

Baler Primary School

2018 Annual Report



Connect



Encourage



Aspire



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 Census 2018, 590 students were enrolled from Kindergarten to Year 6
- There are thirty-four different nationalities represented at Baler
- 11% of students have a language background other than English
- 32% 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 2018 school ICSEA is 895 with the average national ICSEA being 1000. This represents a gradual decline (921 in 2016; to 913 in 2017; to our current ICSEA of 895).
- Student transiency is 36% and this places Baler in the 9th decile of all WA Public Schools. This is an increase from 2017 but comparable to the 2016 – 2017 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. 48% of our students are in the lowest quartile, with 30% in the middle quartile and 6% in the top quartile. (Percentages are rounded and many not add up to 100%)

School Vision & Values:

At the beginning of 2018 Baler PS undertook a shared visioning process in consultation with community and staff. The outcome of this process saw a new shared vision and values statements embraced across the school that addresses the context of our school as it is today; and as we aspire to be into the future.

Our Values



Our Vision –

Baler a Sea of Cultures

At Baler Primary School we are a Sea of Cultures. Cultural knowledge and awareness are embedded in our learning programs. We value, celebrate and learn from our unique multicultural diversity by fostering positive relationships through engaging students, parents, staff and the wider community. We work effectively with our Aboriginal and Torres Strait Islander Officers to draw on their cultural expertise and demonstrate how we value Indigenous culture, languages and history.

We believe strongly in personal responsibility for learning through a positive behaviour policy promoting respect for self and others, resilience, well-being and self-regulation. This encourages strong morals, a sense of personal responsibility and success. We are conscious of the choices we make and the effect these have on ourselves and others.

Our consistent plan-teach-assess approach incorporates a balance between explicit instruction, inquiry and play-based learning. Students, parents and staff meet individual learning needs through differentiation, collaboration and open channels of communication.

We embrace and embed innovation with guidance, support and time to build confidence, competence and knowledge. We enhance student learning by seamlessly incorporating technology in the curriculum and in through communication.

Staff members work towards best practice in collaborative teams in a valued and positive environment aligning us to a shared sense of purpose. We ensure a strong mentoring and coaching culture enriches our professional practice. This inspires and supports us to seek and reflect upon the feedback we receive.

Baler Primary School promotes an inclusive friendly environment and a sense of belonging for all, no matter the length of an individual's time within the school. We respect the transient nature of our community and strive to be well-connected. Our strategies ensure those new to Baler are made to feel welcome.

Through our authentic, balanced and differentiated assessment schedule, data across all year levels is collected regularly, enabling us to track the progress of students. Data collected and analysed informs us of the efficacy of our teaching programs and what to teach next, ensuring that we are delivering high quality learning for our students. As a staff we moderate with our peers to make consistent student achievement judgements.

We are the Baler School Community and are driven by our passion for wellbeing and a successful education for all.



Independent Public School (IPS):

In the latter part of 2018 Baler applied to be recognized as an Independent Public school and successfully received this endorsement from the Department of Education. This endorsement recognizes the school's ability to manage and govern in partnership with a School Board. It gives the school increased flexibility and responsibility to make local decisions for our school across a range of school operations to enhance education outcomes for students. This endorsement is celebrated by the school and 2019 will see the school transition from a School Council to a School Board.

Staffing:

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 with the appointment of a substantive principal at the start of 2017 and continuing into 2019 the school has started to see stability in this area. This has further been enhanced through the appointment of three substantive Deputy Principals in 2018 further reducing the transiency in the administrative team at the school and providing the school with stability and direction; giving staff, students and community confidence going forward. 2018 also saw a reduced level of teaching staff turnover. 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:

In 2018 as part of school planning and the implementation of our new shared vision and IPS status Baler Primary School implemented a new Business Plan to guide us through the next three years. Our three key priorities of **success for all students, high quality teaching & effective leadership, and building relationships and partnerships** are in alignment with DOE directions. Within these three global areas we are then able to focus on the core components of our shared vision as outlined in our Business Plan. Baler PS has continued to implement, revise and embed the explicit teaching model and is working towards using the iStar model as a framework to guide this. Literacy, numeracy and the early years continue to be a focus. The school 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 which continues to go from strength to strength.

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. 2018 also saw the continuation of literacy initiatives such as Brightpath, Letters and Sounds, and Cracking the Code plus the implementation of Talk For Writing. Strong partnerships with BHP continue and this support enables us to provide further academic enrichment programs.

Endorsed April 29 2019

Karen Burgess
Principal (2018)

Michelle Boothey
School Board Chair (2018)

School Performance Monitoring

2018 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 noted that Year 3 students continue to perform at expected levels (*within one standard deviation of the predicted school mean*) across all NAPLAN areas although attention needs to be paid to declining results
- There are concerns around the decline in results from 2016 to 2018 for our Year 5 students in all areas except Grammar & Punctuation achieving below expected levels (*more than one standard deviation below the predicted school mean*)
- 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?

- READING is slightly below that of like schools and whilst still in the high progress high achievement quadrant has not continued the 2017 growth.
- WRITING has not maintained expected progress and for the first time since 2016 we have less students in the top 20% range compared to like schools
- SPELLING performance is relative to like schools
- NUMERACY has continued to show improvement from the slow decline of 2012 – 2015. In 2018 our Yr 3 students had a higher representation in the top two bands compared to like schools and a lower representation in the bottom band.

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

- READING has not maintained 2017 growth and needs continued focus
- WRITING is continuing to show higher achievement but lower progress which indicates slightly below like school's progress and as such below expected levels based on 2017 growth compared to 2018.
- SPELLING has further declined and this needs investigation
- NUMERACY has moved into the lower progress – higher achievement quadrant which is pleasing however is still below expected levels being more than one standard deviation below the predicted school mean. It is tracking similarly to like schools

 Achieved

 Working Towards

 Not Achieved

	Targets	Achievements / Progress		
Reading	Maintain reading achievement in NAPLAN in Yr 3 & 5 to be above that of like schools	2018	2019	2020
		2018 - <u>Year 3</u> - Not Achieved – 1% below in top band, 3% below in middle band, 3% more students in bottom band. 2018 - <u>Year 5</u> - Not achieved – less students in top band, equal students in middle band and 8% more students in bottom band		
Writing	Arrest the decline of students achieving in the middle band in NAPLAN in Year 3; decreasing those in the bottom band compared to like schools over time	2018	2019	2020
		2018 - Not achieved – Literacy Coordinator appointed 1.0FTE to support a Response to Intervention and case management approach as part of the PPSS funding.		
Writing	Maintain the growth evidenced in NAPLAN in average Year 3 & 5 Writing scores to be above that of like schools	2018	2019	2020
		2018 - Not Achieved – Talk 4 Writing implementation begun at the end of 2018 with more staff to undergo PD in 2019		
Spelling	Increase the percentage of students moving from the bottom band to the middle band in Yr 5 writing	2018	2019	2020
		2018 - More students in middle band but less in top band		
Spelling	Measure the effectiveness of the new spelling program “Soundwaves” introduced in 2018 over the life of the Business Plan; moving school progress in spelling from year 3 to year 5 out of the lower progress lower achievement quadrant as compared to like schools	2018	2019	2020
		2018 - More students in middle band but less in top band		
Numeracy	Arrest the decline from Year 3 to Year 5 as evidenced in the Lower Progress / Lower Achievement quadrant of Longitudinal NAPLAN data as compared to like schools	2018	2019	2020
		2018 - Progress evident. Years 3 to 5 longitudinal data now shows students in the <i>lower progress / higher achievement</i> quadrant.		
Numeracy	Decrease the number of Year 5 students in the bottom 20% of average numeracy scores to be below that of like schools (increasing those in the middle and upper bands)	2018	2019	2020
		2018 - Not Achieved – Building Numeracy trackers introduced for 2019 to align with Numeracy Planners		
On Entry	In Year 1, 80% of students completing On Entry testing in <u>reading</u> achieve as expected (<i>progression point of 1 or higher</i>)	2018	2019	2020
		2018 - Due to changes in rating scales and year 1 students not having completed On Entry Reading in 2018 data is not available		
On Entry	In Year 1, 80% of students completing On Entry testing in <u>numeracy</u> achieve as expected (<i>progression point of 1.5 or higher</i>)	2018	2019	2020
		2018 - Due to changes in rating scales and assessments caution is advised when comparing data to earlier years. No assessment of Yr 1 in 2018.		

