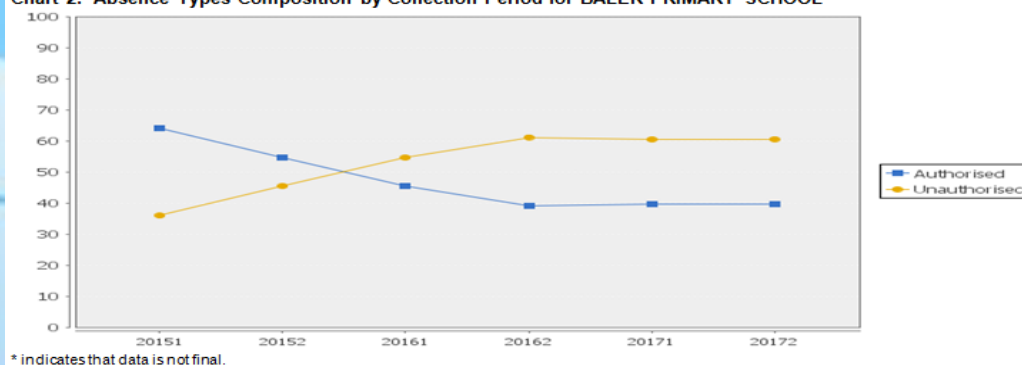
Summary

What is the data telling us about ATTENDANCE?

- Whilst progress has been made attendance needs to have a continued focus
- Unauthorised absences are still of significant concern
- School Based Attendance Officer has been allocated a permanent position 0.4 FTE
- Aboriginal representation in the severe category has continued to decline
- Regular attendance has increased from 2014

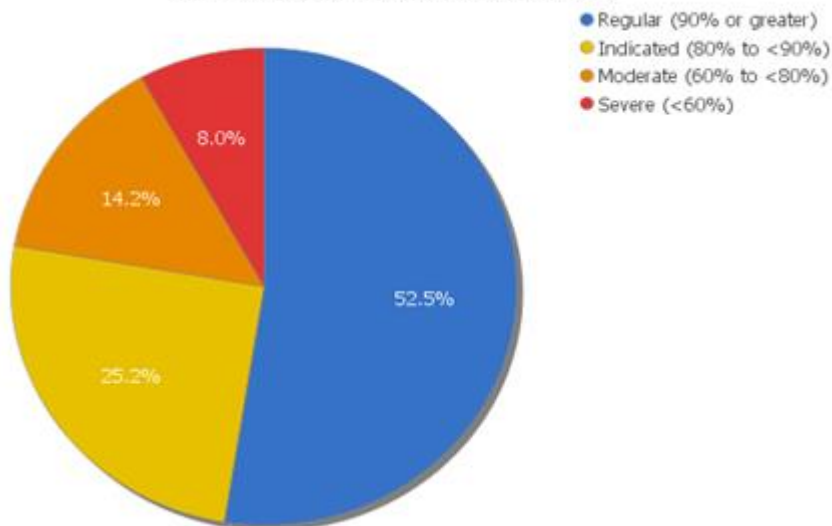
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	90.9%	92.9%	93.8%	79%	83.5%	81.2%	86.9%	91.6%	92.7%
2016	92.2%	91.7%	93.7%	80.4%	83.5%	80.7%	88.2%	90.1%	92.6%
2017	91%	92.2%	93.8%	80.1%	82.9%	81.2%	87.1%	90.6%	92.7%

Chart 2: Absence Types Composition by Collection Period for BALER PRIMARY SCHOOL



Attendance At Risk Categories

Attendance Profile 2017 Semester 2



Authorised and Unauthorised Absences

	Authorised	Unauthorised
KIN	52%	48%
PPR	48%	52%
Y01	33%	67%
Y02	49%	51%
Y03	38%	62%
Y04	33%	67%
Y05	44%	56%
Y06	34%	66%

Attendance Category Primary as at Semester 1, 2017

	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch	Sch	WA Pub Sch
Regular	44%	73%	57%	76%	61%	77%	55%	79%	49%	78%	64%	78%	54%	78%
At Risk - Indicated	33%	18%	27%	16%	17%	16%	27%	14%	25%	15%	17%	15%	24%	14%
At Risk - Moderate	17%	7%	10%	6%	14%	5%	14%	5%	18%	5%	19%	5%	16%	6%
At Risk - Severe	7%	2%	6%	2%	8%	2%	4%	2%	8%	2%	0%	2%	6%	2%