Attendance	An attendance rate of 90% or more is classified as regular attendance. Increase the number of students achieving this to be 60% or higher	2018	2019	2020
		2018 – Disappointing to see regular attendance dropping further in second semester despite interventions		
	Decrease the number of unauthorized absences by two thirds to be below 20%	2018	2019	2020
		2018 – Marked improvement. Lowest level since 2016 (47%)		
	Increase the percentage of Aboriginal students attendance rates to be greater than ATSI students in WA Public Schools	2018	2019	2020
		2018 – Slight drop from 2017 (1.1% difference)		

DATA

2018 NAPLAN – Reading

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

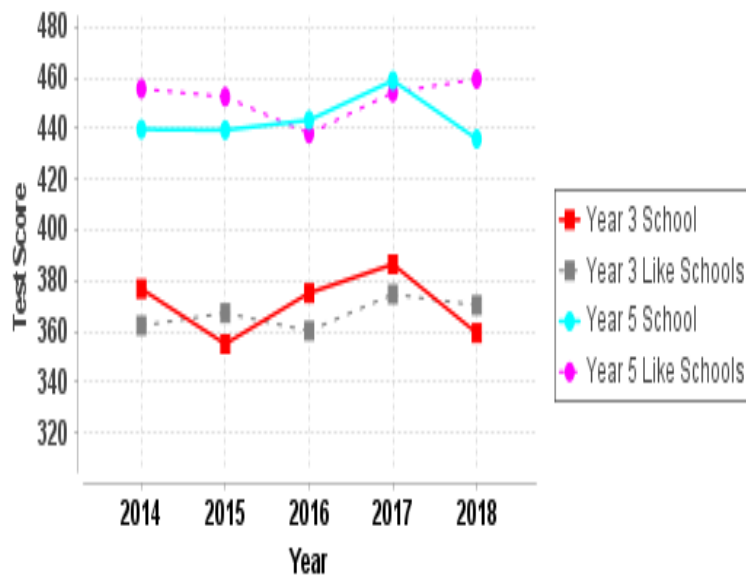
WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	14%	19%	10%	7%	9%	11%
Middle 60%	54%	50%	49%	58%	60%	52%
Bottom 20%	32%	31%	41%	34%	31%	38%
WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	13%	6%	4%	8%	11%	10%
Middle 60%	54%	63%	55%	58%	56%	55%
Bottom 20%	34%	31%	42%	33%	34%	34%

Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					4%	4%	1%	7%
7	530 - 581					15%	13%	16%	12%
6	478 - 529	19%	9%	13%	14%	21%	21%	19%	21%
5	426 - 477	12%	14%	15%	17%	29%	22%	21%	26%
4	374 - 425	26%	25%	26%	19%	17%	28%	13%	21%
3	322 - 373	18%	26%	8%	17%	15%	13%	30%	13%
2	270 - 321	12%	15%	16%	16%				
1	Up to 269	13%	11%	21%	16%				

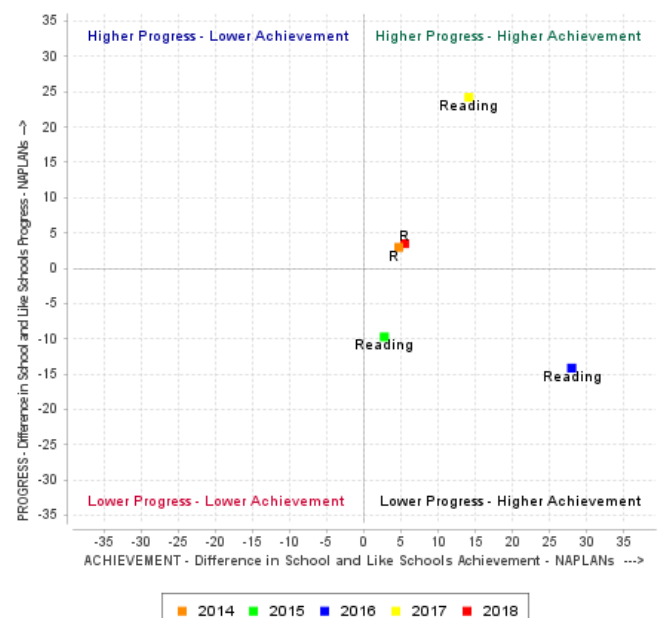
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Average Reading Score



Student Progress and Achievement Compared with Like Schools

NAPLAN Reading Year 3 to Year 5 Longitudinal



2018 NAPLAN – Writing

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

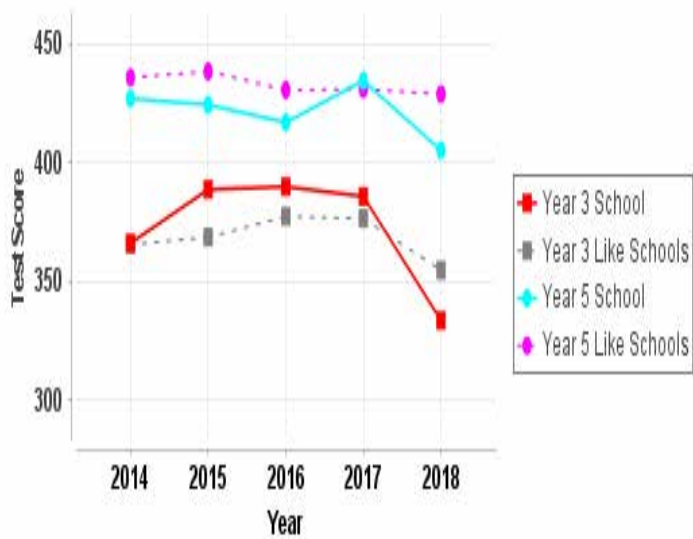
WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	24%	23%	3%	9%	11%	6%
Middle 60%	51%	51%	53%	59%	61%	59%
Bottom 20%	25%	26%	43%	32%	28%	35%
WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	10%	19%	7%	12%	9%	10%
Middle 60%	48%	44%	54%	58%	62%	56%
Bottom 20%	41%	38%	39%	30%	29%	34%

Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	1%	3%	1%
7	530 - 581					6%	4%	0%	6%
6	478 - 529	13%	3%	0%	4%	19%	18%	16%	18%
5	426 - 477	28%	25%	17%	22%	29%	42%	38%	35%
4	374 - 425	19%	26%	20%	20%	15%	16%	7%	16%
3	322 - 373	20%	30%	25%	24%	25%	19%	36%	23%
2	270 - 321	9%	10%	18%	15%				
1	Up to 269	12%	7%	20%	15%				