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	54.6%	25.5%	13.5%	6.2%
2016	60.0%	20.3%	14.6%	5.0%
2017	54.4%	24.5%	15.2%	5.8%
Like Schools 2017	67.1%	20.0%	9.2%	3.6%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Attendance Aboriginal Students

	Attendance Category Aboriginal			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	32.9%	27.1%	23.9%	15.9%
2016	35.7%	23.3%	27.4%	13.4%

	Attendance Category Aboriginal			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017 (Sem 2)	35%	29%	18%	18%

2015 – 2017 Business Plan Priority Area 4: STUDENT ENGAGEMENT & WELL-BEING



Achieved



Working Towards



Not Achieved

Targets By the end of 2017, we will have		Achievements / Progress	
Engagement & Well-Being	Reduced student suspensions from 87 days in 2014	Achieved – 2014 - 63 days 2015 - 20.5 days 2016 – 2 days 2017 – 8 days	
	Increased the percentage of students surveyed who agree or strongly agree with the statement 'student behavior is well managed at my school to 90% from 75% in 2014 Note: data has not been updated for 2017 annual report as surveys are conducted biannually – this is still a focus →	In 2016 only 41% of students agreed or strongly agreed with this statement. It should be noted that well under half the number of possible responses were received. A large proportion of those received neither agreed or disagreed. Parent responses indicated 65% of parents agreed or disagreed with this statement in 2016	

ENGAGEMENT & WELL-BEING

Summary

What is the data telling us about ENGAGEMENT & WELL-BEING?

- A strong focus on explicit behavioural expectations, introducing a common language and teaching the three steps (ask them to stop, walk away / ignore, find a duty teacher) as well as improved parent communications regarding incidences has resulted in a dramatic reduction in suspensions. This is further supported by continued up-skilling of staff in writing and implementing behaviour management plans.
- The social emotional program You Can Do It has been implemented in 2017 and is showing good results in establishing a common language and expectations
- A more structured approach is needed to deliver student surveys to get a better response rate

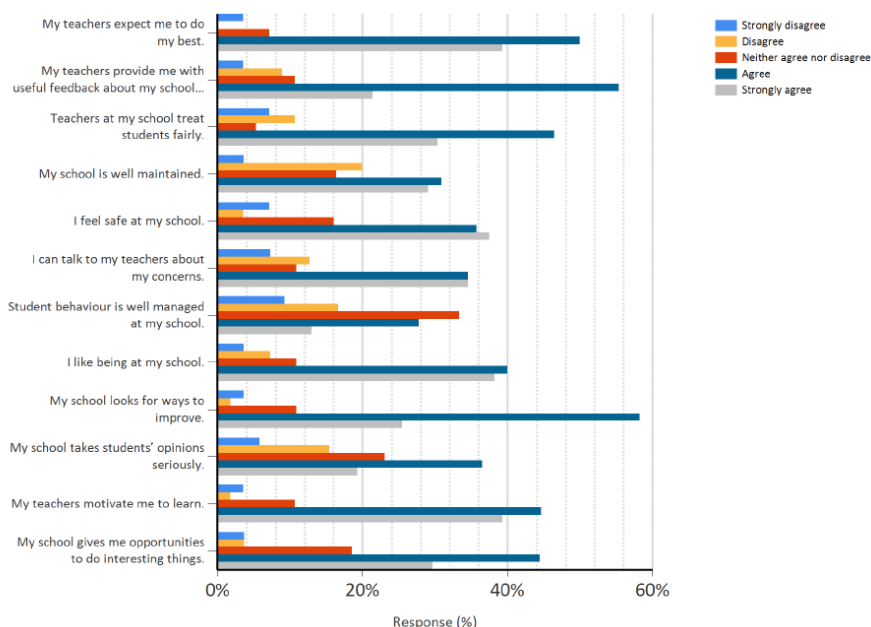
Strategies included:

- Targeted PD for staff on the school's SAER policy and procedures
- Continued use of the Protective Behaviours Program
- PBS (Positive Behaviour School) implementation to be explored in 2018