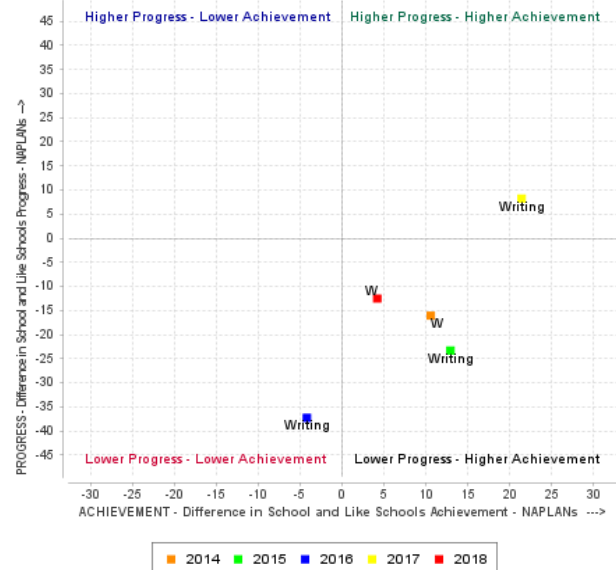
	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Average Writing Score



Student Progress and Achievement Compared with Like Schools

NAPLAN Writing Year 3 to Year 5 Longitudinal



2018 NAPLAN – Spelling

Student Progress and Achievement Compared with Like Schools

NAPLAN Spelling Year 3 to Year 5 Longitudinal



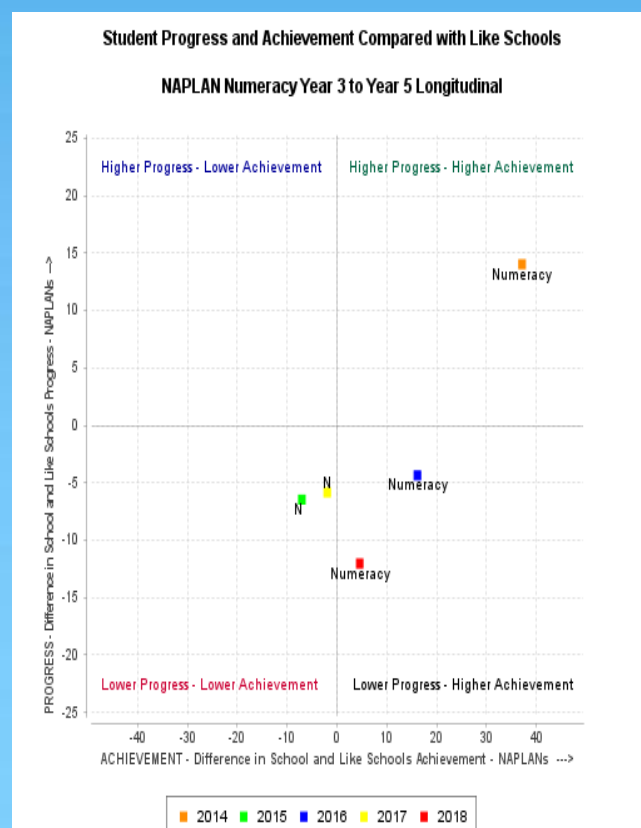
2018 NAPLAN – Numeracy

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	13%	10%	9%	6%	8%	7%
Middle 60%	57%	53%	54%	60%	62%	53%
Bottom 20%	30%	37%	38%	34%	30%	40%
WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	9%	9%	4%	6%	7%	7%
Middle 60%	64%	49%	52%	56%	56%	56%
Bottom 20%	28%	43%	44%	37%	37%	37%

Proficiency Band Summary

Band	NAPLAN Score	Numeracy							
		Year 3				Year 5			
		2017		2018		2017		2018	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & above								
9	634 - 685								
8	582 - 633					2%	2%	0%	2%
7	530 - 581					11%	8%	7%	9%
6	478 - 529	10%	6%	5%	6%	19%	21%	26%	22%
5	426 - 477	6%	12%	13%	15%	26%	32%	27%	32%
4	374 - 425	29%	25%	27%	23%	26%	26%	26%	24%
3	322 - 373	18%	27%	29%	27%	17%	11%	14%	11%
2	270 - 321	18%	22%	23%	23%				
1	Up to 269	19%	8%	4%	7%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard



2018 ON ENTRY Data

On-Entry Testing – Pre-primary

- In Pre-primary the 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 and the efficacy of our Early Years programs.
- 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 data presented below represents testing undertaken in the first term of the school year.**
- **Year 1 data is not available for 2018.** This will be available from 2019 onwards.
- Changes to assessments and rating scales will require different reporting from 2019

READING (Pre-Prim) Progression Points	2016		2017		2018	
	Baler - % of students	State - % of students	Baler - % of students	State - % of students	Baler - % of students	State - % of students
0.0 to 0.3	46	35	51	36	60	37
0.4 to 0.7	41	47	37	46	33	47
0.8 to 1.1	14	15	10	14	6	14
1.2 to 1.6	0	1	1	1	0	2
1.6 to 3.3	1	1	1	0	0	0
NUMERACY (Pre-Prim) Progression Points	2016		2017		2018	
	Baler - % of students	State - % of students	Baler - % of students	State - % of students	Baler - % of students	State - % of students
0.0 to 0.3	13	7	10	8	11	19
0.4 to 0.7	24	18	25	19	12	19
0.8 to 1.1	38	43	39	41	44	41
1.2 to 1.6	25	32	26	32	15	31

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

- We continue to have students starting school with lower reading levels than state schools.
- Our students come to school with higher levels of numeracy than literacy and are comparable to state schools in the higher level of 0.8 to 1.1



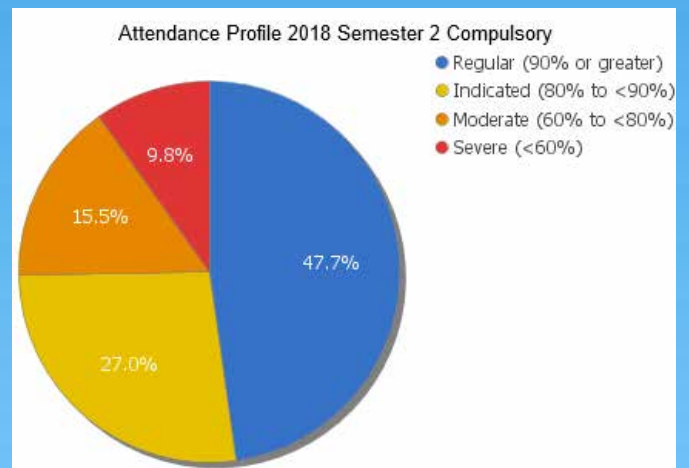
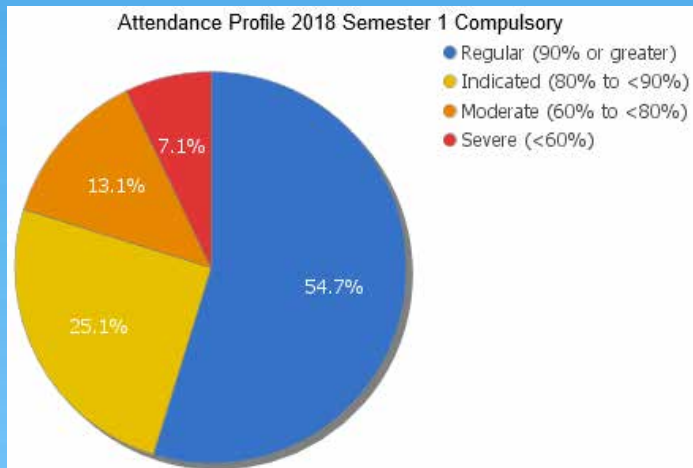
ATTENDANCE

Summary

What is the data telling us about ATTENDANCE?

- Attendance needs to have a continued focus
- Whilst there has been a significant improvement in the level of Unauthorised absences
- Aboriginal attendance is just below WA Public schools and below Like Schools – this has been constant
- Regular attendance declined in the second half of the year – this will be a 2019 focus
- Whilst and improvement in regular attendance was evident at the start of 2018, this decreased in the second half of 2018

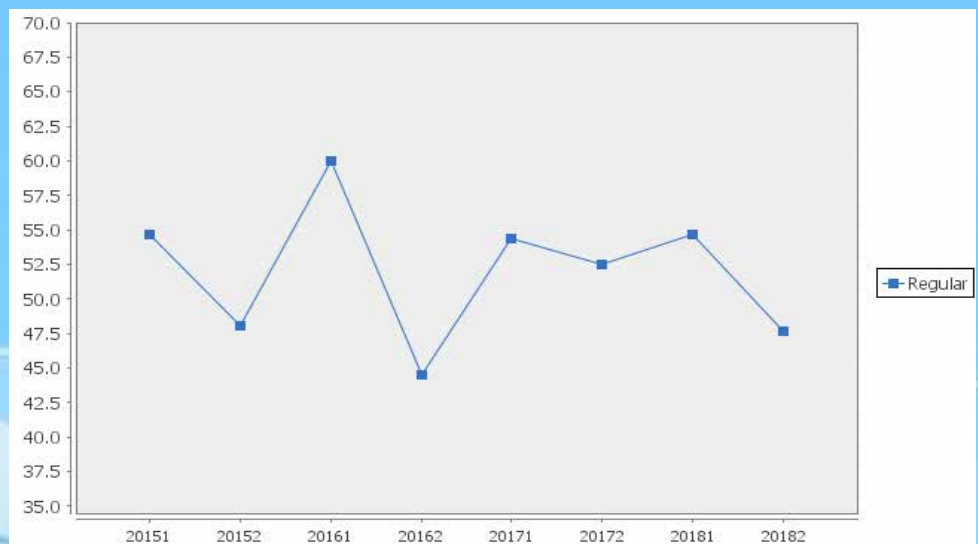
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	92.2%	91.7%	93.7%	80.4%	83.5%	80.7%	88.2%	90.1%	92.6%
2017	91%	92.2%	93.8%	80.1%	82.9%	81.2%	87.1%	90.6%	92.7%
2018	90.1%	92.4%	93.7%	79.7%	82.3%	80.8%	86.6%	90.7%	92.6%



Proportion of students in Regular Attendance category over time

Authorised v's Unauthorised Attendance

	Authorised Absence %	Unauthorised Absence %
2016	42%	58%
2017	40%	60%
2018	71%	47%



Achieved

Working Towards

Not Achieved

Targets	Achievements / Progress
All staff will incorporate and support the implementation of iStar explicit teaching methodologies	Key staff attended PD to develop implementation plan for 2019
All staff will embed ICT into the curriculum, providing opportunities for students to develop proficiencies as well as promote the use of this through creative and critical thinking activities	A DP was appointed to lead ICT Team sent to Robocup in Wickham Incorporated in Staff Induction Active & Explicit teaching of cyber safety Teacher Can Code Modules promoted This area will continue to improve as staff develop confidence and competence through support structures
STEM based PBL (problem based learning)	STEM incorporated in enrichment program & Hedland Maths / Science Centre
Teacher judgements for English and Mathematics in summative reports to show alignment to Brightpath moderation and NAPLAN	Improvement is evident in teacher judgement. Our staff are showing closer alignment than teachers in WAP's in most areas. <i>See figure 1 on next page</i> Baler Curric Planners used collaboratively
All staff will participate in peer coaching and feedback, classroom observations and performance management focusing on the AITSL standards and school focus areas identified through the school shared vision	Staff undertook a minimum of two classroom observations and were actively involved in performance management. Non-teaching staff still to be actioned re: PM Staff work in collaborative PLC's
Evidence based feedback will be used to improve teacher practice; including classroom observations, student data and student surveys	Aboriginal Framework needs to be built into classroom planning Staff upskilled in the use of SAIS for data presentations Talk 4 Writing implementation begun Building Numeracy tracking used
Staff will be supported to develop data literacy and present at Dazzling Data Days; Numeracy and Literacy leaders to present data and outcomes to School Board	All staff presented in PLC's at Dazzling Data Day.
Continue to provide time to develop PLC's including providing leadership development for PLC leaders	PLC leasers provided with extra FTE – this is to be increased to ½ day per week in 2019
Provide a leadership opportunity for a staff coordinator to develop and support well-being and health in staff and students	All staff to undergo explicit induction Health & Well-Being Coordinator appointed – school wide YCDI program Active social committee PBS Committee identified
Implement the revised Child Protection Policy	Staff advised of new policy – Child Protection PD compliance monitored

Figure 1 Grade Alignment

	2018 (1)					2018 (2)				
	Students / (%) of students with alignment results	Alignment Result		Results not Aligned		Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *
Year 3										
Mathematics / Numeracy	64 (86%)	66 (11%)	71% (5% Above)	13%	16%	68 (79%)	72 (10%)	76% (4% Above)	11%	13%
English / Reading	64 (94%)	59 (11%)	63% (4% Above)	18%	18%	68 (84%)	66 (10%)	63% (3% Below)	23%	14%
English / Writing	64 (92%)	55 (12%)	73% (18% Above)	7%	20%	68 (84%)	63 (11%)	68% (5% Above)	12%	19%
Year 5										
Mathematics / Numeracy	89 (81%)	68 (9%)	68% (At)	24%	8%	93 (78%)	68 (10%)	64% (4% Below)	26%	10%
English / Reading	89 (85%)	64 (9%)	76% (12% Above)	12%	12%	93 (81%)	68 (10%)	72% (4% Above)	17%	11%
English / Writing	89 (82%)	65 (10%)	64% (1% Below)	23%	12%	93 (77%)	64 (11%)	63% (1% Below)	26%	11%