2016 Student Survey Responses

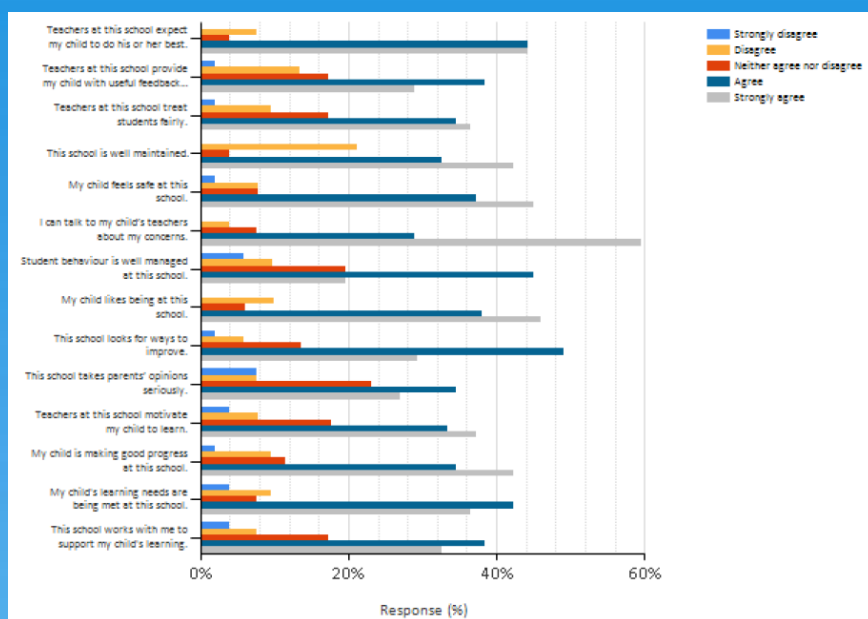
NOTE:

- This survey was only issued to year 5 & 6 students.
- Of the possible 127 student responses only 56 were received



	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
My teachers expect me to do my best.	2	4%	-	-	4	7%	28	50%	22	39%
My teachers provide me with useful feedback about my school work.	2	4%	5	9%	6	11%	31	55%	12	21%
Teachers at my school treat students fairly.	4	7%	6	11%	3	5%	26	46%	17	30%
My school is well maintained.	2	4%	11	20%	9	16%	17	31%	16	29%
I feel safe at my school.	4	7%	2	4%	9	16%	20	36%	21	38%
I can talk to my teachers about my concerns.	4	7%	7	13%	6	11%	19	35%	19	35%
Student behaviour is well managed at my school.	5	9%	9	17%	18	33%	15	28%	7	13%
I like being at my school.	2	4%	4	7%	6	11%	22	40%	21	38%
My school looks for ways to improve.	2	4%	1	2%	6	11%	32	58%	14	25%
My school takes students' opinions seriously.	3	6%	8	15%	12	23%	19	37%	10	19%
My teachers motivate me to learn.	2	4%	1	2%	6	11%	25	45%	22	39%
My school gives me opportunities to do interesting things.	2	4%	2	4%	10	19%	24	44%	16	30%

2016 Parent Survey Responses (new survey to be conducted in 2018)

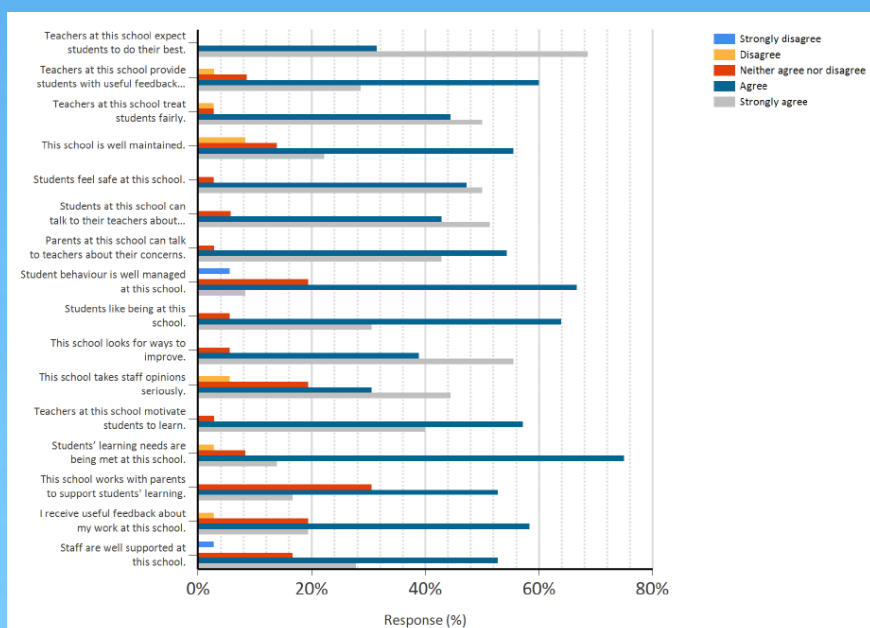


NOTE:

- Only 52 responses were received
- Of those received 2% were from males & 98% were from females

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do his or her best.	-	-	4	8%	2	4%	23	44%	23	44%
Teachers at this school provide my child with useful feedback about his or her school work.	1	2%	7	13%	9	17%	20	38%	15	29%
Teachers at this school treat students fairly.	1	2%	5	10%	9	17%	18	35%	19	37%
This school is well maintained.	-	-	11	21%	2	4%	17	33%	22	42%
My child feels safe at this school.	1	2%	4	8%	4	8%	19	37%	23	45%
I can talk to my child's teachers about my concerns.	-	-	2	4%	4	8%	15	29%	31	60%
Student behaviour is well managed at this school.	3	6%	5	10%	10	20%	23	45%	10	20%
My child likes being at this school.	-	-	5	10%	3	6%	19	38%	23	46%
This school looks for ways to improve.	1	2%	3	6%	7	14%	25	49%	15	29%
This school takes parents' opinions seriously.	4	8%	4	8%	12	23%	18	35%	14	27%
Teachers at this school motivate my child to learn.	2	4%	4	8%	9	18%	17	33%	19	37%
My child is making good progress at this school.	1	2%	5	10%	6	12%	18	35%	22	42%
My child's learning needs are being met at this school.	2	4%	5	10%	4	8%	22	42%	19	37%
This school works with me to support my child's learning.	2	4%	4	8%	9	17%	20	38%	17	33%

2016 Teacher Survey Responses (new survey in 2018)



	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect students to do their best.	-	-	-	-	-	-	11	31%	24	69%
Teachers at this school provide students with useful feedback about their school work.	-	-	1	3%	3	9%	21	60%	10	29%
Teachers at this school treat students fairly.	-	-	1	3%	1	3%	16	44%	18	50%
This school is well maintained.	-	-	3	8%	5	14%	20	56%	8	22%
Students feel safe at this school.	-	-	-	-	1	3%	17	47%	18	50%
Students at this school can talk to their teachers about their concerns.	-	-	-	-	2	6%	15	43%	18	51%
Parents at this school can talk to teachers about their concerns.	-	-	-	-	1	3%	19	54%	15	43%
Student behaviour is well managed at this school.	2	6%	3	9%	7	19%	24	67%	3	8%
Students like being at this school.	-	-	-	-	2	6%	23	64%	11	31%
This school looks for ways to improve.	-	-	-	-	2	6%	14	39%	20	56%
This school takes staff opinions seriously.	-	-	2	6%	7	19%	11	31%	16	44%
Teachers at this school motivate students to learn.	-	-	-	-	1	3%	20	57%	14	40%
Students' learning needs are being met at this school.	-	-	1	3%	3	8%	27	75%	5	14%
This school works with parents to support students' learning.	-	-	-	-	11	31%	19	53%	6	17%
I receive useful feedback about my work at this school.	-	-	1	3%	7	19%	21	58%	7	19%
Staff are well supported at this school.	1	3%	-	-	6	17%	19	53%	10	28%

SPECIALIST SUBJECTS

MUSIC

2017 was a very successful year for Music at Baler. There was much enjoyment and learning witnessed across all the year levels. The year culminated in a very successful end of year concert.

The Choirs were very busy attending and singing events such as 'The Pilbara Music Festival.' There were many other Choirs from different schools and Karratha Schools had already performed a couple of days before. Both Choirs sang beautifully and we were very proud of their performances. In addition to this, the Junior Choir also impressed the Adjudicator so much that they were awarded the "Colleen Digby Junior Choir Perpetual Trophy" for a second year in a row.

The Choirs also attended the Wishing Tree opening at K-mart, led the combined singing at the End of Year Presentation Day and had the honour of singing the national anthem at a TOPH Citizenship Ceremony. Another highlight for the Music program in 2017 was the Echo in Schools Performance by WASO – Western Australian Symphony Orchestra. A video conferencing hook up was arranged between Baler PS, Nullagine Remote Community School and WASO. This is a first for the Pilbara! The ability to use technology to provide student's access to a group like WASO and perform in unison was amazing.