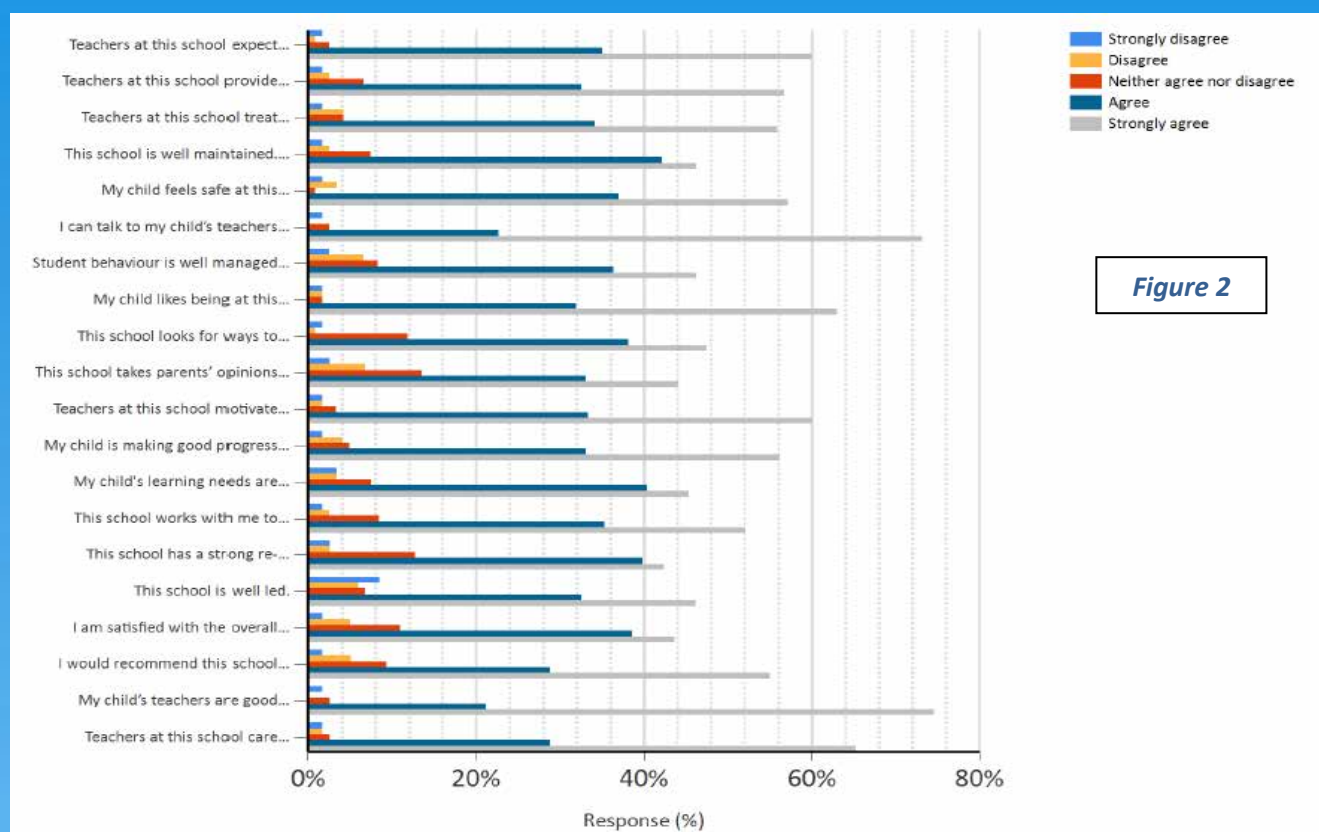
 Achieved

 Working Towards

 Not Achieved

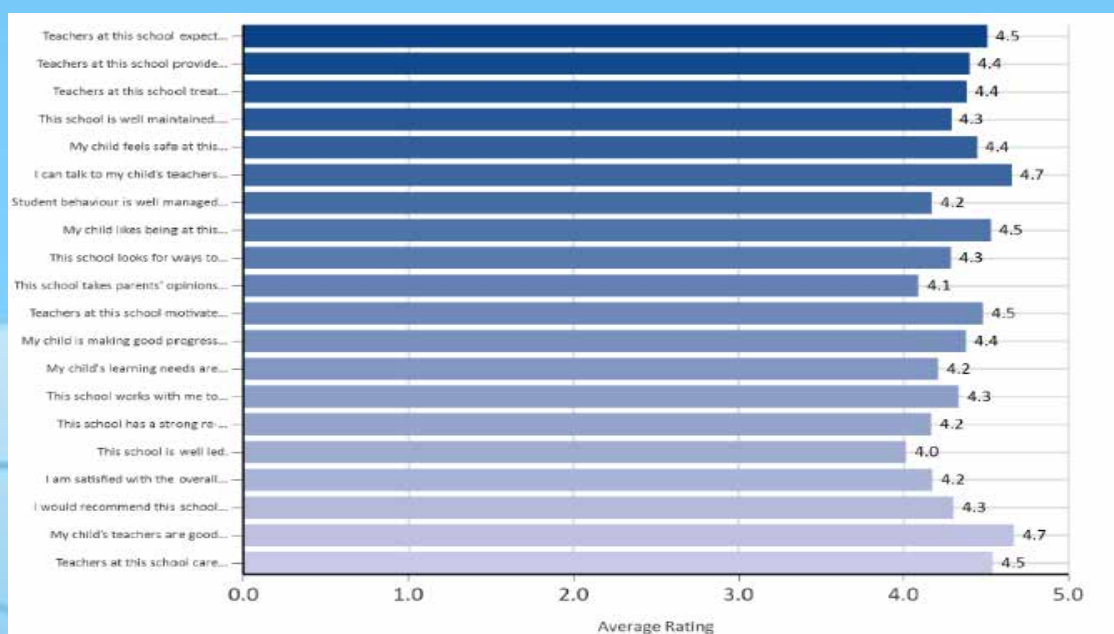
Targets	Achievements / Progress
All new School Council / Board members to have training within three months of joining	This was offered but not actioned by board. One member has had previous training + Sch Board Chair was involved in IPS training
Parent, staff and students will respond with 'Agree' or above in school opinion surveys	See Figures 2 – 5 Improved perceptions across all domains when compared to 2016 survey. Improved parent perceptions in regards to student behaviour when compared to 2016 survey <u>which was a focus for improvement.</u>
School Board included in official functions to raise their profile in school community	Achieved: ANZAC Day; IPS functions & Info Sessions; Awards Ceremonies; Assemblies
Parent survey to indicate at least 75% of respondents are aware of the School Council / Board role	This item was not actioned in 2018 surveys – needs to be included as an item in further surveys
Embrace opportunities through PPSS (<i>Pilbara Partnerships for Students Success</i>)	Literacy Coordinator appointed at end of 2018 for 2019 A schedule of staff PD developed for Talk 4 Writing Talk 4 Writing lead Teachers appointed Dibels Response to Intervention adopted to identify at Risk Students for case management
School Council / Board to source cultural community representation	Invitations offered but none accepted to date. A further focus is needed for 2019. NAIDOC week actively promoted Harmony Day celebrated Halal menu in the canteen and at school events Baler Learning Club provides opportunities for Aboriginal students through the Polly Farmer Foundation
School website developed and social media presence established	Website under development Social media presence used through Principal's twitter account Facebook utilized through P&C
All classrooms to conduct parent information nights and interviews – at least 50% attendance	All classrooms conducted parent information nights. Older groups did not achieve target audience.

2018 Parent Survey Responses



Questions in same order as above graph

- Teachers at this school expect my child to do their best.
- Teachers at this school provide my child with useful feedback about their school work.
- Teachers at this school treat student's fairly.
- This school is well maintained.
- My child feels safe at this school.
- I can talk to my child's teachers about my concerns.
- Student behaviour is well managed at this school.
- My child likes being at this school.
- This school looks for ways to improve.
- This school takes parents' opinions seriously.
- Teachers at this school motivate my child to learn.
- My child is making good progress at this school.
- My child's learning needs are being met at this school.
- This school works with me to support my child's learning.
- This school has a strong relationship with the local community.
- This school is well led.
- I am satisfied with the overall standard of education achieved at this school.
- I would recommend this school to others.
- My child's teachers are good teachers.
- Teachers at this school care about my child.