PHYSICAL EDUCATION

Baler students competed and participated in a range of carnivals across the year. These include the Athletics and Swimming Carnivals, Team sports Lightning Carnival and Hockey Carnivals. While participation is promoted and celebrated, we also like to aim for excellence and are proud that Baler had many successes in 2017. Even more so we are proud of the sportsmanship displayed by all students.

SCIENCE

2017 was another busy year for Science. Baler Primary School again had students selected into the Hedland Maths and Science Centre program. Science extension was a program run in school where students encountered a different engineering challenge each week. Our students do an incredible job of not only taking on the challenges with enthusiasm but also supporting each other and representing their school with pride.



LANGUAGES

Along with Cassia PS and Port Hedland PS, Baler introduced teaching of Indonesian into the curriculum. All schools shared a teacher and student from Yrs 3 – 6 at Baler had the opportunity to not only begin learning Indonesian a year ahead of national implementation of the Languages Curriculum but also to experience cultural activities.

Special Programs, Special Events & Community Involvement

BHP Enrichment Program: Baler Primary School has provided students with opportunities to broaden and extend their learning through current Enrichment classes. Students have been selected based on teacher nominations, previous academic abilities evidenced through NAPLAN, interview and school based selection criteria. The focus for students involved in these classes has been to extend learning in Numeracy, Literacy, Digital Technologies and the Arts. The capacity to employ an enrichment teacher has been possible through extra funding made available to the school via the BHP Partnership. A further extension of this has been the involvement in cross school initiatives and extension programs – Robotics, STEM, Literacy & Numeracy. Students form the top 20% percentile in NAPLAN and other standardized assessments were selected to participate in cross school learning for a three hour period once a week.

Student Leadership: The BHP Partnership also enabled the Head Boy and Head Girl from each Hedland and Newman primary school to participate in a leadership camp in Perth. Students returned to their respective schools and shared their knowledge and skills with other students. At Baler this involved working with a leadership coordinator and each of our councilors and captains being given specific roles within the school. This formed part of our whole school leadership program and will be further enhanced in 2018.

The Engagement Program: The Engagement Program supports disengaged students to become involved in the educative process through involvement in life skills, building resilience and supportive literacy and numeracy programs. Students participate in school community activities. During term 2 with the assistance of our amazing gardener Mr E, the Year 5/6 students have been working hard to put together all the new Pre-Primary equipment including bikes, diggers and scooters. They have also assisted with putting together the new Kindy equipment including toy microwaves, fridges and cupboards. The Year 4 Engagement students have also been busy working alongside Mr E to renovate the Kestrel garden areas. These students have fixed up this special area strategically placing all the rocks back to where they belong and making sure the river bed has new blue metal to make the river look incredible.

Polly Farmer Learning Club: As part of the Follow the Dream Program aboriginal students are offered the opportunity to participate in an after school learning club that is run twice a week. Students are invited to join this program based on good attendance and behaviour records. The objective of this Learning Club is to provide opportunities for educational support to these students. The Baler Learning Club is a valued program and is popular with students.

ICT: 2017 has seen a focus on rationalizing hardware and bringing the school infrastructure up to date in order to provide a robust background to support the integration of Technologies into the curriculum. This has meant that obsolete devices have been disposed of and each classroom now has access to up to date devices (e-boards, ipads, laptops, desktop computers & robotic devices). Further to this strategic planning is taking place to develop a whole school approach to embed ICT



into the curriculum.

Playgroup: As part of the BHP funded Early Years Program Baler PS completed its first full year of providing a school based playgroup for children and their families from 0 – 4 yrs of age in partnership with Playgroups WA. The main focus of this program is to support parents to develop the skills of enhancing early literacy and numeracy as their child's first teacher. Baler has 34 different cultures represented in our school and On Entry Data indicates that children at Baler start school with lower reading levels than those compared to other public schools in WA. Families are encouraged to become familiar with the school grounds, the teachers and programs on offer to build early relationships with the school.



Meet and Greet: Following the first 2017 School Assembly, parents were invited to meet with the Principal, the P&C and the student leadership group at a morning tea event.



Great Veggie Crunch: Students had fun crunching of a range of different veggies and we managed to crunch as loud as crocodiles. It was so great to see so many healthy kids enjoying their veggies!



Swimming Carnivals (Year 3 - 6 and Interschool): Faction Captains hosted the Junior and Senior Swimming Carnivals and Tabloid Fun Days at Sth Hedland Aquatic Centre, Students were selected to compete at the Interschool Carnival against other Hedland schools following after school time trials. Parent support was strong at all of these events.

Parent Information Nights: 2017 saw the introduction of Parent Information nights. These were held in the first three weeks in the school year and all families were invited to attend

Open Night and Easter Hat Parade: School leaders were determined to improve parent attendance at our school open night. In order to do this, we collaborated with the P&C to run our very well attended Easter Hat Parade. This included a donated Easter Egg Raffle and sausage sizzle, in order to encourage families into the school. And it worked! Most families from every class were in attendance on the night, taking advantage of this opportunity to view their child's classwork and join in the Easter fun.



Mud Day: Students and teachers from Baler Primary acknowledged International Mud Day on the 3rd of August. The premise behind this day is to raise awareness of the importance of nature for children and encourage interaction with our natural environment. This day is celebrated across the globe. Here at Baler, we got muddy – very muddy. Some students even delighted in showing the Principal their lovely muddy hands, feet and uniforms! This day was a highlight for many students.

Colour Fun Run: Thank you to our ever supportive P&C for hosting our inaugural Colour Fun Run. This event raised over \$15 000 for our school and students were very excited at not only running through the coloured powder but also the involvement of local police and fire brigade.



Hip Hop Dancers: A huge thank you to Wirraka Maya who facilitated the very talented Hip Hop Dancers to come and work with our students. What amazing talent but more important was the message of confidence that they continued to encourage students to display. To see students who would normally not have the confidence to dance in front of others participate in this and event showcase their talents was fantastic to see. This culminated in a whole school dance display followed up by a whole of Hedland Hip Hop Dance at the JD Hardie Centre on a Friday night.



Mother's Day Stall: Baler students were provided with opportunities to 'go shopping' at school by our ever active and supportive P&C.



ANZAC Ceremony: Community members were invited to attend and speak at our school/community ANZAC commemoration, following the holidays. Student school leaders attended to TOPH ceremony during the holidays.

Senior and Junior Athletics Carnivals: A fantastic day was had at the Athletics Carnival. We had many wonderful parents who helped out on the day; with races and activities, in the canteen making those yummy burgers, painting faces, packing and setting up and in the ECO house selling those delicious snacks and coffees. Staff arrived early to set up, cheered with their factions, making sure that everyone participated and was enjoying themselves. The students showed good participation and sportsmanship. The following week we had around 90 students heading off to Port Hedland Primary School to compete in the Interschool carnival, with successful results.



Lunch Clubs: Teachers voluntarily began running Library, Fitness, Computer, Board Games, Lego Club and Art Club at lunch times to give students a wider range of play opportunities.

Mindfulness & Meditation: With so much research on the benefits of adding mindfulness and meditation to improve children's wellbeing and academic performance, some classes across the school have been enjoying mindfulness activities, including yoga, meditations, nature walks and breathing exercises. Some of the benefits researchers have found are an: Increase in connectivity in the frontal lobe of the brain, which is linked to improved attention, memory processing and decision making abilities. Mindfulness training involves tuning in to internal and external experiences with curiosity resulting in increased self-awareness, social awareness, and self-confidence. Mindfulness training increases children's ability to self-regulate their emotions, especially difficult emotions such as fear and anger, through breathing and other grounding techniques. Mindfulness has been shown to improve empathy or the ability to understand what another person is thinking or feeling, which improves children's awareness of others and helps.



Captain Active: We were very lucky to have a special superhero, Captain Active, visit our school this year. He taught us how to become super heroes by eating healthy foods and staying active. It was a great interactive show that was enjoyed by both the students and teachers.



NAIDOC Week: Students were split into small groups of different ages to participate in a range of fun and educational activities as they learnt about Aboriginal and Torres Strait Islander culture. Parents were welcomed and came along to help out with the



activities.

Lightning Carnival: Primary students across Hedland participated in Soccer, AFL, cricket and netball. Great community spirit was demonstrated.

Pilbara Music Festival: The Junior and Senior Choirs travelled to Wangankura Stadium to perform in the 41st annual Pilbara Music Festival. There were many other Choirs from different schools and Karratha Schools had already performed a couple of days before this. Both Choirs sang beautifully and we were very proud of their performances. In addition to this, the Junior Choir also impressed the Adjudicator so much that he awarded them the "Colleen Digby Junior Choir Perpetual Trophy" for a second year in a row. They were invited back to sing at the Winner's concert on the Saturday, where the trophy was presented to them by Mrs Colleen Digby. Congratulations were given both Choirs on another successful year at the Pilbara Music Festival.