2018 Student Survey Response

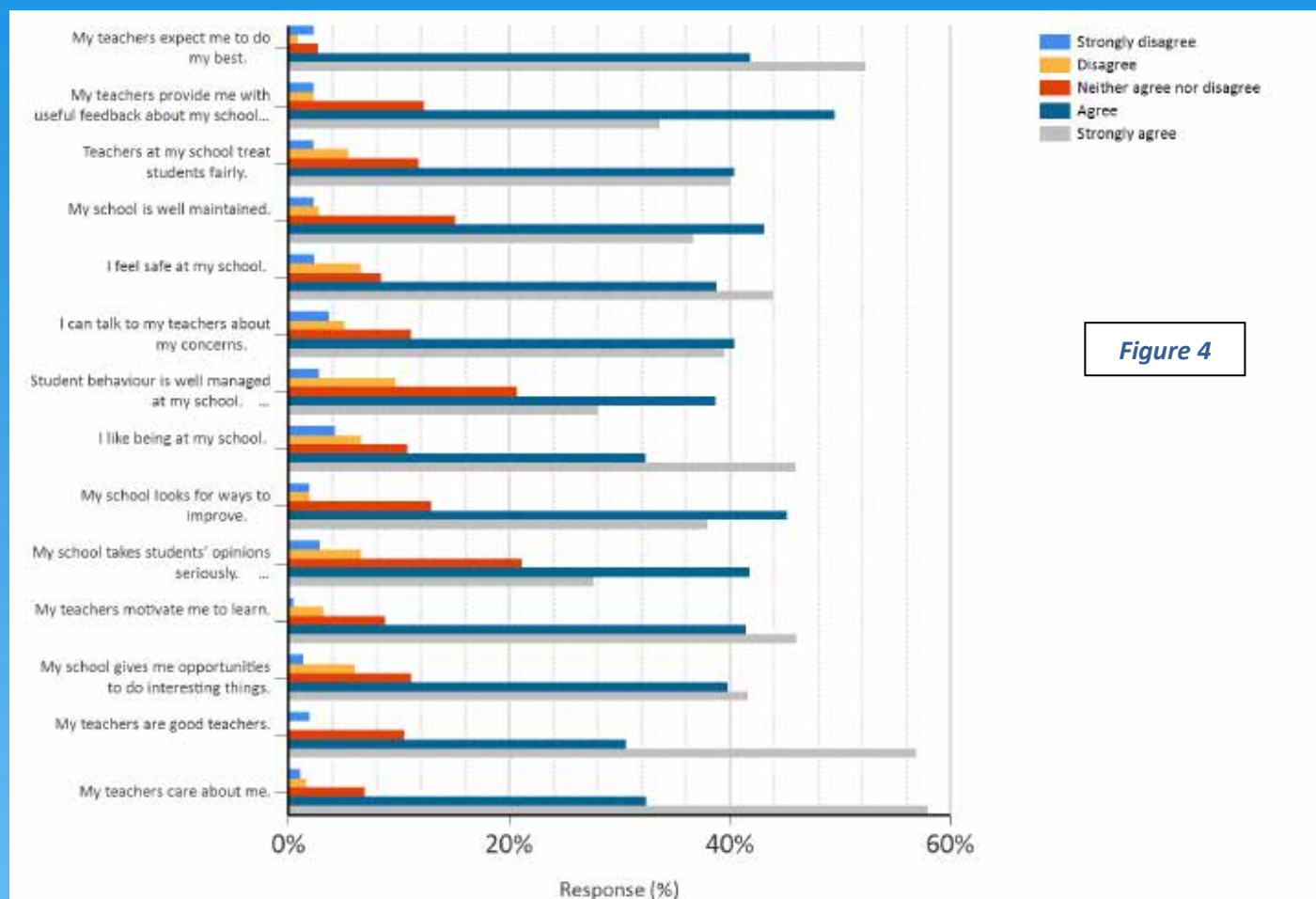


Figure 4

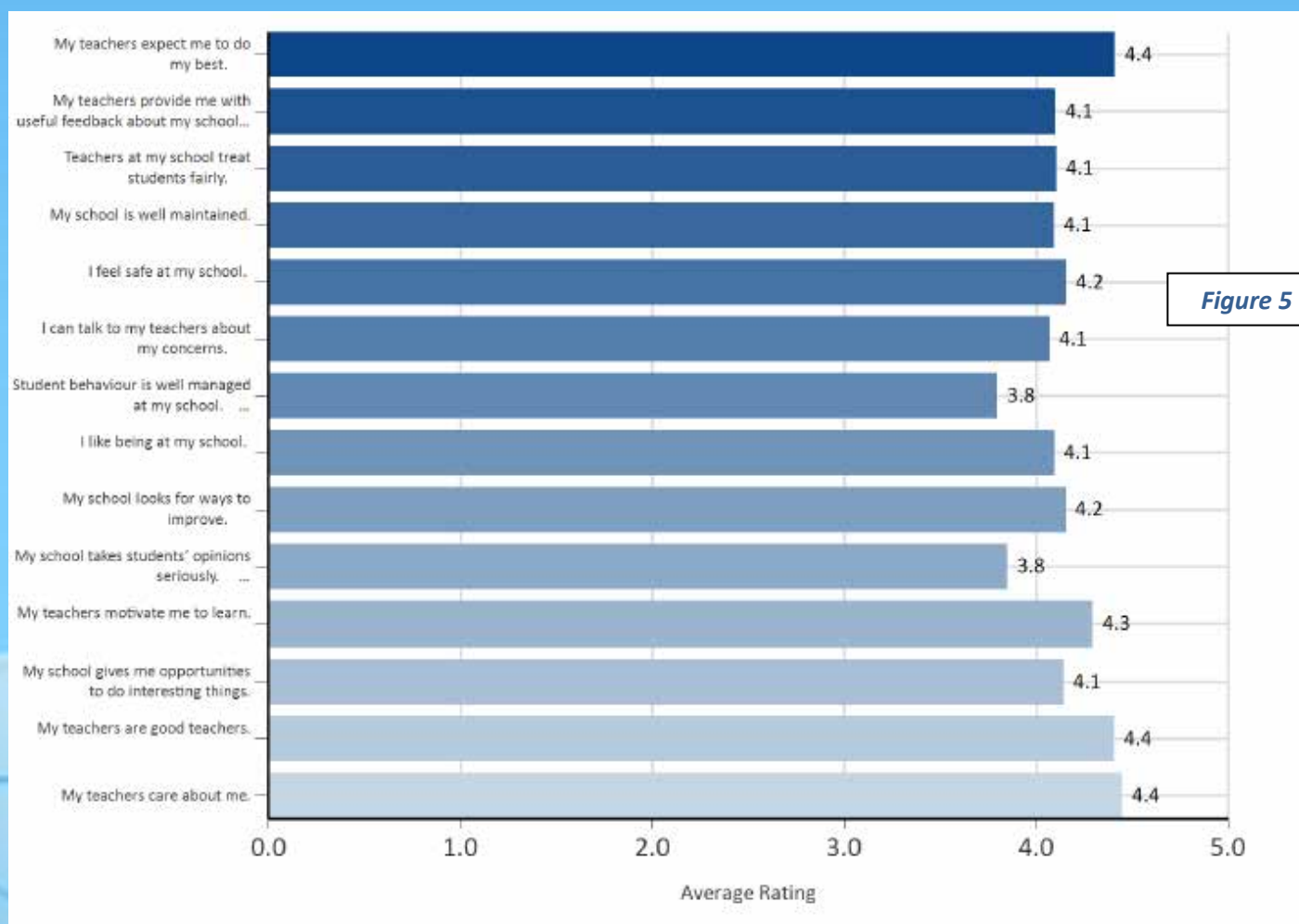


Figure 5

WA PBS (West Australian Positive Behaviour Support)

In 2018 Baler PS commenced its PBS journey. Behaviour Management was a previously identified area of focus and the survey below evidences that there is significant interest and commitment from staff to implement PBS. In 2018 following the school climate surveys a team leader, team coach and committee were appointed and initial professional development was undertaken leading to the development of Action Plans and further implementation across the school in 2019.