Kmart Wishing Tree Choir Performance: the Choir travelled to the shopping centre to assist in the opening of the Wishing Tree campaign run by K-Mart and Mission Australia. The Junior Choir sang some Christmas songs including Jingle Bell Rock and Aussie Jingle Bells. The audience who gathered were entertained by their performance. The students were treated to special cupcakes.

Choir and Citizenship: The Baler Senior Choir was invited to sing the National Anthem at a Town of Port Hedland Citizenship ceremony. This even was made event more special by the fact that the father of one of our choir members was being awarded Australia Citizenship on this day.



Speak Out Public Speaking Competition: As part of our extension program, this was a really challenging competition where all speakers showed courage to stand up and speak in front of so many people. This program began in 2016 but was extended to all Hedland schools in 2017 where representatives of each school competed at the Matt Dann Theatre. All participants were congratulated for the fantastic speeches that were presented.

National Simultaneous Story Time: Every year a picture book, written and illustrated by an Australian author and illustrator is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country. Baler PS took part in this national event and loved reading "The Cow Tripped Over the Moon" by Tony Wilson.



Book Fair: Once again thanks to Mrs Clark for organizing our annual Book Fair which not only raises funds for our library but also encourages a love of reading for all students.

Robocup Junior: Our robotics enrichment students visited Wickham Primary school over a weekend to take part in the WA Regional Robocup Competition. We had two teams who had to make up a dance routine, using Beebot Robots and coordinated their own dance moves with their robots. The students had been working hard on this project all term and it was great to see their effort and dedication paid off by winning 1st and 2nd place in the competition.



Broome Camp: Every year our Year 6 students are provided with the opportunity to travel to Broome for their annual camp. This camp is considered a privilege and not a right and students earn the right to participate. A wonderful time was had by all and to quote one student whose thoughts were echoed by all "...Camp. There are no words for it. Surely it was an amazing experience no doubt about that. We spent a week altogether, doing team work activities, cleaning and playing. Fun is the word Fun, everything from morning walks to going to places. Now we're exhausted, bus trips, shopping, holding crocodiles, doing the dishes... you know what it was too much fun there's way too many things to list. I think everyone's highlight was being altogether. My favourite part would be the... I don't know everything. The food was amazing and there was so much of it. I didn't think someone could make that much food. The camp was awesome it had 4 dorms, one play ground, a dining room (it was out-doors), tennis court, volley ball pit, pool, climbing wall, low ropes and bathrooms. One more thing teachers! It wouldn't be anything without teachers so thank you all teachers that made it real".