WAPBS Climate Survey Results Baler Primary School 03/04/2018

WAPBS Climate Survey – Total Staff Members 48			
	Yes	No	Unsure
1. Is there an active school-wide behaviour management program in place in the school?	18	25	5
2. If so, is it working and consistent across the school?	2	34	12
3. In general, is there a high rate of positive feedback given to students?	43	1	4
4. Do you regularly give incentives for positive behaviour examples?	43	5	0
5. Does the school have a high rate of office discipline referrals?	42	4	2
6. Is student behaviour taking away from your teaching /admin time?	46	2	0
7. Are you aware/know the school's MSB policy and guidelines?	21	20	7
8. Members of our school community seek to define the problem/issue rather than blame others?	23	20	5
9. Staff in our school use effective discipline strategies that are defined by logical consequence?	27	11	10
10. Students know what behaviours are expected of them?	37	6	5
11. I know who to go to and how to get support for dealing with student issues?	42	6	0
12. The school promotes a positive school environment?	46	2	0
13. People work here because they enjoy and choose to be here?	36	5	7
14. Staff feel listened to, represented and feel that they have a choice?	28	12	8
15. Do you believe the school would benefit from the Positive Behaviour approach?	48	0	0
16. Would you be open to adapting school-wide positive behaviour strategies and participating in implementing them across the school?	47	1	0
17. Are you interested on being on the school team which will facilitate the implementation of the school-wide positive behaviour approach?	22	24	2
Please note: Questions 15-17 determine your staff's interest and buy in. Question 17 determines if you have enough interest in team membership to implement PBS.			

Independent Public School (IPS)

Baler PS was successful in its application to achieve IPS status towards the end of 2018. In order to gauge our readiness for this and to determine whether there was enough support from staff, parents and students to proceed with the application process all stakeholders were surveyed. The positive outcomes have indicated a level of support from our school community, have confirmed our perceptions and pinpointed some area we need to address.

Parents & Community Survey – School Perception - % of respondents who answered (93 respondents)

QUESTION	ALWAYS / OFTEN	SOMETIMES	RARELY / NEVER
Q1. Baler PS provides high quality instruction to my child	82.8%	17.2%	
Q2. Baler PS has high expectations for all students	82.42%	13.09%	4.4%
Q3. I feel welcome to participate in this school	86.96%	7.61%	5.43%
Q4. School staff treat me with respect	88.04%	8.7%	3.26%
Q5. School staff take my concerns seriously	79.35%	17.39%	3.26%
Q6. School staff welcome my suggestions	76.67%	13.33%	9.99%
Q7. School staff respond to my queries and needs in a timely manner	76.34%	20.43%	3.23%
Q8. School staff are helpful	89.01%	8.79%	2.2%
Q9. My child's background (race, religion, ethnicity) is valued at this school.	83.87%	11.83%	4.30%
Q10. This school is explicit about rules, responsibilities and consequences	71.72%	18.68%	6.60%
Q11. At this school discipline is fair and consistent	69.57%	19.57%	10.87%
Q12. My child is safe on school grounds	82.61%	17.39%	0%

Student Survey – School Perception - % of respondents who answered (340 respondents)

QUESTION	ALWAYS / USUALY	SOMETIMES	HARDLY EVER / NEVER
Q1. I love coming to school	87.65%	7.94%	4.41%
Q2. At school I feel safe	79.02%	18.24%	2.65%
Q3. At school I feel happy	75.89%	20.29%	3.82%
Q4. I feel happy in my classroom	77.65%	20.88%	1.47%
Q5. I feel happy in the playground	75.29%	18.24%	6.47%
Q6. I feel safe in my classroom	85.97%	11.04%	2.98%
Q7. I feel safe in the playground	69.71%	24.71%	5.59%
Q8. My teacher helps me to learn	85%	12.94%	2.06%

Financial Summary

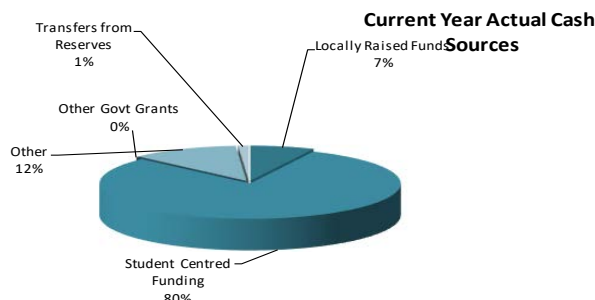
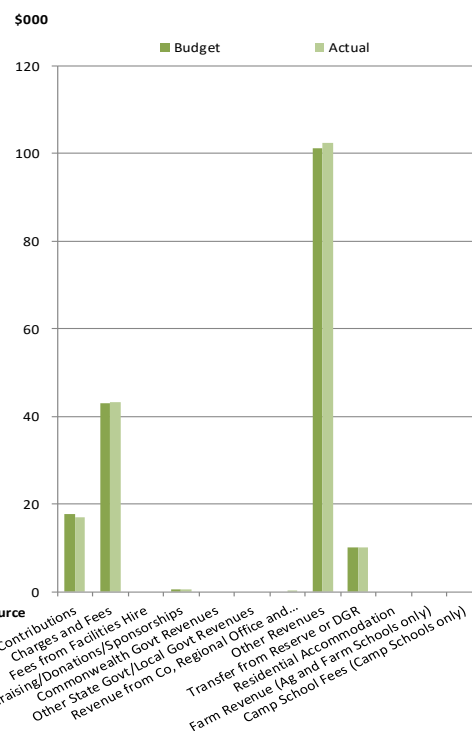
As of 31 December 2018



Baler Primary School Financial Summary as at 31 December 2018

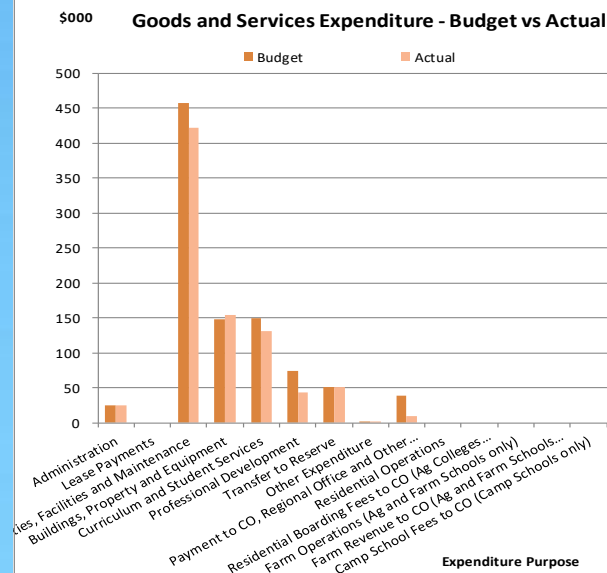
Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 17,774.00	\$ 16,997.00
2 Charges and Fees	\$ 42,944.00	\$ 43,192.47
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 500.00	\$ 600.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ 30.00
8 Other Revenues	\$ 101,125.00	\$ 102,347.43
9 Transfer from Reserve or DGR	\$ 10,000.00	\$ 10,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 172,343.00	\$ 173,166.90
Opening Balance	\$ 119,860.00	\$ 119,860.24
Student Centred Funding	\$ 701,992.21	\$ 705,377.08
Total Cash Funds Available	\$ 994,195.21	\$ 998,404.22
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 994,195.21	\$ 998,404.22