Financial Summary

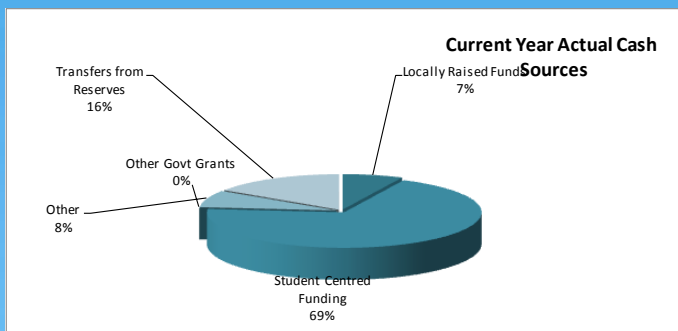
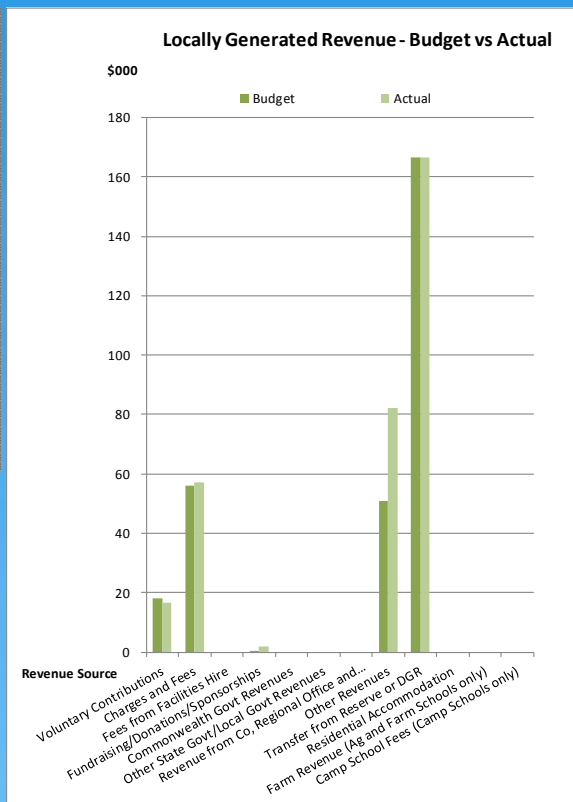
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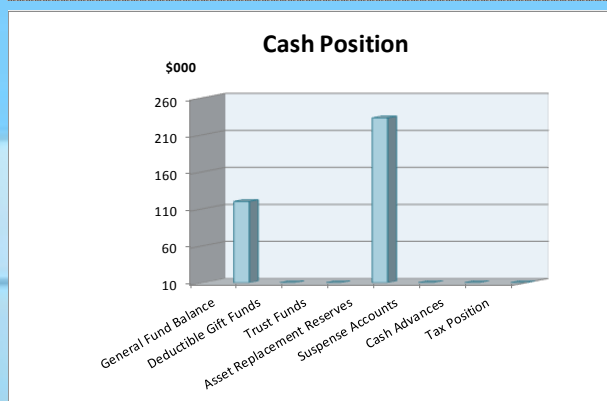
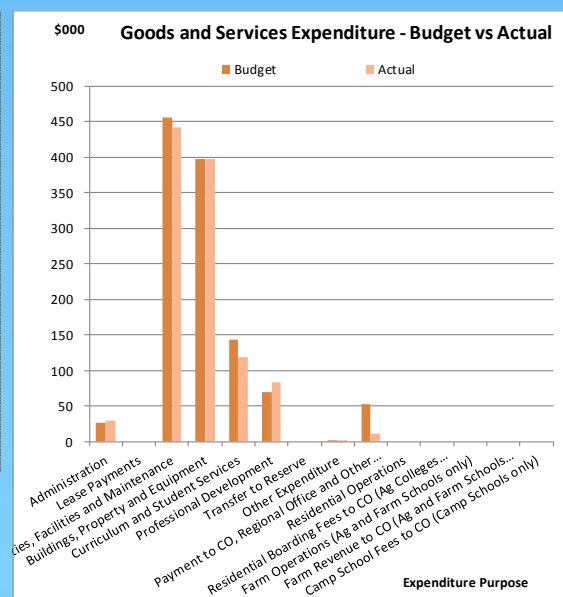
Baler Primary School

Financial Summary as at 31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 18,157.00	\$ 16,597.50
2	Charges and Fees	\$ 56,090.00	\$ 57,167.89
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 60.00	\$ 1,760.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 50,763.00	\$ 82,275.71
9	Transfer from Reserve or DGR	\$ 166,712.00	\$ 166,712.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 291,782.00	\$ 324,513.10
	Opening Balance	\$ 157,491.00	\$ 141,435.40
	Student Centred Funding	\$ 735,135.00	\$ 735,316.60
	Total Cash Funds Available	\$ 1,184,408.00	\$ 1,201,265.10
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,184,408.00	\$ 1,201,265.10



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 26,058.00	\$ 29,971.63
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 456,095.00	\$ 440,907.55
4	Buildings, Property and Equipment	\$ 397,414.00	\$ 396,333.80
5	Curriculum and Student Services	\$ 143,286.00	\$ 118,656.73
6	Professional Development	\$ 69,544.00	\$ 82,866.77
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,005.00	\$ 2,036.38
9	Payment to CO, Regional Office and Other Schools	\$ 52,559.00	\$ 10,632.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,146,961.00	\$ 1,081,404.86
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,146,961.00	\$ 1,081,404.86
	Cash Budget Variance	\$ 37,447.00	



Cash Position as at:	
Bank Balance	\$ 349,683.14
Made up of:	\$ -
1 General Fund Balance	\$ 119,860.24
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 232,648.10
5 Suspense Accounts	\$ 170.80
6 Cash Advances	\$ -
7 Tax Position	\$ 2,996.00
Total Bank Balance	\$ 349,683.14