Locally Generated Revenue - Budget vs Actual

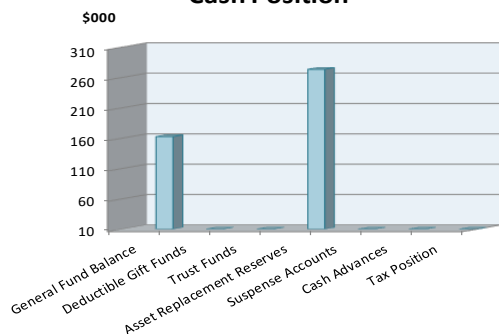


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 24,675.00	\$ 25,002.20
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 457,182.00	\$ 421,755.53
4 Buildings, Property and Equipment	\$ 147,836.00	\$ 153,307.77
5 Curriculum and Student Services	\$ 149,846.00	\$ 130,376.26
6 Professional Development	\$ 73,959.21	\$ 43,228.98
7 Transfer to Reserve	\$ 50,755.00	\$ 50,755.00
8 Other Expenditure	\$ 2,067.00	\$ 2,144.29
9 Payment to CO, Regional Office and Other Schools	\$ 38,241.00	\$ 9,399.20
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	\$ 944,561.21	\$ 835,969.23
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 944,561.21	\$ 835,969.23
Cash Budget Variance	\$ 49,634.00	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 429,971.09
Made up of:	\$ -
1 General Fund Balance	\$ 162,434.99
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 273,403.10
5 Suspense Accounts	\$ 240.00
6 Cash Advances	\$ -
7 Tax Position	\$ 6,107.00
Total Bank Balance	\$ 429,971.09

SPECIALIST SUBJECTS

MUSIC

Baler Primary School music education caters for students from Year one to Six including Junior and Senior Choirs. It aspires to formulate a consistent student-centred, inclusive approach to promote student engagement and a positive learning environment that fosters the achievement of high standard and outcomes for all. Students learn the rudiments of music and develop musicianship skills through engaging in Kodaly music notation reading incorporated with the ICT digital Jam book approach. Playing musical instruments are some of the crucial skills that the program permeates to create a quality music education experienced. This year students demonstrated a high interest and an engagement in learning music through the Flash mob play-based approach. Similarly, Baler choir prides itself as the heart of the school. Choristers have opportunities to perform for the school and community events including the Kmart Wishing Tree, Pilbara Music Festival, Citizenship and ANZAC Ceremonies to build their confidence and form healthy partnerships in the community. *Ms Alice Langa.*



Physical Education

2018 was a very successful year at Baler for Interschool Sports; students participated in Swimming, Athletics, Lightning and Hockey carnivals. While participation is promoted and celebrated, we also like to aim for excellence and are proud that Baler brought home the Interschool Athletics shield, and Netball, Soccer and AFL shields from the Lightning Carnival. Even more so, we are proud of the sportsmanship displayed by all students. *Miss Heidi Ward.*



Science

In 2018, Science at Baler went through some exciting changes. The Science room was renovated at the end of term 3 to provide students with a more supportive and hands on environment for discovery and investigation. The lab was completed with new furniture and resources to enhance practical student learning and engagement across all Science areas. In term 2, year 6 students participated in the Hedland Senior High School STEM discovery day where they competed against other schools to complete various challenge tasks. Students were excited by this experience and worked well in their teams to take on all challenges throughout the day. All year levels took a focus on sustainability through terms 2 and 3 by developing school and community-based recycling projects. Students were required to use their understanding of how materials can be used and changed for various purposes to suggest alternative options to throwing rubbish in the bin and polluting the environment. 2018 finished off with students exploring the world of Earth and Space. Senior students were involved in solving earthquake and tsunami natural disaster scenarios in our neighbouring countries and then moved on to looking at cyclone scenarios in Hedland. Junior students explored how the seasons influence the Earth in different ways and investigated how iron ore is a valuable natural resource for our Hedland community. *Miss Kally Flett.*



Languages (Indonesian)

Year 3 and Year 4's learned Basic Greetings, how to say and respond to Hello and Goodbye and Thank you. Students learned how to give basic personal details such as name, address and their age. They learned numbers and counting to eleven and colours. Topics covered included the Family, how to describe themselves and others, using adjectives in correct Indonesian word order. They viewed and listened to model texts and translated simple written passages giving name, age and origin. Vocabulary included family words, weather, parts of the body and some animals. They learned how to ask where something is, ask for someone's name, age, where they are from and to ask about the weather. Basic information about Indonesia taught them about its location in relation to Australia, climate, animals, products and significant places.

Year 5 and Year 6's revised the Basic Greetings and responses to Hello, Goodbye and Thank you and personal information. They learned numbers up to 20 and colours. They studied weather vocabulary, asking about and describing the weather and the seasons. They considered the differences and similarities between Indonesian and Australian Seasons. In the topic on Houses, they learned vocabulary with a listening activity to name the rooms in their houses and made a paper model of a house identifying the rooms. They learned how to describe their own house, by translating a model text using number, adjectives and prepositions. Some students learned about traditional Indonesian houses. Others explored the vocabulary for common Indonesian fruits.

All year levels were given the opportunity to practice and extend their learning by using the Languagenut program. Opportunities were provided to watch two live cultural dance performances, firstly 2 dances by the visiting local Indonesian Community Dancers at the end of Term 3, followed by Suara Indonesia Dance Incursion with their performances of 9 different dances, at the start of Term 4. Seeing these dances developed the students' appreciation of the diversity and richness of Indonesian culture, giving a chance to participate in some of the dances and try some of the musical instruments. *Ibu Abdullah.*

Visual Arts

This year the Baler Primary School Visual Art program has been diverse and progressive in its development. The students from Pre-primary to Year Six have been working on expanding their understanding of Visual Art knowledge, concepts and skills in order to produce examples of a wide range of Visual Art forms. As part of our participation in community programs and competitions, the upper primary students have contributed artwork to the 'Wirraka Maya Health Service' anti-smoking campaign. We have also contributed examples of art based on indigenous designs to the Town of Port Hedland street sweeper competition. The Visual Art program at Baler Primary School for 2018 has continued to promote the development of our students' artistic ability and appreciation for a wide range Visual Art forms and styles that derive from historical and cultural sources. As part of the continual development of the Visual Arts program in 2018/2019, we hope to continue the integration and use of digital tools to develop the students' ability to explore and produce digital image art. *Mr Anthony Green.*



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 from the top 20% percentile in NAPLAN and other 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 2019.

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: 2018 has seen a continued 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 seen each classroom now having access to up to date devices (e-boards, ipads, laptops, desktop computers & robotic devices). Teachers Can Code and professional development for staff has also been a focus. The Gizmo's and Gadgets incursion proved very popular with students and staff.



Playgroup: As part of the BHP funded Early Years Program Baler PS completed its second 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. Families are encouraged to become familiar with the school grounds, the teachers and programs on offer to build early relationships with the school. 2018 saw the first cohort of Playgroup students enter compulsory enrolment into Preprimary and On Entry data is looking promising that this program is having appositive effect.



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 and BOY was it hot!

Colour Fun Run: Thank you to our ever supportive P&C for hosting our second Colour Fun Run. This event raised over \$8 000 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.

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.

Circus Challenge: The circus came to town! As part of our PE program students got to learn some circus skills and they were surprised when even their teachers learnt a thing or two!

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 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. There is support from staff to incorporate this into the 2019 Operational Plan.

Family Maths Day: What an amazing turn out we had to our Family Maths Day! Families were treated to an information session about how they can support their children's mathematical development before joining their children in the classroom for some fun hands on problem solving activities.



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. Both Choirs sang beautifully and we were very proud of their performances.

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.

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 and 2018 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 also invited children back to school to hear a bedtime story by Stormy the SES Bear!

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.

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 "... And let me just tell you, It was awesome! We went on the camels, we surfed, we did rock climbing, a BBQ on the beach and so many other things! I'm sure it's an experience we will never forget. We made memories and we developed more friendships on a whole new level! In a nutshell it was an experience of a life time and it's something we will never forget!"





Broome Camp



Stormy Comes to School to Read a Bed Time Story

(Milo & story and then home to bed)

